

EXPERIENCE OF THE MONGOLIAN EDUCATION REFORM AND MAIN ISSUES

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Abstract

Mongolia is one of the countries in the world with the largest number of pastoralists. However, many pastoralists still face many challenges (Fratkin & Meir, 2005; Stolpe, 2016). On the other hand, since the post-Soviet market economic reforms of 1990, significant socio-economic changes have taken place in Mongolia, which have had a strong impact on the equality of the education sector (Ahearn & Bumochir, 2016; Steiner-Khamisi & Gerelmaa, 2008; Stolpe, 2016; Batkhuyag & Dondogdulam, 2018). However, we know that greater equality in education is not only beneficial to society, but also a way to increase economic growth (Hanushek and Woessmann, 2010). To overcome these difficulties, the education system has been reformed several times and borrowed or localized internationally used education system models to meet international standards. Unfortunately, the education sector does not have adequate schooling for children with disabilities, ethnic minorities, rural and remote herders, and the gap in academic achievement between these students has intensified in recent years. Therefore, this study aims to assess the current state of the education system and identify the causes of the biggest problems based on statistical and literature reviews. Student achievement levels vary, with student achievement declining year after year for unknown reasons, such as children living in low-income, remote rural areas, ethnic minorities, and children in dormitories. In the future, there is a need to further study the factors influencing this key issue in line with Mongolia's nomadic style and to further improve the education system.

Keywords: Education system, Disadvantaged students, Dropout in school, Student achievement.

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