



## Protection of the Mongolian khulan and its habitat in the eastern part of the Gobi Desert

- 2d Progress report for MBZ Species Fund (Project n°152510681) -

Environmental and scientific training for Communities and Environmentalists  
of the South-Eastern Gobi, and training for environmentalists of Nature, Environment and Tourism  
Agency of Dornogobi aimag, Mongolia

June 8-22, and November 7-8, 2016

2d progress report prepared by:

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## Introduction

### *Association GOVIIN KHULAN*

In 2008, the Association GOVIIN KHULAN (French NGO) started a conservation program to enhance protection of the threatened Mongolian khulan and its habitat in the eastern part of the Gobi Desert (Dornogobi province).

This conservation program combines a multidisciplinary approach based on:

- Research on the Mongolian khulan ecology, nature of interactions between khulans, wild and domestic species, nature of threats affecting survival of the Mongolian khulan ...,
- Community-based conservation program in which community groups are involved in research on biodiversity, wildlife monitoring and conservation activities,
- Professional and technical training of protected areas' staff and rangers, and people involved in the conservation program,
- Environmental education and awareness,
- Eco-tourism activities: tourism and citizen science expeditions and training of tourist guides.

Association GOVIIN KHULAN supported the trunk by some training materials (A book, a brochure about conservation of the Mongolian khulan, some photos and advices related to the creation and adaptation of some games and activities) the program extending to communities of Dornogobi aimag. Anne-Camille Souris, chair and research director of the Association GOVIIN KHULAN also did some training activities about the Mongolian khulan, presented the story book, donated some books to children met on the way in the south and southeast Gobi and provided rangers and people involved in the Association GOVIIN KHULAN conservation program with monitoring brochures and scientific training to use technical equipment provided to them and to do observations of wild khulans and other wild Gobi species.

### *Nomadic Nature Conservation*

The organization "Nomadic Nature Conservation" (Mongolian NGO) provides Nomadic Nature Trunk-mobile education for Trunks provide critically needed natural science and conservation education to communities and schools in and around protected areas throughout Mongolia. This travelling classroom in a box is designed to provide a creative learning ecology, environment encouraging total community engagement and participatory based training. Each trunk includes activities materials such as puppets, posters, maps, animal tracks, books and games focused on region-specific biodiversity and conservation concerns.

This travelling trunk program has been well received in rural Mongolia due to shortage of environmental education of rural area, a limited resource of country school, a strong national commitment to education. The Gobi ecosystem conservation trunk created within this project includes activities materials such as puppets, posters, maps, animal tracks, scats, books and games focused on this region-specific biodiversity and conservation concerns.

This joint project is part of the conservation program started by the Association GOVIIN KHULAN in these areas in 2008. It has been funded by the Mohammed Bin Zayed Species Fund and the VAN TIENHOVEN Foundation.

**Total Project Budget:** 12,500 USD (from Mohammed Bin Zayed Species Fund) + 19,860 Euros (from Van Tienhoven Foundation).

**On-the-ground partner governmental organization:** Small Gobi Strictly Protected area's administration based in Khanbogd sum, Umnugovi aimag.

**Training Facilitators:** Tungalagtuya Khuukhenduu (Nomadic Nature Conservation) for the Nomadic Nature Trunk lessons, and Anne-Camille Souris (Association Goviin Khulan) for activities about the Mongolian khulan.

*Environmental and scientific training for Communities and Environmentalists  
of the South-Eastern Gobi*

June 8-22, 2016



## I. Introduction

The main components of the field trip conducted from June 8 to 22, 2016, in the south and southeast Gobi within the joint project “Conservation of the Southeast Gobi wildlife and ecosystem through research and environmental education” by Nomadic Nature Conservation and GOVIIN KHULAN were: the Nomadic Nature Trunk training for communities and scientific training and technical support of some community groups and the Small Gobi Strictly Protected areas’ administration, in the south and southeast Gobi.

The training focused on local communities, including government officers, school teachers, protected areas’ staff, herder communities, border officers’ family members and herder families of the following soums: Khanbogd Bayan-Ovoo, and Nomgon (from Umnugovi province), and Khatanbulag and Mandakh (from Dornogovi province).

### ***Scientific training and guidance provided to local communities***

Within the components of the GOVIIN KHULAN’s program: “Community-based conservation program” and “Professional and technical training”, the purposes of this joint proposed project was to provide to selected community groups with knowledge about the ecology of the threatened Mongolian khulan, as well as to provide some of them with trail cameras and training to use these trail cameras and conduct monitoring of this species all around the year in order to involve these community groups in conservation of the Mongolian khulan and the Gobi ecosystem. The purpose was also to continue to support (on a professional and technical ways) the Little Gobi strictly protected areas’ staff.

II. Trip schedule:

Date	Description	Activities	Remarks
June,7	Preparation for field trip		
June, 8	Trip day to Khanbogd soum		
June, 9	Nature trunk training at Khanbogd soum	Nature trunk training for soum government officers, teachers and park staff	
	Handed over technical equipment to the Little Gobi SPA administration		
June,10	Trip to Bayan Ovoo soum and stop at "Dersnii zastav"	Nature trunk training for border officers' members and family	
June, 11	Day trip and stop at "Buduun modnii zastav"	Nature trunk training for border officers' members and family	
June,12	Day trip to Nomgon soum and stop at "Shuulen bulag zastav"	Nature trunk training for border officers' members and family	
June,13	Day trip and stop at "Tsagaan dersnii zastav"	Nature trunk training for border officers' members and family	
June,14	Travel to Nomgon soum's center		
June, 15	Trip day to BayanOvoo, and then to Khanbogd soum		
June, 16	Khanbogd soum		Discussions about the previous days
June,17	Trip day to Khatnii bulag herder community group	Nature trunk training to one herder family	This herder family is the family of the English teacher of Khatanbulag soum which is involved in Goviin Khulan's work since 2008
June, 18	Trip to Khatanbulag, and then to Ulgii Buddhist monastery	Wildlife observation training to protected areas' old ranger at Khatanbulag soum's center	Arrival on site late because of technical problem with the vehicle

June, 19	Day at Ulgii Buddhist monastery	Nature trunk training at the monastery with people	
June, 20	Day at Ulgii Buddhist monastery	Trail camera's training	Handed over trail cameras and brochures
June, 21	Trip to Choir		
June, 22	Trip to Ulaanbaatar		

### III. Participants:

	Participant's name	From where	Occupation
1	Battulga	Khanbogd soum	Park director
2	Batsukh	Khanbogd soum	Park staff
3	Buyannemekh	Khanbogd soum	Park specialist
4	Budjargal	Khanbogd soum	Park accountant
5	Erika	Khanbogd soum	Park staff
6	Narantsatsral	Khanbogd, soum	School teacher
7	School teacher		
8	School teacher		
9	Khurelbaatar	Khanbogd, soum	Agricultural officer
10		Khanbogd, soum	Park's ranger
11		Khanbogd, soum	Land management officer
12	Soum Inspector	Khanbogd, soum	Inspector
13	Kindergarten teacher	Khanbogd soum,	Kindergarten teacher
14	Enkhchimeg	Bayan-Ovoo, soum	Park's ranger
15	Sukhee	Bayan-Ovoo soum	Herder
16		Bayan-Ovoo soum	Policeman
17	Shinekhuu	Bayan-Ovoo soum	Park's ranger
18	Ganjiguur	Shuulenbulag zastav	
19	Enkhbayar	Shuulenbulag zastav	
20	Dorzovd	Shuulenbulag zastav	
21	Azzaya	Shuulenbulag zastav	
22	Munkhbayar	Shuulenbulag zastav	
23	L. Batbaatar	Tsagaan ders zastav	
24	Kh, Baatar	Tsagaan ders zastav	
25	M. Taivanjargal	Tsagaan ders zastav	

26	Ch. Bat-Ulzii	Tsagaan ders zastav	
27	O. Chojjamts	Tsagaan ders zastav	
28	Ch. Gantumur	Tsagaan ders zastav	Cook
29	B. Tuvshinjargal	Tsagaan ders zastav	
30	Nyamkhuu	Tsagaan ders zastav	herdsman
31	Enkhbayar	Tsagaan ders zastav	Kindergarten teacher
32	Nyalhkhuu	Nomgon soum	Ranger
33	Shinekhuu	Nomgon soum	Protected area's ranger
34	Borkhuu	Nomgon soum	Ranger
35	Ganbold	Khatanbulag	Herder
36	Gantulga	Khatanbulag	
37	Davaa	Khatanbulag	
38	Ganchimeg	Khatanbulag	herder
39	Bayarnorov	Khatanbulag	Secondary school student
40	Oyunchimeg	Khatanbulag	student
41	Tuvshinjargal	Khatanbulag	student
42	Davaajargal	Khatanbulag	
43	Odgerel	Khatanbulag	student
44	Gantugs	Khatanbulag	English teacher
45	Bold	Ulgii khiid, Mandakh soum	
46	Buyantogtokh	Ulgii khiid, Mandakh	Monk
47	Bayaraa	Ulgii khiid, Mandakh	Family member
48	Batmunkh	Ulgii khiid, Mandakh	Monk
49	Namjildulam	Ulgii khiid, Mandakh	Family member
50	Bold	Ulgii khiid, Mandakh	Lama/Monk
51	Dari	Ulgii Khiid, Mandakh	
52	Doljinsuren	Ulgii khiid, Mandakh	
53	Gansukh	Ulgii Khiid, Mandakh	
54	Nyamdavaa	Khanbogd Soum	Driver of protected area

### **III. Nomadic Nature Trunk activities**

#### ***Objective of the training***

- Improve knowledge of local communities for conservation of biodiversity of the Gobi ecosystem and the Mongolian khulan
- Engage communities for wildlife conservation
- Exchange traditional and scientific knowledge to each other
- Change people's attitude towards wildlife

#### ***Content of the training activities***

- Biodiversity of the Gobi Desert ecosystem
- Endangered species
- Wildlife and human relationship
- Gobi ecosystem food web
- Balance of the predator and prey species
- Build up volunteer conservationists
- Wildlife importance for nature
- Khulan behavior and ecology
- Animal Tracking
- Adaptations
- Evolution events
- Habitat loss
- Go this way
- What happened here
- Legislation for wildlife

## Training process

### 1. Introduction about the teachers and the training

### 2. Animal Puppets

The objective of the lesson is to check or evaluate each participant's basic knowledge about wildlife. It is also a brain storming about Gobi animals and their importance to the nature and the Gobi ecosystem.

Each participant has received an animal puppets and was requested to present his/her knowledge about the species. All participants first discussed about the species among themselves and then, presented about the species to other participants.

The teachers helped the participants to get more understanding about Gobi wild species, to find their importance in the Gobi ecosystem and why wild animals became endangered and rare. Community talked about Snow leopard, khulan, black tailed gazelle, wolf, red fox, corsac fox, argali sheep, Ibex, hare, hedgehog ... Anne-Camille guided the participants about ecology of the Mongolian khulan, this species significance in the Gobi ecosystem and why this species is now endangered, while Tungalagtuya guided the participants for all the other Gobi species.



New Findings: Sukhee, an old herder woman who lives in the south Gobi (Umnugobi province) said that the Mongolian Khulan-wild ass is respected and a sacred species, because the Mongolian khulan is a transportation of the God. It is why people avoid to hunt them. It is a new and important information, because usually local people don't like the Mongolian khulan and consider this species as the main competitor with their livestock.

### 3. Food web

During this lesson, all participants have learnt that all living creatures depend on each other to survive. They also understood about the balance in the ecosystem and how people impact on species and even make them more vulnerable or disappear (e.g. for commercial interests).



#### 4. Habitat loss game

Participants have understood about how habitat is important for wildlife. All species need space to access to water source, to get a natural shelter, to eat grasses, and escape from prey, a peaceful place to rest, a place to play and give birth. Participants also understood potential threats to wildlife through their habitat loss caused by human activities. The example of the impact of habitat loss on the Mongolian khulan has been often used during this trip.



## 5. Plants and animal flash cards:

Participants quickly learned English names of some animals, trees and wildlife while playing with a ball.



## 6. Evolution events:

Participants got knowledge about Earth evolution and events. This game has been used few times during the trip because of a limited availability of the participants.

## 7. Wild species track and scats:

Communities got skills to recognize wildlife tracks and scats.

They investigated wildlife tracks in some posters through artificial tracks and scats.



## 8. Go this way:

People walked like wild animals on some big printed posters.

### 9. Wildlife legislation: Do you know this?

Participants got knowledge about wildlife hunting law and wild animal's economical values and punishments while playing this game.



### 10. Adaptations: Wolf Dress up

Mongolian local communities do not like the wolf because when they usually lose many domestic animals from wolves' attacks. But through this game they understood which role predators play in the ecosystem and they realized that both wolf and human have many similar adaptations and food preferences.



## 11. Balance of predators and prey species:

Through this game, the participants understood how it can be difficult to species to survive in the wild to pressure from predators, from natural events (e.g. wild fires) and humans (e.g. hunters).



## 12. Access to water source

For this game, we used the example of access to water source for Mongolian khulans. Through this game, participants understood that animals can compete to access to water (than can even lead to fights between individuals), especially when water is very rare and scarce as it is in the Gobi Desert.

This game has been specially created for this trunk. Observations made by Anne-Camille Souris during her research work on the Mongolian khulan have been used to create this game.



### 13. General information about the Mongolian khulan

During each training sessions, Anne-Camille Souris provided to participants with some information about the Mongolian khulan as a sub-species of the Asiatic wild ass, about ecology of this species, threats affecting this species survival and this species significance in the Gobi ecosystem, and answered to questions from participants. Participants and her also sometimes shared their information and findings about the Mongolian khulan, mostly at the Ulgii Buddhist monastery which is a partner of the Association GOVIIN KHULAN since 2008.

#### IV. Results of the training activities

*The activities that the participants enjoyed the most were...*

- Habitat loss game
- Food web chain
- Who am I?
- Do you know these?
- We enjoyed all lessons (give opportunity to discuss issue and solve it.)
- Evolution
- Adaptation
- The balance of predator and prey species
- Animal and plant flash cards

*Participant's impression about the training and lessons*

- Visit more often to remote places and its communities, and to conduct additional trainings
- It helped to encourage all participants: It helped to encourage all participants to protect the environment in the future?
- Environmental issues are very understandable through a participatory approach
- It is very interesting
- Important lessons with environmental legislation
- Whole program is valuable
- This training helps participants to appreciate more the nature
- It gives important information to governmental and community representatives
- It improved our knowledge on a short time
- All lessons were taught by game/fun way
- Integrated theory with practice
- All lessons were interesting
- Liked the lesson named Do you know these?
- I gained many new things and improved my knowledge
- Lesson materials are interesting
- Zastav/border military base's people want to have their own trunk
- Communities of remote places wanted to participate to activity based training
- Kindergarten children need organic toys of animal and fruits
- Involve more English lessons

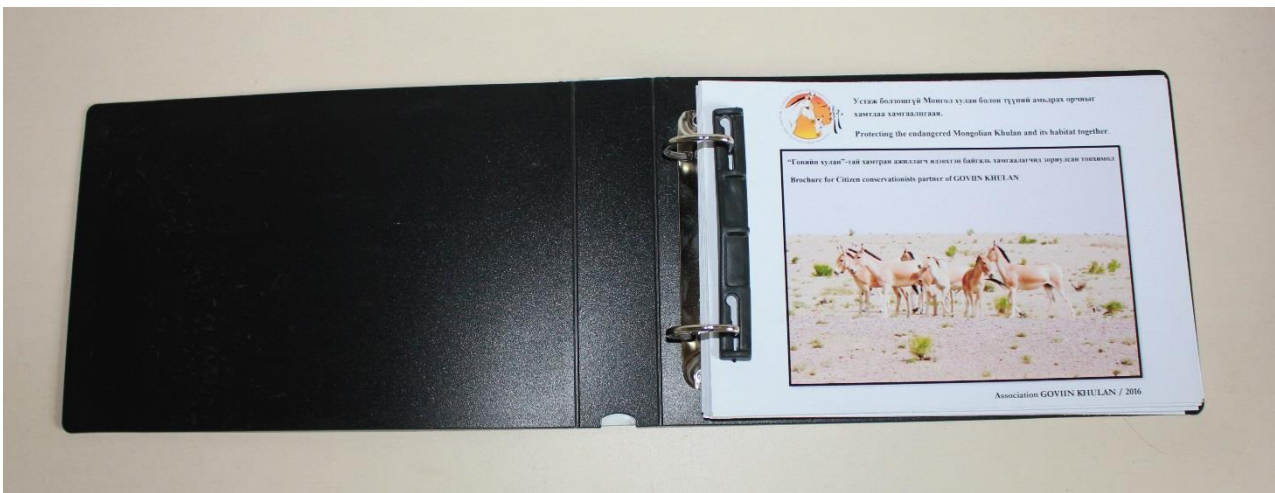
## V. Scientific training and guidance, and educational materials about protection of the Mongolian khulan

### V.1. Revision of the general brochures and monitoring brochures previously created

A general brochure about protection of the Mongolian khulan and a monitoring brochure have been created in 2012 by the Association GOVIIN KHULAN. These 2 brochures have been revised this year: updates of information about the status of the Mongolian khulan, addition of new information about the ecology of the Mongolian khulan, revision of the format of the monitoring brochure ...

Some of the general brochures printed have been donated to: soldiers of one zastav/border station where our team has stopped and where the border soldiers were very engaged in protection of the environment, rangers working in the small Gobi A and B strictly protected areas and to some members of the Buddhist monastery. Some monitoring brochures have been donated to rangers and to some members of the Buddhist monastery since they are involved in the GOVIIN KHULAN's conservation program as citizen scientists.

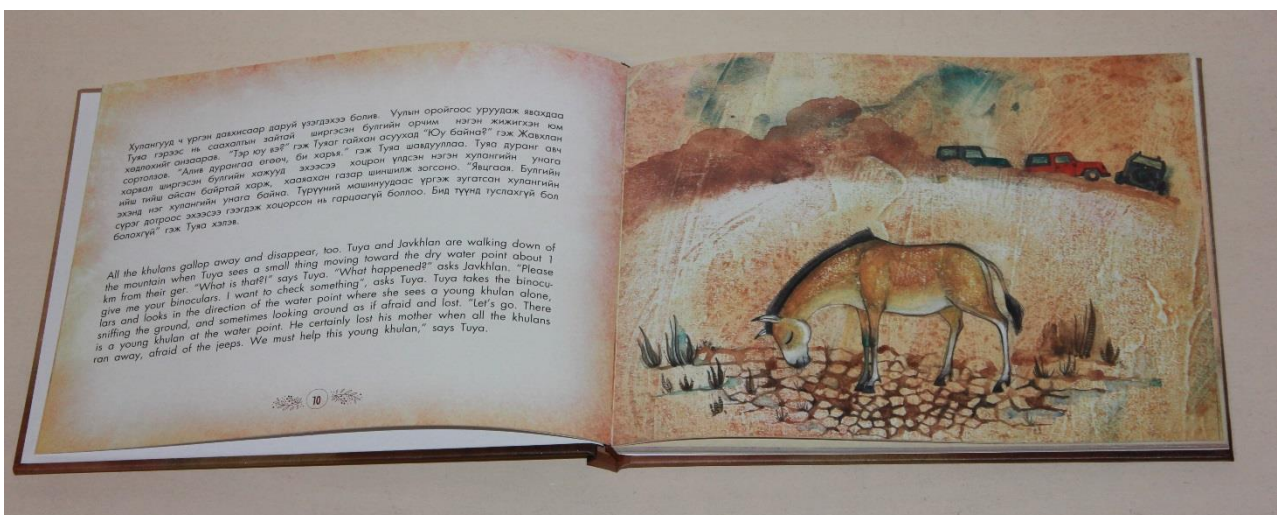
### Pictures of the general brochure

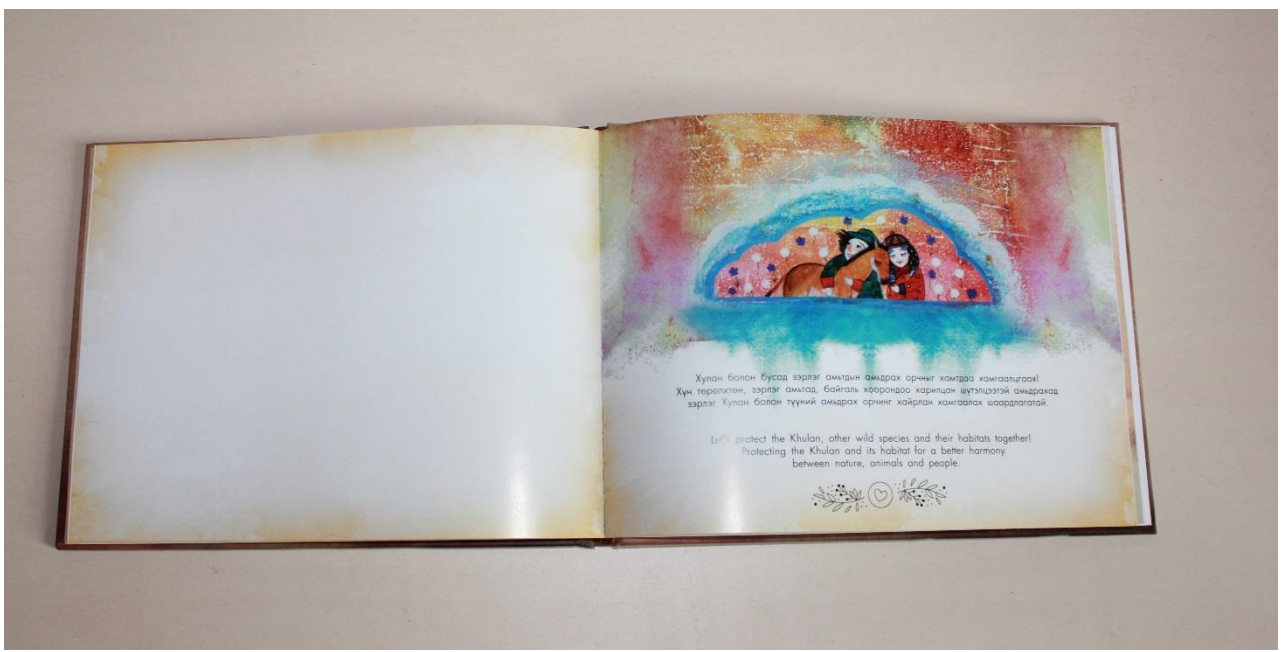
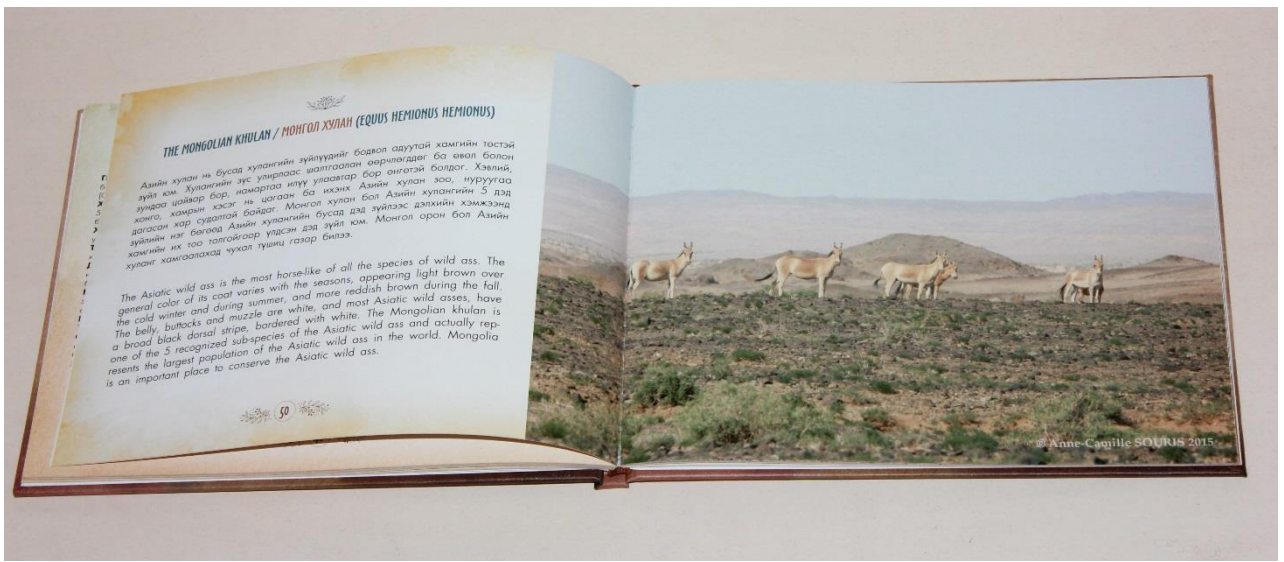
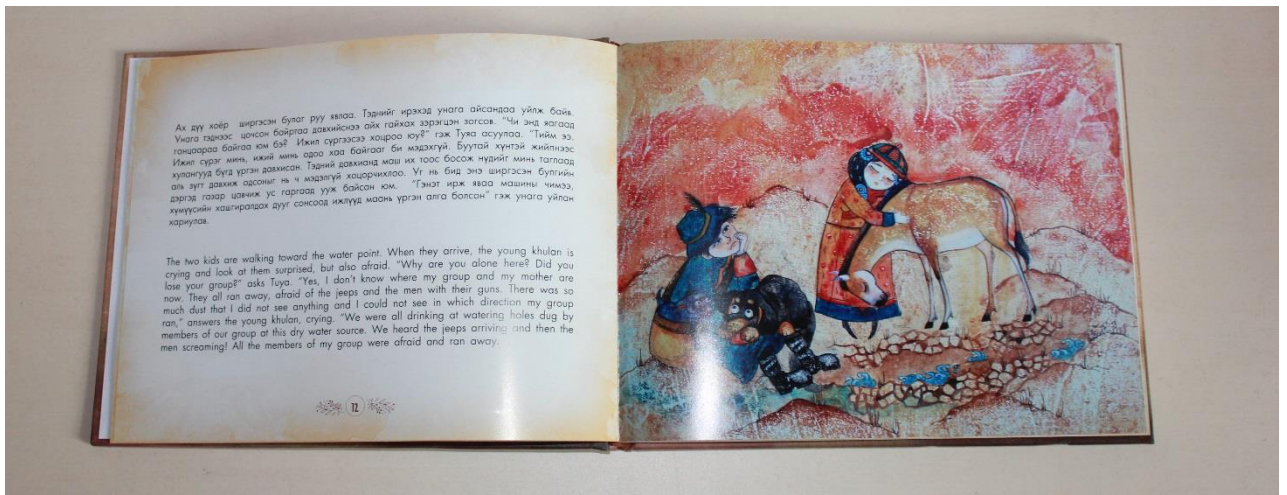




funding from the Association GOVIIN KHULAN (donated by a tourism agency that partner with GOVIIN KHULAN to conduct eco-tourism the southeast Gobi Desert).

Some books have been donated to: 1) the small Gobi A and B strictly protected areas' staff, 2) children of people involved in the trainings that took place in Khanbogd, border stations, Khatni bulag and children of the Ulgee Hiid Buddhist monastery community's members. Some books have been also donated to some herders or people living in the southeast Gobi region that Anne-Camille already met few years ago, as well as to the school of Khanbogd soum and Khatanbulag soum. 2 books have been also donated to the nature trunk of Khanbogd soum area (funded by WCS) and to the nature trunk created for teachers of Dalanzadgad/south Gobi (funded by WCS). 10 books have been also donated to the Great Gobi B strictly protected area's staff (which is located in the southwest part of the Gobi Desert and where a population of Mongolian khulans can also be found). Some more will be donated during the second stage of the project that will be conducted during the fall 2016 in Sainshand and Hamariin Buddhist monastery, and some will be sold to increase the range of awareness about protection of the Mongolian khulan and bring back more funding to print a second edition of this story book and develop the environmental education activities in the south and southeast Gobi. Among the books for sale, a total of 100 books have been sold to AREVA French mining company that will use the books as corporate gifts to donate in the southeast Gobi (Ulaanbadrakh and Dzuunbayan soums, where the mining company extract uranium and where AREVA, GOVIIN KHULAN and Nomadic Nature Conservation Mongolia will cooperate in the future to conserve the biodiversity of this region).





### **V.3. Educational materials for the nature trunk**

Some articles about the Mongolian khulan, the project and the grey wolf that have been published in Mongolian newspapers have been printed, as well as small poster about the world endangered Equid and some photos about the Mongolian khulan (tracks, dungs, water hole, ...) and added in a folder which has been then included in the nature trunk.

### **V.4. Providing of technical equipment**

Some technical equipment has been provided to the Small Gobi A and B strictly protected areas' administration as well as to local people who are partners of our project since 2008.

Technical equipment provided was as following:

#### ***Small Gobi A and B strictly protected areas' administration:***

-3 camera traps (including: memory cards, batteries, and metal posts)

-one digital camera

-4 binoculars

#### ***Ulgii hiid Buddhist monastery community's members:***

-2 camera traps (including: memory cards, batteries, and metal posts)

A 150-600 mm lens has been also bought for our team to take high quality photos of the Gobi wildlife that could be used to illustrate our educational materials and raise local awareness.

### **V.5. Technical training**

Training to use the camera traps has not been provided to Small Gobi A and B strictly protected areas' staff and rangers because they are already experienced using such technical equipment, but training has been provided to Mr. Gansukh who lives at the Ulgii Hiid Buddhist monastery and who is involved in the Association GOVIIN KHULAN's Mongolian khulan conservation program since 2008. 2 trail cameras have been provided to him and his family to settle in the surroundings of Ulgii hiid Buddhist monastery.

*Training for environmentalists of Nature, Environment and  
Tourism Agency of Dornogobi aimag, Mongolia*

November 7-8, 2016



## **Introduction**

The Nomadic Nature Trunk training for environmental organization's staff, rangers, and community organizers of Dornogobi aimag was held November 7-8.

The training of Nomadic Nature Trunk - a mobile education - has been conducted at Sainshand and handed over trunk for the Gobi ecosystem conservation to them. This activities have been done within the joint project by Nomadic Nature Conservation and Goviin Khulan Association.

### **I. Agenda of the training**

#### ***Day 1***

9.00 Opening

9.30 Icebreaking (lesson Who am I?)

10.00 Introduction of Nomadic Nature Trunk Program /presentation /

10.10 Lessons: (Food web chain, Habitat loss game, Blending in for survival,

11.00 Tea break

11.20 Lessons: (Wolf dress up, Puppet show, Adaptation riddles)

13.00 Lunch

14.00 Lessons: (Animals and plants splash cards, Mystery species election, Puppet show)

16.00 Tea Break

16.20 Lessons: (Waste management assignment, Evolution events)

17.30 Wrap up

#### ***Day 2***

9.00 Lessons: (Animal tracks, Wildlife crime scene, and Go this way)

11.00 Tea break

11.20 Lessons: (Mystery Species, Balance of Predator and prey species)

13.00 Lunch

14.00 Lessons: (Waste management, Field observation for animals, Predator and prey species, Water quality)

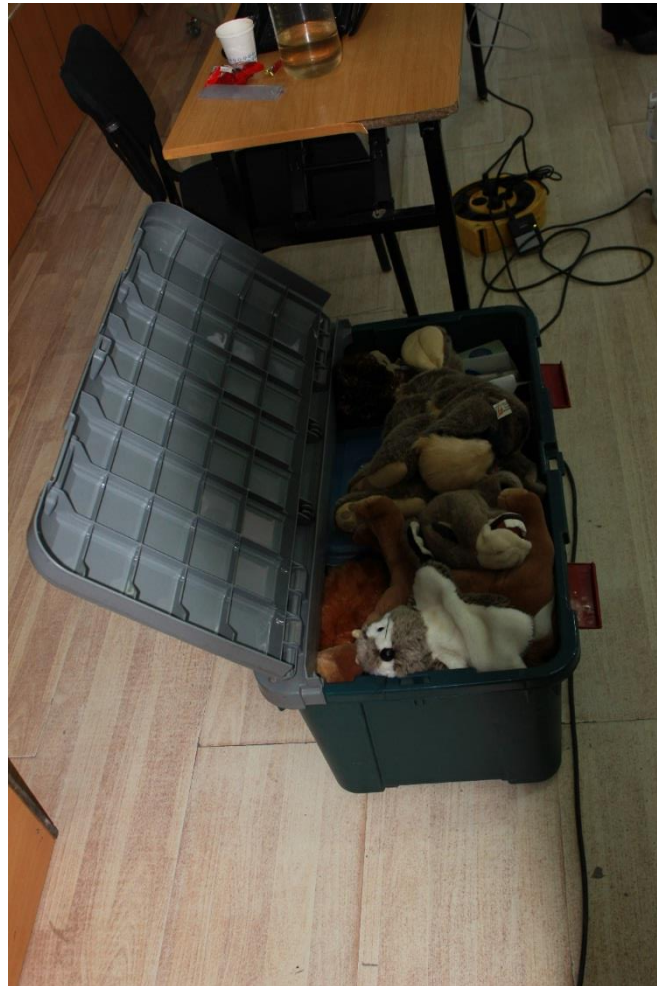
15.30, Inventory and participants feedback sheet introduction

16.00 Tea break. Closing

## II. Training process







### III. Participants

	First name	Occupation	Organization	Phone number
1.	Suren D.	chair	Nature, Environment and Tourism Agency of Dornogobi NETA	99745399
2.	Nasanjargal B	specialist	NETA	99143942
3.	Khongorzul I	methodologist	Children's and Family Development Agency	95294321
4.	Tsolmontsetseg M	specialist	Sainshand Soum government	96968681
5.	Buyannemekh G	Senior specialist	NETA of Dornogobi	99084657
6.	Munkhnasan N	accountant	Khamriin Khiid NPA	91338819
7.	Bayarmagnai T	ranger	Sainshand	91659405
8.	Bayanmunkh Ts	ranger	Sainshand	90484040
9.	Oyunbold A	specialist	NETA	99380253
10	Khuderchuluun B	Facilitator	Green development NGO	94068506
11	Azbayar O	specialist		96963691
12	Munkhbayar D			
13	Bulgamaa E		Metrological office	
14	Amgalansaikhan Sh	specialist	NETA	
15	Aldarmaa B	worker		91323260
16	Dulmaa ts		Khamriin khiid National Park Administration	

#### **IV. Training evaluation**

##### ***Question 1. About you (participants)...***

Occupation: As for Sainshand, 18 participants involved to the training. 8 of them were from Nature, Environment and Tourism Agency of Dornogobi aimag. Other participants came from Khamriin Khiid, metrological organization and soum government.

Lawyer-2

Botanist

Botanist and volunteer ranger

Ecologist and ranger-2

Tourism manager

Financial manager

Administrator and stock keeper

Teacher

Culture and government management -2

Accountant

Tourism manager

Specialist of EA

##### ***Why did you choose to be a part of this training?***

- Because work demand-2
- In order to get new and interested information-2
- Because I work Conservation organization-3
- Because I am a forest specialist
- To get information
- Wanted to know about wildlife
- I work at Khamriin Khiid National Park
- I am prepared Green development facilitator in rural area
- I am a teacher of Children's participation organization
- I work at Environmental agency of Dornogobi aimag
- To gain environmental conservation knowledge
- Because I am a volunteer ranger
- Improve my knowledge
- It is linked my position

##### ***Would you recommend this program?***

18 people said that Yes

##### ***About the workshop...***

I feel comfortable with the curriculum materials and feel that they will work in my community/school.

1 – 0,

2 – 0,

3 - 0,

4 - 0,

5 – 18

I plan to use the trunk program in my community/school.

1 – 0,            2 – 0,            3 – 1,            4 – 0,            5 – 16 empty -2

I understand how to reserve a trunk and get it to my school students and parents.

1 – 0,            2 – 0            3 – 0,            4 – 0,            5 – 18

***About the facilitator...***

The facilitator(s) was/were knowledgeable about the trunk program.

1 – 1,            2 – 0,            3 – 0,            4 - 0,            5 – 17 empty-1

The facilitators were engaging and got everyone involved.

1 – 0,            2 – 0,            3 – 0,            4 - 0,            5 - 17 empty 1

***Comments:***

I liked Educator's talk was understandable and her simples are close to acceptable.

Educator is very skillful and has big knowledge.

This kind of training is important to local family

I have participated to very significant and fruitful training and learned so many things.

Local trainers need more follow up trainings.

No comments that 13 participants said.

***Most valuable about the workshop...***

- All lessons were very significant
- I understood Ecological balance and all natural elements have important roles
- All lessons are conducted participatory based way
- As for me, I have been understood that "Human is not landlord of Ecosystem and we are only ecosystem's one element".by basic way.
- Training was participatory based and it was significant for our education
- This training gives me an inspiration to implement my new knowledge into my life or practices
- My personal knowledge about plants and animals are more deep and got detailed information
- I learned Natural balance
- Understood that we should protect wildlife and nature
- This training taught me How to teach conservation lessons to people by easy way.
- It was significant and understandable educator teach all lessons with participants
- Training was very significant
- I learned ecological balance and natural resources
- All animals have their role to Nature or Ecosystem
- It was very nice training and all lessons were very important

- This training gave us an important knowledge about nature and wildlife
- I have gained People's impact to Nature
- I understood Do not kill wildlife

***The activity I enjoyed most was...***

- Who Am I -2
- Do you know these? -7 (Animal law)
- All lessons were very interested-3
- Waste Management
- Habitat Loss
- All lessons (Because Participants involved to all lessons by themselves)
- All lessons (Because teacher's teaching methods and skill were great)
- Waste Management (I have been really understood that do not throw away any trashes in the street or natural places)
- Animal track lessons
- Information about animals in red list book
- The balance of predator and prey species
- Food web chain

***The activity I enjoyed least was...***

Nothing (18)

Honestly no least lessons

***If I was in charge of this training, I would change...***

- No comments (16)
- Young generations must have this training
- We will use this lessons
- Should increase more Participants and would invite representatives from disabled people and monastery.
- Nothing. I feel very nice to have this training and I do not know any idea to change this training. No comments and nice training was.
- This training was very different from other trainings. I had no such a nice training before and I have no other ideas to change the lessons. I feel Happy for this training.
- My recommend is to include the lesson about appropriate usage of drinking water
- Decrease training days
- Focus endangered species
- All lessons are interested
- In the future, all local community should have this training
- All organization should have this training
- To conduct this training very often. Thank you, teachers,

*Additional comments...*

- Good luck for your work
- To work together
- Want more lessons
- Herder families and soum people should have this training
- Thank you, teachers, and I want to try to teach all lessons
- Mining companies, railway, and road company people should have this training
- Needs cooperation projects on conservation actions
- Good luck teacher and wish you all happiness
- Want to join to this training for local people
- My personal thoughts are changed by this nice training and fixed my wrong understanding. Thank you so much. I have gained many information about Nature and wildlife. And appreciate teacher for your help to change my knowledge about nature and wildlife conservation. Thank you.

**Байгаль Хамгаалах Нүүдлийн Хайрцаг  
Сургалтын үнэлгээ**



**Таны тухай**

Таны мэргэжил? Соёл судлаач, Төрийн үргэллэгч.

Хаана амьдардаг вэ? Дорноговь. Сэлэнгэ сум.

Ямар учраас та энэ семинарт уригдан ирсэн бэ?, "Ногооч Ногоочийн үеэлүүд" ТББ- Ногооч Ногоочийн Хурт.

Энэ хөтөлбөрийг та бусаддаа санал болгох уу? Тийм Үгүй

**Сургалтын тухай**

Дараах асуудлуудаас алиныг нь зөвшөөрч алиныг нь зөвшөөрөхгүй вэ?	Татгалзах	Дунд	Зөвшөөрнө
A. Хичээлийн хөтөлбөр таалагдаж хүмүүсд хүртээлтэй болжээ.	1	2	3 4 <u>5</u>
B. Би энэ хичээлүүдийг сургуульдаа очиж заана	1	2	3 4 <u>5</u>
C. Би хайрцагийг хэрхэн хэрэглэх шилжүүлэх талаар ойлгосон	1	2	3 4 <u>5</u>

Санал: Боломжтой газрууд, хийн олоо, БТБ-г сураг хүчирхийлэх зэрэг зүйл, ТББ-уудад БООЖГ-ын мөртөөтхүүдэд хамширч дурт болон хөгжилтэй байрлалар тиймийг бодож дэвтэв.

Сургагч багшын тухай...

Дараах асуудлуудаас алиныг нь зөвшөөрч алиныг нь үл зөвшөөрч байна вэ?	Татгалзах		Дунд		Зөвшөөрнө
A. Багш нар хөтөлбөрийнхөө тухай их мэдлэгтэй байсан..	1	2	3	4	(5)
B. Багш нар оролцогчдыг бүгдийг нь дэмжиж оролцуулж чадсан	1	2	3	4	(5)

Санал: Үзүү өмнө нь хэтрүүлж үзсэн агаар сургалч багш  
хурт мөнгөтэй ажиллагаагаа гадаа хүчээр дүрмэт хийж. Үр дүнд, эргэн  
холодог сайн үржүүлэх.

Энэхүү сургалтын хамгийн ач холбогдолтой зүйл юу байв? Орлогчийн агаар түшиглэсэн  
Ташаа мөргүүлж ил ач холбогдолтой боллоо.

Хамгийн сонирхолтой хичээл? Хамгийн сонирхолгүй хичээл юу байв?  
Амьтаны мөр ташаа.  
Яагаад?... Нэр тал, өдөр тааралтай мөргөх. Яагаад?...

Хэрэв би энэхүү сургалтыг хийсэн бол юуг өөрчлөх саналтай байна?..... Орлогчийн тоог хэмжэж,  
Нөхцөлөө бэрхдэртэй үргэлж төлөөлөл оруулнах,  
Машинд байгууллагын төлөөлөл оруулнах байсан.

Нэмж хэлэх санал байвал... Үүн үзрэй, үзэ дүнд, ташаа зам-зөрл  
байгууллагын төлөөлөл оруулнах байвал сайн  
саналтай.



Сургалтанд оролцсон танд баяарлалаа

## Budget

			<b>expended</b>	<b>remaining</b>
Total: 12,500 USD				
Curriculum development		1250	1250	0
Trunk items and trunk assembling	<i>trunk - basis + assembling</i>	2305	2305	0
	game about legislation	150	150	0
	brochure - Khulan	45	45	0
	story book - Khulan	50	50	0
	<i>Mg tale about khulan</i>	5	5	0
	Book khulan (SDC)	20	20	0
	Videos about Khulan + DVD	10	10	0
	books	100	100	0
	books compassion & buddhism	0	0	0
Field trip	car and driver	1250	520	730
	benzene	1015	631	384
	Communication - SPOT and Mobicom (team)	140	27	113
	hotel	450	172	278
	food	1015	580	435
	gaz and other	100	70	30
	permits	60	0	60
Other	brochures	1000	0	1000
	miscellaneous	410	326	84
Expertise for training		3125	3243	
	<i>overexpanded</i>		<i>118</i>	
	over expanded and missing		<i>1800</i>	
	used for expenses from the other funding		<i>1196</i>	

## Contact information

For any more information about this project, please contact:

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A project proposed by:



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and



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