

NATIONAL HIGHER EDUCATION EQUITY POLICY

Mongolia



Policy Frameworks

Does equity with regard to supporting students from low-income or marginalized populations to enter or succeed in higher education feature in any government produced policy documents? If so, which government policy document(s) are these and can you provide website link(s) to them?

- ➔ The general requirement with respect to the right of persons to higher education are prescribed by Article 2 and 7 of the Law on Higher Education of Mongolia, according to which citizens of Mongolia are entitled to study in higher education institutions.
- ➔ There are certain provisions related to equity in higher education in the major policies and strategies for education.
- ➔ The Convention against Discrimination in Education was ratified by the Parliament of Mongolia in 1964.

Please refer to the following links for more information:

- ➔ The Constitution of Mongolia
<https://www.legalinfo.mn/law/details/367> (in Mongolian)
https://www.iaac.mn/old/pdf/law_en/1_the_constitution_of_mongolia.pdf (unofficial translation into English)
- ➔ Law on Education:
<https://www.legalinfo.mn/law/details/9020> (in Mongolian)
<https://www.ilo.org/dyn/natlex/docs/ELECTRONIC/71503/105360/F-1157543910/MNG71503%20Eng.pdf> (unofficial translation into English)
- ➔ Law on Higher Education:
<https://www.legalinfo.mn/law/details/251> (in Mongolian)
- ➔ Law of Mongolia on Higher Education Financing and Student Social Security:
<https://www.legalinfo.mn/law/details/250> (in Mongolian)
- ➔ Government Resolution no.46 of 2018, Procedures for Granting and Repaying Training Loans and Grants to University and College Students: <https://www.legalinfo.mn/law/details/13316> (In Mongolian)
- ➔ Government Resolution no.70 of 2020, Procedures for Granting and Repaying Training Loans and Grants to University and College Students: <https://www.legalinfo.mn/law/details/13316> (In Mongolian)
- ➔ Vision 2050 Long-Term Development Goal of Mongolia: <https://www.legalinfo.mn/law/details/15406> (In Mongolian)
- ➔ Student Admission Procedure, Order of the Minister of Education, Culture, Science and Sports no. A/87 of 2016 and no. A/194 of 2018: <https://www.legalinfo.mn/annex/details/5815?lawid=9113> (In Mongolian)

What policies and actions are described in these government policy documents in terms of supporting students from low-income or marginalized populations to enter or succeed in higher education?

- ➔ Article 14.2 of the Constitution (1992) and Article 5.1.4 of the Law on Education stipulate equal right in education mentioning that no person shall be discriminated against on the basis of ethnic origin,

language, race, age, sex, social origin and status, property, occupation and position, religion, opinion and education.”

- Article 2 and 7 of the Law on Higher Education of Mongolia, according to which citizens of Mongolia are entitled to study in higher education institutions.
- Government Resolution no.46 of 2018 allows students of higher education institutions to get no interest loans from the State Training Fund to cover tuition fees.
- Government Resolution no.70 of 2020 stipulates to provide grants to full orphan students, to students with disabilities or students whose parents are both having disabilities, to students from families with no ability to work and to students from Tuvan (reindeer herder) ethnic minority.
- Article 2.1.12 of Vision 2050 Long-Term Development Goal of Mongolia states to create equitable and accessible education environment in education institutions at all levels.
- Article 7.1.1 of the Student Admission Procedure allows citizens with higher education diploma to be admitted in national higher education institution without taking General Entrance Examination.

Is there a standalone policy document dedicated to equity promotion in higher education? If so, which document(s) is/are these? Can you provide a link(s)?

There is no separate policy document aiming to support students from low-income or marginalized population to enter or succeed in higher education.

Which equity target groups are identified in the policy documents? (Please choose as many groups as apply in your own country)

- Low-income or lower socio-economic background students
- Older or mature learners
- People from rural backgrounds
- Students with disability

Does the country have concrete targets for the participation of specific equity groups in higher education?

The Government of Mongolia has identified that some segments of the population are facing financial and social barriers for higher education due to the issues associated with improper targeting of state support to disadvantaged groups, limited opportunity for higher education in rural areas and gender imbalance in higher education enrollment. To address these challenges the Government of Mongolia developed its Action Plan for 2020-2024 and set forth concrete targets as: 1) Gradually transform local universities into campus system in line with regional development concept; 2) Create opportunities to support lifelong learning for citizens of all ages by developing e-learning platform, e-training programs, e-content and e-lessons.

Which agency has responsibility for policies related to equity in student participation/success in higher education?

The Ministry of Education and Science of Mongolia.

Which stakeholder groups are consulted during the equity policy formulation? (Please choose all the stakeholders that are invited to the consultation process in your own country)

- Higher Education Institutions' Associations
- Civil society organizations
- Private sector organizations
- International Organizations
- Student Organizations/Association
- Others: Trade Union

Achieving Policy Targets

Are there any non-monetary instruments such as outreach work between schools and universities, reforms to university admission etc. used to promote access/success for students from specific equity groups in higher education? If so, can you describe what they are?

As the reverse gender gap is particularly noticeable at higher education and predominate female teaching staff at all levels of education, the Ministry of Education and Science allowed higher education institutions with teacher training programs to lower entry score for male applicants in female dominated course.

Are there any financial instruments such as bursaries, scholarships and loans used to promote access/success for students from specific equity groups in higher education? If so, can you describe what they are?

The Ministry of Education and Science provides special quotas and non-refund training loans to Tsaatan (reindeer herder) people to pursue higher education in national higher education institutions.

Who is responsible for monitoring the impact of measures used to promote access/success for students from specific equity groups in higher education?

Human Rights Commission of Mongolia is an independent national organization responsible for monitoring implementation of human rights and freedom set forth in the Constitution of Mongolia, laws and international treaties and for the protection and promotion of human rights. The Commission releases Status Report on Human Rights and Freedom of Mongolia each year.

What instruments, methods and data are in place to carry out the monitoring and evaluation?

The Ministry of Education and Science uses recently established the Education Management Information System (EMIS) to aggregate data and monitor access and attainment in all educational institutions.

What kind of autonomy do higher education institutions enjoy in reaching the policy targets set by government?

- ➔ Mongolian higher education institutions have autonomy in recruiting of faculty and staff, setting tuition fees. But offering new programs is regulated by special procedures set by the Ministry of Education and Science.
- ➔ Higher education institutions also have autonomy in setting admission quotas.
- ➔ Faculty members participate in development of curriculum, subject matter, methods of instruction, academic standards, and processes.

How do you see the role of inter-governmental/international organisations in supporting higher education equity policies? In which areas would be their contribution the most valuable? (1= most valuable contribution 4=least valuable contribution)

1. Technical assistance and capacity building
2. Financial assistance (grants, loan financing, scholarships)
3. Policy setting
4. Facilitating peer learning, exchange of experience among countries

COVID-19 and Equitable Access and Success in Higher Education

How, if at all, has Covid-19 affected the existence and implementation of policies designed to encourage greater access and success on higher education of those from low-income/marginalized groups?

The Covid-19 pandemic has also exacerbated existing challenges in education services across the nation. During the quarantine period, students with special needs and students from remote or rural areas have had challenges accessing remote training due to a lack of electronic devices or Internet access.

Sources

This country brief was prepared as part of the *“ASEM National Equity Policies in Higher Education”* report, a collaboration between the [Asia-Europe Foundation \(AEF\)](#) and the [National Education Opportunities Network \(NEON\)](#). The report was launched at the [8th AEF Regional Conference on Higher Education \(ARC8\)](#) on *“Inclusive and Diverse Higher Education in Asia and Europe”* on 10 September 2021.

All information in this country brief was provided by the Ministry of Education and Science of Mongolia, as of 28 June 2021.