

R	tradition so we should follow this kind of nomadic cultures.	lv	paper, good, thank you very much.
lv	that's good, so nomad people can be teacher to city people, right? They have wisdom. That I want to learn too. Thank you.	R	ok, thank you. Next question, is to the parents. After you see your children here, have you noticed any change of your child's behaviour at home? yes?
R	I am a horse rider, and when I am horse riding, many cars follow. because of this, horses can be scared and sometimes children drop off from the horses.	lv	I am the father of this boy.
lv	ah very dangerous.	R	great.
R	yes. And also during Naadam, and this is a big celebration, during this people celebrate, they put the, they leave the plastic bags on the field.	R	first of all I would like to congratulate those who are helping our children. Who dropped out mostly from the school, with different kind of reasons. understand that this kind of things take initiatives for students to be participat in social activities, to improve their learnings and also help children to have good interests and importance of labour. the child also learn how to protect the nature and how to protect the air and soil, water.
lv	I see.	R	so I think, I think this is the benefit of this training, he started to help the vegetable grows, and he helps how to treat soils,
R	and when it's windy, also influences the horses.	lv	thank you very much. Ok, other parents?
lv	I see. Why cars chase the horse? Why?	R	find something you have learned from your child?
R	actually one car should follow the hores rider, but many cars follow in order to see horse riding.	R	Or some change you found in the child? yes please, yes.
lv	in order to see, horse riding.	R	I am the sister of that boy. 2 years ago they moved to this province from country side, and I learned it about this school, two teachers influenced very we his change behaviours, and he knew...have communication became more... became much better. and many people, students in this classes are from the poor families and have some difficulties but all parents said, know and see the changes in this children because you know, how they way, how they became now. can I ask how, children in this class changed? How?
R	and in the country side, country people do not leave garbages, the plastic bags. it causes the garbage. I am not satisfied with city people's attitude.	R	of course they improve the learning is a... of course they improve the learning, except these, they also had learned about life skills, you can see the products which they made. by the students, and not only this but also they are became more active in artist. last year there was a competition in school, and many of the students from this classes, and some prizes, so it shows how they changed in involving in this classes.
lv	hm, thank you. What is the name of your horse?	lv	ok, thank you very much. Now I just want to finish this session, ok? Bai-la-la (thank you), thank you very much
R	I do not give specific names but I call them by color. Like green horse.	lv	ok thank you very much. Now I want to share something, because we are in the living, Japanese people and Mongolian people are living nearby, in the same region, ok? she said, or he said, we can learn many important things from traditional life, from nomad people, not city peop but village people. and just let me say, talk about little bit ho our ancestor in Japan, thought about. the relationship betwe them and nature. I don't know if it's true or not, but some say in Japan, self, self, we write like this, yeah? Can you see it? sorry, at first when we write like this, this is a nature, and this is the "self", can you recognize this is the same character. Ok? They thought, they thought self is part of nature. this is big nature, and this is small human being.
lv	what is the color of your horse?	lv	but when they developed their society, the self became bigger, the nature, the nature became smaller and smaller. they thought, self, human being. is can control nature. and many rivers, mountains were destroyed in Japan. Now we regret. We want to have, create new relationship, with a nature like this.
R	I have many horses like brown and different colors but... 60 horses we have.	lv	so this is what we are learning, this is what we are learning, something important from our ancestors. maybe you can learn like this from ancestor, or traditions or nomad's life style. ok? Thank you very much. oh beautiful...
lv	60 horses? Wow.	R	it looks similar.
R	we have 300 sheeps. cows, we have 23.	lv	yeah yeah yeah yeah, ok any question do you want to ask? Before we finish? yes?
lv	ok. Thank you very much.	R	is your country beautiful?
R	do you have camels, do you have...	lv	yes I think so. But some of the nature has been destroyed. So we have to make it more beautiful. but still 70% of our land is forests. Many trees, many rivers. Yes?
lv	haha, yeah, ok. Thank you very much. I know now you are learning many things. ah one of the things I have learned from your comments is you are learning something important. new knowledge to your family. For example, the lady over there said, smoking is not good for the environment. and tried to persuade her father. Can I ask how you find yourself changed your action, behaviour, at school or in the house. Anything. Yes?	R	when do you move to one place to another place? Do you clean those place you stayed?
R	dress, the clothes should fit the person's images, say it again?	lv	good question. Because we build the house with woods so i for long, and and we don't move often. when we move, we t
lv	if you are wearing some clothes, dressing, should fit your images, your faces.		
R	if I am like...how do you say, if I am a star, I should wear like this... and... we should keep the hygiene house and we segregate the garbages and when we clean the houses, we wear different clothes after we collecting the garbages, we wash clothes on		
lv	hm, ok. Can I ask you did you apply something you learned here at your house?		
R	since we learned the harmful smoking, I tell the houses and always tell my family members the importance of hygiene, and cleaning, and learned it here how to be friendly each other, communicate with people each other, I tell it also to my family, and also I learned in the class the family members are collaborating, they couldn't be broken, so easily as in the picture.		
lv	you mean that picture?		
R	ah I said this old mothers saying, I also tell this to my family.		
lv	about the picture of...		
R	cooperative		
lv	huh, not animal ones, but Chinghis Khan's, the mother's.		
R	yes		
lv	ok, thank you for... oh yes please?		
R	we often organize the competition, based with like...girls who has beautiful face, and the boys who has most strengthful, and the most flexible person, most intelligent person, and person who has beautiful hands like and they pick up this ones, and they prepare at home, and they demonstrate these.		
ACCU	prepare what? (choose "best of the best")		
lv	that's very clever way.		
R	and they congratulate those persons who were selected.		
lv	that's a good idea. So all the children have this pieces of		

to change houses. Different life style from nomad. Ok?  
Any question?

R since my daughter is sick now I want to go now.  
my daughter enrolled this class since september 1st, but she just stays...  
and I hope she will learn a lot from students and teacher.  
thank you. I thought it was more very interesting discussion.

lv thank you.

R I have to go now, I have to leave...sorry.

lv thank you very much.

R do you have Naadam horse riding in Japan?

lv horse riding, yes. But in limited places. And we have to pay a lot of money to ride the horse.

R we do not pay any money for horse ridings and we wide 25km

lv yes. Because you have 60 horses, you can establish the horse riding school in Japan.

R I started to ride horses from 6 years old, and now I can't ride because I became bigger and heavier. I got some medals and 1st prizes.

R do you have many schools?

lv yes. Every town has school and in school, one outstanding feature of Japanese public school is every school has swimming pool. It's a regulation.

R in Mongolia, children from 4th year they started to ride horses. they help the parents, they follow the parents.  
and in Japan, do such a children help the parents?

lv yes, but not with the horse riding. They help at home. washing dishes, cleaning the houses, yes.  
but not with the horse. I envy you. I want to live with horse. ok, last question, anybody? Last question? Ok?  
That's fine, that's ok. and thank you so much, I have learned many things from you. and learning is very good. Because I think learning person, learning people look shining. Yeah? and I will keep on learning, so please keep on learning. ok? thank you very much.

SL Mongolia 11

Country Mongolia  
Place Khentii  
Date 9-Sep-08  
Duration 55:21:00  
Type Individual interview (Parents: father and sister of students)

lv = Interviewer  
lp = Interpreter  
R = Respondent

lv I heard that you have a boy over there at the age of 16?  
And how old is your boy over there?

R(sister) 15 years old.

lv And so, Mr xxx, you have four children, right?

lv and one of them is studying here. Could you say again why he started to come to enlightenment class?

R(father) Actually my brother has some livestock in countryside, and I sent my child to my brother's household because the child was very much interested in livestock breeding, and they wanted him to stay just 2 or 3 months, but it happened him to stay longer, and he was late for the formal school. But even though he was brought to the formal school when he started before because education is good. But since he was little bit late, he was behind in the learning, so he got difficulties in terms of communication with teachers and students.

R(father) so since he was behind in learning, and he had some communication with other students in formal school, he tended to go outside more often, and he had some bad behaviors in terms of communication, so just he tended to stay at home or go outside, and we sent him to this school, and now studying 2 or 3 years, and after that he sees some changes because he got some friends here, and now he helps parents at home. And some good changes in communication.

lv Good. So you are satisfied with what he has learned here.

R(Interpr) Yes of course.

lv Thank you.

lv Could I ask why your child, your brother came to this class?

R(sister) our family lived in countryside, and our father passed away. We

R(sister) wanted to go to the city, but we could not go to the city father passed away. then we send brother to the province a brother stayed in relatives house. But since he was staying with his own family, he had some difficulties and he dropped the formal school. And then they come to the province and now they sent him to this nonformal education center.

lv So now he lives with you?

R(sister) I moved to aimag center, and I have son and I live with my father

lv I am confused. So she lives, not him?

lp I am sorry. She lives with her husband and one child.

And there is another sister who lives with this boy.

R(sister) From time to time, mother comes to the province and stay for a while. we all live together in one fence, but different Ger.

lv you know that your brother is at home and spend time together

R(sister) Yes because we live in the same fence.

lv Okay thank you. Are you satisfied with what he is learning here?

R(sister) When he was dropped out, he ask family to sent him to the non formal education center, because he found out that there is a school for drop outs, and he asked the family to give him chance to be enrolled in this school, and we moved to aimag center. And after enrolling in this school, he changed a lot. he learned to value the labor, and he learned how to communicate with others, and he has some attitudes towards environmental protection, and also he is making good efforts towards the learning.

lv Good.

lv So Now I know both of your students, I mean children, your son and your brother are learning good things, and you are satisfied with that. Okay?

lv Please tell me concrete story or actual story or episodes that satisfied you or impressed you very much.

R(sister) So, actually, he was fond of art and singing, he got chance by enrolling in this courses, he got chance to sing and demonstrate his talents, and so he became the best singer in this class. And he changed his attitudes towards garbage. Whenever they have some garbage, he always sees oh garbage can be used. he makes something and he shows xxx. and sometimes he cannot finish, and he asks us please help me to get finished and help to show the way.

R(sister) He made a bag for me using plastic bags.

lv What kind of bag is it?

R(sister) Maybe this kind of square-shaped bag using plastic bags, and he said even though it was made by second hand materials, plastics, you should keep it because it would show example to other people that garbage could be good, useful thing.

lv very good boy.

lv You must be proud of it.

R(sister) actually he is talkative, but today he is shy.

lv ahahaha

R(sister) I said him to talk, but he is shy.

lv Most of the Japanese boys are like you.

lv Be natural.

lv Okay so Mr. xxx, could you tell me about the episodes that impressed you most about his learning, your son's learning?

R(father) if I talk concrete episode, they could mean many many many many. by enrolling in this classes, he became more talkative and communicative. As an example, today he was given 2 or 3 times speeches, and by seeing this as father I was proud that my son became open minded and could express his own feelings in public and that made me also happy. because he had shared his opinions with us several times.

lv what kind of opinion?

R(father) he said that he grows vegetable and he gathered garbage.

R(father) by seeing this kind of attitudes, I am proud of my boy, because he now became open minded and he can express his feelings in public.

lv Thank you. Good boy. And what made your son more open minded you think?

R(father) because the teacher and other students influenced him to change because he is like family that they help each other. Before I was worried because he was dropped out and he was going outside, I didn't know who will he be in the future, but now I know that my son could be a good

	citizen of the country, he could have some profession and I know that he helps family, and I know his attitude is changing, and he even now has good attitudes towards protecting the nature, and he is worried that so many there were many rivers, but we don't have rivers, because of the pollution and because of the drought.		
R(father)	We used to have many rivers. Last few years, number of the rivers decreased because of the pollution and this kind of things, and he even started worried about this kind of things, and now I hope that my son could be a good person and he will have some profession and contribute to the country.		
lv	That's great. Thank you very much.		
lv	And also, Ms. xxx you said your brother is learning about environmental protection. Could you tell me actual stories on his learning about environment?		
R(sister)	attitudes is not only he is proud of, but all the students' attitudes are changing, not only his brother's attitudes. And children tend not to break trees, and they clean the environment around the school, and this kind of changes I see in students' attitudes. And regarding my brother, he brought the fruit trees from the forest, and we planted in the fence, but the tree was growing this size, but birds come and eat this fruits. He is worried about and complain. I said when the fruit trees become more, has fruits, then don't worry. He takes care of this trees very much, and worried about it.		
lv	So, I just want to know, in order to improve the learning here, is there any suggestion or recommendation?		
R(sister)	I am satisfied with learning activities in this class, and actually non formal education should be existed and it's very useful of course. In future, in order to improve learning here among students, there should be some utilization of ICT. Students should have learning about computer usage.		
lv	Thank you. And you? Any suggestion?		
R(father)	Now citizens of the 21st century, we are facing the ICT every day of life, and even the children when they write messages to the mobiles, I read some mistakes in the writing letter, and so students should also learn english because we are facing the english language problem, so if you even whatever you will became, we are facing the english problem, and we need to improve the english language.		
lv	I see Thank you very much.		
lv	ACCU, do you want to ask any questions?		
ACCU	Since your brother and son join NFE class, conversation increased among the family?		
R(father)	Of course, before, his conversation was limited just in family, and		
ACCU	That's good.		
R(sister)	Since they are children, they tend to be more open minded, and he talks about everything what happened in the school, what is teacher, what other students say, and I became so happy, and his happiness also makes us also to be happy.		
lv	That's good. Very nice.		
lv	We are very happy. It's nice to talk to you.		
R(sister)	Thank you.		
lv	Just let us wish more happiness of your son, brother, and family.		
lv	Yeah It's wonderful because many of Japanese parents are too busy to think about their child, their children, too busy, but you are thinking about caring about children in very nice way. So I learned from you. Thank you very much.		
lv	I felt good. Thank you very much. Thank you very much.		
NFDE	what do you think the future of the children.		
	Some people are pessimists of thinking about future of new generation.		
R(father)	I'm not so pessimistic. Once person started to do something, will achieve the goal that he said in front, and I believe my child will achieve his goal since he started learning. I always tell him.		
R(father)	And also grateful what you are doing in the field of education, and I hope your work will give more fruits to other children, give more hopes to other people.		
NFDE	What is happiness in your xxx? For some people, happiness is money. How about you?		
R(sister)	the most important happiness is of course health.		
			If the person is healthy, the person can do everything, and money is nothing, and also labor should be valued. if you do something, and if you are important, you can be happy of course.
R(father)	most people do not understand, do not know that money is produced by themselves, but not the money come by themselves.		
lv	Okay. Money doesn't naturally come.		
R(father)	People make it. I always have low salary and since I cannot support in this money, my family, I always look for some kind of businesses, like collecting the bottles and cans and selling it to other people and make money. And even my son grows vegetables and sells it to other in order to buy some learning materials necessary for the school.		
R(father)	Earning money by himself and spending money by himself is the most happiness for me.		
lv	I see		
R(father)	and I never had loan from any individuals, any companies, or any organizations, and I always make money and support my family by myself.		
R(father)	So maybe when in words, labor and working.		
lv	I think that is honest money.		
lv	Money is aspiration, you know, labor aspiration. It's important		
lv	Sorry, you want to say something more about happiness?		
R(sister)	So to get the whole family and having be happy with what they just have, not just inherited from other family and other people, is good.		
lv	I o become happy not only with what she inherited, what she made, created by own, and it makes gives hopes how children is acting in the future		
Batchulu	she said that sometimes gives meaningful money for the and that kind of thing young people cannot do for just more finished someday, and if they don't have life skill for future, it is difficult.		
lv	I see I see. Thank you. I'm learning from you.		
R(father)	Now most people, especially new generation like to be given, not to create by their own. when I was younger, the parents taught us that you should choose your own clothes, and you should choose your own way of living, and so when I wanted to have some clothes, I went to the shop, and I myself choose the materials, I myself make the design, I did what I wanted, and I had what I wanted myself.		
R(father)	And in this way, my parents maybe learned it to us in good way to be more creative, to be more independent.		
lv	Independency is more important in education, right?		
R(father)	Some people wanted to earn a lot of money once, but my thinking is people should earn little by little, and they should be enough for the living. Of course we have some money from the government, but we should create by ourselves also.		
R(father)	Earning money little by little makes life more sustainable. And it gives people to be more creative.		
NFDE	it seems you and me are maybe in the same age, and yesterday we were talking about socialism. What is your opinion if we compare socialism and now? In the world, they tend to think capitalism won against socialism or communism. It's true that capitalism is not perfect. It has many bad aspects. In Japan, especially among young people, they are diverse gap between rich young and poor young people in terms of money, in terms of ability, in terms of hope. This gap is getting wider and wider. That is not good. This is the result of capitalism, during the socialism time, everything		
lv	belongs to the society. So the citizen does not have their own property. It was the property of society. But here, once you have democratized, you are free. Whatever you can do, if you are able, you can build your own life. And now I am a member of disabled people society, and also now I can give my voices towards this disabled people's right. So now everything is open, and it's flexible.		
R(father)	What makes you feel helping people in difficult situations such as handicap?		
R(father)	people became disabled or handicapped, there is certain reason why they became disabled or handicap. I his kind of people could not give voices very much, and they should be someone to help them, and I also have		

R(father) some problems with face and physically...I lost labor ability to do permanent job, and so I wanted to become voice of people. Now I understand the difficult situation need help, and someone should help because they cannot give big voices.

Iv That's great. Very human heart, I think.

NFDE what's your educational background?

R(father) I graduated 10th grade and went to a vocational course.

Iv Okay. Thank you very much.

SL Mongolia 12

Country Mongolia  
Place Khentii  
Date 9-Sep-08  
Duration 44:42:00  
Type Individual interview (1 teacher)

Iv = Interviewer  
Ip = Interpreter  
R = Respondent

Iv I thank you for sharing time with us. And so I hope you can answer all of my questions, but some of the questions are maybe difficult, so you don't have to answer, so feel free and relax.

Iv How long you have been working as a teacher?

H(Interpr) 38 years.

Iv oh 38 years. That means not only this school, before you came to this school, what are you teaching at where?

H(Interpr) I was working as a teacher for 33 years in the school number first, and then I got retirement, and when I was in retirement, I had to look after my grandchild, but it was for one year. While I was in retirement, I had some classes, not in permanent bases. After that I joined this NFE center. and now I am working at NFE center for 3 years.

Iv So you worked for state school for 33 years.

Iv when you say school with number, means state school?

H(Interpr) Yeah state school has number, like this is number 4 or...

Iv Okay. What is your major subject to teach?

H(Interpr) I teach mathematics.

Iv So you have learned mathematics in Ulaanbaatar or in which university?

H(Interpr) I graduated from physics and mathematics department of education university in Ulaanbaatar.

Iv So you know very well about state school, I think. compared to them, what is special features of this Non Formal Education Center?

H(Interpr) when I was working at formal school, I just taught mathematics. But here, I am teaching all the subjects except for the physical training and musics. For physical training and musics, I ask other teachers to teach, but for the other subjects, other teachers are not reluctant to teach, so I have to teach all other classes by myself. And I had 2 graduation since I joined this NFE center. The first graduation was 20 students, and for the last graduation was 13 students.

Iv So, you have so far 33 students graduation. All of them are now studying in main stream at higher school?

H(Interpr) From out of 2 graduation, twelve students are sent to vocational education institutions, and the rest are doing livestock breeding and other kinds of jobs.

Iv I see. So now we know that you have been with 33 students, and could you just tell us one of the unique or outstanding students and his/her episodes with you?

H(Interpr) There are many good students. The last year, student named xxx she got silver medal in science, and she also got bronze medal in social sciences. And the other students named xxx he also got bronze medal in social sciences.

H(Interpr) the girl who got bronze medal and silver medal in science and social sciences, she was transferred to vocational school, and there was of course entrance exam and she got the first place, and since she was the first student, on the first day of september, she was given the respect to open the school ceremony.

Iv I see

H(Interpr) And also, one student got 7th and the other student got 11th place among all the vocational students, meaning when competing students from NFE center with other formal school students, their achievements looks very good and it makes me proud. Good. That's wonderful students you have.

Iv These are very good episodes.

Iv I see. And I think all of your students are good students, but there might be difficult students to deal with. Could you tell me one example or episode of him or her?

H(Interpr) There are some students who are registered in police.

Iv Registered in police?

H(Interpr) Yeah.

Iv arrested you mean?

Batchulu no no no just registered, maybe he could do bad things.

Iv Okay. Could you just explain a little bit more?

H(Interpr) Because of the poor family situation, some students get in the robbery, they are taken to the police and had some registration in the police.

Iv So you had to go to the police and make apologize.

H(Interpr) In case of the police, I go to the police and ask for apologize, and also students who could not like to stay at home in this case, also look after the children.

Iv Right. When you deal with the difficult students, what is the most important thing you think is?

H(Interpr) So the most important thing is to talk to them properly and show them mild relationship, soft relationship.

H(Interpr) I talk with the children kindly, softly.

H(Interpr) And also if they did something wrong, we should expect as they did and as he is, and we should accept their sorrow.

Iv So now, from the last year, I think, you have been using UNESCO-ACCU ESD textbooks. When you teach these kind of new things, newly emerging issues in your class, you think is it makes you difficult to teach these things to these difficult students?

H(Interpr) All the models are good and easy to understand, but I'm learning with my students together, and also when students learning new models, I'm acquiring new knowledge.

Iv Can I ask, in case of these difficult children, teaching new thing is difficult or easy?

H(Interpr) It's okay, not so difficult. This kind of students listen to teachers very well.

H(Interpr) when teaching specially health education is sometimes difficult because it's so intimate, and children sometimes get shy, and especially I wanted to teach children about HIV. And actually there are many things that can be taught like hygiene and so on, but sometimes it's difficult to teach children such as sexual thing. Actually I taught them but students get shy and like today, since we had strangers and parents, students could not talk in public. This topic is very sensitive for students, but for me it's ok to talk openly, but for the other people, they tend not to talk.

Iv Okay thank you very much, so what do you think in general, teaching about ESD things, what do you think, is it the new challenging thing or is it easy for you or you can enjoy yourself teaching?

H(Interpr) I try to teach environmental education is how to protect the environment, how to clean the surroundings, teaching is okay but implementation is sometimes difficult because these children have difficult situations in the family.

Iv Okay. That's all?

H(Interpr) Teaching is okay but implementation in reality is difficult. Implementation of these activities are difficult.

Iv Okay, so you talked about the environmental education. But when you are participating in a workshop holding in a center. I think ESD is not only environmental topic, but also composed of social features and economic issues, and culture issues. Are you teaching not only environmental features, but also social and economic aspects?

H(Interpr) I focus my teaching on xxx. The first thing is to be more human, meaning that we should respect other people, we should help other people. And also I focus on economic aspects like to save what you have and not to waste. And also I say take your own fault and if you had

R(Interpr had some mistakes, just ask excuse and say sorry to other people.	iv	When they make mistakes...?	iv	She just said that education is learning to know, to live together, to be, it's a she knows four pillars of learning. Yes, you (to Batchuluun) taught her in a workshop?
H(Interpr when you make mistakes, just say sorry and ask excuse and accept your fault as you did.	iv	Accept your own fault. That's very important.	H(Interpr	Can I ask what is, for you, what is learning to be?
H(Interpr So this is the third, okay? The third point is related to social issues, social relationship.	iv		iv	Good lifestyle not only for yourself but for the society.
H(Interpr The most children in this school, the family is from difficult situation. There are many argument, so what I tell is just to avoid from the argument and respect each other. Because their relationship is terrible.	iv		iv	I think so. I agree.
iv	iv	Okay, what else, you are teaching many good points on ESD environmental features. What else you are teaching accepting environmental aspect within the framework of ESD.	iv	It's really difficult to understand what is learning to be, but your way of expressing this is really nice.
H(Interpr I focus on the socialization and teaching students to take responsibility for your own action and how to respect the other students and surroundings. And regarding the economic aspect, I said whenever you earn some money you should save 10% at least.	iv		iv	I thank you. Any question from you?
H(Interpr During the summer, some students work as babysitters, and some students also collect the garbage like iron, plastics, and some students make money on horse lessons, so by earning this kind of money, some part of money should be saved for them so that they could buy some learning materials and books.	iv		ACCU	I'm okay.
iv	iv	Okay so children learning very important thing.	iv	Okay thank you very much.
H(Interpr In spring, students, also some livestock breeders ask children to help them collecting wools and so they earn money, and in this case, I ask these students to save this money and to buy some useful thing like books and clothes for yourself.	iv		SL	Mongolia 13
iv	iv	I see. I think what you are teaching to your children in the framework of ESD is very important. And some thing, for example, very important for the environment in their life. Do you think what you have taught here affect children's family life at home?		
H(Interpr I conducted training for parents. And before the school starts, we made contract, 3 sided contract from the students, from parents, and from teacher.	iv			
iv	iv	What does the contract say?		
H(Interpr Parents should provide good environment for the teacher, I mean students, so that they continue to go to the school. And from the student side, they should actively and continuously participate the classes. They should not be absent from the classes. And for the teacher, I should teach my classes in good quality and in a good way, meaning I have to teach my classes very well.	iv			
H(Interpr I'm not actually good in argument, but there is some parents who beat their children, and there are some step mother or step father also who treat children not properly. In this case, I made them to be afraid of parents saying that I'll give you to the court or call the center of child's rights protection center.	iv			
iv	iv	I think you have wisdom in yourself. Because you have long experiences and you are very good teacher, I think. And can I just ask ...		
H(Interpr Since the parents have lower education, it's easier to make them afraid by saying this kind of thing.	iv			
iv	iv	I see I see. Okay.		
H(Interpr Students are very openly talk to the teacher what happened in family, and some students who graduated from this school, or who transferred to the formal school, often visit this center, and they help teacher and other students, like they work as an assistant teacher, and help other students.	iv			
iv	iv	I hat's good.		
iv	iv	My last question is in a way about philosophy. And you have longer experiences in teaching, what is education for you?		
H(Interpr The person who is educated is more self confident and he know how to treat and how to deal with society, and the environment, and he earns knowledge about how to live good livelihood.				
H(Interpr Education is just learning to know, learning to live, learning to be and if he acquires these skills, he would be more confident, and he would not be lost in the relationship regard to the society and the nature.				
				Country Mongolia
				Place Ulaanbaatar
				Date 2008/9/10
				Duration 1:30:54
				Type Open Forum
				TL = Team Leader
				C = Comments
				Ip = Interpreter
				(Explanation from the NH-Ut Director to the participants about the team members and this ESD monitoring mission.)
	ACCU	hello everyone, nice to meet you, I'm Saya from ACCU. Jap first of all, we would like to explain a little bit about our organization, and then want to present about our findings in this mission. I hope everyone can see this screen.		
				ok. Now I'm working at ACCU, Asia/Pacific cultural centre for UNESCO.
				ACCU is established in 1971, by private sector and government of Japan to work with UNESCO.
				we are mainly working with 45 Asia-Pacific countries, in the field of cultural cooperation, educational cooperation, personnel exchange and so on.
				Now we are dealing with cultural heritage, and publishing books for children, education, in the field of EFA, education for all, and education for sustainable development, ESD.
				and collaboration, ...visioning working together, we collaborate in this fields, to make just, peaceful and sustainable society with culture diversity.
				and briefly explain about ESD.
				ESD stands for education for sustainable development.
				and... ok sorry.
				ESD is not only teaching, teaching learning activities, to acquire values, attitudes, knowledge and skills for our sustainable future.
				and ESD envisage a sustainable society, where people live in harmony with each other, as well as with nature, it means we not only focus on society, but also with the nature.
				and now, ACCU is now implementing ESD focused program which named ACCU-UNESCO Asia-Pacific programme I ESD, under Japan Funds in Trust.
				this ESD programme is focused on implementing in 2 pillars.

ACCU	<p>one is Innovation programme, another one is COE programme, Centre of Excellence programme. Innovation Programme is more focused on community based projects, and centre... COE programme is more institutional based. and this, our mission, this time, is to monitor and evaluate and listen to people's story. in this IP projects, which implemented in 10 countries. and ESD programme was implemented as an exemplary model of activity in Asia Pacific region.</p>	Nagata	<p>because Japanese government is supporting in producing these materials, and I'm sure if you report this back to them, they will be satisfied too. and next, effective networking with heart of NFDE director, and staff, these people. ok? So next, flexible nature for structure for nonformal education. that means mixed ages in the class, and learners centre approach, and good student teacher ratio. I was glad to see their flexibility in every centre, that affects that ESD, potential of ESD to the full. and next one is students' high awareness of environmental issues and health issues. whichever centre we visited, and interviewed students, I think we, what I found, is their high, very high sense of protecting environment, around them, and also keeping themselves and their environmental clean and the last one is to students' behaviour change at school and their influence on their family. after the introduction of ESD programme, I think lots of students' behaviour at school and in the house changed. and that change, some families affected, their parents and also brothers and sisters. some students said that smoking is bad for the health and for the environment, and told the father to stop it. not always successfully, but I think this kind of conversation in the family is very good. now I'd like to deliver some of the voices we got in the field to you. but before that I just would like to explain 3 pillars of ESD. as Saya explained, ESD is a wholesome development. not only economical development, but also society, societal and environmental development, really important components. equally important. but also another element, which is culture is very important to support, these pillars. so let me explain, each by each, what kind of voices to express these pillars we got in the field from now. ok, this is the first voice, about economy, ESD programme by some nonformal education centres, we felt, helping to meet the economic needs of the students and also their families. in some interviews we heard some voices supporting these. one example is a teacher in Uundurkhan district, ah... soum said "selling recycle materials at exhibition helps schools to buy clothes for the students of the poor families." this is one example. but additional I would like to emphasize, not only selling but also saving their money, small amount of money that is a effort we could see in some of the centres. so let me explain about the second pillar, which is society, and I think as far as we have observed, we can say that, you can say that, by and large ESD programme by NFE centres meets the social needs in school communities. and again, also we have met some of the voices supporting this. One example is this voice by a student in Zuu... Zuoma... Zuumod soum, sorry. he said we cooperate to help elder people, to cut woods and clean their houses before newyear, everything has to be clean in Mongolia, and we help them, old people to help, help them to clean the roof in the house." so in the field, we met some of the keywords which is very expressing the important feature of ESD in Mongolia. one of them is cooperation or collaboration. Not only one field but also other fields, we met, in the interviews these words. and another important word is respect, I think. teachers are teaching them how to respect each other, and respect family members, etc. let me go on to the next pillar which is environment. generally speaking, ESD programme by nonformal education centres contribute to large extent, to enhancing students environmental awareness. so let me introduce one of the voices to support this, ah this is by a student from Songinokhairkhan soum. he said, "there are so many wastes, in Ulaan Baatar. Plastic</p>
IL	<p>ah ok. My name is Yoshi Nagata, working for ACCU UNESCO, now from this, I would like to share what we have done in Mongolia in last 5 days. we just counted how many people we met. and for last 5 days, we met 104 people, and some of them are here. and we did group interview, and where 92 students and parents participated. also after the group interview, we asked them to be selected for the individual interviews. for parents, and other members, for example sister, participated in this individual interview. and also we will interview people from national centre for NonFormal and Distance Education centre, director and research officer, Batchuruun and Gana, today I think. so this was very very intensive process of what's happening to, of knowing what's happening in the field of ESD in Mongolia. very intensive. ok? And also we have met people from Nonformal Education centre, methodologist and students and parents and other family members. nonformal education centre was, is located, this is a Songinokhairkhan distance district, NFE centre, and this is not NFE centre the next one. and the third one, is Jargalkhaan NFE centre. and the fourth one is Uundurkhan NFE centre. and this is one of the scene of group interview, and dannalkan helped us to translate, this is already sitting with students in the group. so this is the group interview. We asked them the same questions. and also this is a individual interview. We selected some of the students, parents and etc. and did intensive interview them and listen to their own stories. actually this boy was very lovely, beautiful boy with a high sense of awareness of environmental protection. wonderful. yup. And now we would like to tell you the overall impression we got, after having seen these centres. and generally speaking, ESD programme by nonformal education centres with support from NFDE centre, is good practice. because, there are several reasons, leadership by... sorry, let me tell you the first reason. Leadership by dedicated teachers of nonformal education centres. whichever centre we visited, we felt their affection, and love to children, it was wonderful. and second reason is good relationship among teachers. Very collaborative and cooperative, of nonformal education centre, and that affects good collaborative relationship among students. actually I envied you, because in Japan, all the teachers become busier and busier, and no time to talk to each other. But they spend lot of time on talking and chatting, and that affects good atmosphere in school. I felt. and the third reason is good methodologists linkage between NFDE centre and nonformal education centres. their role is bridging these central office and local district offices really effective. ok? The fourth one is practical learning materials by NFDE centre, ok. whichever centre we visited, we did see the materials, which put over there on the desk, are very useful. and these materials have been used by many students and teachers and the contents are in themselves, in their heads and minds, that we, satisfied us a lot.</p>		

TL bags and smoke everywhere on the street." is it true? I haven't checked. "smoking is not good for environment, and not good for health either." he said. I observed many ESD practices in some countries, including China, Japan, and European countries, South Pacific, etc, but Mongolia is one of the countries with high awareness of environmental protection. that's my opinion.

ok? So next, I would like to refer to again, this ESD concept. ah...ok. many of the students or parents we have met from difficult of poor families, but through ESD programme, at nonformal education centres, through these pillars, I think they got empowered. Ok? so this is a concept of ESD in Mongolia. so in the programme, as far as programme are concerned, ah... we got this image, ESD in Mongolia, most of the programmes are concerned with health education, and environmental education. I think this is a 2 pillars. Components of ESD in Mongolia. that's what I, what we felt.

ok? So just thinking back about 3 pillars, I think environment emphasizes the biggest. of course you are dealing with economy, economic issues, social issues, and culture issues, as we presented some of the voices by the students and parents, but compare to environment, it seems to be, it seems that these 3 pillars are relatively small but I would like to say, emphasize, this is a challenge for all the countries. in many countries, ESD is something like equivalent to environment education. but they try to put these elements. So in that sense, you are in the same situation.

so now, what are the other challenges, what we have felt, in the field is the point, I just have referred, ESD is something more than EE, environment education. it's not equivalent. So integration of other ESD components, such as cultural, social, economic feature, is also challenge, important. so I would like to say the linkage is very important, as I have introduced you one boy's voice, that smoking is not good for health, and also for the environment. so smoking is a bad example linking environment and health issues. or other examples, cutting woods in a collaborative way, or weeding in a group of students that's a societal aspects of ESD, and environment aspects. that's another example. as far as I observed in many countries, practicing ESD, there are very very few countries, which have this materials or textbooks with emphasis on this linkage. so next point to think about is beyond the family to sustainable community. actually we could see the very influential situation from the students, what they got learned at school or in the centres they tell parents, father mothers, smoking is bad or brushing teeth is good, is quite influential. but I think that influence should be, ah go beyond the families, into the community.

so if there are some kind of sharing meetings, in the community, not only schools, but also community hall etc, that would be wonderful.

so this is the last point, introducing global aspect such as global warming, is important. what we have found, in the field is the term environment they use is environment around them. in the school or in the family etc. environmental issues nearby themselves.

but one of the important points of ESD is thinking about environmental future in global perspectives. so as you may know, global warming is obviously everywhere, in Japan, it's becoming like a tropical weather. like summer, it's very hot. And also some of the issues of ozone holes etc, and your neighbouring countries facing serious problem, for example China, they're seriously thinking about how to protect their environment. so ESD is very very active in China now. there are many green schools and sustainable schools and ESD schools in Beijing.

so just think about as one component of ESD programme,

TL maybe part of environment section, you can introduce about this global warming and others.

ok? Next I just want to introduce you some of the expressions we have met in individual interviews, and one of them is "happiness is to be happy with what you have." one of the mothers of Zuurmod soum said, talked about her life history, she had gone through such difficulties, worked in coal mine, and others and bringing up the several students by herself etc. and we asked, we found she looks so positive. To her own children, and to her own future. so we asked what is happiness for you? And then she said happiness is to be happy, being happy with what you have. this is actual contentment. We always, all human beings are I think tend to get more and more things. but that does not necessarily always bring people happy, and these are many many unhappy people in Japan, with too money. so we are moved by her expression. and the other one is also about happiness.

and another comment, by one of the family members, sister of the student is this. "his happiness, my brother's happiness makes us happy in the family." so all through, the tour, we are thinking about what ESD is, it's very complicated concept and difficult to understand, but after having heard these wonderful, simple but very strong comments, we came to understand ESD is for happiness of the people.

ok, next this is I have shown you, the big circle, within 2 net circles, health and environment. but if you think about these challenges, your ESD could be like this, environment is one component, health is of course another one component, awareness of local culture or global perspective and culture aspects, etc, so that becomes ESD in near future in Mongolia. generally speaking, I was, we were moved by seeing all your efforts, in the field, and in the centres, and in Ulaanbaatar but there are some challenges as we can see in other countries. so in order to go forward, I think sharing and collaborating internationally and domestically is really important.

so this is the end of my presentation, this is just last night, I felt like Chingis Khan, and Saya is here, wonderfully dressed, and we stayed in this ger, we are so happy.

and I felt you have such rich rich culture in this country, and I think that's why ESD is very important, because to preserve and to develop the culture is one of the challenge of the ESD, and I do hope you will protect your culture, and also develop further, for the future, sustainable future. thank you very much.

so this is end of our presentation, we have around 20 minutes of free discussion, and any questions are welcomed, and any comments are welcomed, you can correct what I said, and there are some misunderstandings, please go ahead, floor is open to you. before your comment please introduce your name and your institution.

C thank you for your presentation, my name is Burmaa B. I'm professor of the Mongolian National University. ESD became most important issue globally. Mongolia is a member of United Nations and UNESCO has active participation, in ESD activities. today there are many organizations and many people who talk about these 3 important aspects as culture, economy and environment issues. so ESD is not teaching other people on ESD, but it's change in the mind in the activities. that's why maybe there are differences in aspects in ESD. in my opinion, ESD implementation is successfully implemented by National Centre for Non Formal and Distance Education. I want to say some border was represented formal education as you know United Nations emphasize ESD development focusing on local contents in it's all capacity, so informal education the education forum has try to think ESD with education reforms. the beginning of this year. Mongolian education system has transferred to 12 years system, due to this education team organized. it cover all the subjects. among this we have one team, which focus on penetrate ESD into each subjects, contents. I'm head of these things, and also we have

C professors from education institutions, and reserchers of education institute and teachers from secondary school. we started the development of the concepts of ESD with the connection of tranform of 6 years education transfer the entree age 6 years, now started to develop education curriculum. there are many projects implemented on environmental education as well as ESD. many projects implemented with WWF, CIDA, Swiss agency, German GIZ, so, we have to cooperate and link all these projects in order to provide efficiency of the ESD. so we are focued to organize our training in the global aspect of the cultural, environment, politics, localize, and we want to try to give this ideology training into school levels, not only school levels but also community levels. so ESD is not only environment education as you said, we agree with this. we have many things to do, in this field. so you have good observation about advantages and strengthes in Mongolia but also we have some weaknesses and disadvantages so we have to work in order to improve our weaknesses and disadvantages. thank you very much.

IL thank you very much, very important comments we got. Thank you.

NFDE In the presentation there were many good words but I got some embarrasment, during our field trip. we saw also some good reasons and we saw some things that is not going very well. we didn't plan it. just it happened...

IL I appreciate it.

C she said that nonformal education initiated ESD before formal education started to work on it.

IL I think in order for ESD to be development, developed, effectively, flexible structure is really important. but school structure sometimes find itself is really resit and difficult to implement something new. in Japan, on this point, there are 2 groups, one of them say we should establish the subject called ESD or EE, environment education. and the other group emphasize the message of ESD should be embeded in all the subjects, and I personally support the latter, and I was so glad when she said that she is trying to input all the elements of ESD in all the subjects. we call it whole school approach. So whole school approach is very important for ESD.

C I represent the Education Institute, my name is Javzakhorloo. I understood that you had field trip on ESD education in Mongolia, through nonformal education, as represent formal school I want to talk about that. As Ms. Batchullun said, there are many talks these days about ESD in Monglia, as you told you have 2 groups, told ESD development, we also have same situation in Mongolia. we create second one which is ESD should be integrated in all subject contents. if we look precisely ESD content, of course content itself is for nonformal education, also, maybe talk about ESD 30 or 20 years ago, not as such emphasizes as now we are talking about. In last 10 years, we are having big environmental issuesm. In 60s and 70s, what you see in the field, the nature of Mongolia, it was completely different. it seems that global issues influence in Mongolia. I also want to have one question. it seems that you were focused on nonformal education students and you visited Songinokhairkhan district, which is city part, and the other one is you had field trip to Khentii province, Jargaltkhaan soum. so could you see some differences among the students?

IL was it on the first day? which one was the city one? oh yes the first one, the very first one. ok. and the country side, difference between...? learners.

C the attitude of learners and students' respond or something. and learners understand about ESD.

IL right, right.

ah ok. We have visited only one NFE centre in the city, city the only one. So it's quite difficult for me to generalize it. but I would like to tell you my impression. to be honest, I could not see big difference. in some of the countries, students in city are more aware of environmental protection, etc, in some of the countries. but here, I was very surprised to know that stuoents in

TL rural areas are very effectively learning what they're expected to learn about environmental protection, and health. Very equally I think. there are not sort of students left behind, they were actively participating in nonformal settings. so I haven't seen many of the cases in formal education, in rural areas, I haven't, I didn't see formal education, in rural areas, so it's difficult to generalize. but this is my impression. Your rural students are doing good, and also my impression is rural students are doing good, not because of infrastructure. building and some text sorry. But because of human resources. teachers are so dedicated. And also materials, learning materials are so effectively implemented, I think. two reasons. I think teacher learning materials.

C thank you.

C we appreciate that the presentators from ACCU visited Mongolia. about 4 years ago, I was in Japan, there were some experts from Asian countries and we talked about the initiatives of UN decade of Education for Sustainable De and they also talked about selecting best projects that could be implemented by ACCU. National Centre for Nonformal and Distance Education developed the project, li ESD implementation through nonformal settings and this pro got proved, and now it's going implementation of this project. the ESD activities are implemented quite well in Mongolia, inductively, but 6 to 8 years ago there was establish on national committee on ESD, and has been implemented some projects, and some activities in this field, the last 3 years there were many talks about establishment of teams to develop education curriculum on ESD and this team already developed, established, so National Commission for UNE-SCO conducted survey on ESD and we organized a workshop, national level workshop it was, supported by Bangkok UNE-SCO office. the focal point on implementation ESD activities, is ecoagi institute, huh?

IL ecoagi institute.

C and the director of this school is participated in workshops on ESD in Japan, in China. what was his name again?

IL Ajasurun. Do you know him?/

IL yes yes.

C so the last year national workshop issued the recommendation on ESD implementation and it was send to the ministry of education as well as ministry of nature and environment. so ESD activities are really implemented quite actively by NFD centre, it seems you had some good words and to this people, having flexible structure for nonformal education is implementation of ESD would be more appropriate through the NFD... nonformal educatio because formal school education system focuses mostly on school children. but nonformal could implemented successfully, and could reach and could influence at the community level. so the ESD is of course not only the issues of education, culture, it should be focued on all of aspects equally, and it should, it meaning is to live and to work together cooperatively in order to advance the community to development. and lastly we are talking more about intangible heritages, focusing on heritage, traditions, livelihood and cultures of own people. to live with good hopes in the future. I onwards the future. in this sence, nonformal education centre has developed some learning materials which teach about culture issues, including the celebration of national holidays and different kinds of cultural heritages. in the future, I hope that ACCU will continue to implement ESD activities. so if the project would be supported in the tie NonFormal Education centre, namely Ms. Batchatun, said if we could implement ESD more focused on cultural issues, cultural values.

IL thank you very much.

I would like to listen more opinions from teacher or even students, so thank you very much for coming, any...they should...

C I have no question, because all the questions are covered here.

IL	sorry, can you translate what she said?	Iv	yes
lp	she said she is thinking.	H1	not only education but also simple people.
IL	ok, you can ask.		and another thing is that after started ESD programme,
ACCU	can I ask?		we don't need academic oriented.
	how did you think about our interview?	Iv	right.
C	I liked it very much.	H1	we don't need so academic oriented, academic centred
	so this centre has language committee, and they try to		learning teaching materials.
	organize different kinds of activities. and what she wants to		and just public, simply people need teaching and learning
	know is just if there would be any support from ACCU, if they		materials, which demands on their needs.
	organize the trainings on ESD, just it's like peer training,		in demands on their daily life.
	children will teach the children.	Iv	yup.
IL	thank you very much for your comments, and within the	H1	and this is a really good way for increase public awarenss.
	framework, the present project, it will be finished soon, so		and also through NFE and through community to give
	it's impossible to support a new activities within that		ESD programme, very best way, for, to reach purpose of ESD
	framework. but ACCU will go on, supporting people in		education. it's just formal education, it's just highly
	Asia, especially grass root people in Asia and the Pacific, in the		education, it's just small component compare to public
	future as well, so there are some possibilities, ya?		awareness. we don't need more focus on formal
	but we can't promise it now.		education and formal school people.
lp	she wants to make a speech because we have another schedule		so just high education, big mass on this public community,
NFDE	Due to tight schedule and activities, we do		sorry I like to tell this all long.
	not have a lot of chances to visit all these local NFE centres.	Iv	thank you.
	so thanks to your field work, we could have some chance		so it's a big challenge,
	to visit NFE centres. and we all thought that we organize this	H1	oh, yes.
	kind of forums after field trips seeing different countries,	Iv	and what about you?
	it seems so effective to see our activities.	H2	she told many things already, but, ESD is a very new
	I am sorry since we have tight schedule we have to close		concept in Mongolia. and with the launch of ESD programm
	the forum, thank you for coming.		with ACCU, we could see just ESD, not only ESD, the
	so if you have any comment you can tell us, later on.		education is holistic way, I think.
	because everybody know each other so they can give	Iv	hmm.
	comment through us and we can give this to you.	H2	and also it give the non formal education to see the educatir
IL	that's good.		from different views and it cover the different
SL	Mongolia 14		aspects.
		Iv	yes, yes
Country	Mongolia	H2	and I think ESD, this ESD concept give a implementation of
Place	Ulaanbaatar		ESD through non formal education was also good example
Date	2009/9/11		for formal education. And yeah.
Duration	00:35:40	Iv	good, thank you.
I type	Focus group discussion with project management team		and obviously you are learning yourself, not only learners,
			but also yourself a lot.
	Iv = Interviewer		not only the concept of ESD, but also maybe education
	lp = Interpreter		itself. what is it? And like this...
	R = Respondent		and a... could you just one example that impressed you
			the most? after you started to conduct this programme.
Iv	so it's not a serious interview.		maybe something happened in a workshop, or in the
	but I just repeat nearly the same questions to learners,		classroom or visiting non formal education centre in local
	because ACCU also would like to improve, its on programme,		areas, you must have had some impressive memory.
	so please be frank, open, even criticism are welcomed,	H1	I impressed one of the workshop for...
	ya? can I just, after you launched the ESD programme,		their mainly sophisticated universities... from national univer
	what was your most significant or best experience, you,		many universities, respective worker there and most people
	you had, by running, organizing this ESD programme?		were, at workshop were university level, mostly
H1	in my opinion, before start of ESD programme,		professors of ecology and biology or something like that.
	generally of ESD is really different.		and then they are, they were very good, too much out
Iv	different?		going, and many concept of ESD, and also ESD curriculum
H1	in case on... in generally.		development. and most for university professors,
	we had understanding about the ESD is just a one kind of		especially ecological and biological professors said
	expanded part of environment education.		ESD is a main issue of biology sector, ecology sector,
Iv	yes		they said. because we need to develop curriculum of ESD
H1	because people said xxxxx education is very small,		separately, and they said, because ESD based in
	and environemnt education and ESD is just some kind of		environment, environment bases ecology, ecology bases
	another different type or form of environment education.		just animal and plant.
	and then when ESD programme is started, we have more		that's why this biological and ecological professionals
	knowledge and more understanding about ESD, ESD is more		should work on curriculum on ESD.
	bigger and many issues and many things including ESD,		and also we need to develop ESD curriculum separately, ju
	not just only environment, but also environment, but not just		form of the school,
	environment such a issues different, you say many things		just a biology teachers should be teach to
	with culture and cultural diversity, understanding		children. and even one of ecological professors, and good
	of culture diversity, also how to keep with this cultural		and many argument, arqing, and then I explained about th
	charactors. Tangible and especially indangible.		concept, and also I would like to protect my idea.
Iv	hmm.		and he asked me "please tell me how we can give these
H1	and also more understanding is before changing, before		children about ESD issues through history lesson."
	changing, ESD is just how to...	Iv	he asked me. Sports class also class in history. "please
	good behaviour for sustainable future.	H1	tell me"
Iv	hmm.		that's the biology teacher.
H1	and after this programme, we would like to distribute this	Iv	yes. He is biology professor.
	idea as possible as to all, to other stakeholders.	Iv	yeah yeah.
		H1	hahaha. And I was really shocked because his
			understanding is so...
		Iv	good question.

H1	then I told him, for example, in sport class children after running, they, children need to drink water.	R2	from just for environment natural aspects, then we tried to persuade this is not only EE or nature environment, but please refer to the international scheme or tool kit just distributed.
Iv	water.	Iv	good.
H1	and then sports teacher should tell his children, "please don't throw away this bottle."	H2	and also we are, I'm, we are learning lot of things. after start this programme.
	this is education, this is some of very simple example and then maybe he, he agreed, and then after this argument, we decided ESD should be penetrated to all the subjects, not separatedly. and after that I, I was really shocked, I talked, I need to give this them, more understanding then, I read some of education materials, ESD tool kit, lesson tool kit.	Iv	you are learning yourself, that's good.
Iv	ah tool kit, I know. Good one.	H1	life long learning
H1	very good one. In this tool kit is very good picture, for example, this is big... just one simple subject, and another one is this...	Iv	life long learning
Iv	yup, I know that one.	Iv	right. Could I ask another question, in relation to that learning yourself, what has changed as a result of your involvement in this project? did you find some change in yourself?
H1	you see ESD is there.	H1	yes.
Iv	I translated it too.	Iv	how?
H1	and I translated this then I passes in workshop, I would like to show this "please pay attention to this. International implementation materials."	H1	haha I show you all. (ask staff to bring something) I'm not a smoker actually, I'm not a smoker.
	and then now so this my, this thing is very influentive tool to another people especially this medicals, and also people worked on development.		and then my staff, she is sitting next room Undurkhma, she, she smoked very crazy. And sometimes...
Iv	good. Wonderful.	Iv	quite a lot.
	so did you translate all the tool kit?	H1	yes. Sometimes I got frustrated.
H1	yes.		and she sometimes ask me "please just smoke and just relax"
Iv	into Mongolian language?	All	hahahaha.
H1	yes.	H1	and then I smoked,
Iv	wonderful.	Iv	she suggested to you relax and smoke?
	we are in the process. We are behind.	H1	yes just just,
H1	yeah, good. Anything?	H1	relaxing and talking and just sometimes...
H2	yeah, she also translated	R2	one way to release stress
H2	yes I also translated, implementation of scheme, UN ESD decade, international.	Iv	and I tried, and I smoked, but I never smoked at home because my husband is not a smoker and my house is not smoker area what... just one box of cigarette, just a small one. In my this just she come and we smoke, not often, just seldom maybe once a week. we sit back and just show, my smoke I and then I work at home and my husband knows which I'm writing on, we are working on curriculum on ESD. I need some materials also, he gave me the WHO news letter, and in this news letter, this picture was in this WHO news letter, this is dangerous, and 4000 or 5000 substance, contents of cigarette and some of this were already approved as cause of disease causes the cancer...
Iv	ah, IIS.	H2	yeah.
H2	that was, that give me a lot of things, the most deep understanding about ESD. so by translating, we learned about ESD, what aspect should be covered, examples... so I think this also give other people to have good understanding about the ESD.	Iv	then I really surprised how many chemicals in consisting in cigarette, and after show that I really hated just smoking.
Iv	good.	H1	stopped.
H2	and people asked us thing	H1	stopped. Haha.
Iv	hmm, so you distributed these translating materials to methodologist?		and then I tell for my staffs, please show this one and then I this is really impressed by me, this picture, and then we would like to choose this picture translated into Mongolian, and we want to develop as poster, and this is a newsletter and... (showing materials)
H2	methodologist and also other organizations.	Iv	good.
Iv	other educational institutions also asks us to give many stakeholders distributed.	H1	and then we searched many of pictures and posters from internet, this one also, combined, adopted with this... and I will be very influential to smokers. Especially this theanic, hyarogin1907, monglians knows how theanic poison ok.
H1	education institutes, environment, UNESCO not school teachers' level?	Iv	and then to translate this chemical terms, we ask from chemical professors from the university, because this is very important. We need to work this as a writing, maybe we can do some mistake, and then some professors from chemistry, professors from chemistry from the nation university, expected.
Iv	not school teacher.	H1	interesting.
Iv	oh, ok.	H1	this is just my case.
H2	in this case we are initiative distributing ESD concept in Mongolia.	Iv	so you are also changed your behaviour, life style.
Iv	very important role.	H1	yes.
H1	also for example, Prof. Burmaa didn't know before about this education implementation scheme.	Iv	thank you.
	she said "oh, you did a very good job" and this is very important.	H1	actually I am not smoker, just...
Iv	that professor Burmaa is a curriculum leader, right?	Iv	yeah yeah yeah.
H1	yes.		you are little bit being seduced to smokers.
Iv	she appeared yesterday.	H1	haha.
H1	yes yes.	Iv	ok, and what about you?
Iv	very important person, I thought.	H2	for me I don't have change, some changed in my behaviour originally you are ESD person.
H1	then if we not started, if we not started this programme, if we would have not starting about this ESD, maybe this ESD curriculum in Mongolia or ESD ideas of this professors would be...	Iv	nanana. Just I could see, just now this garages and now
H2	focusing on EE or something.		
Iv	so it was guide line.		
Iv	you think your all efforts to trying to shift their minds who devoted only to conventional EE towards ESD, did you, do you think you succeeded in shifting their minds?		
H2	yes we think so.		
Iv	good.		
H2	we have participated in different workshops.		
	some people are good and some people thought ESD		

R2	this wastes could be useful, and that surprised me, I learned it from the learners.	H2	I think, like you, you are have field work and
Iv	hmmm. Hight.		conducting some good examples, so in order to share with
H1	many change if we try...		other people here, so you, I think you are making hard files,
Iv	but I just asked change in yourself,		my suggestion is maybe it's better to make visual file,
	what about change since you launched ESD programme, any		usually it's better to see all the lists than listen to these
H1	change in your organization? NFDE.		so maybe it's good to make some documentary or video
	before most of our staffs used to drink tea with sugar.	Iv	on the best practices. so other countries and other
	and I tell them sugar is not good and then most of them	H2	people, have clear ideas
	just a...most of them are learning to drink tea without	Iv	they don't have to gather together.
	sugar.	H2	yes. I mean to share...
Iv	ah... so you are more aware of health, yourself, good.	Iv	good suggestion.
H2	because we have, when we launched different kinds of		I will convey to... good, thank you very much.
	posters and programmes, we also invite professors and doctors	H1	any other?
	they also give some lectures.		for example, for UNESCO Bangkok, they develop various
Iv	so the workshops for methodologist.	Iv	video on CLC in Asian countries.
H1	yes. because we are few people and we cannot teach	H1	video CLC?
	everything. and then we organizes workshops, we need to	Iv	CLC, community learning centre.
	invite professors from another institutions	Iv	oh, ok community programme centre.
Iv	yes, as a resource person.	H1	community learning centre. And they asked us some of
H1	yes. Hresource person from WWF, professors from universtisy...		small short video, and we made short video, we made very
	and many from medical universities.		short video, with discription in English, and send to
Iv	right. What about change in your family?		UNESCO Bankok. and they collected CLC activities from
	I think your family is healthy now. Hahaha.		different countries and again they adopted and redeveloped
H1	my family is, yes.		and then they make a video "CLC in Asia" and they
Iv	you don't need to do that.		distributed to all the countnes. this is very good form. I think
H1	also we thought this weighting,		ACCU make some for, some kind of books or some
H2	ah gain weight.	Iv	kind of videos
Iv	gain weight.	H1	ok.
H1	gain weight is a big problem in city people, I heard,		from based on experience for this project countries,
	especially among the young. If you see young women and young	Iv	and distributed... this is some kind of sharing experiences.
	men there are fatter than me. and this is new.	H1	ok.
H2	hahahahaha.	H1	if possible... hahaha.
H1	and my son, my son says anxious of eating too much, it's	Iv	thank you very much.
	not good and gain weight is not good, they understand		I think the all process, for the last 5 or 6 days was a
	very well.		learning process for us too
Iv	good, ok. I hank you very much and a...	H2	we are learning from the learners and you.
H1	many changes. if we tell, my organizations and at home,	Iv	from them and from you.
H2	because when we have this lectures by the professionals	H2	yeah so this is very synergetic process
	what we heard, also because we tell our family, so	H1	learning and helping each other in Monglian field work
	information sharing.	H2	also, also we learned many things from local people.
Iv	yeah.	H2	yeah.
H2	how influence it is.	H1	learners also.
Iv	good, so you're also learning.	Iv	you also? Oh visiting with us?
	so my last question is this.	H1	yes.
	what improvements, to the project,	Iv	ahh good.
	to the project, ESD project do you recommend?		thank you.
	you can recommend your project, in Mongolia.	H2	learners wisdom.
	Also IP or COE peoject in Asia and Pacific area.	Iv	learners wisdom. Yeah yeah I think so too.
	organized by ACCU, whichever.	H1	before, before I know I didn't recognize people of Mongolia
H1	my opinion, project from ACCU, ACCU maybe, countries		is very maybe same opinion and their future and also all
	which implemeting this project, they need, if they change		of them is very good positive impression of their future.
	good experience, changes good experience, to share good	H2	and also...
	experiences and also good materials		yeah, yesterday Lajinkhand told us you give us good direct
H2	eserience sharing.	Iv	and now we have hope to develop our work and doing activ
H1	experence sharing and also if they share, if the change	H2	yeah she said, La...Lacha?
	is good, by teaching and learning materials shared, ex. I sunami,	H1	"Lajinkhand"
Iv	I sunami?	Iv	I uv aimag methodologist, lady.
H2	yes, this good material, also when I go to, go to workshops,	Iv	yes I talked, after the session.
	international workshops, I as much as possible, I to collect		she said she learned, she want to apply something
	some good examples materials, even in their		we said in the forum.
	own language. Just to get idea. And this is...	H2	because we give suggestion how it should be improved.
Iv	so you are getting good ideas by paticipating ACCU	Iv	yeah she learned it...good.
	workshops and...	H1	also this morning I discussed with my husband about this
H1	no, not just participating		aspects of local people, he said "yeah maybe all
H2	the based materials implemented or developed among this		Mongolians, we didn't recognize, the Mongolia
	10 IP countries, should be shared among themselves.		has very good hope, hopeness in their future". also we
Iv	among themselves. like the workshop in Ahmedabad.		talked about this morning, Mongolian people's main
	yeah, information sharing.		purpose, life for goal is for their children.
H1	yes.	Iv	good.
Iv	so Ahmedabad was very good for you?	H1	for example, one of an old men, he is a good bussiness mar
H1	yes. We have some materials from Otta this is just not		had lots of money, he send his three children in America, he
	ESD, before, and we had good examples materials just		lots of money, instead of this. he could bought luxury house-
	another material development in ESD, this is just		and good cars but he didn't do that and he just spent money
Iv	I see. But I just want to listen to your suggestions, or	Iv	yes. Children.
	recommendation, to improve, the progamme.		ok, so please just tell us one thing, you can suggest to
H2	I think the ...		this evaluation mission, this mission, lots of mistakes we
Iv	even include criticism is ok.		have made and lots of burden on your shoulder, just tell us
			how can we make it better?

H2 be flexible... hahahaha  
 All hahahaha.  
 Iv that's the keyword. Flexibility.  
 we are flexible in a way  
 H2 local people know the situation better sometimes. Just make  
 negotation and be flexible. I know you like flexible. But before  
 coming you said "you want to go thisplace, this place..." maybe an...  
 H1 maybe this is just Japanese way, you are very flexible, before,  
 last year or few years ago, UNESCO, Japanese UNESCO NotCom  
 General Director, with us, she (staff) send me e-mail "exact time,  
 please". I thought just be very easy no problem, we can visit  
 to another district and then show this my centre and then all  
 way to hotel, just half of the programme. She just want exact time.  
 and we just put the time 8 o'clock move to this district, centre  
 and we will arrive 9 o'clock... and she is  
 very satisfied this is very... this is not necessary sometimes.  
 maybe Japanese way.  
 Iv yeah yeah yeah yeah.  
 whatever we do, leave some space, tree space, in our...  
 H2 for changes.  
 Iv yes, for changes. That's good.  
 thank you very much.

※ This is an examplar of the interview and  
 discussion data recorded during the "HOPE"  
 evaluation missions.

Please contact ACCU if you would like to have  
 the data from other missions, namely: Palau,  
 Bhutan, Thailand, Viet Nam, Indonesia and  
 Malaysia.

