



Radio Drama Workshop

Environmental Education & Communication in Mongolia

Ulanbaatar, 23-26 August, 2022

Moderation Team

Narangerel Yansanjav, Sean Southey, Manfred Oepen, Suvd Boldbataar



Хэрэгжүүлэгч:



Хамтран хэрэгжүүлэгч:

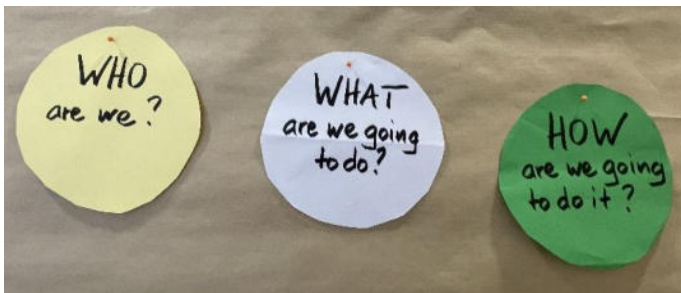


DAY 1

Message Board & Value Grid

SESSION 1

The Radio Drama workshop was held in Ulaanbaatar, Mongolia on August 23 – 26, 2022. After a brief welcome, the moderators Narangerel Yansanjav and Sean Southey 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?

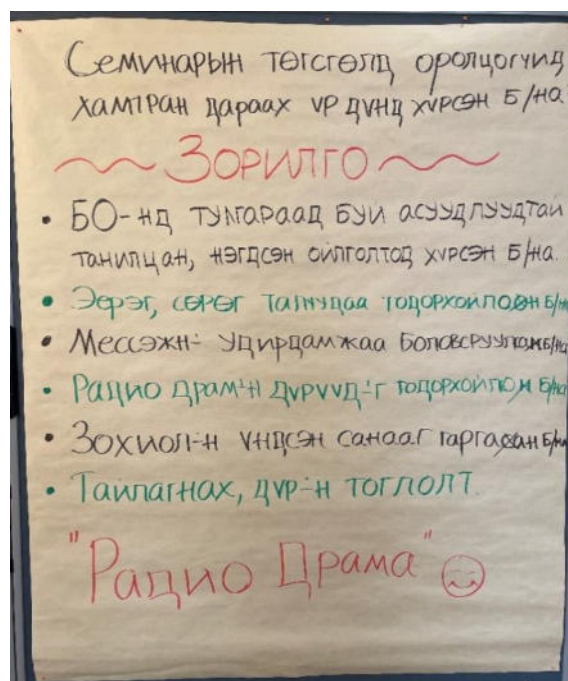
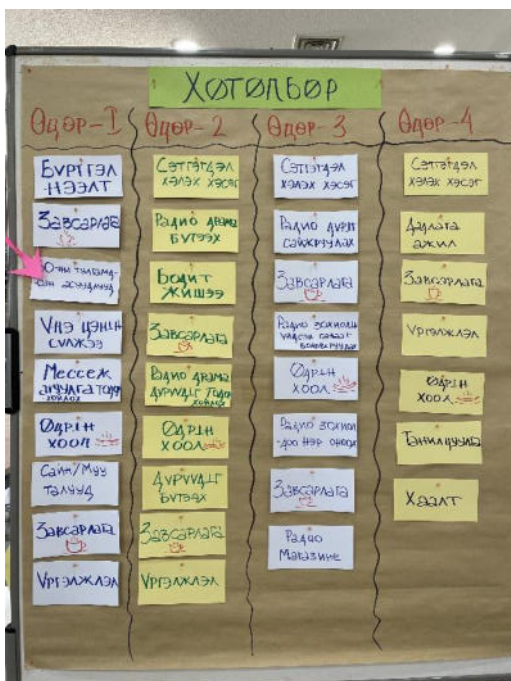


1. Who are we?

Sean Southey took over the introduction of the participants by asking them to be paired up to ask the following questions from each other: **When did you first fallen in love with nature? The most**

interesting story you have heard about environment? What TV show influenced you most?

2. What are we going to do?



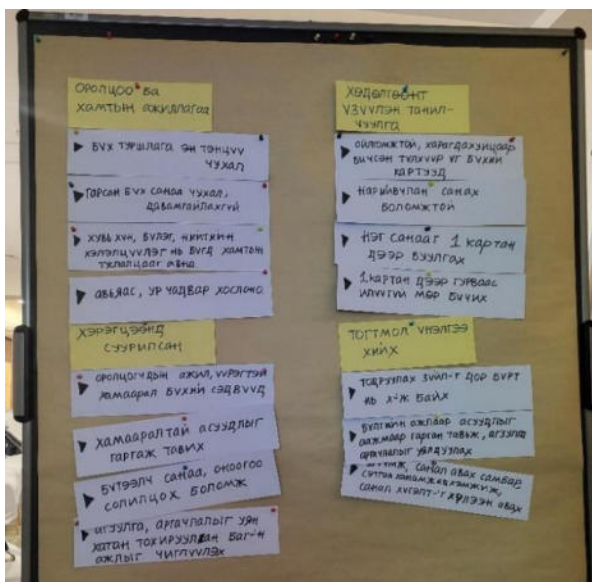
Sean then introduced the workshop agenda and objectives. He also briefly introduced the radio drama production process and its link to the “My Green Mongolia” national campaign.

Objectives

By the end of this workshop, participants will have

- ★ reached a common understanding of environmental issues in Mongolia
- ★ reviewed and completed the Value Grid and Message Board
- ★ defined and developed profiles of the radio drama characters
- ★ developed a story arch for 26 episodes of a radio drama
- ★ practiced radio drama sections as a role play

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 ingroups 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 made brief presentation on My Green Mongolia campaign followed by Thorston (Senior legal expert of SPACES project) presentation on

State of Environment in Mongolia, which gave thorough insights into environmental degradation in Mongolia prior to a review of the Message Board and Values Grid by the participants.

SESSION 2: Values Grid - WG task 1

Participants were divided into 5 WGs based on 5 key environmental problems; 1/ lack of political will, 2/ overgrazing, 3/ lack of public awareness, 4/ excessive use of NRs, 5/excessive tourism and improper waste management.

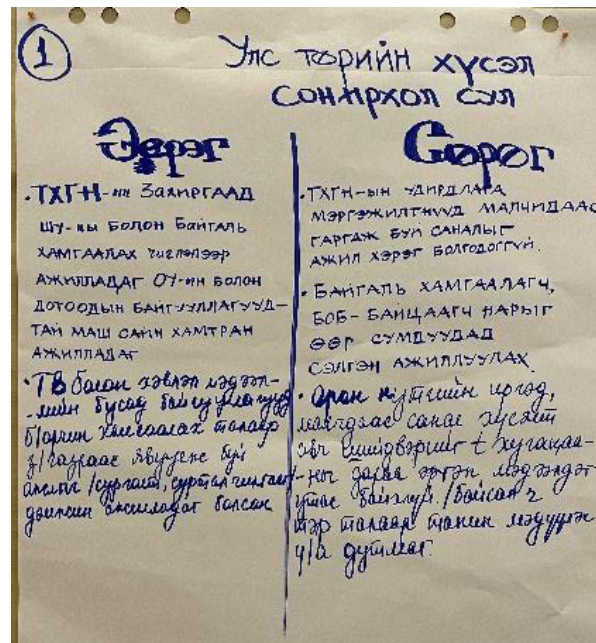
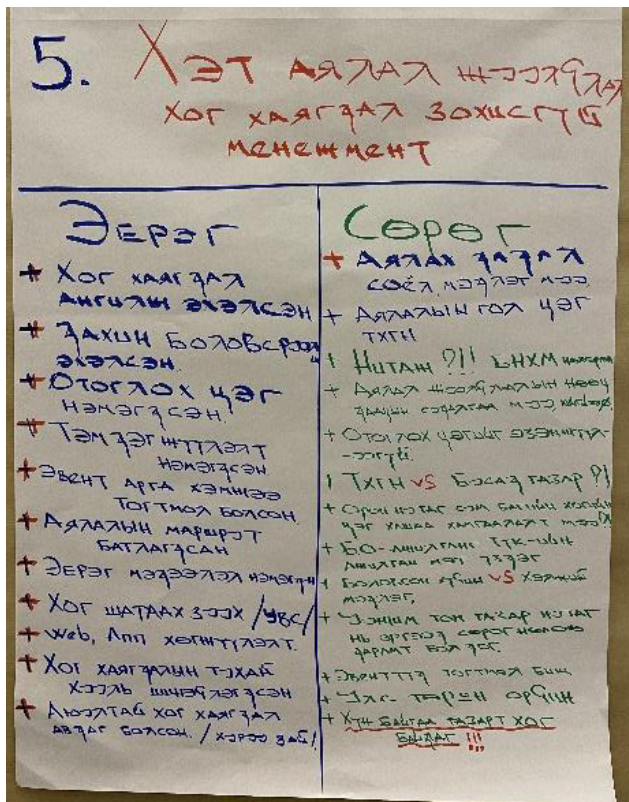
For one hour, the groups reviewed and added to the values grid and message board based on the question **“Thinking of the Values Grid and the Message Board: What’s missing?”** They did so by discussing and identifying what is **HOT** (like), **NOT** (dislike), **NEXT** (adding and suggestion). After lunch break the groups presented their work in plenary as presented below:



Зорилтод бүлэг	Эерэг	Сөрөг
- ААНБ Газар тариалалт	- БХ нар сураалгаа шинжилгээний ажил хийж туйцэтгэдэг.	- Зөвшөөрөгдөөгүй Маршрутаар явдаг.
- Нөхөрлөл	- Маршрутын дагуу явсаарай.	- Хог хаягдал
- Хоршоо	- Орон нутгийн залуу малчин /ИБХ болох сонирхолтой байдаг/	- Зөвшөөрөгдөөгүйгөөр түүхийн дурсгалт газрыг сэндийчдэг.
- Аялагчид (Гараар дотоор)	- Хариуцлагатай ААНБ нөхөн сэргээлт хийдэг.	- Хүлээгдэх хариуцлага муу. (Хүлэйн ан...)
- Тэр оператор	- Малчин тоо бий чанарт анхаарааг	- Санхүүжилт муу.
- Их дээр сургууль	- Аялагчид хариуцлагатай хангааг болсон.	- Улс төрийн тогтвор байдал.
- ТХГНЗ		
- Улс төр		

2. Олон нийтэд мэдлэг мэдээлэл түгээх ажил дутин	Эерэг	Сөрөг
- ЭКО-КЛУБ	- Оролцоогч	- Суурьсан сургалт дүймэг
- СУРАГЧИД	- 49 сургууль	- Сургалт үр дүн
- ТХГН-Биологч	- TV-Байгаль	- Судалгааг
- БИОЛОГЧ	- ОРЧНЫ БОЛОВСОН	- СУУРЬСАН-ДАТАР
- БАЙГАЛЬ	- ТХГН-Захирагч	- ЗГ дэмжлэг эзэмдэг
- ТХГН-Захирагч	- FB нэгж хөгжүүлэгч	- БИО-Боловсрол
- FB нэгж хөгжүүлэгч	- Байгаль X=>Y/A	- ТОГТМОН БИИ
	- (НӨЛӨӨЛӨЛ)	

3	БЭЛЧЭЭРИЙН ТАЛХАГДАЛ
Эерэг	Сөрөг
- Мэдээлэл-н	- Уул уурхай
- ЭХ СУРВАЛЖ	- Дотоодын А. ЖУУЛЧЛАЛ
	- ТВ КОНТЕНТ ХАНГАЛТГҮЙ

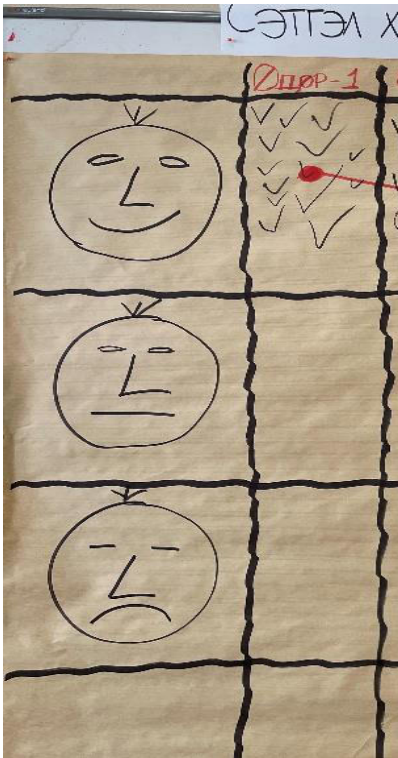


SESSION 3 & 4: Good and Bad scenarios - WG task 2



The participants divided again into 5 WGs based on 5 key environmental problems. The WG task was to **create a good and a bad scenarios for the future of the Mongolian environment & PAs?** The groups tasked to present their work by role plays. Each WG was given 10 min to present.





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.

The day 1 ended by selecting feedback committee.
Task of the feedback committee:

- 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?

DAY 2

CHARACTERS AND STORY ARCH



The day started with hearing from feedback committee and reminding the participants the agenda of the day 2.

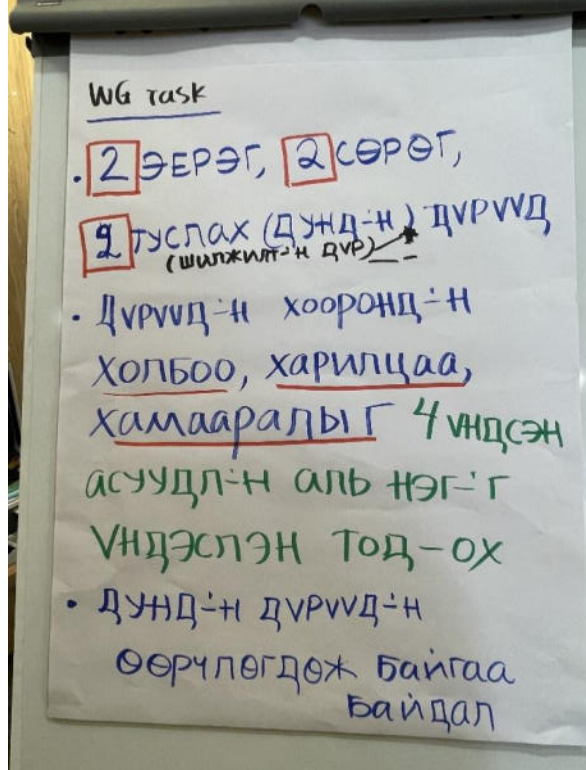
SESSION 1 - 3 – Character development for the radio drama – WG task 3

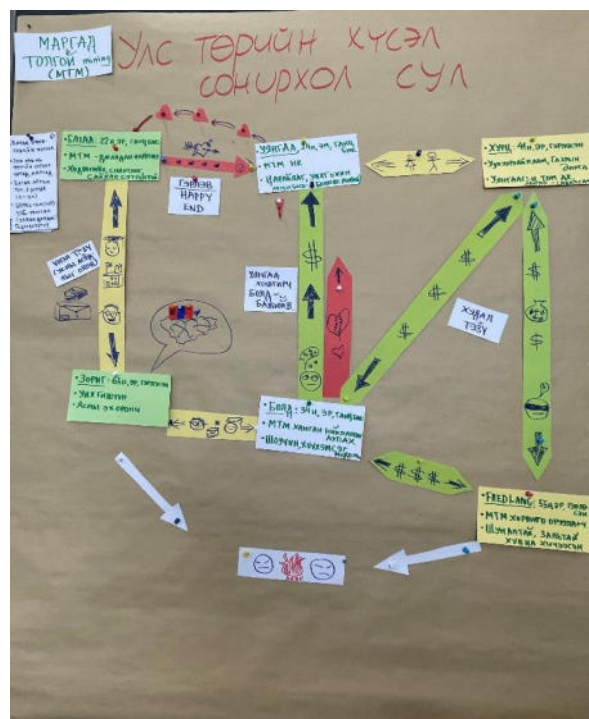
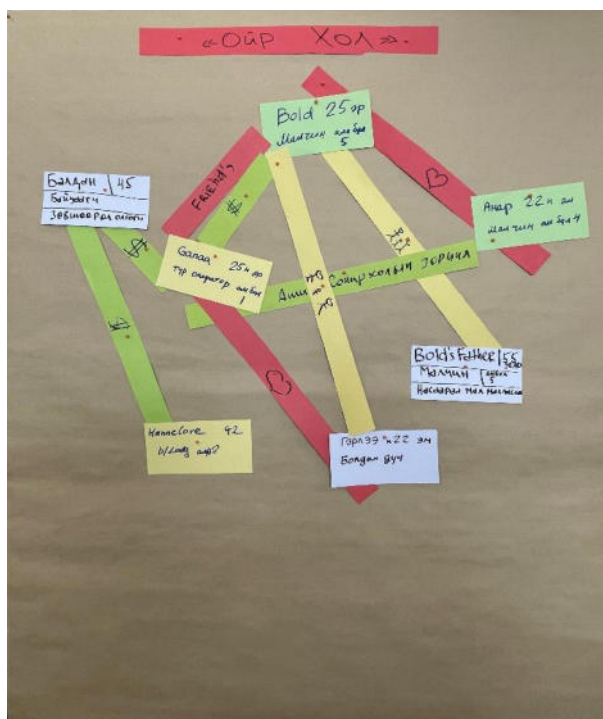
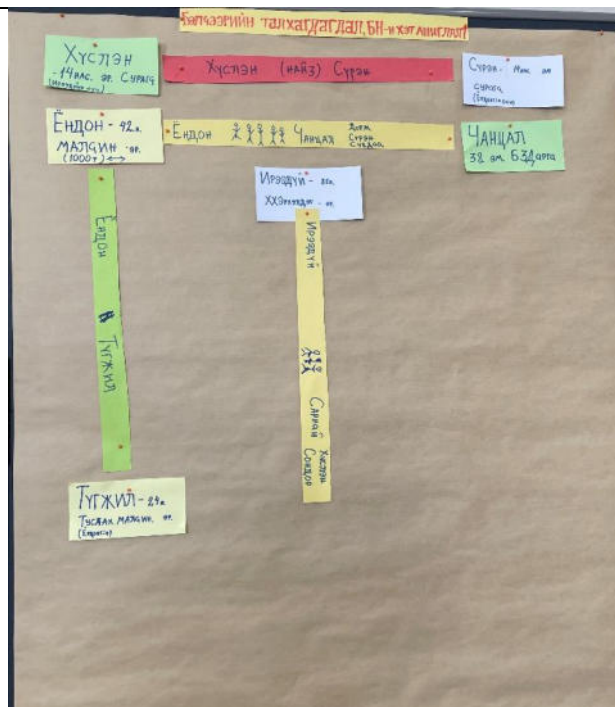
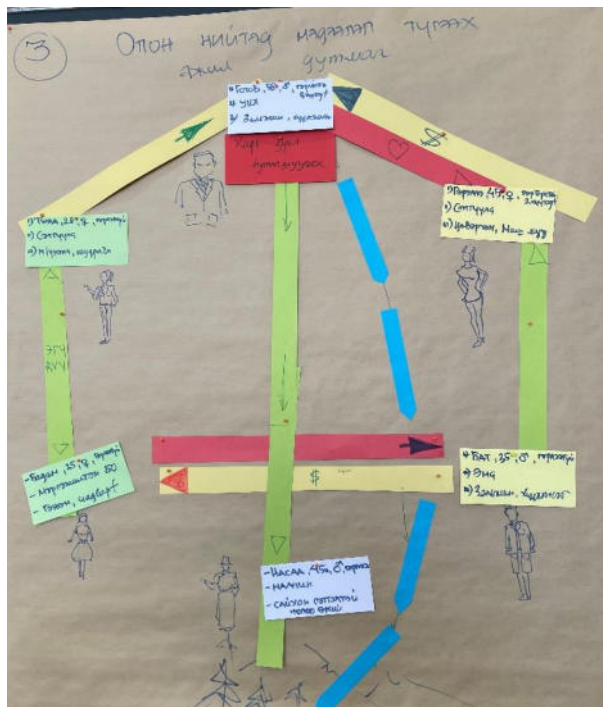
Sean made brief presentation on environmental education in general and how radio dramas influence to change the behavior of target groups, best practices of radio dramas, and how to

define characters (positive, negative, and transitional).

The session continued with WG task 3: **Pls develop 2 positive, 2 negative + 2 transitional characters and their interactions, which are relevant to one of the 4 major problems (see above) and based on the Values Grid & Message Board.**

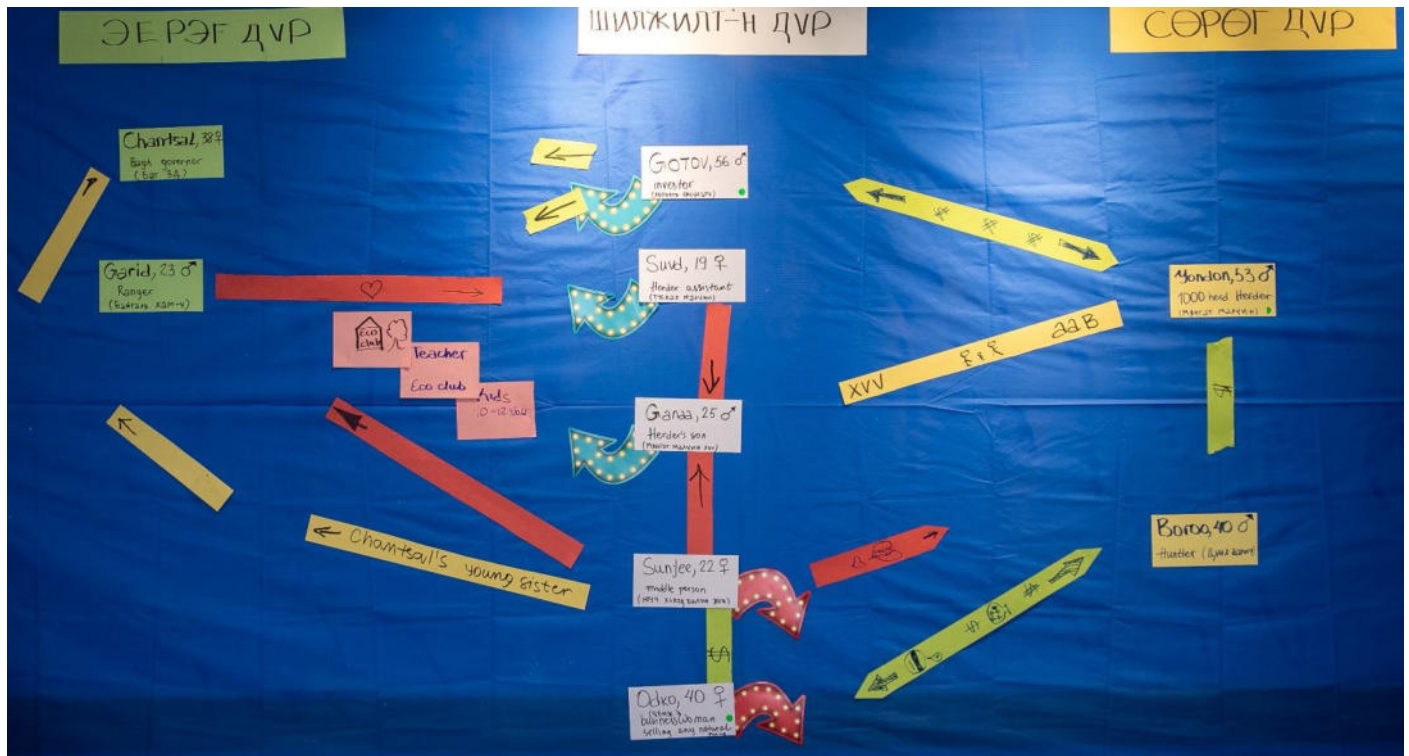
Subsequently, the WGs presented their work in plenary as displayed on the next page.





Session 4: “Killing the baby” exercise

During this exercise the participants openly and interactively discussed the characters defined by each of the 4 groups and how they would fit into the radio drama. Finally, the plenary selected only 2 positive, 2 negative and 5 transitional characters to be integrated into the radio drama, establishing the nucleus of a new story line. The selected characters were transferred from the pinboards to a sticky cloth that provides an overview of the characters and also describes their family, financial and love relationships and interactions.



Again, the day was ended by selecting a feedback committee for the next day by and measuring participants' mood in the mood barometer.

DAY 3

STORY ARCH, CHARACTER PROFILES, SELECTION OF ACTORS

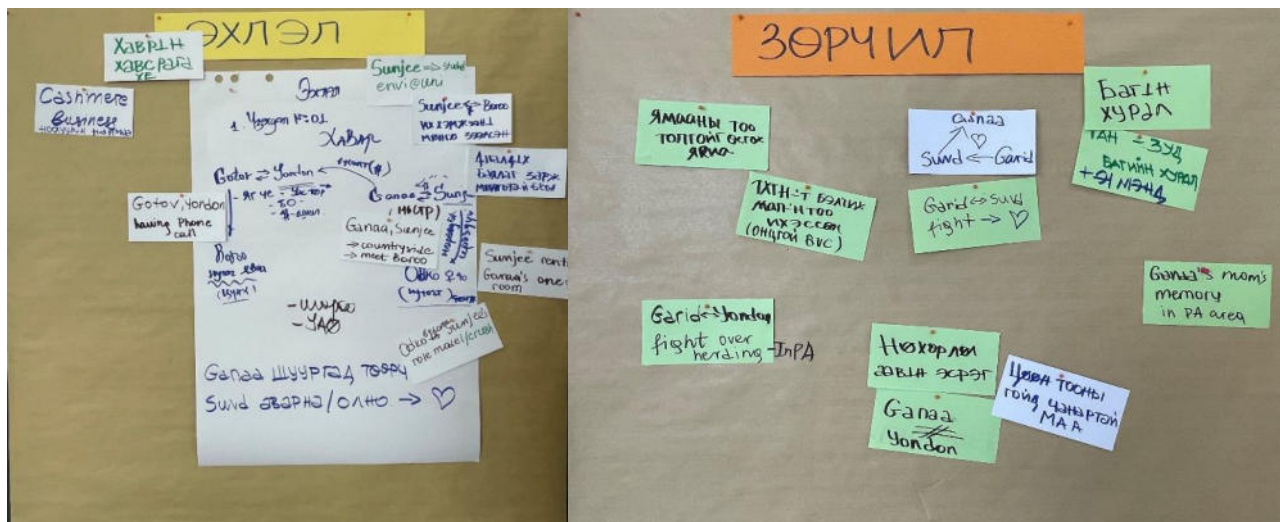
Again, the day started with the feedback committee and a reminder of the day's agenda, followed by the summary of the key outcomes of the previous day, namely the story arch on the blue sticky cloth. Also, lessons learnt and best practices from a Mongolian TV drama on loans and credit unions ("How to become a millionaire") financed by ADB was presented by Nara to feed the Session 1 of the day.



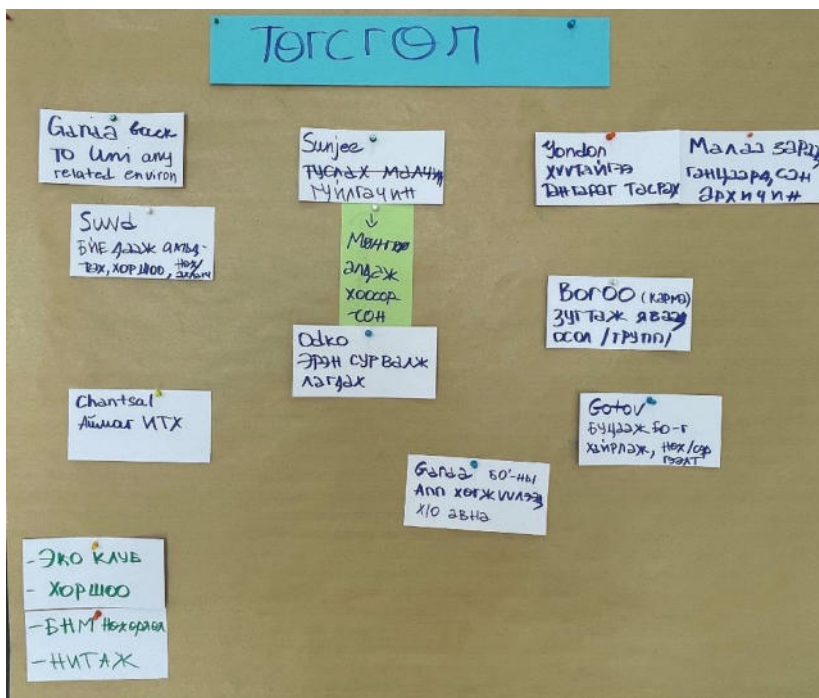
SESSION 1 - 3: Start, Conflict and End of the Radio Drama – WG Task 4

The participants divided into 4 groups to discuss the overall story arch of the drama and later their work was integrated as one story arch under facilitation by Nara. The task of the WG was: "Pls create a story arch for the characters developed yesterday on 3 boards: 1- How does the drama start: Where is each character at the beginning? 2 - How do the conflicts climax? 3 - How does the drama end – Where is each character at the end (incl. rewards & punishments)?"

This task was accomplished in plenary to make sure that the story arch remained integrated. In Session 3, participants presented their initial ideas for a start, the arising conflicts and the end of the radio drama. They kept in mind that the radio drama series will have 26 episodes, one each week, covering a 6 month period.



At the beginning of Session 3, the WCS case study of a social marketing “PRIDE Campaign” regarding gazelles in the Northeast of Mongolia provided more lessons learned for the “My Green Mongolia” campaign.

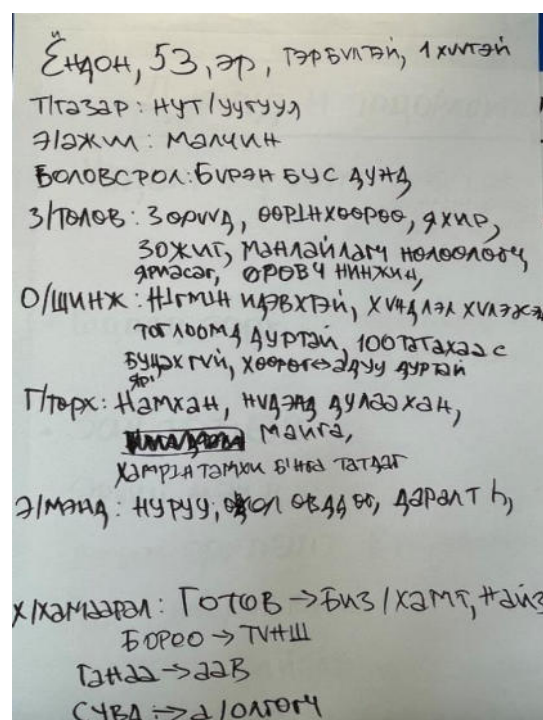
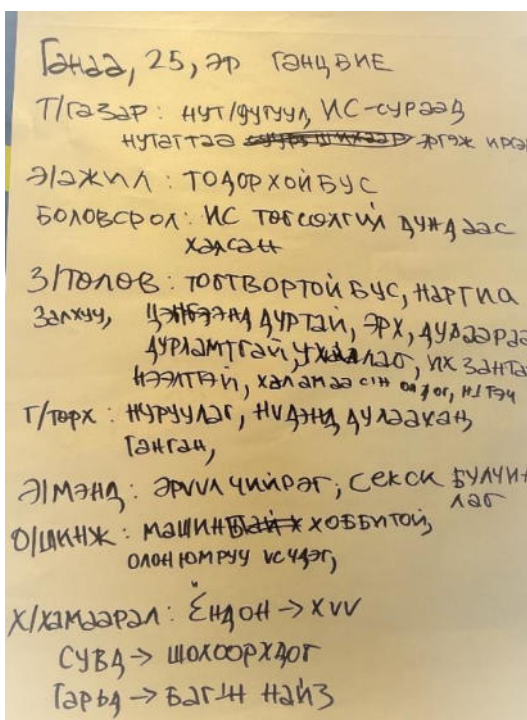


Session 4: Character Profiles

In the day's last session, participants developed character profiles of each 9 characters of the drama; 2 positive, 2 negative, 5 transitional

The task for the group was “Pls develop the profiles of the 9 characters and to decide which participant will act out each of the characters.” In addition, the graphical designer was asked to produce a visualization of the 9 characters.

The following are the profiles of each characters of the drama developed by the participants:



Бороо, 40, эр; Тэрбумтай, 1хvvхэдтэ
 Т/гээр: нут/чутуул
 а/ажил: цинх баригч
 боловсрол: дээд боловч хэн ч сн
 мэдэхгүй
 з/толов: бүтэлгүй, амсултай, хоорон
 длаага, бямдуч, зальтай
 хурхан хзантай, цайлган,
 сэтгэлэн, тууштай бус
 э/мэнд: зvрхнл овчтэй, дэрэлтэй тайвшр
 зулах эм учдаг
 о/шинж: Пнаалтай, цэвэрхэн хувцсаадаг,
 олон талн авьястай,
 шулгануур, цочхоороо гайдаг
 г/торх: нурүүлэг, цэвэрхэн дэргэнтэй,
 брэнцлэг, мэхлэг, хурдан хөд-д,
 х/хамарал: Оако → Ж\$
 Готов → баруун гар
 сvнжээ → шохорхдоо, ёндон → биз/хэм

Чанцал, 38, эм, гэрбумтай 3хvvхэдтэй
 Т/гээр: нутгн учуул;
 а/ажил: сум Задарга
 боловсрол: дээд → нхл-бо/торчд
 з/толов: дэрүүхэн, зарчимч,
 болгоомжтой, цуцрага,
 манлайлагч, элдэг
 э/мэнд: Эрүүл чийрэг [жирэмсэн]
 о/шинж: ажигдаа мэхруу, архи сн
 дээдэг, хvн загнах дуртай,
 хадгаламжтай
 г/торх: мэтгэилэг, оффис хувдас,
 х/хамарал: Сvнжээ → эгч, нолоолох
 гэж оролдоо,
 Гэрд → албан тушаалчн хамарал
 Готов → санал члэхгүй

Гэрд, 23, эр; танцбие
 Т/гээр: нутгн учуул, хотод сурч
 нутагтаа сурьшиж бигээ
 а/ажил: б/хамгаалагч (ажигдаа
 цинх/сэт → ханддаг)
 боловсрол: дээд
 з/толов: шударга, зарчимч, сэтгэлтэй
 эх оронч, хошин шогчн ↑ мэд-тэй
 vнэнч, түргэн учртэй, ^{хэрэг}
 э/мэнд: Эрүүл чийрэг
 Ош/шинж: h-бие, туранхай,
 шөрмөсөлөг, уламжлалт
 сэтгэхvнтэй,
 х/хамарал: СУВД → ♡; Чанцал → а/х
 сvнжээ → Гэрд → ♡
 Гэнд → багн нэйз

СУВД, 19, эм, өнчин/дvvгн хамт
 амьдардаг
 Т/гээр: энэ нутаг/хvн → амьдрчбиг
 а/ажил: ёндон туслах малчин
 боловсрол: бүрэн дунд
 з/толов: хэрvv, ажиглагч хариуцв-
 лэгатай, vнэнч, бо-хайртай,
 халамжтай, ёжтой,
 г/торх: хоёрхон, гуалиг, нvдэнд
 дулаахан,
 э/мэнд: хэвлн/эрүүл чийрэг
 Ош/шинж: тас² нээдэг (тангар шавзан)
 хэгэртэл
 х/хамарал: Ганааг хэрж шохорхдоо
 Гэрд → ♡
 ёндон → хэлсэн vглгнб

Одоо, 40, эм, гэр бүлтэй, 2хүүхэд
 Т/Газар: хотын уугуул, ~~тү~~
 очсон газраа т/хүтэг гэдэг
 Э/ажил: хувьтн биз → тод/бус
 Боловсрол: дээд
 З/толов: яригч, сэргэлтэн,
 зальтай, ухаангаа буруу ашигла-
 даг, өөрөө их хайрттай
 Э/мэнд: ~~хүн~~ дээрэлхтэй, эм
 О/шинж: цунхалтай, барьцгүй, луйварчин,
~~хүн~~ шунгалтай, хүнд эргэ эмэр
 Г/төрх: донжтой, брэндлэг,
 Х/хамгаарал: сунжээ, бороо → ₮\$

ГОТОВ, б
 def: нас: 56; хүйс: эр, ~~тэрбун~~
 Т/Газар: товь, хээр хосолсон
 оюутан б/д, нутгаасаа гарса
 Э/ажил: "Готов" групп захирал
 МТМ
 Боловсрол: таадаа тогссон, хэл
 сайн, ↑ боловсролтой
 З/толов: Гүйлгээ ухаан, хүн тэнийх
 зальжин, буурьтай, хэшир, дотуур тн
 Г/төрх: чөлөөт/алданы хувцаслаа
 Э/мэнд: хэвлтн (хэл мундн)
 О/шинж: ашигч, бялзууч хүн, д
 Х/хамгаарал: бороо → буруу гар
 Ендон → биз/хамтлагч

Сунжээ, 28, эм; тэнд бие, чандал
 дун
 Т/Газар: нутгн уугуул
 Э/ажил: б/агдалдх баялаг зардал
 авдаг → холбоо хлдэг
 Боловсрол: ~~дээд~~ ^{их сур} суралцаж бсан
 бачна
 З/толов: нээлтэй, овжин, буруу сэргэлтэн
 дотуур тамиртай, долхондуур,
 хүнд итгэл төрүүлж тэдэг
 хүймтэй,
 Э/мэнд: эрүүл чийрэг
 О/шинж: яриа хоороо сайн, нүд татам
 хэрэглээтн, үрэлгэн, монгол боддог
 Г/төрх: бнган, хүсэмжит эмэгтэй
 Х/хамгаарал: Одоо → биз/хамтлагч
 чандал → дун, бороо → биз/хамт
 ганаа → ₮, гарьд → ♡♡

By the end of Day 3, participants decided who of them would act out the 9 characters for the drama to be put on stage of the Holiday Inn Lounge in front of guests on Friday afternoon.

The rehearsal preparation for the stage performance was planned for next day of the workshop.

Day 4 ended with choosing a feedback committee and the mood barometer for the day.

DAY 4

RADIO DRAMA ON STAGE

After the feedback committee reflection and review of the barometer for the previous day, participants discussed and refined the scenario of the drama episodes to be performed shown in the afternoon for the guests.

The following is the scenario and its sequences:

УИЛ ЯВДЛЫН ТОЙМ

- ① Ганцаа → Гэртээ / Утас
- ② Готов → Бороо Утас
- ③ Бороо + Одоо → машин сунжээ Ганцаа → хөдөө Утас
- ④ Машин дотор → ыншилдах [Готов дурьдах]
- ⑤ Хөдөө → Энхон гэрт Бороо, Ганцаа, Одоо, Сунжээ
- ⑥ Сува → гэрт
- ⑦ Сува → Ганцаа сээль дээр чуулгах [дvv]
- ⑧ Гэрт → Бороо, Энхон, Одоо [Чанцал дурьдах] БИЗ/ПЛАН
- ⑨ Гэрт орой → Сува сунжээ хувь → Ганцаа ~~мал~~ мал эргэхээр тавихаа сувагт гэрт орох хэрэг → эрдэс нь...
- ⑩ Чанцал ↔ Гэрвэ аж/байр / эвчэндэ [Энхон 1к мал → тхгээ]
- ⑪ Ганцаа шууртанд уруучсан малаа эргэх/төөрөх → сува туслах/эвчэх
- ⑫ Сува → мал/бэлчээр Гэрвэ ирж маргаан → бэлчээр доройтсон
- ⑬ Бэлчээр хурал ve: Гэрвэ ↔ Энхон Чанцал → үг хэлэх Бороо → малчдад Одоо → муйхруулах

Then, while the drama actors were doing a dress rehearsal, the rest of the participants listened to Sean's input on the importance of having a regular radio magazine of 30-60 min in which the radio drama series can be integrated and exchanged their ideas on how to make it in Mongolia.

After lunch break, all the participants evaluated the workshop using different participatory tools:

ЗОРИЛГО

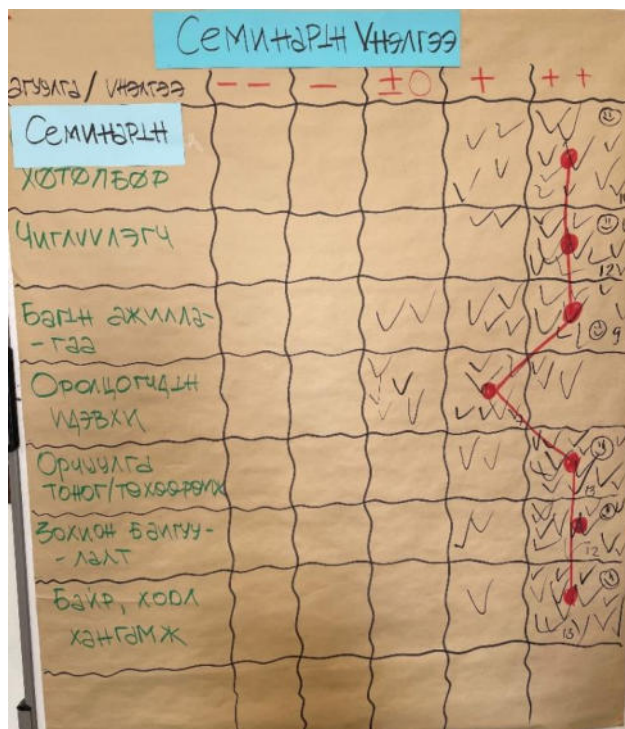
- 60-нд тугараад буюу асуудлуудтай танилцан, нэгдсэн ойлголтод хүрсэн б/на.
- Эерэг, сөрөг талтай тодорхойлох б/на
- Мессаж: удирдамжаа боловсруулах б/на
- Радио драм-н дүрвүд-г тодорхойлох б/на
- Зохиол-н үндсэн санааг гаргах б/на
- Тайлагнах, дүр-н тоглолт.

"Радио Драма" ☺

Barometer scale: - - - - - ± 0 + ++

Barometer results (from left to right):

- Row 1: 1 ✓, 2 ✓, 3 ✓, 4 ✓, 5 ✓, 6 ✓, 7 ✓, 8 ✓, 9 ✓, 10 ✓, 11 ✓, 12 ✓, 13 ✓, 14 ✓, 15 ✓, 16 ✓, 17 ✓, 18 ✓, 19 ✓, 20 ✓, 21 ✓, 22 ✓, 23 ✓, 24 ✓, 25 ✓, 26 ✓, 27 ✓, 28 ✓, 29 ✓, 30 ✓, 31 ✓, 32 ✓, 33 ✓, 34 ✓, 35 ✓, 36 ✓, 37 ✓, 38 ✓, 39 ✓, 40 ✓, 41 ✓, 42 ✓, 43 ✓, 44 ✓, 45 ✓, 46 ✓, 47 ✓, 48 ✓, 49 ✓, 50 ✓, 51 ✓, 52 ✓, 53 ✓, 54 ✓, 55 ✓, 56 ✓, 57 ✓, 58 ✓, 59 ✓, 60 ✓
- Row 2: 1 ✓, 2 ✓, 3 ✓, 4 ✓, 5 ✓, 6 ✓, 7 ✓, 8 ✓, 9 ✓, 10 ✓, 11 ✓, 12 ✓, 13 ✓, 14 ✓, 15 ✓, 16 ✓, 17 ✓, 18 ✓, 19 ✓, 20 ✓, 21 ✓, 22 ✓, 23 ✓, 24 ✓, 25 ✓, 26 ✓, 27 ✓, 28 ✓, 29 ✓, 30 ✓, 31 ✓, 32 ✓, 33 ✓, 34 ✓, 35 ✓, 36 ✓, 37 ✓, 38 ✓, 39 ✓, 40 ✓, 41 ✓, 42 ✓, 43 ✓, 44 ✓, 45 ✓, 46 ✓, 47 ✓, 48 ✓, 49 ✓, 50 ✓, 51 ✓, 52 ✓, 53 ✓, 54 ✓, 55 ✓, 56 ✓, 57 ✓, 58 ✓, 59 ✓, 60 ✓
- Row 3: 1 ✓, 2 ✓, 3 ✓, 4 ✓, 5 ✓, 6 ✓, 7 ✓, 8 ✓, 9 ✓, 10 ✓, 11 ✓, 12 ✓, 13 ✓, 14 ✓, 15 ✓, 16 ✓, 17 ✓, 18 ✓, 19 ✓, 20 ✓, 21 ✓, 22 ✓, 23 ✓, 24 ✓, 25 ✓, 26 ✓, 27 ✓, 28 ✓, 29 ✓, 30 ✓, 31 ✓, 32 ✓, 33 ✓, 34 ✓, 35 ✓, 36 ✓, 37 ✓, 38 ✓, 39 ✓, 40 ✓, 41 ✓, 42 ✓, 43 ✓, 44 ✓, 45 ✓, 46 ✓, 47 ✓, 48 ✓, 49 ✓, 50 ✓, 51 ✓, 52 ✓, 53 ✓, 54 ✓, 55 ✓, 56 ✓, 57 ✓, 58 ✓, 59 ✓, 60 ✓
- Row 4: 1 ✓, 2 ✓, 3 ✓, 4 ✓, 5 ✓, 6 ✓, 7 ✓, 8 ✓, 9 ✓, 10 ✓, 11 ✓, 12 ✓, 13 ✓, 14 ✓, 15 ✓, 16 ✓, 17 ✓, 18 ✓, 19 ✓, 20 ✓, 21 ✓, 22 ✓, 23 ✓, 24 ✓, 25 ✓, 26 ✓, 27 ✓, 28 ✓, 29 ✓, 30 ✓, 31 ✓, 32 ✓, 33 ✓, 34 ✓, 35 ✓, 36 ✓, 37 ✓, 38 ✓, 39 ✓, 40 ✓, 41 ✓, 42 ✓, 43 ✓, 44 ✓, 45 ✓, 46 ✓, 47 ✓, 48 ✓, 49 ✓, 50 ✓, 51 ✓, 52 ✓, 53 ✓, 54 ✓, 55 ✓, 56 ✓, 57 ✓, 58 ✓, 59 ✓, 60 ✓
- Row 5: 1 ✓, 2 ✓, 3 ✓, 4 ✓, 5 ✓, 6 ✓, 7 ✓, 8 ✓, 9 ✓, 10 ✓, 11 ✓, 12 ✓, 13 ✓, 14 ✓, 15 ✓, 16 ✓, 17 ✓, 18 ✓, 19 ✓, 20 ✓, 21 ✓, 22 ✓, 23 ✓, 24 ✓, 25 ✓, 26 ✓, 27 ✓, 28 ✓, 29 ✓, 30 ✓, 31 ✓, 32 ✓, 33 ✓, 34 ✓, 35 ✓, 36 ✓, 37 ✓, 38 ✓, 39 ✓, 40 ✓, 41 ✓, 42 ✓, 43 ✓, 44 ✓, 45 ✓, 46 ✓, 47 ✓, 48 ✓, 49 ✓, 50 ✓, 51 ✓, 52 ✓, 53 ✓, 54 ✓, 55 ✓, 56 ✓, 57 ✓, 58 ✓, 59 ✓, 60 ✓
- Row 6: 1 ✓, 2 ✓, 3 ✓, 4 ✓, 5 ✓, 6 ✓, 7 ✓, 8 ✓, 9 ✓, 10 ✓, 11 ✓, 12 ✓, 13 ✓, 14 ✓, 15 ✓, 16 ✓, 17 ✓, 18 ✓, 19 ✓, 20 ✓, 21 ✓, 22 ✓, 23 ✓, 24 ✓, 25 ✓, 26 ✓, 27 ✓, 28 ✓, 29 ✓, 30 ✓, 31 ✓, 32 ✓, 33 ✓, 34 ✓, 35 ✓, 36 ✓, 37 ✓, 38 ✓, 39 ✓, 40 ✓, 41 ✓, 42 ✓, 43 ✓, 44 ✓, 45 ✓, 46 ✓, 47 ✓, 48 ✓, 49 ✓, 50 ✓, 51 ✓, 52 ✓, 53 ✓, 54 ✓, 55 ✓, 56 ✓, 57 ✓, 58 ✓, 59 ✓, 60 ✓
- Row 7: 1 ✓, 2 ✓, 3 ✓, 4 ✓, 5 ✓, 6 ✓, 7 ✓, 8 ✓, 9 ✓, 10 ✓, 11 ✓, 12 ✓, 13 ✓, 14 ✓, 15 ✓, 16 ✓, 17 ✓, 18 ✓, 19 ✓, 20 ✓, 21 ✓, 22 ✓, 23 ✓, 24 ✓, 25 ✓, 26 ✓, 27 ✓, 28 ✓, 29 ✓, 30 ✓, 31 ✓, 32 ✓, 33 ✓, 34 ✓, 35 ✓, 36 ✓, 37 ✓, 38 ✓, 39 ✓, 40 ✓, 41 ✓, 42 ✓, 43 ✓, 44 ✓, 45 ✓, 46 ✓, 47 ✓, 48 ✓, 49 ✓, 50 ✓, 51 ✓, 52 ✓, 53 ✓, 54 ✓, 55 ✓, 56 ✓, 57 ✓, 58 ✓, 59 ✓, 60 ✓
- Row 8: 1 ✓, 2 ✓, 3 ✓, 4 ✓, 5 ✓, 6 ✓, 7 ✓, 8 ✓, 9 ✓, 10 ✓, 11 ✓, 12 ✓, 13 ✓, 14 ✓, 15 ✓, 16 ✓, 17 ✓, 18 ✓, 19 ✓, 20 ✓, 21 ✓, 22 ✓, 23 ✓, 24 ✓, 25 ✓, 26 ✓, 27 ✓, 28 ✓, 29 ✓, 30 ✓, 31 ✓, 32 ✓, 33 ✓, 34 ✓, 35 ✓, 36 ✓, 37 ✓, 38 ✓, 39 ✓, 40 ✓, 41 ✓, 42 ✓, 43 ✓, 44 ✓, 45 ✓, 46 ✓, 47 ✓, 48 ✓, 49 ✓, 50 ✓, 51 ✓, 52 ✓, 53 ✓, 54 ✓, 55 ✓, 56 ✓, 57 ✓, 58 ✓, 59 ✓, 60 ✓
- Row 9: 1 ✓, 2 ✓, 3 ✓, 4 ✓, 5 ✓, 6 ✓, 7 ✓, 8 ✓, 9 ✓, 10 ✓, 11 ✓, 12 ✓, 13 ✓, 14 ✓, 15 ✓, 16 ✓, 17 ✓, 18 ✓, 19 ✓, 20 ✓, 21 ✓, 22 ✓, 23 ✓, 24 ✓, 25 ✓, 26 ✓, 27 ✓, 28 ✓, 29 ✓, 30 ✓, 31 ✓, 32 ✓, 33 ✓, 34 ✓, 35 ✓, 36 ✓, 37 ✓, 38 ✓, 39 ✓, 40 ✓, 41 ✓, 42 ✓, 43 ✓, 44 ✓, 45 ✓, 46 ✓, 47 ✓, 48 ✓, 49 ✓, 50 ✓, 51 ✓, 52 ✓, 53 ✓, 54 ✓, 55 ✓, 56 ✓, 57 ✓, 58 ✓, 59 ✓, 60 ✓
- Row 10: 1 ✓, 2 ✓, 3 ✓, 4 ✓, 5 ✓, 6 ✓, 7 ✓, 8 ✓, 9 ✓, 10 ✓, 11 ✓, 12 ✓, 13 ✓, 14 ✓, 15 ✓, 16 ✓, 17 ✓, 18 ✓, 19 ✓, 20 ✓, 21 ✓, 22 ✓, 23 ✓, 24 ✓, 25 ✓, 26 ✓, 27 ✓, 28 ✓, 29 ✓, 30 ✓, 31 ✓, 32 ✓, 33 ✓, 34 ✓, 35 ✓, 36 ✓, 37 ✓, 38 ✓, 39 ✓, 40 ✓, 41 ✓, 42 ✓, 43 ✓, 44 ✓, 45 ✓, 46 ✓, 47 ✓, 48 ✓, 49 ✓, 50 ✓, 51 ✓, 52 ✓, 53 ✓, 54 ✓, 55 ✓, 56 ✓, 57 ✓, 58 ✓, 59 ✓, 60 ✓



During the drama rehearsal the illustrator made the art work which impressed everyone:



Radio drama scenario show- Let's celebrate ourselves!

The show started at 3 pm with key authorities of the Fresh Water Center, Ecological Police, SPACES team, the World Bank, ICCS, and WCS attending as invited guests.

Sean and Nara explained briefly about the “My Green Mongolia” campaign and the radio drama workshop process.

The drama scenario was successfully played out by the participants. The guests perceived the drama as “truly Mongolian” because the drama reflects different environmental issues such as climate change, pastureland degradation, illegal hunting etc., while it also offers a love triangle, family conflicts, sex & crime, cliffhangers and plot twists. This will make the drama interesting and lively to attract Mongolian rural and urban audiences.

