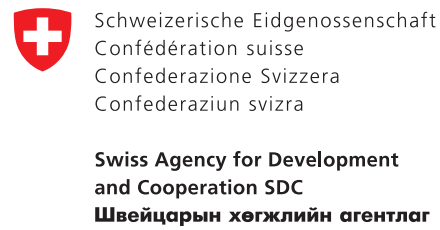


PROJECT FUNDING ORGANIZATIONS



PROJECT IMPLEMENTING ORGANIZATIONS

At National Level



At Local Level



MEMBER OF GLOBAL
FOUNDATION FOR
ENVIRONMENTAL EDUCATION

INFORMATION AND
TRAINING CENTRE
FOR NATURE AND
ENVIRONMENT

EDUCATION II

for SUSTAINABLE DEVELOPMENT

project

Quarterly Newsletter

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HIGHLIGHTS:

- "Sustainable Development Goals 2022" open day:
- ESD-II project team studies the experience of Germany
- Changing education-Mongolia 2022
- Covering the schools of Khentii province, which provides education for sustainable development
- Camp attendant in the summer and woodworking director in the spring
- The experience of "ECO" schools is the reason for leadership in the UN competition

ESD-II PROJECT TEAM STUDIES FROM GERMANY'S EXPERIENCE



The National Coordination Team of the Education for Sustainable Development-II project worked in Hesse on November 9-15 to study and learn from the experience of the institutionalization of Germany's Education for Sustainable Development (ESD) and sustainable development education provided to its citizens.

During this period, they worked in schools, day care centers and three Environmental Training Centers that support local communities in the field of sustainable development education, got acquainted with teaching methods and methodologies, and exchanged ideas on cooperation. The centers provide advice, information and educational training about the environment to people of all ages. Hesse, one of the largest states in Germany, has a population of 6.1 million, 700,000 students, more than 2,000 schools and 65,000 teachers.

The team of the ESD-II project expressed their gratitude to the Swiss Agency for Development and Cooperation, the advisor of the ESD International Consultant from the German side, and the member of the "Round Table Council" of the Hesse region, Reinher Matar, who supported the organization of the visit.

[Read more on the ESD-EXPERIENCE page.](#)

SPREADING DIGITAL STUDIO EXPERIENCE



Within the framework of the ESD-II project, the experience of the digital studio established by the international school "New Beginning" has started to be implemented by elementary schools in the capital's Bayangol district. Based on the standards of the "New Beginning" school, school No. 77 of the



capital has established a shared studio for teachers of six schools in the district to prepare digital lessons and content and use them as teaching materials. During the Covid period, there was a need to prepare e-lessons with visuals, so the teachers and students of the "New Beginning" school took the initiative to create a dedicated studio, which was built as a sub-project of ESD. Thanks to this, students of the school's final grade can effectively prepare for the general entrance exam, and teachers with the help of smart screens, whiteboards, cameras and microphones can deliver lessons in a more understandable and interesting way. Now schools No. 73 and No. 28 of Bayangol district are working to establish an electronic studio again.

JOURNALISTS VISIT THE EXEMPLARY SCHOOLS OF KHENTII PROVINCE

Members of the Club of Journalists for Sustainable Development got acquainted with the experience and implemented projects of Chinggis City, Dadal, and Bayan-Adarga Sum schools of Khentii Province, which were selected for the Education for Sustainable



Development-II project and journalists from more than 10 media channels including Gogo.mn, Tsakhiur.mn, Tovch.mn, Mongolian National Public Radio and The UB Post reported how the school team, students, teachers, parents, and local organizations work together to change and develop their environment, attitudes, and usage to make them more in line with sustainable development to distribute them to the public. Read the reports, articles and interviews on the ESD-ASSIGNMENT page.

[Read more on the ESD-ASSIGNMENT page](#)

YOUTH PARTICIPATION IS THE MOST IMPORTANT IN CREATING A CLEAN ENVIRONMENT

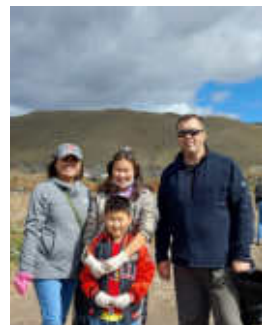
On the occasion of Earth Cleanup Day, September 17th, on the initiative of the European Union Representative Office in Mongolia, Dari-Ekh spring, a territory of 29th micro-district of Bayanzurkh district of the capital, and 5 km of land along the banks of the Selbe River were cleaned.

The activity started from the Sukhbaatar square, and the trash surrounding the area along the banks of the

ESD-NEWS

Selbe River from the Zuun Ail Bridge to Dambadarjaa and the Dari Ekh Spring was cleaned, collected and disposed of. Also, on this day, people sold their old items and donated the income to the activity.

In his speech at the event, the Minister of Environment and Tourism, B. Bat-Erdene, emphasized that "the influence and participation of children is the most important in creating a clean and litter-free environment". He also promoted the idea of sorting and recycling garbage instead of throwing away and cleaning up afterwards



This activity was jointly organized by the "Clean up" and "3R4UB" project teams along with the Ministry of Environment and Tourism, the United Nations Development Program, the Embassy of France in Mongolia, Caritas Czech Republic International Organization, "Tuvshin Saikhan Munkh" NGO, "Ongo Nem" NGO, European Recovery and Development Bank, and Tuul River Basin Administration.

THE FIRST DIGITAL SCHOOL IN MONGOLIA

Last October, our country started the operation of "Medle" e-school, the first online school in Mongolia, in order to create an equal opportunity for students who have chosen elective subjects of high school based on their needs and interests, but do not have the conditions to study them in person.

More than 10,400 10th grade students from 477 schools in 21 provinces and all districts will study in the "Medle" online school. "Medle" online school has 620 groups and 16 subjects will be taught by 155 teachers. In the future, this school will fully enroll 10th-12th grade students, and Mongolian children living abroad will be taught the Mongolian language and culture program through e-learning, and will be provided with the opportunity to receive general education certificates and ID cards, informed the Ministry of Education and Science.

Regardless of location, e-school students will learn from the most skilled teachers in Mongolia, develop their talents, strengths, and abilities, and fully master the program for determining career direction and selection. For teachers, they will work with the advantage of developing in their workplace and spreading their knowledge and skills throughout the country.

With the opening of the "Medle" online school, Mongolia is taking another step forward in the e-transition of the education sector, the Ministry of Education and Science announced.

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AT THE "SUSTAINABLE DEVELOPMENT GOALS 2022" OPEN DAY, WE...



An egg carton turned into a notepad, objects made of paper and scraps, and works that can be played with and tried out, such as the industrious earthworm, attracted the interest of the participants. Together, using VR technology, they traveled to the four-season greenhouse and green facilities of the 15th school of Orkhon province, and the eco-camp of the school in Hyalganat village of Bulgan province. This is a part of the work of the team of the Education for Sustainable Development-II project, which participated in the "Sustainable Development Goals 2022" open day held in Sukhbaatar Square last September in collaboration with the United Nations Mission in Mongolia and some ministries. On this day, students and teachers of 14 schools implementing the "Education for Sustainable Development" sub-project presented their experiences of providing education for sustainable development in their schools and districts.

With experiences to emulate, learn, localize, and apply ideas, this field was full of visitors. The parties conclude that the results of the ESD-II project jointly implemented by the governments of Mongolia and Switzerland since 2020 have reached 30,000 people directly and 64,000 people indirectly, and the parties concluded that they were able to influence at the national level.

The National Coordination Team of the project consists of 11 organizations including the Ministry of Education and Science, Ministry of Environment and Tourism, National Institute of Education Research, Center for Environmental Information and Training, General Authority of Education, MSUE, Center for Fresh Water Resources and Nature Conservation, Educational Evaluation Center, Mongolian National Broadcaster, and "Amgalan Delkhii" NGO. Also, the sub-project of the project is being implemented in six provinces including Arkhangai, Bulgan, Orkhon, Khovd, Khuvsgul, and Khentii, and a total of 30 schools in Bayangol and Songinokhairkhan districts of the capital city.

FROM SUKHBAATAR SQUARE TO KHYALGANAT VILLAGE CHILDREN'S CAMP



The secondary school in Khyalganat village of Bulgan province introduced the participants of the "Sustainable Development Goals 2022" open day to their activities by using VR technology at the camp they set up. The camp, which was established last summer as part of the "Education for Sustainable Development" project, is characterized by the fact that it is expanding with the support of the local people. At the camp, the children enjoy lessons in mathematics, English, tennis, chess, volleyball, and soccer, and learn about the traditional Mongolian household and get to know their natural environment. Last summer, a total of 55 children from UB, Erdenet city and various soums of Bulgan province spent their vacation in the camp. "The team of our school opened the camp in full force. The teachers and staff worked in the camp themselves," said Ts. Tsolmonbaatar, director of the elementary school of Khyalganat village. The camp, which was opened in a beautiful natural area and has a variety of educational programs, often received requests from parents to let their children visit.

SCHOOL WITH TWO CHESTS OF EARTHWORMS

"Erdmiin Urguu" complex school of the capital city came to the "Sustainable Development Goals 2022" open day with a wooden chest. There were many children who wanted to see the earthworms in the chest that fertilizes the soil and creates concentrated soil. The teachers and students of the school's "Eco Club" have prepared their own fertilizer for the school's flowers and plants as a result of implementing a project to produce fertilizer by thinning the soil with food waste and earthworms.

Like the "worker" bee, the earthworm of moisture creates a concentrated soil, and there are many people who do not understand it. Earthworms like vegetables, brown hard paper, dead leaves and green plants. When they see bananas and apples, they become happy and work harder. A student of the club explained that if earthworms eat the lemon and onion peel, the soil will become acidic and technology will be lost. Everything related to the earthworms, movement and function, food and nutrition, and care, and etc. is studied and experimented at the science classes. He also speaks in English. **D. Bolormaa, the teacher of the "Erdmiin Urguu" complex school,** said that they videotaped all of this and use them during



the classes. There are two chests that each contains 300 pieces of earthworms, in the "Erdiin Urguu" complex school. These earthworms were purchased from the Ecological Education Center of MSUE in the framework of the ESD project.

STUDENTS CREATE NEW PAPER FROM WASTE PAPER

Every time a product is purchased, the box is thrown away. However, the students of school No. 28 of Bayangol district of the capital city presented the experience of turning this waste into paper in order to use for their schoolwork during the "Sustainable Development Goals 2022" day. They found the idea from Tik Tok, which led to their friends and

fellow students praising and started using it together. Paper boxes and containers are shredded, soaked in water, put in frames, and dried in the sun to make recycled paper. When they tried writing using a pencil on the first paper they recycled through this method, the result was clear and comprehensible.

"My friends and I are using this paper as draft. The downside is that it is a bit fragile. Now we want to change the color to make it



lighter. We don't have to pay for extra paper because we are recycling it from the materials we have at hand. One small square memo paper costs 5,000 MNT, but we are making paper similar to it by ourselves. This saves paper produced by cutting down trees. Our school's eco club and the ESD project team are supporting us to make and use it together," said B. Khorolsuren, an 11th-grade student at school No. 28 of the capital.

THE LOCAL SUPPORT ORGANIZATION OF THE ESD-II PROJECT WAS APPROVED AS A "LEADER OF SUSTAINABLE DEVELOPMENT" by the UN

Information and Training Centre for Nature and Environment NGO was selected as the "Leader of Sustainable Development Educational Institution" in the "Leader of Sustainable Development" competition jointly organized by the United Nations affiliates in Mongolia, and UNICEF representative Evariste Kouassi Komlan presented the award.



In order to encourage good practices and best initiatives aimed at the implementation of Mongolia's "Vision-2050" long-term development policy and "Sustainable Development Goals", it was nominated and selected in the competition for "LEADER OF SUSTAINABLE DEVELOPMENT". He congratulated the team implementing the International Eco-School and Kindergarten Program, which supports education for sustainable development, and wished them success.

Schools and kindergartens implementing the program pay attention to the basic education of children by creating an ecological environment and conducting various training and influence activities. For example, students of Murun Soum Secondary School of Khentii province, who have qualified for the "Eco-school" program, have developed a habit of greeting everyone who passes by, picking up garbage on the ground, and sorting it out.

Because the program focuses on green development through the main themes of water, energy, waste, biodiversity, forest, school environment, climate change, global citizenship, health and safety-food and nutrition, road transport, responsible mining, knowledge about sustainable development and delivered to schools, kindergartens and communities through classroom and non-classroom formats. Read about the achievements and programs of BOMST NGO, which implements this program in Mongolia, in the ESD-LEADER column.

AROUND 200,000 PEOPLE ATTENDED THE OPEN DAY



According to the research of the UN Office of the Resident Coordinator and the National Statistics Committee, more than 200,000 people participated in the "Sustainable Development Goals 2022" open day. Half of them were young people.

In addition, more than 85 percent of the participants answered "Yes" to the question of whether they want to contribute to sustainable development, and it was concluded that this day has fulfilled its main goal of promoting the goal of sustainable development.

The most important thing is that every participant understood that the goal of sustainable development is not the call of the United Nations or any specialized organization, but the slogan, request, and goal of everyone in the world, and most of them wanted to participate in it themselves, highlighted the Press. Tapan Mishra, United Nations Resident Coordinator in Mongolia, in his speech to the organizations and public who participated during the day, said, "We are very satisfied and greatly inspired when we visited your tent, where you presented your activities, initiatives, and best practices aimed at meeting the goals of sustainable development in an innovative and creative way. This day was an event that showed us that it is possible to achieve the SDGs with the participation and efforts of all stakeholders."

EDUCATION WILL HAVE A UNIFIED CONCEPT AND LONG-TERM ORIENTATION FOR TRANSFORMING AND STRAIGHTENING OUT



ESD-ONE TOPIC column will highlight "Evolving Education" and will deliver a series of interviews and articles in 2023. The first guest is P. Oyunaana head of the Integrated Policy and Planning Department of the Ministry of Education and Science. Let's talk to her.

In general, why is the world choosing to transform? How will education change until 2030?

Due to the current situation of the world, injustice between countries, climate change, active initiatives and movements of children and youth, the world is facing the need to create a fair future with sustainable development by changing education. Countries around the world are debating the need to transform education to provide life-long learning opportunities for everyone to live and work in an uncertain future.

In line with the rapid development of technology and changes in the labor market, people can no longer live for long periods with a single skillset. Instead, people need to be able to acquire the necessary knowledge and skills when they need them, not limited to a certain period of their life.

"GIVING EQUAL OPPORTUNITIES FIRST TO THE GROUPS WITHOUT ACCESS TO EDUCATION AND LEARNING IS A PRIORITIZED CHANGE."

Another factor that will transform education is the ever increasing number of people who are unable to learn and develop due to poverty, gender and social inequality. In addition to this, the inequality in the access and quality of education caused by the COVID-19 pandemic, the violation of women's rights, the increase in conflicts and violence indicate the need to review education. For this reason, there is a demand to invest more in improving the quality of education and supporting the comprehensive development of young children.

The availability of digital technology in education and training will create more opportunities in the organization and format of training. But it is necessary to make it more accessible for everyone. In doing so, it is necessary to invest primarily in the target groups, develop free and high-quality electronic content, and work on innovations and changes in teaching methods.



Mongolia presented its plans and processes for changing learning through digital transition and partnerships at the UN summit on "Evolving Education" held last September. How are the results of this activity defined?

In anticipation of the "Evolving Education" summit to be held under the auspices of UN Secretary-General Antonio Guterres, the Ministry of Foreign Affairs of Mongolia, the Office of the United Nations Resident Coordinator, the United Nations Children's Fund, with the support of the United Nations Educational, Cultural and Scientific Organization, under the leadership of the Ministry of Education and Science, the National Institute for Educational Research /Educational Research Institute organized a national-level discussion in stages, ensuring the participation of many parties. In this discussion, Mongolian children, youth, teachers, researchers, civil society organizations, enterprises, entrepreneurs, representatives of the media and government organizations participated in the discussion on the issues facing the education sector, especially the delay in education and training caused by the COVID-19 pandemic,

and the lost opportunities to discuss and declare the image, vision, and commitment of future education, and based on the suggestions of the parties involved in the discussion, the "National Commitment" document was developed and submitted to UNESCO.

Panelists made suggestions to note that the COVID-19 pandemic will create a generational educational delay and have a negative impact on their future opportunities. In addition to educational delay, a proposition was made to pay attention to the negative impact of the closure of educational institutions on the psychological health of young people.

"THE ENROLLMENT FOR EDUCATION IN MONGOLIA IS HIGH IN GENERAL, BUT THERE ARE NO EQUAL OPPORTUNITIES FOR CHILDREN AND YOUNG PEOPLE FROM DIFFERENT GROUPS".

In order to eliminate this gap, we have taken measures to create a free e-learning library accessible to all students, spread and distribute TV lessons, provide smart devices to vulnerable groups and children of herders in cooperation with international development donor organizations and leading businesses, and increase the speed and accessibility of their Internet in cooperation with operator companies. However, it was cautioned that geographic location, language and culture differences, disabilities, national minorities, socioeconomic differences, gender, migration, and the digital divide affect access to quality and accessible services at all levels of education.

The parties involved in the discussion unanimously agreed that education is a universal value and mission, and jointly supported the development of necessary skills and competences for the children and youth who are the future of Mongolia, including supporting children and youth from educationally backward groups and strengthening partnerships to provide opportunities and stressed the importance of innovation in multi-stakeholder financing. It was accepted that education is not only the responsibility of the government, but also a universal cause.

"WE ARE MOVING TOWARDS A UNIFIED CONCEPT AND LONG-TERM ORIENTATION FOR STRAIGHTENING OUT AND TRANSFORMING EDUCATION".

The parties mutually agreed that reorganizing education is not about choosing and solving problems, but about continuing the good practices and traditions of education and training, discussing and implementing new concepts, methods, and solutions together. Therefore, it is our long-term goal to create a new policy, approach, method, and governance that will provide every student with equal opportunities to acquire the knowledge, skills, and values necessary to live and work in an unpredictable future, and to create an educational system based on technological progress.

Any educational decision should be collective for the welfare of the children and youth, improving the coordination of legal regulations aimed at this, creating flexible and technology-based opportunities and options for equal access and quality education, results-based management, organization, and monitoring, and there is a need to specifically develop evaluation criteria, collect data related to them in the official educational database, develop and implement evidence-based policy planning, and ensure the participation of all parties.

It is considered more effective and accessible to build an e-school than to build a brick-and-mortar school. The first online school was opened in Mongolia. How are the results determined and calculated?

"MONGOLIA RINGED THE BELL OF ITS FIRST ELECTRONIC SCHOOL THIS SCHOOL YEAR".

The purpose of the e-school is to provide equal opportunities to students who are unable to study high school elective subjects due to group size, and to organize Mongolian language and culture programs online for Mongolian children living abroad. In this academic year, 10,407 students of the 10th grade are studying 16 elective subjects. 148 teachers are officially working in the e-school. At first, there are clear results. First of all, the e-school has created an innovation in the method of teaching elective courses online. Also, the teachers of this school will become e-learning advisors and mentors after acquiring e-learning skills. In the beginning, students had problem with attendance and absence were commonly observed, but eventually the student's activity and participation improved. The Education Information and Technology Center of the Ministry of Education and Science has taken measures to increase the internet connection speed of schools participating in e-learning.

Also, the support of local authorities and parents in providing their children with smart devices is an important condition for the effectiveness of e-school activities. The Ministry of Education and Science is taking step-by-step measures to provide smart devices and improve the infrastructure of e-learning.

"THE MOST IMPORTANT SKILLS OF CITIZENS TO WORK AND LIVE IN THE 21ST CENTURY"

What skills will learners acquire related to transforming education? By 2030, what knowledge, skills and attitudes will be acquired citizens?

In the national discussion held under the theme of "Evolving Education", the participants representing citizens emphasized the need for children and youth to develop knowledge, skills and abilities to live and work in uncertain social and economic conditions and use technological advances. Also, in order to preserve the national history, culture and traditions, to cultivate the values of protecting the natural environment, to improve and transform the curriculum and content,



in connection with this, to develop and disseminate electronic curriculum, content and methodology, to create an electronic scientific test database, and there is also a need to make it accessible to all children.

For the citizens who live and work in 21st century, it is very important to learn in meta-knowledge needed for living and working in ever-changing society, learning to learn, emotion management, planning and determination, understand others, co-learning, work, decision making, work in cyber-platform, developing learning skills, lifelong-learning, development competency, peace and safety, and integrate stakeholders participation to develop skills in promoting the green development concept. Moreover, it is equally important to support learning in social and emotional, arts, ethics skills, digital skills, learning skills in pandemic and natural disasters situation, and developing life skills that are critical for the children and youth. Related to these circumstances, NIER conducted analysis for all level education curriculum, and at first, developing pre-school and general education curriculum concept. The first draft of the concept developed and submitted for public discussion and will be concluded in December. I would like to highlight that citizens and organizations can provide their comments and inputs to the curriculum concept during this discussion period.

It is said that the "Education reform starts with the teachers reform", then, from what the teachers' reform start? Especially, in our country where does it start?

"WILL PROMOTE THE INITIATION TO PROVIDE SPECIAL SUPPORT FOR TEACHERS AS IT IS A PRIORITY PROFESSION OF THE SOCIETY"

In the framework of "changing education" initiation, we prioritize to pre-calculate the visible and invisible deficit of teachers that would happen in the near future, introduce flexible and alternate teacher training program, provide special support schemes for students enrolled for teachers profession, constantly increase allowances for teachers who work in countryside and remote areas, and introduce other financial support and innovations for calculating how the teachers would change. Moreover, we are working towards updating the teacher's roles and responsibilities through modifying teacher profession concept, standard and requirements and reflecting the function and duties of being guides for change besides being just a teacher into legal and policy framework. Starting November, 2022, we developed teachers' professional standards jointly with the professional organizations and its first draft is completed.

One of the significant objectives of the sector is to prepare teachers who conduct online training, constantly develop students, conduct training sessions that gives equal opportunities for all students, as well as who can develop together and implement specific policies directed to this. We will focus on providing equal opportunities for continued development which is not dependent on the time and distance through modification of teacher training and professional development system in line with renewed standards and requirements and introduction of online platform. Also, will provide opportunities to the government support for defining the needs for the continued development of teachers' profession and promote active cooperation and participation of relevant parties for developing teachers as well as development of teachers at the workplace.

We have started implementing activities such as supporting public and private sector cooperation for improving teachers status, standard, and quality of livelihood, evolving initiations of special support for regarding teachers as priority professionals in the society and calculating and renewing the teachers workload with consideration of the learning loss caused by COVID-19 pandemic and other consequences.

Journalist D. Davaadulan



The National Coordination Team of the Education for Sustainable Development-II project worked in Hesse from November 9 to 15 to study and learn from the experience of the institutionalization of Germany's Education for Sustainable Development (ESD) and sustainable development education provided to its citizens. During this period, they worked in schools, day care centers and three Environmental Training Centers that support local communities

in the field of sustainable development education, got acquainted with teaching methods and methodologies, and exchanged ideas on cooperation. The centers provide advice, information and educational training for people of all ages about the environment. Hesse, one of the largest states in Germany, has a population of 6.1 million, 700,000 students, more than 2,000 schools and 65,000 teachers.

The ESD-II project team would like to express our gratitude for the support of BOMST NGO from the Mongolian side and Reinner Matar, a member of the Round Table Council of Hesse region and the advisor of the ESD International from the German side, in organizing the visit.

LEARN, EVOLVE AND CHANGE OTHERS WHILE TRAVELLING AND RELAXING



First day of training. Feel, learn and participate in changing while playing and having fun. The experience study team started its training at the Environmental Center of Hanau, Hesse, Germany. Established in 2002, the center is unique in that it has a large area for introduction of zebras in addition to a training hall for discovery and cognition and a garden. Therefore, a whole day is not enough to get to know all of them.



In the training hall of this center, you play while you try to find the answers to questions such as how many trees are burned to bathe, charge your phone, drive a car, what causes rain and water, how does it fall, how the global climate is changing, what do you dream for your city, and what can you do to change it? The central garden has more than 10 different kinds of fruits, hundreds of plants and many kinds of trees. In the garden, they learn how to light a fire in the forest, stepping on stones with bare feet, the smell and taste of meadow flowers and forest fruits, and where certain trees and fruits grow.

It was presented that every year from April to October, more than 300 courses on environmental topics are held in schools and daycare centers, involving 12,000-15,000 participants.



"CHILDREN ARE GOOD DISTRIBUTORS OF EDUCATION FOR SUSTAINABLE DEVELOPMENT"



Second day of training. The project team's next visit was the Environmental Information Center in Frankfurt, Germany. Providing environmental education for all ages, this center also provides a realistic learning environment. Here, while playing, it influences you to learn good habits by getting to know about natural science, the environment, and climate change. Therefore, the learning tools are mostly games.

Every year, about 18,000 children and adults participate in the training at this center and get to know the park. Also, like other centers, they will go to schools and day care centers to conduct training.

Interview with Michael Schlech, Senior Lecturer at the Center for Environmental Education in Frankfurt, Germany.

What ages are the main learners and users of your center?

They are divided into two groups: 6-10 years old and over 10 years old.



Children and adults who come here play, experiment and learn by becoming the main role themselves. The method seemed interesting.

Yes. We try to choose a method other than just a teacher speaking in front of a blackboard. We work with the students and conduct training with their participation. I want the teachers from other schools to adopt this idea and use it in their lessons. Education for sustainable development can be integrated into all subjects.

Depending on the subject, it can be integrated into any curriculum, be it biology, physics, politics, or society.



You said that your center, in other words, the NGO, has been working continuously for 25 years. Funding is important for this. It is interesting to know where and how it is financed.

Centers providing education for sustainable development are financed from the budget of their province or the state. We receive very little money from schools and students.

What are the results of your activities for sustainable development and what impact do you think they are having now?

It's hard to measure. Our goal is that everyone, including every child, knows what they can do, how they can contribute, and what impact they can have to reduce the global climate problem, and get ideas to help with their own actions. I want people to get used to it. Once a year, we organize a wind festival or a big event in our city to give ideas or motivation. Children like it very much. When they go home, they tell everyone and wants to try it together. Children are good distributors of education for sustainable development. That is very nice. In my opinion, students from our center not only learn new information, but also learn how to live environmentally friendly in their daily lives in the 21st century. I think they also learn how to survive and cope in a time when food is scarce and natural risks are increasing.



NGO IMPLEMENTS EDUCATION FOR SUSTAINABLE DEVELOPMENT

ESD-EXPERIENCE

Third day of training. Representatives of the Ministry of Education and Culture, Ministry of Environment, Climate Change, and Agriculture of Hesse Region, and representatives of the ESD "Round Table" welcomed us and presented the ESD policy and implementation of the Hesse Region.



Germany adopted its first policy document in this field in 1980, and 16 states agreed to include environmental and sustainable development education in official education programs. However, since 2017, ESD has been introduced and implemented in schools at the same level and with a unified program throughout the country, while NGOs and training centers have already started informal training. Each state of the country has separate ministries and policies. Mrs. Silke Bell, an expert of the Ministry of Education and Culture, said that the State Ministry of Education and Culture, the Ministry of Environment, and the Ministry of Health formulate policies in the field of ESD and implement them through joint activities with NGOs.



It was observed from the activities of official information and training centers that the main forces implementing ESD are NGOs, training centers and schools. Out of 2,000 schools in Hesse, 230 of them, as well as 15 NGOs and more than 60 training centers, actively implement sustainable development education activities and enroll about 150,000 children and adults in their training. It was also reported that on average, more than 200 individuals at various management positions of government organizations study ESD each year. It has become a tradition for Hesse province to hold a major event once a year on environmental and climate change. 75,000 people attended this year's climate change event, said Sylvia Fingler, spokesperson for the Ministry of Environment, Climate Change and Agriculture.

"KNOWLEDGE OF NATURAL SCIENCES IS THE FOUNDATION OF EDUCATION FOR SUSTAINABLE DEVELOPMENT"

In Hesse, NGOs working in the field of ESD have formed the "Hesse Association" for sustainable development. Founded in 2014, this organization, which operates on the principle and form of a "round table", is tasked with making proposals in the field of ESD, advising and promoting NGOs, and initiating specific projects and implementing them in cooperation with government agencies. They also stated that representatives of more than 30 organizations with high knowledge and experience in the field of ESD, who are members of the association, work voluntarily. They also pointed out that the main goal of this association is to provide ESD to its citizens and to establish good habits. Also, because knowledge of natural sciences is the foundation of sustainable development, they pay attention to imparting knowledge in this field.

CEMENT-FREE AND PLASTIC-FREE GARDEN



Fourth day of training. I was thinking these are really ideas for decorating parks, forest strips, and hillsides, after visiting Frankfurt's Rheinmeine Park. With unique wooden houses, fish ponds, reed ponds, meadows with a variety of flowers, bushes, plants, trees, and rest camps, Frankfurt's Rheinmeine Park is completely different from the big city.



In the 1990s, local politicians proposed the establishment of an environmental awareness center, buried and rehabilitated the gravel quarries and landfills that had been operating for many years, and established the Regional Environmental Protection Center. It was interesting that the wooden house in the center, the design of the rooms, and the teaching materials were all changed from the established one-size-fits-all model to the use of natural light, with different color designs and solutions. The center organizes more than 300 adventure tours in the park every year. Starting from 2020, the "New Year of Education for Sustainability" project has been implemented in cooperation with the Ministry of Environment and Culture. Patrika Bertram, coordinator of the project, said, "Our center is implementing the project with the funding of the MNE of Hesse. 108 schools participate in project training. More than 40 trainers and volunteers from NGOs are helping to implement the project." She also said that in order to attract adults to the training, they deliver information online and cooperates with schools that have study-from-home training.



Back from training: The members of the national technical advisory team of the Education for Sustainable Development-II project came back to Mongolia and discussed the results of their studies in Germany and exchanged ideas on implementation practices. National coordinator of the project A. ENHTOGTOKH: We see four main ideas. These include.

- In-depth study of the institutional structure for supporting ESD in Germany, the activities of the Round Table in Hesse, and the possibility of incorporating it into the model of institutionalizing ESD in Mongolia
- Identifying the topics and content of ESD and Global Citizenship Education to be included in the curriculum of all levels of education, and changing the methodology and evaluation solutions for implementation
- To introduce the practice of having a unified supply of learning materials in the capital, districts, and provinces, and jointly using them through a contract for a certain period of time.
- Studying the quality assessment of schools in Hesse, Germany, transferring the self-assessment sheet of the "Whole School Approach" that is being tested as part of the ESD-II project, and spreading the experience nationally.

She also said that they will further plan and implement activities at national level during this project implementation period and after the project ended.



REINER MATHAR "SIMPLE ACTIONS OF THE GERMAN PEOPLE REFLECT EDUCATION FOR SUSTAINABLE DEVELOPMENT"

Reiner Mathar, an international consultant on sustainable development education and a member of the "Round Table Council" of Hesse, Germany, was invited to the "ESD-GUEST" platform to clarify and discuss the experience of how the country provides education for sustainable development (ESD) to its children and citizens.



We visited two NGO centers that provide training in the field of sustainable development education. We felt that they are spreading information and knowledge in a very simple way and focusing on making it a habit. Are the results fast?

The results of Germany's lengthy efforts in education for sustainable development can be seen in simple things. Let me give you an example. When I went to France with my two sons, there were quite a few things that upset them. Having learned to sort their garbage from childhood, France's different situation must have upset them. Garbage is separated everywhere in Germany. Sustainable development policy is officially included in all curricula in our country. Therefore, it can be said that actions for sustainable development have become a way of life for people. For example, sorting garbage, saving electricity, and choosing organic food, even if it is more expensive, have become daily habits.

In Germany, primary school children must visit a farm to get acquainted with their operation one or more times during their four years of study. Learn about how milk is processed, how flour, rice, and vegetables are grown, and what steps are taken to transport those foods to city stores.



Will there be a separate lesson on sustainable development education at school?

There are no separate or special lessons. All course programs include sustainable development education content. In general, the German education system focuses on the development of children's skills. Children:

- Data collection and processing
- Embrace diversity
- Global change analysis
- Change of opinion and empathy
- Critical thinking and interpretation
- Evaluation of development activities
- Unity and collective responsibility
- Understanding and conflict resolution

- Ability to participate in global change
- Must master 11 skills including participation and co-creation. It is determined which skills will be developed in which subjects.

How do you prepare teachers for sustainable development education?

They are prepared in two stages. For example, in the case of a chemistry or physics teacher, we include sustainable development policies and ideas in all their university courses. In the two years after graduating from university, they will participate in teaching and teaching methodology training on the topic of sustainable development education. It's simple. It means learning to teach how to grow flowers and vegetables, what type of transport to use to go to school in order to be environmentally friendly for yourself and the environment. Teachers learn how to connect and teach sustainable development education topics to their own subjects. They practice 12 hours a week.



We understood that these activities are managed by the provincial Ministry of Education in collaboration with the Committee on Education for Sustainable Development. What is the role of the temporary committee itself?

Until 2016, I worked as the head of the education department of the Government's Sustainable Development Policy Committee. There are 11 centers supporting sustainable development education in our province. I oversaw their development of the policies. I am now the head of the NGO Hessian Association for Sustainability. The Ministry of Education and said association determine what schools should do in the field of education for sustainable development. But how to do it is up to the school. The above 11 centers provide ideas, advise and collaborate on how to provide ESD in schools.

It was observed during the trip that NGOs play an important role as a bridge in the implementation of government policies in Germany. They are also financed from the budget. Can you tell me more about this?



The government supports the budget of NGOs financially. Schools and NGOs have the right and duty to implement the policies issued by the government. They work together. For example, a school that includes agricultural training in its program will work with farmers. In this way, farmers who cooperated in sustainable development education are given incentives from the budget. NGOs are 100 percent financed from local and state budgets. This is how NGOs, schools, and the government work together.

When did Germany officially start providing education for sustainable development?

Germany adopted its first policy document in this field in 1980. At this time, 16 German states had signed on to introduce environmental and sustainable development education into the education system.

You said that the results of including ESD in the official curriculum can be seen in the good habits of citizens. On the other hand, what are the economic results?

Germany is in the process of developing a measuring system that can measure this across the country. For now, the results are measured by each of the 16 states. It is measured by how many eco-schools there are, whether they are progressing, how many schools are at the

top level, and how they have progressed. Each school specializes in a different area of sustainable development education. For example, some focus on anti-violence and human rights issues, while others are different.

In your presentation, it was said that you had experience in organizing training in the framework of the ESD project in Mongolia with the approach of working with the whole school.

I visited and worked in Mongolia twice in 2017 and 2018. When I first visited, I worked in different schools and got to know the Mongolian education system. Thus, the concept of introducing ESD into the Mongolian education system was developed. On my second visit, I proposed the idea that NGOs should be involved in the implementation of this concept in Mongolia, and it is in the process of being implemented.

Thank you.

REDUCING PLASTIC BAGS, PLASTIC CONTAINERS, CANS AND ASHES WILL LOWER MONGOLIA'S WASTE BY 50%



It is important that they talk about and pay attention to waste before it occurs. It was emphasized that it is everyone's responsibility to make responsible purchases, to think whether it is a necessity or not. It is believed that 60-70 percent of the total waste can be reused and restored rather than recycled.

D. Olziibilig, director of the "Mongolian Sustainable Development Bridge" NGO, the deputy implementer of the project to ensure the sustainability of plastic waste recycling in Mongolia, said, "Our daily actions are all connected. A project was implemented to make musical instruments from waste. People may know that we made 25 different types of musical instruments and used them to perform on the "Mongolia's Got Talent" show. We also tested and showed that children's toys can be made from sheep's wool. "There is a good experience in kindergarten No. 78 of Songinokhairkhan district of the capital."



By reusing 30 beverage cans, you will be able to reduce emissions equivalent to a Toyota Prius emits for travelling 77 km. By reducing and recycling cans, plastic bags, plastic bottles, and ashes, Mongolia's garbage can be reduced by up to 50 percent. The more glossy and luxurious the packaging, the harder it is to recycle and the longer it will last without being absorbed into the soil. It is not processed in Mongolia. During the regular training of the technical advisory coordination team of the ESD-II project, Zack Conn, an Australian expert from the project staff of the "Caritas" organization of the Czech Republic, and D. Ulziibilig, the director of the "Mongolian Sustainable Development Bridge" NGO taught a lesson on "Monitoring the Organization's Footprint".

TRAINING FOR EDUCATION AND CULTURE STATE INSPECTORS HAS BEEN ORGANIZED



Funded by the Swiss Agency for Development and Cooperation, member organizations of the national technical advisory team of the ESD-II project have conducted training on sustainable development and sustainable development education. The Department of Professional Inspection organized the "Partnership of Stakeholders in Providing Quality Education with Equal Opportunities" training to empower state inspectors of education and culture in Ulaanbaatar in collaboration with some organizations that are members of the national technical advisory and coordination team of the ESD-II project. Education and cultural inspection state inspectors of the General Department of Professional Inspection, the Capital Department of Professional Inspection, and the Department of Professional Inspection of 19 provinces and districts participated in the training.

The following presentations are delivered and conducted open discussion: "Whole School Approach-Education for Changing the Society" by Ms.Mita Gosvami, International consultant of ESD-II; "Implementation of Teacher Training Program and its Common Requirement, Mongolian Teacher's Model" by Ms.Ya. Shiilegmaa, a Head of Scientific Research and Innovation Unit of MSUE; "Participation, Partnership, and Cooperation for Education for Sustainable Development at Local Level" by Mr.L.Temuujin, a SC Member of ITCNE and ESD-II Consultant; ESD-II Project Activity, Results, and Role and Involvement of the Training Organization" by Ms.A.Enkhtogtokh, ESD-II Coordinator; "Results and Lessons Learned from Piloting WSA and Self-Assessment Methodology at Model Schools" by Ms.E.Shinetssetseg, a Head of Global Environmental Education Fund, Executive Director of ITCNE.

COMPILATION OF INTERNATIONAL EXPERIENCES ON EDUCATION FOR SUSTAINABLE DEVELOPMENT IS RELEASED

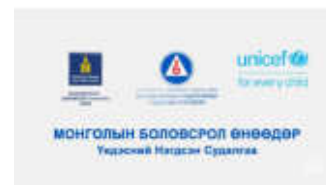
With the support of the Swiss Agency for Development and Cooperation, within the framework of the ESD-II project, the National Institute for Educational Research (NIER) has published four sets of guide books on "Methodology for the Integration of Education and Learning for Sustainable Development Goals". This time, at the request of academicians and teachers, the institute has translated and compiled four books that will help clarify the ways to implement the new global initiative to intensify the work of sustainable development for all and transform education for sustainable development. This was highlighted by the Director of NIER, Mr.Itgel, Ph.D, as "Mongolia and education sector of Mongolia strive to substantiate global new initiations and activities through action and implement them at each stages of sustainable development and historical development of education

for sustainable development.

I encourage all level policy makers, decision makers, international and national partner organizations, local communities, parents and guardians who read this complete translation that included international policy documents, research results, recommendations from experiences of countries which implemented it, and the future of the education to support all initiations and ideas and efforts of schools and teachers in teaching and learning for ESD and changing its environment for implementation" in a book preface called "Compilation of international experiences on education for sustainable development"

ESD-COOPERATIVE PARTICIPATION

TEACHERS-RESEARCHERS TRAINED FOR "MONGOLIAN EDUCATION TODAY" SURVEY



We have prepared teacher-researchers in 21 aimags and 9 districts as well as methodologists from NIER who will be working

to train and build capacities of data collectors for "Enrollment in education service of children and youth aged 0-24, 2022" survey conducted in the framework of "Mongolian education today" national complex survey. The survey "Enrollment in education service of children and youth aged 0-24, 2022" will cover a total of 920,165 households in Mongolia, and a total of 4,600 data collectors will work on this project. Training and capacity building of data collectors, district and local trainer-researchers training was organized based on the need for capacity building of provincial and district trainers. A total of 87 participants from provinces and districts participated in the training and worked on the first version of the research methodology and platform.

COUNTRIES TO JOIN EFFORT TO FIGHT PLASTIC POLLUTION

The United Nations Environment Program (UNEP) held the first meeting of the "Intergovernmental Negotiations on Developing a Valid International Legal Document on Plastic Pollution" in Punta del Este, Uruguay.

More than 2,300 representatives of governments, scientific organizations, private sector, non-governmental and civil society organizations and observers from more than 160 countries participated in the conference. E. Battulga, State Secretary of the Ministry of Environment and Tourism, attended the general meeting and emphasized that it is important to take into account the different situations of countries when developing a system for recycling plastic waste, creating economic incentives to support it, and developing valid international legal documents.

If the international community does not make joint efforts, the production of plastic will increase three times by 2060. Our country aims to increase the recycling rate of plastic and other types of waste to 30 percent in 2025 and 40 percent in 2030.

STUDENTS FOUND SUSTAINABLE FUTURE CLUB



The "Sustainable Future" student club of the School of Education Studies of MSUE organized the "SUSTAINABLE FUTURE" and 3R Day as their first activity at the school. More than 30 teachers and more than 70 students participated in the day with the slogan "Reduce, Reuse, Recycle" and contributed to sustainable development by reducing their ecological footprint by exchanging, selling and buying things that they do not use themselves but can use for others. The students of the club aim to make teachers and students adopt the habit of contributing to sustainable development through their simple and interesting activities, and promote it to the public. It was presented that the income from the activities will be dedicated to improving the learning environment of students with disabilities.



FROM THE EXPERIENCE OF PROVIDING AND ACQUIRING SUSTAINABLE DEVELOPMENT EDUCATION IN KHENTII PROVINCE

Last October, members of the "For Sustainable Development" journalists' club reported on the results of the projects initiated and implemented by the supporting schools of the Education for Sustainable Development-II project in Khentii province, and held meetings and interviews with their students and teachers. The team's reports and articles are delivered by journalists from newspapers and websites such as MONTSAME, MNB, "Zuunii Medee", "Unuudur", "UB Post", Gogo.mn and Tsahiur.mn.

* * *



From September 29th to October 2nd, the "For Sustainable Development" Journalists Club visited the activities of the Education for Sustainable Development Project's support schools in Dadal, Bayan-Adarga, Murun, and Kherlen Sum of Khentii Province, the birthplace of Genghis Khan.

The fact that our nomadic people have been living through human and environment friendly consumption was evident from the implementation of the "Sustainable Development and Education-II" project in every village we visited.



In addition to imparting standard knowledge, Dadal Sum secondary school of Khentii Province has set a goal to analyze and study the concept of sustainable development, introduce it to children and parents, and help them to develop habits, and introduced the method of developing together as a school. The school, which has 652 students and 60 teachers and staff, worked in five teams to implement the project, and it paid off.



As a result of the implementation of the "Future Guide" main project, the guide children of Dadal Sum Secondary School learned to eloquently explain the historical places recorded in the "Secret History of the Mongols". For example, the school implemented the "Future Guide" program and trained 60 children from grades 4-12 as guides.



The guide children explained and introduced the nine places of Dadalsum's pride: Deluunboldog, Bodanchir Grass Mound, Khajuu Bulag, Balj River, Genenpil Queen's Grave, Baga Yargait square tomb, Tunkhleg Gorkhi, Zeeren Khavtsal etc, and talk about their history just like a professional guide. In doing so, a sub-programme to preserve the customs, dialect and culture of the Buriad people has been implemented, within which the children have started to recognize their origin and ethnicity and learn the Buriad language and dialect.



In this context, when Khalkh children introduce themselves, like the beginning of the Secret History of the Mongols, they start with "born from the Heavens a descendant of Borte Chono, a descendant of Gua Maral...", while Buriad children introduce themselves by saying "Хун шувуун гарвалтай, Хус модон сэрэгтэй...". The teachers said that many improvements have been made in this way, such as knowing their origins and history and being proud of it. Although the ESD-II project has been completed, the sub-programs are continuing, and the child guides are not only explaining in English, but also learning the Buriat dialect. 500 students, more than 400 parents, more than 900 soum citizens indirectly, 300 civil servants and almost 90 kindergarten children benefited from the results of the project.

Journalist Ts. Myagmarbayar "Zuunii Medee" newspaper.

TRADITIONAL PUZZLE GAMES POSITIVELY AFFECT STUDENTS' BEHAVIOR



D. Baigaltuya, a primary school teacher at Dadal Sum Elementary School, who has been teaching in her hometown for 10 years, uses traditional games and methods of teaching in his classes. She said that this is very important for the development of students' thinking and creativity.

For example, playing the puzzle game "Nine Keys" requires a total of 680 actions, so children develop endurance and patience. Also, they learn to communicate properly with others and be punctual in addition to communication culture. It has a positive effect on children's behavior. Children, especially urban children, are highly addicted to phones and other gadgets. Teacher D. Baigaltuya mentioned that some people do not even know that there is such a Mongolian puzzle game.

As a result of the "Mongolian key" sub-program, children aged 7-9 and 12-15 of the school successfully learned how to play the "Nine keys" puzzle game. The fastest playing speed was 11-14 minutes, and the slowest was 23-30 minutes.

*Journalist E. Gankhuyag.MNB.
Host of "My Morning" podcast*

SOUM CHILDREN ARE TURNING IN GARBAGE DIRECTLY TO FACTORIES

It has been two years since the conditions of Eco School have been met at Murun Sum Elementary School, Khentii province, and they have started a campaign to learn garbage sorting practices from childhood, and with the support of the governor of the province, in cooperation with "Plastic Center" waste processing LLC, sorted garbage is delivered directly to the factory. If this is not done, the results and benefits of sorting waste will not be achieved, said M. Ariunaa, the director of the Sum School. Garbage sorted by children is picked up by a car from the above company, and sometimes it is transported by car from the Soum.

The director of the school said, "Since proper upbringing is the basis of everything, children are taught not to throw away garbage, sort, and plant flowers and vegetables from an early age." She stated that if the attitude is right and a comfortable environment is created, children will learn and live properly.

Journalist L. Bold. MONTSAME



TRAVEL GIVES KNOWLEDGE

Murun Sum Secondary School, visited at the beginning of the journey, is not included in the ESD-II project, but implements the standards of the international "Eco School" program, improving the school environment, and pays great attention to the education of children. In addition, the school organizes an autumn trip with the families of the students every year in order to introduce the culture of "eco" travel and how to deal with nature properly. Starting at the age of six, all school children spend a day visiting historical sites with their parents.

For example, this fall, the children got to know the natural area around the Baldan Bereeven Monastery, located at the foot of Mount Delgerhaan. D. Bilguun, a fifth grader, shared his opinion that by going on this trip, he learned to love and protect the natural world like his mother and father.

*Journalist L. Misheel "Today",
The UB Post newspaper.*

A SCHOOL WITHOUT WASTE CLOTHES



Emphasis is placed on the implementation of sustainable development goals, "Eco" school of Bayan-Adarga Sum, Khentii Province, and the activities implemented by "Eco" teachers and students of the school.

The school, implementing the ESD-II project, is successfully implementing many eco-friendly sub-programs such as "Girls' Club", "Green Grove", "Creative Summer", "Organic Fertilizer-Power of the Crowd" within the project. For example, as part of the "Creative Summer" project, more than 400 school students and more



G. Ariunaa, an English teacher at the Bayan-Adarga Sum Secondary School, started the "Girls' Club" class last May, and the waste clothes in her neighborhood have decreased. This is because waste clothes are collected and recycled to make many kinds of handicrafts, starting with cloth bags, hats, scarves, make-up containers, and CD cases. Therefore, instead of throwing away and burning their old clothes, local residents bring them to the Girls' Club. As a result, not only the school teachers have abandoned the use of single-use plastic bags and instead started using cloth bags and containers, but also the school students have become more creative.



The creative idea of making finger puppets out of old clothes and creating a "Mini Theater" for it was also the most interesting lesson for the English language students, as teacher G. Ariunaa and her "Girls' Club" theater performed plays in English using puppets created by themselves. She said that the number of children who want to improve their English is increasing, and even the "Girls' Club" is full of requests to join from the boys.



The boarding house of the school has about 100 children. After observing the large amount of food waste in the boarding house, the children started implementing a micro-project called "Organic Fertilizer-Power of the Crowd" with the idea of using fertilizers together with their teacher. As part of the project, the school takes a "bokashi" container for composting food waste, composts it, and fertilizes the trees, flowers, and vegetables in the school yard.

Journalist S. Shurenchimeg
Tsahiur.mn website



PROMOTING HEALTHY EATING AND PROPER WATER CONSUMPTION

"Temujin" Complex School of General Education in Kherlen Sum, Khentii Province has more than 2000 students, 120 teachers and employees. First, they were selected for the ESD-I project for the initiative to introduce the proper use and saving of drinking water. Now, as a continuation of that, healthy eating style with the slogan "Healthy Food - Peaceful Life" is being successfully implemented as a goal not only for the students of the school, but also for all of the staff members as well.



Principal of the school M. Zolzaya said that besides saving water, the students are accustomed to drinking water regularly, they also encourage their families to eat healthy food and make it a habit in their daily life.



They also organized a weight loss competition with 20 teachers and students participating, and managed to lose 2-11 kg of excess weight. She said that as a result of promoting healthy eating at school and making demands on the nearby cafeterias, cafeterias and kiosks stopped selling fried food such as piroshki as part of social responsibility, and dance clubs are operating instead.



In addition, an admirable success of the school is that 30 courses from Mongolia participated in the selection of the best international courses in the field of Sustainable Development Education, and three of which were selected from Temujin Complex School.

Journalist B. Nyamdari
Gogo.mn website

CAMP ATTENDANT IN THE SUMMER AND WOODWORKING DIRECTOR IN THE SPRING

In the "ESD-SUCCESS STORY" column, the work of Ts. Tsolmonbaatar, director of the general education school in Khyalganat village, Bulgan province, is highlighted.

As a landlocked country located on the Asian continent and with a continental climate, Mongolia is relatively susceptible and vulnerable to global warming. For example, the average annual air temperature in Mongolia warmed by 2.16 degrees Celsius between 1940 and 2011, which is a very high indicator compared to the world average.



According to a study by the United Nations, 82 percent of Mongolia's land is used for grazing, which is the largest ecological degradation in Central Asia. Researchers believe that 76 percent of the entire area has been affected by desertification and land degradation, and the United Nations has warned that in the next few decades, 80 percent of Mongolia's total area will be completely desertified, which will be the main cause of water scarcity.



Therefore, it is important not only to plant trees, but also to educate children about the harmful effects of climate change, desertification, land degradation, and water scarcity, and how everyone can contribute to the fight against them.



The General Education School of Khyalganat Village, Khangal Soum, Bulgan Province, headed by Ts. Tsolmonbaatar, aims to create a large green environment and set an example for others. Ts. Tsolmonbaatar, who has been working as the director of the school since 2017, believes that it is best to plant and grow trees to fight against desertification and global warming. A total of more than 620 students, over 70 teachers and staff of the school started their work to plant 10,000 trees and bushes every year starting last year. When written like this, you may imagine a picture of one or two-year-old trees being transported by car and being planted into a big hole. If so, the work of planting 10,000 trees in one year is too much for big schools of the capital city, let alone a small soum school. However, their tree planting initiative is different from the established image that is happening in other places. It even starts with harvesting the seeds.



In 2019, this school in Khyalganat village, Bulgan Province, first participated in the "Education for Sustainable Development-I" (ESD-I) project, and last year, it was selected for the second stage of the project along with 29 other schools.

"Our school cooperates and exchanges experience with the Buriad State General Education School of the Russian Federation. The school has a summer camp that supports children's upbringing, education and development. Based on their many results and the positive impact they had on children, we wrote an 'Eco Camp' project within the ESD-II project and was selected. During the course of the camp, many necessary tasks were missing in order to conduct our own assessment. Therefore, after discussing with the school, several projects were planned, one of which was afforestation. In the big picture, let's teach our children to protect the environment and love the mother earth. Let's simply beautify our surroundings, learn to plant trees, and be proud of ourselves when we see the trees that have grown," Ts. Tsolmonbaatar shared the reason for starting this work.



The school of Hyalganat village in Bulgan province has a test field. But when the fruits and vegetables are ripening, the students leave on holiday, so it was not possible to teach them about growth. Therefore, the director said that he decided to plant trees with his students, based on the fact that it is possible to take care of them for all four seasons of the year.

At present, 10,000 tree seeds of 10 types of spruce, fruit, and ornamental trees are planted and grown in different soils suitable for the characteristics of each tree. This is because the process of planting trees starts from scratch. In the fall, we collect tree seeds together, dry them and store them, and plant them. This is how children learn how a tiny seed becomes a big tree, how much time and labor it takes to grow a massive tree that releases oxygen, decorates the environment, and softens the climate.



This work, which was initially aimed only at informing children, has turned into an ambitious work to make them understand that we have a great contribution to make to nature. Because this initiative of the school of Hyalganat village reached other soums, teachers and students were invited in turn. Now, more than 2,500 seeds planted by them are growing in the courtyards of eight soum schools in



Buregkhangai, Gurvanbulag, Bayannuur, Dashinchilen, and Hishig-Ondor in Bulgan province. According to the students and teachers of these soums, if the fields are left unattended, the trees may wither and dry. Therefore, the students of Hyalganat village taught and advised how to plant and grow properly and planted the seedlings together. Even now, the schools take turns asking, "How are the trees growing?"

"Eco camp" is another project that the director of the school of Hyalganat village, Tsolmonbaatar, has started together with his schoolmates and is reaping the results. If you think about it, it seems like a waste to plant trees in one of Mongolia's most forested areas, and to set up a camp in a place where you can just ride horses and relax in the countryside and forests. However, that camp is a training and research center for vacationing children. In one shift, 60 children play together and try, study and feel what kind of soil they step on, what kind of nature they live in, how they interact with nature, what can be done and what can't be done. Also, the camp has many functions of increasing capabilities, as the children can communicate in English while playing and eating together.

The Education for Sustainable Development-II project, jointly implemented by the Ministry of Education and Science, Ministry of Environment and Tourism and the Swiss Agency for Development and Cooperation, with the support of 7.5 million MNT each from the budget of Bulgan province, has now been successfully implemented and still going on with the voluntary participation of students' parents, local citizens, and private organizations. The children's camp of Khyalganat village provided more than 60 children with rest and training in two shifts last summer. In the meantime, there were many requests from parents from UB, Khuvsgul and Govi provinces to "let their children visit".

Teacher Tsolmonbaatar, together with the other teachers, worked as cleaners and attendants in the summer camp. During this time, he came up with many good ideas to improve and expand the activities of the camp.

"When we first introduced our project to people, they did not understand us well, but when we first started working, local government organizations, citizens, parents, and private organizations began to support us. They helped as much as they could: such as by donating 2 cubic planks. In total, with the cost of about 50 million MNT, we have a camp and a forest area with the hard work of the community," he stated.

The students and teachers of Hyalganat village will sell their tree seedlings to one of the largest factories in Mongolia, TOUG "Erdenet Uildver", within the framework of the "Billion Trees" national program next spring.

By planting trees, children learn to treat nature properly, love all living things, and make a big green investment in their future. A big result of this project. Ts. Tsolmonbaatar, director of the high school of Khyalganat village of Bulgan province, is confident that the continuous and sustained implementation of this work of planting 10 thousand trees will give motivation, ideas, and encourage many people.

As I was writing this, Principal Tsolmonbaatar began work on his next task with his school colleagues. He said that he is working on a bee breeding project in order to have an auxiliary farm and introduce his students to beekeeping and many natural phenomena through it.

Journalist L. Misheel

THE EXPERIENCE OF THE "ECO-SCHOOL/ KINDERGARTEN" PROGRAM LEADS

In September 2022, the International "Eco-School/Kindergarten" (ESK) program was selected as the "Leader of Sustainable Development-Educational Organization" in the competition announced by the UN affiliates in Mongolia. The program is an international program developed based on the ISO 14001 environmental management standard, which includes internationally accepted 17 goals of global sustainable development in the curriculum and methodology.

The International Eco-School/Kindergarten Program is based on the participation of students through lessons and learning activities within the framework of the 17 goals of global sustainable development, and by encouraging their initiatives, children, parents, and the entire local community acquire understanding and knowledge about sustainable development aimed at changing their behavior and attitudes. 19.6 million students from 59,500 schools in 72 countries, more than 1.4 million teachers and workers, and more than 10,000 local leaders and partners participate in this program.

The international "Eco-School/Kindergarten", based on the ISO14001 standard, is one of the programs of the Global Environmental Education Foundation (FEE) and is supported by the United Nations Environment Program (UNEP) and the Cultural and Scientific Organization (UNESCO). It has been emphasized as "the most effective global model program for the implementation of education for sustainable development" and has signed a cooperation agreement.

ECO-SCHOOL/ KINDERGARTEN PROGRAM IMPLEMENTING NGO

In Mongolia, the NGO "Information and Training Centre for Nature and Environment" is responsible for managing the implementation of the "Eco-School and Kindergarten" (ESK) program at the national level. This non-governmental organization, which has been continuously operating in the field of sustainable development and sustainable development education for more than 20 years, became a member of the World Foundation for Environmental Education (FEE) in 2011 and was selected as the national operator organization to officially launch and begin implementation of the international Eco-school/kindergarten program in Mongolia accordingly.

As of today, 339 general education schools, 200 kindergartens, and 6 vocational training centers are registered in the Eco-school/ kindergarten program in Mongolia, and out of these, 214 organizations have received the "Bronze Award", 84 organizations have received the "Silver Award", and 97 have received the "Green Flag" award.

In the eco-school/kindergarten program, the main partner organization supporting the program is the Swiss Development Agency (SDC). Since 2007, the agency has supported the first pilot activities of the International Program and within the framework of the Education for Sustainable Development I and II projects, Mongolia's "Eco-schools" have been continuously supporting and cooperating at all stages of becoming a model school of ESD for 15 years.

FROM THE SUCCESS OF SCHOOLS AND KINDERGARTENS PARTICIPATING IN THE "ECO-SCHOOLS AND KINDERGARTEN" PROGRAM

/as of 2021/

- Standard requirements for healthy, safe and green environment of schools and kindergartens have been improved by an average of 25.5 percent,
- The carbon footprint of energy, transportation, waste, and water consumption was reduced by 588,000 kg.

- Planted more than 10,000 trees and shrubs on their property after conducting a local assessment.
- More than 100 training programs integrating 17 sustainable development goals have been developed and lessons and activities have been organized for about 20,000 students.
- By organizing measures to reduce improper consumption and loss of energy and water, more than 200 million MNT was saved in the state budget.

In the framework of the above methods, a memorandum of cooperation has been established with the environmental, educational, and professional inspection organizations and the Mongolian National Commission of UNESCO.

RECEIVED "LEADER OF SUSTAINABLE DEVELOPMENT" CERTIFICATE



The event of the "Sustainable Development Goals" Day, which gathers together all the stakeholders who are active and contributing to the implementation of the long-term development document "Vision 2050" program and the Sustainable Development Goals, was held in Ulaanbaatar on September 10, 2022. On this day, the Information and Training Centre for Nature and Environment NGO team was selected as a "Leader of Sustainable Development" educational institution and received the certificate.



We believe that international "Eco-school and kindergarten" program implemented by the Information and Training Centre for Nature and Environment is leading the promotion and public awareness raising and implementation of the Sustainable Development Goals, Long-term Development Policy Documents of Mongolia, and Vision-2050.

"TOGETHER WE CAN CHANGE"



"EDUCATION FOR SUSTAINABLE DEVELOPMENT-II" PROJECT

Local host
organization - ITCNE



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