



**Capacity 2015**  
**Information and Learning Network (ILN)**  
**in Central and Eastern Europe and the CIS**  
**Concept paper**

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## 1 Executive summary

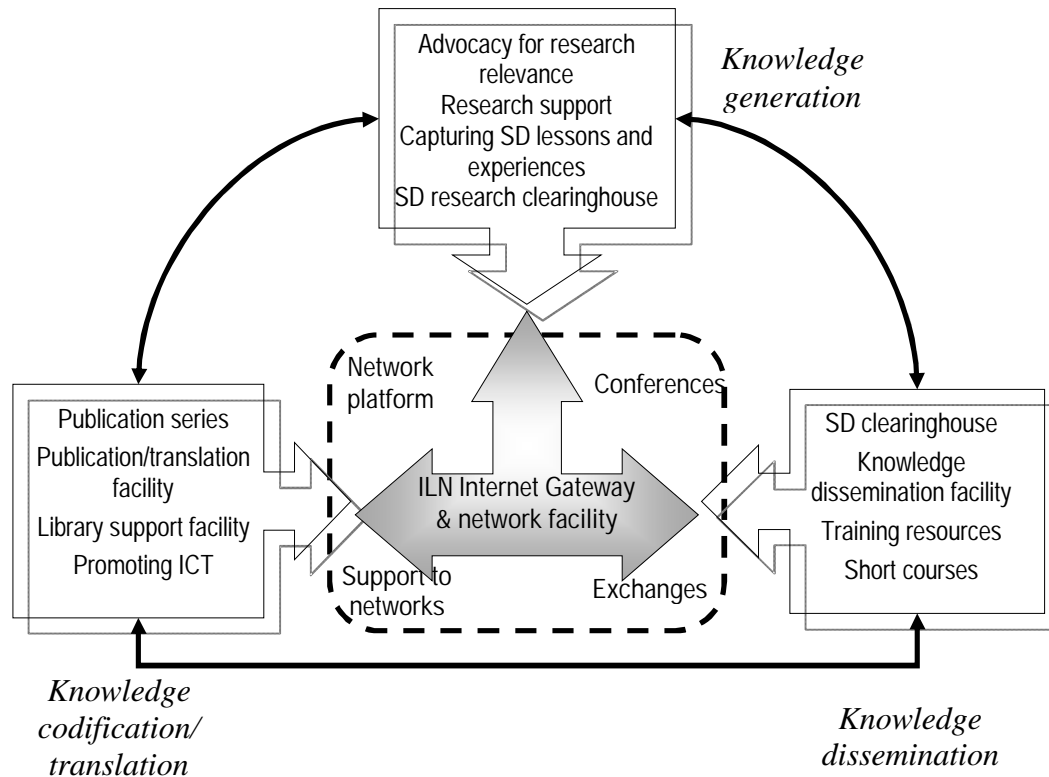
- i. **Capacity 2015 (C2015)** is a global partnership to develop local and national capacities to achieve the Millennium Development Goals (MDGs). One of the four C2015 strategic facilities will be the Information and Learning Network (ILN). The current paper provides the situation analysis and proposes a strategy for the ILN operation in Europe and CIS. The main areas of the ILN operation considered by this paper are (a) knowledge creation, (b) knowledge codification and translation; (c) knowledge dissemination and (d) networking.
- ii. The Europe and CIS region has undergone a profound political, economic and social transformation in the last 15 years. The extent and the outcomes of this transformation have varied from one country to another as have its human development implications. Most MDGs are relevant to all of the countries in the region, though to various degrees. The capacity to track progress towards MDGs needs further improvement.
- iii. In the past, the countries of the region had a relatively strong knowledge management infrastructure, which was, however, over-centralized, too hierarchical, non-transparent, internationally isolated, oriented towards technical rather than social knowledge and often lacking policy- and practice- relevance. The current opportunities for capacity development include opening of international communication channels, emergence of independent knowledge-management actors and advancement of information and communication technologies (ICTs). At the same time, there are significant threats to capacity development associated with decreasing state support of the knowledge management infrastructure, the “brain drain”, and the increasing inequality in access to ICT and other resources.
- iv. In light of this analysis, capacity development efforts in the region should actively involve indigenous knowledge management institutions, both traditional and emerging, increase their focus on policy- and practice-relevant knowledge that can facilitate achieving MDGs in the region, especially at the local level. These efforts should reduce the digital divide and counteract the emerging barriers to regional networking. The ILN activities should take into account the specific challenges of each of the six sub-regions which are parts of Europe and the CIS, namely, (a) Central Europe and the Baltics; (b) South-Eastern Europe; and the CIS, comprising (c) North-Western CIS; (d) Caucasus; (e) Central Asia.
- v. More than a hundred of institutions, associations and initiatives working in all areas of knowledge management for sustainable development have been identified in this paper, and many more exist in reality. Much work has to be done to ensure that all these actors extend their efforts to most disadvantaged regions, make them focused on the MDGs and other sustainable development (SD) challenges and ensure their policy-, practical and local relevance.
- vi. The overall goal for the ILN in Europe and the CIS is to strengthen the local capacity for reaching the MDGs and sustainable development through increasing the effectiveness, policy and practical relevance and local applicability of

indigenous knowledge management. This goal implies the following strategic objectives:

1. Facilitate capturing, codification and sharing of experiences and lessons, in achieving the MDGs and sustainable development at the local level;
  2. Facilitate learning and equitable access to local and international knowledge in appropriate languages and forms;
  3. Promote networking and regional and international co-operation and partnerships, especially East-East, in knowledge management.
- vii. The ILN activities in knowledge generation, codification and dissemination and in networking should be integrated and linked to each other. The ILN should be locally relevant, focused and effective; credible, high quality and user-friendly; demand-driven and locally owned and operated; complementary to and co-operating with existing initiatives; aimed at sustainable systemic impacts; and integrated with the global ILN and other Capacity 2015 activities. The ILN should operate both *facilities* (aimed at strengthening existing networks and institutions) and *programs* (proactively developing knowledge management capacities).
- viii. In the area of **generating new knowledge** the expected outcomes of the regional ILN should be (a) increased focus of research on SD and MDGs at national, sub-regional and local level; (b) increased indigenous capacity in SD- and MDG-relevant research; (c) increased practical and policy relevance and local applicability of SD research.
- ix. In the area of **knowledge codification and translation**, the regional ILN outcomes should be (a) increased access of key SD actors to relevant knowledge in appropriate forms; (b) identification of and provision for meeting the regional, national and local information needs related to MDGs and SD; (c) increased indigenous capacity to locate, access, process and disseminate relevant knowledge.
- x. In the area of **knowledge dissemination and learning**, the outcomes of the regional ILN operation should be (a) wide dissemination, awareness and adoption of experiences and lessons of achieving MDGs and SD; (b) increased focus of existing education, training and other knowledge dissemination activities on MDGs and SD themes; (c) increased indigenous capacity for knowledge dissemination and learning related to MDGs and SD. These outcomes would be in line with priorities for education for sustainable development (ESD) defined by the Johannesburg Plan of Implementation (JPI) and could be implemented within the framework of the UN ESD Decade.
- xi. In the area of **networking**, the outcomes of the regional ILN operation should be (a) access of capacity development actors (especially working at the local level) to each others' knowledge, lessons and experiences; (b) increased interaction between capacity development actors in the region and internationally; (c) increased indigenous capacity for networking and increased profile of capacity development networks. Fostering relevant *communities of practice (CoPs)* should be at the center of the ILN networking activities.

- xii. Figure 1 illustrates the central role which will be played by the regional ILN Internet Gateway. The Gateway will include the interactive clearinghouse facility as well as research, information, education and networking portals. It may also be supported by national or sub-regional “mirror” and complementary sites.

**Figure 1. The main interactions of proposed ILN activities**



- xiii. Administratively, the ILN will consist of the **regional node** located within the Capacity 2015 Coordinating Office in the UNDP RBEC in Bratislava and five **sub-regional ILN nodes**, one in each of the four sub-regions (South-Eastern Europe, North-Western CIS, Caucasus and Central Asia) and in the Russian Federation. The regional ILN node will ensure linkages between the regional ILN and Capacity 2015, the global ILN and other UNDP institutions. It will provide support and guidance to establishing and operating sub-regional ILN nodes, conceptualization of new facilities and programs, provide the infrastructure for pooling capacity development resources and the central point for establishing partnerships with region-wide and international networks.
- xiv. The ILN will establish numerous partnerships of different kinds. A concept of the ILN member could be explored to designated different “tiers” of partnership. Three tiers of ILN membership: “individual members”, “network members” and “collaborating centers” are proposed.
- xv. The Work Plan for the establishment and operation of the regional ILN presumes two phases: inception and operation. At the inception phase, additional assessments are conducted and key partners identified, whereas at the implementation phase, the ILN programs and facilities are operated. During the

implementation phase several evaluations will be conducted so that experience and lessons learnt are codified and distilled and appropriate adjustment and revamping of the ILN, if needed is undertaken.

## 2 Introduction: background, scope and purpose

### 2.1 Background to ILN

#### 2.1.1 Capacity 2015

**Capacity 2015** is a global partnership assisting countries and communities to develop their capacities for formulating and implementing policies to achieve the Millennium Development Goals (MDGs). It was initiated in response to the recommendation in the Johannesburg Plan of Implementation to “*significantly strengthen support for the capacity-building programmes of the UNDP for sustainable development, building on the experience gained from the Capacity 21 programme, as important mechanisms for supporting local and national development capacity-building efforts*”. Capacity 2015 will build partnerships designed to empower communities and nations to formulate and implement policies to achieve the MDGs on a sustainable basis.

Capacity 2015 will adhere to the following principles:

- ... **capacity development and sustainability of development outcomes:** building on the endogenous capacities and respecting local cultural values, historical processes and systems, while facilitating the acquisition of appropriate knowledge and relevant capacities to achieve specific results.
- ... **broad-based partnerships:** with key global, regional/sub-regional, national and local actors, emphasizing networking for knowledge acquisition and learning on capacity development for sustainable development.
- ... **responsive to locally, legitimately determined needs:** people know best what fits their need and can help them make a difference. Participatory and transparent decision-making is essential to foster ownership, which is itself essential for realizing capacity development outcomes.
- ... **holistic:** development is a complex process with legions of interconnections, spin-offs and opportunities. It is important to sight the larger picture and foster integrated multi-sectoral and multi-disciplinary thinking and practice.
- ... **rights-based and gender sensitive:** links the normative framework of the Millennium Declaration and other UN instruments to the rights and obligations of duty-holders and claim-holders, especially women.

Capacity 2015 will provide a **global platform** for partnering and sharing experience in tackling the many cross-cutting aspects around capacity development and sustainability that are critical for goal realisation. As a programme to support contributions dealing with the overarching questions of capacity and sustainability, C2015 will focus on integrated approaches at national, local, and community levels with a special focus on most vulnerable countries, localities and communities and disadvantaged groups.

Where complimentary with the MDGs, Capacity 2015 will also assist capacity development for implementing Multilateral Environment Agreements (MEAs), Poverty

Reduction or building capacity to participate in international negotiations on critical issues relating to globalisation, such as trade and finance.

The bulk of Capacity 2015 resources are expected to be used at the community level, building on and expanding considerably UNDP experience in such present programmes as Public Private Partnership for Urban Environment (PPPUE), The Global Environment Facilities' Small Grants Programme (GEFSGP), Local Initiatives for the Environment (LIFE) and in activities of the practices focused on the local level, including in post-conflict scenarios. The full scope of Capacity 2015 will be determined by demand, although based on experience to date with Capacity 21, other relevant programmes, and the action plans and partnerships elaborated in the Johannesburg Plan of Implementation.

UNDP's recent research on technical cooperation will also provide input to Capacity 2015 as it is designed to minimize top down approaches, maximize responsiveness to user demand and foster development effectiveness and change management.

In order to position Capacity 2015 to effectively develop capacity to assist the achievements of the overall MDGs it will be necessary to incorporate certain key facilities in its structure. One of the four proposed strategic facilities that have been identified based on the experience and research done by UNDP over the last decade is the **Information and Learning Network (ILN)**.

### **2.1.2 Information and Learning Network (ILN)**

The ILN is a support infrastructure to aid effective and efficient implementation of MDGs and other sustainable development activities and to ensure that information, knowledge, experience and expertise are exchanged. This knowledge exchange will facilitate ongoing collective learning by the professionals, stakeholders and institutions that comprise the global network underlying Capacity 2015. Consistent with the directives of the UNGA<sup>1</sup> the ILN will facilitate the utilization of available national expertise and indigenous technologies help to stimulate the development of new knowledge, and help alleviate ongoing capacity limitations. The ILN was conceived to work with existing networks, develop and expand new ones, document lessons learnt, disseminate information, promote learning and foster exchange programmes.

Some of the main capacity development needs which ILN was conceived to address are listed in Box 1.

#### **Box 1. Key Areas of Technical Assistance Needs**

- i. Capturing and disseminating lessons and practices related to capacity development.
- ii. Assisting with the documentation and protection of local knowledge.
- iii. Facilitating the transfer of information, experience and expertise to assist implementation including professional exchanges.
- iv. Documenting and disseminating capacity development lessons and innovative practices
- v. Coordinating the development of appropriate tools and tool-kits.
- vi. Assisting in facilitating technology transfer.
- vii. Assist in identifying of areas where new knowledge is required, and in the development of regional/national centres of excellence.

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<sup>1</sup> UN Document A/C.2/56/L.13/Rev.1 Triennial policy review of operational activities for development of the United Nations– paragraph 30.

- |       |   |
|-------|---|
| viii. | Coordination and support of training activities, including delivery via ICT distance education specialized courses, which build on what already exists. |
| ix.   | Providing access to information to help countries prepare for international negotiations.   |
| x.    | Assisting countries to improve the quality of data collection, integration and analysis systems at the national and local level.                        |
| xi.   | Assisting with the development of practical skills through the use of ICT.  |

Source: Capacity 21 Evaluation

## 2.2 Scope and purpose of this paper

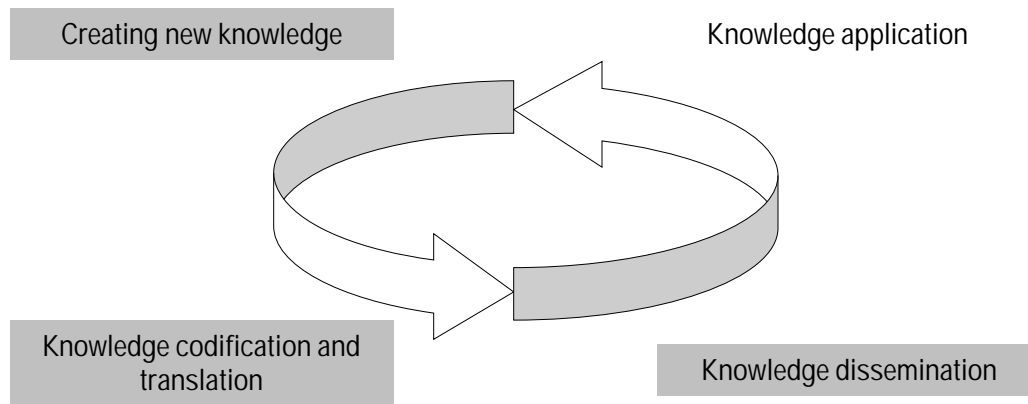
The ILN will predominately operate on the regional basis. The regional structure of the ILN is a departure from the conventional view of capacity development based predominantly on North-South information and technology flows. Specific features of ILN will be conceptualized and planned on a regional basis. This paper aims to provide the situation analysis and to propose a specific strategy for the ILN in Europe and the CIS taking into account the specific sustainability and capacity development challenges of this region.

More specifically, the Terms of Reference establish the following objectives of the current document:

1. Make an inventory of the existing and emerging regional information and knowledge networks and facilities in the area of sustainable development
2. Identify key potential partner institutions in the region to work with in capacity development for localizing sustainability and reaching the MDGs.
3. Develop the draft regional framework, strategy and work plan for ILN.
4. Develop a draft concept for the establishment of a regional ILN node.
5. Establish preliminary guidelines for the content of a dedicated website.
6. Identify partners and regional advisors for steering the ILN.

The paper is structured with respect to the tasks above, the geographic diversity of the region and the distinct functions of the regional ILN which can be derived from the UNDP's view on "knowledge management" (see Figure 2).

**Figure 2. The knowledge management cycle and the ILN**



Note: Knowledge management phases directly addressed by the ILN are shaded

In accordance with Figure 2, the main areas of the ILN operation are the following:

- a) **Knowledge creation.** This includes capturing and distilling best practices, innovations and lessons learnt through appropriately targeted demand-driven research, reporting and information analyzing and processing procedures.
- b) **Knowledge codification and translation:** This includes management of information so that it is made accessible in appropriate forms (e.g. through publications, Internet sites, etc.)
- c) **Knowledge dissemination.** The main tools of knowledge dissemination in the society are education, training, and networking.
- d) **Networking.** The ILN is explicitly conceived “*to link existing networks and develop new ones to promote all kinds of peer exchanges and free discussions and interactions at all levels and across levels among the actors of sustainable development*”. Networking as an element which supports all stages of knowledge management cycle, particularly the knowledge dissemination stage.

**Knowledge application** is not directly addressed by the ILN as it implies practical interventions supported by Capacity 2015 as a whole. However, the ILN may influence knowledge application through, for example, encouraging pilot projects in research purposes, feeding training and information dissemination into existing practical activities, etc.

These functions are certainly mutually supportive. However, since these are traditionally implemented by distinct approaches and institutions, this paper differentiates their analysis.

The analysis is further differentiated according to geographic regions within Europe and the CIS (see Figure 3).

1. Central Europe and the Baltics (Czech Republic, Estonia, Hungary, Latvia, Lithuania, Poland, Slovakia and Slovenia).
2. South-Eastern Europe (Albania, Bosnia and Herzegovina, Bulgaria, Croatia, Macedonia, Romania, Serbia-Montenegro and Turkey)
3. North-Western CIS (Belarus, Moldova, Russia and Ukraine)
4. Caucasus (Armenia, Azerbaijan and Georgia)
5. Central Asia (Kazakhstan, Kyrgyz Republic, Tajikistan, Turkmenistan and Uzbekistan)

**Figure 3. Geographic and historic regions within Europe and the CIS**



Source of country groupings: Emerson (1998), EBRD (2000)

Consequently, the paper is structured as follows. The third section provides a situation analysis focusing on sustainability and capacity development challenges which are both region-wide and sub-region specific. That section also provides an open-ended inventory of actors and initiatives in the field of capacity development for reaching the MDGs and advancing sustainable development which will need to be involved in establishing and

operating the ILN. The fourth section proposes the overall concept, strategic principles and the methods for ILN operation in the region. The fifth section contains a draft work plan for ILN.

### 3 Situation analysis

#### 3.1 Sustainability and transition: challenges, opportunities and experiences in Europe and the CIS

##### 3.1.1 Transition and sustainable development

During the last decade, a profound and complex transformation process in Central and Eastern Europe and the CIS has taken place. The main thrust of this process was the creation of democratic societies and market based economic systems as well as the rapid integration in the world (especially European) economy. The collapse of the socialist regimes had far-reaching implications for stable and long-term economic growth and was accompanied by the aggravation of many human development problems. These implications were generally similar across the region, reflecting the broadly similar challenges posed by the post-communist transition.

Nonetheless, this transition did not proceed in an identical fashion in each country in the region during the 1990s, and these differences have influenced the situations of local communities in different countries in different ways. In many countries the transition process has proved to be very difficult with a high social price. The majority of the countries in the region are facing acute economic hardship that leads to deepening poverty, raising unemployment and inequity, human insecurity and regional disparities, loss of self-respect and social exclusion. This in turn poses a serious threat to the impressive democratic achievements, political stability, security and peace, and prosperity and sustainability in the region. In other words, as demonstrated in previous studies, the process of transition can act in synergy with, provide opportunities for, but also pose threats to sustainable development as summarized in Table 1.

**Table 1. Interactions between the process of transition and sustainable development**

ASPECTS OF TRANSITION	SYNERGIES	OPPORTUNITIES	THREATS
General	Reforming socio-economic institutions to ensure a better future.	Mobilising socio-economic resources for reform.	Sweeping change potentially destabilising society and economy; shortening time horizons of decision-making.
International	Alignment with international sustainability objectives.	Opening up to international sustainable development experiences and international co-operation.	Globalisation threatening traditional ways of life and some local economies. Emerging nationalism may result in ethnic tensions and instability.

ASPECTS OF TRANSITION	SYNERGIES	OPPORTUNITIES	THREATS
Constitutional	Democracy and protection of minorities and other vulnerable groups.	Decentralising governance, making it more participatory and sensitive to environmental and social agendas.	Potential political instability; disenfranchisement of certain social groups.
Economic	Decentralisation of resource-allocation decisions; revitalizing economic growth; phasing-out environmentally and economically unsustainable industries	Developing local economies and encouraging independent economic initiative.	Dependence on external markets; drive to over-exploit natural resources; potential for impoverishment  Potential rise of consumerism

Source: Cherp and Vrbensky (2002)

Effective local development and good local governance can make a major contribution to addressing these challenges. The need to empower local governments, to develop capacity and to create an enabling environment for an effective local development and decentralization has been widely recognized and has become an important issue in the policy debate in the region. In many countries, the lack of government capacity at the local level is a major constraint to the formulation and implementation of a sound development strategy in achieving the goals of Agenda 21. Hence, developing, enhancing and strengthening local capacities for furthering the transition and EU accession agenda in the region, for fostering development effectiveness and improving livelihoods, and for meeting the MDGs has become one of the main development challenges for the region.

As mentioned above, the analysis of the challenges and opportunities posed by the transition process is generally applicable to specific sub-regions shown on Figure 3. Individual features of each of the sub-regions in relation to challenges and opportunities for sustainable development and for capacity-building are further addressed in sections 3.3.2, 3.3.3, and 3.3.4.

### **3.1.2 UNDP's and Capacity 21 experience in Europe and the CIS<sup>2</sup>**

Over the past 10 years UNDP has been engaged in capacity development at the local level and promoting decentralization and meaningful public participation in many Central and South-East European countries and the CIS. A wealth of knowledge, expertise and experience in implementing Local Agenda 21 principles for achieving sustainable development has been accumulated and is worth to be widely shared among all countries from the region. In some of the Central and Eastern European countries the local development has been more successful than in others, and East-East transfer of

<sup>2</sup> Source: Dafina Gercheva, Presentation to the CSD 11, April 2003, NY.

information, good practices and exchange of experience could facilitate capacity development for action towards sustainability in less advanced countries. Some promising examples and best practices in post-communist decentralization emerged from the programs supported by UNDP and the transfer of these practices across the region could promote the creation of sustainable communities and cities, while protecting the global common good. The main thrust of all these undertakings was to empower people to take ownership of the processes and decisions that affect their lives, and to assist governments to build capacity at individual, institutional and societal level.

In particular Capacity 21 program in Europe and the CIS recognizing the challenges and the opportunities offered by the sweeping changes emanating from the transition process has supported 12 national programs, which have successfully supported innovations in three main areas:

- Promoting strategic planning for long-term national sustainable development that integrates environmental concerns into sectoral policies and strategies;
- Localizing sustainable development through decentralization and good local governance, supporting Local Agenda 21 activities, and “daily” democracy and public participation;
- Building partnerships and networks among municipalities and between local stakeholders.

It is at the local level where Capacity 21 has achieved its most visible and long lasting results and development impact. It is there that capacity development and successful demonstration projects have changed attitudes and values and empowered communities.

### **3.1.3 Capacity 2015 in Europe and the CIS**

Taking the renewed Capacity 21 mandate in the WSSD Plan of Implementation as a strong point, the Capacity 2015 platform builds on the experiences, best practices and lessons learnt of this pilot program, while concentrating on getting the job done and moving from planning and agenda to action through partnerships at the local, national and regional level.

Capacity 2015 in Europe and the CIS will foster an enabling environment for sustainable local development. It will contribute to achieving the Millennium Development Goals through actions-oriented programmes for building the capacity of communities and nations to meet their post-communist transition and sustainable development challenges.

A broad range of initiatives, which will catalyze local, national and regional policies will be supported and action oriented programs will emphasize the implementation aspect of the Johannesburg Plan of Implementation. Decentralization and good governance will be at the heart of Capacity 2015 platform in Europe and the CIS. It will help:

- **Create political and legal national frameworks for sustainable local development.** C2015 will help formulate and implement practical strategies for sustainable development, Poverty Reduction Strategy Papers and other planning documents; assist in reviewing and revising national and local policies and legislation; and encourage capacity development and training targeted at national and local authorities and decision-makers.

- **Provide practical support for sustainable development and good governance at the local level.** C2015 will prepare and test a comprehensive methodological approach to creating favorable conditions and formulating and implementing viable local development strategies. It will help to develop capacities of local stakeholders. It will continually improve and upgrade existing national initiatives, and launch new initiatives that promote policy dialogue and partnership among local stakeholders in support of sustainable local development. And, through tailor-made and targeted interventions and innovative approaches, C2105 will help to build partnerships and foster interaction and dialogue among citizens and municipal authorities.
- **Transfer knowledge and build networks.** C2105 will develop new country programs through transfer of knowledge and experience, and will encourage networking within the region and sub-regions.

## 3.2 MDGs in Europe and the CIS

Through the ILN, Capacity 2015 will strengthen local capacity for achieving and tracking the progress towards the MDGs. The MDGs are time-bound, quantifiable indicators against which progress towards poverty alleviation and sustainable development can be measured. Localizing the MDGs implies that relevant indicators are developed and the progress is tracked at the local level. Therefore the analysis of the regional relevance of MDGs and the capacities available to assign targets, select indicators, assess and evaluate data and monitor progress, provided in this section, is of critical importance for formulating the ILN strategy and specific activities. The section also contains an evaluation of existing capacity for setting nationally, regionally and locally relevant goals, targets and indicators relevant to MDGs. The section is largely based on the World Bank's analysis of MDGs in Europe and Central Asia (World Bank (2003a)) which has been prepared with significant assistance from UNDP. The prospects of the countries of the region to meet MDGs are summarized in Table 2 and described, goal-by-goal, below.

### 3.2.1 Review of individual MDGs in the region

#### *MDG 1: Eradicate extreme poverty and hunger*

Poverty in Eastern Europe and the CIS has risen faster than in any other region during the 1990s. This increase in poverty was larger and more persistent than expected at the start of the transition. Recent estimates based on World Bank data suggest that the proportion of the population of the region living below \$1 is 5% and below \$2 a day -- 19.5%. This latter number increased from 31 million in 1990 to about 90 million in the late 1990s<sup>3</sup>. The recent economic recovery (particularly in the CIS)<sup>4</sup> and improved financing and targeting of social protection have reduced poverty in some countries. The recent World

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<sup>3</sup> The first MDG calls for halving the proportion of people living on less than \$1 a day by 2015 (in 1993 international prices). But given the extra spending on heat and food, a higher poverty line - such as the national poverty line or \$2 a day is more appropriate for the Europe and CIS region.

<sup>4</sup> In 2002 the average GDP growth for the whole region was 5.1%. The economic recovery started in the mid-1990s in Central Europe. And South East Europe, Russia (9% in 2000), and Ukraine (9.2% in 2001) have also experienced strong growth.

Bank projections show that, for most regions, the poverty reduction goal can be met if the growth in per capita income is sustained at 3.6% a year. However, in Eastern Europe and the CIS, the growth alone may not be sufficient to meet poverty goal, because the gains may be offset by rising inequalities. Tracking progress towards this goal is complicated by the lack of expertise and data necessary to monitor the extent of poverty at the individual or household level. Despite this lack of data, there are reasons to believe that at least some countries of the region will not be able to meet the MDG 1 without external assistance.

*MDG 2: Achieve universal primary education*

During the socialist period the extent and quality of education in the region were higher than in other countries with similar levels of economic development. Adult literacy was generally universal. However, the transition resulted in dramatic changes in the education systems of many countries. The education of thousands of children was severely disrupted due to ethnic strife, war, and civil unrest in such countries as Bosnia and Herzegovina, Georgia, Azerbaijan and Tajikistan. In many countries, enrollment rates and public spending on education fell sharply. In Azerbaijan, Bulgaria, and Russia public expenditure for education declined faster than gross domestic product. The decline in funding for educational materials, the reduced number of teachers, the late payment of teachers wages and the lack of heat and maintenance for schools reduced the quality of schooling. Meanwhile, the costs of education, both formal and informal, went up while the perceived benefits of education as ensuring higher wage earnings remained low. In many Eastern European and CIS countries, the education indicators recovered to pre-transition levels, but the universal primary education remains some way off for Albania, Armenia, Georgia, and Tajikistan. To improve education outcomes for the region, there needs to be greater focus on improving access and quality. This can be achieved through stronger government ownership of reforms, increased implementation capacity, greater emphasis on equity, more efficiency in spending, and a reorientation toward lifelong learning.

*MDG 3: Promote gender equality and empower women*

The gender equality in the region —measured by access to health care, schooling, and employment — was one of the major achievements of socialism. However, both males and females have paid the price of economic transition. Clear geographical patterns have now emerged with women at increasing disadvantage in Central Asia, and men in the European countries of the former Soviet Union.

One of the indicators used to assess progress toward the gender equality goal is the ratio of girls to boys in primary, secondary, and tertiary education. In much of the region, gender inequality in primary school is not an issue, whereas in some countries, boys are leaving school faster than girls. Overall, the gender equity goal is more likely to be met in Europe and the CIS than in other regions. But it should continue to be monitored closely, especially in Azerbaijan, Tajikistan, and Turkey. (Source: Gender in Transition, World Bank. 2002.)

*MDG 4: Reduce the under five-mortality rate by two thirds between 1990 and 2015.*

This region's average under-five mortality rate of 44 deaths per 1,000 live births in 1990 was lower than that in any other region with the similar level of economic development and by 2001 it has fallen to 36. However, there is significant difference in IMR between countries and sub-regions. Thus, in 2001 the IMR in Belarus was 17 and in Tajikistan - 92 per 1000 live births. Moreover, the IMR may significantly vary even within one country: for example, in the Czech Republic and the Slovak Republic infant mortality rates for Roma are double that of non-Roma. Another problem is the potential underestimation of the true IMR by about 20% due to the fact that some CIS use non-WHO definition of live birth.

Thus, many countries of the region should be able to reduce the levels of IMR to those comparable to developed countries. For some Central Asian countries achieving a two-thirds reduction in IMR is still relevant and challenging task (World Bank (2003b)).

*MDG 5: Improve maternal health*

As with child mortality, many countries of the region should be able to reduce the levels of maternal mortality to those comparable to developed countries. For some Central Asian countries achieving a required three-quarter reduction in maternal mortality should be the goal.

*MDG 6: Combat HIV/AIDS, malaria, and other diseases*

The Europe and CIS region is experiencing the world's fastest-growing HIV/AIDS epidemic. Estonia, Ukraine, and the Russian Federation had the regionally highest adult prevalence rates in 2001. There are also countries, such as Kazakhstan and Uzbekistan, where the risk is higher for the disease's spread, and if not kept in check it could increase rapidly. The vast majority of reported infections in Europe and the CIS are among young people—mainly among injecting drug users—and commercial sex workers.

The goal of halting and beginning to reverse the spread of HIV/AIDS by 2015 was developed largely with Africa in mind. There, the epidemic is well advanced, and progress is measured by the prevalence of the disease among 15–24 year-old pregnant women. In Europe and Central Asia the epidemic is still in its early stages, and one of the main modes of transmission is through injecting drug users, so key health statistics from prenatal clinics will not detect the full extent of the epidemic. Indeed, using this indicator alone could lead to the erroneous conclusion that HIV/AIDS is not a particular concern in the Europe and CIS region. In reality, an increase in “risky” behaviour, such as drug use and unprotected sex, in several of the CIS countries means that HIV/AIDS is now spreading rapidly from the high-risk groups, to the “bridge” populations and into the general population. Given this difference in the characteristics of the epidemics in Africa and Europe and CIS, there is a need to identify regionally appropriate HIV/AIDS indicators.

An uncontrolled HIV/AIDS epidemic could have devastating consequences for health and development in Europe and CIS. Fortunately, global experience shows that early and effective actions can limit the spread of HIV/AIDS through affecting structural factors that affect HIV transmission. There is a pressing need to improve the effectiveness of disease control through epidemiological and behavioral surveillance systems that can

identify the status and trends of HIV and its determinants including the regionally appropriate indicators as discussed above.

**Malaria** is relatively rare in EUROPE AND CIS. It is either imported from endemic areas, or transmitted locally in some parts of such countries as Azerbaijan, Georgia, Tajikistan, Turkey, and Uzbekistan. The form of malaria prevalent in Europe and CIS is more benign than that in tropical and subtropical countries. More susceptible to relapses, it is also more resistant to control or eradication.

**Tuberculosis** is a large and growing problem in parts of the region. Kazakhstan, Romania, the Russian Federation, Ukraine, and Uzbekistan have more than half the TB cases in the region. And globally, Russia is one of 22 high-burden countries. The disease is fueled by ineffective approaches to diagnosis and treatment, poor coverage of effective treatment protocols and weak, deteriorating health systems. There is also a high prevalence of TB amongst prisoners, who serve as epidemiological pumps for the spread of the disease.

*Goal 7: Ensure environmental sustainability*

Achieving environmental sustainability is an important goal for the region due to the legacy of environmental degradation associated with centrally planned economies and fragile nature of some of the region's ecosystems. Working towards achieving environmental sustainability may also serve the goal of improving regional co-operation on working on transboundary environmental problems.

As in other regions, one of the largest environmental challenges in Europe and CIS is access to safe water. This problem is especially challenging in some areas of Central Asia with rapidly deteriorating water supply infrastructure, but water pollution also affects people in countries like Moldova where up to 60% of water in rural areas does not meet quality standards. Another related problem is that of access to adequate sanitation, particularly severe in rural and semi-urban areas of Central Asia. Tackling water and sanitation problems is made more difficult by the fact that much statistics on this matter is outdated and not compiled in accordance with international definitions and approaches.

Though the levels of water and air pollution have generally declined throughout the region, in some countries this decline has been primarily associated with economic downfall and is likely to be reversed as economies pick up. In addition to traditionally high energy- and resource-intensity, there is a worrying trend towards more pollution- and material-intensive industries (oil, gas, metal production) which not only threaten the environment but also prevent adequate development of human capital (Cherp et al. (2003)).

Other pertinent environmental issues in the region include environmental degradation in the so-called "hot spots" (areas of intensive or particularly harmful industrial developments or accidents such as the Chernobyl accident), desertification (especially in Central Asia), and protection of biodiversity. Most of these problems can only be tackled by radically strengthened environmental institutions, whereas according to WEF et al. (2002) social and institutional capacities in this field in most countries of the region are relatively poor.

*MDG 8: Develop a global partnership for development*

This goal has several aspects as outlined below.

**Reducing barriers to trade.** Promoting more efficient allocation of resources, international trade has been critical in the region's recent economic growth and increased productivity. The European Union is the major trade partners of South-East European countries as well as North-Western CIS and also plays significant role in trade with Caucasus and Central Asia. It currently operates significant trade concessions with all these regions, especially South-East Europe. At the same time the indigenous capacity to manage international trade, including assessing impacts of trade agreements on sustainable development should be significantly strengthened.

**Effective development assistance.** Such major international donors as Western European countries, the US and Japan as well as multilateral development agencies (the World Bank, the European Bank for Reconstruction and Development, the Asian Development Bank, etc.) have been active in the region for the last decade. The EU is particularly focused on South-Eastern Europe and European CIS whereas the US demonstrates increasing interest in Central Asia and the Caucasus. At the same time, the experience of development agencies in the region is not as extensive as in other developing countries, its effectiveness has seldom been reviewed and some specific challenges, including the aversion of certain countries (e.g. Belarus) to receive external assistance are yet to be addressed.

Due to region's past isolation, participation in **global partnership** are still challenging, especially for some of the CIS countries whose involvement in global and regional regimes and agreements remains limited. The capacities in this area should be significantly strengthened to enable the countries of the region to be equal partners in global development. As explained below, the ILN may become a key instrument in building such partnerships.

### **3.2.2 Concluding remarks on MDGs in the region**

The overview of the potential ability of the South-Eastern European and the CIS countries to attain the first seven MDGs is provided in Table 2. This overview as well as the analysis in the current section may be summarized as follows:

- Almost all of the region's countries (except Croatia) are unlikely to meet at least one of the MDGs.
- More than half of the 19 countries are unlikely to meet three or more MDGs; if the progress towards MDGs is not accelerated, almost all countries (except Croatia) will be in this situation.
- Central Asian and Caucasus countries, the Russian Federation, Moldova and Albania seems to have specially significant challenges in meeting most of the MDGs;
- The region's countries as a whole as least likely to meet MDG6 (HIV/AIDS and other disease). MDGs 4 and 5 (maternal and child health) may also be problematic, especially in Central Asia. MDG1 may represent a serious problem aggravated by a lack of data and regional disparities.
- Some MDGs (e.g. those for maternal and child health) may have to be adjusted to become more relevant and realistic.

- The indigenous capacity to monitor progress towards MDGs deserves a special concern, especially in relation to MDG1 (poverty) and MDG7 (environmental sustainability). Whereas there is inadequate capacity to collect and analyze some data, the rapid transition means that few data series are historically comparable, making it difficult to assess trends. Inadequate data could also be due to low commitment to data collection. Moreover, not all data are likely to be reliable<sup>5</sup>.
- Country data may conceal large disparities within countries. As mentioned earlier, some countries in the region vary greatly in the proportion of people living in urban or rural environments. These disparities can have potentially large implications for how countries address the MDGs. In addition, in such larger countries as Turkey and Russia collection of data at a more disaggregated level is important because national data may mask subnational trends.

**Table 2. Prospects of South-East European and CIS countries' meeting the first seven MDGs**

MDG	MDG1	MDG2	MDG3	MDG4	MDG5	MDG6	MDG7
Country							
South-Eastern Europe							
Albania	U	U	L	U	L	U	M
Bosnia and Herzegovina	ND	M	ND	L	L	M	ND
Bulgaria	L	M	M	L	L	U	L
Croatia	L	L	L	L	L	M	M
Macedonia, FYR	ND	M	M	L	L	L	ND
Romania	U	L	L	L	L	U	U
North-Western CIS							
Belarus	ND	U	L	L	L	U	L
Moldova	U	M	M	U	L	U	M
Russian Federation	U	M	M	U	U	U	M
Ukraine	ND	M	ND	L	L	U	M
Caucasus							
Armenia	ND	U	M	U	L	U	ND
Azerbaijan	ND	M	L	M	L	U	ND
Georgia	ND	U	L	L	U	U	ND
Central Asia							
Kazakhstan	ND	M	L	U	U	U	L
Kyrgyz Republic	ND	M	L	U	U	U	M
Serbia and Montenegro	ND	L	ND	L	L	M	ND

<sup>5</sup> For example, in some countries there is a hefty charge for parents registering newborn children, not affordable for most of the rural poor. Official statistics for infant mortality are thus unlikely to include data from this social group and thus underestimate the true IMR.

MDG Country	MDG1	MDG2	MDG3	MDG4	MDG5	MDG6	MDG7
Tajikistan	U	U	U	U	U	U	M
Turkey	M	M	U	L	U	U	M
Uzbekistan	ND	M	L	M	L	U	M

Source of data: World Bank (2003a)

Key: L – made progress in the 1990s fast enough to attain the target in the specified period and as such are “likely” to meet the goals. M – made some progress but too difficult to tell if the goals will be reached in the time specified. Rated “maybe” they would need to accelerate progress to meet the goals. U – made much slower progress, if any, or conditions have worsened and as such are “unlikely” to meet the goals. ND – lack adequate data to measure progress.

### 3.3 Capacity for sustainable development

#### 3.3.1 Region-wide observations

There is no blueprint for reaching the MDGs and putting Agenda 21 into practice. Countries and local communities should find their own way to take advantage of the development opportunities offered by the transition process and minimize the threat posed by this same process. However, a common trend in countries’ efforts towards social transformation and societal change should be the development of an adequate **capacity** at all levels and in all groups of society to respond, in an effective manner to the synergies, challenges and opportunities. This section aims to answer whether **the existing capacities in the region are up to this task and what are the gaps in the existing capacities.**

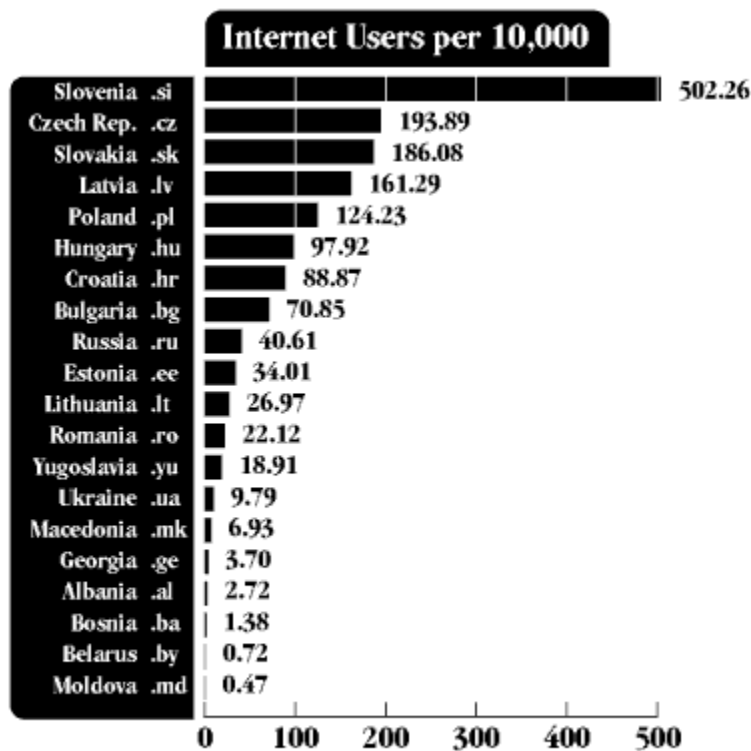
The analysis in this section is specifically focused on the capacities at the **local level** because C2015 through the ILN intends to target the capacity development needs at the local level and in local communities to facilitate integrated approaches to development and to the achievement of the MDGs. In order to play a significant role in the achievement of MDGs, the local authorities and communities will need to be aquatinted with the MDGs and key strategies for achieving these. In particular, they will need the skills for strategic planning and implementation towards meeting the MDGs.

The region-wide observations on existing capacities are presented in Table 3 in the SWOT (Strengths-Weaknesses-Opportunities-Threats) format. The table is structured according to the three areas of the “knowledge management cycle” (see Figure 2), includes observations on the fourth function of the ILN (“networking”), and on the general aspects of capacity development.

In general, it should be noted that in the past the region had a relatively strong knowledge management infrastructure (including education, research and information management). However, this infrastructure was serving the needs of centralized power elites and with relatively weak international connections, and was rather inefficient with no transparency and limited access to the local governments, practitioners and local communities. The current opportunities for capacity development include opening of international communication channels, emergence of independent, inclusive, and flexible knowledge-

management institutions (e.g. private universities and NGO-based information centers) and the advancement of Information and Communication Technologies (ICT). At the same time the current threats include reducing state funding for maintaining knowledge management infrastructure<sup>6</sup>, “brain drain”, and increasing divide and inequality in access to capacity development resources such as ICT.

In the latter respect the situation is in line with the global trends as described in the Triennial review of operation activities for development of the United Nations, which states that new technologies, including ICT present an opportunity to accelerate development, especially in developing countries. However, the access to these technologies is uneven and a digital divide still prevails (see, e.g.<sup>7</sup>).



Source: ITU, World Telecommunication Development Report: Universal Access (1998).

**Figure 4. Digital divide in Eastern Europe in 1998**

Source: Center for Democracy and Technology (2000), <http://www.cdt.org/international/ceeaccess/charts.shtml>

Specifically regarding **knowledge creation**, the region has traditionally had relatively strong state-supported research institutions. However, these were much stronger in relation to natural and technical rather than social sciences and overly dependent on the state for their funding. The research often lacked policy connection, especially at the

<sup>6</sup> See, for example, the evidence on the reduction of state funding for education in the previous section.

<sup>7</sup> UN document A/C.2/56/L.13/Rev1 Pg 2

local level, and research communication<sup>8</sup> was weak. The emerging independent research structures provide an opportunity to develop more flexible and policy-oriented research, especially in social sciences. At the same time, sharply declining state funding and the “brain drain”, especially in more economically disadvantaged and less developed countries and regions, present significant threats to generating new knowledge.

Regarding **knowledge translation and codification**, the region had traditionally well developed structures for gathering and processing information. However, these structures were often over-centralised. Access to international information was limited, especially at the local level and in relevant languages. Much of the information, mainly on social phenomena (e.g. statistics of disease) was classified and not available outside government agencies or specialised research institutions. Increasing public access to information, as well as advancement of ICT provide great opportunities for increasing translation and codification of available knowledge. However, it is also threatened by “information overflow” where too much irrelevant information overwhelms decision-makers and the public.

Regarding **dissemination of knowledge**, the state-supported educational infrastructure in the region has been traditionally strong and the level of education was comparatively high, especially in relation to the level of economic development. However, the transition and sustainable development require specific set of skills and knowledge which were, as a rule, not provided by traditional education structures mostly oriented towards ensuring literacy, general and highly specialised technical knowledge. These skills relate to understanding and evaluating the reality, to absorbing and interpretation of information from various sources and of different levels of complexity, to participation in social life, partnerships and joint ventures, for an active position in the community and society. Knowledge comes from anywhere but it needs to be selected and adopted to be relevant and useful in a specific context. Increasing demand for education in some regions, emergence of new educational institutions and advances of ICT provide new opportunities for knowledge dissemination. At the same time, the demand for education is declining, especially in more disadvantaged regions and social groups and the progressively decreasing state support for education presents another significant threat.

Regarding **networking**, there have been traditionally strong national and intra-regional networks extending, for example, through economic and scientific collaboration within the Council for Mutual Economic Assistance, youth and cultural exchanges<sup>9</sup>. However, out-of-the-region connections, horizontal and inter-sectoral (e.g. involving government, business, NGOs and academia) networks have been considerably weaker. At the same time, local governments traditionally made up extensive networks in each country through the political parties which they are affiliated with and through the existing in most of the countries national and regional associations of municipalities, programs and NGOs supporting the local government reform, etc.

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<sup>8</sup> Under “research communication” we mean the ability to interact with potential audiences when designing, implementing and reporting research. Research communication is a vital element in making research demand-driven and policy effective.

<sup>9</sup> Some examples of these networks and their functions are provided in section 3.4.4.

Decentralization provides a good opportunity for developing localized horizontal networks, whereas opening of international communications facilitates strengthening the international dimension of networks for capacity development, but these can also suffer from newly emerging travel and other barriers in the region (such as introducing visa regimes between some countries).

**Table 3. SWOT-overview of capacities for sustainable development in the region**

Aspect of capacity development	Strengths	Weaknesses	Opportunities	Threats
General	Highly educated technocratic elites, absence of cultural barriers for intra-regional communications. Relatively well developed knowledge management infrastructure	Over-centralised knowledge management infrastructures. Serving needs of power elites. Weak connections at the local level. International isolation.	Opening of international channels of information, communication and collaboration. Advancement of ICT. Emergence of independent more flexible capacity-building structures. Local government reforms, democratization and decentralization. Increased ODA's focus on capacity development	The EU accession may result in new barriers to intra-regional communication. Declining state funding for capacity development. Growing inequalities (e.g. the "digital divide") in access to information and education. "Brain drain".
Creating new knowledge	Traditionally strong state-supported research institutions, especially in natural and technical sciences	Insufficient capacity for social- and policy-oriented research. Dependence on centralised state funding. Poor research communication.	Emergence of new independent research structures Openness and inclusiveness	Sharply declining funding and demand for research. "Brain-drain"
Codification and translation of knowledge	National systems for gathering and processing information.	International information is less readily available, especially in local languages and on the local level. Inherited secrecy	Increasing public access to information (e.g. within the framework of the Aarhus Convention). Emergence of new independent information centers	Information "overflow", the "digital divide"

Aspect of capacity development	Strengths	Weaknesses	Opportunities	Threats
Knowledge dissemination	Relatively high levels of education.	Many education establishments are inflexible and unable to adjust to changing realities. Technical education often stronger than social.	Increasing demand for education in many countries	Decreasing demand for education, among the most vulnerable and disadvantaged.
Networking	Strong vertical and intra-region networks	Weak horizontal and localized networks. Weak international networks.	Increasing international co-operation between some countries	Potentially emerging language and travel barriers*.

Note: \* For example, due to newly introduced strict visa regimes the travel between the CIS countries and Central and Eastern Europe becomes more complicated. Visas are in operation even between some of the traditionally closely connected CIS countries. The use and teaching of Russian language, which was traditionally a means of communication in the region, is currently declining, whereas the use of English cannot always pick up with the same speed (especially in CIS countries).

In light of this analysis, capacity development efforts in the region should actively involve the existing and emerging knowledge management institutions. They should facilitate focusing of these institutions on the demand-driven and locally focused management of social knowledge directly related to achieving MDG in the region. They should promote the reduction of the “digital divide” and other disparities in capacity between the regions and localities, facilitate access to knowledge in appropriate languages and forms, and counteract the emerging barriers to regional networking. Identifying local knowledge management institutions and ILN stakeholders and involving them actively in the conceptualization and operationalization of the regional ILN will boost the demand-driven nature of Capacity 2015 platform and will ensure buy in, commitment and local ownership.

These general region-wide observations are supplemented by the analysis of the rationale for ILN in each of the sub-regions of Eastern Europe and the CIS in sections 3.3.2, 3.3.3 and 3.3.4. More specific discussion of capacity development needs in each of the knowledge management areas is also given in section 4.4.

### 3.3.2 Central Europe and the Baltics

The eight Central European and Baltic (CEB) states, share a relative proximity to and historic cultural links with Western Europe, as well as longer histories of independent nation states. Most of them successfully integrated into the Western European institutions, including entering the advanced stages of the EU accession and attracted significant foreign investment. These countries have also largely accomplished the

transition to consolidated democracies and free-market economies. The reforms in Central Europe have been accomplished at a relatively mild social costs, despite a notable decline in some social indicators (male life expectancy, equality) in the Baltics. Nevertheless, this remains more economically prosperous and politically more stable group than South-Eastern European and CIS countries.

As these eight countries join the European Union in May 2004, UNDP programmes will stop operating there. However, this region will remain of relevance to Capacity 2015 and the ILN because of two main reasons: 1/ EU accessing countries have accumulated a wealth of experience and knowledge in successfully managing the transition process, which is worth sharing with the rest of the countries from the region by promoting East-East partnership and networking; 2/ These countries are emerging donors and as such will play critical and instrumental role in advancing development in South Eastern European and the CIS countries due to their geographic, cultural and historic proximity to the region in question, access to domestic and EU resources as well as due to similar experiences and applicable lessons during the last decade's transition.

Thus the Central European countries and the Baltic States can become potentially powerful actors in capacity development in Europe and the CIS. Therefore relevant capacity development actors from Central Europe and the Baltics will be included in the analysis in section 3.3.1.

### **3.3.3 South-Eastern Europe**

The cultural and historic links of seven South-eastern Europe and Balkan countries to the West had been weaker than in case of Central European and the Baltic states. The progress with joining the EU has also been slower than in Central Europe and the Baltics though Bulgaria and Romania are likely to succeed in this process within the next 3-5 years, whereas other South-East European countries have just expressed their interest and aspirations for EU membership and are at an earlier stage in the accession process. The ethnic and religious diversity in other countries of this region provided a fertile soil for conflicts and tensions which have resulted in significant threats to sustainability. Building consolidated democracies has been only partially achieved in this sub-region while market-oriented reforms have not yet yielded desired results. The main macro-economic indicators are worse than in Central Europe, with Albania and Macedonia being among the poorest countries in the region. At the same time, social costs of transition referred to in section 3.1 have been profound, especially for the most vulnerable localities and disadvantaged groups. It should also be noted that the situation is not even throughout the region with Croatia, Bulgaria and Romania being somewhat ahead in their transition to market democracies and integration into the EU.

Despite the increasing regional variations mentioned above, there is a trend towards increasing **cross-border co-operation** based on common cultural heritage and supported by EU's Stability Pact and other international programmes. A number of opportunities for capacity development are provided by the **EU's interest in and support to the region** not only in the form of aid, but also through lifting trade and travel restrictions, facilitating exchange of people and ideas. Especially fruitful in the future may be co-operation with the new EU member states of Central Europe, some of which (especially Hungary and Slovenia) share close cultural and geographic proximity with the region and

with which visa-free travel and extensive cultural, economic and scientific links are likely to be established. A number of other multilateral or bilateral donors programs (World Bank, USAID, Swiss Government, UK, etc.) are working actively in the region resulting in creation and strengthening of sustainable institutions and networks aiming at the implementation of sustainable development principles – these are Universities, teachers training colleges, NGOs, etc.

Capacity 21 have resulted in the establishment of many significant capacity development facilities in the region which could serve as foundations for implementation of Capacity 2015. Most of these facilities and associated networks for sustainable development have been set up in Bulgaria, Romania, and Turkey. Croatia also has relatively well developed capacities in many areas related to sustainable development (e.g. Croatian National Strategy for Sustainable Development, spatial plans and Island Development Programs).

In light of these challenges and opportunities, the rationale for establishing the ILN in South-Eastern Europe would be **to develop local capacities to ensure the progress towards relevant MDGs especially the protection of vulnerable and disadvantaged groups during the relatively rapid transition to market economy and closer integration with the European Union, securing peace, stability, social cohesion and regional co-operation** that will overcome the legacy of the turbulent history of the region.

The ILN should use both the opportunities (associated with proximity to and the mutual interest with Central and Western Europe) and foundations (in the form of many networks and facilities established by Capacity 21 and similar initiatives) for capacity development in this region. The ILN in South-East Europe should actively utilize lessons from the new EU member states of Central Europe and the Baltics, maintain a focus on regional trans-border co-operation on sustainable development issues, including co-operation with the neighbouring NIS (Ukraine and Moldova), and closely co-operate with the EU and other existing initiatives in the region. Specific activities for and potential partners in implementing this strategy are described in section 4.

Within the sub-region countries like Bulgaria and Turkey can be used as model countries based on their achievements by the implementation of Capacity 21. Bulgaria is the most appropriate country to host the ILN hub for the sub-region based on its experience accumulated throughout the last ten years and the cultural relationships with the other Balkan countries.

### **3.3.4 The Commonwealth of Independent States (CIS)**

The CIS (also referred to as the Newly Independent States (NIS), or Eastern Europe, Caucasus and Central Asia (EECCA), or the former Union of Soviet Socialist Republics (USSR) is a diverse group of twelve countries, all of which have developed in a relative isolation from Western Europe, have not created consolidated democratic regimes and proceeded much slower towards market economies. Similarly to South-Eastern Europe their economic and social indicators have dramatically declined. At the same time, the capacity of national bureaucracies has been limited and attitude to foreign and Western influence has not been universally positive. Many of the administrative structures and institutions in the CIS still resemble the ones operating in the USSR while some social

and economic features, especially in the Caucasus and Central Asia resemble those of the Third World countries.

The CIS region still maintains a cohesive cultural and information space due to the common (Russian) language and relatively free travel, trade and other ties between the 12 countries. However, the differences between the sub-regions are growing, with at least three groups of countries with distinct sustainable development agendas emerging:

- North-Western CIS (Belarus, Moldova, Russia and Ukraine)
- Caucasus (Armenia, Azerbaijan and Georgia)
- Central Asia (Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan and Uzbekistan).

Each of these groups is analyzed in more detail below with a specific focus on capacity development needs. The rationale for the ILN for the whole of the CIS region is subsequently provided with qualifying remarks for each of the three groups of CIS countries.

**North-Western CIS** share many common cultural, economic and political features with South-Eastern and East European countries, except that their commitment to join the EU is not so pronounced and ties with Western and Central Europe are weaker. However, as Poland, Slovakia, Hungary and the Baltic countries join the EU and Romania and Bulgaria enter advanced stages of accession, the attention of bilateral donors and the EU will be shifting towards this region<sup>10</sup>. Opportunities for cross-border co-operation and exchange of knowledge between, e.g. Poland, Belarus and Ukraine or the Baltic countries, Belarus and North-Western Russia, Romania and Moldova may increase in spite of travel restrictions. Another opportunity is already provided by the recent strong economic recovery in Russia. As noted above, the challenge is to channel the newly available resources into poverty reduction, health improvements and other MDG-related issues. One should also note very significant regional differences in West-Central CIS. The income and human development gap between, e.g. Moscow and the Tyva Republic in Russia or Moldova are similar to that between developed and developing countries.

The North-Western CIS have significant capacity-development networks and initiatives, some initiated by UNDP, including within the context of Capacity 21. However, there is a very uneven pattern with strong capacity found in metropolitan areas such as Moscow and Kiev. In general, as compared to South-Eastern Europe, the “density” of international and domestic capacity-development networks is considerably lower<sup>11</sup> and there is also relatively little involvement in international networks and initiatives (due to the language barrier, travel restrictions and geographic factors<sup>12</sup>).

The vulnerable regions and social groups in the North-Western CIS include, e.g. areas affected by the Chernobyl disaster (also prioritized in other UNDP programmes), areas

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<sup>10</sup> For example, the Swedish International Development Agency has already announced shifting its emphasis from the Baltic states and Poland to Belarus, Ukraine and North-Western Russia.

<sup>11</sup> With the exception of the already mentioned metropolitan areas.

<sup>12</sup> For example, for Eastern Siberia and the Far East of the Russian Federation, integration with Pacific and East Asian networks is much more feasible than co-operation with Central and Eastern Europe.

affected by industrial decline (e.g. coal-mining regions of Ukraine) or especially vulnerable to transition and globalization (e.g. some areas in Siberia and Russian Far East).

The **Caucasus** is a relatively small, geographically and culturally distinct region. As compared with the North-Western CIS, with which it shares the post-Soviet institutional and economic legacy, it has the following distinct features:

- Vulnerability to (and the recent history of) instability, ethnic, national and political tensions and armed conflicts<sup>13</sup>;
- Steeper and more prolonged economic decline with more severe social costs (also exacerbated by the above mentioned instabilities);
- Wider geographic and cultural gap with Europe complicating communication and integration into European networks and initiatives;
- A relatively small size of the region; similarity of social and economic features of all three countries (despite significant cultural differences).

The opportunities for capacity development in the region are associated with pronounced commitment to European integration (especially in Georgia), economic and geopolitical gains associated with Caspian oil developments (especially in Azerbaijan). There are capacity development networks in Caucasus, including the ones of a regional character, many of which are integrated with and receive support from international networks and initiatives. Capacity development actors in the region include UN agencies (e.g. UNICEF, UNHCR), the US and EU international aid agencies as well as some agencies from bordering countries (e.g. Turkey and Iran) (see section 3.4.4 for more detail).

**Central Asia** is a populous and diverse region comprising five countries and about 50 million people. It shares the post-Soviet institutional and economic legacy with the rest of the CIS and is similar to the North-Western CIS in its diversity, but also has a number of very distinct features:

- Its culture and geography set it sharply aside from Europe, complicating communication and integration into European networks and initiatives even more than for the Caucasus;
- There are geographic areas (e.g. Fergana valley shared by Uzbekistan, Tajikistan and Kyrgyzstan) particularly vulnerable to (and with the history of) ethnic and political tensions and conflicts;
- The proximity of Iran and Afghanistan makes the situation in the region, particularly its Southern parts more tense, but also attracts significant international (particularly the US) attention and aid;

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<sup>13</sup> For example, Abkhazian-Georgian and Armenian-Azerbaijani conflicts as well as political instability in Georgia.

- The level of social and economic development is relatively low (although with significant variations) and many sustainable development challenges are similar to those of other Asian countries (e.g. infant mortality, access to water and sanitation). Some of the Central Asian countries are classified as “developing” or “low income” (e.g. Tajikistan) and are a special focus of UN agencies.
- The extent of market and democratic reform is generally lower than in other countries (although again with regional variations) with such countries as Uzbekistan and Turkmenistan often referred to as the slowest reformers.

The existing capacity development actors in the region include a number of UN and bi-lateral aid agencies, including those from Japan, Turkey, Saudi Arabia and other Asian countries. Domestic capacity-development efforts are generally less advanced than in the rest of the CIS and integration with international networks remains low. Opportunities for capacity development include new economic resources associated with hydrocarbon exploitation, potential for cross-border co-operation (based on cultural and geographic proximity), and increased interest of US and other donors in the stability of the region.

The overall rationale for the ILN in the CIS should be to **facilitate regionally equitable capacity development and access to international networks, knowledge, and initiatives with a special attention to most vulnerable regions and social groups and emphasizing the regionally and locally relevant MDGs as well as transition to socially, economically and environmentally sustainable institutions.**

The methods for and the potential partners in implementing this strategy are further elaborated in section 4.

### 3.4 Actors in capacity development

This section identifies the actors who are active in Europe and the CIS in the four main areas of knowledge management related to capacity development. At the outset, it should be noted that there are several international agencies and inter-agency programs which support a broad range of knowledge management efforts and networks especially in the area of sustainable development. The most prominent in the Eastern Europe and CIS include:

- **EU CARDS** (Community Assistance for Reconstruction, Development and Stabilization) provides a strategic framework for programming the regional envelope for the western Balkans in the period 2002-2006. CARDS supports the participation of Albania, Bosnia and Herzegovina, Croatia, the Federal Republic of Yugoslavia and the Former Yugoslav Republic of Macedonia in the Stabilisation and Association process (SAp) which is the cornerstone of the EU's policy in the region. The SAp is an ambitious strategy that helps the region to secure political and economic stabilisation while also developing a closer association with the EU, opening a road towards eventual EU membership once the conditions have been met.  
[http://europa.eu.int/comm/external\\_relations/see/news/ip01\\_1464.htm](http://europa.eu.int/comm/external_relations/see/news/ip01_1464.htm)

- **EU PHARE**. The Phare programme is one of the three pre-accession instruments financed by the European Communities to assist the applicant countries of central Europe in their preparations for joining the European Union. It will cease operation in Central Europe and the Baltics, but will continue in South-Eastern Europe. Some of the Phare's focus areas relate to capacity development for sustainable development (e.g. in the field of agri-environmental programs) <http://europa.eu.int/comm/enlargement/pas/phare/>.
- **EU TACIS** is an analogous of Phare (although on a smaller scale) in the CIS countries. The main aim of TACIS is to facilitate transition to free market democracies in its focused countries. TACIS supports efforts in such areas as local governance which are directly related to proposed ILN activities. [http://europa.eu.int/comm/external\\_relations/ceeca/tacis/index.htm](http://europa.eu.int/comm/external_relations/ceeca/tacis/index.htm)
- **Mediterranean Action Plan** Through the Mediterranean Action Plan the 20 countries bordering the Mediterranean sea tackle the challenges of environmental degradation in the sea, coastal areas and inland. <http://www.unepmap.org/>
- **Organisation for Economic Co-operation and Development (OECD)** The OECD provides governments with the analytical basis to develop environmental policies that are effective and economically efficient, including through performance reviews, data collection, policy analysis, and projections. OECD supports a number of activities in non-member countries. For example, it has been particularly active in the "Environment for Europe" process and assisted a number of countries of the region in developing their Environmental Action Plans (EAPs) and other aspects of environmental policies. <http://www.oecd.org/>
- **The International Union of Local Authorities (IULA)** is the global association of local governments. Founded in 1913, IULA has local government members in over 100 countries across the globe. IULA represents local governments and promoting their interests to the UN and other international agencies. IULA develops policies and positions on issues of interest to local government, for example poverty alleviation, sustainable development and women in local decision-making. IULA supports a unique network of local governments and their national associations which facilitates the exchange of experience and information between local governments across the world. IULA has developed capacity development programs for its members through Association Capacity development (ACB) partnerships between associations. IULA provides an opportunity for its members to come together through its meetings, seminars, electronic networks and World Congresses. IULA's work is based on a regional structure. Presently IULA has seven Regional Sections in Africa, Asia-Pacific, Central America, Europe, Latin America, Eastern Mediterranean and Middle East and North America. These Regional Sections are independent legal entities. <http://www.iula-int.org>.
- **Regional Environmental Center for Central and Eastern Europe (REC)** was founded in 1993 by the USA, the EU and Hungary and has focused its efforts on promoting environmental sustainability in Central and Eastern Europe and the Baltics. It has a wide network of country offices in CEB and SEE sub-regions.

With the EU accession of the Central European and Baltic countries, REC is shifting its attention to South-Eastern Europe, Turkey and partially the CIS. Over the period of its activities REC has developed a number of networks and information services, including:

- **Local Environmental Action Programme** The Local Environmental Action Programme (LEAP) is a participatory process for a regional or local community that leads to concrete environmental investments.
- **Local government directory** Contact information to over 500 environmental experts based within local authorities (City, Municipal or Regional Councils) in ten European Union Accession Countries.
- **Local Initiatives Programme of the REC**. The REC's Local Initiatives Programme promotes environmental protection; sustainable development; public environmental awareness; and public participation in environmental decision-making in Central and Eastern Europe (CEE).
- **United Nations Development Program** (UNDP) is the UN's global development network, advocating for change and connecting countries to technical and financial resources to help people build better lives. UNDP is on the ground in 166 countries, working with governments, civil society and the business on solutions to global and national development challenges. UNDP is helping countries to develop their institutions, build indigenous and local capacity and social capital through tailor made programs of technical assistance and support. <http://www.undp.org/>
- **United Nations Environment Programme** (UNEP), established in 1972, works to encourage sustainable development through sound environmental practices everywhere. Its activities cover a wide range of issues, from atmosphere and terrestrial ecosystems, the promotion of environmental science and information, to an early warning and emergency response capacity to deal with environmental disasters and emergencies. <http://www.unep.org/>.
- The vision of the **World Bank Institute (the WBI)** is "*to spur the knowledge revolution in developing countries to be a global catalyst for creating, sharing, and applying the cutting-edge knowledge necessary for poverty reduction and economic development*". The WBI operates learning programs, evaluation programs, knowledge sharing activities, produces publications, facilitates electronic discussions and carries out other programs.
- **Global Environmental Facility (GEF)** established in 1991, helps developing countries fund projects and programs that protect the global environment. GEF grants support projects related to biodiversity, climate change, international waters, land degradation, the ozone layer, and persistent organic pollutants. GEF believes that lack of capacity in developing countries is the major limitation to effectively implementing the global environmental agreements. Capacity 2015 will collaborate with the GEF in developing partnerships at the national and local levels. <http://www.gefweb.org/>

Other UN and key international organizations which work in the MDG- and sustainable development- relevant areas in the region are listed in Box 2

**Box 2. Key UN and international agencies working in areas related to MDGs and sustainable development in the Europe and CIS region**

United Nations Children's Fund (UNICEF) is a UN agency providing assistance and advocacy to serve the needs of the children and, in particular, to implement the Convention for the Rights of the Child. UNICEF's region complementary to "Europe and the CIS" is called "CEE/CIS and the Baltic States". It operates offices in 20 countries (all SEE and CIS countries). <http://www.unicef.org/>

United Nations Commission on Sustainable Development (CSD). The Division for Sustainable Development serves as the substantive secretariat responsible for servicing the Commission on Sustainable Development; for follow-up of the implementation of Agenda 21 as well as the Plan of Implementation (POI) of the World Summit on Sustainable Development. The Division's responsibilities have grown considerably as a result of the World Summit on Sustainable Development and now include, among others, partnerships, consumption and production patterns, mining and minerals. <http://www.un.org/esa/sustdev/csd/>

United Nations Development Fund for Women (UNIFEM) is the women's fund at the United Nations. It provides financial and technical assistance to innovative programmes and strategies that promote women's human rights, political participation and economic security. Within the UN system, UNIFEM promotes gender equality and links women's issues and concerns to national, regional and global agendas by fostering collaboration and providing technical expertise on gender mainstreaming and women's empowerment strategies. See <http://www.unifem.org/>

The United Nations Human Settlements Programme, UN-HABITAT, is the United Nations agency for human settlements. It is mandated by the UN General Assembly to promote socially and environmentally sustainable towns and cities with the goal of providing adequate shelter for all. The main documents outlining the mandate of the organization are the Vancouver Declaration on Human Settlements, Habitat Agenda, Istanbul Declaration on Human Settlements, the Declaration on Cities and Other Human Settlements in the New Millennium, and Resolution 56/206. See <http://www.un-habitat.org/>

### 3.4.1 Actors and networks in knowledge creation

#### Individual knowledge creation actors

Traditional actors in generating new knowledge in the region have been **state-supported research institutions**. In most countries these operated either within the framework of National Academies of Sciences (which also carried out some information dissemination and educational activities) or within sector ministries (e.g. the Ministry of Water, the Ministry of Agriculture, the Ministry of Economics, or the Ministry of the Environment, see examples in Box 3). A smaller role in generating new knowledge was played by universities. Though much of this infrastructure has been nominally preserved, its recent development has been unequal. Many state research institutions engaged into non-research activities (ranging from software development to renting out their premises) in order to survive. Others have managed to continue research through obtaining various grants and contracts.

**Box 3. State research institutions working for sustainable development in Belarus**

The Institute of Economics of the Ministry of Economics of Belarus was the lead organization in the UNDP-supported project on elaborating the National Strategy of Sustainable Development of Belarus for 2005-2020. Other state institutions engaged in this activity were the Institute of Ecology of the Ministry of Natural

Resources and Environmental Protection, the Belarus State University, the Institute of Philosophy of the National Academy of Sciences, etc.

State research institutions active in virtually any area related to relevant MDGs can be easily identified. Their (often nominal) existence provides convenient partners for capacity development in the area of generating new knowledge. Given the lack of resources, many of these institutions are likely to be eager to co-operate. They usually have high credibility in the eyes of policy makers and the general public. However, in establishing such partnerships, the following weaknesses of state research institutions in so far as capacity development is concerned, should be taken into account:

1. These institutions are often unwilling to go beyond their sector-specific focus and engage in cross-sectoral integrated research;
2. Much of the social science research in the region has been below developed country's standards;
3. Traditional research institutions have commonly been weak in research communication and establishing clear policy connections of their research;
4. Funding research activities of these institutions might involve (explicitly or implicitly) paying overhead associated with their heavy administrative infrastructures.

These shortcomings may themselves be targets for capacity development, as proposed in section 4.4.

Another category of actors in this area of capacity development are **emerging “think tanks” and independent research institutions**. In contrast to the state research institutions, these organizations are often smaller, more demand-driven, flexible, and focused on contemporary challenges. Most of these are involved in relevant international networks. They are often engaged in information dissemination and training as well as in research activities and thus can be partners in several areas of capacity development. The funding for these organizations most commonly comes from international (public and private) sources and, thus, their permanence and sustainability are often in question. Other shortcomings are their lower credibility in the eyes of policy makers (as compared to the state institutions) and their primary concentration in metropolitan areas, i.e. far away from major sustainability and capacity development challenges. One should also note the significance of the global sustainable development “think tanks” for the region (see Box 4).

#### **Box 4. Global think tanks: WRI and IISD**

[International Institute for Sustainable Development \(IISD\)](#) headquartered in Canada aims to advance policy recommendations on international trade and investment, economic policy, climate change, measurement and indicators, and natural resource management to make development sustainable. By using Internet communications, they cover and report on international negotiations and broker knowledge gained through collaborative projects with global partners, resulting in more rigorous research, capacity development in developing countries and a better dialogue between North and South.

[World Resources Institute](#) (WRI) headquartered in Washington, DC is an independent nonprofit organization with a staff of more than 100 scientists, economists, policy experts, business analysts,

statistical analysts, mapmakers, and communicators working to protect the Earth and improve people's lives.

Research in Eastern Europe and the CIS is supported from a variety of funding bodies (see Box 5) aiming to increase the research capacity and enhance research networking.

**Box 5. Selected organizations providing funding for sustainability-related research in Eastern Europe and Central Asia.**

- EU programs for research support (e.g. INTAS, Sixth FP, etc.) For example, [INTAS](#) is an independent International Association formed by the European Community, European Union's Member States and like minded countries acting to preserve and promote the valuable scientific potential of the NIS partner countries through East-West Scientific co-operation. INTAS and the Sixth EU Research Framework Programme operate the Information Network in the NIS launched in November 2003 to promote the involvement of the NIS scientific communities in the European Research Area (ERA), and in particular in activities funded by FP6. <http://www.intas.be/mainfs.htm> & see an enclosed document;
- MacArthur Foundation's [research and writing program](#) for Russia and post-Soviet states seeks to support research on "pressing social issues". It includes "Conservation and Sustainable Development", "Global Challenges" as well as "Population and Reproductive Health" as priority areas.
- UNDP which is also actively supporting knowledge creation, for example, in the form of national and regional Human Development Reports and national MDGs reports.

Some lessons for capacity development in the area of generating new knowledge can be learned from the experience of the Central European University (CEU) and the Open Society Institute (OSI) in Budapest (see Box 6).

**Box 6. CEU and OSI Center for Policy Studies and International Policy Fellowships**

Central European University's (CEU) and OSI [Center for Policy Studies](#) aims to increase policy relevance of scientific research. The program selects researchers from the region (International Policy Fellows) and provides training and financial support to produce "policy papers" and stimulate policy change in selected priority areas. This is an example of effectively addressing the deficiency of knowledge utilization. Recent policy research issues relevant to SD and MDGs included gender, minority, migration, poverty, environmental policy and public health.

CEU also operates a more open-ended [Fellowship Program](#), by which junior or senior scientists from the region can spend several months in Budapest researching particular topics.

Though some of the existing research-support organizations and programs relate to sustainable development, they do not specifically target MDGs. As suggested in section 4.4, the ILN may engage in a dialogue and advocacy with these organizations to increase the relevance of their activities to MDGs.

### **Networks of knowledge creation actors**

The International Council for Science ([ICSU](#)) is a non-governmental organization founded in 1931 to bring together natural scientists in international scientific endeavour. It comprises 101 multi-disciplinary National Scientific Members, Associates and Observers (scientific research councils or science academies) and 27 international, single-discipline Scientific Unions to provide a wide spectrum of scientific expertise enabling

members to address major international, interdisciplinary issues which none could handle alone. ICSU also has 24 Scientific Associates. ICSU's mission is:

*“To identify and address major issues of importance to science and society, by mobilising the resources and knowledge of the international scientific community; to promote the participation of all scientists, irrespective of race, citizenship, language, political stance or gender in the international scientific endeavour; to facilitate interactions between different scientific disciplines and between scientists from ‘Developing’ and ‘Developed’ countries; to stimulate constructive debate by acting as an authoritative independent voice for international science and scientists.”*

ICSU produces a series of publication on “**Science for Sustainable Development**” which is freely available on-line and, at the time of writing this report included the following publications:

- Report No. 1 Report of the Scientific and Technological Community to the World Summit on Sustainable Development (WSSD) © ICSU 2002 (21 pages)
- Report No. 2 Energy and Transport © ICSU 2002 (20 pages)
- Report No. 3 Resilience and Sustainable Development © ICSU 2002 (39 pages)
- Report No. 4 Science, Traditional Knowledge and Sustainable Development © ICSU 2002 (24 pages)
- Report No. 5 Science Education and Capacity development © ICSU 2002 (32 pages)
- Report No. 6 Biotechnology and Sustainable Agricultural Development © ICSU 2002 (48 pages)
- Report No. 7 Global Environmental Change and Food Provision: A New Role for Science © ICSU 2002 (20 pages)
- Report No. 8 Making Science for Sustainable Development More Policy Relevant: New Tools for Analysis © ICSU 2002 (32 pages)
- Report No. 9 Science and Technology for Sustainable Development © ICSU 2002 (32 pages)
- Report No. 10 Biodiversity, Science and Sustainable Development © ICSU 2002 (22 pages)
- Report No. 11 Science and Technology at the World Summit on Sustainable Development © ICSU 2003 (78 pages).

Another global actor in this area is [Science and Development Network](#) whose aim is to enhance the provision of reliable and authoritative information on science- and technology-related issues that impact on the economic and social development of developing countries. SciDevNet seeks to achieve this objective primarily through running a **free-access website**, but also by building **regional networks** of

individuals and institutions who share our goals, and by organising **capacity-building workshops and other events** in the developing world.

### 3.4.2 Actors and networks in knowledge codification and translation

Among the most notable actors in this area are **libraries**. The countries of the region used to have a well developed network of state-funded libraries extending from the national to the local level. In addition to public libraries (often specializing in different areas), there are school, university, research and other libraries. As with other actors, there is increasingly clear diversification and inequality in the capacity of libraries to provide information. Few of these have been equipped with the Internet access and kept up with relevant publications and information sources. However, most libraries cannot afford either modern ICTs or new publications and are in the process of stagnation or even decline. The latter is more common for local or provincial libraries.

In parallel to the existing libraries, smaller, more modern and flexible “**information centers**” operated by NGOs or international agencies emerge. These often focus on relevant sustainability challenges and widely utilize ICTs, however, they are largely concentrated in relatively well-off metropolitan areas (see ...).

#### Box 7. Ecoline information centre, Moscow

Russian regional NGO “Ecoline”, created in 1995 , has operated a library and a Web-site ([www.ecoline.ru/mc/](http://www.ecoline.ru/mc/), also [www.14000.ru](http://www.14000.ru) ) called “methodic centre” through which it has provided access to a wide variety of sustainability and environmental information in Russian language, such as legislation, training manuals, guidelines, research papers, etc. The Web site has also acted as a “forum” for discussing topical issues between practitioners and stakeholders. For example, in 2003, guidelines on “corporate sustainability reporting” were discussed.

Libraries and information centers, both “traditional” and emerging could be important partners in ILN’s activities in knowledge codification, translation and dissemination since they can easily reach to a broad public at all levels and regions.

Another group of potential partners are **publishers of books and periodicals**. There are publishers specializing in research books and periodicals and university text books as well as smaller and often more flexible and more commercial-oriented publishers. This group includes media publishers and publishers in electronic sources (e.g. on the Internet) Experienced publishers usually have good distribution networks or subscribers so that they can ensure that information reaches certain audience. They are also able to provide editorial and related services to codify knowledge into appropriate form. A number of publishers (e.g. Earthscan, Greenleaf, etc.) specialize in sustainability related topics However, most publishers are commercial rather than public-good oriented and they can largely be used by ILN as “technical partners”.

There is a number of international agencies specializing in knowledge codification and translation, often combined with elements of generating new knowledge and knowledge dissemination. Examples of such actors (in the field of the environment) are provided in Box 8.

### **Box 8. Examples of international actors in translation and codification of environmental knowledge**

[European Environment Agency](#) is the main source of information used by the European Union and its Member States in developing environment policies. The Agency aims to support sustainable development and to help achieve significant and measurable improvement in Europe's environment through the provision of timely, targeted, relevant and reliable information to policy-making agents and the public.

UNEP [GRID-Arendal](#) provides environmental information, communications, and capacity development services for information management and assessment. Established to strengthen the United Nations through its Environment Programme (UNEP), the focus is to make credible, science-based knowledge understandable to the public and to decision-making for sustainable development.

[Infoterra](#) INFOTERRA is a global network of national focal points (NFPs) established under UNEP's global mandate for monitoring, assessing and disseminating information on the environment. Through this network, information can be accessed on key environmental sources within government ministries and documentation centers, and on the state of the environment.

Finally, one should mention that there is a very large number of national and international organizations (both for-profit and non-commercial) codifying, translating and providing information related to particular areas of sustainable development. This is because knowledge codification and translation is considered a relatively “low-cost” activity not requiring highly developed special skills. Therefore, virtually any NGO in the region would claim to be somehow involved in this area of capacity development.

#### **3.4.3 Actors and networks in knowledge dissemination**

As already mentioned, the region has a well developed infrastructure for primary, secondary and tertiary education which includes state-funded schools, colleges and universities. There are also state-supported training institutions (e.g. for teachers, health professionals, government officials, etc.). This infrastructure is generally not very flexible and currently does not have a focus on MDGs. However, it can deliver effective results if re-focused on relevant challenges and strengthened in its access to knowledge and information.

Traditional universities can be engaged not only in education, but also in generating new knowledge, its codification and translation. Their effectiveness can be enhanced through partnerships with NGOs and other actors who have specific knowledge on local development processes. Thus, Universities can play a key role in local, regional and national sustainability. The increasing role of universities in a globalizing world facing sustainability challenges has been addressed by a number of studies and capacity development programs (see e.g. UNU programs discussed below).

There is a number of recently emerged independent universities (see examples in Box 9) which are often more flexible and with more explicit focus on sustainability challenges. While such universities tend to be oriented towards the elites, the ILN can effectively partner with them in capacity development activities, advocating the inclusion of MDG-related challenges in their sphere of interest. Moreover, such universities can be used as a platform for promoting a more wide-spread knowledge through “traditional” education institutions.

### Box 9. Examples of "new" universities in the region

- American Universities in Bulgaria, Kyrgyzstan and Armenia;
- the Baltic University (headquartered in Uppsala, Sweden);
- the Central European University in Hungary;
- the European Humanitarian University in Belarus;
- the International School of Social and Economic Sciences in Moscow, Russia;
- the Kiev Mohyla Academy in Ukraine;
- The Turkish University in Azerbaijan.

One should take into account that education, especially higher education, is in the process of globalizing. Thus, a growing proportion of the regional elite are educated outside the region. This process may be both a threat (e.g. through contributing to the “brain drain”) and an opportunity (e.g. through providing relevant world-class knowledge and strengthening international networks) to sustainable development. Thus, it has to be understood and dealt with by the ILN. There is a number of programs in developed countries’ universities with more or less explicit focus on the region (e.g. European Program on Corporate Environmental Management (EPCEM) in Amsterdam, the International Institute for Industrial Environmental Economics (IIIEE) in Sweden, the Central European University (CEU) in Budapest). There are also special funding and scholarship programmes (e.g. the Muskie scholarship for studies in the US, the Swedish Institute in Sweden, [the Visegrad scholarship](#)) facilitating such education. Conceivably, the ILN could engage with these education providers and sponsors to increase their focus on capacity development for reaching MDGs in the region.

In addition, a large number of foundations support such education initiatives as “summer schools” (see ... on summer schools sponsored by OSI and INTAS), whereas some of them (e.g. the CEU’s Curriculum Resource Center and Curriculum Development Center – see Box 10) directly aim to strengthen capacity for education in the region.

### Box 10. An international University: CEU and its educational programs and facilities

Central European University (CEU) is an international post-graduate research and education institution located in Budapest, Hungary and founded in 1991. Its original purpose was to provide critical education in humanities, social and environmental sciences to young individuals and prevent “brain drain” from former socialist countries. Currently, it serves as an advanced center of research and policy analysis and facilitates academic dialogue while preparing its graduates to take on leading roles in the region. CEU seeks to contribute to the development of open societies by promoting a system of education in which ideas are creatively, critically, and comparatively examined. CEU has a strong focus on Europe and CIS with overwhelming majority of its faculty and student body coming from the region.

Curriculum Resource Centre/Curriculum Development Centre This is a permanent program by which university teachers from the region obtain support (short visits to CEU to work in the library and meet faculty, networking with other teachers, books and materials) to develop new courses in selected priority areas (e.g. environmental management or migration studies).

Regional Summer Universities . CEU provides support to Summer Universities organized in Budapest and in the region.

Source: [www.ceu.hu](http://www.ceu.hu), [www.ceu.hu/crc/](http://www.ceu.hu/crc/),

United Nations Institute for Training and Research (UNITAR) (<http://www.unitar.org>) was established in 1965 as an autonomous body within the United Nations with the purpose of enhancing the effectiveness of the Organization through appropriate training and research. UNITAR is governed by a Board of Trustees and is headed by an Executive Director. The Institute is supported by voluntary contributions from governments, intergovernmental organizations, foundations, and other non-governmental sources.

**Summer Universities** are a popular form of providing training to mid-career professionals, including government officials, educators, researchers, etc. One of the best known and largest Summer Universities of the region has been the one operated by the Central European University (<http://www.ceu.hu/sun/sunindx.html>). The CEU's Summer University's programs have been flexible and addressed many sustainability-related issues, such as environment, urban issues and migration.

### **The Education for Sustainable Development Initiative in Europe**

At the fifth Ministerial Conference within the "Environment for Europe" process, a decision was taken to develop a Strategy for **Education for Sustainable Development** within the UNECE region. The UNECE's "Environment and Human Settlements" division has provided a secretariat for the Education for Sustainable Development Task Force (ESD TF) to develop such a strategy. The first meeting of the ESD TF took place in February 2004 at UNECE in Geneva. The ESD TF, led by Sweden and Russia, has adopted its Terms of Reference (enclosed with this report), the Work Program (see Box 11, the full programme enclosed with this report) and a draft Strategy (enclosed with this report). More detail are provided at the Web site of the Task Force at <http://www.unece.org/env/wgso/Sustainable%20Development/ESD/welcomeESD.htm>.

This initiative is closely linked to the UN Decade on Education for Sustainable Development, as described below.

#### **Box 11. The abbreviated Work Program of the UNECE Education for Sustainable Development Task Force for drafting the ESD Strategy**

1. First regional meeting on ESD (ESD TF meeting) - 19-20 February 2004 - initial discussion, elections, appointment of the drafting group.

2. Input to a possible regional segment during the International Conference on Education (UNESCO; Geneva, September 2004) on the Strategy.

3. Drafting the strategy:

Most of the drafting will be done during the meetings of the drafting group, whose members will also communicate by e-mail.

1st meeting of the drafting group - 20 February 2004, Geneva.

2nd meeting of the drafting group - 22-23 March 2004, in London .

3rd meeting of the drafting group - 15-16 April 2004, venue to be the Netherlands or Russia.

4. Second regional meeting on ESD (ESD TF meeting) - July, 2004 - to discuss and approve the draft strategy and to submit it to the Committee on Environmental Policy for comments.

5. Submitting the draft strategy to the Committee on Environmental Policy for comments at its eleventh session (October 2004).

6. Finalisation of the strategy: taking into account the comments received from the CEP, the secretariat, in consultation with the Chair, will finalise the draft strategy.

Source: [www.unece.org/env/](http://www.unece.org/env/) - see the full Work Programme, including the implementation phase enclosed with this report.

As recommended in the C2015 Concept Paper, UNECE, as a regional economic commission, should be a partner to C2015. From the ILN's point of view, such partnership may develop via the interaction with the ESD TF.

### **United Nations University and its programs**

United Nations University ([UNU](http://www.unu.edu/)) aims to contribute, through research and capacity building, to efforts to resolve the pressing global problems that are the concern of the United Nations, its Peoples and Member States. It performs four main roles by being:

- An international community of scholars;
- A bridge between the United Nations and the international academic community;
- A think-tank for the United Nations system;
- A builder of capacities, particularly in developing countries.

UNU's main activities include research and policy studies, capacity development, dissemination and communication and establishing knowledge networks. UNU has headquarters in Tokyo and 13 Research and Training Centers worldwide. It is partner with over 30 UN organizations and over 100 research institutions. *Environment and Sustainable Development* is one of the two UNU's program areas.

[Capacity development](#) is one of the key areas of UNU's activities. It is targeted, inter alia, to prevent brain drain from developing countries. However, it is exclusively focused on the post-graduate level and its networking facility is only available to UNU alumni. UNU's [Networking Activities](#) are also of potential interest to ILN including the Global Virtual University, the Online Portal (*Global Knowledge Hall*), the [E-learning laboratories](#),

UNU is committed to developing a [global learning space](#) as stated in the Ubuntu Declaration on education for sustainable development (see Box 20 on page 60), to which it was one of the signatories. The global learning space on education and sustainability will “*promote cooperation and exchange between institutions at all levels and in all sectors of education around the world. This space must be developed on the basis of international networks of institutions and the creation of regional centers of excellence, which bring together universities, polytechnics, and institutions of secondary education and primary schools.*” The Global Learning space initiative will be led by the UNU

Institute of Advanced Studies ([IAS](#)). This initiative is still under development, however, some insights may be obtained from the recent speech of the UNU's Rector Prof. Hans van Ginkel (enclosed with this report) and from one of the author's personal communication with UNU. Following the Ubuntu declaration, UNU aims to create a global learning space for sustainability, based on regional<sup>14</sup> centers/clusters of excellence..."

*"The regional centers/clusters of excellence (RCEs) should include institutions of primary, secondary and tertiary education, research institutions, the media, (science) museums, non-formal education, zoos/parks, etc. As it is important to mobilize many, initially, prizes could be awarded for innovative, joint projects of two or more institutions from different sectors. The RCEs might be identified in a comparable way as the monuments on UNESCO's cultural heritage list. This would have the advantage that local/regional conditions can be fully taken into account. The DESD would in this way have as a visible output, a global network of such RCEs. In the process, it would be possible to mobilize many, learn from their creative ideas, build on diversity and promote international cooperation in education for sustainable development. The RCEs together and their mutual relations would form the global learning space for sustainable development; the major outcome of the DESD. The Earth Charter would provide the philosophy and guidelines for their work. The GHESP-toolkit could serve as a good-practice portal from which all partners can use good learning material and customize these according to their local/regional conditions."*

Source: Hans van Ginkel speech, February 2004

The concept of an RCE and the associated Global Learning Space (which will be largely a network of RCEs) are both evolving in UNU. In section 4, it is proposed that the ILN follows this evolution and identifies potential ways of establishing partnership with RCEs located in the region (and/or the GLS as a whole).

UNU's World Institute for Development Economics Research ([WIDER](#)) is located in Helsinki, Finland. It aims to "undertake multidisciplinary research and policy analysis on structural changes affecting the living conditions of the world's poorest people and to provide a forum for professional interaction and the advocacy of policies leading to robust, equitable and environmentally sustainable growth." As such, WIDER's mission is greatly relevant to MDGs in the region and to potential ILN's objectives and activities. Moreover, its territorial location provides additional co-operation opportunities. UNU WIDER is producing a large number of publications (publication series, policy briefs, discussion papers). [UNU Programme on Environment and Human Security](#) [UNU-EHS]<sup>15</sup> is another potential partner for ILN, located in Bonn, Germany. It will be operational from mid-2004.

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<sup>14</sup> "Regions" here are seen as parts of countries.

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## United Nations Decade for Education for Sustainable Development, UNESCO, and related programs

There is a number of other UN organizations working towards directing education towards sustainable development. Much of this work is likely to be conducted within the United Nations Decade for Education for Sustainable Development (ESD) (2005-2014)<sup>16</sup>. The [ESD](#) Web site is hosted by UNESCO, which is one of the main actor in many activities concerning science and education for sustainable development.

UNESCO has three offices in South-Eastern Europe and the NIS: in Moscow, Sarajevo and Bucharest. The Bucharest office (operating from 1972) hosts the European Centre for Higher Education ([CEPES](#)). CERES works on such issues as “[brain drain](#)” identified above as threats to capacity development in the region. However, at the moment CEPES does not seem to have significant activities on sustainable development, but provides a good platform through which such activities can be launched (e.g. in connection with the ESD decade).

UNESCO also hosts a world-wide network of Universities, called the [International Association of Universities](#) (IAU). IAU includes [members](#) from Albania, Armenia, Belarus, Bulgaria, Croatia, the Czech Republic, Estonia, Georgia, Hungary, Kazakhstan, Latvia, Macedonia, Moldova, Poland, Romania, Russia, Slovenia, Turkey, Ukraine, and Serbia – i.e. many of the countries of the region.

One of the IAU’s priorities is Sustainable Development. IAU provides a global Forum for cooperation and a clearing house for information among more than 650 member universities and institutions of higher education which have formally adopted the [Kyoto Declaration on Sustainable Development](#). The [Internet platform](#) for the initiative on Higher Education and Sustainable Development includes the facility for developing a Toolkit for re-orienting higher education towards sustainability, a forum on higher education for sustainable development, the IAU’s position on the role of universities in sustainable development and draft action plans for universities. It also contains a useful bibliographies on tertiary education for sustainable development. Especially interesting is a special issue of the IAU’s Newsletter on the Higher Education for Sustainable Development produced in November 2002. IAU also works on Globalization and some other topics relevant to SD.

IAU is one of the four partners<sup>17</sup> in [GHESP](#) (Global Higher Education for Sustainability Partnership), a Type II Partnership launched in Johannesburg, a “Global Alliance to promote higher education for sustainable development”. The rationale for the partnership is the consensus that higher education must play a central role within the overall process of achieving sustainable development (see Box 12).

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<sup>16</sup> The United Nations Decade of Education for Sustainable Development (2005-2014) was adopted by the United Nations General Assembly in December 2002 (resolution 57/254) with UNESCO designated as the lead agency.

<sup>17</sup> The other three being UNESCO, ULSF and Copernicus Campus.

## Box 12. Objectives of GHESP

1. Promote better understanding, and more effective implementation of strategies for the incorporation of sustainable development in universities and other higher education institutions...
2. Undertake a global review and assessment of progress in making sustainability central to curriculum, research, outreach and operations in institutions of higher education...
3. Identify, share and disseminate widely, via internet, in print, through seminars and other venues, effective strategies, models and good practices for promoting higher education for sustainable development (HESD);
4. Make recommendations on HESD based on the partnership's research and review and in consultation with key stakeholders from North and South, including business, governments, other UN bodies such as the United Nations University (UNU), as well as other relevant non-governmental organisations;
5. Demonstrate that it is possible to form a partnership of non-governmental organisations working closely with the UN system to develop and implement a joint action plan addressed to achieve common goals; and analyse this experience as an international demonstration project.

Source: <http://www.unesco.org/iau/ghesp/index.html>

Other examples of tertiary education institutions active in the area of sustainable development include:

- [Copernicus Campus](#) – the Europe-wide University Network for sustainability. It includes university which signed the Charter, committing them to sustainable development (albeit many from the environmental perspective). There are many Central and Eastern European universities that are members of this initiative. The first European University-Industry Forum for sustainability will be organized in Bohn, Germany on February 26-27, 2004.
- [ULSF](#) (University Leaders for Sustainable Future) – a largely US and Canada based association with members from Russia and Poland. ULSF serves as the Secretariat for over 280 signatories of the [Talloires Declaration](#) in over 40 countries, and promotes education for sustainability based on the *Earth Charter*

### 3.4.4 Networks for capacity development for sustainable development

According to Oxford English Dictionary, a network is “*a group of people who interact together*”. Naturally, there is a large number of such groups and networks whose interaction relates to sustainable development in Eastern Europe and the CIS. These networks differ widely in relation to inter alia the following:

- Their geographic coverage (and size): from purely local to international or global;
- Their focus: from one issue oriented (such as Climate Action Network focusing exclusively on policies related to climate change) to rather broad in character;

- The degree of their institutionalization: from rather formal (e.g. a network of offices of one organization) to open-ended (non-moderated e-mail discussion lists);
- Their cohesiveness: from close working interaction towards common aims to occasional exchange of information.

It would be an overwhelming task to try to conduct classification or inventory of all these networks, therefore they had to be screened in relation to their potential significance to the ILN. This significance is linked to the overlap of the focus of these networks with the focus of ILN, their inclusion of ILN's target audiences and the ease with which the ILN can co-operate with these networks. The following relevant categories of networks can be identified:

1. Networks explicitly focusing on capacity development for sustainable development which are most relevant to the ILN. These include:
  - 1.1. National and international networks created as a result of Capacity 21 activities, for example, Local Agenda 21 networks in Bulgaria, Romania, Turkey and Poland. These networks provide an effective and efficient platform for knowledge sharing and learning, as well as for application of lessons learnt and experience gained by practitioners and local authorities (see also Box 15);
  - 1.2. Other networks focusing on broad sustainable development agendas created by UNDP (e.g. the network of sustainable development practitioners in Belarus which has been active for the last several years in formulating the NSSD-2020 (<http://www.belsd.org/>) and a similar network in Slovakia ([www.tur.sk](http://www.tur.sk)))
  - 1.3. Networks focusing on sustainable development in general, but with no institutionalized cooperation with UNDP (see e.g. Box 16 for an overview of networks dealing with urban sustainability issues in Europe, Box 13 on ICLEI and Box 14 on Forum Synergies).
2. Networks focusing on issues relevant to MDGs and the regional ILN's goals:
  - 2.1. Regional networks such as [Balkan Environmental Association](#), Danube Environmental Forum, [International Commission for the Protection of the Danube River](#), [The Carpathian Ecoregion Initiative](#), and Caucasus Environmental NGOs' Network (see Appendix 3 for detail)
  - 2.2. Issue-specific networks such as [European Wind Energy Association](#), International Rivers Network, [IUCN - The World Conservation Union](#), and [World Energy Efficiency Association \(WEEA\)](#) (see Appendix for detail)
3. Networks focusing on issues other (or broader) than SD, but involving the ILN's potential partners and stakeholders, for example
  - 3.1. University and other education networks. For example "The Association for Ecological Education" ([ASEKO](#)) is a very wide network of primary school and university teachers promoting Education for Sustainable Development in Russia and the CIS).

3.2. Scientific, research and professional networks. Examples include the International Association for Impact Assessment ([IAIA](#)) and its chapters in Eastern Europe.

**Box 13. International Council for Local Environmental Initiatives (ICLEI)**

The ICLEI–Local Governments for Sustainability is an international association of local governments implementing sustainable development. Its mission is to build and serve a worldwide movement of local governments to achieve tangible improvements in global sustainability with special focus on environmental conditions through cumulative local actions.

More than 450 cities, towns, and their associations worldwide comprise ICLEI's membership. They, and hundreds of other local governments, are engaged in ICLEI's international campaigns, programs, and regional projects. Through its campaigns, ICLEI helps local government generate political awareness of key issues, build capacity through technical assistance and training, and evaluate local and cumulative progress toward sustainable development.

ICLEI serves as an information clearinghouse on sustainable development by providing policy guidance, training and technical assistance, and consultancy services to increase local governments' capacity to address global challenges.

Source: <http://www.iclei.org>

**Box 14. Forum Synergies: Transnational network for sustainable development**

Forum Synergies is a transnational non-profit-making organisation based on the skills and achievements of the European Network of Experiences in Sustainable Development ([ENESD](#)). The new organisation builds on the rich and varied experience of communities and projects which have mutually supported each other as they moved forward towards more democratic and environmentally sensitive development in their own regions and countries. <http://www.forum-synergies.org/>

**Box 15. Capacity 21 activities in Europe and the CIS**

Capacity 21 has left relatively well developed network for capacity development in the region. The key themes of the program in the region were as follow:

- Capacity development for development and implementation of long term policies and strategies for sustainable development – support of policy documents and strategies development through participatory approach, establishment of national councils, etc
- Capacity development for the implementation of the principles of the civil society on individual, institutional and systemic levels – initiating dialogue, stakeholders participation, consensus building, cooperative work, sharing benefits and responsibilities, etc.
- Raising public awareness on sustainable development issues – for each of the countries the key issues of the campaigns were specific and relevant to the national conditions.
- Integration of environmental concerns into development process and practical experiences in the cross-sectoral planning were main focus of most of the national programs.

Local Agenda 21 networks in Bulgaria, Romania, Turkey and Poland created as a result of Capacity 21 activities, involve a growing number of municipalities which network, interact and partner with each other on issues related to local sustainable development planning and implementation

### **Box 16. Selected networks and initiatives dealing with urban sustainability in Europe**

European Sustainable Cities and Towns Campaign, a network of about 650 municipalities which signed the Aalborg Charter and Lisboa Action Plan (supported by ICLEI, Eurocities, CEMR, WHO Healthy Cities, UTO) <http://www.sustainable-cities.org/>

Eurocities includes about 97 cities from 26 countries with the key activity: "networking for cities, networking for people" and special focus on supporting CEE and CIS cities <http://www.eurocities.org>

European Local Agenda 21 Programme and Campaign supported by ICLEI and the European Sustainable Cities and Towns Campaign provides support to local authorities in the development of LA 21. <http://www.cities21.com/iclei/la21.htm>

CEMR (Council of European Municipalities and Regions) is a federation of national sections; including over 100,000 local and regional authorities. The main aim is facilitation of dialogue between local and regional authorities <http://www.ccre.org/>

Urban and City Management Program of the World Bank Institute provides city officials with a platform with which to learn and explore in great detail key aspects of urban management <http://www.worldbank.org/wbi/urbancitymgt/>

Note: More examples are provided in Appendix 3 to this report.

All of the above mentioned networks imply exchange of information and, thus, can be used for (a) dissemination of information and (b) gathering information by the ILN. Naturally, the quality of the information obtained through networks may vary. Many networks also include research (knowledge generation) and education activities and can, thus, become partners in the relevant areas of ILN operation. The networks of the 1<sup>st</sup> type are potentially the first candidates for partnerships with ILN. Some partnerships can also be built with the networks of the 2<sup>nd</sup> type. The networks of the 3<sup>rd</sup> type can mainly be used for disseminating information by ILN but can also become the ILN "network members".

Additional networks identified for this report are listed in Appendix 3. Despite the large number of networks identified, this work can never be considered complete and the network identification activities should be ongoing throughout the ILN operation.

## 4 A framework for ILN

### 4.1 The overall goal and objectives

The overall goal for the ILN in Europe and the CIS can be derived from the analysis of capacity development needs presented in sections 3.1, 3.2 and 3.3. It can be formulated as *“strengthening local capacity for reaching the MDGs and sustainable development through increasing the effectiveness, policy and practical relevance and local applicability of indigenous knowledge management”*

In light of the capacity development needs identified in section 3.3, the regional ILN objectives can be formulated as follows:

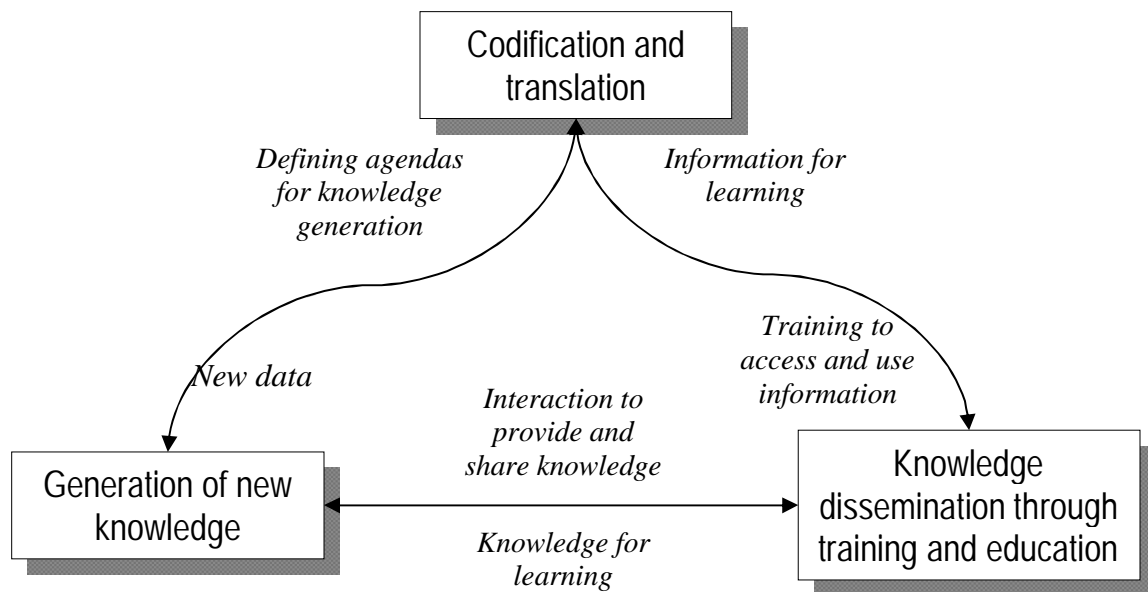
- Facilitate capturing, codification and sharing of experiences and lessons, generating and testing practical approaches to achieving the MDGs and sustainable development at the local level;
- Facilitate learning and equitable access to local and international knowledge in appropriate languages and forms;
- Promote networking and regional and international co-operation and partnerships, especially East-East, in knowledge management.

These overall objectives are valid for the whole of the region, however the focus of ILN activities should differ between countries and, particularly, between the South-Eastern Europe and the CIS, as further explained in section 4.3.

### 4.2 Concept and Strategic principles

The regional ILN should perform and support activities in the four key areas:

- Generation of new knowledge,
- Codification and translation of knowledge,
- Knowledge dissemination, and
- Networking.



**Figure 5. Integration of three components of ILN**

ILN should also adhere to the following strategic principles:

1. The first principle for the ILN operation is **integration** of the activities in each of the areas so that they can enhance, support and reinforce each other. For example, design of knowledge acquisition strategies depends upon information availability and needs, provision of information and training rely on the newly acquired knowledge (Figure 5).
2. **Local relevance, focus and effectiveness.** ILN should support information dissemination, knowledge management and learning directly related to key sustainability challenges, especially MDGs, most relevant to the region and to specific locations with respect to their unique features. In order to do this ILN should have the *flexibility* to address most locally relevant challenges. ILN will be effective if it results in a systemic long-lasting change in capacities. The effectiveness of ILN should eventually be measured against the progress of achieving MDGs in its constituencies. Analysis in sections 3.1 and 3.2 provides the initial focus for ILN efforts.
3. **Credibility, quality, user-friendliness.** ILN and ILN-supported services and activities should be credible and of adequate quality. This ensures the long-lasting impact of ILN operation and enables it to co-operate with other initiatives and institutions. Credibility is achieved through involving key players in the design and operation of ILN (see Principle 3), open and objective delivery of support and services. Quality is achieved through ensuring conformity with international “benchmarks” of good practice in knowledge generation, education and provision

- of information. Monitoring and periodic reviews should be conducted to ensure relevance, focus and quality of ILN efforts.
4. **Demand-driven and locally owned.** ILN activities should be demand-driven, designed and implemented with direct participation of key national and local stakeholders in capacity development. Local/indigenous capacity, values and culture should be recognized and built on.
  5. **Complementary to and co-operating with existing and emerging initiatives, facilities and institutions.** ILN should work in close co-operation with and deliver services complementary to that of existing and emerging initiatives and institutions. In particular, ILN should co-operation with institutions identified in section 3.3.1. In particular, the ILN nodes and its partners should be based on existing established institutions.
  6. **Partnerships and inclusiveness.** A key strength of ILN should be in its ability to foster partnerships between different agents of capacity development with complementary expertise (e.g. between Universities and NGOs).
  7. **Sustainability and systemic impacts.** ILN should provide for *long-lasting systemic impact*. First of all, it involved supporting the existing facilities and institutions in their capacity-development efforts rather than forming new ones (e.g. train-the-trainers rather than provision of training). In particular, ILN should rely on existing institutions identified in section 3.3.1. It also involves cost-effective administration and operation, organizational and management clarity, long-term planning, realistic goals, etc. In other words, *“The long-term approach to capacity...should be anchored in institution building, within which training needs would be addressed..... focus towards the development of sustainable capacity development, which incorporates the building of capacity of national and regional institutions”*<sup>18</sup>.
  8. **Integration with global ILN and with Capacity 2015.** The regional ILN should utilize the relevant globally available knowledge, information and skills, whereas making the regional experiences available globally. At the same time it should not duplicate the global ILN’s efforts. The ILN activities should be conducted in close co-operation with other Capacity 2015 activities.

The ILN activities should be based on long-term planning and needs assessment involving key partners and stakeholders. The ILN will engage in two types of activities:

- A. Providing support to existing networks and institutions encouraging them to work towards ILN’s principal objectives.
- B. Initiating and operating its own projects and programs in partnership with different capacity development actors.

According to principles 4-6, the ILN should primarily rely on existing networks and institutions, i.e. implementing the first type of activities. In further analysis, these activities will be described as “facilities”. Only where achieving the principal objective in

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<sup>18</sup> The 2001 Annual Evaluation Report, UNEP, October 2002 Pg 12

this way is impossible should activities of the second type be considered. In further analysis these activities will be described as “programs”. Section 4.4 proposes specific activities of both types related to all areas of knowledge management. Meanwhile the next section outlines the proposed regional emphasis of the ILN.

### 4.3 The ILN in sub-regions of Europe and CIS

This section highlights some implications for the ILN activities arising from the differences between South-Eastern Europe and the CIS outlined in sections 3.3.3 and 3.3.4.

The rationale for establishing the ILN in South-Eastern Europe was defined as **developing capacities to ensure protection of vulnerable and disadvantaged groups during the relatively rapid transition to market economy and closer integration with the European Union, securing peace, stability, social cohesion and regional co-operation** that will overcome the legacy of the turbulent history of the region and facilitate achievement of the relevant MDGs. It emphasises the following regionally-relevant principles:

- Ensuring partnership with the relevant EU institutions and using opportunities provided by the process of the EU accession;
- Focusing on the protection of vulnerable groups and regions;
- Focusing on fostering regional stability and co-operation.

The overall rationale for the ILN in the CIS was defined as **facilitating regionally equitable capacity development and access to international networks, knowledge, and initiatives with a special attention to most vulnerable regions and social groups and emphasizing the regionally and locally relevant MDGs as well as transition to socially, economically and environmentally sustainable institutions**. This rationale emphasizes four components of the overall ILN strategy in the CIS: (a) facilitating international integration (which has been so far difficult for the CIS); (b) ensuring special attention to most vulnerable regions and social groups; (c) facilitating transition to sustainable institutions.

Access to international networks and initiatives can be stimulated by creating Russian-language platforms and translation facilities and using more internationally engaged regions (e.g. metropolitan areas of the North-Western CIS) as a bridge to bring this experience into more remote and internationally isolated regions (e.g. Siberia or Central Asia).

The international co-operation can be best stimulated by regionally appropriate emphasis on particular international capacity development actors, initiatives and networks, such as:

- The European Union (especially in CIS with strong commitment to European integration, e.g. in Ukraine and Georgia)
- Central and Eastern Europe, the Baltics and the Nordic countries (especially in geographically and culturally close countries such as Belarus, Moldova, Ukraine and N-Western Russia)

- Non-European countries (e.g. US, Japan and Turkey in Central Asia, Japan and South Korea in the Russian Far East)
- Various UN agencies (e.g. UNDP, UNICEF in Central Asia)

Most vulnerable regions which should receive a special attention of the ILN include (1) regions affected by political or/ethnic tensions and conflicts (such problems exist in Western Balkans, Caucasus and Central Asia); (2) areas blighted by environmental disasters (such as the regions around Chernobyl or the Aral Sea); 3) areas experiencing especially severe economic decline (such as coal-mining regions of Russia and Ukraine).

Facilitating transition to sustainable institutions implies that in many CIS unsustainable institutions inherited from the USSR still operate and the commitment to democracy, openness and transparency, local self-governance and independence of local economic actors is still low. ILN should pay considerably more attention to these issues in the CIS than in South and Eastern Europe.

In the North-Western CIS and Central Asia, the ILN should utilize regionally-specific approaches taking into account the large size and diversity of this group of countries whereas in the Caucasus the ILN should promote region-wide capacity development focusing on strengthening regional co-operation.

#### 4.4 Outcomes, Tools and Methods for Information, Learning and Networking

This section is structured in accordance with the four (knowledge management) areas of the ILN operation. In each area, the expected outcomes of the ILN are outlined followed by specific suggestions for the ILN's programs and facilities.

##### 4.4.1 Generation of new knowledge

The overarching goal of the activities in this area should be generating new knowledge<sup>19</sup> based on experience and lessons of SD in the region and facilitating the utilization of this knowledge in SD practice. The expected *outputs* and *impacts* in this area should be:

- A. Increased focus of research on MDGs and sustainable development; ensuring systematic capturing of lessons and experiences of activities aimed at achieving MDGs and sustainable development;
- B. Increased indigenous research capacity (including networking of researchers) in the areas related to MDGs and sustainable development;
- C. Increased practical and policy relevance of research for sustainable development<sup>20</sup>.

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<sup>19</sup> The term “knowledge” is used here to designate information, obtained in a systematic, rigorous manner, which is objective and verifiable.

<sup>20</sup> See “*Making Science for Sustainable Development More Policy Relevant: New Tools for Analysis*” by ICSU (2002)

The **ILN facilities** in this area should include supporting existing research institutions and networks in focusing on MDGs and SD in the region. They should facilitate identification of research priorities and formulation of research strategies relevant to MDGs and SD in the region and subsequent advocacy of these priorities and strategies (see Box 17 for possible examples of research priorities).

In addition, the ILN should operate own **programs** in knowledge generation, which should also be related to research priorities (see e.g. Box 17). Generating new knowledge is a resource- and time-intensive activity. In the short-term the regional ILN may not be able to become a centre of academic excellence or a world-class think-tank. However, a long-term goal may be to achieve the required level of quality and credibility of ILN's own research programs.

**Box 17. Example research priorities related to MDGs in the region**

- Designing effective approaches to integrate sustainability considerations (especially related to MDGs) into national development plans and policies (e.g. SEA, sustainability impact assessment);
- Integrated MDG-focused assessment of particular sectors, regions or localities;
- Designing cost-effective approaches for monitoring and review of the progress towards MDGs at different levels;
- Understanding causes and extent of poverty in specific areas and social groups;
- Understanding the obstacles to good governance and sustainability planning at the local level;
- Analysing ingredients of success and sustainability of interventions to attain MDGs;
- Understanding the causes of infant malnutrition;
- Analyzing the extent and the causes of AIDS/HIV's and other diseases' spread.

The following programs and facilities may be suggested to serve the above priorities:

*Facilities:*

- **Clearinghouse for sustainable development research.** This facility would enhance access of researchers in priority fields to funding sources and research partners from the region and globally. It may operate in close connection with the information (especially the Web site and the Publication) and training activities.
- **SD Research Support Scheme (SD RSC).** Earmarked support to small (e.g. <\$2000) targeted research efforts to address specific (especially localized) issues related to MDGs in the region. Can take form of fellowships, supporting travel and data collection expenses etc. Some of the existing research support schemes listed in section 3.4.1 can be partnered with to operate this facility.

*Programs:*

- **Advocacy program to enhance relevance of existing and planned research to MDGs.** This would ensure that national research programs, research boards and foundations (both national and international) increase the focus on MDGs and SD. The program may take form of seminars for or other communication directed at

research administrators (also combined with networking and other activities). This advocacy, in particular, can be done within the framework of developing research section of the National Sustainable Development Strategies and similar research plans.

- **Increasing relevance and utilization of SD research.** This would involve training and support to increase utilization of SD research in policy making, education, etc. including research communication and strengthening science-policy-practice interaction. The ICSU (2002) report “Making Science for Sustainable Development More Policy Relevant” should be used here. Training and guidance on linking science, policy and practice may be effective activities in this area. Such activities may be linked with the Clearinghouse, research support scheme and the advocacy program for SD research as suggested above. The existing initiatives and networks (e.g. ICSU, CEU’s Research Programs, etc.) may become partners.
- **Capturing lessons and experiences of capacity development efforts.** This would serve the objective of capturing, distilling and codifying best practices, innovations and lessons learnt as well as key obstacles and reasons for failure. This should ideally be subcontracted (based on a tender) to research institutions of the region (alternatively directly conducted by ILN nodes) to record, document and analyze experience and lessons of SD initiatives, particularly within the C2015 framework (especially at the initial phase).

#### 4.4.2 Knowledge codification and translation

The overarching goal of activities in the area of knowledge codification and translation is making relevant information readily accessible to those who need it. The expected *outcomes* and *impacts* of activities in this area are:

- A. Increased access of key stakeholders on all levels to relevant information on MDGs and sustainable development in appropriate forms;
- B. Identification of and provision for meeting the regional, national and local information needs relevant to MDGs and SD;
- C. Increased indigenous capacity to locate, access, process and disseminate relevant information.

The concept of an “information need” is, thus, central to the ILN activities in this area. An “information need” presumes that it should be known:

1. *Who* needs information?
2. *What type* of information is needed?
3. *In what form* (language, format) the information is needed?

Information needs should be identified in a systematic (i.e. using objective evidence) and participatory (i.e. involving key stakeholders) manner. This paper cannot provide a comprehensive overview of information needs in the region, nor should it attempt to preempt the outcome of participative and systematic identification of information needs.

However, to stimulate thinking some of the needs likely to be identified are listed in Table 4 which also suggests a simple format for information needs assessment.

**Table 4. Example of information needs assessment**

MDG	Country or locality	What information is needed?	Who needs information	Form of information
MDG 1 (poverty)	Russia	Poverty statistics by locality	International development agencies	Internet, targeted e-mail list
MDG 3 (gender equality)	Caucasus	International scholarships for women	Women	Internet, newspapers
MDG 4 (IMR)	Central Asia	IMR statistics by causes	Local doctors	Information bulletin
MDG 6 (TB)	Russia	TB risk factors and prevention measures	School teachers	Posters, leaflets
MDG 7 (Environment)	Moldova	Affordable means to improve quality of rural water supplies	Local governments	Brochure

The following facilities and programs can be suggested to achieve the desired outcomes:

*Facilities:*

- **Regional Web portal/gateway (regional).** It can be modelled after and linked to the UNDP Development Gateway ([www.developmentgateway.org](http://www.developmentgateway.org)) site or the UNDP's *Who's Who Net* (<http://www.capacitywhoiswho.net>) to provide interactive information in English and Russian. The portal should have a possibility to upload and download information and should be linked to other ILN's programs and activities (see Box 18). It should have national "mirror" sites and be complemented by information in national languages. The gateway can be operated by UNDP or subcontracted to an established information provider.

**Box 18. The proposed ILN Internet gateway for Europe and CIS**

The proposed ILN Internet gateway should include the following information and functions:

Clearinghouse for programs, projects and initiatives within and outside UNDP supporting integrated approaches and capacity development for the MDGs in the region and beyond;

Research for Sustainable Development portal, including

- Links to international research networks, research boards, funding bodies, etc.
- Links to guidance and materials related to SD research;
- Links to ongoing research programs, initially ILN partners;
- Links to research findings (papers etc.), possibly subscription to relevant journals and bulletins;
- A function to register a research project or share research findings in related areas

Information portal including

- The ILN, bulletin, reports and other publications;
- Links to the translation facility to obtain information in different languages
- Links to sources of information external to ILN
- Search capacity tuned to the MDG and SD needs

Education portal, including

- Materials and resources related to education for sustainable development;
- Distance learning courses

Networking portal, including

- A discussion forum(s) on key MDG topics;
- Contact information for the ILN nodes, their partners and other key organizations in knowledge management for sustainable development;
- Information about workshops, conferences and other networking events
- Links to external thematic networks and other networks for SD which are ILN partners (a banner exchange program may be initiated).

- The **Clearinghouse** facility, where a dedicated team may help to locate information or contacts on specific topics of sustainable development. Can be operated by UNDP or subcontracted on the regional or national basis. Part of it can be also located on the Internet (see Box 18)
- **Publication and translation facility.** This facility can support dissemination (printed or electronic) of the already prepared pieces related to SD. This can take a form of East-East translation, support for issuing an electronic version of a popular sustainability newsletter, support to printing guidelines etc. It should also provide either services or funding support for translating texts and documents with specific relevance to SD capacity development (e.g. text books for specific courses or manuals and guidelines for specific projects). Some of this support should be earmarked to enable the regional partners identify relevant resources;
- **Library development facility.** This would focus on enhancing libraries in the region with relevant sustainability materials (and ICTs where co-sponsors can be found). Co-operating with other library-support programs may be desirable. It may also include providing support to acquire subscription to international information resources which are currently not affordable for users in the region. For example, the ILN could consider signing agreements with publishers to make certain of these resources accessible to SD practitioners from the region for specially negotiated subscription fees.

*Programs*

- **Training program for using ICT for accessing and disseminating sustainability-related information (national).** This should target information professionals (librarians, staff of information institute, university teachers, etc.). The program can be supplemented by

- **Regional publication series** focusing primarily on news in training, research, information provision and networking. The publication may also include relevant research publications (incl. those produced within “knowledge acquisition” programs) adopted for wide audience. The publication may be both in electronic and printed form.

#### 4.4.3 Knowledge dissemination and learning

The main objective of this group of activities is the enhancement of skills and abilities of SD actors based on available information and knowledge. The expected *outcomes* and *impacts* of activities in this area include:

- A. Wide dissemination, awareness and adoption of experiences and lessons related to achieving MDGs and SD in the region.
- B. Increased focus of existing education activities on MDGs and SD themes.
- C. Increased indigenous capacity for knowledge dissemination and learning related to MDGs and SD.

These outcomes would be in line with priorities to stimulate education for sustainable development provided in the Johannesburg Plan of Implementation (JPI) (Box 19) and the [Ubuntu Declaration](#) (Box 20).

#### **Box 19. Education for sustainable development in Johannesburg Plan of Implementation**

- 121. Integrate sustainable development into education systems at all levels of education in order to promote education as a key agent for change.
- 122. Develop, implement, monitor and review education action plans and programmes at the national, subnational and local levels, as appropriate, that reflect the Dakar Framework for Action on Education for All and that are relevant to local conditions and needs leading to the achievement of community development and make education for sustainable development a part of those plans.
- 123. Provide all community members with a wide range of formal and non-formal continuing educational opportunities, including volunteer community service programmes, in order to end illiteracy and emphasize the importance of lifelong learning and promote sustainable development.
- 124. Support the use of education to promote sustainable development, including through urgent actions at all levels to:
  - (a) Integrate information and communications technology in school curriculum development to ensure its access by both rural and urban communities and provide assistance, particularly to developing countries, inter alia, for the establishment of an appropriate enabling environment required for such technology;
  - (b) Promote, as appropriate, affordable and increased access to programmes for students, researchers and engineers from developing countries in the universities and research institutions of developed countries in order to promote the exchange of experience and capacity that will benefit all partners;
  - (c) Continue to implement the work programme of the Commission on Sustainable Development on education for sustainable development;

(d) Recommend to the United Nations General Assembly that it consider adopting a decade of education for sustainable development, starting in 2005.

Source: JPI, articles 121-124

### Box 20. Excerpts from Ubuntu declaration

[Calls on educators, Government and all relevant stakeholders to]:

Review the programmes and curricula of schools and universities, in order to better address the challenges and opportunities of sustainable development, with a focus on:

- Plans at the local, regional and national country levels;
- Creating learning modules which bring skills, knowledge, reflections, ethics and values together in a balanced way;
- Problem-based education at primary and secondary levels in order to develop integrated and non-instrumental approaches to problem solving at an early stage in the education cycle;
- Problem-based scientific research in tertiary education, both as a pedagogical approach and as a research function;

...

Develop mechanisms to continuously inform teachers and update programmes on major progress in scientific and technological knowledge relevant for sustainable development.

Promote knowledge transfers in innovative ways in order to speed up the process of bridging gaps and inequalities in knowledge. ...

To achieve these challenges and objectives, we are resolved to work towards a new global learning space\* on education and sustainability that promotes cooperation and exchange between institutions at all levels and in all sectors of education around the world. ...

Source: [http://www.unesco.org/iau/tfsd\\_unbutu.html#UBUNTU-Declaration](http://www.unesco.org/iau/tfsd_unbutu.html#UBUNTU-Declaration) ; the Ubuntu declaration was adopted during the WSSD in the village of Ubuntu near Johannesburg.

Notes: \* see also comments on “global learning space” in section 3.4.3

The ILN should operate in line with these recommendations and, in particular, use the opportunities provided by the Decade of Education for Sustainable Development (2005-2014) declared by the UN General Assembly at the end of 2002 (see footnote 16 on page 44).

Knowledge dissemination and learning may include more formal activities such as *training* and *education* and take less formal forms (e.g. “*learning by doing*”). This section focuses predominately on the former (formal) activities which can greatly vary in form and scale – from few hours’ awareness raising seminars to post-graduate courses – all of which can potentially contribute to the ILN’s goals.

Similarly to activities in other areas, ILN’s facilities and programs in the area of knowledge dissemination should be planned in a systematic and participatory manner. A great number of existing education and training initiatives in the area of sustainable development are not based on any clear training needs assessment or training strategy.

The ILN should be different by formulating its own knowledge dissemination strategy and facilitating the formulation of such strategies (see Box 21) by key actors, which ensure long-term viability, focus and relevance of knowledge dissemination efforts. A knowledge dissemination strategy should address the audiences, the types of courses and their education objectives, the training provider(s), monitoring and evaluation of training and other relevant issues. The very process of formulation of such knowledge dissemination strategies should lay the foundation for the creation of the **networks of trainers and education for SD** (see more under Networking).

### **Box 21. Typical content of a knowledge dissemination strategy**

A knowledge dissemination strategy should address the following questions:

What is the scope (area) of proposed knowledge dissemination activities? This scope should be related to MDGs and SD.

What are the knowledge needs in the identified areas? This implies two related questions:

- what is the target audience for the knowledge dissemination activities? and
- what types of knowledge dissemination (training, education, in what form etc.) do they need?

These needs will differ between different groups (e.g. between policy-makers, municipal officials, teachers, etc). Some knowledge dissemination needs are general and largely involve awareness raising whereas other are more technically specific.

What is the existing capacity for knowledge dissemination in the identified priority areas? This capacity analysis should cover provision of formal education, on-the-job training, other courses (public, private, NGO-based) is necessary to identify gaps or deficiencies between knowledge dissemination needs and existing provisions which the strategy can address. These deficiencies are likely to be of two main kinds: *quantitative* (insufficient number of activities) and *qualitative* (inappropriate content or methods of knowledge dissemination).

The following facilities and programs can be implemented as part of the ILN's knowledge dissemination activities:

#### *Facilities:*

**Knowledge dissemination facility.** This facility should provide support (training, access to information, mentoring) for development of knowledge dissemination activities or strategies either specifically and exclusively focused on SD and MDGs or incorporating SD and MDG themes in diverse education activities (e.g. engineering, planning, public administration, environmental protection, public health care). By “knowledge dissemination activities” we mean various school, university, re-training, distance learning (DL) and other courses as well as other awareness raising activities, e.g. communicating particular MDG-related messages through mass-media.

#### *Programs:*

- **Education and training resource manuals (toolkits)** providing materials (texts, case-studies, illustrations) and guidance for development of training courses and other knowledge dissemination activities in priority areas. (See for example UNEP's EIA Training Resource Manual)

- Summer schools or other **short courses** or DL courses. The ILN should provide training courses in such circumstances where (a) a clear training need in priority areas is established, in other words, a course is conducted as part of the overall training strategy; (b) there is no other course-efficient indigenous training provider; (c) the course uses innovative contents or methods; (d) course can be effectively replicated to provide long-term sustainable impact (in this regard, e.g. training for trainers should receive a priority).

#### 4.4.4 Networking

The main objective of networking support activities within the ILN is to facilitate the exchange of all kinds of knowledge and link the capacity development actors and ILN stakeholders in the region. The expected *outcomes* and *impacts* of the networking support activities will be:

- A. Access of capacity development actors to each others' knowledge, lessons and experiences.
- B. Increased communication and interaction between capacity development actors and ILN stakeholders in the region and internationally. Strengthened cross-sectoral (e.g. involving government, business, NGOs and academia networks).
- C. Increased indigenous capacity for networking and increased profile of capacity development networks.

Especially valuable type of networks which should be supported by the ILN are *Communities of Practice (CoPs)* – informal groups of professionals who have a real need to know what each other knows. Members of CoPs usually share similar goals and interests, employ common practices and similar tools, encounter a common class of problems, and express themselves in a common language. CoPs add value through:

- Sharing best practices, avoid bad practices – codifying experience;
- Solving problems more efficiently – knowing who and how to ask;
- Building member skills through peer-to-peer learning;
- Innovating through vetting and nurturing new ideas;
- Continuous learning. CoPs are everywhere – at work, home, and school, in our hobbies. People learn on the job, all day every day by interacting with their peers, not so much in a classroom;
- Many CoPs exist in form of online communities so the advantages of the Internet can be used to spread messages across these.

The existing local government networks referred to in section 3.3.1 should be used as hubs of the ILN when targeting the local governments. ILN actually should facilitate the local governments and their association in the countries to become part of IULA network. The European Regional Section of IULA would be an appropriate partner/ hub on the regional level.

Under the UNDP Democratic Governance Practice a decentralization and local governance community of sub-practice has been established and the ILN operations

should be undertaken in synergy and cooperation with the activities of the sub-practice so that they are mutually reinforced and development effectiveness is forged.

All knowledge management activities described in the previous sub-sections should be explicitly designed so as to contribute to networking by fostering CoPs and other communities of like-minded individuals and institutions, cooperation in research, education and information provision, partnerships, etc. In addition, specific “networking support” facilities and programs may include the following:

*Facilities:*

- **Internet networking facility** which would include directories, bulletin boards, discussion forums etc. (see also Box 18 on page 57)
- **Professional visits/exchange** (“mobility”) facility supporting capacity development professionals to spend some time in another country or location sharing lessons and experiences.
- **Network support program.** This program would provide earmarked support to indigenous networks (national or regional), e.g. for Web-hosting, publishing or meetings.

*Programs:*

- **Conferences, workshops and seminars (regional and national)** allow for personal meetings and information exchange. One of the characteristics of the region is that personal communication has great significance. The use of tools like websites, electronic and printed publications could be efficient only if heavily supported by one-to-one communication allowing for personalization of the information exchanged through other forms of communication.

**Summary: integration of proposed ILN activities**

The summary of the ILN activities identified in this section is presented in Table 5.

**Table 5. ILN expected outcomes and proposed activities for capacity development**

Knowledge management area	Expected outcomes of ILN	ILN facilities (supporting existing institutions)	ILN programs (pro-active)
Knowledge generation	<p>Increased focus of research on MDGs and SD; systematic capturing of C2015 and related lessons and experiences;</p> <p>Increased capacity to generating, evaluating and interpreting disaggregated MGDs-relevant data, targets and indicators</p> <p>Increased practical and policy relevance of research for SD.</p> <p>Increased indigenous research and monitoring capacity related to SD and MDGs.</p>	<p>SD research clearinghouse*</p> <p>SD Research Support Scheme**</p>	<p>Advocacy and capacity for MDG, SD, policy and practical relevance of research****♦</p> <p>Capturing C2015 experiences♥</p>

Knowledge management area	Expected outcomes of ILN	ILN facilities (supporting existing institutions)	ILN programs (pro-active)
Knowledge codification and translation	Increased access to information on MDGs and SD; Serving information needs relevant to MDGs and SD; Increased indigenous capacity for knowledge codification and translation.	ILN Internet gateway* Clearinghouse of SD experiences** Translation and publication facility***, ** Library development facility**	Training for using ICT for SD* Publication series***
Knowledge dissemination	Dissemination, awareness and adoption of experiences and lessons to MDGs and SD. Increased focus of existing education activities on MDGs and SD. Increased indigenous capacity for knowledge dissemination related to MDGs and SD.	Knowledge dissemination facility (support to course development, strategies, etc.)**	Education and training resource manuals and toolkits***, * Short courses*
Networking	Access of capacity development actors to each others' lessons and experiences. Increased communication and interaction between capacity development actors. Increased indigenous capacity for networking and increased profile of capacity development networks.	Internet networking facility* Professional visits and exchanges** Network support program**	Conferences, workshops and seminars*

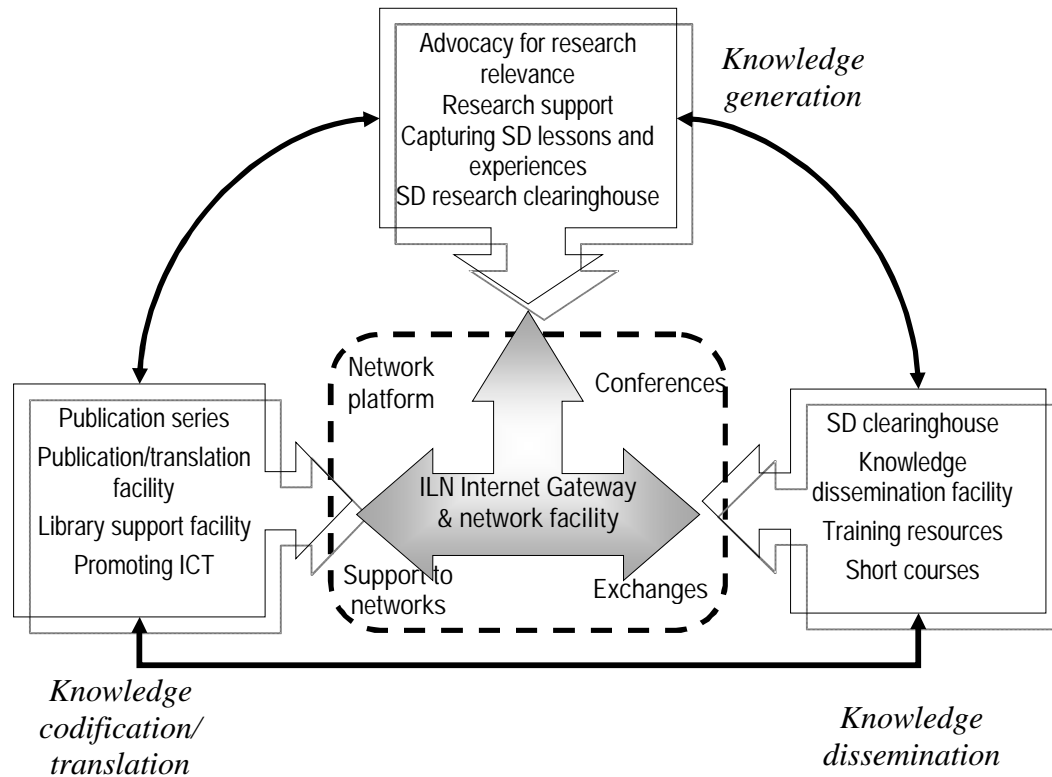
Notes: types of activities: \* - Internet and Web services; \*\* - earmarked support and grants; \*\*\* - publication; \* - organizing meetings; \* - training and education; \* - data gathering and analysis (research).

Figure 6 shows the key interaction between the ILN activities in the three areas of knowledge management and networking. It also illustrates the central role of the ILN Internet Gateway. The cohesiveness of the proposed ILN facilities and programs should be inter alia insured by the following:

- The outcomes of all knowledge generation activities, including research supported by the ILN and the SD experiences documented as part of the ILN should be available through the Internet gateway, reflected in the publication series and used in training, education and knowledge dissemination activities. The Research Clearinghouse hosted at the ILN Internet Gateway should facilitate new knowledge generation.
- Knowledge dissemination activities, such as workshops, should be accompanied by gathering and analyzing experience and lessons of participating audiences to be used in generating new knowledge. Moreover such activities should be followed up by and linked to publications and other information resources. DL courses and training toolkits should be available through the Internet gateway. Some of training and education activities should be specifically targeted at knowledge management professionals (researchers, librarians, etc.) to increase the effectiveness and relevance to SD and MDGs of their efforts. Alumni of all ILN-supported training programs should become part of the networks supported by ILN.

- All knowledge translation and codification products (the ILN publication series, other ILN-supported publications) should be available through the ILN Gateway and disseminated at all networking events and through other knowledge dissemination channels.

**Figure 6. The main interactions of proposed ILN activities**



Note: Networking activities are encircled with a dashed line.

## 4.5 Functions and structure of the regional ILN

The current section suggest the way to organize the proposed ILN activities (as summarized in Table 5) functionally (subsection 4.5.1) and operationally/administratively (subsection 4.5.2), to link with C2015 and the global ILN (subsection 4.5.3), and to interact with partners (subsection 4.5.4).

### 4.5.1 ILN functions

The ILN will involve different types of activities as identified in Table 5. These may be grouped according to their following functions:

- **Internet services function:** operating the ILN Internet gateway as described in Box 18 on page 57.
- **Data gathering and analysis function:** recording and analyzing C2015 and other relevant SD experiences; monitoring and evaluating the operation of the ILN.

- **Publications function:** preparing the publication series as well as other publications serving the ILN objectives (e.g. advocacy for relevance of research to SD, etc.).
- **Training function:** preparing knowledge dissemination (training) resource manuals and toolkits, designing and running pilot courses;
- **Networking function:** organizing conferences, workshops and other networking events as well as liaising with partners.
- **Capacity development support function:** operating programs to provide earmarked support (in different forms) to indigenous SD research, access to information, knowledge dissemination, translation and publications, professional exchanges and networks. It can be based on broadly solicited applications or choose, in a transparent manner, targeted institutions and networks for support.

The above functions can be performed by interlinked groups of specialists or by one multi-disciplinary team, but they should in some form be represented in the operation of the regional and national ILN nodes.

#### 4.5.2 Administrative structure of the ILN

The principal elements of the ILN operation structure will be the regional ILN node, the sub-regional ILN nodes and the UNDP country offices.

In his “*Concept paper for operationalizing Capacity 2015*”, Binger (2003) suggests organizing the ILN’s operation around the Capacity 2015’s regional Coordinating Offices (COs)<sup>21</sup> which will host the regional ILN node. A logical place for hosting the regional ILN node would be the UNDP Regional Center in Bratislava, Slovakia.

This would, inter alia, ensure a strong linkage between the ILN and the UNDP Regional programs, which was argued for by Binger (2003) UNDP’s regional bureaux have considerable experience in developing strategies that drive their programming, and evaluating them each year for progress. Linkages between RBEC and the regional ILN will take advantage of that expertise for monitoring and evaluation and ensure that the capacity-development strategies are properly designed and implemented. Through the ILN, RBEC also will be better equipped to meet information requests. The ILN will also facilitate implementing complex forms of assistance such as technology transfer.

The regional ILN node will perform the following key functions:

- Ensure the linkages between the ILN and other C2015’s strategic facilities (e.g. the partnership facility) at the regional level; ensure the integration of ILN into the overall C2015 governance scheme, including the input from the C2015 Regional Steering Committee.
- Ensure the link between the regional and the global ILN;

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<sup>21</sup> The COs will coordinate assistance for creating capacity-development partnerships. Specifically, they will provide information and training support for ongoing or planned partnership projects, and support the development of partnerships among regional actors and interests. The COs will have a core staff of five.

- Provide logistical support and guidance to establishing and operating the sub-regional ILN nodes (see below) as well as conceptualization of new facilities and programs; coordination and alignment of the sub-regional nodes' activities with the capacity development needs of the countries from the region, networking of the sub-regional nodes, etc;
- Provide the infrastructure for pooling capacity development resources;
- Provide the central point for establishing partnerships with region-wide and international networks;
- Host the region-wide knowledge management facilities and programs (e.g. the ILN Internet gateway, the ILN publication series, etc.).

The regional ILN node will be lead by the regional ILN Network Support co-ordinator, whereas some of its technical functions (e.g. issuing the publication series) may be operated by partner organizations.

In addition to the regional ILN node, the ILN will establish the following **sub-regional nodes**<sup>22</sup>:

- The South-Eastern European ILN node (potentially located in Bulgaria) (serving Albania, Bosnia and Herzegovina, Bulgaria, Croatia, Macedonia, Romania and Serbia-Montenegro);
- The Western CIS ILN node (potentially located in Ukraine) (serving Belarus, Moldova and Ukraine)
- The Russian Federation ILN node (serving the Russian Federation); the rationale for a separate node for Russia is related to (a) its size – more than all of the rest of the region – and diversity and (b) the historical legacy which would complicate a non-hierarchical communication if an ILN node for Russia is not located in that country or if an ILN node for another CIS (e.g. Ukraine) is located in Russia.
- The Caucasus ILN node (potentially located in Georgia) (serving Armenia, Azerbaijan and Georgia)
- The Central Asian ILN node (potentially located in Kazakhstan) (serving Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan and Uzbekistan).

The sub-regional ILN nodes will be the main operators of ILN facilities and programs as well as central points for developing local and national partnerships. They may be initially be affiliated to respective UNDP country offices. It will be critical to ensure credibility and sustainability of the sub-regional ILN nodes by gradually establishing independent governance bodies and affiliating them with (hosting them in) in stable and credible institutions.

As the knowledge management capacities of local and national actors gradually develop, the function of the regional ILN node will shift towards co-ordination and a networking linking various SD actors. At the same time the sub-regional ILN nodes will gradually

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<sup>22</sup> The proposed sub-regional nodes will serve sub-regions as identified in section 3.3, with the exception of Russia, which due to its size and geographic scale may merit establishing a separate ILN node.

become independent self-sustaining centers of excellence in knowledge management for sustainability.

The role of the **UNDP country offices** will be to ensure the relevance and effectiveness of national and local ILN activities, including through organizing oversight of ILN activities at each country's level through multi-stakeholder national committees. These bodies will ensure local ownership, transparency, and increased relevance and visibility. The Country Offices will also be responsible for identifying ILN partners at the local and national level.

### **4.5.3 Integration with other UNDP activities**

As part of UNDP's Capacity 2015, ILN should operate in close integration with other UNDP's activities of both regional and global levels. Integration of the regional ILN with the global one should ensure that the local, national and regional lessons are communicated at the global level and that the wealth of knowledge accumulated globally is brought back to the local level.

Most of the linkages considered in this section have been suggested by Binger (2003) and revised and adopted by the author to reflect the recent changes in the UNDP's organizational structure and the specific needs of the ILN.

Most of UNDP's MDG-related activities are within the Bureau for Development Policy (BDP), which is the house for Capacity 2015 programme. Through BDP's work with UNDP's regional bureaux and country offices, Capacity 2015 will link BDP's activities with demands from countries as they plan and implement their MDG projects. It also can provide seed funding to begin partnership activities. Through Capacity 2015, BDP can help mobilize resources at the national and local level, and influence investments in sustainable development. The BDP will partner with countries in developing capacities in key areas of interest to its practices.

It is envisioned that the ILN will be the key mechanism in ensuring the two-way flow of information between BDP and MDG projects in the region. In addition, Capacity 2015 will support many of BDP's capacity-development activities at the field level. Numerous opportunities for synergy exist at the local and national levels where successful approaches could be documented and the experience made widely accessible through the ILN.

A strong synergy exists between the [\*Energy and Environment Group\*](#) and countries making environmental sustainability a MDG. The [\*Dry Land Centre\*](#), for example, has valuable expertise in the sustainable use of soil in dry land areas. National or community efforts for achieving the MDGs in countries with significant dry land resources (e.g. in Central Asia) will require additional capacity in managing dry lands.

The [\*Democratic Governance\*](#) focus on improving governance will be synergistic with capacity-development efforts to encourage participatory processes – a guiding principle of Capacity 2015. [\*The Oslo Centre\*](#) can contribute technical assistance to help develop governance capacity at the local level.

The [Poverty Center](#) can provide significant intellectual support and technical assistance to countries for whom building capacity for economic development is an urgently needed prerequisite for improving incomes and creating jobs.

The [Information and Communication Technology for Development \(ICTD\)](#) group will have many opportunities to use information and communication technology to support ILN, such as developing the ILN Gateway.

The [Private Public Partnership for Urban Environment \(PPPUE\)](#) helps local governments and private actors create innovative and sustainable partnerships to address urban problems. The PPPUE is uniquely positioned to co-operate with the ILN. Capacity 2015 looks to local and national partnerships facilitated by UNDP's country offices as the principal mode for delivering capacity development help. Working with local governments, PPPUE has developed approaches that will be invaluable in building capacity for achieving the MDGs. PPPUE also incorporates the [Global Learning Network](#) which may become one of the key ILN's partners.

The **Sub-Regional Resource Facilities (SURFs)** provides UNDP's country offices with support in formulating policy and developing programs. The SURFS policy advisors respond to demand from country offices on many issues related to existing UNDP. Some of their work involves upstream policy advisory support, such as advising the country office and the relevant Ministry on the drafting of a new law. Some involves more downstream activities, such as helping in programme formulation or programme evaluations, or drafting project documents. SURF's policy advisors should not be fully integrated into C2015 or the ILN (see Binger (2003) for arguments), but be invaluable in some of the ILN activities (e.g. SD Clearinghouse).

#### 4.5.4 Potential partners

Partnerships with global, regional, national and local institutions and networks serving capacity development needs should be at the heart of the ILN's operation. This section gives the rationale for ILN's partnerships, identifies possible forms of effective partnerships, suggests criteria for selecting ILN's partners and gives examples of potential partners based on the description of capacity development actors given in section 3.4.

The main rationale for ILN to build partnerships is to ensure the ownership, sustainability and cost-effectiveness of its capacity development activities as well as to avoid duplication of efforts. Moreover, capacity development activities operated in partnership with national or local actors, by their very nature, develop capacities of those actors and, thus, contribute to the overall ILN's and Capacity 2015's goal.

A partnership may imply different degrees of involvement of the partners. It may, for example, be merely exchanging information and declaring adherence to common goals or principles, or "contractual" relationships when one of the partners provides to the other resources for implementing specific activities, or more strategic and close co-operation which implies compatibility in missions, methods of operation and organizational cultures of the partners.

The ILN should involve all these types of partnerships and select its partners based on the objective of a specific partnership. Selection of partners should be guided by a mix of criteria:

- Will the partnership add value to the ILN's operations and to that of the partner institution or network?
- Will the partnership result in advancing the ILN strategic objectives?
- Will the partnership result in strengthened capacities of national and local capacity development actors and ILN stakeholders?

Depending upon the objective and the type of a particular partnership, trade-offs between these criteria may need to be made.

One can broadly distinguish between the following four types of ILN partnerships (also reflected in different "tiers" of ILN members as described in the next section):

1. **Information and networking partnerships.** These are the simplest, least resource-intensive and most non-committal types of partnerships implying that partners simply exchange information resources. They may involve exchanging of Internet banners and links, access to each other's networks of contacts and mutual "indexing" of information resources. Virtually all knowledge management actors can become partners in this sense. It is important to establish as many of such partnerships as possible because it will also help to ensure wide awareness of the ILN efforts and prevent duplication. The incentives for such partnerships should be access to the ILN knowledge resources and expertise as well as the credibility resulting from the association with the ILN.
2. **Partnerships with users of the ILN facilities.** The ILN facilities (the publication facility, the library support facility, the network support facility, the knowledge dissemination facility, the visits and exchange facility etc.) may be used by various institutions from the region to conduct certain capacity development activities within their missions and areas of expertise. The ILN facilities are meant to provide support to indigenous capacity development actors and encourage them to orient their activities towards relevant MDGs and SD challenges. Ideally, the users of the ILN facilities subsequently become involved in the ILN-supported networks and contribute to knowledge management. Such partners are selected based on their ability to implement the activity in question and their capacity development needs. These would typically include indigenous knowledge management actors from the region, especially those with resource limitations (provincial libraries or universities, NGOs, municipalities, etc.). Examples of potential users of the ILN facilities and programs are given in Table 6

**Table 6. Examples of potential users of the ILN programs and facilities**

Knowledge management area	ILN facilities	ILN programs	Potential users and target audiences
Knowledge generation	SD research clearinghouse and Research Support Scheme	Advocacy and capacity for MDG, SD, policy and practical relevance of research	National Universities, Academies of Sciences, Ministries of Science and Higher Education, other research institutions
Knowledge codification and translation	Clearinghouse of SD experiences Translation and publication facility Library development facility	Training for using ICT for SD	National and local libraries, SD practitioners, NGOs providing information services
Knowledge dissemination	Knowledge dissemination facility	Education and training resource manuals and toolkits	National universities and training providers
Networking	Internet networking facility Professional visits and exchanges Network support program	Conferences, workshops and seminars	Existing networks of SD actors; SD professionals

3. **Partnerships in operation of ILN programs and facilities.** Some of the ILN programs and facilities may be operated jointly with other institutions or networks, including on the contractual basis. These partners should have necessary expertise and resources to meaningfully contribute to the ILN operations and, in some cases, a potential to become independent centers of excellence in knowledge management. Typically, these would be established and credible international organizations and networks, including other UN and UNDP bodies (see examples in Table 7). Naturally, establishing such partnerships will require extensive consultations with the organizations in question and it is difficult to envision beforehand whether such partnerships are realistic and what forms they might take.

**Table 7. Potential partnerships in operation of the ILN programs and facilities**

Knowledge management area	ILN facilities and programs	Potential partners
Cross-cutting		United Nations University, Global Learning Space and Regional Centre's of Excellence, World Bank Institute, UN Development Gateway
Knowledge generation	SD Research Clearinghouse SD Research Support Scheme	EU INTAS research support scheme; in particular INTAS Information Network for the NIS; other international research foundations; SciDevNet
	Advocacy and capacity for MDG, SD, policy and practical relevance of research	International Council for Science

Knowledge management area	ILN facilities and programs	Potential partners
	Capturing C2015 experiences	IISD, CEU, another established international research body
Knowledge codification and translation	ILN Internet gateway Translation and publication facility	UNDP Development Gateway UNDP's ICT for Development group UNDP's Who's Who Net and other global knowledge networks, such as mdg-net; democratic governance net, decentralization and local development net; poverty net;
	Clearinghouse of SD experiences	Regional SURF
	Training for using ICT for SD	UNDP's ICT for Development group
	Translation and publication facility Publication series	UNDP Development Policy Journal, other academic SD journal or a publishing house. Excellence centers such as the Oslo governance center for thematic publications
	Library development facility	A foundation supporting library development
Knowledge dissemination	Knowledge dissemination facility (support to course development, strategies, etc.)	An established knowledge provider, e.g. CEU or another international university UNESCO's secretariat for the "Education for Sustainable Development" decade UNECE's ESD Task Force* <a href="#">ASEKO</a>
	Education and training resource manuals and toolkits	UNU
	Short courses	An international/national universities UNDP's ICT for Development group (DL courses), UNDP Virtual Development Academy (VDA)
Networking	Internet networking facility	Development gateway, UNDP's ICT for Development group and UNDP global knowledge networks
	Professional visits and exchanges Network support program Conferences, workshops and seminars	

Note: \* Collaboration with UNECE ESD's Task Force should be timed so as to correspond to their Work Programme (see Box 11 on page 42 and the relevant enclosed document).

This table has to be filled in and updated during the detailed planning phase of the ILN.

- 4. Strategic partnerships for operating the sub-regional ILN nodes.** The ILN may wish to establish strategic partnership with credible and stable organizations for the operation of the 5 sub-regional ILN nodes as proposed in section 4.5.2. Such organizations may be government agencies, academic or non-profit institutions, carefully selected in each of the proposed regions. Pilot partnerships may be proposed at the initial stage of operation.

#### **4.5.5 ILN membership**

In order to facilitate diverse forms of partnerships and to adhere to the true meaning of “network”, the ILN may introduce the concept of “ILN membership”. Wide ILN membership would allow a wide-reaching, flexible and effective network, complementing rather than competing with other initiatives. To recognize that different forms of partnerships are possible, several membership “tiers” (or forms) can be introduced, for example:

- **Individual ILN member** – any organization participating in ILN activities and meeting the membership criteria, as suggested, for example, in Box 22;
- **ILN network member** – a network of organizations linked with ILN and meeting the membership criteria;
- **ILN collaborating center** – a strategic partner, such as a sub-regional ILN node or a “Regional Center of Excellence” (a component of the “Global Learning Space”).

#### **Box 22. Proposed responsibilities of and benefits for ILN members**

ILN (individual or network) members will be organizations or networks that work towards achieving sustainable development and MDGs in the region. Being a member would primarily imply sharing knowledge, experiences and information with other ILN members and participating in ILN activities (workshops, discussion lists, pilot projects, etc.) in some form.

ILN members would obtain access to ILN information resources and to those of its other members. In addition, they will be listed in the membership directory and be able to advertise its affiliation to the ILN.

## 5 Work Plan

The work plan for the implementation of the ILN program outlined in Table 8 is suggested based on the assumption that the process will be rolled out in two phases:

- Phase one- lays out the foundations for the ILN, identifies ILN stakeholders (beneficiaries, contributors of knowledge and information and other partners) and establishes partnerships and meaningful coordination/cooperation with all relevant regional and global networks;
- Phase two – implementation , monitoring and evaluation

The Work Plan will be finalized in participatory mode at the first meeting/ workshop of partners. A set of *measurable performance indicators* will need to be elaborated also with the participation of the partners in order to monitor the implementation of the plan. Based on three annual reviews the plan will need to be revised and updated.

**Table 8. Proposed ILN work plan**

Intended outputs	Planned Activities	Time frame
Phase one March 2004 – February 2005		
1. ILN regional strategy finalized and endorsed	Share the final draft with PSPD; CDG, RBEC and Capacity 2015 regional focal points; Solicit comments from potential partners and stakeholders; Make an initial inventory of the existing and emerging regional and national information and knowledge networks, web sites and gateways;	Jan- April 2004
2. ILN regional coordination team established and operational	Identify and recruit ILN regional and sub-regional facilitators; Prepare a roster of ILN advisors and experts;	April – June 2004
3. ILN regional and sub-regional nodes established and operational. Either a dedicated web site created, or possibilities of hosting hub on already existing UNDP run web sites/portal/gateway explored	Identify the sub-regions and the locations and host institutions for the sub-regional nodes; Establish sub-regional coordination teams Find optimal technical solutions; Establish 4-5 sub- regional ILN nodes in accordance with the 4-5 clusters of countries; Sign Memorandum of Agreement with the institutions that will host the sub-regional nodes; Capacity development of local institutions that will host the sub-regional hubs Organize public consultation meetings and brainstorming on local needs and demands for knowledge and information, and on the format of knowledge products and services; Conduct needs assessments at the sub-regional levels to identify and verify demands for ILN facilities and programs; Send out questionnaires to a pre-defined sample group of ILN stakeholders and conduct focus groups meetings to solicit feedback and verify the rational and relevance of the ILN Organize training and capacity development for ILN stakeholders; Identify consultant(s) for the creation of the dedicated web site;	June- October (Nov) 2004

Intended outputs	Planned Activities	Time frame
	Establish time line for the implementation phase; Identify linkages and issues relating to the UNDP Knowledge management strategy and Practice architecture;	
4. Partnerships established	Identify potential partners and knowledge repositories and establish meaningful and strategic partnership arrangement for promoting and facilitating the implementation of the ILN program; Clarify roles and responsibilities, and comparative advantages of different actors in the ILN; Organize a round of consultations and discussions;	April-Dec 2004
5. In depth and comprehensive inventory/mapping and assessment of knowledge management actors in and outside UNDP conducted	Competencies, activities, comparative advantages, areas of expertise regarding capacity development for reaching the MDGs, etc. mapping ; Identify capacity development needs and gaps region wide and sub-regions specific; Identify CD champions and local leaders in the 4 sub-regions	March-May 2004
6. Key potential donors involved and committed to support the ILN implementation ensured	Inform donors about the ILN main objectives and rationale; Organize meetings and consultations with key donors- for examples: Swedish SIDA; Canadian CIDA; EU; DFID; MATRA; the Norwegians; etc.	April-May 2004
7. Information and public outreach campaign organized	Prepare communication strategy; Approach potential communication partners like for example local and international media; NGOs Send out a clear message regarding the purpose and objectives of the ILN linking it with the MDGs campaign and 2015 target Organize regional and sub-regional consultation/information/awareness raising meetings;	June-Sept 2004
8. Strategy with work plan and budget for the ILN implementation stage prepared	Develop a strategy, annual work plan and budget for the implementation of the ILN in the period 2005-2015 Solicit feedback and comments on the strategy from ILN stakeholders and other partners Organize regional meeting to present and validate the strategy	Nov - Dec 2004
Phase two February 2005 – December 2015		
Implementation		
1. ILN web site established and operational	Indicative activities Establish partnerships with capacity development networks and institutions Establish functional links with global and other regional ILN; Partner with identified actors in capacity development for reaching the MDGs and knowledge management Establish ILN facilities and develop ILN programs to serve the networks' priorities; Align and converge ILN operations with UNDP practice architecture and knowledge management culture;	Jan 2005-Dec 2015

## **Abbreviations**

ASEKO	Association for Ecological Education
BDP	[UNDP] Bureau for Development Policy
CEE	Central and Eastern Europe
CEU	Central European University
CIS	Commonwealth of Independent States (see also NIS)
COs	[Capacity 2015 regional] Co-ordinating Offices
CoPs	Communities of Practice
DL	Distance Learning
ESD	Education for Sustainable Development
IAS	Institute of Advanced Studies (of the United Nations University)
IAU	International Association of Universities
ICSU	International Council for Science
ICT	Information and Communication Technologies
ININ	Information Network for the Newly Independent States (an INTAS and FP 6 programme)
JPI	Johannesburg Plan of Implementation
MDGs	Millennium Development Goals
NIS	The Newly Independent States (of the former Soviet Union) (see also CIS)
OSI	Open Society Institute
PPPUE	Public Private Partnerships for Urban Environment
RBEC	[UNDP] Regional Bureau for Europe and CIS
REC	Regional Environmental Center for Central and Eastern Europe
SURF	Sub-Regional Resource Facilities
SWOT	Strengths, Weaknesses, Opportunities, Threats
UNEP	United Nations Environment Programme
UNU	United Nations University

## Appendices

### Appendix 1. Sources of further information

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- Cherp, Aleg, Ruben Mnatsakanian and Irina Kopteva (2003). "Economic transition and environmental sustainability: effects of economic restructuring on air pollution in the Russian Federation." *Journal of Environmental Management* **68**: 141-151
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- EBRD, European Bank for Reconstruction and Development (2000). *Transition report*. London . European Bank for Reconstruction and Development translated by.
- Emerson, Michael (1998). *Redrawing the Map of Europe*. London, MacMillan Press translated by.
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- World Bank, The (2003a). *The Millennium Development Goals in Europe and Central Asia*. Washington, DC, World Bank translated by.
- (2003b). *World Development Indicators*. Washington DC, World Bank translated by.

### Appendix 2. List of Enclosed Electronic Documents

1. *Challenges towards Promotion of the Decade of Education for Sustainable Development*. Speech by UNU's Rector Prof. Hans van Ginkel at the Asian-Pacific Environmental Educational Research Seminar, 2004 11-14 February 2004 Kesenuma, Miyagi, Japan. (file Ginkel.doc)
2. *Draft UNECE Strategy for Education for Sustainable Development*. File Draft UNECE ESD Strategy.doc.
3. INTAS' *Information Network for the NIS (ININ) Concept Paper*. File ININ Concept Paper & Annexes.pdf
4. *UNECE Education for Sustainable Development Task Force's Terms of Reference*. File UNECE ESD TF ToR.doc.

5. *UNECE Education for Sustainable Development Task Force's Work Programme.*  
File UNECE ESD TF WP.doc

### Appendix 3. Capacity development networks and initiatives for Sustainable Development in Eastern Europe and CIS

#### **URBAN SUSTAINABILITY**

**Energie-Cities** involves municipalities; local energy management agencies and municipal companies; associations of the municipalities (ca. 200 municipalities from 20 countries) with focus on sustainable local energy policies through the exchange of experience, the transfer of know-how and the organisation of shared projects as well as reinforcing the role and powers of municipalities in the energy sphere <http://www.energie-cites.org/>

**Metropolis** is an international association of 81 world cities. It works towards developing solutions to issues affecting large cities such as urban planning and development, the economy, the environment, transport, infrastructure and communications. <http://www.metropolis.org>

**POLIS (European Cities and Regions Networking for New Transport Solutions)** independent non-profit association involving ca. 60 European local and regional authorities and organisations working together on transport and environmental issues, supporting the development of innovative transport solutions transport regular conferences, workshops, newsletters and its web site, facilitate the transfer of ideas, experience and know-how among local authorities <http://www.polis-online.org/english/about/about.htm>

**European Academy on the Urban Environment** was set up by the Berlin Senate and the European Parliament to facilitate both transition towards sustainable development and cooperation between the capital cities of Central Europe as well as other European cities, thru further education, training and research on sustainable urban development <http://www.eaue.de/>

**Euronet** is a pan-European research and consultancy network to support the research and policy development on urban issues and disseminate "best practice" from the European experience in collaboration with government agencies and private sector organisations at the local level <http://www.eltis.org/en/index.htm>

An International Secretariat *for Child Friendly Cities* has been established by UNICEF, UN-HABITAT, the Italian Committee for UNICEF and the Istituto degli Innocenti. In operation since September 2000, the Secretariat aims to provide information and support to interested municipalities with the key objective of sharing experiences and encouraging networking among cities committed to improving the quality of life for their children and fulfilling their rights. <http://www.childfriendlycities.org/home.html>

**Cities Alliance** is a global alliance of cities and their development partners committed to improve the living conditions of the urban poor through action in two key areas (<http://www.citiesalliance.org/>): (a) **City development strategies (CDS)** which link the process by which local stakeholders define their vision for their city, analyse its economic prospects and establish clear priorities for actions and investments, and (b) **City-wide and nation-wide slum upgrading** to improve the living conditions of at least 100 million slum dwellers by 2020 in accordance with the Cities Without Slums action plan.

## **REGIONAL SUSTAINABILITY**

The activities of the [Balkan Environmental Association](#) are: (1) To study and to identify the common or special environmental problems of the Balkan countries and to suggest possible courses of action together with their economic effects. (2) To integrate the common efforts of scientists, specialists, educators and industrial enterprises for the environment and its sustainable development between Balkan, European Union and other countries.

[CENN](#) – Caucasus Environmental NGOs’ Network is non-governmental, non-profit organization established in 1998. Since establishment, CENN through its various projects acted as a voluntary effort to foster regional cooperation by means of improved communication among environmental organizations of Armenia, Azerbaijan and Georgia (and partly Russia and Turkey). CENN is open, horizontally integrated structure aimed at supporting positive, productive communication and cooperation on environmental protection projects and issues.

[Danube Environmental Forum](#) (DEF) was created in 1999 as a Danube River Basin-wide platform of non-governmental, non-profit, politically independent, environmental organisations, in order to establish a common approach for the environmental protection of the Danube river. Since 1999 the DEF has also had observer status with the International Commission for the Protection of the Danube River (ICPDR).

[International Commission for the Protection of the Danube River](#) aims to achieve close cooperation at the protection and sustainable use of the Danube River and all waters within its catchment, particularly in the transboundary context.

[The Carpathian Ecoregion Initiative](#) is a unique international partnership achieving conservation of nature in the globally important Carpathian mountains and, at the same time, supporting local economy and culture for the lasting benefit of people living in the heart of Europe. Facilitated by the WWF Danube-Carpathian Programme, more than 50 organisations from seven countries are working together to make this vision reality.

## **THEMATIC NETWORKS**

[European Wind Energy Association](#) (EWEA) is the only association representing the interests of the wind power community at an international level. Membership of EWEA is open to all companies with an interest in the development of wind energy in Europe and the world.

[International Rivers Network](#) protects rivers and river communities worldwide, linking environmental integrity to human rights. We were formed in 1986 to address the worldwide prevalence of unsound, destructive river-development schemes.

[IUCN - The World Conservation Union](#)'s mission is to influence, encourage and assist societies throughout the world to conserve the integrity and diversity of nature and to ensure that any use of natural resources is equitable and ecologically sustainable.

[World Energy Efficiency Association \(WEEA\)](#) has been formed to: (1) assist developing countries in accessing information on energy efficiency, (2) serve as a clearinghouse for information on energy efficiency programs, technologies and measures, (3) disseminate this information worldwide, and (4) publicize international cooperation efforts in energy efficiency.

### **RURAL ISSUES NETWORKS**

- ECOVAST, the European Council for the Village and Small Town, a pan-European network with the aim of enhancing the well-being of the people and the heritage of rural Europe
- Kodukant, the Estonian Movement of Villages, founded in 1997 as the focal point of the village movement in Estonia.
- Hungarian Rural Parliament, established in 1998, with the aim to promote dialogue and co-operation in rural Hungary, and to give voice to the ignored rural world.
- Slovakian Rural Parliament, established in October 2000, with the aim to improve the quality of life in rural areas in Slovakia, in a sustainable way.
- Slovenian Rural Development Network, established in early 2003 to inform and educate its members and the interested public, and to promote the well-being of rural people in Slovenia.
- Polish Forum on the Animation of Rural Areas created in February 2002, based on an agreement of cooperation between 42 Polish rural development organisations.
- European Rural University, international organization which organizes every other year a Summer School for people involved in rural organizations.
- Euracademy Association, whose aim is to offer mid-career training for rural development professionals throughout Europe.