Positioning the Global Network of Learning Cities

- A Consumer Based Approach -

Student:	Michelle Diederichs
Student ID number:	11096276
Supervisor:	Ms Amanda Coady (HHS)
Mentor:	Mr Amancio Mendiondo-Alcorta (UIL)
Bachelor Program:	International Communication Management
University:	The Hague University of Applied Sciences
Place and Date:	The Hague, 2nd July 2014

Declaration of authorship

I hereby certify that this thesis titled; "*Positioning the Global Network of Learning Cities – A Consumer Based Approach*" is my own unaided work. The thesis has been created has been as the final part of obtaining a Bachelor degree in International Communication Management, from the The Hague University of Applied Science, The Hague, The Netherlands. The thesis has been supervised by Ms Coady and mentored by Mr Mendiondo-Alcorta. The content is original and has been produced for the specific purpose of this thesis and no parts have priory been submitted in part or full. I declare that research material has been duly accredited in the report.

The Hague, July 2, 2014

Executive Summary

The UNESCO Institute for Lifelong Learning (UIL), based in Hamburg, is one of six educational institutions of UNESCO. Expectations that more than 60% of the world's population will live in cities by 2030 led to the initiation of the Global Network of Learning Cities (GNLC), defined as a virtual community. UIL aimed to attract cities worldwide, which was identified as a major challenge. Furthermore, lack of funding and an insufficient team size posed a major issue in developing a valuable platform for cities.

In this regard, the research aimed at positioning the GNLC. Therefore, the research objectives were to identify a distinct value that the GNLC could offer compared to the competition and the interests of the target group regarding the GNLC.

The research method used was a case study, conducted in Germany, based on an exploratory approach. The in-depth research considered international perspectives based on the global significance of the project. Primary and secondary information was collected and analysed for the purpose of the research. Primary data was collected through thirteen in-depth interviews and observations. Secondary data was collected through internal documents, websites, legal documents, journal articles and books.

Theory suggests that a positioning statement should specify the target group, highlight a key consumer benefit, be distinct from the competition and provide consumers with a reason to believe. Apart from that, the main motivations to join a virtual community lie in obtaining information and interaction, establishing relationships and sharing information and interaction.

Findings include that key strength of the GNLC compared to the competition was defined as being a UNESCO Initiative and UIL's expertise in lifelong learning. Apart from that, analysing market leaders and the German technical environment lead to the conclusion that online communication could provide a major opportunity for the GNLC. However, in this regard, major internal limitations were detected.

Furthermore, the target group could be defined as *Pioneer Learning Cities*. A key characteristic of this target group is that they see education as a priority and solution to their challenges. In relation to the GNLC, it was identified that the motivations of becoming a Learning City vary. However, it was detected that *Pioneer Learning Cities* have a key interest in obtaining information regarding the GNLC.

The research concluded that the GNLC should stress its key competency, identified as its expertise in lifelong learning and highlight the key benefit of obtaining information within the platform in the positioning statement.

Table of contents

List of abbreviations

BMZ	Federal Ministry for Economic Cooperation and Development (Bundesministerium für wirtschaftliche Zusammenarbeit und Entwicklung)
BMBF	Federal Ministry for Education and Research (Bundesministerium für Bildung und Forschung)
GNLC	Global Network of Learning Cities
ICLEI	International Council for Local Environmental Initiatives
KMK	Kultusministerkonferenz (Standing Conference of the Ministers of Education and Cultural Affairs of the States in the Federal Republic of Germany)
UCLG	United Cities and Local Governments
UNESCO	United Nations Educational Scientific and Cultural Organisation
UIL	UNESCO Institute for Lifelong Learning

Glossary

Beijing Declaration

The *Beijing Declaration* is a result of the International Conference of Learning Cities and outlines the role of education for the future of humanity and twelve action lines in order to build learning cities. Participants committed themselves to those action lines during the conference (UIL (a), 2014, pp. 23-26).

Key Features of Learning Cities

The *Key Features of Learning Cities* provide an overall framework of key features for Learning Cities and a Key Features Catalogue to be used as an instrument for measuring progress (UIL (a), 2014, pp. 27-36).

Learning City

A Learning City is a city that effectively mobilises its resources in every sector to promote inclusive learning from basic to higher education, re-vitalise learning in families and communities, facilitate learning for and in the workplace, extend the use of modern learning technologies, enhance quality and excellence in learning, foster a culture of learning throughout life (UIL (a), 2014, p. 27).

Lifelong Learning

Lifelong learning in the context of Learning Cities is defined as enabling citizens to learn new skills throughout their lives in order to improve their quality of life and equip them to anticipate and tackle new challenges (UIL (a), 2014, p. 23).

List of figures

1. Introduction

1.1. Background Information

The majority of the world's population lives in cities and is estimated to exceed 60% by 2030. With the expansion of cities, municipal governments face challenges including social cohesion, new technologies, the knowledge economy, cultural diversity and environmental sustainability. Cities approach those issues by enabling citizens to learn new skills and competencies throughout life in order to respond to those challenges (UIL (a), 2014). Based on this, the UNESCO Institute for Lifelong Learning (UIL) took the initiative to prepare a "dynamic and international platform for cities to exchange good practices on effective approaches to building learning cities" and developed a set of Key Features to guide cities towards becoming 'learning cities' (UIL (a), 2014, p.6). The first step to establish the project was the International Conference on Learning Cities in October 2013. More than 500 mayors, city education executives and experts from more than 100 countries met in Beijing to discuss how to make cities more responsive to the learning needs of their citizens. (UIL (a), 2014, p.6). The outcome of the conference was the Beijing Declaration, in which participants of the conference called upon UNESCO to establish the Global Network of Learning Cities (GNLC).

1.2. UIL's Goals

UIL's overall goal was to create a strong network of cities around the world and enhance their capacities to build Learning Cities on the basis of the *Key Features* and the *Beijing Declaration*. Furthermore, the aim was to enhance cooperation between cities on becoming learning cities.
UIL's aim was to attract 1000 members within two years (Carlsen, Personal Communication, April 3, 2014).

1.3. Advice Question

How can we encourage cities to become an active part of the Global Network for Learning Cities and take action towards becoming Learning Cities?

1.4. Problem Background

The project was in its initial development stage and faced various challenges. Most importantly, UIL normally engages at a national political level; therefore, municipalities present an unfamiliar target group to UIL. Apart from that, the target group was defined as municipal governments worldwide. Thus, the broadness of the target group was identified as a major challenge in the development of the platform and communication efforts.. Apart from targeting municipal governments, the project also aimed to involve ministries, international and non-governmental organisations as well as

universities and corporations in order to enhance the Learning City development within the network. Another challenge was identified regarding the basic concept of the project, as the project team realised that a similar initiative was already developed, however, twenty years earlier. Furthermore, the team faced difficulties developing a valuable platform for exchange and cooperation through the website and conferences. In this regard, a lack of funding and a team consisting of three people posed a major challenge (Meeting 1, March 6, 2014, Mendiondo-Alcorta, January 30, 2014).

In regard to communications, the team did not have a communication expert. The GNLC created a basic website that provided information, a conference report and planned to distribute a newsletter. However, there was no strategy to attract cities or encourage their participation.

1.5. Problem Statement

In order to create a strong global network, the GNLC had to entice cities to join the initiative. In this regard, the broadness and complexity of the target group, missing segmentation and in-depth understanding of the interests and needs of the cities regarding the Global Network of Learning Cities were identified as key challenges. The missing knowledge hindered a concrete and interest-based approach and was identified as a key issue in the process of developing a valuable platform for cities, approaching funders and finally attracting cities to participate.

Proposed Approach

The project was lacking a strategic communication basis for the design of the platform and its communication towards funders and cities. The proposed approach in this context was to develop a positioning strategy for the GNLC, which would support the team in the development of a valuable platform for cities and communication materials, based on the interests and needs of the target group. Thus, identifying a distinct position in relation to the competition and in response to the target group's interests.

1.6. Theoretical Framework and Key Term Definition

The term positioning had to be defined within the context of the problem. Two basic approaches to positioning were identified. Trout (2005) defines positioning as "how you differentiate your product or company in the mind of your prospects". An earlier definition of Ries and Trout (1982) explain that positioning "starts with the product [. . .] a piece of merchandise, a service, a company, an institution, or even a person [. . .]" (Sagar, Khandelwal, Mittal, & Singh, 2011, p. 126). Kotler (1997) defines positioning as "the process of designing the company's product/services and image based on consumers' perceptions relative to that of competitors" (Sagar, Khandelwal, Mittal, & Singh, 2011, p. 126). Looking at both approaches, the GNLC was identified as a service that was not yet fully

established. Therefore, the theoretical framework for the research was provided by Kotler's definition of positioning. Thus, positioning the GNLC serves as a basis for further designing the elements of the GNLC and its image based on the citie's perceptions. In the context of the GNLC, consumers are defined as cities that are the intended targets to make use of the platform.

Positioning as a concept was defined within strategic marketing, following a consumer driven approach. The 5 C's of the marketing mix, defined as 'Company, Customer, Competitors, Collaborators and the Climate', served as a framework for analysis. This model was borrowed and translated into the context of the GNLC as a public servant and under the consideration that cities cannot be seen as customers, but as consumers of the GNLC. Due to the scope of the project, the research was focused on the three key components of positioning: Company, Consumers and Competitors.

Terminology

The 5 C's that were aligned to the environment of UIL as an intergovernmental organisation as defined as following:

> **Company:** GNLC/UIL
>
> **Competitors:** Other existing city networks and associations
>
> **Consumers:** Cities
>
> **Collaborators:** Key Stakeholders
>
> **Climate:** PEST (Political, Economic, Social, Technical Environment)

1.7. Research Goal and Objectives

The goal of the research was to arrive at a positioning statement that reflects UIL's perception of the network, distinguishes the network from similar initiatives and responds to the interests of a clearly defined target group.

Research objectives

1. Identify a distinct value that UIL could offer compared to the competition
2. Identify the interests of the target group to participate in the GNLC

1.8. Research Questions

Central-Questions

1. **What distinct value can the *Global Network of Learning Cities* offer compared to other existing initiatives?**

2. **What would motivate cities to participate in the *Global Network of Learning Cites?***

Sub-Questions

Situation analysis was focused on three main research questions:

1. What are the strengths of the GNLC?

2. What are the unique selling points of other similar initiatives?

3. Which target group should be prioritised?

In-depth research was led by the following main research questions:

4. What are the cities' motivations of becoming Learning Cities?

5. What are cities' motivation regarding an international platform for cooperation?

6. What are cities' limitations regarding the participation in the GNLC?

1.9. Justification of Research Methodology

The research aimed at identifying the company's competitive advantage and consumer's motivation in order to define a positioning statement. Therefore, the research was based on an exploratory approach, defined by Robson as "finding out what is happening; to seek new insights; to ask questions and to assess phenomena in a new light" and an explanatory approach, defined as identifying relationships between variables (Robson cited in Saunders, Lewis and Thornhill, 2009, pp. 139-140). The research was carried out in three stages: preliminary research, literature review and in-depth research. Since positioning the GNLC as an international project would require understanding every market and its structure and understanding the consumer needs in every country, the research method used was a case study in one country, which can be adjusted and realigned for other countries. Since UIL is based in Germany and this was one of the first countries to show interest in the project, Germany was chosen as the research country for the situation analysis. For the in-depth research, on the other hand, international perspectives were considered since the GNLC targets a global approach.

The preliminary research aimed to identify a primary target group and distinctive advantages compared to the competition. The preliminary research consisted of desk research and field research. Analysis of data included internal documents, legal documents, websites of governmental institutions and trend reports. Field research covered observations and internal in-depth interviews. The observations were conducted as participant observations in meetings of the project team to gain

further understanding of the project and within the working environment of UIL in general. Visiting the 'Metropolitan Solutions' fair in Hannover provided general impressions regarding the target group and other city initiatives. It also served to contact valuable interview partners. In-depth interviews were conducted with UIL's Director Mr Arne Carlsen and Ms Benita Somerfield, Communications Expert and UIL's Governing Board Member, in order to further specify internal expectations regarding the GNLC and identify strengths and weaknesses of the initiative as well as gaining first impressions of the conference in Beijing.

The literature review focused on retrieving academic data through journals and books, which provided insights into relevant theories and resulted in a conceptual framework for the positioning strategy and the in-depth research methodology. Key areas of focus were positioning, marketing, branding and virtual communities in relation to their nature and motivations to participate.

The in-depth research explored three areas: the motivations to become learning cities, the motivations regarding an international platform for cooperation and the challenges regarding participation in the GNLC. The main methods used were in-depth interviews and website screening. Eleven interview partners, representing German cities, international cities and experts regarding international cooperation between cities, provided insights into the perceptions of the target group. The in-depth methodology is further defined after the literature review.

Limitations

The scope of the project was mainly limited within time, approximately 644 hours and a word count of 10,000 – 12,000 words including 10% margin. Furthermore, it was limited to the position of the researcher as a student and intern within UIL.

2. Situation Analysis

The situation analysis is directed towards identifying the potential added values of the GNLC, defining the core values of similar initiatives and suggesting a primary target group. Considering the limitations of the project, the research focused on analysing the company, consumers and the competition. Collaborators, key stakeholders in this context, and the Climate were broadly explored.

2.1. Organisation (Company)

In order to position the GNLC and identify distinctive strength and possible benefits the GNLC was analysed within the context of the organisation.

2.1.1. UIL Mission and Vision

UIL is one of six educational institutions of UNESCO, located in Hamburg. Its vision is that "all children, youth and adults should benefit from quality lifelong learning opportunities, within the framework of sustainable development and peace" (UIL (c), n.d.). In this regard UIL's mission is to strengthen capacities of UNESCO Member States, with a focus on adult and continuing education and literacy and non-formal basic education (UIL (c), n.d.)

Comparative strengths

UIL's comparative strength is that UIL is the only global centre for lifelong learning (Carlsen, Personal Communication, April 3, 2014). Apart from that, UIL's expertise in education and lifelong learning dates back to 1950 (UIL (b), 2013). UIL's long standing expertise provides credibility regarding its field of work.

2.1.2. The Global Network of Learning Cities

The Global Network of learning Cities is a new initiative developed within UIL's Lifelong Learning Policies and Strategies programme.

2.1.1.1.   The concept of a Learning City

The concept of a Learning City is defined within the *Beijing Declaration* and the general Framework of the Key Features of Learning Cities provide a framework and guideline for cities to become learning cities (Carlsen, Personal Communication, April 3, 2014). Hence, in order to join the network, cities have to be interested in the concept of Learning Cities.
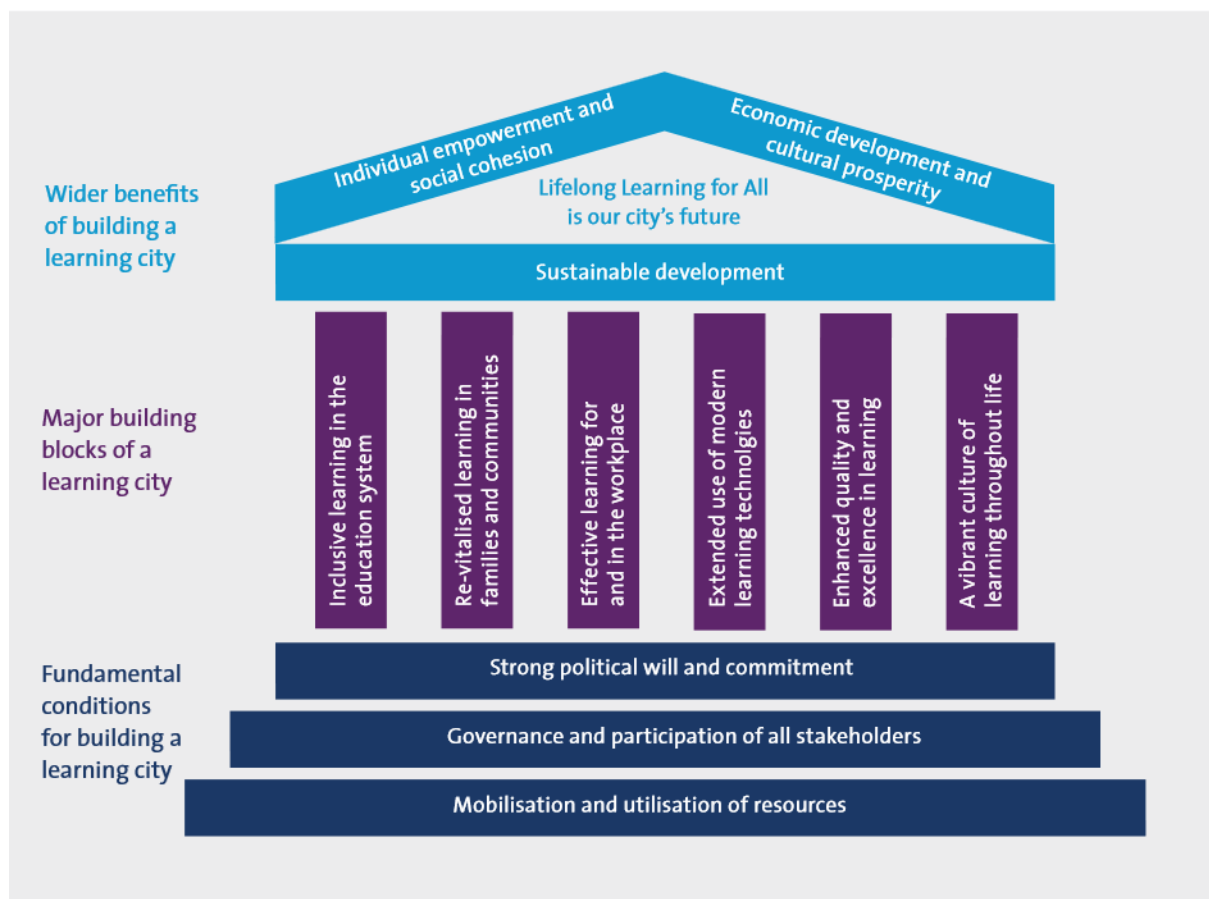
Figure 1: Framework of the Key Features of Learning Cities (UIL (a), 2014, p. 29)

2.1.1.2. GNLC's Vision and Mission

Vision

The vision of the project could be identified as 'lifelong learning for all is our cities' future' (Global Network of Learning Cities, n.d.; Carlsen, Personal Communication, April 3, 2014; Meeting 2, 2014; UIL (a), 2014, p. 29)

Mission

The mission of the GNLC was identified within the call from participants to UNESCO "to establish a global network of Learning Cities to support and accelerate the practice of lifelong learning in the world's communities. This network should promote policy dialogue and peer learning among member cities, forge links, foster partnerships, provide capacity development, and develop instruments to encourage and recognise progress" (UIL (a), 2014, p. 29; Meeting 2, March 10, 2014; Carlsen, Personal Communication April 3, 2014). The components of the mission have to be regarded as key activities that the GNLC should provide.

2.1.1.3.   Target group of the GNLC

The target group was defined as city governments worldwide (Carlsen, Personal Communication, April 3, 2014, Meeting 2, March 10, 2014). However, there was no in-depth research regarding cities in Germany or internationally (Valdés Cotera, Observation 4, April 14, 2014). In this regard, it has to be considered that cities are in different development stages, have different cultural influences, act based upon different power relations and decision making processes and have different interests, even nationally. Hence, the missing in-depth understanding and research can be explained by the difficulty to research such a broad target group.

2.1.1.4.   Goals and Objective

The goal of the GNLC was to attract cities and encourage their participation to create a strong network of learning cities. Reviewing the Draft Medium Term Strategy, the overall objective was to have a fully established platform by the end of the period of the Medium Term Strategy 2014- 2021 (UIL (c), n.d.). However, specific objectives, implementation and platform criteria to establish a valuable platform for cities were not defined (UIL (c), n.d.; Meeting 2, March 10, 2014). This was identified as a weakness of the project. However, the positioning process provides a basis to develop those criteria based on the target group needs.

2.1.1.5.   Desired Image

Mr Carlsen, Director UIL, mentioned that he would like to see this network as the biggest and only global network within the field of lifelong learning, where cities could easily see the benefit of investing in lifelong learning (Personal Communication, April 3, 2014). Ms Somerfield, UIL Governing Board Member, would like to see the GNLC as the "centre, the hub [..] the focal point", a 360 degree platform that gives cities the opportunity to freely exchange ideas and provide conferences and information (Personal Communication, May 13, 2014). The perceptions of the network internally vary and the approach can be clarified by understanding the interests of the target group. In general, the internal perceptions should be considered within the positioning statement.

2.1.1.6.   Defining the platform for international cooperation

Regarding the GNLC, opinions differed within UIL as to the definition of its components. While Communications Expert and Governing Board Member Ms Somerfield and PR Specialist Mr Mendiono (Personal Communication, May 13, 2014; Meeting 2, March 10, 2014) stressed the importance of communication and interactivity of the platform through technology in today's world, the perception internally regarding this platform was mainly of a different nature. Internally, the platform was seen as the website and conferences. While interaction in this regard appeared to focus on connecting and advising cities through UIL, conferences and workshops, the website was perceived as a case study database and a platform for reporting and news. (Carlsen, Personal Communication, April 3, 2014; Meeting 2, March 6, 2014). In general, Ms Somerfield highlighted that UIL does not have the technical set up for such a platform (Somerfield, Personal Communication, May 13, 2014). Overall, observations confirmed that UIL is not prepared for interactivity via online communication channels (Observation 1, 2014). Even though the nature of the platform can be clearly perceived as providing interactivity through online channels from a communication perspective, the internal limitations have to be considered.

2.1.1.7.   Challenges regarding the project

The ambition in the context of the new initiative was to set up a strong network of Learning Cities, keep the momentum of the conference in Beijing and capitalise on the enthusiasm that was there (Carlsen, Personal Communication, April 3, 2014; Somerfield, Personal Communication, May 13, 2014). Internal observations and interviews lead to the conclusion that in order to set up the network and keep the momentum of the conference, cities had to be attracted and encouraged to participate. However, in order to achieve participation, the team had to establish a valuable platform for cities. Regarding the design and establishment of a valuable platform, funding in order to expand the small team of three people and expertise regarding such a process was identified as a major challenge and weakness of the GNLC (Mendiono-Alcorta, Personal Communication, January 30, 2014; Meeting 2, March 10, 2014; Carlsen, Personal Communication, 2014, April 3). In this regard, in-depth understanding of the target group and positioning as a part of product and image design could provide an essential guideline for the desired image and concept clarification.

2.1.1.8.   Benefits of the Platform

The benefits of the network were analysed based on two main aspects: the benefits of the Learning City concept, which provides the overall interest in the platform and concept, and the benefits that are offered through the GNLC as a platform. The benefits of Learning Cities are stated as individual empowerment, social inclusion, economic development, cultural prosperity and sustainability (UIL (a), 2014, p.29; Carlsen, Personal Communication, April 3, 2014).

Furthermore, various internally perceived benefits were identified in relation to the platform itself through the website, interviews and team meetings. The benefits are the *Key Features of Learning Cities*, best practice, conferences, dialogue and peer learning and establishing connections (Meeting 2, March 10, 2014; Global Network of Learning Cities, n.d.). Apart from that, the aim was to reward cities for progress. Concrete ideas were that cities would receive visibility or a UNESCO label. Furthermore, UIL does not consider a membership fee (Meeting, March 10; Carlsen, Personal Communication, April 3, 2014). However, there was no clarity about the benefits that the platform would provide. This was also recognised by the team (Meeting 2, March 10, 2014).

Regarding the benefits, one has to distinguish between the benefits for cities within the Learning City concept and the benefits that the platform itself offers. While the benefits of the Learning City concept are stated within the Framework of Key Features, the benefits of the platform were not yet clearly established. In general, a key benefit based on cities interest in the initiative could not be highlighted, which is a key component of the positioning statement. The broadness and missing in-depth understanding of the target group can be identified as playing a major role in this context.

2.1.1.9.   Sectors and Product Category

In order to understand the context of the GNLC, its sector and product category were analysed. The GNLC is placed within UIL and therefore, is part of the educational and public sector. The product category in association with the name can be placed within the professional network sector, described as linking organisations and individuals around the world (Zhu, Watts & Chen, 2010). However, when looking at the mission to enhance cooperation and peer-learning between cities around the world, it can be identified as a virtual community. A virtual community is defined as a place where a group of individuals shares interests, experience and knowledge without being in the same place (Flavian & Guinaliu, 2005). Therefore, the GNLC can generally be described as a virtual community within the public sector, thematically placed within the education sector. Nevertheless,

limitations regarding UIL's technological capabilities and readiness for online interaction have to be considered.

2.2. Existing Initiatives (Competition)

The challenge was to "not to drown in all these many, many denominations of city networks" (Carlsen, Personal Communication, April 3, 2014). In order to identify distinctive features of the GNLC in comparison to its main competitors, the competitive environment was broadly mapped and the key competitor was analysed based on the analysis of the platform.

2.2.1. Mapping the competitive environment

The researcher created a broad impression of similar existing initiatives to provide an overview of the competitive environment. In this regard, many initiatives exist. The key competitor could be defined as the International Association of Educating Cities (IAEC) (Meeting 1, March 6, 2014; IAEC (a), n.d.). This was identified as the only similar initiative on an international level within the education sector. Furthermore, ICLEI (International Council for Local Environmental Initiatives) and the UCLG (United Cities and Local Governments) were identified as leading initiatives on the international level and provide benchmarks within the context of the GNLC.
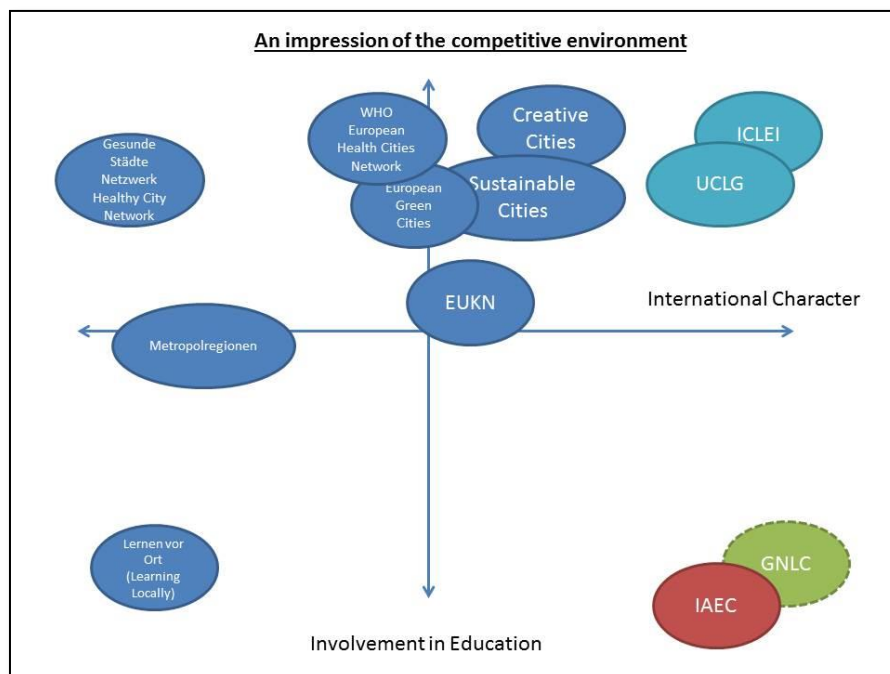
Figure 2: Competitive Environment

2.2.2. Key Competitor - IAEC

The International Association for Education Cities is the oldest well-established international initiative in the education sector with more than 400 member cities. Compared to the GNLC the concept is basically the same and the activities cover advising, connecting through the association, case studies and an overall concept, which was similarly defined by UIL internally. Furthermore, their concept is based on the *Charter of Educating Cities*, comparable to the *Beijing Declaration*. However, the GNLC has established a Framework of Key Features for Learning Cities and provides a measurement catalogue. Furthermore, it appears that IAEC's members mainly consist of Spanish-speaking countries. This can be identified as a threat in attracting cities from Spanish-speaking countries but also an opportunity regarding the international character. Apart from that, IAEC ask for a membership fee where UIL does not. Moreover, their communication does not appear to be strong in the sense of branding, social media, online communication, events, or other media and there does not seem to be much interaction between cities themselves, which can be seen as an opportunity for UIL. However, the feasibility within the context of UIL and at this stage of development should be questioned (IAEC (f), 2004; Meeting 1, March 6, 2014). (Compare Appendix 4)

2.2.3. Indirect Competitors and Market Leaders

ICLEI

With more than 1000 members from 84 countries, ICLEI declare themselves as the "largest" and "world's leading" association of cities and local governments (ICLEI (a), n.d.). ICLEI's mission is "to build and serve a worldwide movement of local governments to achieve tangible improvements in global sustainability with specific focus on environmental conditions through cumulative local actions" (ICLEI (a), n.d.). They provide a variety of services and their recognition in media and social media is also remarkable with almost 3000 followers on Twitter and more than 3000 followers on LinkedIn. ICLEI was also one of the main organisers of the fair Metropolitan Solutions in Hannover in April 2014, where they had a one week discussion forum on different topics regarding sustainability, which they broadcasted online (Observation, Metropolitan Solutions, April 11, 2014)

UCLG

Founded in 2004, UCLG consists of more than 1000 cities represented by 155 city associations (UCLG (e), n.d.). UCLG's mission is to be "the united voice and world advocate of democratic local self-government, promoting its values, objectives and interests, through cooperation between local governments, and within the wider international community" (UCLG (a), 2014). They present themselves as a Global Network of Cities and Local and Regional Governments. They offer a variety of services including a blog, events and video and make major use of social media channels. Their

success can be seen in the fast development of the platform within the past ten years (Compare Appendix 4).

Both initiatives are not active within the education sector but can be regarded as successful and leading within an international context. Furthermore, they present benchmarks for successful international city networks. They offer a broad spectrum of services for cities. Apart from that, one can notice a key component in online and offline communications and both appear to have a strong basis for brand and communication (Compare Appendix 4).

2.3. Cities (Consumers)

This section aims to identify a primary target group. In this context, it outlines German cities within the context of education, identifies a segmentation approach and defines a primary target group.

2.3.1. German cities in the context of education

Germany is mainly organised around three levels of authority: the German Confederation, the federal states and municipalities and communities (Bundeszentrale für politische Bildung, 2009). Policy decisions regarding education are within the responsibility of the Länder (Federal States). Municipalities are not officially responsible for education and do not possess any decision-making power; instead, their responsibility lies in local duties. Additionally, their voluntary tasks include the provision of quality of life. The GNLC, focusing on learning and education, does not lie within the mandate of municipalities. Therefore, cities participation would be voluntarily. This provides a threat to the project and implies that cities should have a strong interest to enhance education and learning.

2.3.2. Market segmentation

In 2012, Germany consisted of 11.220 communities (Statista, 2012). The target group had to be segmented to define a priority target group. Therefore, this section identifies an appropriate segmentation approach.

Segmentation opportunities were analysed based on size, geographical location and interest-based segmentation. During this process, it appeared that since UIL tries to attract cities, an interest-based approach is the most appropriate one. In this context, cities' interest in the *Key Features of Learning Cities* and a general interest-based approach regarding lifelong learning were evaluated. However, there was no sufficient data available that enabled the researcher to segment cities based on their interests in Key Features. This approach can be seen as desirable to further segment cities once they participate in the GNLC. Therefore, an interest in lifelong learning in general provided an applicable

and desirable segmentation basis, which is also in support of the lack of decision-making power and responsibility that German cities hold in regards education. Those cities are identifiable in the sense that they have already taken action regarding lifelong learning.

2.3.3. Pioneer Learning Cities in Germany

Regarding lifelong learning in cities, Germany already established an initiative called Lernen vor Ort (Learning Locally), which was also mentioned by UIL (Carlsen, Personal Communication, April 3, 2014; Meeting 2, March 10, 2014). Lernen vor Ort is a project run by the Federal Ministry of Education and Research regarding the qualification initiative "Advancement through Education". The objective is to develop sustainable local education management systems incorporating lifelong learning. In order to participate, members have to present a clear concept of a regional education system that responds to modern society (Lernen vor Ort (a), n.d.). The participants are 36 German counties and cities that have already made efforts to implement lifelong learning within Lernen vor Ort. The participants of the initiative were identified as a potential target group for the GNLC within Germany. However, there was no clarity about whether those cities would be interested in becoming Learning Cities or a platform for international cooperation.

2.4. Key Stakeholders (Collaborators)

Stakeholders were broadly mapped to identify power relations and influencers in the context of the GNLC and how to approach German cities. In the context of the GNLC, one can identify that UNESCO Headquarters has a major influence in supporting UIL's activities and in the success of the GNLC. Ms Somerfield highlights the importance to involve UNESCO, since they are key players in whether the project will be successful or not and that many projects have been restrained in the past (Personal Communication, May 13, 2014). UNESCO again is influenced by Member States, including Germany. Germany as a host country and donor has a distinctive role regarding UIL when compared with other Member States. Key stakeholders within Germany are the Ministry for Education and Research as well as the Ministry for International Cooperation. Both institutions can be regarded as potential funders and partners of the project. Furthermore, the Ministry for Education and Research, more specifically, the responsible for the Lernen vor Ort Initiative, can be highlighted as a secondary target group in order to encourage cities to participate (Observation 4, April – May, 2014).
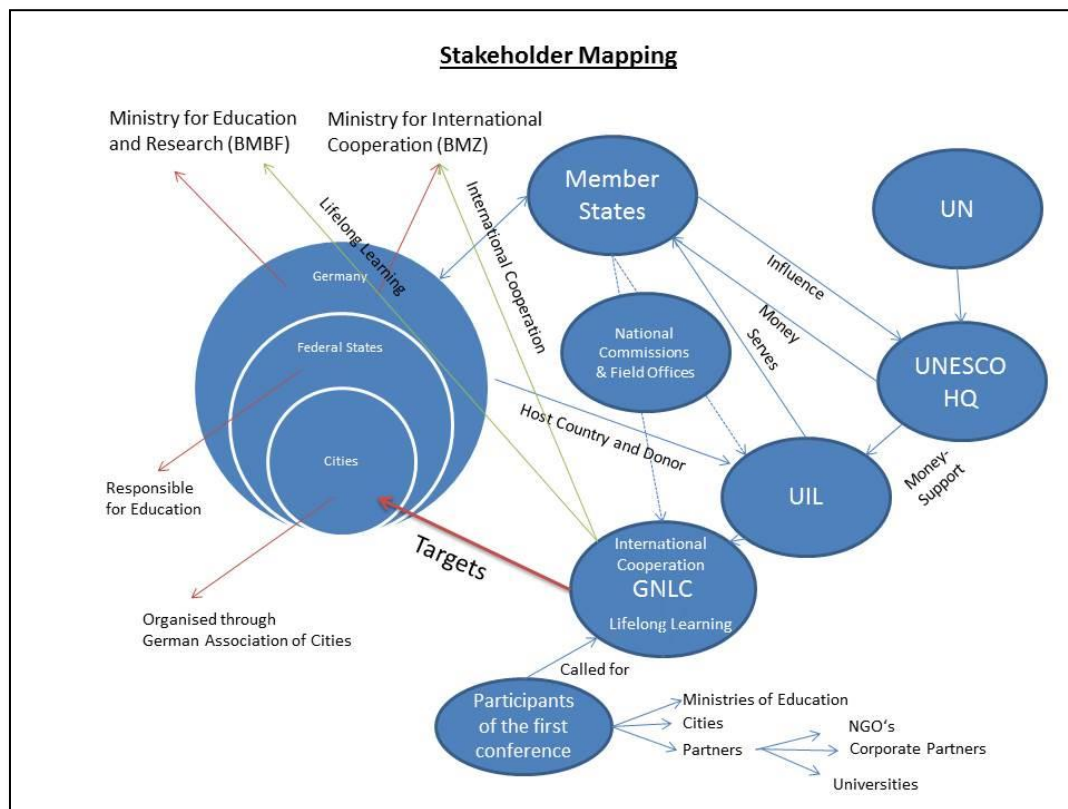
Figure 3: Stakeholder Mapping

2.5. Climate (PEST)

2.5.1. Political Environment

The current political strategy in Germany is based on ten priority areas, including education and research, social security, quality of life and global responsibility (Bundesregierung (a), 2014). Analysing the overall strategy, the GNLC addresses relevant topics for the overall political direction. Apart from that, Germany appears to provide a favourable environment, especially when considering the agendas of the Ministry for Education and Research and the Ministry for International Cooperation, which were also identified as key stakeholders in the project (BMBF (b), n.d.; BMBF (c), n.d.; (BMBF (e), 2011; BMZ (a), n.d.).

2.5.2. Economic Environment

The economic environment in Germany is considerably stable. However, the German Central Bank expects a slight decrease in economic growth (Spiegel Online, 2014). However, according to 'Wirtschafts Woche' many German cities and communities are in a spiral of debt, suffering from closing schools and community centres and losing attractiveness for citizens (Wirtschafts Woche, 2013). Hence, even though the learning city concept could improve the finances of cities, this situation should be generally regarded as a threat to cities' active participation and engagement in the initiative. Participation would involve investing time and resources outside of a city's area of responsibility.

2.5.3. Social Environment

The German Association for Cities highlights that there is growing importance regarding social security, integration, education and quality of life in cities (Deutscher Städtetag (b), 2013, p.12). When looking at German cities and communities, there is a general trend of depopulation in rural areas and increasing population in metropolitan areas (IW Köln (a), 2014). According to the Cologne Institute for Economic Research, this is due to the trends in education, the job availability and immigration (IW Köln (a), 2014). Hence, the social environment supports the learning city concept.

2.5.4. Technical

In the high-tech strategy for Germany, the BMBF includes an action programme for the expansion of cloud computing and trusted clouds (BMBF (g), 2012). Apart from that, Prof. Dr. Ing. Bauer explains the development of the digitalisation of workplaces in an interview. He highlights that the future of workplaces will be simultaneously more digital and physical (BMBF (h), 2014). Since people's work is more and more connected via the Internet and mobile devices, people will have more requirements regarding their actual real environment e.g. workspace design (BMBF (h), 2014). Thus, as the cooperation and work through the Internet expands, this is an opportunity to develop a virtual community in the professional environment.

2.6. SWOT

The table outlines the detected strength and weaknesses of the GNLC and highlights opportunities and threats within the external environment.

Strengths	Weaknesses
UIL is the only global center of lifelong learning	Broadness of the target group
Expertise since 1950	No set of key benefits established
Key Features of Learning Cities	Concept and clarity of implemtation
	Size of the team
	Funding
	No in-depth research of the target

Opportunities	Threats
Competition	
Interactive nature of the platform	Basic concept of the IAEC equals the learning city concept
Online communication	Time of existence
Membership fee	Member Size
Focus on Spanish-speaking countries	Focus on Spanish-speaking countries (IAEC)
Consumer	
Cities that have already taken action in lifelong learning	No responsiblity in education
Lernen vor Ort	
Collaborators	
BMZ interest in international cooperation	UNESCO support
BMBF interest in education and lifelong learning	
BMBF initiated Lernen vor Ort	
Climate	
German political strategy Agenda of BMBF and BMZ	Cities financial situation
High-tech strategy	

Figure 4: SWOT

2.7. Conclusion

The overall goal was to attract cities to participate and maintain the momentum from the conference held in Beijing. However, specific objectives and concepts regarding the platform design were not yet clarified, which posed challenges to the team. In general, the platform can be seen as a virtual community and is defined through the website and conferences. In this context, it was determined that even though online interaction can be regarded as an important tool for this initiative in regard to its mission, UIL is not prepared for a platform that focuses on online communication. This could be related to the generally limited use and attitude towards interactive online communication within UIL as well as the technical set up and expertise. The key factor that limits UIL in developing the platform is the size of the team and lack of funding to build a bigger team. Looking at the process of positioning as a part of product and image design, the positioning statement could provide guidance for the image design and help to clarify the concept and features of the GNLC, thus, enabling the team to present a clear and attractive concept to funders and attract cities. In this regard, the mission and internal perceptions regarding the future of the GNLC should be considered within the positioning statement.

The interests of cities to participate in the GNLC can be distinguished between the wider benefits of becoming Learning Cities and the benefits that the platform provides. The wider benefits of Learning Cities were clearly defined within the Framework of Key Features. However, the benefits of the platform could not be clearly defined, and thus, could not be highlighted. This could be related to the broadness and missing in-depth understanding of the target group

In regard to other existing initiatives, the IAEC was identified as the key competitor, being the only similar project within both the international environment and the education sector. Its key strengths compared to the GNLC are its time of existence and the number of established members. Apart from that, a key issue was identified within the similarity of concepts. However, the GNLC provides a clearly defined set of Key Features and a measurement catalogue and does not ask for a membership fee, unlike IAEC. Moreover, the GNLC benefits from being a UNESCO project and UIL's expertise and credibility in education and lifelong learning. Furthermore, comparing IAEC to leading international city initiatives, online communication could be a major opportunity for the GNLC to differentiate itself. However, UIL's limitations in this context must be considered.

The target group was narrowed down to cities that have already engaged in activities surrounding lifelong learning. In this context, the German initiative Lernen vor Ort, provided by the BMBF, was

identified as a desirable primary target group. The project consists of 36 German cities that have acted towards enhancing education by incorporating lifelong learning.

When considering stakeholders, UNESCO plays an important role in supporting the project. Moreover, the Ministry for International Cooperation and the Ministry for Education and Research in Germany, being UIL's host country, also have interests that match the GNLC and could provide potential cooperation and funding partners. Particularly the BMBF, responsible for Lernen vor Ort, could be a secondary target group in order to expand the Learning Cities programme.

The climate is favourable for the GNLC, especially considering the political direction of Germany and its high-tech strategy can be seen as providing a supportive environment. However, the financial situation of cities can be defined as a threat. This is due to the fact that German cities do not have any decision-making power over education, which implies that their participation in the GNLC would indicate investing time and resources on a voluntary basis.

2.8. Interim Recommendations

This section answers the proposed questions for the situation analysis.

2.8.1. Competitive Advantage

Overall, the key strengths of the GNLC compared to the IAEC can be defined as: no membership fee, UIL's expertise in lifelong learning (since 1950), being a UNESCO project, Key Features of Learning Cities.

2.8.2. Recommendation and Proposal of the target group

Following the interest-based segmentation approach, it is recommended to target cities that have already taken initiative regarding lifelong learning. This can be justified by several factors. First, such cities are likely to have an interest in the Learning City concept. Apart from that, since the platform aims at providing best practice examples, these cities are important to consider in relation to their ability to provide information that can fill the platform. Within the German context, the initiative Lernen vor Ort presents cities that have already shown interest in lifelong learning and are therefore more likely to participate in the GNLC, and be able to provide insights into their actions. Therefore, the recommended target group is defined as: *Pioneer Learning Cities.*

2.9. Redefining the Problem

The problem defined in the introduction was focused on the target group and the competition. As a result of the situation analysis, the problem can be redefined. The competitive advantage was identified and the target group narrowed down. However, the core problem could be defined as the difficulty in highlighting a key benefit, which was related to missing in-depth understanding of the target group. Apart from that, concepts and theory in relation to positioning were missing, compromising the ability to provide a strategic recommendation regarding positioning.

In this context, the literature review will provide an overall conceptual framework for the recommendations and a foundation for in-depth research. Different areas of knowledge were required to successfully position the GNLC. First, positioning theories were identified as the key theoretical framework for the project. Second, marketing and branding were defined as main areas of relevance in order to implement the positioning statement. Furthermore, theory regarding virtual communities and motivation to participate was perceived as relevant to provide a framework for key benefits of the GNLC as a platform. Compared to the clearly outlined benefits of Learning Cities, the benefits regarding the platform could not be determined in the situation analysis. Thus, positioning theory, marketing and branding as well as virtual community theory provided the key definitions for the literature review.

3. Literature Review

The literature review focuses on two main areas: positioning, within the concept of marketing and branding provided insights into possible positioning strategies, characteristics and a context for implanting the positioning statement; and virtual communities theory, aimed to explore its nature and participation factors.

3.1. Positioning

3.1.1. Defining the concept

Quelch and Laider-Kylander (2006) highlight positioning as the marketing expression of an NGO's mission (p. 12). Sagar, Khandelwal, Mittal, & Singh (2011) differentiate between two major expert definitions of positioning. Ries and Trout explain that positioning begins with the product and focuses on how to differentiate in the mind of the prospect (Ries & Trout as cited in Sagar, Khandelwal, Mittal, & Singh, 2011, p. 126; Trout, 2005). Kotler (1997) starts with the consumer and defines positioning as "a starting point for designing the product and image relative to that of the competition" (Sagar, Khandelwal, Mittal, & Singh, 2011, p. 126). In general, the positioning should refer to the mission of the GNLC. Regarding the approach, the brand does not exist yet. Therefore, Kotler's definition appears to most accurately describe the situation of the GNLC.

3.1.2. The process

In general, two different processes of positioning could be analysed in the two basic definitions of the concept. The customer-based approach highlights the importance of understanding the environmental factors, examining target markets and the similarity of customer needs as well as identifying a benefit to stress (Douglas & Craig as cited in Ganesh & Oakenfull, 2000, p. 86; Mc Donald & Dunbar, 2012). Ganesh and Oakenfull (2000) analyse positioning in an international context and highlight the need to understand the environmental factor in every country, but most importantly understand consumer's perception in each country market. The other approach centers on the desired positioning based on the product and focuses on distinction from the competition (Ries & Trout, 2001). In this regard, Brinckerhoff (2010) examines positioning as a whole in the context of non-profit organisations and refers to both understanding consumers' perceptions and the competition. In this regard, he adds that a non-profit organisation should focus on its core competencies (Brinckerhoff, 2010). However, within the non-profit context, the positioning should also match stakeholder perceptions, which poses challenges in identifying a unique positioning statement (Quelch & Layder-Kylander, 2005; Brinckerhoff, 2010). In the case of the GNLC, the positioning strategy should focus on evaluating the market and identifying a key consumer benefit in

order to define a desired position and a distinctive value over the competition, based on the core competencies of UIL. Apart from that, the positioning should match the perceptions of stakeholders, which were only explored in terms of their influence on the GNLC and should be further researched.

3.1.3. Strategic Elements

Standardized vs Mulitposition

Ganesh and Oakenfull (2000) highlight that firms have to decide whether to adopt a tailored positioning strategy or a standardized one (p. 86). In the context of brand positioning, Trout (2005) criticises multiple positioning and emphasises that "you have to stand for something in the mind or you become nothing" (para. 6). In the international environment, it is important to gain understanding of the market in all different countries and appeal to every market. However, experts vary in their perception of multiple positioning.

Defining the components

The components of positioning can be identified as specifying the target group, identifying a key benefit for the customer, distinction from the competition and provide consumers with a reason to believe in the brand or product (Ganesh & Oakenfull, 2000; Ries & Trout, 2001; Trout, 2005; Quelch, 2006; Brinckerhoff, 2010). In regard to the GNLC, the target group was broadly defined, and possible distinctive values were identified in relation to the competition. However, the reason to believe in the brand or product was not yet defined.

3.1.4. Image Design and Branding

For organisations, both non-profit and profit, a logo, tagline and core values are visible representations of the brand to express a desired image (Quelch and Laider-Kylander, 2006; Kotler, 2012). However, according to Schultz (WWF) "a charity brand embodies a set of values that are not easily encapsulated in a logo or strapline" (Centaur Communications Ltd., 2006). In this regard, Voeth & Herbst (2008) highlight that the adaption of the concept of a brand personality is a good starting point to encourage differentiation and identification in non-profit organisations. Furthermore, the differences between the non-profit and profit sectors have to be regarded (Voeth & Herbst, 2008). Additionally, branding as the expression of positioning may also depend on the image of an already existing parent brand (Quelch & Laider-Kylander, 2006, p. 12). Overall, a logo, tagline and characteristics are important components of a brand, but difficult to build within charity brands. This has to be considered when implementing a desired image for the GNLC. In this instance, as UIL is a UNESCO organisation within the United Nations, these two entities should be considered parent brands.

3.1.5. Branding and product design

Hestad (2013) takes a critical perspective of branding in relation to product design. The author highlights that product design and branding are two tools that can have a negative effect on a company when not applied appropriately. According to her, product design and branding should be driven by values that match the consumers' feelings and reflect what a company is doing rather than establishing a superficial position (Hestad, 2013). This has to be considered when implementing a positioning strategy in relation to the product design.

3.2. Virtual Communities

3.2.1. Nature of Virtual Communities

In general, virtual communities are places where knowledge and experiences are shared without physical contact (Flavian & Guinaliu, 2005, p. 408; Chen, Yang, & Tang, 2013). In this context, the Internet has pursued that online knowledge sharing has become a major tool (Armstrong & Hagel, 1996; as cited in Chen, Yang, & Tang, 2013, p. 6). However, virtual communities can have different formats, depending on the preferences of the users including, databases, forums as well as platforms for socializing and exchange of information through discussions or activities like member page updates (de Valck, van Bruggen, & Wierenga, 2009). Chen, Yang and Tang (2013) analyse peer-to-peer problem-solving communities and conclude that obtaining knowledge and knowledge sharing are key components of a peer-to-peer problem-solving virtual community. However, researchers also discovered that virtual communities have a short life-cycle compared to those that interact through traditional channels (Flavian & Guinaliu, 2005, p. 408). In the context of the GNLC, one can further define the platform as a peer-to-peer problem-solving virtual community, enhancing peer-learning and information exchange. Providing interaction through traditional channels can be seen as beneficial for the sustainability of a virtual community. However, its format has to be clarified internally.

3.2.2. Motivations to Participate in Virtual Communities

Chen, Yang & Tang (2013) analyse motivational factors to contribute to a peer-to-peer problem-solving virtual community. They highlight three general factors that have major influence in the contribution to virtual communities: entertainment, social needs and information needs. These are related to how consumers feel, relate and think (Chen, Yang, & Tang, 2013, p. 16). This is also reflected in the framework by Tsai & Bagozzi (2014), who identify social, emotional and informational influencers that motivate individuals to participate in a virtual community. However, Waterson, Avram, Kerr and Punter (2004) identified that motivations can vary within the process of participation. The first stage of motivation is based on common identity and values, the second stage

of motivation relates to obtaining valuable information, which results in the motivation to share ideas incorporating fun and enjoyments. After that, some experienced recognition and profile raising (Kerr and Punter as cited in Dasgupta, 2006).

In this context, such motivations can be further described. The entertainment factor in a peer-to-peer problem-solving community refers to knowledge sharing and interaction and is related to the feel experience, which leads to enjoyment and sentiments (Chen, Yang & Tang, 2012, p. 10-11). Tsai & Bagozzi (2014) support these findings, stating that members feel proud to contribute to a community where they perceive that they are socially valued. This influences their self-esteem and provides the chance to "bask in reflected glory" of group achievement and reputation (Ahaerne et al., 2005; Bergami and Bagozzi, 2000; as cited in Tsai & Bagozzi, 2014). The social need is described as the desire to build relationships and social interaction. Lastly, the information need relates to think experience described as the motivation to obtain useful information and solve problems through interaction (Chen, Yang & Tang, 2012, p. 10-11). This can also be identified when looking at Dasguptas (2006) definitions of motivations in different virtual communities. Hence, in relation to the GNLC, one can relate the nature of the platform to a peer-to-peer problem-solving community, enhancing peer-learning and exchange between cities. In this context, motivational factors can be identified as the desire to share information, establishing relationships, obtaining useful information and interaction. Nevertheless, motivations can vary within the stage of participation.
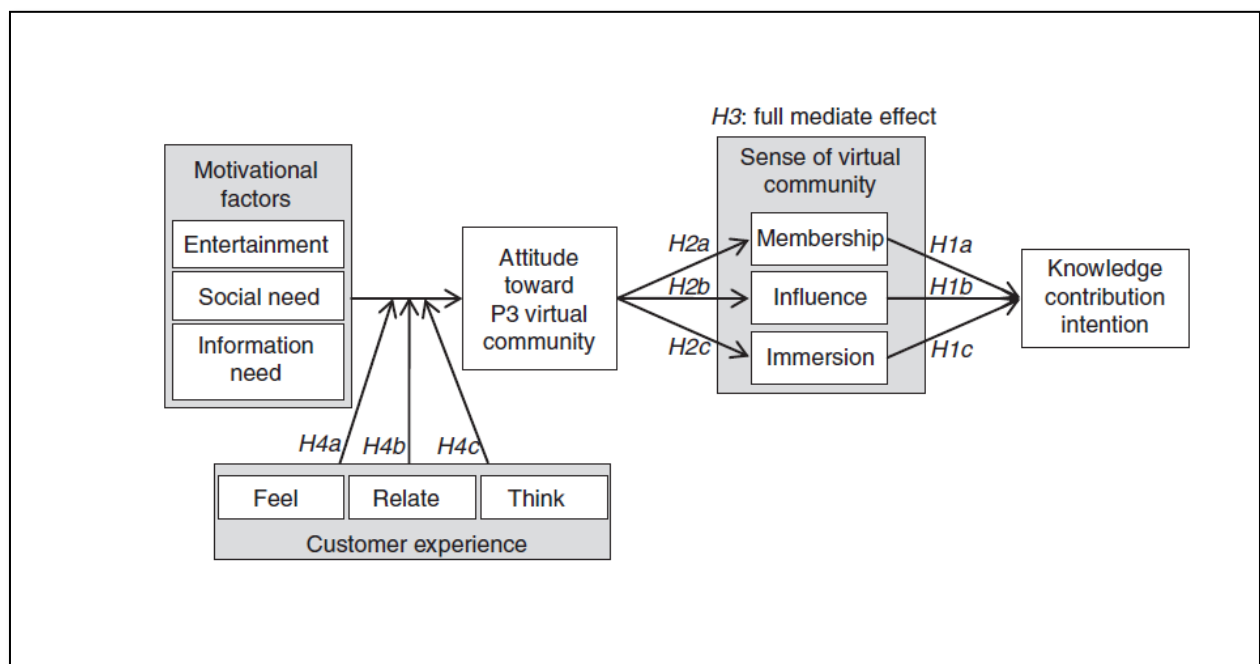
Figure 5: Research Model 1: (Chen, Yang & Tang, 2013, p. 11)

3.4. Conclusion

In conclusion, the positioning statement can be seen as the marketing expression of the mission. The positioning of the GNLC can defined as a starting point for product and image design, focusing on cities' interests. In this context, it is important to understand the nature of the product market, examine target markets and finally, identify the benefits to stress and the consumers to target in each market. Within the positioning statement one has to define the target group, highlight a key consumer benefit, define a distinct value over the competition and provide consumers with a reason to believe in the brand by responding to their needs. Additionally, stakeholder's interests are important to consider within the non-profit environment. Lastly, the core competency of the GNLC should be regarded in this process. In relation to the GNLC, it is important to incorporate the internally desired image in the positioning statement. Furthermore, the positioning statement should be aligned with stakeholder perceptions. Regarding the positioning process, the possible competitive advantages were identified as well as the primary target group. However, the benefits to stress could not be yet determined; neither have the distinct values to highlight nor the reason to believe in the brand been defined.

It is also yet to be decided whether to adopt a standardised or multi-position approach. While the international perspective highlights the importance of examining every market and deciding whether to adopt a standardised or a multi-position approach, branding experts criticise a multi-positioning approach and emphasise that this could damage the brands meaning and consistency. In the case of the GNLC, the nature of the platform, aiming to connect cities all over the world, seems to be more suitable for a standardised approach. Additionally, UNESCO and UIL do not differentiate between countries. However, differences between cities around the world have not been researched in a context like the GNLC and may pose a major challenge to this approach.

Regarding the implementation of the positioning statement in regard to the image design, a starting point for defining the brand is defining its personality. Further visual elements include the logo and the tagline. When designing a product, it is important to consider consumer values and feelings towards a product and match those with the product design and actual activities of the organisation. Hence, when implementing the positioning statement, UIL has to consider its own brand as well as UNESCO's; it also must define its personality, logo and tagline. However, it is important to match the image with the actual product features and its nature in the product design. In this context, the actual activities and competencies of UIL are important to consider.

Lastly, theory regarding virtual communities was analysed. In this context, the GNLC can be placed within a peer-to-peer problem-solving community. However, differing internal perceptions of the platform pose difficulties to determine the format of the virtual community. The related benefits were identified in relation to entertainment, social needs and information needs. The motivational factors to join the GNLC can be defined as the desire to share information and knowledge and interaction, the desire to establish relationships as well as the desire to obtain information and interaction.

3.5. Defining the knowledge gap

In relation to positioning, the key question about which benefits to stress regarding the GNLC remained undefined. In this context, the key areas to explore were cities' perceptions regarding the benefits of the Learning Cities concept and the benefits of the platform. Thus, the in-depth research aimed to identify the motivations of cities to participate, perceived as motivations to become a Learning City and motivations regarding the platform itself.

Figure 6: Conceptual Framework

4. In-depth research methodology design

4.2. Research questions

Based on the literature review, the in-depth research focused on defining the perceived benefits for the consumer regarding the platform as a tool for international cooperation. It also examined the benefits to becoming Learning Cities as the overall concept of the platform. Germany serves as a case study for this project. However, since the literature review concluded that the GNLC should aim at an international positioning strategy, international perspectives were considered. The research was guided by an overall research question and two sub-questions stated as follows:

What key consumer benefits should the GNLC consider to stress when positioning the network?

1. What are the cities' motivations of becoming Learning Cities?
2. What are cities' motivation regarding an international platform for cooperation?

4.3. Operationalisation

1. What are the cities' motivations of becoming Learning Cities?

The second research question aimed to identify which benefits to stress in relation to becoming a Learning City. The term motivation in this context was defined in relation to the wider benefits of Learning Cities. Thus, indicators for cities' motivations to become learning cities are 1) individual empowerment and social inclusion; 2) economic development and cultural prosperity; and 3) sustainability.

2. What are cities' motivation regarding an international platform for cooperation?

The second research question aimed to define the potential benefits of the GNLC as a platform for international cooperation. The motivations in the second research questions were based on the defined benefits of a virtual community in the literature review and include: 1) the desire to share information and interaction; 2) the desire to establish relationships; and 3) the desire to obtain information and interaction.

3. What are cities' limitations regarding the participation in the GNLC?

The third research question aimed to define barriers to participate in the GNLC. Variables for cities' limitation to participate were defined as limitations regarding becoming Learning Cities and the limitations regarding international cooperation. Indicators for the limitations were based on the fundamental condition for learning cities as defined in the Framework for Key Features and include: 1) Mobilisation of resources; 2) participation of stakeholders; and 3) Political will.

4.3. Methodology and Data Collection

The research was carried out based on an exploratory approach, defined by Robson as "finding out what is happening; to seek new insights; to ask questions and to assess phenomena in a new light", and an explanatory approach, defined as identifying relationships between variables (Robson, 2002; cited in Saunders, Lewis and Thornhill, 2009, pp. 139-140). The defined strategy is a case study, which investigates phenomena within its real life context (Saunders, Lewis and Thornhill, 2009, p. 145). The researcher applied a multi-method qualitative study, thus collecting qualitative data through eleven in-depths interviews with experts and website analysis, mainly on the Lernen vor Ort website.

In-depth interviews as a way to establish contact were especially important due to the political environment of the target group. These were conducted based on a non-standardised approach in order to explore the situation of cities and seek insights into their possible motivations to join the network (Robson, 2002; as cited in Saunders, Lewis, & Thornhill, 2009, pp. 320-322). Thus, the interviews varied based on the context of the interviewee and conducted by using open and probing questions. Due to the qualitative nature of the interviews and the attempt to gain new insights, interviews left room for conversation and questions that developed out of the interview. The analysis attempted to identify insights related to the motivational factors of becoming learning cities, the motivational factors regarding an international platform for cooperation and the limiting factors to participate in the GNLC. In general, topic lists and key terms were used to provide overall guidance and basis for analysis in relation to the relevant areas of knowledge of the different interviewees. Based on new insights, key terms were extended during the research process (Compare Appendix 5).

The research was conducted among three main targets: experts regarding international cooperation between cities, participants of the 'International Conference of Learning Cities' and German cities belonging to the initiative 'Lernen vor Ort'.

Experts regarding international city associations mainly provided insight into the benefits of an international platform for cooperation for cities. The main topics covered their experiences regarding cooperation and international cooperation between cities. Interviews were conducted among:

- Hans Mönninghof - Former Vice Mayor and Directorate of the Economic and Environmental Department of Hannover (Member of ICLEI), initiated membership
- Konrad Otto-Zimmermann - Chairman Urban Agendas - Former Secretary General and Founding Director of ICLEI

Furthermore, three participants of the conference provided both insights into their interest in becoming a Learning City as well as the expected benefits of the GNLC:

- Joet Garcia - Mayor of Balanga (Philippines)
- Tina Neylon - Freelancer and organiser of the Lifelong Learning Festival in Cork (Ireland) on behalf of the city
- Jean Preece - Swansea University (U.K.), one of the organisers of the 'Symposium of Entrepreneurial Learning Cities' in Swansea as a follow-up to the International Conference of Learning Cities

Three representatives of cities that belong to the 'Lernen vor Ort' Initiative provided insight into the German cities' interest in learning and education, and their perceptions of an international platform for cooperation.

- Dr. Ulrike Freundlieb – Head of Directorate of Mannheim
- Dr. Christian Büttner - Academic Associate (Nüremberg)
- Holger Kehler - Head of the Educational Office and Education Coordination (Dresden)

Multi-perspective interviews:

- Veronika Schönstein - Head of the LEIF (Experience Learning in Freiburg - a project of Lernen vor Ort), participant in the International Conference of Learning Cities
- Walter Hirche - President National Commission Germany - Chairmen UIL Governing Board- Several positions in German politics (Liberal Party and Federal Parliament), participated in the International Conference in Beijing
- Christine Steck - Project Manager Metropolregion (Metropolitan Region) Hannover Braunschweig Göttingen Wolfsburg, provided insights into general interests of regions and cities within Germany and national cooperation through Metropolregionen

5. In-depths Research Findings

This section explores what motivates cities to become Learning Cities as well as their motivations in regard to the platform for international cooperation and limitations to participate in the GNLC. As a conclusion, this section identifies the key consumer benefits that the GNLC should consider to stress as well as results in the definition of the key consumer insight, the profile of Pioneer Learning Cities and their customer journey (Compare Appendix 5).

5.1. Motivations of becoming a Learning City

This section explores the key benefits in becoming learning cities under the concept of motivation identified as individual empowerment, social inclusion, economic development, cultural prosperity and sustainability.

5.1.1. Germany

First, German cities were analysed in relation to the benefits of becoming Learning Cities. Regardless whether representatives were familiar with the concept of learning cities or not and regardless of their position within the city, all interviewees referred to the importance of education in relation to social inclusion. The interview findings could be confirmed when analysing the projects of cities within the Lernen vor Ort initiative and their focus area. The majority of projects were related to the theme "integration/diversity management". Many topics also related to migration and demographic change, for example. This supports findings from the situation analysis, which already detected social inclusion as an overlapping theme between German cities and the GNLC. Hence, in Germany, social inclusion is a key topic to consider when becoming Learning Cities.

However, economic development was also detected as a major theme in relation to education. The theme "Economy, Technology, Environment and Science" was identified as another major topic among the Lernen vor Ort projects (Lernen vor Ort, 2014). Those cities face challenges including skilled workforce, high unemployment rates or decreasing population (Lernen vor Ort, 2014). Expert Walter Hirche confirmed these findings and referred to both topics as key benefits to becoming Learning Cities. However, he mentioned that they have to be achieved through individual empowerment (Hirche, Personal Communication, June 11, 2014). Ms Steck had the same impression and mainly referred to challenges regarding skilled workforce and demographic change (Personal Communication, May 7, 2014). Ms Schönstein (Personal Communication, June 5, 2014) referred to sustainability as a priority in Freiburg, which could also be seen in other project, but was minor topic. Based on the findings one can identify social inclusion as a priority area of German *'Pioneer Learning Cities'*, but economic development has to be considered as a major theme as well. On another note, sustainability might also be of key interest for some cities. Overall, priority areas in relation to

education vary among cities, but the benefits of Learning Cities in general address relevant themes in relation to education.

5.1.2. International perspectives

Regarding the three interviews with international representatives of cities that have already been involved in the Learning City initiative, economic development appeared to be of prime importance. Social inclusion was only emphasised by the representative from Cork (Neylon, Personal Communication, May 20, 2014). Even though interviews revealed that economic development has major importance, this cannot be generalised and should be further explored within the economic situation in the country.

Overall, cities in Germany as well as participants of the conference face challenges that are addressed by the benefits of learning cities, which is an important motivational factor to join the GNLC in the first place. However, their main interest regarding the benefits of learning cities varies among countries and cities.

5.2. Motivations regarding an international platform for cooperation

5.2.1. Pioneer Learning Cities in Germany

In the context of German cities it is to mention interviewees mainly referred to partnerships as a way to exchange information for cities. Walter Hirche highlighted in this regard that the "Lernen vor Ort project resulted in a sense that many did work on an isolated level and that exchange was not present enough (Personal Communication, June 11, 2014). Thus, this can enhance cities' motivation regarding the GNLC. Regarding the interviews with German city representatives, two major interests regarding cooperation were identified. German cities referred to the importance of international cooperation between cities on various topics. They highlighted the interest in finding existing solutions, knowledge transfer, being inspired, see what others do and learning from each other, among other issues. A major interest in cooperation could be identified throughout the interviews, particularly to obtain information about motivations to join virtual communities. Another important aspect that was mentioned among German cities was the desire for interaction, focusing on benefits such as collective problem solving, exchange and discussion of topics as well as optimising solutions together. Those interests were analysed within cities desire to obtain useful information and problem solving through interaction with one another. Overall, in the general context of cooperation within Germany, one can identify a key interest in obtaining information from and interacting with other cities in the sense of common problem solving.

5.2.2. International Pioneer Learning Cities

The international pioneer learning cities that were interviewed referred to various benefits of the conference and their expectations of the network. First, when interviewing the Mayor of Balanga, a city in the Philippines, he highlighted that he strived for best practice examples from other parts of the world that were related to Balanga's current situation and his desire to learn about the Learning City concept. He also mentioned the importance for Balanga to link up with institutions in other countries that have the same goals. He highlighted these connections as an important factor for the Learning City initiative and confirmed that interaction is an important component (Garcia, Personal Communication, June 6, 2014). Ms Preece from Swansea (Personal Communication, June 11, 2014) referred to her experience at the conference as inspiring. In relation to Swansea's presentation, she also mentioned the fact that people found their input helpful and referred to this as confirming and achieving attentiveness locally. Lastly, Ms Somerfield (Personal Communication, May 13, 2014) referred to excitement and enthusiasm during the conference. In conclusion, the desire to obtain information and interaction as well as establishing relationships can be identified as the major benefits.

regarding an international cooperation through another network:
"you can **learn** from each other and it is sort of **discussing** various challenges and how they overcome them […] There are all these aspirations as well"- Neylon

"I **learned** a lot about what other countries where doing."- Neylon

"I think that some of the other cities could **learn from us**. But at the same time I would have been very **proud** to get the chance to say more. " Neylon (Cork)

"Tremendous **excitement,** tremendous **enthusiasm.** " - Somerfield (UIL Governing Board)

"we really wanted to get the **best practices** of our present in other parts of the world and also to try to **link up** with institutions, universities in other countries with the same goals." Garcia (Balanga)

International Pioneer Learning Cities

"he people who were there were really **passionate** on the subject." Somerfield (UIL Governing Board)

"we are also building up a **connection** […] So we are thinking of forming like a mini network as well." Neylon (Cork)

"it was **very interesting** hearing from people like Mexico, Central America, Africa... people from different countries." Neylon (Cork)

"why we are really after these **linkages**, because it is really in the **vision** of the city. So it is really the priority for the city. " Garcia

"I may say it was kind of **inspiring**, to **meet people** and **see what they were doing** or trying to do in their regions […] So we came away from that with **more ideas** […] we sort of came up with our idea of making the city more entrepreneurial" – Preece Swansea

Figure 7: Insights 1: International Conference of Learning Cities

Overall, one can identify that the key interest in joining the platform lies in obtaining information and interaction as well as the establishment of relationships.

5.2.3. Expert Perspectives

Mr. Mönninghoff, who initiated the participation of Hannover within the ICLEI network, highlighted several benefits of such a network. Apart from that, he explained that establishing relationships was exciting, useful and important in the context of learning. Regarding the development of Hannover's role within the network, he explained that Hannover benefited a lot in the beginning, because they could learn a lot. Their role transformed though, and they became an information provider. This experience made people proud. However, later in the process, Hannover was so demanded that people became annoyed (Mönninghoff, Personal Communication, May 6, 2014). The identical journey of cities through the network was also explained by Mr Konrad Otto-Zimmerman, who has been involved in setting up ICLEI from the beginning and highlighted the importance to discover new talents. In his experience working in municipal governments, he highlights that cities generally ask for already existing solutions and explains that many cities want to do something "avant-garde and substantial", but do not want to end up in a scandal (Otto-Zimmermann, Personal Communication, May 15, 2014). Regarding information sharing, he emphasises that cities "are proud. They are overwhelmed. There are many cities that do things and they are not aware that this is something very desirable for others. They do it, they like it locally. And if there are international cities that recognise this and ask to visit, this is overwhelming for many cities." (Otto-Zimmermann, Personal Communication, May 15, 2014). Ms Neylon from Cork mentioned in this regard that she realised during the conference that people would probably appreciate Cork's concept regarding their Lifelong Learning Festival and that she would have been proud to say more (Personal Communication, May 20, 2014). Overall, one can identify changing motivations regarding the customer journey within such networks. Thus, obtaining information can be identified as the key entry point to such a network. Through the network, they desire establishing relationships in the sense of common problem solving and many cities recognise their value for others within such initiatives, become proud and benefit from recognition, which turns into an exhaustion of resources because of excessive demands from other cities.
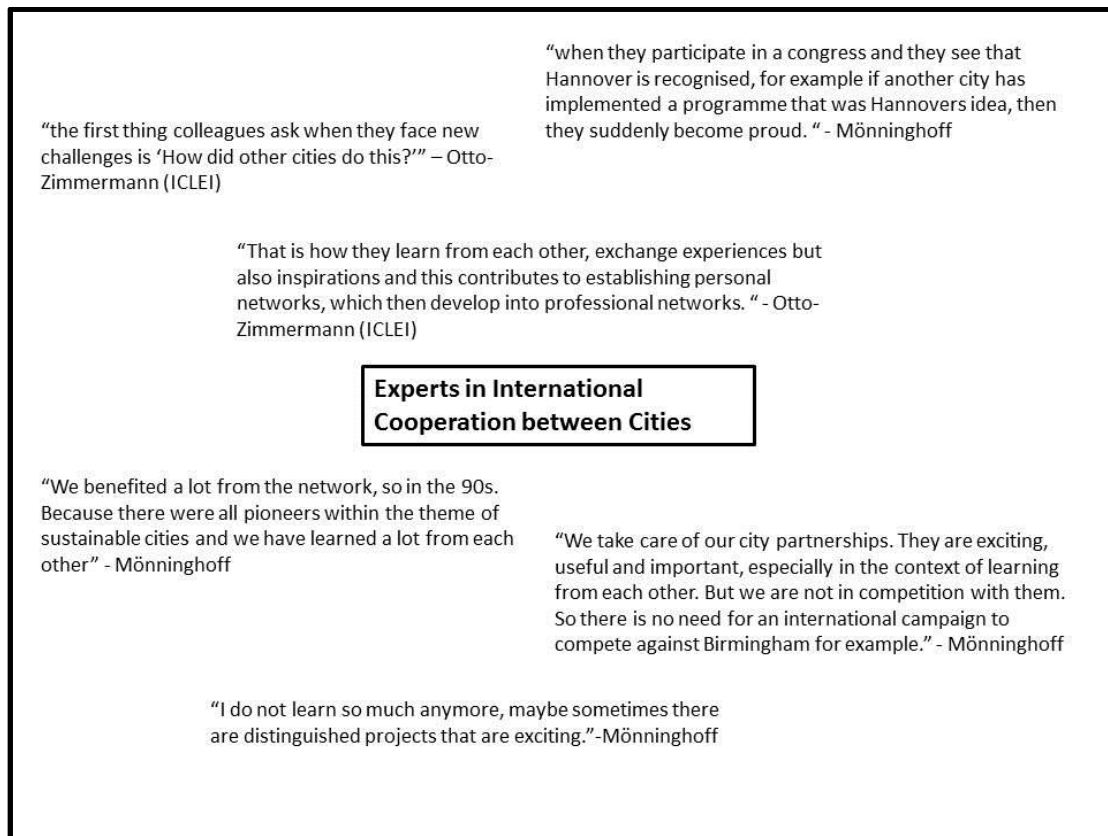
Figure 8: Insights 2: Experts in International Cooperation

Regarding the perspectives of cities, one can identify that the key benefits lie in obtaining information and interaction as well as the establishment of relationships. This was also confirmed from an expert perspective. However, the desire for establishing relationships also appeared within the context of obtaining information and common problem solving. Experts take this further and explain that cities also experience a desire to share information within the process of participating in international city initiatives. This appears when cities recognise that they have something valuable for the international community. Cities then get recognition and become proud of what they did. However, they highlight in this context that this transforms in becoming 'annoying' and exhausting cities resources. In the long term, enhancing interaction and exchange through the online platform could possibly provide more good examples of cities and avoid an excessive demand on specific cities that are appointed by UIL. Nevertheless, UIL's limitations have to be considered as well as stakeholder perceptions within the highly political environment in which UIL is operating.

5.3. Limitations to participate in the GNLC

In order to identify barriers towards participating in the GNLC interviewees were asked for their challenges and limitations regarding their engagement in education and learning as well as in international cooperation.

The majority of cities referred to the main barrier in relation to education being that education is not within their mandate as well as funding in this regard. This was also revealed as a threat within the situation analysis in relation to Germany and can be identified as a key influencer regarding political will. This could also pose a threat in other countries, such as Ireland (Neylon, Personal Communication, May 20, 2014). However, even though Ms Dr. Freundlieb, Mayor of Education in Mannheim, highlighted the difficulty to enhance education without having the responsibility and decision making power, she emphasised that the majority of Mannheim's budget lies in education, because this is a focus for the city (Personal Communication, June 5, 2014). This was also emphasised by Mr. Kehler, who highlighted the political environment playing a key role whether there is investment in education or not (Personal Communication, May 20, 2014). Linking this to international cooperation, Mr Garcia, City Mayor of Balanga, emphasised that his motivation to participate in the conference in Beijing was because this topic is the vision and priority of the city (Personal Communication, June 6, 2014). However, limitations regarding international cooperation could clearly be identified within the time and travel cost that cities have to invest. Ms Freundlieb explained that there is an unfavourable relation between the high investment and administration to pursue international exchange and the return in investment in the end. When asking to what extent Mannheim uses technology, she mentioned that they use them as much as possible, but that Mannheim might also be ahead of other city administrations in this regard (Personal Communication, June 5, 2014). Hence, regarding the participation in the GNLC the major and basic factor for participation could be identified within political will to become learning cities. Education should therefore be seen as a priority. Apart from that, language might be a barrier depending on the context. However, resources in the sense of time and money are key limitations regarding the participation and especially engagement in the network. Online communication could also empower cities in this regard. However, the extent to which online media are used within municipalities should be further explored.

5.4. Conclusion

In conclusion, the key consumer benefits can be defined. Overall, cities have a key interest in the benefits of Learning Cities, which is an important factor in attracting cities to join the GNLC in the first place. However, the main benefits of Learning Cities vary across countries and even cities. The general interest in the benefits of Learning Cities can be identified as an important motivator to participate in the GNLC and pursue the desire to build Learning Cities. Furthermore, one can analyse common ground in regard to the platform. Interviews revealed that cities motivations lie especially in obtaining information when entering, but also interaction and relationship building within the context of common problem solving. Therefore, this can be defined as a key benefit when participating in platform.

Additionally, the desire to share information can also be identified as a key interest. However, it seems to develop at later stages of participation. In the process of participation, cities recognise their value for the community and establish a desire to share information and receive recognition. This leads to international recognition and demand regarding the concepts of those cities. A major threat was identified in this succession of events. After becoming famous, cities become exhausted from the international demand. This confirms Waterson, Avram, Kerr and Punter's approach as identified in the literature review, explaining changing motivations when participating in virtual communities.

Apart from that, the key challenges include allocating financial resources and time. Furthermore, political will and prioritising education play a key role in the decision as to whether a city would join such a platform or not. The target group should therefore not only be interested in education, but prioritize the topic within the city. Moreover, issues regarding language and responsibility appear, but might differ depending on the context of the city. In general, online communication was identified as a major opportunity in regard to those barriers and was also detected as an opportunity within the situation analysis. But it has to be treated with caution regarding UIL's internal limitations and requires further research regarding the perceptions of stakeholders and the target group.

5.4.1. Key Consumer Insight

Based on the in-depth finding the key consumer insight can be defined as following:
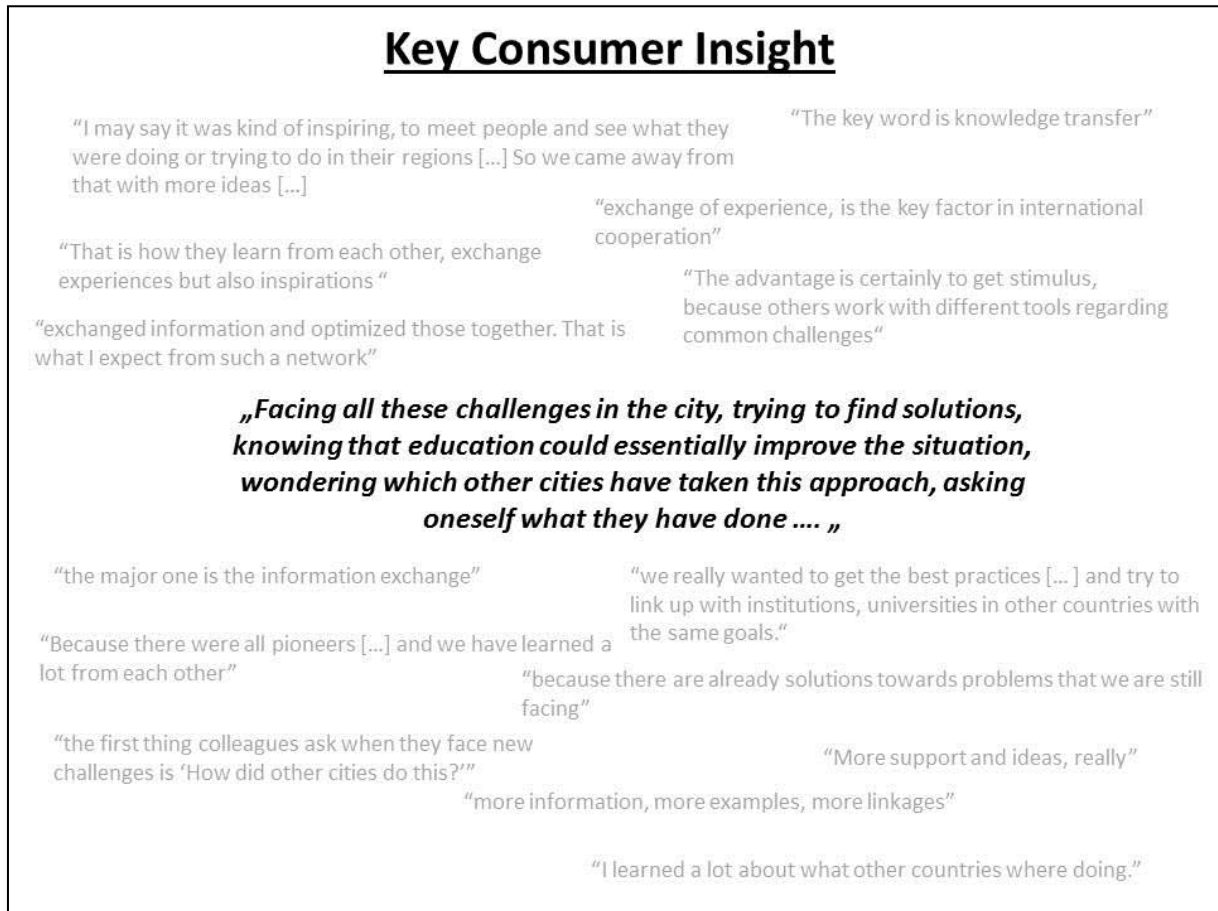
Figure 9: Key Consumer Insight

5.4.2. Consumer Profile

Based on the situation analysis and the in-depth the Pioneer Learning Cities could be further defined:

Figure 10: Target Group Profile

5.4.3. Customer Journey

The in-depth research led to the creation of the customer journey and the touch points of the GNLC:
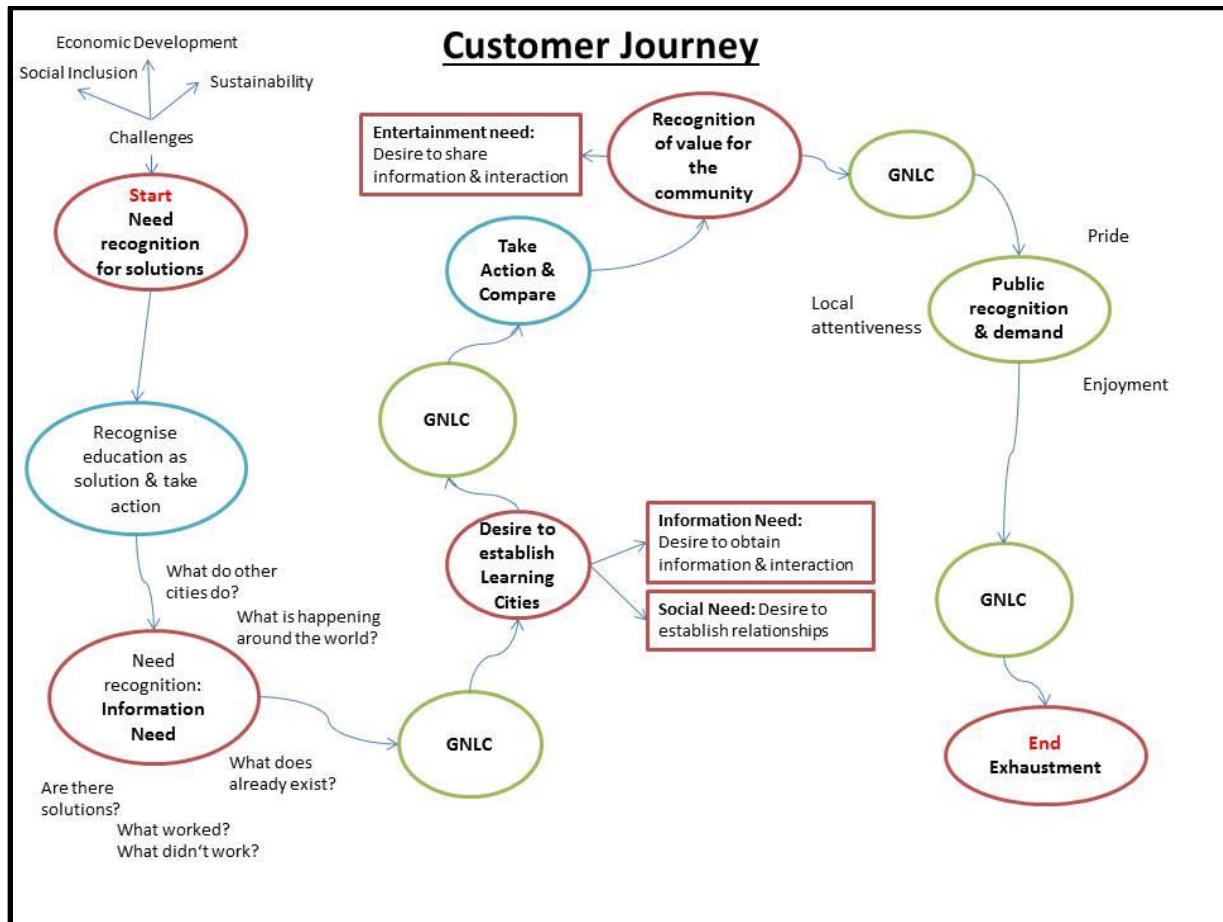
Figure 11: Customer Journey

6. Conclusion

This section answers the main research questions and provides the conceptual framework for recommendations. Thus, this section outlines the GNLC's key competitive advantages and defines the motivations of cities to participate. Furthermore, the section provides a conceptual framework for the recommendations and implementation.

The mission of the GNLC was identified as promoting policy dialogue and peer learning among member cities, forging links, fostering partnerships, providing capacity development, and developing instruments to encourage and recognise progress. The internal desired image was to be the biggest and only global platform within the area of lifelong learning as well as providing a focal point for cities in this regard. The GNLC can be defined as a peer-to-peer problem-solving virtual community, complemented by face-to-face meetings in conferences. However, its specific format was not defined and internal perceptions differed especially regarding online communication. In this regard, major limitations within the technical set up as well as within the expertise and readiness to design and facilitate an interactive virtual community based on online channels were detected.

Regarding the distinct value that the GNLC could offer in relation to the competition, the GNLC was analysed within the context of UIL and in regard to the key competitor, identified as the IAEC. The competitive advantage of the IAEC was identified as its large number of existing members and being the first initiative within this area. In comparison, the GNLC benefits from being a UNESCO initiative. A key strength of the GNLC is the provision of the Key Features, UIL's expertise in lifelong learning and education and no membership fee. Furthermore, a weakness of the IAEC and an opportunity for the GNLC could be identified within the interactive nature of the virtual community and in online communication when looking at leading international city initiatives. Within Germany, the technical environment and Germany's high-tech strategy does also provide an opportunity for that. However, this approach faces major internal limitations and should be further explored.

Furthermore, the target group was defined as a basis for positioning. A desirable target group was identified as Pioneer Learning Cities, which can be defined based on universal and varying characteristics. Generally, Pioneer Learning Cities face challenges regarding social inclusion, economic development and sustainability. They have already acted to implement lifelong learning, are enthusiastic about education and see education as a priority. However, Pioneer Learning Cities differ in their priority agenda regarding social inclusion, economic development and sustainability. Furthermore, cities vary regarding their financial situation and decision-making power in education.

Their key limitations to participate GNLC are resources in relation to both investing in education and learning, as well as in international cooperation in terms of travel costs and time. Online communication as part of virtual communities has to be mentioned as an opportunity here.

In order to identify a key consumer benefit, motivations of cities to become Learning Cities and in relation to the platform were explored. In general, cities showed interest in the benefits of Learning Cities, which is an important factor prior to entering the platform. While the key benefit of becoming a Learning City vary among the target group, one can clearly identify common ground in their motivation to engage with the project. The key benefit here lies in obtaining information and interaction. Motivations to establish relationships in order to solve their problems appear after entering the platform, but are also related to obtaining information. The next desire is established when cities recognise their value for the community and desire to share information. Through recognition, they become proud and enjoy the experience of being part of the community. However, demand regarding the concepts of successful cities leads to exhaustion of resources and poses a threat. This could be defined as the customer journey regarding such a platform.

Regarding positioning and its context, the positioning statement should serve as a marketing expression of the mission. The positioning statement should consist of the definition of the target group, a key consumer benefit and distinctive value over the competition as well as a reason to believe. In general, a key strategy regarding the positioning should be defined based on a standardised or a multi-position approach. A standardised approach ensures consistency, while a multi-position approach recognises differences within different countries. However, the positioning should be aligned within the context of UIL as well as consider the core competencies of the organisation. The implementation should focus on image and product design, which should be interrelated and match one another.

7. Recommendations

7.1. Strategic Justifications

Looking at the positioning strategy, the researcher recommends positioning the GNLC based on a standardised approach. First, UIL and UNESCO as the parent organisations function on a global level, and the standardised approach is also recommended by experts for consistency. In regards to the nature of the platform, to represent a focal point for cities around the world, assuring consistency is an important factor. Thus, the standardised approach is considered suitable in the context of the GNLC.

When considering the positioning statement, it is recommended to target Pioneer Learning Cities. Those can be defined as cities that are interested in lifelong learning and have already acted on lifelong learning. They should see education and learning as a priority and as a solution to challenges in social inclusion, economic development and sustainability. Those factors highly influence the desire to become Learning Cities and therefore, increase the chances of participation and engagement in the GNLC. They are also desirable information providers for the GNLC.

Defining which key benefit to highlight, obtaining information was identified as a key interest in the platform. This is especially in the context that cities strive to respond to challenges and are looking for solutions and common problem solving. This is also supported by the nature of a peer-to-peer problem-solving community.

Differentiating the GNLC from the competition and considering the core-competencies of UIL and UNESCO, it is recommended to highlight UIL's expertise in education and lifelong learning as a key distinction.

The reason to believe that the GNLC provides cities with information they need is their position being the only UNESCO Institute with a focus on lifelong learning and UIL's expertise in this area since 1950. Regarding the platform, the key elements in that provide reasons to believe are the Key Features as an important information tool as well as case studies. At this stage of development, best practices are identified as a key component of peer-learning, which was regarded as important by the target group. Policy dialogue and establishing relationships in the context of peer-learning only appears through UIL and in conferences and as such is not recommended to be highlighted specifically within the context of GNLC as a virtual community at this stage of development. This could lead to misperceptions. However, it is highly recommended to be further developed in the

sense of online communication, since common problem solving and interaction were identified as important components for cities regarding such a platform. In general, this approach could respond to their limitations regarding international cooperation and interaction, keep them engaged and avoid that successful Pioneer Learning Cities loose motivation in the long-term because of the excessive demand for their solutions. Thus, the consumer journey and key action points were identified:
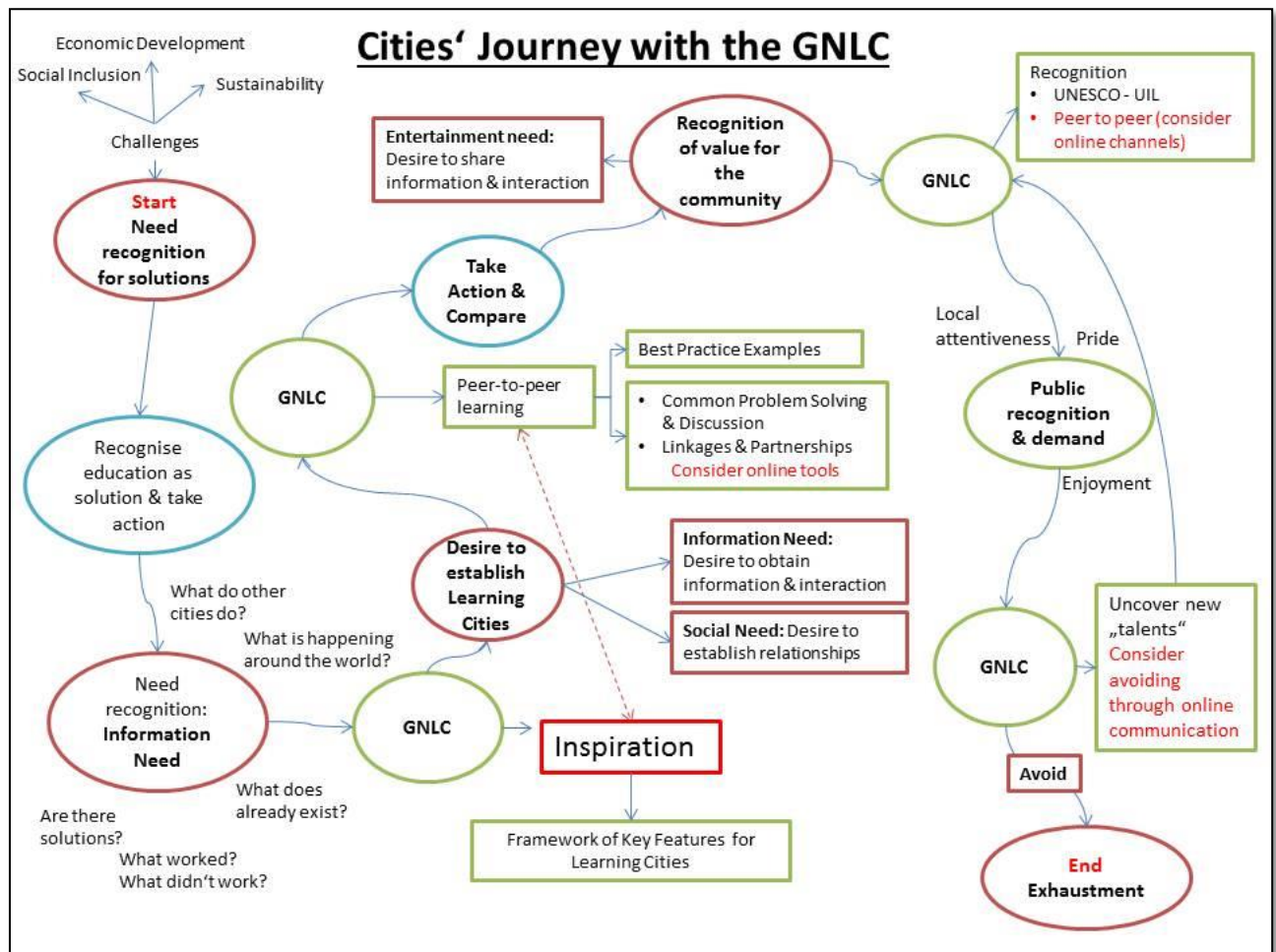
Figure 12: Cities' Journey with the GNLC

7.2. Positioning Statement

Based on the conclusion and strategic recommendations the components of the positioning statement can be defined as following:

Target group:	Pioneer Learning Cities
Product category:	The Global Network of Learning Cities
Key consumer benefit:	provides cities with inspiration so that they can enhance social inclusion, economic development and sustainability within their cities
Unlike the IAEC,	as the facilitator of the platform, UIL has long standing expertise in lifelong learning
Reasons to believe:	because the UIL is the only UNESCO Institute for Lifelong Learning and has expertise since 1950

- Provides cities with an overall framework and measurement tool for building Learning Cities
- Provides best practice examples
- *Enhances peer-learning and exchange between cities*

Referring to UIL's aim to include all municipalities as well as the desire to be the focal point, biggest and only network within the area in lifelong learning, the positioning statement was defined as following:

Positioning Statement

For all municipalities that strive to enhance lifelong learning within their cities, the *Global Network of Learning Cities* is the number one platform for international inspiration that provides cities with the stimuli and information they need to become Learning Cities, consolidated by the expertise and credibility of the UNESCO Institute for Lifelong Learning as the facilitator of the platform.

Figure 13: Positioning Statement

7.3. Implementation

The implementation provides a strategic road map. However, the single elements are based on estimations and should be further specified.

Time	Task	Resources	Organisation	Cost
September – October 2014	• Further market & stakeholder research • Image Design - Brand development	Team & Management Consultant or Communication Specialist	Part time (weekly meetings) with consultant 20 hours per week	Based on salary 10,000 – 20,000 € (highly dependent on chosen consultant) or salary
November 2014	• Develop a full platform design concept and implementation plan	Team & Management Consultant or position in communication and virtual communities	Part time (weekly meetings) with consultant 15 hours per week	Based on salary 4,000 – 8, 000 (highly dependent on chosen consultant) or salary
December 2014 – May 2015	• Approach funders and/or partners with the full concept and planning process • Establish funding/partnership contracts	• PR Specialist	Part time	Based on salary
After that	• Implement and establish full platform • Piloting and evaluation • Develop Communication Strategy • Launch & Attract Cities (opportunity at the	Based on previous activities and decisions		

8. Further Research

Further research is recommended in regard to the target group. Qualitative interviews imply issues regarding reliability, forms of bias of the interviewer and the interviewee, as well as validity and generalizability. Hence, quantitative research should be conducted to support the findings. Thus, quantitative data regarding cities' key interests in the platform and becoming Learning Cities under the Key Framework of Learning Cities should be obtained from the defined target group. This should be researched in order to confirm the findings of the qualitative in-depth research and enable further segmentation of the target group. Furthermore, the position should be researched in the context of stakeholder interests, including desired funders, partners and UNESCO. In regard to the platform design, further research should identify the desired functions and especially the desired degree of online interaction and communication as well as technological readiness and limitations within the international target group and stakeholders.

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Appendices

Appendix 1: Interviews

1.1. Amancio Mendiondo Alcorta (Intake Interview)

Interviewee: Amancio Mendiondo Alcorta, Public Relations Specialist

Date: 30th January 2014

Interviewer: Michelle Diederichs

Language: English

Michelle:	So targeting is one issue. E.g. by programmes
Amancio:	By programmes it is easier to do it, or even by activity, by project.
Michelle:	What would be the specific aim of targeting? Let's say stakeholders of one programme, so that they adopt.
Amancio:	To understand a project, like CONFINTEA Follow-up, this is an activity, so in this specific activity, which are the targets. Let us say, governments and education organisations
Michelle:	And with the ultimate goal to …
Amancio:	Okay, what is the goal of the project. The goal of the project is that member states incorporate the framework that was agreed in the Belem Framework[1]. Okay, this is the goal, okay how should we do this. Okay by…. And now you have the approach of the projects. Or other projects, let us say capacity building and this divided in workshops, conferences and scholarships.
Michelle:	So you have an overall project, which is divided into subprojects and support
Amancio:	And when you understand concretely the aim of the project than you can understand how you can support these activities with the communication strategy.
Michelle:	Yes, sure.
Amancio:	But the way CONFINTEA works is very different from, the aims are different than those from learning cities or those from Literacy.
Michelle:	And to make it understandable
Amancio	So if you speak for the whole institute, than it's confusing, it is to broad. Because it is not that we are selling or so to speak offering different kinds of one product or service to the same people all the time and to different sections. No, it is not exactly the same. Yes you could say stakeholders; member states are stakeholder of all of the programmes but with different aims.
Michelle:	So, in the end you have even within one programme totally different governments.
Amancio:	So if you have to build a strategy, you build it for a project. Yes. Or, if you speak for all the institute, than you speak about something different. For instance, funding. Funding is for all the institute and you don't need to look for the projects, necessarily. Okay, than you might say that a good strategy of funding would be to do it by project. But already targeting like funding, it is, although it is for the whole institute the aim is specific, obtaining funds for the institute. So you could work on that.
Michelle:	Yes, that's true.
Amancio:	Let us say okay, we will build something for all the stakeholders of this institute, so than you don't have anything.
Michelle:	So what you could do, basically build a communication strategy to attract funders that would be interested in the work of UIL.
Amancio:	Yes or funding, for a specific project. This could be done for instance for learning cities project,
Michelle:	Yes, I have thought about that too.

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[1] Belem Framework: Adult education agreement from 2009, signed by 144 member states

Amancio:	There has been already lots of communication, there are already partners: Microsoft is a big partner of the learning city project. So you wouldn't be starting from zero there. And if I where you and you wanted to focus on one specific project, I think I would focus on that.
Michelle	There is a lot of potential.
Amancio	Yes, a lot. And the starting of the project was already very promising and it has already good partners.
Michelle	Let's say I would focus on learning cities, would it be than to find a communication strategy to attract funders for this specific project or promote the project so that further cities can participate in the project. This are two different goals
Amancio	Yes, I think attracting further cities won't be a problem.
Michelle	Okay, so than it is more about finding people that actually finance the project.
Amancio	This is a specific need and if I were you, I think I would focus on that.
Michelle	So funding for learning cities.
Amancio	This is a possibility. Than you have a concrete thing for a concrete project and there is a team working on this. So Raul, Sunok and Mo. And you can have also support from them. They have already been doing lots of contacts so you can check the folder. With all the companies that have been contacted already. So you could already start with something that they have been already been doing.
Michelle	Funding for learning cities for example, you approached basically the headquarters of Microsoft and they fund the whole programme? Or would it be a possibility to say okay, since Hamburg is a learning city, the local funders for their own city or are you looking for funders…
Amancio	For the whole secretariat. This project needs to have like a kind of a secretariat that will run the platform worldwide. And this management of the whole platform needs funding. This funding has to be secured not only from Hamburg but could be from any part of the world. Obviously, any company based in Hamburg could also be a funder. This could be one approach. I think it would be very interesting. Another possibility, would be a thesis but more wage. When you start and this is problematic, because we could also think. Okay if we want to be successful attracting donors, we could also be more well known in the general public. And then it gets tricky. Because then, there will be the discussion if that is our mandate or not, to do something with the general public. We are not serving the general public. We are normally talking to policy makers, we are not normally talking to the general public and this is also tricky. Because if you want to achieve something from policy makers it is also good, that the general public supports this because then you are, your messages have more power. That is what you call pull and push.
Michelle	Right now, you use more push?
Amancio	Yes, no pull at all. So I would also like to start working on the general public. And this can take many, many different forms. For instance, if you want to install the message that the outcomes
Michelle	What would be the aim if you would support the programmes with saying well, the general public are interested in those programmes and then you go to policy makers and you have+
Amancio	All of this is more complicated, because that's where everything starts to get more complicated and that's why we are not targeting the general public. We are not doing anything for the general public at the moment. This is dangerous. Although our main target are the policy makers, that the general public is aware of what we are saying and that our name is well known in the society. I think this only has a advantages
Michelle	I think this would be also probably could be an approach for learning cities that they, so what does the general public of Hamburg actually say? What do they consider important factors for learning cities. And, we talked about it in the visit, about labelling, labelling learning cities. Like the thing with the UNESCO world heritage to label UNESCO UIL learning city. Maybe that would an approach too.
Amancio:	Because when you start targeting the general public and your main target is not the general public, than everything gets confused.
Michelle	I mean, the general public can be very powerful with their opinion.
Amancio	I know but, for our almost all our colleagues and this institution traditionally, our target is not the general public, so when we start doing something for the general public they would say why? This is not the things we have to do, this is not our mission
Michelle	I think it is part of involving them.

Amancio	I would love to do it. Imagine like creating a site where we transform all our messages for the general public and we create small videos. Have you seen ken Ken Robinson conferences? From TED? Watch Ken Robinson. You would love that. He speaks about education.
	So this is the point, when you target a public then your possibilities are endless, everything is a possibility. So this could be an approach, the city of Hamburg. Position the institute here and get our messages across here. So that the target is not that broad. E.g. organizing a Tedx conference or partnering with the city of Hamburg. Opening a competition for communication agencies with the city of Hamburg and giving a price for, let's say building a campaign about "Lifelong Learning", we could choose one. The outcomes of informal education are as valuable as the outcomes of formal education, this could be the sentence, competition, a call for the agencies for a proposal. The city of Hamburg would recognize this together with UNESCO and then we would develop this campaign. Imagine. It would be great. And by doing the campaign should involve universities, the private sector and should involve governments.
Michelle:	And then with the outcome of this campaign you would then go to policy makers?
Amancio:	Yes, we could than take conclusions of this, bring them back to member states. Look what happened when we did…. What would happen if we do a partnership or agreement with the most important German companies and that they write their vacancies instead of asking for a title, asking for skills and we promote that. And then we could build a communication campaign.
Michelle:	With the overall goal?
Amancio:	With the overall goal of telling the society what we are working on.
Michelle:	So image raising.
Amancio:	The lifelong learning process means that what is important is that it is skills what you learn. And then seeing this in action and how it works. And then communicate the results to member states. The action is the communication action itself, but doubly communicated again. And this has a very powerful concept, because somebody did it. Those are the kind of things that you can do when opening up to the public. I don't know how well this will be perceived here. For you it would be for sure very interesting to do this exercise.
Michelle:	True, but then I would have to grasp something and then I would have a specific strategic goal. Would it be to raise public awareness or would it be that you then increase image to get funding or get more support or get more recognition. What would be the overall strategic goal?
Amancio:	Those things are all interrelated. If you are well known in the public, this brings more contact with media, this brings more contact with other stakeholders… you are growing, your image is growing with all those things. This will be only positive.
Michelle:	Then with the growing image you would get more support too.
Amancio:	Then you could transform this into more support. Probably means that you will be capable of receiving more support. So be better known…
Michelle:	So lets say if you are better known and people start contacting UIL, you need more resources too right?
Amancio:	You need to know what kind of input you want to have. So, if you start targeting everybody and everybody starts demanding. No, we are not doing that. We want Arne to give a conference on TV. We have this special programme about education and we want UIL to be part of it.
[…]	

1.2. Hans Mönninghof (Expert International City Cooperation)

Interviewee: Hans Mönninghoff – *Former Directorate of Hannover's Department for Economic and Environmental Affairs, First City Councilman and Deputy Mayor of Hannover*

Date: 6th May 2014

Interviewer: Michelle Diederichs

Language: German – translated into English

Agreement to transcript and reference the interview
Introduction of the final paper, major themes of the interview and clarifying questions

Michelle: Okay then, I would like to ask you about your time in office at the city of Hannover. You have retired in summer 2013, right? And you were in office for 24 years?

Mönninghoff: Yes, twenty four years. Twenty four years director of the department environmental affairs, sixteen years first city councilman and deputy mayor of Hannover and eight years additionally director for the department of economic affairs.

Michelle: That is impressive.

Mönninghoff: Yes, one could rate this as fossil. There is no one that has been director for environmental affairs in a big city.

Michelle: That speaks for the quality of your work, right?

Mönninghoff: Or missing alternatives.

Michelle: How would you describe your time in office at the city of Hannover if you look back now?

Mönninghoff: What do you mean? The city of the work?

Michelle: Both, your work within the city and… you have probably contributed a lot to the development of sustainability in the city of Hannover.

Mönninghoff: The city of Hannover has developed very positively in the last twenty four years. In the area of sustainability as well as financial stability; employment rate and so on. In many different aspects… this is really not my work, but the sum of many factors.

Michelle: Sure. What would you say was the essential contributor to this positive development?

Mönninghoff: I think the municipal government. We are governed by the green party (Bündnis 90 Grüne) and the social democratic party (SPD) and a very reliable municipality. That means, if a project was developed, the municipality implements it, often also with citizen participation. Projects were very outcome focused and predictable. Then we had a world exhibition, where our whole traffic infrastructure, including public transport, was optimized. And after a decreasing population in the 80s and 90s, the population significantly increased as a result to opening the borders to the east 1990.

Michelle: And do you agree that the enduring government, realisation of projects and so on has given citizens trust.

Mönninghoff: Yes, in every sense. The population is satisfied. We do a poll every three years, always with the same questions. We ask them how satisfied are they are with the city in general, with the administration, with their city district, and what the factor are that they are satisfied. The responses have improved continuously since twenty years. In the last poll 92% were satisfied or very satisfied and that is a top result within the whole country. And the reasons why they are satisfied are very interesting. The top rank is the quality of environmental and green factors.

Michelle: That is not bad. Do you think that other cities see Hannover as a role model? And do you think that many cities have this focus on the citizens?

Mönninghoff: I would not put Hannover alone on the top rank. We are among the ten best cities, but I have highest respect for cities like Münster, Freiburg, Heidelberg and partly Munich, those have always been benchmarks for me.

Michelle: And now you have retired after twenty four years.

Mönninghoff: Still, my working days are completely filled. I do different projects on a voluntary basis. My wife tells me that I spend too much time at my desk.

Michelle: What projects are you dealing with at the moment?

Mönninghoff: Have a look at the homepage kibakw.de that is one of the projects.

Michelle:	Okay then I would like to continue with the city of Hannover and talk about the themes that the municipal government deals with. What are the main issues that the municipal government deals with?
Mönninghoff:	Today or within the last twenty years?
Michelle:	The current ones and it would be also interesting to see how they changed over the years.
Mönninghoff:	Jobs is a current and always present topic. There was a significant change within the last thirty years in the job market. The erosion of jobs within the industry, which we fairly compensated through increased job opportunities in the service sector. But we still sustained enough jobs in the industry. Did I send you my speech from the Metropolitan Solutions?
Michelle:	No.
Mönninghoff:	I will not give you a wrong number, you can see the specific number there. But we have increased the number of available jobs by more than 20.000. I will send you an extended transcript, where you can get the numbers from.
Michelle:	Thank you very much, that is great.
Mönninghoff:	So this is one of the main topics, sustaining and extending the number of available jobs in innovative areas. This is the special focus and success of Hannover as a city.
Michelle:	And what does that mean?
Mönninghöff:	Let us say there are two main aspects; labour-intensive jobs for people with no special education. We have just created more than 1000 jobs within an e-commerce delivery service, who we attracted to Hannover. The second aspect is to attract and sustain innovative young people with high qualifications in Hannover. We have founded an organisation for this, Hannover Impulse.
Michelle:	Interesting.
Mönninghoff:	So jobs represent the first topic. The second big topic is financial stability. That means, since ten year there is an aim to not spend more money than we actually earn. Which lead to the 9th budget consolidation programme, but in the last fifteen years. The household is evaluated every two or three years and analysed for further possibilities to save money in order to stay within the budget we have earned through tax income, pretty good tax income. We have managed to do this nine out of ten times within the last ten years. Only 2009 was an exemption; the business tax collapsed in Germany.
Michelle:	Yes, I think I have read about it.
Mönninghoff:	The third theme is growths. That means to be able to create enough housing, we have been grown for 2% annually. That is not as much as in Munich or Hamburg, but it is a growths factor. And while doing so, to keep the environmental quality up. But that also works. The quality is stable and we have been awarded for the leading city in biodiversity in Germany in 2011, that is our benchmark and proof for all growths that we have been achieving in the area in environmental and nature protection.
Michelle:	That is great. Could I ask you a question referring to the financial stability? You said that you would evaluate the household every year and look for possibilities to save money. Do you have priority areas where you rather save or where you rather spend money?
Mönninghoff:	This is a topic for election speeches. It would be wrong to weight social against environmental politics or museums against whatever. We have consciously tried to rationalise this in every single sector. But the themes for a city with high quality of life are so broad, that we do not explicitly reduce cost based on one factor. We invest, maybe different cities with more restrictions, in for example a new museum for 30 million. Some cities in the area of 'Ruhrgebiet' would be shocked about that and argue that this does not have priority. But we say that one has to allow oneself something, even in situations with financial difficulties.
Michelle:	To keep the city liveable?
Mönninghoff:	Or even to improve the quality of life. So, there is no specific topic I would give a low priority generally. And what I forgot, another big topic is the accretion of renovation work. This is an unsolved problem in all German cities. Cities have not saved enough money for restoration work of buildings, infrastructure and street from the 70s to 2000. So we have a lot of work to do, but there was not enough money saved. Since 2000 we have started to invest a lot in renovating, especially kindergartens and schools. Now, we have to invest into offices and streets.
Michelle:	So since 2000 those restorations are done step by step?
Mönninghoff:	We have to invest more than what is only needed for restoration.

Michelle:	Thank you. That was very insightful. So the main challenges are related to the topics that you just mentioned. Coming to the topic of quality of life and sustainability, would you say that this topic got more present in the last 20 years? Those words seem to appear very often recently. Is this a trend?
Mönninghoff:	Not necessarily in Hannover. The green party has the majority here since 1988. So since then, they made it a focus. This was a central theme for about 25 years. First this was advocated by the party from the outside. Later, the Social Democratic Party supported this. This was not described as "nachhaltig" (sustainable) very often. Well, the word "nachhaltig" (sustainable) has somehow established. I prefer the word "zukunftsfähig"(fit for the future). Very often this expression is used for green washing. Everything is "nachhaltig", also poverty is "nachhaltig" in the sense of lasting. I try to avoid this, but it is not always possible. What has evolved in other cities for the last five years, everyone is sustainable, has been a central theme in Hannover since the 90s. And this is not an election speech; this can be tracked in the different city development programmes.
Michelle:	That's when the Rio Summit was, right?
Mönninghoff:	Yes, that was 92. We have then adopted the so called "Aalborg Card" for sustainable city development in 1994. Only a few cities have done this at that time. That is why we have been so early and that can be seen in the development of the last years.
Michelle:	Very future orientated. What role does foreign affairs play for a city government? Or Hannover.
Mönninghoff:	Meaning internationalisation?
Michelle:	Yes.
Mönninghoff:	There are different levels. Firstly, we have seven partner cities. We continuously cooperate on projects with them. This has been evolving over many, many years. With some more, with some less. Secondly, there is the Agenda21 process. That is where we look at international sustainability. We invite indigenous people from the rain forest in South America. We have the contact from the climate cooperation. We bring them to Hannover to inform here about their living condition. That is not a classical form of foreign affairs, but part of education work and gaining sensitivity for consequences of the climate change here in Hannover. It is also part of the agenda fair trade, meaning that all our food providers follow fair trade practice. That is also part of internationalisation. […]
Michelle:	To what extend does image play a role for a city? Internationally as well as nationally?
Mönninghoff:	City image is important. But there are different levels. A main importance is in relation to attract qualified professionals to Hannover. That is why we focus our corporate identity and corporate design on quality of life. Especially to attract young people with high standard of living.
Michelle:	To attract those young innovative people?
Mönninghoff:	Yes, but this is not international. Internationally, image does not play a significant role. The international population goes through being a city for trade fairs. International targets visit Hannover as a city for trade fairs, because we have the biggest fairs of the world here.
Michelle:	Are international relations important for a city in general?
Mönninghoff:	We take care of our city partnerships. They are exciting, useful and important, especially in the context of learning from each other. But we are not in competition with them. So there is no need for an international campaign to compete against Birmingham for example.
Michelle:	So this is about cooperation and exchange.
Mönninghoff:	Yes.
Michelle:	What role does education play in the context of sustainable development?
Mönninghoff:	There are two levels. Firstly, what every education politician would say, that lifelong learning for qualification is important. The second important topic, we didn't speak about is integration. We have 20% immigrants in Hannover. We have managed to integrate them quite well until now. We don't have many tensions within the city. In this context, education of children and youths in those areas is an important topic. Child care spaces, day schools, despite education contents, are important to integrate migrants whose parents do not speak the German language.
Michelle:	Do you think that family education does also play a role within that theme?
Mönninghoff:	We don't have influence in that sense and often this doesn't happen. Families are secluded lives. If they speak their language at home, because the mother doesn't speak German, we cannot expect integration. But there are exciting programmes. There is a society that

	organises bicycle courses for women with migration background or swimming courses. The central idea is not cycling, it is also, because they have never learned to cycle, but it is the cultural side of cycling and swimming and also to bring them into the society. Education is a wide theme regarding integration.
Michelle:	What are the different interests and challenges among German cities and communities?
Mönninghoff:	In west Germany we have a renaissance of cities. In the 70s people were fleeing to the country side. In general, one cannot say that all people come back to the cities. If you really analyse the statistics they are wrong. There are some retired people that move back into the cities, but the essential fact is that young people do not stay in the country side but in cities after they have achieved their university degree. This in combination the aging population on the country side, there are no young people replacing them. This is an own topic and varies across cities. There are extreme cases like Hamburg or Munich, middle sized case like Frankfurt, Berlin and Hannover and decreasing city population in the east and in the Rhur area.
Michelle:	Could one separate between growing and shrinking populations? And how are the problems different? While Hannover deals with sustainability and increasing quality of life, what problems are there on the other side?
Mönninghoff:	Cities that shrink have to extensive infrastructures and do not find qualified workers.
Michelle:	So would you say that a shrinking city has different priorities than a growing one? Also more financial problems?
Mönninghoff:	There are two factors, also growing cities can have financial problems. There are different priorities in growing and shrinking cities and there are different priorities regarding financially stable and financially unstable cities. Cities in the Ruhr area, who are under federal observation, have the logic that they cannot afford anything that is not essential. If you propose an international project there, that would be denied under the circumstances that they are not allowed to. They really have people from state levels that control what they do with their finances. They are not allowed to invest in voluntary tasks. Cities can only perform voluntary tasks when their finances are balanced. And this is a central factor. But this is also a point where those city still present themselves as doing good things, but if they stay under observation, they are not allowed to invest in voluntary work areas. When I was on conferences and told people what we do, they pointed out that I was not allowed to, that is not your responsibility. And then I would always answer that this was exciting and that we still invest in those things. This is also highly dependent on different cultures within city administrations.
Michelle:	Would you say that those cities could learn from Hannover?
Mönninghoff:	If they have financial problems, they cannot perform any voluntary tasks or expenditure. Then they cannot learn from us.
Michelle:	What about the use of resources? Or do they get instructions on what exactly to do with their resources?
Mönninghoff:	Of course they do have some free decisions, but nothing compared to financially stable cities.
Michelle:	Thank you. Then I would like to ask you about city networks. Hannover is part of many city networks, like ICLEI, Gesunde Städtenetzwerk, Klima Bündnis… Who within the municipality would be the decision makers to join such a network?
Mönninghoff:	There are basically two different parts that have to be seen differently. Either the idea comes from the political level or from the administration. In Hannover, and it can be different in other cities, if the idea comes from the opposition, the idea is not likely to be implemented. This is the case in many German cities. When the idea comes from the political majority, the administration is not interested. There is a case that the political majority wanted to have a partner city in Turkey, but the mayor did not want to. Nothing happened. Now since a year we have a new mayor and things start moving. So the mayor is part of the administration. If the idea comes from the political side and the administration accepts the initiative more or less, that is for example the case in the Gesunde Städte Netzwerk. The fourth case is that the idea comes from the administration and is also accepted from the political level. I exclude that the political level oppose the idea, in this case the administration would not even initiate such a project. If the political level does not agree, the idea is not implementable. So, if the idea comes from the administration and is supported by the political level, those were ICLEI and Klimabündnis. In this case, of course it does not make any sense if the idea comes from desk officer. The idea has to be initiated by the leaders of the administration. In general, the

mayor has to support the idea. This was the case with us. If both parties have the same opinion, this is the optimum case. When the political level wanted a specific implementation and the administration does not have an interest, the administration can easily block the idea.

Michelle: In which network is Hannover most active?

Mönninghoff: There are only those three. But if you look for example at the healthy city network, where I mentioned that the idea came from the political level and the administration does accept it more or less. Nothing really happens in those cases from my feeling, because the administration does not have an interest. The city is not responsible for health policy, we have the Hannover region. From my perspective, I haven't heard from this network for about five years.

Michelle: And how would you say you are active within ICLEI?

Mönninghoff: The most important networks were ICLEI and Klimabündins, both at the same level. ICLEI had a very important function within the first years. We have benefited a lot from the network, so in the 90s. Because there were all pioneers within the theme of sustainable cities and we have learned a lot from each other. From 2000 this decreased. And today we are mainly information providers for the network. There are cities that are at a point today, were we have been twenty years ago. So today and I am often on international conferences, I am always a reference and tell astonished people what exists. I do not learn so much anymore, maybe sometimes there are distinguished projects that are exciting. Now we are among the best 10%, so the learning effect decreased.

Michelle: So now you transformed from a learner to an information provider.

Mönninghoff: When we started Oslo and Helsinki were pioneers. There was a series during a conference of twelve cities from the U.S. and Europe. The Scandinavian countries were the leaders, the Americans at the bottom and we were in the middle. Then, we have learned a lot from each other. Today this is totally different.

Michelle: So today as an information provider, what is your perspective on feeding information into the network?

Mönninghoff: First, we feed a lot of information into the network. Second, we are demanded as speakers and consultants. But our employees were increasingly annoyed. We got weekly or monthly inquiries to speak in cities in for example China. This is crazy. I had a inquire six month ago to speak in China for 20 minutes. We are not allowed to think about things like that from a climate perspective. And I had increasing difficulties to find employees who were keen to travel somewhere, fill in a questionnaire again or give an interview because it was too much. And they had to do their daily tasks as well.

Michelle: What is the motivation of the city to provide this information to the outside world?

Mönninghoff: This is a solidarity principle.

Michelle: And how did you profit from the network? Or what would you say is a good city network? What should it provide?

Mönninghoff: For me the central tasks is to encourage connections to acting persons. There are two topics, the first one and the major one is the information exchange. So, nicely prepared information about what the others do. On different levels, for the head of the departments and mayors very short and precise, because those are overloaded with information they need key information. And for the specialists, detailed information. How does the programme x exactly look like. How does the policy for financial support for x look like in order to learn from each other. That is one topic, the information. The second topic is connecting. In conferences for example, presentations are only 30% of the positive factor. The breaks have to be long enough as well as the evening programme, to exchange with those with whom one sits together is the most productive part.

Michelle: Regarding technological development, would you say that virtual contacts play a role? Since conferences are only once in a few years.

Mönninghoff: I think conferences are very successful. 10 years ago, there was a programme provided by ICLEI called 'Eco-friendly Purchase Management'. There were about four meetings for those who are responsible for purchase in the specific cities. They met, they exchanged information and optimized those together. That is what I expect from such a network. And then in those things, not the leaders should participate, but those who implement, the responsible person for that area. And what I didn't mention before, it was very important for us to also included our thematic speakers from the political level to conferences. Those serve voluntarily, who are thematically interested and if they get to know colleagues from other cities, then a lot

	moves. This is a very important aspect and that is where one also has to invest money, also for translators. Those come back with a lot of input and tell the political party about their experiences e.g. "You won't believe that, this city does … ". And if that is not their idea, but it comes from the outside, that improves their position in the parliamentary party.
Michelle:	So especially when this comes from outside Germany?
Mönninghoff:	Or it makes them proud. This is very funny. Politicians from the opposition who voted against the programme, when they participate in a congress and they see that Hannover is recognised, for example if another city has implemented a programme that was Hannovers idea, then they suddenly become proud. And then they start talking about this at home as if they have always been part of this. "There and there they now do it like we do it". We have transmitted our idea to foreign countries. That is an important psychological aspect for something like that.
Michelle:	Yes, everyone knows the feeling to be proud of something and have an idea that others also want.
Mönninghoff:	This should not be underestimated as a success factor of the city network and the involvement of the political level within the scene. So the most important once are the administration and the single speakers of the parliamentary fraction. […]
Michelle:	Do you think within an international network language would be a problem?
Mönninghoff:	Yes, there are several problems. One is that the things that are only in English are very questionable. There are some people that speak good English, but this is not the majority. Especially, when it comes to expertise in qualified work areas, people pretend they would understand that, but they do not really. I am one of them, I commit they I do not really understand everything. Especially also among the fraction representatives, there are only a few and that is a coincidence when they speak English. That means that it was always extremely important for me to have those things not only in English. For example, we had a project for establishing buildings on the Kronsberg, for that we built a Kronsberg Environmental and Communication Agency. Those are 3000 apartments that were optimized in terms of energy, with the whole area being very liveable. There is still after fifteen years, because it is such an exciting project, a new brochure, in German and English. Oh yes, and we have translated the programme into six languages and that an absolut success. Even today, foreigners come who received the information in their language. By now we had about 28.000 experts that we have shown around Kronsberg. So language is a very important aspect. There is a problem regarding controversial topics in those city networks. I published an article once that was controversial, a critical ICLEI article. And I was co-founder. I professionally translated it into English and asked for comments. I haven't received one comment. I was on a congress in Brussels, there were about 100 heads of directorates, so a high profile congress. The congress was disappointing. There was so much lying, important topics were ignored, the EU bureaucracy was rewarded, because potential donors were present… it was a miserable congress. It was just wrong. And I have written a critical article for evaluation of the congress and haven't received one reaction. My assumption is that those articles are not even read. At least not among decision makers. I have never seen an analysis who has actually visited which side and who has actually really worked with those case studies.
Michelle:	So you would question whether case studies are really read?
Mönninghoff:	I would at least question it. There are at least no solid analysis of how this is used. If I don't get one comment on my text that either means that they don't take it serious, but then there is no network function. I have asked them to put it on the specific place. They were not happy, they did not want to publish it, but in the end they did because I used my authority. I couldn't believe that they did not want to publish a critical perspective.
Michelle:	Thank you very much. This interview was very insightful.
Mönninghoff:	Yes, my pleasure. And then I would like to highlight that the importance lies in building a contact database of theme specific politicians. Not the party, but the representatives of the specific field or area. If you only approach the cities, that does not make sense. And if the administration is not keen, the project will not succeed.

1.3. Konrad Otto-Zimmermann (Expert International City Cooperation)

Interviewee: Konrad Otto-Zimmermann - *Chairman Urban Agendas - Former Secretary General and Founding Director of ICLEI, has long standing expertise within the German municipal environment*

Date: 15th May 2014

Interviewer: Michelle Diederichs

Language: German – Translated into English

Agreement to transcript and reference the interview
Introduction of the final paper, major themes of the interview and clarifying questions

Michelle: Would you firstly introduce yourself and your position at ICLEI?

Otto-Zimmermann: I would start with the fact that I grew up within a communal environment. My father was a local journalist and my mother was part of the city council. So I grew up with the topics local community and city. I then studied architecture and urban planning. Then I got interested in environmental issues and public administration in order to successfully implement local duties. Public administration has always interested me, so within my profession I was always within the triangle of urban planning, public administration/governance and environmental questions. After that I was employed by the federal office for local environmental affairs. Then I changed to project administration and worked for the city of Freiburg within the environmental planning. Then I changed to ICLEI when they were founded, because I have always perceived intercommunal exchange of experiences as important. When I started at the federal agency for environmental affairs, I have closely worked with the DIFU (German Institute for Urbanism). I have worked with them on several projects and have attended several events in relation to intercommunal exchange. I then realised, that the first thing colleagues ask when they face new challenges is "How did other cities do this?". That is how they learn from each other, exchange experiences but also inspirations and this contributes to establishing personal networks, which then develop into professional networks. So I experienced this in the context of DIFU. When I heard that there is a plan to establish an organisation, which is similar to DIFU but focused on environmental questions and worldwide, I was very interested. I have brought the European Council of ICLEI to Freiburg, I have then contributed to the work of ICLEI in the European context and established the European Secretary for ten years. Then I was assigned to be the global secretary general. So I worked on this four years in Toronto and four years in Bonn, when the global secretariat moved, until 2012. Now I am still contributing voluntarily and have the title Chairmen Urban Agendas. This is a consulting position in terms of strategic programme planning. This is shortly about my interest in the topic and my experience background.

Michelle: This is impressive. Yes, I can imagine it to be beneficial to work in an area that combines all interests.

Otto-Zimmermann: Otherwise I would not have worked 22 years for the same organisation.

Michelle: Regarding ICLEI, its mission is to enhance sustainable city development, or to enhance the cooperation between cities in order to develop themselves. As far as I know, this is the largest existing international city network. What would you say makes this so interesting for cities?

Otto-Zimmermann: Firstly, the fact that it is global. There are many national networks where cities can cooperate. Even this is not the case in many countries. Some countries do not even have functioning local associations or institutions like DIFU, so that cities can come together. Not for the mayors who meet once a year, the but for the directors of the environmental office, the environmental agencies as well as the traffic planners who come together to exchange information is not a tradition in many countries. This is either because the countries are too big and it is not easy to get together or they are missing the resources to travel to the capital for a meeting or they do not have the culture. However, there is still the need for this. Partly, they have regional associations for political questions like Eurocities or in Asia

the 'City Heads' and then there are some in Latin America. And ICLEI is a global association, which is very interesting for many. Especially for Europeans who can exchange with other Europeans, partly though other platforms, but ICLEI is the one that connects them globally. So that is the geographical outreach. Apart from that, it is the themes. We are focusing on sustainability, which is already a lot. Since 2009 we have divided this into eight agendas. Which is a form of segmenting and presenting our work. Apart from that, ICLEI has established its image of pioneers. Those who detect what is needed in the future and what cities should focus on in the future. So we present future directions, so that many consult ICLEI because we provide information on future directions. They provide interesting examples for this, for example that they have been in a conference in 1994 and that this was the first time they heard about a specific theme etc. And then after eight years they have established a programme according to this. And they still refer to ICLEI giving the first stimulus for this.

Michelle:	So basically also the provider of the momentum and pioneer in the field of sustainability.
Otto-Zimmermann:	And also innovator to a certain extend in regard of methods and workplans. We were the first once who connected cities in the field of the protection of our environment. 1993 we had a world mayor summit in the context of environment protection. At that time it was not the norm for cities to have a role in terms of local climate change issues.
Michelle:	Yes, and now it becomes stronger.
Otto-Zimmermann:	Or the topic local agenda 21, which was established by ICLEI and supported. So there are some factors. And I think that cities find that very interesting.
Michelle:	How many employees does ICLEI have?
Otto-Zimmermann:	I do not know the global number, I would say about 250. We have thirteen offices now.
Michelle:	How many are there in Bonn?
Otto-Zimmermann:	In Bonn, I believe there are about 35.
Michelle:	Okay, not that big thinking of a world office.
Otto-Zimmermann:	They are weight more than the world community association (CLG). One can see that there is a finance issue within local communities.
Michelle:	Thank you for this. Then I would like to continue to cities as members. What could you observe in the sense that cities and communities have similar interests and development focuses around the world?
Otto-Zimmermann:	My key experience was during the founding conference of ICLEI in New York, where I had the first experience of such a worldwide gathering of cities, which I have experienced more often after. In very diverse countries, with many different geographical locations and different administration and judiciary structures, the environmental challenge remain the same. Many have problems with water in terms of quantity and quality, many have problems with wastewater, where to transport it. Partly they do not have canals or are rotted, which means a high investment and so on. Also flood prevention, be it with small rivers or flooding in general. Many have problems with waste management. Everywhere are the same problems, should one burn it or not. There are many opponents and what does it do to the environment, which again is related to technology. If you have money it is less damaging to the environment, because one can invest in better technologies. Or should one have a disposal site, could one have a organised disposal side and so on. Those questions are generally the same. As well with traffic questions. This is generally very similar everywhere. Solutions that cities develop are not always replicable. Sometimes that does not correspond with the climate zone. For example, a distance heating system in Helsinki which is very efficient there, does not have much value for an African city in the tropical zone. But apart from that, many infrastructure challenges are similar. That is where exchange makes sense.
Michelle:	And how would you say are cities different in their basics?
Otto-Zimmermann:	They very much distinct from each other in terms of competencies. For example in Europe, which is basically the world summarized on a small part of the world. I always give the following example: I have talked to a medium sized Danish city, I know the circumstances in Germany and have also seen statistics in Greece. A German city has about 3500 communal employees compared to a Danish city of the same size, which has about 35.000 employees. This is, because cities in Denmark for example are also responsible for schools, teachers and kinder gardens. In Greece, they have about 350. So factor ten and

factor ten again, what represents which competencies cities are given. What competencies do they receive from the government, what are their responsibilities and what do they receive tax for or receive governmental funding and which kind of administration can they effort with this. This means, the biggest difference when we come together for conventions is that one will tell about for example "we have implemented regulations regarding CO_2 emission, where organisations in the city have to implement filters". Germans for example wonder in that case, because in Germany cities are not in the position to do so. And the Greek do not even know what they are talking about. So sometimes we get together and are astonished what cities around the world do, but it would not be possible in their country. Public transport for example is normally the responsibility of a province and not the responsibility of communities.

Michelle: Yes, so the main differentiation are hierarchy structures and the decision making power.

Otto-Zimmermann: And the responsibility. That is why many things are not replicable. One could implement a public transport system everywhere, by freeing the spaces and provide the technology. But if you think of the exchange of experiences where communal people come together, this does not fall under their responsibility in most of the cases. Even if they like it, they would not be in the position to implement this. This is a major difference.

Michelle: How did ICLEI deal with this? Have you put those together who have similar structures? Or do cities still take this as an stimulus and adapt it to their own circumstances?

Otto-Zimmermann: It depends on the project and its context. They organise themselves in the workshop according to their needs. So they are responsible being in the right sessions. We do not structure this. Apart from that, one has to consider the possibility that someone who does not have responsibility but is in the professional circles of for example traffic planning, works at the provincial level in three years. This person can then apply his knowledge in a different work environment. One has to consider the professional development in terms of traffic or environmental planning. From experience I would say there is always importance for knowledge transfer. There are projects were we include similar cities, who have similar challenges, similar responsibilities and similar interests.

Michelle: Okay, great. Thank you. What is your perception of the cooperation between cities. How do cities benefit from this? Why is this so important?

Otto-Zimmermann: I think because cities in general have limited budget and, as any public administration, are not keen to experiment. So they want to see, if they need solution, for example to improve the bus lines, or building a school, to implement this with the existing budget and possibly without mistakes, so that they do not end up in a scandal. Many cities strive to do something avant-garde and substantial. For example, they have read that there is something like high energy houses and they deal with this, but they have difficulties to establish something for the first time. This only works in certain cities, where the citizens accept that their money goes into something new. In most of the cities it is just administrated the way it has always been. So cities assure themselves by looking at what other cities did. The best argument for a mayor to implement something, when the council is critical and asks if this has been implemented before, to answer yes, for example in Goethenburg, they have this and this and this and Barcelona does it this way. This is a very important reference point to encourage something innovative.

Michelle: That makes sense. And how to different cities contribute to the cooperation? Or to the exchange? Since every city steps in with a different perspective. Could you see differences there?

Otto-Zimmermann: Yes, one can explain various things in relation to this. Firstly, there are thematic waves. If I think of the 80s, the Dutch have been pioneers in the topic of 'Woonhaft', small traffic calmed areas. The theme traffic calmed areas was initiated there. Areas where streets are completely paved, with no sidewalks. Where cars, bikes and people move slowly on the same ground. This topic was then also recognised by Germany. The Dutch were also pioneers in terms of bike traffic; cycling streets, where we Germans still had our sidewalks with a small paths for bikes on the side. So then there was a big wave of visitors, communal representatives, who travelled to the Netherlands to see this. They came back, reported on that and were inspired. Twenty years later, we rarely have any Dutch speakers to any of our conferences, because the people were exhausted. The city than decided that people have to focus on the needs of their own citizens, we cannot travel throughout the world and present what we do, we cannot receive those massive visitor groups, we have to focus on

our own city development. That means, there was a wave of excitement, where Dutch cities invested a lot of their time, time and therefore money, in order to explain other cities what they do, guide visitors through their cities, travel through the world to conferences to share the Dutch experiences. The same happened in Freiburg, we have been pioneers in energy and people came and visited from Japan, from Korea. People from the office for environmental protection receive daily requests to speak somewhere in the world, but they cannot do this anymore. This was even commercialised in Freiburg, if you want to have a solar tour in Freiburg, cities have to book and pay for it. That is not because cities want to make money out of this, but because their resources are exhausted. There are about two or three people in the environmental office who have the English skills to present the concepts. But their main task is to work for Freiburg. So, Freiburg reached its limits. So one can see the waves of themes, where cities do something innovative and there is a big demand. Then they provide what they can provide until they recognise that this is not possible anymore.

Michelle: How does that look like during the wave of excitement? When this demand arouses, do cities like to present their concepts?

Otto-Zimmermann: Yes, they are proud. They are overwhelmed. There are many cities that do things and they are not aware that this is something very desirable for others. They do it, they like it locally. And if there are international cities that recognise this and ask to visit, this is overwhelming for many cities. So they are very proud in the beginning to present, but then after a few years they do not have the capacity to keep up with this demand. Once they are famous for what they did.

Michelle: I can imagine. But it also presents a challenge, because their concepts are still desirable.

Otto-Zimmermann: Yes, and we are one of the organisations or even the leading organisation, who publish best practices. However, I am a little sceptical with this. So we try to discover best practices and see who does what. Normally, we present this as a case study. So we research the specific case, explain what has worked and why, what were the costs and present this as a case study. And if this is an interesting case, there is the opportunity to initiate movement within the professional circle. So the sense that ICLEI has declared this city as doing something desirable.

Michelle: Would it be that the professionals then still approach the city or would ICLEI take a role in relieving cities that get a lot of requests?

Otto-Zimmermann: Sometimes. Cities normally want to see the solutions themselves and visit the featured city concept. You can often observe the personal interest of the environmental and urban planners. When they are on holidays for example in Italy anyways and there is something interesting in Bologna, they would pass there to see the implementation. Normally, the personal interest is so big that even if they do not specifically send city delegates, but go to see those solutions themselves.

Michelle: Okay. By now ICLEI is the largest city network. How was that in the beginning to motivate cities to become part of the network? What were the challenges? Or was the interest there because the theme was appropriate?

Otto-Zimmermann: Firstly, one has to say, that ICLEI has never had a campaign or an advertising campaign to all cities and invited them to participate. A membership of cities is not profitable; they do not pay a lot of membership fees. So every city is absolutely welcomed in the network, but also had to present a commitment in return to the services we offer. What we did was a lot of seminars, congresses and conferences. That is where many new cities joined and became interested. So then they asked to be part of it, and in return they had to pay a membership fee. Then they returned and it would be possible that one receives a membership application from those cities about six months later. So the participant introduced this to the director of the unit and convinced him, then the director of the unit went to the ecology committee of the city council and then there was the decision to participate. This takes a while, since those decisions go through the city council. Mostly cities joined because they saw how the exchange concretely worked, they participated in one and were convinced of the concept. That is how the network grew. There were also waves of memberships in specific countries, because we were specifically interesting for certain countries. I remember in the 90s, there was no city association in Japan. So they did not have the tradition of the intercommunal exchange. So we were they first offer, they did not have something like the German city association. So then many Japanese cities joined us

within a few years. So we have basically delivered a service within Japan, a service that was demanded there.

Michelle: So that was both, nationally and internationally. Interesting. How do cities mainly profit from such a network? So of course as you said before, if they did something great they suddenly realise that the world is interested and it makes them proud and on the other side to receive information.

Otto-Zimmermann: Normally, we are not talking about cities. We are talking about people. So there are people somewhere that say, this is interesting for us. We would like to contribute to this. Europe was the first region to grow in our network. A little bit also the altruistic approach that they have knowledge within the topic and have to contribute to this worldwide. So we have to get together and do something and they recognised ICLEI as a good organisation to do so. Because climate change is an important shared issue, they expected support from the population, from the municipalities and then one just becomes part of it. Others in America for example, see ICLEI more as a service. So they see it like a vending machine, where they always look what ICLEI offers. And then they for example want purchase a software that calculates CO_2 emission. Then they try to identify the price, they see that they have to become a member, they identify the fees and basically "put the money into the vending machine to get the software", of course I exaggerate a little now. And the same decision making process follows the year after. They have a completely different perception of membership.

Michelle: So not such a collective attitude.

Otto-Zimmermann: So not the institutional membership with the understanding to join an institution until one decides to cancel the membership, but more to decide every year again whether they can profit from another year of membership. So they follow the concept of a yearly renewal and not of being a committed member that have obligations and rights. That is where we have to take different cultures into account. So one has to deal with them differently. In principal it differs, some cities are just happy to be part of this and receive the newsletter and sometimes join congresses. Others reconsider what this network has given them on a yearly basis and if they are still in need of this.

Michelle: Would you say that cities enter in order to receive or to deliver information?

Otto-Zimmermann: To receive information, definitely.

Michelle: If we go to pioneer cities in the area of sustainability. What would be examples?

Otto-Zimmermann: I would never rate a city as the best, because there is not such thing as the best city. There are cities that are pioneers in specific fields at specific times, which became famous because of a specific initiative. And there are many. Of course not if you see that there are more than million municipalities in the world. But it is more than for example Freiburg. Normally, articles, presentations and publications happen with consideration of about 20 cities. Those are discussed from the top to the bottom. Many relate to them, and others write about them based on what others have written before. So one thinks that if you do things like Barcelona, Curitiba and Freiburg etc Copenhagen you will be part of the game. What we observe is that cities in the phase after that, that do not have the fame of those, do not have the capacities and resources to serve the world based on what they do. They do not have the English speaking staff that could present, they do not have the resources. However, they still do very good and solid work, it is just that the people cannot communicate this. And they are not actively discovered. Those can be seen as overshadowed treasures who no one really sees. Partly, those are people that can only speak in their language. For example in Japan or in Korea they do a lot of work but no one really knows, because no one can read it and one cannot invite them, and they are not coming because they have the language barrier in English. And then they stay in the shade. That is where ICLEI tries to play a role. We have offices all over the world, who also speak the native languages. Those offices inform us about our treasures in the countries and translate the concepts.

Michelle: Yes, this is great. Did you recognise similarity based on the cities that are pioneers compared to others?

Otto-Zimmermann: They either have a mayor that has a certain agenda and is progressive and has enough power to establish certain projects. But this is not always the mayor, sometimes it is an advanced administration. Those who are to consider are the directors of units, who are already serving for a while and are knowledgeable about the field and who implement great

initiatives locally, even if they are not the mayors. Sometimes a director of a unit has already seen seven different mayors if he serves for 20 years. The time of mayors is often limited. That is why innovations have been often implemented by a functioning administration. Sometimes also through political initiatives. In general , it is desirable that the mayor leads such a thing progressively in terms of being international, doing something innovative, be pioneers in terms of climate change etc. Then he or she should have a good administration and the political majority. Barcelona surely has profited from such a construct. They want to make Barcelona internationally recognised. In many cities the press criticizes mayors who travel abroad to present their city, like if he would spend some nice days in New York from our mayors, mostly very provincial sardonic press, which can lead to the council to make him justify where he went etc. If then also the local industry criticizes him for such actions that often quickly causes the end of the dreams for mayors with a vision. So let us say the local climate, whether that is "green" or not, national or global is crucial.

Michelle: Okay. Then you said that the mayor should have the vision to be a pioneer and internationalise. Where does this interest come from?

Otto-Zimmermann: Those are always people. And normally, politicians are people that want something. Sometimes they only want their office, in some countries especially. And sometimes they have an agenda and ideas that they want to pursue. And this ambition is of course part of this. And then there is the question of the local community and the political climate who have to be convinced and support this. Where there are people with ambition and ideas, that is where those things happen.

Michelle: Okay thank you. Then I would come to my last question. Where does the challenge lie to engage those pioneer cities in knowledge-sharing?

Otto-Zimmermann: The biggest challenge is that those cities experience excessive demand. They can only respond to such an international hype for certain years and then they do not have the capacity anymore. That is why we work to extend this basis, so identify the next treasures. And this is very important also to avoid intimidating other cities. Because those Barcelonas and Freiburgs and Copenhagens receive recognitions, win all the prices. So if you ask them to present, they always compare themselves to those cities and do not believe that they reach the same. So it is discouraging, because they think they can never be as good. Those few cities set a terribly demanding standard. That is why one needs signs of encouragement in every country. Also in smaller and medium sized cities and spread geographically in order to encourage cities. So that they can see that there are cities that did something feasible for them. So the aim is to be cautious to not set the benchmark to high.

Michelle: Maybe also diverse, for every city a different benchmark.

Otto-Zimmermann: It is like in normal life. Many people at the hair dresser look into magazines and see those dresses from princesses etc. But if you look at reality, one is not a princess of king and then it is better to orientate one-self based on someone similar. Otherwise, one gets frustrated. So it is important to design the best practices and examples in an encouraging way and not devastating.

Michelle: Great. Thank you very much. Do you still have any questions?

Otto-Zimmermann: No thank you.

1.4. Joet Garcia (International Pioneer Learning Cities)

Interviewee: Joet Garcia - *City Mayor of Balanga, The Philippines*

Date: 6th June 2014

Interviewer: Michelle Diederichs

Language: English

Agreement to transcript and reference the interview

Introduction of the final paper, major themes of the interview and clarifying questions

Michelle: First of all I would like to ask you in general, what do you believe is important when becoming a learning city? Or in general invest in education and lifelong learning?

Garcia: Actually, Balanga has always been the centre of education here in the province. We are the only city in the province of Bataan. So the state university is also located here in our city. And just to go back a little. In 2004 our provincial governor introduced a scholarship programme, since most of these scholars would go to school here in the university in our city. When I became mayor in in 2007 I saw it would fit to open up or even to expand the programme of the province in terms of education. Okay, we have scholars and the government is spending much for the education of our youth. But scholarship is not the only need of students for them to be involved and have a good education. So we took it one step further. What we did was, since we have all these students going to our city to study, why not enhance our environment to make sure that they are able to study in a conducive learning environment. And this is where we saw our vision. That if there is a way that the city and the university and the private sector, civil society can work together, can promote this conducive learning environment, then it would be good for everyone. It would be a win-win solution. Why am I saying for everyone? Because, we all know, I think in developed countries where economy is good one of the themes is really having an educated population and having a good work force. So applied to the scholarship programme for students, together again with the province, we launched a scholarship programme for teachers and professors. Because we all know, students can only learn on how good the professors are. I mean that is a big factor. So we have established a programme for the students, now we have a scholarship programme for our teachers and then this other thing, like the missing part here is how we can get the parents to be more supportive for their children. We were able to come across the global study that explains how important the support of parents is. How much support of parents is needed to support their children to perform better. In this study, I can email you that study, they discovered that the time a parent is able to spend with their children mainly in terms of helping them in their studies then, the performance goes up as high as 60%.

Michelle: Wow, this is an impressive result.

Garcia: I will send you that study. Now what we did was to come up with a parenting programme. So we have a parenting programme. It covers ten sessions where parents undergo, it is a case study approach where in parents learn about the status of development of their children, they learn about the budgeting and finance, they learn about relationship, especially with the inmost, because in the Philippines we have an extended family. So that is very important. And even factors such as the family, the father, the mother being the leader of the family. I can also send you a summary of the modules that we provide for our parents. What we saw, initial data, because we started this programme for parents in 2009. So from 2009 until now, 2014, we have had over 5000 parents who graduated from this parenting course. And just some initial data, children of parents that graduated from our Adivechild parenting programme, 20 % of them are honour students. And then, all of them all of them have 100% completion rate in the children field in school. So I think this is very encouraging data, which we feel was an effect of our parenting programme. And of course we cannot force all our parents to go through this programme, but what we did was to tie it up with our scholarship programme, with our college scholarship programme. So if you are a parent and you want your son or daughter to become a college scholar eventually, or your kids might still be young, but eventually, you want them to be qualified as scholars of the local government, then one of the requirements is to complete the additive child parenting programme.

Michelle: May I ask you what the challenges were in setting this whole programme up?

Garcia: The parenting programme?

Michelle: The whole scholarship programme, this whole inclusive approach.

Garcia: Well, number one of course was that programmes expanded. We are not a big city, we are not a big province, but since we are prioritizing education we have allocated around 2.000.000 US Dollars per year precisely for this colleague scholarship programme. So until now, the local government is leading the scholarship programme. But we recently, businessmen here in the city recently set up a university fund of the peninsula foundation. So the main objective is to support the government in its scholarship programmes. So what we will see happening in the future is, while the government still spends for the scholarship programme, we see the private sector coming in and becoming a bigger part of this programme or especially in terms of funding. So the objective of the foundation is to raise 500.000.000 Pesos, so that they will be able to support the local government's scholarship programmes. So, funding is one. Number two, we had to make sure that our constituents have this buy in into our vision. So we had to explain to the parents, of course the schools, our students and organisations here the need to follow this vision and the need to really set up a goal in terms of harvest quality education. Michelle, I just also wanted to identify four things that are big part of our university foundation. So number one is to provide access to high quality education. Number two is to have complete facilities for our students. Number three is to have a conducive learning environment and then number four is to have a linkage with academia in the street, so that we can assure job opportunities for our graduates. So I just move back to number one, access to high quality education. The components of that are what I mentioned earlier, scholarships for the students, for the teachers and then our adult-child parenting programme. Our schools and colleges have committed to reach the highest accreditation for their particular school. So we are happy that they committed to really aspire quality education. Number two, excellent student facilities and amenities, so we commissioned one of the ones that we consider the best architects in the country, architect Jun Palafox to master plan our university town area. It is 80 hectares, which is quiet decent. And during his master plan he was able to help us come up with a proper zoning and with the needed facilities that students would need. Now we are piloting a master plan in terms of infrastructure and in terms of zoning that is needed in our university town. And then, the third one, a conducive learning environment; so we thought of what would be the hindrance for students in studying well; so one of them of course would be vices. So if a student would fall into smoking and then drinking and all these other vices then this would be a hindrance for their good education. So because of that, the city passed an ordinance. We call it the university town ordinance, so it includes certain provisions like night clubs or beer houses. In the Philippines we call it beer houses, those night clubs. They are not allowed to locate within three kilometres of the university town area to make sure that after school our students don not go straight to these nightclubs. So previous to this ordinance, we have twenty six of these nightclubs in the city centre, so when we passed the ordinance they had to relocate somewhere else. We also have anti-smoking campaigns. Balanga is one of the smoke free cities here in the country. In fact, our city has been recognised as a pioneer in terms of being smoke free. So I just wanted to mention that because, apart from quality education, help with the teachers, we take care of the environment.

Michelle: Would you have the programme somewhere online? Or as a brochure? Then you could send it to me and I could read through it. Because when I am looking at the time I would suggest that we continue with the Global Learning City Network if that is okay. If you have the information of this programme, it would be great if you could send it to me.

Garcia: Sure.

Michelle: In terms of the Global Learning City Network and the conference. Did you present at the conference?

Garcia: Yes, I was one of the speakers for the Asia-Pacific Forum.

Michelle: How did you experience the conference? How would you describe the experience?

Garcia: When I found out that UNESCO was sponsoring this first learning city conference, I found that it really matched what we wanted to do here in Balanga, although, as I mentioned earlier, we already have some of these programmes in place. But we really wanted to get the best practices of our present in other parts of the world and also to try to link up with institutions, universities in other countries with the same goals. And for me, I really wanted to find out about the components of the learning city concept. And it was very helpful for us, especially, for me, attending the conference last October.

Michelle: What did you take home from the conference?

Garcia: Well, first of all of course the linkages with UNESCO, with people I was able to talk to there. Some professors in Australia, government officials here in Asia Pacific, especially with China and Korea we got some correspondence and then just recently, we are now part or we hope to be part of an Erasmus project proposal that is organised by someone from Swansea university, her name is Judith James, so I think she already proposed it to the EU and hopefully we can get the funding. The project is a strategic partnership to develop entrepreneurial learning city regions. So it is more about a global study of different cities all over the world that came up with different programmes for lifelong learning. We are very happy that at least in the proposal we are part of it and hopefully we can get approval soon. And this international linkages support is merely important for our learning cities initiative. They don't only provide us with the needed best practices or information, but being part of a network I think somehow assures sustainability for this particular programme.

Michelle: So would you say that the interaction itself also is an important component of this.

Garcia: Yes, yes, definitely.

Michelle: So this was basically what also resulted out of the conference. So that was the main concept that you took home, the Swansea connection and the initiative of the entrepreneurial learning city regions.

Garcia: Yes. That was what we took home from the international network. But locally, because of the new concept and some of the materials that we were able to get of the conference, we are now applying it locally as well. The smallest political unit in the Philippines is called the 'barangay', a village and what we do here in Balanga is, every other week the city government goes to that village for consultation, dialogue and delivery of various services. Like skills training, medical mission etc. After I attended the learning cities conference, we adapted the learning cities conference for this particular programme for the village visiting or 'barangay' visiting programme that we have. So now we call it the 'Learning Barangay Wink'. We are now emphasising learning that each organisation or each sector in the village or in the Barangay can do, can avail off and be able to improve themselves and of course to be able to have more opportunities.

Michelle: Okay, great. It is a good follow up. What do you expect from the global network of learning cities, now as a network which is in the setting up process?

Garcia: I think coming from the first conference that we attended, were we discussed the Beijing Declaration, we are expecting that hopefully we can have a follow up to the initiatives whether it will be international linkages that were started, the one with Judith or more concrete programmes, more concrete steps on how we can further lifelong learning here in our locality; Maybe more information, more examples, more linkages, so that we can continue with our own programmes locally.

Michelle: For the last part, what do you see as limitations for international cooperation between cities?

Garcia: Okay, for one, especially coming from the government sector it is really IT being a priority. Because we have so many concerns and issues locally and a city government's first job really is to provide delivery, so basic services. So that should be the focus of every local government. And these international linkages it is really more something we can do as long as everything is fine locally, if there is no problem with disorder, there is no problem with calamities. As long as we are okay locally then we can have this luxury of linking up with various organisations. But in this case, why are we really pushing for the learning cities concept and why we are really after these linkages, because it is really in the vision of the city. So it is really the priority for the city. If it was some other convention of network that is not related to education, I don't think we would be paying that much attention.

Michelle: Okay, thank you. That were basically my questions and I think I managed to narrow them quite down from the first draft that I send you.

Garcia: Okay, what I will do Michelle, I will try to also put in some notes on what we are doing. So you can just have the bigger picture of everything here.

Michelle: Great, this is really, really nice. Thank you. That was a really good and insightful interview and I think as one of the cities that has already participated in the process this is very valuable information, also that you have already been active in this area. And if you have any further questions, feel to send them to me and contact me any time.

1.5. Tina Neylon (International Pioneer Learning Cities)

Interviewee: Tina Neylon- *Freelancer and Organiser of the Cork Lifelong Learning Festival*

Date: 20th May 2014

Interviewer: Michelle Diederichs

Language: English

Agreement to transcript and reference the interview

Introduction of the final paper, major themes of the interview and clarifying questions

Michelle: Would you firstly introduce yourself and what you do?

Neylon: My life is very complicated. I have been the coordinator of the Cork Lifelong Learning Festival since it started in 2004. So eleven festivals so far. In that job I am employed by what is now called the Cork education and training board. It changed its name last summer because the government introduced new things. It used to be called the vocational education committee. And the change in last July means that the education and training board is now responsible for Cork city and county. And Cork county is the largest county in the Republic of Ireland. It is absolutely huge. If you look at the map you will see it runs from the middle of the country right down to the west. Anyways, in that role I am employed. My freelance work is different, I work on various things. I am a former journalist, I worked in the heritage and art sectors as well, so I have a sort of varied background, which was all very useful when I got the job as the coordinator of the festival. The festival started as a pilot project in 2004. The idea was, there was the body set up by the government, called the Cork city development board. They set up these boards around the country in the early 2000s, this what set up in 2002. And they got together with people from various sectors and the education sector got together and they decided that they were worried about a couple of things. One was that students were not studying degrees of science and maths. The other was, despite the fact the country at the time was doing very well, there was still an awful lot of people who where leaving school without qualifications and with the boom of course that increased actually. So they set up a body, a sort of committee called the learning forum, which brought together all the stakeholder from the various educational bodies around the city. And the learning forum decided that they would try to run an event, which would focus people's minds on lifelong learning and the benefits etc. So I got the job to run the first festival. Which was supposed to be running for two days, in fact then for four and we had sixty events. And in this year we had 500 events. They are all free during the festival and the festival now runs for a week and it has done for the last few years. What I feel is that one of the reasons for the success is that everybody is voluntary in the sense that nobody is forced to take part in such an event. It is completely up to them. And they come from not just the state sector of education, but they are also private providers. Could be somebody who runs a yoga class, a lot of the events take place in local communities and disadvantaged local communities in particular. Those are the groups that we try and target. Everybody is involved, but we target those people more than others. Those that went off school and those sorts of things. The emphasis of the whole thing is to encourage more people to get involved in learning throughout their life. And we have events from pre-school up to post retirement.

Michelle: When did Cork the city recognise the importance or need for lifelong learning?

Neylon: I really think when they set up the learning forum. I am sure some people where interested anyway, but I think that was almost like an official recognition. So that would have been around 2003. And then most recently, this month the city council voted to adapt the Beijing Declaration. Which is the first Irish city to do so, we are also the first Irish city to have a festival of lifelong learning. Limerick has copied this, they have now the fourths festival. They run their festival alongside with ours and we exchange ideas and that sort of thing.

Michelle: Do you know what triggered the interest in lifelong learning and seeing lifelong learning basically as a core of city development or education in general?

Neylon: I am not sure really, I think that this has been a worldwide discussion of lifelong learning. I think the fact the a lot of people until recent decades thought that you went to school, you went to college and that is the end of your education. I think that is just growing awareness among

people that you never stop learning. I mean, I am in my 60s but I have just finished a course in genealogy. You can keep on learning all the time. I think as I said, some of the emphasis was to encourage people who would not normally take part in education. A lot of them would have had not very happy experiences at school. I am sure in the Netherlands it is the same as us. We have travellers who are like the Romans, they have often been excluded. They have been various moves by the government of them to be more included and it has become a lot better than it was. But I mean, not that long ago, they would not have been sitting in the same classroom as other children. Plus, with the boom we have had a lot of people from Europe and elsewhere to come to live in Ireland. We are very sort of a mono-cultural society until about twenty years ago. That has changed a lot. Some of that has probably influenced that sort of awareness as well. That people need not just lifelong learning but to be re-educated to learn new skills. Plus of course the new IT boom. I mean, Ireland is home to a lot of those companies like Google and Facebook, who have their European headquarters here. So there is growing awareness. Which is also a reason why they were worried of people not studying enough science, so that people would do arts degrees much quicker than this, especially females. And that has improved gradually.

Michelle: Through those activities and through the focus?

Neylon: Yes, we have as well as the festival there is this three days science event in autumn, which is targeted at school children around the time the deciding what subjects they are going to do.

Michelle: I mean those challenges, those points that you mentioned like inclusion and that we have to adapt our skills and the technology is so quick. Many cities do not recognise the role of education within this whole system, that is why I am really interested in what got Cork to focus on this or to basically recognise it.

Neylon: The set up here is rather unusual, not unusual, but it is different than in a lot of other countries. Like the city council is not responsible for education in any way. It is a separate body. But I think partly because our city is small. I mean the population is 120.000. Everybody knows everybody else. There has always been cooperation between the educational bodies and the council. They have quite close working relationships. They have different responsibilities, but they are involved together in a lot of committees about different aspects of life as well. So, I think, that is just my opinion, that has influenced a lot of the attitudes. They are not compartmentalized. I think that has probably has had an influence on the sort of thinking. A lot of for instance city councillors, not a lot, but quite a few would be teachers or be involved in some way. The Irish are really enthusiastic about education. I think because free education only came in sort of in the 60s. Before that most of the people would have left school with 14 with very few skills.

Michelle: And this is also the focus of the local government? Basically they are also enthusiastic about education?

Neylon: They are enthusiastic, but as I said. They don't have an actual responsibility. They do not fund education in any way. Funding for education is central in Ireland, it comes from the department of education and skills in Dublin.

Michelle: But Cork itself set up the event and the activities and then the funding comes from the government?

Neylon: Well, we are very badly funded. I am the only person who is paid to work on the festival, even though it is huge. And I am not paid very much. We get a little bit of funding from the university, a bit of funding from the Cork institute of technology and then we get bits from various bodies and the education training board pay me, so that is their contribution to the festival. And that would be the biggest amount of money that goes into it. There is little funding for education. This is not their responsibility.

Michelle: What made them still want to implement such a festival?

Neylon: I think it is seen as very positive, because there is nothing bad about it. All the events are free, so it is a way of looking after the citizens in a way. And it has a sort of, not a slow build up, but it did grow from small beginnings to much bigger. Cork is known as a festival city by the way. We have twenty three different festivals to spread throughout the year. Like the film festival has been running for decades. There are all sorts of different festivals on. So there is a sort of attitude of appreciation of celebrations and this is partly about celebrating and encouraging people. It is about celebrating that people are already involved in learning.

Michelle: So also involvement and engagement of the citizens. Okay. What are the different activities that the festival involves?

Neylon: Anything you can think of really. There will be demonstrations, free classes, taster classes. The attitude is sort of come along and give it a go. You will see something like a Spanish circle which

runs as a [..] it is like a club, to do not have to pay to belong. And they run classes and sort of cultural activities all year. And they open their class up during the festival week and just ask the public to come along and have a look and see what they do. It is a lot of that. It is a lot of things like walking tours of the city that gives people the opportunity to learn about where they live. This is to museums, exhibitions, guided tours of exhibitions and that sort of thing. We have a farm thing, which I love. We have this farm which has baby animals and they give tours and children can handle baby chicks and lambs. The city is small and many children do not have any contacts with farms at all anymore. Other things like debates. You can read the programme online, it is still online.

Michelle: You had to engage a lot of partners in order to set this up right? Basically, the whole city is more or less involved in those activities. Was that part of your job as well?

Neylon: Oh yes. I think one of the reasons they gave me the job is because I have already worked in the arts and heritage, so I have a lot of contacts. So my varied background is very helpful. In Ireland a lot of things work on word-of-mouth. So you ring somebody up and you say, would you like to do this and then you ask who else do you know who might be interested? It sort of gradually spreads. What has also happened over the eleven years is that a lot of organisations run one event in the first year and then in the next years they might run three and now they run six. So they have got more involved. I mean in the early years I used to chase people. I would look in the paper and if I saw something mentioned about a course or something I would get in touch with the people. I do not have to bother anymore. They come to me. I think one of the biggest challenges in the beginning was that I you say lifelong learning, a lot of people think it means adults. A lot of people would also think that would mean evening classes, a lot of lecture classes. So it took a bit of work to change that perception. It took probably about three years of me having to talk to people about it, before they realised what we were doing. Now it is fine, people do understand.

Michelle: What do they associate with it now?

Neylon: Now they understand that it is about every age group and every ability. One of the other thing I have not mentioned is that it is inclusive. We have a lot of events that involve people that have disabilities. Either running them themselves, or else visiting. A lot of disability groups in the city would put their students in the minibus and they would go around to lots of the events. So it is always been inclusive and we have always pushed that idea. Another thing that has happened as well is that people started collaborating with each other and run joint events. And in some cases that has become part of their life all year around now. Even though it might be an organisation down the road, before the festival they have never had much to do with each other.

Michelle: And now that also connected them. My question now would be, what the achievements were until now with this festival. So that would be one, that the festival enhances connections.

Neylon: Yes, definitely. We do not have any evaluation. I have been thinking every year to engage students to do a survey or something. We do not have any quantitive research. Which I would like to do, hopefully we will be able to do it next year, to do some sort of evaluation about changes in attitude and that sort of things. But definitely, in the beginning there where people that were sceptical who did not see it as worth getting involved. They have actually told me that they have completely changed their minds. They love us, absolutely love us and really look forward to it.

Michelle: With people do you mean citizens or the organisations that participate?

Neylon: The organisations. But I also get calls, since my mobile number is on the programme. I get calls from members of the public who just thank us, which is lovely. Especially, since the downturn a lot of people are unemployed. The attendances are up at almost all the events, because people have more time, sadly. Most of the events are in daytime, because most of the organisations operate in daytime. We do have some evening events, but the majority would be in the day hours. So, if somebody is working, they would only get to the events at the weekend. But now, when people have lost their jobs, we find a lot of more people. It is a reason for them to get up and do something.

Michelle: Well, that is a positive thing then for them also. In general, how would you describe Cork as a learning city within the environment of Ireland? Would you say that Cork is a pioneer city in that sense?

Neylon: Well, it is a pioneer. As I said, we are the first to run a festival of lifelong learning. Which is the first on the whole island or Ireland, not just the republic. They do not have anything similar in England. The only one I can in fact find anything like us is Slovakia. They have something. And

	then the only other one is in Australia. They do four. This is a Hume Global Learning Village, which is outside Melbourne. I visited them. My daughter emigrated to Australia, so I was over there. So we have become sort of informal friends. We are in touch with them all the time. They run a sort of similar festival for each season of the year.
Michelle:	You also cooperate with them?
Neylon:	We do. We had one of their people come over and talk. And we had a seminar two years ago and he was our guest speaker. And that was great success, people just loved hearing about somewhere else and what they are doing. We do keep in touch, but because of our limited funding we cannot really do things like fly people over and that sort of thing, which is unfortunate.
Michelle:	How do you benefit from them or they from Cork?
Neylon:	I think it is really about the attitude. It is also information. Which, I also think the UNESCO initiative is important about as well. It is that expression that the prophetess unhergend is on country. Sometimes people appreciate more about what you do when they hear foreigners say that that is a fantastic idea, what a great festival. That definitely, you just need to make people think again.
Michelle:	So it is also the recognition for what you actually do in and outside of Ireland. Maybe this is a good transition to come to the international conference of learning cities. You participated there right?
Neylon:	We were invited actually as guests.
Michelle:	What were your expectations of the conference prior to it?
Neylon:	I was not really sure to be quite honest. I had no idea really what a lot of the countries were doing. I was with the deputy lord mayor of Cork, Lorraine Kingston, and what we both felt when we were listening to speakers was that we were actually doing most or everything that they were talking about already. And in a way, it sort of determined that people would appreciate what we have. Some of the countries they obviously have desperate challenges. I do not go to conferences much, I am not an academic. But I enjoyed this.
Michelle:	And you have just participated, but you did not present.
Neylon:	No, we did not present. But I was in the drafting committee of the declaration. We were editing the things, which was great fun. I worked as a journalist as well, so I love editing documents. And I had great fun. It was myself and someone from Canada and I think we drove the UNESCO men mad, because we kept changing things and saying that it was repetitive, which it was. It was great fun, I enjoyed it. We should have had more time though, they sort of apologized. They have not actually planned enough time for it. We could have done more. Oh sorry, and or deputy lord mayor did present. But she did not present, she did one of the summation speeches at the end. She was vice chair of the closing ceremony.
Michelle:	But after the conference you recognised that you already did all those things. Would you have liked to present there?
Neylon:	That did not even occur to me. Yes maybe. I am not mad about presenting personally. But yes, we have done on other occasions. We have done some presentations.
Michelle:	And what would you think of the perception of the city of Cork? Or from the mayors perspective it would have been interesting to present?
Neylon:	Yes, I think it would. She did a great speech at the end and she managed to include a lot about Cork in it. We worked on it in the almost middle of the night, because she had to do it with quite short notice. So in a way they did hear a little bit about Cork. It would have been nice to do more.
Michelle:	Why do you think it would be important that they are aware of the activities in Cork as a pioneer city?.
Neylon:	For one thing I think that some of the other cities could learn from us. I am not saying it is perfect. But the festival is run on a tiny amount of money. Apart from my pay it is run on 25.000 € and it provides citizens with 500 free events. I think that might have been interested in hearing about that. Plus the fact, that there were not a lot of presenters from Europe. I found it fascinating that a lot of presentations were from elsewhere. I think there was one from Swansea, but that was the only one these Islands. I cannot even remember, I think there was maybe one from Germany and one from Finnland. There were very few from Europe, which is good in a way. It is nice to be somewhere where you are in the minority for once. But at the same time I would have been very proud to get the chance to say more.
Michelle:	Yes, I can imagine. What were your overall impressions of the conference?

Neylon: It was interesting. I thought it was very well organised. The part that I enjoyed most was the editing bit. I think it had the right type of mix. I thought we were going to sit there and listen to a lot of talking. But actually, the presentations were kept quite short, which was very good to. I do not think I was bored for a second. As I said, it was very interesting hearing from people like Mexico, Central America, Africa… people from different countries. I mean the formality thing, was a little bit confusing. They had all these volunteers who would sort of looking after us and they were obviously completely in all of the Chinese people who were there. It was good. We also got to know Norman Longworth and Maggie. He has written books on lifelong learning, he is an expert. Lovely men, English. He is very involved with UNESCO and he is involved with the EU. He is actually a consultant on the setting up of the Global Network of Learning Cities. So we met them and they took us on this cultural trip and we went to the great wall of China. So I spend the whole day with Maggie and his wife and we had them then as guests on the festival this year in Cork. He gave a talk to the councillors about the declaration, which is one of the reasons they adopted it as a result of that. So that was a great outcome.

Michelle: And what did you take home? So this was also one of the things that you got out of the conference.

Neylon: Yes, definitely. I have been at a conference in Switzerland a couple of years ago, which was about lifelong learning as well. And I have actually met Norman briefly there as well and I heard him speak and I was very impressed with him. So, it was great to get to know him.

Michelle: And what else did you take home from the conference?

Neylon: I do not know. I think that was a lot. I learned a lot about what other countries where doing.

Michelle: And the connection with him.

Neylon;   Yes, I think that is important as well. Whenever you go to anything that you make some contacts. That is always useful and interesting. One of the people as well, Michael Osbourne from Glasgow university, he was instrumental in having us invited, because he was at a conference that we ran last year. So we are building up a connection between Cork and Glasgow. And we are also building up a connection with Tapei and Tempura in Finnland. So we are thinking of forming like a mini network as well. And probably we will try and involve Swansea, because Swansea is twinned as a city with Cork anyways.

Michelle: And they have also had the symposium or will have it this week.

Neylon: Yes, they invited us, but I could not go. Because there was a problem with our funding, I would have had to pay myself. There are no funds for that sort of things at the moment. But Swansea, we are very keen on that, because Swansea is the sort of pilot city for the UNESCO thing as well, so we want to get involved with them.

Michelle: Good, so far about the conference. How do you cooperate with those cities, like Cork, Glasgow and Tapei.

Neylon: Well, Cork is involved in this other initiative called Ecowel , I don't know if you have heard of that.

Michelle: No.

Neylon: If you google EcCoWell Cork.com. It came about through the connection with Australia. This is a long convolution. Because we had George Osbourne from the Hume Global Learning Cities that I told you about. He actually introduced myself and a group of others, also other sectors not just education, to this idea of EcCoWell, which brings together EC for ecology and economy, co which is community and culture, well which is well being and lifelong learning. So it brings together sort of health, environment, all the different aspects of any city. It is really the same as a learning city. So we have been involved in this EcCoWell. It is voluntarily that the group of the seven of us, from different sectors. We had this big conference last year in September. And we had 260 delegates from all over the world. Mostly Europe and Ireland. And it was through that, that Michael Osbourne from Glasgow University was one of our Key Note Speakers. So that was how that come about. Plus we had another Key Note Speaker from Bask country and Spain, we had one from England and we had Person representing the world head organisation […] initiative. So that is an ongoing thing and that is how that EcCoWell network, we see as a continuing thing which is also sort of feed in with the UNESCO network probably. They are all interested in learning as well as in other aspects.

Michelle: What do you appreciate about the network?

Neylon: I think that you can learn from each other and it is sort of discussing various challenges and how they overcome them. For example the Bask country was the European green city last year and Cork wants to be a green city as well. There are all these aspirations as well. It is very interesting hearing what they do about transportation, planes all sort of things. So many things have

gradually being adopted by the council. It is learning and exchange as well, so that they can pick it up from us too. For example when they were here for the conference, we took them to these organisations which were doing things like adapting what might be a heritage building for an educational use or health use. If you look at eccowellcork.com you will get some ideas of that.

Michelle: Okay. So now UIL tries to set up this global network of learning cities. What would be your expectation of such a network? What should it offer?

Neylon: I think it should do what we essentially doing with our little network, which is exchange ideas. I would worry a bit about it being unreal if there is to many members, that could be a bit of a problem. I am not really sure. Other then exchanging ideas, passing on information to each other and that sort of thing. Perhaps also getting expertise that we do not have.

Michelle: Good. Well, I think that were a lot of good insights into a city that pays attention to lifelong learning.

1.6. Jean Preece (International Pioneer Learning Cities)

Interviewee: Jean Preece - *Swansea University (U.K.), one of the organisers of the 'Symposium of Entrepreneurial Learning Cities' in Swansea as a follow-up to the International Conference of Learning Cities*

Date: 10th June 2014

Interviewer: Michelle Diederichs

Language: English

Agreement to transcript and reference the interview

Introduction of the final paper, major themes of the interview and clarifying questions

Michelle:	What is the importance of Swansea in order to become or to develop in a learning city?
Preece:	Swansea is a newly formed city region, so it has produced a joint plan for the economy and it is intending to use the City Region as a platform, to stimulate growth in the region. They have actually produced an action plan (link). Their ambition is by 2030, to be a confident, ambitious and connected European city region, because we are really not performing as well as other parts of UK in terms of economy and education. So, we are using it as a tool in order to give the region a kick start.
Michelle:	How does the Learning City concept help you with that?
Preece:	It is a tool for bringing all kinds of things together. We have only gone somewhere down that path because we have a regional learning partnership whereby all the participants: the universities, the collages, the schools, informal learning, adult learning and regeneration; all work together. And they have involved employers. The idea with the regional learning partnership is to collect data about the region, identify skills gaps and find the best provider to fill that gap. Make it more efficient for the system.
Michelle:	In your perspective, what role does learning and education play in the development of the region?
Preece:	We have a problem with the low skills within the people employed. We don't attract enough sectors that require high skills, probably because of that. So we need to raise our skills base. We have a lot of unevenness. We have some areas very prosperous and attractive, but we have other areas that suffer from multiple depravation and poverty. And we are qualified for some European funding because of this areas. So we want to use the Learning Cities to reach a wider group of learners: the traditional learners but also people in work. And because we have chosen to make it the Entrepreneurial Learning City, that coincides with the University's own drive to make students more employable.
Michelle:	May I ask how did you decide to move on the entrepreneurial path?
Preece:	When we went to Beijing, we saw that the Korean learning cities there had a major theme, to distinguish themselves there from each other. I think one of them was Traditional Medicine or something like that. The whole city was grouped, themed on its learning. I think it was a good idea. Because of the economic crisis we have a push to self-employment and entrepreneurialism; it seemed a really good theme for us to take up.
Michelle:	What actions did you take or you are planning to take in regards to the Learning City concept? The symposium was one specific action, did you plan other actions?
Swansea:	Yes, we have already created a steering group, just prior to the symposium. So we have got some people from the symposium, from the municipality, from the university, from the Regional Learning Partnership and other some interested people, like employers. So we have created a steering group to take the thing forward. So it is not slow on 'Do it to myself'. And we have also written a project which would allow us to develop an entrepreneurial city. It would give us some funding to develop learning materials and tutor training, some of the things we would like to do.
Michelle:	And what is this project about? What are the actions or ideas there?

Preece:	Is about creating an entrepreneurial learning city, the model of our city, and developing materials that other universities and cities could use, to develop entrepreneurial skills.
Michelle:	Was the Beijing conference the first trigger or did you start with this activities before?
Preece:	It is always like that. You are kind of moving towards some area and something like a conference, gives you an opportunity to see how other people are doing it. It is a mix of ideas and you take from them out.
Michelle:	Did you already see some achievements? In stimulating the Learning city concept
Preece:	Within the university, we have some examples where we have been encouraging entrepreneurialism; we had a symposium as a part of entrepreneurship, which was the first in South Wales. It started with only some people around the table but grew and grew amazingly. And the people who took part were already asking where to organise it next year. So it was a great success. We are working in partnerships with collages and other parts; there were also activities in the town: like pop up shops with young students from the collages, selling things they have made. Or in the schools, they were presenting what they have done, as well, because there is within municipality an entrepreneurial theme. They brought this all into the festival, making it more like a Learning cities.
Michelle:	What do you see as challenges regarding this development?
Preece:	The usual challenges, resources, money and time to do all this. Keeping up the momentum because we have other jobs and this is additional to what we do. It is part of the task at some degree. The trick to make people work with you is to encourage them to do more of what they do, to go further. But we would not normally have much time for offering training to tutors throughout the learning citt. So those are the kind of things. Keeping up the momentum of the international conference, the symposium, and hopefully the project (but that will have to be granted). That will take us further again to keep developing it further really. .
Michelle:	How do you see the role of UNESCO within this?
Preece:	Well, to provide guidance because they we have been asked to do the case studies, and we have got a lot of guidance so far in our presentation and everything. That is the prime thing. Having the UNESCO label can motivate some of our partners to stay on because there are a lot of initiatives going on for people to choose from. But I do not think that UNESCO carries cash with it so we can get people to come above their territorial motivation and work together because it is a UNESCO initiative.
Michelle:	What would you say was your experience at the the international Conference of Learning Cities?
Preece:	I may say it was kind of inspiring, to meet people and see what they were doing or trying to do in their regions, and to see how people interpreted the idea according to their own circumstances. So we came away from that with more ideas about what we are going to do and it sort of came up with our idea of making the city more entrepreneurial.
Michelle:	What did you take home from this experience? (other things besides the ideas)
Preece:	It gave us a broader idea of how international it is and just an experience of the countries and what they are trying to do; Putting in perspective, a wider perspective. And it was kind of encouraging, people came and said that our presentation was helpful and we also made contacts for our projects, hopefully. Because we decided to have a parter from African countries, from Senegal; we have got some European partners already. The African element was a result of the International Conference.
Michelle:	I understood that your presentation and concept was appreciated
Preece:	Yes, because we were very straight forward. We told people how we gone about doing our pilot. A lot of people were worried that they would not get the information and that people will not cooperate with them, Yes, they came up and said that was helpful.
Michelle:	How would you describe that experience?
Preece:	Confirming that you are doing the right thing and also the people in your university are more attentive because it was an international conference.
Michelle:	Is it international cooperation important in developing a Learning City?
Preece:	Yes, I think so. We are going to produce a publication of the symposium and we included a number a people that were important, even though, some have not attended. We had their contacts from UNESCO.

Michelle:	What do you see limitation of the international exchange and cooperation?
Preece:	Differences in context and circumstances. I remember about someone from the Philippines (one of the other countries involved in our project), and we were talking about table textes (aroung min 24 – 25) and I realised that they have just had the tsunami. So we were speaking about totally different circumstances. That is always helpful. As a challenge is the travel cost. But when you have made contact with someone, you have met him/her, you can always speak on the phone, Skype or e-mail; I think that's it.
Michelle:	What are your expectations of the Learning Cities Platform of the UIL?
Preece:	More support and ideas, really; because we have met through PASCAL, we have come into contact with people from Australia, for instance; and they are passionate and willing to share what they are doing.
Michelle:	Anything else to mention?
Preece:	Not really. We would like, ideally, to have some exchanges, for learners (some students here go and work in other countries, fact that increases their understanding of different cultures). We have already had some exchanges with the experts, people that have been passing through UK; and have dropped in to see us. More formal connections with universities to create student exchanges, we would benefit from.
Michelle:	And then the symposium itself. How did you experience this?
Preece:	Very positive! We wanted to get together in the same room, some of the important actors of the entrepreneurial learning city, and get them to know each other and to work together. And for that, we look forward to developing it more..
Michelle:	What kind of activities did you do at the symposium?
Preece:	It was mostly a series of short presentations and people talked about what they have done in their city environment. We have various countries and also case studies from young graduates who have created some learning hubs, a place where to exchange ideas and help each other. We had also some organisation from Adult Education, that does learning festivals every year. We have a big local history of around Swansea being the cupper centre of the word. Our industrial past that was been neglected but now has been interpreted and developed. We had a talk about that. It was a mixture of elements, overall good experience.
Michelle:	What was the goal of the symposium?
Preece:	The role was to get all the actors in one room, to understand each other and link things that have not been linked up before. The local history development has been part of the university activity but now they have gone out in the communities and each community has been helped if they want to recall they own history. For instance there has been a video about a Chinese community.
Michelle:	What were the achievements of the Symposium? Did you got any feedback?
Preece:	Feedback was that everybody was interested and they wanted to know more, to see where it is going to go. This was an introduction and we will see how are we going to work with it in the future.
Michelle:	How did the participants benefit from it?
Preece:	Some said that they have seen themselves a little different because they did not realise that they are a part of a learning city. It is just another arena in which to act. It has involved UNESCO. I do not think there were many concrete benefits for the participants but they got to experience the what they what we are going to take them through.
Michelle:	And what was the achievement for the city?
Preece:	It will take time to show, I think, the benefits for the city. But we have got the steering group that will take us forward. We also got some articles in the local paper, so people will be aware of such an initiative. We have started and we have to keep it up
Michelle:	What are the next steps you will take after the symposium?
Preece:	I would say the project, the steering group meeting. With the project we will develop training materials at all levels for the Learning City and everybody will be able to use them.
Michelle:	Thank you.

1.7. Dr. Ulrike Freundlieb (German Pioneer Learning Cities)

Interviewe:	Dr. Ulrike Freundlieb – *Mayor for Education, Children, Youth and Health in Mannheim*
Interview Date:	5th June 2014
Interviewer:	Michelle Diederichs
Language	German – translated into English

Agreement to transcript and reference the interview

Introduction of the final paper, major themes of the interview and clarifying questions

Michelle: I did identify Mannheim as a city that invests a lot in education and learning, at least from the website it seems like you invest a lot into education. What role does education play in the city development?

Freundlieb: A city has to, and not only Mannheim, I think cities in general, have to be politically active in relation to education. Because education takes place in specific communal contexts, which requires continues education planning and also a strategy regarding education. Those strategic goals can only be achieved when equivalent educational opportunities for all, for children and youths. That means, when municipalities take responsibility for a successful educational development. Our aim is or should be, to connect education on a federal state (Länder) level and communal level. This should be in order to develop a targeted and impactful education policy. From my perspective, the municipalities are the critical entities where education happens. They develop the environment for children and youths. And it is there, where their future happens. It is locally that we can evaluate the effect of our political actions. Apart from that, solidarity structures locally exist and also mutual responsibility towards the well-being of the society. In relation to Mannheim, than I would say that Mannheim is a city of districts and those have different needs. Therefore, we decided not to react in terms of education, but to conceptually design education success and take responsibility towards quality education. You might know that the directorates were restructured in 2007. In relation to the mentioned approach, the responsibilities regarding education, youths and family matters, sports and health as well as leisure were joint within one directorate. This means that we in the directorate can develop a conducive learning development from births until, here in the youths department, 27 years.

Michelle: When you say that you aim to develop equal opportunities for everyone and that you mentioned that the needs of the city districts are different, what would be examples?

Freundlieb: I am talking about Mannheim, if you look into our city districts than you would notice that we have constructed an individual typology for the social environments, we have defined the social environment from the perspective of the children and youth and their development. Then we have applied this typology to Mannheim's map. So than one can see different social environments. For me, the social environments four or five are very important. Those are social environments that are characterized by a high number of people who are endangered of unemployment, by a high percentage of single parent families, by a high percentage of families with many children and by a high percentage of citizens with migration background. Looking at this map shows, if you look at the education report, which is an instrument that we regularly use to measure education success, then you can clearly see that educational success is not equally spread throughout Mannheim. You can see this through the transitions from primary school to the secondary schools like lower, middle and high secondary schools. A child that grows up in social environment four has x times less chances to attend high school than a child of social environment one or two.

Michelle: And in relation to the city of Mannheim, how can the situation be improved?

Freundlieb: We first of all have the overall goals of education equality, enhancing talents and to enhance integration. In 2007 Mannheim started to shift its administrative actions towards a cohesive strategy, which should guide the city. This strategy includes seven strategic goals. Within this development, education was recognised as a central topic of the future, since education is crucial to the living conditions of every individual and therefore also provides the basis for economic success of the city as a whole. Three out of the seven strategic goals are within the

educational sector. Those are education equality, integration and the enhancement and attraction of talents.

Michelle: Okay, and this helps the city to improve the economic situation.

Freundlieb: Yes, among others. We quickly get into an discussion here, firstly this is an ethical question and then it is also towards the education success of every individual, which influences social inclusion and peaceful living within the city and of course has an impact on prosperity of the city as a whole, from an economic perspective.

Michelle: Sure, there are many influencing factors. When you talk about education, do you only include children and youths or does your area of responsibility exceed this?

Freundlieb: Of course you have more than that, this is related to my directorate. I have a specific focus on children and youths, because I also coordinate child protective services and schools. Of course, education is an area which is to see as lifelong learning. That I focus on children and young families is based on the structure of our directorate. We have to enhance education equality and the development of individual talents in the conceptualisation of our education system. Therefore, within our directorate, we can more easily already start in early childhood through child care centres, which I see as raising and educational institutions. The goal here is, because 40 % of our citizens have migration background and among 0-6 year olds even 60% do not have German background, we strive to act prior to primary school, so that children can enter school with the required language level, so that they can keep up in the lessons. We see migration as a chance; we do not see it as a challenge. I also would like to emphasise that citizens with migration background are not necessarily disadvantaged, even opposite. Just where migration background meets poverty or unemployment, which is where it becomes a challenge based on statistics.

Michelle: Of course, many important factors come together here.

Freundlieb: Exactly. I find it important to differentiate to not create the impression that citizens with migration backgrounds are necessarily disadvantaged. This is not the case. My approach is to support the bilingual background of those children. This is a potential and a skills that should not be wasted, but enhanced. You also know that fluency with the mother tongue makes it easier to learn a second language, in this case German, therefore we would like to enhance those bilingual skills and not eliminate the children's mother tongue. We would like to provide them with a path into the German language and at the same time strengthen their mother tongue. We, in the city of Mannheim, support many language projects. We have a comprehensive language support offer, in the public child care centres as well as in the once of sponsors. I have to say, no-one knows the effect of those. What we do is, we set this up in the hope that something happens. But this is not enough for me. Therefore, the approach to work with strategic goals within the administration enabled us to evaluate those goals and therefore lead impact oriented.

Michelle: So you direct your actions impact oriented since the establishment of that strategy. Could you already notice success? Are there projects that were successful?

Freundlieb: I mean, within the education development we have municipal support systems for schools. One example is the Maus project, the Mannheimer Support System for Schools, which you probably noticed during your research. We spend a lot of resources into putting schools in the perspective that the communal society, the evening academy, the music school, the library, the museums, the theatre and also the parks prepare education materials for schools that they can use complementary to the normal lessons. This offer is built on three pillars. One is to strengthen the course contents, for example in German, Maths or English or Science. The second one is to encourage personal development, so soft-skills. And the third one is parenting and teachers training. We have evaluated this programme. We exactly know which parts are successful and which parts are not so successful. By now we have agreements with schools on objectives when they apply for the programme. A school that is a Maus school, has good chances to stay a Maus school, but has go through the application process again every year and indicate which parts the school will use and reason why this is important for their concept. Even if we cannot really participate in education development with our mandate, we certainly do this through such projects.

Michelle: My last question towards education would be the challenges regarding investing in education?

Freundlieb: Challenges to invest in education? If I answer to this, I would invest more than I actually have to invest in education. But I don't think this was the question.

Michelle: Sorry, I clarify my question. What are the challenges to evaluate investment in education?

Freundlieb: The challenges regarding educational investments are firstly the situation that I, as a school provider, that I am the provider of schools as a municipality and therefore have influence in this, but I do not have influence on the education design like courses and the curriculum or teachers recruitment. This means we as the school provider are responsible for the building, the caretakers etc. With those responsibilities it is difficult to enhance educational development. Therefore, the challenge is to communicate with schools so that they identify our approaches as important and that they voluntarily participate and let us co-create. Of course, we partly support this through the investment of our own money and tying it to our goals or tie it to funding guidelines. The second is that I see education equality as this wide concept. In the city districts that are marked by strong articulation skills and are within the good middle-class environment, the support looks at greater, better, wider, also in terms of education, which does not consider the existence of city districts that have more basic challenges regarding educational equality and whose articulation skills are not so strong. Be it because they are not in the position, be it because they do not see the chance for themselves or because they just do not want it. To manage this split between social environments one and two and four and five this poses a big challenge for me. Another big challenge is heterogeneity within the cities society. We have 170 nations, so the challenge is to accept every child and citizen based on their background experience and to meet their needs. This means I have to move away from generalization, I have to move away from broad offers and move towards individual promotion, so that one can detect and develop the individual's potentials and skills. All this in an education system, back to school again, where we talk about the instant needs like teachers and the curricular, which are not within my decision making power. The third focus is of course the transition from school into the job market. We are also very active in this field, because we say that school should take responsibility in the educational success of its students and we would like to support this. At the same time, we would like to enable a direct transition from school into the job and avoid those many waiting times, that are expensive and cost time and are only partly developing. So that those things become unnecessary. So to invest in prevention instead of repairing things later.

Michelle: Okay, great. Thank you. I would transfer now to international or also national cooperation. Does Mannheim have experience with cooperation? I know that you have been part of the 'Lernen vor Ort Initiative'. Did you experience valuable exchanges and cooperation through this?

Freundlieb: In general, I believe that cooperation is very important in the area of education. We have for example also signed the 'Weinheimer Erklärung'. I don't know if that is something you know.

Michelle: No.

Freundlieb: This is a declaration that emphasises the coordination and strategic planning by the municipality. You can check this on the homepage of the city of Weinheim or google 'Weinheimer Erklärung'. Our intention is of course to cross-link our education effort inter-municipal and internationally. First of all, the important thing is knowledge transfer, to look for similarities and differences in education systems, which means to get hold of best practice. Internationally, Mannheim acts through city partnerships. But we do not exceed interaction beyond school partnerships. This is especially, because we, as a municipality do not have a dominant role for education, but the federal state (Land)- This is why we firstly aim at networking locally, so that we can have influence within the federal state or in the second step within the state of Germany. This is our focus. Internationally, we have the attitude that we consider this as far as it comes across and does not include too much effort. So, we look for approaches and best practice. Locally, we have strongly connected with the metropolitan region Rhein-Nekar and we are connected through networks in Baden Wurttemberg and of course institutions like the city association of Baden Wurttemberg, including a committee for education or youths and the German Association of Cities are very important bodies.

Michelle: If you talk about knowledge transfer within the field of education, what is the role of Mannheim?

Freundlieb: We of course play the role of those who listen but also the role of those who talk. I think you could notice that education is a focus of our city, this also means that a majority of our budget lie within the area of education. Therefore, we are at the same time keen to experiment and innovate. We have a good provider landscape, and also formed our landscape, who go with us into that direction. That means that we can also report a lot on innovation and approaches. If

you ask me which role we play, then we have the role of an sensitive listener, to identify where others are in advance of us, where do others already have solutions where we still have challenges, what can we use from this and where can we get consultation. We certainly invite experts from other cities report to us in Mannheim. For example regarding the development plan education and integration, that we have adopted in 2013 on the basis of the Education Report and School statistic, which showed that young migrants often have difficulties regarding education. In that case we have invited the colleagues from Bremen to report how they deal with the topic of integration and balancing education disadvantages, in the sense of migrants, how they approach this topic and what we could learn from them.

Michelle: Okay, interesting. And did you also play the role of the consultant?

Freundlieb: In the Weinheimer Initative we have a visible role in being a pioneer and who has experiences and can provide those. We are within the educational committee of the German Association for Cities, where we are very present with our presentations. We are often invited as speakers, to expert conferences organised by other cities.

Michelle: How would you describe those experiences? Are you going there or the colleagues who are active within those areas?

Freundlieb: This depends on the setting of the event. My head officials are there more often than myself. But things like for example the committee at the German Assocation of cities are things where I represent the city.

Michelle: Okay, great. What would you generally declare as the main advantages of cooperation and exchange for a city?

Freundlieb: The advantage is certainly to get stimulus (impuls), because others work with different tools regarding common challenges. And also best practice. Basically, to step back from one's own perspective and take in that there are different ways of facing certain topics. Basically, the expansion of the horizon.

Michelle: Okay, thank you. We are already at about 25 minutes of the time. I do not know how your time frame looks like.

Freundlieb: I still have five minutes, I have planned 30 minutes for the interview.

Michelle: Okay great, than let us go back to the international factor. International cooperation as you mentioned, has its limitations in education mainly because education is not the mandate of the municipality.

Freundlieb: Yes, in Germany yes.

Michelle: Do you see further barriers or if you step back from barriers, maybe interests in international cooperation in the topic of education and city development?

Freundlieb: I am very open towards those kind of things. We certainly also see an advantage in international exchange. The key word is knowledge transfer. I can provide you with an example. We have a city partnership with Haifa. And from very different perspectives and topics, suddenly the topic of education is at stake. Not because it was a topic that was on the agenda, but because it was part of the discussion of another topic. That is very important, because we locate education politically and within our themes and responsibilities in forms of committees or administrative structures. With set a basis to enable synergies, on the other side we might lose chances to locate this within another area of responsibility.

Michelle: Okay, thank you very much. What are the challenges to sustain international partnerships?

Freundlieb: From my perspective, this is very time consuming. I can say that very clearly. International committees, or programmes or meetings are incorporate a lot of administration. For the actual exchange that one receives in the end, there is an unlucky constellation of time investment and return to this. If I look at funding programmes that enable such things, it takes a lot of time to apply for those, look at the requirements and processes until you are at a point where you get support. Then you have two or three years to enhance a project, under a lot of requirements. So what was actually motivating and encouraging, drops out in the end. The second of course are travel distances; it is easier to contact the neighbor city than to travel abroad. So there is the question of time and resources that I invest and the attainable return that I have in terms of cost and use relation is very unlucky.

Michelle: In what sense do you use technologies within the city administration?

Freundlieb: Of course we use them, as much as possible. So I would say the more modern the better. I can say, that my directorate is now transforming into a paper free office, I mean we might ahead of other city administrations. That means we save resources, not only through print costs but also through time management.

1.8. Dr. Christian Büttner (German Pioneer Learning Cities)

Interviewee: Christian Büttner- *Research Associate in the Mayor's office for School and Education*

Date: 5ᵗʰ June 2014

Interviewer: Michelle Diederichs

Language: English

Agreement to transcript and reference the interview

Introduction of the final paper, major themes of the interview and clarifying questions

Michelle:	What are the aims of Nuremberg as a city? What are the major themes that Nuremberg deals with?
Büttner:	Generally, there is always the aim to enable citizens to be part of the society. Which means, of course we have the opportunity to say that education is one of the keys to enable the participation of citizens in the society. Education provides opportunities, not only in the professional market but also earlier, to be part of the society. We, the city of Nuremberg as well as many other cities, recognised education as the key to personal success. If a person has the skills and competences to manage the personal life, that person can also be part of and contribute to the society. This is one of the big goals that we have set for the single citizen. This of course starts with the births, through child care centres and continues in the general education system to the higher education and in the professional life. So the aim is to design those transitions and offers. For us as a city with about half a million citizens and about 60.000 students, we are the biggest city in the metropolitan region of Nuremberg. This means that we are not only interesting for our citizens, but also for citizens in the surrounding region. This means that we strive to provide a comprehensive offer in terms of education. We are a university city, which means that we a lot of major professional competence centres in the area of vocational schools, but are also represented with all kinds of branches regarding other school offers. From Russian high-school to scientific high school, different middle school offers. So we have a broad educational offer, so that we can offer the right education to every citizen in the region. Those are the broader goals. Another goal is to support citizens to make use of the offer. If I talk of educational participation, I talk about supporting students in school, but also to involve parents. Apart from that, the aim is also to create offers for immigrants so that they are aware of the offers, are able to participate but also to enhance success in the education system. Those are the goals in order to enhance the individual to participate in the society and enable well-being on the individual level.
Michelle:	Could I ask a question in between, how do you define participation in the society?
Büttner:	For me, participation in the society starts with for example cultural offers. Like cinemas and theatre, there is the possibility to desire to use those offers, but that citizens are not able because of their economic situation. This is one possibility, to enable citizens to make use of those offers. To support people that cannot effort this so that they can. This is through the Nuremberg-Pass, meaning that they get discounts if they are receivers of subsidies for living or get unemployment support or they receive educational vouchers through the educational participation package. This is the economic aspect. The other aspect is that I have the competences to say that I am interested in theatre; basically, the attitude of being open to such offers and to accept the offers of the city. Those are two examples of participation in the society in the cultural area. This can be applied to many other offers, whether this is engagement in the city district or to engage in associations. Those might be small things, but those are challenges that are within the society because there is an individualisation of life in bigger cities. Citizens live an individual life and sometimes we do not know their needs and cannot explain why they do not participate in certain offers.
Michelle:	Okay thank you. So then, what are the challenges?

Büttner:	Generally, the challenges within the educational system that Nuremberg is a growing city. We expect growths until 2025, which means that the current educational offers are only partly enough to meet the citizens need. Especially, in the school system when we look at the needed space. We are already building new schools, renovating schools. So, one challenge is the growing population. On the other hand, we have a high immigration rate within the city which we want to integrate into the city. One example is that, I think, 54% of children younger than six have a migration background. Accordingly, there are cultural challenges and challenges regarding language, which can be detected in kinder garden and school. This means, one has to adapt the classes, one has to develop systems to balance language and other deficits. This is also related to advising parents, so that they understand the quite complicated German schooling system. Those are challenges that we have in relation to migration. Another topic is social inclusion. This is a challenge in many cities. How can we tackle this topic? This is not a problem specifically to Nuremberg, but more a general topic, not only in Bavaria, but also in other federal states. The question here is how to design the paths to social inclusion; in kinder gardens, in schools but also later of course. This starts with births and ends with the time of death. This is a challenge, not only of the future but also of the near future, where we have to find answers. Another big challenge is that Nuremberg represents a transforming city. We have traditionally been a labour and industrial city. Since the 90s we have lost various workplaces with Grundig, AEG, Quelle with Triumph Adler in this area. That means that we have to focus on very different qualification levels within the population of our city. For example, Erlangen, which is a typical academic city, has a very different population structure. This means, the social structure is in transition at the moment. By now we have managed the challenges quite well. However, it is still something that changes the city or society. One can also see this in the heterogeneity of the different city districts. Those are very different in Nuremberg. Of course we have prosperous city districts, but we also have city district that have a lot of social issues; those that are marked by unemployment. In the Education Report you can see that we have been under average regarding the regional high school average compared to other cities in Bavaria in the last years. At least we have not reached the regional average yet in comparison to bigger cities, even though we are on a good way. However, those are the challenges that we face and with which we have to deal with.
Michelle:	And how would you perceive education as part of the development of the city of Nuremberg?
Büttner:	From my personal perspective, I see education as one of the most important key to enhance city development. Of course, this is only one pillar considering one considers city development as a whole concept. However, one can clearly say that Nuremberg, as a university city, of course has a university, but the question is how to develop work places for academics in the city. If I have people that are educated well, and if I then have organisations that provide work places for those, those people would stay in the city and enhance positive city development. In relation to the topic city development, I mean that education is a key for such developments. On the other hand, one has to find ways to keep citizens in the city on a different level. So the city has to provide leisure services for their citizens as well as in the economic area, so one has to manage to offer work places to those people that have been educated here. Education is an important pillar in city development, but only education is not enough.
Michelle:	Okay, just to clarify. In which areas of city development is education more important than in others? Since for me city development covers a lot of different fields.
Büttner:	Yes, it goes along with economic development where education is one of the most important factors, definitely. We are the biggest educational location within the region and accordingly, especially in the area of vocational schools, Nuremberg represents the centre for training in banking, industrial professions, etc. In terms of university, Erlangen is dominant within the region. This is due to their history and that the University of Erlangen/Nuremberg is mainly located in Erlangen. But still, Nuremberg's University of Applied Sciences transformed into a technical university. This development led to major importance of higher education and provided also more visibility here.
Michelle:	Thank you. I would suggest that we continue with international cooperation and also national cooperation since we only have ten minutes left. I would then look for specific projects and activities online. Do you have existing cooperation?

Büttner:	We have many partner cities in Europe, also outside of Europe. Those include various city networks. Nuremberg is part of Eurocity for example. We have a Europe Direct office in the city, we have an own office for international relations. There is various existing cooperation; on the level of economy, on the political level and also in the area of education. We are in the association of cities, where our mayor is the president of the association of cities in Bavaria and in Germany. We have various cooperation initiatives within Germany but also outside of Germany. What we have in the department of schooling is an administrative committee with the cities Munich and Augsburg. We come together on a regular basis to exchange and discuss certain topics. We have a very effective school partnership regarding the vocational schools through ERSASMUS +. This is for example with Glasgow, Nuremberg and Prague. Where for example drafts are developed in Glasgow, Nuremberg provides the framework and Prague is responsible for the packing and this rotates. Last year we developed thirteen ERASMUS+ lifelong learning projects. So there are many exchanges.
Michelle:	What would you say is the value of international or national exchange?
Büttner:	We absolutely need the exchange, especially in the area of education. Firstly, if you look at the European projects, because of the globalisation of the job market that is why this is important for our students, but also to receive new inputs for teachers. What I also feel is that we enormously profit from the exchange on the administration level, because there are already solutions towards problems that we are still facing. For example, we had an exchange with Vienna regarding social inclusion, we had an exchange with Goteborg regarding IT in schools etc. We will now start a project regarding the transition from school to professional life with Maastricht and Glasgow, were we transfer our model 'Schlau', basically consulting students without a job, to them. They do not have this. It is mutually beneficial in many different areas and it is definitely a necessity.
Michelle:	So if you go into the cooperation, than you profit from already existing solutions. When you now export your project Schlau, what is the benefit there?
Büttner:	No that is, of course we are connected throughout Europe through different networks. Also through personal contact. Glasgow for example is a partner city of Nuremberg. And through the exchange there was the specific demand. Nuremberg and Maastricht decided to do a European project and Glasgow was involved, because they were interested in how Nuremberg does those things. So it is the fact that we get demand from abroad but also that we discover demand in different cities for things that we do. It is often a win-win situation.
Michelle:	Okay great. So you go into a cooperation with both, the intention to receive solution ideas and to provide them.
Büttner:	Absolutely. I mean, sometimes it is only one sided. Sometimes a city approaches us to help them and then the exchange mainly comes from our side. But normally we also receive insights, because no-one is perfect. In the end it is always a two sided exchange.
Michelle:	Does it also happen often that you develop projects together with other cities? Like with Maastricht?
Büttner:	Yes, for example the cooperation with Maastricht. This cooperation developed based on the belonging of Maastricht to the RCE (Regional Centre of Expertise) RhineMos, which is the Rhine-Mosel and Nuremberg exchanged with them as an RCE and then the project about transition management in the case of youth unemployment developed. Normally, there are various ways how project ideas develop. Sometimes we get ideas through the European Exchange Platforms, where we contribute. This is also due to the wide connection that Nuremberg as well as many other major cities have. Therefore, one can mostly not even say where the core idea came from. One cooperates because of exchange on a personal level or on a professional level and this leads to success.
Michelle:	Thank you very much for that. Then I would like to transfer to Nuremberg as RCE.
Büttner:	There are five RCE's in Germany. Nuremberg is one of them. This whole project grew through the education system. In 2008 two employees in my area suggested that it would be profitable for Nuremberg to be part of this initiative. RCE means Regional Centre of Expertise. The focus was to discover what kind of expertise is there in the area of education for sustainability in our region, how to bring this together and how to aggregate and exchange this in a European or worldwide context. RCE's are part of the United Nations University in Yokohama and since 2008 we became a member of this. After a while we discovered that it is difficult to integrate existing networks within this network, because Nuremberg has a lot of networks. And then it was too difficult to get all existing networks to join this big one. The

other networks wanted to keep their identity. Many other RCE's are part of universities. There it is a little different. That is why we decided to feed everything that we do in terms of sustainable development into the network, but it is not that we additionally start new projects, like for example Munich does. This is also due to the resources. So we anyways do a lot in this area, there are many partners and many schools, and we feed them in but we do not declare it as a RCE project, but the Environmental Station in Nuremberg or the single school.

Michelle: May I ask what the reason was to participate in this initiative?

Büttner: This is a good question. Both of those that have started this are not here anymore. Therefore, I think the main reason was to enhance the location of education for sustainability in Nuremberg. A reason for this was a former office called 'Zukunft Agentur H46', which was a think tank regarding education and pedagogy who implemented the certification at the UNU (United Nations University). But surely one reason was also the exchange on an international level and also on a national level regarding the topic education for sustainable development. On the other hand, the label United Nations University and RCE can be seen as a gate opener for further projects. So they were various aspects that played a role in this. In the end it was a decision of the former mayor, or the mayor and those two representatives of the educational office.

Michelle: Great thank you. I think that I generally have all information I need. Would you say that Nuremberg would be interested in such a network like the GNLC?

Büttner: Yes, definitely. I am responsible for international and European cooperation in this area. This does normally all go through my desk and I am the one who is allowed to participate and exchange. I especially had the experience that small things develop through those networks, which then have a big impact. Partly, this is not recognisable in the initial moment. Often, you remember after a while that you know someone that you could actually need or that person knows someone that I know. That is why those networks are essentially important.

Michelle: Okay, great thank you. What are the limitations to international cooperation?

Büttner: Surely, resources regarding personnel. This is very clear. Especially, regarding the questions who takes care of the network. I think less financial issues, I believe travel costs are doable. I really think the challenges lie in the capacity. Especially, also regarding specific projects, to free resources for that. We often try to establish projects through ERASMUS+ and lifelong learning to also provide schools with some freedom. We will also now establish a part time position in the area of vocational schools just for European networks.

Michelle: Okay, thank you very much.

1.9. Holger Kehler (German Pioneer Learning Cities)

Interviewee: Holger Kehler- *Head of the Educational Office and Education Coordination, Dresden*
Date: 5th June 2014
Interviewer: Michelle Diederichs
Language: German translated into English

Agreement to transcript and reference the interview
Introduction of the the final paper, major themes of the interview and clarifying questions

Michelle: And for the directorates, what do think are their motivational factors to participate in initiatives like "Lernen vor ort" if it is on their table?

Kehler: If it is at stake at the directorate they definitely connect a strong political interest. Of course, they are also professionally convinced that this is the right answer. But they also know, just like with man other things, that you have to be convinced and at the same time they connect it to distinguishing themselves and their personal gain.   And with personal I mean that they are have responsibility within their area so I don`t mean them as indivuals. Of course this also plays a role but does not have as much weight. But in relation to the role that they take on, their function and the perception of the city's society it can really play a role, of course also in consideration of other topics. So it can all look like a good opportunity but then within the city there are other topics firmly set and sometimes the freedom to act is quite limited then you wouldn`t go outside the secure areas just because you like it. That`s what we have very concrete here in Dresden. We had a big financing backdrop for school buildings, we had to guarantee the legal right for Kindergarden spots, Dresden is a immigration city meaning we won about 100.000 inhabitants over the last ten years. This brings along enormous investment costs in infrastructure, it heavily binds resources as you have to build schools, gurantee kindergarden spots. This is all going and it is political consense that is has to happen. A lot is invested in the renovation of schools, building new schools but there is still a finance backdrop for those renovations with about 500 million €. We are also affording a new cultural center and a cultural kraftwerk which is rebuilt. Of course this seems like really prominent factors which cost a lot of money. Additonally, we at the office for education have established for example a municipal reporting system. You know there is the national reporting from the ministry and then we have this municipal one. And the report we did two years ago is perfect and got a lot of positive feedback and national recognition. But then there is the question about what happens after August 2014 when the federal funds run out we won`t get the two HR jobs for a continuous education monitoring.

Michelle: So in your initiative you mainly analysed the education and reported on it? Or did you also have other additional projects that were running at the same time?

Kehler: Yes, there are many other projects. So in the area of the transition management from school to the working life there were small networks and activities that were initiated. Continuous letter to the parents, collaborations with the employment agency, students, schools, universities. We created an independent municipal consultancy for education. We have built up an honorary book service which mainly assists readers of the library who are limited in their mobility. Also an education network for the consultancy was established in collaboration with different individual municipal offices.

Michelle: So now, when the federal funds run out it doesn`t look too good?

Kehler: Then it`s all gone. Exactly. Well, actually there is an inter-party proposal for securing the education consultancy in the future which is currently being dealt with. It`s in the hands of the mayor and the respective committees now. This is how it works politically; the committees are the political participators. But if the parties hand in a fully agreed upon proposal it is usually accepted by the committees. So it the proposal goes through, we would have the consultancy as it is right now financially secured for the next five years. We also assume that from next year there will be financial funds from the land Sachsen available which could be used for such purposes. And maybe there will also be a national support programme but that´s not sure yet. And that is why the parties have taken the initiative and want to guarantee a constant progress of the initiative. Obviously, this doesn`t happen from out of nowhere. We had to put in some work in making them aware of it. So for example previously to an important committee meeting in January we thoroughly worked on the consultancy's data and numbers and created an eight-pages flyer and gave them to the parties. So facts play an important role but of course it also doesn`t work without emotions.

Michelle:	What do you think are the main challenges in the area of education in Dresden?
Kehler:	Infrastructure. Because that´s actually the sad thing. When talking about financial investments we`re mainly talking about investments in cement and stones, at least here in Dresden. And I am very critical about that because we don`t really get to talk about the quality of education, although it is present and some committees consider is. But in fact, it doesn`t take on the role it should in comparison to the infrastructure questions. And this is why we get problems when trying to place those content related topics. Of course we have an educational gap, migration- and gender issues. There is a problem and we have tendencies of segregation but it`s not obvious enough to be perceived daily by everyone. It`s not urgent (es brennt nicht). In other areas around Dresden it is much more critical, where the youth leaves causing the infrastructure to collapse. And that`s where you invest in quality which often requires some background information which leads us back to education reports.
Michelle:	Is infrastructure generally an important topic in Dresden?
Kehler:	Well, every once in a while. Dresden is famous with its bridge and the World Heritage Bridge.
Michelle:	What are other topics in the politics in Dresden? What are they focusing on?
Kehler:	Living is an important topic, meaning having enough affordable living possibilities. Renting prices have risen and the people notice that. Also there is a great demand for places as many old houses have been rebuilt. We also have some HR problems which is demographically caused. We lack people in the social services and it`s also noticeable with teachers. So I would say it`s at the limit of the legal requirements for qualitative school education. This means that under these circumstances there is definitely a need for action. And this, for example, out rules those more content-related issues.
Michelle:	So, infrastructure, living, HR; those are the main topics which of course are also interrelated.
Kehler:	Yes, of course. This also relates to the city development.
Michelle:	How do you see the role of education in the city development?
Kehler:	My personal view is that education policy and city policy …So a question could be how to specifically invest in education networks and initiatives also in the city's areas that are on a lower educational level. Those areas need the best educational offers, diversified, well equipped schools with enough staff. But it still is a major discussion point. If we for example look at HR; dealling with the main authorities is difficult and I think we cannot possible expect anything in the next five years. The resources for more people are simply not existent.
Michelle:	So, the personell is not existent but the money would be?
Kehler:	No, actually both are not. Even if one would provide limitless amounts of money, you wouldn't find the teachers.
Michelle:	OK, but this is only in the area of school. When expanding this to lifelong learning, are there also no teachers and coaches available?
Kehler:	That`s difficult to say.
Michelle:	Do you think it`s important to include this, so to go beyond school? Of course, still having school as the basis, but also going further?
Kehler:	Well, this area is definitely much more difficult to direct and manage. But in Dresden we have a very strong cultural education not only a cultural landscape but also education. It is really obvious how well built up those areas. And this also becomes visible in the individual districts with small cultural groups and initiatives and also in cooperation with educational institutions or the community college that is unbelievably present. We have a very strong academy for elderly here in Dresden which was created as a friends association and which strongly stands up for the education of elderly people. So, the topic of lifelong learning is very present here, although not politically on the top of mind. But that always like that on the political level. Academic discussions are barely held, at least not publicly. Of course there are always professionals who deal with those aspects but they only go public if there are concrete action steps. […]
Michelle:	What is the city's ministry's attitude to education within the city and its development?
Kehler:	Obviously, education is important. They are inhabitants and they clearly know their duties and responsibilities in those areas. And if, for example, the right for Kindergarden spots is guaranteed but if the parents then have to drive across the entire city to get there, they will definitely make it a point for discussion. And they would also take care of the schools equipment and state and make sure that everything is in good order. So to go back, the politicians will definitely look at their duties and also decide about what is possible and what is not. And they also won´t consider themselves with topics which are not their repsonsibilities. And in Dresden education is the responsibility of the State of Saxony. And that is where the problem comes in. The citizens are not

interested whether, for the education success of their children, the non-formal and informal channels are part of this, they do not care whether this is in the responsibility of the city or not. They want to see problems solved. Completely understandable. That is why the initiative is called Lernen vor Ort. This is only possible if one works together, but this is a difficult topic on the political level, that this results in concrete actions.

Michelle: Did you have success in the Lernen vor Ort initiative? How did you perceive cooperation there?

Kehler: That was very well organised from the BMBF and the co-operator. There was an intensive exchange and mentor programmes. There was a lot of know-how transfer and exchange. That was excellent in this area. We have worked a lot with the KGst on the implementation level. That is the think tank of the communities, who brought us often down to what is realistic or not. There were a lot of academics on this positions, who did not know much about politics. In seldom cases those had the connection to the head of administration. Those bridges are normally the direct supervisors or mentors. They know how this is working. If you don't have them. Than you wonder why things do not work and they don't know how to implement. All those things that the administration does….So the whole process until something is implemented. I needed 2-3 years to understand this.

Michelle: And how did you benefit from the exchange?

Kehler: That is of course the learning effect. I am even paid to learn.

Michelle: Did you specifically get inspiration from other cities?

Kehler: Of course. But what you learn quickly is that what is done and provides inspiration, is only the trigger to start looking… then the question arises how they did it and under which framework? If I see a city like Trier or Aachen, who also are very limited in their resources, but still manage to prioritize this theme. Then of course I ask who is the responsible, how does this work… this is very interesting, but also frustrating if you identify that there are factors that you cannot influence yourself locally.

Michelle: And what is this in Trier or Aachen?

Kehler: Strategic interests. The potential was identified… it is always connected to vision and goals and this is directly in the hands of those that work in the top of the administration and there are many different kinds. You have charismatics, who can always recall contents and they do that very convincing and then you also have those that work through relationships and emotions. [..]

Michelle: How was the cooperation basis?

Kehler: Yes that was quiet regular. We had two programme phases, the starting phase and a extension for evaluation. In the first phase we met a lot, one or twice central and then in working groups. In the second phase we had regional meetings. Then we had more extensive exchange with other initiatives from Saxony, we now know each other and have contact on a personal level. So they ask for presentations etc. Or we need input here… so we develop personal networks over the time.

Michelle: Do you think it is important that this happens regularly?

Kehler: Dependent on the content of the meetings. The aim of the meetings and the benefit has to be clear. Especially on a communal level, the resources are very limited. Why should we invest in this? How do we benefit? Especially if its about voluntary activities. With Lernen vor Ort it was easy, because the money came from somewhere else. Even if we have the resources it would be questioned whether this would be necessary. […] To cooperate with someone I don't need a network, I can just contact the people I know [..]. It is a lot about resources in terms of personnel. For many it is not the money, but the persons that are needed locally. And if they go travelling around and do not bring input, then this will very quickly be cut down. I had a lot of requests from China to look at our education system, but that was limited very quickly by my supervisor, because I was always just holding presentations and those that come to ask for information, they come to get information, and you do it until a certain degree, but we do not profit from that. […]Those organisations that trigger that should consider paying for that instead of freely using the resources of a city. I am not sure about my opinion here, of course it is worthwhile being able to report about a city, because people are positive about your city, but how much publicity can you afford and is it not at some point an exploitation of resources. That is why membership is not easily agreed to, it goes through this process. So the questions are, how do we benefit from this? […]. There is an initiative of for youth to trigger a stay abroad, they ask us every year of the head of my directorate can speak, and every year we say yes… because the process how we benefit from that is clear. We get young people back that are open minded, so this is a theme here and this is why we invest. […] Because we have a problem with racism, and that is why open mindedness is a major theme. And even if there is a interesting initiative, there is always the question of time, money or workspace.

Michelle: Would you say that only the Chinese profit from when they come or would Dresden also profit from an international exchange?

Kehler: Of course, those that come here get information and they have a specific interest to come, which is also organised like that. There is a low chance to get something back. In partnerships, we have very intenstve partnerships, which are based on economic development. But there the exchange is weight stronger. However, how present this is in the education environment, I do not really know. That was not a topic, normally it is a lot about economy or research cooperation. […]

Michelle: What are the services that a network like the GNLC should offer?

Kehler: I think it is impossible to find answers to questions that are not demanded. I participate when see a common goal and I am personally convinced that I can beneft from that. And while I can see the benefit, I participate in a network and also invest. But the important question is what is the goal, is this aim according to my own goals, do I perceive this as giving me a concrete benefit, that I can use. That is the difficult thing. […]. So the thing is the need, and if they have answers, if they cannot answer those questions by themselves, than they need support and when there is a network that works in the area, so clearly states the benefits or approaches. Or they are able to see innovations from somewhere. But this is an abstract level in the international context, what solutions can I really use? A community is not abstract, a community is on the implementation level. There is not much discourse on the communal level, that is not what they are there for. [..] So mostly this is kind of a community of common interest where only a few benefit. And then there is that thing that one always has to maintain networks and they do not survive on themselves. That is where it gets critical. So in regard to resources and that administrations face, the political level is critical.

Michelle: Yes, so I would say there was a lot of good and extensive information. We are quite over time. Very interesting and an interesting perspective.

1.10. Veronika Schönstein (Multi-Perspective Interview)

Interviewee: Veronika Schönstein- Project Coordinator LIFE, Freiburg – Lernen vor

Ort Project

Interview Date: 5th June 2014

Interviewer: Michelle Diederichs

Language   English

Agreement to transcript and reference the interview

Introduction of the final paper, major themes of the interview and clarifying questions

Michelle: What are the aims and challenges of Freiburg regarding the city development?
Schönstein: Within education?
Michelle: Yes, and also education within the overall context.
Schönstein: Within the overall context, but I will frame that already within education. Freiburg has two main areas in this context. One is education for sustainable development. This is a priority area for Freiburg. We know from education reports that we can better cover diversity, migration. This is the second priority area for the development of Freiburg.
Michelle: Okay. And which projects do you have in those areas in Freiburg?
Schönstein: Of course, we have the overall project of the Lernen vor Ort initiative, where we have a priority agenda. During the Lernen vor Ort initiative Freiburg has implemented the project LIFE. Within that we have implemented a project towards sustainable development. We call it Freiburger "Kleeblätter". Those center the key terms climate change, energy, health, diversity, environment, water, nutrition. Those key terms are then further developed and offered within this Kleeblatt approach for many different age groups, deductive as well as methodical. We offered this as an instrument to support a network 'Learning Sustainablity". This network aims to connect actors within the formal as well as non-formal education who deal with the topic of sustainability and are able to offer education services. The topic can be developed from a multiple perspectives. And then there is a second instrument: Education for sustainable development fond. Our mayor, who is responsible for environment protection as well as for education, created a fond, filled by different administrative departments and covers about 40.000 €. This fond supports small providers in the development of their education offers. This is taxed in the ecological station of Freiburg. There is a financial support through resource relocation. Furthermore, we work within the department for schools and education. The project here focuses on research environments. Those research environments support the philosophy that development guides, be it teachers, pedagogics or environment pedagogics support and sustain the curiosity in early childhood as well as adult education. Those do overlap. We cover two very complex and future oriented themes within those two projects within education for sustainable development. We also developed a very good working network in the area of diversity, education and migration. The network aims at connecting the actors who are active within this field and work on education as a key for empowerment. We also have many other programmes in the different city districts. One programme deals with the participation or empowerment idea towards more education equality. We implemented a language education programme called "Rucksack". This was not developed in Freiburg but we have adapted it. This is aimed towards parents in disadvantaged districts. The parents are supported to develop their children's mother tongue in a playful way. Apart from that, those topics are dealt with regarding German in childcare facilities. So basically, the aim is to support bilingualism. And those parents are more than language and education supporters, those are representatives of cultures and within their districts towards the importance to learn a language of thematic language. They are also representatives regarding the importance to participate in the society and to secure empowerment.
Michelle: Great thank you. What are the challenges in those areas?
Schönstein: Inclusion is a big topic, in Freiburg as well as everywhere else in Germany. This exceeds migration, one could frame it as diversity. It is a major challenge to find future oriented answers

regarding this topic for Freiburg. This is a topic that affects the society and cannot be solved by single institutions. This has to be approached holistically. This includes major challenges.

Michelle: Would you say that the UNESCO project could be supporting in that sense?

Schönstein: Yes. One thing that I really remember, I really mean it when I say, even though it is far away. I was very impressed that education was declared as a key for awareness what sustainability and responsibility means within daily life. So that education is a key to transport those topics to the people. I was very impressed from that approach. At the same time, the connection with inclusion. I perceive this project as very successful and guiding the future. It connects major topics which have to be approached. Those are the topics from tomorrow and the day after. To connect those agendas and evaluate how to solve those in an intelligent way. I found it genius to connect those topic and see how one can approach one and include the other. I really hope that this movement sets marks within a world map.

Michelle: How do you mean that? Could you elaborate on that?

Schönstein: If you look at this globally, we in Germany do not have the same problems as giant cities in China. But we have other problems, which are not necessarily comparable in regard to their approaches. But there is a pattern that can be recognised and that is the attitude. How can I bring this attitude to the people where I live? It is about behaving in a certain way so that I can look into the mirror and recognise that I have done my best possible that the air is clean tomorrow, that I can secure work places… that there is a satisfying quality of life for everyone. I believe that needs a value framework, which should be filled with goals that are operationalized in an exemplary way. For me that is a framework, which pictures the map, then there are goals, which are the cardinal points and then there are operationalised examples, like the key on the map on how to understand this. That is what I hope for in this movement. I have enthusiastically experienced this in Beijing, that cities that follow those approaches, need this. One needs top down and bottom up, one needs key players that bring those to the top agenda, one needs someone that places this as a daily theme. That was recognisable in all presentations. It would be good to clarify those marking points and communicate those globally. It is not enough to organise this conference in Beijing. There are more steps that have to follow, otherwise that will not happen. It was a starting point for such an initiative, that I found very valuable. I recognised for the first time how important that is for example in China, to face this topic. And what happens in China is not unconnected to what has or will happen in other places of the world. Sustainability cannot be thought of differently in all the continents. We know that.

Michelle: What would you recognise as the next steps? What should happen?

Schönstein: I would put it that way, we have representatives now who visited the conference. Of course, I was sent as the programme representative, I of course would bring this to our city administration, but that is not enough. I believe it would be very important, that those that follow up on the conference check in which cities those topics that were presented at the conference are already on the agenda. To discover pioneers and how can one use those pioneers. To bring those topics to a practical level. I can do that to a certain degree, but it would need some powerful supporters. That would be a very important step. But also to extend this circle of supporters.

Michelle: Okay thank you. Regarding the conference in general. How did you end up going there? That was from the BMBF?

Schönstein: Yes, the BMBF approached me and asked if it would be possible that I go. Because we are a city of decades, we have a lot of decade projects and are very successful in the Lernen vor Ort initiative.

Michelle: Yes, Freiburg has an image of being successful in many ways. Sustainability, Lernen vor Ort…

Schönstein: Yes, we are very successful. If you google us, we have simply developed some great programmes. In a way that, for example the head of the bureau of my mayor recognised that it is simply different now after Lernen vor Ort. We cannot go back.

Michelle: Very good. What did motivate you to participate in the conference then?

Schönstein: I was interested in if and how that would be successful. To approach those themes under the motto learning cities and make it implementable. I was curious if that could really work. To not only keep it on an abstract level, but to make it practical. And I have to say, the approaches excited me. My motivation was really my interest, how that would work and the Learning cities theme is on the future agenda. It needs drivers and are concrete. Learning cities can be everything and nothing. One has to have driving themes like inclusion or sustainability. Every time decade has a theme. And this has to be recognised within the Learning City framework.

	Well, Learning city also means that small cities, big cities and giant cities understand to establish such structures. Structures that support learning, learning in any relation. And I thought, that was really interesting, how that was communicated and designed. I mean, I have taken the set of indicators with me and I was positively surprised how concrete this was. I can say now that has to be adapted in the cities. That will partly happen, but partly not. Especially, if there are no people that follow up and demand this implementation.
Michelle:	What did you take home from the conference? How did you benefit from this conference?
Schönstein:	Firstly, I saw that one can organise such a global conference with so many participants on a goal oriented basis. Secondly, there was a global concern to work on the topics regarding education for sustainable development and inclusion and to find solutions. And I recognised that there is global recognition that those topics are so complex that one has to learn about solution approaches that are similarly complex. I found that very good. I found the examples and information materials well prepared. Of course, that was partly different in terms of structure for German eyes and ears. But this can be translated into cultural differences. Then, it is okay. I also recognised that one can operationalise very complex issues, but that one has to be careful to not make it trivial.
Michelle:	Did you see that in other cities or from the official documents?
Schönstein:	From the official documents and the examples that were presented. And then of course, in the documents. One really has to be careful that it does not become trivial.
Michelle:	What was your perspective on international cooperation? For Freiburg as a city or for the project?
Schönstein:	For me personally not really. Freiburg has many international city partnerships and those topics are a key in many partnerships. In that sense, Freiburg is very advanced. Even though it does not have the title.
Michelle:	What would you say is important in the sense of international cooperation or city partnerships?
Schönstein:	I think for Freiburg it is very interesting to keep the city informed about what is happening in cities around the world with similar and comparative size. That is of course a little different in every continent and I think generally that no part of the world can act on its own in that sense, for example in sustainable development. I mean, the consequences are global. So it makes sense to discuss those topics globally, whereas in the sense of city partnerships, I do not have the solution. I have not thought about it. One has to translate those concepts into a tangible concept for Freiburg. Would it be possible to connect two or three cities on every continent that are comparable?! And basically, let them work on the same themes. Like other city associations who follow other scales. We do not have cities like San Paulo or Beijing or Shanghai. One has to think a little different in that sense. I still think one has to try and bring people together on the way to find solutions. If the interdependence is not considered, one develops solutions parallel that can suit sometimes and sometimes not.
Michelle:	Do you mean that one can complement each other?
Schönstein:	Yes. And also, if you work on those things commonly, one can avoid that things are reinvented in an isolated way or invented five times, but also ensure that solutions fit together. I mean, what is possible here might not be possible somewhere else, but if we do that, we learn what consequences our behaviour has for others. And then one can say, that we want something and other things not necessarily. So than we have to reflect on this.
Michelle:	Okay thank you. What do you see as challenges regarding international cooperation?
Schönstein:	A major factor are the resources, the major limiting factor is the time. I know, if a theme is important enough than one can make time. But I do not consider that the perception of this topic is that important yet. And then, there are cities in Germany who are limited in their approaches because they exceeded the debt limit. So there is no money for travelling. Another factor is, that one has to find people that would think so far and can think so far. And those are not necessarily the majority. If one thinks future oriented, one has to find the right people that do and want the same. Those are the main limitation. Not everyone can imagine the world in twenty years. One has to start with those people after the operationalization. But both kinds do exist internationally. That is something to consider. Those that are ready for this exist in every part of the world. Those have to be detected and approached.
Michelle:	Great. That was actually it. Thank you very much.

1.11. Walter Hirche (Multi-Perspective Interview)

Interviewee: Walter Hirche - *UIL Governing Board Member, President of the National Commission of UNESCO, performed several positions as a Minister on the federal state level, former member of the German Federal Parliament, former Parliamentary Undersecratary*

Date: 11th June 2014

Interviewer: Michelle Diederichs

Language: German – Translated into English

Agreement to transcript and reference the interview

Introduction of the final paper, major themes of the interview and clarifying questions

Michelle: How would you describe the interests of German cities regarding the Learning City concept?

Hirche: German cities have to know more about the education landscape which they design consciously or unconsciously within their cities. Often there is no systematic overview and to participate in Learning Cities means that they acquire knowledge about the status quo in the own area based on an international framework. Based on that cities should than develop learning programmes for the city, especially some chosen city districts. It would be a weight more systematic connection of the educational institutions. Until today, often formal schools, in Germany state institutions, which are the schools, even though the buildings are provided by the cities, but the contents are disconnected from vocational schools and community colleges and are also disconnected to extracurricular activities. To enhance a stronger systematic connection here and make it comparable through the network is the biggest advantage. The second is then the ability to systematically connect the single areas of education.

Michelle: Do you believe this construct would also be interesting from a city perspective?

Hirche: Yes, I think in Germany there was a project parallel, Lernen vor Ort, provided by the BMBF. There are very interesting results. Things like citizen cafés, which are basically like internet cafés but for learning, learning offers, meetings. Where information is submitted. I think that is a very broad spectrum and the systematic of Learning Cities is by far not completely developed.

Michelle: Where do you see the challenges for German cities?

Hirche: I think simply in the connection of the different areas of education. That is not aligned in Germany. Whether this is organized by the state, by community colleges or freely organized in the leisure market. Those things are disconnected. And in the future under the umbrella of lifelong learning, it is not enough what we are offering in schools or also in the higher education. Therefore, the connection between those is very important for the future.

Michelle: And this work, in what sense would that help cities?

Hirche: Definitely that citizens are more informed that they have more courage to contribute to the development of the society and not only for their personal life. That you can connect the individual interests and the interest for the society, so that the quality of life improves, especially for the citizens and for the city as a whole.

Michelle: and in relation to the general challenges as a city or even as a country?

Hirche: In this context of course also, because in those information and learning processes, things are offered, tested and developed which exceed what we offer today.

Michelle: If one looks at the benefits of learning cities, the wider benefits, sustainability and cultural prosperity, economic development and social inclusion and individual empowerment. How do you see that? Which are the key points of Germany?

Hirche: I think first of all in individual empowerment, but also in the connection with economic development and the social development of a city. Therefore, I think, but one cannot pursue general goals without including individual empowerment, because otherwise the interest of the society decreases.

Michelle: Okay, what are the differences and commonalities between Germany and the international environment?

Hirche: I think one has to consider that the education systems are very different in almost all states, not only the interests but also the contents. For example looking at the European and the Asian framework. Therefore, one cannot develop a general framework for everyone, in this context as well as in the

general context of learning cities one has to consider very different concepts. One cannot frame oneself on a narrow general concept, but there have to be alternatives. So that one has enhancement through different concepts. I think this highly depends how the schools are organised, how it, which is one of the main differences between Germany and all other countries, organises the professional education. Even if most of the youth in Germany visit vocational schools, then the question is, how we can connect the vocational training with extracurricular and complementary education. This is very specific to Germany and which also provides enormous chances to establish this concept on a broader level.

Michelle: Thank you very much. Then I would go further with the international conference of learning cities. What was your impression during the conference?

Hirche: That was a encouragement and kick-off event. Mainly there was exchange of experiences and the most interesting was that the experience reports from England or Wales, Canada and Asia and on the other hand Turkey made clear that those are not isolated goals. Those might differ, but there is a common approach to see information and education as a future direction. Therefore, one could not expect more of the conference than it actually pursued, since the conference resulted in the commitment to Key Features and instruments, which were not discussed within detail but which provide a common direction. There was one aspect that stayed open, which Asia favoured, especially Korea, who presented happy villages and happy family as an outcome of their education efforts. This is something that I personally perceive as to far regarding the life of individuals. The danger here is the total acquisition of human and would endanger freedom and alternatives that are very important in this concept. However, maybe we are just at the beginning of the discussion and in the end, the European concept would always be different to the Asian concept.

Michelle: So there are differences. And you would say that the commonalities and interests were already established in the Key Features?

Hirche: Yes, certainly.

Michelle: How would you describe the importance for cities in international cooperation?

Hirche: I can say, the life of tomorrow is more and more influenced by globalisation. Therefore, it is necessary that education experiences internationalise and we internationalise specific learning processes and learning contents. Therefore, the exchange in such a network is very important.

Michelle: What would you perceive adds value regarding international exchange and national exchange?

Hirche: I think especially by exchanging learning experiences. Learning contents in the sense that how does it work and what are the results, how are disadvantaged groups included to participate. That is different in every society one can never use everything, but one can take a look whether those approaches are useful or not for the own use. So exchange of experience, is the key factor in international cooperation. Apart from that, there might be discussions in international learning contents, but this will always stay quite abstract. Therefore I would always highlight the concrete exchange of experience, how do you do that? How do you evaluate success? , as the essence. That does not happen enough.

Michelle: On a national level there is already exchange, right?

Hirche: Not enough. The Lernen vor Ort project resulted in a sense that many did work on an isolated level. Therefore, I found it very useful that there was a finalising conference. Where the experiences were exchanged, were captured, so that one can continue working within the communities based on the different concepts and also that the Ministry of Education can see how they can connect this an enhance cooperation. That is of course very complicated in Germany, because culture and education are based on a federal state level. The state level cannot pursue anything, only with information offers, with platform offers. However, on this level the state relies on community practice and experiences. The state itself does not have direct experiences. It has to obtain information from local offers.

Michelle: What could you observe between the participating cities at the conference? Did you observe or got feedback regarding their experiences?

Hirche: That was still quite disparate. Mainly because on the one hand, learning in universities and higher education was a topic, then we had a work group on the impact of Learning Cities on the city planning and development concept. So that one can see at the end, that if learning influences the general interest, then other development factors are influenced. That was all quite disparate at that point. It were individual experiences that were next to each other. Until this results in a real exchange, in the sense that one does not only listen and exchange, but really check if things can be applied, there will be at least one or two conferences. And a lot of expert exchange and conversations.

Michelle: Did you speak to cities or participants of cities in the conference?

Hirche: Yes, but more on the corridor and between the sessions. It was not to the extend to which I would say it was useful, because the conference had a very condense time schedule.

Michelle: What was the general impression on the corridor?

Hirche: It was the pride of what every city has been doing itself and to less the question what one can implement from others. This is a typical starting point of an idea that has to be implemented locally. Only in the second or third state of development one is prepared to implement experiences from others. Because if there is no basis at the first point, it is easy slip. And then it gets imprecise. So I think that was very much at the beginning and I believe that a new conference has to leave more space for small groups to exchange experiences. That was not enough.

Michelle: What do you believe cities took home from the conference?

Hirche: Of course the conference was also marked by the fact that it took place in China. Similar to world cups and Olympia, of course, there was also a representing interest of the host country of the conference. This can never be avoided. As one say in German "Who orders the music, has to pay and can decide what will be played". Therefore, it is important that the next conference will take place in a different continent, so that different horizons are perceived. The representative character will never be avoided, since the host country is mostly dealing with its own achievements and presentation of those. That cannot be avoided.

Michelle: Would you say that cities received useful information and got inspired by other cities during the conference?

Hirche: Yes, I think so. Of course in that case it is better to ask German representatives that were there. Ms Schönstein from Freiburg.

Michelle: Oh yes, I interviewed her yesterday.

Hirche: Yes, I cannot really say this, because I do not have the perspective of a city. But I perceive it as so. I think when there are partner cities, German cities will evaluate the options of the partner cities.

Michelle: How do you perceive limitations to international exchange then?

Hirche: I think the global city network is a very important story. Whereas I hope that it will not stay within a small cycle of specialists within cities and we have 200 specialists in that sense, one in every country, but missing impact in depth and width within the country.

So it has to be specified how and to whom those information should be distributed in the countries. Our main problem is not missing information, but missing penetration of the ideas into the systems and institutions that exists. Therefore, it has a information system has to be established, like the regular newsletter. One has to try after a specific time, maybe after a year, to see what positions do the people have and what influence do the people that are working within the network. There should be an evaluation of an independent third. I worry that there will be a new group of specialists and that what one wants, a change of system and opening of systems that that cannot be achieved. Of course, Learning Cities is a concept that comes from bottom up and it is unclear, whether this will be recognised at the top level. This has to be evaluated. Especially in the sense to evaluate how do we convince the top level in cities, thus the mayor, that this is their theme and this is something that one can only achieve within the aspect that one focuses on individual education, but that one also highlights the benefits for the cities themselves. So top-down and bottom-up and establish a connection. Then, the newsletter can contribute, but one has to be self-critical and let someone evaluate this within one year.

Michelle: Yes, I agree. In general, when we talk about international cooperation and exchange, the conference was basically the only exchange platform. What do you see as limitations to this?

Hirche: I hope, but I am sceptical and careful, this will be very dependent on where the engaged circle place value in the individual city. How interested are they, because it is a movement from bottom up. But at the moment, this has not the width. In the cities, one has many specialist, who fear that someone steals something from them in that concept. There will be a lot of dependence that we set exemplary cities, for example through the ministry of education. For example to target those that have participated in Lernen vor Ort and motivate them again to push into this direction, target city associations. Not only the association of community colleges and also the try to involve social partners, corporate partners and unions, next to the communities, so that we approach this holistically. Whether this is will work or not will be very depended on the constellation of the cities. I believe this is more about the persons in charge of education that of the persons in the political party. There will be people in every party that are engaged and forces that will say to not change to much, because there will be problems. It is a open question and we need many engaged people in this context.

Michelle: Of course, and then it is about finding those engaged people and to convince them.

Hirche: Yes.

Michelle: Then I would like to continue with the global network of learning cities, which is planned as the website and conferences, right?

Hirche: Yes.

Michelle: What do you expect from the Global Network of Learning Cities? How do you see the concept?

Hirche: Partly I have already said that. I think it is simply an exchange of experiences, best practice. Who does what and where can one attract which groups. And the other one is the conceptual work, because people are simply that way that one thinks more on a basic concepts, others in practical advice and which advances us most are best practice examples, where people see that it works. Or that is the way to success and then I can also present myself. This is very important, that we recognise progress within one or two year steps, even though those things are long term processes. And therefore I need international tips and examples. That is what this platform can offer. Both, the concept and the practice.

Michelle: How would you see the interests in Germany and in comparison to the international community to use this platform? So how would they profit similarly or differently.

Hirche: That is difficult to say. For me the key theme is that there will be a lot of specialists who read all this, but the question of multiplying this in the own country will be very difficult. There is so much, we can look at everything and then forget it again. The question is about implementation and this has to be evaluated. However, this is the call for every city and nation. That is why we have to evaluate this initiative in two years from someone external. So that there are not a few very engaged that spend money on this, but that there is no movement.

Michelle: How do you see the role of UIL within this to avoid this or move something?

Hirche: UIL has to in the some states, one can cooperate with a couple of states, there one has to evaluate based on a pilot or motivate as one would say among pedagogics, to bring this to concrete results. That would have to be monitored by UIL in their own initiative. But it is not enough to this internally, but one has to have a critical consultant from the outside and this has to be discussed on the platform and also negative examples. So also what has not worked and why and this is not avoidable.

Michelle: So also discussion as one process. Okay thank you, I think that was it. You have answered all questions. Maybe also how you would see the requirements of German cities regarding such a platform? You are knowledgeable within the political environment in Germany. What would be the requirements for such a network?

Hirche: They would have to have enough overview regarding the systematic organisation of their own educational institutions and the most important is that I find 5-10 engaged people locally who are willing to engage. Money, even though it is always needed, might be the second. If I do not have the engaged people I can forget about creating a circle from different institutions to additionally engage in such a thing. This is the problem.

Michelle: So engagement, would be a key topic. Okay, thank you very much.

Hirche: I cross fingers regarding your work.

1.12. Christine Steck (Mulit-perspective Interview)

Interviewe: Christine Steck - Project Manager Wolfsburg - Metropolitan Area - Hannover
                         Braunschweig Göttingen Wolfsburg

Interview Date: 7th May 2014

Interviewer: Michelle Diederichs

Language   German – translated into English

Agreement to transcript and reference the interview

Introduction of the final paper, major themes of the interview and clarifying questions

Michelle: Could you quickly introduce your work at Metropolregion

Ms. Steck: I followed spatial and regional planning studies. Currently, I am responsible for Wolfsburg in the metropolitan area Hannover-Braunschweig-Göttingen-Wolfsburg GmbH. My tasks as the project manager include for example a network project ‚Opening the Universities for academic development of professionally qualified for KMU'. Apart from that, I coordinate the association for universities and academic institutions of the metropolitan area and I am responsible for the evaluation of statistics regarding the metropolitan area Hannover-Braunschweig-Göttingen-Wolfsburg.

Michelle: What kind of data are you evaluating?

Ms. Steck: It is just about monitoring data; for example the IKM and also about monitoring data from other metropolitan areas.

Michelle: Okay. Then I would like to ask you a few questions about metropolitan areas. Sure, I have heard of metropolitan regions, but how would you describe metropolitan areas and their role within the German system?

Ms. Steck: Metropolitan areas is a term, which evolves from the area of economic geography. The term deals with metropolitans, meaning highly populated areas. The Minister Conference for Regional Development also used the label in the German system of regional development. The label in this context describes growths engines and important regional conurbation.

Michelle: Okay, which are the benefits to label those as metropolitan areas?

Ms. Steck: Meanwhile there are a total of 11 metropolitan areas in Germany, who are within the initiative Metropolregion Deutschland IKM (Initiative for European Metropolitan Areas in Germany). I would describe a metropolitan region as a development approach to connect regional actors so that they collaboratively organize and strategically plan the development of their region, exceeding their administrative borders.

Michelle: Does this mean that this is more or less collaboration?

Ms. Steck: Exactly. It is about connecting actors and collaboratively manages those regions in response to a globalized world and economy.

Michelle: What are the advantages of doing so?

Ms. Steck: The benefits include the availability of organizational and communicative structures, which enable regions to collaboratively exchange their ideas of their future directions, where to invest and how to implement their strategies. Mostly, the different actors establish positioning strategies for their metropolitan region. This is the process of establishing common directions. But there are also structures that enable effective exchange and enable actors to collaboratively apply for contests from the federal government e.g. 'Schaufenster Wettbewerb Elektromobilität'. This was very successful in the metropolitan area Hannover-Göttingen-Braunschweig-Hannover. This led to receiving about 2 million Euros to invest in electro mobility within the state and country level. This would not have been possible without the metropolitan area as a community and organizational unit of regional actors. This was the trigger for communication and exchange and enabled the implementation.

Michelle: And how did this work? Did you establish a concept within the metropolitan area, applied and won because it was the best concept?

Ms. Steck: Exactly. The actors of the metropolitan region collaborated for the concept development and project ideas of regional partners and bundled those as an application for the contest of the federal government. They were chosen based on their interesting content structure and their inclusion of specific partial regions.

Michelle: And then they could basically finance those projects?

Ms. Steck: Exactly, the resources that were provided by the federal state were partly or fully used to finance those projects.

Michelle: Interesting. What are the main issues and challenges that metropolitan regions face?

Ms. Steck: There are different topics. There is a programme in which the metropolitan area Hannover-Braunschweig-Göttingen-Wolfsburg specify their thematic. Those are the areas of mobility. This is related to this, since there is a very strong mobility economy in this region. Car producers, car part suppliers and other mobility services are very well established in this area. Continental, Volkswagen Bosch play a big role here. Apart from that, sustainable energy supply is an important topic. The co-relation is also reflected in the concept for the competition. Cooperation regarding the cultural offer is also a theme. Economic areas like health and innovation management are also a focus of that area. Furthermore, overarching themes like employee qualification and development, internationalization and education are considered. In terms of education, especially the project of higher education for qualified employees plays a role.

Michelle: On what are those areas of focus based? Because the industry in those areas is fairly strong in this region?

Ms. Steck: Yes, this is the same with health management. The innovation economy is interesting because it is an interesting economic factor. There are approaches in economic geography that presented that quality of life for important target groups, innovative citizens, are related to the existence of creative and culturally rich environments.

Michelle: So the aim is to basically attract citizens to the region?

Ms. Steck: The population is not so mobilized. But if we are talking about attracting qualified professionals, especially highly potential ones, soft location factors like cultural offers gain importance. Therefore, one has to pay attention to those, especially, where those factors are not present yet. In general, it is a trend to highlight cultural offers as part of regional marketing.

Michelle: How would you describe the main challenges of the metropolitan area?

Ms. Steck: Maybe back to the metropolitan regions in general. Those that received the label bundle a lot functions. Firstly, decision and control functions e.g. important corporate headquarters or in the administration. The government of Lower Saxony is located in Hannover for example. Apart from that, there are non-governmental organizations who are settled in the metropolitan region. Those also have a competitive function, because they contribute to the provision of knowledge, values and products. E.g. Volkswagen, Continental… contributes to the implementation of technical innovation but also through cultural and social focuses. Most of the metropolitan areas do also serve as an entry for human potential, knowledge and markets. Especially, the metropolitan region of Hamburg because of the harbour, but the metropolitan region Hannover-Braunschweig-Göttingen-Wolfsburg is a central traffic point in Germany and an interesting location for exhibitions. So, the region offers innovative techniques and distribution of knowledge. Those are general functions of metropolitan regions, which one tries to highlight.

Michelle: So it is more the bundling of strengths of the region and to emphasize those rather than dealing with common problems or challenges?

Ms. Steck: The approach is correct. The basis lies in the opinion that in order to positively develop regions, one has to not only consider the weaknesses and weak regions, but especially involve strong regions in the development. We are in a metropolitan area here that is quite heterogeneous. Hamburg for example has a strong core and rural surroundings that follow. We have four major cities and rural areas in between, which are not so powerful. The surrounding cities have an important function for those. Indeed, in this region it is the case that we pick up less powerful areas. Maybe this is not always the case. If you have strong conurbation there are not many fragile areas around.

Michelle: And how do those fragile areas benefit from metropolitan regions?

Ms. Steck: A very strong example is Wolfsburg as the headquarters location of Volkswagen. Meanwhile there are 100.000 people employed and the city has about 120.000 citizens. Those are all commuters.

Michelle: So they gain population through the strengths of Wolfsburg. Basically, since Volkswagen is there the area attracts professions and citizens into the surrounding areas.

Ms. Steck: Yes, this supports the economy of the surroundings. Maybe another example of how the fragile areas benefit from the strong ones. Basically, in the sense that they provide workplaces, but also though the cultural offer which is offered by the strong centres and used by surroundings. Apart from that, there is administrative cooperation of stronger and weaker regions regarding different municipal responsibilities. This is also a topic within administrative discussions and the financial relief of communities.

Michelle: Okay, so to relief the weaker communities.

Ms. Steck: Yes.

Michelle: Regarding sustainable development within the metropolitan region, is that for example sustainable energy supply?

Ms. Steck: In general, sustainability does not have a strong importance within the metropolitan region. There is no concrete project to establish a sustainable metropolitan region. But there are projects within the energy sector on how renewable energies can be strengthened. For example, electro mobility has an interesting sustainable factor. Especially looking at connecting ecological and economic factors, reduce the CO_2 emission and meanwhile profiting and stay competitive within the international market of sustainable products.

Michelle: So, internationalisation as you mentioned before is in relation to electro mobility and energy management and that the products are pioneer products in the international market?

Ms. Steck: Internationalisation is important because you simply cannot sustain as a small organisational unit within an internationalised competitive environment. That is why a cooperation of more than one unit is important in order to collaboratively present a region in different contexts. For example, there is an automotive cluster within the metropolitan regions who then collectively go on business trips to Canada or China or support such things.

Michelle: Okay, and what is the aim to present the products or region within the international environment?

Ms. Steck: That the region is present within the international environment and to support companies within the international orientation. Be it to enter those markets or to find suppliers or cooperation partners.

Michelle: Than I would like to come back to the topic of education, since it is also the central topic of the Global Network of Learning Cities. You have already mentioned 2 or three projects within this area. Could you describe those a little bit more detailed?

Ms. Steck: Firstly, if you have to know that the structure of the metropolitan area Hannover-Braunschweig-Göttingen-Wolfsburg is a GmbH. Four shareholders are part of this: The association for universities, the association for universities and academic institutions, the association for communities, the association for economy and the federal state of Lower Saxony. So the different actors come together to exchange and collaborate on a joint future direction. That means that universities and academic institutions are a well organised actor too, which sadly could be engaged stronger in the discussions of the metropolitan regions. Anyways, the metropolitan region has started a project "Öffnung und Durchlässigkeit von akademisch und beruflicher Bildungschancen zur Erhöhung der Anschlussfähigkeit von klein und mittleren Unternehmen in der Metropolregion" (Opening and enabling academic and professional education opportunities to improve the adaptability of small and medium sized companies in the metropolitan area) in the context of university development and educational policy. [...]

Michelle: What is this project about?

Ms. Steck: There are improved opportunities of following university programmes for professionals without a high school degree. The aim of the project was to bring small and medium sized companies and their employees closer to those possibilities. The project has four pillars. First we looked at the current situation and evaluated existing projects that deal with the topic, we have analysed dual and extra occupational study programmes in the area of automotive, production technology and electronic technology. And then we have dealt with the interests, needs and challenges of companies to make use of continuing education offers. Then, we organised two network events with educational providers, intermediaries and companies. Lastly, we provided recommendations on how to further deal with those topic.

Michelle: Interesting, such a project would fit quite well within the network in my understanding.

Ms. Steck: This is also why the metropolitan area is suitable for such a project. The metropolitan area combines the different actors like corporate, university and public sector and reaches many different people in different areas.

Michelle: A holistic approach.

Ms. Steck: Metropolitan regions are good instruments to enhance cooperation between many different actors, dependent on the structure of the metropolitan region. I also see chances for such an approach for learning cities in metropolitan regions, because metropolitan regions are based on the diversity of actors and always look for interesting areas where they can get active without upsetting other communities in the regions. We work with so many people that the chance that someone else moves within the same field is relatively high. We have to be careful not to threaten other peoples work and that we make sense of different interests and bundle them. If there are

approaches that are implementable on a broader regional level, a metropolitan region is structured well to do so. The better a project is prepared and planned the easier it is that a metropolitan region can actually step in. For example, the Ministry for Employment and Social Affairs supports the topic of skilled labour development and organised an innovation day on 'the role of companies in the work force development'. On this day, they offer a workshop 'managing networks, involving companies appropriately'. This workshop explains the functioning of networks, co-operations and shows the way to a balanced and functional network structure on the example of a fictional network. That is a very concrete and good offer. Apart from that, they offer different discussions and other workshops. This is a very concrete offer and is highly demanded because of the concreteness. There many actors who think about how to solve a problem and they recognise that communities do not have to only focus on themselves but collaborate. This does not mean that one can ignore individual characteristics of regions. But if you have a good approach on how one can establish such a network and which thematic areas should be included it has potential, which also the Key Features reflect. The more concrete one can get on the effects of working on those topics, the easier it is to implement a project. Basically, to develop exemplary modules on how to implement projects, that would be of great help.

Michelle:	In general, the topic of learning cities does already exist for year in Asia or Korea.
Ms. Steck:	So that exists.
Michelle:	So the idea of this international network is of course international exchange. Do you think it would be interesting to see how other countries handle those topics?
Ms. Steck:	Sure, I think that will be very interesting. We are in a competitive environment, but we all, as cities have to deal with certain problems when looking at the growing city populations. We maybe not as much as Asia, who face huge environmental and traffic problems compared to our small metropolitan regions. Nevertheless, companies are located in our metropolitan regions e.g. Siemens in Munich, who deal with solutions regarding traffic in metropolitan regions. The exchange of the companies that are located in Germany and international companies as well as the exchange between cities with each other enable us to further develop, quickly and targeted.
Michelle:	Yes sure. Would you say that metropolitan regions, especially yours, would benefit from such a network to learn from others or more to provide solutions?
Ms. Steck:	I think that is dependent on the metropolitan regions. If you say that the concept of learning cities does already exist in Asia for a long time, I mean… there are projects on learning cities in Germany. We are not involved in such a project, but that is often the case for Germany. I think the different focuses of cities make the international exchange very interesting.
Michelle:	In general, what would you describe as beneficial from a network for cities or metropolitan regions?
Ms. Steck:	It is the establishment of contacts, getting to know best practice examples and collaborative discussions to solutions.
Michelle:	[…] What would you see as a challenge for cities to join such a network?
Ms. Steck:	Travel costs as well as the exchange in such global networks, which has to be organised appropriately. The challenge is definitely a targeted approach to deal with specific topic. Apart from that, I think that the challenges in communities are very diverse, so it has to be structured appropriately to enable an effective exchange.
Michelle:	What do you think about language?
Ms. Steck:	I think that most of the major cities have employees that are able to engage in the international environment through English. It might be a challenge for some, but I might not be close enough to a city to appropriately judge this.
Michelle:	And if you would send someone from the Metropolregion GmbH, would that be okay?
Ms. Steck:	That would work. We have international people working here. Most of the people have been abroad.
Michelle:	You have mentioned before that it would be difficult to organise network activities around specific topics, because the communities have different challenges. Can you think of different challenges that communities face within your metropolitan area?
Ms. Steck:	The demographic change for example affects the different areas differently and also the importance… We are a research and development region but not all parts of the region. We have a lot of workers in the area of universities and research, but not all parts have this. In general, the education requirements of regions are very different. If we look at labour development; attracting academics is more important in big cities. In the rural areas the challenge is to attract skilled

workforce, because they move into cities because of the better quality of life and better income possibilities.

Michelle: So one would also have the topic of depopulation in rural areas?

Ms. Steck: The demographic change will play a more significant role in some rural areas than in urban areas. One will have to deal with older populations there, who have different education requirements than in the urban conurbations. The average age there is younger and those are at a different point in their education development and also desire different education offers.

Michelle: Could one generally say that the main differences are in a city and urban regions as opposed to rural areas? So that cities have different agendas than rural areas. And that a city could not make much use of information exchange with a smaller town because they have different problems?

Ms. Steck: Yes I think so. However, one could say that differences can be compensated in relation to specific education materials, which are desirable in both areas. If someone wants to follow distance studies it doesn't really matter where this person is.

Michelle: So it would make sense to approach themes instead of cities by size.

Ms. Steck: Yes, this is definitely the case. The size of the city can only be a general orientation factor, but in general. Actor collaboration happens through the availability of common themes. That is then more coincidence.

Michelle: What are the main themes in your area? We already talked about demographic change, education requirements… what are other themes in Germany? […]

Ms. Steck: Globalisation, demographic change, skilled labour shortage, we have to see how we can create an attractive environment for the decreasing but important young generation. Also from the point of view, that we will have an elderly society. We have to make it attractive to work but also have a family. At the same time, we have to take care of the elderly population and offer to live independently as long as possible.

Michelle: Yes, interesting. And what do you think are the different motivations of cities to join such a network?

Ms. Steck: The establishment of cooperation contacts with other cities, to gain impulses for their own city development and to generate answers for questions of the city development.

Michelle: How do you perceive cities in the areas that are already pioneers regarding a specific topic?

Ms. Steck: For those, it is about marketing themselves, meet and exchange with other pioneers. They would then meet cities in the international context.

Michelle: So that would be about meeting and exchanging with other pioneer cities. Okay, thank you very much then. I have gained very insightful information. How do you see this topic within metropolitan areas, would such a network be an interesting platform?

Ms. Steck: Yes, definitely. I would not only focus this on cities.

Michelle: So also other communities.

Ms. Steck: Yes, I think it is more about learning units than about cities. Looking at lifelong learning in Beijing is different from discussing lifelong learning in Wolfsburg, especially, looking at the population. The size of the target is completely different. Therefore, it is interesting to see similarly structured areas.

Michelle: Okay, thank you very much.

1.13. Benita Somerfield (UIL Internal-International Conference)

Interviewee: Benita Somerfield - UIL Governing Board Member and Communication

Specialist

Date: 13th May 2014

Interviewer: Michelle Diederichs

Language: English

Agreement to transcript and reference the interview

Introduction of the final paper, Ms Somerfields background, major themes of the interview, clarification of questions

Michelle: I am basically looking at Germany as a case study. But since it is a global project, I am taking an international perspective. So I analyse Germany in case of hierarchy structure and who should be targeted.

Somerfield: Okay. I didn't realise that. I thought since one of the questions is about the target, that UNESCO must certainly be involved. I am here since seven years now and I have seen it many times that UNESCO just truly restrains projects. And things that were going on with the thought that if they had built a loop from the beginning, that they have fully understood what it was what was going on, we probably would not have lost some of the things that we lost.

Michelle: So UNESCO itself as a target group plays an important role.

Somerfield: So when you say the target is Germany, tell me what that means.

Michelle: The target basically is cities and communities around the world, right. Those are the people that attract as members. So what I did is I looked at this whole complex of cities and communities around the world and they are all really different. I am only focusing on Germany as a case study to see the hierarchy structure and how to attract members. So it is more about the member part than on the internal part. And I try to position it among cities based on the interest or the different interests of cities within the network. So basically to differentiate, some cities have different interests to join the network than other cities. And then basically define a priority target within the members and cities, where I basically already arrived at the conclusion that if we target cities, we have to target pioneer cities first. Because in the end cities that want to gain information need to find information. So in order to fill and build up the network the priority should first to get cities that are pioneers in practices of learning cities. In general, what did you do with communications before or what was your role?

Somerfield: Well, you are going all the way back. Not all the way back, but partially back. I have been president of a number of different companies, before I took the job of senior vice president of communications at Simon & Schuster, before they gave it to me actually, I didn't take it. And in your role as president of a company, as part of a large corporation like UNESCO or corporation in my case, I come from Western the communication strategy that has to exist within the corporation. So that, when there are board members or the money is allocated, the people understand who you are. Even before you go in, they know who you are, they know what you are doing or what the value is. I built relationships with other branches of Gulf and Western. For example, we also owned Paramount Pictures. So we talked about doing books that involve Star Wars that could be written at a literacy level that was appropriate for the kinds of adult learners, teenagers actually, that would keep them interested. That kind of thing. So I mean, even if you have somebody and I had, I had marketing people, you got to be constantly aware of a) Who you are selling your product to, that is one audience but also your setting, where you are. So that you can accomplish what you need and get the financial resources and get the support that you need to have. As the senior vice president, when I took that job at Simon & Schuster, there unfortunately a bulk of the job I ended up dealing with the media. And we were always doing terrible things at Simon & Schuster, we were cancelling people's books. I was on the phone dealing with a variety of books and they said " people were saying you have cancelled this book, because your CEO is very firmly with the head of, the CEO of Disney. The reporter is outside your building

and I kept saying the same things: "that is certainly untrue, that is not was is going on", when in fact it was what was going on. I quit that job after six months to be perfectly honest with you. I prefer guiding communications work, not as part of the corporation, but more being in charge of my own company or own foundation or whatever. I try to think what I liked that we did…. Yes we were in conferences all the time; Conferences of the different parts of Gulf & Western, which has then changed its name overall to Paramount. They owned a movie studio, they owned Maddison Square Garden and sports teams that were in there, they owned us [..] they owned Steampot…

Michelle:	They owned everything….

Somerfield:	Yes. My job was to look for synergies. Are you familiar with that word?

Michelle:	Yes, so where did this all ties together

Somerfield:	Yes, it was the era of synergies. We had a major conference out in palm springs called One Company, One Vision. So, there we all were and we had t-shirts and bags and hats and what all else. The idea was to see things so we could do.

Michelle:	So basically, to build a true and very strong corporate identity.

Somerfield:	Yes, and the audience for that of course is the shareholders, because the most important thing in a corporation like that is maximizing shareholder value, so that was the other audience. Those are the kinds of things, the only relevance it has within the context of Learning Cities issue is that one always has to be mindful. I mean I am being redundant here, the core is that you make sure that you survive. So that when they are looking to reduce staff, to streamline or whatever, oh wait a minute, they are too good. I know about this that they are doing, I know about that that they are doing I know… it is kind of a self-defence thing. But in the corporation or organisation, there is this communication, there is communication to your ultimate customers who you want to buy your books or your films.

Michelle:	Yes, in the end there are so many different areas of communication that you have basically to cover within an organisation. And they should all be in line too….

Somerfield:	And to be aware of your competition too. To make sure you stay ahead and people don't switch. So that is a particular kind of communications. Of course, all the messages for the CEO and the dealings with the analysts… you know it is basically. I think it is important that you basically have one message as we do for Learning Cities, but that you tweak it, to meet the needs of the different audiences that you have. You don't change the message, it is what it is but you focus it in a way that it is what the audience is interested in.

Michelle:	Yes, I agree. I mean the network itself, because the aim is to provide cities with information and information exchange, so the position it takes is probably in the end something like a network of excellence in lifelong learning for cities that want to progress in this area, but this message is also important for stakeholders in a different context for example for funders, so to say what is the actual impact that this has on cities and what is the real effect, what are the results of doing this. So that is where the message gets twisted around, but it is still the same core.

Somerfield:	Exactly, exactly right. As we can say, you and I are on the same page with this.

Michelle:	Great, I am happy we are. Would you mind if we talk about the conference a little bit? What were your general impressions when you were there?

Somerfield:	The best conference I have ever been to. It seemed to me, that the majority of key decision makers was there to actually make learning cities happen, in their cities, in their countries. Then we had people who were actual practitioners who have worked on the field; So not only those that are at the top, but also those with the hands on experience and they could exchange ideas and share ideas and that is what they did. I chaired one of the panels and it was great fun, because you had somebody from South Korea and somebody from I think Simbabwe. They are all at different stages and all had different interests. The one from Simbabwe said: "We don't want a learning city, we want people to stay where they are in their community, this is also rural, we don't want them to move to cities" and someone said: "we don't want that people move from their homes into the city". You can in fact implement the standards from what a learning city should be right where you are". As long as the goal is to create a system of lifelong learning for your populations. So you had the two levels, you had good conversations, it was organised spectacularly. None of that chaos that you often have at UNESCO. The materials were great, we had the special IRE edition there on learning cities. So if anybody didn't really understand what learning cities are, the publication was right there, for all the people in the field. And the meeting had a concrete goal, which was to come up with a declaration and they did. There were clear next steps attached to it. One with the issues that I have with UNESCO is that there seem to be a mentality of if you give a conference, that is the beginning and end.

Michelle: This is interesting, because you are not the first person saying this.

Somerfield: This is astounding, especially when you come out of the private sector. You got to show outcomes and everything, this is millions of dollars. I got involved first when the United States came back into UNESCO and I was doing work for the White House on this Literacy decade and I just made a silly assumption that we had two White House conferences, we had workshops around the world, good participation to and I just assumed, because of where I came from, that there will be follow up and there was not, because nobody built it in. I began to realise, when people said oh this was a great conference and I would ask why? They would say: "uh so many people came and they all said it was so good."…yeah…and as a result of that conference what happened? " oh we did not built anything of that into the budget. So the Learning City Conference is the antisense of that. You got the declaration, which is something, I mean fantastic participation, the declaration and UIL setting up the actual network as a result. Which I hope will give people the opportunity to communicate with each other and UIL to be the technical assistance provider for growing learning cities, the facilitator that connects people, provides a repository of information and the convener of other conferences. So 360 degrees.

Michelle: So basically, the focal point of all the activities.

Somerfield: Yes, this comes back also to the point where communication is extremely important.

Michelle: Talking about participants, what were your impression of their motivation to actually participate in the conference?

Somerfield: Tremendous excitement, tremendous enthusiasm. That was what others were saying and what was made it very nice to be part of it. Often, people come to conferences and are looking for where to go shopping. That's what many UNESCO conferences seem to be characterised by for me in the earlier years. The people who were there were really passionate on the subject. Not just Jin, who had a passion that would exceed anybody's. There was real passion on this subject, I think that probably shocked Bokova and others, it was like finally, there is an idea that pulled together all the different things that different cities wanted to do in education and stressed general social well-being for their people. Everyone was talking to everybody. We all had mastered a conversation were you just set down with people at lunch or at breakfast and you exchanged cards to stay in contact afterwards. There was tremendous enthusiasm, that was one of the situations where I go imperative that we got to set up this network really quickly, to capitalize on all that enthusiasm that was there. It was a tremendous enthusiasm, "So what do we do next? How can we make this happen?"

Michelle: Did you see differences between motivations in different countries or cities? So that they came in from a different position basically.

Somerfield: I think the core remained the same, because some of the places where rural, some where urban and I met one whose focus was really on the environment and sustainable development, so that is what his focus was. I met a women from Hebron, who was concerned about political issues. I think she was the head of the image department, concerned about education. So her stand was somewhat different.

Michelle: Did they all participate to find a build solutions?

Somerfield: Yes, absolutely. The other thing that was really nice is, right now in education, for those of us who focused on that part of it, there is this whole child centred bias that goes on, where countries only invest in the school system. Much to the surprise of people who invest their resources that way, that won't solve the problems. Because children live in homes, with parents or adults, so if you don't work with the families [27:38} Education in General [29:01]

Somerfield: I think Learning Cities is more dynamic than lifelong learning. The learning cities idea, and after listening to the different people speak about environmental sustainability, other issues, all these different things. They saw that this was in fact the construct or framework that yes, leads to lifelong learning, but they could accomplish. You know, the lifelong learning definition, every once in a while somebody suggests that we do yet another definition of lifelong learning. I think people in different areas know what they mean by lifelong learning. What we have to do is in UIL and in this network how to set up their cities or communities as learning cities as learning communities so that there is lifelong learning.

Michelle: And this is based on the key features?

Somerfield: Yes.

Michelle: There were also participants in the conference that were quite advanced in learning cities, like Korea and China I think this concept is already well established. Were they also looking for solution or did they more present what they already did?

Somerfield: I think the second is true. If you take South Korea, we have a board member there as you know. They were there to present. I think we had more fun listening to Swansea, which I know is doing a conference, but it is a smaller city. Swansea was down to how to do it and I think people mobbed her during the meeting after listening to the presentation, it was really the kind of "ha, you did this, how did you do that, how did you do the other thing". I think it was that kind of speech with the language for the policy makers, to get them all wrapped up. So I think for people who want to make things happen, presentation like Swansea, having people there who actually do it and you hear what works and also most important, you see what didn't work.

Michelle: What do you think was there? How did she enjoy or how did she benefit from her participation mostly then?

Somerfield: For Korea it was about sharing what it is what they did. That was to present a model of a country about lifelong learning. Given Koreas education results in the world, where they show up on all those different exams, that is a really good felling point for other countries. Because countries are going to be interested were they show up on PIAAC. And the fact that Korea is as far up as it is and their great believe is in lifelong learning I think it helps them showing the concept to the high level policy makers. That is the staff that interest them. They want to make South Korea a leader and that make the government happy.

Michelle: And Swansea for example?

Somerfield: Swansea, I just thought they were lovely. They really wanted to tell be what it was that they were doing and how well it worked. I think they got an enormous charge out of being able to share what it is that they have done with all these people who were so interested. That is a very good feeling.

Michelle: Do you think they also enjoyed this recognition and the interest of other participants in to see their concept?

Somerfield: Yes, absolutely.

Michelle: Do you have any other situations or interesting meetings at the conference where you think it is really relevant also for the future of the network?

Somerfield: I think that we need to get this second conference scheduled as soon as possible. I hope we will go with Mexico, because they are equipped for it. I think that we really have to captialize on all that interest that is there right now. And it is not small thing that somebody Chinese is heading up to the executive board right now, because Learning Cities is a real priority for China and so and China must have… I mean, all the publicity China got for this conference. Now, they did it… that was why it was such a good conference. They were covered all over, in TV, in the media they had high level ministers speaking, which automatically guarantees coverage and they would like to see that thing continue and they are an important part of UNESCO. So that is extremely, extremely important. I think that, the risk that we are facing is that we have to keep everybody engaged. We have to plan the next conference as soon as possible and we have to keep everybody engaged. In this topic, in this conversation.

        We need to start having online conversations. We know that everybody wants to talk. We have to really quickly enable people to talk online. For example we need a….

        Well they interviewed the women from Jamaica. Very nice but useless. So she is interested, great, what is she doing now? Nothing. It would be nice to have somebody who was at the conference, from Simbabwe… somebody who is doing something concrete. Somebody with a problem or an issue who puts it out there on the web… I don't think we have a Facebook page.

Michelle: No. Yes, the website is also very basic. I don't really now why, but I also not really involved.

Somerfield: In communications, and you know, this stuff is critical. And we absolutely must increase the interactive nature of what we do. This is all, reporting this, reporting that. That is not how you get people engaged. So pull the problem. Somebody from Swansea could say, this and this is happening, does anybody have any ideas? And get people talking. All this business of communication is this interactivity and the social media.

Michelle: I think the team itself, apart from Mo, who is taking care of the website, they are focusing on putting case studies up and gather information. Of course this takes long. If you give people the chance to put their problems up themselves, it is quicker, but I don't know. The website does not have an interactive character where you can actually write something.

Somerfield: See, I think that is critical. If I am looking at it, otherwise it becomes useless. The newsletter can have stories, fine. But the website should not be a big case study thing. We are in an age of Tweeting, where people say things within 140 characters. Problem of the week, Learning City case of the day. Something that will engage people and will enable them to respond. When I first saw

the website when I was in Hamburg, I thought that was great, because it was the post conference stuff. So people could see it. But now, I think it should move. We are going to have the next conference soon, so what are your ideas for must have seminars etc. Not preaching at people all the time. Asking them things.

Michelle: This is one of the main issues in communications, listen, listen, listen and then talk.

Somerfield: One thing I would like to put in that conversation with you, we are not doing that enough. I think Raul and the team are great. But our technology is not set up to do that and that is what technology is for.

Michelle: That is also where resources come into play.

Somerfield: I think if we want this to be, we got to ship resources to that.

Michelle: So that were the challenges in communication.

Somerfield: I believe that many people think that communication is to tell people what you are doing. Or you tell other people to tell people what they are doing. That is not communication. Communication is another thing, it is what you said. People ask questions, they say things, you answer. That is where we are right now in the world. And we have to have something, if we want this to be a real learning cities network. We have to set something up. Set the website up, or set a Facebook page up that enables that. Otherwise, that becomes stagnant and boring.

Michelle: What do you think would be the role of positioning the network within all this?

Somerfield: What do you mean by that?

Michelle: Basically, having a common starting point where everyone of the team is aware of what do we want to be in the minds of cities, when we talk about the Global Network of Learning Cities. When I say the name, what should pop up in peoples mind. What do we actually want to be ?

Somerfield: First, I have to go back to what do we want this to be under the UNESCO structure. I know a lot of people feel and perhaps I don't value this enough, that we have to have given the designation of being a UNESCO Learning City. And to be perfectly honest with you, I don't know enough about this. There is something in me that says, that you can go without that. But many people feel that you can't. I think there is a lot of value to this. But this should be a place where you could go, get technical assistance right online. Ask questions to your peers. Not have to wait until the conference. How did you do x-y-z. Not having to wait until the meeting is held. We are really missing the bulb. All those publications, establishing lifelong learning, being a focal point… whatever it says here, I agree with that. I think we should have conferences, but I think we are now in the year of 2014 and if we really want this to be the overall umbrella that pulls the cities together all around the world we have to enable people to speak to each other, online, through the technology that is now available. Just the way everything else is.

Michelle: What do you think would be challenging when we try to attract and engage cities? What would be the challenge in your opinion?

Somerfield: I think we have to ask them. The question is, do you want to be a learning city? What challenge do you face that we can help you with?

Michelle: What do you think made cities that showed interest, value being a learning city or made them interested in becoming one?

Somerfield: I think they see it as a way to improve the economy of their local communities and cities, to educate their adults and their children, to create a better environment, to take all the different separate silos of power and find a way to bring together and share resources. I think the strong response that we are getting really shows that people are ready to pull things together and deal with all the problems. […] I think another role that we should be playing is to set the standards, to have something outside the cities to help them set a standard. I think that is where the UNESCO Learning City fits in, if they meet all those benchmarks.

Michelle: Where do you think the GNLC could offer a distinctive value compared to other city networks?

Somerfield: Are there international city networks that are doing the same stuff that we are talking about doing?

Michelle: Not in the education sector. There is one in Sustainability, they are the biggest and they do all this.

Somerfield: Do they include education?

Michelle: No they don't so this would be the distinctive feature.

Somerfield: I would say so. I mean, literacy broadly understood, education, literacy, the ability to read, write, comprehend, using new technologies, have the skills that enable adults to adapt to a changing economic climate, work place, all of those things are tremendously important and if we are the only ones doing that, I don't see how anything else is possible until this happens. And I have prejudice when it comes to the role of education. I have seen that in the United States, the

groups that value education are the ones that get ahead quickly. For example the Asian community here in New York, they are beating everybody from my tribe, I am Jewish. The Jewish community is not number one anymore in all the top high schools. The Asian community is and that the Asian community really endorses education. That is the way to accomplish things. And also other ethnic groups have many qualities, but for example in the Latino groups, education doesn't hold the same value as opposed to the Asians, where parents would not allow the children out of the house until they have done their homework and if you come home with a 98 on a test and the perfect score is a hundred your parents want to know what happened, where are the 2 points. I grew up like that. I think that what we have been into is that education is the thing that holds the whole thing together.

Michelle: Yes, it is a basis. Education can give you everything. If you have the right skills you can basically deal with many situations.

Somerfield: I mean, what is going on in Nigeria now. Look at that. What they want to do is disrupt the education of girls. They know what threat education is.

Michelle: Yes, it is empowerment.

Somerfield: If you look there or in other countries, education is a threat to [..] narrow-mindedness, fanaticism, whatever. So we have to stand for that.

Michelle: My time is up now, where would you like to see the GNLC in five years?

Somerfield: I would like to see cities and communities from every country in the world being part of it and having a mechanism to freely exchange ideas towards those suggestions of becoming a learning city via technology. And that the global learning cities network is the hub of the best information of the world that we collect, or best practices, a technical assistance provider. We cannot raise money for other people, we have to keep our own thing going. We have best practices where we are, we facilitate communications, we convene conferences, so that people can meet face to face. We are the centre of this, we are the hub, we are the focal point.

Michelle: Thank you very much. Yes, it is very interesting. I am excited where I am going. I am a little bit sad to, since I am quite enthusiastic about all this. But then this is such a small final paper, that of course restricts what I actually in the end really can recommend. My last part is a recommendation, and this will be a positioning. But the positioning statement is basically a starting point for all other communications.

1.14. Arne Carlsen (UIL Internal)

Interviewee: Arne Carlsen, Director UIL

Date: 3rd April 2014

Interviewer: Michelle Diederichs

Language: English

Agreement to transcript and reference the interview

Introduction of the final paper, major themes of the interview and clarifying questions

Michelle: Thank you for your time to talk with me about the Learning City project. For the beginning it would be nice to hear a little bit about your position as a director of UIL and what your main tasks are. So what are you dealing with on a daily basis?

Arne Carlsen: When I became the director it was 1st of June in 2011. I came from my job as a director for international affairs at the, after many mergers, the Partner for Education/ Educational Sciences in the Faculty of Arts in Aarhus University. Originally I was vice president of education with the Danish University of Education. So, I have been here for two and a half years. And what are the functions of the director and what does a normal day look like…. I think the director has the full responsibility of the institute and there is a lot involved in having this responsibility. So there is the responsibility for fundraising for institute's activities, there is the responsibility for human resource development, which also means recruiting staff until B5 level. At that level also headquarters comes in. And for securing that there is a development plan for the competences of the staff and also developing a plan for the competences that will match the needs in relation to the project that we are caring out for the extra budgetary funding and voluntary funding which we manage to get from donor organization and donor countries. So apart from fundraising and securing resources, it is also the administrative responsibility. That means to a large extend for financial management for the institute. All invoices have to be signed by the director, even when they are 1,5 €. So there are about 50 – 100 invoices every day, which have to be signed by the director and go through the system. And then of course for the director the responsibility is in relation to the Director General (DG) of UNESCO, the director for Category 1 institute is D2, which is the highest level director. So, the DG has direct access to the director and the director has direct access to the DG. For daily reporting, this is in relation to the Assistant Director for Education at UNESCO.

Michelle: He was here right? That was Mr. Tang.

Arne Carlsen: Yes. And for the work plan and the budget this is in relation to the Governing Board. The Governing Board, not an Advisory Board, because we have partial autonomy from UNESCO headquarters as a category 1 institute. And the Governing Board then has a responsibility in relation to the Member States, which is translated at the General Conference, where the Chair Person of the Governing Board will be reporting the last two year's activities, including budget for the approval of the 195 Member States of UNESCO and present it in the General Conference. So one can say the Governing Board is not presenting the report to the DG but directly to the Member States.

Michelle: Okay, that is interesting.

Arne Carlsen: So that was the work in relation to the governing board and then of course the director is also having a broad communication platform in relation to the stakeholders of the house. Representing on missions, opening conferences, representing the Director General, making Key Notes and so on…

The Global Network of Learning Cities

Michelle: That is a very broad field of work, very interesting. Then, I would like to ask you about the Global Network of Learning Cities and first I would like to ask you about the project itself, then I would like to go to the target group and stakeholders and who the other networks are and also your vision of the network in the future. So what was the internal trigger or objective to start this project?

Arne Carlsen: It was I think three votes.

In the GRALE 2 one of the findings was that there is an international trend now towards decentralization. Meaning, of course to insist on developing policy and legal frameworks for adult education for lifelong learning but also to making the local level, the municipalities, the communities… give them ownership or accountability for these agendas.

For the last 10 years I have been invited to speak at lifelong learning festivals in the Republic of Korea that are always hosted by a learning city. A city that has received the label for being a learning city by the Korean Government. And the Jin and I were in China, were I was opening a learning city in a Chinese city that has been developing also lifelong learning festivals and learning cities. And together we got the idea from my experience in the Republic of Korea and the new tendency towards decentralization; we got than the idea to make a global proper project out of a South Korean and Chinese experience.

Michelle: Interesting.

Arne Carlsen: Yes, and that is how it started and that were the main idea generators. The next step was to look at what kind of projects have there been in other countries, to make an comprehensive list and that led to looking at the first Learning Cities, the OECD's network. Some cities that have developed lifelong learning strategies or Urban development strategies and also to other networks like educating cities, green cities, creative cities and so on. And then taking contact to many stakeholders, partners, universities, governments, trying to create also an expert group or consulting team for developing Key Features for a Learning City. I would also say that we look to work there have been doing in Beijing as a Learning City, the institute for developing indicators as a learning city, where they had a lot of researchers on this in the Beijing University.

Michelle: So they had basically 11 or 12 researchers in Beijing developing the Key Features and also contributed to the Key Features.

Arne Carlsen: Yes.

Michelle: And what is your ultimate goal with the Global Network of Learning Cities?

Arne Carlsen: It is in fact to support the cities or the majors or town councils or leaders of local communities in making a comprehensive plan for the learning development of a city, including a number of agendas that are presented in the Key Features. Some are in relation to health, some in relation to literacy, some in relation to TVET and Skills development. But it is a comprehensive multi-sectoral approach, it is a lifelong learning, it is a true holistic lifelong learning strategy for the urban development that should also support the inclusion of all citizens living in the city, also marginalized, but to the highest levels as well. So as to increase the level of competence provision and learning opportunities and also to attract capital for investing in local companies, small, middle-size and big companies, because there will be work force that has the best competences, which will be attracted for this. So you can say the ultimate goal is to support the development of creating inclusive, sustainable, cities or urban development to the benefit of all and involving all sectors. The vision here is to see how to implement lifelong learning strategies from the policies, from the visions, and to implement them at a concrete level.

Michelle: It is a really interesting and holistic project and as far as I understood it is the first one that actually provides a thing like the Key Features with measurements and suggestions. How do you see this project within UIL?

Arne Carlsen: This is a flagship activity for UIL and for the programme and lifelong learning policies and strategies. It is in principle a very big and demanding project, because the aim is to reach out to more and more community leaders, or majors and cities and there is an enormous amount of cities around the world and there are also many challenges in relation to low income countries, where some cities only will have limited financial opportunities for moving some steps up. But on the other hand, here the exercise is also to create a platform for exchange of good practice between cities that already have been taken steps and have harvested some experiences and learned some lessons, and sharing them with others. Here there will also be lessons and good practices in relation to how to do something with very small financial investment. Because a lot of things are already done and part of it is to reorganize or repackage what we already have. Creating a momentum what we already have, doing something with the institutions and organisations that are already there, but in a holistic strategy.

Michelle: So you also encourage cities to work with each other? And develop together, share resources…

Arne Carlsen: Yes. We have been thinking also of addressing a twin city concept. Where one city is interested, maybe it will interest also the other city.

Michelle: How do you see UIL's role within the network?

Arne Carlsen: We are the secretariat for this, so we are trying to create a platform for communication between the cities, which is partly the work of an secretariat that can deliver technical backstopping and technical advice, can bring partners together with other existing cities and the second thing is the development of the virtual platform, the website, which will also continuously be enriched with new information of cities experiences and becoming learning cities and also with a newsletter that we now starting up for the Global Network of Learning Cities. The third leg we discuss is capacity building, where to make some capacity building seminars or training in working with the Key Features, in using them, in trying to collect statistical data that is required in relation to filling in the schemes of the Key Features and in order to measure progress from one year to the next. Fourth thing we are discussing is to award a price to cities that have demonstrated progress in relation to their point of departure and we are still discussing the concept, but it could be possible to give an award for one year; UNESCO Learning City 2015 and a couple of other cities in 2016.

Michelle: Would that then be based on the development of the Key Features and how they proceed?

Arne Carlsen: Yes, exactly.

Michelle: So they would say, it is a good motivator.

Arne Carlsen: Because working with the will allow Key Features cities with a self-assessment to measure their own progress in relation to where they started from. And then they can also inform us about the progress and we can than base it on their self-assessment and complement with our assessment, be able to select a small number of cities that can get the award.

Michelle: That relates very well to the next question. The role of the Beijing declaration and the Key Features within the Network, so who becomes a member of the network and what role should the Key Features and the Beijing declaration play in your opinion?

Arne Carlsen: Our concept is that all, this is a broad network, it is voluntary to join it and all cities or communities or towns that would like to join, can join and be part of this. We are also now thinking of having a structure, where maybe we cluster mega cities with mega cities, because they might be able to learn more from other mega cities than from a village.

Michelle: So segmenting…

Arne Carlsen: Yes, and towns with towns and villages with villages. So we are trying to develop now a concept for a segmented partnership structure in relation to the developments of each of the members.

Michelle: Is there a membership, do they basically become members by applying or filling in a form or adopting the Beijing Declaration or Key the Key Features. How do you see this?

Arne Carlsen: This is still in the making, but we think they will have to fill in a form that they would like to become a member of the network and there will be no exclusion mechanism. So it is open to everybody. We do not consider a membership fee, that would exclude some cities. We also do not consider to have members that exclusively have been screened and been assessed to be worthy to being members of the network. And the role of the Beijing Declaration and the Key Features is that this is a guideline in the network and also UIL's role in this network.

Michelle: So, when they would become members you would desire them to commit to the Beijing Declaration and the Key Features.

Arne Carlsen: Yes

Michelle: Okay, that is nice. And who is in the end benefiting from the global network?

Arne Carlsen: That is the citizens

Michelle: The individuals.

Arne Carlsen: Yes.

Michelle: What are the benefits that the GNLC offers to cities, to citizens

Arne Carlsen: For individuals that is increased learning opportunities and also part of it is the tool of RVA; the Recognition, Validation and Accreditation of the learning outcomes of non-formal and informal learning. So that is an important tool among the advantages for the citizens.

Michelle: And what Key Challenges do you expect setting up this global platform?

Arne Carlsen: I think the key challenge in fact is to keep the motivation from the Beijing Conference and also to provide sufficiently big team to take up this very big task. That means to get primarily the necessary funding to have a bigger team for the secretariat.

Michelle: Yes, that makes sense. It is a big challenge, I mean three people at the moment working on such a big project, it is resources but that's rare. Well, in general you would like the city major and community leaders to become part of the network. Who within cities would you like to reach? This does probably also differ based on the countries, based on regions…

Arne Carlsen: Well, now we reach out to the city councils, all the leadership of local communities. But as I mentioned before, the real beneficial is the citizen, the people who live in the urban areas. And also we have to say that urban areas also exist in rural district, so also a village is an area. That is also why I think that we need to have a structure with different levels for the size of a city. Because, in some countries there is a definition of a city and that definition will not necessarily include a village. So therefore, we should have a leveled structure for those.

Michelle: To segment the different interests and developments. And for the different cities the council or the majors are the decision makers, do I understand that right? So they basically implement the guidelines and in the end the individual benefits from what has been implemented.

Arne Carlsen: Yes.

Michelle: So how would you describe the different interest of cities within the network, so from the perspective of a major, what would be interesting or why would that be interesting for them?

Arne Carlsen: I think often for a megapolis has huge problems in relation to social inclusion, to […] and to drug addicts and to using a comprehensive, holistic lifelong learning strategic approach to including these citizens in the city will be very attractive to many majors and a natural part of the election campaign as I see it.

Michelle: So also about the image.

Arne Carlsen: And also I think the apart from this, the dimension of inclusiveness is another element, which is the sustainability agenda is increasingly important for cities, sustainability not only in relation to climate change, but also sustainable development in the social, economic aspects.

Michelle: And they specifically, how would they be interested in the network specifically? So to cooperate with other cities as there general interest that has been shown doing this or learning from others?

Arne Carlsen: I think learning from others, sharing good practice is one important part of the platform that we have established.

Michelle: Would you also say that sharing their own good practices for the platform would increase their own or city image?

Arne Carlsen: I think there will very often be other cities that can also learn from one and each cities experience, yet that city can maybe not learn from the same city but from other cities.

Michelle: So, I think we covered this, the cities basically benefit from the network by the opportunity to exchange with other cities and learn from each other. What do you believe would be barriers for cities to become part of the network in relation to the effort that they have to make?

Arne Carlsen: One possible barrier can be that there are many other city networks in the world, also international. One is Educating Cities, then there is Creative Cities in the cultural sphere and the Green Cities in environmental. There are many, many international city networks, so one barrier or an obstacle or a challenge could be not to drown in all these many, many denominations of city network. Apart from that, I don't see obstacles.

Michelle: So that cities have for example financial challenges or also resource challenges in order to implement all this process that would not be a problem for them?

Arne Carlsen: No, as I mentioned I don't see creating a lifelong learning strategy for the urban development, I don't see it as necessarily demanding extra resources. The solution is also reorganizing the existing offer by existing education institutions, primary schools, secondary schools, higher education institutions are there already TVET vocational schools, vocation, education and training? Schools, are they already for technical or for commercial studies in many cities? And if not, then they are primary as well, in some, there are teachers training institutes. And in some, there is also training opportunities of by companies and so, if we put all this together and try to do it in a comprehensive and holistic manner, widening the access for people to this, then it is not necessary that it enhances or it involves extra financial resources, it can also do it if you choose to create more institutions or if there will be many more students or participants, so pupils in one activity, so you need to have more teachers and facilitators, so it can lead to it. But as I see it, mainly making a strategy, repackaging and reorganizing in a way political manner, getting motivation, going into one direction. And then, to a varying degree it can also budget extension.

Michelle: And the motivation has to be there to from cities

Arne Carlsen: Yes

Michelle: Do you believe this is a challenge? To motivate cities to implement change or to reorganize?

Arne Carlsen: I think it is maybe a challenge, but it is not an obstacle. Because we experienced in Beijing that this theme is having some support by the trends and developments in the world. Today, lifelong

learning is on the up also to see the post 2015 development agenda and in general in the world, changing from education system to lifelong learning systems, not stopping and including continuing education. That after some time you go back to education or have education on the side or in your workplace or take some organized learning or training courses all your life and every now and then enter into continuing education, has now become the order of the day in many, many countries and also low income and developing countries.

Michelle: Yes, interesting. I also read a lot about it, and it makes sense for sustainable development. My project specifically focuses on Germany, since it is only a final paper and there would not be enough capacity to develop a positioning strategy for the whole world. So, you have probably also worked with German officials and German representatives… what would be the German cities interest specifically?

Arne Carlsen: You know, there is already a network of German Learning Regions (Lernende Regionen) that worked for 5 or 6 years, supported by BMBF, so they also have focal points at BMBF and then, now that has transformed into a network of city districts that are working in the project 'Lernen vor Ort', so this is a new kind of network for the 'Lernende Regionen'. I think there are around 40 city districts, there is one city that said that they do not want to participate in the project, that wanted to be out of it. Only one in Germany.

Michelle: Which is it?

Arne Carlsen: Hamburg, so they have some people working in the administration with the major on this.

Michelle: For them the interest is to become also more holistic?

Arne Carlsen: Yes, the major is very interested in giving a second chance also to those who do not fit to the first chance for education. And you know that more than half of the children that start in primary school, have another ethnic background than Hamburger in Hamburg.

Michelle: 50%?

Arne Carlsen: More than 50. One doesn't believe it when you only walk around here, but if you go to the whole of Hamburg. So there are also integration issues, also in general also German pupils in the Hamburg schools and TVET institutions drop out. So, there is a focus also on how to crave the inclusive and sustainable city here in Hamburg. And the major is very focused on education and training and TVET.

Michelle: Probably also in Germany you mentioned integration, not to say problem, more so to say a challenge. Especially, last autumn I think Germany had the highest immigration rate ever, especially from Bulgaria and Romania there was a lot in the news about this.

Arne Carlsen: That is for good reasons, that is that the German women are not giving birth to a sufficient high number of children in order to match the older people or who depart. So the German population is shrinking and therefore needs more other countries to import workforce, leading to the immigration and the need to integrate new citizens in the society.

Michelle: For Germans themselves though, what I noticed is that they are a little bit scared of this. Not necessarily if you deal with the topic, but some Germans that especially do labor jobs they have very often the feeling that all those immigrants "steal their jobs".

Arne Carlsen: But in that case they should simply give birth to some more children.

Michelle: I agree with you completely, they don't necessarily see the connection between we need people. For them it is more like: "There are more people that could do my job and then I could get fired"

[…..]

Michelle: You know the OECD Educating City Network, which is, what I head from Raul also, one of the networks with a similar concept that UIL has. How do you see UIL's initiative different from this one.

Arne Carlsen: This is mainly based in Spain and Latin America, there are only around 40 cities members of this network. You have to apply, and be screened and be accepted as a member. So it is almost as getting a "Education City Label" just to be accepted to be a member in this 40 city organization. And also, it does not have the holistic approach as the learning city has, they concentrate more for education for good reasons. So it does not have the inclusive sustainability agenda as the learning city. So I would think that the educating cities after two or three years, would integrate into the UNESCO Global Network of Learning Cities.

Michelle: So you might want to integrate them into the GNLC?

Arne Carlsen: Yes, very soon we will have more than 1000 members.

Michelle: 1000 members?

Arne Carlsen: Within 2 years I think. It is a target and think we will reach over the target.

Michelle: Yes, and also the better benefits that UIL's network offers, is that the holistic approach?

Arne Carlsen: Yes.

Michelle: So then we can continue with the future of the GNLC. Where would you like to see the network in five years?

Arne Carlsen: I would hope that at that moment it would be possible to give the label UNESCO Learning City for a city, for a city for maybe 3-4 years, so they can plant the sign in front of the entrance for the city and it would be a label that would be the same in the field of education as the world cultural heritage is in the field of culture.

Michelle: And city wise, how many cities would you like to have as a member?

Arne Carlsen: In five years time, more than 2000.

Michelle: And how would you like to be perceived by the international community, donors, majors, other stakeholders, what would be the desired image of this network?

Arne Carlsen: That this is the place where it is very easy to see good return on investment in learning, where it would be possible to easily see wider benefits of investing in learning. Too see benefits not only in the field of education, but also the wider benefits in the area of health, social sphere, employment, the wider benefits.

Michelle: The wider benefits of lifelong learning, very interesting. And would you like to be seen basically as a distinctive global network? Basically, the most appreciated, or the most recognized one?

Arne Carlsen: I think it will be the biggest in the field of education, and maybe there will not really be other global networks in the field of lifelong learning. So very distinctive, because it will be the only one.

Michelle: Great, thank you, those were my essential questions. […] What are UIL's strengths?

Arne Carlsen: What I see as UIL's strengths, among UIL's strengths is the capacity to attract good and intelligent interns who can make good interviews. UIL's strengths is also the added value or comparative strengths is that UIL is the only global center for lifelong learning. And its strengths maybe is in its networks, its world famous capacity to convene meetings were policy meet practitioners and researchers. It has been a strength of UIL for many, many years to make meetings were the practitioners meet academia and research institutions and government representatives and policy makers. And then UIL as the only institute has this very strong connection to the civil society and NGO's, so that is also a strength in relation to others. We are also an intergovernmental organization, so the others work with the governments, but we also work with NGO's.

Michelle: This basically represents an holistic approach. In this context, just out of my mind, I found it very interesting that when I tell people where I do my internship at UNESCO here in Hamburg, most of them don't really know that UIL exists here in Hamburg.

Arne Carlsen: Yes, our new PR specialist Mr. Amancio will try to increase our visibility in Hamburg and of course it is mainly because we have a global mandate, we work with 195 countries and the focus is mainly on developing countries and among them, mainly on Africa. So our focus is not mainly on Hamburg city, so we work out of the city and not within. But I know that we need to increase our visibility in our host city so therefore I have also told the major that I am eager to be of use also to the city. Amancio has a plan now with the teacher and training institute, Stephen joint the case. Another thing is the books where the mayor is interested in. Maybe using the books up to university level to see if this is attractive for all the drop outs to mobile phone, mobile learning. So he is also involved UIL in such a building case and for us it is also a way to raise visibility as an institute and then I was in the Hamburger Abendblatt with an interview, so also to show that we have this institute in Hamburg. But in general it is a hidden institute, a secret.

Michelle: Hm, secret. Otherwise, you get even more mandates within this small team.

Arne Carlsen: This is exactly part of it, sometimes it is good to keep secrets and not to disclose them or reveal them, because then it is no longer a small secluded area, then it can be more difficult and we cannot do it with our resources.

Michelle: Than you have to get more people.

Arne Carlsen: Yes, good idea. And a bigger house.

Michelle: And now I would like to move to the more challenging, not so nice questions that one normally does not want to hear. Where do you see room for improvement at UIL?

Arne Carlsen: Get more interns, to improvement of UIL is to increase the research capability in general of its professional staff and that it also why I give paid leave to staff members who want to finish their phd studies, and also new staff. When recruiting new staff I pay attention whether they have a phd or not or if they want to start one in parallel a phd with Hamburg University, we need to

	extend our research capability. This is also why I now appointed Lynn a research advisor, so that she can make a personnel development plan.
Michelle:	Do you have training workshops on research?
Arne Carlsen:	We had two last year in relation to GRALE, to use quantitative data tools. But we will have more of this now. We will have a professor coming down from France. And then, for improvement at UIL is also to improve the levels of field experiences of staff. Because it is not enough just to be good in theoretical research. You also need to combine it with a practical experience and knowledge of what happens in the field.
Michelle:	Yes.
Arne Carlsen:	For example, last Monday I was at a European Conference and people from Sherle Leone presented the situation for school development, primary school development and classical, where only half of the students would graduate from primary schools 6 years and on, the other 50% cannot make it and drop out. And the two primary reasons that is first, that the children are being beaten by the teachers / cained with big sticks when they argue wrong answers and the second is girls, who were being raped by the teachers and then they drop out. Then there are some challenges, you need simply to have been working in a field office or in an international organization in the country in order to know what are the challenges are that we need to know. You can sit in university and out in the blue sky you can read some books, but it is not the….
Michelle:	You don't see it, you don't feel it, you don't see the emotions of the people… yes
Arne Carlsen:	So, for me, I value at an equal level the theoretical knowledge research component (phd), for me this is not higher than the practical experience from working in the field. Therefore, I also want to send out and we have to few people that have had field experiences. Therefore, it is a challenge I can improve, I try to send them out and then they come back and you know, they will also have the phd. So we have senior staff who know both, capacity in the theoretical context but also practical.
Michelle:	And that is Ulrike…?
Arne Carlsen:	She has this, she is one of them. Yes, this is room for improvement and I think we also, third field and you can find all this in a strategy I made when I came here. 'Repositioning the institute' you will see visibility is where we can improve, so we made a communication strategy. And then Amancio came, every new person who works in communication say oh, this is not worth anything, I will make a fantastic one. So now Amancio will make a new one, which is fine and then. But here is room for improvement, we need more visibility, we need to be more known. We are world famous among adult educators, the outside.
Michelle:	And this is, of course, developing countries cannot provide so much funding and resources.
Arne Carlsen:	But we are also well known in developed countries, because of CONFINTEA mainly, since 49 up to 2009. There are also those Follow-up conferences. And then we are also well known in the developed countries in the NGO side of Adult Education. That is where our fame is. And then of course for improvement I would also say there is a challenge in moving away from events based culture, making an event and that's it. Than jumping to the next conference, that is it and then to the next. There is no follow up, no implementation, no impact, no results of the work it is just jumping from one event to the next. And this is not only UIL, this is the whole UNESCO that comes from this culture. But for us also, there is room for improvement to move away from the events based culture to RBM, Results based Management. Planning the event, so that you build in its follow up over several years and involvement of accountability for the people who take over the process and measuring also evaluation and measurement, results and impacts and therefore also working with indicators and benchmarks in relation to certain activities. What do we want to result from this.
Michelle:	So what do we want to achieve?
Arne Carlsen:	Yes.
Michelle:	Yes, so it is about good planning in advance, knowing where you want to go and then setting the steps in between.
Arne Carlsen:	So here is room for improvement, I have noticed during the Governing Board Meeting that I want to focus on evaluation and strengthening UIL's evaluation culture, here we are not good enough. Often we hand out an evaluation form in the end. Because if you don't evaluate, you cannot bind with an intervention logic, so that if you evaluate and you see that you are not on the right track than you have a plan for what you do. Intervention logic and then you have something ready. You can come back on track or give up or change.

Michelle: Yes, especially when you know what you evaluate in the end, when you know this in the beginning, you know what you have to look at. And then when you feel you get off the track, you can go back to what you wanted as a result.

Arne Carlsen: I think those are the main areas where we can improve. We can of course also improve the capability of the director and so on.

Michelle: There is always improvement with those things, I think it is pretty common that those things like planning, evaluation, visibility. What do you think that partners and donors value about UIL?

Arne Carlsen: Our networking capacity.

Michelle: What exactly do you mean by this?

Arne Carlsen: I mean, we bring people together from those three areas.

Michelle: Civil Society, policy makers…

Arne Carlsen: … and academia, researchers. This is what they, and also bringing people together from different continents to learn from each other.

Michelle: So basically, it is connecting. UIL is very valued for connecting.

Arne Carlsen: Yes.

Michelle: And you specifically, who do you mostly communicate with? Probably a lot of people.

Arne Carlsen: Yes, with donors and with the permanent delegations of the member states in HQ, headquarters and regional bureau of education and still also a lot with universities and academia, because I come from this area and are still part of it.

Michelle: What are the different messages then, for example when you go to donors, of course it is about raising funds, how do you approach them? You probably approach them all differently with different intentions.

Arne Carlsen: Yes, in fact I think there are not so many differences in my messages to the different stakeholders. I am a pretty much same person. Because it is also, what I value myself in people is their integrity. So integrity is a very important value for me, that you are what you stand for and you are not playing tricks, manipulating, saying one thing to one person and something else to another. So for me it is being reliable and trustworthy are also two values together with integrity. So I don't think really, I am not different and I am not giving different messages. My message is pretty much the same. "It is important for all countries and also for cooperation among all countries in the direction of more peaceful, more democratic world with more social justice to increase the learning opportunities for children, youngsters and adults alike. Of course education or learning opportunities increases especially if they are built on the humanistic values of tolerance, respect, peace, gender equality, sustainability and if this curriculum is built into it then it is simply, I believe, that are able to creating the world we want, which is a different world, but which is a better world. And it is better for other people and it is better for us and our children.

Michelle: So basically, creating a better world.

Arne Carlsen: In fact, I have the same message. Then we work in one segment of this. We work with youngsters and adults, not with children. Mainly with adults and therefore, of course, this is the message that we have to increase learning opportunities for adult in relation to children, we need to have literate adults, because then they can help when their children do the homework, keep them at school and help them not becoming school dropouts and also give them motivation. When they come from a literate environment you are more ease, so with learning, studying… so a better chance to succeed. So, I think I am not… when I work with university that was a university for adults as well, for adult education and masters, same. I send pretty much the same message always.

Michelle: But do they have different, different audiences, different intentions or interest in the institute or are they all basically interested in the same aspect? So let's say donors, do they have the same interest in the institutes work than for example the headquarters or are there different focuses from the outside?

Arne Carlsen: I don't think there are different focuses. Because HQ's is creating its strategies, is by giving drafts to member states in the PD and they discuss with the national commissions and the countries and then, so in the end, everything has to be adopted by member states. So, therefore it is something that they support and they can be accountable for. I don't see that there is a difference here. And then you will say, that I am giving so many key notes because of my life before I joined UNESCO has continued and this is very often to organizations that are not normally part of UIL's stakeholders, open universities in Asia, I might give a key note there. But they are not interested in UIL, because they have never heard of UIL. They hear about me, and then I tell them about UIL. I spend 20% of all my Key Notes, only talking about UIL. It is branding,

marketing, informing about the messages that we send. And then, I hope they become interested in it.

Michelle: And who would be desired partners that you don't have yet?

Arne Carlsen: I have this vision for lifelong learning that it shall not only be for the education sector or the administrative education. That it is not only inter-sectoral, but it is multi-sectoral approach. That I would like us to have much more cooperation with WHO, ILO (employment), some NGO's like UN Women from other areas. Because learning is an holistic approach. So therefore now for the Nairobi meeting, I have insisted that we have to bring WHO in. Not only the usual suspects from the education sector.

Michelle: It is good to have a different sectors included there too. Because I mean, lifelong learning is holistic.

Arne Carlsen: And, real change, has do come from inside.

Michelle: Inside the society?

Arne Carlsen: Yes, the different sectors.

Michelle: So you have to have them everywhere.

Arne Carlsen: I have to open up and I have a new fresh perspective from outside.

Michelle: Yes, because the education sector is basically all focused, they are basically trained in the same way of seeing things.

Arne Carlsen: Yes, and though to change the way the ministry is working and split up in primary school, secondary, university, TVET is just so difficult. Because in the sector we are just trained to have these divisions. "It is always our sector, and that does not speak to the sub sectors", so to change anything is just incredibly difficult. And change is needed, it is like a paradigm shift how does it come about.

Appendix 2: Meetings

2.1. Meeting 1

1st Meeting Learning City Team

Topic: **Communications: Global Network of Learning Cities**

Date: **06.03.2014**

Participants: Amancio Mendiondo Alcorta (Public Relations Specialist), Raul Valdés Cotera, (Programme Manager Lifelong Learning Policies and Strategies), Sunok Jo (Lifelong Learning Policies and Strategies), Mo Winnie Wang (Lifelong Learning Policies and Strategies), José Sergio Hernandez Mendoza (Former Intern / Research Project on Learning Cities), Tong Wu (Intern Lifelong Learning Policies and Strategies), Michelle Diederichs (Intern Public Relations)

Summary

Explaining the concept of the project

Raul opens the meeting explaining the concept of learning cities and explains that they always start with two questions: "Why learning? Why cities?" He explains the concept of lifelong learning, a topic they have been working on for many years and that they already know how to explain and explains the difference between education and learning. "Learning means putting the people in the centre of the process, so that makes a lot of difference. Education comes from an outside world to the person" Then he introduces the "lifelong, which is not just learning, but always, in different environments". After that he came to the question: Why cities? He draws on the demographic issues and other challenges that cities are facing.

Realizing the concept of the competition

Raul refers to the issue that he realised that the learning city concept UIL has been explaining has already been developed by OECD in 1992, who introduce their project with the same two questions: Why lifelong learning? Why cities? He highlights that UIL is not innovating and he points out that OECD is far ahead of UIL, since they started this project 22 years ago. He explains that the concept is the same and that UIL might be able to change their focus a little bit, but that they are basically following what OECD has been doing.

Michelle refers to the probable potential of the platform, the network and the cooperation basis. To her question whether OECD provides opportunities for cities to exchange and cooperate, Sunok confirms. She explains that they have a network of educating cities and that they appoint cities as 'educating cities' and hold congresses. Raul mentions that the project originated in Spain and highlights the difference that they are talking about "Educating Cities", not "Learning Cities". He adds that this network has conferences every two years and that they are able to collect learning cases that are taking place in different cities and put them on their website. The team agrees that this is basically a database. Raul confirms that UIL basically had the same idea. Sergio refers to OECD's project as just collecting and uploading cases from cities and their experiences into a database and holding conferences every two years. Michelle reassures that it is not interactive. Raul mentions that the idea is to have precisely all this elements and a strong network, including different partners.

The Differences of the Concepts

Raul explains that OECD's philosophical basis is far stronger than UIL's. He highlights that they have a lot of big thinkers. The idea is based on building a city for children connected to the stories that are told by parents referring to the forest as a dangerous place, a place where children do not want to go alone. However, the project refers to today's situation being the other way around. OECD started their project with children but quickly started also including adults. He mentions that they started growing very fast, but that did not last long. According to Raul OECD had two problems with the project: 1. OECD was not able to build a strong Network 2.They maintained the project at a NGO level. Raul mentions that they did not have mayors or the corporate sector as a partner. He refers to UIL having a political network and highlights that if "you have the private sector, you have funds". Michelle refers back to the definition of a network. Raul answers that he always refers

to policy networks. "Those ones are able to make decisions, to change the way things are implemented, not just coordination. It is something that is able to cooperate to change things." Then he mentions that OECD's Network has been inflating very fast and then deflated again. They now more or less concentrate on Latin America, since they were not able to take the whole thing.

He highlights that Asia and Europe was growing very fast on this topic by changing the concept of education to learning. They also started including lifelong learning as a major principle. He explains that UIL developed the idea during a conference in Shanghai, where they identified the trend to towards learning cities. Jin, the initiator of the project came to the conclusion that there were many developments going on, but that there were only national networks and that there was no cooperation between those networks. He developed the idea to connect all those networks and put "Learning" and "Sustainability" in the centre of the network. Raul refers back to the OECD network and mentions that Asia and Europe were very enthusiastic about the idea of the educating cities network, but were not participating because they felt there was too much competition. He mentions again that they maintain their network by organising conferences every two years and picking good examples of learning processes and programmes. He refers to the fact, that learning takes place in every city and every community. One does not have to be a learning city for that. Then he highlights that the difference of UIL's idea is to monitor advancement in cities within certain areas, so that cities can evaluate their performance with the *Key Features*. And the second element he refers to is the idea of labelling, which they do not have yet. But the idea is to label cities as UNESCO Learning Cities, since this is a very big political issue for mayors. UIL can declare cities to be UNESCO Learning Cities and give them recognition, but they are not able to give them a label without the headquarters agreement. Apart from that, Raul mentioned that UIL can help cities with very specific issues, providing technical support in those areas that UIL has knowledge. However, in other areas external teams would have to provide support. Raul refers to monitoring and possible labelling as the key advantages as well as the international perspective. He refers to the need to collect country cases and make them accessible to everyone.

Communication

Amancio asks whether the team already had the opportunity to define the communication a little bit. Raul mentions that no activities have been taking place. Sunok adds that they developed the website, started to create some brochures about the project, only small activities. Amancio highlights that this will take time and that the team should have a schedule with different meetings in order to have a discussion about the situation of the project. He mentions that the project has to be discussed itself. Mo adds that they did not have any kind of strategy, but that they have done something in terms of communication e.g. proposals, correspondents. Amancio adds that he believes the project still needs to have very important definitions on how this is going to work and that this impacts all the communications. Raul agrees and adds that they still need to define a clear roadmap and strategy. However, he also believes that things have to be rephrased during the implementation. Michelle adds that a roadmap, where you clearly define the project and define where it is going to take you is like a guideline, which does not mean that it does not allow flexibility. Tony asks what is included in the definitions needed for communication. Amancio answers that even before that it is important to know what the project is about, how we are adding value to the platform and how the implementation will work. He highlights that you can only then define targets and communication to the partners, and lower levels on what are the actions to meet the communication objectives. As a first step you need to be able to define this project in two sentences. Michelle adds that it is also important to know what the benefits are and who is benefiting from what. Why would people be interested in this? Even though it might be clear for the team who developed it, people outside need to understand this. Raul closes the meeting with the decision to continue the discussion further meetings.

After the Meeting
After the Meeting Raul clarified in a personal conversation that generally the goal is that cities implement the Key Features. He also referred to the internal procedure and previous research as a valuable resource for understanding the evolvement and gaps of the project. He also highlights that there are many networks where cities can communicate and he mentions that mayors usually are not necessarily interested in education. The discussion goes further into the possibility of targeting Ministries of Education instead of mayors directly.

2.2. Meeting 2

2nd Meeting Learning City Team

Topic: **Communications: Global Network of Learning Cities**
Date: **10.03.2014**
Participants: Amancio Mendiondo Alcorta (Public Relations Specialist), Raul Valdés Cotera, (Programme Manager Lifelong Learning Policies and Strategies), Sunok Jo (Lifelong Learning Policies and Strategies), Mo Winnie Wang (Lifelong Learning Policies and Strategies), Michelle Diederichs (Intern Public Relations)

Summary

Amancio starts the meeting introducing that the first thing we need to know is to define what we want to communicate. He highlights that in all the documents there is a lot of content about the vision and the aims, but not so much on how to implement those. He asked the team whether they have discussed the project further and how they are planning the implementation process. He also mentions that one issue of the project is that the visions and goals are very broad and ambitious e.g. focusing not only on learning, but also on development, economic and social environments and basically measure everything a government does. He refers back to communication and highlights "until we don't know what we are offering and what we are adding, it is difficult to define communication and targets". Michelle agrees that it is very difficult to grasp a clear message and send it to a specific target group. She proposes to go through the different goals and that the team can then explain what has been planned until now. Raul describes that this is a very broad project and this considers different themes. He adds that this is not the problem, the problem is to have a clear idea of how.

Key Features and their purpose

Raul highlights that the *Key Features* for example are a very important tool to start the implementation. "One can say that this is too broad, but this is all about learning; in different areas, different settings, different modalities but it is learning". Sunok adds that the *Key Features* do not only cover the implementation, but also the benefits. Amancio refers to the *Key Features* as exceeding the learning and takes a look at an example. Raul clarifies that the *Key Features* are indicators for the progress a city makes, however, what has to be implanted is a programme and learning activities. He also clarifies that the aim is not to follow those and collect data from all of those cities, but to support cities to improve on those indicators by providing learning opportunities in formal, informal and non-formal environments. Amancio and Michelle refer to this not being clear before for someone that did not participate in the process. Raul mentions that the *Key Features* include an introduction explaining this. Sunok adds that this is the direction that cities should pursue to become learning cities and that this is based on Korea and their experiences. She highlights that they were doing this for 10 years and that people then started to criticize that there is no measurement or indication of progress that a city can show. The *Key Features* enable cities to measure their progress. Amancio reassures that the aim is not to focus on the *Key Features* but to provide a measure for the results. Raul adds that even though some might be more relevant for the institute than others, those features are related to the city's needs. Therefore cities are in the position to decide which features are the most important for them and put emphasis on their needs.

UIL's Role

Michelle asks for an explanation of what UIL's role is in this project. Raul starts explaining
1. Make cities recognise the need to advance and implement learning processes
2. Promote that cities take stock of the current situation and then decide in which areas they want to move by applying the Key Features and e.g. deciding to increase the level of school drop-out rates from 48% to 30%
3. UIL will than support cities in how to start moving, initially trying to implement a collective policy on this; identifying the problem, the actors and the goal.

Michelle asks whether any city in the world could contact UIL for support. Amancio clarifies that it is the platform they basically contact and the platform offers this, the global network. Raul adds that now this is only run by three people, but there are partners already. Michelle asks what the platform consists of at the moment. Raul answers that currently the platform is the Website. Raul also referrers to that this platform will be filled by best practice examples and cases were cities implemented successful programmes. "The platform will be all this collection of country cases and analysis of these country cases". Michelle reassures that UIL tries

to connect all the different cities through this Website, which is the key tool. Mo adds that the conference is the other key element to connect cities. Sunok adds that the plan is to establish committees to enable cities to meet through the committees.

The Objectives of the Platform

Amancio suggests to step back and rephrases Raul, who mentioned that UIL supports cities when a city notices an issue on which they want to work. Amancio asks whether the objective of the platform is to offer support to cities. "Why does the platform exist? What for? " Raul continues to explain the objectives of the platform:
1. Share information and provide a place for dialogue and discussion
2. Providing Technical support

Mo provides the objectives of the platform from the proposal for the project. Which are currently are

1. to promote lifelong learning for all as an organising principle for education policy in cities/regions;
2. to provide member cities with normative instruments to measure progress in building a learning city or region;
3. to foster policy dialogue and peer learning among member cities;
4. to serve as a clearing house of successful practice in establishing learning cities/regions; and
5. to collaborate with related international associations, networks and various stakeholders promoting sustainable socio-economic development in cities/regions

Raul points at the action lines, working towards those objectives:

1. create a network to help member cities develop partnerships and collaborate with stakeholders;
2. monitor the *Key Features of Learning Cities* as a comprehensive checklist of action points for governments and other stakeholders in building learning cities/regions;
3. facilitate and disseminate research on successful practice in establishing learning cities/regions;
4. organise international and regional conferences, seminars and exchange activities on building learning cities as a strategy for promoting lifelong learning;
5. provide capacity-development programmes for stakeholders in partnership with cities/regions that are striving to become learning cities/regions;
6. inform member cities about sources of information on building learning cities which they can use to improve the knowledge and performance of their leaders, administrators, stakeholders and citizens; and
7. develop and implement a communication strategy between member cities and stakeholders, including the GNLC website.

Amancio mentions that the e.g. objective number five is very general. He refers to the other objectives as more understandable. Raul clarifies that the last objective is more about putting together partners. Sunok mentions that this is already happening, that cities start taking actions and get together. Michelle clarifies that the last objective is basically what the cities than do for themselves and that UIL triggers cities to find their own partners and provide them with chances to connect. Amancio asks whether the team has already gone through the how of all those things. Raul explains that not necessarily exactly, but through the action points.

The Monitoring Process of the Key Features

Amancio asked whether it has already been discussed how to monitor the *Key Features*. Sunok explains that UIL as an international organisation cannot monitor all the cities as one entity. However, UIL promotes this form of monitoring to cities with the aim that they use them. "Our role is to encourage cities". Raul adds that the UNESCO is not a Think Tank that would be able to go to the place and monitor, this is not a political way to proceed for UNESCO. He adds that UIL provides the measures and cities can present their evaluation and analysis e.g. on conferences. Raul explains that if there is a specific interest by UIL, UIL could go ahead and create a case study on this. Michelle summarizes that basically UIL acts as the encourager and the initiator of connecting and providing the platform to encourage collaboration. Raul adds as a second point that UIL will also add best practice examples in the platform, so that they can communicate to another city and see how they implemented a specific programme. Mo emphasises that UIL "acts as a focal point", to provide the

"network, connect people and provide them with the support they need" and that the features are more like a checklist or reference point.

Amancio asks for the monitoring process, refers to the participation of experts that are needed for that and asks for the implementation of the monitoring process. He refers to action line no. 5 "capacity building for stakeholders and partnerships with cities and regions that are striving to become learning cities" as needing a lot of human resources and asks if this was already discussed. Raul mentions that UIL can provide support on its own areas of expertise and that they also have a team of experts that has already contributed to the *Key Features*. However, he mentions that in other areas there is no team yet. Amancio asks whether it was already discussed how this would work. Raul refers to consultants that cities pay for and UIL can provide advice on which experts there are in certain regions.

Amancio reassures he has the right understanding of the platform. "So if a worker of a city government tries to implement a law or policy he would enter the network and see how others have done this before. This would be one concrete thing. If there is then doubt about regional differences the person could than send an email or request an expert." Raul confirms that this is the idea. Amancio asks whether online or distance support was discussed before. Raul mentions that this was discussed with the director and the director thinks it is important. The doubt is how many cities one can work with, however for consultants to provide distance support is necessary.

Objectives one by one
1.   create a network to help member cities develop partnerships and collaborate with stakeholders;
Amancio asks for clarification about this objective. Raul explains that the platform also aims at connecting stakeholders inside the city. The most important issue is that this platform is about putting together all the different kind of learning processes that are taking place in the city, which include a lot of partners inside the city. Thus, the Key Features do aim at not only including the voice of the government, but also NGO and the private sector. The idea is to take stock not only at a governmental level but also consider what NGO's or the private sector is doing. This is exactly the idea of lifelong learning. Michelle asks for how the platform provides this connection. Mo explains that e.g. at the conference there were private sector partners and NGO's present in the conference as well as mayors of the cities, so through the conference the platform could connect. Sunok added that e.g. Mexico city did never consider the private sector as their partner, so they never approached the private sector. Through the *Key Features* they realised that there is potential. Michelle rephrases that this is more about encouraging them to partner than to actually help them to partner. Raul adds to this topic that cities can also find partners outside the city, e.g. Microsoft when needs and offers can find common ground.
A platform for comparison
Sunok adds that also here, best practices will serve a way of support. Amancio suggests that cities could request advice from the platform. Raul agrees. He highlights that the main thing is "to compare yourself with others" see how other cities face the same problems. He also stresses the importance to see the differences in language and context. But at least cities can see how others are dealing with this. It is about providing solution samples and if they have a specific issue, they can ask for support. But the main idea is to compare and see what others do. He stresses that the idea is not to show good and bad cities, but to see the challenges that they are facing all together.
Defining the roles of members and partners
Amancio asks whether cities can be part of the network without having the government participating. Raul replies that in his experience, "if you don't have the government on board, it is very difficult to do something. If you want to do something, you need the policy makers to make decision, finance and support". Otherwise, he implies that change takes a lot of time. Michelle reassures that the members of the network are the municipal governments. Raul confirms. Michelle asks who UIL would like to encourage to include different partners in the development of the city, to use the Key Features as a guideline and to basically implementing the idea of the Key Feature catalogue. Amancio adds that a company would not be a part of the network. The team confirms, that would be a partner. Raul also mentions that the word "member" should not be used yet. He says that the idea is to have members of the network and have partners to support the network. Amancio asks what a local NGO would be in this Network whether that works with only one specific city. Raul mentions that this has not been decided or clarified yet. Ideas include that members should have different categories, divided by cities, NGO's or Companies. Another idea is that partners should be on different levels (local, regional, international). Amancio clarifies that a partner for him is someone that supports the whole project, keeping the project alive. Raul clarifies that UIL's entry point as a UNESCO Institution is not just for the platform, but governments in general. So UIL has to be careful not to mix this. Michelle mentions if it would not be a good idea anyways to

focus on one group first, and then think in categorizing. Have the cities by regions, by countries and even more broken down to areas. Raul adds the idea to have cities as members and every member can have its own partners. He clarifies that case studies are Open Access anyways.

The benefits of the platform

Amancio asks for the benefit of being a member while the platform is accessible freely anyways. Raul mentions that they work with city members not with NGO's. He clarifies that they only provide support when the city is demanding UIL's support. UNESCO's mandate is to work with member states at a governmental level. The entry point is always governmental. Michelle asks for the benefits for the city being a member of the network. Sunok mentions that the idea was to give them a kind of label, but since that is not clear yet UIL can implement the names on the website or include the cities in reference documents. Once the UNESCO Assistant Director General approved the project, UIL can distribute the application forms and then the cities will be members of the network. Amancio asks why they would become members? Sunok answers that they will receive visibility in all the official documents and material. Basically as an image tool. Amancio clarifies that UIL in this case offers visibility. Sunok confirms and adds that they would be also picked for case studies. Amancio and Michelle agree that it is basically promotion of the city. Sunok adds the technical assistance. Raul adds that the project is still a little weak on this. The team is pushy on the idea that if they want to become members they need to consider the Key Features and then they will have the chance to become UNESCO Learning Cities. However, if there is no label then it is a problem. Raul mentions that the important element then would be visibility. Mo mentions the opportunities that are mentioned on the website. She also highlights that there is no magic line of becoming a learning city, so UIL does not really emphasise the criteria of being a learning city. Amancio highlights that he did not mean becoming a learning city, but becoming a member of the platform. Michelle agrees that the question is how members benefit compared to those who can look up all the information anyways. Amancio adds that the second question is what we ask from members. Raul answers that they will try to get information from members to fill the platform. Amancio adds that they need a commitment. Michelle mentions the idea to upload the updated Key Features every 2 years. Raul highlights "no fee but information". Sunok mentions that UNESCO Creative Cities Network asks for progress every year otherwise they withdraw the membership. Also for monitoring purposes Raul emphasises the importance of having a template. Amancio mentions a fee as a possibility, Raul opposes that this is not a possibility at the moment. Raul asks were would be the reason to pay? He adds that at the moment there is no real price of becoming a partner. Michelle highlights the opportunities for benefiting members and mentions that many platforms have free access and that as a member, you benefit from certain features e.g. a chat, creation of own conferences, member forums, discussions. Amancio agrees and adds that there are many opportunities with technology that could be developed. He mentions to partner with private companies in technology and communication and that there could be many things for capacity and support to develop services that the platform could offer. Michelle adds the importance of the development of online communities and connected opportunities. It would probably need more than a static website, but an interactive web design. But then one could offer member logins and they could access different features. Amancio mentions training activities, materials for policy makers together with partners. Michelle adds the possibility of online conferences, teleconferences so that cities do not need to wait for an event that takes place every two years. So that cities could contact cities that have dealt with the same problems to generate a conference and invite others that are interested in the same topic. She adds that it needs the right partners to develop it. Raul adds that it would be good idea for them to just organise conferences themselves.

The next steps

Michelle asks for the next steps. Raul answers the launch of the website, follow up cities that already started or would like to start with the key features, collect country cases; all this to put information into the network. Also things like the newsletter and they would like to follow Amancios advice on that. They also have to work on the implementation on *Key Features*. Amancio asks for the timeline and highlights the importance of the HQ's decision. Raul adds that now it would be more important to develop the platform and make sense of it.

Michelle asks for the German case for her BA thesis mentions a project to convince 40 German cities to become part of the network. Raul says that there was nothing advanced in this yet, but there was contact with Eckert Lilienthal who had an interest in establishing this with UIL.

Appendix 3: Observations

3.1. General Observations

Observation 1: January – May
UIL did not have a consistent full time position in PR or communications until November 2013. While working on developing a communication plan one could identify that the institute was missing expertise and did not recognize communication as a major tool for accomplishing its mission. The minority of staff had an understanding of communication and it was not perceived as important within its actual context. Communication was basically perceived as news. News items were mostly focused on what UIL did and in how many conferences UIL participated.
In general, the institute's communications were focused on reporting, web news, the newsletter, the annual report, publications and email. The use of interactive online channels was very limited, basically not existent. Apart from that, the technical and IT related expertise is very low. During the governing board meeting it was clarified that UIL needs to improve in this regard. UIL in general has the need to change, but things move slowly. Funding in general and in relation to institutional perception and understanding of its importance were observed as main barriers to improvement. The first step of UIL will be a new website, which still has to be designed.

Observation 2: April 14, 2014
General observations in discussions and team meetings, the observer recognised that there was no clarity of what cities would expect or need from this network. In order to reassure the problem definition of the research proposal Raul Valdes Cotera was asked, whether there was research done regarding the target group. He referred to the different other networks that have been researched before and that the participants of the conference called upon UNESCO to establish a "network of networks". However, he confirmed that there was no in-depth research done regarding the actual interest of cities in such a global network.

Observation 3: April 21st, 2014
During desk research I detected a brochure from the BMZ that was released in April 2014. In general it is to mention that the topic is about urbanization and developing sustainable cities, interestingly there was the international fair on metropolitan solutions with the same focus on April 11th. There seems could be an interest in such an international platform by the BMZ

Observation 4: April – May, 2014
During the internship and working on a communication plan for UIL the power relations and key stakeholders were observed. UIL is a category one institute within UNESCO, meaning that UIL has freedom in the decisions regarding its activities and processes compared to other UNESCO institutions. However, UNESCO Headquarters defines the overall agenda for UNESCO and allocates the resources it receives from Member States. In this regard, Member States, represented by permanent delegations at Headquarters, define UNESCO's agenda. UNESCO in this regard performs under the agenda of the UN.
Furthermore, UIL is funded and hosted by Germany, which makes Germany an important Member State within the mandate of UIL. Within Germany, the Ministry for International Cooperation and Development and the Ministry for Education and Research can be seen as key stakeholders for Germany on a national level. However, approaching ministers is not in the mandate of UIL and has to go through either UNESCO Headquarters or the National Commissions of UNESCO. Regarding the GNLC, the partners that showed interest in the conference as well as the National Commissions of countries can be perceived as important stakeholders.

3.2. Observation Metropolitan Solutions

Place: Metropolitan Solutions in Hannover,

Date: 11th April 2014

General Observations and Impressions:

The fair itself had the focus on urban planning, the general representation of exhibitors was highly technological. An overwhelming amount of businesses presented their solutions for urban development. Apart from that, the fair had a part to attract young people to get education in the field of technology. The core focus however, seemed to be to improve the economy in countries, regions and cities or to present sustainable solutions that come from a specific city or region. A very interesting set up was the Global Town Hall from ICLEA. Throughout the whole week they organized panel sessions, where different representatives discussed about their view of sustainable urban development in cities. This Global Town Hall was also broadcasted online. Some initiatives where detected that deal with the topic of education, among others an organization called: Renewables Academy from Berlin. They specialized in training education and capacity building for renewables energy and energy efficiency. They also run project in educating policy makers in North Africa.

Generated contacts for in-depth interviews:

Through the panel session at the Global Town Hall of ICLAE Konrad Otto-Zimmermann (Chairman ICLEI Urban Agendas) showed willingness to participate in an interview in the week after Easter.

Hans Mönninghoff (Former Chief Executive of the City of Hannover, former Director of Economic Affairs, Former Director of Environmental Affairs) showed willingness to cooperate for an interview.

Christine Steck from Metropolregionen agreed to participate in an interview

Conversations

1. Conversation at Bayern Innovative GmbH: A representative from the Bayern region explained that the region offers businesses from Bayern to have a shared booth at the fair, representing companies from the area of Bayern. For exhibitors, this is a cheap opportunity to display their work, for Bayern the aim is to boost economic development in the area.

2. Conversation with the Hamburg Metropolitan Region: Jens Wrede, Project Manager at ChemCoastPark Stade, worked in the public sector before mentioned different interests of cities presenting at this event. He first of all highlights their aim to attract businesses and therefore generate GewerbeSteuer. He also highlights the topic of image and being visible among stakeholders. He especially mentions the point that big cities in Germany build metropolitan areas which is mainly a win-win situation. He explains that people move to cities and that rural areas around a big city have a decreasing population. The aim for the city is to show its importance and to display the strengths, since e.g. 3,5 million people sounds better than 2 million. The smaller communities around the big cities benefit from the infrastructure of the city. E.g. Hamburg's surroundings benefit from Hamburgs public transport, so people consider moving outside the city since their workplace is easily accessible. Asking for the cities general concerns in attracting businesses he highlight tax, the provision of jobs and the presentation as a perfect location for businesses. He also mentions their efforts in relation to advertising & visibility for the city, with the consequence of attracting tourists and citizens. This in the

end means more money, relations of people to the city and selling the city. When asking for the challenges in the outside region he points out that one of the biggest problems is the decreasing population. The consequence is less money, less schools, less education, no businesses. He highlights that the main challenge for cities is to keep their citizens.

3. Conversation with Corjan Gebraad (Senior Consultant in Rotterdam Climate Proof): When asking Corjan what he imagines as a learning city he suggests: A city that learns from its own activities and other cities. When presented with the definition of the GNLC he agrees, that this is a broad but good definition. Asking him which services he would expect from a Global Network of Learning Cities he highlights Meetings, a website, an online platform, to directly cooperate and case studies. Especially case studies seem to be important. He also mentions that it is more useful to have meetings with people in your own region, since they understand your perspective. Nevertheless, he believes that learning from an international context is important in the sense of learning about new solutions. When asked what would be the most important benefit of such a Global Network of Learning he highlights from the top of his mind: To show what Rotterdam is working on. He also perceives looking for solutions and corporation with specific countries as important.

When asked whether Rotterdam would be interested in such a network he mentions that there would not be an interest, because they are already part of a network, they basically built their own

4. Conversation with Susanne Müller (TÜV Rheinland): Susanne Müller is part of a research project on the Future of Mega Cities in Germany and effective solutions. The project is funded by the BMBF. She highlighted the main challenge/problem that mega cities are dealing with as Sustainability. This includes especially the management of city populations with more than 10.000.000 citizens, development of technology, sociocultural sustainability (taking care of rural areas, they are affected by this development), traffic management, cultural problems, waste management, water management and bringing agriculture into cities. The aim of the project is to inspire cities and provide solutions. She was presented with the research project and the network concept.

As a PR specialist she highlights that the most important thing is to touch the emotions. She especially highlights the difficulty of targeting decision makers in the public sector. She highlights the importance that they do not take risks and they only look for what they need. They do not want a big amount of information, but they want to have every detail of what they are looking for. She suggests that information should be given to those people step by step, short and precise. If they are interested in a topic, they can ask for more and then it is about giving them the details. Targeting public decision makers in Germany she also highlights that they need something concrete, it is highly important to answer the question of what we want, where that will take the city and what effect will if have on the city. It is important to provide evident cases on how an initiative helped other cities. Be **concrete!** Apart from that, she mentioned to summarize information and make it as short as possible.

When talking about decision processes in Germany she highlights that it is impossible to target the cities and communities themselves, but to target the associations. In Germany, those associations are the those that have the power. They influence cities development, normally, what they suggest will be implemented. She mentions the Deutsche Städtetag and Landkreistag as important stakeholders when implementing realizing such an initiative in Germany.

5. Conversation about the SMART City Amsterdam: Judith Hurkx is a part of the project SMART City Amsterdam and acts as a consultant through Accenture. When introduced to the GNLC concept of a learning city, she was not familiar with that. However, she believes that Amsterdam could be interested in becoming a learning city.

Appendix 4: Competitor Analysis

Network	International Association of Educating Cities	Local Governments for Sustainability (ICLEI)	The Global Network of Cities, Local and Regional Governments	EUKN (European Urban Knowledge Network)	Sustainable Cities
Background	Founded 1994 based on the first congress of educating cities in 1990 (IAEC (a), n.d.)	ICLEI is the world's leading association of cities and local governments dedicated to sustainable development ICLEI was founded in 1990 by 200 local governments from 43 countries who convened for the first World Congress of Local Governments for a Sustainable Future at the United Nations headquarters in New York. Operations started in 1991 at the World Secretariat in Toronto, Canada, and the European Secretariat in Freiburg, German. (ICLEI (a), n.d.)	Founded in 2004 in Paris (UCLG (a), n.d.)	EUKN has proven itself to be an efficient one-stop urban shop, providing city practitioners, policy makers, project managers and other users with high quality urban knowledge and experiences. Constitutes an international platform stimulating the exchange of knowledge and experiences during international and national meetings, and offering topical dossiers, expert opinions and specific practical assistance through the National Focal Points of the network and support for EU Presidencies. (EUKN (a), 2010)	Earth Summit in 1992, where 172 governments and 2,400 NGO's met for the first international Earth Summit in Rio de Janeiro, Brazil (Sustainable Cities International (a), 2010) For almost 20 years we have built teams of private, public, civil and academic partners to advance international sustainability. (Sustainable Cities International (a), 2010)

Mission	"working together on projects and activities for improving the quality of life of their inhabitants" (IAEC (a), n.d.)	Build and serve a worldwide movement of local governments to achieve tangible improvements in global sustainability with specific focus on environmental conditions through cumulative local actions. (ICLEI (a), n.d.)	To be the united voice and world advocate of democratic local self-government, promoting its values, objectives and interests, through cooperation between local governments, and within the wider international community. (UCLG (a), n.d.)	EUKN is the prime network for urban policy makers, practitioners and researchers throughout Europe offering high quality knowledge and services which inspire them to make cities a better place to live, work and play. (EUKN (a), 2010)	Create new peer learning networks for cities, enabling them to share successful solutions to common problems (Sustainable Cities International (a), 2010)
Vision		Promote local action for global sustainability and supports cities to become sustainable, resilient, resource-efficient, biodiverse, low-carbon; to build a smart infrastructure; and to develop an inclusive, green urban economy with the ultimate aim to achieve healthy and happy communities.

(ICLEI (a), n.d.) | | EUKN is a self-sustainable, intergovernmental knowledge network with national focal points in all EU Member States, acting as a knowledge hub for existing networks of urban practitioners, researchers and policy-makers at all governmental levels. (EUKN (a), 2010) | |
| Values | | | | demand-driven approach high-quality knowledge database e-library provides free access to case studies, research results, policy documents, context issues, network descriptions, updated news and meetings | Urban Sustainability Collaboration Inclusiveness and diversity Innovation Learning Thinking and doing Good governance Sharing ideas Learning and adaption |

Objectives	Promote compliance with the principles of the Charter of Educating Cities Encourage collaboration and specific actions among cities Participate and actively cooperate on projects and exchanges of experiences with groups and institutions with common interests Deepen the discourse of educating cities and promote its direct manifestation Influence the decision making process of governments and international institutions in issues of interest Enter into dialogue and collaborate with different national and international bodies		Increasing influence of local governments Becoming a man source of support for democratic, effective, innovative loval government close to the citizen ensuring effective and democratic global organisations support international cooperation between city associations, networks and partnerships (UCLG (a), n.d.)	The key objective of EUKN is to enhance the exchange of knowledge and expertise on urban development throughout Europe, bridging urban policy, research and practice. (EUKN (a), 2010)	
Themes	lifelong learning in cities liberty and equality diversity demographic change economic development social justice territorial balance (IAEC (f), 2004)	Sustainability Resilient Resource-efficiency Biodiversity Low Carbon Smart Infrastructure Inclusive Urban Economy Green Urban Economy		social inclusion & integration; housing; transport & infrastructure; urban environment; economy, knowledge & employment; security & crime prevention; skills & capacity building (EUKN (a), 2010)	

Services & Benefits	Joint projects Showcase the city through the databank Connect directly with other cities Form part of the assembly Elect and be elected to posts and other responsibilities Participate in the international congress Form parts of the territorial and thematic networks Access to information Have an own webpage in the IAEC port (International Association of Educating Cities (a), n.d.)	Activities Events & Training New Initiatives Advocacy Research & Consulting (ICLEI (f), n.d.) Tools ecoBudget management tool Local Authorities Self Assessment of Local Agenda 21 (LASALA) Online Performance Evaluation Tool Sustainability Cycle Management tool Sustainability Procurement Resource Center Database STAR Community Index 81 goals and Standards for US Triple Bottom Line (TBL) Decision Making Tookit (ICLEI (g), 2014)	Resources (elibrary, publications, awards, infographics etc) (UCLG (b), n.d.) Events Media (blog, videos, newsletter)	eLibrary for urban professionals (more than 5,000 validated documents on urban research, policy and practice & country and context-specific knowledge in their national eLibraries) Topical dossiers on urban priority policy areas Conferences Interviews Research and Practice Review and National Newsletters News and meeting organizes and co-organises policy labs (EUKN (d), n.d.)	Municipal leadership training Infrastructure costs and urban growth management (Sustainable Cities International (e), 2010) Annual Symposium (Sustainable Cities International (d), 2010) SCI Energy Lab (create capacity for innovation in the development of local, sustainable energy solutions for citie, funded by SIEMENS, Edmonton, Alberta Real Estate Foundation, QUEST and Natural Resources Canada) (Sustainable Cities International (f), n.d.)

Members	Africa: 5 countries, 6 members America: 13 countries, 61 members (mostly Latin America) Asia. 6 countries, 26 members Europe: 13 countries, 380 member cities (mostly Spain, Portugal, France) (International Association of Educating Cities (b), n.d.)	12 mega cities 100 super cities and urban regions 450 large cities 450 small and medium sized cities and towns 84 countries 17 German Cities (e.g. Bonn, Berlin, Freiburg, Münster, Heidelberg, Hannover, Hamburg) (ICLEI (d), n.d.)	More than 1000 cities presented through 155 Associations (UCLG (d), 2014)	10 member states in Europe, also Germany (EUKN (e), n.d.), but does not seem to be updated (EUKN (f), 2012) They also have national focal points in each members state. (EUKN (c), n.d.)	40 cities, towns and metropolitan regions · (Sustainable Cities International (a), 2010)
Membership	Becoming a member provides cities with benefits, however, cost a fee. Fees are segmented by population and GNI per capita A member city has to provide contact information about the mayor and assign one government representative that cooperates with IAEC and one technical person , both knowledgeable about the Charter of Educating Cities and assigned to co-ordinate activities based on the Educating Cities objectives Members do also adopt the Charter of Educating Cities (International Association of Educating Cities (c), n.d.)	Membership fees by GNI (ICLEI (b), n.d.)	Membership Fee (UCLG (e), n.d.)	No information	Membership Fees (Sustainable Cities International (a), 2010)

Communication	Website (no news section, no media, no events) Intranet (log in only in Spanish) Educating City Charter	Website Youtube Linkedin more than 3000 followers (Linkedin, 2014) Twitter more than 3000 followers(not many retweets or interaction) (Twitter, 2014) RSS Website LinkedIn Google+	Facebook (1307 likes) (Facebook (b) 2014) Twitter (3244) ß not many retweets or interaction (Twitter (b), 2014) Youtube RSS	Website LinkedIn Facebook RSS Newsletter Website Video Webnews urban planning around the world (EUKN (g), 2014) (EUKN (a), 2010)	Website LinkedIn Profile

Partners			Supported by: Nachhaltigkeit. Sustainability.Durability. Bonn EU Ministry for Foreign Affairs, Europe and the Media of North Rhine-Westphalia 18 Associate partners who pay a donation based on the region and on different levels More than 50 corporate partners, among others: BMZ Deutsche Post European Commission GIZ OECD Rockefeller Foundation Various UN insitutions (UNPD, UNCDF) World Bank WWF (ICLEI (e), n.d.)	E.g. AFD Cities Alliance European Commission International Labour Organisation MAEE OECD World Bank UN Habitat UN Women UNDP UNESCO UNISDR (UCLG (c), 2014)	European Commission, URBACT Programme, EUROCITIES, Euopean Metropolitan Network Institute, European Website on Integration, The European Liaison Committee for Social Housing (CECODHAS), UN Habitat, IMISCOE (International Migration, European Urban Research Association (EURA), OECD, The Council of Europe, European Network for Housing Research, European Spatial Planning Observation Network (EUKN (b), 2010)	Mile (Municipal Institute of Learning), Durban, South Africa Akkadis (Change Practice), RED Ciucades, Latin American Network for just and sustainable cities Programma Cidades Sustentaveis (Sustainable City Programme) Sao Paulo (Sustainable Cities International (c), 2010)
Positioning	Oldest and first		Largest and leading global cities' initiative for sustainability	Global Network of Cities, Local and Regional Governments - united voice of cities		

	Tesimonials only refer to actual progress in becoming learning cities, do not refer much to interaction with other cities (IAEC (e), 2013, p. 267-295)				

Appendix 5: In-depth Research Analysis

5.1. In-depth Research Analysis – Interviews

Benefits of Learning Cities	Social Inclusion & individual empowerment	Economic Development & Cultural Prosperity	Sustainability
Mannheim	xx	x	
Freiburg	xx		xx
Nürnberg	xx	xx	
Dresden	xx	x	x
Hannover	x	xx	
Hannover			
Steck	x	x	
Hirche	x	x	
Balanga		xx	
Cork	x	x	
Swansea		xx	

Xx= higlighted as important or priority area

Idenitified key words	Social Inclusion & individual empowerment	Economic Development & Cultural Prosperity	Sustainability
Mannheim	Social inclusion!!, equality, diversity, migration, peaceful living	economy, unemployment, skilled workforce	quality of life
Freiburg	Social inclusion!!, participation, inclusiveness, diversity, migration,		Sustainability!!, climate change, energy, education for sustainability, environment, health
Nürnberg	Social Inclusion!!, participation, integration	Economic development!!, skilled workforce	keep citizens
Dresden	Immigration, infrastructure, racism, migration, gender	Employment, workforce, economic development	infrastructure
Hannover	integration	Economy, skilled workforce	Main priority in general
Steck	demographic change, independence	skilled workforce	
Hirche	Social inclusion! Individual empowerment!!!	Economic growths!	
Balanga		Growths, skilled	

		workforce	
Cork	Migration, diversity,	skilled workforce, science and technology	
Swansea		skilled workforce, entrepreneurship	

Benefits of an international platform for cooperation	Desire to obtain information and interaction	Establish relationships	Desire to share information and interaction
Mannheim	X		
Freiburg	X		
Nürnberg	x	x	
Dresden	x		
Moenninghoff	x	x	X
Steck	x	x	x
Hirche		XX	
Balanga	x		
Cork	x		x
Swansea		x	x
Idenitified key words	**Desire to obtain information and interaction**	**Establish relationships**	**Desire to share information and interaction**
Mannheim	knowledge transfer, solutions, stimulus, expansion of horizon		
Freiburg	international benchmarks, approaches, solutions, be informed about what is happening globally, mutual problem solving, framework, best practice, exchange, materials		
Nürnberg	Exchange and discussion, solutions	contacts, links	
Dresden	Exchange, know how transfer, learning, inspiration,		
Hannover	examples, see what others do, learn, exchange, discussion, common problem solving	connections, contacts (common problem solving)	Pride, solidarity, recognition, exhaustion
Steck	solutions, experiences, exchange	collaboration	image
Hirche			
Balanga	Guidance, framework, best practice	links!! Partners	

Cork	Exchange!		pride, help others
Swansea		cooperation, partners	recognition, confirmation, provide help, approval

Limitations Learning Cities	Resources	Stakeholder involvement	Political Will
Mannheim			responsibility and decision making
Freiburg			future orientation
Nürnberg	project funding		political environment
Dresden	Resources, personnel, money, workforce		political environment
Hannover			political environment, has to be the vision, leaders,
Steck			
Hirche			
Balanga	funding		has to be priority
Cork	funding		
Swansea	time, money		

Limitations International Cooperation	Resources	Stakeholder involvement	Political Will
Mannheim	time, travelling cost!!		
Freiburg	time, travelling cost!!		
Nürnberg	personnel		
Dresden	personnel, balance between investment and benefit,		Has to have political support, exploitation
Hannover	language		
Steck	travel cost		
Hirche			
Balanga	luxory		Has to be a priority
Cork	Time, travelling cost		
Swansea	Time, travelling costs		keep the momentum

5.2. In-depth Research Analysis

Benefits of Learning Cities	Social Inclusion & individual empowerment	Economic Development & Cultural Prosperity	Sustainability
1 - Stadt Freiburg im Breisgau	1		1
2 - Stadt Mannheim	1		
4 - Stadt Kaufbeuren	1		
6 - Landeshauptstadt München	1		
7 - Stadt Nürnberg	1		
10 - Freie Hansestadt Bremen	1		
11 - Freie und Hansestadt Hamburg	1		
12 - Stadt Offenbach	1		
13 - Rheingau-Taunus-Kreis	1		
18 - Stadt Osnabrück	1	1	
21 - StädteRegion Aachen	1	1	
23 - Stadt Duisburg	1		
24 - Stadt Essen	1		
25 - Stadt Herne	1		
28 - Stadt Trier		1	
30 - Landeshauptstadt Dresden	1	1	
32 - Stadt Leipzig	1	1	1
33 - Stadt Dessau-Roßlau	1		
34 - Hansestadt Lübeck	1	1	1
35 - Stadt Erfurt	1	1	
	19	7	3

1= Key project topic

5.3. In-depth Research Topic Lists

1. Motivations to become Learning Cities
- Agenda and challenges of cities
- Role of education in city development
- Importance to invest in education and learning/ becoming learning cities
- Activities regarding education and lifelong learning
- Achievements and challenges in enhancing education in cities

Key Words

1) Economic Development and Cultural Prosperity

Growths ,Employment, Science, technology and Innovation , Financial resources, Poverty, Skilled workforce , Performance

2) Social inclusion Individual Empowerment

Literacy and basic skills, Gender equality, Participation in public life, Equality, Inclusive community, Integration, Diversity, Migration, Demographic change , Safety, Independence

3) Sustainabilty

Climate changes, Green economy, Energy, Natural environment , Education for sustainability, Livability of cities , Biodiversity, Infrastructure, Health, Keep citizens

2. Motivations regarding an international platform for cooperation
- Existing partnerships and benefits
- Experiences and benefits regarding cooperation
- Experiences and benefits regarding international cooperation (partnerships, other networks)
- Impressions, Experiences and benefits of the International Conference of Learning Cities
- Expectations from the GNLC
- Importance of international vs national cooperation

Key Words:

1) Desire to obtain information and interaction

Solutions , Guidance, Framework , Standards, Interest in other experiences/best practice/knowledge transfer Discussion, Ideas, Exchange, learn from each other, Common problem solving, Instructions, Advice, Materials

2) Desire to establish relationships and interaction

Cooperation, Collaboration, Contacts, Links , Partners , Networking

3) Desire to share information and interaction

Image, Recognition, Pride, Approval, Confirmation, Reward, Success, Provide help-solidarity, Local appreciation through international recognition

3. Limitations
- Limitations regarding international cooperation
- Limitations regarding Education Investment / Establishing Learning Cities
- Limitations in previous international cooperation

1) Resources

Time, Money , Personnel

2) Stakeholder involvement

Local partners, Local support, Local cooperation

3) Political Will

Agenda, Political Environment , Responsibilty and decision making power , Future orientation

Appendix 6: Research Proposal

1. Background

The following research project takes place within the third year of the International Communication Management study program of The Hague University of Applied Sciences. The project represents the final paper of the study program and is incorporated in the placement. Applying an elaborated research model that combines a scientific paper with a communication plan, the project draws on different elements that reflect the study program. The research project aims to solve a practical organizational problem, provided by the placement organization and clarified in the problem statement. The client is the UNESCO Institute for Lifelong Learning (UIL). As a non-profit, intergovernmental institution, UIL promotes lifelong learning policies and advances literacy and adult education from a lifelong learning perspective on a strategic political level.

Abbreviations

Global Network of Learning Cities = GNLC
UNESCO Institute for Lifelong Learning = UIL

2. Client Brief
2. 1 The organisation

UNESCO

UNESCO, the United Nations Educational, Scientific and Cultural Organisation, is a UN intellectual agency that has its mission in creating policies in order to enhance peace and sustainable development (UNESCO, n.d.). In order to enhance peace UNESCO follows a political, conceptual and programmatic approach to pursue its objectives as well as promoting global movement and engagement. Regarding sustainable development UNESCO's mandate as the lead agency for the UN decade of 'Education for sustainable development (ESD) (2005-2014)' is to

- catalyze new partnerships with the private sector, with youth, and with media groups
- encourage monitoring and evaluation
- encourage development of a research agenda and serve as a forum for relevant research on ESD
- serve as a forum for bringing together important stakeholders in the Decade such as representatives of Member States and key multinationals, faith-based institutions, youth associations, indigenous people, etc.
- share good ESD practices
- link Member States that have put in place ESD curricula, policies, research, etc. with those Member States that are requesting help
- convene flexible working groups on particular topics
- fulfil its strategic role with regard to ESD

UNESCO has 195 member states and 9 associate members. With its headquarters in Paris, UNESCO operates through regional field offices and national commissions (199) representing the member states (UNESCO, n.d.). Furthermore, UNESCO has institutes and centers representing specialised departments of UNESCO (UNESCO, n.d.).

UNESCO Institute for Lifelong Learning (UIL)

UIL specifically, is one of six educational institutions of UNESCO, located in Hamburg. UIL works in the field of lifelong learning, promoting lifelong learning policies and advancing adult education and literacy. Furthermore, UIL publishes books information material as well as that it is editor of the oldest journal in the field (Springer, 2014): The international review of education. Apart from that, UIL's documentation centre and library provides one of the most comprehensive collections in the world related to the field's lifelong learning, adult education, literacy and non-formal education

(UNESCO Institute for Lifelong Learning, 2013). It covers three programme areas, *Literacy and Basic Skills*, *Adult Learning and Education* and *Lifelong Learning Policies and Strategies*.

Lifelong learning policies and strategies
The programme lifelong learning policies and strategies has the aim to research and monitor the development of lifelong learning and develop policy advice on necessary interventions in order to realize the potential of learning throughout life. "Lifelong learning encompasses learning at all ages and subsumes formal, non-formal and informal learning" (UIL, 2013)
The overall goal is to promote lifelong learning as a leading strategy for UNESCO to be implemented in the Education Sector and to support Member States in developing, monitoring and evaluating lifelong learning policies and practices. (UNESCO Institute for Lifelong Learning, 2014).

2.2. The Global Network of Learning Cities
2.2.1. Background

Within the lifelong learning strategy and policy programme, a new project was initiated in 2012; Learning Cities. The project was developed based on the observation that the majority of the world population lives in cities since 2008 and is likely to exceed 60% by 2030 (UIL, 2014). With the expansion of cities municipal government face challenges including social cohesion, new technologies, the knowledge economy, cultural diversity and environmental sustainability (UIL, 2013). Cities are dealing with those challenges by increasingly using the approach of 'learning cities'. Thus, cities enable citizens to learn new skills and competencies throughout life in order to respond to those challenges. However, there is no universal definition of a learning city. UIL's defines a learning city as a city that effectively mobilizes its resources in every sector to

➢ Promote inclusive learning from basic to higher education
➢ Re-vitalise learning in families and communities
➢ Facilitate learning for and in the workplace
➢ Extend the use of modern learning technologies
➢ Enhance quality and excellence in learning
➢ Foster a culture of learning throughout life

With this approach the UNESCO Institute for Lifelong Learning took the initiative to prepare a "dynamic and international platform for cities to exchange good practices on effective approaches to building learning cities" and developed a set of Key Features to guide cities towards becoming 'learning cities' (UIL, 2013). The project's objective is to create a 'Global Network of Learning Cities' (GNLC). It furthermore aims to implement lifelong learning as a vector for equality, social cohesion, justice and sustainable prosperity (UIL, 2013).
The first step to establish the project was the International Conference on Learning Cities in October 2013. More than 500 mayors, city education executives and experts from more than 100 countries met in Beijing to discuss how to make cities more responsive to the learning needs of their citizens. As a result of the conference participants committed themselves to the *Beijing Declaration* on Building Learning Cities as well as *Key Features of Learning Cities*. Following the conference, participating cities showed interest in joining the network and cooperating with UIL to build the platform for Learning Cities.

In the *Beijing Declaration* participants committed themselves to the following actions lines:
1. Empowering individuals and promoting social cohesion
2. Enhancing economic development and cultural prosperity
3. Promoting sustainable development
4. Promoting inclusive learning in the education system
5. Revitalising learning in families and communities

6. Facilitating learning for and in the workplace
7. Extending the use of modern learning technologies
8. Enhancing quality in learning
9. Fostering a culture of learning throughout life
10. Strengthening political will and commitment
11. Improving governance and participation of all stakeholders
12. Boosting resource mobilisation and utilisation

Apart from that, the declaration called upon UNESCO to establish a Global Network of Learning Cities in order to accelerate and support a culture of learning throughout life .

The *Key Features of Learning Cities* provide a guideline with 42 features for municipal governments and policy makers in order to effectively transform their cities into learning cities, monitor progress and evaluate effectiveness of their policies. The catalogue covers the different areas of the Beijing declaration and provides key features for those areas, possible measurements, data sources and survey options for evaluation purposes. Both documents built a cornerstone for further developing the project.

The Framework of Key Features for Learning Cities
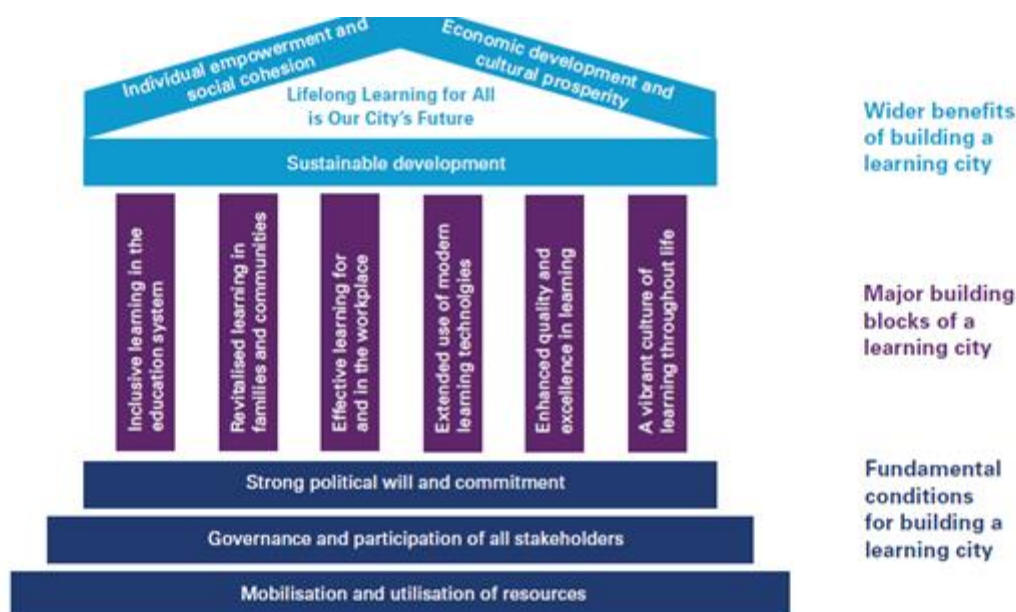
© UNESCO Institute for Lifelong Learning, 2014

2.2.2. The goal

UIL's overall goal is to create a strong network of cities around the world and enhance them to build learning cities on the basis of the *Key Features* and the *Beijing Declaration.* Furthermore, the aim is to enhance cooperation between cities on becoming learning cities. Therefore, UIL aims to attract 100 cities to become an active part of the network by the next conference.

2.2.3. Advice Question

How can we encourage cities to become an active part of the Global Network for Learning take action and cooperate with other cities?

2.2.4. Situation Analysis of the 'Global Network of Learning Cities'

Vision

The overall aim of the GNLC is to "create a global network to mobilise cities and demonstrate how a city's resources can be used most effectively to provide learning opportunities to citizens. The goal is to enrich human potential, promote equality and social justice, maintain social cohesion, and create sustainable prosperity. The GNLC is intended to help cities create a better future for their citizens and the planet by transforming themselves into learning cities."
(Global Network of Learning Cities, n.d.)

Objectives
Objectives of the GNLC are to:
- promote lifelong learning for all as an organising principle for education policy in cities/regions;
- provide member cities with normative instruments to measure progress in building a learning city or region;
- foster policy dialogue and peer learning among member cities;
- serve as a clearing house of successful practice in establishing learning cities/regions; and
- collaborate with related international associations, networks and various stakeholders promoting sustainable socio-economic development in cities/regions.

(Global Network of Learning Cities, n.d.)
Internal Developments after the Conference
UIL's Role
In a meeting Mr. Valdes Cotera clarified that UIL's role is to **encourage cities** to get involved in the GNLC and make them recognise the need to implement lifelong learning principles, reflected in the **Key Features** (Valdés Cotera, Mendiondo Alcorta , Wang & Jo, Personal Communication, March 10, 2014). Ms Wang mentioned that UIL, as the facilitator of the network, acts as a **focal point**, providing a platform for cities to connect (Valdés Cotera, Mendiondo Alcorta , Wang & Jo, Personal Communication, March 10, 2014). Furthermore, UIL should encourage cities to share information, promote dialogue and peer learning. Apart from that, UIL acts as a **clearinghouse**, promoting successful practice by collecting and analysing country cases. Lastly, UIL provides **technical support** for cities who would like to become learning cities e.g. refer to existing policies, consultants, procedures. Nevertheless, the role of the Beijing Declaration and the Key Features have to be clearly defined. It is in discussion in what way those documents will be incorporated and applied to the network and its members (Valdés Cotera, Mendiondo Alcorta , Wang & Jo, Personal Communication, March 10, 2014).
Further Actions
While the organisation and involvement of UNESCO headquarters in the Network is still in progress, UIL has moved forward. The next steps regarding the product are to follow up with some cities that would like to start with the key features and start collecting some country cases. This is in order to put information in the network. Apart from that, the team is planning to improve the work regarding the key features and their implementation (Valdés Cotera, Mendiondo Alcorta , Wang & Jo, Personal Communication, March 10, 2014). Discussing whether further conferences or similar actions are planned Mr. Valdés Cotera stressed the importance of developing "the platform and make sense of it" (Valdés Cotera, Mendiondo Alcorta , Wang & Jo, Personal Communication, March 10, 2014). Further discussions incorporated the benefits for cities to participate, which are not clearly identified yet, thus the added value still has to be defined. He also highlighted that the platform consists of the website and the conference. (Valdés Cotera, Mendiondo Alcorta , Wang & Jo, Personal Communication, March 10, 2014).

In order to create a network UIL aims to attract municipal governments to join the GNLC. The overall aim is to encourage cities to adopt the declarations, agree to monitor their progress and share their developments. In this context, Mr. Mendiondo mentioned his concerns in a conversation that the challenge is not to attract cities but to trigger them to take action. He stressed that being part of a UNESCO project is desirable for the image of every city, the challenge lies in attracting cities to

actually work towards becoming a 'learning city'.

Finance

In the intake interview Mr. Mendiondo mentioned that the project, being a global project, needs a secretary and this secretary needs finance (Amancio Mendiondo Alcorta, Personal Communication, January 30, 2014). Currently, the team consists of three people; Mr Valdés Cotera, Ms Wang and Ms Jo. In this context, the current funding situation of UNESCO and the institute plays an important role. According to Stephen Roche, UIL is mainly funded by the allocation of UNESCO's resources and governments (Roche & Mendiondo-Alcorta, Personal Communication, 2014, February 12). However, during ICM's visit to UIL Mr. Mendiondo explained that the U.S., being an important donor for UNESCO, froze their funding as a protest against providing full membership to the Palestinians in 2012 and that this development affected UIL significantly (Mendiondo-Alcorta, Personal Communication, January 17, 2014). This development also affects the situation of the project.

External Developments after the Conference

The overall feedback regarding the conference was positive. Currently, 7 cities that participated in the conference have already taken actions to implement the *Beijing Declaration* and the *Key Features* and further participants have shown interest to take action. For example, a representative of BMBF (German Federal Ministry of Education and Research) would like to convince German cities to become part of the network (Valdés Cotera, Mendiondo Alcorta , Wang & Jo, Personal Communication, March 10, 2014). However, only three German representatives participated at the conference , from which only one represented a German City.

Apart from that, partners have a stake in this project. Out of the conference participants 23 organizations have agreed to become collaborating partners to support the establishment of the *Global Network of Learning Cities*. Those partners cover international and regional organisations and agencies, ministries of education and member states, non-governmental organisations as well as corporate organisations and universities (Global Network of Learning Cities, n.d.). Partners served different functions during the conference. Some for example enabled the participation of mayors from developing countries at the conference by supporting their travel costs and others provide technical support to UIL within their field of expertise. Nevertheless, further involvement plans were not mentioned (Valdés Cotera, Personal Communication, March 19, 2014).

Target groups & Stakeholders

The learning city project takes place at a city/community level. Hence, the desired participants of the network are municipal governments worldwide. However, it has to be considered that cities are in different development stages, have different cultural influence, act based upon different power relations and decision making processes and have different interests, even nationally. During the fair Metropolitan Solutions in Hannover Jens Wrede, who has worked in the public sector before, explains for example that there is a trend in Germany where cities build metropolitan regions, consistent of a city and surrounding urban areas. He highlights that a city's interest in doing this is to increase image and power. Communities around the city on the other hand have the interest to make use of a cities resources and infrastructure (Wrede, Personal Communication, April 11, 2014). Subsequently, it is important to mention that even though the participants of the 1st International Conference of Learning Cities called upon UNESCO to establish a network of learning cities, there was no research done regarding the different profiles, needs or interests of cities and communities themselves regarding this network (Valdés Cotera, Personal Communication, April 15, 2014).

Apart from targeting municipal governments, the project also aims at an holistic approach by triggering involvement of the non-profit and the corporate sector. The complexity and broadness of the target group is represented in the conference participation, which covers mayors, ministries,

international and non-governmental organisations as well as universities and corporations (UIL, 2014). UIL, as an institute of UNESCO, serves Member States and usually enters at a national political level (Valdés Cotera, Mendiondo Alcorta , Wang & Jo, Personal Communication, March 10, 2014). This does not only pose a threat to the project approach, but makes Member States an important stakeholder, being the ones that UIL as an institute actually serves.

Communication

Since the conference UIL has created a conference report and a basic website, providing information about the conference and relevant documents. The next steps UIL intends to take are to launch the website and to create a newsletter regarding the developments after the conference. (Valdés Cotera, Mendiondo Alcorta , Wang & Jo, Personal Communication, March 10, 2014). Nevertheless, there is no communication expert in the team and communication actions have not been planned based on a unifying strategic approach.
Furthermore, it is to consider that building a network as well as providing a platform for exchange and collaboration for this network by means of the website and conferences include major influence of communication planning and design.

Competition

Mr Valdes Cotera realised that the idea of an international learning city network is not innovative. OECD adopted the same concept 20 years ago under the name "Educating Cities" with a very strong philosophical basis. Nevertheless, Mr. Valdes Cotera highlighted that they maintained their activities at an NGO level and that they miss two important partners; municipal governments and the private sector. Furthermore, OECD shifted their focus to Latin America and did not maintain the international factor (Valdés Cotera, Mendiondo Alcorta , Wang & Jo, Personal Communication, March 6, 2014). Taking this step further it is to mention that there are numerous city networks on international, regional and national levels. E.g. The Erupean Urban Knowledge Network, Sustainable Cities, Local Governments for Sustainability (ICLEI). Even though, there might not be much competition on the educational level, the general number of city networks has to be considered.

Conclusion

The vision of the project to build a network of cities who connect and cooperate in order to become learning cities has the potential to trigger major developments in cities. Thus, cities can improve their own status and the lives of their citizens. The development of such a network and the provision of a progress measurement catalogue *(Key Features)* can be seen as a strengths of the project. Furthermore, being a UNESCO initiative is beneficial for the project. However, the value proposition for cities to join the GNLC are not clearly identified yet, which poses a weakness. Apart from that the project takes place in a complex environment and faces various challenges.

Most importantly, the project's target group are municipal governments worldwide. UIL does not differentiate or segment cities. Apart from that, there was no research done regarding national, regional or even local differences in profiles, interests or needs of this broad target group. Regional and national differences regarding the decision making processes, level of development, interests and culture pose a weakness and threat to the project. Despite that UIL normally enters at a national political level, the multinational and broad target group is a major challenge in the development of the product and communication efforts. According to Quelch & Laidler-Kylander (2006) strong global npo brands indicate strong domestic markets and are known internationally. Therefore, Germany, showing interest in the project and being the host country, provides a valuable opportunity and starting point. Nevertheless, further research is needed regarding the interests and needs of German cities.

Apart from that, in order to develop the project successfully, the team is in need of funding. In the first intake interview Mr. Mendiondo highlighted that "This project needs to have like a kind of a secretariat that will run the platform worldwide. And this management of the whole platform needs funding." (Mendiono-Alcorta, Personal Communication, January 30, 2014). The funding situation poses a weakness to the project.

Regarding communication, the team does not have a communication expert. The project does not have a unifying strategic approach for its communication efforts. Thus, communication materials serve for general information provision. Nevertheless, in order to create awareness about the project, attract cities, build a network and encourage cities to take action as well as approaching funders strategic communication is beneficial.

Moreover, UIL faces challenges in developing a valuable platform for the network; a platform that connects cities and at the same time encourages cities to share their experiences, cooperate and learn from each other. Thus, communication channels between cities have to be established. Additionally, case studies have to be collected and the implementation and monitoring process of the key features has to be clearly defined.

2.6. Problem Definition
Looking at the situation analysis it becomes clear that the project is in its initial development phase. Various elements of the 'Global Network of Learning Cities' need organisation, clarification, definition and financial resources for successful development. Hence, from a communication perspective, in order to develop a valuable platform for cities, attract cities and encourage them to become learning cities the core issue and first step to take is to position the GNLC within its environment. Once a position is established, decisions about its communication can be made with a clearer focus (Quelch & Laidler-Kylander, 2006). In this process, the Network's meaning and benefits have to be specified, the target group and its needs has to be identified, the Network has to be distinct from similar initiatives and finally the mutual understanding of the purpose of the platform has to be deepened among the participants and stakeholders (Quelch & Laidler-Kylander, 2006).
Based on the problem definition the goal can be redefined. The goal is arriving at a project position that reflects UIL's perception of the network, distinguishes the network from similar initiatives and responds to the interests of a clearly defined target group.

3. Theoretical framework
The theoretical framework underlying the problem statement is broadly categorized into the following fields of relevant theory:

1. Segmentation & Targeting
2. Marketing and Positioning
3. Political interests & behaviour

Firstly, in order to clearly position the GNLC appropriate segmentation and targeting strategies have to be reviewed. Among others, "Market segmentation: How to do it and how to profit from it" by Mc Donald and Dunbar and "Fundamentals of marketing" by Stone and Desmond will be considered.

Secondly, strategic positioning and marketing techniques have to be explored with special attention to the non-profit context. Relevant theories and best practice examples will be reviewed and analysed based on their success. Among others, "Positioning:The Battle for the Mind" by Ries and Trout, "Mission-Based Marketing : Positioning Your Not-for-Profit in an Increasingly Competitive World (3rd Edition)" by Brinckerhoff, Peter C. as well as "Strategic Positioning in Charitable Organisations" by Celine Chew. Apart from this, "The new global brands: Managing Non-Government Organizations in the 21st Century" by Quelch, "Relating brand and customer perspectives in marketing management" by Ambler, T., C.B. Bhattacharya, J. Edell, K.L. Keller, K.N. Lemon, V. Mittal

and different publications by experts like Ries and Trout, and Keller will be considered.

Thirdly, it is important to understand interests and motivations on a political level in order to define a interest based position among cities and create an appealing approach. Therefore, "Motivation in Public Management-The Call for Public Service" by Perry, James L and Hondeghem, Annie will be used as a major source as well as "The National Interest in International Relations" by Burchill, Scott. Apart from that, "Motivation of Politicians and Long-Term Policies" by Markus Müller and "Political Motivation" by Steven Callander will be reviewed.

4. Research Objectives

Due to the limitations of the research project and Germany's interest in the project, the objective of the research is to detect a unique positioning strategy of the network within its host country Germany. This should be achieved by ensuring that the network has reached its desired position in the minds of the participating German Cities at the conference in 2015/2016.

The aim of this research is to position the *Global Network of Learning Cities* in Germany by
1. …identifying the interests of German cities in the *Global Network of Learning Cities*
2. ...distinct the *Global Network of Learning Cities* from similar initiatives

5. Research questions

The research will be guided by a central question, formulated according to the client brief and objectives:
1. **What distinct value can the *Global Network of Learning Cities* offer compared to other existing initiatives?**
2. **What would motivate German Cities to participate in the *Global Network of Learning Cites?***

The following sub-questions will be steering the research in order to answer the main research questions:

Situation analysis
1. Who are the right institutions to target in order to achieve the participation of municipal governments in Germany?
2. What are the unique selling points of other similar initiatives in Germany as well as internationally?

1. What benefits do cities that have already shown interest expect from the *Global Network of Learning Cities*?
2. What challenges do they expect becoming a learning city?
3. What are common challenges, interests and needs among German Cities?
4. What services would German Cities expect from such a Network?
5. What key benefit does the network offer that appeals to German Cities?
6. What factors influence their decision in order to actively join a Network like the *Global Network of Learning Cites?*

6. Methods
6.1 Research Design

The research will be carried out in 2 stages; Preliminary research and in-depth research, using two different approaches. Firstly, the research throughout the project will be mainly based on an exploratory approach. The preliminary research will be used to analyse the current situation and define appropriate literature. Subsequently, a suitable research methodology for the in-depth research will be developed. Secondly, the in-depth research will be based on an empirical analytical approach in combination with an interpretive approach; thus, gaining an in-depth understanding of

the problem and enabling to provide a suitable solution.

The research strategy applied is a case study conducted in Germany. The research will be conducted in two stages; preliminary and in-depth research. The preliminary phase mainly consists of desk research and in-house interviews based on a qualitative approach. The main focus of the first stage is to analyse German decision making processes and the role of municipalities within the system. Apart from that websites of German City Associations will be analysed to identify the cities leading agendas and websites of competing networks will be evaluated. The detailed in-depth research methods will be defined during the research progress in the section *In-depth Methodology* as a result of the preliminary research. The research analysis will be based on a deductive as well as an inductive approach as defined by Yin (Saunders, 2009, p. 489-490).

6.2 Data collection

The overall model that will be used to structure and collect the researched data is the Bridge Model. The Bridge Model is used for international communication students, linking the APA style report structure to the set-up of a communication plan by Voss (2003). The model consists of six main stages: (1) Research proposal, (2) Situation analysis, (3) Literature review, (4) In-depth research methodology, (5) In-depths research and analysis and (6) Recommendations, whereas the first four stages represent preliminary research. Firstly, a (1) **research proposal** has to be developed. Secondly, a (2) **situation analysis** will be conducted in which the problem and context of the problem will be evaluated. Analysing the problem within the micro, macro and meso environment results in a SWOT analysis of the current situation. Furthermore, (3) related **literature** will be **reviewed**. Within the literature review models, theories and expert information that are relevant for the solution of the problem will be critically assessed. Apart from that, the key factors and a framework for possible solutions for the problem will be identified. Moreover, criteria for the definition and assessment of the problem will be examined. The previous three stages serve as a basis for the in-depth methodology. Within the (4) **in-depth methodology** the strategy and design of further research will be defined, including desk and field research. The actual research process starts in the (5) **in-depth research** phase in order to gain a holistic understanding of the problem. Within this stage the problem and the possible solutions will be assessed and preliminary and in-depth research will be integrated. Consequently, findings will be presented and a conclusion will be drawn. Last but not least, a positioning statement will be presented within the (6) **recommendations**.

Data will include desk and field research. Collected data will be analysed by applying critical and creative thinking techniques. Collecting secondary data the researcher will ensure the quality of sources by paying attention to references, relevance and currency. Furthermore, the research will cover in-depth interviews for a qualitative analysis. Interviews are planned to be conducted in a semi-structured setting. Thus, the interviewer will follow a general guideline, however, will also allow spontaneous questions and structure changes dependent on the ongoing conversation. Interviews will be recorded and transcript. Interviews will be conducted with internal staff as well as participants of the International Conference of Learning Cities and experts regarding the German market as well as experts in the field of positioning.

6.3 Research Targets

In order to answer the research and sub-questions the main target group of the research are German municipalities. Since it is not easy to research municipalities themselves, experts regarding German municipalities will be considered as a substitute. Apart from that, the main players at UIL regarding the project and participants of the Conference of Learning Cities. Firstly, it is important to research UIL's perceptions and expectations of the Network. Secondly, since the project has already interested cities, their perceptions will be used to gather general understanding of the perceived benefits and added value that the platform can provide. Lastly, the German market specifically has to be analysed.

Within UIL, team meetings will serve as a main source of information. Apart from that, Arne Carlsen, Director of UIL, is a research target. As the director it is important to gain an insight into his perception of the project's desired image and identity. Apart from that, former project manager and the initiator of the project Jin Yang is considered a valuable interview partner. His insights can provide a general understanding of the reasons and rationale to start the project. Lastly, UIL's governing board members Jean-Marie Byll Cataria or Benita Somerfield, who attended the conference will be interviewed. They are able to provide valuable information of their perceptions and expectations regarding the *Global Network of Learning Cities.* Furthermore, someone from UNESCO headquarters should possibly be interviewed, since UNESCO Headquarters might be closely involved in the project.

To gain insights into the perceptions of those that have already shown interest in the project, the aim is to interview 2-3 mayors of the 7 cities who participated in the conference, showed high interest in becoming part of the network and agreed to proceed with the *Key Features* in order to gain insights into their motivations.

Furthermore, the aim is to arrange interviews with 3 German city mayors. Nevertheless, it might be difficult to access those. Therefore, regarding the German market and motivations, Walter Hirche could serve as a valuable interview partner. He is the president of the German UNESCO Commission and has served several ministry positions within the German government. Apart from that, Mr. Lilienthal from the German Ministry for Education and Research (BMBF) serves as a valuable interview partner. He showed interest in convincing 40 cities in Germany to become part of the initiative and can provide valuable insights into their possible motivations. Participants of the Conference Ms Veronika Schönstein, Initiative LEIF, Stadt Freiburg as well as Wolfgang Brehmer, Director of Administration, Department of Education in Munich can also serve as valuable targets for interviews. Lastly, members of the German Association of Cities would be desirable interview partners.

Looking at experts regarding positioning, Mrs. Ranja Juraschek, Director of Communications at Traffic Productions in Koblenz is considered to be interviewed. Within UNESCO Alida Pham, who is responsible for communications at the UNESCO Institute for Water Education, will be interviewed since the institute seems to be positioned well in its environment. Apart from that, the aim is to find an expert regarding non-profit marketing and branding. This could include Marketing delegates from successfully positioned non-profit organisations like WWF, UNICEF, Amnesty International or Oxfam.

7. Limitations
The end-date of the project is set to be the 13th June 2014, with optional extension. Due to time constraints the research and positioning of the project will be limited to Germany.

8. Time planning

Tasks	Start date	Duration (days)	End date
Draft-Research proposal	21-Jan	51	13-Mar
Final Research Proposal	13-Mar	10	23-Mar
Situation Analysis	28-Mar	7	6- Apr

Desk Research	28-Mar	10	6-Apr
Preparation & Interviews	1-Apr	5	6-Apr
Literature Review	6-Apr	18	15-Apr
In-Depth Research Methodology Design	15-Apr	8	23-Apr
In-Depth Research & Analysis	23-Apr	22	14-May
Preparation & Interviews	22-Apr	14	5-May
Analysis	30- Apr	15	14-May
Conclusion and Recommendations	14-May	9	23-May
Draft Final Paper	23-May	3	26-May
Final Paper	26-May	18	13-Jun

The time planning is steered to meet the first deadline of the thesis in June. In order to stay in time the complete paper project was divided into stepping stones with specific deadlines. The aim is to stay in time by having regular contact with my thesis supervisor to check progress, organise feedback sessions with fellow students and discuss progress with my mentor at the organisation. Friday is a day that is specifically dedicated to research and thesis activities. If needed, additional time will be made available. The aim is to deliver a high quality final paper, including the consideration to extend the delivery date to the second deadline, which is the 2nd of July.