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CHANGE OF EDUCATIONAL SYSTEM IN THE MARKET CONDITION

© **Mitupov Konstantin Bato-Munkich**

Dr. Sci (History), Prof.

Department of General and Homeland History

Buryat State University

E-mail: mitupov@inbox.ru

© **Tsengelmaa Lhamsodnom**

a graduate student

Buryat State University

E-mail: ts.2shcool@yahoo.com

The article is devoted to change of educational system in the market in Mongolia at XX – XXI century. From 1990 years Mongolia was transferred into market economy and begin to reform education sectors all of educational institutions.

Firstly master plan of Mongolian education 1999, policy on education from government 1999 ect. One of the part of this article devoted to change of number of children who dropped out of school in 1990-th years.

Keywords: educational system, secondary education, policy on education, educational institutions, market economy, Mongolia.

Change in the social thinking, condition of new civilization, versatile changes in living of Mongolia are tightly connected to the changes in government and economy of the country and created trend of new civilization. Main ideology of democracy was to provide with social development of citizens by establishing political and mental atmosphere, socially equal condition to every our citizens, by overthrowing former structure and by implementing social and mental changes with principle of development with social honesty.

In the early 90's social structure and economic fundament changed in Mongolia. A country which was under influence communist ideology of Soviet Union was transferred into market economy, and establishing of broad social democracy puts a demand for liberalization of educational development policy. Country abandoned centralized administration in educational sector and granted schools and other educational institutions right of defining own study policy. On the other hand in 1992 socialist countries studied with interest and choosing educational model of western countries.

It was proven that study structure with knowledge orientation that we used up until 1990 was insufficient for providing demand of Mongolia in new century and so requirement for changing it into centered on ability was emerged.

By the end 80's we had a downfall of socialist development, and since 1990's our educational concept that we followed since 1921-1990 changed drastically and became unable to use in new market condition Mongolia, so had imminent need for improving the educational concept and having totally new approach of education. That was the domestic reason for switching into new structure of study in that period.

On the other hand, the socialist system that we formerly supported became unable exist further, Soviet Union has fallen, and newly formed Russian Federation also started to have interest in western educational concept which reminded us necessity to obtain policy

on education. Also in 1992 Mongolia declared principle of versatile foreign policy by its constitution and chose USA, Japan, South Korea and China beside Russian Federation, which became actual foreign factor.

Every political power agreed on government level that especially sector of education is needed urgent changes to have suitable educational sector for worldwide approach. From then teachers and pedagogics, who now had right express their opinions openly, started making initiatives and experiments and renewal of education which created a necessity of directing them to combined policy.

For implementing these changes, necessities and demands the government made changes in many former laws and regulations, renewed some laws and provided legislative environment for renewal of education of Mongolia and approved following documents of policy.

Master plan of Mongolian education 1999, policy on education from government 1995, law of basic and secondary education 1995, law of higher education 1995, program of stable development of Mongolia in 21st century 1998, developing strategy of educational sector in "2000-2005" 2000, ideology of development of information and communication technology of Mongolia up until "2010" 2000, general directory of privatization of state capital in "2001-2004" 2001, law of training for specialized education 2002, master plan of education 2006, additional changes of law sets of education 1998, 2000, 2002, 2006, Complex policy of National development of Mongolia 2009, and National Program of Education in 2010.

Since the 90's of 20th century the law of education of Mongolia was renewed and approved 3 times in 1991, 1995 and 2002; in year 1998 and 2000 added some changes. It was related with rapid renewal of social, political, cultural and economic environments and increasing necessity of making educational sector suitable for these rapid changes. The former structure and concept of education was changed in the law education approved in year 1991, non-government participation in education was established and provided with opportunity to combine official and un-official forms of study concept. Centralized administration of education was reformed, also responsibility and participation of local and rural regions increased.

In 2003 legislative structure of education was renewed, law of basic, elementary and high education was re-arranged, law of specialized education was approved. Since 1993 concept structure of high education switched into study credit system. By started using letter evaluation structure with 15 levels for evaluation of marks of students it became possible for comparing and transferring study concept credits. At high education level suitable combination of study, research and industry was established. Since 2000 study concept standard of pre-school, basic, secondary and high education was developed, tested and renewed in 2003.

Renewal of legislative environment of education was needed for implementation of this. "Law of education" that was approved in 1991 by former Peoples Republic of Mongolia put the fundament of renewed legislative of educational sector. Principles of state education were very important by this law.

In this law there are articles such as "Education must be under protection and support of government, no discrimination of citizens during education, citizens obliged to have basic education, basic and secondary education of state school is free of charge, education must be under control and support of government, method of teaching and organization of study are open and varied".

One goal during the renewal of legislative environment of education was democratize educational relation, make it to have more liberal approach, and more active participation

from social side in educational activities and article for having board members in secondary schools and kindergartens was added in law of education as addition. By doing so legislative regulation for having interested parties administration of educational sector was established. One important part in investment of educational institutes during the years of renewal in education was addition of information technology, teaching technic and technologies and 300 named technologies were installed in rural regions.

Also it was useful for having "Computer Training" to teachers of secondary schools and officials of educational institutions of provinces and capital with the purpose of expanding information network of administration of educational institutions. In the past years one past of government policy to pre-school, basic and secondary education was to increase in availability of level of these educations.

Years from 1990 to 2000 were time where government took many actions about increasing availability of education in the country. Up until 1998 there was legislative regulation about enlisting children of age 8 for school in Mongolia and starting 1999 the age reduced to 6 in the places with available conditions according to addition of law of education. As for 1999 percentage of 6 year olds was 1.0% of total enlisted children, 7 year olds was 15.7% and percentage of children with age 9 and older consists of 14.7% of total percentage of enlisted children.

Total of 26.0% of enlisted children in capital were of age 6-7, while 11.4% in rural regions. Also total of about 18.0% of enlisted children from rural regions were late for their suitable age. According to below research 28.8% of total female enlists are of age 6-7.

Table
Educational expenses (expense type by class, million tugrug)

Year	Current expenses				
	Salary	Electricity, heating	Class, Industrial practice	Other current expenses	Capital expenses
1995	9,915.1	5,628.2	400.5	8,303.1	1,080.3
1996	13,701.7	7,713.5	591.8	10,180.5	1,481.4
1997	16,415.1	10,912.3	880.9	16,836.7	1,599.1
1998	20,643.3	12,112.9	1,754.7	20,687.9	3,184.5
1999	24,089.5	12,945.7	1,563.9	22,534.7	3,677.7
% of total educational expenses					
1995	39.2	22.2	1.6	32.8	4.3
1996	40.7	22.9	1.8	30.2	4.4
1997	35.2	23.4	1.9	36.1	3.4
1998	35.4	20.8	3.0	35.4	5.5
1999	37.2	20.0	2.4	34.8	5.7

Educational development programme of mongolia – project of final report

Government took many actions concerning school availability. With this purpose study cost, expense by normative of one student shall be accounted from government in non-government owned schools.

As a result of measures taken to reduce dropping out of school in secondary schools total percentage of such children reduced from 4.3% in 1994-1995 to 3.4% in study year 1998-1999. Also according to national program about unofficial education re-granting of basic education to dropped out children and granting of writing and occupation to adults.

Table
Net value of availability (by class, 1999)

Province city	1-4 Class		5-8 class		9-10 class	
	Total	female	Total	female	Total	female
Arkhangai	90.5	92.5	69.0	75.9	29.0	37.0
Bayan-Ulgii	89.6	90.2	64.8	68.1	33.1	36.8
Bayankhongor	91.5	93.0	• 66.5	74.0	20.2	25.0
Bulgan	97.7	99.8	76.1	81.8	22.6	27.6
Gobi-Altai	92.2	94.0	73.1	81.5	17.4	21.8
Dornogobi	91.0	93.9	75.4	81.8	25.4	30.8
Dornod	94.4	95.4	79.7	84.7	25.7	31.9
Dundgobi	88.2	89.6	64.8	76.3	14.8	18.8
Zavkhan	85.8	83.1	65.9	67.1	25.8	28.8
Uvurkhangai	86.9	90.6	60.1	69.5	21.6	28.8
Umnugobi	91.3	92.7	70.9	78.2	30.5	38.5
Sukhbaatar	89.4	91.9	69.0	76.5	18.5	23.2
Selenge	98.2	96.7	81.9	86.8	30.8	38.8
Tuv	87.9	88.8	73.9	80.6	21.9	27.2
Uvs	87.6	90.0	69.0	77.4	16.3	19.8
Khovd	95.5	95.1	74.3	77.3	37.4	43.7
Kuvsgul	89.6	91.7	64.5	71.9	31.6	41.1
Khentii	92.6	95.2	76.4	84.2	30.7	35.4
Darkhan-Uul	101.9	100.0	94.5	99.6	29.0	32.1
Ulaanbaatar	112.1	112.5	100.9	103.9	33.5	36.9
Orkhon	103.5	106.7	94.8	99.7	56.9	0.0
Gobi-Sumber	106.7	114.5	• 82.0	98.7	41.6	0.0
Total	97.3	98.3	80.3	85.9	29.0	34.0

Educational development programme of Mongolia – project of final report

Activities of project “distance-learning of unofficial education” that is implemented by financing of UNESCO and unofficial education center that established in 1998 for this measure giving a “good result”. Also additional vacation of principal and teachers of kindergarten and all types of schools set as 33 days, article about granting 1 year worth of

salary when school director and principal going to pension was added in law of education which was very important measure.

Total number of students in secondary school was 440.9 thousand in 1990, and reduced by 29.0 thousand in 1991, by 27.0 in 1992, and by 14.0 thousand in 1993 from previous study year and became 370302, which is the lowest indicator, since then the number constantly growing and starting study year 1997-1998 became same as level of 1990.

One of progresses achieved in secondary education sector during overcoming of crisis of first half of 1990's was reducing the rate of school drop out and further reducing the number. School drop out in 1991 was 8.1% total students, reached 8.8% in 1992 and starting 1993 reduced up to 6.2% and in 1994 4.3%. by year 1998 this percentage reduced up to 3.3%. school drop out is a phenomenon that is impossible to completely remove in few years and there are necessity for making analysis in reason why it occurs and taking measures to reduce influence of negative impacts to this phenomenon.

Table
Change of numbers of children who dropped out of school in 1990 -1999

Year	Number of schools	Number of students	Number of dropped out children	Change in numbers of students
1991	643	411696	33530	-29290
1992	679	384069	33886	-27627
1993	663	370302	23073	- 13767
1994	659	381204	16346	10902
1995	664	403847	14272	22643
1996	658	418293	16095	14446
1997	645	435061	14804	16768
1998 -	630	447121	15053	12060
1999	668	470038	—	22917

Source: Statistics of study year 1999-2000 from ministry of education, culture and science

The phenomenon school drop out has many factors in our country. According to analysis of school drop out in study year 1998-1999 9.8% of total dropped out children was out because of poverty, 6.1% because don't want to study, 4.8% because of herder duties, 0.3% because of working in cities and 79.1% remains uncertain.

Any difficulties that occur in schools of Mongolia have different factors such as social and economic level, living and occupation, and differences of city and rural region. It is result of government measures about improving living condition of children living in dormitory. According to nationwide research the most crisis that occurred in educational institution were related with financial problems, money shortage, in rural regions related with worsened usage condition school buildings, low supply to teachers and unsufficient study environment.

With the purpose of increasing the specialized ability of teaching personnel and increasing of social status of teachers government took actions such as granting to teachers specialized degree and other addition starting 1996, since 1997 removed to difference of salary of school teachers and kindergarten teachers.

In 1995 the issue about exempting from income tax the money donated school and educational institutions was reflected in law "addition and change to law about exempting from taxes of entities" was very useful measure for increasing the financial source educational institutions.

In 1997 mongolian government followed the directive for making changes in

educational sector from 1997 to 2005, redefined purpose of education by making it suitable for social demands and clarified stages of their implementation.

Some certain parts of implemented measures in educational sector of past year was aimed for increasing the quality of education and social income. For this purpose concept of pre-school, basic and secondary education and evaluation standard were established for the first time. Also the regulation for making varied and in-depth trainings in secondary schools was renewed and model for making monitoring in activities of educational institutions was approved. Starting study year 1998-1999 state examination of basic and secondary education students switched into regulation where examination is organized by state committee of ministry of education, culture and science.

The concept of basic and secondary education was renewed in relation with social demand, students interest and abilities, subject society was changed for engraining citizen of democratic society. Based on the study concept of this level, measures for renewing study-books of all types of subjects, making a new study-book, having different versions, publishing, distributing, and modifying regulations related to usage of such study-books were taken and about 90.0% of study-books in secondary schools were renewed.

The government started spending about 1 billion tugrug annual for making a new study-book and publishing it; also large amount of financing was made from Programme of Development for Educational Sector of Asian Development Bank. Including: 90.0 million tugrug spent for publishing 11 study-books of secondary schools in 1995; 106.7 million tugrug spent for publishing 16 study-books in 1996; 200.0 million tugrug for 8 study-books in 1997; 974 million tugrug from budget of government and 6.6 million dollars from Asian Development Bank spent for publishing 29 study-books and 1 book for teachers.

In case of activities of rural regions and educational institutions, their capability depends from management and administration of these organizations, therefore Ministry of education developed common requirement to administrative personnel of these organizations and implemented it.

One part of having actual steps in reducing gathering of administration of educational institutions and increasing authority in rural regions is directed in increasing the management capacities of administrative personnel of such institutions.

The government considered that it is necessary to organize theoretical and practical training directed in engraining the capacities through policy. Such capacities are developing must have policy to administrative personnel of educational institution, planning, organizing and leading comrades, organizing and gathering personnel and material resources, right spending, make a strict decision if necessary, take responsibility for such decision and more.

Institute of education released the suitable directions that can be reflected in such training, suitable term of training, along with forms for organizing the training. Based on this Ministry of education, culture and science organized such training of administrative personnel of rural regions through financing of Asian Development Bank including all provinces and capital through years 1999 and 2000.

One part of measures that were taken to increase the authority of institutions by developing administratives of educational institutions is being implemented through article about operating of board members of legislative authority of educational sector. By establishing this board certain success in protecting interests of school personnel, implementing own administration, and considering the opinions of students and customers in policy and activities of administration.

One way for increasing the profit of education in Mongolia by increasing the quality of education is to consider issue about switching into study-book with many version that

suitable for all levels of educational standards; enriching the range of school libraries; providing with latest audio and video equipmet; increase the quality of teacher preparing trainings.

There is necessity to change model of teacher that is preparing the specialists in University of Education and other institutions; add value to the basic knowledge of teachers; improving the capacity of specialized training in Mongolian conditions. For this purpose in June 2001 the government of Mongolia approved National Program for increasing the specialization and training of teachers of basic and secondary education. By implementing this program an opportunity to provide with comfortable structure for increasing teachers specialization; improving methodics and content of training for preparing teachers; deepening the educational renewal in Mongolia, increasing the quality of educational service; meet the requirements of trainees in such trainings.

By the result of measures taken in recent years about implementing educational renewal there are some quality changes in the educational structure of Mongolia. First of all this is related to increase in availability of education. In study year 1998-1999 from 470.000 students of secondary schools total of 54.500 children included in specified and intensive studies.

Table
Gross amount of availability in secondary schools

Province, city	1-4 class		5 — 8 class		9- 10 class	
	Total	From:	Total	From:	Total	From:
		Female		Female		Female
Arkhangai	97.8	100.0	63.7	70.7	32.0	40.8
Bayan-Ulgii	94.2	94.1	63.3	66.9	33.0	37.6
Bayankhongor	96.3	97.7	64.3	71.8	21.1	26.4
Bulgan	103.1	104.7	71.6	77.6	26.9	33.4
Gobi-Altai	97.1	99.3	68.1	75.2	19.9	26.2
Dornogobi	95.0	97.0	72.5	79.2	33.5	41.9
Dornod	99.8	99.2	77.1	83.1	29.1	36.8
Dundgobi	93.3	94.8	61.8	73.5	15.9	20.6
Zavkhan	90.5	87.6	63.0	64.5	28.7	32.3
Uvurkhangai	• -90.3	93.9	57.2	66.2	23.3	31.2
Umnugobi	96.6	97.3	• 68.4	76.4	31.7	40.2
Sukhbaatar	94.4	96.9	65.1	72.3	21.4	27.2
Selenge	104.8	102.7	77.6	81.7	42.1	54.7
Tuv	93.4	93.9	70.8	77.4	25.6	32.6
Uvs	97.9	100.0	62.0	71.1	13.3	16.4
Khovd	101.4	100.2	70.0	73.9	39.1	45.8

Kuvsgul	94.3	96.1	61.9	69.6	33.0	43.1
Khentii	99.0	101.3	71.4	78.6	38.8	45.5
Darkhan-Uul	109.4	107.8	92.1	97.4	32.9	37.2
Ulaanbaatar	120.4	120.3	97.0	100.1	43.2	49.0
Orkhon	112.3	116.5	94.2	99.5	62.6	69.7
Gobi-Sumber	113.6	120.4	77.7	92.8	53.5	69.9

Source: Statistics from ministry of education, culture and science

By categorizing the number children included in intensive studies through specialization most children studies in mathematics(24948), foreign language (16674), chemistry (2429), and computer (1388 children).

In 1994 by initiative of UNESCO government called out other countries to consider as one important issue of renewal of educational institutes, the processing of methods and content for making students understand about unity of world more clearly; and improving the coherence of subject within framework of studies. For this purpose our country succeeded many achievements to provide unity in technical, social, humane, nature, and educational concept by increasing the concept and methods of basic and specialized subjects of students all stages also for increasing ability of citizen to live in safety, with meeting the requirements of new era. Study structure that is open to everyone was created and since 1991 country is developing unofficial education. Unofficial education that is aimed for people is helping them increase their knowledge of computer, healthcare, foreign language, economy and legislation, also it was unique experience for including training for living aimed for citizens in rural provinces.

To form the open education environment for stable development country started implementing National Program for developing unofficial education, national program for granting ecological education nationwide in 1997; and national program for health education in year 1998. The cost for implementing such programs was deducted from state budget of following years and also World Bank, UNESCO and other international organizations and donors made important contributions to developing educational sector in Mongolia.

Concept and methods of all stage of studies about cooperation of youths and children, make them to be able to bear responsibility before society, comrades and oneself, and become able to be independent were changed. In study standard of basic and secondary education that is renewed in year 2003 was made a lot of addition regarding to students ability to live safely in society, coexist with nature, deeply understand the structure of society and nature.

The biggest renewal about study program was made in year 2003 which included both state and private entities. Within framework of educational renewal in that period the study year required for graduation was extended from 10 years to 11 years of study in 2004; and up to 12 years in year 2008. This step created a necessity of renewal in study program and standards of education in every stages. By evaluation UNESCO the new structure that is shifting from theoretical ideology to more practical ideology was completely oriented in purpose for granting students required abilities for learning and living in globalized world.

The structure of educational policy making subjects of Mongolia was Party centered until early 1990, since 1992 became administrative structure with constitution centered; and national or local policy of education were implemented by parliament, government,

province administration, and governing authorities of soums.

In the early 90's social structure and economic fundament changed in Mongolia. A country which was under influence communist ideology of Soviet Union was transferred into market economy, and establishing of broad social democracy puts a demand for liberalization of educational development policy. The way to provide new demands was to create educational program based on Educational renewal and abilities based on standard. This led to necessity of making renewal of principles in concept of education in our country. Pre-school education, basic, secondary, specialized educations and studies are free of charge for people. Students with complete secondary education had to pay study fee when entering university since 1993. In relation with that State study fund was established for helping students with entrance fee loan and aid.

Theoretical and practical ratio of study concept of schools of every stage was set, renewed and improved. High education has bachelor and master degree studies. Studies aimed for children dropped out of school, adults, unemployed person, and house wife were organized. Starting study year of 2007-2008 operates education television in the country. Wisdom centers designed for distance-learning and unofficial education started operating in rural provinces. Before 1991 there was only state owned schools in Mongolia. Nowadays state owned, private, cooperated, foreign invested schools are operating in Mongolia.

Accreditation structure for high education sector established in the country since 1993. Country is taking organized measures for study activities and improving the quality of high education institutes.

Issue of educational improvement is tightly connected with forming of goodness, abilities and knowledge to people required for creating stability in the development of society, surroundings and economy of any country. By considering the study concept and purpose in this framework we have important issue to direct students to live in cooperation in society, overcoming the difficulties of individuals and civilizations, providing social equity, teaching them to methods of well living, without any unemployment and poverty, teaching them to rightful act with the nature and more.

One main source of development of Mongolia in new era is quality education of citizens. In this stage of development an important issue of educational renewal is granting of study concept by enriching it in various ways and with quality.

As for Mongolia, with their new constitution that declares purposes of humane, civil and democratic society, where foreign condition and domestic situation is changing rapidly, the main condition for implementing this purpose lies in educational quality and level of Mongolian people. This is very big role of educated society of Mongolia.

For increasing the role of education to implement the purpose of development of Mongolia, also for providing increasing demand of economic and people's mental demand country started taking organized measures since 1990 some changes with principle features.

Furthermore, we Mongolians are living in globalized environment of development. This environment which is changing rapidly, demands from everyone high ability and creativity.

Educational renewal of our country is also being made based on international approach and is highly considering about granting students with ability to predict possible natural and social risks in the future, taking measures, with the purpose of increasing the livelihood of Mongolian citizens. The educational renewal in our country that is started since 1990 is aimed to constantly increase education of technology, society, economy, and nature, legislation of Mongolian citizens, who will be living in globalized environment; also increase the quality and availability of education.

Regarding the rate of information and communication in new era, with the closing of people's connection in globalized environment demand of education has tendency to increase in the cross-roads of many cultures; and this will be must consider issue for administering development policy of education. Creation of world, development, ideology about extinction, negative impacts of people's misbehave should be considered deeply in next century as it could increase more. We consider that education must contribute greatly for our people in Mongolian country, furthermore worldwide people for forming individuals charitable and intelligent in developing human civilization for centuries.

Therefore in the condition where world becoming more open, and concept about safety of previous borderline, living is changing drastically, the main method for increasing the level of compatibility of development, and live happily is to understand the concept of global approach in educational development; and make it step stone for development. From the study based in heritage of past experience followed up until 20th century we must make experiments aimed for further new era of development, pay attention to transferring into study for revealing new ideologies, consider greatly about content of education and forward looking research or knowledge; and must implement all the activities entirely to granting students' abilities.

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Митупов Константин Бато-Мункич
доктор исторических наук, профессор
кафедра всеобщей и отечественной истории
Бурятский государственный университет
E-mail: mitupov@inbox.ru

Лхамсодном Цэнгэлмаа
аспирант
Бурятский государственный университет
E-mail: ts.2shcool@yahoo.com

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