



Training-of-Trainers Workshop on Environmental Education & Communication in Mongolia

Ulan Bataar, 18-20 April, 2022

Moderation Team

Narangerel Yansanjav, Suvd Boldbataar, Erdenechimeg Baasandamba, Manfred Oepen



Хэрэгжүүлэгч:

giz Deutsche Gesellschaft
für Internationale
Zusammenarbeit (GIZ) GmbH

Хамтран хэрэгжүүлэгч:



БАЙГАЛЬ ОРЧИН,
АЯЛАЛ ЖУУЛЧЛАЛЫН ЯАМ

DAY 1

Context & EEC Events

Session 1



The EEC MOVE workshop was held in Ulaanbaatar, Mongolia on April 18 – 20, 2022. It was started with welcome addresses by Mr Boldbaatar.T senoir expert in charge of donor funded projects and programm of the Department of Protected Area Management, (DPAM) at the Ministry of Environment and Tourism, and Mr Michael Trockenbrodt, the teamleader of GIZ SPACES. After a brief welcome, the moderator, Manfred Oepen, started the introduction session by asking three basic questions: **WHO** are we? **WHAT** are we going to do, and **HOW** are we going to do it?

1. Who are we?

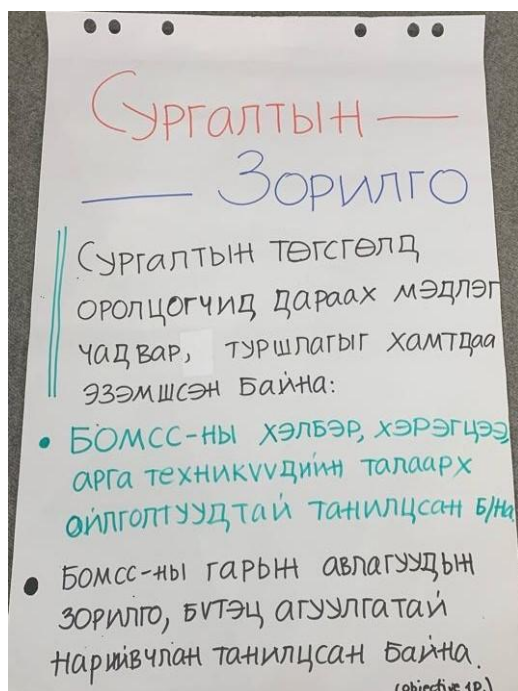


Co-moderator Narangerel Yansanjav took over the introduction by means of a round of questions regarding the participants' number of children, years in their organization, and years in the field of environmental education and communication (EEC).

2. What are we going to do?

Manfred then introduced the workshop's agenda and the learning objectives. He also briefly introduced the purpose, target groups and structure of the EEC ToolBox and the MOVE Manual.

	Day 1 Context + EEC Events	Day 2 EEC Events & Tools	Day 3 Scenario + Evaluation
Session 1 08:30 - 10:00	<ul style="list-style-type: none"> Opening Intro Who-What-How: Training participants, objectives & contents, and contents & purpose of EEC + MOVE Manuals 	<ul style="list-style-type: none"> Feedback Committee EEC ToolBox: Structure & categories - PP 	<ul style="list-style-type: none"> Feedback Committee Scenario: Scripting an event – PP WG task 3-1 and 3-2'
Session 2 10:30 - 12:00	<ul style="list-style-type: none"> MOVE principles and methods, incl. BG task 1' Intro to EEC – PP 	<ul style="list-style-type: none"> Tools: PP ctd Guiding the Blind – E GIZ SPACES media: Videos, comics, flyers Partner experience in EEC (MEC, Nomadic Nature Conservation, Env. Education Center/NU) – PP 	<ul style="list-style-type: none"> WG task 3-1 and 3-2 ctd
Session 3 13:00 - 14:30	<ul style="list-style-type: none"> WG task 1² Presentation of WG results EEC events - Context, team, agenda, logistics etc. - BG task 2³, PP 	<ul style="list-style-type: none"> EECS & Campaign Framework – PP WG task 2⁵ 	<ul style="list-style-type: none"> WG task 3-1 and 3-2 ctd Presentation of WG results
Session 4 15:00 - 16:30	<ul style="list-style-type: none"> EEC events ctd. Egg Drop - Team Building - E in WG 	<ul style="list-style-type: none"> Presentation of WG results Horse Trader – E 	<ul style="list-style-type: none"> Next steps - BG task 6⁸ Training evaluation - BG/PP Certificates Closing



Learning Objectives

By the end of this workshop, participants will have

- ★ reached a common understanding of EEC formats, training needs and tools,
- ★ a thorough grasp of the EEC and MOVE Manuals purpose, structure and contents,
- ★ learned how to use the manuals for planning implementing and scripting EEC events and training workshops, and for selecting appropriate tools,
- ★ been introduced to additional EEC media & materials as well as curricula & guidelines,
- ★ been introduced to the concept of a National Environmental Campaign based on EEC media & materials.

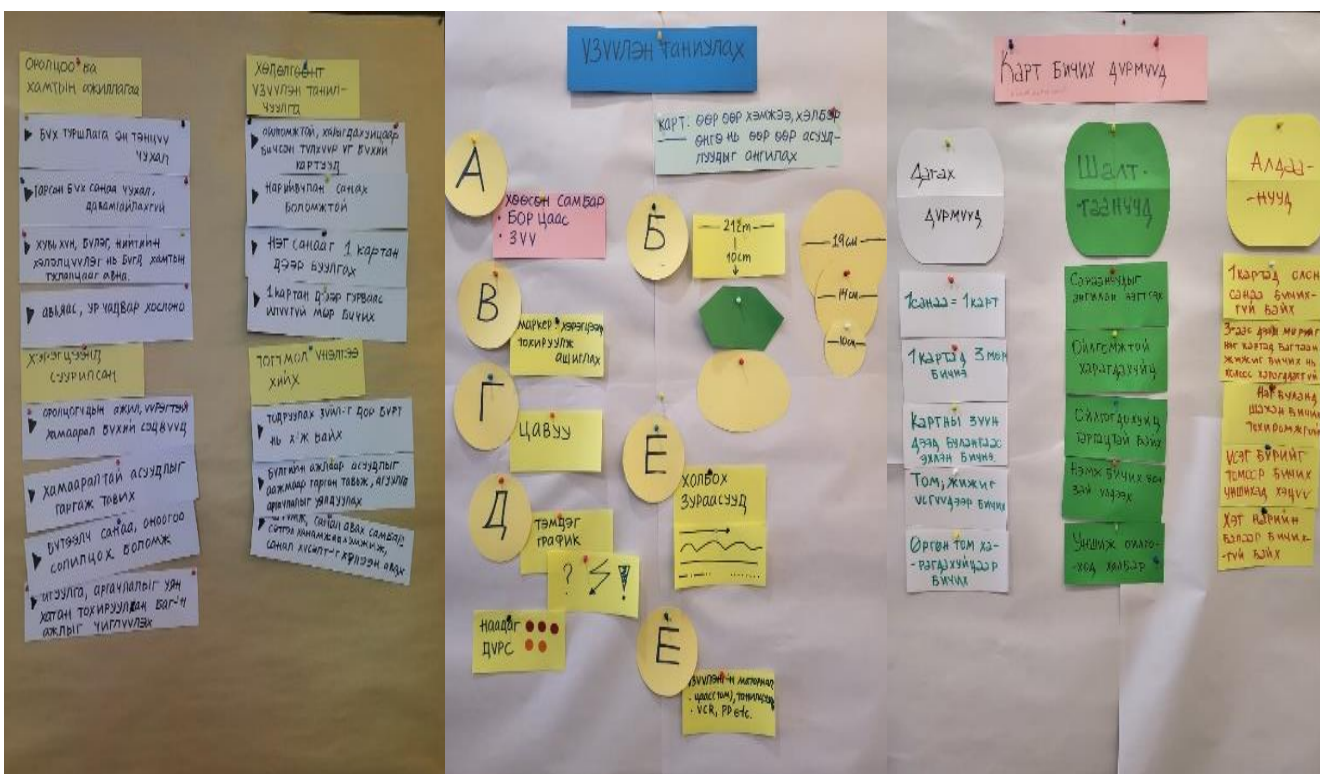


3. How are we going to do it?

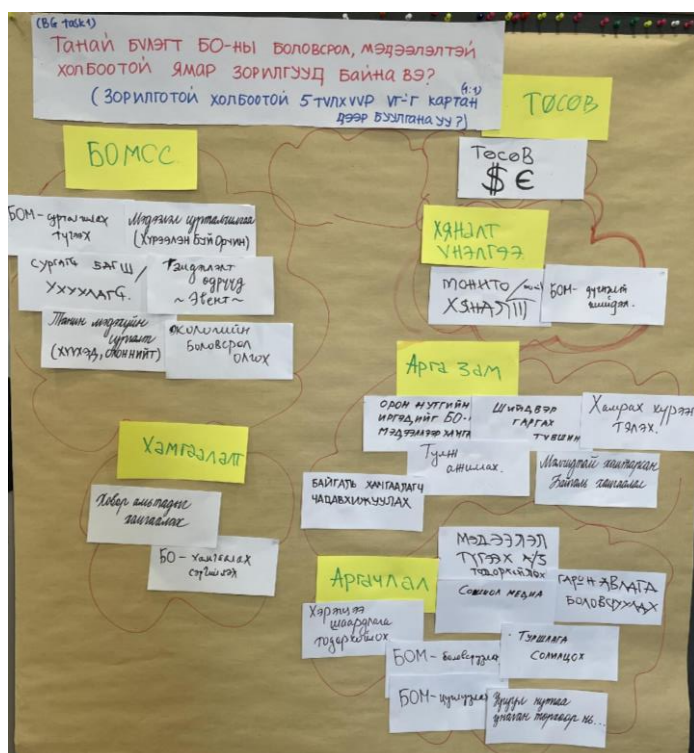
Next, the basic feature of how we learn and remember were introduced, namely mostly by seeing and learning by doing. This is why moderation and visualization, practice-oriented work in groups are so important.

Learning, therefore, has a cognitive/ intellectual, an emotional/affective, and a practical dimension. In education, this is called the 3H approach: Head-Heart-Hand, while in communication the same dimensions are related to KAP: Knowledge- Attitudes-Practices.

Nara then introduced the MOVE principles, elements of visualization, and rules of card writing on one pinboard each.



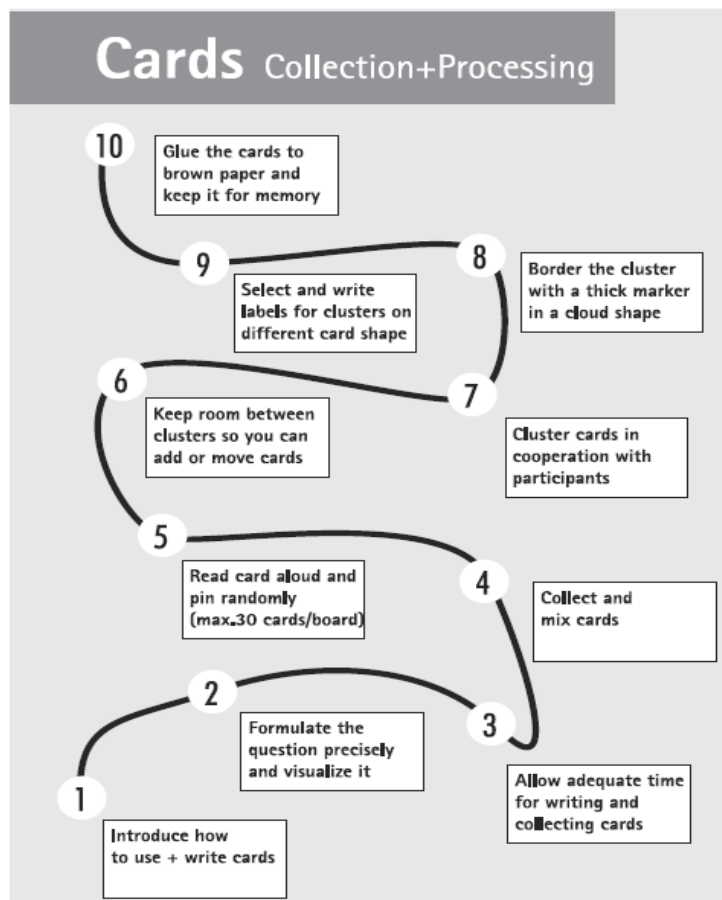
Participant's Expectations



The plenary was broken down to 5 buzz groups tasked with the question ***“Which goals do you have as a group in terms of environmental education and communication?”***

Each group had 5 cards to write their goals on. Their goals were presented, discussed and clustered as shown in the photo to the left.

Session 2



Guideline for brainstorming – cards collection & processing

Based on the buzz group work in Session 1, Manfred presented the 10 steps of a typical brainstorming process in a 'guided tour'.

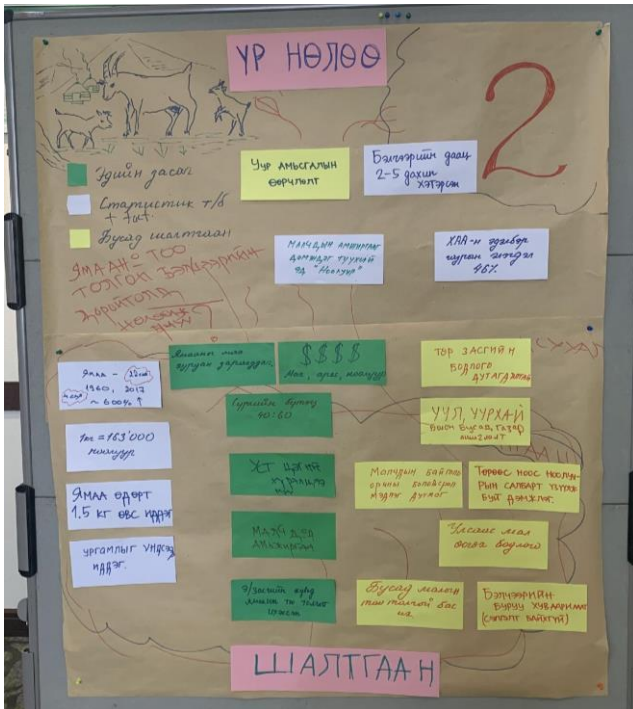
He then introduced the basics of what is so special about Environmental Education & Communication (EEC). For example, it has two dimensions, the WHAT and the HOW, information dissemination is not enough but two-way communication is essential, and because people learn differently, EEC combines social marketing and non-formal education – the "3H" Head-Heart-Hand approach from education and the KAP approach from marketing, meaning the cognitive, emotional and practice-oriented levels of learning.

After this plenary input, three parallel working groups had 30 min to discuss the question ***"Is the increase in the number of cashmere goats related to the over-exploitation of pastures in Mongolia?"*** Their task was to write your cards and structure the results of your discussion on a pinboard as clearly as possible so that any audience can understand their ideas easily. Back in plenary after the lunch break, each group had 5 min to present their group's results.



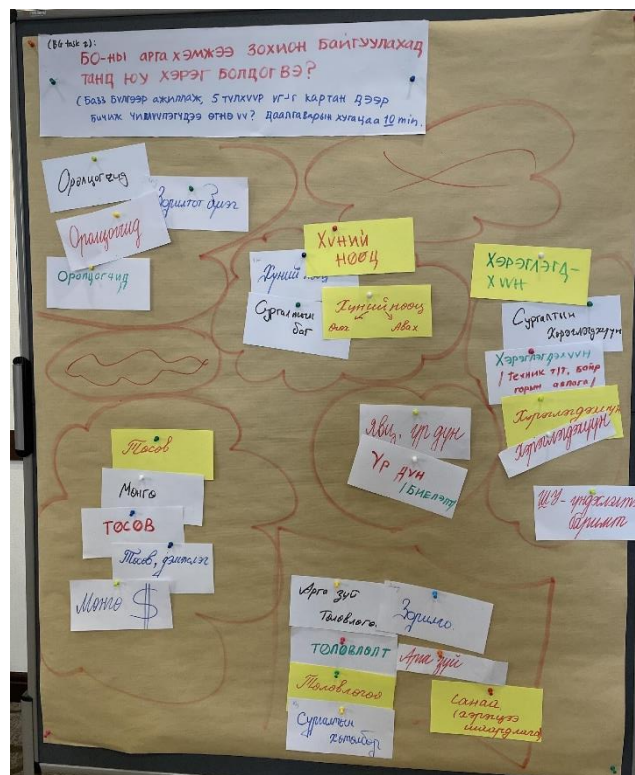
Session 3

Consequently, the 3d session started with plenary presentations of the 3 working groups, which were also discussed and analyzed in plenary:



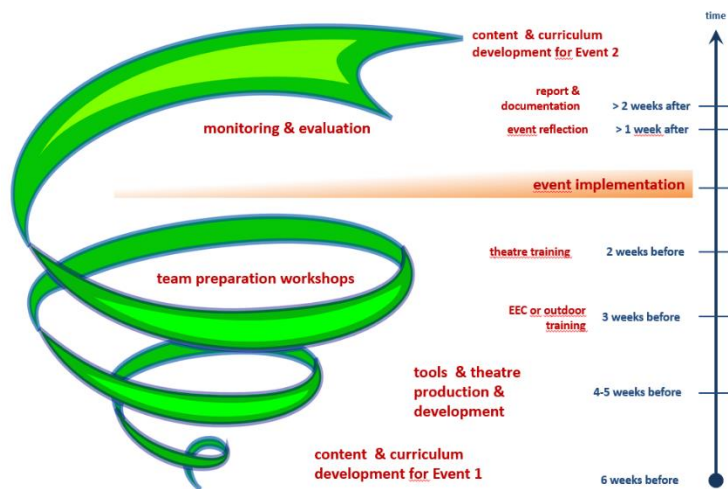
Next, another brainstorming task was tackled by 5 buzz groups: „***What do you need when organizing an environmental event?***“ After 10 min of brainstorming this question in the groups, 5 cards per group with key words on them were collected by the moderators.

Manfred then continued his PowerPoint presentation on the context, teams, agenda, and logistics relevant to EEC. The organizational preparation of an EEC activity can be seen as an event cycle, i.e. a management scheme for implementing environmental events.



Session 4

This cycle starts from content development and materials production regarding the environmental theme chosen for the events, and then goes into training workshops before the implementation of the event, which – last but not least - should be evaluated thoroughly. So, any EEC event goes through five phases, or management steps: context assessment, planning, implementation, and evaluation.



Team building exercise – “Egg Drop”

After this ‘Head’-oriented plenary input, the participants were once again divided into 5 groups, ready for a competitive but entertaining team building exercise, the Egg Drop (see pp 76-77 of the ToolBox).

ӨНДӨГ УНАГАХ – БАГ БҮРДҮҮЛЭХ

Ажлын хэсгийн даалгавар

Зөвхөн өгөгдсөн материалыг ашиглан өндгийг хагарахаас хамгаална. 15 минутын хугацаанд багаар ажиллана.

- 1 ширхэг өндөг
- 20 ширхэг соруул
- 1 метр урттай цаасан скоч
- 1 ширхэг флипчартны цаас

Нэмэлт зүйл ашиглахгүйгээр даалгаврыг биелүүлнэ. Ширээний тавцан дээрээс унагах үед нэгээс илүү баг үлдвэл дараагийн өндрөөс өндгийг унагаан ялагч багийг тодруулна.

The groups’ task was to protect the egg from breaking. For 15 min, the participants used all their leadership, management, creative and engineering talents and capacities to come up with solutions to this challenge.







As the eggs of more than one group did not break when dropped from the table, the moderator started dropping the eggs in their protective containers from higher altitudes in the hotel's staircase.



After some 'high flying' rounds in the competition, a winner was finally declared.

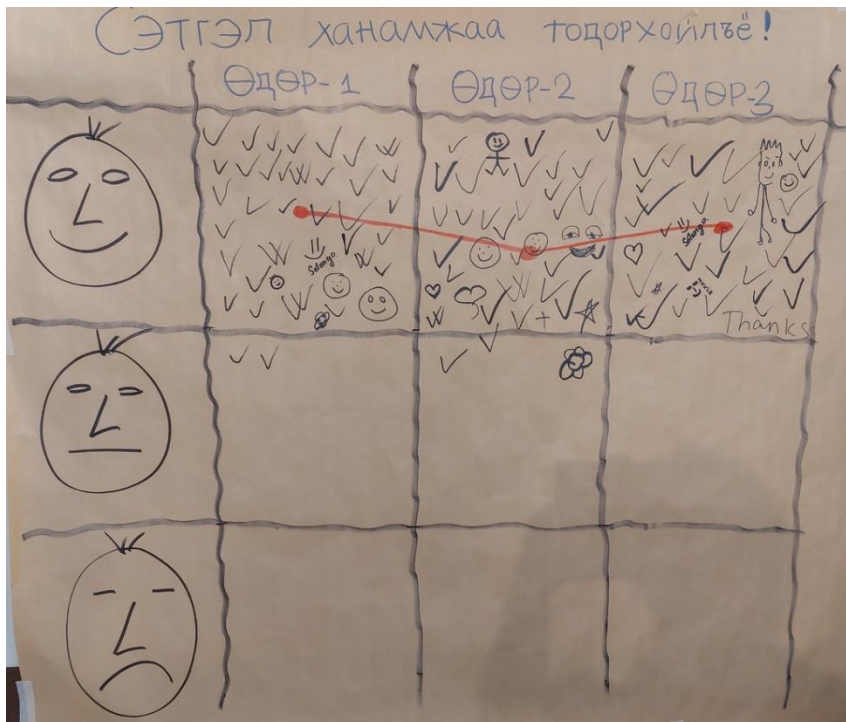
After this exciting exercise, some debriefing questions for drawing lessons learned were discussed by all participants in plenary:

- What happened during group work?
- How did you feel?
- What conclusions can you draw?

Feedback Committee

As a final task, a Feedback Committee of volunteers was established that would report to the plenary the next morning

- What new topics were introduced during the day?
- What was the highlight of the day?
- What was good, what was not so good?
- How did you feel throughout the day?
- What lessons did you learn?
- What can you apply in your daily work?



Before participants left, they all indicated on a Mood Barometer how they had felt on the 1st day of the workshop. This brief evaluation was repeated at the end of each day.

Day 2

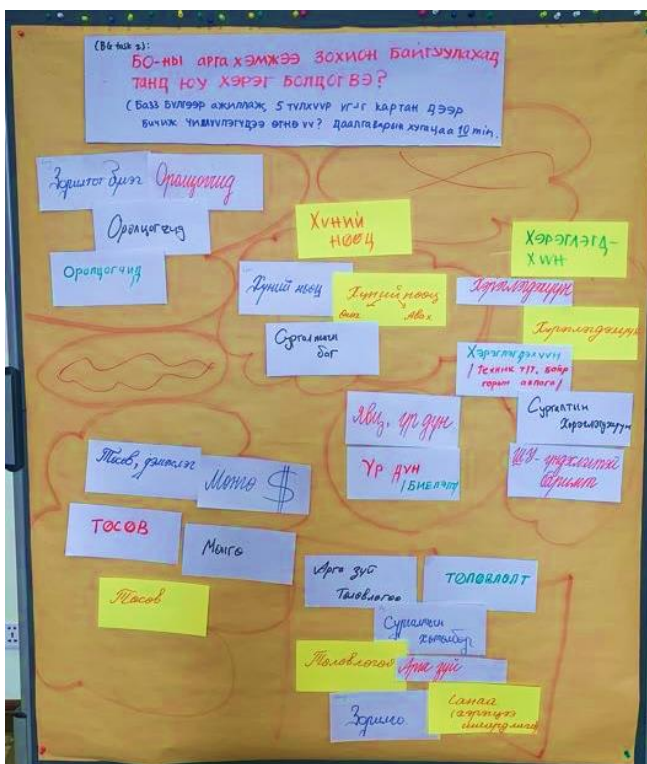
Session 1

Feedback Committee



The feedback committee of 4 volunteer participants was the first thing on the agenda each morning. It reported about the previous day based on the following guiding questions, and the mood barometer (see Day 1):

- What new topics were introduced during the day?
- What was the highlight of the day?
- What was good, what was not so good?
- How did you feel throughout the day?
- What lessons did you learn?
- What can you apply in your daily work?



Next, the moderators gave an overview of Day 2, highlighting main topics and activities to be covered.

Nara introduced another buzz group task, which was addressed in plenary: **"What type of environmental education tools do you already know?"** Many participants mentioned a variety of EEC tools and methods they have been using in the field.

Manfred followed this up with a PowerPoint presentation on the structure and categories of the **EEC ToolBox**. The four main categories are:

- 1 – Learning & working in groups,
- 2 – Sharing ideas & concepts,
- 3 – Understanding the environment, and
- 4 – Working with communities.

ФОТО МЭДЭЭЛЭЛ



Зорилго

- Оролцогчдыг хооронд нь танилцуулах
- Оролцогчдыг танилцуулахдаа хувь хүний онцлогийг нь дурдах



Оролцогчид

- Насанд хүрэгчид, өсвөр насныхан, хүүхдүүд



Хэрэгцээт зүйлс

- Төрөл бүрийн сэдэвтэй 80-100 зураг (13x18 см хэмжээтэй)
- Хатгадаг самбар, картууд, маркер, хатгуур гэх мэт.



Хугацаа

20 оролцогчид 30-40 минут



Явц

1. Нэр | Байгууллага | Боловсролын түвшин | Албан тушаал | Зураг гэж бичсэн 5 өнгийн картыг самбарт зэрэгцүүлэн өлгөнө.



Дүгнэлт, Тайлбар

- Оролцогчдын боловсролын ялгаатай байдал, үүрэг хариуцлага, зураг сонгохдоо баримталсан хувийн сэдэл зэргийг дүгнэн хэлснээр дасгалыг дуусгана.

Each main category has 2-4 sub-categories such as a-getting started, b-communicating, c-cooperating and d-evaluating under the category Learning and working in groups. Each sub-category encompasses 3-5 tools.

Each tool is described by a standardized step-by-step profile, which makes them easy to apply and select: **purpose, target groups, materials, time, process, conclusions and remarks.**

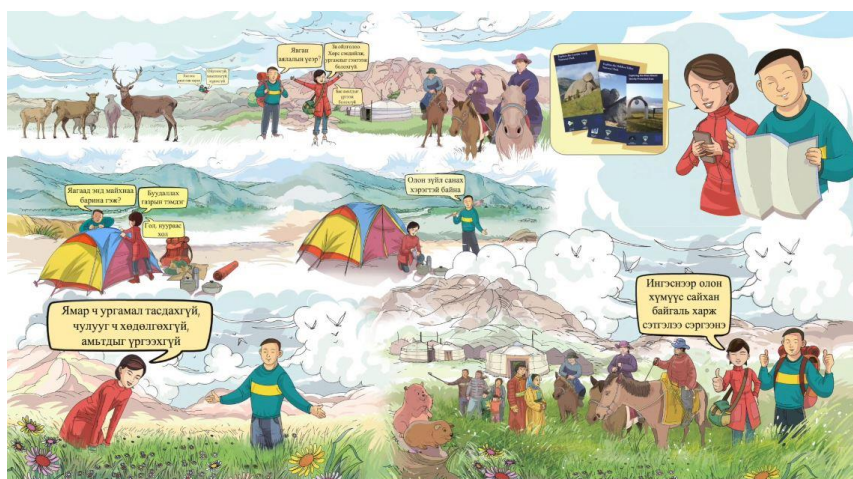
He then introduced a couple of tool examples from the ToolBox, starting with **Paper Tear** (ToolBox page 58f), which participants practiced in plenary and learned a lot about communication problems that can occur if feedback, two-way dialogue, using all senses, and different levels of perceptions and understandings are not taken into consideration.

The other tools he used **were Egg Drop** (p. 76f), which participants had played the day before, **Find the Treasure** (p. 114f) and **Web of Life** (p. 130f), which are good for outdoor EEC activities, and finally **Resource Use & Trend Analysis** (p. 154f).

Manfred also briefly mentioned other EEC media and materials,



curricula and guidelines which are all in English and mostly also in Mongolian, and can be downloaded free of charge from <https://drive.google.com/drive/folders/1hPKOsuopN37-PiUTOcWXRbZTmytrNt41>



Session 2



In order to break up the plenary presentation a bit, the participants played out the tool **Guiding the Blind** (p. 74f) in pairs. Here, they learned how powerful you may feel as a guide and how confused, controlled and

powerless you may feel as the 'blind' person being guided. This is a good lesson for future moderators and field staff to treat the communities and people they work with respect.

The GIZ SPACES ToolBox is, of course, not the only collection of EEC tools and methods in Mongolia. On the contrary, some organizations have developed similar treasures. Three such examples were presented by

- 1 the Nomadic Nature Conservation,
- 2 the Mongolian Ecology Center (MEC), and
- 3 the Ecological Education Center at the National University of Mongolia.



Session 3



After lunch, participants first needed to be refreshed a bit by means of the energizer **Samson & Delilah**, which was staged in 3 competitive rounds of mouse (beats) elephant (beats) tiger (beats) mouse.

National Environmental Campaign

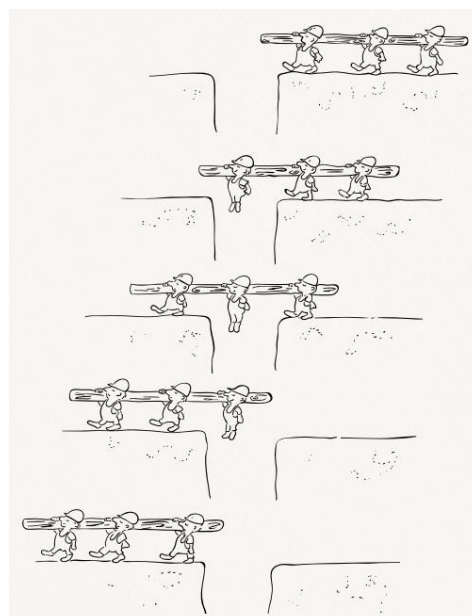
БО-ны үндэсний хэмжээний кампанит ажлын хүрээ
– Та нэгдэх үү?



Manfred then introduced a National Environmental Campaign concept that would put all the EEC stakeholders' tools, methods, media and materials under one umbrella based on partnership, sharing, exchange, and cooperation to increase the leverage and impact each

individual organization can have: **The whole is more than the sum of its parts!**

- Partners help design of National Environmental theme
- Partners help complete the Environmental Message Guide
- Partners select, fund and run discrete elements – consistent with the overall framework
- Partners can fund sections (e.g., a number of episodes of the radio drama)
- Partners set up an umbrella M&E system together
- Partners lobby for Corporate Social Responsibility funding together
- Partners tailor products according to their own needs – e.g., students have different needs than PA staff



Next, Nara once again divided the plenary into 3 working groups, who this time elaborated on the following task: ***“Imagine you are facing the following situation: The target group is teenagers and children, who are supposed to learn and work in groups, share ideas and understand the environment. Which tools from the ToolBox would you select, and why? Each tool should have a max of 45 min”***.

It took the groups well into Session 4 to present their discussion results in the plenary.

Session 4

Hence, the 3 working groups presented their group on pinboards:

Working group 1



Working group 2

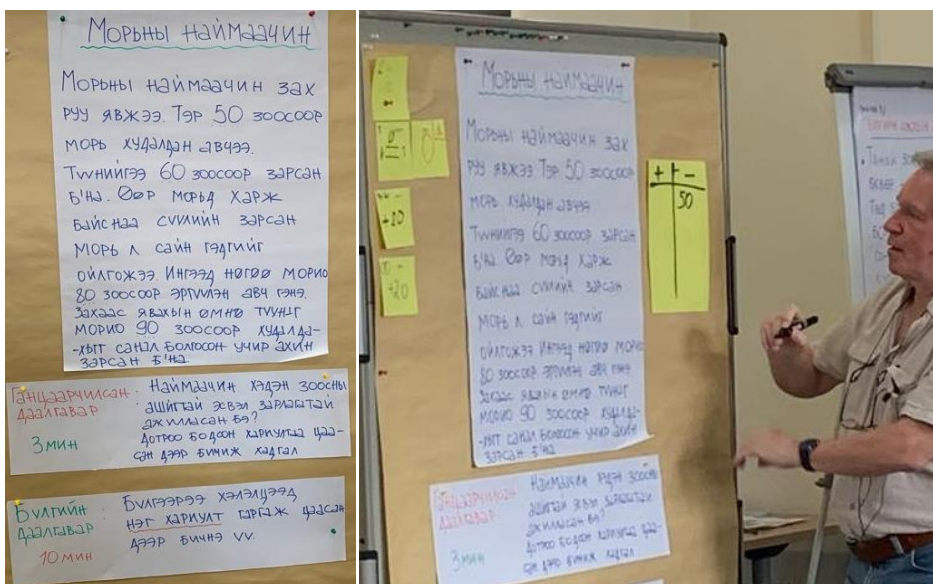


Working group 3



Finally, the 3 groups' presentations were carefully discussed and analyzed by both the participants and the moderators.

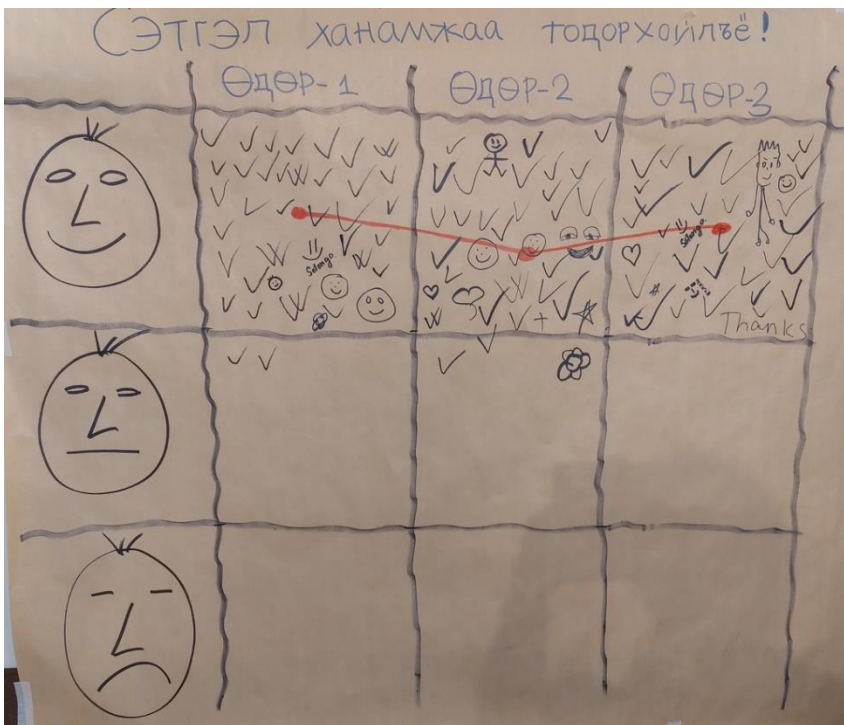
Horse Trader



As a last exercise of the day, the Horse Trader (p. 62f) turned out to be a puzzle for the 5 working groups: One third had the correct result individually but could not convince the other members of their groups of their rationale. Hence, only one of the groups came up with the correct result. This proves that different

perspectives and understanding of a given problem lead to different rationales that often are more important than simple arithmetic. For all moderators and field staff who work with students, the rural population, herder families, or people with a different educational or socio-cultural upbringing than themselves, this is an important lesson to keep in mind.

As on the 1st day, a Feedback Committee was established to report on Day 2 activities and results the next morning. And last but not least, the Mood Barometer was again frequented by all participants before they went home.



DAY 3

Session 1 & 2



The feedback committee, again, was the first thing on the agenda in the morning. Participants reported about the previous day based on what happened, how they had felt and what they had learned. The mood barometer confirmed the high-flying spirit (see Day 1).

Цаг хугацаа		Байгаль орчны мэдлэг мэдээлэл олгох арга хэмжээг төлөвлөх хүснэгт			
Цаг Хэзээ	Хугацаа (минуутар)	Сэдэв/Агуулга ЮУ	Чиглүүлэх асуултууд ЯАГААД	Арга, материалууд ЯАЖ	Хариуцах эзэн ХЭН
Хэсэг 1 09:00 – 10:30	Сэдэв тус бүрээр				
		Завсарлага			
Хэсэг 2	Сэдэв тус бүрээр				
		Завсарлага			
Хэсэг 3	Сэдэв тус бүрээр				
		Завсарлага			
Хэсэг 4	Сэдэв тус бүрээр				
		Завсарлага			

Methods

B Brainstorming

PI Plenary Presentation

BG Buzz Group

PD Plenary Discussion

E Exercise

RP Role Play

G Game

WG Working Group

Next, Manfred briefly introduced the basics of script writing: In a script, any 1-day event has 4 sessions of 90 min each with two coffee and a lunch break. A time line should indicate the number of minutes allocated per newly introduced content in the script. The latter should be complemented with a guiding question as to the learning objective. Another column in the script details the methods & materials, i.e. how the content is delivered, and the last column specifies the persons in charge.

After this short plenary input, Nara once more divided the participants into three groups, two of which tackled a scripting task and one a task related to the National Environmental Campaign concept introduced on Day 2.

Working groups 1 & 2: ***“Please plan and script a 1-day environmental event in a remote village. The topic is “Cashmere Goats and Risk of Overgrazing”, and the target groups are (1) school children aged 6-16, (2) local authorities, young women and old men in separate groups.”***

Working group 3: ***“Please discuss the National EEC Campaign Framework and make a list of existing or potential media & educational materials or other elements your organizations may contribute to the Campaign.”***

Session 3

These tasks took the groups from Session 1 well into Session 2 and Session 3, when each of them finally had 10 min to present their discussion results.

Presentation of Group 1



2 *Ямаа ба бэлтгэрийн доройтнал*
Сумын нэр: Хаян-Ондор
Төлөвлөгөө

Цог Хэзээ	Т	Сэдэв агуулга
11:30 - 12:00	15 минут	Бүртгэл / Цай, хөрс / Хуучнаар
	10'	Нээлт
	10'	Концерт
	5'	Салал асуулга
12:00 - 12:30	20-30	Өмнөхөн, Өрөө, Мэтэрдү (Амн танил хүн)
	20'	Аудит, Хариуцат
		Кино 15'
		"Ямаа хэсэ змээ" 15'
		"Сэтгэснэ тогтоо" 15-20'
12:30 - 13:00	30	Аурсан тогтоосон бүү ээлт тогтоос
13:00 - 13:30	45'	Амал - Ардчиллын эрхэд
13:30 - 14:00	15'	"Хүйн зор" / 100%
14:00 - 15:00	15'	Бүтээгч змээ
15:00 - 16:00	15'	Амал - Ардчиллын эрхэд
16:00 - 16:30	30'	Забарлага
16:30 - 17:00	15'	Дүгнэлт / Хэлэлт / Чалал

Presentation of Group 2





Session 4

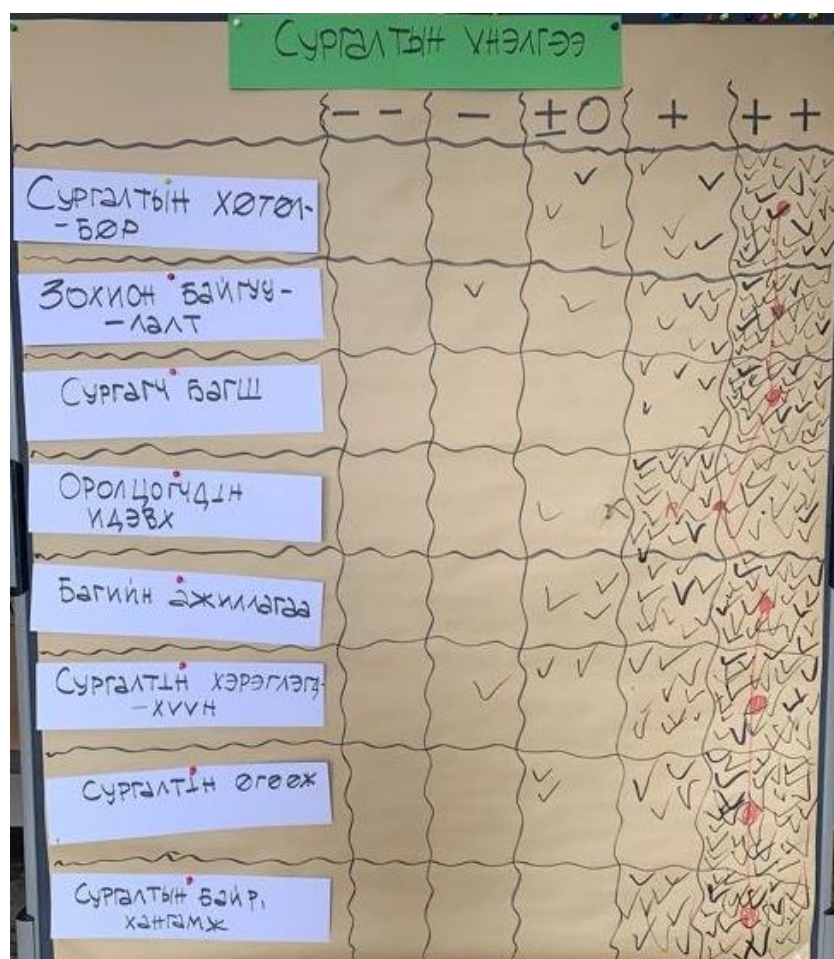
Presentation of Group 3





Next, the participants' goals were up for evaluation:

The evaluation curve is all in the "good" and "very good" segments – so, this is a positive result.



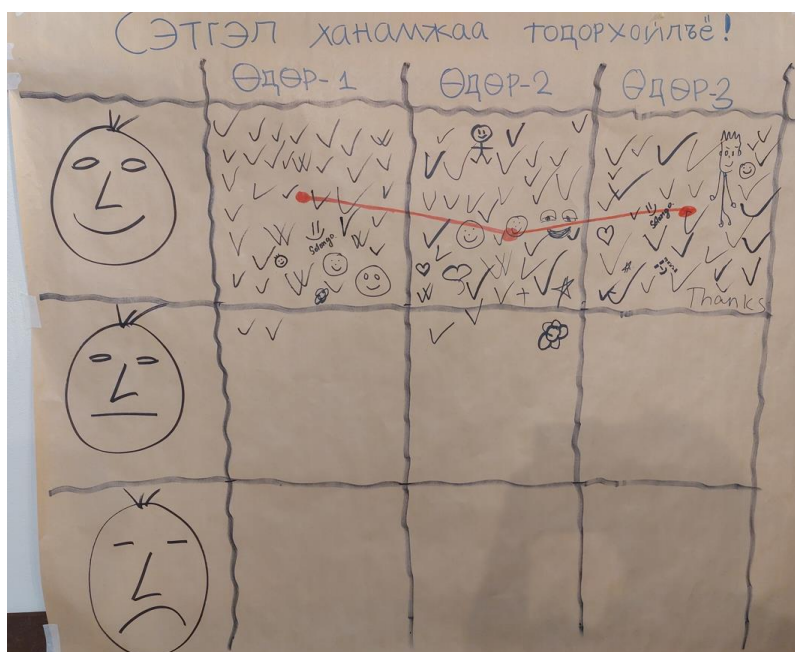
The **PRE - Participatory Rapid Evaluation** tool shows participants' level of satisfaction towards different aspects of the workshop/training. The aspects can include food, venue or training facilities, contents, methods, moderators/ trainers, chance to participate in training/workshop activities or group work.

The evaluation curve is all in the "very good" segment – except for one item in the "good" segment. Hence, this is a positive result as well.



The **Learning Success & Fun** grid immediately shows two of the most important aspects of any workshop, training or other EEC event: How much did participants learn, and how much fun did they have?

In the case of this workshop, almost all participants had a lot of fun and learned a lot at the same time.



As was mentioned before, the **Mood Barometer** tells you where the participants overall mood was on a particular day.

At a glance, it can be observed that the general atmosphere during this workshop was always in the “happy” segment of the barometer.

Hence, the workshop ended on a positive note when participants finally received a certificate that they had successfully taken part in this training-of-trainers on Environmental Education & Communication in Mongolia.



After the workshop, the participants spontaneously decided to establish a **Facebook group** called "My Green Mongolia – Environmental Education and Communication for a Sustainable Future". So, this will be a great opportunity for environmental educationalists and communicators to exchange and share their views, media and materials. As a start, respective EEC media & materials have been collected and can be downloaded free of charge from: <https://drive.google.com/drive/folders/1hPKOsuopN37-PiUTOCWXRbZTmytrNt41>.

List of Participants

<i>Last name</i>	<i>First name</i>	<i>Institution/ Title</i>	<i>Email</i>	<i>Phone number</i>
Tsoggerel	Badmaa	WWF Khovd - Project communications officer	badmaa800@gmail.com	95228446
Batmunkh	Battsetseg	WWF - Marketing officer	battsetseg@wwf.mn	91000069
Dagva	Gerelmaa	WWF - Project communications officer	gerelmaa@wwf.mn	
Ganbold	Purevbaatar	TNC - Data, Communications officer	p.ganbold@tnc.org	89500302
Purevsuren	Gungaatsuren	TNC - Coordinator, Dornod soums	Gungaa1102@gmail.com	88621241
Erdenebat	Zayanyam	TNC- Coordinator, Gobi-Altai- Dariv soum	Zaya.elentra@gmail.com	99303689
Dambadarjaa	Enkhbayar	Mongolian Ecology Center - Project Coordinator	enkhbayar@mongolec.org	88716010
Chinbat	Misheel	Mongolian Ecology Center - Project Coordinator	misheel@mongolec.org	99194700
Namtar	Enkhsaikhan	KTT- Public relations and finance officer	enkhsaikhan@ktt.mn	88112031
Nadaldorj	Narangerel	KTT- Local development officer, Ranger		98460099
Radnaabazar	Bolor	ZLS - Conservation program officer who works with 8 ecoclubs in 6 soums	Bolor.radnaabazar@zsl.org	99681797
Myagmar	Munkhjargal	WSCC - Director, Conservation	munkhjargal@wsc.org.mn	86093969
Khuuhenduu	Tungalagtuya	Nomadic Nature Conservation, Program director	tungalagtuyakhukhenduu@gmail.com	99996850
Chuluunbaatar	Munkhnvach	School program coordinator	khnvach@gmail.com	99189987
Namkhai	Erdenechimeg	Khovd University - Biology department teacher	Nerdenechimeg33@gmail.com	99688978, 88048236
Munkh-Ochir	Urtnasan	Dornod EMPAA - Officer	urtnasanmunhochir@gmail.com	80931232
Jigjidsuren	Dulamsuren	KKSPA - Info center coordinator		89082389
Tumurchudur	Enkhtuul	KKSPA - Info center coordinator		98203037
Lkhamsuren	Altanzul	KKSPA - Info center coordinator		99638185
Ulziimunkh	Uyanga	GTNP - Officer, Tourism, EEC, buffer zone and external affairs	uyangaulziimunkh@gmail.com	98950550
Batchuluun	Batzaya	Khustai NP - Buffer zone manager	Batayabatchuluun39@gmail.com	99499331
Baasandorj	Ganzorig	Khar Us Nuur PAA - Touris, EEC, buffer zone senior officer	Ganzaa2580@gmail.com	99865221, 88982202
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