

MODEL CURRICULA FOR MONGOLIAN JOURNALISM EDUCATION:  
ITS VISION AND REFORMS IN THE NEW, DEMOCRATIC PERIOD

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### Introduction

After declaring independence in 1921 with the People's Revolution, Mongolia became a socialist satellite state that followed the model of the Soviet Union in terms of political and economic orientation. At that time, the Mongolian media played an important role in promoting the ideology of the one, ruling party. In 1990, Mongolia became a democratic country as a result of movements for democracy in the Soviet Union and southern Europe in 1989-1990. Since then, state control of the activities and content of the media collapsed, and the number of media organisations increased to 1 television, 37 newspapers and 32 journals in the late 1980s (Lombo, 2003, p. 216). Furthermore, there was a rapid increase in the number of media organisations, which grew to 663 in a short period of time (Maulet, 1997, p. 15). Moreover, the process of obtaining higher education expanded as a result of private sector involvement regulated by laws and there

was a high demand of having educated human resources in the labour market. State universities transferred to the self-funding system whereby students pay their tuition fees and the number of private universities increased as well.

A recent study (The World Bank, 2010, p. 2) highlighted that in 1991 there were 14 state universities with 20,000 students, but in 2009 this number reached 151 (42 of these were state universities) with a total number of 150,326 students. Until the 1960s, journalists who were working in the Mongolian journalism sector, established in 1913, were not professionals; instead they were naturally talented, self-taught individuals or those who only completed short term courses. In other words, Mongolian journalism initially developed based on our cultural heritage, traditional script and "Mongol intelligence". From the middle of the 1950s, Mongolian journalists were prepared in Moscow and Leningrad of the Soviet Union, Bulgaria and Germany. Thus, from the middle of 1950s and 1960s, newly graduated and highly educated journalists returned to work in their home country, which became impetus for implementing scientific methods in Mongolian journalism practice. Those returning journalists also



contributed greatly to preparing future journalists locally (Lombo, 2001, p. 210).

The National University of Mongolia (NUM) commenced its journalism courses in the academic year of 1960-1961 and one year later the department of journalism was set up and invited I. I. Demiyanchuk who was an associate professor at the journalism department at Kiev University, Soviet Union in order to enrich journalism curriculum and improve the teaching methodology and professional knowledge of the local teachers. Later, the journalism department moved to the Institute of Political Party which was under the central committee of the Mongolian People's Revolutionary Party (MPRP) and 6 cohorts graduated between 1967 and 1977. In addition to this, the Marxism and Leninism evening course of the central committee of the MPRP in Ulaanbaatar prepared about 370 journalists. Once Mongolia transferred to the new system, more opportunities to study abroad opened, and a few people began studying at postgraduate level in the United Kingdom, Germany and the United States of America and a number of students studied in Russia at undergraduate level. Compared to the 1990s when only one university offered a journalism course, 22 state and private universities in 2006 and all levels of journalism courses from bachelor to postgraduate levels

commenced in 1994. According to the report prepared by the Press Institute (2013, p. 66), 555 media organisations are operating in Mongolia in 2012, which has 4903 full time employees and 2341 of them are creative employees such as journalists, reporters, editors and producers. In terms of majors, 867 of them are professional journalists. However, 4609 journalists have been prepared in total from 1965 to 2012 and it is clear that 400 professional journalists are annually sent to the media sector. Approximately, 20% of them are majoring in international journalists, journalists-interpreters, journalist-literature, radio and television journalists, television journalist-cameraman, television journalist-producer, and sports journalists through single or dual major programs.

The information is provided that 440 journalism students completed the bachelor program last year, 33 students through the masters' degree program and 2 students earned a Ph.D in journalism. 1749 students are studying for bachelor degrees in journalism at the 5 state universities and 12 private universities in total. 1315 of all those students are female. 78 students are in masters' degree courses and 26 are for Ph.D. Nowadays, 19 universities are offering journalism courses and 428 students are expected to finish their courses by this year.

Table 1

Mongolian journalism training institutions (March, 2014)

No	Journalism training institutions	Current students	Graduates for 2014
1	National University of Mongolia, Department of Journalism	215	48
2	National University of Mongolia, Ulaanbaatar University	44	44
3	University of the Humanities	116	33

4	University of the Humanities, Darkhan University	30	-
5	Mongolian State University of Education	87	11
6	Mongolian State University of Education, School of Mongolian Language and Culture	143	27
7	Mongolian State University of Culture and Arts, School of Radio and Television	323	71
8	"Olgontenger" University	105	20
9	"Idar" Institute	55	10
10	"Zohiom" Institute	188	61
11	"Ih Mongol" Institute	59	15
12	"Ulaanbaatar-Erdem" University	48	15
13	"Ih Zasag" University	61	-
14	"Journalist" College	82	21
15	"Orkhon" University	17	8
16	Institute of International Studies	24	7
17	"Soyol-Erdem" Institute	40	7
18	Institute of Literature and Social Workers	30	7
19	Mongolian University of Culture and Arts, School of Film and Art	82	23
Total		1749	428

There is a demand for preparing qualified journalists in the labour market of Mongolia. This is unlikely to change in the coming years. The number of media organizations is expected to increase because of the current situations where the laws are not implemented properly and media is influenced by power. This hypothesis was made two years ago, has been proven (Author citation, 2011, p. 158). This crisis in the whole system of journalism might change when politicians and businessmen no longer use the media to protect themselves.

Currently, there are a number of newly established television stations and internet sites being set up. It is expected that internet sites will grow in the future. Newly graduated journalists are criticized in terms of their professional qualifications and ethics by both public and media owners. Therefore, it is important to clarify and analyse the reasons in order to improve the situation in the future. Particularly, the curriculum of higher education becomes a basis for preparing journalists who are able to analyse and

synthesis issues, consider the professional duties, gain required qualifications of journalistic style of writing and follow the principles and teachings of free media. Therefore, research on the journalism curriculum at Mongolian universities has been conducted.

#### Literature review

This article focuses on several projects and research which have been initiated by the state and universities in order to redesign and improve journalism curricula since 1990. Until 1990, the content of journalism curricula was based on the experiences of the universities in the Soviet Union and reflected its national features. However, new principles and strategies started being implemented in the practice and theory of journalism since the 1990s when Mongolia introduced a new policy for their foreign relations. However, there were still several issues at a huge number of journalism training institutions regarding the curriculum, insufficient training



resources and materials, lack of both professional teachers and subjects. Therefore, the research project "The current situation and future perspectives of journalism training in Mongolia" was conducted by the Open Society Institute (Soros Foundation) and Journalism department of the NUM in 1998.

As a result of this, the importance of redesigning the content of journalism training was investigated. Based on the findings of this project, another 3-year research project "Improving the journalism curriculum at Mongolian universities" was implemented by the Journalism department of the NUM and Missouri University of the USA in 1999. As a result of this research project, the main documentation including the curriculum at the NUM was redesigned, made it closer to the global standards and offered to all institutions preparing journalists. Afterwards, the National Council of Standards and Measurement of Mongolia approved the bachelor degree program standard for 'Journalism' in 2003. In the Education of Law (2006), a higher education standard is explained in the Law of Education as the document which determines the main principles in the content of higher education, its evaluation, professional level of teachers and institutions. The journalism training standard is based on the sample rule of the ministry of education, culture and sciences, Mongolia and some aspects of the education standards of developed countries (USA, Russia, Germany) are considered in it (Maulet, 2013). As a result of this standard, the percentage of new trends and practical subjects was increased in the curriculum and for the first time the standard combining both theory and practice was approved. Therefore, journalism students study

about 60 different subjects which are 124-128 credit hours for their 4 year bachelor degree course. Professional subjects account for 55% of the curriculum and practical subjects, 44%. The Ministry of Education and Sciences of Mongolia (MES) demands that journalism training institutions follow this standard so the curricula and their content at different institutions are similar to each other. However, it is open for those institutions to enrich the curricula in terms of their features. Therefore, the universities redesign content of the curriculum every 2-3 years within the university and they are approved by the Department of Professional Education of the MES. This is one of the biggest improvements which were made in journalism training since 1990. Due to the research project and standards, the quality of journalism training has been improving (Author citation, 2013). However, the implementation process of this research project was over in 2009 and its pace of improving the standards is slow at the moment. Therefore, this standard cannot meet the modern needs of the journalism training nowadays.

In 2010, the "Journalism" college of the Press Institute initiated the idea of translating "Model curricula for journalism education in developing and democratic countries" which is one of the journalism education series by UNESCO (2006) and delivering it to the universities in order to organize a preparatory activity to design a model curriculum for Mongolian journalism education. Within the scope of this initiative, 7 curricula for basic journalism and practical journalism were improved and one new curriculum for development journalism was designed. This was done through the cooperation of ten state and private universities and their teachers

who worked on this in groups in order to compare the curricula. As a result, the model curriculum for Mongolian journalism has been completed. Although some universities have been using those 8 curricula, it has been criticised by the other professors' teams who consider this curriculum model to be out of date and only for developing countries. In general, these steps played a big role in Mongolian journalism, although journalists who can compete in the international labour market have not yet been prepared.

There is a lack of research on the Journalism curriculum in Mongolia. Therefore, the "Improving the content of Journalism curriculum" conference was held and funded by the Soros Foundation in order to seek possible ways to solve issues facing journalism training. However, it could not focus on the journalism curriculum, instead discussing the changes in the higher education, the methodology of teaching specific subjects and effective ways of organizing practice. In this conference, the difficulties of journalism training were explained as professional teachers, resources and materials and qualities of students (Lhagvasuren, 2001, p. 28). Additionally, some researchers wrote an article for the NUM prestigious scientific journal "Journalism" on the quality of Mongolian journalism training after comparing training in Mongolia and India (Norovsuren, 2012). However, they still considered the reasons regarding the training environment, teachers and resources and could not recommend how to improve the quality of Journalism training in Mongolia (Dorjgotov, 2011). Other articles published in the journal suggested some ideas to improve the standards for Mongolian journalism

training curriculum. These proved that researchers do not consider the curriculum as an important aspect of Journalism training when they have approached the issues investigating difficulties and possible ways to improve the journalism training. However, it should be pointed out that curriculum is the key documentation which describes required knowledge and skills of graduates.

## Method

This article analyses the journalism curricula of 19 universities in Mongolia and includes a focus group interview to collect the data from the heads of the journalism departments. The article compared the two main surveys; "Current circumstances of Mongolian journalism training" from the journalism teachers and administration of those 19 universities in February, 2013 and "Satisfaction survey for the Journalism students" from students majoring in Journalism in April, 2011.

## Sample

A journalism curriculum is designed based on the laws of Mongolian education, international trends of journalism higher education and comparison of foreign universities that offer similar programs. The curriculum in Mongolian higher education consists of 4 main components; general basics /A/, professional basics /B/, specializations /C/ and internship /D/. The structure is drawn, as follows: A:B:C:D=40-42: 50-52: 28-32: 5 The general basics includes subjects which have to be studied by students in order to obtain higher education in Mongolia such as philosophy, politics and culture studies that contain the required



knowledge of democracy and development that are included in the evaluation criterion of academic training programs by UNESCO. Professional basics contain the necessary subjects which have to be studied by journalism students and include the theory of journalism, theory of public communication, journalistic style of writing and editing methodology. Specializations focus on the subjects providing specific knowledge and skills such as ecology journalism, investigative journalism, studies and criticism of journalism

and advertisement of public media. In addition to those subjects, students can choose subjects on the radio, television and newspaper depending on their future working fields.

Table 2 shows the comparative structure of the Journalism curriculum at the NUM in order to illustrate the general structure of journalism curriculum in the democratic period. The NUM is the oldest university and has been offering journalism courses for the longest in Mongolia.

TABLE 2

Comparison of the journalism education curricula of the NUM in the democratic period

Journalism curricula (1996)	Journalism curricula (2003)	Journalism curricula (2014)
Professional basics	Professional basics	Professional basics
1. Theoretical foundation of Journalism 2. Communication of Majority 3. Newspaper photographs 4. Theory and Practice of the press 5. News Editing 6. Newspaper Design 7. Journalist's skills 8. History of Mongolian Journalism 9. Foreign journalism 10. Sociology of Journalism 11. Advertising 12. Journalist's ethics 13. Theory and methodology of Journalism	1. Theory of Journalism 2. Newspaper photographs 3. Public communication 4. Journalist's skills 5. History of Mongolian journalism 6. News editing 7. Foundation and organization of public media 8. Theory of Social communication 9. Newspaper design 10. Studies of Journalism 11. Practical journalism-I 12. Practical journalism-II 13. Practical journalism-III 14. Television journalism 15. Radio television 16. Foreign journalism 17. Law of public media	1. Theory of Journalism 2. Practical journalism-I 3. Practical journalism-II 4. Practical journalism-III 5. Journalist's ethics 6. Journalist's skills 7. Foundation and organization of public media 8. Photojournalism 9. Stylistics of an article and broadcast 10. News editing methodology 11. Information and communication design 12. History of Mongolian Journalism-I 13. History of Mongolian journalism-II 14. Radio journalism-I 15. Television journalism-I 16. Public relations and communication 17. Foreign journalism 18. Law of public media
Core specializations	Core specializations	Core specializations
B. Elective units 1. Newspaper journalism 2. Radio Journalism 3. Television journalism 4. International journalism	A. Core units 18. Management of Public media 19. Sociology of Journalism 20. Journalism of ecology 21. Investigative journalism 22. Advertising of public media  B. Elective units 1. Newspaper journalism	A. Core units 19. Advertising of public media 20. Management of public media 21. Journalism of ecology 22. Investigative journalism 23. Journalism study and critique 24. Marketing of public media 25. Sociology of Journalism

2. Radio journalism II 3. Television journalism II 4. Advertising of Public media II	26. Theory of Public relations (PR) 27. Electronic press  B. Elective units 1. Newspaper journalism 2. Radio journalism-II 3. Television journalism-II 4. Advertising of public media-II
Internship 1. Introductory internship 2. Workplace Internship 3. Final internship before graduation	Internship 1. Introductory internship 2. Workplace Internship 3. Final internship before graduation
	Internship 1. Introductory internship 2. Workplace Internship 3. Final internship before graduation

According to the data in 1983, graduates of journalism courses studied 37 different subjects for 4200 academic hours including "The history of Russian journalism", "Press history of the party and state of the Soviet Union", "Press history of Communist labour parties" and "Press history of the Mongolian People's Republic". In addition this, 11 different subjects were offered for about 1300 academic hours such as "Theory and practice in the Mongolian press", "Technical decorations of newspaper", "Photography", "Elective courses" (Maulet & Lombo, 2010, p. 17). It is seen that history subjects were dominated in this period. In accordance with the tasks by the Central Commission of the Mongolian People's Revolutionary Party, some professional subjects were taught in Russian.

Since 1990, the redesigned curriculum has been used regarding the education system of the democratic society and there has been a huge change in teaching methods, structure of subjects and terminologies. By 1996, history subjects, in particular, the theory of the communist party, were taken out of the curriculum. However, only 14 of all 42 subjects were professional subjects and others were general basics including the study of economics and politics in order to provide basic knowledge of science for journa-

lists. In addition to this, there was a concern that journalists have to gain all areas of knowledge. Therefore, foundation courses in agriculture, history of arts, and a foundation of religion were introduced. There were 18 weeks for preparatory and final internships.

7 years later, the curriculum was changed dramatically as a result of the 3-year-project "Improving the journalism curriculum" with professors of Missouri University and standards of Journalism education. Due to this, the number of professional subjects increased, 23 of all 48 subjects are related to their profession. It should be emphasised that there are 3 levels subjects for practical journalism and it also includes investigative journalism, journalism of ecology, management and law of public media. Currently, the NUM offers a 128-credit-hour journalism course in which professional, specialization and elective courses were increased up to 28 credit hours. They tried to involve all issues related to journalism in this curriculum such as public relations (PR), internet press, marketing of public media, and stylistics of journalistic writing. There are 20 weeks internships in this curriculum. Lately, students are interested in public relations besides journalism. Therefore, the universities included public relations and advertising in their curriculum. It will



help to expand students' flexibility in the labour market and also contribute to influencing several issues such as journalists' salary, changes in media technology and unclear market situations.

Table 3 presents the comparison of three of the 19 universities that offer

journalism courses based on the results of the students' satisfaction survey which included 246 students of 18 universities and colleges. According to the survey, these 3 universities are on 2<sup>nd</sup>, 3<sup>rd</sup> and 5<sup>th</sup> place of the list. The NUM ranks highest.

TABLE 3

Journalism curricula of the top universities delivering journalism education in Mongolia

Mongolian State University of Education	Mongolian University of Culture and Arts – Institute of Radio and Television	University of the Humanities
Professional basics	Professional basics	Professional basics
<ol style="list-style-type: none"> <li>1. Theory of social communication</li> <li>2. Public relations</li> <li>3. Law regulations of public media</li> <li>4. History of foreign journalism</li> <li>5. History of Mongolian journalism</li> <li>6. Fundamental Journalism / Foundation of Journalism-I /</li> <li>7. Fundamental Journalism / Foundation of Journalism-II /</li> <li>8. Fundamental journalism-III / Foundation of mass media-3 /</li> <li>9. Fundamental journalism-IV / Foundation of mass media /</li> <li>10. Practical Journalism-1</li> <li>11. Practical Journalism-2</li> <li>12. Practical Journalism-3</li> <li>13. Journalist's skills</li> <li>14. Advertising of mass media</li> <li>15. Press management-I</li> <li>16. Press management-II</li> <li>17. Journalist's ethics-I</li> <li>18. Journalist's ethics-II</li> <li>19. Research methodology and sociology of Journalism</li> <li>20. Internet journalism</li> <li>21. Press design</li> </ol>	<ol style="list-style-type: none"> <li>1. Foundation of mass media</li> <li>2. Rhetoric-I</li> <li>3. Rhetoric-II</li> <li>4. Foundation of journalism theory</li> <li>5. History of Mongolian journalism</li> <li>6. News Editing</li> <li>7. Journalist's ethics</li> <li>8. Sociology of Journalism</li> <li>9. Theory of mass communication</li> <li>10. Law regulation of mass media</li> <li>11. Theory of Mongolian journalism</li> <li>12. Research methodology</li> <li>13. Investigative journalism</li> <li>14. Management of mass media</li> <li>15. Modern Mongolian language</li> <li>16. Techniques, Technology of radio and television</li> <li>17. Digital journalism</li> </ol>	<ol style="list-style-type: none"> <li>1. Introduction of Journalism theory</li> <li>2. Theory of social information communication</li> <li>3. Mass communication information and society</li> <li>4. Foundation and organization of mass media</li> <li>5. Genre of writing</li> <li>6. History of Mongolian journalism</li> <li>7. History of the world journalism</li> <li>8. Journalist's skills-I</li> <li>9. Journalist's skills-II</li> <li>10. Practical journalism-I</li> <li>11. Practical journalism-II</li> <li>12. Practical journalism-III</li> <li>13. Radio journalism</li> <li>14. Photo for newspaper</li> <li>15. News editing</li> <li>16. Journalist's ethics</li> <li>17. Law and regulation of mass media</li> <li>18. Investigative journalism</li> </ol>
Core specialization	Core specialization	Core specialization
<ol style="list-style-type: none"> <li>1. Modern Mongolian language-I</li> <li>2. Modern Mongolian language-II</li> <li>3. Development journalism</li> <li>4. Stylistics-I</li> <li>5. Stylistics-II</li> <li>6. Mongolian literature-I</li> <li>7. Mongolian literature-II</li> <li>8. Foreign literature-I</li> </ol>	<ol style="list-style-type: none"> <li>1. Basics of presenter's skills</li> <li>2. Montage</li> <li>3. Culture of presenter and sanitation</li> <li>4. Radio production</li> <li>5. Foreign journalism</li> <li>6. Practical journalism-radio journalist's skill-I</li> <li>7. Practical journalism-radio</li> </ol>	<ol style="list-style-type: none"> <li>1. Journalism critique and study</li> <li>2. International journalism</li> <li>3. Journalism of ecology</li> <li>4. Newspaper design</li> <li>5. Data journalism</li> <li>6. Public relations (PR)</li> <li>7. Management of mass media</li> <li>8. Sociology of journalism</li> <li>9. Citizen journalism</li> </ol>

<ol style="list-style-type: none"> <li>9. Foreign literature-II</li> <li>10. Audio and video production</li> <li>11. Radio and television journalism-I</li> <li>12. Radio and television journalism-II</li> </ol>	<ol style="list-style-type: none"> <li>8. Practical journalism-television journalist's skill-I</li> <li>9. Practical journalism-television journalist's skill-II</li> <li>10. TV production</li> <li>11. Public relations</li> </ol>	<ol style="list-style-type: none"> <li>10. Journalism of politics</li> <li>11. Journalism of economics</li> <li>12. Online journalism</li> </ol>
Elective units	Elective units	Elective units
<b>Journalist and photo journalist</b> <ul style="list-style-type: none"> <li>• Aesthetics</li> <li>• Foundation of Investigative journalism</li> <li>• Journalism of politics</li> <li>• Culture and Civilization</li> <li>• Photo journalism</li> <li>• News editing methodology</li> <li>• Modern issues of Journalism</li> </ul> <b>Journalist</b> <ul style="list-style-type: none"> <li>• Journalism of economics and business</li> <li>• News editing methodology</li> <li>• Journalism Studies and Critique</li> <li>• Journalism of culture and arts</li> <li>• Methodology of investigative journalism</li> <li>• Citizen journalism</li> <li>• Theoretical and practical issues of Journalism</li> </ul>	<ol style="list-style-type: none"> <li>1. Journalist's skills</li> <li>2. Stylistics</li> <li>3. Foundation of camera processor</li> <li>4. Foundation of drama</li> </ol>	<ul style="list-style-type: none"> <li>• Foundation of advertising</li> <li>• Interactive multimedia</li> <li>• Tele journalism</li> </ul> <b>Tele-journalist</b> <ul style="list-style-type: none"> <li>• Theory and practice of tele-journalism</li> <li>• Professional skills of tele-journalist</li> <li>• Technical activities of television</li> </ul> <b>Multimedia journalist</b> <ul style="list-style-type: none"> <li>• Digital media</li> <li>• Writing for web</li> <li>• Development of multimedia</li> </ul> <b>Advertising copywriter</b> <ul style="list-style-type: none"> <li>• Theory and practice of advertising</li> <li>• Artistic creation of advertising</li> <li>• Methodology of advertising organization</li> </ul>
Internship	Internship	Internship
<ol style="list-style-type: none"> <li>1. Introductory internship</li> <li>2. Workplace Internship</li> <li>3. Final internship before graduation</li> </ol>	<ol style="list-style-type: none"> <li>1. Introductory internship</li> <li>2. Workplace Internship</li> <li>3. Final internship before graduation</li> </ol>	<ol style="list-style-type: none"> <li>1. Introductory internship</li> <li>2. Workplace Internship</li> <li>3. Final internship before graduation</li> </ol>

From this comparison, the structure of the curricula is fairly similar (Table 3). These curricula are also similar to the structure of the NUM. The reason is the Ministry of Education and Sciences demands that universities follow the old journalism standards and most universities use the journalism curriculum of the NUM as a model.

From the research findings, although the curricula are fairly similar, every university has its own features and advantages. For instance, the University of the Humanities aims at preparing journalists with knowledge of information technology and included these types of subjects in the curriculum. The Mongolian

State University of Education focuses on journalistic writing skills and preparing newspaper journalists. Therefore, modern Mongolian language, stylistics and literature weigh a lot in the curriculum. The Institute of Radio and Television of the University of Culture and Arts is recognized for training radio and television journalists, thus its main focus is on hosting skills, culture of hosts, montage and skills of radio and television journalists.

Comparing the 19 curricula, 16 subjects including the theory of journalism, skills of journalists, practical journalism, journalist's ethics, foundation of mass media, history of Mongolian journalism,



history of foreign journalism, editing methodology, sociology of journalism, advertising of mass media, law of mass media, newspaper design, photo journalism, investigative journalism, radio journalism and tele-journalism are included in all curricula. However, journalism of politics, journalism of business and economics, citizen journalism are in 12 curricula which accounts for 63%. Online journalism study and critiques are in 8 curricula or 42%, International journalism is in 6 curricula or 32%, theory of social communication and public relations are in 5 curricula or 26% of all curricula. Furthermore, development journalism, data journalism, interactive multimedia, digital media, writing for web, development of multimedia, mass information communication and society, mass information communication, marketing of mass media, journalism of culture and arts, production of audio and video, culture of hosting, and sanitary lesson is in one curriculum respectively.

According to the findings from the teachers' surveys, although the current standard of journalism does not meet the current needs adequately, teachers use them as a model and some of UNESCO's sample curriculum is included as well. The answers given by teachers are very similar. One of the survey participants, a teacher at the "Ulaanbaatar Erdem Oyu" university said, "My university designs our curriculum based on the curriculum of the journalism department at Moscow University", the head of the journalism department at the "Otgontenger" university answered that they use the curriculum of the Uralian University, Russia as a sample and Ming Chuan University, Taiwan as well because they have

students exchange program with Ming Chuan university.

The reason those universities follow the Russian style curriculum is related to their teachers who graduated from Russian universities and have used this for many years. The head of the Journalism department of the Mongolian State University of education completed a masters' degree in England so its curriculum follows liberal journalism while the head graduated from the Uralian University uses the Russian standards. Therefore, it is evident that curriculum design depends on the department head's education background and the language they get information from. The universities in this comparison determine their features through practice dominated courses. However, the research shows that they are theory dominated courses. Generally, it is not easy to organize practice dominated training in the current Mongolian situation because of a lack of modern materials and techniques in which the training is held in order to bring their knowledge closer to the practice.

Although most universities have their own studios, computer laboratories, and other equipment for reporting, many of the facilities are not sufficient for all students and cannot be used by properly instead only used for a few tasks. In other words, there is limited press production at universities. From the research, 5 universities who offer journalism courses do not have a professional studio or a single camera.

"Journalist" college of the Press Institute could determine its image as practice dominated training. They design the journalism curriculum based on Aarhus University, Denmark and Missouri University, America. However, they have not organized the training which meets

western standards yet. The reason is that the training returned to the Mongolian model after the Danish teachers left the country. The research which aimed at determining the current situations and problems facing Mongolian journalism involved the teachers and head of the department. They consider the reasons why the journalism training is criticized by both the Press Institute and public is the basic knowledge of students and insufficient equipment. Only 10% of the teachers think that the curriculum should be developed or redesigned.

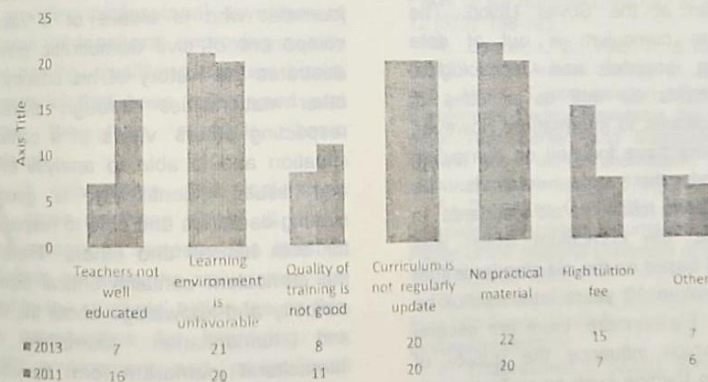
The survey which was conducted in 2014 revealed that 67% of the universities redesigned the curriculum in 2013 and the rest of them are thinking of changing their curriculum in 2014 but they do not know what kind of changes have to be made so far. In other words, these universities argue that they have always improved their curriculum so they consider the curriculum they are using as

at the required level. Although universities develop their curriculum once every 3-4 years, it has not brought any big advantages yet. In most cases, basic subjects which are approved by the MES are changed and then the curriculum has to be changed. The main changes in the curriculum is including the several subjects such as citizen journalism, journalism of economics, journalism of politics, online journalist and development journalism.

The findings of the satisfaction survey of journalism students which was conducted in 2011 and 2013 illustrated that 65% student answered that they are satisfied with their journalism course. This is similar to the finding in 2011 which revealed 56% satisfaction. Additionally, the students who were not satisfied with their course explained their reasons regarding to the lack of resources, inappropriate learning environment and curriculum.

Figure 1

The reasons for dissatisfaction





Although the majority of students (65%) was planning to work in the television sector in 2011, the number of those students decreased by 2 % in 2013. In addition to this, 16% of students want to work in the department of public communication, 13% in newspapers, 6% in radios, and 2% in internet sites.

From the research finding, the modern students wanted to study several subjects more including skills of hosts (44%), computer and graphic design (21%), online journalism (14%), skills of journalists (14%) and other important subjects (7%). From this research, students are mostly interested in the television sector because of the television "flood" which occurred in Mongolia last years. In 2012, there were 166 televisions and 24 cable channels in Mongolia. It seems that Mongolian students prefer the television sector while American students are more keen on digital journalism (Becker et al., 2012, p. 345).

### Conclusion

To sum up, journalism education at Mongolian state and private universities has still followed the traditional style curriculum of the Soviet Union. The journalism curriculum is out of date regarding societal and technological developments as well as attitudes of people towards to information. However, researchers have focused on curriculum less and the state demands the universities to follow the old standards. In this case, the curriculum which was designed based on the old standards that was approved 10 years later cannot be changed. Furthermore, there are several issues which influence the quality of journalism training such as restrictions in curriculum choice, there is not a consolidated idea in the content and

quality. The universities do not consider the needs and wishes of employers, civil society, and research organizations when they design the curriculum.

Although some changes are done at universities depending on their features, it is time to change the journalism curriculum entirely. The role of journalism has been increasing in the rapidly developing society in terms of its power that can influence the society psychology. On the other hand, journalism as a unique element of the social and political structure has to be changed. As a result, the role, goals, statues and new information technology should be considered at a different level. It is necessary to change the curriculum because of all those reasons.

A curriculum requires ongoing development and improvement so that students are able to learn every single change of media and teachers need to improve themselves professionally. Two main curriculum changes in Mongolian journalism training are required:

- To increase the number of curricula which increase students' basic knowledge and professional value. As a result, a journalist who is aware of a valuable component of civil democratic principle illustrates the history of his country and other nationalities through pluralism, respecting others' views in a conflicted situation and is able to analyse events and issues scientifically, is good at making decisions and able to responsible for both himself and others. Therefore, the curriculum contains critical thinking, curiosity and knowledge about the world and humanitarian journalism and intercultural journalism form the model curricula of the UNESCO (2013) as well.

- Moreover, students should gain required qualifications for modern

journalism and be able to make changes regarding advantages of modern science and technology. It is expected that digital journalism is developing rapidly because of the various information channels. In this case, it is impossible to use the rational and old curriculum. Therefore, writing for the web, using the web reporting, using social media, animation for the web, digital storytelling, creating and using blogs, creating content for mobile devices, mapping and geo tagging should be included in the new curriculum.

### Discussion

All in all, the outcomes of the Mongolian journalism training has already created its space and offers all levels of academic courses from undergraduate to postgraduate levels to prepare the human resources for Mongolian media locally. It has enough professional teachers and its own curriculum as well. However, there are a number of issues facing Mongolian universities who are offering journalism courses such as renewing the standards and curriculum, organizing practice dominated training, enriching its resources, providing professional development programs for teachers, improving quality of the training, qualifying the text books and material that have been used and improve the new students' basic knowledge.

All universities and institutions agree on these issues. It is necessary to increase the number of students because the universities are funded by the students' tuition fee. In this case, opportunities for improving the learning environment and professional development of the teachers are limited. As a result, there is cheap and unqualified education in the society and it

increases demands of qualified journalists in return. Maulet (2013), who is the head of the journalism department at NUM, presents his point on this issue "Although having many universities brings advantages to the competition and improvement of pluralism in the society, it is too much for Mongolia having 18 universities preparing journalists. In our case, 5 universities are enough to prepare local journalists". Therefore, the Mongolian government should consider this issue seriously in order to bring the journalism training to the world standards through the appropriate policy on the organization of Mongolian journalism higher education system.

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## Summary

Mongolia has a population of only 3 million, who attain information and entertainment from 555 media organisations in the media market. The journalists who work for those media organisations have been trained by 19 universities and institutions. Journalism education has a 64 year history in the country's 100 year history of journalism. State and private journalism training institutions delivering academic journalism education have largely followed the traditional forms of the Soviet Union. Despite attempts at implementing American and Western style curriculum design for journalism education in Mongolia, many have claimed that this has not been implemented adequately so far. There is a demand for redesigning the journalism curricula to incorporate technological developments and changes in the society in addition to public attitudes towards the media. The article is aiming at analyse the curricula of the journalism training institutions of Mongolia in order to clarify whether they meet the needs of students, employers and labour market.