

# Some Issues of Mongolian and Japanese Higher Education

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## SUMMARY

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. 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.<sup>1</sup>

*Key words accreditation, credit system, Japanese government policy, economic growth, people's requests.*

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## 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.

### 1. Some issues of Mongolian higher education

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.

### Transition in the political sphere

#### Before

- Strong ideological control
- One-party leadership
- Sovereignty without party affiliation
- A congress only of a name
- Closure

#### now

- The development of polygamous ideas
- Changes based on multi-party democracy
- Constitutional governance
- Permanent congress
- Open policy

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<sup>1</sup>C. Tuul. Trends in the development of higher education in Mongolia and Bulgaria since 1990. Sofia .

- Concentration
- Human rights restrictions
- Decentralization
- Freedom of human rights

#### **Transition in the social sphere**

- Socialist ideology (communist)
- The model of communism
- Forced education
- Free health care system
- Human value (Worldwide)
- Personal responsibilities
- The right to choose
- Health insurance system

#### **Economic transition**

- Centrally planned economy
- Cost of service items strict control
- In state-owned enterprises and cooperatives
- Reform in tax policy (in personal income) impose a variety of taxes
- State ownership
- Market-oriented economy
- Free price
- Private ownership<sup>2</sup>

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.<sup>3</sup> Accreditation and credit hours have been included in the higher education law to improve quality, but the higher education crisis continues.

Therefore, it is necessary to compare the features of the higher education system in developed countries. Take Japan's higher education as an example.

## **2. Some issues of Japanese higher education**

### **At the beginning**

The OECD annually reviews the state of higher education in the world, and looking at the state of higher education in Japan in 2015, we can highlight the following three points.<sup>4</sup>

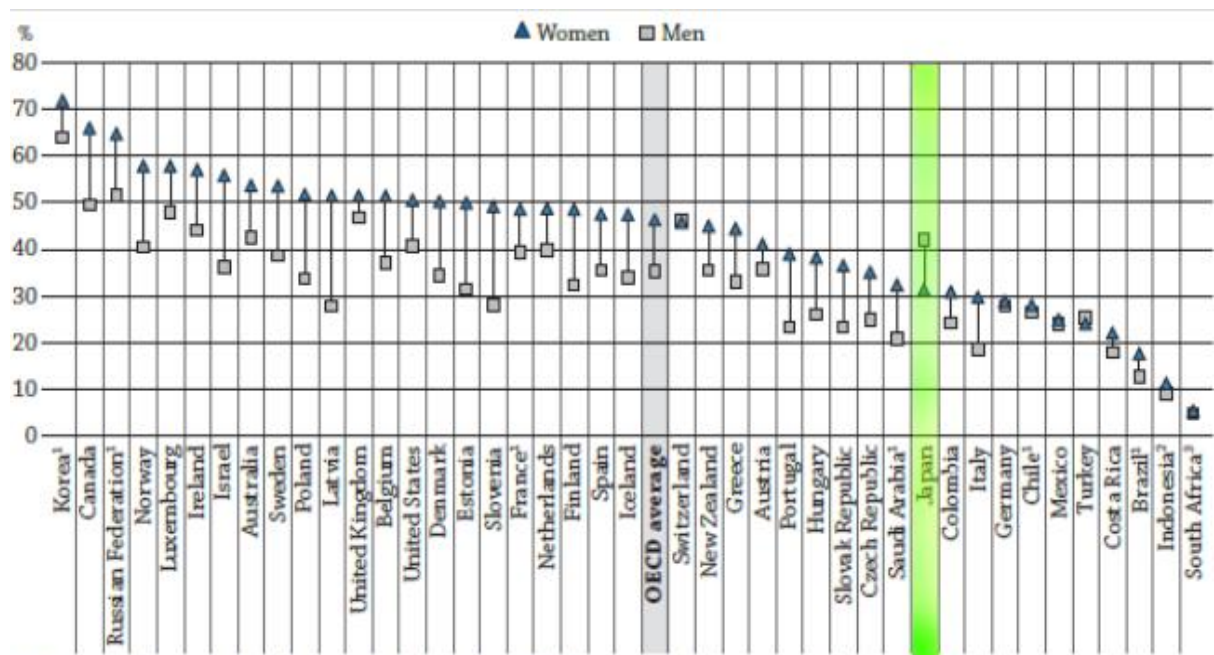
1. In Japan, gender differences are still observed in most areas of education and in the labor market. In particular, the proportion of women in first-time tertiary education (university graduates) is low.

Table 2. Percentage and gender gap of university graduates aged 25-34 (as of 2014)

<sup>2</sup> Z. Munkhdalai, Higher Education Models 1999, 2000, Pages 5-6

<sup>3</sup> Regulation on attestation of higher education institutions, registered on January 26, 2011 under number 3214. Order of the Minister of Education, Culture and Science of Mongolia, January 13, 2011  
Mongolian Law on Higher Education, May 3, 2002

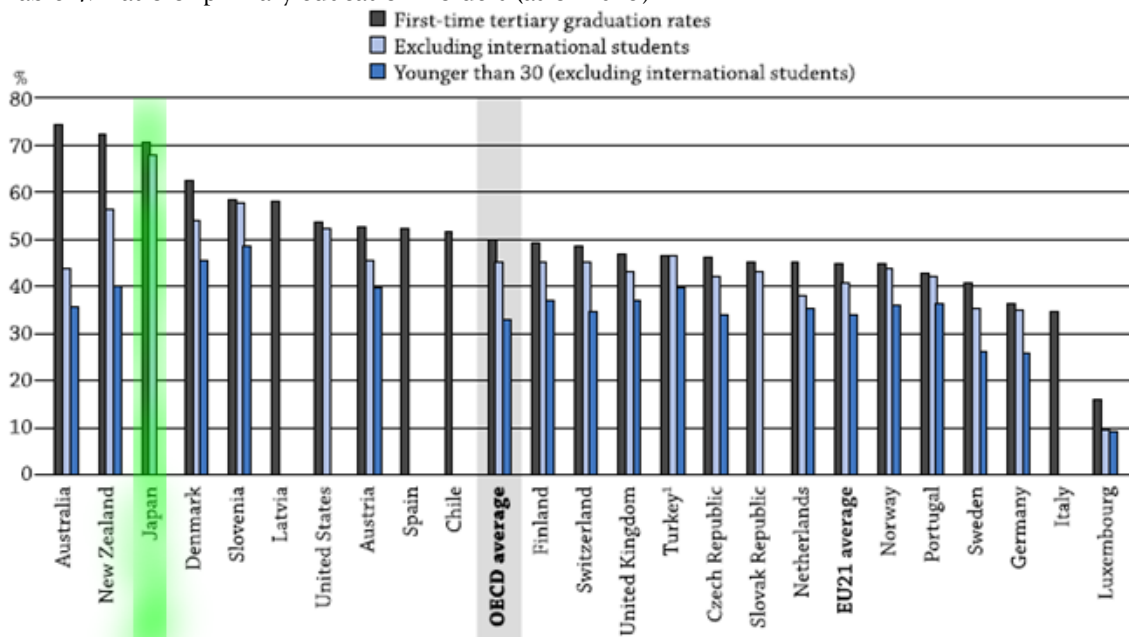
<sup>4</sup> OECD, *Education of a Glance 2015: OECD Indicator*, OECD Publishing



1. Brazil, Chile, France, Korea, Russian Federation, Saudi Arabia: Year of reference 2013.  
2. Indonesia: Year of reference 2011.  
3. South Africa: Year of reference 2012.  
Countries are ranked in descending order of the percentage of women who attained tertiary education.

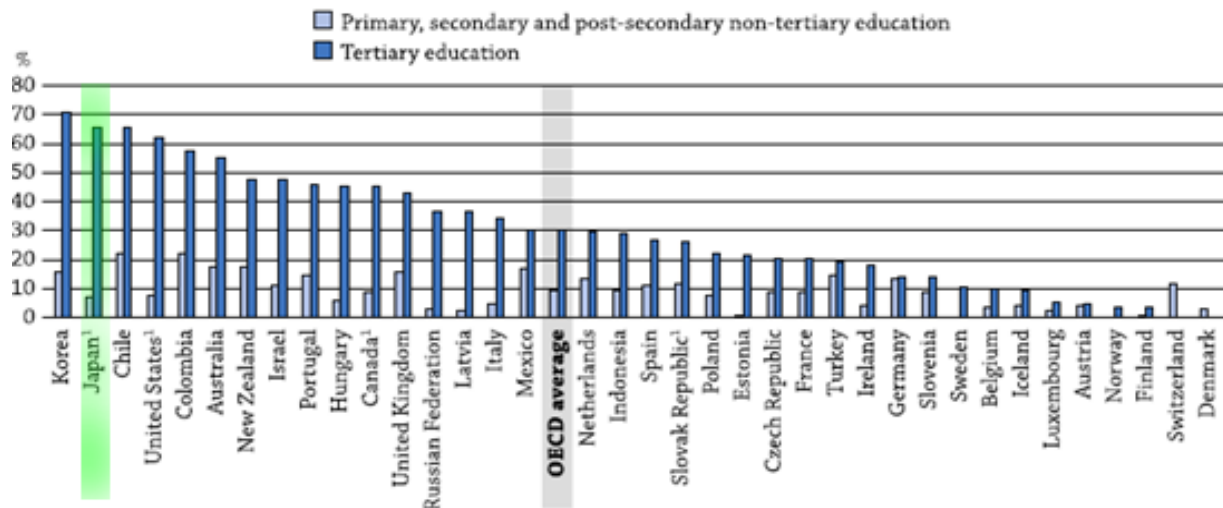
2. 3 out of 4 young people in Japan have higher education (usually short-term or bachelor's degree) during their lifetime.

Table 4. Ratio of primary education holders (as of 2013)



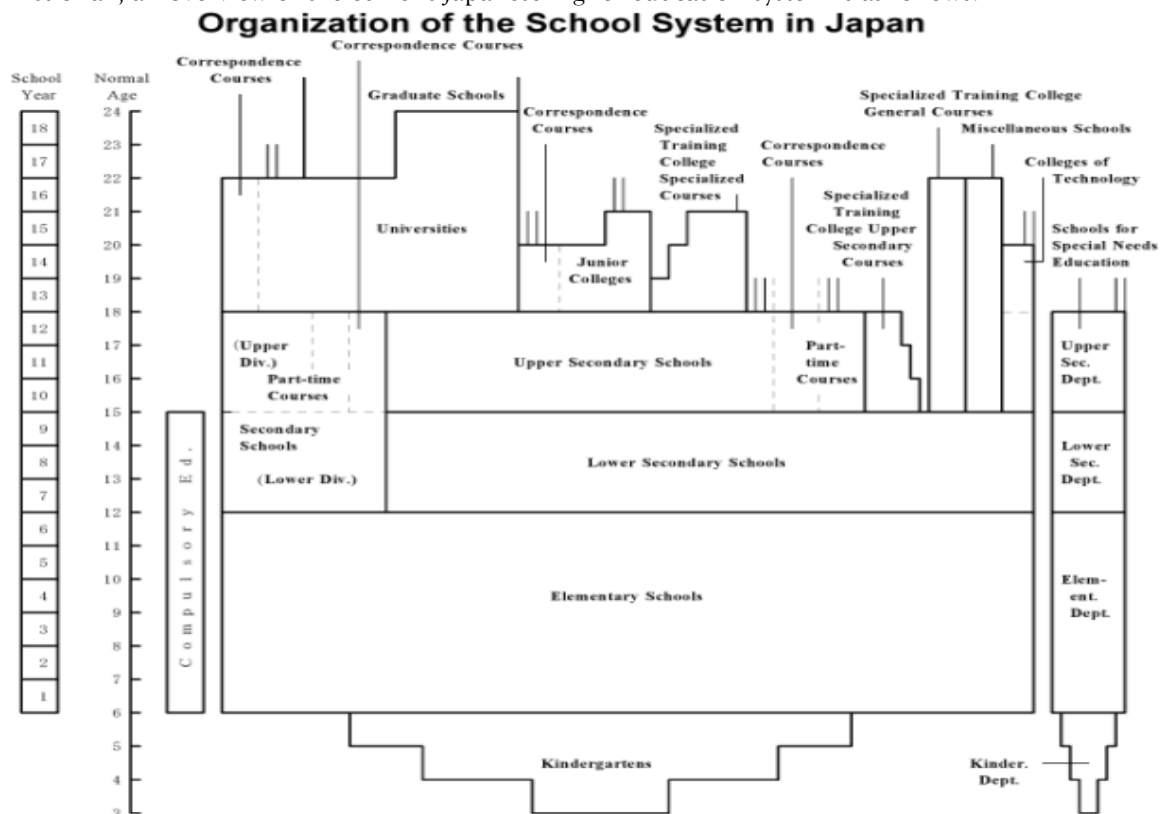
3. Japanese university students have to pay high tuition fees and few students receive formal assistance. Japan has one of the highest rates of higher education in the world.

Table 5. Ratio of self-paying expenses in educational institutions (as of 2012)



## Reflection 1

First of all, an overview of the current Japanese higher education system is as follows.<sup>5</sup>



Training for economic growth 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. After the defeat of Japan by the Allies in World War II, the Americans who came to Japan commissioned anthropologist R. Benedict to study the dominance of men in Japanese society, she wrote. "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

<sup>5</sup> Higher Education Bureau, Ministry of Education, Culture, Sports, Science and Technology, *Higher Education in Japan*, [http://www.mext.go.jp/english/highered/\\_icsFiles/afieldfile/2012/06/19/1302653\\_1.pdf](http://www.mext.go.jp/english/highered/_icsFiles/afieldfile/2012/06/19/1302653_1.pdf)

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*. (Shown in Mongolian translation) 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.<sup>7</sup>

This pattern continues today. Miyake Erico explains the reasons for gender differences in education.

1. After the war, in the era of high economic development, boys had a greater right than girls to invest in university education.

2. 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.<sup>8</sup>

## Reflection 2

Historical picture of the growth of higher education.

1. Japanese reforms under government since the 19th century

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.<sup>9</sup>

Japan's higher education system has two structures: a university to train leaders in the bureaucracy, and a vocational school to provide human resources to industry and society. 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.

By this time, formal enrollment rates had risen to 95%. Until the 1920s, Japan's modern school system was largely in place

2. Post-World War II democratic training

Japan suffered a heavy blow during World War II, 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.

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<sup>6</sup> Ruth Benedict, *The Chrysanthemum and the Sword: Patterns of Japanese Culture*, 1946, 439-p  
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<sup>7</sup> *Bushido: A set of Japanese ethics* p. p.83 Translated from Japanese by Deleg Tumurbaatar

<sup>8</sup> Miyake Erico, *Current Issues of Girls' High School Education in a Participatory Society for Men and Women - On the Case of Doshisha Women's College*, *Current Social Discussion* No. 9, 16-38, 2013, p.20

<sup>9</sup> A feature of the "Japanese model" in higher education was the centralized education system. Oomori Tooa "19th Century American and European Higher Education Model and the Formation of the Japanese Model - Iwamura Diplomatic Team American and European Higher Education Distribution"

### Reflection 3

Universal education in economic growth: The growth of private educational institutions.

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.<sup>10</sup>

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).<sup>11</sup> By 1970, Japan had become an economic power, and in the process, people wanted higher education. However, the number of higher education institutions under government control was limited, and most people enrolled in private tertiary education at their own expense. In other words, although higher education became public, individual tuition fees were high.

#### 1. Number of schools

allocation		Number of schools				
		Public school	City school	Private school (A)	Total number (B)	Private school ratio (A / B)
Higher education school	University	86	95	597	778	76.7%
	2-3 year university	—	26	369	395	93.4%
	2-3 year university Kosen (3 years of high school + 2-3 years of university)	51	4	3	58	5.2%
	Total	137	125	969	1,231	78.1%
Allocation		Number of students				
		Public school	City school	Private school (A)	Total number (B)	Private school copy (A / B)
	University	609,356	139,446	2,087,200	2,836,002	73.6%

<sup>10</sup> In 1950, the enrollment rate for nine-year formal primary and secondary education reached 99.2%. The percentage of high school students in the new system was 42.5% in 1950 and 57.7% in 1960, but has risen sharply since 1960, reaching 82.1% in 1970 and 94.1% in 1980. The number of children enrolled in pre-primary and 1-2-year pre-school education has also increased.

<sup>11</sup> Saito Yasuo, "History of Japanese Education Development" Inomata Toshiyuki, "Higher Education Policy Development in Japan - Local Higher Education Policy"

	2-3 year university	—	9,004	144,327	153,331	94.1%
Higher education school	2-3 year university Kosen (3 years of high school + 2-3 years of university)	19,532	1,477	765	21,774	3.5%
	Total	628,888	149,927	2,232,292	3,011,107	74.1%

[http://www.mext.go.jp/a\\_menu/koutou/shiritsu/index.htm](http://www.mext.go.jp/a_menu/koutou/shiritsu/index.htm)

Note: Number of higher education institutions, number of students (as of May 1, 2010)

In addition, 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.

## 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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## Biography

Selenge Tuul

1991-1994 English teacher and translator class at the National University of Mongolia

2002-2004 Master (linguistics) Ulaanbaatar University

2009-2014 Ph.D. at Sofia University "St. Kliment Ohridski", Bulgaria on "Development trends in Mongolian-Bulgarian higher education since 1990". Supervisor: Boncho Gospodinov, Dean of Sofia University "St. Kliment Ohridski"

## Areas of research

Mongolian higher education and its development.