

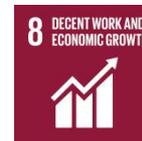
German-Mongolian Institute for Resources and Technology (GMIT)

Enhancement of institutional and personnel capacities for a resource-based economic growth and sustainable development through multi-stakeholder cooperation

Challenges

- Mongolia has one of the world’s largest stocks of mineral resources, particularly coal, copper, gold, fluorite and tungsten. In spite of the downturn in economic growth in recent years, the mineral resource sector holds substantial potential for resource-based economic development in the country. In order to realise a value added in the country based on the available mineral resources, technical skills and applied technologies are required.
- One major obstacle is the severe shortage of highly qualified technical experts and management staff. Furthermore, shortcomings in the Mongolian higher education sector include inadequate practical focus and insufficient adherence to international quality standards. As a result, the universities in Mongolia are neither able to provide qualified specialists and managers nor scientific and technological know-how for mineral resource-based economic development.

- Coordinated by the German Academic Exchange Service (DAAD), GMIT works in close partnership with a consortium of renowned German technical universities: The Technische Universität Bergakademie Freiberg, RWTH Aachen, Technische Universität Darmstadt, and TFH Georg Agricola Bochum
- Students are prepared for employment through labour market oriented courses, combining sound theoretical knowledge and practical experience



Approach

- As a state-run university for academic teaching and research, GMIT serves as a model for reform of the higher education sector in Mongolia.

Project name	German-Mongolian Institute for Resources and Technology
Commissioning ministry	German Federal Ministry for Economic Cooperation and Development (BMZ)
Implementing agency	GIZ (DAAD)
Project area	Mongolia
Political partner	Ministry of Education, Culture, Science and Sports (MECSS)
Duration	2013 - 2019
Volume	8 Mio. EUR



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Impacts in figures ...

- The German–Mongolian Institute for Resources and Technology (GMIT) is responding to the demand for highly qualified engineers and technology experts in Mongolia’s mineral resource sector and its downstream industries. In 2016, 47 out of 60 companies surveyed (78 %) confirmed the relevance of the programs.
- Four Bachelor programs have been launched and one Master program developed
- Student and Staff
 - In the Academic Year 2016/2017, a total of 66 students were enrolled in the four Bachelor programs, of which 27 are female (41 %).
 - 50% of the academic staff are female
- Industry cooperation
 - GMIT established 10 cooperation agreements with private sector companies (involvement in teaching, internship placements, equipment and financial contributions)
 - 21 students have completed internships in companies working in the mineral resource sector
- Sources: Monitoring data 2016

... and in stories

- SDG 4: Inclusive Education
 - The GMIT building is accessible and inclusive to all, including people with disabilities
- SDG 17: Multi-stakeholder Partnership
 - Programs were developed in collaboration with German and Mongolian universities as well as with industry
- SDG 9: Industry, Innovation and Infrastructure
 - The Bachelor programs currently on offer are:
 - Raw Materials/ Process Engineering
 - Environmental Engineering
 - Mechanical Engineering
 - Industrial Engineering
- SDG 5: Gender
 - Students are required to attend the module “Engineer in Society” in which they attend lectures on gender, economics, law, health and safety
- SDG 8: Decent work
 - As degrees offered are based on industrial needs surveys and market analysis, students are expected to smoothly transition into the labour market

Published by : Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH

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Layout: GIZ
As of : March 2017

GIZ is responsible for the content of this publication.

In cooperation with: Ministry of Education, Culture, Science and Sports (MECSS)

On behalf of: German Federal Ministry for Economic Cooperation and Development (BMZ)

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