

Some issues of Mongolian and Japanese higher education

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Abstract

Since the 1990s, the weak government has led to increased private sector activity in Mongolia. Many private universities have been established and the number of students has increased by 7-10 times. There was a lack of quality assurance in education. So a new higher education law was enacted in 1995, which provided for quality. Accreditation and credit hours were established to improve quality. The Ministry of Education, Culture, and Sport of Mongolia implemented Higher education reform project, in 2012.

In Japan, gender differences are still observed in most areas of education and in the labor market. In particular, the proportion of women in first-time tertiary education (university graduates) is low. Three out of four young people in Japan have a tertiary education (usually a short-term or bachelor's degree). Japanese university students have to pay high tuition fees, and few students receive formal assistance. Japan has one of the highest rates of higher education in the world.

Keywords

Higher education, higher education system of Mongolia and Japan, credit system, higher education reforms.

1. Introduction

Since 1990, Mongolia's economic crisis has deepened and the higher education system has been in crisis. The government has repeatedly taken decisive action, but the crisis in higher education has not yet been fully resolved.

I spent 5 years at Sofia University "St. Kliment Ohridski" in Bulgaria doing a comparative study on Bulgarian-Mongolian Higher Education and took a doctorate. As Mongolia and Bulgaria were formerly socialist countries, and because of the influence of the Russian Federation, there are many similarities in the higher education system in general. Therefore, the next research topic is to study the higher education system of Japan, which is considered to be the highest in the world in terms of higher education in the capitalist country, and to study the advantages and disadvantages of our country's territory and people. Because we have a lot in common in terms of origin and customs. Territorially, it will be closer to distant Europe.

2. Mongolian higher education reforms

The main foundation of higher education in Mongolia was the National University of Mongolia, established in 1942. It is followed by the University of Science and Technology (MUST), the University of Health Sciences (HSUM), the University of the Humanities (HUM), the University of Agriculture (MUA), the University of Culture and Arts (MUS), and the University of Education (MSUE) were formed. These universities taught and researched in all fields of science, including politics, law, natural sciences, social sciences, economics, and engineering, technology, agriculture, medicine, and

culture. These universities were the main representatives of higher education in Mongolia before 1990. Since 1990, there has been a social crisis under the name of democracy. Entering a market economy has liberalized commodity prices, created inflation, deepened the economic crisis, and undermined social morality.

Table 1. Transitions in the political, social and economic sphere in Mongolia

<i>Period</i>	<i>Before</i>	<i>Now</i>
<i>Transition in the political sphere</i>	Strong ideological control	The development of polygamous ideas
	One-party leadership	Changes based on multi-party democracy
	Sovereignty without party affiliation	Constitutional governance
	A congress only of a name	Permanent congress
	Closure	Open policy
	Concentration	Decentralization
	Human rights restrictions	Freedom of human rights
<i>Transition in the social sphere</i>	Socialist ideology (communist)	Human value (Worldwide)
	The model of communism	Personal responsibilities
	Forced education	The right to choose
	Free health care system	Health insurance system
<i>Economic transition</i>	Centrally planned economy	Market-oriented economy
	Cost of service items strict control	Free price
	In state-owned enterprises and cooperatives	Reform in tax policy (in personal income) impose a variety of taxes
	State ownership	Private ownership

Source: (Munkhdalai.Z 2000)

Due to these transitions, the education sector, or higher education, has been greatly affected. As a result, the Education Law was amended on May 3, 1991, 1995, and 2002. Since the 1990s, weak government has led to increased private sector activity. Many private universities have been established and the number of students has increased by 7-10. Due to the lack of quality assurance in education, a new higher education law was enacted in 1995, which provided for quality. Accreditation and credit hours were established to improve quality.

Accreditation is a guarantee of the high quality of education, and because it is an effective way and process for an organization to behave, self-manage, and develop, it transcends one country

and becomes commonplace in the education policies of market-oriented countries. There is also a credit time system.

1. Credit hours are measured in terms of the total number of hours of lectures, seminars, workshops, or 3 hours of laboratory work per hour per week during the semester.
2. The normative workload of a full-time student in one semester shall be set by the educational institution at least 15 credit hours.
3. With the permission of the student director (dean), the student may choose a course that is more than the norm. However, the maximum amount of student workload per season is set by the institution for each level of education and type of training.
4. The minimum term of the diploma for bachelor's and bachelor's degree students is 12 credit hours (the Minister of Education 2011).

Accreditation and credit hours have been included in the higher education law to improve quality, but the higher education crisis continues.

The quality of higher education did not meet the needs of students, employers and the general public.

Between 2005 and 2009, the employment rate of higher education graduates (six months after graduation) was 36 percent.

In 2010, 7-10 percent of the higher education budget was spent on research at the international level, compared to 2.7 percent in Mongolia.

Only 22.2 percent of university teachers had a doctorate. There was also a shortage of teachers and their professional skills.

There was no government-wide student scholarship system to support gifted and talented students, and there was a need to improve the functioning of the state education fund.

There was a lack of investment in school buildings, school infrastructure, research laboratories, teaching materials, information and communication technology, and libraries.

Therefore, there is a need to modernize the higher education system and standards, and to create internationally competitive universities that meet international standards.

On this basis, Mongolia launched the Higher Education Reform Project in 2012. The goal of this reform is to ensure that Mongolian university graduates are able to meet the needs of the labor market and become globally competitive (MECS, 2012).

The implementation of this project has increased access to higher education in Mongolia.

The quality of higher education programs has also improved. The universities involved in the project have achieved significant results, such as curriculum development, international accreditation, and laboratory equipment.

Within the framework of improving the quality of higher education, work has been done to update the curriculum, develop a national accreditation system to evaluate the effectiveness of the updated curriculum, and establish a labor market information system.

Curriculum quality issues are inextricably linked to school operations management. Therefore, within the framework of improving the governance and management of higher education institutions, training was provided to school administration and administrative staff, and international consulting

services were provided. A total of 8,489 teachers, specialists and administrative staff were involved in capacity building training to support teachers' continuous learning and development opportunities.

Five distance learning centers have been established in Ulaanbaatar, Khovd, Arkhangai, Zavkhan, and Dornod aimags to increase access to higher education in rural areas, improve the skills of local teachers, and increase student's choice of subjects (Dogsom.D 2018).

5.28 billion MNT worth of projects and activities were implemented in the science sector in 2020 with the state budget investment (Ministry of Education, Culture and Science, Education and Science Investment Report 2020, 2021)

To understand the Mongolian higher education system in detail, it is necessary to compare the features of the higher education system in developed countries. We should take Japan's higher education as an example.

3. Japanese higher education system

3.1 Higher education development in Japan

In 1872, the Meiji government passed an education law (the so-called "school system") that overcame the so-called Edo period and became an open nation. The purpose was to prepare higher education for the purpose of raising the intellectual level of the common people, the expansion of primary school, and the adoption of Western-based research, technology, and systems. Therefore, in the early Meiji period, the government invited high-paid foreign experts and provided training in foreign languages in order to integrate Western science and technology. At the same time, many talented people were sent abroad to study. After many years of hard work, the young people returned to lead the training in Japan.

After two wars (Japan-Russia War 1904-1905 and World War I 1914-1918), Japanese capitalism developed rapidly, and as a result, the demand for education increased and the voices calling for the expansion and reorganization of the education system grew. In 1918, the government passed the University Law. As a result, not only traditional universities but also colleges and private universities were allowed to be established. Specifically, approval was given for the establishment of the Tokyo University of Commerce as a public university, and Waseda, Keio, Meiji, Hosei, and Doshisha had their status upgraded from professional colleges to universities. By this time, formal enrollment rates had risen to 95%. Японд 1886 онд 1 их сургууль байсан бол 1945 он гэхэд 48 их сургуультай болсон (Yasio 2004).

Due to militarism and World War II, Japan's education system was absolutely unable to operate normally from the 1930-s until 1945, but recovered quickly and surpassed pre-war productivity in the mid-1950s. In line with this, Japan's education system grew rapidly in the late 1950s, based on democratic education reforms. Higher education continued to expand. In 1954, the percentage of university graduates was only 10.1% (15.3 for men and 4.6 for women). Even in 1960, the rate remained unchanged at 10.3%, and higher education became a highly elite. However, in the 1960s, higher education institutions grew significantly. During this period, the number of 4-year universities increased by 133 and the number of universities and colleges by 199. By 1970, the number of university students had risen sharply to 23.6% (29.9 for men and 17.7 for women). Higher education continued to be universal. In 1980, it increased to 37.4% (41.3 for men and 33.7 for women) (Yasio 2004).

By the 1980s, Japan was on a path of high economic development. The household economy has stabilized, the middle class in the city has grown, wage labor has increased due to the decline in the population of primary production, and people are looking for higher education. It expanded first to secondary education and then to higher education. During the late 1980s to early 2000s, education policies and programs grew in volume and became particularly important within the education sector. Some of the major education policies and programs were following:

- Japan Exchange and Teaching Programme (JET), established in 1987;
- Japanese with English Abilities” plan (2003 - 2008);
- Global 30 Project (2009-2013);
- Global Human Resource Development, (since 2012);
- Top Global University Project (2014 – 2023).

The aims of these programs are to internationalize HEIs primarily by increasing international student enrollment, increasing the numbers of foreign faculty members and degree programs in English, and providing support for English language study and international engagement for Japanese students (Phillips 2017).

Table 2. Number of Universities of Japan

<i>Allocation</i>		Number of students			
		Public	Private (A)	Total number (B)	Private copy (A / B)
<i>Higher education school</i>	University	609,356	2,087,200	2,836,002	73.6%
	2-3 year university	—	144,327	153,331	94.1%
	2-3 year university Kosen (3 years of high school + 2-3 years of university)	19,532	765	21,774	3.5%
	Total	628,888	2,232,292	3,011,107	74.1%

Source: http://www.mext.go.jp/a_menu/koutou/shiritsu/index.htm

3.2 Features of the Japanese higher education system

The Japanese education system has the following features compared to many other countries in the world and Mongolia's education system. This includes as follows:

1. In Japan, gender differences are still observed in most areas of education and in the labor market. In particular, the proportion of women in first time tertiary education (university graduates) is low.
2. Japanese university students have to pay high tuition fees and few students receive formal assistance. Japan has one of the highest rates of higher education in the world.
3. 3 out of 4 young people in Japan have higher education (usually short-term or bachelor's degree) during their lifetime.

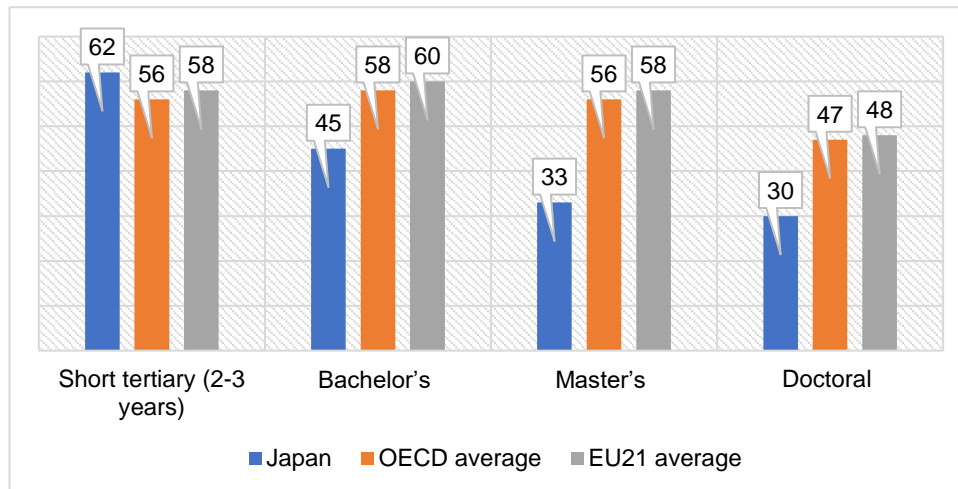
Training for economic growth in Japan was initiated and developed by the state, and higher education was focused on men to implement key policies aimed at this. In the process of economic growth, women have become congested at home.

“Women don't learn the basics that are right for them. Unlike boys, they do not have access to modern experience, such as high school or military education. You can't even experience something like that. A woman's whole life is very poor compared to her siblings. When a girl regains consciousness, she is brought up in a way that allows her to accept any reality. That reality means that boys will be superior, and boys will receive care and gifts, but girls will have to endure it. "Women have been deprived of their special right to self-defense in accordance with the rules of life that they must respect" Nitobe Inazo also states in Chapter 14 of his famous work, Bushido.

The most important part of their (women's) upbringing was to keep the home safe, and the art of the ancient Japanese women was mainly for their families, regardless of war or peace. No matter how far away they were, the women worked tirelessly to preserve the honor and dignity of their families, devoting their entire lives to their families. The women were very flexible and courageous, sometimes sad, and praised their little “nest” day and night. Japanese women sacrificed themselves as daughters

for their fathers and as mothers for their children. In this way, women have been taught to "empty" themselves from an early age. Instead of living on their own for the rest of their lives, they lived in dependence on others, with men as close assistants to their masters, and, if necessary, with their husbands, exposed to the clear sky and, if necessary, hidden behind curtains.

Figure 1. Percentage of female and international first time graduates, by tertiary ISCED¹ level (2013)



Source: (OECD, Education of a Glance 2015: OECD Indicator 2015).

This pattern continues today. The Figure 1 shows percentage of female first time graduates, by tertiary ISCED level in Japan and OECD countries' average.

Miyake Erico explains the reasons for gender differences in education (Erico 2013).

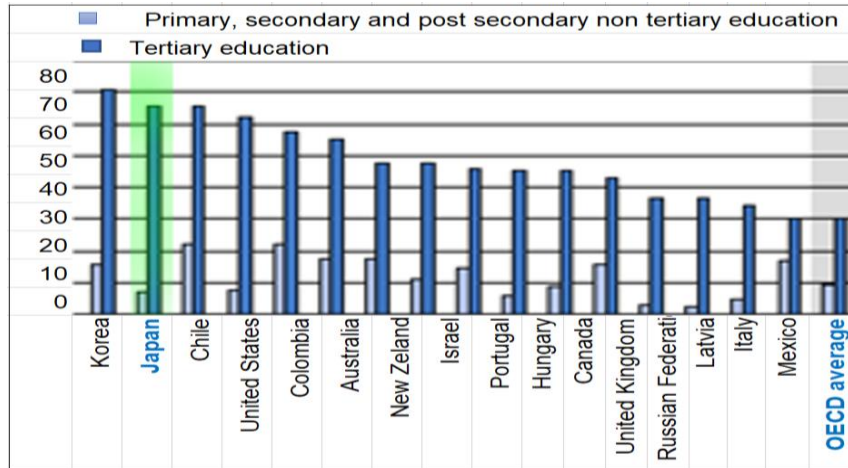
- After the war, in the era of high economic development, boys had a greater right than girls to invest in university education.
- Japan's economic development after the war, until the peak of the bubble economy in the second half of the 1980s, was governed by gender-specific roles and responsibilities: "Men work outside, women raise children and do housework."
- The education of men as "workers" was respected, while the education of women as "skilled women" was not valued.

In 2012, Japan's Ratio of self – paying expenses in educational institutions was more than twice the average of the OECD countries.

Thus new programs of needs based scholarships have been implemented to enable students from low income backgrounds to attend higher education in 2016-2019.

Figure 2. Ratio of self paying expenses in educational institutions (as of 2012)

¹ The International Standard Classification of Education (ISCED)



Source: (OECD, Education at a Glance 2015: OECD Indicators 2015)

However, in the 2019-2020 academic year, the average tuition fee for public institutions was \$4,816, while the average tuition fee for private universities was \$7,310.25 (OECD, Education at a Glance 2021: OECD Indicators 2021).

Table 3. Annual average tuition fees charged by tertiary institutions to national and foreign students (2019/20)

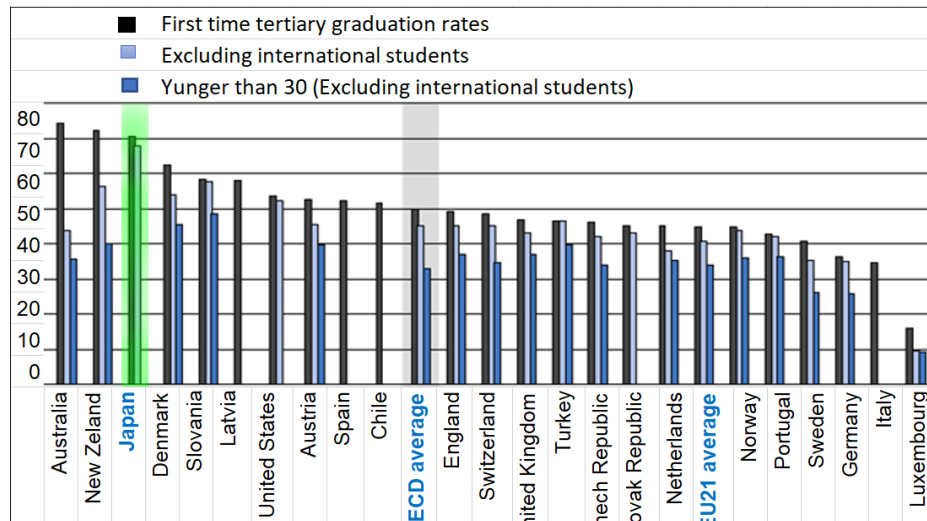
Share of tertiary students enrolled in independent private institutions (%)		78
<i>Public institutions (USD)</i>	ISCED 5	3742
	ISCED 6	5177
	ISCED 7	5173
	ISCED 8	5172
	Average	4816
<i>Private institutions (USD)</i>	ISCED 5	6787
	ISCED 6	8798
	ISCED 7	7832
	ISCED 8	5824
	Average	7310.25

Source: OECD (2021)

In addition, in 2010 the entrance fee for state and urban universities is 280,000 yen, and the tuition fee is approximately 540,000 yen per year. The entrance fee for a private university is 300,000 yen, the tuition fee for the humanities is 1,000,000 yen, and for the natural sciences is 1,500,000 yen.

As mentioned earlier, the number of people pursuing higher education in Japan is relatively high. Figure 3 shows the proportion of people receiving higher education for the first time. Japan ranks third among OECD countries from the beginning.

Figure 3. First time tertiary graduation rates (as of 2013)



4. Conclusion

In the pre economic boom, Japanese higher education was focused on government-led men to accelerate reform. Japan's economic growth has increased the demand for education for ordinary people and led to an increase in the number of private higher education institutions. However, the main reason for the development of higher education in Japan was the sincere desire of ordinary people to pursue higher education.

Therefore, in order to learn from the experience of this developed country, we must, firstly, improve the socio-economic development of our country, secondly, the government should pay attention to the higher education system, and thirdly, raise individual moral awareness (sincerity in higher education, not to learn to get a diploma).

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