

Mongolia

Mongolia-Japan Center for Human Resources Development

**Project of Phase II for Enhanced Function of
Mongolia-Japan Center for Human Resources
Development for Capacity Development and
Networking of Business Persons**

Final Report (1st Term)

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Japan International Cooperate Agency

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Summary

The "Project of Phase II for Enhanced Function of Mongolia-Japan Center for Human Resources Development for Capacity Development and Networking of Business Persons," scheduled for implementation from April 2020 to April 2025, aims to establish MOJC as a platform for business exchange and industry-academia collaboration between Japan and Mongolia, and contribute to the diversification and advancement of Mongolian industry while strengthening economic ties between Japan and Mongolia.

Of the expected outputs of this project, the Consultant is to contribute to achieving the goals and outputs of this project mainly by engaging in tasks related to "Output 1: Planning and management of business courses are implemented in a fully self-sustaining manner, and business courses for CEOs are strengthened and expanded."

The following is a summary of the activities carried out during the First Term (May 2020 - August 2022).

(1) Regular Course Implementation Results

Subject		Enrollment*		AY2021 Year-on-year
		AY2020	AY2021	
CEO Class	Japanese Style Management	59	69 (12)	117%
	Compliance and Corporate Governance	49	70 (14)	143%
	Management Strategy	59	67 (14)	114%
	Marketing	51	71 (22)	139%
	Human Resource Management	54	73 (19)	135%
	Financial Management	59	67 (21)	114%
Total		331	417 (102)	126%
Manager Class	Management Strategy	53	65 (0)	123%
	Marketing	49	65 (8)	133%
	Human Resource Management	61	65 (8)	107%
	Financial Management (taught by a local lecturer)	55	65 (8)	118%
Total		218	260 (24)	119%
Grand Total		549	677 (126)	123%

* Total for Autumn and Winter courses offered in each academic year

* Figures in parentheses are the number of online participants from rural areas

Autumn courses (September-December) and Winter courses (January-June) were held as planned in each academic year. Marketing in the AY2021 Autumn courses tapped a new market for online participants from rural areas, and despite the COVID-19 pandemic, the participant enrollment increased by 23% in 2021 versus 2020.

As for the Manager Class in the AY2021 Winter courses, five subjects were held on a trial basis in the Erdenet Regular Course, adding Quality and Production Management (Advanced/TPS) from the Specialized Course. It was held in Erdenet, Mongolia's second-largest city, with the aim of stimulating local demand for the MOJC business courses.

(2) Specialized Course Implementation Results

Subject	AY2020	AY2021*	AY2021 Year-on-year
Quality and Production Management	39	28 (14)	72%
Financial Management (Advanced)	26	34 (20)	131%
Funding and Business Plan	-	42 (16)	-
KPI	28	44 (21)	157%
Human Resource Management (Advanced)	29	30 (11)	103%
Quality and Production Management (Advanced / TPS)**	16	26 (0)	163%
Store Management	35	25 (14)	71%
Management Simulation	20	-	-
Total enrollment	193	229	119%

* Figures in parentheses are the number of online participants from rural areas

**Implemented as an Erdenet Regular Course in AY2021

In AY2020 and AY2021, seven Specialized Courses taught by Japanese lecturers were held. In AY2021, the teaching of Management Simulation was transferred to local lecturers.

Although this is only for comparison purposes as courses differ, enrollment increased by 19% in AY2021 versus the previous year due to the addition of online participants from rural areas.

(3) Development of Local Lecturers

During the reporting period, local lecturer training in the targeted three subject areas was conducted simultaneously with local lecturer training in the 'Asian Region the Japan Center Project (Business Course)'. Resuming the Local Lecturer/Consultant Training Course, MOJC's original course, from Second Term will be considered. The results of First Term were as follows.

Management Strategy: Training was provided mainly through lecture interpretation, group work guidance, and textbook translation. Also, in AY2021, the teaching of Specialized Course

'Management Simulation' was transferred to local lecturers.

Production Management: During the 5-day lecture period, two participants are given two lecture sessions each based on their field of specialization, under the guidance of a Japanese lecturer. Local lecturers taught lectures in MOJC's Basic Course and also performed guidance activities at the companies together with Japanese lecturers. However, due to the unexpected death of one person in March 2022, it became necessary to urgently secure and train successors.

Human Resource Management: Local lecturer presented local case studies as assistants to the Japanese lecturers. Since AY2021, the lecture responsibilities have been shared, with the local lecturer teaching the last session of the Japanese lecturer's lectures, introducing local case studies, advice on implementing new systems, etc.

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- Attachment 1 Course Participant Questionnaire Results and Participant Data (Based on Number of Respondents)
- Attachment 2 Outline of MOJC Training in Japan for 2022 (Draft)

List of Abbreviations

ASEAN	Association of South-East Asian Nations
AY	Academic Year
BC	Business Course
CA	Chief Adviser
C/P	Counterpart
DX	Digital Transformation
EPA	Economic Partnership Agreement
FDI	Foreign Direct Investment
GDP	Gross Domestic Product
JICA	Japan International Cooperation Agency
MBA	Master of Business Administration
MOJC	Mongolia-Japan Center for Human Resources Development
MOU	Memorandum of Understanding
NUM	National University of Mongolia
OJT	On-the-Job Training
PDCA	Plan-Do-Check-Action
PDM	Project Design Matrix
P/M	Person / Month
REI	ReloExcel, Inc.
SDGs	Sustainable Development Goals
TPS	TOYOTA Production System
VJCC	Vietnam-Japan Institute for Human Resources Development

1 Outline of Works

1.1 Background of the Project

(1) Current State of Development of the Private Sector/Local Regions in Mongolia, Issues, and Positioning of this Project

Mongolia's GDP growth rates were 17.3% in 2011, 12.4% in 2012 and 11.7% in 2013. Afterward, due to a number of factors, which included a sharp drop in FDI due to foreign capital restrictions passed in 2012 and a demand to review existing contracts at Oyu Tolgoi mine, one of the world's largest copper mines; falling prices of mineral resources, the country's major export product; and sluggish growth of the Chinese economy which accounts for over 80% of exports, the GDP growth rate dropped to 2.3% in 2015, 1.2% in 2016, and then began a recovery trend at rates of 5.3% in 2017, 6.9% in 2018, and 5.2 % in 2019. The impact of the COVID-19 pandemic caused a sharp decline of -5.3% in 2020, but the services sector grew and turned to positive growth of 1.4% in 2021.

In terms of sectoral composition of the country's GDP, mining (i.e., mining and quarrying) accounts for 17% of Mongolia's GDP. With over 80% of Mongolia's exported products being mineral products, these are primarily responsible for supporting Mongolia's economy. Given this situation, industry diversification through manufacturing, processing, etc., is necessary for the country to break away from dependence on mineral resources. For this reason, it will be necessary to support promote manufacturing for livestock and agricultural products, and also support advancement in the areas of business management, technology introduction and technological improvement among small, medium, and micro enterprises (SMMEs), which account for 90% of Mongolian companies.

In 2002, the Japanese government launched the "Mongolia-Japan Center for Human Resources Development (MOJC)," a project aimed at supporting Mongolia's transition to a market economy. Since that time, Japan has supported the strengthening of relations between Mongolia and Japan with interaction between companies of both countries and development of Mongolia's business persons through the "Mongolia-Japan Center for Human Resources Development Project" (Phase 1; 2002- 2007), "Mongolia-Japan Center for Human Resources Development Project" (Phase 2; 2007- 2012), and "Project for Capacity Development of Business Persons through Mongolia-Japan Center for Human Resources Development" (2012–2015). The 'Project for Enhanced Function of Mongolia-Japan Center for Human Resources Development for Capacity Development and Networking of Business Persons' (hereafter "Phase 1") has been implemented since 2015. In addition to training business persons, this project has developed into a hub for business exchanges with Japanese companies, and in addition to the theory and practice of business management, has successfully established business courses that meet the new demands of Mongolian companies, such as expanding into the Japanese market. Following the enactment of an EPA between both countries in June 2016, the MOJC is expected to fill the role of being a hub for business cooperation between Japanese and Mongolian companies as momentum towards business exchange between the two countries continues to increase.

Based on the implementation of Phase 1, in "Project of Phase II for Enhanced Function of

Mongolia-Japan Center for Human Resources Development for Capacity Development and Networking of Business Persons (First Term)"; hereinafter "the Project", the challenge is to strengthen MOJC as a platform (specifically, a platform that facilitates interaction between relevant parties in both countries, including local and Japanese business operators, employees, entrepreneurs, university faculty and participants, the staff of government-affiliated organizations, etc.) by improving the self-sustainability MOJC's business courses, enhancing the functions of MOJC as a hub for exchange between Japan and Mongolia, and establishing an organizational structure that proactively implements new business.

(2) Japan's and JICA's Cooperation Principles for the Private Sector/Local Regions in Mongolia, and Positioning of this Project

In the 2017 Country Assistance Policy for Mongolia, "Achieving sustainable economic growth and stable social development" were set as big goals. To improve urban problems and regional disparities caused by the heavy reliance on mineral exports and crowded population in urban areas, the basic assistance policy is to provide support for the following: diversification of the economy towards a more sustainable and balanced growth; achievement of stable macroeconomic management; and policy management that ensures all citizens are able to equally enjoy the benefits of economic growth. This project has the following aims: to "achieve balanced economic growth in harmony with the environment," one of the medium-term goals of the 2017 Country Assistance Policy for Mongolia; to realize industrial diversification and strengthen local development strategies through business exchange and human resource development projects between Japan and Mongolia; and to contribute to SDG Goal 8, "promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all."

Under Private Sector Development in its Global Agenda, an issue-specific strategy for projects, JICA has identified the cluster of "promoting investment and industrial development in Asia" as a priority initiative. Especially in regard to strengthening links, JICA has stated that "at locations where a Japan Center, Confederation of Indian Industry (CII), etc., have been established, priority will be placed on efforts that contribute to strengthening the links between Japanese and local businesses." Therefore, Japan Centers, including MOJC, are positioned as bases for strengthening the links between local and Japanese businesses.

1.2 Project Overview

(1) Project Title

Project of Phase II for Enhanced Function of Mongolia-Japan Center for Human Resources Development for Capacity Development and Networking of Business Persons

(2) Period of the Project

April 2020 to April 2025

(3) Target Areas

Ulaanbaatar

(4) Relevant Government Agencies and Organizations

Ministry of Education, Culture, Science and Sports (coordinates with relevant ministries and agencies, supervises and supports Mongolian national universities including MOJC), National University of Mongolia (MOJC supervision and support), Mongolia-Japan Center for Human Resources Development (implementation of various MOJC projects), Ministry of Labor and Social Protection

1.3 Project Objective

This project aims to strengthen MOJC's businessperson training and Japan-Mongolia business exchange functions by establishing an organizational structure in Ulaanbaatar that can independently plan and operate MOJC business courses and implement new projects, thereby enabling MOJC to serve as a platform for business exchange and industry-academia collaboration between Japan and Mongolia, and contribute to the diversification and advancement of Mongolian industry while strengthening economic ties between Japan and Mongolia.

Table 1 below shows the goals, results, and outlines of activities of this project as extracted from the PDM.

Table 1 Goals, Results, Indicators, etc. of the MOJC Project (Extracted from PDM)

Overall Goal	Objectively Verifiable Indicators
<p>MOJC contributes to diversification and enhancement of industries in Mongolia and strengthening business ties between Japan and Mongolia as a platform* of business networking between Japan and Mongolia and of collaboration between industries and educational institutions (hereunder referred as simply “business networking”).</p> <p>* Platform indicates a foundation which promotes interaction between those who are interested in two countries, including business managers, entrepreneurs, students, academician and business development service providers.</p>	<ol style="list-style-type: none"> 1. Case examples that MOJC contributes to build business partnership such as new business and agreement on MOU between Mongolian and Japanese companies count to more than 5 per year in average. 2. Case examples that business courses of MOJC contributes to improve managements and establish new business of Mongolian companies except mining sector count to more than 30 times per year in average. 3. The average number of participants in study in Japan and Japan employment support activities that MOJC contributes to organize to be maintained to count to more than 3,000 per year.

Project Purpose	Objectively Verifiable Indicators
<p>To strengthen the functions of MOJC to provide business human resource development services and business networking services between Japan and Mongolia.</p>	<ol style="list-style-type: none"> 1. The number of participants of business courses counts more than 8,000 persons, of which include more than 950 of managerial persons and entrepreneurs. <ul style="list-style-type: none"> * Entrepreneurs: Person who start own business after completing business courses of MOJC. * Number of participants of standard courses for CEO should be counted. * Business courses are composed of trainings in classrooms for business human resources, tailor-made trainings for individual companies and diagnosis/guidance at targeted Model companies excluding short term seminar. 2. Average satisfactory rate of evaluation results (higher than “satisfied”) made by trainees exceeds 85% in trainings for business human resources and government officers. 3. MOJC receives more than 500 inquiries and visits from Mongolian or Japanese institutions including companies. Partnership such as new business and agreement on MOU between Mongolia and Japan counts more than 30. 4. Collaborations between industries and educational institution which MOJC supports are implemented more than 30 times. 5. The average number of participants in study in Japan and Japan employment support activities that MOJC contributes to organize count to more than 3,000 per year.
Output 1	Activities for Output 1
<p>Planning and management of business courses are implemented in a fully self-sustaining manner, and business courses for CEOs are strengthened and expanded.</p>	<ol style="list-style-type: none"> 1-1 Need for new business courses and feedback from participants of business courses are reflected to curriculum of business courses every year. 1-2 Business courses for managers and entrepreneurs who run business in the sector other than mining sector are planned in self-management manner, and strategies for publication and PR activities are planned and conducted. 1-3 Needs from entrepreneurs and start-up is reflected to standard course. Not only Japanese style management but also rule of law and history and practice of development in Japan is reflected to standard business courses. 1-4 Improve assessment system for business courses to

	<p>assess not only satisfaction rating of business courses but also level of understanding.</p> <p>1-5 Consider a system and curriculum which Mongolian and Japanese lecturers can collaborate and keep, improve quality of business course.</p> <p>1-6 A system of PDCA cycle for each business courses is established and ran independently.</p>
Output 2	Activities for Output 2
MOJC's function of business and social networking between Japan and Mongolia is expanded.	<p>2-1 Establish a management system including personnel positioning to expand collaborative activities such as business networking as core business of MOJC.</p> <p>2-2 Utilize data bank of persons who understand well about Japanese society and culture, business practices such as Mongolian who receive business courses of MOJC and students who have study or training experience in Japan.</p> <p>2-3 Seize movement of Japanese company in Mongolia, plan and organize matching events of collaboration between industries and educational institution, business networking, seminar. As provider of information, MOJC supports collaborative activities such as business networking of Mongolia and Japan.</p> <p>2-4 Conduct collaborative activities with Mongolian / Japanese institutions, universities supporting institutions, local governments and chambers of commerce, startups/entrepreneur.</p> <p>2-5 MOJC provides fee-bases or free services to other JICA's ODA projects, such as technical cooperation, soft loan project, Public-Private partnerships project, Support for Japanese SMEs overseas business development, citizen participation program.</p>
Output 3	Activities for Output 3
Management capacity of MOJC is established for implementing new activities proactively in order to expand its revenue sources.	<p>3-1 Make out annual plan and reports including whole activities and business at MOJC.</p> <p>3-2 Make financial plan to increase revenue of MOJC and all departments implement budget control regularly.</p> <p>3-3 Start new business which is proposed independently and implement PDCA.</p> <p>3-4 Publicize activity and achievement of MOJC in Mongolia and Japan strategically and effectively to</p>

	improve degree of recognition about it. 3-5 Build PDCA cycle of each segment and whole business.
Output 4	Activities for Output 4
Support functions for Mongolian human resources studying in Japan and working in Japan and a career support function after returning to Mongolia are established.	<p>4-1 Survey and follow-up on the actual conditions and issues of Mongolian human resources and Japanese companies at each stage, before leaving for Japan, during stay in Japan, and after returning to Mongolia.</p> <p>4-2 Create and operate HP / FB for Mongolian human resources career support.</p> <p>4-3 Hold seminars for Japanese companies, Japanese local governments and Mongolian human resources.</p> <p>4-4 Conduct collaborative activities with Mongolian government agencies, local governments, universities, companies, international organizations, NGOs, related organizations, Study-in Japan alumni association related to utilization of Mongolian human resources between Mongolia and Japan.</p> <p>4-5 Clarify the issues in supporting the career of those who have worked / studied in Japan and return to Mongolia and consider sustainable MOJC activity plan.</p> <p>4-6 Establish a management system including personnel positioning to expand Career support activities for Mongolian human resources as core business of MOJC.</p>

Of the expected outputs listed above, the Consultant is to contribute to achieving the goals and outputs of this project mainly by engaging in tasks related to "Output 1: Planning and management of business courses are implemented in a fully self-sustaining manner, and business courses for CEOs are strengthened and expanded."

While the plan is for mainly Long-term Experts to handle Outputs 2 and 3, the Consultant, especially with regard to Output 3 activities aimed at strengthening the Center's organizational capacity, is expected to cooperate to facilitate the smooth implementation of project activities by providing information and making recommendations related to businessperson development training.

For Outcome 4, Long-term Experts and MOJC staff will take the lead in designing training programs and developing courses. Since some aspects will necessitate the repurposing of existing Business Course content, such as Human Resource Management content, or the cooperation of a Japanese lecturer, the Consultant will assist in the implementation as part of facilitating the smooth implementation of project activities.

1.4 Work Implementation Flowchart

The work implementation flowchart is as shown on the next page.

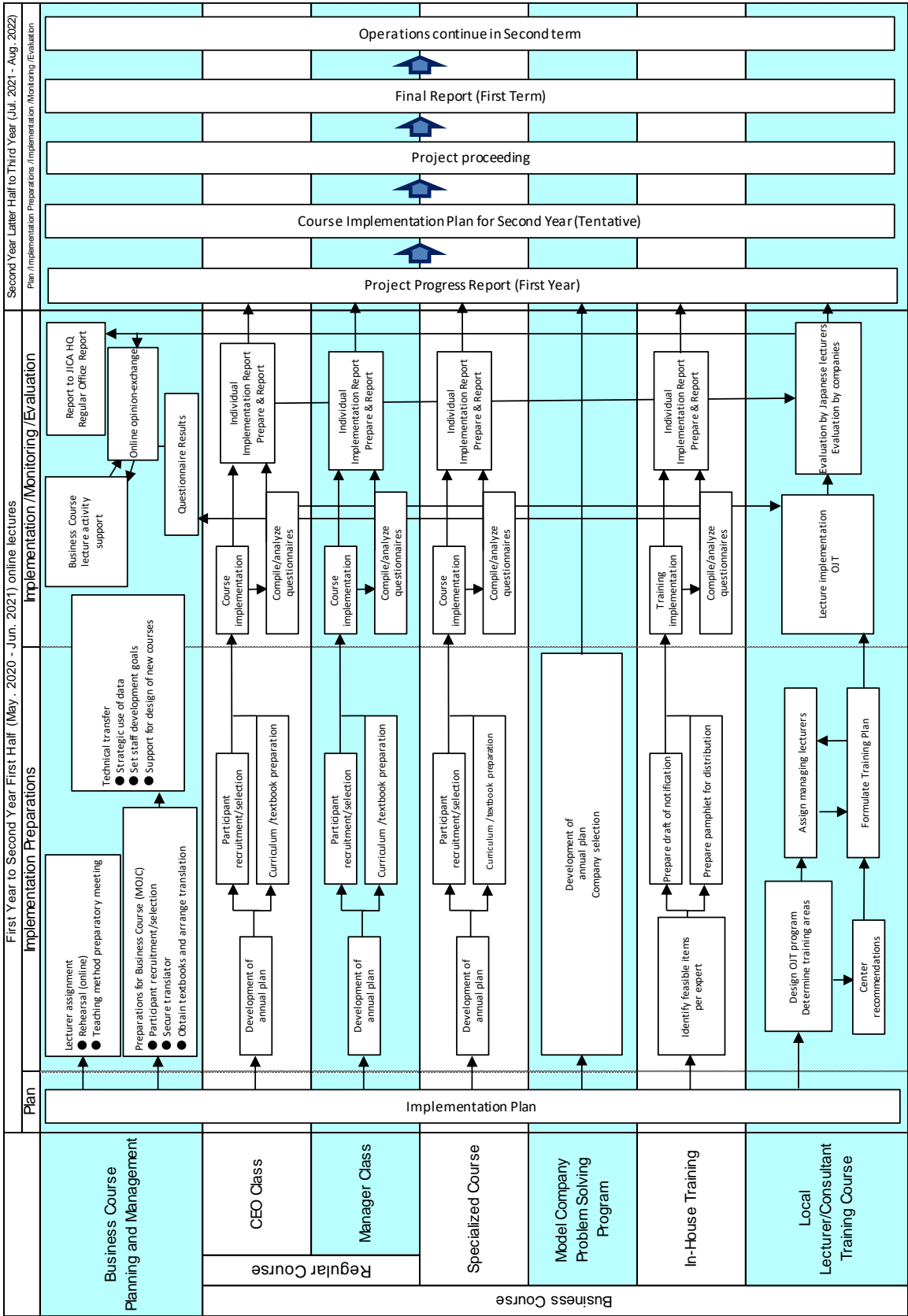


Figure 1 Work Implementation Flowchart

2 Activity Results

2.1 Business Course Structure

Business Courses at MOJC consist of programs in the following five areas:

- 1) Regular Courses, which allow participants to master the fundamental knowledge needed to operate a business. (Two classes, "CEO Class" and "Manager Class," are available depending on the position of the participants.)
- 2) Specialized Courses, which provide a more specialized experience to address specific business contexts.
- 3) Basic Courses for acquiring basic business knowledge (taught by local lecturers).
- 4) In-House Training, which contributes to improving corporate activities.
- 5) A Model Company Problem Solving Program, which delivers improvements by focusing on corporate issues.

In addition to the above, also part of the Business Course is a Local Lecturer/Consultant Training Course, in which local lecturers/consultants are trained over a period of two years in fields of high demand, and an Open Business Seminar, in which Japanese lecturers deliver 1.5-hour lectures on topics or overviews of their courses mainly as a means to promote business courses.

The table below shows the position and objectives of each program and their relation to the size of the target companies.

Table 2 Relationship between Activity and Target Company Size

Activity	Target Company			Activity aim
	Large-size/Industry leading Companies	Mid-size/Core Company	Small and Micro-size Enterprises	
1. Off-site Training: Problem Solving Guidance and In-House Training				
1.1 Model Company Problem Solving Program	•	•	—	To develop companies that will showcase Japan Center's activities to others with visible results from problem-solving guidance
1.2 In-House Training	•	•	•	To provide training to solve the management challenges companies face day-to-day
2. Training Courses at MOJC				
Regular Courses: To help participants master the fundamental knowledge required to manage a business				
Regular Course: CEO Class	•	•	—	To provide CEOs/business operators with the

				knowledge and case studies needed to make business decisions, and to promote network building among course participants
Regular Course: Manager Class	•	•	•	To teach the practical knowledge needed for middle management and help participants reaffirm awareness of their role as the key to strengthening the organization
Specialized Courses	•	•	•	To deepen expertise in the participant's field of responsibility and to have them take the initiative to solve problems at their company as the leader in their field
Basic Courses	•	•	•	Learn the basics of business. All classes are taught by local lecturers and managed autonomously by MOJC.

Due to the impact of the COVID-19 pandemic during this period, Japanese lecturers ended up traveling a total of three times in May and June 2022. All other work was implemented remotely from Japan.

2.2 Regular Courses

Regular courses are divided into two classes depending on the position and business skill level of participants: a 'CEO Class' to strengthen management's problem-solving abilities, and; a 'Manager Class' to acquire practical knowledge and improve practical skills as a manager. Previously, only one course was offered annually, but due to high demand from applicants, which far exceeded the capacity of each course, two courses per year have been offered in the Autumn and Winter courses since the final year of the previous phase.

In terms of lecture time, the CEO Class is 3 hours per day (not including breaks) x 6 days (Monday through Saturday) for a total of 18 hours, while the Manager Class is 4 hours per day (not including breaks) x 5 days (Monday through Friday) for a total of 20 hours.

Instead of a Manager Class in Ulaanbaatar for the 2021 Winter courses, a trial course was offered in Erdenet in response to growing training needs from local companies looking to learn proper management methods, and as a stepping stone to developing new markets.

Due to Erdenet's status as the second-most populous city in Mongolia and its excellent potential for distance learning participants who could take the Regular Course online, it was assumed that the business courses could attract a large number of prospective participants. MOJC's collaboration with the local Chamber of Commerce, with whom it had been networking for some time, also aided in publicizing the course and attracting a large participant enrollment. The development of this potential market was entirely carried out independently by MOJC. Due to the high concentration of manufacturers in Erdenet, the Erdenet Regular Course included the four subjects of the Manager Class plus an additional Specialized Course entitled 'Quality and Production Management (Advanced/TPS)', bringing the total number of subjects to five. In the Erdenet Regular Course, since the region has a large number of manufacturers, a total of five subjects were offered, including four Manager Class subjects and the addition of the 'Quality and Production Management (Advanced/TPS)' subject from the Specialized Course.

Below is a summary of the results from the Regular Course's CEO Class, Manager Class, and Erdenet Regular Course for AY2020 (implemented from September 2020 to June 2021) and AY2021 (implemented from September 2021 to June 2022). Note that all totals are based on MOJC's academic year from September to June. Also note that the results of five courses carried over from the previous phase due to the COVID-19 pandemic are not included below (2 CEO Classes: Human Resource Management and Marketing; 3 Manager Classes: Human Resource Management, Marketing, and Practical Financial Management).

2.2.-1 Enrollment Trends

Table 3 shows the changes in participant enrollment by year and course. Numbers in the lower part of the table in AY2021 represent the number of distance learning participants from rural areas.

Table 3 Regular Course Enrollment Trends

	Subject	AY 2020		AY 2021		Year on year
		Autumn Course	Winter Course	Autumn Course	Winter Course	
CEO Class	Japanese Style Management	26	33	36	21	97%
		0	0	0	12	–
	Compliance and Corporate Governance	26	23	33	23	114%
		0	0	0	14	–
	Management Strategy	29	30	35	18	90%
		0	0	0	14	–
	Marketing	21	30	24	25	96%
		0	0	10	12	–
	Human Resource Management	24	30	29	25	100%
		0	0	6	13	–
Financial Management	27	32	21	25	78%	
	0	0	9	12	–	
	Subtotal	153	178	178	137	95%
		0	0	25	77	–
	Total	153	178	203	214	126%
Manager Class*	Management Strategy	22	31	38	27	123%
		0	0	0	0	–
	Marketing	18	31	30	27	116%
		0	0	8	0	–
	Human Resource Management	30	31	30	27	93%
		0	0	8	0	–
	Financial Management	24	31	30	27	104%
	0	0	8	0	–	
	Subtotal	94	124	128	108	108%
		0	0	24	0	–
	Total	94	124	152	108	119%
Grand Total		247	302	355	322	123%

*The Manager Class in the AY2021 Winter courses was held as the Erdenet Regular Course

MOJC maintained the course schedule set at the start of the year during the COVID-19 pandemic, shifting from in-person classes to remote classes. Even when classroom-based group training became impractical in Mongolia as a result of increased COVID-19 prevention measures, MOJC was able to complete the course as planned thanks to the participants' flexibility in adapting to the environment, such as by participating remotely.

Despite the fact that the course was held in the aftermath of the COVID-19 pandemic, the participant enrollment in the Regular Course increased by 23% over the previous year (26% in the CEO Class and 19% in the Manager Class). Previously, only participants from Ulaanbaatar who could do group training were recruited. However, MOJC drew on its online lecture experience from AY2020 and increased the number of participants in AY2021 by accepting distance learning participants from other regions.

2.2.-2 Satisfaction and Understandability Rates

Tables 4 and 5 show the participants' satisfaction and understandability rates for each course. Numbers in the lower part of the table represent the number of distance learning participants from rural areas.

The Regular Course 'CEO Class' achieved very high satisfaction rates. AY2020 satisfaction rates (combining "extremely satisfied" and "satisfied" responses) were Autumn 92.4%; Winter 94.9%. AY2021 satisfaction rates, which includes online participants, were Autumn 97.1% (group training), 100% (online participants); Winter 92.2% (group training), 98.2% (online participants).

Table 4 Participant Satisfaction Trends (%)

	Subject	AY 2020		AY 2021	
		Autumn Course	Winter Course	Autumn Course	Winter Course
CEO Class	Japanese Style Management	84.2%	80.0%	93.1%	94.7%
		0.0%	0.0%	0.0%	100.0%
	Compliance and Corporate Governance	95.7%	100.0%	95.5%	100.0%
		0.0%	0.0%	0.0%	100.0%
	Management Strategy	91.3%	91.7%	100.0%	100.0%
		0.0%	0.0%	0.0%	100.0%
	Marketing	85.7%	100.0%	100.0%	81.3%
		0.0%	0.0%	100.0%	100.0%
	Human Resource Management	95.2%	100.0%	96.0%	83.3%
0.0%		0.0%	100.0%	92.3%	
Financial Management	100.0%	100.0%	100.0%	93.3%	
	0.0%	0.0%	100.0%	100.0%	
	Total	92.4%	94.9%	97.1%	92.2%
		0.0%	0.0%	100.0%	98.2%
Manager Class*	Management Strategy	95.5%	96.4%	87.1%	96.3%
		0.0%	0.0%	0.0%	0.0%
	Marketing	100.0%	95.5%	47.6%	87.5%
		0.0%	0.0%	75.0%	0.0%
	Human Resource Management	88.9%	91.3%	91.7%	100.0%
		0.0%	0.0%	100.0%	0.0%
	Financial Management	85.7%	95.2%	89.5%	90.0%
0.0%		0.0%	100.0%	0.0%	
	Total	91.5%	94.7%	80.0%	93.7%
		0.0%	0.0%	90.0%	0.0%

*The Manager Class in the AY2021 Winter courses was held as the Erdenet Regular Course

Table 5 Participant Understandability Trends (%)

	Subject	AY 2020		AY 2021	
		Autumn Course	Winter Course	Autumn Course	Winter Course
CEO Class	Japanese Style Management	84.2%	80.0%	96.6%	94.7%
		0.0%	0.0%	0.0%	100.0%
	Compliance and Corporate Governance	100.0%	100.0%	100.0%	94.1%
		0.0%	0.0%	0.0%	100.0%
	Management Strategy	91.3%	100.0%	100.0%	100.0%
		0.0%	0.0%	0.0%	90.0%
	Marketing	85.7%	92.6%	100.0%	100.0%
		0.0%	0.0%	100.0%	100.0%
	Human Resource Management	100.0%	92.0%	96.0%	77.8%
0.0%		0.0%	100.0%	92.3%	
Financial Management	89.5%	100.0%	86.7%	86.7%	
	0.0%	0.0%	100.0%	100.0%	
Total	92.4%	93.5%	97.1%	92.2%	
	0.0%	0.0%	100.0%	96.4%	
Manager Class*	Management Strategy	–	92.9%	80.0%	100.0%
		0.0%	0.0%	0.0%	0.0%
	Marketing	–	95.5%	47.6%	100.0%
		0.0%	0.0%	37.5%	0.0%
	Human Resource Management	96.3%	95.7%	87.5%	100.0%
		0.0%	0.0%	85.7%	0.0%
	Financial Management	76.2%	95.2%	84.2%	95.0%
0.0%		0.0%	100.0%	0.0%	
Total	87.5%	94.7%	75.5%	98.9%	
	0.0%	0.0%	70.0%	0.0%	

*The Manager Class in the AY2021 Winter courses was held as the Erdenet Regular Course

The CEO Class also achieved very high understandability rates, with all categories exceeding 90%. AY2020 understandability rates (combining "very easy to understand" and "easy to understand" responses) were Autumn 92.4%; Winter 93.5%. AY2021 understandability rates were Autumn 97.1% (group training), 100% (online participants); Winter 92.2% (group training), 96.4% (online participants).

Only 'Marketing' in the AY2021 Autumn courses demonstrated significantly lower satisfaction and understandability rates. Since the lecturer in charge did not make any notable changes to the lecturing method or course materials, the significant factor is believed to be the new translator who was substituted at the last minute. In this course, only 31% of participants were satisfied with the interpreter, and the interpreter's lack of experience and preparation made it difficult to interactively connect the lecturer and participants.

To address this issue, the interpreter was replaced for the subsequent Winter courses. At that time, mock lessons with MOJC staff acting as participants were held in advance with the Japanese lecturer, and improvements were made by assessing the interpreter's competency and scheduling

adequate time for preparatory meetings with the Japanese lecturer. This succeeded in restoring high levels of satisfaction and understandability.

2.2.-3 Age, Position, and Company Size of Participants

The following is a summary of the composition of Regular Course participants.

(1) Participant company sizes

In both the CEO Class and Manager Class, roughly 60–70% of the participants were from companies with 50 or fewer employees. For Winter AY2021 regular courses held in Erdenet to expand into regions, this was the only instance where over 50% of participants were from companies of 50–100 employees, a slightly different trend from that seen in Ulaanbaatar.

The support of the Chamber of Commerce and Industry and the Food Manufacturing Association of Erdenet in terms of recruiting participants, as well as the fact that it was a full-scale lecture lasting 20 hours over four days, probably helped to attract participation from relatively large companies.

Table 6 Sizes of Companies with Participants in Regular Courses

		Sizes of Companies with Participants (Number of Employees)					
		Class	-19	20-49	50-99	100-199	200+
AY 2020	Autumn Course	CEO Class	39.8%	32.2%	6.8%	11.0%	10.2%
		Manager Class	38.3%	14.8%	13.6%	17.3%	16.0%
	Winter Course	CEO Class	58.5%	26.3%	11.9%	5.9%	14.4%
		Manager Class	66.7%	28.4%	6.2%	6.2%	8.6%
AY 2021	Autumn Course	CEO Class	36.8%	23.0%	15.1%	18.4%	6.6%
		Manager Class	47.0%	22.6%	7.8%	7.0%	15.7%
	Winter Course	CEO Class	42.4%	23.4%	15.2%	13.3%	5.7%
		Manager Class*	14.7%	7.4%	56.8%	5.3%	15.8%

*The Manager Class in the AY2021 Winter courses was held as the Erdenet Regular Course

(2) Participant job positions

Due to differences in course needs, the Regular Course was split into two classes: a CEO Class and a Manager Class. Corporate executives are generally concentrated in the CEO Class, while managers and professionals are concentrated in the CEO Class. Providing courses that are appropriate for participants' goals is thought to be one of the factors that increase the satisfaction and understandability rates of the entire Business Course at MOJC. This is largely due to MOJC's course selection process, which allows for changes to be made so that participants can change classes based on their position rather than blindly accepting applicants.

Table 7 Job Positions of Participants in Regular Courses

		Job Positions of Participants				
		Class	Corporate Executives	Division/ Section Manager	Specialist	Other/ Unanswered
AY 2020	Autumn Course	CEO Class	79.7%	13.9%	1.3%	5.1%
		Manager Class	1.8%	9.1%	87.3%	1.8%
	Winter Course	CEO Class	91.3%	5.1%	2.2%	1.4%
		Manager Class	61.7%	13.8%	16.0%	8.5%
AY 2021	Autumn Course	CEO Class	92.8%	2.0%	3.9%	1.3%
		Manager Class	19.1%	23.5%	47.0%	10.4%
	Winter Course	CEO Class	77.1%	8.9%	10.2%	3.8%
		Manager Class*	10.6%	20.2%	43.6%	25.5%

*The Manager Class in the AY2021 Winter courses was held as the Erdenet Regular Course

(3) Participant ages

For participant ages, most participants in the CEO Class are in their 30s to 40s, while most in the Manager Class are in their 30s. In terms of both job position and age group, the CEO Class and Manager Class have successfully brought together people with varying levels of business experience, and are regarded as having successfully established an environment that makes it easy to foster a collaborative learning environment in all-inclusive courses. The Winter AY2021 Manager Class is offered as part of the Erdenet Regular Course, and we can see that it has attracted managers and professionals in their late 20s to 30s.

Table 8 Ages of Participants in Regular Courses

		Ages of Participants			
		Class	-25	26-39	40-59
AY 2020	Autumn Course	CEO Class	1.7%	67.2%	31.1%
		Manager Class	24.4%	64.6%	11.0%
	Winter Course	CEO Class	0.0%	68.1%	47.9%
		Manager Class	2.4%	68.3%	43.9%
AY 2021	Autumn Course	CEO Class	0.6%	44.2%	55.2%
		Manager Class	10.4%	66.1%	23.5%
	Winter Course	CEO Class	0.0%	57.3%	42.7%
		Manager Class*	6.3%	85.3%	8.4%

*The Manager Class in the AY2021 Winter courses was held as the Erdenet Regular Course

2.3 Specialized Courses

Specialized Courses target business persons engaged in specialized work or requiring specialized knowledge, providing content that deepens knowledge and improves practical skills. Subjects were chosen in consultation with the CA and MOJC staff and based on local needs. The table below summarizes the implementation track record during the project period.

Table 9 Specialized Course Enrollment Trends

AY 2020		AY 2021		Group Training	Remote Training
Quality and Production Management	39	Funding and Business Plan	42	26	16
Financial Management (Advanced)	26	Quality and Production Management	28	14	14
Funding and Business Plan	-	KPI	44	23	21
KPI	28	Human Resource Management (Advanced)	30	19	11
Human Resource Management (Advanced)	29	Financial Management (Advanced)	34	14	20
Quality and Production Management (Advanced/TPS)	16	Store Management	25	11	14
Store Management	35	Quality and Production Management (Advanced/TPS)	26	26	0
Management Simulation	20	Management Simulation	Local Lecturer	-	-
Total	193	Total	229	133	96

*In AY2021, Quality and Production Management (Advanced/TPS) was implemented as part of the Erdenet Regular Course.

Similar to the Regular Course, as a result of recruiting distance learning participants for online courses from AY2021, the average participant enrollment per course increased to 32.7 in AY2021 versus 27.5 in AY2020. In AY2021, teaching of Management Simulation was transferred to local lecturers.

2.4 Model Company Problem Solving Program

The Model Company Problem Solving Program has been designed to analyze problems faced by companies, narrow down the issues, and provide on-site consultation to visualize corrective measures. It also serves to develop companies in which the kaizen process becomes a model for other companies to follow.

Since this program is based on the assumption of travel being possible for the lecturer, preparations were made to ensure that work can begin as soon as travel is possible by selecting and interviewing companies online, which resulted in the selection of 5 companies from the 13 candidate companies. Table 10 summarizes the selected companies.

Table 10 List of Model Companies

Company overview	Company	Khuugin Gutal	Denimon	Premium Palace	Diasis Mongolia	Caffe Bene in Mongolia
		Established	2011	2009	2015	2006
	Number of employees	40	102	120	9	125
Japan Standard Industrial Classification	Major classification	Manufacturing	Manufacturing	Accommodations, eating and drinking services	Wholesale/retail	Accommodations, eating and drinking services
	Medium classification	Manufacture of leather tanning, leather products and fur skins	Textile outer garments and shirts	Accommodations	Miscellaneous wholesale trade	Coffee shops
	Minor classification	Leather footwear	Men's and boy's outer garments	Hotels	Surgical goods	Coffee shops
Main services		Manufacture/sale of footwear	Manufacture and sales of sewn clothing products, denim fabric	Restaurant/hotel	Import/sale of medical electronic equipment	Franchise coffee shop, food manufacturing
Issues identified by interview	Business Strategy		<ul style="list-style-type: none"> Formulating short/medium-term business plans Want to be like UNIQLO Rebuilding the mission/vision 	<ul style="list-style-type: none"> Internal sharing of business indicators 	<ul style="list-style-type: none"> Business expansion Demand is expanding from COVID Preparing business plans 	
	HR Management	<ul style="list-style-type: none"> Low retention rate About 60% have stayed at least 5 years New employees quest within about 2 months Quitting after receiving bonus 		<ul style="list-style-type: none"> Low employee retention rate (especially new employees) Self-reimbursement due to equipment damage 		<ul style="list-style-type: none"> Improving retention rates Communication between departments
	Marketing				<ul style="list-style-type: none"> Considering new business (pharmaceutical sales) Increasing sales channels Expanding into private hospitals 	
	Production Management	<ul style="list-style-type: none"> Communication Teamwork Equipment not being cared for Efforts to achieve production 			<ul style="list-style-type: none"> 5S/3S in the kitchen 	<ul style="list-style-type: none"> Started producing at its own factory Process management Warehouse management
	Finance					
Enrollment history	Regular Course	2019 CEO Class	2019 CEO Class	2018 CEO Class	2021 CEO Class	2018 CEO/Manager classes
	Specialized Course	Store Management, Production Management				Production Management
	Other			Training in Japan participant		Human Resource Management, 5S (Basic)
Recommendations	Theme (what can be expected to produce results)	Employee recruitment and evaluation	Support and promote the establishment of short- to medium-term business plans	Recruit employees and establish evaluation and training systems	Expand sales channels	Process management
	Implementing in-house training	Fostering teamwork	N/A	5S/3S in the kitchen	Preparing business plans	Communication
Comments		Management and personnel strategies not linked, and hiring standards unclear.	Aiming to establish a business plan	Management and personnel strategies not linked, and hiring standards unclear.	Prepare success stories of sales channel expansion	Apply Kaizen to reduce the defective product rate by improving output and quality assurance
Managing lecturer		Team Yamazaki	Kawaguchi	Team Yamazaki	Uehigashi	Masuda

2.5 In-House Training

All In-House Training was delivered online in sync with the schedule for Business Course lectures. Implementation results are shown below.

Table 11 Implementation Results of In-House Training

No.	Company name	Lecturer	Implementation Period	Number of Participants	Satisfaction Rate
1	Golomt Bank	Shinichiro KAWAGUCHI	September 3, 2020	15	75%
2	Bridge Group	Kyoko YAMAZAKI	October 20, 2020	5	100%
3	IEK Mongolia/ Amper House	Koji UEHIGASHI	February 5-6, 2021	32	92%
4	Admon Print	Kazumi MASUDA	March 4, 2021	8	Not implemented
5	Small and	Nobutane	March 10-11, 2021	36	100%

No.	Company name	Lecturer	Implementation Period	Number of Participants	Satisfaction Rate
	Medium Enterprise Agency	YAMAMOTO			
6	Nomin HD	Koji UEHIGASHI	April 13-14, 2021	63	94%
7	Vitafit	Kazumi MASUDA	June 24, 2021	11	100%
8	Café Bene	Masamichi MEGURO	October 20, 2021	6	100%
9	NUM	Shinichiro KAWAGUCHI	October 27, 2021	6	100%
10	Soyolon	Koji UEHIGASHI	November 8 and 15, 2021	14	82%
11	Render	Kazumi MASUDA	December 15 and 17, 2021	13	100%
12	Soyolon	Shinichiro KAWAGUCHI	January 17 and 20, 2022	9	100%
13	Invescore	Shinichiro KAWAGUCHI	February 16, 2022	11	89%
14	Soyolon	Yoshihiro TAKEGUCHI	February 10, 11 and 14, 2022	12	100%
15	Soyolon	Kyoko YAMAZAKI	April 15 and 19, 2022	9	88%

During the contract period, In-House Training was implemented 15 times for 12 companies. Participants' overall satisfaction rate was very high, including an impressive 100% satisfaction in 8 of the 15 sessions.

2.6 Local Lecturer/Consultant Training Course

The training of local lecturers was conducted simultaneously with local lecturer training in the targeted three subject areas (Management Strategy, Production Management, Human Resource Management) in the “Asian Region The Japan Center Project (Business Course)” (hereinafter “Asian Region The Japan Center Project”), which the Consultant was commissioned to conduct separately.

Although in-person training at workplaces is the standard practice for delivery, since travel has not been possible under the current situation, the OJT described below was implemented when the course was being delivered online from within Japan.

Management Strategy: Throughout 2020 and 2021, the main activities of this course are training

through lecture interpretation and group work. A standard textbook developed by the Japan Center in the above project was also translated into Mongolian.

Also, in AY2021, teaching of Specialized Course 'Management Simulation' was transferred to local lecturers.

Production Management: During the 5-day lecture period, two participants are given two lecture sessions each based on their field of specialization, under the guidance of a Japanese lecturer. The standard textbook mentioned above is used.

In AY2021, one of the local lecturers scheduled for training passed away unexpectedly, reducing the number of lecturers to be trained from two to one.

Human Resource Management: Local case studies are introduced as a follow-up to lectures delivered by Japanese lecturers.

Since AY2021, the lecture responsibilities have been shared, with the local lecturer teaching the last session of the Japanese lecturers' lectures, introducing local case studies, advice on implementing new systems, etc.

As a result of this activity, although it was an online course, it became possible to shift some of the Japanese lecturer's teaching duties to a local lecturer.

MOJC has also established its own Local Lecturer/Consultant Training Course as described in the Project Specifications. This course was newly established during the previous project period, and as two graduates have already become local lecturers or consultants and are now supporting MOJC's business courses and consulting activities.

The main goal of this course is to teach practical skills and consulting expertise in the field to lecturers who already have some experience. It consists of two years of development training followed by a third year of on-the-job training. By having local lecturer candidates participate in (attend) lectures in related fields and accompany Japanese lecturers during on-site consultations, the curriculum provides them with both theory and practice to give them the experience needed to work independently after their third year. Because of this system, activities were temporarily suspended until there was an expectation that Japanese lecturers could resume travel to the region. Following the unexpected death of a lecturer in the field of Production Management in March 2022, planning for the replacement of future local lecturers has become an urgent issue. As a result, resuming the Local Lecturer/Consultant Training Course from Second Term will be considered.

2.7 Open Business Seminar

Timed to coincide with the Japanese lecturers' dispatch period, these seminars were held to promote awareness of lectures, but have been temporarily suspended due to the COVID-19 pandemic. They were resumed in April 2022 with two special seminars commemorating MOJC's 20th anniversary and one public seminar on production management, for a total of three seminars. Regular implementation is scheduled to begin in September 2022 and continue indefinitely.

Although surveys are not conducted for every open seminar, the "People Before Products"

seminar held in May attracted 70 people, 50 of whom came to MOJC and another 20 who participated online. Participants asked numerous questions about business issues, indicating a high level of interest in the seminar content. Questions ranged from what to look for when hiring to what is required to retain talent, how to deal with employees who engage in undesirable behavior, how to deal with bosses who do not listen to suggestions, and so on. These comments will be used to prepare advice to participants in future seminars.

Table 12 Implementation Results of Open Business Seminar

No.	Seminar Name	Lecturer	Implementation Period	Content
1	Not for Bread Alone	Koji UEHIGASHI	April 22, 2022	Held as a lecture to commemorate MOJC's 20th anniversary. Management theory was introduced based on the writings of Konosuke Matsushita
2	People Before Products	Koji UEHIGASHI	May 20, 2022	Held as a lecture to commemorate MOJC's 20th anniversary. Human resource development was introduced based on the writings of Konosuke Matsushita
3	Open Seminar on Production Management	Kazumi MASUDA	June 7, 2022	Introduction to Quality Management and 5 Why Analysis

2.8 Training in Japan

Initially, two Training in Japan programs were planned for the project period (April 2020 to July 2022), but they could not be implemented due to the COVID-19 pandemic, which halted international travel between countries and tightened border restrictions in Japan.

Multiple meetings were held between JICA representatives, the CA, MOJC staff, the Project Manager, and the person in charge of Administration of Training in Japan to discuss the possibility of online distance training. However, based on requests from eligible participants and internal MOJC discussions based on these requests, the decision was made to postpone the training until the participants could come to Japan. As a result, Training in Japan for companies participating in AY2019 and AY2020 programs will be carried over to the second term of this project, which will begin in September 2022.

The Project Leader and the person in charge of Administration of Training in Japan traveled to Mongolia in May 2022 to conduct follow-up interviews with companies that had previously participated in Training in Japan programs, with the goal of using the results to plan future training (See Attachment 2).

2.9 Technical Transfer of Knowledge on How to Operate and Manage Business Courses

Except for the Quality and Production Management (Advanced/TPS) course held in Erdenet in June 2022, all lectures by Japanese lecturers were delivered remotely from Japan (via Zoom).

At the beginning of the project, the format called for participants to gather in a classroom for group training. However, beginning in November 2020, stricter infection control measures in Mongolia necessitated that all participants participate in the training remotely. Later, group training was resumed in September 2021, also attracting distance-learning participants by leveraging the experience gained in remote training. As part of a new training style in which group training participants and remote training participants were mixed, a diverse group of participants was gathered. The new training style, which combined group training participants and remote training participants, succeeded in attracting a wide range of participants.

As an innovative way to support the shift online in terms of operational management, MOJC staff members have been 100% self-sufficient in ensuring the PDCA cycle is being properly implemented by using Zoom to conduct pre-lecture meetings with Japanese lecturers, rehearsals, meetings with lecture interpreters, and post-lecture opinion sharing (wrap-up) meetings. Also, with regard to guidance to local lecturers, activities such as facilitating online group work and introducing local case studies are being implemented based on prior discussions with Japanese lecturers, and a system has been established over the past two years in which each staff member takes responsibility for their own work from the perspective of ensuring bidirectional communication between Japanese lecturers and local staff.

As a lesson learned, technical transfer was planned based on the assumption of travel being possible, however, as courses have shifted to remote lectures, originally envisioned activities such as the strategic use of data and new course creation were unable to progress. Going forward, it is hoped that by holding regular meetings to track the current status regardless of whether or not travel to the region is possible, work can continue normally while sharing any issues that need to be addressed.

In terms of managing the progress of technical transfer for the training of local lecturers, the Consultant does not currently have a complete grasp of all activities that are completed locally (without the guidance of Japanese lecturers). However, in order to monitor and follow up on the skills of local lecturers in training, it will be necessary to establish a system to monitor their progress at fixed points in the future. For example, by monitoring participant evaluations of local lecturers' ability to teach basic courses and conduct on-site guidance, or by setting up a method for sharing information with Japanese lecturers in charge of instruction.

2.10 Other Activities

Follow-up Activities for Preparing a Success Stories Compilation of Mongolian Companies

Activities were carried out in order to complete a Success Stories Compilation of Mongolian Companies, an effort that began in the previous phase. The main goal of the Success Stories Compilation is to introduce Mongolian companies that can be used as models in lectures and to increase motivation among participants. They will also be utilized as a tool to promote MOJC. The Success Stories Compilation includes comparisons of various management figures before and after enrolling in the Business Course, as well as turning points that triggered changes, efforts to instill new practices, and future issues. Completion of the compilation has been postponed due

to the impact of the suspension of international travel since AY2020, but editing work has resumed through face-to-face interviews based on the resumption of travel from May 2022.

The following 11 companies were chosen for inclusion in the compilation from the 50 studied in the previous phase based on their outstanding results in terms of sales increase, complaint reduction, defect rate improvement, and employee retention rate improvement.

At the time of preparing this report, editing has been completed for 6 companies, and once the remaining 5 companies have been completed, the compilation will be shared with MOJC. It is expected to be completed by September 2022 when the new Business Course will begin.

Table 13 List of Companies in the Success Stories Compilation

Company	Business type	Selection context (starting from attendance)
Asylmura	Manufacture and sale of Kazakhstan embroidery products	Sales increase of 125%
Dolonboldog	Manufacture and sales of kitchen furniture	Defect rate reduced by 20%
General Etalon	Production of building materials (concrete block)	Profit margin increased by 5%
Gobi Khangai Mebel	Manufacture and sale of furniture	Customer complaint decrease of 44%
Ikh Erin Holding	Vehicle repair and maintenance	Sales increase of 200%
Khan Jimis	Production and sale of health foods	Sales increase of 460%
Monfood Land	Production and sale of granola-based foods	Improved employee retention
Monmaslo	Sales of imported food; production and sale of wheat products	Sales increase of 267%
Monos Food	Production and sale of health foods	Customer complaint decrease of 23%
Monshibasaki	Contract manufacturer of auto parts	Contract manufacturing for Japanese companies
Shilen Khiits	Manufacturing and sales of glass window frames and building materials	Sales increase of 260%

3 Issues, Approaches, and Lessons Learned through the Implementation and Management of the Program

3.1 Business Course Management System

Business courses are being managed in accordance with the MOJC Business Course Operation Manual, which was created in AY2017. Currently, the manual has been updated for AY2021, and a manual on infection prevention measures during COVID-19 has also been prepared and distributed. Furthermore, as mentioned in section 2.9, a PDCA system has been established through which MOJC staff members coordinate with relevant departments.

Future issues will include reviewing evaluations of the local lecture in Erdenet, which was trialed in AY2021, considering how to implement new practices, and preparing detailed handover documents for each staff member in response to personnel turnover.

3.2 Work Management

With regard to work management, lectures by Japanese lecturers over the roughly two years of the First Term contract period remained at 100% of the plan. There was only one case of last-minute schedule changes due to unavoidable circumstances by a Japanese lecturer, and one case by a local lecturer. Besides these, all lectures proceeded according to the originally planned schedule. A consistent routine has also been established for questionnaire results such as participant evaluations and work has proceeded smoothly, such as ensuring that results are provided to the Japanese side within one week after the lecture.

Internal meetings are being held at MOJC with the participation of all Business Department staff. At these meetings, reports on the Center's overall status, individual task progress, and issues are discussed, and a system is in place to ensure that everyone works under identical information-sharing conditions. In addition, all aspects of course administration, including planning, PR activities, lecture management, and evaluation, are supervised by local staff, and communication with Japanese lecturers is also consistent.

3.3 Proposed New Courses

At the suggestion of MOJC staff, lectures that teach information analysis and strategic utilization methods are being considered for inclusion in next year's Specialized Course. Together with lecturers, the Consultant is considering candidate courses, including Digital Strategy, Data-driven Marketing, and data analysis in the HR field (people analytics). The specific content will be determined after reconfirming local demand and discussing details with MOJC staff.

3.4 Process of Implementing Lectures by Japanese Lecturers

Japanese lecturers conducted lectures remotely from their home or from a studio dedicated to online meetings (using a rented meeting room).

As a disadvantage of remote lectures, some lecturers have complained about the difficulty of lecturing without being able to see the facial expressions of participants, since remote lectures preclude the face-to-face bidirectional format previously used. On the other hand, participants

who had insufficient opportunities to speak up in group training are able to increase their level of participation and contribution to the lecture by taking advantage of the chat feature or communicating directly with the lecturer. Furthermore, by making use of the breakout room function, group work is gradually improving to its previous in-person level, and efforts have been made to provide a classroom environment as similar as possible to the in-person lectures. The installation of two screens in on-site classrooms to project lecture materials and the lecturer on large screens was effective in creating a sense of realism, as if the lecturer were physically present in the classroom.

3.5 Technical Transfer to the C/P

With regard to technical transfer to the C/P, MOJC staff members have firmly established an independent and self-reliant work style. As MOJC staff have also been successful at sharing information through daily morning meetings, weekly department meetings, and by ensuring a chain of command is maintained with department managers taking on a central role, it is believed that there are no particular problems in operations. During the previous phase, the Center significantly strengthened its institutional capacity by, for example, establishing marketing teams independently within departments and gathering insight on student recruitment from every member. This team system is still in place, and it is helping to keep participants interested by developing effective promotional strategies.

In AY2017, a Business Course Operation Manual was created, which is still being maintained and used today. In the future, it may be necessary to revise the manual to shift the lectures online. It may also be necessary to create handover documents to detail tasks in preparation for personnel turnover. For example, an even more robust course implementation system could be realized by sharing the tacit knowledge of each staff member, such how to configure online lectures, as explicit knowledge.

Although only one lecturer was only able to travel once during the two years of this contract, from the standpoint of staff development, it is thought necessary to train future interpreters with the goal of increasing their business knowledge by having them accompany lecturers for In-House Training and through follow-up activities for on-site guidance in the Model Company Problem Solving Program.

3.6 Follow-up with Graduates

Concerning follow-up with graduates, AY2021 (academic year basis: September 2021 - August 2022) marked the Center's 20th anniversary, and to commemorate this, the Marketing lecturer held the two public seminars mentioned above as commemorative lectures. Both seminars were open to both Business Course graduates and students of the National University of Mongolia (NUM). The contents of these seminars are described in Section 2.7.

3.7 Collaboration with External Organizations

1) Cooperation with other Japan Centers

During the COVID-19 pandemic, it was difficult for Japanese lecturers to travel to Mongolia, and for participants from local companies to visit Japan. As a result, there were no noteworthy activities in terms of collaboration with external business organizations. However, efforts were made to promote cooperation between Japan Centers by recommending to MOJC staff that they attend the April 8, 2021 "KEIEIJUKU Dissemination Seminar," in which the Vietnam-Japan Institute for Human Resources Development (VJCC) played a central role, and which was held as a part of the "Asian Region The Japan Center Project"

KEIEIJUKU Dissemination Seminars aim to introduce the knowledge gained over 10 years of operating KEIEIJUKU at VJCC to the staff of KEIEIJUKU or staff of Business Course Departments at Centers offering equivalent management classes at MOJC and Japan Centers supported by the Asia Region Japan Center Project. As a result, VJCC's knowledge is shared with other Centers, including by allowing Centers newly offering KEIEIJUKU to contact VJCC Business Course staff directly, and we can see that these efforts have been somewhat successful in promoting interaction between Centers.

2) Collaboration with the National University of Mongolia (NUM)

Collaboration began in the last phase between MOJC's Regular Course and the National University of Mongolia, the project C/P. This collaboration continues, allowing individuals who take the CEO or Manager Class to earn 8 credits towards NUM's MBA for Working Adults course. Eligible courses are Management Strategy, Human Resource Management, Marketing, and Financial Management, each of which being worth 2 credits.

However, because 12 credits are required to progress to the MBA course, those interested in pursuing an MBA must attend a 4-credit course at NUM's Business Consulting Center to obtain the remaining 4 credits before taking the examination.

The number of MOJC Regular Course graduates who advanced to NUM's MBA course was 13 in 2019, 12 in 2020, and 7 in 2021.

4 Achievement of Project Purpose and Recommendations

4.1 Achievements and Attainment Status of Consultant Activities in accordance with PDM

The progress of consultant activities during the period of the Project (May 2020 to June 2022) is shown below.

Table 14 Activities Aimed at the Expected Achievements and Results

Activities	Achievements
<p>Output 1 Planning and management of business courses are implemented in a fully self-sustaining manner, and business courses for CEOs are strengthened and expanded.</p>	
<p>1-1 Need for new business courses and feedback from participants of business courses are reflected to curriculum of business courses every year.</p>	<p>A certain level of attendance was achieved by flexibly and independently responding to participants' requests, such as changing lecture times as appropriate to moving to an online format.</p>
<p>1-2 Business courses for managers and entrepreneurs who run business in the sector other than mining sector are planned in self-management manner, and strategies for publication and PR activities are planned and conducted.</p>	<p>Publicity and recruitment activities for the Regular Course were carried out independently, and 50 to 70 persons applied versus the recruitment target of 30, making it possible to acquire participants better suited to the courses. In addition to group training in classrooms, online courses were made available for distance learning from rural areas. This resulted in Business Course enrollment levels of around 30 people for group training and around 8 online participants from rural areas. Participants in Ulaanbaatar's outskirts were required to attend group training in order to reap the benefits of group training (group discussions, games, etc.).</p> <p>Also, expansion into local regions was trialed in Erdenet in AY2021.</p> <p>Meanwhile, as the need for copper resources grows worldwide, strengthening copper metallurgical technology in Mongolia, which has significant copper resources, is an effective means of economic development, and given this, the policy of continuing to</p>

Activities	Achievements
	<p>deprioritize the mineral sector must be reconsidered.</p> <p>Because the mining industry includes supporting industries such as logistics and the provision of construction material, it is essential for the Center to first determine whether the business courses offered by MOJC will benefit these supporting industries.</p>
<p>1-3 Needs from entrepreneurs and start-up is reflected to standard course. Not only Japanese style management but also rule of law and history and practice of development in Japan is reflected to standard business courses.</p>	<p>Two courses were added to the Regular Course CEO Class: Japanese Style Management, and Compliance and Corporate Governance.</p>
<p>1-4 Improve assessment system for business courses to assess not only satisfaction rating of business courses but also level of understanding.</p>	<p>A new item was also added to the evaluation questionnaire to gauge the understandability of course content.</p> <p>The questionnaire covered the 'Regular Course' and 'Specialized Course' in the Business Course, but In-House Training, etc., will be applied in the future.</p>
<p>1-5 Consider a system and curriculum which Mongolian and Japanese lecturers can collaborate and keep, improve quality of business course.</p>	<p>Lecturing responsibility was shared with local lecturers in the three areas of Management Strategy, Human Resource Management, and Quality and Production Management. Financial management in the Regular Course Manager Class, is being 100% taught by a local lecturer.</p> <p>Also, all basic courses, held seven times a year, are being taught by local lecturers.</p> <p>Three of the nine Specialized Courses are taught by local lecturers, two are co-taught by Japanese and local lecturers, while four are solely taught by Japanese lecturers.</p>
<p>1-6 A system of PDCA cycle for each business courses is established and ran independently.</p>	<p>In the management of the course, MOJC staff play a central role in preparatory meetings, lectures, and review meetings, which have</p>

Activities	Achievements
	been 100% carried out and firmly instilled as a routine. Preparatory meetings and course review meetings are attended by Japanese lecturers, MOJC staff, the CA, and the Consultant.
Outputs 2 MOJC's function of business and social networking between Japan and Mongolia is expanded.	
2-1 Establish a management system including personnel positioning to expand collaborative activities such as business networking as core business of MOJC.	This area is being handled by JICA Long-term Experts and MOJC.
2-2 Utilize data bank of persons who understand well about Japanese society and culture, business practices such as Mongolian who receive business courses of MOJC and students who have study or training experience in Japan.	This area is being handled by JICA Long-term Experts and MOJC. The Consultant references this information when visiting companies for Training in Japan planned in November 2022.
2-3 Seize movement of Japanese company in Mongolia, plan and organize matching events of collaboration between industries and educational institution, business networking, seminar. As provider of information, MOJC supports collaborative activities such as business networking of Mongolia and Japan.	This area is being handled by JICA Long-term Experts and MOJC. The Consultant plans to provide indirect assistance for planning exchange meetings, seminars, etc. for Training in Japan.
2-4 Conduct collaborative activities with Mongolian / Japanese institutions, universities supporting institutions, local governments and chambers of commerce, startups/entrepreneur.	The Consultant is being informed of potential partner institutions in Japan by MOJC's Business Exchange Support Expert, and a system is in place to obtain support in Japan for training and other activities.
2-5 MOJC provides fee-bases or free services to other JICA's ODA projects, such as technical cooperation, soft loan project, Public-Private partnerships project, Support for Japanese SMEs overseas business development, citizen participation program.	This area is being handled by JICA Long-term Experts and MOJC.

Activities	Achievements
<p>Output 3 Management capacity of MOJC is established for implementing new activities proactively in order to expand its revenue sources.</p>	
<p>3-1 Make out annual plan and reports including whole activities and business at MOJC.</p>	<p>This area is being handled by JICA Long-term Experts and MOJC. The Consultant provided appropriate advice for the planning and implementation of Business Courses.</p>
<p>3-2 Make financial plan to increase revenue of MOJC and all departments implement budget control regularly.</p>	<p>This area is being handled by JICA Long-term Experts and MOJC.</p>
<p>3-3 Start new business which is proposed independently and implement PDCA.</p>	<p>This area is being handled by JICA Long-term Experts and MOJC. The Consultant has provided active support for expansion into local regions by dispatching a Japanese expert (lecturer) to Erdenet at MOJC's request.</p>
<p>3-4 Publicize activity and achievement of MOJC in Mongolia and Japan strategically and effectively to improve degree of recognition about it.</p>	<p>This area is being handled by JICA Long-term Experts and MOJC. The Consultant independently created a Success Stories Compilation of Mongolian Companies. However, due to the inability to travel to the region due to COVID-19, the original completion date was pushed back due to delays in taking before-and-after photos on location and conducting interviews with business professionals. As a result, the Consultant was unable to actively provide advice and support in AY2020 and AY2021.</p>

Activities	Achievements
3-5 Build PDCA cycle of each segment and whole business.	This area is being handled by JICA Long-term Experts and MOJC. Because of activity restrictions due to COVID-19 prevention measures, the Project Leader, who was originally scheduled to make 10 trips to Mongolia during the project period, could only make one trip in May 2022, leading to the suspension of Consultant-led activities, such as the Model Company Problem Solving Program. As a result, the Consultant was unable to actively provide advice and support in AY2020 and AY2021.
Output 4 Support functions for Mongolian human resources studying in Japan and working in Japan and a career support function after returning to Mongolia are established.	
This was additionally approved as an output by the JCC in November 2021, but it falls outside the scope of commission work in the Project.	

4.2 Degree of Achievement of Project Purpose and Recommendations

To strengthen the functions of MOJC to provide business human resource development services and business networking services between Japan and Mongolia.

Due to the impact of measures to prevent the spread of COVID-19, all Business Course lectures during the project period were changed to remote lectures via Zoom, with the exception of the Erdenet Regular Course 'Quality and Production Management (Advanced/TPS)' which was held in June 2022. During the review period, 59 of the 59 planned courses (including those carried over from the previous year) were implemented as planned, yielding a 100% achievement rate.

In-House Training was expected to be held at approximately 20 to 30 companies over the two-year period, assuming the dispatch of lecturers to workplaces; however, because it was changed to online training and training time was limited, only 15 courses could be conducted at 12 companies. Similarly, due to the fact that the program principally requires Japanese lecturers to provide on-site consulting at the workplace, the Model Company Problem Solving Program also had to be suspended in both AY2020 and AY2021.

For In-House Training, the lecturers basically decide whether or not to provide training while on dispatch to the region and can flexibly provide training before or after lectures or on weekends. However, in the case of remote lectures from Japan, there are a number of difficulties that include the need to revise the contract with the lecturer's Consultant, schedule coordination, managing the total P/M (Person/Months), etc., which make it difficult to respond to last-minute requests. Furthermore, if renting a studio facility for a lecture, because reservation changes and budget

management cannot be decided solely by the lecturer, a period of adjustment by the Consultant is required, necessitating more preparation time. If initially included in the plan, the budget and P/M can be coordinated in advance and every reasonable effort can be made to implement the training, but for the aforementioned reasons, responding to requests on an impromptu basis has been sometimes unworkable. There were also requests for days outside of the lecture schedule, which were accommodated to the greatest extent possible, but due to the limited number of domestic working days for the P/M, some requests had to be turned down. From AY2021, the Consultant worked with MOJC staff to share information and attempt to meet company needs by attracting customers and adjusting the schedule as far in advance as possible.

Candidate companies are recruited and selected for the Model Company Problem Solving Program from May to June each year, and the program is implemented from September of the same year to June of the following year. As of June 2020, five target companies had been chosen in the First Term of the program, and the Japanese lecturers who would provide guidance were awaiting travel to Mongolia. However, substantive activities were not possible due to ongoing travel restrictions caused by COVID-19, and implementation was postponed to at least September 2022 for the Second Term of this project.

As far as improvements to the Business Course (CEO Class), two new courses (Japanese Style Management, and Compliance and Corporate Governance) were added, realizing a comprehensive course with six subjects. The Japanese Style Management course achieved excellent scores in both satisfaction level and understandability level, and the questionnaire evaluation included many positive comments such as "I was able to learn new concepts about management" and "I learned the importance of setting high goals, as well as the need for kindness in management." On the other hand, some participants expressed a desire for more time for free discussions with lecturers as well as more time for lectures, which should be addressed in future courses.

As a way to develop new demand segments, an example recommendation for future courses would be to trial the hybrid courses that combine DX era E-learning content, lectures by local lecturers, and Q&A with Japanese lecturers. Specifically, the Consultant recommends that the theoretical portion of courses be studied independently via E-learning, that examples of application to local businesses be taught in the classroom by a local lecturer, and that any remaining questions be resolved through face-to-face Q&A sessions with Japanese and local lecturers.

It is also necessary to increase the lecture time for Japanese Style Management; revise the lecture content for Compliance and Corporate Governance; and include content on "how to establish internal rules," which is of interest to business owners.

4.2-1 Priority Issues and Important Considerations in Implementing the Second Half of the Project

Travel restrictions caused by the COVID-19 pandemic had a significant impact on the implementation of work during this contract term. As for impacts on the implementation of

Business Course lectures, there were difficulties in providing support according to the plan for the implementation of the Model Company Problem Solving Program which prioritizes in-person guidance, as well as In-House Training, the Local Lecturer/Consultant Training Course, and technical transfer to MOJC local staff. Also, many activities were unavoidably postponed, including Training in Japan. The challenge now is determining how to remotely run these programs, whose essential components are face-to-face meetings and on-the-job training, and how to achieve the desired results. If the instruction is carried out from Japan, the management of P/M for Japanese lecturers will be complicated. Therefore, going forward, lecturers (both Japanese and local), MOJC staff, and local companies will need to coordinate an advance to determine how to implement content.

Based on the above, priority issues and considerations in Second Term, which is the second half of this project, will be addressed based on urgency (work left over from First Term) and importance (important issues from a medium- to long-term perspective). More specifically, item (1) will be addressed as an urgent matter, while items (2) onward will be addressed in order of importance.

(1) Resumption of the Model Business Problem Solving Program

Guidance provision to five companies, which should have been completed in First Term, is still pending. Assuming that travel to company sites will again be possible after September 2022, reconfirm the concerns and carry out consulting activities.

(2) Implementation of the Local Lecturer/Consultant Training Course

MOJC urgently needs to secure new local lecturers. Because the course emphasizes practical learning, a two-year training period is required to develop lecturer personnel.

(3) OJT to enhance the planning and management capabilities of Business Department staff

Strengthen the ability to plan new lectures based on understanding the needs of actual company sites. To do this, provide guidance that strengthens analytical skills from a marketing viewpoint.

(4) Needs surveys for designing new courses

Begin investigating the external environment to incorporate it into future course design. There are plans to conduct interviews mainly with graduates of the Business Course.

(5) Activities that promote platform creation

Mainly provide support for activities related to building collaboration between companies. Specifically, provide support for establishing links with Japanese companies by taking advantage of the opportunity to visit Japan for Training in Japan, and also promote business linking by encouraging networking between the companies of Business Course graduates from Japan Centers in various countries.

4.2-2 Recommendations to MOJC

In terms of operation and management, MOJC staff are fully capable of independently carrying out their work and are following the operational manuals. MOJC is also fostering the ability to plan and make proposals, as demonstrated by the proposal of a new course 'Information Analysis

and Strategic Planning' as a Second Term Specialized Course, and redesigning Winter courses in the Regular Course to have them start in March rather than January. The Consultant recommends assigning planning staff to make forward progress on the Japan Center 2.0 Concept.

The duties would include planning and proposing new courses to business persons aiming to engage in international business between Japan and Mongolia, by introducing Japanese corporate culture to Mongolian companies and Mongolian corporate culture to Japanese companies.

It would be appropriate to assign someone from MOJC who has studied abroad to earn an MBA at a Japanese university to be in charge of this project. This person should aim to establish a system that allows it to independently plan and propose courses that meet the real needs of Mongolian companies by utilizing their knowledge gained through study abroad and perspectives they have gained from living abroad to strengthen the competitiveness of Mongolian companies, both domestically and internationally.

4.2-3 Recommendations to JICA

To realize the "Japan Center 2.0 Concept," we believe it is necessary to strengthen cooperation among Japan Centers in order to establish business links.

While there are various methods for determining the ultimate goal of business links and the path to achieving them, the basic approach to building business relationships differs between Mongolian SMEs, which tend to pursue short-term profits, and Japanese SMEs, which strive to secure stable profits while maintaining medium to long-term business relationships. Even if multiple exchange meetings are held during Training in Japan between Japanese companies that are unfamiliar with Mongolia, and Mongolian companies that are unfamiliar with Japan, in many cases they only end up exchanging business cards. From both sides, the Consultant has heard stories about not receiving a response to emails even after a year of waiting. Accordingly, it seems unlikely that results can be expected within a year. Japan Center, on the other hand, offers management courses at eight Centers in seven countries and has the advantage of many graduates eager to grow their own businesses through international business.

In addition to promoting collaboration with Japan, the Consultant recommends establishing systems at each center to create opportunities for business creation by encouraging the formation of networks between KEIEIJUKUs at various centers. Sharing data on KEIEIJUKU or similar course graduates among the Centers; and providing data to graduates interested in conducting international business. To support this, also consider planning seminars or events to improve participants' PR skills, as well as courses aimed at building an international business mindset.

One idea for achieving business collaboration in a short period of time is to use an international exhibition where several business persons can gather in one place. Because exhibitions bring together, in a specific field, companies that want to sell their products, companies that want to buy products, and companies that want to gather information, they offer far more business opportunities than introducing products to the limited number of companies attending Training in Japan. However, to succeed here, an international business professional often needs to acquire several skills that include how to present products, deal with customers, behave professionally,

and follow up after exchanging business cards. Offering 'Business Development through Exhibition' as an MOJC Business Course will add to the CEO Course offerings for companies aiming to expand their business overseas, which we believe could increase the potential for business linking.

4.3 Recommendations for Achievement of Overall Goal

MOJC contributes to diversification and enhancement of industries in Mongolia and strengthening business ties between Japan and Mongolia as a platform of business networking between Japan and Mongolia and of collaboration between industries and educational institutions.

From the perspective of Business Course planning and operation, in addition to the MOJC's Business Course activities, possible activities to promote business exchange between Japan and Mongolia include selecting and focusing on industries considering entry into the Japanese market, and designing Special Courses for those companies that can help them enter the Japanese market. Specifically, we assume achieving this by establishing the above-mentioned Business Development through Exhibition course.

To increase the number of companies engaged in business exchange between Japan and Mongolia, it will be important to reach out to the Mongolian National Chamber of Commerce and Industry; to encourage influential Mongolian companies to participate in the 'Business Development through Exhibition' course, and; to provide guidance through compelling lectures based on real-world experience from Japanese lecturers who are capable of explaining the mindsets and viewpoints of Japanese companies with international business experience in a wide range of fields.

For example, after a series of training courses has been completed, an international exhibition event for specific industries could be set up in Japan, and all participants could be invited to attend, providing a networking opportunity and the ability to build networks with companies with future business expansion potential. We believe that even a few successful cases could contribute to Mongolian industry.

Following discussions with MOJC's business exchange experts in the first year of Second Term, if it is possible to lobby the Chamber of Commerce and other relevant organizations and gain their approval, we would like to implement this series of activities beginning in Second Year by designing courses based on determining the target sectors and international exhibitions.

5 Input Results

The following table shows the results of expert input.

Table 15 Results of Expert Input

No.	Name	Task Responsible for	Total Days	Total person-months (PM)
Work in Mongolia				
1.	Shu NAKAJIMA	Project Leader / Business Course Planning and Management	24	0.80
2.	Kazumi MASUDA	Business Course lecturer (2)	11	0.37
3.	Haruka TATSUMI	Administration of Training in Japan	8	0.27
Work in Mongolia Total			43	1.44
Work in Japan				
1.	Shu NAKAJIMA	Project Leader / Business Course Planning and Management	136	6.80
2.	Shinichiro KAWAGUCHI	Business Course lecturer (1)	68	3.40
3.	Kazumi MASUDA	Business Course lecturer (2)	20	1.00
4.	Nobutane YAMAMOTO	Business Course lecturer (3)	14	0.70
5.	Koji UEHIGAH	Business Course lecturer (4)	76	3.80
6.	Yoshihiro TAKEGUCHI	Business Course lecturer (5)	41	2.05
7.	Kyoko YAMAZAKI	Business Course lecturer (6)	39	1.95
8.	Hironobu ADEGAWA	Business Course lecturer (7)	19	0.95
9.	Ei IGARASHI	Business Course lecturer (8)	15	0.75
10.	Masamichi MEGURO	Business Course lecturer (9)	12	0.60
11.	Hayato DOBASHI	Business Course lecturer (10)	14	0.70
12.	Haruka TATSUMI	Administration of Training in Japan	4	0.20
Work in Japan Total			458	22.90
Sum Total			501	24.34

6 Results of Equipment Provision

No equipment was granted in relation to this project.

September 2020-June 2021 Course Evaluation			Enrollment	Number of respondents / participants	Course satisfaction				Course understandability				Age (number of people)				Gender (no. of people)		Position (number of people)				Number of employees (number of people)				
					Extremely satisfied	Satisfied	Neutral	Other	Very easy to understand	Easy to understand	Neutral	Other	-25	26-39	40-59	60+	Male	Female	Senior management	Division/section on manager	Specialist	Other/Unanswered	-19	20-49	50-99	100-199	200+
Regular Course (for Last Phase)	CEO Class	Human Resource Management	23	22/23	8	12	2	0	5	16	1	0	1	15	6	0	7	11	0	0	0	0	9	9	0	3	1
		Marketing	24	12/24	4	7	1	0	7	4	1	0	1	8	3	0	4	8	10	2	0	0	6	4	0	1	1
	Manager Class	Human Resource Management	24	22/24	13	9	0	0	9	13	0	0	2	19	1	0	5	17	2	7	12	0	8	3	3	3	5
		Marketing	21	15/21	5	6	3	1	3	10	2	0	0	13	2	0	8	6	1	5	9	0	9	2	1	2	1
		Financial Management	29	23/29	11	10	1	1					1	22	0	0	9	14	2	6	15	0	7	5	4	1	6
Regular Course (Autumn)	CEO Class	Japanese Style Management	26	19/26	11	5	3	0	12	4	3	0	0	12	7	0	8	11	17	2	0	0	7	7	2	1	2
		Compliance and Corporate Governance	26	23/26	10	12	1	0	11	12	0	0	1	14	8	0	10	12	17	2	0	4	10	6	1	3	2
		Management Strategy	29	23/29	14	7	2	0	12	9	2	0	0	16	7	0	12	11	18	4	1	0	10	7	1	3	2
		Marketing	21	14/21	5	7	2	0	8	4	2	0	0	10	4	0	5	9	11	3	0	0	8	3	0	2	1
		Human Resource Management	24	21/24	14	6	1	0	15	6	0	0	1	14	6	0	7	11	0	0	0	0	6	9	2	2	2
		Financial Management	27	19/27	8	11	0	0	8	9	2	0	0	14	5	0	6	12	0	0	0	0	6	6	2	2	3
		Total (excl. Last Phase)	153	119/153	62	48	9	0	66	44	9	0	2	80	37	0	48	66	63	11	1	4	47	38	8	13	12
	Average (%)			52.1%	40.3%	7.6%	0.0%	55.5%	37.0%	7.6%	0.0%	1.7%	67.2%	31.1%	0.0%	42.1%	57.9%	79.7%	13.9%	1.3%	5.1%	39.8%	32.2%	6.8%	11.0%	10.2%	
	Manager Class	Management Strategy	22	22/22	5	16	1	0					5	15	2	0	4	18	1	1	20	0	10	3	2	4	3
		Marketing	18	12/18	4	8	0	0					3	7	2	0	1	11	0	2	10	0	5	3	1	2	1
		Human Resource Management	30	27/30	4	20	3	0	10	16	1	0	6	18	3	0	7	20	0	0	0	0	10	3	5	5	3
		Management Strategy	24	21/24	6	12	2	1	3	13	5	0	6	13	2	0	4	15	0	2	18	1	6	3	3	3	6
		Total (excl. Last Phase)	94	82/94	19	56	6	1	13	29	6	0	20	53	9	0	16	64	1	5	48	1	31	12	11	14	13
		Average (%)			23.2%	68.3%	7.3%	1.2%	27.1%	60.4%	12.5%	0.0%	24.4%	64.6%	11.0%	0.0%	20.0%	80.0%	1.8%	9.1%	87.3%	1.8%	38.3%	14.8%	13.6%	17.3%	16.0%
	All classes	Total (excl. Last Phase)	247	201/247	81	104	15	1	79	73	15	0	22	133	46	0	64	130	64	16	49	5	78	50	19	27	25
	Average (%)			40.3%	51.7%	7.5%	0.5%	47.3%	43.7%	9.0%	0.0%	10.9%	66.2%	22.9%	0.0%	33.0%	67.0%	47.8%	11.9%	36.6%	3.7%	39.2%	25.1%	9.5%	13.6%	12.6%	
Regular Course (Winter)	CEO Class	Japanese Style Management	33	25/33	15	5	5	0	5	15	4	1	0	15	10	0	9	16	21	3	1		12	8	1	1	3
		Compliance and Corporate Governance	23	13/23	8	5	0	0	9	4	0	0	0	7	6	0	8	5	13	0	0	0	6	3	2	0	2
		Management Strategy	30	24/30	13	9	2	0	17	7	0	0	0	15	9	0	15	9	23	1	0	0	13	4	4	1	2
		Marketing	30	27/30	15	12	0	0	13	12	1	1	0	15	12	0	16	10	24	3	0	0	15	5	2	1	4
		Human Resource Management	30	25/30	13	12	0	0	11	12	2	0	0	15	10	0	16	9	23	0	1	1	12	5	3	2	3
		Financial Management	32	24/32	16	8	0	0	17	7	0	0	0	14	10	0	16	8	22	0	1	1	11	6	2	2	3
		Total	178	138/178	80	51	7	0	72	57	7	2	0	81	57	0	80	57	126	7	3	2	69	31	14	7	17
	Average (%)			58.0%	37.0%	5.1%	0.0%	52.2%	41.3%	5.1%	1.4%	0.0%	68.1%	47.9%	0.0%	58.4%	41.6%	91.3%	5.1%	2.2%	1.4%	58.5%	26.3%	11.9%	5.9%	14.4%	
	Manager Class	Management Strategy	31	28/31	9	18	1	0	7	19	2	0	0	16	12	0	9	19	18	3	5	2	17	7	1	2	1
		Marketing	31	22/31	8	13	1	0	8	13	1	0	1	13	8	0	7	15	14	3	3	2	12	6	1	1	2
		Human Resource Management	31	23/31	9	12	2	0	6	16	1	0	0	14	9	0	10	13	14	3	3	3	12	6	1	1	3
		Financial Management	31	21/31	9	11	1	0	10	10	1	0	1	13	7	0	7	14	12	4	4	1	13	4	2	1	1
		Total	124	94/124	35	54	5	0	31	58	5	0	2	56	36	0	33	61	58	13	15	8	54	23	5	5	7
	Average (%)			37.2%	57.4%	6.1%	0.0%	33.0%	61.7%	5.3%	0.0%	2.4%	68.3%	43.9%	0.0%	35.1%	64.9%	61.7%	13.8%	16.0%	8.5%	66.7%	28.4%	6.2%	6.2%	8.6%	
All classes	Total	302	232/302	115	105	12	0	103	115	12	2	2	137	93	0	113	118	184	20	18	10	123	54	19	12	24	
Average (%)			49.6%	45.3%	5.2%	0.0%	44.4%	49.6%	5.2%	0.9%	0.9%	59.1%	40.1%	0.0%	48.9%	51.1%	79.3%	8.6%	7.8%	4.3%	53.0%	23.3%	8.2%	5.2%	10.3%		
April 2020-June 2021 Course Evaluation			Enrollment	Number of respondents / participants	Course satisfaction				Course understandability				Age (number of people)				Gender (no. of people)		Position (number of people)				Number of employees (number of people)				
					Extremely satisfied	Satisfied	Neutral	Other	Very easy to understand	Easy to understand	Neutral	Other	-25	26-39	40-59	60+	Male	Female	Senior management	Division/section on manager	Specialist	Other/Unanswered	-19	20-49	50-99	100-199	200+
Specialized (for Last Phase)	Management Simulation	20	16/20	7	5	4	0					1	10	5	0	6	10	7	0	8	1	6	2	4	3	1	
Specialized Course	Store Management	35	21/35	5	14	2	0	7	13	1	0	4	13	4	0	4	17	7	3	9	2	12	4	3	1	1	
	Quality and Production Management	39	23/39	13	10	0	0					0	19	4	0	17	6	7	12	2	2	7	10	4	2	5	
	Financial Management (Advanced)	26	19/26	5	14	0	0	5	14	0	0	1	7	11	0	4	15	4	7	5	3	5	2	3	2	7	
	KPI	28	19/28	5	13	1	0	5	12	2	0	0	6	13	0	4	15	4	6	9	0	1	5	2	5	6	
	Human Resource Management (Advanced)	29	17/29	8	8	1	0	9	7	1	0	2	10	5	0	2	15	4	3	10	0	2	7	2	3	3	
	Quality and Production Management (Advanced/TPS)	16	8/16	5	3	0	0	4	4	0	0	0	5	3	0	7	1	5	1	2	0	5	1	2	0	0	
	Total	193	123/193	48	67	8	0	30	50	4	0	8	70	45	0	44	79	38	32	45	8	38	31	20	16	23	
Average (%)			39.0%	54.5%	6.5%	0.0%	35.7%	59.5%	4.8%	0.0%	6.5%	56.9%	36.6%	0.0%	35.8%	64.2%	30.9%	26.0%	36.6%	6.5%	29.7%	24.2%	15.6%	12.5%	18.0%		

September 2021-June 2022 Course Evaluation			Enrollment	Number of respondents	Collection Rate	Course satisfaction				Course understandability				Age (number of people)				Gender (no. of)		Position (number of people)				Number of employees (number of people)					
						Extremely satisfied	Satisfied	Neutral	Other	Very easy to understand	Easy to understand	Neutral	Other	-25	26-39	40-59	60+	Male	Female	Senior management	Division/section manager	Specialist	Other/Unanswered	-19	20-49	50-99	100-199	200+	
Regular Course (Autumn)	CEO Class	Japanese Style Management	36	29	81%	15	12	2	0	13	15	1	0	0	13	16	0	9	20	27	0	2	0	10	7	5	5	2	
		Compliance and Corporate Governance	33	22	67%	11	10	1	0	10	12	0	0	0	9	13	0	7	15	21	0	1	0	9	5	4	3	1	
		Management Strategy	35	26	74%	14	12	0	0	9	17	0	0	0	13	13	0	7	19	24	1	1	0	9	7	3	5	2	
		Marketing	24	19	79%	10	9	0	0	9	10	0	0	0	6	13	0	7	12	17	1	1	0	5	4	3	5	2	
			10	8	80%	4	4	0	0	3	5	0	0	1	5	2	0	1	7	8	0	0	0	4	2	0	2	0	
		Human Resource Management	29	25	86%	19	5	1	0	10	14	1	0	0	11	14	0	8	17	21	1	1	2	8	6	4	5	2	
			6	5	83%	4	1	0	0	4	1	0	0	0	3	2	0	0	5	5	0	0	0	4	1	0	0	0	
		Financial Management	21	15	71%	9	6	0	0	4	9	1	1	0	6	9	0	6	9	15	0	0	0	5	3	3	3	1	
			9	3	33%	3	0	0	0	2	1	0	0	0	2	3	0	0	3	3	0	0	0	2	0	1	0	0	
		Sub Total (Group Training)	178	136	76%	78	54	4	0	55	77	3	1	0	58	78	0	44	92	125	3	6	2	46	32	22	26	10	
	Sub Total (Remote Training)	25	16	64%	11	5	0	0	9	7	0	0	1	10	7	0	1	15	16	0	0	0	10	3	1	2	0		
	Total	203	152	75%	89	59	4	0	64	84	3	1	1	68	85	0	45	107	141	3	6	2	56	35	23	28	10		
	Average (%)				58.6%	38.8%	2.6%	0.0%	42.1%	55.3%	2.0%	0.7%	0.6%	44.2%	55.2%	0.0%	29.6%	70.4%	92.8%	2.0%	3.9%	1.3%	36.8%	23.0%	15.1%	18.4%	6.6%		
	Manager Class	Management Strategy	38	31	82%	10	17	4	0	7	17	5	1	3	21	7	0	12	19	6	10	11	4	14	8	4	2	3	
		Marketing	30	21	70%	5	5	7	4	4	6	8	3	3	15	3	0	7	14	4	5	9	3	10	4	1	2	4	
			8	8	100%	1	5	2	0	0	3	5	0	0	5	3	0	2	6	2	1	4	1	4	3	0	0	1	
		Human Resource Management	30	24	80%	12	10	0	2	8	13	3	0	3	16	5	0	6	18	5	8	10	1	12	4	1	3	4	
			8	7	88%	3	4	0	0	3	3	1	0	0	3	4	0	3	4	2	0	5	0	4	1	1	0	1	
		Financial Management	30	19	63%	8	9	2	0	7	9	3	0	2	13	4	0	5	14	2	3	11	3	9	5	1	1	3	
			8	5	63%	1	4	0	0	2	3	0	0	1	3	1	0	3	2	1	0	4	0	1	1	1	0	2	
		Sub Total (Group Training)	128	95	74%	35	41	13	6	26	45	19	4	11	65	19	0	30	65	17	26	41	11	45	21	7	8	14	
	Sub Total (Remote Training)	24	20	83%	5	13	2	0	5	9	6	0	1	11	8	0	8	12	5	1	13	1	9	5	2	0	4		
	Total	152	115	76%	40	54	15	6	31	54	25	4	12	76	27	0	38	77	22	27	54	12	54	26	9	8	18		
	Average (%)				34.8%	47.0%	13.0%	5.2%	27.2%	47.4%	21.9%	3.5%	10.4%	66.1%	23.5%	0.0%	33.0%	67.0%	19.1%	23.5%	47.0%	10.4%	47.0%	22.6%	7.8%	7.0%	15.7%		
	All classes	Total	355	267	75%	129	113	19	6	95	138	28	5	13	144	112	0	83	184	163	30	60	14	110	61	32	36	28	
	Average (%)				48.3%	42.3%	7.1%	2.2%	35.7%	51.9%	10.5%	1.9%	4.8%	53.5%	41.6%	0.0%	31.1%	68.9%	61.0%	11.2%	22.5%	5.2%	41.2%	22.8%	12.0%	13.5%	10.5%		
	Regular Course (Winter)	CEO Class	Japanese Style Management	21	19	90%	7	11	1	0	8	10	1	0	0	15	4	0	9	10	17	2	0	0	6	7	2	3	1
			12	6	50%	3	3	0	0	3	3	0	0	0	2	4	0	3	3	6	0	0	0	2	1	3	0	0	
Compliance and Corporate Governance			23	17	74%	9	8	0	0	8	8	1	0	0	12	5	0	6	11	13	2	2	0	7	4	2	3	1	
14			12	86%	11	1	0	0	10	2	0	0	0	3	9	0	6	6	10	1	0	1	5	0	4	2	1		
Management Strategy			18	17	94%	10	7	0	0	8	9	0	0	0	11	6	0	9	8	12	1	3	1	9	4	1	2	1	
14			10	71%	8	2	0	0	8	1	1	0	0	4	6	0	4	6	8	1	0	1	5	1	4	1	0		
Marketing			25	16	64%	7	6	2	1	8	8	0	0	0	12	4	0	7	9	11	3	2	0	8	5	1	2	0	
			12	9	75%	8	1	0	0	8	1	0	0	0	2	7	0	5	4	1	0	8	0	3	2	1	1	2	
Human Resource Management			25	18	72%	3	12	2	1	2	12	4	0	0	12	6	0	6	12	15	2	0	1	9	4	1	3	1	
			13	13	100%	7	5	1	0	6	6	1	0	0	5	8	0	6	7	11	0	0	2	6	2	3	1	1	
Financial Management		25	15	60%	12	2	1	0	7	6	2	0	0	11	4	0	4	11	12	2	1	0	4	6	1	3	1		
		12	5	42%	3	2	0	0	3	2	0	0	0	1	4	0	4	1	5	0	0	0	3	1	1	0	0		
Sub Total (Group Training)		137	102	74%	48	46	6	2	41	53	8	0	0	73	29	0	41	61	80	12	8	2	43	30	8	16	5		
Sub Total (Remote Training)		77	55	71%	40	14	1	0	38	15	2	0	0	17	38	0	28	27	41	2	8	4	24	7	16	5	4		
Total		214	157	73%	88	60	7	2	79	68	10	0	0	90	67	0	69	88	121	14	16	6	67	37	24	21	9		
Average (%)					56.1%	38.2%	4.5%	1.3%	50.3%	43.3%	6.4%	0.0%	0.0%	57.3%	42.7%	0.0%	43.9%	56.1%	77.1%	8.9%	10.2%	3.8%	42.4%	23.4%	15.2%	13.3%	5.7%		
Manager Class *Regular Course for Erdenet		Management Strategy	27	27	100%	8	18	0	1	5	22	0	0	2	22	3	0	9	18	2	7	9	3	4	15	1	4		
		Marketing	27	24	89%	6	15	3	0	6	18	0	0	1	21	2	0	7	17	4	4	12	4	1	14	1	4		
		Human Resource Management	27	24	89%	9	15	0	0	8	16	0	0	2	20	2	0	6	17	3	5	9	6	2	15	2	3		
		Financial Management	27	20	74%	14	4	2	0	12	7	1	0	1	18	1	0	7	13	1	3	11	5	5	0	10	1	4	
		Total	108	95	88%	37	52	5	1	31	63	1	0	6	81	8	0	29	65	10	19	41	24	14	7	54	5	15	
Average (%)				38.9%	54.7%	5.3%	1.1%	32.6%	66.3%	1.1%	0.0%	6.3%	85.3%	8.4%	0.0%	30.9%	69.1%	10.6%	20.2%	43.6%	25.5%	14.7%	7.4%	56.8%	5.3%	15.8%			
All Classes	Total	322	252	78%	125	112	12	3	110	131	11	0	6	171	75	0	98	153	131	33	57	30	81	44	78	26	24		
Average (%)				49.6%	44.4%	4.8%	1.2%	43.7%	52.0%	4.4%	0.0%	2.4%	67.9%	29.8%	0.0%	39.0%	61.0%	52.2%	13.1%	22.7%	12.0%	32.0%	17.4%	30.8%	10.3%	9.5%			

September 2021–June 2022 Course Evaluation				Enrollment	Number of respondents	Collection Rate	Course satisfaction				Course understandability				Age (number of people)				Gender (no. of people)		Position (number of people)				Number of employees (number of people)				
Extremely satisfied	Satisfied	Neutral	Other				Very easy to understand	Easy to understand	Neutral	Other	-25	26-39	40-59	60+	Male	Female	Senior management	Division/section manager	Specialist	Other/Unanswered	-19	20-49	50-99	100-199	200+				
Specialized Course	Funding and Business Plan	26	18	69%	5	12	1	0	4	13	1	0	1	7	10	0	7	11	10	1	4	3	14	1	0	2	1		
		16	7	44%	2	5	0	0	1	4	2	0	0	3	4	0	1	6	3	0	1	3	2	3	2	0	0		
	Quality and Production Management	14	12	86%	8	4	0	0	5	7	0	0	0	9	3	0	6	6	2	6	2	2	7	0	0	3	2		
		14	8	57%	4	4	0	0	4	3	1	0	5	3	0	0	4	4	3	2	3	0	3	3	0	1	1		
	KPI	23	22	96%	5	16	1	0	3	16	3	0	0	12	10	0	7	15	6	11	4	1	2	3	1	5	10		
		21	10	48%	5	5	0	0	5	4	1	0	0	6	4	0	3	7	4	3	3	0	2	1	1	5	1		
	Human Resource Management (Advanced)	19	15	79%	9	5	1	0	8	7	0	0	5	5	5	0	0	15	1	2	9	3	3	3	3	4	2		
		11	4	36%	3	1	0	0	3	1	0	0	1	2	1	0	1	3	1	0	3	0	0	1	1	0	2		
	Financial Management (Advanced)	14	13	93%	4	7	2	0	3	8	2	0	0	12	1	0	1	12	3	2	3	4	4	5	1	2	1		
		20	9	45%	5	4	0	0	3	6	0	0	0	5	4	0	2	7	4	5	0	0	3	3	2	1	0		
	Store Management	11	9	82%	4	5	0	0	5	4	0	0	3	3	3	0	1	8	0	3	5	1	6	2	1	0	0		
		14	3	21%	1	1	1	0	2	1	0	0	0	3	0	0	0	3	0	2	0	1	0	1	0	0	2		
	Quality and Production Management (Advanced/TPS) *Regular Course for Erdenet	26	24	92%	9	14	1	0	8	15	1	0	1	21	2	0	7	16	5	4	8	7	4	0	15	2	3		
		0	0	-	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
	Sub Total (Group Training)		133	113	85%	44	63	6	0	36	70	7	0	10	69	34	0	29	83	27	29	35	21	40	14	21	18	19	
Sub Total (Remote Training)		96	41	43%	20	20	1	0	18	19	4	0	6	22	13	0	11	30	15	12	10	4	10	12	6	7	6		
Total		229	154	67%	64	83	7	0	54	89	11	0	16	91	47	0	40	113	42	41	45	25	50	26	27	25	25		
Average (%)					41.6%	53.9%	4.5%	0.0%	35.1%	57.8%	7.1%	0.0%	10.4%	59.1%	30.5%	0.0%	26.1%	73.9%	27.5%	26.8%	29.4%	16.3%	32.7%	17.0%	17.6%	16.3%	16.3%		

May 2022

Prepared by: ReloExcel, Inc.

Summary of the Mongolia-Japan Center Training in Japan Program in 2022(TBD)

1. Implementation period: Travel to Japan on November 7, 2022 (Mon) - Return to Mongolia on November 23, 2022 (Wed)
* (Implementation period is subject to change depending on the COVID-19 situation and its effect on border restrictions)
2. Enrollment size: Mongolian business operators, executives, managers; Japan Center staff: Total 21 persons (expectation)
(19 MOJC Business Course graduates and 2 Japan Center staff members)
3. Eligible applicants: AY2019 and AY2020 MOJC Business Course (Regular Course) graduates, as well as companies that have completed a Model Company Problem Solving Program
4. Background and purpose:
In AY2002, the Japanese government launched the "Mongolia-Japan Human Resources Development Cooperation Center (MOJC) Project," with the aim of supporting Mongolia's transition to a market economy. Since then, MOJC has been engaged in developing the capacity of business persons and promoting human resource exchange between Japan and Mongolia through the implementation and operation of a Business Course aimed at imparting practical business skills, Japanese language courses, and other initiatives.
Training in Japan aims to supplement the lectures and discussions held at MOJC as well as on-site guidance at companies to deepen understanding and improve company management by allowing participants to see how concepts learned in the 'Model Company Problem Solving Program' as well as Regular Course, etc., lectures/discussions are actually being implemented at Japanese companies, and observe what kind of business strategies Japanese companies are using in their business activities.
5. Training location:
Scheduled to be held primarily in the surrounding areas of Nagoya City, Aichi Prefecture, and in some Tokyo locations
6. Major training topics:
Participants will gain knowledge of the following topics through lectures by lecturers and visits to Japanese company locations (offices, stores, factories, etc.) and company museums.
 - Characteristics of Japanese business management and insight on Japanese history and culture
 - Management philosophy, management strategy, human resource development, employee motivation, customer satisfaction, marketing, 5S/Kaizen, etc.
 - Issue identification, review of past performance, and presentation of learning
7. Languages: Consecutive interpretation of Japanese to Mongolian
8. Additional points to note:
Depending on the COVID-19 situation and its effect on border restrictions, participants may be required to stay in a hotel for approximately one week after arriving in Japan. If this is required, the training program will be conducted online, followed by site visits after the obligatory waiting period.