Analysis of the Curricula of Teacher Education Programs
of Mongolian State University of Education
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Background Information

At the end of the 20th century, the world is changing in important ways. Until recently, nations acted independently. Each country did its business and tried to solve its problem alone. But now, the economy is worldwide and communications technologies have connected people all over the globe. Many problems are global, too, and can no longer be solved by individual nations.

The issues of Sustainable Development are one of consistent global focuses of attention. And Mongolia, a country with ancient traditional history and culture, is emphasizing as other nations in the world on context of Sustainable Development because this project aims to encourage recognition of the interdependence of environmental, social and economic systems and to promote equality and justice through a sense of global citizenship.

In 2004 Mongolian Government produced its First National Report on implementation of Millennium Development Goals. To implement the “Millennium Development Goals”, the Parliamentary of Mongolia is discussing the “National policy on Development of Mongolia 2021” launched by group of researchers from each sector of science.

It is known, that before 1990s Mongolia had a rather well-developed human resource base, with adult literacy rate of 96%, and gross enrollment nation of 98% in primary schools, 85% in secondary schools and 15% in tertiary education. But single curriculum for basic knowledge where individual’s IQ, skill, creative thinking ability, attitude were not accounted and 10 years of primary and secondary schooling which were not comparable to 11 or 12 years of schooling offered by many countries in the world are not inadequate to new needs of new time.

To abolish these gaps and also problems faced after social reforms 1990-2000, and to implement the world objectives and efforts of such important documents as Dakar Framework for Action, adopted at the World Education Forum, held in Dakar, 2000, “UN Decade of Education for Sustainable Development”, 2003 and “UN Literacy Decade”, in 2005 Mongolia’s Government declared “Master Plan on Developing Education in Mongolia cover the period of 2006-2015”. According to this plan the mission of Education sector of Mongolia is to secure a guarantee for security, independence and source of sustainable development of Mongolia through the culture of educated civic society.
The mission of Master Plan, an integral part of policy on Development of Mongolia, is to raise a living standard, to decrease the poverty and unemployment, to ensure the equality of rights and sustainable development on the basis of creating a favorable social environment for individual’s development. In connection with this Master Plan aims to increase the quality of educational service meeting the needs, belief, cultural value and new society on the basis of progressive heritage; to raise the competence of human resource which will ensure the sustainable development of Mongolia by implementing the complex programs enable to acquire qualitative education.

As a result of implementing the objectives since 2005-2006 academic year schooling entered into 11 years; and 12 years schooling starts since 2007-2008 academic year. Moreover, girls’ enrollment in Mongolia is very high, particularly at the post-secondary level. Girls account for 80-90% of the total enrollment in post-secondary technical schools and in higher education institutions. That’s why increasing the number of male students in higher education became a consistent focus of attention. The same situation we are facing among the professional teacher's staff: 80-85% of stuff at secondary school and higher institutes are female teachers.

Master Plan is covers:
- preschool education;
- primary & secondary education;
- adult education;
- professional training & technical education;
- higher education.

There are 180 higher institutions in Mongolia, of which …. Prepare teachers.

Mongolian State University of Education (MSUE), the largest centre for teacher training for all educational and science sectors of the country, founded in 1951 with the mane of State Pedagogical Institute. Over the past 56 years the University has trained 100.000 specialists, of whom 40.000 obtained higher education and 60.000 were instructed with vocational training.

The university consists of 12 Schools and Teacher-Training colleges in 3 provinces. Since 1990 the University has offered four-level full-time training programs: Diploma, Bachelor, Master’s and Doctorate.

One of the main programs offered by the university is the 4-year undergraduate program in about 40 specializations including Linguistics, Literature, History, Philosophy, Political Science, Pedagogy, Psychology, Foreign languages, Mathematics, Chemistry, Physics, Computer Science, Biology, Geography, Art, Technology, and Designing.

In 1990s the University started offering a postgraduate program which comprises 30-35 credit-hour MA program for 1,5 year, and 70 credit-hour Doctorate Program.
Aims and objectives

To raise the level of education it is essential to have high-quality teachers, and to secure the needed high-quality teachers because teachers are the key to successful implementation of the Curriculum. The children and young people of Mongolia need teachers who themselves exemplify the four capacities, who have a sense of community with their colleagues and who share in responsibility for the success of the school and all that happens within it. In connection with this MSUE pay special attention on providing the qualitative, effective educational service.

The mission of MSUE is to produce interdisciplinary teachers who are leading specialist in the fields of education, science and other social branches, consistent with their personal interests, contemporary needs, and internationally recognized criteria, and the people who are eligible to display self-advancement, excellent interpersonal, problem solving, and reproductive skills and to create a favorable atmosphere for their professional growth.

To promote qualitative educational service MSUE aims to raise the professional quality of teachers and to maintain that level, to create financial and technology resource for reforming management, and to secure a safe, healthy working place for its teacher staff.

Starting from 1990s the university has developed and is introducing a credit system and provided several training workshops on reforming educational standards and curricula, pre-service and in-service teacher training system. Moreover, local, sub-national, and national gatherings (discussions, roundtable, conference/workshops/seminars) organized by MSUE in cooperation with other international organizations aimed to encourage teachers’ involvement in solving the global, regional & national issues; to give effective opportunities for teachers to develop as successful learners, confident individuals, responsible citizens and effective contributors. Participating in such activities enables for teachers to improve their knowledge about social inclusion & civic participation, democracy, cultural goods, intercultural & interfaith understanding, to recognize own role in forming the behavior and characters of young generation, social & environmental responsibility etc.

Approach

A Number of joint projects covering Teacher education are being implemented at the University with great achievement.

As a result of implementing the pre-service teacher education reform project “Teacher 2005”, supported by Mongolian Foundation for Open Society (MFOS), overall curriculum of MSEU was reformed and established partnerships between universities and schools. Core team composed from teachers from MSUE, 13 secondary schools and 4 kindergartens are involved in
trainings on Curriculum Concepts and content, International Trends in Teacher education and Critical thinking strategies for use across curricula. Core team members and representatives from Teacher Colleges and secondary schools in Bayan-Ulgii, Dornod, Arkhangai provinces are enrolled in surveys to identify the required teacher competencies and needs in order to develop a New Teacher Profile, School and University partnership model, which are the fundamental aspects of curriculum reform.

Some secondary schools became as Clinic-school, and schools teachers are selected as clinic professors. It enables for teachers to raise their enthusiasm and desire to be more active, to change their attitude.

A European Tacis – Tempus project “Interact” is currently in progress in English Language Methodology Department.

The School of education has established contacts to cooperate in the field of education with “Danida” Denmark, Asia Development Bank, “Save the children Fund”, UK and In-service teacher training Academy, Bavaria, Germany. The school has been successfully implementing the following joint projects to support Mongolian Primary and secondary education, preschool education, local schools, social workers training.

The staff of School of Natural Sciences collaborates with the research Institute of Novosibirsk, Russia, with the biological and geological departments of the Inner Mongolia Normal University and the ecological fund in Japan and Gakui University, on exchanging students for field research practice, researching in the field of ecology, writing joint books etc.

It has recently been widely recognized in an international content that education is closely correlated with human rights. To utilize the objectives of UN Decade of Human Rights Education, the Ministry of Education, Culture & Science of Mongolia and MFOS has implemented The Street Law Program, a civic education program on law, human rights & youth participation in democracy. The objective of this program was to reform secondary law-related education curricula and textbooks and teaching methodology of civic teachers.

New values, knowledge and skills applied to the younger Mongolian generation through new Street Law textbooks have been incorporated into the national standards for general education along with the accomplishment of the textbooks for 6th & 7th grades. In connection with this it was necessary to reform a pre-service teacher education too. Therefore, MSUE has implemented the Street Law Clinical project. As a result, there was developed the National Street Law Training Module, was conducted experimental training to improve the training modules which were incorporated into the in-service training curriculum of MSUE to provide a nationwide, systematized teacher training strategy in civic- and –related education. Moreover, a three-credit hour Street Law
course and a one-credit hour Public Interest Law practicum were incorporated into the curriculum of the School of Social Sciences & History.

In May 2006 at School of Social Sciences& History was established Human Rights Educational Center which provides activities on implementing the concepts of “Human Right through Education”, “Human rights in Education”, “Human rights education”.

The content of Child Rights was also included as a topic into the program for “Pedagogy” at School of Education, MSUE.

- **Professional development**

   It is important to raise the specialist professional level of teachers and to respond in an appropriate way to society’s needs. Therefore, one of the primary focuses of MSUE has been on renovation of training technology and improvement of quality of graduates.

   MSUE organizes such in-service teacher training program as:

   - training to develop teacher leaders (training for principals & deputy principals, training for core middle-level-staff, overseas training, career guidance lectures, training seminars for teachers concerned with new technology);
   - training of leaders to take forward development of ICT in education;
   - Training geared to length of experience and professional ability (training for teachers in charge of pupil guidance or those new charged with administrative duties, subject-based training).

   MSUE plans for a range of continuing professional development opportunities for staff – through, for example, working with colleagues to learn from each other, reflecting together on current practice, and planning for improvements. For example, team composed from teachers of foreign language, chemistry and computer is developing CD program on Using ICT in learning; or a group of different professional teachers is implementing the program on providing school-based in-service training.

   On the other hand foreign cooperation is one of methods for improving the professional development. The university has established contracts with a number of universities and colleges of such countries like Russia, Korea, Japan, China, Germany, Denmark, UK. In this regard the university has been carrying out various activities like exchange of experience, student and teacher exchange program. Summer Course for Overseas Young Researchers on Mongolian Studies
conducting by School of Mongolian Studies every year is a relevance activity for expanding cooperation specialists and providing research.

During last 10 years about 200 teachers of MSUE involved in short and long term in-service training, international conferences and carrying out research visited Russia, China, Korea, Japan, Poland, Czech, Germany, Turkey and America.

During the period 2005-2007 MSUE has been provided 5day training on “ICT Using in learning” supported by UNESCO.

Content

At the national level, the curriculum constitutes the standard for country’s school education and it also forms the basis for the development of all educational activities in a school. As education plan curriculum is organized in a comprehensive way within the framework of university timetable, and adapts educational content to the physical and mental development stage reached by the students with the aim of achieving the targets and objectives of high education.

As mentioned above the concept of Sustainable Development is in the center of attention. Therefore, the subjects of Education for Sustainable Development are included in school’s (Appendix 2) and higher education institution’s training curriculum. For example, Foreign Language (English & Russian), Computer, Ecology, Health Education, Philosophy, Sociology, Ethics & Aesthetics, History of Mongolia, Economy, Politic studies Psychology, Physical Culture are included as General basic subjects must be studied by first grade students (Appendix 1).

* By studying the course Political Studies students acquire the knowledge about Definition of term Rights; Governance, Democracy & Human Rights; Governance Policy; Political Regime; Policy Culture; Authority; Policy Structure; Process of Transition.

* The course Health helps learners to get a clear understanding what is unhealthy habits, mental health, food, …. ……

* The Economy course aims to provide the learners with the theoretical basis of economy, to develop students creative thinking and self-confidence by launching the project on themes related calculating, to provide a survey and synthesise ideas and arguments.

* One-credit hour Disaster Management course providing by professional instructors from National Emergency Management Agency was incorporated also into the curriculum.
Language is at the core of thinking. We reflect, communicate and develop our ideas through language. Therefore, first aspect of the languages area of the curriculum covers experiences and outcomes in the language a young person needs in order to engage fully in society and in learning. The second covers experiences and outcomes in additional languages. Learning other languages enables students to make connections with different people and their cultures and to play a fuller part as global citizens.

The course Ethics of Teacher is included as a subject in program for pre-service training at the private institution.

Moreover, global issues are reflected in subjects as topics. “Air pollution”, “Air and water quality”, ”Ecosystem”, “Global warming” etc. are included in program for “Natural Studies” at chemistry and biology department. And topics related Cultural & Linguistic Diversity, Intercultural understanding are reflected in program for students who is going to become an interpreter and teacher of foreign language.

**Pedagogy and assessment**

To implement a lesson, teachers use lecturing, discussion, Questions & answers, presentation, revision, experiments and observations. The learning style is selected by the learning objectives or methods of the lesson.

Full class learning is relevance to help students to acquire a basic knowledge of each theme related to Sustainable Development. But Small group learning is effective to provide disput, discussion, presentation aiming to clarify how student understood these problems, what is their attitude, how is their ability to share their thoughts and feelings with others. This method enables for students to get abilities for cooperation, to respect other’s idea, to become a good listener. By working together students develop the competence to ascertain the problem and to look for ways for solving problems.

It has recently been widely recognized that ICT plays main role in providing a qualitative and effective training. ICT enables to create a real learning environment. Presentation such themes as Global warming, Pollution air, water, chemical noise by using ICT helps for learners to recognize own role and responsibility, to form a sense of patriotism. Students participate in activities and survey supported by local and international organizations.

**Resources**
MSUE is the largest center for research. There are many teachers whose accomplishments have been recognized not only in Mongolia also abroad. Research work is carried out by independent research, submitting dissertation, and participating in domestic and international research conferences and Grand seminars regularly.

The University has been asking complex measures to enlarge resources and facility supply. In more than 40 laboratories, 10 art studio, language laboratories and through MSUE Website learners acquire a clear understanding about concept of Sustainable Development, objectives of ESD.

Besides magazines “Lavai”, “Clinic-school & Clinic professor”, published monthly, methodology book for teachers and “Cooperative learning”, “Research Papers on Natural & Social Studies” distributed to all Mongolian Secondary schools and other Institutions include topics related to ESD.

MSUE has created:

- Distance Learning Center
- In-service training Center for teachers of primary education
- Training & Research Center for primary education didactics
- Information & technology Center for Teachers
- Center for Natural Science Didactics
- Center for Research and Distribution of Training Technology
- Center for Math’s Didactics
- Internet Center for Students

Outcomes

Today’s workplace and communities have tougher requirements than ever before. They need citizens who can think critically and strategically to solve any problems. Therefore, ESD objectives are included in curriculum of MSUE in order to prepare teachers with high ethics and abilities to acquire and implement new technology, to solve the problems and to develop themselves in rapidly developing world and globalization.

The content should be not academic. It must be easy and clear for learners to understand what skills and ability they should acquire in order to become not only a professional specialist also an active member of society. The content must closely tied with practice which enables for learners an opportunity to understand an importance of cooperation, respecting others, what is a well-being and human rights.
Although the content of ESD is included in program for in-service training it must be expanded because still now there is a large number, for example, of foreign language teachers who think that just only professional academic knowledge is essential for teaching. The content must be adequate to the social needs and learner’s interest. We should focus on carrying out handbooks, guides on what and how they should teach foreign language including the objectives of ESD in their teaching. Specially, the subject Social & Environmental responsibility must be included because it will help to mould character and behavior for learners. It is necessary for us to produce material on this subject.

One of barriers in developing ESD is a lack of modern training technology which results from financial problems are facing in Mongolia.