



MY GREEN MONGOLIA

MEDIA KIT

A Resource Guide for Eco-Clubs,
NGOs, Radio Stations and other
My Green Mongolia Partners

INTRODUCTION

The Guide offers a treasure trove of environmental education and communication (EEC) materials in Mongolia such as

- a dedicated website for My Green Mongolia (MGM): <http://my-green-mongolia.mn>
- a Facebook group for MGM partners: <https://www.facebook.com/groups/eeec4mygreenmongolia>
- 26 episodes of the radio drama “Love and Greed in the Valley of the Cashmere Goats”, 15 min each, broadcast weekly since January 2023 on FM Radio 98.5
- **Facebook page** dedicated to the radio drama, where new episodes can be listened to, partly with animated videos for selected episodes
- animated videos and comics books with characters from the drama on issues such as “Wildfire Prevention”, “Forest Thinning”, “Illegal Hunting”, etc.
- animated videos on a “Guideline for Visitors of Protected Areas” based on the international ‘Leave No Trace’ principles, and on the 10 most important facts of “Protected Area Policies and Management”
- social media, posters and comics as well as media campaign materials produced by international and local NGOs on topics like wildlife and biodiversity conservation, eco-friendly tourism, etc.
- manuals and guidelines on games, exercises, methods and tools that can be used for indoor and outdoor EEC activities, e.g. with eco-clubs or at information centers

MY GREEN MONGOLIA

As a result of an EEC workshop organized by the SPACES project in April 2022, more than 25 stakeholder organizations from government, non-government, donor and research organizations, and selected protected area (PA) administrations agreed to establish a national campaign called "My Green Mongolia".

The campaign is based on a partnership model with equal rights for and shared responsibility among all partners.



This explains the wide range of environmental themes and the diversity of educational media, materials, methods and tools shared by the stakeholders of this initiative. All the EEC media and materials that have been produced by the stakeholders are now coordinated to create an impact beyond the limited scope of a single project or organization.



RADIO DRAMA

“Love and Greed in the Valley of the Cashmere Goats”

The radio drama, “Love and Greed in the Valley of Cashmere Goats”, is one of the first initiatives generated from the *My Green Mongolia* campaign. Its first of 26 episodes was launched on 9 Jan, 2023 on FM 98.5, and the weekly episodes of 13-15 min each will take until June 2023. Radio station FM 102.1 has started broadcasting the series three times a week starting in April 2023, and other stations may follow soon.

The drama entails a variety of environmental issues through intriguing story plots and creative dialogues. There are bad guys, an attractive heroine, a love triangle, sleazy hustlers, lots of tempting business opportunities, sex & crime, and quite some cashmere goats involved.

The radio drama series will become part of a 30 min environmental radio show. In addition, the episodes can also be followed on a dedicated Facebook page. Podcasts with experts and call-in listeners will support the series’ environmental messages. While the drama is designed to appeal to all audiences, key target audiences are urban and rural youth, and herder families.

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ЯМААТЫН ХӨНДИЙН ХАҮР БА ШУНАЛ

РАДИО ЖҮЖИГ

2023.01.06 – нээс Радио BEST FM 98.5

Долоо нөгөө бүрийн БАРМӨА гаргэгт 15.00 цагаас мэдээлж авч сонсоорой

ДУУ ОРМУСАН НИНИГЧУД,

И.Дасчанар МУСТА – ЕНДОН, Э.Тогтогсайн МУСТА – ГӨТӨВ И.Балгаасайхан МУСТА – Барил,
Э.Натанов МУСТА – Чандал, И.Ялалын – Оуло Б.Батхасуурин – Гариг,
Б.Дэлгэр – Гомол, Г.Цэрэнжав – Сүхжол, Б.Яруудийн – Сууд
ТАОЛБАРЫГ УНШСАН,
И.Балгаасайхан МУСТА



НЭГЭЭН МОНГОЛЫН ТӨЛӨӨ

Story Arc

"Love and Greed in the Valley of Cashmere Goats" is a story of love, conflict, and the struggles Mongolia is facing to create a greener and more sustainable nation.

Our drama starts from a father-son conflict. Yandon, the owner of 1,000 livestock, wants his only son Ganaa to return to the family land as the cashmere season has just started. Ganaa falls in love with Suvdaa, the assistant herder of his father, at first sight. But Suvdaa likes Garid, a young ranger in the nearby protected area and a friend of Ganaa.

Our story is full of love, greed, and conflict. Many of the conflicts occur due to different visions on the management of livestock and natural resources. Due to an increasing number of livestock, local herders illegally graze their livestock in the core zone of the protected area. Experts are called in by the soum governor Chantsal to suggest environmentally friendly practices.





At the same time, Odoko and Boroo, acquaintances of Yondon, want to build a cashmere business by encouraging herders to have more goats, but also are looking for any source of revenue, even illegal activities such as poaching. This conflict grows beyond these two and soon everyone in the community is involved.

The first season of the drama ends with the positive characters being rewarded, and the negative characters being punished. The transitional characters who follow the good path are rewarded as well, while those pursuing corrupt and bad environmental management practices come to a bad end.

ANIMATED VIDEOS

The STREAM component of the GIZ SPACES project in cooperation with the Food and Agriculture Organization (FAO) and the European Union has produced two animated videos on forest-related themes, which are based on the same characters as the radio drama series under the My Green Mongolia campaign.



One is on **Forest Fire Prevention** and one on **Forest Thinning**, both as elements of Sustainable Forest Management, which is the main mandate of STREAM. It aims at increasing the capacity of Mongolian communities to implement innovative and sustainable long-term landscape management to address food system challenges and climate stresses.



Soon, more animated videos based on the characters as the radio drama series will be produced, e.g. by the Hanns Seidel Foundation on environmental law and illegal hunting.

The NGO People Centered Conservation (PCC) has created short, partly animated video clips to foster specific aspects of community-based environmental learning, e.g. on the **Green Development Policy** of Mongolia, or a blog series on topics such as **herder families being split between countryside and town** or hope for **Mongolia's herding traditions**.



The Hells Seidel Foundation has started a **youth initiative on environmental law** in cooperation with the Environmental Education Center. Officers of the Ecological Police informed about environmental crimes and what citizens can do to report these. Short **video clips** using an podcast style present related topics such as **poaching** or **wildfire prevention**.

The **WWF Khovd Office** has produced short **video clips** explaining further on **reviving natural springs**, a **saiga lamb survey**, **eco-club summer camps** or a **dialogue with a livestock herder**.



VISITOR GUIDE & PROTECTED AREA POLICIES & MANAGEMENT

Together with MET-DPAM, the GIZ SPACES project has produced a **"Guide for Visitors of Protected Areas"** as an animated video clip based on the international 'Leave No Trace' principles.



Environmental Education and Communication in Mongolia

Guide for Visitors of Protected Areas

A QR code of this Guide will be printed on tickets, posters and stickers distributed at shops, restaurants and camps in protected areas.

An animated video clip on **"Protected Areas - Safeguarding Mongolia's Life Support System"** details protected area policies and management in 10 facts related to grassland and pastures, forest lands and deforestation risks, soil resources and erosion prevention, water resources and catchment area protection, plant and animal biodiversity, climate change adaptation, ecotourism and income opportunities, cultural identity and heritage, and research and environmental education.



Environmental Education and Communication in Mongolia

Protected Areas-Safeguarding Mongolia's Life Support System

The Visitors Guide and the 10 Facts on Protected Areas have also been translated into comic books and flyers, which are either distributed as **print media** or as QR codes for use on social media. The Visitors Guide has also been integrated in tourism promotion flyers on particular protected areas.



Watch this funny video on how visitors can enjoy the protected areas and preserve it for future generations



1

Protected area policy & management support



Reserve areas (RA) are places where extensive efforts are made to preserve wild plants and their habitats. They also provide opportunities for scientific research, monitoring, education, cultural, religious, historical and scientific tourism. RA are usually established in areas with rich biodiversity and unique features of local nature, special scientific or practical and leisure purposes, holding of historical, scientific, artistic significance, etc.

Wildlife RA, Mongolia's primary and unique RA category, protect all mammals, birds, fish and their habitats, including valuable subterranean resources, natural-heritage, scientific, religious and healing, and a historic value, either for scientific or religious purposes.

Biogenetic reserves preserve the natural heritage and biodiversity and its highly representative and unique nature, as well as providing local populations of protected flora among people, along scientific and educational, and of educational and recreational value of Mongolia RA, as well as their genetic resources for the benefit of the local economy and population.

2

Grasslands & pasture management



Mongolian grasslands are based on a large diversity of plants and soil species. They are rich in species diversity and represent an important resource, as well as represent economic bases for the local and national economy.

However, grassland resources are declining due to over-exploitation through over-grazing, number of livestock and overuse of pesticides and herbicides, etc. The natural grassland forest is under threat. Therefore, grassland management, the strong working capacity and sustainability, etc., are the main factors towards forming rich and diverse flora and fauna resources.

The RA are also protecting natural resources and unique habitats which provide an excellent example of the role of natural protection in forming the historical working capacity under protected areas.

3

Forest lands & deforestation risks



Forestlands are important natural resources and have a wide range of influences on many activities, especially the formation of Mongolia's climate and important means for tourism and recreation, forest products, etc.

Because of the activities, Mongolia has 10% of deforestation. The over-exploitation and destruction of forests, the cutting of trees, over-exploitation and use of wood in winter. Changing in forest cover leads to damage and even loss of some forest types, natural degradation.

Mongolia has a strong forest management system and might face the changing climate conditions, so emphasis on the sustainable and environmental education can help understand the role of Mongolia's remaining forest and water resources.

9

Cultural Identity & Heritage



One of the main historical monuments and heritage resources, Mongolia's archaeological heritage sites include structures, prehistoric and cultural sites in the central and southern parts of the country, including an ancient rock art image site and site with decorated rock wall paintings.

Endemism, historical, scientific, scientific and practical value, as well as scientific and historical, and scientific, which are the basis and one of the main reasons to set up RA.

The RA are also protecting and the importance of natural objects and forming an image that shows historical monuments in RA are important. It allows also to create an integrated management system. Large numbers of sites are located in RA. The RA are also protect value of them and their unique importance to culture.

10

Research & environmental education



Mongolia has a rich natural heritage sites for scientific research and environmental education. The main aim is to provide scientific basis of nature protection, scientific research, monitoring, education, cultural, religious, historical and scientific tourism. RA are usually established in areas with rich biodiversity and unique features of local nature, special scientific or practical and leisure purposes, holding of historical, scientific, artistic significance, etc.

Environmental research in RA is also one of the RA's main tasks. A priority of RA management is to carry out scientific and practical research in natural history, ecology, biology and other fields, as well as to disseminate the research results to society.

Forming the local population and providing the local other staff help create a feeling of responsibility and involvement against the protection objectives. Therefore, the RA also function as important for environmental education of children and youth.

SPACES

Supporting Environmental Policy and Management



Safeguarding Mongolia's Life Support System

Facts & Figures on Protected Area Policy and Management Support



MANUALS & GUIDELINES

Many “My Green Mongolia” partners have developed manuals and guidelines related to environmental education and communication (EEC). They comprise lessons learned that are relevant for skills training of staff of other organizations engaged in the same field.

Such manuals and guidelines enable “My Green Mongolia” partners to manage and implement in-house and external environmental events and to provide related training and coaching to protected area administrations and other relevant partners, e.g. in non-government and media organizations, green schools, eco-clubs or environmental information centers, etc. The latter can use the proven methods and tools to create and implement their own EEC activities, events and training on the basis of

- a **Toolbox** on interactive and participatory games and exercises, methods and materials that can be used for EEC events, which represents the ‘WHAT’ in environmental education and communication
- a manual on **MOVE** - Moderation and Visualization for Group Events, which represents the ‘HOW’ related to the facilitation of interactive events that avoid top-down teaching in favor of
- a manual on **Environmental Journalism** in Mongolia to promote environmental awareness raising in the country.



In addition, a guideline on **Outdoor Environmental Education Workshops for Youth** offers a series of 5 outdoor workshops for youth groups such as school classes, young ranger programs etc. The workshops combine “action learning” and “fun-learning” through a playful and practical learning-by-doing rather than an academic biology-textbook approach. The concept involves several topics of relevance for biodiversity conservation and improvement of the environmental situation in Mongolia and specifically in relation to the National Parks and Protected Areas.

A guideline for outdoor **Nature Trails and Learning Stations** for the Khan Khenti Special Protected Area addresses groups of children and youth older than 12, typically in the context of eco-clubs or school summer camps. The publication comprises an 8-day curriculum for a total of 53 learning stations. A similar guideline is available related to an **environmental education and exploration trail** at Khangal Lake in the Khan Khenti Special Protected Area. The trail has a planned length of 4 km and its nine stations referring to biodiversity, forest, water, rocks, the lake ecosystem and human activities and threats can be completed in 1.5-4 hours. Its objective is to raise awareness about local eco-systems and increase the motivation for nature conservation among school children in summer school camps and individual visitor families.



USING MY GREEN MONGOLIA MATERIALS

Research suggests that people learn abstract, new, and novel concepts more easily when they are presented in both verbal and visual form. Other empirical research shows that visual media make concepts more accessible to a person than text media and help with later recall. New technologies can now help us create learning environments that extend the possibilities of one-way communication. The many materials of My Green Mongolia, such as the radio drama and the animated videos, can be used to create interactive learning on the environment. These resources can best be put to good use by eco-clubs, NGOs, and other My Green Mongolia partners, mostly in-class but also in outdoor learning events

The Advantage of Using Media & Materials for Environmental Education and Communication (EEC)

- Many media sources (short films, radio episodes, podcasts, music videos, visualizations, news stories) have very high production quality capable of showcasing complex ideas in a short period of time.
- A variety of media and materials offer both cognitive and affective as well practical experiences, stimulating head, heart and hands. It is a powerful tool to provoke discussion and get students talking. It allows learners to assess their values, and an assessment of self and community is most effective when the media has strong emotional content.
- The use of media sources help connect learners with events that are culturally relevant. The My Green Mongolia materials are very up-to-date, which helps create a learning environment that is contemporary and engaging.
- Popular media (films, music, YouTube) are a familiar medium to learners that helps gain attention and maintain their interest in the theories and concepts under discussion. Learners can see the theories and concepts in action. In more than a figurative sense, theories and concepts leap from the screen.
- The use of media in the classroom or during a training enables learners to see concepts and new examples.



Environment

Lesson

Lesson

LEARNING BOARDS

Purpose

- Students will learn about a specific environmental topic through illustrations. They draw the things to learn environmental studies. Illustrate lessons presentation/prepare environmental projects.
- Engage participants in a playful illustration drawing topic, as drawing illustrates own representation.

Participants

- Adults, teenagers, children
- Computer 10 Participants



Materials

- Large size drawing illustration through the class. Use things to learn environmental studies. Use various pictures and objects environmental projects.
- 100 pieces of paper or cards to give after learning board.
- 10-15 A4/70cm sheets of paper. Available for the presentation and lesson teacher for the illustration.
- Worksheet 10 A4/70cm as guidelines at the end of the lesson.
- Optional: Participants can illustrate their own ideas through the learning board/working groups.

Time

30-40 min



Environment

Exploring how a plant can change its environment

WEB OF LIFE

Purpose

- Learn how different plants and soil work with an ecosystem around urban area.
- Organizational and follow up session.

Participants

- Adults, teenagers, children
- 10-15 people

Materials

- 10-15 cards with animal and plant names
- String or string 10m in length

Time

30 min

Procedure

1. Create 10-15 cards with different animal and plant names that fit the field (insect, ground and things on plants of the animals and plants on the cards) in another order will be demonstrated.
 - 2 animals that are other animals
 - 2 animals that are plants
 - 2 animals that are birds
 - 2 animals that are insects
 - 1 human

Design/Activities

1. Ask participants to spread out on the floor. The teacher or the guide will be the observer.
2. Introduce the game by telling them that they will learn and will be together.
3. Hand out one card after another randomly, participants who sit in the different places of the room.
4. Each step they hold up one card, say loudly and clearly what animal or plant name is written on it.
5. When all cards are distributed, go around at the edge as the participants.
7. Ask which animal or plant is connected to the animal or plant in the room and how, and why. The step goes from end to end.



TRANSECT WALK



Purpose(s)

- To gain the location in a specific locality where observations will be made
- To get community or organization (e.g. an NGO or school) or members to identify areas (e.g. a gate, ramp, already damaged surface) where food, biological, physical, and social environments
- To determine the importance of these walk in observing and taking other steps of food preparation.



Participants

- Public groups



Materials

- Checklists and pens
- Clipboard or printed-out notes



- Time: 1-2 hours (up to half a day)



Community & culture

Using community media

THEATER



Purpose(s)

- To get an environmental education by becoming a theme play that is more enjoyable
- Allow community to address the topic of their life by working combined by writing, dramatizing, and performing that relate to their understandings in the region
- Can be done after or even different activities from the environmental education for a program.



Participants

- Adults, teenagers
- All members of community



Materials

- Stage and background
- Costumes and other props for activities
- Microphones, amplifiers and speakers
- Stage lighting if performance takes place at night



Time

- 1-2 hr (after the briefing, writing and rehearsing for three days)
- 30-45 min for performance and evaluation



In addition to numerous advantages, there are also a number of cautions that you should keep in mind in utilizing media. Using media requires a complete understanding of copyright law, an appreciation of the workload involved, and some skill in recognizing content that will enhance learning, instead of becoming a distraction. In the case of *My Green Mongolia*, these resources are offered free of charge to any teacher, facilitator, protected area staff, or NGO practitioner.

Here are just a few ideas of how you can use the *My Green Mongolia* Media and materials in-class, during a training or any other type of EEC event:

- Listen to an episode of *Love and Green in the Valley of Cashmere Goats* with your fellow learners, and then have a discussion. You can use the materials above on the plot and environmental issues to guide your discussion.
- Watch one of the animated videos, such as the one on wildfires or forest thinning, to get your social environment engaged.
- Use some of the comics books and stories on the *My Green Mongolia* site provided by partners to create discussion in your social environment, be it your class, your family, your neighborhood, your community.
- Have your class, friends or colleagues create content for *My Green Mongolia* - after having listened or watched the materials. Content creation is a powerful learning mechanism, especially for children and young adults.
- Use the *My Green Mongolia* network to invite a guest to share their work and ideas with your constituency - be it a school, an eco-club, an NGO, or a protected area.



IMPRINT

My Green Mongolia

<http://my-green-mongolia.mn>



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