

**A Joint Proposal of
the Southeast Asian Sub – Region
to Establish in the Philippines
A Category II Center
under the auspices of UNESCO**

**The Southeast Asian
Center for Lifelong
Learning for Sustainable
Development
(SEACLLSD)**



January 2009

This is a revised proposal of the Philippines submitted to the UNESCO National Commission of the Philippines submitted to the UNESCO Executive Board at its 176th Session. Modifications done are in response to the recommendations of the Feasibility Mission Team headed by UNESCO Bangkok, and in conjunction with the Southeast Asian Member States

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Background

1. The coupling of education with sustainable development was a paradigm shift that gained currency with the adoption in 2002 by the UN General Assembly, of the Declaration of the Decade of Education for Sustainable Development and the designation of UNESCO as the lead agency to implement it.
2. Education, as re-defined by UNESCO, is for all (EFA) and throughout life and should go beyond the three R's. It is a lifelong learning process that is seamless, because it spans the entire cycle of life and is holistic because it permeates, being interdisciplinary, every aspect of it. Its ultimate goal, in the context of sustainable development, is the transformation of society from a destructive, irresponsible and wanton user of nature's resources to one committed to their protection and preservation.
3. In line with the re-orientation of education towards achieving the goals of sustainable development, the Philippine Government established by virtue of Executive Order 483 signed by President Gloria Macapagal – Arroyo, dated 27 December 2005, the “Center for Lifelong Learning for Sustainable Development of the Philippines”. (*Annex A – Executive Order 483*)
4. Endowed by the Philippine Government with an annual budget of five million pesos (Php 5,000,000.00) the Center has its main offices at the TESDA Women's Center in TESDA Compound, Taguig, Metro Manila, headed by a Director. The Center, as it functions presently, offers throughout the Philippines, teacher training, curriculum development and research focused on sustainable development.
5. At the time of the Center's inception, it was recalled that in the 1990's following the EFA Jomtien Conference in Thailand, the then Director General of UNESCO, Dr. Federico Mayor, proposed the establishment, in the Philippines, of an Asia – Pacific Lifelong Learning Center for Education. The Philippine Government was receptive to the proposal and “kept it in view” in the interval. The favorable conjunction of circumstances in 2002, with the adaption by the UN General Assembly of the Declaration of the Decade of Education for Sustainable Development (DESD), the designation of UNESCO as the lead agency to promote and implement the Decade and the establishment in the Philippines of the Center for Lifelong Learning for Sustainable Development, decided the Philippine Government to revive Dr. Mayor's proposal but to re – orient its objective towards education for sustainable development.

6. Accordingly the Philippine Government during the 33rd General Conference of UNESCO in October 2005 tabled a resolution proposing to transform the Philippine Center for Lifelong Learning for Sustainable Development into a UNESCO Category II Southeast Asian Center for Lifelong Learning for Sustainable Development (SEACLLSD). The Center's enlarged mandate would encompass the eleven (11) countries of the Southeast Asian sub – region namely: Myanmar, Thailand, Lao PDR (People's Democratic Republic), Cambodia, Vietnam, Malaysia, Brunei Darussalam, Indonesia, Singapore, the Philippines and Timor Leste.
7. The 33rd General Conference approved the Philippine resolution and referred it to the Executive Board for study and consideration during its 176th Session in 2007. (*Annex C – Executive Board Decision 176EX/55*)
8. Finding in the creation of the proposed Southeast Asian Center for Lifelong Learning for Sustainable Development (SEACLLSD), a possible sub - regional partner for UNESCO in the implementation of its (UNESCO's) programs and priorities relating to education for sustainable development, the Executive Board requested the Director General to conduct a feasibility study of the Philippine proposal with the end in view of conferring on the Southeast Asian Center for Lifelong Learning for Sustainable Development (SEACLLSD) a UNESCO Category II status.
9. In compliance with this request, the Director General sent a team of experts to the Philippines on 24-29 March 2008 to conduct the requested feasibility study. Although the team of experts found a lot of merit in the proposal, they recommended nevertheless that the Philippine Government revise it to align its goals and objectives not only with UNESCO's education for sustainable development goals and objectives but also with those of the southeast Asian sub – region. They accordingly urged the Philippine Government to conduct a regional mapping exercise for that purpose.
10. In fact, the Philippine Government anticipating the recommendation of the team of experts and to win support for its proposal from prospective member countries had already been conducting a regional mapping cum consultations exercise. On 03-04 March 2008, even before the team of experts came to Manila, the Philippine Government hosted a Regional Workshop on the proposal. Representatives from Cambodia, China, Indonesia, Japan, Timor Leste, Korea, Thailand, and Vietnam attended.
11. At the same time, bilateral consultations with the other countries of the Southeast Asian sub – region were also held in their respective capitals, at the end of which process seven (7) Southeast Asian

countries, to wit Thailand, Cambodia, Indonesia, Timor Leste, Vietnam, Lao PDR and Malaysia endorsed the proposal. (*Annex D – Letters of Support*)

12. The larger regional mapping cum consultations exercise as recommended by the team of experts was held in Manila on 02-03 September 2008 at the invitation of the Philippine Government. Representatives from Lao PDR, Cambodia, Vietnam, Malaysia, Brunei Darussalam, Indonesia and Timor Leste attended and actively participated in re - wording and re - drafting the proposal, the text of which was discussed paragraph by paragraph and approved by consensus by the representatives of all the participating countries.
13. No longer solely as a result of this exercise, a Philippine but a joint Southeast Asian sub – regional proposal, the revised proposal reads as follows:

Programmatic and Thematic Coverage of the Southeast Asian Center for Lifelong Learning for Sustainable Development (SEACLLSD)

Lifelong Learning for Sustainable Development (LLSD) has been defined as learning that encompasses all kinds of activities undertaken throughout life, which contribute to an individual's sustainable future. It includes all types of education from formal, non-formal and informal education systems using several modalities ranging from conventional, innovative to the use of technology and borderless learning systems.

Vision:

The SEACLLSD's VISION refers to the "new man"¹ (human being) who has been empowered by quality Education and Lifelong Learning for Sustainable Development to conserve life on Planet Earth.

Mission:

The SEACLLSD's MISSION is to be an LLSD service provider, standard setter, and a research and resource management center in the Southeast Asian sub-region.

¹ ***The new man*** comes from a declaration of Dr. Maria Montessori, founder of the Montessori System of Education who wrote in her book Education for Life the following: *"We teachers can only help the work going on, as servants wait upon a master. We then become witnesses to the development of the human soul, the emergence of **the new man**, who will no longer be the victim of events but thanks to his clarity of vision, will become able to direct and mold the future of mankind."*

Objectives and Functions of the SEACLLSD

Objectives and Functions of the Center

OBJECTIVES	FUNCTIONS
The Center aims to: 1) Provide LLSD human capacity building;	The Center will : 1) Develop and implement training programs to serve the various LLSD clientele in the community
2) Promote the LLSD curriculum and its implementation	2) Disseminate LLSD curriculum to, and encourage collaboration among, the various educational institutions in different levels
3) Encourage the development of a research-based alternative LLSD curricula and training modules for implementation	3) Conduct research, develop and determine the viability of an alternative LLSD curricula and training modules for various clientele
4) Develop an LLSD resource management system	4) Be a platform and database for sub-regional cooperation for the transfer and sharing of knowledge, skills, information, performance indicators and best practices in the field of Education for Sustainable Development (ESD);
5) Provide consultative services, linkages, partnerships, networks and collaboration ventures in the SEA region.	5) Organize advocacy workshops, seminars, programs and other related activities and encourage collaboration among the Southeast Asian countries for the promotion of education and LLSD.

Programs and Services Provided by the SEACLLSD

It is within the framework of objectives and functions that the Center proposes to provide, at its inception, the following programs/services.

IMPLEMENTING INSTITUTIONS/ SERVICE PROVIDERS	SERVICES PROVIDED	PROPOSED BENEFICIARIES
O.B. Montessori Center Inc. (OBMCI) – SEACLLSD National Laboratory	<i>Pagsasarili</i> teacher training	<ul style="list-style-type: none"> • Timor Leste • Brunei Darussalam • Vietnam
	Parentcraft literacy course (<i>livelihood - grooming/care giving programs etc.</i>)	<ul style="list-style-type: none"> • Timor Leste • Brunei Darussalam • Vietnam
Department of Education – Bureau of Alternative Learning System (BALS)	Accreditation and Equivalency (A&E) System	<ul style="list-style-type: none"> • Malaysia
	Mobile Teacher Program	<ul style="list-style-type: none"> • Vietnam
	Family Basic Literacy Program	<ul style="list-style-type: none"> • Vietnam
	Indigenous Peoples (IPs) Education	<ul style="list-style-type: none"> • Vietnam • Timor Leste • Malaysia • Indonesia
	Informal Education (InfEd)	<ul style="list-style-type: none"> • Indonesia
Commission on Higher Education (CHED)	National Service Training Program (NSTP) literacy, livelihood, and community welfare services	<ul style="list-style-type: none"> • Vietnam • Timor Leste
	Ladderization (train teachers who will handle ladderized programs to make modules) (<i>National Level</i>)	<ul style="list-style-type: none"> • Vietnam
	Extension workers – open for requests from agencies; train daycare workers to handle daycare children, women, abused and abandoned children (teach literacy) = LIVELIHOOD SKILLS (<i>National Level</i>)	<ul style="list-style-type: none"> • Vietnam • Malaysia

Below are programs requested by the Southeast Asian Member States:

IMPLEMENTING INSTITUTIONS/ SERVICE PROVIDERS	SERVICES REQUESTED	REQUESTING COUNTRY
Department of Education – Bureau of Elementary Education (BEE)	<ul style="list-style-type: none"> • multi-grade modules; spiritual and values-oriented curriculum content; 	<ul style="list-style-type: none"> • Malaysia
Department of Education – Bureau of Secondary Education (BSE)	<ul style="list-style-type: none"> • teacher training for senior and upper high school level 	<ul style="list-style-type: none"> • Cambodia
Department of Education – Bureau of Alternative Learning System (BALS)	<ul style="list-style-type: none"> • development of modules on teacher training and curriculum development for marginalized group 	<ul style="list-style-type: none"> • Vietnam
	<ul style="list-style-type: none"> • programs to bridge gap between urban and rural communities 	<ul style="list-style-type: none"> • Malaysia
Technical Education Skills and Development Authority (TESDA)	<ul style="list-style-type: none"> • gender mainstreaming and gender-responsive education 	<ul style="list-style-type: none"> • Indonesia
	<ul style="list-style-type: none"> • tech-voc training • training and re-training of small and medium-scale entrepreneurs (SMEs) 	<ul style="list-style-type: none"> • Timor Leste
Commission on Higher Education (CHED)	<ul style="list-style-type: none"> • English language training 	<ul style="list-style-type: none"> • Lao PDR • Indonesia • Cambodia • Vietnam.
	<ul style="list-style-type: none"> • Training for trainers 	<ul style="list-style-type: none"> • Timor Leste

Other programs offered by the SEACLLSD:

IMPLEMENTING INSTITUTIONS/ SERVICE PROVIDERS	SERVICES PROVIDED	DESCRIPTION
Department of Education – Bureau of Elementary Education (BEE)	“Earn While You Learn”	<p>This service is a sheltered workshop model program aimed in implementing a <i>Work & Livelihood Education</i> curriculum where children earn as they learn the skill in work education. It is initially implemented in work centers organized for children with special needs to make them economically self-reliant to make them worthy members of their community.</p> <p>This will respond to your country’s needs on education for sustainable development in terms of improving the lives of the handicapped and marginalized youth.</p>
Department of Education – Bureau of Secondary Education (BSE)	Family Farm Schools <i>(Best Practices)</i>	<p>This service aims to improve the quality of life of families of students who study there. It uses an alternating system of learning where students stay in school for a week and in the farm for two weeks where they are involved in different farm activities with the help of parents and the community.</p> <p>This will respond to your country’s needs in the following: multi-grade modules; spiritual and values-oriented curriculum content; programs to bridge gap between urban and rural communities.</p>

IMPLEMENTING INSTITUTIONS/ SERVICE PROVIDERS	SERVICES PROVIDED	DESCRIPTION
Department of Education – Bureau of Secondary Education (BSE) (continued)	Government Assistance to Students and Teachers in Private Education (GASTPE)	<p>This service aims to improve or assist public high schools that cannot accommodate all students. The Department of Education sends children who cannot enter public schools to a selected private school.</p> <p>This will respond to your country’s needs in the area of practice expanding access to secondary education.</p>
	Project EASE (Effective Alternative Secondary Education)	<p>This service is initially intended for students at risk of dropping out from school. This can also be addressed to migrant workers, child laborers and victims of violence or peace and order.</p> <p>This will respond to your country’s needs in reconstructing the present educational system as well as create the necessary modules on inclusive education.</p>
	Open High School Programs (OHSP)	<p>This service is an alternative mode of secondary education using distance learning and catering to learners who are unable to attend regular classes.</p> <p>This will respond to your country’s needs as to pertaining youth with physical disability, financial difficulty as well as those of who are distant from school and other justifiable reasons.</p>

IMPLEMENTING INSTITUTIONS/ SERVICE PROVIDERS	SERVICES PROVIDED	DESCRIPTION
Technical Education Skills and Development Authority (TESDA)	Training Program on Competency Standards Development	<p>This service is aimed in providing vocational teachers and curriculum developers to enhance their knowledge and skills in developing nationally-accepted competency standards which can be the basis in designing industry-relevant training programs.</p> <p>This will respond to your country's needs in certifying workers especially those who gain competencies in the workplace without the benefit of a formal education.</p>
	Training Program on Competency Assessment	<p>This service is aimed at providing training program for vocational teachers and curriculum developers who intend to enhance their knowledge and skills in planning and conducting competency assessment, and developing evidence-gathering instruments and assessment recording and reporting tools.</p> <p>This will respond to your country's needs as TESDA can provide tech-voc training as well as training and re-training of small and medium-scale entrepreneurs (SMEs).</p>

Cooperation sought with UNESCO

The partnership that the SEACLLSD seeks with UNESCO is not a partnership *a`sens unique*. The traffic of cooperation will be two-way, in the true sense of give and take. By its own admission, UNESCO has acknowledged, that it “cannot attain its objectives alone.” UNESCO is “only a laboratory of ideas”. Without member states and Category II Centers to translate UNESCO’s ideas into reality by implementing them to test and establish their validity and relevance, these ideas untransformed into action will remain in the “laboratory” and will serve no practical nor useful purpose. Between theory and practice, there is a gap, a distance that UNESCO cannot bridge nor negotiate without forging alliances, enlisting partners and creating synergies with its constituents.

It is in this spirit of collaboration that the SEACLLSD, as a pro-active partner of UNESCO in the delivery of its programs in the Southeast Asian sub-region – under the “delivering as one” concept, that it has applied for recognition as a UNESCO Category II Center. As a catalyst for capacity building and cooperation in the Southeast Asian sub-region, the SEACLLSD hopes to contribute to the strengthening of UNESCO’s global leadership in the area of lifelong learning for sustainable development.

The SEACLLSD enlists UNESCO’s assistance in the following areas:

UNESCO is to...

- a) provide SEACLLSD technical assistance in developing policies, capacities, and tools for education for all and lifelong learning for sustainable development; in accordance with UNESCO’s norms and standards;
- b) mobilize access for the SEACLLSD to extra budgetary funds and financial support from donors and international financing institutions;
- c) consider extending financial assistance to the SEACLLSD through its (UNESCO’s) Participation and Fellowship programs;
- d) as a member of the SEACLLSD’s Governing Board, undertake evaluation and conduct reviews of the SEACLLSD’s performance;

- e) facilitate the recruitment of international experts to work as consultants for the development of the SEACLLSD's activities; and
- f) assist the SEACLLSD in establishing linkages with other centers of education outside the Southeast Asian sub-region.

For its part, the SEACLLSD will collaborate with UNESCO in ensuring that the objectives of the Decade of Education for Sustainable Development (DESD) as enunciated in the International Implementation Scheme (IIS) are achieved by:

- a) assisting the eleven (11) countries of the Southeast Asian sub-region to make progress towards the attainment of the Millennium Development Goals (MDGs) through education for sustainable development (ESD);
- b) providing the eleven (11) countries of the Southeast Asian sub-region with new opportunities to incorporate education for sustainable development (ESD) into their education reform efforts;
- c) promoting sustainable development through formal, non-formal and informal learning;
- d) encouraging research on the development of education for sustainable development (ESD) in the Southeast Asian sub-region; and
- e) strengthening cooperation in education for sustainable development (ESD) at all levels in the Southeast Asian sub-region through networking, linkages, exchanges and interaction among stakeholders.

Impact of the SEACLLSD in the Sub-Region

The Southeast Asian Center for Lifelong Learning for Sustainable Development (SEACLLSD), will have as its core members, the ten (10) countries of ASEAN including Timor Leste, namely:

- (1) Brunei Darussalam
- (2) Cambodia
- (3) Indonesia
- (4) Laos
- (5) Malaysia
- (6) Myanmar
- (7) Philippines
- (8) Singapore
- (9) Thailand
- (10) Vietnam
- (11) Timor Leste

These eleven (11) countries constitute a population of more than half a billion people and cover a land area of 4,491,209 square kilometers.

It is possible that the fifteen (15) island countries of the Pacific (excluding Australia and New Zealand) may eventually associate themselves with the SEACLLSD.

The interest to join the SEACLLSD was expressed by some Pacific island countries during the 14th Quadrennial Conference of National Commissions and Director-General's Consultation with National Commissions for UNESCO of Asia and Pacific Region which was held in Manila on 19-23 May 2008. The Philippine Government, as principal proponent of the SEACLLSD has noted the interest.

The coupling of education with sustainable development was a paradigm shift that caught many governments unprepared. Although they espoused the paradigm shift, they neither have the resources nor structures and institutions in place to re-orient the thrust of their education goals and objectives towards sustainable development. The Southeast Asian Center for Lifelong Learning aims to fill this gap by:

- a) assisting countries of the Southeast Asian sub – region in the formulation of education for sustainable development strategies, programs and policies. Emphasis will be placed on

research relating to sustainable management of human and natural resources, development of curriculum materials on education for sustainable development and organizing training programs geared towards capacity building, the empowerment of women and the youth, populations in rural/conflict areas and other marginalized groups.

- b) serving as a clearing house in the Southeast Asian sub – region for the transfer of experiences, knowledge and best practices in the field of lifelong learning for sustainable development.
- c) organizing advocacy workshops and seminars to promote in the Southeast Asian sub – region education for sustainable development including through these activities instilling awareness of the role and contribution of indigenous peoples and their culture to the preservation of the environment in the Southeast Asian sub – region and
- d) finally, documenting statistics, studies and data of world heritage sites and geo –parks in the Southeast Asian sub – region to monitor climate change and biodiversity loss.

Legal Status

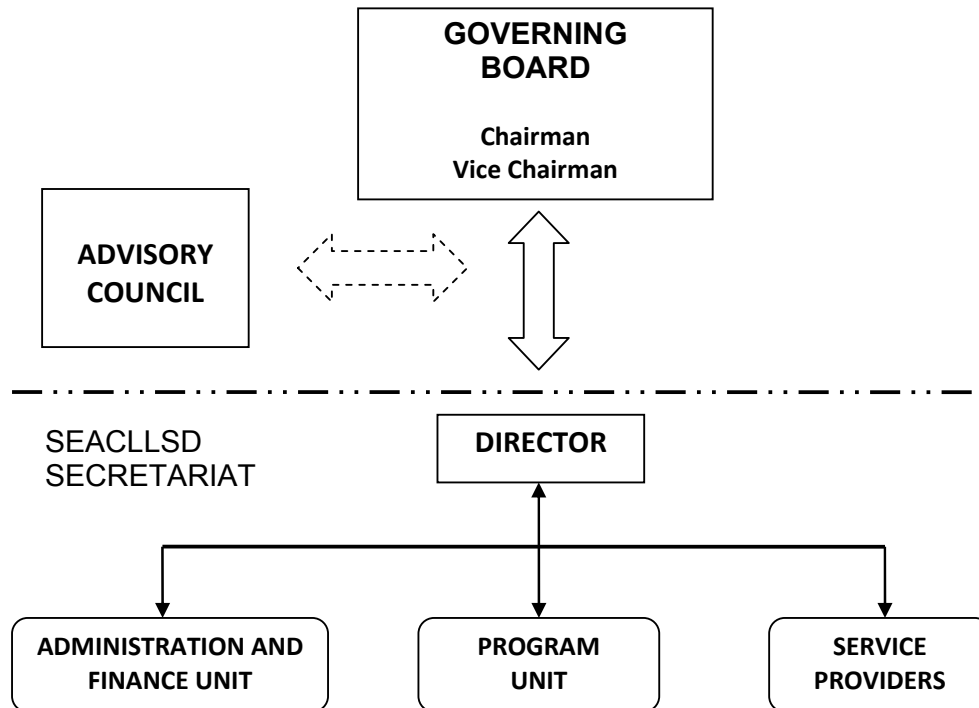
The SEACLLSD will be established under Philippine law. It will enjoy in the territory of the Philippines, the personality and legal capacity necessary in the exercise of its functions.

The SEACLLSD will be an autonomous entity within the framework of the UNESCO National Commission of the Philippines.

Another Executive Order will be issued by the President of the Philippines to establish the Southeast Asian Center for Lifelong Learning for Sustainable Development (SEACLLSD). (*Annex E - Draft Executive Order.*) Its office will also be housed at the Technical Education and Skills Development Authority - Women's Center, Taguig City, Metro Manila.

A Joint Resolution will also be passed by the Philippine Senate and the House of Representative to provide financial support to the Center. (*Annex F - Draft Resolution of Senate and Congress*)

Organizational Structure



At the apex of the SEACLLSD will be the Secretary of the Philippine Department of Foreign Affairs who will act as the Chairman of the SEACLLSD. The Secretary of Foreign Affairs of the Philippines wears many hats, one of which is that of Chairman of the UNESCO National Commission of the Philippines and it is in this capacity that he will chair SEACLLSD. The Secretary General of the UNESCO National Commission of the Philippines will act as Vice - Chairman.

Governing Board

To evaluate and monitor the SEACLLSD's activities and supervise and advise it (SEACLLSD) on matters of policy, directions and priorities, a Governing Board will be constituted as follows:

- a) each member state shall nominate a representative who will sit in the Governing Board as member. The choice of country representative will be left to the decision of each member state. The Governing Board will have a term of two years;

- b) UNESCO will also sit in the Governing Board as member. The Director-General of UNESCO has the discretion to designate UNESCO's representative in the Governing Board;
- c) the Governing Board will be chaired and vice-chaired by the Philippine Secretary of Foreign Affairs in his capacity as Chairman of the UNESCO National Commission of the Philippines and the UNESCO National Commission of the Philippines' Secretary General respectively.

The Governing Board shall:

- a) Meet twice a year for the first two years. As the Center becomes established the Governing Board shall meet annually;
- b) approve the 15-year long-term and 6-year medium-term programs of the SEACLLSD;
- c) approve the annual work plan and budget of the SEACLLSD, including its staffing requirements;
- d) examine annual reports submitted by the Director of the SEACLLSD;
- e) issue rules and regulations of the SEACLLSD and determine its financial, administrative and personnel management procedures;
- f) decide on the participation of regional, intergovernmental and international organizations in the work of the SEACLLSD.

Secretariat

The task of running the day to day operations of the SEACLLSD will be conferred to a Secretariat headed by a Filipino Director who will be assisted in his/her functions by three units as follows: Program Unit, Administrative and Finance Unit, Service Providers Unit.

The Director shall be appointed by the Chairperson of the Governing Board in consultation with the Director-General of UNESCO.

The Director shall take care of the preparation of the long-term and medium-term programs, as well as the annual work plan of the SEACLLSD.

Advisory Council

The Advisory Council shall be set up by the Governing Board.

The Governing Board shall define the duties and responsibilities of the Advisory Council.

Financial Matters

The Government of the Philippines will provide the SEACLLSD with an annual budget of 5 Million Philippine pesos to cover expenses relating to the SEACLLSD's activities including Secretariat staff, infrastructure and maintenance, equipment, utilities etc. The Joint Resolution of the Philippine Senate and Congress will provide an annual budget of _____.

Other sources of funding will be drawn from:

- a) payments made by institutions participating in the activities of the SEACLLSD;
- b) payments made for development and research projects including training rendered by the SEACLLSD to member countries;
- c) donations, grants and legacies given to the SEACLLSD by international financing institutions, private foundations etc.;
- d) membership fees – the eleven (11) Southeast Asian member countries of the Center shall contribute an amount, as determined by the Governing Board, to fund the SEACLLSD's activities.

The SEACLLSD secretariat shall be accountable for all these funds, and as such will be subject to audit.

Partnerships

To enlarge the pool of its Service Providers, SEACLLSD has in the meanwhile, entered into partnerships and signed Memoranda of Understanding, with the following institutions in the Philippines:

- (1) *Benguet State University (BSU)*
- (2) *Capitol University (CU)*
- (3) *Cavite State University (CVSU)*
- (4) *Cebu Normal University (CNU)*
- (5) *Colombo Plan Staff College for Technician Education (CPSC)*
- (6) *Divine Word College of Calapan (DWCC)*
- (7) *Education for Life Foundation (ELF)*
- (8) *Federation of Filipino-Chinese Chambers of Commerce and Industry, Inc. (FFCCCI)*

- (9) *Gawad Kalinga Foundation (GK)*
- (10) *Ilocos Norte National High school (INNHS)*
- (11) *Kaisahang Buhay Foundation (KBF)*
- (12) *Participatory Research, Organization of Communities and Education (PROCESS) Foundation*

- (13) *Saint Paul University – Tuguegarao City*
- (14) *Southeast Asian Interdisciplinary Development Institute (SAIDI)*

Once the SEACLLSD is established, it will enlarge this list to include service providers from other countries in the sub - region.

SEACLLSD's Programs and Activities (FY 2009-10)

For 2009-2010, the Sub-Regional Center shall focus on Training, Research, as well as Fellowships and Linkages.

TRAINING	RESEARCH	ADVOCACY
Training on LLSD for community workers and leaders	Integration of LLSD Concepts in the Curriculum	LLSD Awards and Recognition for Best Practices
CLLSD Training of Parents Utilizing the Mothercraft model	Research: Built-in Monitoring System (Performance Indicators from the CLLSD Standards)	Benchmarking with UNESCO Category 2 Centers in the Asia Pacific
Promoting Peace Education for Post-Conflict Areas using ESD Values	Identification and Monitoring of Lifelong Learning Providers in the SEA region with focus on Government Financing Models	Regional Dialogue utilizing Open and Distance Learning facilities of the University of the Philippines Open University (UPOU)
Training/Orientation of Youth on LLSD (ASPNet / UNESCO Clubs in the SEA countries)	State of Adult and Continuing Education in the SEA region	Linking and Networking with Model LLSD Communities among the SEA countries
Integrating Lifeskills into the Alternative Learning System of the SEA out-of-school youths and adults	Research/Case Studies of Best Practices of Lifelong Learning towards Sustainable Development	Breakfast Forum on Environmental Conservation, Gender Sensitive Practices, Peace Promotion, Human Rights and other issues on ESD
LLSD Training for the Philippine World Heritage Sites (WHS)	Lifelong Learning Journal covering the SEA Countries	Website Development using SEA models
LLSD Orientation/Workshop for the National EFA Committee		

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TRAINING	RESEARCH	ADVOCACY
Fellowship for the SEACLLSD Workers in the Philippines: Field Work/ Study of LLSD Projects in the SEA Region Re-engineering Community Outreach Programs for ESD		

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