

## Promoting cultural heritage and fostering cultural diversity through community learning centres

National Review Seminar on Community Learning Centres  
6 April 2018, Ulaanbaatar, Mongolia

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**Batjargal Batkhuyag (L), ASPBAE Executive Council member representing East Asia, participated in a UNESCO National Review Seminar on Community Learning Centres. The event was held in partnership with ASPBAE.**

The UNESCO Beijing office, through its culture and education units, and partnering with ASPBAE, organised a National Review Seminar on Community Learning Centres (CLCs) in collaboration with the UNESCO National Commission of Mongolia. Batjargal Batkhuyag, ASPBAE Executive Council member representing East Asia, participated in the event along with ASPBAE's members who shared their experiences in youth and adult education and learning and lessons on non-formal education linked to CLCs.

CLCs are effective delivery mechanisms for lifelong learning and skills training in urban and rural areas and are common and accessible for people in local communities. The vision of lifelong learning is clearly

stated in Sustainable Development Goal 4 and the Education 2030 Agenda, which aims to, “*ensure inclusive and equitable quality education and promote lifelong learning opportunities for all*”. Non-formal education programmes delivered in CLCs have also been highlighted in the 2010 Belem Framework for Action as innovative models of education delivery.

Local communities play a crucial role in protecting cultural heritage and fostering creativity through conservation and management of world heritage sites, safeguarding the heritage of communities, and supporting creativity, innovation, and the emergence of dynamic cultural sectors. In many CLCs in Asia Pacific countries, culture programmes offered at the CLCs are a major component of the centres. This seminar held in Ulaanbaatar assessed how cultural programmes can be incorporated and sustained in training and awareness programmes delivered by the CLCs.

The meeting brought together stakeholders to review the current status of CLCs to identify and review challenges, achievements and lessons learnt, the role of stakeholders, coordination, structure, management, ongoing programmes and training courses, and major target groups, stakeholders, and beneficiaries. The seminar served as a platform to discuss strategies, the sustainability of CLCs in the long run, policy frameworks, institutional capacities, and structural issues to further strengthen the delivery of quality non-formal education programmes. The seminar also addressed issues such as meeting requirements of learner's needs, identifying resource materials used in the CLCs, review for teachers and master trainers in needed in CLCs, financial resources to sustain delivery of quality training at the centres, and the operation and sustainability of existing CLCs.



**Batjargal Batkhuyag made a presentation at the meeting where participants recognised the need to promote the concept of culture and development and link CLC training programmes to income generation and poverty alleviation in rural communities.**

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The meeting served as an important opportunity for CLC representatives, officials from the Ministry of Education, Culture, Science, and Sports, and researchers, non-formal educators, and cultural heritage experts to review and discuss how CLCs can play a significant role in promoting and protecting cultural heritage and fostering cultural diversity. Participants at the meeting recognised the need to promote the concept of culture and development and link CLC training programmes to income generation and poverty alleviation in rural communities.

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