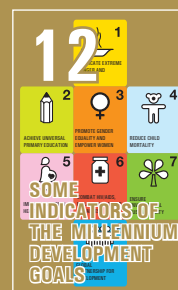
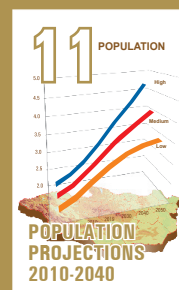
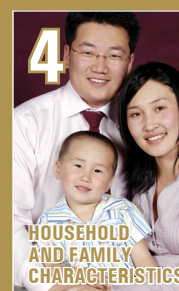


EDUCATION AND LITERACY





NATIONAL STATISTICAL OFFICE
OF MONGOLIA

2010 POPULATION AND HOUSING CENSUS OF MONGOLIA

EDUCATION AND LITERACY

Ulaanbaatar
2012

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For people the state is their treasure, for the state the people are its treasure

PREFACE



Mongolia has a rich experience of collecting statistical information on education and literacy of the population for the past 70 years. Based on 2010 Population and Housing Census, the monograph on “Education and Literacy” has been prepared which has detailed information on school attendance and drop-out rates, literacy and educational level of young population by their sex, age group and residence as well as analysis of factors that affected these indicators at provincial and national levels tied with social and economic changes that have occurred in last 30 years.

In MDG-based Comprehensive National Development Strategy of Mongolia, it has been stated to “make universal education a social commitment, lift up the national education system to the international standards and continuously increase intellectual, creative and competent human resources...”¹. This monograph is significant in that it has included realistic information for the government policy and programs to improve quality of education of the population of Mongolia in the 21st century and to enhance convertibility of the education at all levels at home and abroad and for providing students and citizens with accurate information on education services. Besides, we believe that the monograph has useful information for general public, researchers and policy makers in charge of government policy development to evaluate the utilization of education budget resources, to determine further steps to be taken and to improve the national educational system in terms of content, standard and organizational management.

CHAIRMAN OF THE NATIONAL STATISTICAL OFFICE
DEPUTY CHAIRMAN OF THE 2010 STATE CENSUS COMMISSION



S.MENDSAIKHAN

¹*Comprehensive National Development Strategy based on Millennium Development Goals of Mongolia, Government of Mongolia, Ulaanbaatar, 2008, page 22*

CHAPTER 1

BACKGROUND



1.1. PURPOSE OF THE ANALYSIS

One of main characteristics of human development, education and literacy rates are the key indicators both showing the intellectual achievements of the country population and social development. In MDG-based Comprehensive National Development Strategy of Mongolia, it has been stated to “make universal education a social commitment, lift up the national education system to the international standards and continuously increase intellectual, creative and competent human resources.”[3] In the national program on “EDUCATION - 2021” features of the educational sector reforms have been stated as following: “to ensure continuous development of educational sector at all levels in line with new social orders and necessity, to shift from access based approach into quality and result based approach which improves productivity of national educational system to meet international standards.

The purpose of this monograph is to improve government policy development and educational planning /career guidance, enrollment rate, gender balance, investment and human resources, etc./ in order to achieve aforementioned goals and to improve the quality and access of educational services for population of Mongolia in the 21st century, to increase convertibility of all level education both in domestic and international markets and to provide accurate information to general public. Prepared on the basis of on the 2010 Population and Housing Census, the monograph on “Education and Literacy” aims to provide detailed information on school attendance rate, drop-out rate, literacy and educational level of young population, employment, pre-school education, correlation between education and religion, educational level of disabled population by their sex, age group and residence in light of impact analysis of factors that influenced these indicators at provincial and national levels tied with social and economic changes that have occurred in last 30 years. Besides, we believe that the monograph has useful information for general public, researchers and policy makers in charge of government policy development to evaluate the utilization of education budget resources, to determine further steps to be taken and to improve the national educational system in terms of content, standard and organizational management.

Main features of this second monograph is that this study attempts, first, to capture the changes of the basic educational indicators in real and relative sense, based on previous censuses but not limited to 2000 and 2010 Population and Housing Censuses and, secondly, in comparison to 2000 PHC, this monograph includes new indicators on religion and educational level of people with disabilities.

1.2. CONCEPTS AND DEFINITIONS

SOME CONCEPTS AND DEFINITIONS USED IN THE 2010 POPULATION AND HOUSING CENSUS

№	Concepts	Definitions
HOUSEHOLD, POPULATION		
1.	Household	The household is the group of people who live together in one house, with a joint budget and jointly provide their food and other basic needs. Members of the household should be family or relatives; there can be some members in the household with no relation to the other members.
2.	Main household	Despite of the type of the housing unit, the "Main household" is the household who owns the housing unit based on a certificate to own, or a rental contract, or it is the household who has lived longest in the housing unit if the owner is someone else.
3.	Sharing household	The sharing household is the household who is living together with the main household in one housing unit.
4.	Household head	The household head will be determined by the members of the household. The household head is a family member, who usually reside in the household, is above 16 years old, the main contributor to the household income, plays a significant role in decision making of the household.
5.	Household members	The household members are one person or a group of people who are relatives or family members who live together in one housing unit, with a joint budget, and jointly provide food and other basic needs. However, relatives and other people who are not members of the household can live in this household during the census date.
DISABILITY AND TYPES OF DISABILITY		
6.	Disabled person	A disabled person is a person who has lost his/ her ability to participate in social relations permanently or for more than 12 months due to physical, psychological, mental, or sensory difficulty.
7.	Congenital disability	The limited ability to participate in social relationships due to a physical, psychological, mental, or sensory difficulty caused by a genetic disorder, or pregnancy and delivery complications.
8.	Acquired disability	The limited ability to participate in social relationships because of physical, psychological, mental, or sensory disorder due to domestic or factory accidents, diseases and or vocational diseases.
9.	Difficulty in seeing	Loss of vision or limited ability to see due to an eye problem, disorder and or diseases.
10.	Difficulty in hearing	Complete loss or limited ability to hear due to a hearing, or speaking organs' disorder and or diseases.
11.	Difficulty in speaking	Complete loss or limited ability to speak due to a speaking organ disorder and or diseases.
12.	Difficulty in moving	Complete loss or limited ability to perform daily normal actions due to inability to move a certain part of the body.
13.	Mental disorder	Mental disorder is displayed by the changes in thinking, feeling, and understanding and in behaviour. Due to these changes, one's ability to participate in social relations could be limited due to the external (intellectual disability developed between ages of 0-3 years caused by aftermath of delivery complications) and internal (changes in chromosomes, hormonal changes in the body) factors.

RESIDENCE

14.	Usual resident	A person who has lived in the administrative unit for more than 6 months (183 days) as of the census date.
15.	Temporarily absent	A person who has been temporarily absent from the administrative unit of usual residence for less than 6 months (183 days) as of the census date.
16.	Temporarily present	A person who is present in the administrative unit of enumeration that is other than the administrative unit of his/ her usual residence for less than 6 months (183 days) as of the census date.

EDUCATION

17.	No education	A person who did not complete 3rd grade (during 1975-1996), or 4th grade (until 1975, or during 1997-2004), or 5th grade (after 2005) of secondary school. Also, children who are currently attending in 1-5th grade of secondary school in 2010 or those who dropped out of school will be considered as having no education.
18.	Primary education	A person who graduated 3rd grade (during 1975-1996), 4th grade (until 1975, or during 1997-2004), 5th grade (after 2005) of secondary school. Also, the person who participated and graduated from an informal and distance learning programme.
19.	Incomplete secondary or basic education	A person who graduated 7th grade (until 1975), 8th grade (during 1975-2004), and 9th grade (2005 and after) of the secondary school in day, evening, external programme and participated and graduated the basic education programme and has got a certificate of basic education.
20.	Complete secondary or high school education	A person who graduated 10th grade (up to 2006), 11th grade (2006 and after) of the secondary school in a day, evening and external programme, and participated and graduated informal education programme and has got a certificate.
21.	Technical and vocational education	A person who graduated from a Vocational Training Centre (formerly a technical and vocational school) and has got a vocational certificate.
22.	Specialized secondary education	A person who graduated from a vocational college abroad and locally (formerly a technical) or same level schools and has got a certificate or diploma.
23.	Higher education	A person who graduated from an international or national university, institute or college in day or evening classes or correspondence courses and has got a diploma of bachelor, master or doctoral level or same level document to certify the educational level. Also, the person who graduated a 3 year programme from the Teachers University before 1964, the person who graduated the Political Party Institute before 1966, the person who graduated a two year course at the Institute of Political Party, or those who graduated from the Evening Institute for Marxism-Leninism and the Labour Institute for the East will belong to this classification.
24.	Literate	A person who is able to read, understand and write a simple and short sentence about daily life in any language (not depending on the types of the script) and this ability is kept after a certain period of time.
25.	Illiterate	A person who is not able to read, understand and write a simple and short sentence about daily life in any language (not depending the types of the script) and the ability is lost after a certain period of time.

FAMILY STATUS

26.	Never married	A person who is above the age 15 and never got married.
27.	Married	A person who has registered the marriage in the civil registration agency and has got a marriage certificate.
28.	Living together	A person who is living with his/ her partner (regardless of the duration), but not registered with the civil registration agency and has not got an official marriage certificate.
29.	Divorced	A person who is legally divorced and has not married again and is not living with someone else regardless of the duration.
30.	Separated	A person who has separated but not legally divorced and not living with someone else regardless of the duration.
31.	Widowed	A person who has not married again or living with someone else after the death of a wife/ husband regardless of the duration.

EMPLOYMENT

32.	Employed	A person who has a permanent job or the person who had at least one day's paid job during the week before the census date. Those on annual, sick, or maternal leave will be considered employed.
33.	Unemployed	A person who is actively looking for a job during the week prior to the census date despite of the unemployment registration with the labour and welfare service department.

NATIONAL STANDARD CLASSIFICATION OF OCCUPATIONS AND ITS DEFINITIONS

34.	Managers	A manager is an officer who has responsibility to plan, manage, coordinate, monitor and evaluate, develop the policies and guidelines and monitor the implementation. For instance, all levels of heads, directors, law makers of the government agencies, private companies, NGOs and supervisors, all levels of governors, managers etc.
35.	Professionals	A person who performs tasks such as increasing the knowledge base, utilization of scientific and cultural theories and concepts and able to teach these subjects and trained at high professional levels. For instance, an officer in charge of scientific and engineering issues, doctors, nurses, teachers, researchers, business and administrative officers, programmers, religious officers, singer, and actor etc.
36.	Technicians and associate professionals	A person who performs technical tasks such as assisting in research related to science and engineering and utilization of results in practice. They will work on monitoring and managing engineering related work and processes of the mining, production, construction and other sectors. For instance, technician of physics and engineering, investigators of the mining, factory and construction sector, quality assurance controller, technician of live world study, other related assistance, controller and technician of an airplane etc.
37.	Clerical support workers	A person who performs tasks such as making notes on information related to certain issues, compiling, saving documents, making estimations, making restorations, money transactions, organizing trips, receiving comments, making requests, making appointments and arranging meetings etc. Computer operator, service assistance, registration assistant, office assistance and etc.
38.	Service and sales workers	A person who has the responsibility to run a protection or trade related businesses such as managing tourism and household related work, running a food service, providing care for someone or protecting someone from illegal actions and danger of fire, running a small business to sell goods at the market or small shops etc. For instance, private service providers, sales officers, caretakers, body guards or security officers and etc.

39. Skilled agricultural, forestry and fishery workers	A person who performs tasks such as planting seeds, looking after woods, preparing food for animals, or collecting wild fruits and herbs, feeding and protecting animals, or producing animal related products, fishing for family food consumption. For instance, agricultural, forestry and fishery workers with market orientation, farmers, fishermen, hunters and collectors.
40. Production, construction, craft and related trades workers	Persons who construct, maintain and repair buildings and other structures. Those who form metal, erect, maintain and repair heavy metal structures, engage in machine-tool setting as well as in fitting, maintaining and repairing machinery, including engines, vehicles, electrical and electronic equipment, or make and repair precision instruments, musical instruments, various articles such as jewellery, precious metalware, ceramics, porcelain ware and glassware, as well as handicrafts made of wood or textile, leather or related materials, or they perform printing or book-binding tasks. Metal, machinery, mechanics related workers, handicraft, printing operators, electronic and cyber technician, food processors, wood treaters, textile and garment producers and etc;
41. Plant and machine operators, and assemblers	Plant and machine operators and assemblers operate and monitor industrial and agricultural machinery and equipment on the spot or by remote control, drive and operate trains, motor vehicles and mobile machinery and equipment, or assemble products from component parts according to strict specifications and procedures. For instance, technicians, drivers, and operators of machinery and equipments.
42. Elementary occupations	Elementary occupations consist of simple and routine tasks which mainly require the use of hand-held tools and often some physical effort. For instance, cleaners, assistants for agriculture, forest, fishing, mining, construction, production, transportation and food production related work or street trade and service related works.
43. Armed forces	Members of the armed forces are those personnel who are currently serving in the Mongolian Armed Forces, including auxiliary services, whether on a voluntary or compulsory basis, and who are not free to accept civilian employment. An armed force officer can perform various tasks as it is in civilian employment. Mid level officers, senior officers and high level officers belong to this category.

DEFINITIONS OF STANDARD INDUSTRIAL CLASSIFICATIONS OF ALL ECONOMIC ACTIVITIES

44. Agriculture, forestry, fishing and hunting	Exploitation of vegetal and animal natural resources, comprising the activities of growing of crops, raising and breeding of animals, harvesting of timber and other plants, animals or animal products from a farm or their natural habitats.
45. Mining and quarrying	The mining activities related to the extraction of minerals occurring naturally as solids (coal and ores), liquids (petroleum) or gases (natural gas). Extraction can be achieved by different methods such as underground or surface mining, well operation etc.
46. Manufacturing	This section includes the physical or chemical transformation of materials, substances, or components into new products, although this cannot be used as the single universal criterion for defining manufacturing. The materials, substances, or components transformed are raw materials that are products of agriculture, forestry, fishing, mining or quarrying as well as products of other manufacturing activities. Substantial alteration, renovation or reconstruction of goods is generally considered to be manufacturing.

47. Electricity, gas, steam and ventilation	This section includes the activity of providing electric power, natural gas, steam, hot water and the like through a permanent infrastructure (network) of lines, mains and pipes. The dimension of the network is not decisive; also included are the distribution of electricity, gas, steam, hot water and the like in industrial parks or residential buildings.
48. Water supply; sewerage, waste management and remediation activities	This section includes activities related to the management (including collection, treatment and disposal) of various forms of waste, such as solid or non-solid industrial or household waste, as well as contaminated sites. The output of the waste or sewage treatment process can either be disposed of or become an input into other production processes. Activities of water supply are also grouped in this section, since they are often carried out in connection with, or by units also engaged in the treatment of sewage.
49. Construction	This section includes general construction and specialized construction activities for buildings and civil engineering works. It includes new work, repair, additions and alterations, the erection of prefabricated buildings or structures on the site and also construction of a temporary nature.
50. Wholesale and retail trade; repair of motor vehicles and motorcycles	This section includes wholesale and retail sale (i. e. sale without transformation) of any type of goods and the rendering of services incidental to the sale of these goods. Wholesaling and retailing are the final steps in the distribution of goods. Goods bought and sold are also referred to as merchandise.
51. Transportation and storage	This section includes the provision of passenger or freight transport, whether scheduled or not, by rail, pipeline, road, water or air and associated activities such as terminal and parking facilities, cargo handling, storage etc. Included in this section is the renting of transport equipment with driver or operator. Also included are postal and courier activities.
52. Accommodation and food service activities	This section includes the provision of short-stay accommodation for visitors and other travellers and the provision of complete meals and drinks fit for immediate consumption. The amount and type of supplementary services provided within this section can vary widely.
53. Information and communication	This section includes the production and distribution of information and cultural products, the provision of the means to transmit or distribute these products, as well as data or communications, information technology activities and the processing of data and other information service activities.
54. Finance and insurance activities	This section includes financial service activities, including insurance, reinsurance and pension funding activities and activities to support financial services. This section also includes the activities of holding assets, such as activities of holding companies and the activities of trusts, funds and similar financial entities.
55. Real estate activities	This section includes acting as lessors, agents and/or brokers in one or more of the following: selling or buying real estate, renting real estate, providing other real estate services such as appraising real estate or acting as real estate escrow agents. Activities in this section may be carried out on own or leased property and may be done on a fee or contract basis. Also included is the building of structures, combined with maintaining ownership or leasing of such structures. This section includes real estate property managers.
56. Professional, scientific and technical activities	This section includes specialized professional, scientific and technical activities. These activities require a high degree of training, and make specialized knowledge and skills available to users.

57.	Administrative and support service activities	This section includes a variety of activities that support general business operations.
58.	Public administration and defence; compulsory social security	This section includes activities of a governmental nature, normally carried out by the public administration. This includes the enactment and judicial interpretation of laws and their pursuant regulation, as well as the administration of programmes based on them, legislative activities, taxation, national defence, public order and safety, immigration services, foreign affairs and the administration of government programmes. This section also includes compulsory social security activities.
59.	Education	This section includes education at any level or for any profession, oral or written as well as by radio and television or other means of communication. It includes education by the different institutions in the regular school system at its different levels as well as adult education, literacy programmes etc. Also included are military schools and academies, prison schools etc. at their respective levels. The section includes public as well as private education.
60.	Human health and social work activities	This section includes the provision of health and social work activities. Activities include a wide range of activities, starting from health care provided by trained medical professionals in hospitals and other facilities, over residential care activities that still involve a degree of health care activities to social work activities without any involvement of health care professionals.
61.	Arts, entertainment and recreation	This section includes a wide range of activities to meet varied cultural, entertainment and recreational interests of the general public, including live performances, operation of museum sites, gambling, sports and recreation activities.
62.	Other service activities	This section includes the activities of membership organizations, the repair of computers and personal and household goods and a variety of personal service activities not covered elsewhere in the classification.
63.	Activities of households as employers; undifferentiated goods- and services-producing activities of households for own use	This section includes activities of households as employers of domestic personnel such as maids, cooks, waiters, valets, butlers, laundresses, gardeners, gatekeepers, stable-lads, chauffeurs, caretakers, governesses, babysitters, tutors, secretaries etc. ; This division includes the undifferentiated subsistence goods-producing and services producing activities of households.
64.	Activities of extraterritorial organizations and bodies	This section includes activities of international organizations such as the United Nations and the specialized agencies of the United Nations system, regional bodies etc. , the International Monetary Fund, the World Bank, the World Customs Organization, the Organization for Economic Co-operation and Development, the Organization of Petroleum Exporting Countries, the European Communities, the European Free Trade Association etc. This class also includes activities of diplomatic and consular missions when being determined by the country of their location rather than by the country they represent

HOUSING

65.	Apartment	This is a housing unit inside a building which is fully or partially dedicated for human housing and used as living quarter during the census date. Apartment is built for people to live in and it contains housing units with one or more separate rooms for each household. Apartment is fully equipped with necessary infrastructure for convenient living.
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66.	Convenient single family house	This is a housing unit for one household, linked to central engineering lines or independent engineering lines, heating and circulation system, water sanitation and lines, electricity supply, communication line and has toilet inside the house.
67.	Single family house	This is a housing unit with one or more separate rooms and often located in ger districts and has partial or no infrastructure (kitchen, bath, shower, heating system, water supply, and toilet inside the house).
68.	Student dormitory	Communal dormitory for students of all levels of educational institutions to live in.
69.	Staffdormitory	Communal dormitory for workers of enterprises and staff of organizations to live in.
70.	Other public dwelling	Communal housing such as rest homes, sanatoriums, hospitals, and carecentres, prisons, and army dormitory.
71.	Number of rooms	The number of rooms includes bedrooms, dining rooms and studies.
72.	Floor space(square meters)	The floor space of a housing unit is the total floor space in square meters where people live including guest rooms, bedrooms, children's rooms, studies, dining room and others including kitchen, toilet, hall, built-in cupboards, storage rooms and etc.

CONCEPTS AND DEFINITIONS RELATED TO EDUCATION

1. "Educational level" is the amount of knowledge set by standards on content of the pre-school, primary, general secondary and higher education that must be acquired at a certain level. According to national legislation, education levels are classified as following: pre-school education, general secondary education and higher education. General secondary education is further classified as primary and secondary education while higher education is classified into diploma, baccalaureate, master and doctor degree levels. Complete secondary education consists of specialized and non-degree tertiary education, vocational education and technical education.

2. "Literacy rate of adult population" is the sum of population who responded as having primary, secondary and higher education and who reported as literate and it is presented in percentage. Literacy rate success index of an adult population has been estimated by the number obtained through dividing this percentage by 100.

3. "School Attending rate" is estimated as the division of the total number of students attending in all levels of education institutions: primary, secondary and higher education, by the total number of population at school age and is expressed in percentage. This indicator used to be estimated for age group 8-22 until 2000, since 2010, age group has been changed to 6-20. Whereas "school attending status index" is estimated as the percentage of total number of school aged population divided by 100.

4. Net weight of basic education attendance: This indicator is estimated by the comparison of the population aged 8-15 attending all type of basic education institutions /until 2004/, 7-15 / 2005-2007/, 6-15 / since 2008 / with total number of population at the same age groups. Basic education attendance index is the number obtained by dividing the percentage of net weight of basic education by 100.

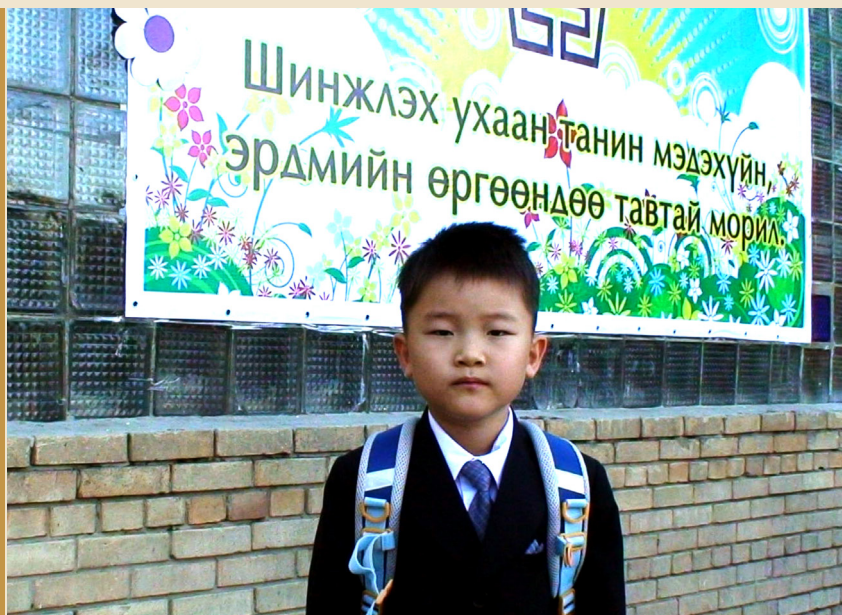
1.3. STRUCTURE AND CONTENT OF THE ANALYSIS

The thematic analysis on “Education and Literacy of Population” consists of 4 chapters, 15 articles, a list of reference materials, lists of tables and figures and appendix. The first chapter dwells on the purpose of the analysis, features, concepts and definitions used for the analysis; the second chapter covers the status of educational coverage of population which includes detailed statistics on school and kindergarten attendance of the population, school drop – out rate; the third chapter talks about educational status of the population by age, sex, and residence /aimag, capital, rural and urban/. Also it covers educational level and religion of the population. A comparative study has been made on the educational level of the population based on 2000 and 2010 PHC results, by classifying educational level in line with international standards as primary and basic /incomplete secondary/ education, complete secondary, technical and vocational education, specialized vocational secondary and non-degree tertiary, higher education /diploma, bachelor, MA and doctoral/, disaggregating data by age, sex, urban and rural, aimags and capital. The fourth chapter contains a comparative study on employment and educational status of the population aged 15 and above by their age, sex and residence /urban, rural, aimag and the capital/, as well as educational level and literacy rate of unemployed population, educational level of employed population by economic activity sectors.

This monograph includes extensive number of indicators which are more detailed in the appendix.

CHAPTER TWO

POPULATION SCHOOL ATTENDANCE STATUS



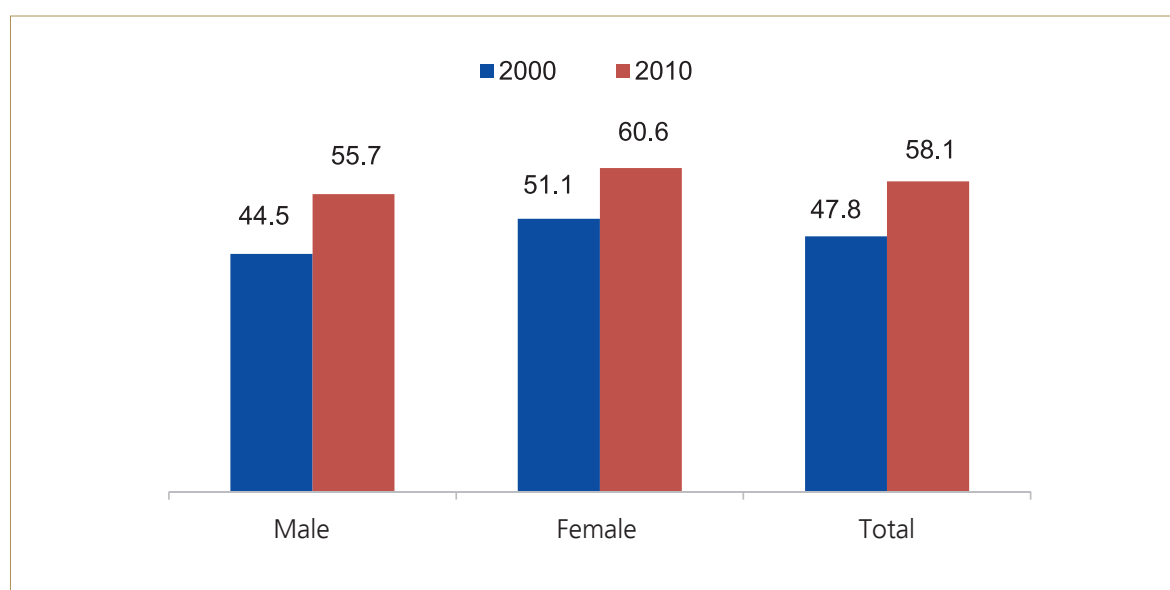
2.1. SCHOOL ATTENDANCE STATUS OF POPULATION

The Parliament of Mongolia approved Mongolian Law on Education in 1991, State Policy on Education and Law on Education, Mongolian Law on Primary and Secondary Education, Law on Higher Education /package of laws/ and amendments were made to the Mongolian Law on Education in 1998, 2000, 2002 and 2006. The Law on Vocational Education and Training 2002 and the Law on Pre-school Education 2006 were newly developed and approved. As a result of these efforts, a legal framework has been established for promoting school attendance status of the population.

According to the findings of the 2000 Population and Housing Census, 47.8% of the population of our country aged 7-29, out of which 44.5% among males and 51.1% female, had attended school up to a certain educational level, (page 11, Appendix table 2.1.6) while the 2010 Population and Housing Census results show that 58.1% of people aged between 6-29 age group, out of these 55.7 percent were male, 60.6 percent were female population, had attended school up to a certain education level [15] (Figure 2.1.1, Appendix table 2.1.6).

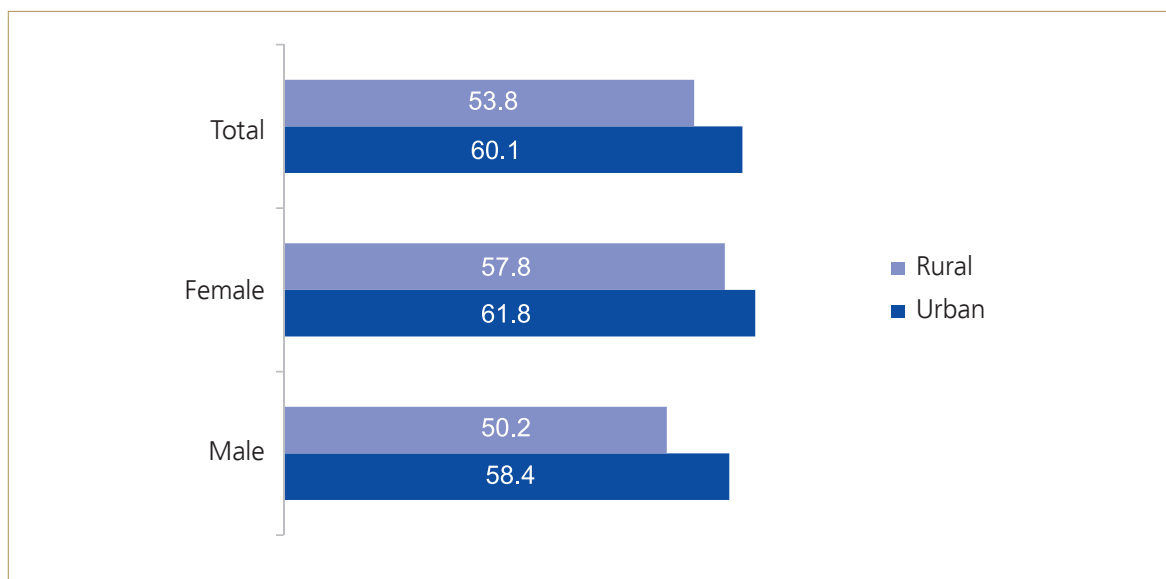
Based on above mentioned figures, it can be said that over the last decade, school attendance of the population has increased by 10.3 points; out of these: male population school attendance increased by 11.2 percent, female - by 9.5 points. Moreover, according to 2010 PHC results, pre-school education and kindergarten attendance of population aged between 2-5 years old have increased by 60 percent, out of these, male children constitute 59.1, female 61.1 percent.

FIGURE 2.1.1. SCHOOL ATTENDANCE OF THE POPULATION AGED 6 (7)-29, BY SEX AND PERCENTAGE, 2000 AND 2010



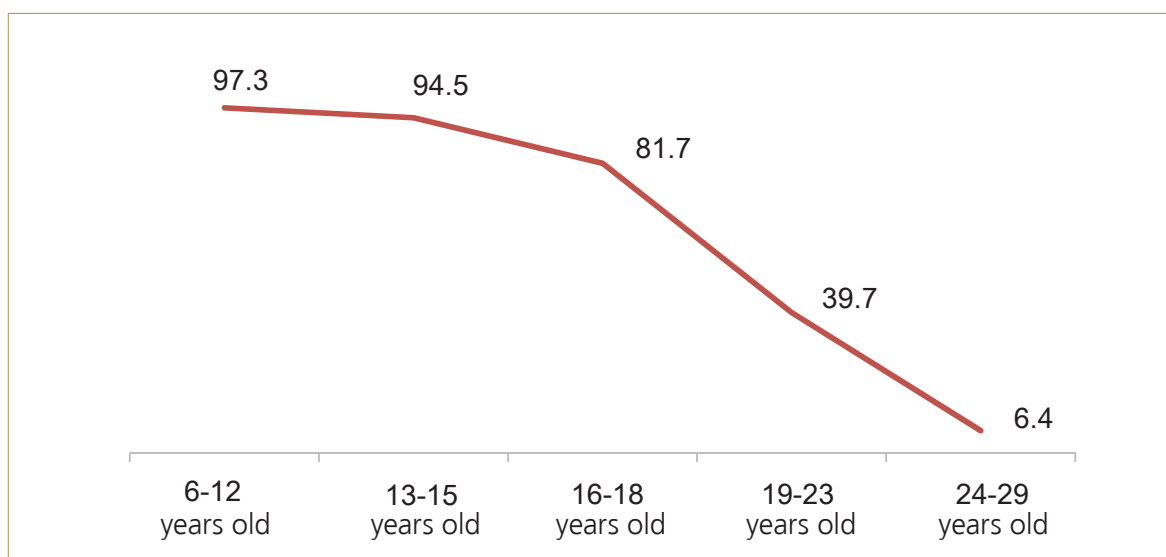
In 2010, school attendance rate of urban population aged 6-29 was 60.1 percent, out of which 61.8 percent were female, 58.4 percent were male population (Figure 2.1.2, Appendix table 2.1.7), while school attendance rate of rural population was 53.8 percent, out of which 50.2 percent were male, 57.8 percent were female population (Appendix table 2.1.8) respectively. School attendance rate was 4 percent higher in urban areas than in rural areas, in terms of gender, school attendance rate of male population is 6.3 percent higher in urban areas, 8.2 percent higher in rural areas than female population.

FIGURE 2.1.2.SCHOOL ATTENDANCE OF THE POPULATION AGED 6 (7)-29 BY SEX, URBAN AND RURAL AND PERCENTAGE, 2010



School attendance rate of total population by their age group is 97.3 percent among population aged 6-12, 94.5 percent among population aged 13-15, 81.7 percent among population aged 16-18, 39.7 percent of population aged 19-23 and 6.4 percent of population aged 24-29.

FIGURE 2.1.3 SCHOOL ATTENDANCE RATE OF POPULATION AGED SIX /SEVEN/ TO TWENTY NINE, BY AGE GROUP AND PERCENTAGE, 2010



According to Mongolian Law on Education, "Basic education is compulsory for a citizen of Mongolia"; therefore, school attendance rate of total population in last 30 years has been estimated. In this estimation, school attendance rate of population aged 8-15 and 6-15 were 93.5 percent in 1990, out of these 97.4 percent were female and 89.6 percent were male

population while this indicator has decreased by over 10 points in 2000 to 80.6 percent out of which female were 83.6 and 77.5 percent were male population. However, this trend has reversed in a relatively short term and school attendance percentage of population aged 6-15 has reached 96.4 percent in 2010, out of these 94.5 percent were female, 98.4 percent were male population (Table 2.1.1). Temporary decrease in the school attendance rate of population was basically caused by the changing environment and transition to the market oriented economy of the country.

TABLE 2.1.1. COVERAGE OF BASIC EDUCATION OF THE POPULATION

Year	8-15 /6-15/ age group			Number of school attending population			Percentage of students among total population		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
1990	404 842	201 578	203 264	378 486	196 434	182 052	93.5	97.4	89.6
2000	561 117	278 802	282 315	452 215	233 262	218 953	80.6	83.6	77.5
2010	460 537	233 665	226 872	443 984	220 754	223 230	96.4	94.5	98.4

Change in the school attendance of basic education among population of Mongolia is directly related to the fact that certain number of children aged 8-15 (6-15) are not attending any type of educational institution. Therefore, a school-dropout rate has been studied in this monograph, based on 2010 PHC results.

2.2. SCHOOL DROP-OUT RATE AMONG TOTAL POPULATION

Population aged 6-15 constitutes 16.6 percent of total population of Mongolia, however, 2010 Population and Housing Census results show that 16553 children, which are 3.6 percent of them, are not attending any educational institution.

Number of children not attending any educational institute constitutes 3.6 percent among all young population as the national average, while it has been the highest in Bayan-Ulgii aimag 8.5 percent, 5.8 percent in Khuvsgul, 5.7 percent in Uvs, 5.6 percent in Uvurkhangai, 5.2 percent in Arkhangai aimag. In the capital city, this rate is 2.4 percent. The census data shows that the school drop-out rates are the lowest in Orkhon – 2 percent, Govisumber - 2.1 percent, most of the population of these two aimags reside in the aimag centers /urban area/, therefore, this figure may not be representative enough /Table 2.2.1/. 63.0 percent of total children, who are not attending any educational institution, are male and 37.0 percent are female children, where school drop-out rate is 26.0 percent higher in male than female population.

Percentage of children aged 6-15 not attending any educational institute among total population is classified by their age group, by sex, by residence /rural urban/ and shown in Appendix table 2.1.9, Figures 2.2.2-2.2.4. It has been observed that in rural areas, school drop is very common in every age group. For instance, while 2.3% of school drop - out exists among 6 year old children in urban areas, this rate is 12.9 percent in rural areas /Figure 2.2.4/. School drop-out rate of male children is higher than female children in all age groups.

School drop-out rate among children aged 6-15 is the highest at age of 6, but the rate slowly decreases when it comes to age of 9, contrarily drop-out rate increases again from age of 10 until 15. The high rate of 6 year olds not attending a school is related to their parents who are not fully enrolling their children to school, because of insufficient school building, especially in rural areas. Higher rate of school drop-out at age of 15 is basically caused by relatively high rate of school drop-out in general, before 2000 /Tables 2.2.1 - 2.2.6/.

TABLE 2.2.1. NUMBER OF CHILDREN AGED 6-15 NOT ATTENDING SCHOOL,
BY CAPITAL CITY AND AIMAG, PERCENT, 2010

Aimags, Capital city	Total population	Total number of population aged 6-15	Percentage of population aged 6-15 in total	Not Attending School	
				Number	Percentage
TOTAL	2 647 545	460 537	17.4	16 553	3.8
Arkhangai	84 078	17 569	20.9	915	5.2
Bayan-Ulgii	85 232	20 648	24.2	1 764	8.5
Bayankhongor	75 690	15 853	20.9	777	4.9
Bulgan	53 065	10 163	19.2	324	3.2
Gobi-Altai	53 223	11 046	20.8	361	3.3
Dornogobi	57 930	10 437	18.0	294	2.8
Dornod	68 873	12 222	17.7	344	2.9
Dundgobi	38 543	7 958	20.6	239	3
Zakhan	64 924	13 496	20.8	465	3.5
Uvurkhangai	100 444	20 977	20.9	1 172	5.6
Umnugobi	60 855	10 056	16.5	303	3.1
Sukhbaatar	51 091	9 821	19.2	499	5.1
Selenge	95 804	17 788	18.6	523	2.9
Tuv	83 838	15 059	18.0	546	3.4
Uvs	72 906	17 236	23.6	981	5.7
Khovd	76 252	17 472	22.9	725	4.2
Khuvsgul	114 331	226 68	19.8	1304	5.8
Khentii	65 335	131 40	20.1	348	2.7
Darkhan-Uul	90 642	15 110	16.7	336	2.8
Ulaanbaatar	1 154 290	164 222	14.2	3 982	2.4
Orkhon	87 118	15 124	17.4	298	2
Govisumber	13 081	2472	18.9	53	2.1

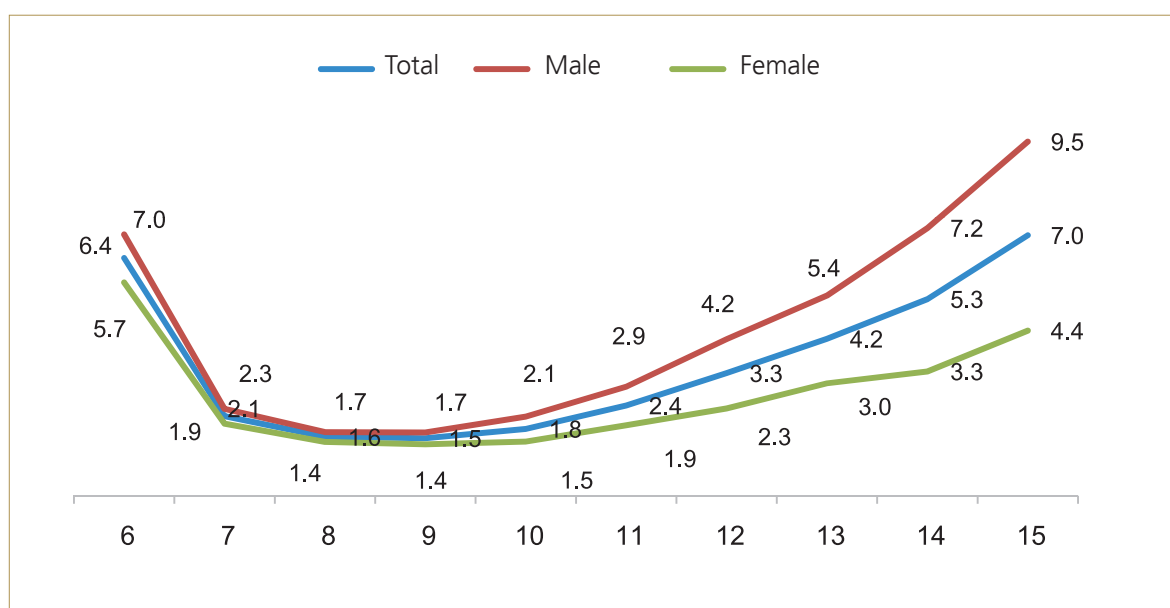


FIGURE 2.2.2. NUMBER OF URBAN CHILDREN AGED 6-15 NOT ATTENDING SCHOOL, BY AGE, SEX AND PERCENTAGE 2010

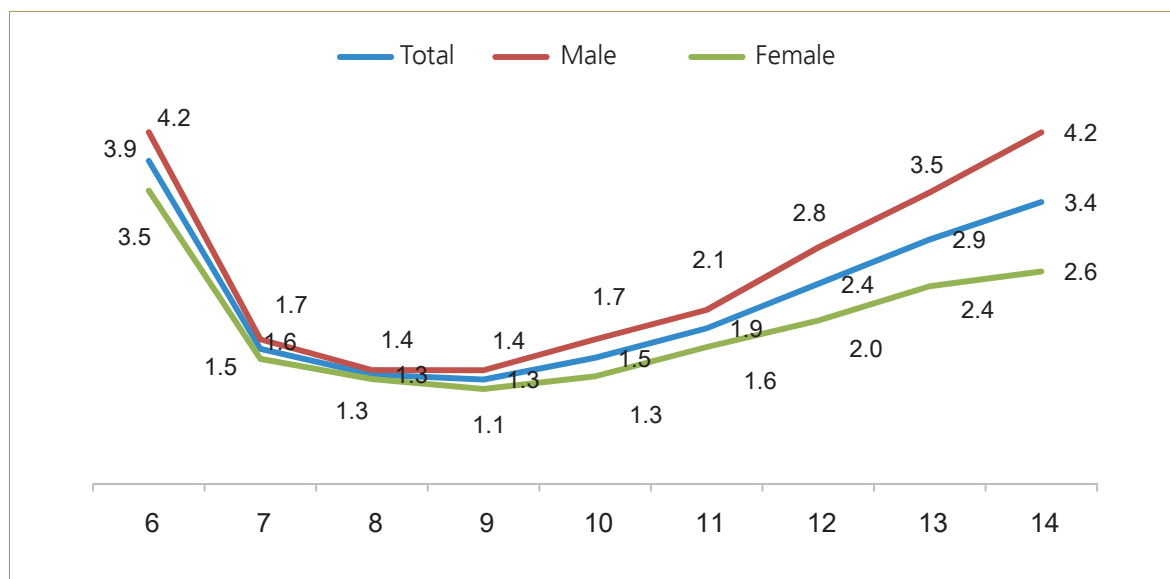
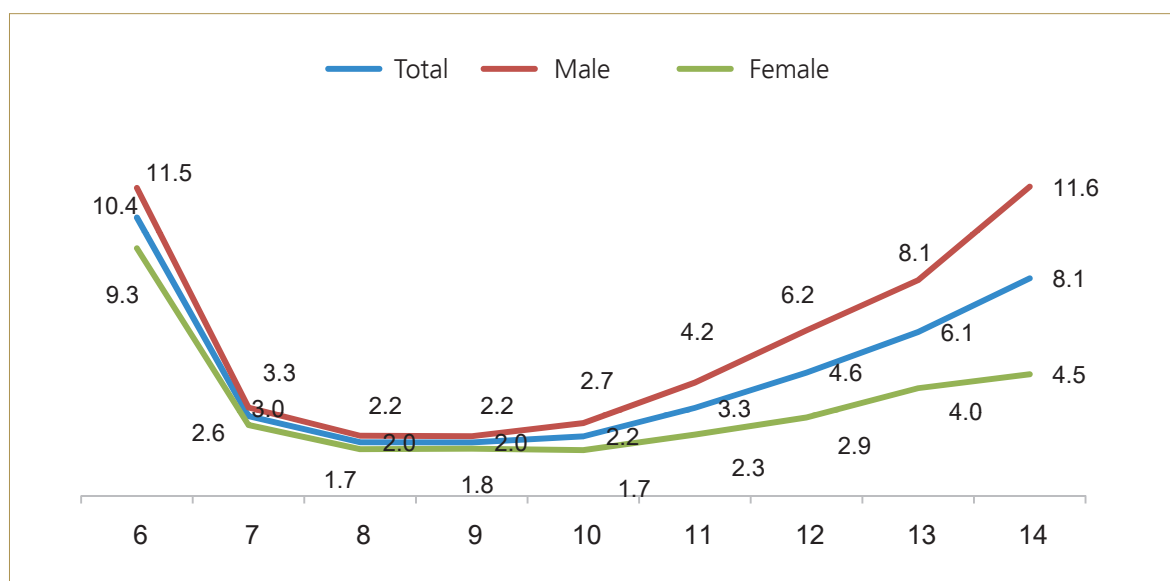


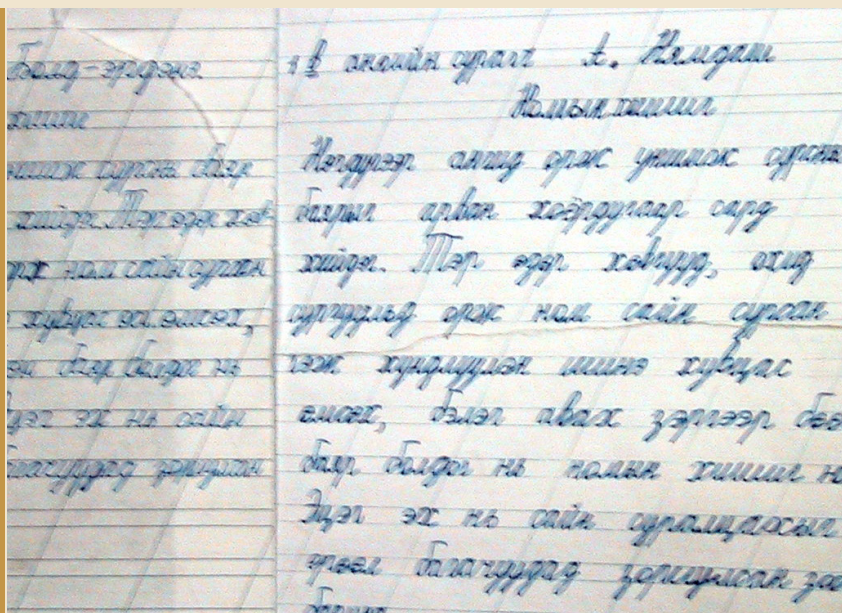
FIGURE 2.2.3. NUMBER OF RURAL CHILDREN AGED 6-15 NOT ATTENDING SCHOOL, BY AGE, SEX AND PERCENTAGE, 2010



Number of children not attending school is higher in rural areas than in urban areas. For instance, while in urban areas, school drop-out rate is 3.9 percent among children at age of 6, this rate is 2.7 times higher in rural areas, 1.9 times higher among children at age of 7, 1.5 times higher among children at age of 8.

CHAPTER THREE

EDUCATIONAL LEVEL AND LITERACY RATE

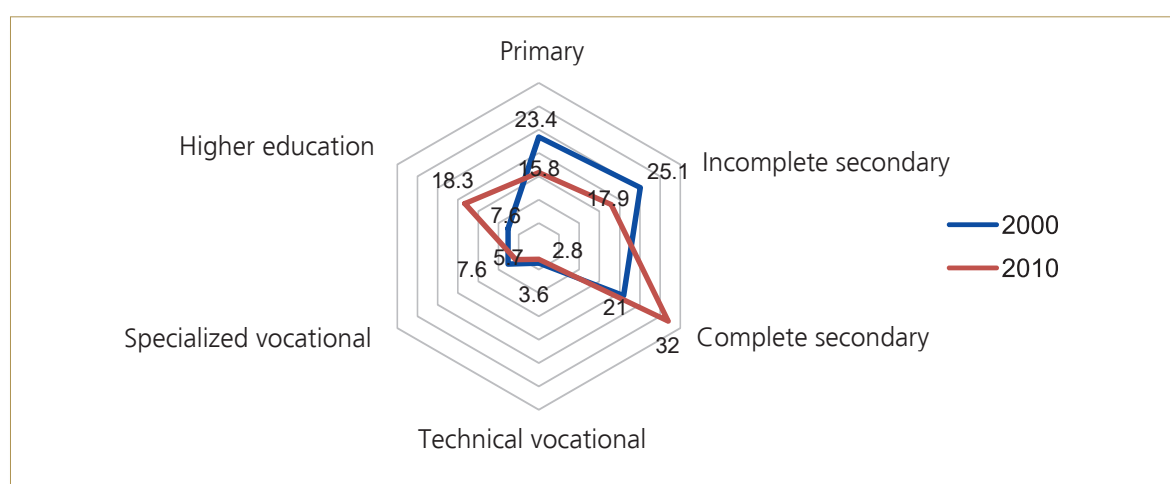


3.1. EDUCATIONAL LEVEL OF POPULATION

In this study, educational level of population has been estimated by comparing them with international standard, as well as results of 2000 Population and Housing Census, covering population aged 10 and above, while literacy rate estimation has covered population aged 15 and above.

2000 Population and Housing Census results shows that 23.4 percent of population aged 10 and above has completed primary education, 25.1 percent of the population completed incomplete secondary /basic/ education, 21 percent of the population completed complete secondary education, 3.6 percent have completed technical vocational education, 7.6 percent have completed specialized vocational education and 7.6 percent of above mentioned population have completed higher education.

FIGURE 3.1.1. EDUCATIONAL LEVEL OF POPULATION AGED TEN AND ABOVE, BY PERCENTAGE, 2000, 2010



2010 Population and Housing Census results show that 15.8 percent of population aged 10 and above has completed primary education, 17.9 percent of the population completed incomplete secondary /basic/ education, 32 percent of the population completed complete secondary education, 2.8 percent have completed technical vocational education, 5.7 percent have completed specialized vocational education and 18.3 percent of above mentioned population have completed higher education. [Appendix table 3.1.1, Figure 3.1.1]. In 2010, the number of population who completed primary education has decreased by 7.6 points, population who completed incomplete secondary education decreased by 7.2 in comparison to 2000 census results, while number of population who completed complete secondary education increased by 11 points, number of population who completed higher education increased by 10.7 points, respectively (Figure 3.1.1). This result shows people's increased willingness to obtain higher level of education, not limited only to primary and secondary level education.

Census data shows that during last decade, a share of population who completed primary, basic, technical vocational and specialized vocational education has decreased in total population, while percentage of population who attained higher education has increased. This trend may be interpreted as following: firstly, people are willing to be educated in higher level of education; secondly, many higher educational institutions have been established in the last decade which gave population an access to higher education.

Number of population with specialized vocational education only slightly increased between 2000-2010. This fact is basically caused by the structural change in the vocational education institutes that has taken place from 1991, when specialized vocational training institutions were mostly changed into primary, secondary and diploma level higher education vocational training institutions. Moreover, most of the population who have completed specialized vocational education attained their education before 1990s, therefore, number of population with specialized vocational education in total is decreased, due their aging.

2010 Population and Housing Census result shows that the number of population with higher education in Mongolia has been sharply increased, especially in last 10 years; it has increased by 2.8 times than 2000 and reached 252.4 thousands /Figure 3.1.1/. During this period, the classification by age group shows continuous increase in number of population with higher education where number of female population aged 10 and above was increased to reach 21.2 percent and is by 5.8 points higher than male population which was increased to reach 15.4 percent, while these indicators were 7.6 percent for males and 7.7 percent for females in 2000 /Figures 3.1.4, 3.1.5/. As it can be seen, at higher rate of education in general population the percentage of educated male population decreases.

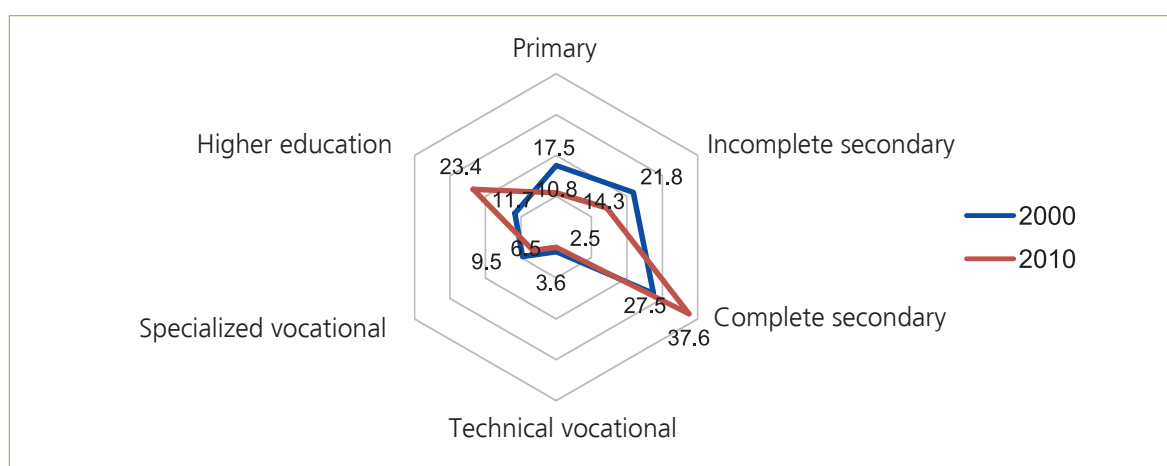
The population with higher education viewed by residence shows that since 1963, the number of population with higher education in urban areas was 6.6 times higher than population in rural areas, however this difference has increased in 2010 and the number of population with higher education in urban areas is now 7.4 times higher than rural areas showing sharp difference between the urban and rural (Figures 3.1.6, 3.1.7).

Therefore, there is an urgent need to supply workforce with higher education to rural areas. Moreover, special gender policy in educational sector has to be defined and implemented since the number of educated male population has dramatically decreased since 2000.

Statistical figures of higher education institutes in last ten years show that in 2000-2001 academic year, the number of higher education institutes including colleges were 178, out of these there were 41 non-public educational institutes, in 2010-2011 academic year, this number has decreased to 113, out of these 92 were non-public educational institutes.[14]. During this period, number of students in higher educational institutes reached at 170.1 thousands which shows 1.9 times increase, while it was only 90.6 thousands in 2000s. 61.4 percent of total students in higher educational institutes are female students.

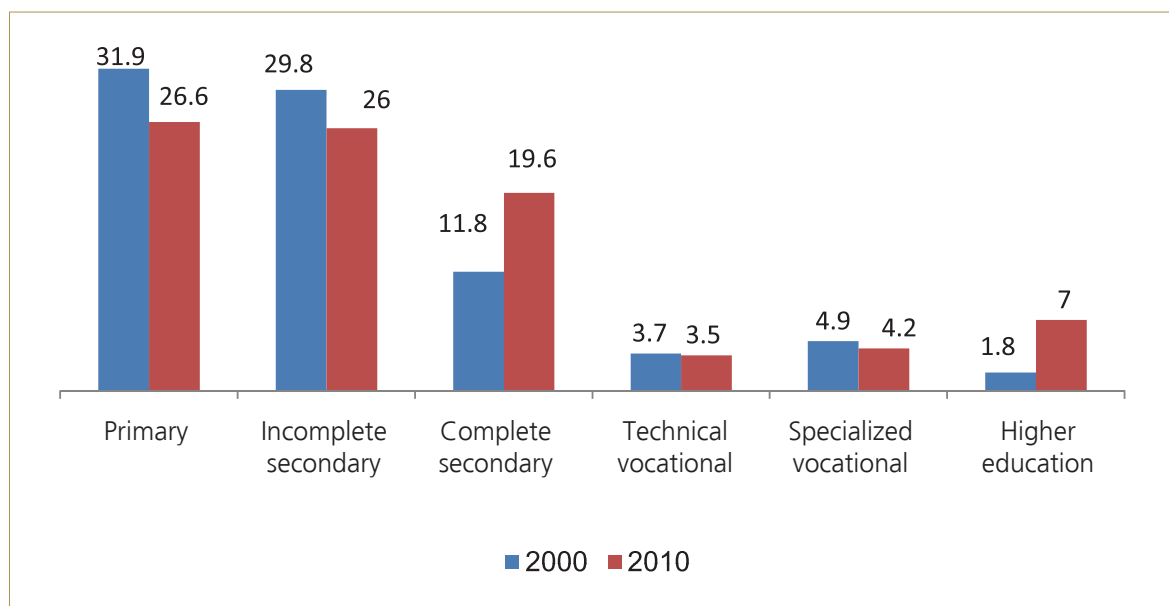
In 2000-2001 academic year, in total 2.8 thousands of teachers were employed at higher educational institutes, this number increased to 4.2 thousands in 2010-2011 academic year.

FIGURE 3.1.2. EDUCATIONAL LEVEL OF POPULATION AGED 10 AND ABOVE, BY PERCENTAGE, URBAN, 2000, 2010



In 2000, 17.5 percent of urban population have completed primary education, 21,8 percent have completed incomplete secondary education, 3.6 percent have completed technical vocational education, 2.5 percent have completed specialized vocational education and 11.7 percent of total population have completed higher education. In 2010 these figures have changes as followings: 10.8; 14.3; 37.6; 2.5; 6.5; 23.4 [Appendix tables 3.1.2, 3.1.3, Figures 3.1.2, 3.1.3].

FIGURE 3.1.3. EDUCATIONAL LEVEL OF RURAL POPULATION AGED 10 AND ABOVE, BY PERCENTAGE, 2000, 2010



In 2000, the number of rural population who completed primary and secondary education was 10 points higher than urban population with the same level of education, however in 2010, this number has dramatically changed and the number of urban population with primary and secondary education is now 10 points higher than rural population with the same education.

Based on sex-dissaggregated data it can be said that in 2000, 23.8 percent of male population have completed primary education, 28.3 percent of male population have completed incomplete secondary education /basic/, 19.1 percent of male population have completed secondary education, 3.9 percent completed technical vocational education, 5.7 percent have completed specialized vocational education, 7.6 percent of them completed higher education. These numbers have been changed in 2010 as following: 16.6, 20.3, 32.2, 3.1, 4.6, 15.4 percent, respectively. [Appendix tables 3.1.4, 3.1.5]. In terms of female population, in 2000, 23.1 percent of female population have completed primary education, 22.1 percent of them completed incomplete secondary education, 22.8 percent of them completed full secondary education, 3.4 percent have completed technical vocational education, 9.4percent have completed specialized vocational education, 7.7 percent of them completed higher education. These numbers changed in 2010 as followings: 15.0; 15.6; 31.9; 2.6; 6.9; 21.2percent. /Figure 3.1.5/.

When comparing 2010 and 2000 data, it can be seen that male population with complete secondary education has increased by 13.1 and population with higher education by 7.8 points, while female population with secondary education has increased by 9.1 and population with higher education has increased by 13.5 points, respectively. In addition, a share of females with higher education is increased by 5.5 points higher than male population.

FIGURE 3.1.4. EDUCATIONAL LEVEL OF MALE POPULATION AGED 10 AND ABOVE, BY PERCENTAGE, 2000, 2010

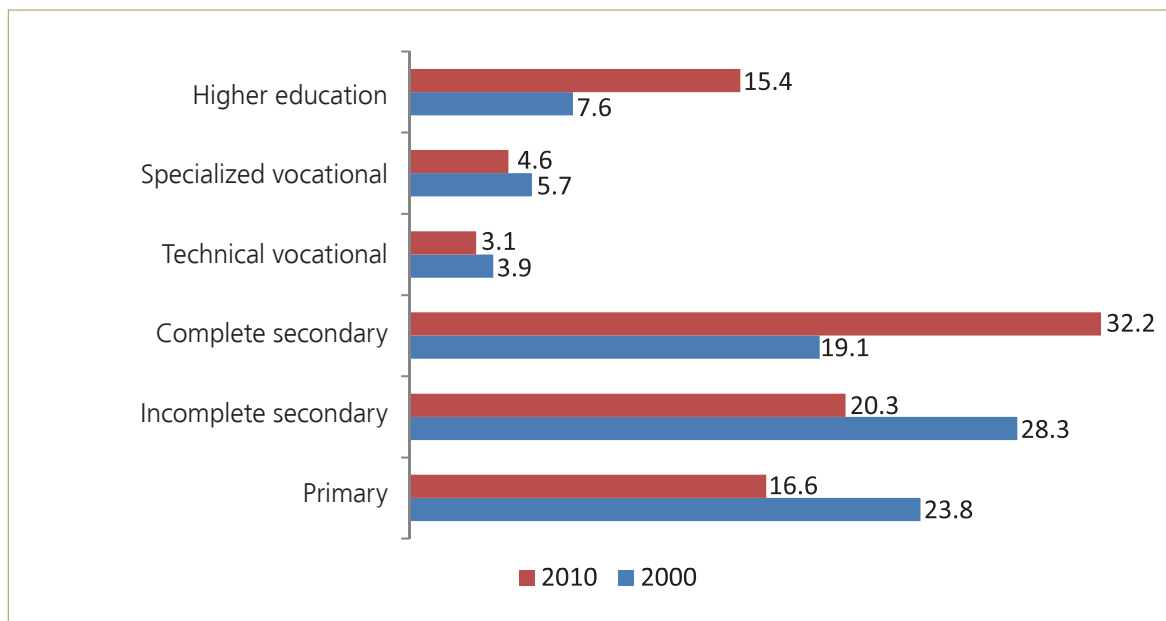
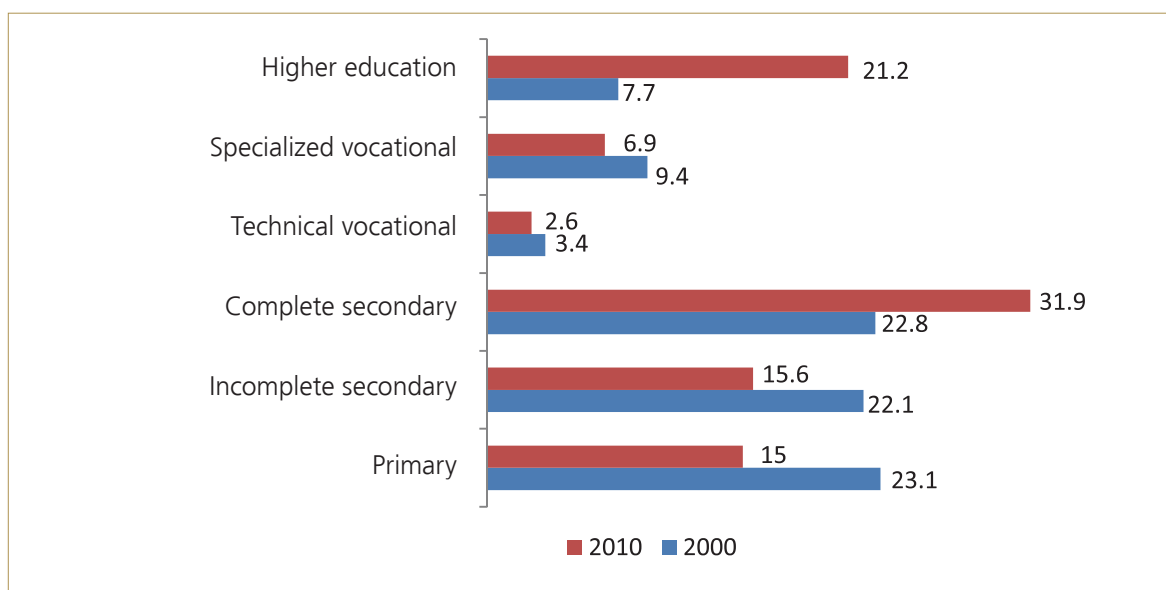


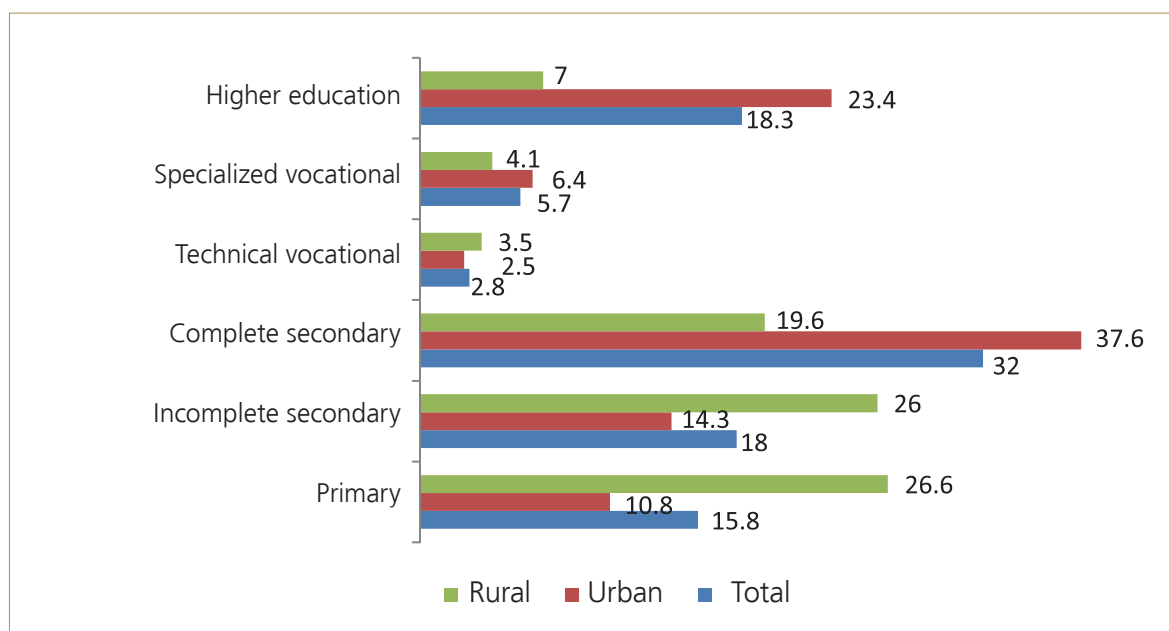
FIGURE 3.1.5. EDUCATIONAL LEVEL OF FEMALE POPULATION AGED 10 AND ABOVE, BY PERCENTAGE, 2000, 2010



Based on this survey, it can be observed that in 2010, the number of people with primary and secondary education is more dominant in total number of population aged 10 and above, while the percentage of population who completed technical and specialized vocational education is very low. /Figure 3.1.6/.

Therefore, in order to transition to market economy and to develop national industry, and services, there is an urgent need to increase the number of population with technical and specialized vocational education.

FIGURE 3.1.6. EDUCATIONAL LEVEL OF POPULATION AGED TEN AND ABOVE, BY PERCENTAGE, BY URBAN-RURAL AND NATIONAL LEVEL, 2010

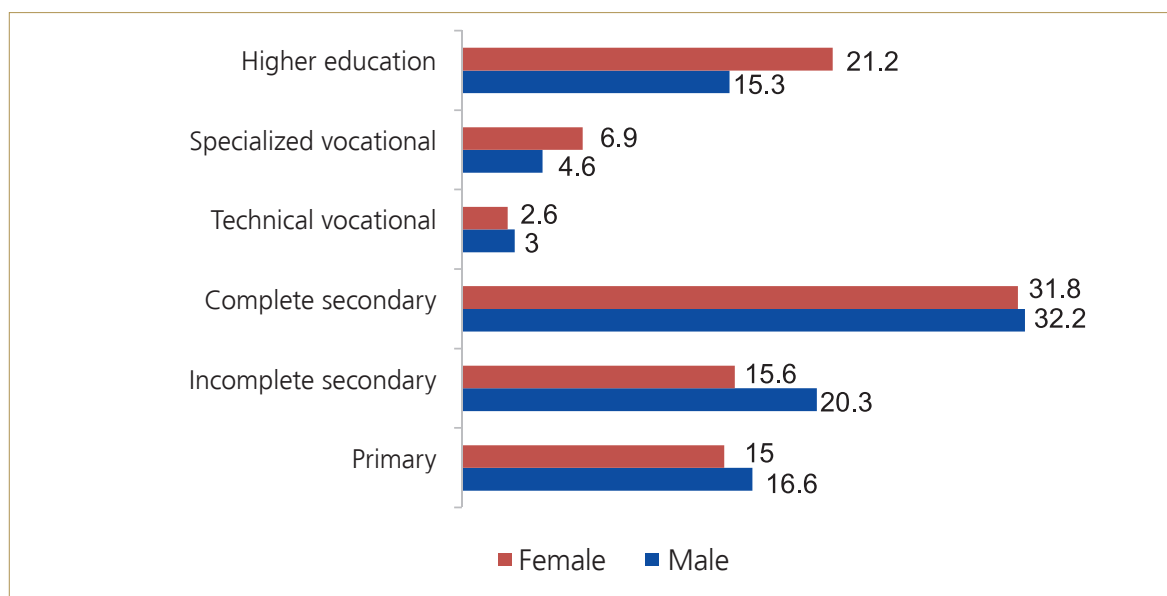


When we disaggregate the data on the educational level of population by their residence /urban, rural/ again number of people with primary, secondary and higher education is more dominant in total number of population aged 10 and above. Also in urban areas, percentage of population with secondary education is 1.9 times higher than in rural areas; percentage of population with higher education is 3.3 times higher than in rural areas, while the percentage of population with primary education is 1.8 higher in rural areas than urban areas, the percentage of population with basic education is 2.5 points higher in rural areas than urban.

Based on above statistics, it can be said that in rural areas, the percentage of population with primary and incomplete secondary education is higher than urban; contrarily the percentage of population with complete secondary and higher education is higher in urban areas than rural. This can be interpreted by the fact that parents school their children for complete primary and incomplete secondary education in rural areas and then send them to urban areas to receive an education at technical and vocational educational institutes, some of them transfer their children to urban areas to receive complete secondary education in urban areas.

When we look at the gender balance and educational level of the population aged 10 and above, a percentage of male population with primary and secondary education is higher than female population while a percentage of female students with specialized vocational education is higher than male students. There is a very small difference in the percentage of male and female students with technical and vocational education /Figure 3.1.7/.

FIGURE 3.1.7. EDUCATIONAL LEVEL OF POPULATION AGED TEN AND ABOVE BY SEX AND PERCENTAGE, 2010



Number of educated population is higher among population aged 20 to 24, while number of uneducated population is higher among population aged 10-14 /Table 3.1.1/. In Mongolia, there are 3581 PhD degree holders in total; most of the degree holders belong to age groups of 45-49, 55-59. Most of the master degree holders belong to age groups of 25-29, 30-34, while diploma and bachelor degree holders are dominant in age groups of 20-24, 25-29.

In terms of specialized vocational education, population belonging to age groups of 40-44, 45-49 are dominant, which shows that workforce with specialized vocation is aging. This has been caused by the structural changes in higher educational institutes that has been taken place since 1995, whereby such institutions prepare only diploma, bachelor, and master and doctoral degree holders and do not prepare professionals with specialized vocation of secondary education. Therefore, population with specialized vocational education who has graduated before this date is in older age group.

In recent years, due to fast development in the mining and processing industry that there is a growing demand and need in the mining, construction, road sectors for specialized workforce such as road and construction engineers and technicians.

Survey conducted by the National Innovation and Development Committee shows that in upcoming 5 years, over 12 thousand specialized workforces will be required in the processing industry, out of these, 2600 engineers and technicians will be needed. For mining and processing industry of the mining sector, 21000 work places will be newly established in coming 5 years, which will require 3200 engineers and technicians. Based on above studies, nearly 40000 specialized technicians and engineers will be needed in 5 years. The Mongolian University of Science and Technology alone is not able to provide all necessary work forces that will meet the market demand; it will need 15 years to prepare such number of workforce. Therefore, a special attention needs to be paid to the human resources of the mining and processing industry.

2010 Population and Housing Census results show the educational level of population aged ten and above by their residence, a percentage of population with higher education and complete secondary education is higher in urban areas such as Ulaanbaatar, Orkhon, Darkhan-Uul, Gobisumber aimags. There is no major difference among other aimags in terms of other

level of education; however, a percentage of population with primary and incomplete secondary education is lower in Ulaanbaatar, Darkhan-Uul, and Orkhon aimags /Table 3.1.3/.

TABLE 3.1.3. EDUCATIONAL LEVEL OF POPULATION AGED TEN AND ABOVE BY THEIR RESIDENCE, AIMAG AND THE CAPITAL CITY, PERCENTAGE, 2010

Aimag, capital city	Educational level							
	Non- educated	Educated	Higher	Specialized vocational	Technical Vocational	Complete secondary	Incomplete secondary	Primary
TOTAL	7.5	92.5	18.3	5.7	2.8	32.0	17.9	15.8
Arkhangai	12.3	87.7	7.9	4.0	2.5	24.1	23.7	25.6
Bayan-Ulgii	14.2	85.8	9.8	5.3	3.9	18.1	20.2	28.6
Bayanhongor	11.6	88.4	8.4	3.6	3.0	21.1	27.7	24.5
Bulgan	8.3	91.7	9.6	5.3	3.3	25.5	26.0	22.0
Gobi-Altai	5.0	95.0	10.4	4.7	3.9	21.2	23.8	23.9
Dornogobi	8.2	91.8	14.2	6.1	3.4	27.1	23.9	17.1
Dornod	8.9	91.1	11.9	6.1	3.7	28.0	25.1	16.5
Dundgobi	13.2	86.8	9.2	4.8	2.8	16.4	26.6	26.8
Zavkhan	12.8	87.2	10.8	4.7	2.9	22.5	9.4	23.2
Uvurkhangai	12.7	87.3	7.7	3.9	2.5	20.1	23.6	29.4
Umnugobi	8.1	91.9	14.3	4.6	3.4	25.2	25.7	18.6
Sukhbaatar	15.7	84.3	9.0	4.8	4.6	17.5	25.4	23.0
Selenge	7.1	92.9	12.3	6.6	4.3	32.6	21.8	15.3
Tuv	8.6	91.4	10.1	5.5	4.3	25.8	26.2	19.4
Uvs	14.8	85.2	9.5	4.8	4.0	17.5	24.1	25.3
Khovd	11.9	88.1	10.6	4.9	3.0	25.1	21.6	22.9
Khovsgol	11.8	88.2	8.3	4.2	2.7	23.4	23.0	26.6
Khentii	11.1	88.9	10.7	4.4	3.6	22.5	27.0	2.1
Darkhan-Uul	5.0	95.0	18.0	7.8	3.3	37.7	16.5	11.8
Ulaanbaatar	3.7	96.3	27.1	6.4	2.1	40.8	11.3	8.6
Orkhon	5.4	94.6	19.7	7.0	3.3	35.3	16.8	12.4
Govisumber	7.1	92.9	15.8	6.2	2.5	29.3	22.7	16.3

3.2. EDUCATIONAL STATUS OF DISABLED POPULATION

2010 Population and Housing Census results show that the number of disabled population aged ten and above are 103.0 thousands, out of these 80.4 thousands or 78 percent have completed some level of education, 22.6 thousands or 22 percent of total disabled population are non-educated.

7.9 thousands or 7.7 percent of disabled population have completed higher education, 6.4 thousands or 6.2 percent have completed specialized vocational education, 3.6 thousands or 3.5 percent of them completed technical vocational education, 25.8 thousands or 25 percent of them completed complete secondary education, 19.2 thousands or 18.6 percent have completed incomplete secondary education and 17.5 thousands or 17 percent have completed primary education /Table 3.2.1/. The number of male population with disabilities is higher than female population with disabilities by 10.8 thousands.

7.6 thousands or 33.7 percent of non-educated disabled population were literate, 15.0 thousands or 66.3 percent were illiterate. Based on this, it can be said that as of 2010, 85.4 percent of disabled population aged ten and above in Mongolia is literate. This rate shows that

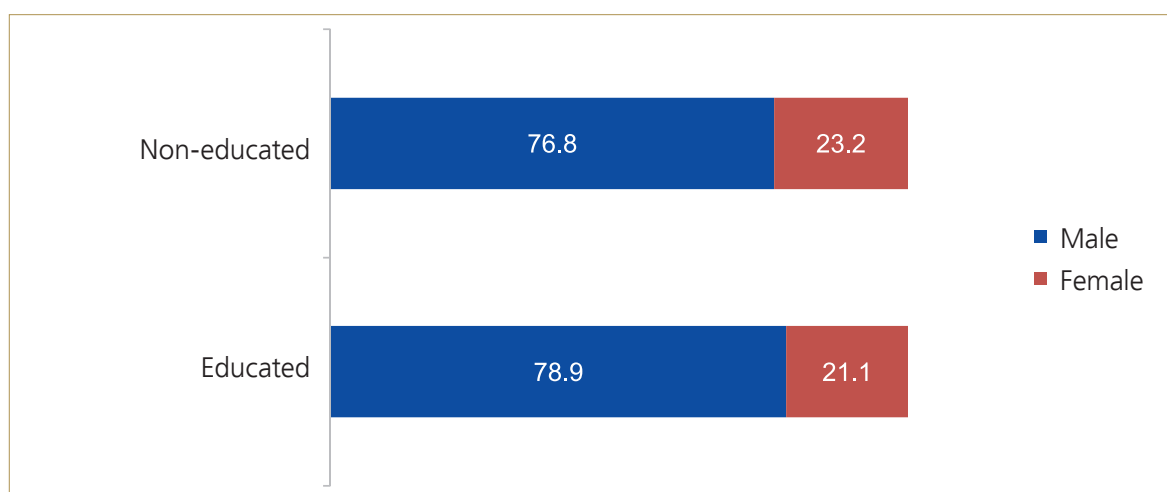
literacy rate of disabled population is 12.9 percent lower than literacy rate of total population in Mongolia /Table 3.2.1/

According to 2010 data, 78.9 percent of disabled male population and 76.8 percent of disabled female population is educated, 21.1 percent of disabled male population and 23.2 percent of disabled female population were non-educated /Figure 3.2.1/.

34.7 percent of non-educated and disabled male population and 32.6 percent of female population were literate, while 65.3 percent of non-educated male disabled population and 67.4 percent of non-educated disabled female population were illiterate. Based on above statistics, it can be said that percentage of educated disabled male population is 2.1 percent higher than female population, while percentage of illiterate disabled female population is 2.1 percent higher than disabled, illiterate male population.

86.3 percent of disabled male population and 84.4 percent of disabled female population is literate of total disabled population aged ten and above /Tables 3.2.1, 3.2.2/.

FIGURE 3.2.1. EDUCATIONAL LEVEL AND LITERACY RATE OF POPULATION AGED TEN AND ABOVE, BY SEX, PERCENTAGE, 2010



A percentage of non-educated disabled population can be categorized by their age group as following: 54.8 percent of population aged between 10-14 is non-educated and constitutes the highest share, 36.3 percent of population aged between 15-19, 10.3 percent of population aged 50-54, 16.9 percent of population aged 55 and above are non-educated. /Table 3.2.1/.

When we look at the educational level of disabled population aged ten and above by their residence, as of 2010, 87.5 percent of educated disabled population belongs to Ulaanbaatar city, 85.8 percent of them belongs to Darkhan-Uul aimag, 85.3 percent to Orkhon, in other aimags this rate was between 62.8-80.3 percent. On the other hand, in Uvs aimag, 37.2 percent of total disabled population is non-educated, in Dundgobi 36.6 percent, in Sukhbaatar 34.9 percent, in Arkhangai 33.3 percent, in Ulaanbaatar 12.5 percent, in Darkhan-Uul 14.2, in Orkhon 14.7 percent which is the lowest among other aimags /Table 2.2.2/.

A percentage of disabled population with higher education is 13.8 percent in Ulaanbaatar, 8.7 percent in Orkhon, while a percentage of disabled population with complete secondary education and vocational education is 44.5 percent in Ulaanbaatar, 43.1 percent in Orkhon, 41.9 percent in Darkhan-Uul aimag, which are also higher than in other places. However, a percentage of disabled population with primary education is relatively lower than other aimags, for instance in Ulaanbaatar - 10.9, 10.9 percent in Orkhon aimag, 12.8 percent in Darkhan-Uul

aimag, 27.7 percent in Uvurkhangaig aimag, 26.1 percent in Khovsgol, 24 percent in Bayan-Ulgii aimag.

Based on above statistics, it can be observed that the literacy rate and educational level of disabled population is lower in rural areas [Table3.2.1

TABLE 3.2.1. EDUCATIONAL STATUS OF DISABLED POPULATION AGED TEN AND ABOVE BY THEIR RESIDENCE, PERCENTAGE, 2010

Aimag, capital city	Educational level							
	Non-Educated	Educated	Higher	Specialized vocational	Technical Vocational	Incomplete secondary	Complete secondary	Primary
NATIONAL								
Arkhangai	66.7	33.3	3.3	4.0	2.6	16.6	17.7	22.5
Bayan-Ulgii	74.0	26.0	3.2	5.3	5.1	17.2	19.0	24.0
Bayanhongor	71.1	28.9	3.2	3.2	3.3	18.3	21.9	21.3
Bulgan	73.7	26.3	4.6	5.7	3.9	18.8	21.5	19.2
Gobi-Altai	71.8	28.3	4.5	4.0	4.5	16.6	18.9	23.1
Dornogobi	75.7	24.3	5.7	4.9	3.2	18.8	22.9	20.2
Dornod	77.5	22.5	4.6	5.7	3.2	22.8	25.2	15.9
Dundgobi	63.4	36.6	3.1	4.0	2.1	12.9	20.9	20.3
Zavkhan	69.7	30.3	3.3	4.4	3.6	19.2	20.9	18.3
Uvurkhangaig	70.4	29.6	3.2	3.1	2.9	15.0	18.4	27.7
Umnugobi	73.4	26.6	5.6	5.1	3.0	15.1	21.6	22.9
Sukhbaatar	65.1	34.9	3.9	4.0	4.2	11.9	19.6	21.5
Selenge	80.3	19.7	5.3	6.8	5.4	25.6	21.4	15.8
Tov	72.2	27.8	4.3	4.6	5.0	17.9	21.5	18.9
Uvs	62.8	37.2	3.7	4.1	4.2	13.5	18.2	19.0
Khovd	68.4	31.6	4.3	4.1	3.8	18.9	17.5	19.8
Khovsgol	70.7	29.3	3.1	3.7	2.7	16.2	19.0	26.1
Khentii	74.0	26.0	4.7	4.0	4.0	16.9	24.8	19.6
Darkhan-Uul	85.8	14.2	8.4	9.5	4.4	32.4	18.4	12.8
Ulaanbaatar	87.5	12.5	13.8	8.5	3.1	36.0	15.2	10.9
Orkhon	85.3	14.7	8.7	8.7	3.8	34.4	18.8	10.9
Govisumber	77.3	22.7	4.9	5.3	1.2	20.0	27.8	18.0

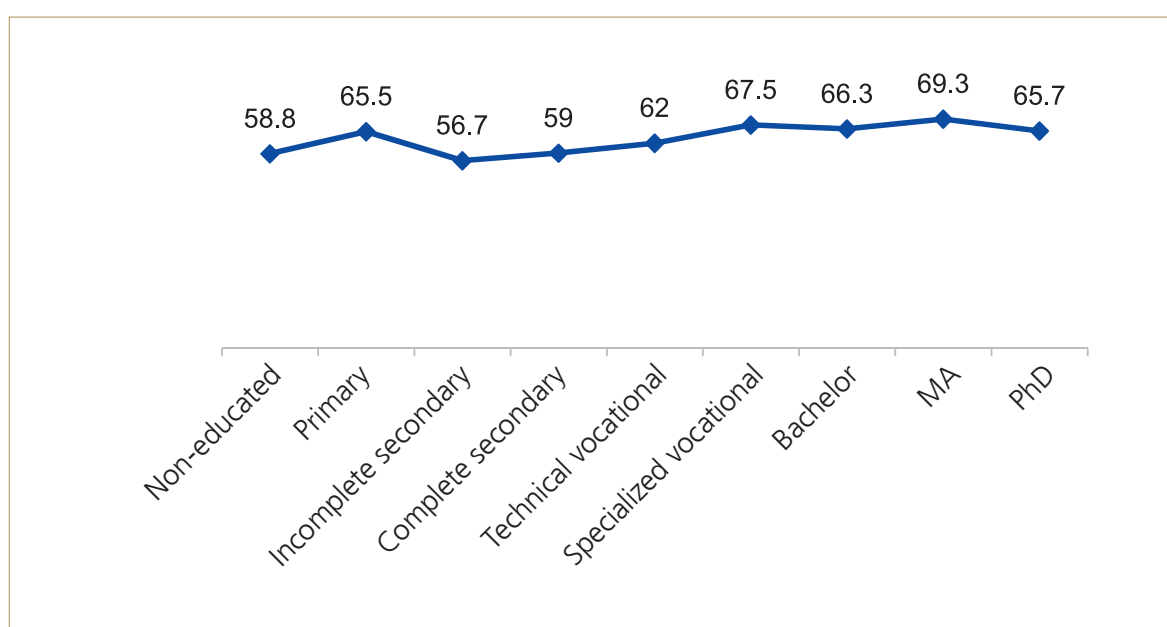
A percentage of educational level and literacy rate of disabled population aged ten and above can be categorized by their age group as following: number of educated but disabled population is higher in the age groups of 25-29 and 45-49. For instance, among all disabled population belonging to age group of 25-29, 66.6 percent are educated, among all disabled population belonging to age group of 35-39, 81.9 percent of them are educated, among all disabled population belonging to age group of 45-49, 86.2 percent of them were educated /Table 3.2.2/.

3.3. EDUCATION AND RELIGION

Religion is not only about faith and belief but also a reflection of cultural and intellectual development of human beings. Based on 2010 Population and Housing Census data, this study tried to capture correlation between religious belief and the educational level of the population. As a result of the democratic revolution that took place in Mongolia, human rights and freedom are upheld including religious freedom. Having religious belief consciously has a positive impact on preventing superstition. Therefore, it is believed that exploring the most dominant religion among educated population would have paramount socio-economic importance.

According to census data, a positive relation has been observed between religion and educational level. There is more religious belief among the population with higher education. In Figure 3.3.1 horizontal axis shows an educational level of the population while vertical axis shows the share or percentage of population with religious belief.

FIGURE 3.3.1. PERCENTAGE OF RELIGIOUS POPULATION
AMONG EDUCATED POPULATION, 2010



This fact can be explained that when people get older, they have more needs to pray, to increase their good deeds and longevity and to improve their religious education. Since there is more religious belief among the population with higher education, it can be understood as conscious action and proper attitude.

As of 2010, 61.4 percent of Mongolian total population aged 15 and above is religious, while 38.6 percent of the population is atheist. Buddhism is dominant among all other religions and 86.2 percent of total believers believe in Buddhism, while 3.5 percent of total believers belong to Christianity and 4.9 percent of the believers were Muslims.

Census data shows that the number of believers is less among non-educated population. 58.8 percent of non-educated population believe in some type of religion, while 69.3 percent of population with master degree believe in any type of religion /Appendix table 2.3.1/.

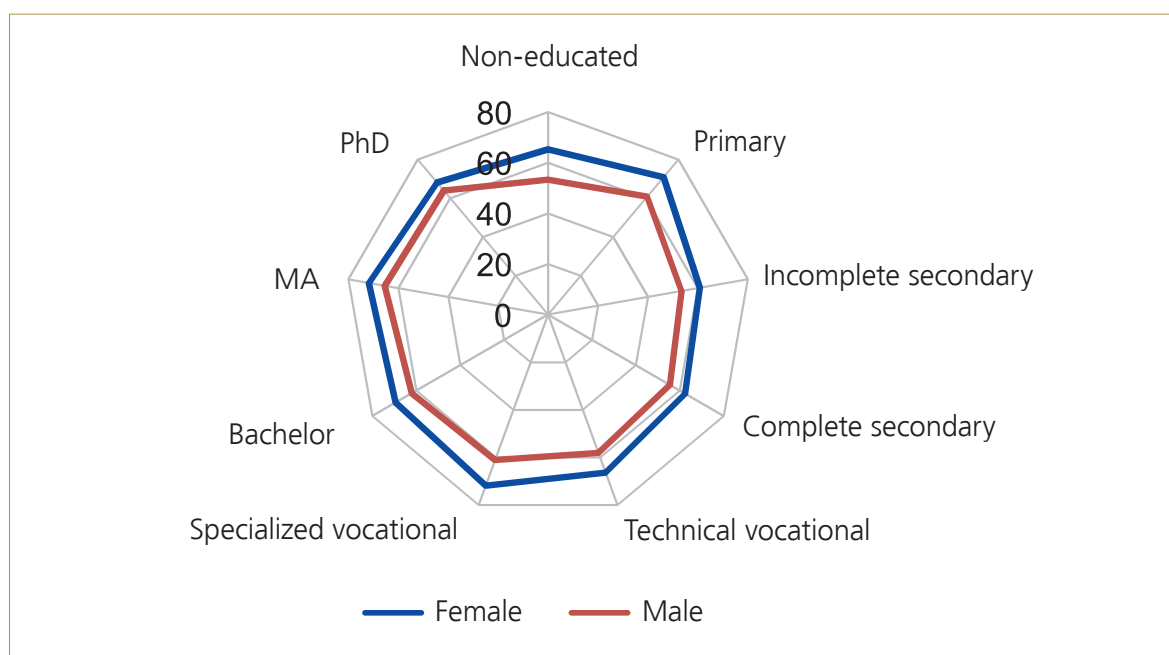
A number of believers among younger population is not very high. It can be seen from the lower rate of population with basic, complete secondary, technical vocational education compared to others. While a share of believers among population with primary education is

65.5 percent, a share of believers among population with incomplete and complete secondary education has decreased to 56-59 percent. This decrease may be explained that the teenagers' life philosophy tends to be based on scientific explanations, particularly on hard sciences, rather than religious belief.

Even though there was a wide spread of shamanism in last decade, a share of the shamanists are not higher than 4.7 percent.

Sex ratio of population with religious belief is as following: Number of female population with religious belief is 10 points higher in the male population with same educational level (Figure 3.3.2, Appendix tables 3.3.2-3.3.3).

FIGURE 3.3.2. A PERCENTAGE OF BELIEVERS AMONG EDUCATED POPULATION, BY SEX, 2010

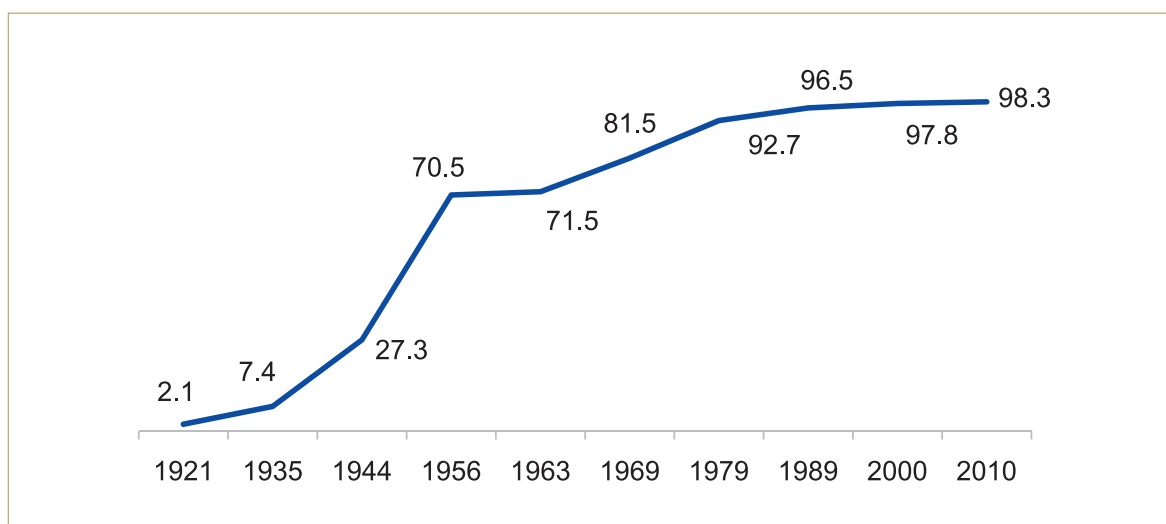


Religious belief is a personal and psychological matter which depends on psychological dynamism or mental weakness, therefore a percentage of female believers is higher among total population with religious belief

3.4. LITERACY RATE OF POPULATION

Literacy rate of population have been constantly increasing (Figure 3.4.1) since 1921, which was 2.1 percent, it reached 27.3 percent in 1944, and sharply increased to 70.5 percent in 1956, to 92.7 percent in 1979, to 96.5 percent in 1989, to 97.8 percent in 2000 and 98.3 percent in 2010 /Figure 3.4.1/.

FIGURE 3.4.1. LITERACY RATE OF POPULATION BY PERCENTAGE AND YEARS



It was stated in the first Constitution of Mongolia approved in 1924 and then in Constitutions of 1940, 1960 and 1992 that no person shall be discriminated against on the basis of ethnic origin, language, race, age, sex, social origin and status, property, occupation and position, religion, opinion and education. This achievement is the result of above mentioned constitutional commitment made by different governments in different periods.

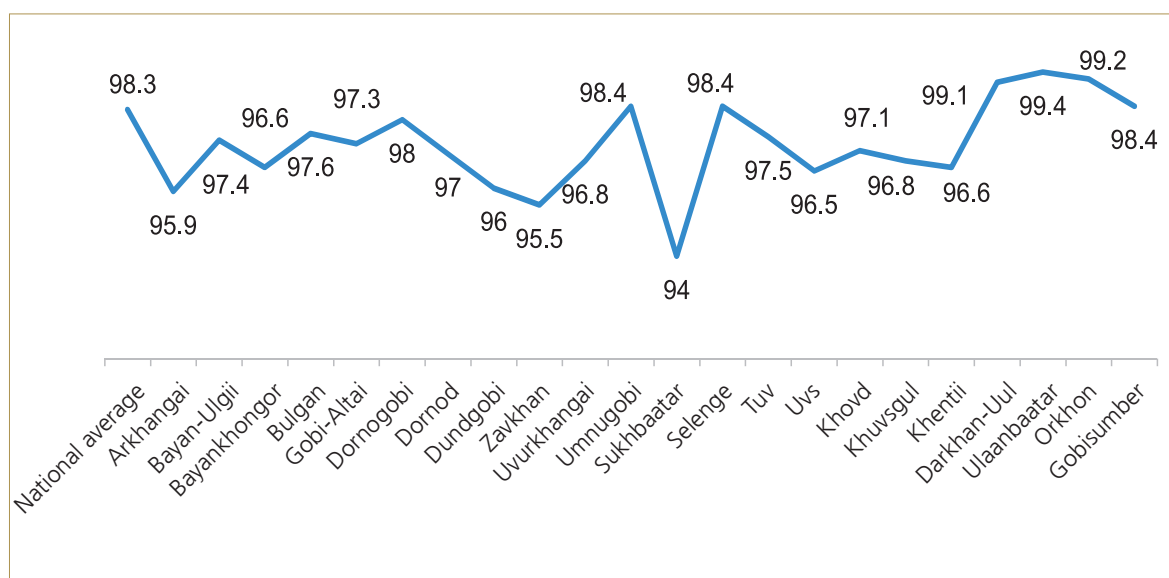
For instance, a sharp increase in the literacy rate that occurred during 1945-1955 was realized as the result of the joint resolution on establishing evening school for adults of the Central Committee of the MPRP and the Ministerial Council of MPR, which aims to improve literacy rate of total population.

Based on 2010 Population and Housing Census, a share of educated population aged 15 and above, non-educated population aged 15 and above can be shown by their residences as following, 89.4 percent of total population of Dundgobi aimag is educated, 87.4 percent of total population of Sukhbaatar is educated, 89.4 percent of total population of Uvs aimag is educated, while this rate is higher than 90 percent in other aimags. In Ulaanbaatar, 98.9 percent of total population is educated, 97.9 percent of total population of Darkhan-Uul is educated, 97.8 percent of total population in Orkhon aimag is educated, 96.9 percent in Selenge aimag, 95.6 percent in Govisumber aimag /Figure 3.2.3/. As it can be seen from above statistics, a share of educated population is higher in the capital city and aimags with larger urban centers than rural areas.

When literacy rate of population aged ten and above is classified by their residence, aimags and the capital city, the highest share belongs to Umnugobi aimag with the rate of 98.4, also 98.4 percent in Selenge, 98.0 percent in Dornogobi, 97.6 percent in Bulgan, 97.5 percent in Tuv, 97.4 percent in Bayan-Ulgii aimags, respectively. However, this rate is lower in some aimags such as Sukhbaatar - 94 percent, 95.9 percent in Arkhangai, 96.0 percent in Dundgobi, 96.5 percent

in Uvs aimag /Figure 3.2.4/. Literacy rate of population of Ulaanbaatar and other urban centers such as Darkhan-Uul, Orkhon and Govisumber is higher than national average.

FIGURE 3.4.4. LITERACY RATE OF POPULATION AGED TEN AND ABOVE, BY AIMAG AND THE CAPITAL CITY, PERCENTAGE, 2010



Based on population censuses that took place between 1979-2010, monograph on "Literacy Rate and Educational Level of the Population" tries to estimate an indexed literacy rate of population aged 15 and above, by using internationally accepted methodology. It can be concluded that literacy rate of Mongolian population was 92.7 percent in 1979, while it reached 97.8 percent in 2000 and 98.3 percent in 2010, respectively. (Table 3.2.2).

Sex ratio of the literacy rate of population is studied and during 1979-2000, literacy rate of male population was 1-6.7 percent higher than female population, however, this trend has changed in last decade and as of 2010, literacy rate of female population is 0.1 percent higher than male population.

Thus, Mongolia is one of the leading countries in the world with high literacy rate of population.

CHAPTER FOUR

EMPLOYMENT AND EDUCATIONAL STATUS OF THE POPULATION



4.1. EMPLOYMENT STATUS OF THE POPULATION, EDUCATIONAL LEVEL AND LITERACY RATE

2000 Population and Housing Census data shows that a share of employed population aged 15 and above constituted 51.1 percent of total population, while 40.7 percent were in urban, 66.0 percent were in rural areas. Sex ratio of the employed population aged 15 and above was also identified and 56.1 percent of them were male and 46.3 percent were female.

After ten years, as of 2010, a share of employed population aged 15 and above constitutes 47.8 percent which shows 3.3 point decrease. Out of these 52.8 percent were male population and 43.0 percent were female population which also shows 3.3 points decrease [Appendix tables 4.1.1-4.1.3]. Despite the government efforts, numerous programmes, projects and foreign aids that were implemented in order to encourage employment of the population; employment status of the population has not increased.

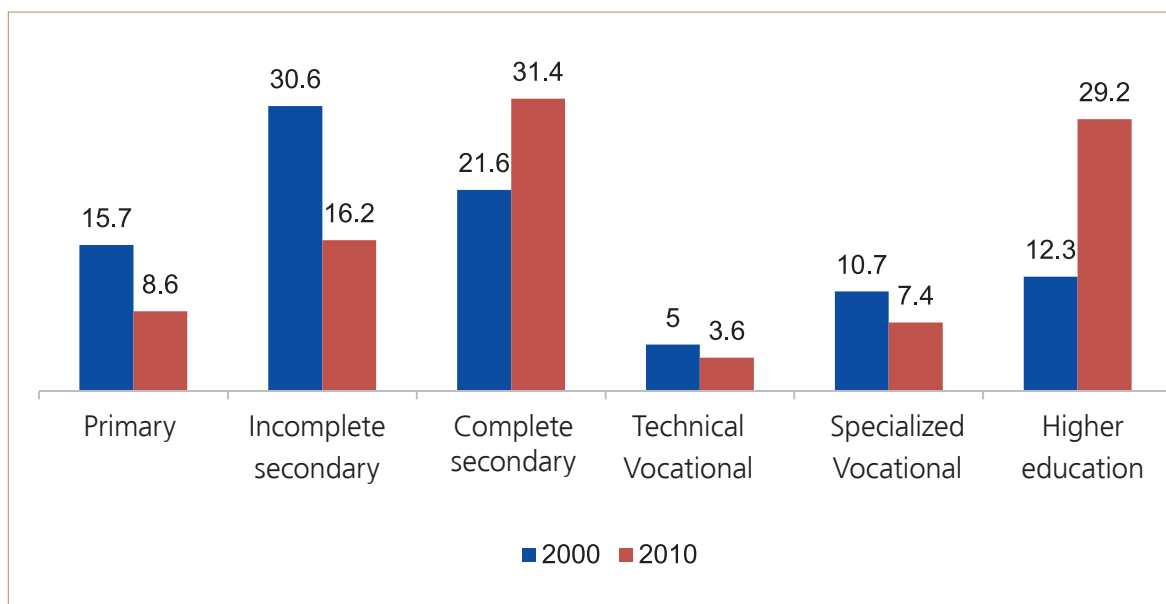
In 2000, 12.3 percent of the employed population had higher education, 10.7 percent had specialized vocational and non-degree tertiary education, 5 percent had technical vocational education, 21.6 percent had complete secondary education, and 30.6 percent had incomplete secondary or basic education and 15.7 percent had primary education. Based on above statistics, it can be said that 52.2 percent of total employed population had complete and incomplete secondary education, 4.1 percent of them were non-educated, out of these 62.0 percent were literate and 38 percent were illiterate population /Figure 4.1.2/.

In 2010 Population and Housing Census, 29.2 percent of the employed population aged 15 and above had higher education, 7.4 percent had specialized vocational education, 3.6 percent had technical vocational education, 31.4 percent had complete secondary education, and 16.2 percent had basic education and 8.6 percent had a primary education (Figure 4.1.1).

Comparing 2010 census data with 2000 census data shows that the employment status of the population with primary, incomplete secondary /basic/, technical vocational, specialized vocational education and non-degree tertiary education has decreased, while the employment status of the population with complete secondary and higher education has been increased sharply. For instance, a share of the population with higher education has increased 2.4 times than 2000 figures (Figure 4.1.1). This change is mainly associated with the fact that the number of population with higher education has increased in last decade and there is a labor market demand for workforce with complete secondary and higher education.

In 2000, 4.1 percent of unemployed population were non-educated, out of these 62 percent were literate. In 2010, 3.5 percent of unemployed population were non-educated, out of these 68.0 percent were literate

FIGURE 4.1.1.EDUCATIONAL LEVEL OF THE EMPLOYED POPULATION AGED TEN AND ABOVE, BY PERCENTAGE, 2000, 2010



Sex ratio of the employed population is as following: a share of the male population with primary, incomplete secondary education has decreased by 1.7-1.8 times in 2010 compared to 2000, a share of the female population also decreased by 1.8 times, however, a share of employed female population with higher education has increased by 3.1 times /Figures 4.1.2, 4.1.3/.

FIGURE 4.1.2.EDUCATIONAL LEVEL OF EMPLOYED MALE POPULATION AGED TEN AND ABOVE, BY PERCENTAGE, 2000, 2010

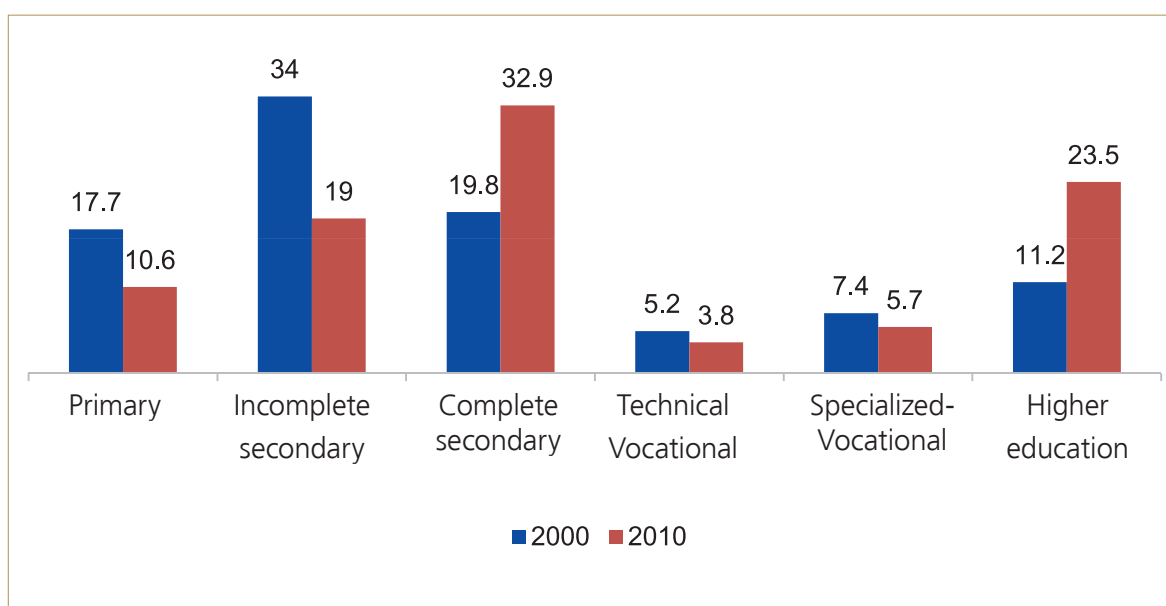
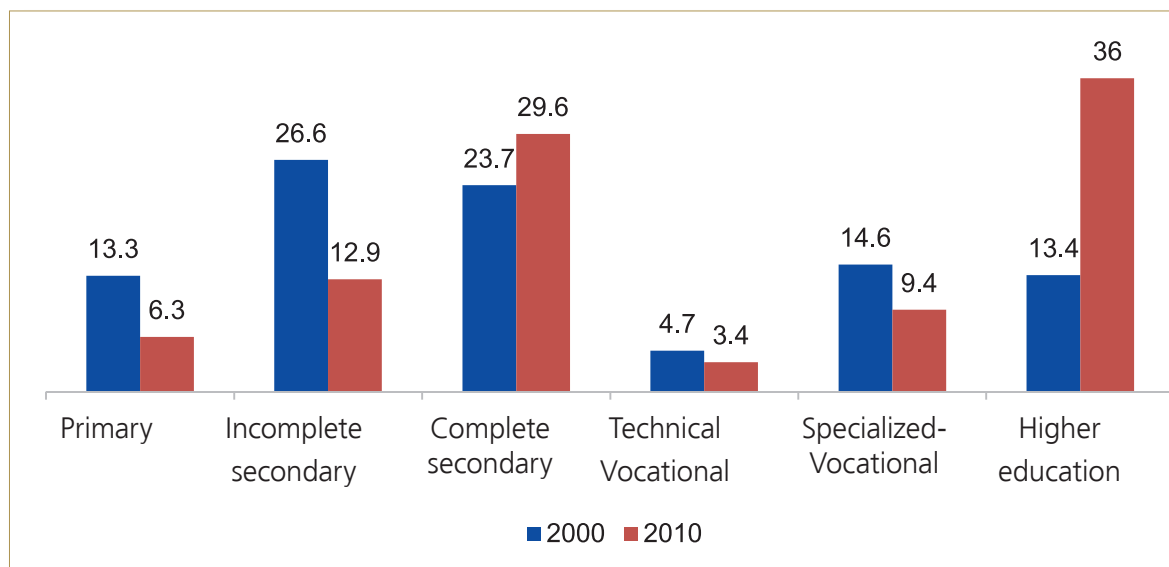


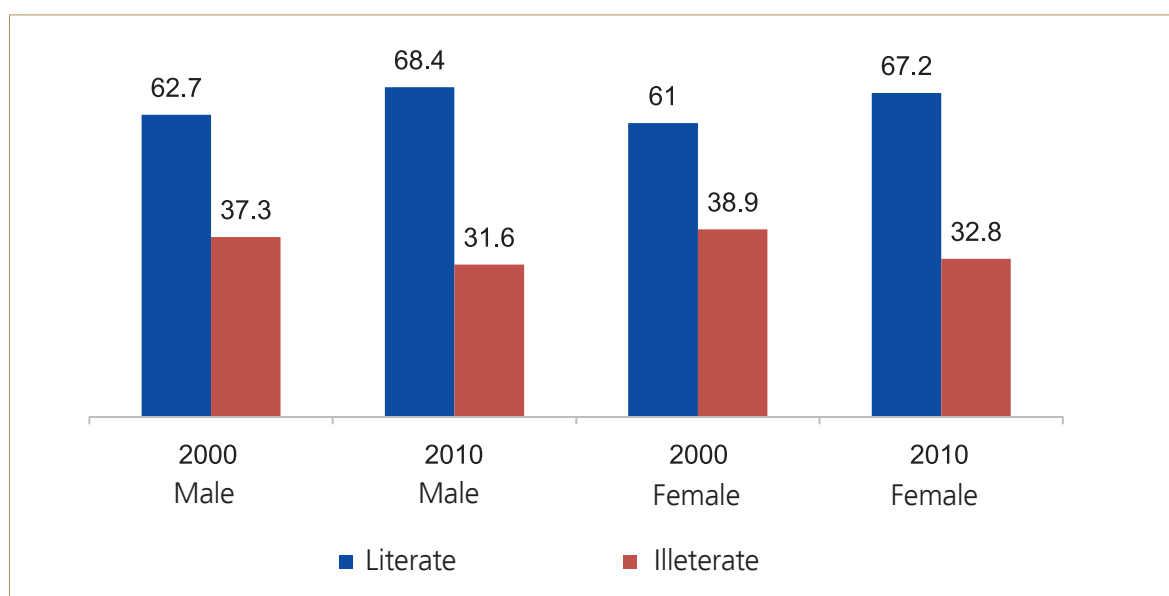
FIGURE 4.1.3. EDUCATIONAL LEVEL OF EMPLOYED FEMALE POPULATION AGED TEN AND ABOVE, BY PERCENTAGE, 2000, 2010



In 2010, 8.3 percent of employed rural population was non-educated, out of these 67.8 were literate, while 0.8 percent of the employed urban population was non-educated, and out of these 69.3 percent were literate. This data shows that there is a major difference on the employment status of non-educated population in urban and rural areas. This difference may be associated with the fact that the most of the jobs available in rural areas are engaged with farming and agriculture which does not require specialized professional skills.

In 2010, 68.4 percent of employed but non-educated population was male and 31.6 percent was female population. It can be seen that the employment status of the male population with no education is 36.8 percent higher than female population with no education. /Figure 4.1.4/.

4.1.4. LITERACY RATE OF UNEMPLOYED, NON-EDUCATED POPULATION AGED TEN AND ABOVE, BY SEX AND PERCENTAGE, 2000, 2010



As of 2010, an educational level of the population aged 15 and above by their residences are as following: In Ulaanbaatar, Orkhon, Darkhan-Uul and Govisumber, a share of employed population with higher education (26.8-43.8%) and complete secondary education (34.5-38.3%) is relatively high.

In Arkhangai, Uvurkhangai, Khuvsgul, Bayankhongor, Bulgan and Sukhbaatar aimags, a share of employed population with higher education is relatively lower than other aimags (11.6-14.4%) /Table 4.1.1/.

TABLE 4.1.1.EDUCATIONAL LEVEL OF EMPLOYED POPULATION AGED 15 AND ABOVE,
BY AIMAG AND THE CAPITAL CITY, BY PERCENTAGE, 2010

Aimag, capital city	Educated	Non- educated	Educated					
			Higher education	Specialized vocational	Technical vocational	Complete secondary	Incomplete secondary	Primary
TOTAL	96.5	3.5	29.2	7.4	3.6	31.4	16.2	8.6
Arkhangai	92.0	8.0	11.6	5.0	3.3	25.2	25.8	21.1
Bayan-Ulgii	92.0	8.0	18.0	8.4	5.2	17.9	17.4	25.0
Bayankhongor	93.1	6.9	13.1	5.1	3.7	23.7	30.8	16.8
Bulgan	95.7	4.3	14.4	6.8	4.0	29.5	27.0	14.0
Gobi-Altai	93.3	6.7	16.7	6.5	5.0	22.7	25.3	17.1
Dornogobi	95.7	4.3	22.0	7.7	4.3	28.9	23.7	9.0
Dornod	95.7	4.3	22.8	8.5	4.4	32.6	20.3	7.0
Dundgobi	90.6	9.4	14.6	6.3	3.3	19.3	28.3	18.8
Zavkhan	92.0	8.0	19.1	7.2	4.0	24.2	22.4	15.2
Uvurkhangai	92.3	7.7	12.9	5.6	3.2	23.1	24.7	22.8
Umnugobi	96.3	3.7	19.5	5.5	3.9	30.3	26.5	10.5
Sukhbaatar	87.3	12.7	13.9	5.8	5.5	19.2	27.1	15.8
Selenge	97.8	2.2	20.7	8.7	5.6	37.6	19.1	6.2
Tuv	95.7	4.3	15.0	7.4	5.5	28.7	27.1	11.9
Uvs	90.7	9.3	16.4	7.0	5.5	21.2	23.0	17.6
Khovd	93.7	6.3	19.3	7.7	4.4	27.0	21.2	14.0
Khuvsgul	92.3	7.7	12.9	5.7	3.2	27.0	22.4	21.1
Khentii	94.0	6.0	18.0	6.1	4.3	27.2	26.2	12.2
Darkhan-Uul	98.8	1.2	31.0	11.0	4.4	37.3	11.9	3.1
Ulaanbaatar	99.6	0.4	43.8	7.8	2.7	36.3	7.5	1.5
Orkhon	98.9	1.1	32.0	9.9	4.6	38.3	11.2	3.0
Govisumber	97.3	2.7	26.8	8.6	3.5	34.5	17.4	6.3

4.2. EDUCATIONAL LEVEL AND LITERACY OF UNEMPLOYED POPULATION

Number of unemployed population aged 15 and above includes the number of unemployed population and economically inactive population.

As of 2010 Population and Housing Census, 52.2 percent of resident population aged 15 and above are unemployed, out of these 12.7 percent were population with higher education, 5.6 percent were population with specialized vocational and non-degree tertiary education, 2.7 percent of them were population with technical vocational education, 40.2 percent were population with complete secondary education, 22.0 percent were population with basic education, 11.8 percent were population with primary education and 9.5 percent were non-educated population. 67.6 percent of non-educated and unemployed population was literate, while 32.4 percent of them were illiterate.

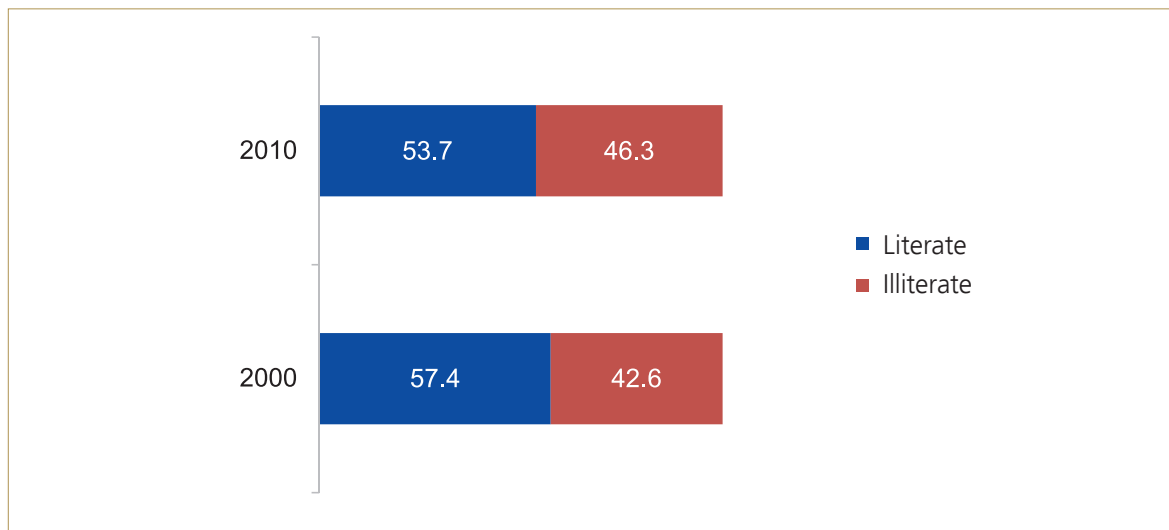
20.7 percent of urban population is unemployed, while this rate is 11.1 percent in rural areas (Figure 4.2.2). Sex ratio of the unemployed population is as following: 47.2 percent of male population is unemployed, while 56.3 percent of female population is unemployed. 10.4 percent of unemployed male population had higher education, 4.5 percent of them had specialized vocational education, 3.0 percent of them had technical vocational education, 40.1 percent of them had complete secondary education, 25.3 percent of them had basic education, 11.7 percent of them had primary education. 14.5 percent of unemployed female population had higher education, 6.4 percent of them had specialized vocational education, 2.5 percent of them had technical vocational education, 40.3 percent of them had complete secondary education, 19.4 percent of them had basic education, 11.9 percent of them had primary education. /Figure 4.2.3/.

Sex ratio of literacy rate among unemployed population is as following: as of 2010, a share of male and female population who completed primary, basic, complete secondary, technical vocational and specialized vocational education is almost same, however, a share of unemployed female population with higher education is 9.1 percent higher than unemployed male population with same level of education. A percentage share of uneducated male and female population with complete secondary education is higher than 40 percent, which is relatively high. This fact may be associated with the parents' tendency giving preference for female children to be educated.

As of 2000, literacy rate of unemployed and non-educated population aged 15 and above was as following, out of 51.5 thousands, 57.3 percent were literate, 42.6 percent were illiterate, as of 2010, there were 49.5 thousands of unemployed population, out of these 53.7 percent were literate and 46.3 percent were illiterate /Figure 4.2.1/.

In 2000, sex ratio of unemployed and non-educated population was as following; out of 18.5 thousands of unemployed male population, 59.2 percent of them were literate, out of 32.9 thousands of unemployed female population, 56.4 percent were literate. As of 2010, these indicators have been changed as following: out of 21.9 thousands of unemployed male population, 53.7 percent of them were literate, out of 27.6 thousands of unemployed female population, 53.7 percent of them were literate. In 2000, a share of unemployed but literate female population was 2.6 percent higher than male population, however in 2010, literacy rate of unemployed male and female population were at the same level.

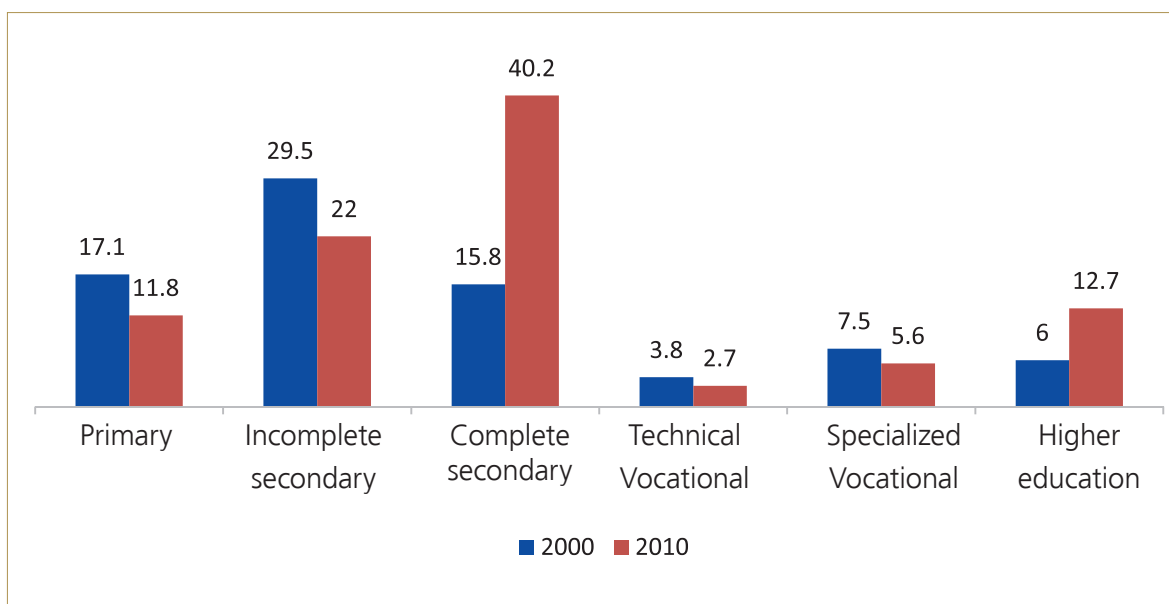
FIGURE 4.2.1.LITERACY RATE OF UNEMPLOYED, NON – EDUCATED POPULATION AGED 15 AND ABOVE, BY PERCENTAGE 2000, 2010



In 2000, 2010, 22.0-40.2 percent of unemployed population were people with basic and complete secondary education (Figure 4.2.2, Appendix tables 4.1.4-4.1.9). This fact may be interpreted that there is more demand for specialized work force in the labor market, which makes people with basic and complete secondary education unemployed.

Survey results show that in 2010 number of unemployed population with higher education has increased, and especially the number of unemployed population with master and doctor degree has increased. This fact is basically caused by too many universities established in last decades, with no planned enrollment and labor market demand analysis, also low professional appraisal and quality of educational services /Figure 4.2.2/.

FIGURE 4.2.2. EDUCATIONAL LEVEL OF UNEMPLOYED POPULATION AGED 15 AND ABOVE, BY PERCENTAGE, 2000, 2010



number of unemployed male and female population with basic education has decreased in 2010, however, in 2010, a number of unemployed population with higher education has dramatically increased, a share of unemployed female population with higher education is 4.1 percent higher than male population /Figure 4.2.3/.

Compared to 2000, a number of unemployed but literate male population has decreased by 5.5 percent and a number of unemployed but literate female population has been decreased by 2.7 percent, respectively.

FIGURE 4.2.3. EDUCATIONAL LEVEL OF UNEMPLOYED POPULATION AGED 15 AND ABOVE, BY SEX AND PERCENTAGE, 2000, 2010

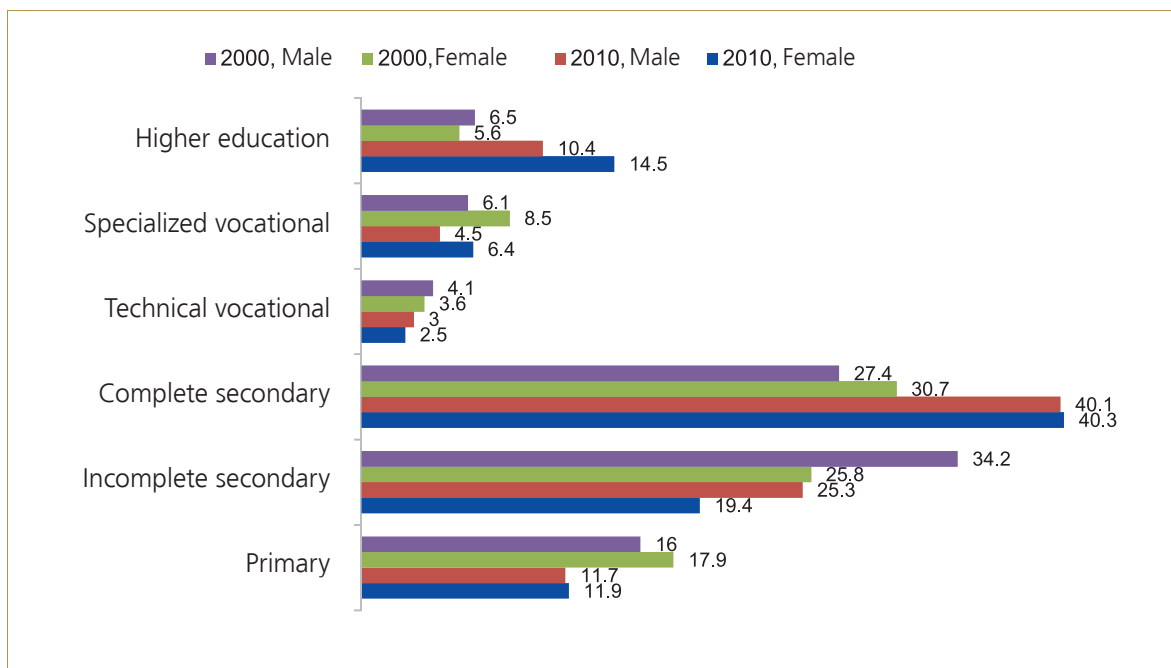
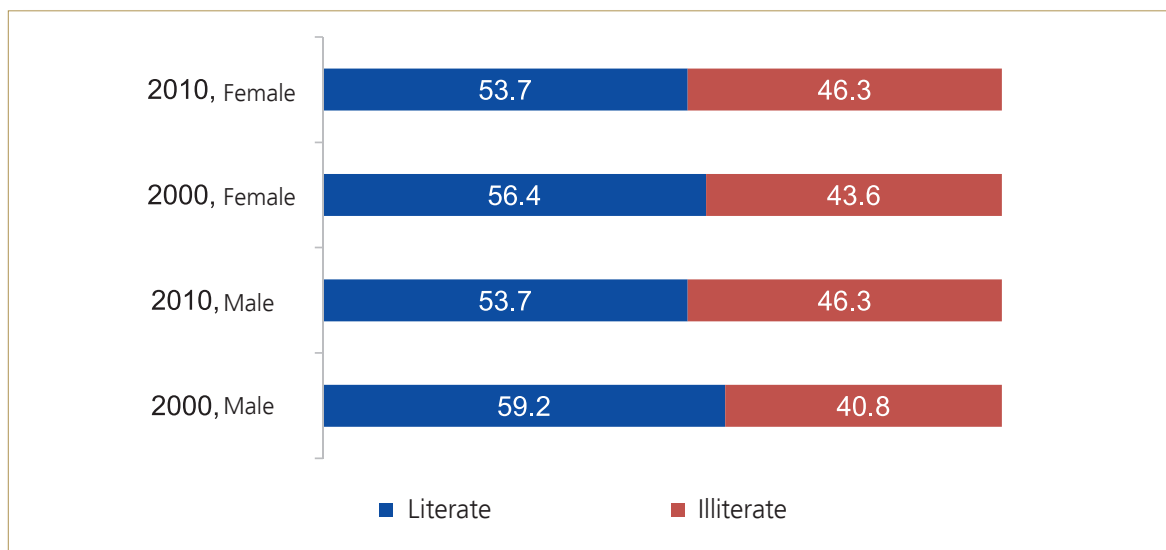


FIGURE 4.2.4.LITERACY RATE OF UNEMPLOYED AND NON-EDUCATED POPULATION AGED 15 AND ABOVE, BY SEX AND PERCENTAGE, 2000, 2010



Educational level of uneducated population aged 15 and above by aimags and capital is as following: a share of unemployed population with specialized vocational and technical vocational and complete secondary education is at the same level in all aimags and capital; however, a share of unemployed population with primary and basic education is lower in Ulaanbaatar, Darkhan-Uul and Orkhon aimags than in other aimags. A share of unemployed population with higher education is 25 percent in Ulaanbaatar, 21.6% in Orkhon, 18.5% in Darkhan-Uul aimags which are higher than other aimags, 8.8% in Uvurkhantai, 9.0% in Dundgobi, 9.6% in Dornod aimags /Table 4.2.1/.

Educational level and literacy rate of unemployed population is shown by their residence as following: 25.0% percent of unemployed population with higher education lives in Ulaanbaatar, 21.6% in Orkhon, 18.4% in Darkhan-Uul, 16.4% in Bayan-Ulgii, 9.0% in Dundgobi, 9.6 % in Dornod aimag. A percentage share of unemployed population with complete secondary education is higher in urban area and aimag centers, about 30.5-49.4 percent. A number of unemployed population is higher in Dundgobi, Uvurkhantai, Sukhbaatar, Uvs, Dornod, Khovd aimags, while this number is relatively low in Ulaanbaatar, Darkhan-Uul, Uvurkhantai and Orkhon aimags. /Table 4.2.1/.

TABLE 4.2.1. EDUCATIONAL LEVEL OF UNEMPLOYED POPULATION AGED 15 AND ABOVE, BY AIMAG AND CAPITAL CITY, PERCENTAGE, 2010

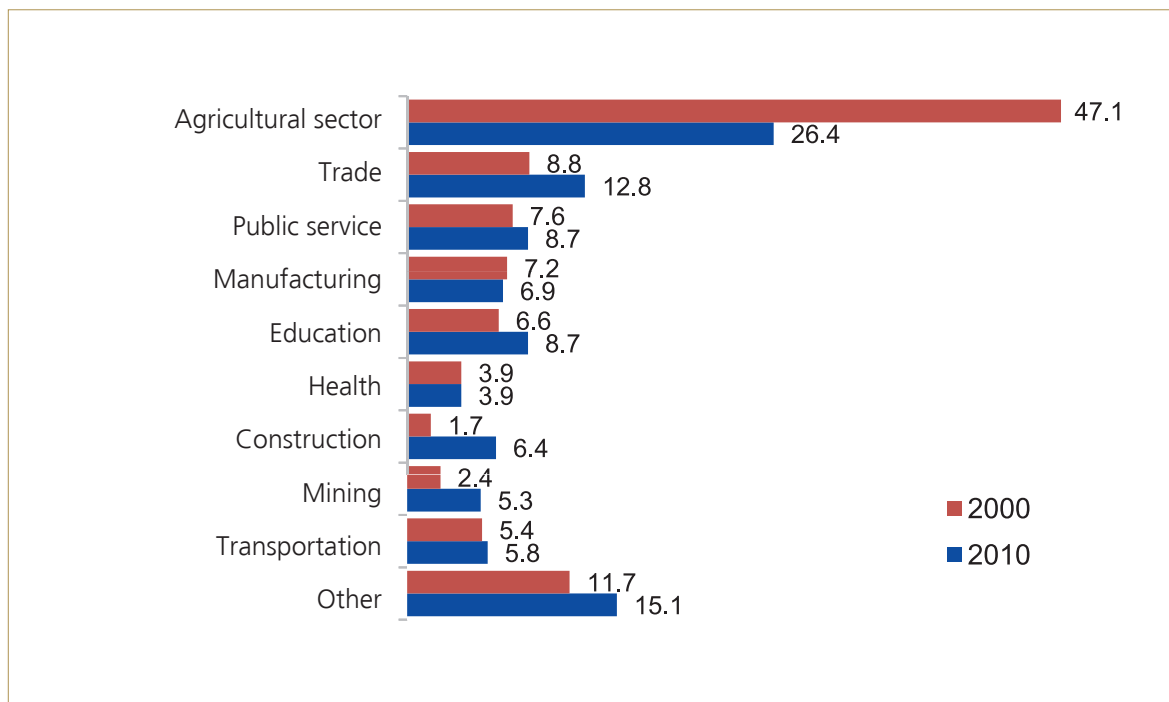
Aimag, capital city	Educated						Non- educated
	Higher education	Specialized vocational	Technical vocational	Complete secondary	Basic	Primary	
NATIONAL							
Arkhangai	11.4	3.6	3.8	41.4	21.5	12.9	5.4
Bayan-Ulgii	16.4	6.5	6.5	30.6	18.6	15.5	5.9
Bayankhongor	10.8	2.5	5.1	37.3	28.2	11.3	4.7
Bulgan	11.5	4.1	5.0	43.5	26.1	7.8	2.0
Gobi-Altai	12.5	4.6	6.9	35.0	25.9	11.3	3.8
Dornogobi	13.5	5.1	5.1	38.2	27.7	6.8	3.5
Dornod	9.6	3.9	5.7	37.8	28.4	8.5	6.0
Dundgobi	9.0	4.5	6.3	25.7	31.2	15.1	8.3
Zavkhan	13.0	3.9	4.5	39.5	23.5	11.1	4.4
Uvurkhangai	8.8	3.0	3.6	33.0	26.4	17.1	8.2
Umnugobi	12.5	3.6	5.5	34.5	28.9	10.3	4.6
Sukhbaatar	11.5	3.5	6.4	32.2	27.5	11.1	7.9
Selenge	11.6	4.3	5.7	45.7	24.7	5.9	2.0
Tuv	10.8	3.8	6.6	37.8	28.8	8.7	3.4
Uvs	13.9	4.6	6.2	30.5	26.4	11.5	6.8
Khovd	15.1	4.5	4.2	39.2	20.5	10.6	6.0
Khovsgol	11.3	3.3	4.3	38.7	24.0	13.9	4.5
Khentii	11.2	2.8	6.0	33.8	31.8	9.6	4.8
Darkhan-Uul	18.5	5.8	5.2	48.2	17.0	3.8	1.4
Ulaanbaatar	25.0	6.0	2.8	49.4	12.8	2.9	1.0
Orkhon	21.6	4.1	3.9	48.3	16.7	4.1	1.4
Govisumber	11.9	5.0	2.5	43.4	24.9	8.1	4.3

4.3 EDUCATIONAL LEVEL AND LITERACY RATE OF EMPLOYED POPULATION IN SECTORS OF ECONOMIC ACTIVITIES

As of 2000, educational level and literacy rate of employed population is shown by their economic activities as following: 47.1 percent of employed population were employed in agricultural sector, hunting, forestry, 8.8 in whole sale, retail trade and home appliances repairing services, 7.6 percent in public management, military services, compulsory social insurance, 7.2 percent in processing industry, 6.6 percent in educational sector, 5.4 percent in transportation, warehouse service, communication, auto road transportation, 3.9 percent in health and social welfare, 1.7 percent in construction and the rest of them were employed in other sectors.

As of 2010, above mentioned figures have been changed as following: 26.4 percent in agricultural sector, hunting, forestry, 12.8 in whole sale, retail trade and home appliances repairing services, 8.7 percent in education, 8.2 in public management, military services, 6.9 percent in processing industry, 6.4 percent in construction, 5.8 percent in transportation and warehouse services, 5.3 percent in mining, 3.9 percent in health and social activities and the rest of them were employed in other sectors.

FIGURE 4.3.1.A SHARE OF EMPLOYED POPULATION BY THEIR ECONOMIC ACTIVITIES, BY PERCENTAGE, 2000, 2010



Compared to 2000, a share of employed population in agricultural sector, hunting, forestry have decreased by 26.0 percent in 2010, retail trade and home appliances repairing services have increased by 4 percent and construction by 4.7 percent.

As of 2000, 4 percent of employed population was non-educated, out of these 62.0 percent were literate and 38.0 percent were illiterate. In 2010, 3.5 percent of employed population was non-educated, out of these 68.0 percent of them were literate and 32.0 were illiterate / Appendix table 4.3.1/.

In 2010, only 2.2 percent of the employed population in agricultural, hunting and forestry services had higher education, 2.8 percent of them had specialized vocational education, 3.9 percent of them had technical vocational education, 23.7 percent complete secondary education, 37.6 % of them had basic education, 29.7 % with primary education and 12.7 percent of them were non-educated.

25.6 percent of the employed population in processing industry sector had higher education, 45.6 percent specialized vocational education, 13.2 percent basic education, while 23.5 percent of the employed population in construction sector had higher education, 43 percent complete secondary, 16.8 percent with basic education.

32 percent of the employed population in wholesale and retail trade and auto-repairing sector had higher education, 43.2 percent complete secondary, 9.4 percent basic education while 20 percent of the population employed at transportation and warehouse service had higher education, 49.3 percent of them had complete secondary education.

52.4 percent of the population employed in public and military services had higher education, 25.5 percent complete secondary, 6.7 percent basic education, while 63.4 percent of the population employed at the educational sector had higher education, 17.2 percent complete secondary, 5.8 percent basic education.

44.2 percent of the population employed in health and social services had higher education, 26.2 percent specialized vocational education, 19.1 percent basic education /Table 4.3.1/.

Based on above statistics, it can be observed that share of population with higher education employed at public, military services, educational, health and social service sectors are higher than other sectors /44.2-63.4%/.

Share of population with complete secondary education at all economic activities is 17.2-49.3 which is relatively high. However, a share of the population with higher education and employed at agricultural sector and forestry is lower, but share of the population employed at these sectors with incomplete and primary education share is 26.4-33.4, which is relatively high, also 11.2 percent of population employed at agricultural sector are non-educated, which also shows that majority of nomadic population engaged with farming is non - educated.

As of 2010, number of employed male population aged 15 and above were 18.8 percent higher than female population. At national level, 23.5 percent of male population employed in different economic activities had higher education, 5.7 percent of them had specialized vocational education, 3.8 percent of them had technical and vocational education, 32.9 percent of them had complete secondary education, 19 percent of them had basic education, 10.6 percent of them had primary education and 4.4 percent of them were non-educated. Out of non-educated male population, 68.4 percent were literate and 31.6 percent of them were illiterate /Appendix tables 4.3.4, 4.3.5/.

In terms of female population, 36 percent of female population employed in different economic activities had higher education, 9.4 percent of them had specialized vocational education, 3.4 percent of them had technical and vocational education, 29.6 percent of them had complete secondary education, 12.9 percent of them had basic education, 6.3 percent of them had primary education and 2.5 percent of them were non-educated. Out of non-educated female population, 67.2 percent of them were literate and 32.8 percent of them were illiterate.

In terms of sex ratio of the population employed at main economic activities such as agriculture, forestry, fishing, a number of male population were 1.3 times higher than female population, 4 times higher in mining sector, 3.9 times higher in construction sector, 1.9 times higher in public management and defence organizations, while a number of female population employed at wholesale, retail trade and auto-repairing service is 1.3 times higher than male population, 2.7 percent higher in educational sector, 4.1 times higher in health and social services.

Educational level of employed female population by economic activities is as following: A share of employed female population with higher education is 12.5 percent higher than male population, while share of employed male population with complete secondary education is 3.3 percent higher than female population, share of employed male population with basic education is 6.1 percent higher than female population, share of employed male population with primary education is 4.3 percent higher than female population and non-educated male but employed population is 1.9 percent higher than female population.

Based on above statistics, it is noted that there is a necessity to eliminate high rate of gender differences among population employed at education, health and social services, construction, wholesale and retail trade, and to increase a number of male population with higher education.

CONCLUSIONS AND RECOMMENDATIONS



MONOGRAPH CONCLUSION

Based on “Educational level and literacy rate of Mongolian population” monograph results, following conclusions have been made:

1. Overall status of the school and kindergarten attendance is being increased in last 10 years /2000-2010/, a share of school attendance among resident population aged 8-15 /7-15, 6-15/ was 86.5 percent in 2000, this rate has been increased to 96.4 percent in 2010, a percentage share of population with complete secondary education was 22.8 percent and this rate has increased to 29.6 percent which shows that there is a desire and willingness among population to obtain basic and complete secondary education.

2. Since 1990 school attendance, educational level and literacy have constantly increased and it reached 97.8 percent in 2000, and then 98.3 percent in 2010. This increase shows that Mongolia is still one of the most literate countries among world countries, and marked as one of the most important achievement. However, it can be said that the quality and convertibility of our educational services is on low level,

3. In last 20 years, a share of male population in terms of their educational level, literacy rate, is lower than female population which shows that there is a gender inequality in education.

4. Since 2000, the primary and secondary school has been restructured in line with internationally accepted standards, former structure of secondary school with 4+4+2 years have been re-structured as 5+4+2, school entry age, which was 8, changed to 7, then to 6 along with the new structure 6+3+3.

Even though this structural change is leading to the principal reform of the educational sector along with international standards, due to this sudden change that's not been based on detailed studies, students and teachers at the secondary schools have faced many challenges.

5. In past 10 years, pre-school attendance has been at increase, however in 2010, only 60 percent of children between 2-5 years old have attended pre-school educational institutions. This rate is not sufficient and it may be associated with capacity of kindergartens in rural areas in terms of building and budget.

6. A share of population with higher education has increased by 2.4 times during 2000-2010; this increase is caused by the newly established higher education institutions that have been established within this period. However, quality and competitiveness of these higher education institutions are questionable and not at required level.

7. Quality of educational service is not sufficient enough to meet social demand. Major indicators of the quality education, such as curriculum, standards are not updated, teaching methodology and assessment mechanisms are not adequate, class and dormitory supply is not sufficient, tools and equipment needed for teaching are insufficient. These issues are mainly related to the insufficient state budget allocated to educational sector, teachers and managers' skills, knowledge, responsibility and initiative.

8. According to 2010 census data, a share of employed population in all economic activities has increased, except population employed in agriculture, fishing, and forestry. This increase may be interpreted in light of the complete transition of the social sector and national economy to market economy and introduction of modern techniques, technology, materials, raw materials and information technology into all types of production and services. Moreover, in last decade, a number of population educated in different educational institutions such as universities and secondary schools have constantly increased which led to increased employment rate in all economic activities.

9. In 2010, a share of unemployed population aged 15 and above is decreased by 2.2 percent and employment rate has decreased by 3.3 percent compared to 2000, a share of population with basic and primary education has decreased by 1.8-1.9 times compared to 2000 data.

10. In 2010, a share of unemployed population with higher education has been increased by 3.5 times, out of which, female population with higher education is 2.1 times higher than male population with higher education but unemployed. 20.3-42.4 percent of unemployed population had basic and complete secondary education which shows that people with profession are in more demand in labor market.

11. According to 2010 census data, an educational level of employed population aged 15 and above was as following: number of educated and employed population was 1.9 times higher in urban areas than rural areas. Gender differences/inequality is very high among educational sector, health and social service sector, construction, wholesale and retail trade, repairing service sector. In addition, it should be noted that the number male population with higher education is being dramatically decreased.

RECOMMENDATIONS

Based on the monographic study, in order to improve literacy rate, educational level, quality and convertibility of the education, following policies and regulatory activities are recommended:

1. To conduct legal reform aimed to improve quality, convertibility and social status of the education at all level,
2. To update and upgrade curricula, standards, tools and equipment used in educational service in line with globalization, social demand and scientific and technological changes.
3. In line with abovementioned updates, to improve and enhance capacity of teachers, managers in terms of training-academic research, responsibility and initiative, to undertake policies and regulatory activities aimed at improving social guarantee of school teachers and instructors,
4. To create favorable learning environment at every educational institution, for intellectual and physical development of the students, by using various investment and financial resources
5. In order to raise awareness on the state policy on mandatory basic education for all population among whole society, to increase public and civil society participation,
6. To increase management skill of the educational institutions at all level, to create assessment mechanisms that will evaluate performance, change management in their activities by results, importance and impact
7. To create educational management information system to ensure access to and accuracy of information on education, to process data, create database, use, provide information, conduct surveys using information
8. To create monitoring and evaluation system focused on the implementation status of state policy and legal regulations, national programme, projects being implemented and adopted in educational sector.
9. To update list of professions being taught in universities and colleges, in line with labor market demand and international development trend and accordance with short and long term development plans.
10. To update classification of disabled population in accordance with international standards, to adopt new regulation on diagnoses and evaluation of disabled child population, their enrollment to schools and kindergartens, and collection of statistics on disabled population.

11. In accordance with international principle on equitable coverage of education for children work closely with public and civil organizations, parents and caregivers in order to increase attendance of children at pre-school educational activities, primary, basic and secondary schools,

12. To include statistics on informal educational status of population, by their sex, residence and educational level into the census questionnaire,

13. In order to improve employment, reduce poverty, to pay special attention to the students graduated from secondary school and encourage them to continue their studies at technical and vocational educational institutions, in order to increase number of students at technical and vocational education to establish state – owned and private vocational schools, to undertake policy level activities aimed to line career guidance and training environment with demands of the labor market, to improve quality of educational services as well as skill and competencies of students and teachers

13. To announce and select the best research project proposals focused on educational level, literacy rate by age, sex and residence, employment and poverty rate, by economic activities, and to conduct the research with internationally accepted methodology, to submit the results of the research to State Great Khural, government, line ministry, government agency, aimag, capital city, soum and district for incorporation into policy, regulation and planning.

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For people the state is their treasure, for the state the people are its treasure

APPENDIX

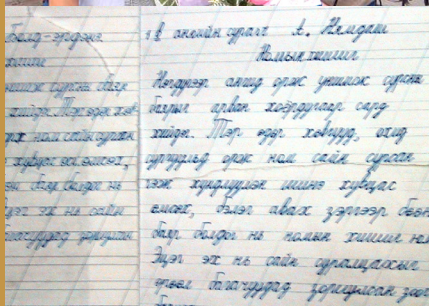
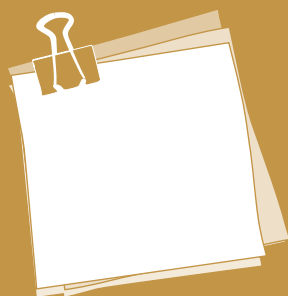


TABLE 2.1.1. NUMBER OF EDUCATED POPULATION, 1963-2010 /NATIONAL RESULT/

Educational level	Year					
	1963	1969	1979	1989	2000	2010
Total	247 887	381 499	853 585	1 273 428	1 628 443	1 987 028
Primary	157 183	217 651	408 440	440 105	432 168	341 549
Incomplete secondary	51 340	91 313	253 548	403 669	463 191	383 667
Complete secondary	12 870	29 191	81 634	215 405	453 451	685 935
Technical Vocational	14 647	23 032	60 154	113 529	139 455	183 305
Higher Education	11 847	20 312	49 809	100 720	140 178	392 572

TABLE 2.1.2. NUMBER OF EDUCATED MALE POPULATION, 1963-2010

Educational level	Year					
	1963	1969	1979	1989	2000	2010
Total	147 351	212 052	446 232	647 132	803 101	974 550
Primary	85 793	110 685	199 715	213 392	216 650	177 189
Incomplete secondary	32 847	53 611	144 154	229 012	257 536	214 227
Complete secondary	9 071	17 988	40 638	103 650	208 674	340 194
Technical vocational	10 465	14 370	29 014	43 454	51 510	80 608
Higher education	9 175	15 398	32 711	57 624	68 731	162 332

TABLE 2.1.3. NUMBER OF EDUCATED FEMALE POPULATION, 1963-2010

Educational level	Year					
	1963	1969	1979	1989	2000	2010
Total	100 536	169 447	407 353	626 296	825 342	1 012 478
Primary	71 390	106 966	208 725	226 713	215 518	164 360
Incomplete secondary	18 493	37 702	109 394	174 657	205 655	169 440
Complete secondary	3 799	11 203	40 996	111 755	244 777	345 741
Technical Vocational	4 182	8 662	31 140	70 075	87 945	102 697
Higher education	2 672	4 914	17 098	43 096	71 447	230 240

TABLE 2.1.4. NUMBER OF EDUCATED URBAN POPULATION, 1963-2010

Educational level	Year				
	1963	1969	1989	2000	2010
Total	147 371	213 197	781 588	987 880	1 406 235
Primary	76 132	92 484	200 362	188 587	162 611
Incomplete secondary	40 055	65 495	243 668	235 537	210 422
Complete secondary	11 410	23 657	167 322	335 238	555 295
Technical Vocational	9 477	14 801	82 754	102 437	132 252
Higher education	10 297	16 760	87 482	126 081	345 655

TABLE 2.1.5. NUMBER OF EDUCATED RURAL POPULATION, 1963-2010

Educational level	Year				
	1963	1969	1989	2000	2010
Total	100 516	168 302	491 840	640 563	580 793
Primary	81 051	125 167	239 743	243 581	178 938
Incomplete secondary	11 285	25 818	160 001	227 654	173 245
Complete secondary	1 460	5 534	48 083	118 213	130 640
Technical Vocational	5 170	8 231	30 775	37 018	51 053
Higher education	1 550	3 552	13 238	14 097	46 917

TABLE 2.1.6. NUMBER OF POPULATION AGED 2-29 ATTENDING SCHOOL AND KINDERGARTEN BY AGE GROUP AND SEX, 2010

Age group	Total	Out of which:					
		Sex		Out of which:			
				School attending /including kindergarten/		Not-attending /including kindergarten/	
		Male	Female	Male	Female	Male	Female
Total	1 409 960	713 523	696 437	401 069	422 608	312 454	273 829
2-5	202 420	102 986	99 434	60 910	60 737	42 076	38 697
6-12	315 020	160 125	154 895	155 137	151 378	4 988	3 517
13-15	145 517	73 540	71 977	68 093	69 376	5 447	2 601
16-18	149 675	76 029	73 646	57 910	64 316	18 119	9 330
19-23	292 975	148 180	144 795	50 592	65 664	97 588	79 131
24-29	304 353	152 663	151 690	8 427	11 137	144 236	140 553

TABLE 2.1.7. NUMBER OF URBAN POPULATION AGED 2-29 ATTENDING SCHOOL AND KINDERGARTEN BY AGE GROUP AND SEX, 2010

Age group	Total	Out of which:					
		Sex		Out of which:			
				School attending /including kindergarten/		Not-attending /including kindergarten/	
		Male	Female	Male	Female	Male	Female
Total	962 132	476 351	485 781	284 174	304 630	192 177	181 151
2-5	129 931	66 127	63 804	44 602	43 975	21 525	19 829
6-12	193 106	97 821	95 285	95 681	93 620	2 140	1 665
13-15	89 529	44 747	44 782	42 773	43 582	1 974	1 200
16-18	110 274	54 182	56 092	45 776	50 796	8 406	5 296
19-23	227 169	109 879	117 290	47 861	62 529	62 018	54 761
24-29	212 123	103 595	108 528	7 481	10 128	96 114	98 400

TABLE 2.1.8. NUMBER OF RURAL POPULATION AGED 2-29 ATTENDING SCHOOL AND KINDERGARDEN BY AGE GROUP AND SEX, 2010

Age group	Total	Out of which:					
		Sex		Out of which:			
				School attending /including kindergarten/		Not-attending /including kindergarten/	
		Male	Female	Male	Female	Male	Female
Total	447 828	237 172	210 656	116 895	117 978	120 277	92 678
2-5	72 489	36 859	35 630	16 308	16 762	20 551	18 868
6-12	121 914	62 304	59 610	59 456	57 758	2 848	1 852
13-15	55 988	28 793	27 195	25 320	25 794	3 473	1 401
16-18	39 401	21 847	17 554	12 134	13 520	9 713	4 034
19-23	65 806	38 301	27 505	2 731	3 135	35 570	24 370
24-29	92 230	49 068	43 162	946	1 009	48 122	42 153

TABLE 2.2.1. NUMBER OF CHILDREN AGED 6-15 NOT ATTENDING SCHOOL, BY AIMAG, CAPITAL CITY AND AGE GROUP, 2010

Aimag, capital city	Total	Out of which: Age									
		6	7	8	9	10	11	12	13	14	15
Total	16 553	2 687	909	681	693	868	1 145	1 522	1 943	2 557	3 548
Arkhangai	915	93	33	36	40	42	65	97	114	163	232
Bayan-Ulgii	1 764	672	190	84	54	71	76	99	119	176	223
Bayankhongor	777	87	33	34	24	37	50	81	110	140	181
Bulgan	324	47	22	10	14	16	23	25	44	53	70
Gobi-Altai	361	44	16	10	19	12	23	36	47	66	88
Dundgobi	294	34	9	18	17	16	22	35	36	46	61
Dornod	344	35	16	12	20	18	21	33	40	61	88
Dundgobi	239	23	7	12	14	9	18	26	30	47	53
Zavkhan	465	58	20	20	17	20	33	55	62	65	115
Uvurkhangai	1 172	146	43	40	51	57	84	128	159	207	257
Umnugobi	303	32	13	12	8	16	23	40	31	45	83
Sukhbaatar	499	40	10	13	17	31	30	54	63	97	144
Selenge	523	92	28	21	18	32	37	47	64	68	116
Tuv	546	85	35	27	20	21	34	43	63	87	131
Uvs	981	206	47	27	29	37	66	80	105	182	202
Khovd	725	129	37	19	27	37	48	55	105	116	152
Khuvsgul	1 304	122	50	43	50	68	96	128	180	216	351
Khentii	348	37	12	11	14	21	33	38	34	53	95
Darkhan-Uul	336	51	21	19	13	20	19	37	43	48	65
Ulaanbaatar	3 982	607	253	193	213	270	313	346	452	569	766
Orkhon	298	38	11	18	11	14	27	34	36	46	63
Gobisumber	53	9	3	2	3	3	4	5	6	6	12

TABLE 2.2.2. NUMBER OF MALE CHILDREN AGED 6-15 NOT ATTENDING SCHOOL, BY AIMAG, CAPITAL CITY AND AGE GROUP, 2010

Aimag, capital city	Total	Out of which: Age									
		6	7	8	9	10	11	12	13	14	15
Total	10 435	1 507	506	375	386	521	705	988	1 257	1 755	2 435
Arkhangai	613	57	14	17	24	30	45	59	85	116	166
Bayan-Ulgii	1 021	363	113	44	29	42	40	57	76	122	135
Bayankhongor	503	46	16	24	12	24	34	53	68	92	134
Bulgan	221	34	11	6	6	6	15	14	33	43	53
Gobi-Altai	241	30	6	6	9	7	13	24	40	45	61
Dundgobi	186	19	6	11	8	10	15	22	24	33	38
Dornod	223	17	9	4	13	13	14	25	25	43	60
Dundgobi	149	12	5	6	9	5	10	12	20	29	41
Zavkhan	307	34	10	12	11	14	20	36	39	50	81
Uvurkhangai	793	83	26	28	33	36	56	88	106	153	184
Umnugobi	194	20	7	7	2	9	17	23	22	27	60
Sukhbaatar	335	21	5	11	11	19	19	40	46	63	100
Selenge	329	53	17	11	12	18	22	33	36	42	85
Tuv	376	51	19	17	14	13	21	32	45	62	102
Uvs	665	119	30	19	15	28	47	57	77	136	137
Khovd	454	72	18	10	11	26	26	37	65	84	105
Khuvsgul	856	70	32	21	25	37	61	96	119	157	238
Khentii	237	19	5	8	7	14	24	28	23	42	67
Darkhan-Uul	205	27	13	9	7	13	9	24	26	35	42
Ulaanbaatar	2 306	339	137	96	122	145	180	200	250	347	490
Orkhon	186	15	4	7	5	11	14	25	27	31	47
Gobisumber	35	6	3	1	1	1	3	3	5	3	9

TABLE 2.2.3. NUMBER OF FEMALE CHILDREN AGED 6-15 NOT ATTENDING SCHOOL, BY AIMAG, CAPITAL CITY AND AGE GROUP

Aimag, capital city	Total	Out of which: Age									
		6	7	8	9	10	11	12	13	14	15
Total	6 118	1 180	403	306	307	347	440	534	686	802	1 113
Arkhangai	302	36	19	19	16	12	20	38	29	47	66
Bayan-Ulgii	743	309	77	40	25	29	36	42	43	54	88
Bayankhongor	274	41	17	10	12	13	16	28	42	48	47
Bulgan	103	13	11	4	8	10	8	11	11	10	17
Gobi-Altai	120	14	10	4	10	5	10	12	7	21	27
Dornogobi	108	15	3	7	9	6	7	13	12	13	23
Dornod	121	18	7	8	7	5	7	8	15	18	28
Dundgobi	90	11	2	6	5	4	8	14	10	18	12
Zavkhan	158	24	10	8	6	6	13	19	23	15	34
Uvurkhangai	379	63	17	12	18	21	28	40	53	54	73
Umnugobi	109	12	6	5	6	7	6	17	9	18	23
Sukhbaatar	164	19	5	2	6	12	11	14	17	34	44
Selenge	194	39	11	10	6	14	15	14	28	26	31
Tuv	170	34	16	10	6	8	13	11	18	25	29
Uvs	316	87	17	8	14	9	19	23	28	46	65
Khovd	271	57	19	9	16	11	22	18	40	32	47
Khuvsgul	448	52	18	22	25	31	35	32	61	59	113
Khentii	111	18	7	3	7	7	9	10	11	11	28
Darkhan-Uul	131	24	8	10	6	7	10	13	17	13	23
Ulaanbaatar	1 676	268	116	97	91	125	133	146	202	222	276
Orkhon	112	23	7	11	6	3	13	9	9	15	16
Gobisumber	18	3	-	1	2	2	1	2	1	3	3

TABLE 3.1.1. NUMBER OF POPULATION AGED TEN AND ABOVE, BY EDUCATIONAL LEVEL, 2010

Age group	Population aged 10 and above	Non-educated	Educational level								
			Total	PhD	MA	Diploma and Bachelor higher education	Specialized vocational	Technical Vocational	Complete secondary	Basic	Primary
Total	2 142 834	159 726	1 983 108	3 581	31 565	357 426	122 997	60 308	685 935	383 667	337 629
10-14	236 865	78 054	158 811	-	-	-	-	-	-	17 121	141 690
15-19	257 645	8 823	248 822	-	-	1 441	2 539	4 562	101 559	105 758	32 963
20-24	292 183	11 752	280 431	-	1 459	68 086	7 965	8 047	149 768	28 343	16 763
25-29	247 983	15 011	232 972	87	5 361	84 001	5 409	3 658	77 095	32 144	25 217
30-34	222 522	8 157	214 365	272	5 862	54 654	6 587	3 275	77 689	43 646	22 380
35-39	202 383	4 258	198 125	399	4 843	38 236	14 981	8 881	81 474	41 154	8 157
40-44	179 267	4 446	174 821	438	4 231	27 370	20 915	10 498	70 559	32 662	8 148
45-49	158 756	4 993	153 763	520	4 146	26 834	20 158	8 911	53 835	29 117	10 242
50-54	122 082	3 814	118 268	559	2 955	20 906	16 914	6 151	33 119	23 994	13 670
55-59	71 989	2 677	69 312	444	1 447	12 074	10 852	2 933	17 114	12 376	12 072
60-64	49 453	2 284	47 169	339	762	9 659	7 401	1 493	10 469	6 918	10 128
65-69	38 232	3 225	35 007	265	341	7 118	4 583	856	6 175	4 676	10 993
70+	63 474	12 232	51 242	258	158	7 047	4 693	1 043	7 079	5 758	25 206

TABLE 3.2.1. NUMBER OF DISABLED RESIDENT POPULATION AGED TEN AND ABOVE, BY EDUCATIONAL LEVEL AND LITERACY RATE, BY AGE GROUP, 2010

Age group	Total	Out of which: Educational level										Literacy rate	
		Total	PhD	MA	Diploma and Bachelor higher education	Specialized vocational	Technical Vocational	Complete secondary	Basic	Primary	Total	Literate	Illiterate
Total	103 046	80 388	50	385	7 500	6 362	3 646	25 821	19 162	17 462	22 658	7 638	15 020
10-12	2 451	750	-	-	-	-	-	-	20	730	1 701	1 107	594
13-15	3 166	1 980	-	-	-	-	-	-	383	1 597	1 186	307	879
16-18	3 502	2 135	-	-	-	17	33	608	1 223	254	1 367	291	1 076
19-24	9 326	6 284	-	9	565	157	236	2 938	1 310	1 069	3 042	877	2 165
25-34	17 821	12 529	-	95	1 666	252	220	4 349	3 123	2 824	5 292	1 582	3 710
35-44	21 846	18 120	7	86	1 204	1 489	1 094	7 424	4 967	1 849	3 726	866	2 860
45-54	25 339	22 258	9	120	2 148	2 699	1 419	7 363	5 474	3 026	3 081	977	2 104
55 and above	19 595	16 332	34	75	1 917	1 748	644	3 139	2 662	6 163	3 263	1 631	1 632

TABLE 3.2.2. NUMBER OF DISABLED RESIDENT MALE POPULATION AGED TEN AND ABOVE,
BY EDUCATIONAL LEVEL AND LITERACY RATE, BY AGE GROUP, 2010

Age group	Total	Out of which: Educational level										Literacy rate	
		Total	PhD	MA	Diploma and Bachelor higher education	Specialized vocational	Technical Vocational	Complete secondary	Basic	Primary	Total	Literate	Illiterate
Total	56 925	44 946	45	205	4 062	3 057	2 149	14 156	11 729	9 543	11 979	4 158	7 821
10-12	1 367	399	-	-	-	-	-	-	12	387	968	600	368
13-15	1 715	1 041	-	-	-	-	-	8	202	831	674	179	495
16-18	2 074	1 281	-	-	2	6	18	285	633	337	793	178	615
19-24	5 446	3 597	-	5	282	89	141	1 569	812	699	1 849	568	1 281
25-34	10 081	7 046	-	39	729	107	129	2 372	1 853	1 817	3 035	954	2 081
35-44	11 800	9 899	5	31	561	688	601	3 917	3 009	1 087	1 901	496	1 405
45-54	13 755	12 251	6	71	1 107	1 155	800	3 997	3 407	1 708	1 504	518	986
55 and above	10 687	9 432	34	59	1 381	1 012	460	2 008	1 801	2 677	1 255	665	590

TABLE 3.2.3. NUMBER OF DISABLED RESIDENT FEMALE POPULATION AGED TEN AND ABOVE,
BY EDUCATIONAL LEVEL AND LITERACY RATE, AGE GROUP, 2010

Age group	Total	Out of which: Educational level										Literacy Rate	
		Total	PhD	MA	Diploma and Bachelor higher education	Specialized vocational	Technical Vocational	Complete secondary	Basic	Primary	Total	Literate	Illiterate
Total	46 121	35 442	5	180	3 438	3 305	1 497	11 665	7 433	7 919	10 679	3 480	7 199
10-12	1 084	351	-	-	-	-	-	-	8	343	733	507	226
13-15	1 468	956	-	-	-	-	-	9	181	766	512	128	384
16-18	1 723	1 149	-	-	2	11	15	306	590	225	574	113	461
19-24	3 882	2 689	-	4	288	65	95	1 369	498	370	1 193	309	884
25-34	7 740	5 483	-	56	937	145	91	1 977	1 270	1 007	2 257	628	1 629
35-44	10 046	8 221	2	55	643	801	493	3 507	1 958	762	1 825	370	1 455
45-54	11 584	10 007	3	49	1 041	1 544	619	3 366	2 067	1 318	1 577	459	1 118
55 and above	8 594	6 586	-	16	527	739	184	1 131	861	3 128	2 008	966	1 042

TABLE 3.2.4. NUMBER OF DISABLED POPULATION AGED TEN AND ABOVE,
BY EDUCATIONAL LEVEL, BY AIMAG AND CAPITAL CITY, 2010

Aimag, capital city	Total	Non- educated	Educational level					
			Higher	Primary	Basic	Complete secondary	Technical Vocational	Specialized vocational
Total	103 046	80 388	22 658	7 935	6 362	3 646	25 821	19 162
Arkhangai	3 567	2 380	1 187	118	142	91	593	632
Bayan-Ulgii	3 671	2 716	955	119	195	189	632	699
Bayankhongor	3 505	2 492	1 013	112	113	114	641	767
Bulgan	2 214	1 631	583	102	126	87	417	475
Gobi-Altai	2 400	1 722	678	108	97	109	399	454
Dundgobi	2 418	1 830	588	138	118	78	454	554
Dornod	3 909	3 029	880	181	224	126	890	987
Dundgobi	1 778	1 127	651	55	72	38	230	371
Zavkhan	2 825	1 968	857	92	123	103	542	591
Uvurkhanga	4 384	3 085	1 299	139	138	126	659	808
Umnugobi	2 068	1 517	551	116	106	63	312	446
Sukhbaatar	2 951	1 920	1 031	115	119	123	350	579
Selenge	4 532	3 640	892	242	308	243	1 162	968
Tuv	3 646	2 633	1 013	158	169	182	652	784
Uvs	3 157	1 983	1 174	118	131	134	427	574
Khovd	2 760	1 887	873	120	112	104	523	482
Khuvsgul	6 247	4 414	1 833	192	229	167	1 011	1 186
Khentii	3 931	2 910	1 021	184	159	157	666	974
Darkhan-Uul	3 573	3 065	508	300	338	156	1 156	659
Ulaanbaatar	35 651	31 188	4 463	4 909	3 025	1 121	12 849	5 403
Orkhon	3 370	2 873	497	293	292	129	1 158	633
Gobisumber	489	378	111	24	26	6	98	136

TABLE 3.3.1. NUMBER OF RELIGIOUS POPULATION AGED 15 AND ABOVE,
BY RELIGION, BY EDUCATIONAL LEVEL AND LITERACY RATE, 2010

		Educational level								Literacy rate				
		Total	PhD	MA	Diploma and Bachelor higher education	Specialized vocational	Technical Vocational	Complete secondary	Basic	Primary	Total	Literate	Illiterate	
Total		1 905 969	1 824 297	3 581	31 565	357 426	122 997	60 308	685 935	366 546	195 939	81 672	48 451	33 221
Atheist		735 686	702 040	1 230	9 700	120 298	39 934	22 938	281 460	158 828	67 652	33 646	17 318	16 328
Religious		1 170 283	1 122 257	2 351	21 865	237 128	83 063	37 370	404 475	207 718	128 287	48 026	31 133	16 893
Percent		61.4	61.5	65.7	69.3	66.3	67.5	62	59	56.7	65.5	58.8	64.3	50.9
Out of:														
Buddhist		1 009 357	968 658	2 054	19 151	206 269	72 458	31 737	347 832	179 579	109 578	40 699	26 074	14 625
Percentage		86.2	86.3	87.4	87.6	87.0	87.2	84.9	86.0	86.5	85.4	84.7	83.8	86.6
Christian		41 117	40 274	136	1 145	10 117	2 941	1 364	16 224	6 288	2 059	843	460	383
Percentage		3.5	3.6	5.8	5.2	4.3	3.5	3.6	4.0	3.0	1.6	1.8	1.5	2.3
Muslim		57 702	52 602	39	457	6 864	3 420	2 509	14 104	12 610	12 599	5 100	3 697	1 403
Percentage		4.9	4.7	1.7	2.1	2.9	4.1	6.7	3.5	6.1	9.8	10.6	11.9	8.3
Shamanist		55 174	54 028	85	870	12 281	3 775	1 576	23 826	8 293	3 322	1 146	746	400
Percentage		4.7	4.8	3.6	4.0	5.2	4.5	4.2	5.9	4.0	2.6	2.4	2.4	2.4
Other		6 933	6 695	37	242	1 597	469	184	2 489	948	729	238	156	82
Percentage		0.6	0.6	1.6	1.1	0.7	0.6	0.5	0.6	0.5	0.6	0.5	0.5	0.5

TABLE 3.3.2. NUMBER OF MALE POPULATION AGED 15 AND ABOVE, BY RELIGION,
BY EDUCATIONAL LEVEL AND LITERACY RATE, 2010

		Educational level								Literacy rate				
		Total	PhD	MA	Diploma and Bachelor higher education	Specialized vocational	Technical Vocational	Complete secondary	Basic	Primary	Total	Literate	Illiterate	
Total		937 271	893 352	2 104	12 668	147 560	48 341	32 267	340 194	206 057	104 161	43 919	26 811	17 108
Atheist		402 070	381 576	758	4 377	55 985	18 857	13 512	151 350	95 867	40 870	20 494	11 022	9 472
Religious		535 201	511 776	1 346	8 291	91 575	29 484	18 755	188 844	110 190	63 291	23 425	15 789	7 636
Percent		57.1	57.3	64	65.4	62.1	61	58.1	55.5	53.5	60.8	53.3	58.9	44.6
Out of:														
Buddhist		462 683	442 798	1 176	7 187	79 568	25 557	15 835	163 359	96 125	53 991	19 885	13 262	6 623
Percentage		86.5	86.5	87.4	86.7	86.9	86.7	84.4	86.5	87.2	85.3	84.9	84	86.7
Christian		15 135	14 736	78	434	3 445	888	554	5 941	2 577	819	399	218	181
Percentage		2.8	2.9	5.8	5.2	3.8	3	3	3.1	2.3	1.3	1.7	1.4	2.4
Muslim		28 702	26 291	28	257	3 255	1 414	1 449	7 004	6 545	6 339	2 411	1 817	594
Percentage		5.4	5.1	2.1	3.1	3.6	4.8	7.7	3.7	5.9	10	10.3	11.5	7.8
Shamanist		25 346	24 737	43	300	4 608	1 431	812	11 292	4 432	1 819	609	409	200
Percentage		4.7	4.8	3.2	3.6	5	4.9	4.3	6	4	2.9	2.6	2.6	2.6
Other		3 335	3 214	21	113	699	194	105	1 248	511	323	121	83	38
Percentage		0.6	0.6	1.6	1.4	0.8	0.7	0.6	0.7	0.5	0.5	0.5	0.5	0.5

TABLE 3.3.3. NUMBER OF FEMALE POPULATION AGED 15 AND ABOVE,
BY RELIGION, EDUCATIONAL LEVEL AND LITERACY RATE, 2010

		Educational level										Literacy rate		
		Total		PhD	M/A	Diploma and Bachelor higher education	Specialized vocational	Technical Vocational	Complete secondary	Basic	Primary	Total	Literate	Illiterate
Total		968 698	930 945	1 477	18 897	209 866	74 656	28 041	345 741	160 489	91 778	37 753	21 640	16 113
Atheist		333 616	320 464	472	5 323	64 313	21 077	9 426	130 110	62 961	26 782	13 152	6 296	6 856
Religious		635 082	610 481	1 005	13 574	145 553	53 579	18 615	215 631	97 528	64 996	24 601	15 344	9 257
Percent		65.6	65.6	68	71.8	69.4	71.8	66.4	62.4	60.8	70.8	65.2	70.9	57.5
Out of:														
Buddhist		546 674	525 860	878	11 964	126 701	46 901	15 902	184 473	83 454	55 587	20 814	12 812	8 002
Percentage		86.1	86.1	87.4	88.1	87	87.5	85.4	85.6	85.6	85.5	84.6	83.5	86.4
Christian		25 982	25 538	58	711	6 672	2 053	810	10 283	3 711	1 240	444	242	202
Percentage		4.1	4.2	5.8	5.2	4.6	3.8	4.4	4.8	3.8	1.9	1.8	1.6	2.2
Muslim		29 000	26 311	11	200	3 609	2 006	1 060	7 100	6 065	6 260	2 689	1 880	809
Percentage		4.6	4.3	1.1		2.5	3.7	5.7	3.3	6.2	9.6	10.9	12.3	8.7
Shamanist		29 828	29 291	42	570	7 673	2 344	764	12 534	3 861	1 503	537	337	200
Percentage		4.7	4.8	4.2	4.2	5.3	4.4	4.1	5.8	4	2.3	2.2	2.2	2.2
Other		3 598	3 481	16	129	898	275	79	1 241	437	406	117	73	44
Percentage		0.6	0.6	1.6	1	0.6	0.5	0.4	0.6	0.4	0.6	0.5	0.5	0.5

TABLE 3.4.1. EDUCATIONAL LEVEL AND LITERACY RATE OF POPULATION AGED 10 AND ABOVE BY AGE GROUP, 2010

Age group	Educational level										Literacy rate	
	Total	PhD	MA	Diploma and Bachelor higher education	Specialized vocational	Technical Vocational	Complete secondary	Basic	Primary	Total	Literate	Illiterate
Total	2 142 834	1 983 108	3 581	31 565	122 997	60 308	685 935	383 667	337 629	159 726	123 207	35 619
10-12	142 156	-	-	-	-	-	-	2 346	66 140	73 670	71 661	2 009
13-15	145 517	-	-	-	-	89	2 143	41 665	95 514	6 106	4 050	2 056
16-18	149 675	-	-	521	1 146	2 259	58 005	71 987	10 754	5 003	2 625	2 378
19-23	292 975	-	733	47 445	7 971	9 112	172 268	29 704	14 608	11 134	6 754	4 380
24-29	304 353	87	6 087	105 562	6 796	4 807	96 006	37 664	29 617	17 727	11 301	6 426
30-44	604 172	1 109	14 936	120 260	42 483	22 654	229 722	117 462	38 685	16 861	8 848	8 013
45-54	280 838	1 079	7 101	47 740	37 072	15 062	86 954	53 111	23 912	8 807	4 710	4 097
55 and above	223 148	1 306	2 708	35 898	27 529	6 325	40 837	29 728	58 399	20 418	13 258	7 160

TABLE 3.4.2. EDUCATIONAL LEVEL AND LITERACY RATE OF MALE POPULATION AGED 10 AND ABOVE BY AGE GROUP, 2010

Age group	Educational level										Literacy rate	
	Total	PhD	MA	Diploma and Bachelor higher education	Specialized vocational	Technical Vocational	Complete secondary	Basic	Primary	Total	Literate	Illiterate
Total	1 057 335	972 640	2 104	12 668	48 341	32 267	340 194	214 227	175 279	84 695	65 645	19 050
10-12	72 174	34 066	-	-	-	-	-	1 112	32 954	38 108	36 956	1 152
13-15	73 540	69 772	-	-	-	54	1 042	20 117	48 559	3 768	2 503	1 265
16-18	76 029	72 709	-	225	675	1 345	27 019	36 903	6 542	3 320	1 778	1 542
19-23	148 180	140 690	-	258	18 197	5 124	83 760	18 893	9 832	7 490	4 605	2 885
24-29	152 663	141 390	31	2 172	41 827	2 718	50 543	22 005	18 630	11 273	7 321	3 952
30-44	301 068	290 886	476	5 417	16 598	11 985	115 692	69 154	25 146	10 182	5 692	4 490
45-54	135 484	131 102	577	3 111	12 587	7 503	43 260	31 091	12 418	4 382	2 423	1 959
55 and above	98 197	92 025	1 020	1 710	10 391	3 538	18 878	14 952	21 198	6 172	4 367	1 805

TABLE 3.4.3. EDUCATIONAL LEVEL AND LITERACY RATE OF FEMALE POPULATION AGED 10
AND ABOVE BY AGE GROUP, 2010

Age group	Educational level										Literacy rate		
	Total	Total	PhD	M/A	Diploma and Bachelor higher education	Specialized vocational	Technical Vocational	Complete secondary	Basic	Primary	Total	Literate	Illiterate
Total	1 085 499	1 010 468	1 477	18 897	209 866	74 656	28 041	345 741	169 440	162 350	75 031	57 562	17 469
10-12	69 982	34 420	-	-	-	-	-	-	1 234	33 186	35 562	34 705	857
13-15	71 977	69 639	-	-	-	-	35	1 101	21 548	46 955	2 338	1 547	791
16-18	73 646	71 963	-	-	296	471	914	30 986	35 084	4 212	1 683	847	836
19-23	144 795	141 151	-	475	29 248	3 345	3 988	88 508	10 811	4 776	3 644	2 149	1 495
24-29	151 690	145 236	56	3 915	63 735	3 332	2 089	45 463	15 659	10 987	6 454	3 980	2 474
30-44	303 104	296 425	633	9 519	73 842	25 885	10 669	114 030	48 308	13 539	6 679	3 156	3 523
45-54	145 354	140 929	502	3 990	27 185	24 485	7 559	43 694	22 020	11 494	4 425	2 287	2 138
55 and above	124 951	110 705	286	998	15 560	17 138	2 787	21 959	14 776	37 201	14 246	8 891	5 355

 TABLE 3.4.4. EDUCATIONAL LEVEL AND LITERACY RATE OF URBAN POPULATION
AGED 10 AND ABOVE BY AGE GROUP, 2010

Age group	Total	Educational level							Literacy rate				
		Total	PhD	MA	Diploma and Bachelor higher education	Specialized vocational	Technical Vocational	Complete secondary	Basic	Primary	Total	Literate	Illiterate
Total	1 475 525	1 403 515	3 529	29 774	312 352	95 277	36 975	555 295	210 422	159 891	72 010	58 674	13 336
10-12	84 796	41 905	-	-	-	-	-	-	-	41 905	42 891	41 971	920
13-15	61 136	58 635	-	-	-	-	74	1 786	1 758	55 017	2 501	1 727	774
16-18	92 150	90 497	-	-	504	996	1 609	52 381	30 151	4 856	1 653	847	806
19-23	256 015	252 490	-	683	40 265	6 445	5 696	149 566	45 413	4 422	3 525	2 017	1 508
24-29	196 934	191 950	86	5 656	90 224	5 484	3 119	76 704	3 130	7 547	4 984	2 876	2 108
30-44	409 181	403 780	1 097	14 152	106 727	32 459	13 101	172 008	53 779	10 457	5 401	2 571	2 830
45-54	196 666	193 857	1 066	6 707	42 229	28 135	8 986	68 147	31 037	7 550	2 809	1 375	1 434
55 and above	178 647	170 401	1 280	2 576	32 403	21 758	4 390	34 703	45 154	28 137	8 246	5 290	2 956

TABLE 3.4.5. EDUCATIONAL LEVEL AND LITERACY RATE OF RURAL POPULATION AGED 10
AND ABOVE BY AGE GROUP, 2010

Age group	Total	Educational level								Literacy rate			
		Total	PhD	MA	Diploma and Bachelor higher education	Specialized vocational	Technical Vocational	Complete secondary	Basic	Primary	Total	Literate	Illiterate
Total	667 309	579 593	52	1 791	45 074	27 720	23 333	130 640	173 245	177 738	87 716	64 533	23 183
10-12	55 602	24 823	-	-	-	-	-	-	588	24 235	30 779	29 690	1 089
13-15	55 988	52 383	-	-	-	-	15	357	11 514	40 497	3 605	2 323	1 282
16-18	39 395	36 045	-	-	17	144	650	5 624	23 712	5 898	3 350	1 778	1 572
19-23	65 806	58 197	-	50	7 180	1 526	3 416	22 702	13 137	10 186	7 609	4 737	2 872
24-29	92 230	79 487	1	431	15 338	1 312	1 688	19 302	19 345	22 070	12 743	8 425	4 318
30-44	198 572	187 112	12	784	13 533	10 024	9 553	57 714	67 264	28 228	11 460	6 277	5 183
45-54	89 018	83 020	13	394	5 511	8 937	6 076	18 807	26 920	16 362	5 998	3 335	2 663
55 and above	70 698	58 526	26	132	3 495	5 777	1 935	6 134	10 765	30 262	12 172	7 968	4 204

TABLE 3.4.6. EDUCATIONAL LEVEL AND LITERACY RATE OF RESIDENT POPULATION AGED 10 AND ABOVE, BY AIMAG, CAPITAL CITY 2010

Aimag, capital city	population aged 10 and above	Educational level								
		Total	PhD	MA	Diploma and Bachelor higher education	Specialized vocational	Technical Voca- tional	Complete secondary	Basic	Primary
Total	2 142 834	1 983 108	3 581	31 565	357 426	122 997	60 308	685 935	383 667	337 629
Arkhangai	67 086	58 855	10	323	4 965	2 681	1 693	16 155	15 878	17 150
Bayan-Ulgii	63 812	54 779	14	327	5 901	3 378	2 468	11 524	12 886	18 281
Bayankhongor	60 046	53 055	9	266	4 745	2 179	1 831	12 670	16 647	14 708
Bulgan	42 796	39 248	4	186	3 933	2 267	1 408	10 901	11 145	9 404
Gobi-Altai	42 086	39 989	13	443	3 923	1 969	1 626	8 932	10 017	10 066
Dundgobi	46 126	42 352	12	288	6 254	2 802	1 567	12 515	11 031	7 883
Dornod	55 194	50 294	10	375	6 178	3 344	2 016	15 433	13 834	9 104
Dundgobi	30 584	26 533	5	97	2 723	1 480	863	5 028	8 129	8 208
Zavkhan	51 227	44 691	10	344	5 201	2 396	1 511	11 503	4 823	11 903
Uvurkhangai	79 550	69 423	6	285	5 850	3 101	2 022	15 984	18 805	23 370
Umnugobi	50 458	46 390	10	439	6 752	2 339	1 740	12 713	12 992	9 405
Sukhbaatar	41 190	34 704	4	181	3 506	1 983	1 888	7 221	10 454	9 467
Selenge	77 033	71 593	13	303	9 195	5 090	3 318	25 101	16 777	11 796
Tuv	67 438	61 621	9	281	6 517	3 732	2 927	17 388	17 685	13 082
Uvs	55 871	47 607	9	367	4 945	2 676	2 260	9 768	13 445	14 137
Khovd	59 097	52 042	35	538	5 697	2 893	1 751	14 842	12 743	13 543
Khuvsgul	90 618	79 886	2	336	7 165	3 818	2 406	21 230	20 827	24 102
Khentii	51 642	45 930	4	218	5 292	2 278	1 867	11 624	13 942	1 085
Darkhan-Uul	74 532	70 840	59	853	12 479	5 808	2 472	28 107	12 300	8 760
Ulaanbaatar	954 613	919 076	3 287	23 882	231 756	61 108	20 061	389 142	107 921	81 919
Orkhon	71 455	67 562	53	1 132	12 917	5 027	2 347	25 215	12 025	8 846
Gobisumber	10 380	9 638	3	101	1 532	648	264	3 039	2 361	1 690

TABLE 3.4.7. EDUCATIONAL LEVEL AND LITERACY RATE OF RESIDENT POPULATION AGED 15 AND ABOVE, BY AIMAG, CAPITAL CITY 2010

Aimag, capital city	population aged 15 and above	Educational level							Literacy rate				
		Total	PhD	MA	Diploma and Bachelor higher education	Specialized vocational	Technical Vocational	Complete secondary	Basic	Primary	Total	Literate	Illiterate
Total	1 905 969	1 824 297	3 581	31 565	357 426	122 997	60 308	685 935	366 546	195 939	81 672	48 451	33 221
Arkhangai	57 668	52 415	10	323	4 965	2 681	1 693	16 155	14 873	11 715	5 253	2 903	2 350
Bayan-Ulgii	53 720	48 857	14	327	5 901	3 378	2 468	11 524	12 281	12 964	4 863	3 464	1 399
Bayankhongor	51 541	47 448	9	266	4 745	2 179	1 831	12 670	16 256	9 492	4 093	2 348	1 745
Bulgan	37 370	35 343	4	186	3 933	2 267	1 408	10 901	10 722	5 922	2 027	1 137	890
Gobi-Altai	36 397	33 591	13	443	3 923	1 969	1 626	8 932	9 868	6 817	2 806	1 831	975
Dundgobi	40 811	38 846	12	288	6 254	2 802	1 567	12 515	10 763	4 645	1 965	1 141	824
Dornod	48 987	45 993	10	375	6 178	3 344	2 016	15 433	13 352	5 285	2 994	1 509	1 485
Dundgobi	26 427	23 622	5	97	2 723	1 480	863	5 028	7 878	5 548	2 805	1 758	1 047
Zavkhan	44 045	39 936	10	344	5 201	2 396	1 511	11 503	11 335	7 636	4 109	2 566	1 543
Uvurkhangai	68 444	62 266	6	285	5 850	3 101	2 022	15 984	18 266	16 752	6 178	3 975	2 203
Umnugobi	45 222	42 925	10	439	6 752	2 339	1 740	12 713	12 725	6 207	2 297	1 553	744
Sukhbaatar	36 068	31 542	4	181	3 506	1 983	1 888	7 221	10 352	6 407	4 526	2 363	2 163
Selenge	67 803	65 694	13	303	9 195	5 090	3 318	25 101	16 378	6 296	2 109	1 008	1 101
Tuv	59 667	56 319	9	281	6 517	3 732	2 927	17 388	17 166	8 299	3 348	1 879	1 469
Uvs	46 976	41 978	9	367	4 945	2 676	2 260	9 768	13 054	8 899	4 998	3 356	1 642
Khovd	49 965	46 082	35	538	5 697	2 893	1 751	14 842	12 167	8 159	3 883	2 443	1 440
Khuvsgul	78 801	72 175	2	336	7 165	3 818	2 406	21 230	20 143	17 075	6 626	4 095	2 531
Khentii	44 962	41 663	4	218	5 292	2 278	1 867	11 524	13 582	6 898	3 299	1 767	1 532
Darkhan-Uul	66 624	65 264	59	853	12 479	5 808	2 474	28 107	11 565	3 919	1 360	779	581
Ulaanbaatar	871 860	861 468	3 287	23 882	231 756	61 108	20 061	389 142	99 992	32 240	10 392	5 495	4 897
Orkhon	63 516	62 151	53	1 132	12 917	5 027	2 347	25 215	11 565	3 895	1 365	846	519
Gobisumber	9 095	8 719	3	101	1 532	648	264	3 039	2 263	869	376	235	141

TABLE 4.1.1. EDUCATIONAL LEVEL AND LITERACY RATE OF EMPLOYED RESIDENT POPULATION
AGED 15 AND ABOVE, BY AIMAG, CAPITAL CITY 2010

	Total	Educational level						Literacy rate				
		Total	PhD	MA	Diploma and Bachelor higher education	Specialized vocational	Technical Vocational	Complete secondary	Basic	Primary	Total	Literate
POPULATION AGED 15 AND ABOVE - TOTAL	1 905 969	3 581	31 565	357 426	122 997	60 308	685 935	366 546	195 939	81 672	48 451	33 221
Number of economically active population - Total:	1 075 780	3 098	27 251	264 358	75 446	40 065	355 654	181 095	91 195	37 618	25 704	11 914
Employed	911 664	3 078	26 446	236 782	67 599	33 061	286 093	147 803	78 648	32 154	21 865	10 289
Unemployed:	164 116	20	805	27 576	7 847	7 004	69 561	33 292	12 547	5 464	3 839	1 625
Number of economically in-active population - Total	830 189	483	4 314	93 068	47 551	20 243	330 281	185 451	104 744	44 054	22 747	21 307
Not finding suitable job	121 519	15	494	15 428	7 437	5 463	50 042	27 598	10 395	4 647	3 002	1 645
Studying	300 494	29	759	13 663	2 334	2 526	160 006	94 929	25 235	1 013	816	197
In pension	191 907	366	1 166	27 749	25 107	5 431	37 833	25 292	50 789	18 174	11 881	6 293
No labor skill	55 888	8	159	3 581	3 671	2 102	15 924	10 505	6 546	13 392	3 223	10 169
Engaged with household work	108 403	25	984	21 951	6 083	3 185	47 381	17 529	7 628	3 637	2 342	1 295
Not interested in being employed	3 283	1	20	421	149	107	1 214	761	330	280	124	156
Other	48 695	39	732	10 275	2 770	1 429	17 881	8 837	3 821	2 911	1 359	1 552

TABLE 4.1.2. EMPLOYMENT STATUS OF MALE POPULATION AGED 15 AND ABOVE
BY EDUCATIONAL LEVEL, LITERACY RATE, 2010

	Total	Educational level						Literacy rate				
		PhD	MA	Diploma and Bachelor higher education	Specialized vocational	Technical Vocational	Complete secondary	Basic	Primary	Total	Literate	Illiterate
POPULATION AGED 15 AND ABOVE - TOTAL	937 271	2 104	12 668	147 560	48 341	32 267	340 194	206 057	104 161	43 919	26 811	17 108
Number of economically active population - Total:	590 132	1 768	11 215	114 646	32 352	22 936	203 588	116 395	61 345	25 887	17 806	8 081
Employed	495 101	1 761	10 946	103 557	28 352	18 920	162 860	94 234	52 473	21 998	15 038	6 960
Unemployed:	95 031	7	269	11 089	4 000	4 016	40 728	22 161	8 872	3 889	2 768	1 121
Number of economically in-active population - Total	347 139	336	1 453	32 914	15 989	9 331	136 606	89 662	42 816	18 032	9 005	9 027
Not finding suitable job	71 856	8	205	6 848	3 608	3 157	29 200	18 451	7 219	3 160	2 094	1 066
Studying	136 696	11	242	4 930	1 080	1 438	69 574	46 113	12 789	519	414	105
In pension	65 745	285	645	14 274	7 414	2 145	12 995	8 885	14 587	4 515	3 297	1 218
No labor skill	31 256	6	80	1 890	1 815	1 236	8 816	6 529	3 862	7 022	1 778	5 244
Engaged with household work	12 122	1	41	1 203	692	435	5 315	2 663	1 243	529	340	189
Not interested being employed	2 321	1	13	257	88	78	841	589	249	205	96	109
Other	27 143	24	227	3 512	1 292	842	9 865	6 432	2 867	2 082	986	1 096

TABLE 4.1.4. EDUCATIONAL LEVEL OF EMPLOYED POPULATION AGED 15 AND ABOVE,
BY AIMAG AND CAPITAL CITY 2010

Aimag, capital city	Total	Non- educated	Total	Higher education	Specialized vocational	Technical vocational	Complete secondary	Basic	Primary
Total	911 664	32 154	879 510	266 306	67 599	33 061	286 093	147 803	78 648
Arkhangai	31 518	2 520	28 998	3 653	1 584	1 031	7 940	8 132	6 658
Bayan-Ulgii	22 549	1 813	20 736	4 055	1 896	1 173	4 045	3 932	5 635
Bayankhongor	28 742	1 976	26 766	3 754	1 462	1 064	6 802	8 866	4 818
Bulgan	20 632	891	19 741	2 969	1 406	826	6 085	5 567	2 888
Gobi-Altai	20 495	1 373	19 122	3 420	1 324	1 030	4 660	5 193	3 495
Dundgobi	22 211	955	21 256	4 890	1 714	966	6 430	5 266	1 990
Dornod	20 384	873	19 511	4 649	1 741	901	6 644	4 140	1 436
Dundgobi	14 770	1 381	13 389	2 150	937	492	2 853	4 186	2 771
Zavkhan	20 905	1 668	19 237	3 988	1 496	841	5 059	4 675	3 178
Uvurkhangai	34 308	2 638	31 670	4 433	1 919	1 104	7 917	8 458	7 839
Umnugobi	29 652	1 107	28 545	5 793	1 632	1 160	8 983	7 851	3 126
Sukhbaatar	19 696	2 511	17 185	2 738	1 149	1 077	3 783	5 328	3 110
Selenge	31 560	679	30 881	6 534	2 737	1 766	11 879	6 014	1 951
Tuv	30 833	1 338	29 495	4 640	2 297	1 687	8 852	8 359	3 660
Uvs	24 323	2 265	22 058	3 988	1 693	1 339	5 164	5 593	4 281
Khovd	22 531	1 427	21 104	4 357	1 743	986	6 091	4 768	3 159
Khuvsgul	38 827	3 009	35 818	5 004	2 205	1 233	10 492	8 706	8 178
Khentii	22 115	1 321	20 794	3 970	1 349	962	6 017	5 792	2 704
Darkhan-Uul	29 100	344	28 756	9 031	3 213	1 279	10 868	3 468	897
Ulaanbaatar	391 523	1 613	389 910	171 350	30 699	10 573	142 318	29 287	5 683
Orkhon	30 247	322	29 925	9 667	2 994	1 403	11 573	3 395	893
Gobisumber	4 743	130	4 613	1 273	409	168	1 638	827	298

TABLE 4.1.3. EMPLOYMENT STATUS OF FEMALE POPULATION AGED 15 AND ABOVE
BY EDUCATIONAL LEVEL, LITERACY RATE, 2010

	Total	Educational level						Literacy rate				
		PhD	MA	Diploma and Bachelor higher education	Specialized vocational	Technical Vocational	Complete secondary	Basic	Primary	Total	Literate	Illiterate
# OF POPULATION AGED 15 AND ABOVE - TOTAL	968 698	1 477	18 897	209 866	74 656	28 041	345 741	160 489	91 778	37 753	21 640	16 113
Number of economically active population - Total:	485 648	1 330	16 036	149 712	43 094	17 129	152 066	64 700	29 850	11 731	7 898	3 833
Employed	416 563	1 317	15 500	133 225	39 247	14 141	123 233	53 569	26 175	10 156	6 827	3 329
Unemployed:	69 085	13	536	16 487	3 847	2 988	28 833	11 131	3 675	1 575	1 071	504
Number of economically in-active population - Total	483 050	147	2 861	60 154	31 562	10 912	193 675	95 789	61 928	26 022	13 742	12 280
Not finding suitable job	49 663	7	289	8 580	3 829	2 306	20 842	9 147	3 176	1 487	908	579
Studying	163 798	18	517	8 733	1 254	1 088	90 432	48 816	12 446	494	402	92
In pension	126 162	81	521	13 475	17 693	3 286	24 838	16 407	36 202	13 659	8 584	5 075
No labor skill	24 632	2	79	1 691	1 856	866	7 108	3 976	2 684	6 370	1 445	4 925
Engaged with household work	96 281	24	943	20 748	5 391	2 750	42 066	14 866	6 385	3 108	2 002	1 106
Not interested being employed	962	-	7	164	61	29	373	172	81	75	28	47
Other	21 552	15	505	6 763	1 478	587	8 016	2 405	954	829	373	456

TABLE 4.3.1. NUMBER OF EMPLOYED POPULATION AGED 15 AND ABOVE
 BY ECONOMIC ACTIVITIES, EDUCATIONAL LEVEL AND LITERACY RATE, 2010

Economic activities	Total	Educational level							Literacy rate				
		Total	PhD	MA	Diploma and Bachelor higher education	Specialized vocational	Technical Vocational	Complete secondary	Basic	Primary	Total	Literate	Illiterate
Total	911 664	879 510	3 078	26 446	236 782	67 599	33 061	286 093	147 803	78 648	32 154	21 865	10 289
Agriculture, hunting, forestry, fishing	241 017	213 850	26	190	4 543	6 024	8 413	50 625	80 434	63 595	27 167	18 386	8 781
Mining and processing	48 897	48 244	118	1 641	13 498	3 203	2 397	18 304	7 361	1 722	653	468	185
	63 391	62 821	56	990	15 016	4 799	2 665	28 945	8 400	1 950	570	424	146
Electricity, gas, steam, ventilation supply	14 257	14 179	19	478	4 736	1 433	772	4 963	1 464	314	78	52	26
Construction	58 517	57 761	50	1 070	12 659	3 834	2 796	25 194	9 844	2 314	756	562	194
Wholesale, retail trade, auto and motorbike repairing service	117 040	116 365	64	1 997	35 394	10 796	4 193	50 602	10 957	2 362	675	516	159
Transport warehouse	52 681	52 428	21	666	9 830	5 019	2 452	25 989	7 310	1 141	253	219	34
Apartment and food service	28 446	28 249	2	258	6 055	2 281	1 191	14 608	3 257	597	197	149	48
Information, communication	13 646	13 630	42	757	8 790	853	306	2 429	381	72	16	13	3
Scientific and technical activities	10 498	10 478	316	1 060	6 087	957	215	1 480	299	64	20	15	5
Administrative and support activities	12 276	12 203	29	346	3 847	796	352	5 076	1 424	333	73	57	16
Public management and defense activities, mandatory social protection	74 581	73 590	393	4 614	34 061	6 753	2 215	19 068	5 051	1 435	991	501	490
Education	79 552	79 337	1 468	7 759	41 237	7 244	2 213	13 712	4 655	1 049	215	174	41
Human health and social activities	35 710	35 618	253	1 551	13 981	9 342	1 067	6 824	2 137	463	92	69	23
Other	61 155	60 757	221	3 069	27 048	4 265	1 814	18 274	4 829	1 237	398	260	138

TABLE 4.3.2. NUMBER OF EMPLOYED MALE POPULATION AGED 15 AND ABOVE BY ECONOMIC ACTIVITIES,
EDUCATIONAL LEVEL AND LITERACY RATE, 2010

Economic activities	Total	Educational level							Literacy rate				
		Total	PhD	MA	Diploma and Bachelor higher education	Specialized vocational	Technical Vocational	Complete secondary	Basic	Primary	Total	Literate	Illiterate
Total	495101	473103	1761	10946	103557	28352	18920	162860	94234	52473	21998	15038	6960
Agriculture, hunting, forestry, fishing	139428	121438	15	122	2 304	2 687	4 341	23 760	47015	41194	17 990	12 279	5 711
Mining and processing	39 223	38 664	86	1 056	9 838	2 423	2 012	15 377	6 381	1 491	559	405	154
	33 586	33 199	31	421	6 846	2 194	1 440	15 587	5 344	1 336	387	286	101
Electricity, gas, steam, ventilation supply	10 770	10 698	13	313	3 018	979	644	4 093	1 343	295	72	46	26
Construction	46 704	46 005	33	674	8 751	2 838	2 101	20 777	8 708	2 123	699	520	179
Wholesale, retail trade, auto and motorbike repairing service	51 077	50 572	36	854	13 733	3 599	1 896	22 757	6 159	1 538	505	375	130
Transportation and warehouse services	42 059	41 825	13	388	6 203	3 420	2 019	21 978	6 744	1 060	234	203	31
Apartment and food service	6 315	6 255	1	79	1 639	513	247	2 960	666	150	60	43	17
Information, communication	7 206	7 195	30	334	4 360	412	185	1 558	268	48	11	10	1
Scientific and technical activities	5 142	5 126	187	489	2 803	380	114	879	226	48	16	11	5
Administrative and support activities	8 779	8 722	21	164	2 157	582	282	4 059	1 171	286	57	46	11
Public management and defense activities, mandatory social protection	49 269	48 321	268	2 476	19 128	4 497	1 703	14 757	4 215	1 277	948	472	476
Education	21 318	21 179	775	1 956	9 338	1 396	752	4 143	2 244	575	139	117	22
Human health and social activities	6 981	6 928	116	388	2 473	786	350	1 711	897	207	53	38	15
Other	27244	26976	136	1232	10966	1646	834	8464	2853	845	268	187	81

TABLE 4.3.3. NUMBER OF EMPLOYED FEMALE POPULATION AGED 15 AND ABOVE BY ECONOMIC ACTIVITIES, EDUCATIONAL LEVEL AND LITERACY RATE, 2010

Economic activities	Total	Educational level							Literacy rate				
		Total	PhD	MA	Diploma and Bachelor higher education	Specialized vocational	Technical Vocational	Complete secondary	Basic	Primary	Total	Literate	Illiterate
Total	416563	406 407	1 317	15 500	133 225	39 247	14 141	123233	53569	26175	10 156	6 827	3 329
Agriculture, hunting, forestry, fishing	101 589	92 412	11	68	2 239	3 337	4 072	26865	33419	22401	9 177	6 107	3 070
Mining, and processing	9 674	9 580	32	585	3 660	780	385	2 927	980	231	94	63	31
	29 805	29 622	25	569	8 170	2 605	1 225	13358	3 056	614	183	138	45
Electricity, gas, steam, ventilation supply	3 487	3 481	6	165	1 718	454	128	870	121	19	6	6	0
Construction	11 813	11 756	17	396	3 908	996	695	4 417	1 136	191	57	42	15
Wholesale, retail trade, auto and motorbike repairing service	65 963	65 793	28	1 143	21 661	7 197	2 297	27 845	4 798	824	170	141	29
Transportation and warehouse services	10 622	10 603	8	278	3 627	1 599	433	4 011	566	81	19	16	3
Apartment and food service	22 131	21 994	1	179	4 416	1 768	944	11 648	2 591	447	137	106	31
Information, communication	6 440	6 435	12	423	4 430	441	121	871	113	24	5	3	2
Scientific and technical activities	5 356	5 352	129	571	3 284	577	101	601	73	16	4	4	0
Administrative and support activities	3 497	3 481	8	182	1 690	214	70	1 017	253	47	16	11	5
Public management and defense activities, mandatory social protection	25 312	25 269	125	2 138	14 933	2 256	512	4 311	836	158	43	29	14
Education	58 234	58 158	693	5 803	31 899	5 848	1 461	9 569	2 411	474	76	57	19
Human health and social activities	28 729	28 690	137	1 163	11 508	8 556	717	5 113	1 240	256	39	31	8
Other	33911	33781	85	1837	16082	2619	980	9810	1976	392	130	73	57

TABLE 4.3.4. NUMBER OF EMPLOYED URBAN POPULATION AGED 15 AND ABOVE
BY ECONOMIC ACTIVITIES, EDUCATIONAL LEVEL AND LITERACY RATE, 2010

Economic activities	Total	Educational level							Literacy rate				
		Total	PhD	MA	Diploma and Bachelor higher education	Specialized vocational	Technical Vocational	Complete secondary	Basic	Primary	Total	Literate	Illiterate
Total	581 329	576 633	3 035	24 832	203 654	49 711	18 731	208 392	54 432	13 846	4 696	3 254	1 442
Agriculture, hunting, forestry, fishing	23 492	21 744	20	142	1 786	1 024	693	7 317	6 785	3 977	1 748	1 120	628
Mining and processing	32 916	32 686	109	1 434	10 676	2 379	1 491	12 264	3 673	660	230	168	62
	57 704	57 290	55	978	14 538	4 417	2 220	26 829	6 819	1 434	414	310	104
Electricity, gas, steam, ventilation supply	12 220	12 173	17	469	4 455	1 217	548	4 269	990	208	47	34	13
Construction	51 217	50 634	50	1 021	11 874	3 536	2 376	22 548	7 532	1 697	583	430	153
Wholesale, retail trade, auto and motorbike repairing	106 898	106 332	62	1 969	34 088	9 598	3 420	46 317	8 942	1 936	566	423	143
Transportation and warehouse services	45 930	45 729	21	647	9 185	4 477	1 996	22 824	5 681	898	201	177	24
Apartment and food service	25 831	25 686	2	255	5 857	2 061	974	13 448	2 625	464	145	113	32
Information, communication	12 976	12 964	42	756	8 643	710	217	2 220	315	61	12	9	3
Scientific and technical activities	8 664	8 655	311	1 024	5 357	440	102	1 171	202	48	9	7	2
Administrative and support activities	10 587	10 539	28	339	3 607	683	275	4 341	1 031	235	48	39	9
Public management and defense activities, mandatory social protection	54 132	53 882	386	4 313	27 031	4 688	1 238	13 095	2 495	636	250	131	119
Education	56 263	56 182	1 461	7 014	30 236	4 575	1 047	9 307	2 139	403	81	60	21
Human health and social activities	27 301	27 259	252	1 472	11 905	6 188	634	5 423	1 156	229	42	33	9
Other	55 198	54 878	219	2 999	24 416	3 718	1 500	17 019	4 047	960	320	200	120

TABLE 4.3.5. NUMBER OF EMPLOYED RURAL POPULATION AGED 15 AND ABOVE
BY ECONOMIC ACTIVITIES, EDUCATIONAL LEVEL AND LITERACY RATE, 2010

Economic activities	Total	Educational level								Literacy rate			
		Total	PhD	MA	Diploma and Bachelor higher education	Specialized vocational	Technical Vocational	Complete secondary	Basic	Primary	Total	Literate	Illiterate
TOTAL	330 335	302 877	43	1 614	33 128	17 888	14 330	77 701	93 371	64 802	27 458	18 611	8 847
Agriculture, hunting, forestry, fishing	217 525	192 106	6	48	2 757	5 000	7 720	43 308	73 649	59 618	25 419	17 266	8 153
Mining and processing	15 981	15 558	9	207	2 822	824	906	6 040	3 688	1 062	423	300	123
	5 687	5 531	1	12	478	382	445	2 116	1 581	516	156	114	42
Electricity, gas, steam, ventilation supply	2 037	2 006	2	9	281	216	224	694	474	106	31	18	13
Construction	7 300	7 127	-	49	785	298	420	2 646	2 312	617	173	132	41
Wholesale, retail trade, auto and motorbike repairing service	10 142	10 033	2	28	1 306	1 198	773	4 285	2 015	426	109	93	16
Transportation and warehouse services	6 751	6 699	-	19	645	542	456	3 165	1 629	243	52	42	10
Apartment and food service	2 615	2 563	-	3	198	220	217	1 160	632	133	52	36	16
Information, communication	670	666	-	1	147	143	89	209	66	11	4	4	0
Scientific and technical activities	1 834	1 823	5	36	730	517	113	309	97	16	11	8	3
Administrative and support activities	1 689	1 664	1	7	240	113	77	735	393	98	25	18	7
Public management and defense activities, mandatory social protection	20 449	19 708	7	301	7 030	2 065	977	5 973	2 556	799	741	370	371
Education	23 289	23 155	7	745	11 001	2 669	1 166	4 405	2 516	646	134	114	20
Human health and social activities	8 409	8 359	1	79	2 076	3 154	433	1 401	981	234	50	36	14
Other	5 957	5 879	2	70	2 632	547	314	1 255	782	277	78	60	18

Approved by the order No. 01/135 of the Chairman of the National Statistical Office of Mongolia in 2009.

Form HAOST-1

2010 POPULATION AND HOUSING CENSUS OF MONGOLIA QUESTIONNAIRE FORM	
SECTION I. ADDRESS	
All responses in this questionnaire form are kept in secret in accordance with section 4 of Article 5 of Mongolian Law on Privacy of Individuals, and Article 18.3 of Law on Population and Housing Census of Mongolia.	
Street name:	
Building number:	
Fence/ Door number:	
A1. Census Committee Number	<input type="text"/>
A2. Aimag/ Capital city name and code	<input type="text"/>
A3. Soum/ District name and code	<input type="text"/>
A4. Bag/ Khoroo	<input type="text"/>
A5. Enumerator number	<input type="text"/>
A6. Questionnaire form number	<input type="text"/>
A7. Village name and code	<input type="text"/>
A8. Locality	<input type="text"/>
Capital city - 1, Aimag center - 2, Village - 3, Soum center - 4, Countryside - 5	
A9. Main household	1
Sharing household	2
Non-household	3
A10. Number of persons enumerated	<input type="text"/>
A11. Number of additional sheets	<input type="text"/>
A12. Are there any family members of this household who reside abroad for work or study for over six months? If yes, please state the number.	
Yes (Ask section II) 1	
Number of persons abroad <input type="text"/>	
No (Proceed to population questionnaire)...2	

SECTION II. INFORMATION OF PERSONS RESIDING ABROAD FOR OVER 6 MONTHS							
	Surname, Given name	Relationship to head of the household	Sex Male - 1 Female - 2	Age	Country presently residing	Purpose of visit	Duration of residence in abroad (in years)
A	B	1	2	3	4	5	6
1	Surname: Given name:	<input type="text"/>	1 2	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2	Surname: Given name:	<input type="text"/>	1 2	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
3	Surname: Given name:	<input type="text"/>	1 2	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
4	Surname: Given name:	<input type="text"/>	1 2	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
5	Surname: Given name:	<input type="text"/>	1 2	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
6	Surname: Given name:	<input type="text"/>	1 2	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Purpose of visit: Education/ Study - 1, Contractual employment - 2, Regular employment - 3, Business/ Official mission - 4, Health/ Hospital - 5, Other - 6

Whether the section II has further questions? Yes - 1; → Continue with Form HAOST-1c. No - 2

SECTION III. SUMMARY OF THE ENUMERATED PERSONS										
	Persons enumerated by residency status	Total			Male (by age group)			Female (by age group)		
		Total	Male	Female	0-14	15-59	60+	0-14	15-59	60+
A	B	1	2	3	4	5	6	7	8	9
1	Total number of persons enumerated									
2	Of which	Usually resident								
3		Temporarily absent								
4		Temporarily present								
5	Number of persons residing abroad									

Person No. 0 1		POPULATION QUESTIONNAIRE	
Clan name:		10. WHAT WAS THE PLACE OF YOUR PREVIOUS RESIDENCE? <i>Aimag/Capital city (Foreign country) name and locality:</i>	TO BE ASKED FROM AGES 15 AND OVER.
Surname:		Year you last resided:.....	
Given name:		11. WHAT WAS THE PLACE OF YOUR USUAL RESIDENCE IN JANUARY 2005? (To be asked from age 5 and over) <i>Aimag/Capital city (Foreign country) name and locality:</i>	
TO BE ASKED FROM ALL AGES.		12. DO YOU HAVE ANY DISABILITY? IF YES, PLEASE SPECIFY.	19. WHAT IS YOUR PRESENT MARITAL STATUS?
1. ARE YOU THE HEAD OF THE HOUSEHOLD?		No..... 1 →	Single (Never married)..... 1
Yes 01		Yes: Congenital..... 2	Married..... 2
No 11		Acquired..... 3	Living together..... 3
2. SEX		Question 14	Separated 4
Male..... 1			Divorced 5
Female..... 2			Widowed 6
3. WHAT IS YOUR DATE OF BIRTH?		13. IF YOU HAVE ANY DISABILITY, PLEASE SPECIFY THE TYPE.	20. WHAT IS YOUR RELIGION?
Year:		Visual 1	No religion..... 1
Month:		Speaking..... 2	Buddhism..... 2
Day:		Hearing..... 3	Christianity..... 3
4. HOW OLD ARE YOU?		Mobility..... 4	Islam..... 4
(in complete years)		Cognitive..... 5	Shaman..... 5
5. WHAT IS YOUR CITIZENSHIP?		Other 6	Other 6
Mongolian..... 01		14. ARE YOU CURRENTLY ATTENDING SCHOOL (INCLUDING PRESCHOOL OR KINDERGARTEN)?	21. LAST WEEK, DID YOU HAVE A JOB OF ANY KIND?
Stateless 02		(to be asked from ages 2-39)	Yes..... 1
Foreign (specify country)		Yes..... 1	No..... 2 →
Question 7		No..... 2	Question 25
6. WHAT IS YOUR ETHNICITY?		TO BE ASKED FROM AGE 6 AND ABOVE.	22. WHAT IS YOUR OCCUPATION?(specify)
Khalkh..... 01		15. WHAT IS THE HIGHEST LEVEL OF EDUCATION YOU COMPLETED?	
Other (specify)		No education..... 01	
7. WHAT IS YOUR RESIDENCY STATUS?		Primary school..... 02	
Usually resident..... 1 →		Secondary school..... 03	
Temporarily absent..... 2		High school..... 04	
Temporarily present..... 3		Technical and vocational..... 05	
(Place of usual residence for temporary present or place of current residence for temporary absent persons)		Specialized secondary..... 06	
Aimag/capital city (foreign country) name:		Undergraduate..... 07	
Soum/ District (City) name:		Postgraduate..... 08	
8. WHAT IS YOUR PLACE OF BIRTH?		Doctorate and above..... 09	
Aimag/Capital city (Foreign country) name and locality:		Question 17	24. WHAT IS YOUR EMPLOYMENT STATUS?
9. IN THE PRESENT PLACE OF USUAL RESIDENCE, HAVE YOU LIVED SINCE BIRTH OR MOVED IN?		16. ARE YOU LITERATE?	Employee..... 1
Since birth..... 1 →		Yes..... 1	Employer..... 2
Returned back after usually residing in different place..... 2		No..... 2	Own-account worker..... 3
Moved in from different place..... 3		17. ARE YOU A MOBILE PHONE USER?	Member of a cooperative..... 4
		Yes..... 1	Contributing to family work/ business without payment 5
		No..... 2	Other 6
		18. ARE YOU AN INTERNET USER?	Finish population questionnaire
		Yes, always - at home..... 1	25. WHAT IS THE REASON OF YOUR UNEMPLOYMENT?
		Yes, always - other places 2	Full time student..... 1
		Yes, when necessary..... 3	On pension/ retired..... 2
		No..... 4	Disabled..... 3
			Homemaker..... 4
			No suitable work available..... 5
			Looking for a job..... 6
			Not interested in working..... 7
			Other 8
			Finish population questionnaire

Person No.	0	2	POPULATION QUESTIONNAIRE
Clan name: _____ Surname: _____ Given name: _____			
TO BE ASKED FROM ALL AGES.			
1. WHAT IS YOUR RELATIONSHIP TO HEAD OF THE HOUSEHOLD? Wife/ husband.....02 Son/ Daughter.....03 Parent.....04 Brother/ Sister.....05 Parent in law.....06 Son/ Daughter in law.....07 Grandparent.....08 Grandchild.....09 Other relative.....10 Non relative.....11			10. WHAT WAS THE PLACE OF YOUR PREVIOUS RESIDENCE? Aimag /Capital city (Foreign country) name and locality: _____ Year you last resided: _____
2. SEX Male.....1 Female.....2			11. WHAT WAS THE PLACE OF YOUR USUAL RESIDENCE IN JANUARY 2005? (To be asked from age 5 and over) Aimag/ Capital city (Foreign country) name and locality: _____
3. WHAT IS YOUR DATE OF BIRTH? Year: _____ Month: _____ Day: _____			12. DO YOU HAVE ANY DISABILITY? IF YES, PLEASE SPECIFY. No.....1 Yes: Congenital.....2 Acquired.....3
4. HOW OLD ARE YOU? (in complete years)			13. IF YOU HAVE ANY DISABILITY, PLEASE SPECIFY THE TYPE. Visual1 Speaking.....2 Hearing.....3 Mobility.....4 Cognitive.....5 Other6
5. WHAT IS YOUR CITIZENSHIP? Mongolian.....01 Stateless02 Foreign (specify country) _____			14. ARE YOU CURRENTLY ATTENDING SCHOOL (INCLUDING PRESCHOOL OR KINDERGARTEN)? (to be asked from ages 2-39) Yes.....1 No.....2
6. WHAT IS YOUR ETHNICITY? Khalkh.....01 Other (specify) _____			TO BE ASKED FROM AGE 6 AND ABOVE.
7. WHAT IS YOUR RESIDENCY STATUS? Usually resident.....1 Temporarily absent.....2 Temporarily present.....3 (Place of usual residence for temporary present or place of current residence for temporary absent persons) Aimag /capital city (foreign country) name: _____ Soum/ District (City) name: _____			15. WHAT IS THE HIGHEST LEVEL OF EDUCATION YOU COMPLETED? No education.....01 Primary school.....02 Secondary school.....03 High school.....04 Technical and vocational.....05 Specialized secondary.....06 Undergraduate.....07 Postgraduate.....08 Doctorate and above.....09
8. WHAT IS YOUR PLACE OF BIRTH? Aimag /Capital city (Foreign country) name and locality: _____			16. ARE YOU LITERATE? Yes.....1 No.....2
9. IN THE PRESENT PLACE OF USUAL RESIDENCE, HAVE YOU LIVED SINCE BIRTH OR MOVED IN? Since birth.....1 Returned back after usually residing in different place.....2 Moved in from different place.....3			17. ARE YOU A MOBILE PHONE USER? Yes.....1 No.....2
			18. ARE YOU AN INTERNET USER? Yes, always - at home.....1 Yes, always - other places2 Yes, when necessary.....3 No.....4
			19. WHAT IS YOUR PRESENT MARITAL STATUS? Single (Never married).....1 Married.....2 Living together.....3 Separated4 Divorced5 Widowed6
			20. WHAT IS YOUR RELIGION? No religion.....1 Buddhism.....2 Christianity.....3 Islam.....4 Shaman.....5 Other6
			21. LAST WEEK, DID YOU HAVE A JOB OF ANY KIND? Yes.....1 No.....2
			22. WHAT IS YOUR OCCUPATION?(specify) _____
			23. WHAT IS THE MAIN ECONOMIC ACTIVITY OF YOUR WORK (ORGANIZATION) ? (specify) _____
			24. WHAT IS YOUR EMPLOYMENT STATUS? Employee.....1 Employer.....2 Own-account worker.....3 Member of a cooperative.....4 Contributing to family work/ business without payment5 Other6
			25. WHAT IS THE REASON OF YOUR UNEMPLOYMENT? Full time student.....1 On pension/ retired.....2 Disabled.....3 Homemaker.....4 No suitable work available.....5 Looking for a job.....6 Not interested in working.....7 Other8

<div style="display: flex; align-items: center;"> <div style="border: 1px solid black; padding: 2px 5px; margin-right: 5px;">Person No.</div> <div style="display: flex; gap: 5px;"> <div style="border: 1px solid black; width: 20px; height: 20px; text-align: center; line-height: 20px;">0</div> <div style="border: 1px solid black; width: 20px; height: 20px; text-align: center; line-height: 20px;">3</div> </div> </div> <div style="text-align: center; font-weight: bold; padding: 5px;">POPULATION QUESTIONNAIRE</div>		
Clan name: _____ Surname: _____ Given name: _____ <div style="text-align: center; font-weight: bold; border: 1px solid black; padding: 2px;">TO BE ASKED FROM ALL AGES.</div> <div style="font-weight: bold; padding: 5px;">1. WHAT IS YOUR RELATIONSHIP TO HEAD OF THE HOUSEHOLD?</div> <div style="margin-left: 20px;"> Wife/ husband.....02 Son/ Daughter.....03 Parent.....04 Brother/ Sister.....05 Parent in law.....06 Son/ Daughter in law.....07 Grandparent.....08 Grandchild.....09 Other relative.....10 Non relative.....11 </div> <div style="font-weight: bold; padding: 5px;">2. SEX</div> <div style="margin-left: 20px;"> Male.....1 Female.....2 </div> <div style="font-weight: bold; padding: 5px;">3. WHAT IS YOUR DATE OF BIRTH?</div> <div style="margin-left: 20px;"> Year: [][][][] Month: [][][] Day: [][][] </div> <div style="font-weight: bold; padding: 5px;">4. HOW OLD ARE YOU?</div> <div style="margin-left: 20px;"> (in complete years) [][][] </div> <div style="font-weight: bold; padding: 5px;">5. WHAT IS YOUR CITIZENSHIP?</div> <div style="margin-left: 20px;"> Mongolian.....01 Stateless02 Foreign (specify country) [][] </div> <div style="text-align: right; font-weight: bold; padding: 5px;">Question 7</div> <div style="font-weight: bold; padding: 5px;">6. WHAT IS YOUR ETHNICITY?</div> <div style="margin-left: 20px;"> Khalkh.....01 Other (specify) [][] </div> <div style="font-weight: bold; padding: 5px;">7. WHAT IS YOUR RESIDENCY STATUS?</div> <div style="margin-left: 20px;"> Usually resident.....1 Temporarily absent.....2 Temporarily present.....3 (Place of usual residence for temporary present or place of current residence for temporary absent persons) Aimag /capital city (foreign country) name: [][] Soum/ District (City) name: [][] </div> <div style="text-align: right; font-weight: bold; padding: 5px;">Question 8</div> <div style="font-weight: bold; padding: 5px;">8. WHAT IS YOUR PLACE OF BIRTH?</div> <div style="margin-left: 20px;"> Aimag /Capital city (Foreign country) name and locality: [][] </div> <div style="font-weight: bold; padding: 5px;">9. IN THE PRESENT PLACE OF USUAL RESIDENCE, HAVE YOU LIVED SINCE BIRTH OR MOVED IN?</div> <div style="margin-left: 20px;"> Since birth.....1 Returned back after usually residing in different place.....2 Moved in from different place.....3 </div> <div style="text-align: right; font-weight: bold; padding: 5px;">Question 12</div>	<div style="font-weight: bold; padding: 5px;">10. WHAT WAS THE PLACE OF YOUR PREVIOUS RESIDENCE?</div> <div style="margin-left: 20px;"> Aimag /Capital city (Foreign country) name and locality: [][] Year you last resided: [][][] </div> <div style="font-weight: bold; padding: 5px;">11. WHAT WAS THE PLACE OF YOUR USUAL RESIDENCE IN JANUARY 2005?</div> <div style="margin-left: 20px;"> (To be asked from age 5 and over) Aimag/ Capital city (Foreign country) name and locality: [][] </div> <div style="font-weight: bold; padding: 5px;">12. DO YOU HAVE ANY DISABILITY? IF YES, PLEASE SPECIFY.</div> <div style="margin-left: 20px;"> No.....1 Yes: Congenital.....2 Acquired.....3 </div> <div style="text-align: right; font-weight: bold; padding: 5px;">Question 14</div> <div style="font-weight: bold; padding: 5px;">13. IF YOU HAVE ANY DISABILITY, PLEASE SPECIFY THE TYPE.</div> <div style="margin-left: 20px;"> Visual1 Speaking.....2 Hearing.....3 Mobility.....4 Cognitive.....5 Other6 </div> <div style="font-weight: bold; padding: 5px;">14. ARE YOU CURRENTLY ATTENDING SCHOOL (INCLUDING PRESCHOOL OR KINDERGARTEN)?</div> <div style="margin-left: 20px;"> (to be asked from ages 2-39) Yes.....1 No.....2 </div> <div style="text-align: right; font-weight: bold; padding: 5px;">Question 17</div> <div style="text-align: center; font-weight: bold; border: 1px solid black; padding: 2px;">TO BE ASKED FROM AGE 6 AND ABOVE.</div> <div style="font-weight: bold; padding: 5px;">15. WHAT IS THE HIGHEST LEVEL OF EDUCATION YOU COMPLETED?</div> <div style="margin-left: 20px;"> No education.....01 Primary school.....02 Secondary school.....03 High school.....04 Technical and vocational.....05 Specialized secondary.....06 Undergraduate.....07 Postgraduate.....08 Doctorate and above.....09 </div> <div style="text-align: right; font-weight: bold; padding: 5px;">Question 17</div> <div style="font-weight: bold; padding: 5px;">16. ARE YOU LITERATE?</div> <div style="margin-left: 20px;"> Yes.....1 No.....2 </div> <div style="font-weight: bold; padding: 5px;">17. ARE YOU A MOBILE PHONE USER?</div> <div style="margin-left: 20px;"> Yes.....1 No.....2 </div> <div style="font-weight: bold; padding: 5px;">18. ARE YOU AN INTERNET USER?</div> <div style="margin-left: 20px;"> Yes, always - at home.....1 Yes, always - other places2 Yes, when necessary.....3 No.....4 </div>	<div style="text-align: center; font-weight: bold; padding: 5px;">TO BE ASKED FROM AGES 15 AND OVER.</div> <div style="font-weight: bold; padding: 5px;">19. WHAT IS YOUR PRESENT MARITAL STATUS?</div> <div style="margin-left: 20px;"> Single (Never married).....1 Married.....2 Living together.....3 Separated4 Divorced5 Widowed6 </div> <div style="font-weight: bold; padding: 5px;">20. WHAT IS YOUR RELIGION?</div> <div style="margin-left: 20px;"> No religion.....1 Buddhism.....2 Christianity.....3 Islam.....4 Shaman.....5 Other6 </div> <div style="font-weight: bold; padding: 5px;">21. LAST WEEK, DID YOU HAVE A JOB OF ANY KIND?</div> <div style="margin-left: 20px;"> Yes.....1 No.....2 </div> <div style="text-align: right; font-weight: bold; padding: 5px;">Question 25</div> <div style="font-weight: bold; padding: 5px;">22. WHAT IS YOUR OCCUPATION?(specify)</div> <div style="margin-left: 20px;"> [][][][] </div> <div style="font-weight: bold; padding: 5px;">23. WHAT IS THE MAIN ECONOMIC ACTIVITY OF YOUR WORK (ORGANIZATION) ?</div> <div style="margin-left: 20px;"> (specify) [][][][] </div> <div style="font-weight: bold; padding: 5px;">24. WHAT IS YOUR EMPLOYMENT STATUS?</div> <div style="margin-left: 20px;"> Employee.....1 Employer.....2 Own-account worker.....3 Member of a cooperative.....4 Contributing to family work/ business without payment5 Other6 </div> <div style="text-align: right; font-weight: bold; padding: 5px;">Finish population questionnaire</div> <div style="font-weight: bold; padding: 5px;">25. WHAT IS THE REASON OF YOUR UNEMPLOYMENT?</div> <div style="margin-left: 20px;"> Full time student.....1 On pension/ retired.....2 Disabled.....3 Homemaker.....4 No suitable work available.....5 Looking for a job.....6 Not interested in working.....7 Other8 </div> <div style="text-align: right; font-weight: bold; padding: 5px;">Finish population questionnaire</div>



Person No.	0	4	POPULATION QUESTIONNAIRE
Clan name: _____ Surname: _____ Given name: _____			
TO BE ASKED FROM ALL AGES.			
1. WHAT IS YOUR RELATIONSHIP TO HEAD OF THE HOUSEHOLD? Wife/ husband.....02 Son/ Daughter.....03 Parent.....04 Brother/ Sister.....05 Parent in law.....06 Son/ Daughter in law.....07 Grandparent.....08 Grandchild.....09 Other relative.....10 Non relative.....11			10. WHAT WAS THE PLACE OF YOUR PREVIOUS RESIDENCE? Aimag /Capital city (Foreign country) name and locality: _____ Year you last resided: _____
2. SEX Male.....1 Female.....2			11. WHAT WAS THE PLACE OF YOUR USUAL RESIDENCE IN JANUARY 2005? (To be asked from age 5 and over) Aimag/ Capital city (Foreign country) name and locality: _____
3. WHAT IS YOUR DATE OF BIRTH? Year: _____ Month: _____ Day: _____			12. DO YOU HAVE ANY DISABILITY? IF YES, PLEASE SPECIFY. No.....1 Yes: Congenital.....2 Acquired.....3
4. HOW OLD ARE YOU? (in complete years) _____			13. IF YOU HAVE ANY DISABILITY, PLEASE SPECIFY THE TYPE. Visual1 Speaking.....2 Hearing.....3 Mobility.....4 Cognitive.....5 Other6
5. WHAT IS YOUR CITIZENSHIP? Mongolian.....01 Stateless02 Foreign (specify country) _____			14. ARE YOU CURRENTLY ATTENDING SCHOOL (INCLUDING PRESCHOOL OR KINDERGARTEN)? (to be asked from ages 2-39) Yes.....1 No.....2
6. WHAT IS YOUR ETHNICITY? Khalkh.....01 Other (specify) _____			15. WHAT IS THE HIGHEST LEVEL OF EDUCATION YOU COMPLETED? No education.....01 Primary school.....02 Secondary school.....03 High school.....04 Technical and vocational.....05 Specialized secondary.....06 Undergraduate.....07 Postgraduate.....08 Doctorate and above.....09
7. WHAT IS YOUR RESIDENCY STATUS? Usually resident.....1 Temporarily absent.....2 Temporarily present.....3 (Place of usual residence for temporary present or place of current residence for temporary absent persons) Aimag /capital city (foreign country) name: _____ Soum/ District (City) name: _____			16. ARE YOU LITERATE? Yes.....1 No.....2
8. WHAT IS YOUR PLACE OF BIRTH? Aimag /Capital city (Foreign country) name and locality: _____			17. ARE YOU A MOBILE PHONE USER? Yes.....1 No.....2
9. IN THE PRESENT PLACE OF USUAL RESIDENCE, HAVE YOU LIVED SINCE BIRTH OR MOVED IN? Since birth.....1 Returned back after usually residing in different place.....2 Moved in from different place.....3			18. ARE YOU AN INTERNET USER? Yes, always - at home.....1 Yes, always - other places2 Yes, when necessary.....3 No.....4
			19. WHAT IS YOUR PRESENT MARITAL STATUS? Single (Never married).....1 Married.....2 Living together.....3 Separated4 Divorced5 Widowed6
			20. WHAT IS YOUR RELIGION? No religion.....1 Buddhism.....2 Christianity.....3 Islam.....4 Shaman.....5 Other6
			21. LAST WEEK, DID YOU HAVE A JOB OF ANY KIND? Yes.....1 No.....2
			22. WHAT IS YOUR OCCUPATION?(specify) _____ _____ _____
			23. WHAT IS THE MAIN ECONOMIC ACTIVITY OF YOUR WORK (ORGANIZATION) ? (specify) _____ _____ _____
			24. WHAT IS YOUR EMPLOYMENT STATUS? Employee.....1 Employer.....2 Own-account worker.....3 Member of a cooperative.....4 Contributing to family work/ business without payment5 Other6
			25. WHAT IS THE REASON OF YOUR UNEMPLOYMENT? Full time student.....1 On pension/ retired.....2 Disabled.....3 Homemaker.....4 No suitable work available.....5 Looking for a job.....6 Not interested in working.....7 Other8

Person No. 0 5		POPULATION QUESTIONNAIRE	
Clan name: _____ Surname: _____ Given name: _____		10. WHAT WAS THE PLACE OF YOUR PREVIOUS RESIDENCE? Aimag/Capital city (Foreign country) name and locality: _____ Year you last resided: _____	
TO BE ASKED FROM ALL AGES. 1. WHAT IS YOUR RELATIONSHIP TO HEAD OF THE HOUSEHOLD? Wife/ husband.....02 Son/ Daughter.....03 Parent.....04 Brother/ Sister.....05 Parent in law.....06 Son/ Daughter in law.....07 Grandparent.....08 Grandchild.....09 Other relative.....10 Non relative.....11		11. WHAT WAS THE PLACE OF YOUR USUAL RESIDENCE IN JANUARY 2005? (To be asked from age 5 and over) Aimag/ Capital city (Foreign country) name and locality: _____	
2. SEX Male.....1 Female.....2		12. DO YOU HAVE ANY DISABILITY? IF YES, PLEASE SPECIFY. No.....1 Yes: Congenital.....2 Acquired.....3	
3. WHAT IS YOUR DATE OF BIRTH? Year: _____ Month: _____ Day: _____		13. IF YOU HAVE ANY DISABILITY, PLEASE SPECIFY THE TYPE. Visual1 Speaking.....2 Hearing.....3 Mobility.....4 Cognitive.....5 Other6	
4. HOW OLD ARE YOU? (in complete years)		14. ARE YOU CURRENTLY ATTENDING SCHOOL (INCLUDING PRESCHOOL OR KINDERGARTEN)? (to be asked from ages 2-39) Yes.....1 No.....2	
5. WHAT IS YOUR CITIZENSHIP? Mongolian.....01 Stateless02 Foreign (specify country) _____		TO BE ASKED FROM AGE 6 AND ABOVE. 15. WHAT IS THE HIGHEST LEVEL OF EDUCATION YOU COMPLETED? No education.....01 Primary school.....02 Secondary school.....03 High school.....04 Technical and vocational.....05 Specialized secondary.....06 Undergraduate.....07 Postgraduate.....08 Doctorate and above.....09	
6. WHAT IS YOUR ETHNICITY? Khalkh.....01 Other (specify) _____		16. ARE YOU LITERATE? Yes.....1 No.....2	
7. WHAT IS YOUR RESIDENCY STATUS? Usually resident.....1 Temporarily absent.....2 Temporarily present.....3 (Place of usual residence for temporary present or place of current residence for temporary absent persons) Aimag/capital city (foreign country) name: _____ Soum/ District (City) name: _____		17. ARE YOU A MOBILE PHONE USER? Yes.....1 No.....2	
8. WHAT IS YOUR PLACE OF BIRTH? Aimag/Capital city (Foreign country) name and locality: _____		18. ARE YOU AN INTERNET USER? Yes, always - at home.....1 Yes, always - other places2 Yes, when necessary.....3 No.....4	
9. IN THE PRESENT PLACE OF USUAL RESIDENCE, HAVE YOU LIVED SINCE BIRTH OR MOVED IN? Since birth.....1 Returned back after usually residing in different place.....2 Moved in from different place.....3		19. WHAT IS YOUR PRESENT MARITAL STATUS? Single (Never married).....1 Married.....2 Living together.....3 Separated4 Divorced5 Widowed6	
20. WHAT IS YOUR RELIGION? No religion.....1 Buddhism.....2 Christianity.....3 Islam.....4 Shaman.....5 Other6		21. LAST WEEK, DID YOU HAVE A JOB OF ANY KIND? Yes.....1 No.....2	
22. WHAT IS YOUR OCCUPATION?(specify) _____ _____ _____		23. WHAT IS THE MAIN ECONOMIC ACTIVITY OF YOUR WORK (ORGANIZATION) ? (specify) _____ _____ _____	
24. WHAT IS YOUR EMPLOYMENT STATUS? Employee.....1 Employer.....2 Own-account worker.....3 Member of a cooperative.....4 Contributing to family work/ business without payment5 Other6		25. WHAT IS THE REASON OF YOUR UNEMPLOYMENT? Full time student.....1 On pension/ retired.....2 Disabled.....3 Homemaker.....4 No suitable work available.....5 Looking for a job.....6 Not interested in working.....7 Other8	

Person No.	0	6	POPULATION QUESTIONNAIRE
Clan name: _____ Surname: _____ Given name: _____			10. WHAT WAS THE PLACE OF YOUR PREVIOUS RESIDENCE? Aimag /Capital city (Foreign country) name and locality: _____ Year you last resided: _____
TO BE ASKED FROM ALL AGES. 1. WHAT IS YOUR RELATIONSHIP TO HEAD OF THE HOUSEHOLD? Wife/ husband.....02 Son/ Daughter.....03 Parent.....04 Brother/ Sister.....05 Parent in law.....06 Son/ Daughter in law.....07 Grandparent.....08 Grandchild.....09 Other relative.....10 Non relative.....11			11. WHAT WAS THE PLACE OF YOUR USUAL RESIDENCE IN JANUARY 2005? (To be asked from age 5 and over) Aimag/ Capital city (Foreign country) name and locality: _____
2. SEX Male.....1 Female.....2			12. DO YOU HAVE ANY DISABILITY? IF YES, PLEASE SPECIFY. No.....1 Yes: Congenital.....2 Acquired.....3
3. WHAT IS YOUR DATE OF BIRTH? Year: _____ Month: _____ Day: _____			13. IF YOU HAVE ANY DISABILITY, PLEASE SPECIFY THE TYPE. Visual1 Speaking.....2 Hearing.....3 Mobility.....4 Cognitive.....5 Other6
4. HOW OLD ARE YOU? (in complete years)			14. ARE YOU CURRENTLY ATTENDING SCHOOL (INCLUDING PRESCHOOL OR KINDERGARTEN)? (to be asked from ages 2-39) Yes.....1 No.....2
5. WHAT IS YOUR CITIZENSHIP? Mongolian.....01 Stateless02 Foreign (specify country)			15. WHAT IS THE HIGHEST LEVEL OF EDUCATION YOU COMPLETED? No education.....01 Primary school.....02 Secondary school.....03 High school.....04 Technical and vocational.....05 Specialized secondary.....06 Undergraduate.....07 Postgraduate.....08 Doctorate and above.....09
6. WHAT IS YOUR ETHNICITY? Khalkh.....01 Other (specify)			16. ARE YOU LITERATE? Yes.....1 No.....2
7. WHAT IS YOUR RESIDENCY STATUS? Usually resident.....1 Temporarily absent.....2 Temporarily present.....3 (Place of usual residence for temporary present or place of current residence for temporary absent persons) Aimag /capital city (foreign country) name: _____ Soum/ District (City) name: _____			17. ARE YOU A MOBILE PHONE USER? Yes.....1 No.....2
8. WHAT IS YOUR PLACE OF BIRTH? Aimag /Capital city (Foreign country) name and locality: _____			18. ARE YOU AN INTERNET USER? Yes, always - at home.....1 Yes, always - other places2 Yes, when necessary.....3 No.....4
9. IN THE PRESENT PLACE OF USUAL RESIDENCE, HAVE YOU LIVED SINCE BIRTH OR MOVED IN? Since birth.....1 Returned back after usually residing in different place.....2 Moved in from different place.....3			19. WHAT IS YOUR PRESENT MARITAL STATUS? Single (Never married).....1 Married.....2 Living together.....3 Separated4 Divorced5 Widowed6
20. WHAT IS YOUR RELIGION? No religion.....1 Buddhism.....2 Christianity.....3 Islam.....4 Shaman.....5 Other6			21. LAST WEEK, DID YOU HAVE A JOB OF ANY KIND? Yes.....1 No.....2
22. WHAT IS YOUR OCCUPATION?(specify) _____ _____ _____			23. WHAT IS THE MAIN ECONOMIC ACTIVITY OF YOUR WORK (ORGANIZATION) ? (specify) _____ _____ _____
24. WHAT IS YOUR EMPLOYMENT STATUS? Employee.....1 Employer.....2 Own-account worker.....3 Member of a cooperative.....4 Contributing to family work/ business without payment5 Other6			25. WHAT IS THE REASON OF YOUR UNEMPLOYMENT? Full time student.....1 On pension/ retired.....2 Disabled.....3 Homemaker.....4 No suitable work available.....5 Looking for a job.....6 Not interested in working.....7 Other8

HOUSING QUESTIONNAIRE			
1. WHAT TYPE OF LIVING QUARTER DOES YOUR HOUSEHOLD OCCUPY? Ger..... 1 → Question 9 House/ Building..... 2 Living quarter not intended for human habitation..... 3 Other..... 4 → Question 11		12. HOW FAR DO YOU USUALLY GET YOUR DRINKING WATER FROM? Within 200 metres..... 1 200-1000 metres..... 2 Over 1000 metres..... 3	
TO BE ASKED FROM HOUSEHOLDS LIVING IN HOUSE/ BUILDING.			
2. WHAT IS THE TYPE OF YOUR HOUSE/ BUILDING? Apartment / Condominium..... 1 Convenient single family house..... 2 Single family house..... 3 Students' dormitory..... 4 Staff dormitory..... 5 Other public dwelling..... 6 → Question 11		13. WHAT IS THE MAIN SOURCE OF ELECTRICITY OF THIS DWELLING? Central power system..... 1 Diesel generating plants..... 2 Renewable energy system..... 3 Small-sized generators..... 4 No electricity..... 5	
3. HOW MANY ROOMS ARE THERE IN THIS DWELLING? Number of rooms..... <input type="text"/> <input type="text"/>		14. WHAT IS THE MAIN SOURCE OF HEATING OF THIS DWELLING? Central heating system..... 1 Low pressure stove..... 2 Electric heaters..... 3 Fire stove..... 4	
4. WHAT IS THE SIZE OF THE TOTAL FLOOR SPACE? Square meter..... <input type="text"/> <input type="text"/> <input type="text"/>		15. WHAT IS THE MAIN TYPE OF FUEL USED FOR COOKING? Electricity..... 1 Gas..... 2 Wood..... 3 Coal..... 4 Dung..... 5 Other..... 6	
5. DO YOU HAVE A KITCHEN IN THIS DWELLING? Separate kitchen: For exclusive use..... 1 Shared..... 2 No kitchen..... 3		16. WHAT TYPE OF TOILET FACILITY DO YOU HAVE? Within housing unit..... 1 Outside housing unit..... 2 No toilet available..... 3 → Question 18	
6. DO YOU HAVE A BATH OR SHOWER IN THIS DWELLING? Yes, exclusive use: Fixed bath or shower..... 1 Mobile bath or shower..... 2 Shared..... 3 No bath or shower available..... 4		17. DO YOU SHARE YOUR TOILET FACILITY WITH OTHERS? No, for exclusive use only..... 1 Yes..... 2	
7. WHAT IS YOUR WATER SUPPLY SYSTEM? Central water supply system..... 1 Non-central water supply system Individual system..... 2 Portal system..... 3 → Question 11		18. WHAT TYPE OF SEWAGE DISPOSAL SYSTEM DO YOU HAVE? Central sewage disposal system..... 1 Individual sewage disposal system /Septic tank..... 2 Pit latrine..... 3 None..... 4	
8. DO YOU HAVE HOT OR COLD WATER?? Both hot and cold..... 1 Cold only..... 2 → Question 11		19. HOW DO YOU DISPOSE OF HOUSEHOLD SOLID WASTE? Collected by authorized collectors..... 1 Dispose in a local dump area: Authorized 2 Not authorized 3	
TO BE ASKED FROM HOUSEHOLDS LIVING IN GERS.			
9. HOW MANY GERS DOES YOUR HOUSEHOLD HAVE? Number of gers <input type="text"/>		20. WHAT IS THE TYPE OF OWNERSHIP FOR THIS DWELLING? Government organization's..... 1 Private: Company's..... 2 Individuals'..... 3	
10. HOW MANY WALLS DOES YOUR MAIN GER HAVE? Number of walls..... <input type="text"/> <input type="text"/>		21. UNDER WHAT KIND OF TENURE IS THIS DWELLING? Owner occupied..... 1 Rental..... 2 Occupied free of rent..... 3 Other arrangement..... 4	
TO BE ASKED FROM ALL HOUSEHOLDS			
11. WHAT IS THE MAIN SOURCE OF DRINKING WATER? Central water supply system..... 1 → Question 13 Water station connected with central water supply system..... 2 Protected dug well..... 3 Protected spring..... 4 Bottled water..... 5 Water station not connected with central water supply system..... 6 Tanker trucks..... 7 Unprotected dug well/ spring/ river/ stream / lake/ pond..... 8			
Data collecting	Date	Data processing	Date
Enumerator name: Signature:		Coder name: Signature:	
Controller name: Signature:		Data entry operator name: Signature:	

