EDUCATION POLICY
RESEARCH IN MONGOLIA

ULAANBAATAR
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CONFERENCE PROGRAM

Co-organized by:
INSTITUTE OF EDUCATIONAL RESEARCH
NATIONAL UNIVERSITY OF MONGOLIA
MONGOLIAN UNIVERSITY OF SCIENCE AND TECHNOLOGY
MONGOLIAN EDUCATION ALLIANCE
OPEN SOCIETY FORUM
COLUMBIA UNIVERSITY IN THE CITY OF NEW YORK
ABOUT THE CONFERENCE

Knowledge-based regulation is a global catchword that currently circulates among researchers, policy makers, practitioners, and administrators in Mongolia as well as in other countries. The term suggests that policy decisions should be made based on a solid knowledge of what has worked and what has not in terms of reform and innovation. Unsurprisingly, policy research, evaluations, and other education research have been placed at the center stage of this novel approach to educational planning. The intentions are clear: to phase out what did not work, to adopt and scale up what was effective, and to make informed decisions on what is needed in terms of modifications and improvements. This is easier said than done for a variety of reasons.

Notably, there is a huge gap that yawns, not only in Mongolia but also elsewhere, between the various stakeholders in policy research and educational planning. The goal of this conference on Education Policy Research in Mongolia is to narrow the gap that exists between educational planners in government offices, policy analysts or evaluators who work as national or international consultants, and educational researchers at universities or think tanks. It is furthermore a conference that forges a close link between national and international researchers and between senior and junior scholars in educational research.

In line with the quest for knowledge-based regulation, this international conference promotes empirical research. That is, the conference advocates for data-driven research. It welcomes both qualitative and quantitative researchers who draw their conclusions based on interviews, surveys, observations, and statistical data. In some respects, this conference may be seen as the first conference on comparative policy research given the international composition of the presenters. Many colleagues on the Program Committee therefore hope that this international conference represents the launch of comparative education research in Mongolia.

The Program Committee worked hard to identify the best researchers who have carried out empirical studies on education in Mongolia. We are very pleased that this international conference has resonated so strongly among government officials at the Ministry of Education and Science, the universities in Mongolia and abroad, and the international donor community in Mongolia. Over thirty top educational researchers from Mongolia and abroad are scheduled to present at this conference.

We are grateful to the Ministry of Education and Science for lending its endorsement for this conference, the Mongolia State University of Education for its active help with coordinating various aspects of the program, and the Asian Development Bank for financially supporting such a formidable initiative.

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