

## Summary of the Terminal Evaluation

| I. Outline of the Project  |  |  |
|--|--|--|
| Country: Mongolia  |  | Project: Mongolia-Japan Center for Human Resources Development Project   |
| Sector: Other  |  | Cooperation scheme: Technical cooperation project  |
| Division in charge: Japan Center Team, Social Development Department   |  | Cooperation amount (at the time of evaluation): About 780 million yen  |
| Period of cooperation  | (R/D):<br>Jan. 22, 2002 to Jan. 21, 2007 | Partner country's implementing organization: Ministry of Education, Culture and Science, National University of Mongolia |
|  |  | Supporting organization in Japan: The Japan Foundation   |
|  |  | Other related cooperation: Grant Aid   |
| 1-1 Background to and outline of the cooperation   |  |  |
| <p>When Mongolia introduced a system of democracy in 1990, the country also introduced a market economy system. Since then, Mongolia has maintained both systems. Just after the introduction of the market economy, Mongolia lost its traditional trade markets due to the collapse of the USSR. As a result, from 1990 to 1993, its economy declined due to a decrease in the real GDP and an inflation rate of more than 300%. To cope with this, the Mongolian Government began to accept IMF's structural adjustment loans in 1992 to reduce the scale of the Government through administrative reforms, considerable reductions in government expenditures, and the tightening of monetary controls.</p> <p>To support Mongolia's transition to a market economy, Japan has provided cooperation mainly in its policies and attention to the macroeconomy, such as economic policies, industrial policies, and tax reforms. On the other hand, in the process of the transition to a market economy, it has become necessary to urgently develop private human resources that can support the real economy and administrative officers that can support them in relation to the institutional aspects.</p> <p>Meanwhile, Japan planned to establish a Japan Center for Human Development in each Asian country in transition to a market economy as a base for the development of practical human resources that can support the transition to a market economy and realize "aid with a Japanese flag." Because Mongolia has the background described above, Japan dispatched a project formulation mission in 1998 to establish the Center.</p> <p>As a result, the Mongolia-Japan Center for Human Resources Development Project (hereinafter referred to as the "Mongolia-Japan Center") started project-type technical cooperation (now a "technical cooperation project") in January 22, 2002, to develop human resources useful for the promotion of Mongolia's transition to a market economy and promote mutual understanding between Japan and Mongolia. In March 2003, the building of the Mongolia-Japan Center for Human Development was completed with Japanese Government grant aid, and the Center's activities started in earnest, including business courses, Japanese language courses, and mutual understanding programs.</p> |  |  |

## 1-2 Contents of the cooperation

The Mongolia-Japan Center carries out activities such as business courses, Japanese language courses, and mutual understanding programs in order to develop human resources that can support Mongolia's transition to a market economy and promote mutual understanding between Japan and Mongolia.

### (1) Overall goal

- (a) Human resource development contributing to the market economy in Mongolia will be promoted.
- (b) Mutual understanding between the two countries will be promoted.

### (2) Project goal

- (a) The MOJC will play a key role to contribute to human resource development of Mongolia toward a market economy.
- (b) The MOJC will promote mutual understanding between the people of Mongolia and Japan through information services and other programs.

### (3) Outputs

- (a) The MOJC will be managed effectively and efficiently by strengthened management and monitoring system.
- (b) Business courses will be offered to provide practical knowledge and skills to meet the needs of small and medium sized industry with the involvement of large number of local lecturers.
- (c) Japanese language courses will be offered to meet the needs of Japanese language teachers and to expand business opportunities for the society.
- (d) The exchange activities on various fields (economy, society and culture, etc.) between both Mongolia and Japan will be strengthened.

### (4) Inputs (as of the time of evaluation)

- (a) Japanese side: Total input of about 780 million yen
  - Dispatch of long-term experts: 6 experts
  - Dispatch of short-term experts: 32 experts
  - Training in Japan: 22 participants
  - Provision of equipment: 105 million yen
  - Sharing of local operating costs: 78 million yen
- (b) Mongolian side:
  - Placement of counterparts: 1 counterpart
  - Provision of land and facilities (site for the Center and a parking lot)
  - Operating costs (utility and communication costs)

## II. Outline of the evaluation team

|              |  |
|--------------|--|
| Team members | Team Leader: Mr. Yoshikazu TACHIYARA, Japan Center Team Leader, Social Development Department, JICA<br>Business Course Evaluation: Ms. Nobuko MIYAKE, Consultant (CDC International)<br>IT Course Evaluation: Mr. Hiroyuki IDE, JICA Senior Advisor<br>Japanese Language Course Evaluation: Ms. Yukiko MENDA, Dispatch and |
|--------------|--|

|   |  |   |
|---|--|---|
|   | Support Division, Japanese-Language Department, The Japan Foundation<br>Japanese Language Education: Ms. Yumiko TSUBOYAMA, Japanese Language<br>Institute, Urawa, The Japan Foundation<br>Planning Evaluation: Mr. Yoshihito YAKO, Japan Center Team, Social<br>Development Department, JICA |   |
| Period of the evaluation  | June 14 to July 2, 2006  | Type of evaluation: Terminal evaluation |
| <b>III. Outline of the evaluation results</b>   |  |   |
| <p>3-1 Confirmation of achievements</p> <p>Under this Project, 6 long-term experts and 32 short-term experts were dispatched over the five years to design business courses and Japanese language courses according to the local needs and give guidance to the counterparts concerning the management of the courses. The business courses aim to develop human resources for the transition to a market economy and consist of regular courses for private human resources (“small and medium-sized enterprise consulting and guidance course,” “entrepreneur support seminar,” and “practical business seminar for young owners”), irregular short-term seminars, and local seminars. The “small and medium-sized enterprise consulting and guidance course” was held 4 times and completed by 163 participants, the “entrepreneur support seminar” was held 5 times and completed by 117 participants, and the “practical business seminar for young owners” was held once and was completed by 28 participants. In addition to these, various short-term seminars were held 11 times and local seminars were held 8 times. Japanese language courses started in January 2002 under the titles of “business Japanese,” “learning Japanese through movies,” and “monthly Japanese test.” By FY2005, 18 Japanese language courses were held with the participation of 6,901 persons in total. After 2002, 153 events were held with the participation of 12,031 persons in total to promote mutual understanding between Japan and Mongolia, including different cultural experience lectures, regular movie shows, and Japan Center forums.</p> <p>Although no numerical target had been set, it can be judged from these achievements that each of the outputs and the project goals have been accomplished at a satisfactory level.</p> <p>3-2 Summary of the evaluation results</p> <p>(1) Relevance</p> <p>One of the project goals, “playing a central role in developing human resources useful for Mongolia’s transition to a market economy,” was evaluated in terms of the selection of target groups and the relevance to the policies of both countries. The Mongolian Government has its main medium-term development strategies in the form of the Government Action Plan and the Good Governance for Human Security Program for 2000-2004, and the Economic Growth Support and Poverty Reduction Strategy (EGSPRS) for the implementation of the action plan. These policies consider the stability of the macroeconomy and the development of the private sector as the most important issues concerning economic growth and poverty reduction. Because one of the project goals is to play an important role in developing human resources useful for Mongolia’s transition to a market economy, the project can be regarded as relevant in light of the Mongolian economy and the government development strategies. In addition, given that 96% of the companies in Mongolia are small companies with less than 50 employees, the development of business human resources for small and medium-sized</p> |  |   |

companies plays an important role in Mongolia's economic growth, and the selection of the target groups is relevant.

The other project goal, "promotion of mutual understanding between people in both countries through various programs," can be evaluated as relevant in that the goal is regarded as one of the "comprehensive partnership" promotion activities confirmed as goals by the Joint Statement on Friendship and Cooperation between Japan and Mongolia announced by the governments of both countries in 1998.

## (2) Effectiveness

The results of a questionnaire survey, an interview survey, and on-the-spot inspections show that most participants are satisfied with the training courses. Not a few participants in the "small and medium-sized enterprise consulting and guidance course" used the contents of the training to improve the operations of their companies, with the result that the sales and production efficiency of these companies have been improved. According to the estimation based on the results of this evaluation study, about 6% of the small and medium-sized companies in Ulan Bator participated in the business courses. These results show that the project goal of developing human resources for facilitation of the transition to a market economy was achieved through the business courses.

In addition, the Japanese language courses are also highly regarded because 1) the educational materials prepared by the Mongolia-Japan Center are easy to understand; and 2) the courses are coordinated with the business courses and the IT courses and are more practical than those provided by other Japanese language training institutions. Because of this, the number of applicants for participation is high, and the classes have always been filled. Moreover, the number of accesses to the website of the Mongolia-Japan Center has been increasing since streaming of the course has become available. Given these results, it can be said that the Project has effectively achieved the goal of promoting mutual understanding between Japan and Mongolia.

## (3) Efficiency

The management capabilities of the local staff have been gradually improving through OJT and training in Japan. The training in Japan has been constructed to satisfy each the needs of each participant. With regard to mutual understanding programs and the management of the library, it has gradually become possible for the local staff to take the leadership in planning and managing them.

With regard to the management system of the business courses, although experts in the management of business courses were dispatched from August 2003 to August 2004 (12 months), the local staff members (four members in total) – mainly, the Director-General of the Mongolia-Japan Center and the Chief Manager of the business courses – operated the system in the other periods (with regard to course lecturers, a short-term expert has been dispatched for each lecture). Although the number of staff members is small, the Mongolia-Japan Center carefully examines where to use Japanese experts, which requires high input costs, and is thus effectively utilizing the limited resources.

For example, although Japanese short-term experts are used as lecturers for the "small and medium-sized enterprise consulting and guidance course," the Mongolia-Japan Center effectively uses them not only to provide lectures, but also to provide corporate consulting and

guidance through individual consultations and corporate visits and to hold local lectures and sectoral seminars. In addition, to the extent possible, the Mongolia-Japan Center uses local consultants and other local human resources to reduce costs. When the Center employs a local consultant, it requests the consultant to submit a proposal and examines it before entrusting the lectures to them. When the consultant gives a lecture, the Mongolia-Japan Center's Mongolian staff member in charge participates in and monitors the lecture. In addition, after the lecture, the staff member has the participants fill in questionnaires and requests the consultant to make improvements to ensure the quality of the lectures.

However, as a service provider of business courses, the Mongolia-Japan Center has not given many lectures: the "small and medium-sized enterprise consulting and guidance course (a half-year course)" is held once a year (one week per month during the half year period); the "entrepreneur seminar" is held twice a year (two weeks each); the "practical business seminar for young owners" is held once a year (two weeks); and short-term seminars are held three or four times. However, since the Mongolia-Japan Center's budget, staff, and number of classrooms are limited, it has been difficult to increase the number of lecturers and the number of participants.

With regard to the use of resources for the Japanese language courses, it can be said that the dispatched experts develop, plan, manage the courses, develop educational materials, give lectures and guidance, and efficiently play the leading role in carrying out technical transfer to the local teachers. In addition, they are fully utilizing the Mongolia-Japan Center's advantages, effectively using the Center's information and human resources for the provision of information on studying abroad, collaborate with the Center's experts in the IT and business fields, and use videos for the Japanese language courses. Moreover, through the "Radio Japanese Lessons," the Mongolia-Japan Center gives opportunities for studying the Japanese language through the use of several local tools, such as the mass media, publications, and the Internet. This has made it possible to study the Japanese language without any geographical or temporal limitations and to expand opportunities for studying the Japanese language throughout Mongolia (such opportunities were previously available only to visitors to the Mongolia-Japan Center). It can be said that a small number of staff members have been efficiently carrying out these activities.

#### (4) Impacts

The business courses have had many impacts other than the project goals. Firstly, they have had a great impact on the participants who studied "Japanese-style management." The participants were greatly influenced by its management philosophies, such as "training is necessary for employees" and "improvements in productivity require placing importance on the employees and strengthening teamwork." In addition, many companies where the ex-participants put into practice what they had learned succeeded in improving productivity and increasing sales. They said that this change in the way of thinking was the best thing they gained from the participation in the business courses, and they wanted to have it also filter into the hearts of their employees and family members (their children).

Secondly, an "improvement association" was formed mainly by the graduates from the second year's "small and medium-sized enterprise consulting and guidance course." The purposes of the foundation of the association are: 1) to provide a place for the graduates to study together in order to utilize the contents of the course for their businesses; and 2) to teach what they learned in the course to local people who have no opportunity to receive the training. The members of the improvement association visit companies and point out what needs

improvement. Some of them were invited by the chamber of commerce and industry to give lectures about the “5S improvement activities.” In addition, the improvement association encouraged Japanese experts to hold short-term seminars in Darkhan and other local areas, contributing to improvement of the knowledge of local proprietors.

Thirdly, on the model of the Mongolia-Japan Center, other countries changed their centers from culture-type ones to center-type ones that involve technical cooperation. This indicates that the Mongolia-Japan Center is highly regarded by other countries. This is an impact that cannot be provided by other similar centers.

Lastly, because many graduates from the IT courses are engaged in the development of software to be imported to Japan, a considerable impact has also been made on changes in the policies of Mongolia’s ITC agency.

With regard to the Japanese language courses also, as a result of the continuous provision of high-quality courses, the Mongolia-Japan Center has gained the confidence of organizations other than the direct beneficiaries as a Japanese language education institution. For example, a university in Ulan Bator considers that if its Japanese language teachers are employed as part-time lecturers of the Mongolia-Japan Center, this proves that the teacher is excellent. In addition, a university lecturer has been encouraged by the department chief to participate in the Center’s teaching practice course.

In addition, more than 12,000 persons have so far participated in the Mongolia-Japan Center’s mutual understanding programs. During this evaluation study, many participants said that they deepened their understanding of Japan through the programs. In the programs, the Mongolia-Japan Center promotes Mongolian people’s understanding of Japanese traditions and culture and provides various types of information on modern Japan through Japan Center Forums and other seminars.

Given these facts, it can be evaluated that the Mongolia-Japan Center is becoming a base for the promotion of mutual understanding between Mongolia and Japan.

## (5) Sustainability

### (a) Organizational aspects

The Mongolia-Japan Center is an institution attached to the National University of Mongolia. It is used by many citizens and students and is well known as an organization. In addition, the business courses are practically managed by Mongolian staff members under the direction of the Japanese Director-General. Therefore, the Center has been localized to some extent. However, the average period of employment is less than two years, which is generally short, not only for the staff members of the business courses, but also for those of the Mongolia-Japan Center as a whole (except the Vice Director-General). The average period of employment for the staff members of the business courses is two years and two months: the course manager worked for three years and nine months, while the other staff members work for one year and eight months on average. The course manager resigned from the Center in the middle of June 2006 to study in Japan. Because of this, it is hard for the Center to accumulate experience and know-how on organizational management. It is therefore necessary to strengthen the organizational system through measures such as devising medium-term and

long-term plans for the development and employment of human resources and extending the period during which the successor takes over the duties from the predecessor.

(b) Financial aspects

The low cost recovery rate is a problem for the Mongolia-Japan Center. Although the main factor is the high cost of dispatching Japanese experts, the rate would still be 25% to 30% if that factor is excluded. This is because tuition fees, the main revenue source for the Center, have been held down from the viewpoint of their contribution to society.

To improve the sustainability of the Mongolia-Japan Center, it is necessary to adopt various devices for the management of the courses so that revenues can be gained more effectively.

(c) Technical aspects

With regard to the increase in the employment of local lecturers, of the three main business courses, the “entrepreneur support seminar” and the “practical management seminar for young owners” have been entrusted to local consultants and it has fully been localized. However, because the purpose of the “small and medium-sized enterprise consulting and guidance course” is to give practical guidance on “Japanese-style management,” it is difficult to find lecturers from among Mongolian people. Therefore, it will be necessary to dispatch Japanese experts for a while. To gradually increase the number of local lecturers and to sustain itself, the Mongolia-Japan Center should strengthen the identification and training of human resources and develop lecturers, contributing to the improvement of the quality of the lecturers throughout the country.

Every year the Mongolia-Japan Center employs several part-time lecturers from among the participants in the practical Japanese language education course to train local lecturers. In particular, the utilization of a human resources promotion system has been effective for the development of human resources. The local lecturers (seven lecturers in total) are course graduates, except for one expert. However, the current number of local lecturers is insufficient and there is the possibility that local lecturers may resign from the Center to study abroad. To raise the level of incentives for local staff members to work for the Center, it is possible to reflect the opinions of each member in the course management through the weekly meetings held by the officer in charge of the Japanese language courses and the collaborative development of educational materials. With regard to educational materials also, those for providing lessons at a certain level have already been prepared, and it is necessary to continue to promote the training of local lecturers and the strengthening of the system for the management by the local staff. Moreover, at present, leadership by Japanese experts is necessary for developing and designing courses.

In general, the management capabilities of the local staff have been gradually increasing. In the future, the Center’s technical sustainability will increase by establishing a human resources plan that takes into consideration the local staff’s future role in the management of the Center and by cooperating with other related

organizations in Mongolia.

### 3-3 Factors for the emergence of the effects

#### (1) Contents of the plan

The major factor increasing the effect of the business courses on the development of human resources is the accordance between the needs of the target groups and the contents of the courses provided by the Mongolia-Japan Center. Above all, when the business course classes were divided by type of business and the business courses became available to service providers in the Project's third year, this overlapped with a period when the service industries were developing throughout Mongolia and increasing their needs.

The Center's business courses were differentiated from the MBA courses of other business course seminars and universities by the theme peculiar to the Center – that is, Japanese-style management. With regard to the contents of the lectures, based on the three principles of management, “whether it can be sold,” “whether it can be produced,” and “whether it can bring profits,” the Center gave very practical guidance on the basics of management, “Japanese-style management (5S improvements),” “production management,” “store management,” “labor management,” “marketing,” “cost and quality management,” and “financial management.” This guidance was in accordance with the needs of the participants and was effective for the participants to improve their management. In addition, the Center invited active small and medium-sized enterprise management consultants as lecturers and used them during the intervals between lectures to provide useful knowledge for practical use by corporate consulting and guidance through personal coaching and visits to the companies.

The second factor is that the participants were of high quality and positively participated in the lectures and have been using what they learned from the course to improve the management of their companies. This is because the participants were the proprietors of small and medium-sized companies who really felt the need to increase their knowledge for the development of their companies and had an eager desire to participate in such business courses. The participants were highly motivated by the Center's provision of the opportunities for training in Japan to high achievers after the completion of the course. In addition, the human network of participants created by the six-month “small and medium-sized enterprise consulting and guidance course” is not only useful for reviewing the contents of the lectures and doing business after the completion of the course, but is also contributing to the maintenance of the high quality of the Center's business courses through the introduction of the courses by the participants to people around them.

#### (2) Implementation process

In this Project, fortunately, each of the activities (business courses, Japanese language courses, computer courses, and mutual understanding programs) has been managed by excellent local staff members. The chief manager of the business courses in particular specialized in financial affairs at university and therefore could understand the contents of the lecturers in the business courses, contributing to the smooth management of the courses. The interpreter is highly regarded among the ex-participants. An ex-participant interviewed during this evaluation study said that when he participated in a German instructor's lecture held under the sponsorship of the chamber of commerce and industry, because the interpreter was not sufficiently competent, he could not understand the contents of the lecture. In this way, the quality of a lecture given by a foreign instructor depends on the competence of the interpreter. Therefore, it can be said that the Mongolia-Japan Center's use of a competent interpreter for



its business courses is one of the factors for the emergence of the effects.

### 3-4 Problems and the factors causing them

There are no major factors impeding the project goals. However, what should be improved is that the original subjects and contents have rarely been reviewed in four years of the project period. As described above, this is mainly because no “course manager” existed for a long time so that the direction of the courses and short- and long-term strategies could not be determined. In addition, because the monitoring system is weak, opinions and recommendations about improvements to the courses have not been sufficiently well compiled, and the courses have not been positioned appropriately in terms of the Mongolian economy and society.

### 3-5 Conclusions

As described in 3-2 above, it was confirmed that the project goals – the development of human resources useful for Mongolia’s transition to a market economy and the promotion of mutual understanding between Mongolia and Japan – are highly relevant in terms of contents and targets and are being achieved efficiently and effectively through the business courses, which emphasize practice, the Japanese language courses, which include a radio course, and the mutual understanding programs, under which various exchange events have been held.

With regard to the business courses in particular, many graduates from the courses (more than 80% of the interviewed proprietors) have greatly improved the performance of their companies by utilizing what they learned in the courses. In addition, some graduates founded an “improvement association” to popularize “Japanese-style management”. In this way, various impacts have emerged. Moreover, because the Mongolia-Japan Center has a library that contains materials introducing Japan and has held exchange events on the theme of Japanese culture, the number of visitors to the Center has already exceeded 400,000 and the number of Mongolian people who have an understanding of Japan has been steadily increasing.

On the other hand, the Mongolian business world’s needs have become diversified and heightened, and the need for information on Japan has increased, with the result that expectations for the Mongolia-Japan Center have become greater. Although the Center has already established its position as a representative of Japan in Mongolia, to satisfy these needs and expectations, the Center should develop further, using the lessons learned from the activities so far. Moreover, there are problems with the Center’s sustainability in relation to the organizational, financial, and technical aspects. Given these facts, it seems necessary to carry out Phase 2 to develop the outputs in Phase 1 according to the purpose of the goals.

### 3-6 Recommendations (concrete measures, proposals, and advice concerning the Project)

When the project ends, the following recommendations are made for consideration by the project implementing agency and the experts:

#### 1. Management of the Center

##### (1) Establishment and monitoring an annual plan for the Project

Some of the participants in the business course seminars requested notification of the annual course plan beforehand. To respond to this request, it is important to establish a detailed

annual plan for course seminars and to notify the participants of this beforehand. In addition, to continuously improving the courses, it is essential to monitor the progress of the activities.

## (2) Use of revenues from the tuition fees

Although the Mongolia-Japan Center is saving most of the revenues from the tuition fees, to manage the Center independently in the future, the Center should increase its revenues through the development of the revenue sources and raise the proportion of the contribution of its own funds to the operating costs through the appropriation of these revenues to cover part of these costs. In addition, as the Center's revenues have been gradually increasing due to the increase in the number of courses, such as business courses, IT courses, and tourism courses, it seems necessary to reconsider how to treat the revenues from tuition fees.

## 2. Business courses

### (1) Course design

As described above, the Mongolia-Japan Center's business courses have changed the management awareness of many participants and have already produced the direct effect of improving sales and production efficiency, thus it can be said that the business courses are very effective. The factors for this success are the high relevance of the identification of the target groups, the theme peculiar to the Center, "Japanese-style management," and the contents of the lectures and the guidance method, both of which placed importance on "practice." When reviewing the contents of the business courses in the future, the Center should examine the course design based on these points.

### (2) Monitoring system

It cannot be said that the Mongolia-Japan Center's monitoring system has been fully established. First of all, it is necessary to establish the monitoring system (through clarification of the purpose, the appointment of a staff member in charge and the responsible staff members, etc.) and strengthen it (through the establishment of a feedback method, the formulation of an annual activity plan). After this, the contents of the existing monitoring tools (such as a questionnaire survey after the end of each course and the monitoring of the lessons by local staff members) should be reviewed so that efficient and effective monitoring can be carried out.

### (3) Improvement of the follow-up after participation in a course.

Many participants want the Mongolia-Japan Center to improve the methods of follow-up after their participation in a course. It seems possible to take measures such as establishing advanced courses and making it possible to record and then view the lectures given in each course.

### (4) Collaboration with other business course providers

It is possible for the Mongolia-Japan Center to exchange information on courses and seminars with the chamber of commerce and industry, MONEF, universities (MBA courses), and other business course providers and supplement each other's efforts through the use of the strong points of each provider, such as in the training of trainers (TOT) and practical courses.

#### (5) Expansion of public relations

For 70% to 80% of the participants in the “small and medium-sized enterprise consulting and guidance course” their participation in the course was based on an introduction by acquaintances or ex-participant. Because there is concern that information may not be reaching people who need the Mongolia-Japan Center’s business courses, it is necessary to develop a public relations strategy, taking into consideration the use of not only newspapers, but also other media.

#### (6) Securing human resources and revenues

With regard to human resources, it is necessary to secure both local staff members and lecturers on a stable basis. To continue to provide the existing business courses, the Mongolia-Japan Center should devise a long-term strategy for the early development of human resources, such as by the establishment of a TOT course for the identification of human resources and the training of lecturers in Japan.

With regard to the securing of revenues, it seems possible to take the following measures: increasing the number of diversified courses, raising the tuition fees, using local human resources, and selling textbooks and supplementary educational materials.

### 3. Japanese language courses

#### (1) Discovery and training of local lecturers

Because the number of local lecturers is insufficient, and some of them may resign in order to study abroad, to cope with various external factors, it is necessary to increase the number of local lecturers engaged in the teaching and management of the courses.

#### (2) Development of human resources for the design and development of new courses

In addition to continuation of the training of instructors who provide high-quality education, it is necessary to train lecturers who can contribute to the development and design of the courses and secure lecturers who can develop human resources in place of the dispatched experts.

### 4. Mutual understanding programs

The Mongolia-Japan Center has so far endeavored to supply information on Japan to Mongolian people. However, because the promotion of mutual understanding between both countries requires the bilateral provision of information, it seems necessary to consider carrying out programs for Japanese residents in Mongolia and establishing places to provide interaction between Japanese residents in Mongolia and Mongolian people.

#### 3-7 Lessons learned (matters that serve as reference materials for the discovery, creation, implementation, and management of similar projects derived from this Project)

The Mongolia-Japan Center’s business courses are evaluated highly because the courses provided are suitable for the business environment and the corporate scale in Mongolia. This is because the contents and levels of the courses meet the local needs. On the other hand, because monitoring after the beginning of the business courses and the feedback of the results were insufficient, when designing a course, the formulation of a plan that includes monitoring

after the beginning of the course is important for managing the courses effectively.

These points serve as lessons for other similar projects – in particular, Japan Center projects in progress in other countries.