



MONGOL
ECOLOGY CENTER

Lake Hovsgol National Park

**General
Management
Plan 2013
Interpretation
and Education
Section**



Project is Funded by



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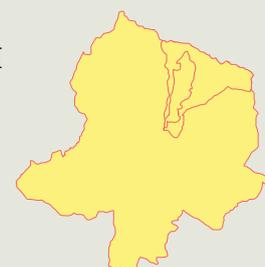
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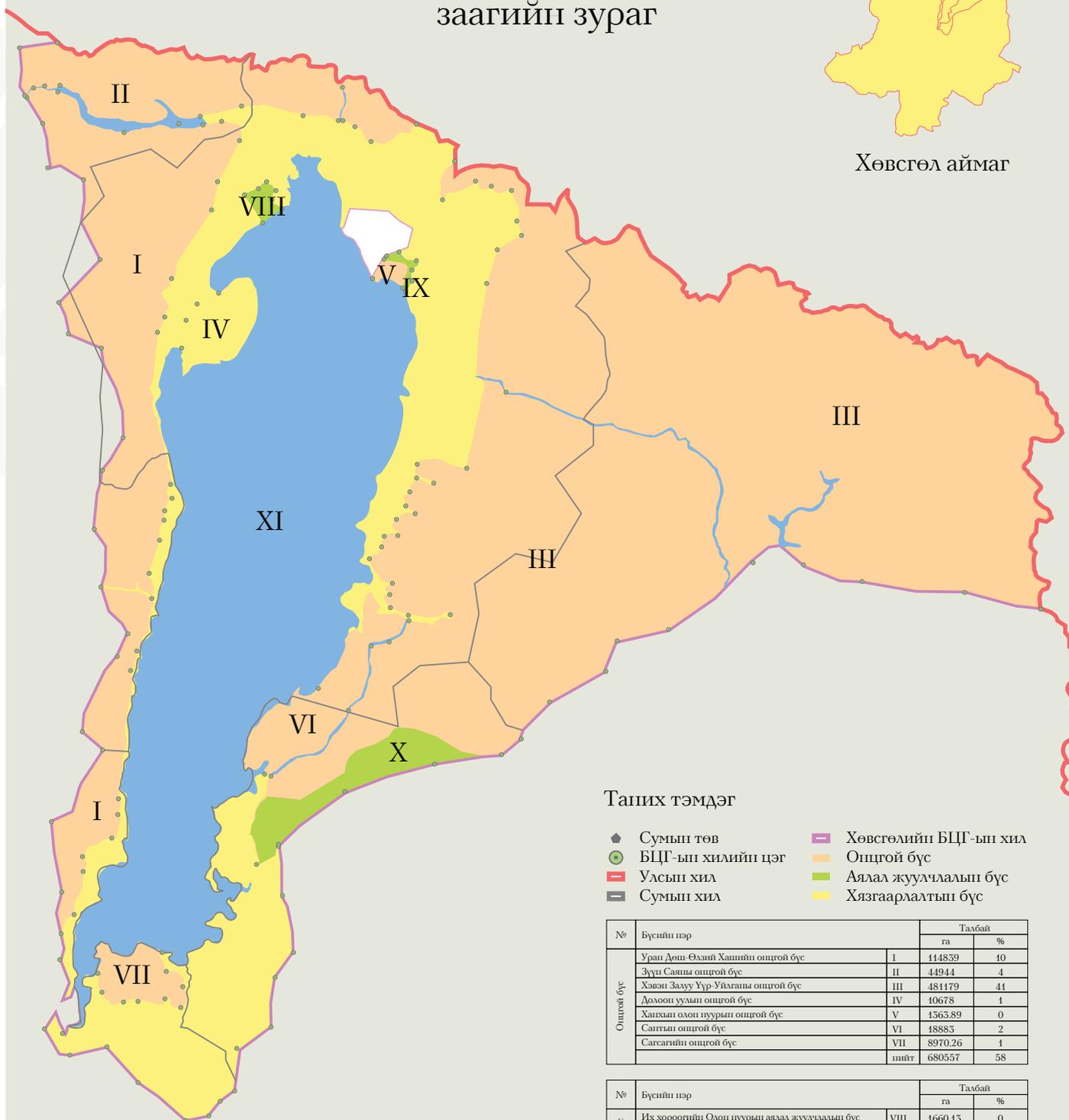
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ХӨВСГӨЛИЙН БЦГ-ЫН ХИЛИЙН заагийн зураг



Хөвсгөл аймаг



Тайлбар

- Сумын төв
- БЦГ-ын хилийн цэг
- Улсын хил
- Сумын хил
- Хөвсгөлийн БЦГ-ын хил
- Онцгой бүс
- Аялал жуулчлалын бүс
- Хязгаарлалтын бүс

№	Бүсийн нэр	Талбай		
		га	%	
Онцгой бүс	Уран Дөш-Өхий Хашийн онцгой бүс	I	114859	40
	Зүүн Саяны онцгой бүс	II	44944	4
	Хэвэн Залуу Үүр-Уялганы онцгой бүс	III	481179	41
	Долоон уулын онцгой бүс	IV	10678	1
	Ханхын олон нуурын онцгой бүс	V	1565.89	0
	Сангын онцгой бүс	VI	18885	2
	Салсагийн онцгой бүс	VII	8970.26	1
	Нийт		680557	58

№	Бүсийн нэр	Талбай		
		га	%	
Аялал жуулчлалын бүс	Их хорооийн Олон нуурын аялал жуулчлалын бүс	VIII	1660.15	0
	Ханхын Олон нуурын аялал жуулчлалын бүс	IX	707.794	0
	Цагаан ууд Орхийн аялал жуулчлалын бүс	X	16711	1
	Хөвсгөл нуур	XI	278808	24
	Коридор		7859	1
	Нийт		305725.6	26
	Хязгаарлалтын бүс	Нийт	186507	16
	Нийт		1172790	100

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Lake Hovsgol National Park General Mangement Plan 2012
INTERPRETATION AND EDUCATION SECTION
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General Management Plan 2012 Interpretation and Education Section

INTRODUCTION

The purpose of this General Management Plan is to set forth clear direction for the management of Lake Hovsgol National Park. The plan consists of four separate sections:

Foundation Document
Transportation Section
Visitor Services Section
Interpretation and Education Section

BACKGROUND About This Plan

This Interpretation and Education Plan is meant to be a vision for the future of interpretation and education at Lake Hovsgol National Park for the next five to ten years. It is intended to be a working plan, used by park managers, interpreters, rangers, educators, planners and anyone else with the responsibility for sharing the purpose and values of the park. The fundamental purpose of the plan is to facilitate people's connection with the park and its natural and cultural resources, inspiring a life-long commitment to their stewardship and preservation.

Interpretation and education are essential to achieving the mission of protecting and preserving Mongolia's natural and cultural resources. Lake Hovsgol National Park is part of a national protected areas system where people and organizations collaborate on teaching and learning about the interconnections of human culture and nature, natural systems, and the values of Mongolia's heritage. Protected areas provide unique and powerful opportunities for individual experiences that help shape understanding and inspire personal values.

This Interpretation and Education Plan for Lake Hovsgol National Park is one section of the Park's General Management Plan. It was created during the summer of 2012 by Global Parks and the Mongol Ecology Center with participation from a variety of park staff, community members, and other partners. It describes visitor experience goals and recommends ways to achieve those goals through interpretive media, education programs, and personal services.

INTERPRETATION Basis of Interpretation

Through interpretation there is understanding.

Through understanding there is appreciation.

Through appreciation there is stewardship and preservation.

—Freeman Tilden, 1950s

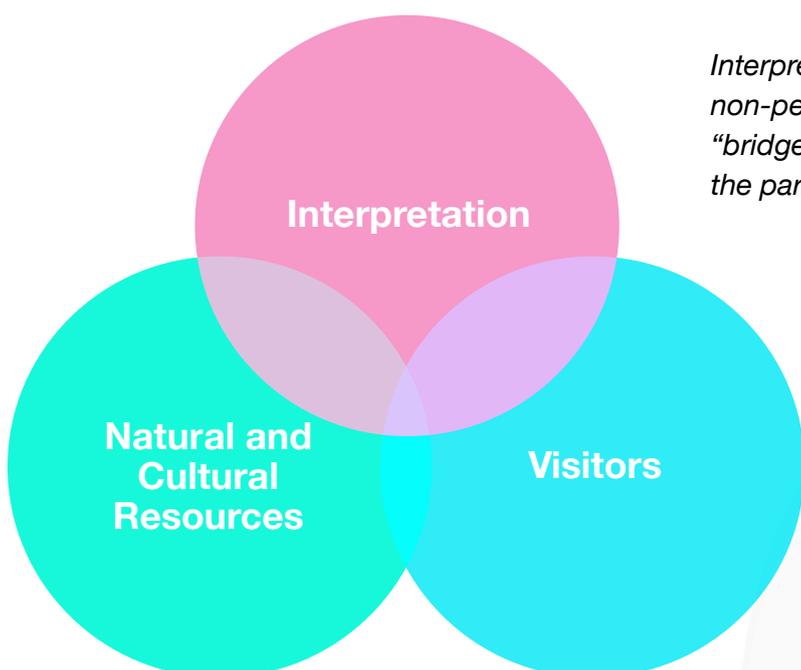
The “Father” of Interpretation National Park Service, USA

The use of the term “interpretation” in this plan is based on the discipline developed in the National Park Service (NPS) in the United States over the past century. As the NPS nears its 100th anniversary in 2016, it serves as a model to the world for resource protection and park management. Within that scope, the practice of interpretation has been defined and updated to meet the needs and expectations of today’s park visitor and resource protection challenges. Skill sets have been identified and training curriculum has been developed with the goal of standardizing the profession and maintaining high levels of performance. The accepted definition is:

Interpretation is the process of providing opportunities for the visitor to discover their own intellectual and emotional connections to the meanings and significance inherent in the natural and cultural resources of the park.

The purpose of interpretation is to provide memorable, meaningful, and inspirational experiences related to the park and to strengthen public understanding of the full meaning and relevance of the country’s natural and cultural resources. Interpretation can be a strong ally of park management as its goal is to foster resource stewardship and protection.

Interpretation serves as a “bridge” connecting the park visitor to the park resources.



Interpretation, via personal and non-personal services, serves as a “bridge” connecting the park visitor to the park resources.

For this process of interpretation to be effective the interpreter must know the visitor's needs and expectations, have a thorough knowledge of the park's resources, and know how best to interact with the visitor to provide an interpretive opportunity.

Kv + Kr + AT = IO

(Knowledge of the visitor) + (Knowledge of the resource) + (Appropriate Techniques) = Interpretive Opportunity

Knowledge of the visitor and their expectations is acquired through visitor surveys, direct interaction, and objective observation. Visitor patterns may change over time, so re-evaluations should be made on occasion.

Knowledge of the resource can be acquired via academic study combined with on-the-ground observation. The resources may vary with the seasons and change over time, so on-going study is necessary. All staff should have access to the park library, field guides, etc., and new staff should be informed of the location of park related publications and research studies.



photo courtesy of Andrea J. Sharon



photo courtesy of Andrea J. Sharon



photo courtesy of Trevor Krabbenhoft

For the process of interpretation to be effective, the interpreter must have a thorough knowledge of the park's natural and cultural resources.

Appropriate techniques are derived via interpretive skills training and professional development. These techniques may vary from program to program and from each individual employee as they are reflective of one's skill level and personality, as well as the composition of the audience.

It is important to recognize that the process of interpretation

happens within the visitor.

The interpreter provides that opportunity via personal and non-personal services.

Goals for Lake Hovsgol National Park's Interpretation Program

All park staff should be trained in the basics of interpretation as well as have knowledge of the park's resources as they all may at some point in their work day come into contact with visitors—be it in person, on the telephone, internet, or via other forms of communication. Park staff should also be included in annual training sessions as well as be updated on current research projects and park issues.

Rangers, interpreters, volunteers, and others involved in visitor contact should have regular and on-going interaction to update their skills, exchange personal experiences, and maintain an active role in their new and developing interpretive operation. Keeping notes of these meetings and experiences will be beneficial to future staff. In most national parks in the USA, daily journals are kept describing wildlife observations, notable visitor interactions, special events, etc. These are usually informal and easily accessible. More formal records should also be kept to document daily visitation, scheduled programs and attendance, and other forms of visitor contact. These types of statistics are helpful to managers in developing staffing needs and budgets.

As Lake Hovsgol National Park's interpretive program and staff evolves, their goals should be to:

- Assist all people in understanding, enjoying, and contributing to the preservation of the natural, cultural, and scenic resources of the park.
- Orient, inform, provide personalized assistance, and offer comprehensive trip planning for visitors that addresses the variety of opportunities the park offers.
- Engage visitors in outdoor exploration and provide a variety of opportunities for them to connect directly with nature in the park.
- Provide interpretive services that support park management in maintaining a safe, functional, and orderly environment for visitors.
- continuously collaborate and share information and training with the park's partners to provide consistent, balanced, and accurate information and messages to park audiences.
- Understand local history, business interests, and community concerns, and involve the park as a collaborative partner in the region.
- Inspire audiences to take action by helping them understand that resource preservation concerns relate to broader environment issues that reach beyond park boundaries, such as climate change, air and water quality, over grazing, trash and waste disposal, and others.
- Achieve a standard of excellence in natural and cultural resource interpretation and stewardship that serves as a model for all of Mongolia.
- Embrace the new technologies and media that are being used to communicate, learn, find community, and find and process information without abandoning traditional techniques.
- People of all ages and all walks of life can discover opportunities to create memorable experience in Lake Hovsgol National Park
- Park visitors can experience the thrill of discovery and a sense of adventure through a variety of resource-compatible recreational opportunities.

(interpretive program goals continued)

- Park visitors seeking personal reflection, serenity, solitude, fitness, and renewal will find many opportunities at Lake Hovsgol National Park.
- Recreation activities provide park visitors with opportunities for social and family interactions.

Education Program

Lake Hovsgol National Park's Education Program should be a component of its Interpretation Program with the primary focus being on school-age children, both for local students and a broader reach via the internet. It should consist of a collaborative effort between park staff, local teachers, established national education entities, and other park partners. The goals for the education program should be to:

- Offer high-quality curriculum-based education programming.
- Participate in educational programs that may include pre-visit and post-visit activities.
- Use the park as an outdoor classroom and conduct educational activities on their own.
- Participate in teacher-directed programs using materials and resources provided by the park or park partner, such as Project Learning Tree.
- Use Lake Hovsgol National Park to conduct research and to provide student internship opportunities.



photo courtesy of Andrea J. Sharon

The park's Education Program should be a component of its Interpretation Program with the primary focus being on school-age children.

- Assure that students safely enjoy their visit by learning about and following safety guidelines and park rules and regulations.
- Demonstrate stewardship by using park resources in a manner that protects and enhances the natural and cultural resources.
- Assure that all education programs contribute to the stewardship of the park.

Interpretive Themes

Lake Hovsgol National Park's significances are the essence of the park's importance to Mongolia's natural and cultural heritage. The significances guide the development of resource protection priorities and the primary interpretive themes.

Primary interpretive themes translate the park's significance statements into a variety of compelling storylines. The primary park themes describe ideas, meanings, beliefs, and values related to the park and provide the broadest opportunities for visitors and audiences to make their own personal connections to the significance of the park. Primary themes may not include every topic interpreted, but the universal concepts they contain should directly support understanding of the park's significance. All interpretive efforts, including media and personal services should relate to one or more primary interpretive themes. Sub-themes are derived from the primary themes by narrowing the focus to a more specific concept.

Tangible and Intangible Concepts

Tangible resources are objects and places or people and events that now or once had a physical presence. Intangible meanings are the universally felt emotions, relationships, or values associated with those tangible resources. Through the knowledge or emotions that visitors have experience before their visit to Lake Hovsgol National Park, they are able to connect a personal meaning with the park's resources. The following list shows some examples of the park's tangible resource and some intangible meanings that today's visitors may relate to those resources. The park's interpreters and partners should use this list and the interpretive theme statements when developing personal services programs, education programs, written materials, and other forms of media for the park's visitors.

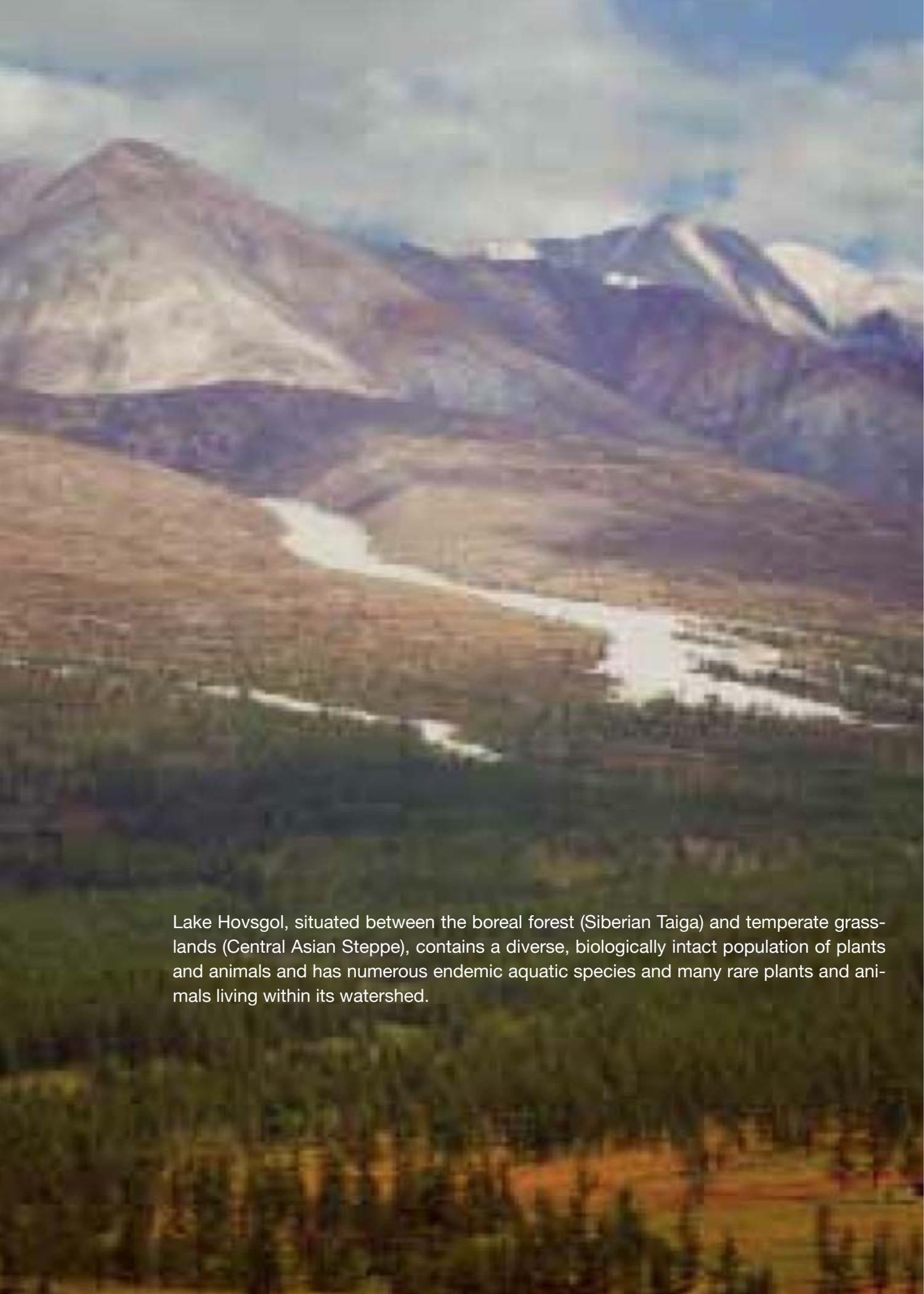
Some examples would include:

Tangible Resources:

Lake Hovsgol
Forest
Wildlife
Flora
Camping
Scenic Overlooks
Yaks, horses, sheep
Hill-top shrines

Intangible Meanings:

Culture, spirituality, need for clean water, beauty
Survival, life and death, balance with human impacts
Awe, life cycle, legends, survival
Beauty, sense of wonder, seasons, traditional uses
Recreation, relaxation, sense of family, escape, safety
Reflection, stress reduction, beauty, harmony between nature and people
Sustenance, cultural traditions, cycle of life
Religious rites, harmony, tradition, self-reflection



Lake Hovsgol, situated between the boreal forest (Siberian Taiga) and temperate grasslands (Central Asian Steppe), contains a diverse, biologically intact population of plants and animals and has numerous endemic aquatic species and many rare plants and animals living within its watershed.

Interpretive Theme Statements

Primary theme 1

Lake Hovsgol National Park provides visitors the rare opportunity to experience and appreciate a traditional culture and nomadic lifestyle that is reminiscent of the ancient roots of all cultures around the world.

Subthemes:

The ancient life ways of the nomadic herder continue today and play a significant role in social organization and economics, as well as having an impact on the landscape.

Lake Hovsgol (“Mother Sea”), the source of life, and to the north, the Munkh Saridag Mountains, the Father, have a vital and continuing role in the cultural and spiritual traditions of the Mongolian People.

The ancient practice of Shamanism, possibly the oldest spiritual practice in the world, developed in the mountains of the Lake Hovsgol region and continues to play a significant role in the spiritual life of the people.

Primary Theme 2

Containing two percent of the world’s fresh water reserves and 70% of Mongolia’s water, Lake Hovsgol provides visitors the opportunity to interact with the lake and ponder the critical role that fresh water plays in the living systems upon which we all depend.

Primary Theme 3

A remnant of the Ice Age, the Lake Hovsgol area’s soils contain the southern most layer of permafrost in the world which significantly affects plant growth and drainage.

Primary Theme 4

The Lake Hovsgol area presents a unique opportunity, nationally and globally, to isolate the impacts of locally accelerated climate change on both aquatic and terrestrial ecosystems and to examine the resilience of intact ecosystems.

Subthemes

Lake Hovsgol, situated between the boreal forest (Siberian Taiga) and temperate grasslands (Central Asian Steppe), contains a diverse, biologically intact population of plants and animals and has numerous endemic aquatic species and many rare plants and animals living within its watershed.

The Eg and Uur rivers in the Lake Hovsgol watershed are habitat for the world’s largest fresh water trout, the taimen, which is an endangered species.

THE VISITOR

Visitor Types

During our public meetings, interviews, and observations several different types of park visitors have been identified. They are:

1. Mongolians local to the park region
2. Mongolians from urban areas (Moron and Ulan Bator), and the remainder of the country
3. Mongolian School groups and Eco Clubs
4. International visitors traveling independently (during this plan's development in August 2012 visitors were identified from England, Israel, Holland, Germany, Italy, France, South Korea, and the United States).
5. International visitors in organized tour groups
6. Visitors from Russia, which are predominant in the northern end of the park



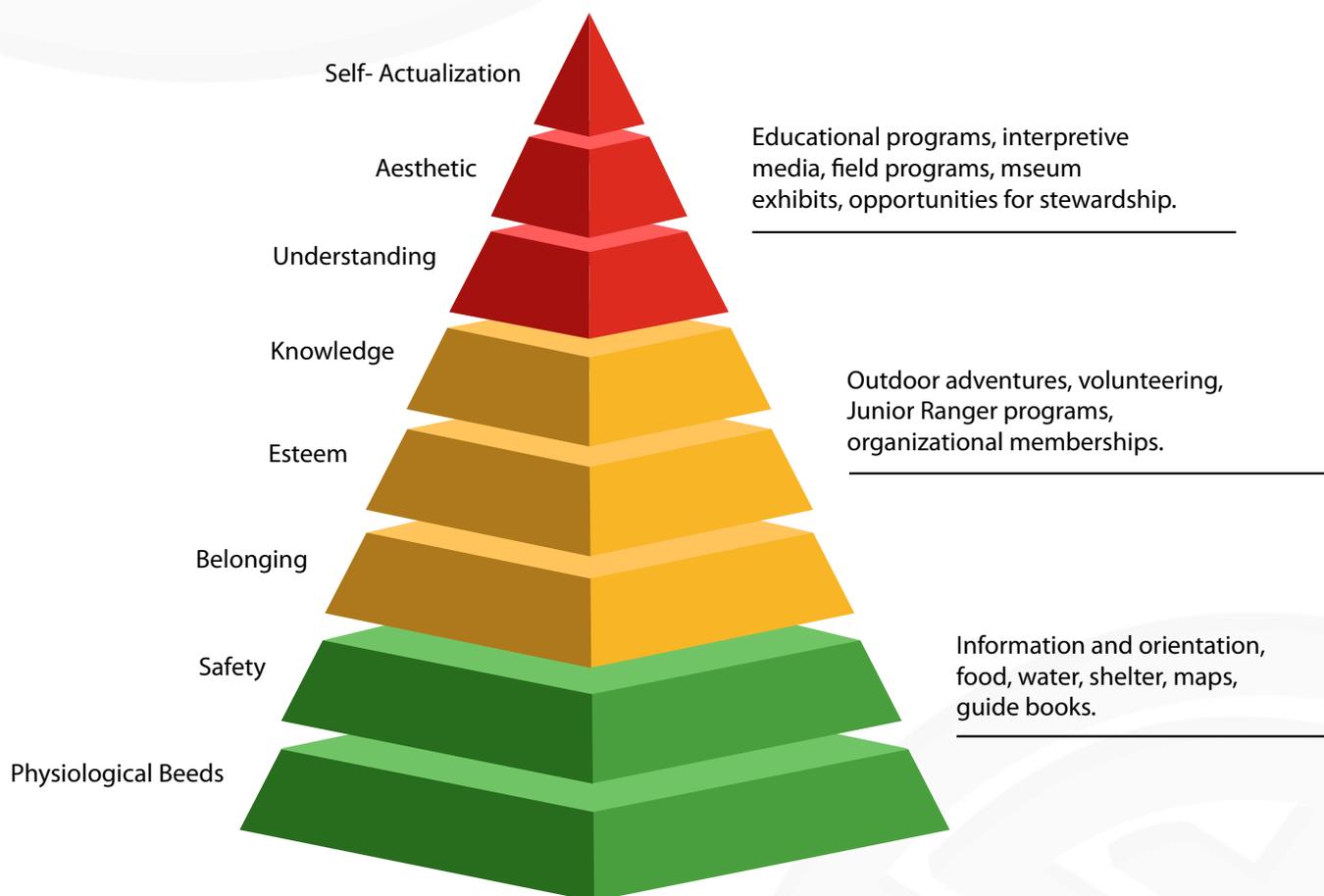
photo courtesy of Andrea J. Sharon

Containing two percent of the world's fresh water reserves and 70% of Mongolia's water, Lake Hovsgol provides visitors the opportunity to interact with the lake and ponder the critical role that fresh water plays in the living systems upon which we all depend.

Visitor Expectations

Visitors expect a clean and safe environment at the park. This includes proper sanitation facilities (bath-rooms, showers, trash disposal and recycle centers), lodging facilities (ger camps or guest houses) or designated campgrounds, picnic areas or opportunities for wilderness camping in the backcountry, markets to purchase food and supplies, and restaurants. Pre-visit information such as an updated park website and brochure are essential for potential visitors in making well informed planning decisions. On-site information and interpretation is also needed for a safe and meaningful visit as well as protection of park resources.

There is a large body of science related to human behavior and needs. One of the human motivation theories most applicable to interpretation and visitor services was developed by Abraham Maslow in the USA and is most commonly referred to as “Maslow’s Hierarchy of Needs.” The park’s interpretive and educational partners should all strive to meet these needs in a wide variety of ways.



Maslow’s Hierarchy of Needs

Visitor Experience Goals

Visitors to the park should have the opportunity to:

- Experience a sense of place that is unique to Lake Hovsgol National Park.
- Find enjoyment and inspiration while visiting the park.
- Connect directly with the outdoors and nature while in the park.
- Easily access park information (in multiple languages) in gateway communities, through the internet, and while in the park.
- Plan for their own park visit via updated information that addresses accessibility, safety, hazards, and current conditions.
- Receive accurate, balanced, and consistent information and messages from all official park sources.
- Understand that Lake Hovsgol National Park is part of a larger system of protected areas and that these sites are owned by the people of Mongolia and managed by the state for present and future generations.
- Experience the park in a safe manner.
- Experience the park in a sustainable manner.
- Be exposed to recent scientific research findings and learn about the relevance of such studies to the park and their personal lives.
- Find opportunities for solitude while in the park.
- Discover their own personal connections to the meanings and significances inherent in the natural and cultural resources of the park.

EXISTING CONDITIONS AND RECOMMENDATIONS

Existing Conditions

Although the Lake Hovsgol National Park is over 25 years old, inadequate budgets and a variety of other reasons have left the site with little or no infrastructure, nor framework for personal services interpretation and media. A comprehensive website for the park does not exist at this time. Crucial information for pre-visit planning, park activities and schedules, weather, hazards, etc. is very difficult if not impossible to find. As visitors pay their entrance fee at the entry post, they are handed a small black and white paper with the park regulations printed in the Mongolian language.

During the summer of 2012, the south end visitor center was not staffed on a regular schedule but would be opened if park personnel could be located to specially open the facility. A booklet about the park's plants and a series of three small brochures about the plants, animals, and birds are available for sale to park visitors, but they are only available at the park headquarters building and are not advertised nor on a sales rack at the visitor center.

In our interactions with park visitors, guides, and ger camp operators, they expressed a desperate need for information and interpretive opportunities for the visiting public.

Currently there are several businesses that provide short and multi-day trips. This includes Mongolian horses and tack, food, and either a tent or ger camp in the field. Visitor safety seems to be covered but there is little to no interpretation during these trips.

There is also a large boat that takes 50 to 200 visitors out onto the lake several times per day. The safety of the aging rig is questionable and the availability of resource information and interpretation is unknown. It is apparent that visitors have a strong desire to get on the lake, so it is critical that visitor safety be evaluated and other options explored.

No developed self-guided trails exist at this time and many visitors were observed walking/hiking along the roadsides or wondering off road without a marked trail. As visitation continues to increase and on-the-ground development is planned, trail heads in the front country need to be established with access to wilderness hiking and shorter front country trails. Also, shorter routes near the camp areas need to be established as visitors will tend to develop their own as they wander and explore the park.



photo courtesy of Andrea J. Sharon

A visitor center plays a crucial role in providing visitors with information and orientation to effectively plan their time in the park. The facility needs to have regularly scheduled hours of operation, updated information, and exhibits that focus on the park themes.

Recommendations

As noted in the implementation schedule on page xx, the highest priority for park management is to create a sense of “specialness” as the visitor enters the park and to begin to incubate the concept of low- impact visitor behavior through enforcement of park regulations, interpretive opportunities, and a national campaign to increase awareness of Mongolia’s protected areas system.

This sense of “specialness” should begin with the visitor’s pre-visit experience through a printed park brochure that would be mailed out upon request or distributed upon their arrival at the entrance station. Also, a comprehensive and updated park website needs to be developed. These two items are essential for planning a safe and enjoyable visitor experience. Once the visitor enters the park they should have a positive interaction with a ranger at the entrance post. This includes making them feel welcome, having their questions answered, handing them the park brochure, and thanking them for paying their entrance fee which helps support the park.

Recommended Personal and Non-Personal Interpretive Services

Personal services are those in which staff (paid employees, volunteers, and partners) facilitate opportunities for emotional and intellectual connections between resources and visitors. Non-personal services are those that do not require the presence of staff.

Personal services recommended for Lake Hovsgol National Park include:

- **Staffing visitor contact facilities**

This includes staffing the Visitor Center (south end) and Contact Stations (north and south end). These public use facilities should operate during times that serve most visitors during the day. The staff needs to be thoroughly familiar with the park and be prepared to provide high-quality information and orientation services. Possibly a volunteer, intern or GLEN (Global Education Network, <http://glen-europe.org/>) program could be established to hire summer staff for the visitor center during a few peak hours in the afternoon. They could then work on a rotating schedule each evening to present interpretive programs at the ger camps. These camp operators would pay a fee for this service which would help fund the per diem for the volunteer.

- **Informal visitor contacts**

This is an encounter between a visitor and an interpreter or other staff member in which the objectives are defined by the visitor’s needs, rather than prepared by the interpreter in advance. Spontaneous interpretive contacts can also be initiated to provide opportunities to facilitate a connection between the interests of the visitors and the significance of parks. These encounters can take place at a variety of locations and can take a variety of forms, such as stationary and roving interpretation in areas where visitors congregate, such as camp and picnic areas.

● **Formal interpretation**

Formal interpretive programs facilitate a connection between the interests of the visitors and the significance of the park. They must reflect current scholarship, cohesively develop a relevant idea, and provide the audience with opportunities to make their own intellectual and emotional connections to the meaning and significance of the resources relevant to the program. Programs must provide a desired visitor experience with measurable outcomes. Included in this category are conducted activities, talks, campfire programs, hikes, horseback tours, boat tours, and power point presentations and seminars.

● **Performing arts and demonstrations**

Performing arts include activities such as traditional story telling, poetry reading, dance, drama, music, group singing, concerts, art shows, or artists in park. Demonstrations are pre-planned presentations designed to showcase a skilled process and include cultural demonstrations, living history, scientific demonstrations, or recreation safety and skill demonstrations, such as boat and horseback riding safety. There are many Mongolian traditions that would make for quality demonstrations, such as sheep and yak shearing, wool preparation, and weaving; milking and cheese making; archery and wrestling; horsemanship, music and singing, etc. Cultural demonstrators can provide unique insights into the local cultures. In order to facilitate successful interaction with the public, the park must provide cultural demonstrators with training and direction. It is essential that they also possess interpretive and educational skills in addition to expertise in demonstrating a craft or activity. Traditional craft items, artwork, CDs of recorded music could be sold to visitors to help support their income with a percentage of sales going directly back into program support via a nonprofit partner.

● **Junior Ranger Program**

This type of program generally engages young people in age-appropriate activities that allow them to discover the significances of the park, and to introduce them to Mongolia’s protected area system and its mission in order to cultivate a new generation of park stewards. Junior Ranger Programs invite interactive participation by young people and usually provide a tangible memento of the young person’s participation, such as an embroidered patch or plastic badge. The initial program can be as simple as a one-page worksheet and an inhouse printed certificate. (See www.nps.gov/learn/juniorranger.cfm for numerous samples of Junior Ranger Programs in the National Park Service, USA.)



A plastic replica park ranger badge, embroidered patches, and printed Junior Ranger workbooks all contribute to a successful Junior Ranger Program.

- **Curriculum-based educational programs**

Are formal, curriculum-based educational program that match a group's educational objectives with the park's resources. The content of curriculum-based programs needs to be relevant to the resources of the park and the impacts endangering those resources, and conservation or preservation issues relevant to the park. Park curriculum-based programs should:

- Be relevant to park resources and interpretive themes.
- Involve school teachers in planning and development of unit content and activities.
- Include pre- and post-visit materials or activities.
- Have methods and criteria for evaluating the effectiveness of the program.
- Embrace established education programs such as Project Learning Tree* and The Guide to Water Quality Monitoring**.

* Project Learning Tree (PLT) is an award-winning internationally recognized environmental education program that provides ready-made lessons and activities for educators. PLT can integrate easily into an existing curriculum and can be used to supplement all subject areas. PLT uses the forest as a "window to the world," helping young people gain an awareness and knowledge of the world around them and their place within it. Students develop skills in creative problem solving, critical thinking, and evaluation and research while having fun.

Non-Personal Interpretive Services Recommended for Lake Hovsgol National Park include:

- **Media** – such as park brochures and other publications, museum and visitor center exhibits, wayside exhibits, audiovisual presentations, and radio information systems.

Brochure – a full color, two sided park brochure printed in Mongolian, English, and Russian is currently being designed by the Global Parks planning team with its first printing scheduled for the summer of 2013. It will set the standard for design and layout for future publications within the park and possibly for other protected areas within the system.

Wayside exhibits – a wayside exhibit plan needs to be developed for the park to identify which installation sites and interpretive themes best serve visitor needs. In the interim, orientation/information panels are being designed by the Global Parks planning team to be installed in the summer of 2013 at all visitor contact areas, ger camps, and other visitor facilities within the park and surrounding communities. These panels will be printed on Tyvek® which is a low cost, durable and flexible material that is light, tear-resistant, and water-resistant. The Tyvek® panels can be mounted on a stiff substrate so they can be self-supported or mounted on a wall.

● **Cyber Interpretation and Education** - the profession of interpretation has embraced the World Wide Web as a valuable and effective interactive tool for interpretation, education outreach, and worldwide distribution of park information. The park needs to develop and maintain a website to reach audiences outside the park. This task would be an appropriate project for a partner, intern, or volunteer.



photo courtesy of Andrea J. Sharon

Lake Hovsgol National Park's diverse vegetation provides visitors many opportunities for nature study and photography. Throughout much of the summer season the park's meadows and valleys are full of a rainbow of colorful blooms.

Implementation Schedule for Interpretation and Education Program

SHORT-RANGE GOALS 1 - 2 YEARS	MEDIUM-RANGE GOALS 3 – 5 YEARS
<p>Develop a branding package for the park to be used on all park publications, signs, and other related media. This includes:</p> <ol style="list-style-type: none"> 1. a park logo 2. graphic identity standards and template. 	
<p>Design and print a park brochure translated into Mongolian, English, and Russian for distribution in the spring of 2013.</p>	<p>Review park brochure and update and reprint as needed.</p>
<p>Develop and install entrance signs at both south- and north-end posts using design standards from the park's branding package.</p>	<p>Inspect all entrance signs and repair as needed.</p>
<p>Design and print interim wayside panels with park info and visitor activities, and post at all ger camps, guest houses, and other locations in both the south- and north-ends of the park where visitors congregate</p>	<p>Replace interim wayside panels as needed.</p>
<p>Develop a wayside exhibit plan.</p>	<p>Design, fabricate, and install high priority wayside exhibits at key visitor locations.</p>
<p>Create, post, and maintain updates of a comprehensive park website.</p>	<p>Continue to update and maintain park website.</p>
<p>Establish a non profit cooperating association or partner with an existing one to establish sales outlets in the visitor contact stations as well as on the park's website.</p>	<p>Through the cooperating association, develop additional park specific publications, guide-books, and audio-visual programs.</p>
<p>Hire seasonal staff/volunteers at both the south- and north-end to conduct personal services interpretation in cooperation with the ger camps and guest houses.</p>	<p>Hire seasonal staff/volunteers at both the south- and north-end to conduct personal services interpretation in cooperation with the ger camps and guest houses.</p>
<p>Develop a digital and hard copy interpreter's resource manual for use by all staff.</p>	<p>Update interpreter's resource manual as needed.</p>
<p>Clean, repair, and update as needed the south-end visitor center for reopening in the spring of 2013.</p>	<p>Rehab the south-end visitor center and establish a visitor contact station in the north-end.</p>
<p>Initiate development of a basic Junior Ranger Program.</p>	<p>Expand Junior Ranger Program.</p>
<p>Conduct staff training for permanent and seasonal staff.</p>	<p>Conduct staff training for permanent and seasonal staff.</p>

Short- and Long-Range Goals

LONG-RANGE GOALS 6 – 10 YEARS

Review park brochure and update and reprint as needed.

Inspect all entrance signs and repair as needed.

Evaluate interim wayside panels to determine if they are still needed.

Design, fabricate, and install remaining wayside exhibits as noted in the wayside exhibit plan.

Continue to update and maintain park website.

Through the cooperating association, develop additional park specific publications, guidebooks, and audio-visual programs.

Hire seasonal staff/volunteers at both the south- and north-end to conduct personal services interpretation in cooperation with the ger camps and guest houses.

Update interpreter's resource manual as needed.

Continue to maintain, rehab, and update visitor centers as needed.

Continue to update and expand Junior Ranger Program.

Conduct annual training for permanent and seasonal staff.

Park Entrance Signs

In addition to physically marking the entrance to a national park, a well designed entrance sign can also set the stage for the concept of a national system of protected areas. Standards of design (size, layout, fonts, etc.) need to be established and incorporated into each park's sign plan.

(photos of examples of USA park entrance signs)

Wayside Exhibits Personal Services Interpretation Universal Design

Universal access to interpretive services must be a priority for all entities providing these services to the public. Programs, publications, audio-visual systems, web pages, and more must be evaluated to ensure universal access has been addressed. While it is acknowledged that not every service will be directly available to every person, everyone should have access to the park's stories in some way.