

**DC programme of the Federal Republic of Germany, commissioned by the
German Ministry of Economic Cooperation and Development
(BMZ): Promotion of Sustainable Resource Management in
Mongolia**

**TC measure implemented by Deutsche Gesellschaft für Internationale
Zusammenarbeit (GIZ) GmbH: Cooperative Vocational Training
in the Mineral Resource Sector**

CRS purpose code: 11330

DAC and BMZ markers

GG (Gender equality):	1
PD/GG (Participatory development/Good governance):	1
UR (Environmental protection and resource conservation):	1
TD (Trade development):	-
DES (Combating desertification):	0
KLM (Climate change, reduction of greenhouse gases):	0
KLA (Adaptation to climate change):	0
BTR (Biodiversity convention):	0
PBA (Programme-based approach):	0
AO (Poverty orientation):	MSA
FS (Peace and security):	0
LE (Rural development and food security):	0

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List of abbreviations

ADB	Asian Development Bank
DFAT	Department of Foreign Affairs and Trade (Australia)
BMZ	German Federal Ministry for Economic Cooperation and Development
BCM	Business Council of Mongolia
CVT	Cooperative Vocational Training in the Mineral Resource Sector Project
CBT	Competency Based Training
DC	Development Cooperation
GMIT	German-Mongolian Institute for Resources and Technology
EU	European Union
HCD	Human Capacity Development
IMRI	Integrated Mineral Resources Initiative
KOICA	Korea International Cooperation Agency
MCA	Millennium Challenge Account
MoL	Ministry of Labour
MNCCI	Mongolian National Chamber of Commerce and Industry
MONEF	Mongolian Employers' Federation
NCVET	National Council for Vocational Education and Training
OT	Oyu Tolgoi (mining company majority-owned by Rio Tinto and the Mongolian government)
STST	Short term skills training
SDC	Swiss Agency for Development and Cooperation
TC	Technical Cooperation
VETP	Vocational Education and Training Partnership

B.1 Brief description

Dynamic economic development has led to a strong demand for qualified skilled workers, and this need will become even more acute in the future. However, the vocational education and training sector in Mongolia does not have the quantitative or qualitative capacity to meet industry's and society's current and future demands for vocationally-oriented training for skilled workers (core problem).

The TC project "Cooperative Vocational Training in the Mineral Resource Sector" (CVT) covers three areas of activity:

Module 1 outcome: The organizational, human resource and content related requirements for a needs-based vocational training within the mineral resource sector and up- and downstream industries are established in selected Technical and Vocational Education and Training (TVET) institutions.

Module 2 outcome: Target groups make use of the supported Short Term Skills Training (STST) courses which enhance their marketable skills.

Module 3 outcome: Target groups make use of improved career guidance services based on labour market needs and individual capabilities.

In the areas of activity, the project provides the Mongolian government with expert, political and process consultancy to resolve the shortcomings in the vocational education and training sector. These inter-related activities complement one another and aim overall to improve the availability of human resources in the long term and thereby ensure sustainable and wide-reaching economic growth based on Mongolia's mineral wealth. The project is helping to refine the content of formal and short term training and career guidance, to devise mechanisms by which social partners can cooperate with one another, to strengthen management, teaching and consultancy skills in vocational education and training institutions and companies, and to improve the image of vocational training. The project has been designed and implemented in close consultation with the TC measures in the German DC programme for promoting sustainable management of mineral resources. There are also synergies with the interventions being made by the Swiss Agency for Development and Cooperation, the Asian Development Bank, the European Union and the Australian and Korean development agencies. There is also considerable potential for public-private partnerships with Mongolian and international companies.

Regions benefitting from this measure are the western, central provinces and South Gobi. The project started in March 2013 with costs covered by the German contribution of up to EUR 5,000,000. Its current phase lasts until February 2016. In addition, the project includes third-party funds from the Swiss Agency for Development and Cooperation to the value of EUR 3,600,000. The Australian Department of Foreign Affairs and Trade provides up to AUD 4,000,000 until June 2017.

Due to the third-party contribution, the project value of the current TC measure was increased and the concept of the measure was subject to content related changes.

B.2 Problem and potential analysis (related to the DC measure)

Due to its abundance of raw materials, the mining sector accounts for three fifths of Mongolia's entire industrial production. Dynamic economic development has led to a strong need for qualified skilled workers, and this need will become even more acute in the future. This is particularly the case in mechanics, electrical engineering and construction. According to the Mongolian government's estimates, 40,000 additional skilled workers will be required by 2018. However, the vocational education and training sector in Mongolia does not have the quantitative or qualitative capacity to meet industry's and society's current and future demands for vocationally-oriented training for skilled workers (**core problem**).

This situation is **caused** primarily by the teaching tradition of focusing on theory and insufficient cooperation between vocational colleges and industry. Employers find that training in vocational colleges does not focus sufficiently on practical content and that college-leavers do not have the technical and social skills required to gain employment. There is also a lack of employment-generating qualification programmes for job-seekers aged over 24 who do not have any formal vocational training. Companies, meanwhile, do not have qualified in-company instructors to train apprentices for the positions that their businesses are going to need to fill in the future. Neither school-leavers nor job applicants are sufficiently career-focused to be able to make the right decisions about what qualifications to take and what career path to pursue. Moreover, vocational colleges do not have sufficient financial or human resources. In 2010, only 4.4% of the educational budget was provided for vocational education and training.

The **negative results** of insufficient vocational training are that Mongolian employees are not able to participate sufficiently in creating value in the mineral resource sector due to their lack of expertise. Only around 40% of the population are employed in the formal sector of the economy and around 30% of the population have to live on an income below the poverty line. While the need for skilled specialists in Mongolia is met by recruiting staff from abroad, many young Mongolians are working as unskilled labourers in developed Asian economies (especially South Korea). The lack of skilled workers in Mongolia has recently led to a substantial increase in salaries for well trained workers and to a loss in added value in the Mongolian economy.

The Mongolian government has adopted a Master Plan to Develop Education of Mongolia in 2006 – 2015, which has the **potential** to reform the vocational education and training sector. The government has made a commitment to improving the relevance and quality of the vocational training that is available and to creating the necessary conditions to achieve this. With this in mind, the vocational training law has been repeatedly reformed in recent years, and the proportion of practical training in vocational colleges has been increased to over 50%. A programme of grants has been introduced as an incentive for students at vocational colleges, and the Ministry of Labour has established two funds to improve the availability of vocational qualifications. Moreover, responsibility for the vocational education and training sector, which was previously shared by several ministries, has been transferred in its entirety to the Ministry of Labour, thereby bringing responsibilities for formal and short term training and career guidance together under one roof. The National Council for Vocational Education and Technical Training (NCVET) has also been established with the support of the United States of America's development fund (the Millennium Challenge Account, MCA). This council includes, among others, representatives from relevant industrial associations and other civil society organisations

such as trade unions. In order to further promote knowledge management and cooperation in this sector, the Vocational Education and Training Partnership (VETP) was established as a non-governmental organisation with the support of the Ministry of Labour, bilateral donors, civil society organisations and the private sector. Quotas on the number of trained national staff that companies must employ (usually 90%) were also introduced to restrict recruitment of foreign workers and encourage industry to invest in training Mongolian specialists. National and international companies are also increasingly providing in-company training to Mongolian workers.

Since the beginning of the TC measure in March 2013, three CBT curricula were developed in cooperation with the Ministry of Labour for the newly established training courses for technicians in the fields of construction, electrical engineering, and mechanics. Furthermore, with the support of the TC measure, VETP was established, and preparatory steps were taken for Mongolia's participation in WorldSkills, the world championship of vocational education and training in 2015 in Sao Paulo, Brazil.

B.3 Description of the TC measure

B.3.1 Outcomes and indicators

Following the cofinancing of the project by the Swiss Agency for Development and Cooperation (SDC), the pre-existing TC measure was conceptually modified. The current module activity targeting the formal vocational education and training was extended by two additional areas of activity covering short term skills training and career guidance. These three inter-related activities complement one another and reflect the Mongolian government's reform priorities. Overall they aim to improve the availability of human resources in the long term and thereby ensure sustainable and wide-reaching economic growth based on mineral resources. However, only in the longer term will the attempted reforms to the vocational education and training sector have an effect on employment and significantly improve human and structural resources.

Module 1 outcome:

The organizational, human resource and content related requirements for a needs-based vocational training within the mineral resource sector and up- and downstream industries are established in selected Technical and Vocational Education and Training (TVET) institutions.

Indicators:

- 1.1 The number of applicants for the new and renewed training courses (pilot training courses) at pilot TVET institutions is increased (baseline value: zero, target value: 40 applicants per year, source: applicant statistics held by the pilot vocational education and training institutions).
- 1.2 The number of trainees in pilot training courses is increased (baseline value: zero, target value: 20 trainees per pilot training course, per year, of which 10% are women, source: student statistics held by the pilot vocational education and training institutions).

- 1.3 The number of cooperation agreements between companies that provide apprenticeships for the pilot training courses and pilot TVET institutions is increased (baseline value: zero, target value: at least three cooperation agreements per pilot training course, source: cooperation agreements signed with the pilot vocational education and training institutions).

Module 2 outcome:

Target groups make use of the supported Short Term Skills Training (STST) courses which enhance their marketable skills.

Indicators:

- 2.1 The number of participants of the supported STST courses is increased (baseline value: zero, target value: annually 3 STST per training field with 15 participants at 9 TVET institutions, thereof 30% women, source: college-leaver statistics held by the pilot vocational education and training institutions).
- 2.2 The overall survey of graduates of the supported STST courses gives evidence that the majority of the graduates started a paid occupation within 3 months after successful STST completion (baseline value: zero, target value: at least 60% of the graduates who gives response started a paid occupation).
- 2.3. A survey among the cooperating companies gives evidence that the graduates of the supported STST courses have appropriate and relevant skills (baseline value: zero, target value: 80% of the cooperating companies value the qualification of the graduates as good or better, source: qualitative survey).

Module 3 outcome:

Target groups make use of improved career guidance services based on labour market needs and individual capabilities.

Indicators:

- 3.1. The number of improved career guidance services at the pilot TVET institutions is increased (baseline value: zero, target value: 400 career guidance services (single and group) per career guidance counsellor, source: records of the sessions that were conducted).
- 3.2. A survey among a sample of 100 users (of which 50 are women) of the career guidance services at the pilot vocational education and training institutions confirms that the advice helped them to make a successful decision about which qualifications to take and which career path to pursue (baseline value: zero, target value: 70 (70%) of respondents, of which 35 (50%) are women, source: qualitative survey).

B.3.2 Target groups and other stakeholders

The project's target group comprises school pupils in years 8 to 12 of secondary education who are interested in formal vocational training and/or career guidance. The target also extends to men and women aged between 25 and 50 who are either employed or seeking employment, and who wish to improve their employability by participating in short-term skills training courses. This 25-50 year-old target group includes in particular a large proportion of marginalised people who are threatened by poverty or already live in poverty. The project also aims to improve gender balance and the inclusion of persons with disabilities.

The project is focusing its efforts in the Khovd, Bayan Ulgii, Uvs, Zavkhan, Bayankhongor, Govi Altai, Darkhan, Govi Sumer, Ulaanbaatar, and South Gobi provinces. It is also supporting innovative and promising approaches in selected provinces outside this area as a way of broadening the project's impact. In the selected provinces, the target group encompasses around 250,000 people living in rural and urban areas. Of these around 95,000 are in vulnerable groups.

Other participants include managers and training staff in the selected vocational education and training institutions, in-company trainers in the participating companies, and career advisors. Specialist and management staff at the Ministry of Labour and subordinate authorities are also participating in the project, as are representatives from federations and associations, and employers in the mineral resource sector and related upstream and downstream industries.

B.3.3 Partner structure: executing agencies

The lead executing agency of the project is the Ministry of Labour (MoL).

On placement of the commission for cooperation, the lead executing agency has the right to demand the services to which it is entitled directly from GIZ.

The public-sector implementing partners are the Departments for Vocational Training and Labour Market Policy within the Ministry of Labour and the selected vocational education and training institutions. The National Council for Vocational Education and Technical Training (NCVET), which comprises 16 representatives from industry, civil society and the government, is a further implementation partner.

In cooperation with NCVET, the Ministry of Labour is responsible for managing the sector and creating the legal and political framework for cooperative vocational and skills training and career guidance. It also provides the resources for vocational training and employment promotion.

The selected vocational education and training institutions are responsible for administering and selecting the content of the teaching programmes for basic vocational training and the short term skills training courses. They are also responsible for running the career guidance services, and for ensuring that all the social partners (industry, civil society and local administrative bodies) fully participate in designing the structure of training at their centres.

Private-sector and civil-society implementing organisations include the Mongolian Employers' Federation (MONEF), relevant professional associations, trade unions, VETP, the Mongolian National Chamber of Commerce and Industry (MNCCI) and businesses.

The cooperating bodies and businesses tailor vocational training and career guidance to market needs, and play an active role in developing curricula, setting examinations, certifying courses and managing quality. They help to ensure the practical dimension of vocational training and the short term training courses by providing supervised industrial internships and placements, and play a key role in ensuring that cooperative vocational training is sustainable. The VETP supports the Mongolian government by providing knowledge management, cooperating with the sector and participating in international skills competitions.

B.3.4 Design of the TC intervention

B.3.4.1 Methodological approach and use of instruments

Methodological approach

As a whole, the project contributes to a long-term improvement in the availability of skilled human resources and thereby helps to achieve sustainable and broad-based economic growth based on mineral resources. The project supports the Mongolian government with establishing the preconditions for demand-orientated education and training, introduction of short term skills training, which will enhance employability, and improvement of career guidance services. To this end, the Ministry of Labour is being helped at a macro level to develop and implement an organisational and legal framework for introducing and rolling out a cooperative range of qualifications and advisory services in the vocational education and training sector. As a complementary meso-level measure, the capacities of social partners to participate in vocational training are being enhanced. At a micro level, moreover, selected vocational education and training institutions are being helped to implement qualifications and advisory services that will enhance employability.

In each of its three areas of activity (formal vocational training, short term skills training and career guidance), the project is concentrating on two to four closely aligned specific tasks. These include refining the contents of qualification and career guidance services, devising cooperation mechanisms with social partners, and enhancing management, teaching and advisory skills in the vocational training institutions. Companies take on trainees, and the image of vocational training among the public and throughout the private sector is strengthened.

The first area of activity (**formal vocational training**) aims to create a framework in terms of content, human resources and organisational capacity that will enable demand-oriented training to be offered in the mineral resource sector and in related upstream and downstream industries. As a way of complementing SDC's support for formal vocational training in the west of Mongolia, the project is focusing on the Govi Sumber, Darkhan, Ulaanbaatar and South Gobi provinces for this first area of activity. Here, it is advising national partner organisations on how to further develop one to three year teaching programmes that will provide technical training in mechanics, electrical engineering and construction to pupils that have completed grade 9 or 12 of secondary school. Practice-oriented curricula are being jointly developed with the social

partners, teaching materials are being made available and complementary equipment is being provided. The establishment of professional advisory boards in the pilot vocational education and training institutions is helping the social partners to coordinate teaching programmes. Teaching and specialist staff are being given further training on technical matters, methodological approaches and teaching methods for them to be able to implement the new CBT teaching programmes, and school managers are being trained on how to deal with issues arising from cooperative vocational training. In-company trainers are also themselves being trained, tested and certified in accordance with the German framework for assessing trainers' aptitude. Lastly, the project is advising national partners on how to improve the image of vocational training, helping Mongolia, for example, to take part in international skills competitions.

The second area of activity involves introducing **short term skills training** in pilot vocational education and training institutions in the ten provinces on which the project is focusing. The project is advising the national partner organisations on how to develop short term skills training in the fields of mechanics and construction for men and women aged between 25 and 50 who are currently either seeking employment or are looking for ways to enhance their employability in general. As with the first area of activity, practice-oriented CBT curricula for these short term skills training courses have been jointly developed with the social partners, teaching materials are being made available and complementary equipment is being provided. Professional advisory boards are also being established at those pilot vocational education and training institutions that are not included in the first area of activity. Again, similarly to the first area of activity, teaching and specialist staff are being trained on technical matters, methodological approaches and teaching methods relevant to the short term skills training, and in-company trainers are also themselves being trained, tested and certified in accordance with the German framework for assessing trainers' aptitude.

The third area of activity is designed to improve **career guidance services** for pupils in years 8 to 12 of secondary school in the ten provinces on which the project is focusing. In order to ensure that the project is able to deliver integrated support at a conceptual level, the third area of activity focuses on the career guidance and vocational counselling skills of the pilot vocational education and training institutions that are being supported in the first and second areas of activity. Facilities will be provided with improved career guidance tools and materials adapted to the Mongolian context. Target-specific brochures containing information about the formal and short term qualification courses are being offered as part of the first and second area of activity. The pilot vocational education and training institutions will get training in recruiting career advisors. Lastly, additional training will be given to advisors in the pilot vocational education and training institutions and in the provinces and districts, as well as to key members of staff in the state authorities that regulate the labour market.

In all three areas of activity, the main aim is to create a cooperative vocational training framework that is jointly designed and developed by all the social partners. The project assists the social partners in designing and implementing participative decision-making processes. In addition, a gender strategy addresses gender equality regarding access to vocational education and training as cross-cutting issue. Finally, sustainable use of resources and energy efficiency will be integrated into the training materials and apprenticeships.

Use of instruments

The measures are being implemented using the entire range of instruments that German DC has at its disposal. International long-term specialists are employed at TVET Institutions to ensure that the Mongolian partners benefit from expertise in introducing technical training at the technician level, short term skills training and career guidance services that will enhance employability, social partner dialogue and reform of the vocational education and training sector. These international specialists will also be responsible for overall project management. They will be supported by up to 15 national specialists and support staff, who will help to coordinate and work on specialist tasks as well as undertaking administrative duties. International and national short-term experts will also be engaged to advise the partner organisations on specialised tasks and processes. Due to the

In 2014, already 13 development advisors (technical long term experts from Europe, DA) are engaged in advising the vocational education and training institutions in the pilot regions and the VETC on specialised tasks and processes. The first priority of these DAs is to advise the vocational education and training institutions on how to implement the redesigned training courses and career guidance services, how to organise workshops and, in conjunction with private industry, how to design cooperative training courses.

Key members of staff from the Ministry of Labour, school managers, teachers, career counsellors and in-company instructors are being trained on various Human Capacity Development (HCD) formats in Mongolia, the region, Switzerland and Germany. Activities include international leadership training, study tours to Germany, Switzerland and the region, and professional training courses in Mongolia for career counsellors, teachers and in-company instructors. HCD formats will primarily be used to cover issues such as cooperating with social partners, developing standards for qualifications and career guidance, developing IT solutions for career guidance and teaching programmes as well as e-learning courses, designing technical content, teaching methods and training methodologies, as well as managing the training facilities.

Following the cofinancing Agreement with DFAT a Twinning Arrangement between an Australian TAFE Institute and the TCET Centre in Dalanzadgad will be funded. The Arrangement will allow for the placement of short-term Australian advisers to assist in the design and trialling of relevant programs in Construction and Mechanical Engineering and the placement of a long-term policy advisor in the Ministry of Labour.

B.3.4.2 Public-private partnerships (PPP)

The project offers good opportunities for initiating development partnerships with the private sector. Regular contact with businesses and business associations delivering in-company training has made a PPP project possible that corresponds with market needs.

B.3.4.3 Interaction with other development programmes in the partner country

The project is working closely with measures in the DC programme to support sustainable mineral resource management. By improving vocational qualifications and career guidance in the value chains supported by the German Integrated Mineral Resources Initiative (IMRI), the project will achieve synergistic effects with IMRI. Moreover, in conjunction with the TC measure that is supporting the German-Mongolian Institute for Mineral Resources and Technology (GMIT), the project will ensure that the training system will become more open and integrated, and that the qualifications on offer will therefore be geared towards improving employability.

The project complements the existing or planned activities of other donors in the vocational education and training sector. It supplements the assistance for formal vocational training that SDC has been providing since 2012 by supporting qualifications and career guidance services. Furthermore, working level agreements were made between GIZ and SDC to ensure a consistent approach in the dual vocational training.

The project also offers good opportunities for cooperating with the fund for financing the modernisation of state vocational training centres that is being planned by the Asian Development Bank (ADB), and with the newly initiated European Union project focussing on TVET policy advice to the Mongolian Government. Moreover, the Korea International Cooperation Agency (KOICA) has been cooperating with the project in the area of international skills competitions in order to improve the public image of TVET in Mongolia.

B.3.5 Budget

B.3.5.1 Commission value

EUR 12 million, including the contributions from SDC co-financing to the value of EUR 3,6 million and from DFAT with up to EUR 2.7 million.

B.3.5.2 Partner inputs

Partner inputs include the costs of providing managers, administrative staff, teachers and career counsellors in the selected vocational education and training institutions, a share of the costs of the expert and study trips, and the costs of providing office facilities for the project and workplace equipment in the vocational education and training institutions. If required, the partner country will also pay for the construction work involved in installing any additional equipment.

B.3.6 Results of the TC measure

B.3.6.1 Macroeconomic, socio-economic, socio-cultural, political and environmental perspectives

Socio-economic impact (poverty orientation): Improved career guidance services combined with professional training that enhance employability will mean that individuals can make better decisions about their career paths, and businesses can make better decisions when recruiting staff. They will also help to improve the performance of the sector and thereby to create jobs. Improved access to state-sponsored short term skills training will particularly improve the employability of those affected or threatened by poverty and increase their productivity. A grant programme set up by the Mongolian government will also give people affected or threatened by poverty improved access to formal vocational training. The programme is thereby making a major contribution to reducing poverty.

Participatory development/Good governance: The systematic involvement of all social partners (private sector, state and civil society) in the NCVET and in the advisory boards of the selected vocational education and training institutions means that decisions about how to organise cooperative vocational training are made in a participatory manner. Cooperation with the VETC also helps the Mongolian government to harmonise donors' activities and manage knowledge in the sector. The influence of participatory development and good governance is, however, limited. The project is assigned the marker **PG-1**.

Gender equality: Men and women have equal access to the career guidance services and training courses that the project is supporting. Women are being encouraged to take an interest in the professional areas supported by the project and identified as offering good opportunities for employment (electrical engineering, mechanics and construction). This is achieved by paying closer attention to women's needs in career guidance sessions and by targeting women in public relations activities (including girls' and women's days and information brochures designed to appeal to interested women). Care is also taken to ensure a good gender balance when training managers, administrative staff, teachers and career counsellors, and relevant collected data is broken down by gender. A comprehensive gender strategy is being developed and implemented. The project is assigned the marker **GG-1**.

Peace and security: The project does not focus on peace and security. It is assigned the marker **FS-0**.

Environmental protection and resource conservation: The technical vocational training provided by the project (in the fields of electrical engineering, mechanics and construction) takes full account of the need to protect the environment and conserve resources. Sustainable use of resources and energy efficiency are cross-cutting issues and are reflected in the training materials and apprenticeships. No in-depth environmental and climate analysis was conducted. The project is assigned the marker **UR-1**.

Reduction of greenhouse gases and adaptation to climate change: The project does not include any measures that contribute to reducing greenhouse gases or adapting to climate change. It is assigned the markers **KLM-0 und KLA-0**.

Biodiversity convention: The programme has no positive impact on biodiversity, and is therefore given the marker **BTR-0**.

Combating desertification: The project has no positive impact on sustainable land management in arid regions and/or lessening the effects of droughts. It is assigned the marker **DES-0**.

Rural development: The programme does not focus directly on rural development. It is assigned the marker **LE-0**.

Trade development: The programme has no direct relevance to trade development, and is therefore given the marker **TD-**.

Human rights: All population groups (men, women, rural and urban dwellers, persons with disabilities, and other marginalised groups) are encouraged to seek career guidance in line with the principle of equal opportunities for all. In particular, care is taken to respect the right of men and women to be treated equally as guaranteed in the civil and social covenants, and to ensure fair and just working conditions.

B.3.6.2 Development policy effectiveness at the level of the TC measure

Relevance: The project acts in accordance with the Mongolian government's objectives in relation to the vocational education and training sector, as laid down in the Master Plan to Develop Education of Mongolia in 2006 – 2015. These include increasing the number of vocational trainees, improving the quality of vocational training, making vocational training more demand-driven, introducing a system of cooperative school management and creating favourable conditions for the vocational education and training sector. The project is making an important contribution to promoting skills development among skilled Mongolian workers, as stipulated in the German-Mongolian agreement on cooperation in the fields of mineral resources, industry and technology, and is helping to achieve the objectives of the German DC programme Promotion of Sustainable Mineral Resource Management in Mongolia.

Effectiveness: The areas of activity described in the methodological approach and the instruments used all complement one another and are systematically geared towards achieving the project objectives. Measures to improve career guidance services combined with rigorous short term skills training designed to secure employment and long term formal vocational training are a sensible approach to comprehensively improving the employability of rural and urban men and women, and to delivering the level of workforce skills required to ensure sustainable and broad-based growth based on mineral resources.

Efficiency: Adopting a harmonised donor approach will ensure that the project is as efficient as possible. Agreement has been reached on how the project will dovetail and regularly coordinate with the programmes and measures being undertaken by other bilateral and international donors in the vocational education and training sector. The project complements the existing/planned involvement of SDC, DFAT, EU, ADB and KOICA, as well as initiatives instigated by Mongolian and foreign companies.

Impact: By providing career guidance services geared towards securing employment as well as education and training in the fields of electrical engineering, mechanics and construction, the

project is helping to improve the workforce skills that are required to ensure sustainable and broad-based economic growth based on mineral resources. The exemplary use of reform approaches in selected vocational education and training institutions will also help to modernise the vocational education and training sector in Mongolia.

Sustainability: By carefully selecting vocational education and training institutions that are in a strong position to make effective and efficient use of DC measures, the risk of funds being misused or of the supported organisations being unable to enjoy sustainable gains is lessened. The professional fields that are being supported were also selected on the basis of their medium to long-term requirements for trained staff. Moreover, the combination of improved education and training opportunities and a better quality of career advice will ensure that there is a durable impact on employment prospects. Lastly, the focus on partners' learning skills, particularly via the use of long term development advisors and HCD measures, will help to ensure that partners are able to resolve newly arising problems in the future. .

Monitoring concept: The results based monitoring system is the basis on which the project is managed in conjunction with the partners.