

Comparatives Korean and Mongolian Achievement In Higher Education

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Abstract:

The purpose of this paper is to introduce the transition of Korean higher education reform and to study of Korean and Mongolian experience and achievement in contemporary higher education. And also paper provides a description of the higher education in Mongolia in an effort to identify important financial issues and concern while comparing with Korean high education experience and tries to attract attention of policy makers for better alternatives of financing state universities and colleges. The paper first of all illustrates a historical perspective on higher education in light of educational reform. Secondly, this study reviews the achievements of Korean and Mongolian higher education linking to economic growth and outline the social, political and economic context and historical background of higher education in Mongolia, outlining general patterns of change as well as the more recent policy decisions that have affected its development Thirdly, the author examines educational zeal as a main factor for the development of Korean higher education and Mongolian Educational. Finally, the current national policy of Korean higher education is discussed. In addition, from the early 1980s until the present time, Korean higher education has been drastically increased in the aspects of manpower so Mongolian higher education system learn that experience requirement and social demand due to the diversity of industrial and social structure as well as Koreans' educational zeal. Although Korea has already achieved universal higher education, the quality still lags behind its international competitors'. This paper purpose for Mongolian high education system can learn from Korean high education's achievement part today.

Keywords: Higher education, higher education reform, educational zeal, educational policy.

1. Introduction

Korea has education fever but there is a price to pay for this epidemic: evidence of unresolved issues that challenge the sustainability of growth in the sector.

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While the Korean HE sector has experienced a tremendous rate of expansion over the last five decades, the overall quality of teaching, graduates and research has not improved at any comparable rate. In Korea today there are some 376 official HE institutions that support 3.7m students and 60,000+ academic staff [1,2,3]. This includes 179 private four-year universities, 43 national universities, polytechnics, cyber-universities and other types. Two-year and three-year Junior colleges number 149, with a student population of 770,000 and 12,500 faculty [4,5]. In 1970 there were 160 HE institutions serving about 200,000 students. Within a half-century, the *Republic of Korea* [Korea] has experienced a transition from elite to universal higher education. With the universalization of higher education and the development of a national economy, Korea has achieved the fastest economic growth in the world from the mid-1960s to the mid-1990s [7]. During the last three decades, the average annual growth rate of the *Gross National Product* reached 8.4 percentage. In 1996, Korea became a member country of the Organization for Economic Co-operation and Development. How Korea achieved these remarkable results becomes a significant matter of concern to develop and developing countries. In this vein, to understand Korean experience and achievement in higher education is of importance [10,11]. In the development of Korean higher education, the relationship between government and higher education has been inseparable: the former has activated higher education to produce human capital and scientific technology, whereas the latter has supplied human resources to work for the development of national economy [13,16]. The purpose of this paper is to comparative the transition of Korean and Mongolian higher education reform and to weigh Korean experience and achievement in contemporary higher education. The decade of the 90's has seen a great reform agenda for the finance and management of higher education institutions [12,14,16]. With the Government and political leaders who are enthusiastic about the role of higher education for economic growth and individual prosperity, publicly funded universities and colleges of Mongolia are experiencing shrinking spending for higher education [15,20]. This paper provides a description of the higher education in Mongolia in an effort to identify important financial issues and concerns while comparing with Korean experience and try to attract attention of policy makers for better alternatives of financing state universities and colleges [17].

2. A Historical Synopsis: Experience of Korea and Mongolia

2.1 Educational Reform of Korea

After the establishment of the Republic of Korea in 1948, the newborn Korean Government promulgated a basic Education Law on December 31, 1949 in order to set up a new educational system. Even throughout the Korean War (1950-1953), higher education continued in shelter tents or outdoors. Indeed, between 1945 and 1960 the main policy for higher education was to expand democratic education. During this period, higher education flourished from 19 schools and 7,819 students to 85 schools and 101,041 students (Ministry of [education-utopia] society, diversification and specialization of universities, creation of a democratic and autonomous school community, emphasis on humanity and creativity in curricula, innovation of a university entrance examination, development of diverse educational programs, establishment of a new evaluation and a supporting system for schooling, remodeling of teacher training programs, and increasing educational budget up to five per cent on the Gross National Product. [22]. In the First In 1994, the portion of out-of-school expenditures in the direct educational expenditures was already 48.0% [21]. On the basis of the First Reform Plan, the 2nd Reform Plan in February 1996, the 3rd Reform Plan in August 1996, and the 4th Reform Plan in June 1997 were established and carried out. In spite of an unheard-of-event in November 1997 "Economic Crisis", the present government has constantly pursued core educational reform tasks that were planned by the former government, until the present. In order to dynamically perform the reform tasks, the present government set up the Presidential Commission for the New Education Committee in July 1998. The Ministry of Education devised a blueprint, "A Five Year Plan for Educational Development", in 1999. The Plan generally adopted the previous reform plans that focused on building an open educational system, establishing student-centered or clientele-centered education, achieving the equal educational access, strengthening vocational or social education, promoting the quality of university, heightening information-oriented or high-technology education, and increasing the school-based management [6]. Synthesizing the educational reform plans, the main issues of current Korean higher education are quality, diversity, autonomy, accountability, internationalization, consumer-centered education, and information-technology [IT] access.

2.1. Educational Reform of Mongolian

Higher education in Mongolia was founded during the communist period. The first state higher education institution the National University of Mongolia was established in 1942 with three faculties: medical, pedagogical and

veterinary faculties in Ulaanbaatar. The University played a significant role in the development of higher education and sciences in Mongolia and gave birth to a number of universities. The first higher educational institution – the National University of Mongolia – was established in 1942[8]. Until recently, 7 public universities and institutes had offered higher educational programs. The period since the late 1980's witnessed a gradual transformation to more democratic structures as an impact of general trend toward glasnost and perestroika. Some elements of institutional autonomy such as elected presidency of higher educational institutions by academic staff in the late 1980's laid foundations for further development of greater institutional autonomy. After 1990, higher educational institutions were granted with an increased extent of autonomy in making decisions concerning their academic and institutional management. The government's authority is limited to nation-wide general policy formulation and strategic planning, issuing a formal permission for the establishment of new institutions, and setting general typical regulations for teaching and research. Entire organization of instruction and job placement procedures underwent drastic changes since early 1990's. Prior to the date, centralized regulations predetermined job placement for virtually every single student enrolled in post-secondary educational programs including vocational and technical training. Up to 1990, education sector of Mongolia has been developed by a Soviet Model that is characterized by everybody has entitled for primary and secondary education free of charge and preparation of the specialists with higher education has been planned. After 1990, Mongolia has chosen American Model for Education, some achievements were made in higher education. The first private institutions became apparent from early 1990's. The new Constitution adopted in 1992 permitting individuals who met pre-conditions set by the government to establish privately-run institutions. Prior to 1993, education at all levels had been fully subsidized by the government. Nowadays, there are more than 130 private higher educational institutions enrolling about one third of higher education students. Mongolia, as many other countries in the world, started education reform following a top-down approach. The legislative environment and circumstances for introducing democratic mechanisms, for administrative decentralization, and for improvement of independent activity of local administration and educational institutions began being created in 1995. The general framework of the government agenda on education reform was reflected in legal acts adopted in 1995 and amended in 1998. The 1995 Education Law reinforced the government policy towards decentralization of administration and the provision of autonomy for educational institutions legalizing the rights of governing boards of educational institutions. Government of Mongolian attention Master Plan to Develop Education of Mongolia in 2010–2020. The government has begun reforming the institutional and organizational structure of HEIs by merging state-owned universities, colleges, and institutions to increase efficiency and economies of scale. As a result, effective 1 July 2010 the number of state-owned (public) universities, colleges, and institutes has been reduced from 42 to 16. The government is developing plans to build a completely new university campus outside Ulaanbaatar, designed and staffed to meet an acceptable international standard.

3. Educational Expansion and Economic Growth in Korea and Mongolia

3.1 About Korean Higher Education

In 1962, the military-based Korean government initiated the First Five-Year Economic Development Plan for the promotion of national industrialization. Between the early 1960s and the early 1980s, the government launched the Five-Year Economic Development Plan four times and adopted the national policies to accelerate industrialization and export. In order to achieve these policies, the government promoted the expansion of higher education that was regarded as an essential means. According to the national education policy for manpower supply, between 1970 and 1980, the number of junior colleges increased roughly about twice (65 to 128 schools), and the number of junior college students able to contribute to the field of semi-skilled labor increased approximately 15 times (10,043 to 151,593 persons) [2]. As the result of this expansion policy, between 1960 and 1980, the per capita GNP measuring the national economic growth increased from \$79 to \$1,605, and higher education expanded from 85 schools and 101,041 students to 357 schools (including graduate schools) and 601,494 students [2]. Indeed, higher education was regarded as the driving force behind the development of the national economy, as well as the fulfillment of the strong desire of the Korean people who regarded tertiary education as a means to enhance socioeconomic position on the basis of Confucian social values. During the 1980s, with the expeditious growth of the Korean economy and the peoples educational thirst, the government, on the one hand, changed economic structure so as to accelerate industrialization, and on the other hand adopted the graduation enrollment quota system in order to fulfill the manpower demand for workplace, as well as to accept the social demand of the people. Between 1965 and 1985, the manufacturing sector increased its share of GNP from 20.0% to 30.5%, whereas the agricultural sector decreased from 38.0% to 12.5% (The Bank of Korea, 1986). With the change of industrial structure, the quantitative expansion of higher education, especially the fields of engineering and natural science, was necessary because the state

required a great deal of manpower to produce largely high-skilled products. In practice, between 1980 and 1990 twenty-two universities (85 to 107 institutions) were newly established, and university students who were able to produce highly skilled labor increased about 2.5 times (402,979 to 1,040,166 persons) [6]. Due to the expansion policy of higher education, during the mid-1980s the enrollment rate of higher education exceeded the world average level, and higher education achieved mass education.

3.2 Educational Expansion and Economic Growth in Mongolian

As far as the education sector is concerned, expenditure as a percentage of GDP remained relatively constant during 1995-1999 at around 5.5%. The total volume of expenditure on education in 1995-1996 was 23525,3 million tugrics which was made up of 15.8% of the total state expenditure budget. This amount was up to 47818,5 million tugrics in 1998-1999, however the percentage of the expenditure in overall state expenditure budget was down to 14.7. These amounts represent however reduction from the pre-transition conditions in 1990 when 11,5% and 17,6% of the estimated GDP and State expenditure budget, respectively were allocated to education. [13]. In 2001 state expenditure on education made 6.3% of GDP. In 2001 state budget allocated to education totals to 87,1 billions tugrics which is 12.9% higher than the previous year. On the expenditure side of the budget the Government's objective is to reduce the total expenditures and net lending by 1% of GDP. Current Government expenditures are expected to decline and from 37.06% of GDP in 1998 to a figure between 32% and 34% during the 2002. Capital expenditures will also be reduced to about 10% of GDP from a figure of 11,7% in 1998. [19] These reductions will fall largely on domestically financed capital expenditures and the purchase of goods and services but the government will give priority to wages, pensions and key social expenditures. It plans to hold wages constant relative to the GNP [17]. Since the transition from a planned economy to a market-based democracy in the early 1990s, Mongolian higher education has experienced a marked expansion. Between 1992 and 2007, the number of tertiary education institution (TEIs) has increased more than four-fold and enrollment more than six-fold, with the gross enrollment ratio growing from 14 to 47 percent. Financial deficit of the universities results in a low quality of teaching and capacity for human resources. The study on employment changes of the country by the sector shows that there has been increased industry in financial services by 147,1 percent, in contraction industry by 140,6 percent, in hotel and restaurant service by 133,1 percent, and in mining industry by 125,3 percent but a processing industry has been decreased by 13.9 percent and social and personal services has been decreased by 21 percent in 2000-2006. In contrast, the most graduates from the universities are specialized in law, foreign languages, tourism, economics and teaching. There are a State policy on Education, Law on Higher Education, Law on Science and Technology, A Master Plan on Education Sector Development of Mongolia in 2006-2015, A Master Plan on Science and Technology of Mongolia in 2007-2015, Program on National Innovation Development of Mongolia and the Government Action Plan of Mongolia in 2008-2015. There is a enough number of the universities in the country. Private and public partnerships are developed as result of establishment of many private universities and public and private financing for higher education has introduced. There is high market demands for higher education due to tendency for increasing interests of the youth and citizens to entry to the universities. The universities of the country work relatively in depend and Consortium for the Universities was formed, integrating management and organizational matters, as result, favorable conditions for coordination, information sharing and cooperation of the universities are created.

4.0. Education Zeal and Mongolian and Korean Higher Education

4.1 Educational Zeal and Mongolian Higher Education

By keeping limited state higher education institutions and encouraging private higher education institutions to increase participation the Government has minimized state fiscal deficits. Higher education costs are now shared between the state, students (or parents) and other non-governmental and private institutions. It is hard to predict future Government funding for the education sector because, on the one hand, overall reductions in Government expenditures are proposed, but on the other hand, the proportion of GDP for education has historically remained about the same. An overall implication of these financial trends is that the education sector is unlikely to experience significant growth in funding. The further trend is that Government is gradually shifting to student financing. In Mongolia, tuition income in total university revenue makes 70-80% and other sources of non-governmental funding makes around 10% in state universities/colleges. The fact points out that Mongolian state universities/colleges can hardly be said "STATE" and fully governed by laws and regulations affecting public

institutions (Law on management and financing of public institutions) and fully controlled by the State Property Agency. Higher education industry is one of the few sectors in the economy in which public and private producers coexist. By obtaining support in the form of budgetary aid and free accommodation, the state higher education institutions are encouraged to provide a better educational service, while increasing the pressure on private institutions to provide a cost-effective as well as quality service. There appears to be considerable variation in quality across programmers within an institution as well as across institutions in Mongolia. In regard to international quality standard, the prospects are becoming increasingly remote because neither government nor university can afford to pay market prices to supply institutions with state-of-art educational, scientific, and technological facilities and equipment. The current cost of higher education in Mongolia does not include all the necessary elements of investment. State universities /colleges have to set out affordable that cannot become financial burdens for the Government, students and parents. The prices for higher education in Mongolia are much lower than the prices of higher education in developed countries, but similar to China, Namibia and Kenya. With current financial scarcity, it remains a uncertain how quickly the Mongolian higher education will be brought up to international standard and get recognition. Higher education industry is one of the few sectors in the economy in which public and private producers coexist. By obtaining support in the form of budgetary aid and free accommodation, the state higher education institutions are encouraged to provide a better educational service, while increasing the pressure on private institutions to provide a cost-effective as well as quality service. There appears to be considerable variation in quality across programmers within an institution as well as across institutions in Mongolia. In regard to international quality standard, the prospects are becoming increasingly remote because neither government nor university can afford to pay market prices to supply institutions with state-of-art educational, scientific, and technological facilities and equipment. The current cost of higher education in Mongolia does not include all the necessary elements of investment. State universities /colleges have to set out affordable that cannot become financial burdens for the Government, students and parents. The prices for higher education in Mongolia are much lower than the prices of higher education in developed countries, but similar to China, Namibia and Kenya.

4.2. Educational Zeal and Korean Higher Education

The present Korean society takes a serious view of academic attainments and cliques when being recruited and promoted in public or private organizations. Also, academic attainment is a significant factor not merely to choose occupation but also to determine social position, income, and marriage. Moreover, an academic attainment doctrine and elitism have bolstered education instrumentalism and human capitalization. Thus, university advancement has become a gateway of social success, while primary and secondary education have become preparatory courses for college entrance examinations which focus on a cramming method that emphasizes memorization learning. The system of college entrance examinations, urging a drastic competition between or among schools, parents, and students, leads to private tutoring and impedes the normalization of school education. Now that the college entrance examinations are comprised of questions centering on Korean, English, and mathematics, obtaining satisfactory grades in these subjects have been a short cut for the college entrance. In particular, various problems were derived from college examination oriented education. First, school education became impoverished due to the practice of abnormal school teaching. Second, excessive competition among students was bolstered by a selective examination way of the relative standard. Third, unitary thinking was fostered owing to the objective evaluation of examination methods. Fourth, social disharmony between the classes was promoted on account of excessive private tutoring. Fifth, students' personalities were ignored because of the uniformity of school education. Finally, repeaters who take the college entrance examinations after one or more failures were mass-produced. Furthermore, educational zeal had greatly influenced educational policies and systems, in particular quota policies for college entrants and college entrance examination systems.

5. Concluding Remarks

As reviewed in this paper, in the period of economic development plans between the 1960s and the 1970s, a modernization doctrine and a human capital theory, as a link of policy for manpower demand and supply, were accepted by policy makers of the government and brought about the national economic development as well as individual's income. In light of a human capital approach, investment in education brought about higher productivity of workers that in return caused higher earnings with economic development during the process of industrialization in Korea. From the early 1980s until the present time, Korean higher education was drastically increased in the aspects of manpower requirement and social demand due to the diversity of industrial and social structure as well as

Koreans' educational zeal. Without the correct understanding of educational zeal, it is meaningless to discuss the miraculous economic development and the rapid expansion of higher education in contemporary Korea. Although Korea has already achieved universal higher education, the quality still lags behind its international competitors'. The future society will accord greater importance to intellectual assets such as knowledge, information, and advanced-technology. For this reason, the future higher education should be emphasized on quality improvement coping with the rapid change of knowledge and information technology in Mongolia. In addition, in order to receive the various social demand for higher education, clientele-centered institutions, such as virtual or cyber universities, vocational or technical colleges, and air or correspondence colleges, should be strengthened in Mongolia. Finally, this paper may offer valuable ideas concerning the linkage between the expansion of higher education in Mongolia and the Mongolian national economic development, but both merits and demerits should be carefully considered.

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