



United Nations  
Economic Commission for Europe



## REPORT ON IMPLEMENTATION OF THE UNECE STRATEGY FOR EDUCATION FOR SUSTAINABLE DEVELOPMENT<sup>1</sup>

*Within the framework of the  
United Nations Decade of Education for Sustainable Development (2005–2014)*

### SUBMITTED BY THE NETHERLANDS

The following report is submitted on behalf of the Government of The Netherlands in accordance with the decision of the UNECE Steering Committee on Education for Sustainable Development

Name of officer responsible for submitting the report: **Drs R.M. van Raaij.**

Date: **31 January 2007**

Full name of the institution: **The Ministry of Agriculture, Nature Management and Food quality**

Postal address: **PO box 20401; 2500 EK DEN HAAG, The Netherlands**

Telephone: **++31 70 3785011**

Fax: **++ 31 70 378 6144**

E-mail: **r.m.van.raaij@minlnv.nl**

Website: **www.minlnv.nl** or **www.senternovem.nl/Leren\_voor\_duurzame\_ontwikkeling/English**

This report was written by the National focal point, at the Dutch Ministry of Agriculture, Nature Management and Food Quality – which is also the secretariat of the steering committee of the Dutch national action plan for ESD – as well as the programme management of the Dutch programme Learning for Sustainable Development. In this steering committee and program six Ministries, The Dutch Provinces and the Dutch Water Boards work together to stimulate learning (for sustainable development) within the education system, the governmental organizations and in the Dutch society as a whole.

In addition to this programme the Dutch Alliance for the Decade was formed to implement the DESD in The Netherlands. The partners in this alliance are informed and consulted about this report. This alliance includes partners from schools and universities, municipalities, youth-representatives, NGO's and companies.

The outcome of this report is used as input for the monitoring en evaluation process of the programme Learning for Sustainable Development that is executed from December 2006 until march 2007.

As a basis for this reporting the following materials where used:

- White paper Learning for Sustainable Development, from the Margin to the Mainstream. Dutch National Programme 2004-2007 + annual working plans
- The ambition statement by the Dutch alliance for the DESD.

In The Netherlands most activities on the topic ESD are embedded in the national program Learning for Sustainable Development. The funding for this program is 20 million euros for a 4-year period. For

---

<sup>1</sup> This document was not formally edited

relating SD topics there are many other big governmental programmes, for example the transition toward Sustainable Energy; the Adaptation programme Climate and Spatial Planning and several programmes involving Mobility and Transportation. These programmes have much larger budgets, and sometimes also include a little education or learning.

About 20 of these national programmes are in combined the National Action Plan for Sustainable Development. The ESD is part of a SD strategy in The Netherlands and plays a central role in learning and development of competences on individual, organizational and societal level.

The Programme Learning for Sustainable Development has an intergovernmental steering committee, that makes the decisions. Members of the steering committee are representatives from the six ministries that are involved in this programme (The Ministry of Agriculture, Nature Management and Food Quality; The Ministry of Housing, Spatial Planning and the Environment; The Ministry of Education, Culture and Science; The Ministry of Foreign Affairs; The Ministry of Transport, Public Works and Water Management and The Ministry of Economic Affairs).

A representative for the Dutch provinces and the Dutch water boards, as well as a representative from UNESCO and from the NCDO (National committee for sustainable development, with a focus on Development Education, and the Dutch focal point for the Earth Charter) are also involved in the steering committee.

The Dutch Educational system is based on “freedom of education”. This is written down in our national constitution. It means that the National Curriculum is only covering main topics and outlines and that individual schools have a lot of individual choices to decide about content and pedagogies of their programmes.

## TEMPLATE FOR REPORTING

<b>ISSUE 1. ENSURE THAT POLICY, REGULATORY AND OPERATIONAL FRAMEWORKS SUPPORT THE PROMOTION OF ESD</b>	
<i>If necessary, provide relevant information on your country situation regarding this specific objective. (up to 1,500 characters with spaces)</i>	
<b>Indicator 1.1 Prerequisite measures are taken to support the promotion of ESD.</b>	
Sub-indicator 1.1.1	Is the UNECE Strategy for ESD available in your national language(s)?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Available in Dutch (by our Belgium colleagues)
Sub-indicator 1.1.2	Have you appointed a national focal point to deal with the UNECE Strategy for ESD?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	The secretary of the steering committee for the programme Learning for Sustainable Development is the contact officer for this strategy.
Sub-indicator 1.1.3	Do you have a coordinating body for implementation of ESD?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	The programme Learning for Sustainable Development (LfSD) covers the implementation of the UNECE strategy for ESD, the steering committee coordinates the implementation and the programme-bureau LfSD is mandated to initiate activities and projects.
Sub-indicator 1.1.4	Do you have a national implementation plan for ESD?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	The white paper Learning for Sustainable Development, from the Margin to the Mainstream. Dutch National Programme 2004-2007. The UNECE Strategy for ESD is embedded in the paper as well as in the realization/implementation report.
Sub-indicator 1.1.5	Are there any synergies at the national level between UNECE ESD process, the UNESCO global process on the UN Decade of ESD, and other policy processes relevant to ESD?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	UNESCO Netherlands, as well as the NCDO (who is the focal point for the Earth Charter as well as for the Millennium Goals in the Netherlands) are members of the steering committee of the programme LfSD.
<b>Indicator 1.2 Policy, regulatory and operational frameworks support the promotion of ESD.</b>	
Sub-indicator 1.2.1	Is ESD reflected in any national policy document(s)?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	E.g. in: the Future agenda for the Environment; Nature for People –People for Nature; National Action Programme Sustainable Development.
Sub-indicator 1.2.2	Is ESD: (a) addressed in relevant national education legislation/regulatory document(s); and (b) included in your national curricula and/or national standards/ordinances/ requirements; at all levels of formal education, as understood by your education system in accordance with ISCED?

(a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>		<table border="1"> <thead> <tr> <th rowspan="2">ISCED</th> <th colspan="2">(a)</th> <th colspan="2">(b)</th> </tr> <tr> <th>Yes</th> <th>No</th> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td>0</td> <td></td> <td>v</td> <td></td> <td>V</td> </tr> <tr> <td>1</td> <td>V</td> <td></td> <td>V</td> <td></td> </tr> <tr> <td>2</td> <td>V</td> <td></td> <td>V</td> <td></td> </tr> <tr> <td>3</td> <td>V</td> <td></td> <td>V</td> <td></td> </tr> <tr> <td>4</td> <td></td> <td>V</td> <td>V</td> <td></td> </tr> <tr> <td>5</td> <td>V</td> <td></td> <td>V</td> <td></td> </tr> <tr> <td>6</td> <td></td> <td>V</td> <td>V</td> <td></td> </tr> <tr> <td><b>Teacher education</b></td> <td></td> <td>V</td> <td>V</td> <td></td> </tr> </tbody> </table>	ISCED	(a)		(b)		Yes	No	Yes	No	0		v		V	1	V		V		2	V		V		3	V		V		4		V	V		5	V		V		6		V	V		<b>Teacher education</b>		V	V	
	ISCED	(a)		(b)																																															
		Yes	No	Yes	No																																														
	0		v		V																																														
	1	V		V																																															
	2	V		V																																															
	3	V		V																																															
	4		V	V																																															
5	V		V																																																
6		V	V																																																
<b>Teacher education</b>		V	V																																																
	Most levels of education address ESD in the daily routines and subject, but not everywhere it is addressed in legislation (yet).																																																		
Sub-indicator 1.2.3	Are non-formal and informal ESD addressed in your relevant national policy and/or regulatory document(s) and operational frameworks?																																																		
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	In the documents named in sub indicator 1.2.1 non-formal and informal learning are also included.  Regarding operational frameworks: In the projects and activities in the provincial programmes for the programme LfSD social learning, multi stakeholder-strategies and education for ES are important criteria.																																																		
Sub-indicator 1.2.4	Is public awareness in relation to ESD addressed in relevant national document(s)?																																																		
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Yes, in the National Action programme Sustainable Development, and the new strategy for environment “Future Agenda for Environment”																																																		
Sub-indicator 1.2.5	Does a formal structure for interdepartmental cooperation relevant to ESD exist in your government?																																																		
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	The steering committee for the programme Learning for Sustainable Development.																																																		
Sub-indicator 1.2.6	Does a mechanism for multi-stakeholder cooperation on ESD exist with the involvement of your government?																																																		
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	The Dutch Alliance for the DESD, and also the provincial based funding programmes in the programmes LfSD, are developing activities where so called ‘learning arrangements’ are created, allowing several stakeholders to contribute to and to learn from the decision making process.																																																		
Sub-indicator 1.2.7	Are public budgets and/or economic incentives available specifically to support ESD?																																																		
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	20 million Euro for a 4 year period for the programme LfSD																																																		
<b>Indicator 1.3 National policies support synergies between processes related to SD and ESD.</b>																																																			
Sub-indicator 1.3.1	Is ESD part of SD policy(s) if such exist in your country?																																																		
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Action programme Sustainable Development Dutch Government council on Sustainability, the RRODM (Ministerial agenda on spatial planning, sustainability and environment.)																																																		

**Issue 2. PROMOTE SD THROUGH FORMAL, NON-FORMAL AND INFORMAL LEARNING**

In the first page we already stated the “freedom of education”, and the consequences for the role of the curriculum.

**Indicator 2.1 SD key themes are addressed in formal education.**

**Sub-indicator 2.1.1** Are key themes of SD addressed explicitly in the curriculum/prgramme of study at various levels of formal education?

Yes  No

See the table in Annex 1 (a).

A	B	C	D	E	F
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

**Sub-indicator 2.1.2** Are learning outcomes (skills, attitudes and values) that support ESD addressed explicitly in the curriculum/prgramme of study at various levels of formal education?

Yes  No

See the table in Annex 1 (b)

A	B	C	D	E	F
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

**Indicator 2.2 Strategies to implement ESD are clearly identified.**

**Sub-indicator 2.2.1** Is ESD addressed through: (a) existing subjects? (b) a cross-curriculum approach? (c) the provision of specific subject prgrammes and courses? (d) a stand-alone project?

(a) Yes  No   
 (b) Yes  No   
 (c) Yes  No   
 (d) Yes  No

ISCED levels	(a)		(b)		(c)		(d)	
	Yes	No	No	Yes	Yes	No	Yes	No
<b>0</b>		v		V		V		V
<b>1</b>		V		v	V		V	
<b>2</b>		V	V		V		V	
<b>3</b>		v	V		V		V	
<b>4</b>	V		V		V		V	
<b>5</b>	V		V		V		V	
<b>6</b>	V		V		V		V	
<b>Teacher education</b>	v		v		v		v	

**Indicator 2.3 A whole-institution approach<sup>2</sup> to ESD/SD is promoted.**

**Sub-indicator 2.3.1** Do educational institutions adopt a “whole-institution approach” to SD/ESD?

<sup>2</sup> A “whole institution approach” means that all aspects of an institution's internal operations and external relationships are reviewed and revised in light of SD/ESD principles. Within such an approach each institution would decide on its own actions, addressing the three overlapping spheres of Campus (management operations); Curriculum; and Community (external relationships).

Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<table border="1" data-bbox="926 175 1333 451"> <thead> <tr> <th>ISCED levels</th> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td>0</td> <td></td> <td>v</td> </tr> <tr> <td>1</td> <td>v</td> <td></td> </tr> <tr> <td>2</td> <td>v</td> <td></td> </tr> <tr> <td>3</td> <td>v</td> <td></td> </tr> <tr> <td>4</td> <td>v</td> <td></td> </tr> <tr> <td>5</td> <td>v</td> <td></td> </tr> <tr> <td>6</td> <td>v</td> <td></td> </tr> <tr> <td><b>Teacher education</b></td> <td>v</td> <td></td> </tr> </tbody> </table> <p data-bbox="373 456 1883 570">           Especially in Primary Schools (level 1 and 2) there are several interesting pilots, based for example on new education methods. (context-rich learning; natural learning (based on system thinking) etc.).            In higher education (level 5 and 6) there is a system of certification in place for schools and universities that make sustainability and learning for sustainable development their mission.         </p>	ISCED levels	Yes	No	0		v	1	v		2	v		3	v		4	v		5	v		6	v		<b>Teacher education</b>	v	
ISCED levels	Yes	No																										
0		v																										
1	v																											
2	v																											
3	v																											
4	v																											
5	v																											
6	v																											
<b>Teacher education</b>	v																											
Sub-indicator 2.3.2	Are there any incentives (guidelines, award scheme, funding, technical support) that support “a whole institution approach to SD/ESD”?																											
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<table border="1" data-bbox="934 634 1325 911"> <thead> <tr> <th>ISCED levels</th> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td>0</td> <td></td> <td>V</td> </tr> <tr> <td>1</td> <td></td> <td>V</td> </tr> <tr> <td>2</td> <td></td> <td>V</td> </tr> <tr> <td>3</td> <td></td> <td>V</td> </tr> <tr> <td>4</td> <td></td> <td>V</td> </tr> <tr> <td>5</td> <td></td> <td>V</td> </tr> <tr> <td>6</td> <td>V</td> <td></td> </tr> <tr> <td><b>Teacher education</b></td> <td></td> <td>V</td> </tr> </tbody> </table> <p data-bbox="373 943 1304 971">           E.g. For universities the AISHA-prgramme provides a monitoring and classification system.         </p>	ISCED levels	Yes	No	0		V	1		V	2		V	3		V	4		V	5		V	6	V		<b>Teacher education</b>		V
ISCED levels	Yes	No																										
0		V																										
1		V																										
2		V																										
3		V																										
4		V																										
5		V																										
6	V																											
<b>Teacher education</b>		V																										
Sub-indicator 2.3.3	Do institutions/learners develop their own SD indicators for their institution/organization?																											

Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>ISCED levels</th> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr><td>0</td><td></td><td>V</td></tr> <tr><td>1</td><td></td><td>V</td></tr> <tr><td>2</td><td></td><td>V</td></tr> <tr><td>3</td><td></td><td>V</td></tr> <tr><td>4</td><td>v</td><td></td></tr> <tr><td>5</td><td>V</td><td></td></tr> <tr><td>6</td><td>V</td><td></td></tr> <tr><td><b>Teacher education</b></td><td></td><td>v</td></tr> </tbody> </table>	ISCED levels	Yes	No	0		V	1		V	2		V	3		V	4	v		5	V		6	V		<b>Teacher education</b>		v
ISCED levels	Yes	No																										
0		V																										
1		V																										
2		V																										
3		V																										
4	v																											
5	V																											
6	V																											
<b>Teacher education</b>		v																										

**Indicator 2.4 ESD is addressed by quality assessment/enhancement systems.**

Sub-indicator 2.4.1 Are there any education quality assessment/enhancement systems that include criteria on ESD in: (a) national systems? (b) other?

(a) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> (b) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th rowspan="2">ISCED levels</th> <th colspan="2">(a)</th> <th colspan="2">(b)</th> </tr> <tr> <th>Yes</th> <th>No</th> <th>No</th> <th>Yes</th> </tr> </thead> <tbody> <tr><td>0</td><td></td><td>V</td><td></td><td>V</td></tr> <tr><td>1</td><td></td><td>V</td><td></td><td>V</td></tr> <tr><td>2</td><td></td><td>V</td><td></td><td>V</td></tr> <tr><td>3</td><td></td><td>V</td><td></td><td>V</td></tr> <tr><td>4</td><td></td><td>V</td><td></td><td>V</td></tr> <tr><td>5</td><td></td><td>V</td><td></td><td>V</td></tr> <tr><td>6</td><td></td><td>V</td><td></td><td>V</td></tr> <tr><td><b>Teacher education</b></td><td></td><td>v</td><td></td><td>V</td></tr> </tbody> </table>	ISCED levels	(a)		(b)		Yes	No	No	Yes	0		V		V	1		V		V	2		V		V	3		V		V	4		V		V	5		V		V	6		V		V	<b>Teacher education</b>		v		V
ISCED levels	(a)		(b)																																															
	Yes	No	No	Yes																																														
0		V		V																																														
1		V		V																																														
2		V		V																																														
3		V		V																																														
4		V		V																																														
5		V		V																																														
6		V		V																																														
<b>Teacher education</b>		v		V																																														

**Indicator 2.5 ESD methods and instruments for non-formal and informal learning are in place to assess changes in knowledge, attitude and practice.**

Sub-indicator 2.5.1 Are SD issues addressed in informal and public awareness-raising activities?

Yes  No  I.e.. In press articles, in television-series, in campaigns funded by the government, in books, magazines and brochures, and on websites.

Sub-indicator 2.5.2 Is there any support for work-based learning (e.g. for small companies, farmers, trade unions, associations), which addresses SD issues?

Yes  No  "CSR The Netherlands" informs and helps companies to implement their CSR strategy. There is an innovation network for farmers that supports work-based training regarding SD

Sub-indicator 2.5.3 Are there any instruments (e.g. research, survey, etc.) in place to assess the outcomes of ESD as a result of non-formal and informal learning?

Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Fragmentized research is available, often initiated by the Ministries Recently (fall 2006) a survey of Utrecht University about the long-term-effects of Environmental Education in primary schools was published. The annual reports “Natuurbalans”, “Milieubalans” en “Duurzaamheidsverkenningen” (3 different reports on nature management, environment and sustainability) of the national reference centre for Nature and environment ( <a href="http://www.mnp.nl">www.mnp.nl</a> ) sometimes addresses issues related to awareness, public support, consumers behavior and education. However these subjects are never linked.																								
<b>Indicator 2.6 ESD implementation is a multi-stakeholder process.</b>																									
Sub-indicator 2.6.1	Is ESD implementation a multi-stakeholder process?, see table in Annex 2																								
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p>(a) according to the UNECE Strategy on ESD</p> <table border="1" style="display: inline-table; margin-right: 20px;"> <tr><td>A</td><td>B</td><td>C</td><td>D</td><td>E</td><td>F</td></tr> <tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input checked="" type="checkbox"/></td></tr> </table> <p>(b) according to the UN DESD</p> <table border="1" style="display: inline-table;"> <tr><td>A</td><td>B</td><td>C</td><td>D</td><td>E</td><td>F</td></tr> <tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input checked="" type="checkbox"/></td><td><input type="checkbox"/></td></tr> </table>	A	B	C	D	E	F	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	A	B	C	D	E	F	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A	B	C	D	E	F																				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>																				
A	B	C	D	E	F																				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>																				
<b>Issue 3. EQUIP EDUCATORS WITH THE COMPETENCE TO INCLUDE SD IN THEIR TEACHING</b>																									
<b>Indicator 3.1 ESD is included in the training of educators.</b>																									
Sub-indicator 3.1.1	<i>Is ESD a part of the initial educators’ training?</i>																								
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	See table in Annex 3. For level 5 and 6 there is no initial training for educators. There are no percentages known for non-formal or informal education trainers.																								
Sub-indicator 3.1.2	<i>Is ESD a part of the educators’ in-service training?<sup>3</sup></i>																								
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	In some occasions in-service training modules include ESD, but it is unknown how many teachers take these trainings.																								
Sub-indicator 3.1.3	<i>Is ESD a part of training of leaders and administrators of educational institutions?</i>																								
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	See table in Annex 3.																								
<b>Indicator 3.2 Opportunities exist for educators to cooperate on ESD.</b>																									
Sub-indicator 3.2.1	Are there any networks / platforms of educators and/or leaders/administrators who are involved in ESD in your country?																								

<sup>3</sup> For higher education institutions: The focus is here on existing **in-service training programmes** regarding SD and ESD for university/college teachers in their own universities/colleges.



Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p>Several national networks</p> <ul style="list-style-type: none"> <li>- DHO: A network for level 5-6 on the INSED scale (DHO = Dutch association for SD in Higher education)</li> <li>- DMBO: A network for level 4 (sustainability in vocational education)</li> <li>- PABO network: A network for teacher education (teacher colleges)</li> <li>- Kidslife: A network for level 2-3-4</li> <li>- Scholen voor Duurzaamheid (Schools for Sustainability), for level 3 and 4</li> <li>- NME-centra: network of Environmental Education Centers around the country, usually imbedded in municipalities in the Netherlands</li> </ul> <p>Also networks on provincial level, e.g. Council for the Climate (Zuid-Holland) and Consent (Limburg)</p>
Sub-indicator 3.2.2	Are ESD networks/platforms supported by the government in any way? <sup>4</sup>
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	With money and other support from several ministerial departments and provinces as well as the programme LfSD
<b>Issue 4. ENSURE THAT ADEQUATE TOOLS AND MATERIALS FOR ESD ARE ACCESSIBLE</b>	
<b>Indicator 4.1 Teaching tools and materials for ESD are produced.</b>	
Sub-indicator 4.1.1	Does a national strategy/ mechanism for encouragement of development and production of ESD tools and materials exist?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	There is a national action programme Sustainable Development, that covers several programmes.
Sub-indicator 4.1.2	Is public (national, sub national, local) authority money invested in this activity?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p>Financial grants for project in the programme LfSD, approximately 2,5 million euro annually</p> <p>Financial grants for project in the programme Support for Nature approximately 2,8 million euro annually</p> <p>Financial grants for projects in the programme NGO's and environment, approximately 6 million euro a year</p> <p>Financial grants for projects that deal with ESD with an international /global component NCDO</p> <p>The New Driving, a mobility programme that educates people to drive more eco-friendly (change gears quicker, have your tires correctly inflated)</p> <p>SLOA-programmes for schools: approximately 200.000 euro a year.</p>
<b>Indicator 4.2 Quality control mechanisms for teaching tools and materials for ESD exist.</b>	
Sub-indicator 4.2.1	Do you have quality criteria and/or quality guidelines for ESD-related teaching tools and materials that are: (a) supported by public authorities? (b) approved by public authorities? (c) tested and recommended for selection by educational institutions?
(a) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> (b) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> (c) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Ad c: There is an online quality-measuring tool. made by the Dutch Nature- and Environmental Education Centers. (Kwaliteitsmeter, www.podium-online.nl)
Sub-indicator 4.2.2	Are ESD teaching tools / materials available: (a) in national languages? (b) for all levels of education according to ISCED?
(a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	

<sup>4</sup> Including assistance through direct funding, in-kind help, political and institutional support.

(b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<table border="1"> <thead> <tr> <th>ISCED levels</th> <th colspan="2">(b)</th> </tr> <tr> <td></td> <th>No</th> <th>Yes</th> </tr> </thead> <tbody> <tr> <td>0</td> <td></td> <td>V</td> </tr> <tr> <td>1</td> <td></td> <td>V</td> </tr> <tr> <td>2</td> <td></td> <td>V</td> </tr> <tr> <td>3</td> <td></td> <td>V</td> </tr> <tr> <td>4</td> <td></td> <td>V</td> </tr> <tr> <td>5</td> <td></td> <td>V</td> </tr> <tr> <td>6</td> <td></td> <td>V</td> </tr> <tr> <td>Teacher education</td> <td></td> <td>V</td> </tr> </tbody> </table>	ISCED levels	(b)			No	Yes	0		V	1		V	2		V	3		V	4		V	5		V	6		V	Teacher education		V
ISCED levels	(b)																														
	No	Yes																													
0		V																													
1		V																													
2		V																													
3		V																													
4		V																													
5		V																													
6		V																													
Teacher education		V																													
<b>Indicator 4.3 Teaching tools and materials for ESD are accessible.</b>																															
Sub-indicator 4.3.1	Does a national strategy/mechanism for dissemination of ESD tools and materials exist?																														
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	KENNISNET (knowledge-net), a website for schools from the ministry of education. Furthermore several pilots exist, for example Unesco overview CD's; toolkit Learning for Sustainability and project databases on the internet.																														
Sub-indicator 4.3.2	Is public authority money invested in this activity?																														
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	The ministry for Education funds Kennisnet. To what extent by providing an indication of the amount in USD referring to the amount of ESD related R&D expenditures, annually: No idea																														
Sub-indicator 4.3.3	Are approved ESD teaching materials available through the Internet?																														
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	It is not our intention to make an approval system. Due to "freedom of education" it's not in our educational culture to do so.																														
Sub-indicator 4.3.4	Is a register or database of ESD teaching tools and materials in national language(s): (a) accessible through the Internet? (b) provided through other channels?																														
(a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	For (b): on DVD or CD-rom.																														
<b>Issue 5. PROMOTE RESEARCH ON AND DEVELOPMENT OF ESD</b>																															
Only parts of education on sustainability, like environmental education or development (third world) education are researched. But research explicitly on ESD is very seldom. The national programme LfSD 2000-2003 was researched by an external audit bureau in a qualitative way (report available in Dutch) and our national programme LfSD 2004-2008 being researched at present..																															
<b>Indicator 5.1 Research on ESD is promoted.</b>																															
Sub-indicator 5.1.1	Is research that addresses content and methods for ESD supported?																														
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	The total amount annually over the reporting period is unknown.																														
Sub-indicator 5.1.2	Does any research evaluate the outcome of the implementation of the UNECE Strategy for ESD?																														

Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	TNO is making “Learning Histories” about a couple of specified projects concerning ESD. Also the Environmental and Nature Planning Agency does some evaluation, see 2.5.3 Our national programme LfSD 2000-2003 was researched by an external audit bureau in a qualitative way (report available in Dutch) and our national programme LfSD 2004-2008 is being researched at present. The Ministries of LNV(agriculture and nature) and VROM (environment) conduct specific research grants for University of Wageningen and Utrecht regarding EE and ESD.
Sub-indicator 5.1.3	Are post-graduate programmes available: (1) on ESD: (a) for the master’s level? (b) for the doctorate level? (2) addressing ESD: (a) for the master’s level? (b) for the doctorate level?
Sub-indicator 5.1.3	Are post-graduate programmes available: (1) on ESD: (a) for the master’s level? (b) for the doctorate level? (2) addressing ESD: (a) for the master’s level? (b) for the doctorate level?
(1) (a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (2) (a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	1a: Parts of the masters include ESD (for example Learning Strategies for SD . University of Amsterdam (UvA) and University Wageningen.) 1b: post-initial courses are hardly available. 2a: Most universities have one or more master programmes addressing ESD, (see <a href="http://www.dho.nl">www.dho.nl</a> ) 2b: e.g. EPCEM: post-master
Sub-indicator 5.1.4	Are there any scholarships supported by public authorities for post-graduate research in ESD: (a) for the master’s level; (b) for the doctorate level?
(a) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> (b) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	
<b>Indicator 5.2 Development of ESD is promoted.</b>	
Sub-indicator 5.2.1	Is there any support for innovation and capacity-building in ESD practice?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	A part of our national programme is spent on Knowledge Management. Under this heading we finance projects such as: - Basisboek DO- Nico Roorda; (a study book on ESD in Higher education) - Henk Diepenmaat; (method for system thinking and systematic changes in projects) - Handleiding Social Learning (methodology of social learning processes) Also companies, like Shell, GasUnie, Rabobank and electricity company’s invest money for capacity-building on SD topic (mostly climate and energy related)  There is no information about the amount of money spent.
<b>Indicator 5.3 Dissemination of research results on ESD is promoted.</b>	
Sub-indicator 5.3.1	Is there any public authority support for mechanisms to share the results of research and examples of good practices in ESD among authorities and stakeholders?

Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	In almost all governmental programmes Knowledge Management is included. Some examples: - "leer theaters" (learning circles, thematic workshops) - yearly conferences; - websites. There is no information about the amount of money spent.
Sub-indicator 5.3.2	Are there any scientific publications: (a) specifically on ESD? (b) addressing ESD?
(a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	For example a series of essays concerning The learning Government-organization. (in Dutch) - Sustainable Government , by Noordegraaff / van Lierop (USBO) - Time for Sustainable Leadership, By Kellermann (sustainability-unlimited) - Start moving on Sustainability by Aarts/ Grin (UvA) e.g. - Arjan Wals (WUR) About Social learning processes - Anne Loeber (UvA) About policy analysis and transition-processes - Irene Dankelman (Radbout University) About global impact and global challenges with Sustainable Development - Max van der Kamp (University Groningen) About Life Long Learning and Sustainability - Jan Rotmans (Erasmus University Rotterdam) about transition management - Rietje van Dam (open University )
<b>Issue 6. STRENGTHEN COOPERATION ON ESD AT ALL LEVELS WITHIN THE UNECE REGION</b>	
<b>Indicator 6.1 International cooperation on ESD is strengthened within the UNECE region and beyond.</b>	
Sub-indicator 6.1.1	Do your public authorities cooperate in/support international networks on ESD?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Participation in for example: IUCN / CEC ; GHESP ; ENSI; Expert group UNECE; Implementation benchmark in higher education (DHO), some MOU's in bilateral communications; CSD education Caucus, CEPA working group on CBD, Curriculum Greening Europe; GIN.
Sub-indicator 6.1.2	Do educational institutions/organizations (formal and non-formal) in your country participate in international networks related to ESD?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	SLO in ENSI, Koning Willem 1 college in Curriculum Greening Europe; Saxion Hogeschool in GIN.
Sub-indicator 6.1.3	Are there any state, bilateral and/or multilateral cooperation mechanisms/agreements that include an explicit ESD component?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Twin cities. MOU with differ countries including Hungary.
Sub-indicator 6.1.4	Does your Government take any steps to promote ESD in international forums outside the UNECE region?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Convention on Biodiversity; Unesco; Convention on Sustainable Development
<b>Issue 7. FOSTER CONSERVATION, USE AND PROMOTION OF KNOWLEDGE OF INDIGENOUS PEOPLE IN ESD</b>	
In the Netherlands there are no specifically determined groups of indigenous people	
<i>Phase II: Please provide the updated information to indicate changes over time.</i>	

*Phase III: please provide the updated information to indicate changes over time.*

**Issue 8. DESCRIBE ANY CHALLENGES AND OBSTACLES ENCOUNTERED IN THE IMPLEMENTATION OF THE STRATEGY**

1. Because of the Dutch system that provides schools with lots of individual choices to choose their own topics and highlight top down, steering is difficult. Although most schools do underwrite the importance of ESD, the embedding in the national curriculum is a challenge.
2. Coordination and overviewing all the small initiatives is a weak point. A strategy is needed to bundle the different small initiatives.
3. Social criteria are hard to describe or translate into lessons or project plans. Technological and financial projects are easier and get priority, also because they are easier to measure and monitor. Planet and Profit issues overshadow the People-issues.

*Phase II: please provide the updated information to indicate changes over time.*

*Phase III: please provide the updated information to indicate changes over time.*

**Issue 9. DESCRIBE ANY ASSISTANCE NEEDED TO IMPROVE IMPLEMENTATION**

International good practices, especially on the topics concerning:

- Getting ESD on the political agenda, especially in the EU
- Creating a sense of urgency, especially for social (people) and economical (Profit / Prosperity) aspects of Sustainability
- The move to a “whole school approach”
- Development of didactical models that support the holistic base of ESD, integrating learning in school and informal learning as a key theme

And a structure of decision making in the EU that is more based on system thinking and on integration of topics.

*Phase II: please provide the updated information to indicate changes over time.*

*Phase III: please provide the updated information to indicate changes over time.*

Annex 1 (a)

Indicator 2.1, sub-indicator 2.1.1

Some key themes covered by sustainable development	ISCED Levels					
	0	1	2	3	4	5
Peace studies (international relations, security and conflict resolution, partnerships, etc.)	v	v	v	v	v	v
Ethics and philosophy			v	v	v	v
Citizenship, democracy and governance		v	v	v	v	v
Human rights, (including gender, racial and inter-generational equity; )			v	v	v	v
Poverty alleviation				v	V	v
Cultural diversity		v	v	v	v	v
Biological and landscape diversity		v	v	v	v	V
Environmental Protection (Waste management, etc.)	v	v	v	v	v	V
Ecological principles/ecosystem approach		V	v	v	v	v
Natural resource management (including water, soil, mineral, fossil fuels, etc...)		v	v	v	v	V
Climate change			v	v	v	v
Personal and family health (e.g. HIV/AIDS, drug abuse, ...)		v	v	v	v	V
Environmental health (e.g. food and drinking; water quality; pollution)	v	v	v	v	v	V
Corporate social responsibility				v	V	v
Production and/or consumption patterns		v	v	v	v	V
Economics				v	v	v
Rural/urban development				v	v	v
<b>Total</b>	<b>3</b>	<b>10</b>	<b>13</b>	<b>17</b>	<b>17</b>	<b>17</b>
Other ( <i>countries to add as many as needed</i> )						

NB The indicator will be reflected by (a) a scale based on the sum of ticks and (b) changes in the pattern of response between subsequent reports.

The assessment key for this table (max. 102 ticks; “other” not counted) is:

No. of ticks	0–5	6–10	11–25	26–50	51–75	76–100
Scale	A	B	C	D	E	F

Annex 1 (b)

Indicator 2.1, sub-indicator 2.1.2

Please specify the extent to which the following broad areas of competence that support ESD are addressed explicitly in the curriculum<sup>5</sup>/programme of study at various levels of formal education, by filling in the table below.

(Please tick (V) relevant expected learning outcomes for each level. Use the blank rows to insert additional learning outcomes (skills, attitudes and values) that are considered to be key outcomes in your country in learning for sustainable development.)

Table of learning outcomes

Competence	Expected outcomes	ISCED Levels					
		0	1	2	3	4	5
<b>Learning to learn</b> Does education at each level enhance learners' capacity for:	- posing analytical questions/critical thinking		v	v	v	v	V
	- understanding complexity/systemic thinking			v	v	v	V
	- overcoming obstacles/problem-solving	v	v	v	v	v	V
	- managing change/problem-setting			v	v	v	V
	- creative thinking/future-oriented thinking		v	v	v	v	V
	- understanding interrelationships across disciplines/holistic approach				v	v	V
	<b>Total</b>	1	3	5	6	6	6
	- other (countries to add as many as needed)						
<b>Learning to do</b> Does education at each level enhance learners' capacity for:	<b>Expected outcomes</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
	- applying learning in a variety of life-wide contexts		v	v	v	v	V
	- decision making, including in situations of uncertainty		v	v	v	v	V
	- dealing with crises and risks			v	v	v	V
	- acting responsibly		v	v	v	v	V
	- acting with self-respect	v	v	v	v	v	V
	- acting with determination		v	v	v	v	v
	<b>Total</b>	1	5	6	6	6	6
- other (countries to add as many as needed)							
<b>Learning to be</b> Does education at each level enhance learners' capacity for:	<b>Expected outcomes</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
	- self-confidence	v	v	v	v	v	V
	- self-expression and communication	v	v	v	v	v	V
	- coping under stress			v	v	v	V
	- ability to identify and clarify values ( for phase III)		v	v	v	v	V
	<b>Total</b>	2	3	4	4	4	4
- other (countries to add as many as needed)							

<sup>5</sup> At state level, where relevant.

		0	1	2	3	4	5
	-						
	<b>Expected outcomes</b>						
<b>Learning to live and work together</b> Does education at each level enhance learners' capacity for:	- acting with responsibility (locally and globally)	v	v	v	v	v	V
	- acting with respect for others	v	v	v	v	v	V
	- identifying stakeholders and their interests			v	v	v	V
	- collaboration/team working		v	v	v	v	V
	- participation in democratic decision making		v	v	v	v	V
	- negotiation and consensus building		v	v	v	v	V
	- distributing responsibilities (subsidiarity)		v	v	v	v	V
	<b>Total</b>	2	6	7	7	7	7
- other ( <i>countries to add as many as needed</i> )							
-							

NB The indicator will be reflected by (a) a scale based on the sum of ticks and (b) changes in the pattern of response between subsequent reports.

The assessment key for this table (max. 138 ticks; "other" not counted) is:

No. of ticks	0-7	8-14	15-35	36-70	71-104	105-138
Scale	A	B	C	D	E	F



## Annex 2

### Indicator 2.6, sub-indicator 2.6.1

Please specify to what extent is ESD implementation is a multi-stakeholder process, by filling in the table below? Please provide examples of good practice.

Table (a) According to the UNECE Strategy for ESD

Stakeholders	Classification by UNECE Strategy for ESD		
	Formal	Non-formal	Informal
NGOs	V	V	V
Local government	V	V	V
Organized labour		V	
Private sector	V	V	V
Community-based		V	V
Faith-based		V	V
Media	V	V	V
<b>Total</b>	<b>4</b>	<b>7</b>	<b>6</b>
Other ( <i>countries to add as many as needed</i> )			

The assessment key for this table (max. 21 ticks; "other" not counted) is:

No. of ticks	0-1	2	3-5	6-10	11-15	16-21
Scale	A	B	C	D	E	F

Table (b) According to UN DESD

Stakeholders	Classification by UN DESD				
	Public awareness	Quality education	Reorienting education	Training	Social learning
NGOs	V	V	V	V	V
Local government	V	V	V	V	V
Organized labour				V	
Private sector	V	V	V	V	V
Community-based	V			V	V
Faith-based	V			V	
Media	V	V		V	
<b>Total</b>	<b>6</b>	<b>4</b>	<b>3</b>	<b>7</b>	<b>4</b>
Other ( <i>countries to add as many as needed</i> )					
Knowledge Institutions		v	v	v	v

The assessment key for this table (max. 35 ticks; "other" not counted) is:

No. of ticks	0-5	6-11	12-17	18-23	24-29	30-35
--------------	-----	------	-------	-------	-------	-------

Scale	A	B	C	D	E	F
-------	---	---	---	---	---	---

### Annex 3

#### Indicator 3.1, sub-indicator 3.1.3

Please specify to what extent is ESD a part of the initial and/or in-service educator's training, by filling in the table below by ticking (V) as appropriate.

ISCED levels	% of education professionals who have received training <sup>6</sup> to integrate ESD into their practice: (see key below)																	
	Educators						Leaders/administrators <sup>7</sup>											
	Initial*			In service**			In service***											
	A	B	C	D	E	F	A	B	C	D	E	F	A	B	C	D	E	F
0	V												V					
1			V										V					
2		V											V					
3		V											V					
4		V											V					
5													v					
6													v					
Non-formal																		
Informal																		

The assessment key for this table (max. 100%) is:

% of educated trainers	0–5	6–10	11–25	26–50	51–75	76–100
Scale	A	B	C	D	E	F

\* Please indicate the % of educators who have received initial training on ESD to total number of educators by the reporting date.

\*\* Please indicate the % of educators who have received training on ESD to total number of educators who received in-service teacher training by the reporting date.

\*\*\* Please indicate the % of leaders/administrators who have received training on ESD to total number of leaders/administrators who received in-service teacher training by the reporting date.

<sup>6</sup> Training is understood to include at least one day (a minimum of 5 contact hours).

<sup>7</sup> Paragraphs 54 and 55 of the UNECE Strategy on ESD.

## Annex 4

### *Summary and self-assessment<sup>8</sup> by countries:*

1	<b>Indicator 1.1</b>	<b>Prerequisite measures are taken to support the promotion of ESD.</b>	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input checked="" type="checkbox"/> Completed
2	<b>Indicator 1.2</b>	<b>Policy, regulatory and operational frameworks support the promotion of ESD.</b>	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input checked="" type="checkbox"/> Completed
3	<b>Indicator 1.3</b>	<b>National policies support synergies between processes related to SD and ESD.</b>	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input checked="" type="checkbox"/> Developing	<input type="checkbox"/> Completed
4	<b>Indicator 2.1</b>	<b>SD key themes are addressed in formal education.</b>	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input checked="" type="checkbox"/> Developing	<input type="checkbox"/> Completed
5	<b>Indicator 2.2</b>	<b>Strategies to implement ESD are clearly identified.</b>	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input checked="" type="checkbox"/> Completed
6	<b>Indicator 2.3</b>	<b>A whole-institution approach to ESD/SD is promoted.</b>	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input checked="" type="checkbox"/> Developing	<input type="checkbox"/> Completed
7	<b>Indicator 2.4</b>	<b>ESD is addressed by quality assessment / enhancement systems.</b>	<input type="checkbox"/> Not started	<input checked="" type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
8	<b>Indicator 2.5</b>	<b>ESD methods and instruments for non-formal and informal learning are in place to assess changes in knowledge, attitude and practice.</b>	<input type="checkbox"/> Not started	<input checked="" type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
9	<b>Indicator 2.6</b>	<b>ESD implementation is a multi-stakeholder process.</b>	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input checked="" type="checkbox"/> Developing	<input type="checkbox"/> Completed
10	<b>Indicator 3.1</b>	<b>ESD is included in the training of educators.</b>	<input type="checkbox"/> Not started	<input checked="" type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
11	<b>Indicator 3.2</b>	<b>Opportunities exist for educators to cooperate on ESD.</b>	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input checked="" type="checkbox"/> Developing	<input type="checkbox"/> Completed
12	<b>Indicator 4.1</b>	<b>Teaching tools and materials for ESD are produced.</b>	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input checked="" type="checkbox"/> Developing	<input type="checkbox"/> Completed
13	<b>Indicator 4.2</b>	<b>Quality control mechanisms for teaching tools and materials for ESD exist.</b>	<input checked="" type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
14	<b>Indicator 4.3</b>	<b>Teaching tools and materials for ESD are accessible.</b>	<input type="checkbox"/> Not started	<input checked="" type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
15	<b>Indicator 5.1</b>	<b>Research on ESD is promoted.</b>	<input type="checkbox"/> Not started	<input checked="" type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
16	<b>Indicator 5.2</b>	<b>Development of ESD is promoted.</b>	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input checked="" type="checkbox"/> Developing	<input type="checkbox"/> Completed
17	<b>Indicator 5.3</b>	<b>Dissemination of research results on ESD is promoted.</b>	<input type="checkbox"/> Not started	<input checked="" type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
18	<b>Indicator 6.1</b>	<b>International cooperation on ESD is strengthened within the UNECE region and beyond.</b>	<input type="checkbox"/> Not started	<input checked="" type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed

<sup>8</sup> On the basis of the answers to the sub-indicators, please self-assess the status of the implementation of the respective indicator in your country. If feasible, please specify the methodology used for the self-assessment. For the self-assessment, the sub-indicators having the status of "proposed" should be ignored.