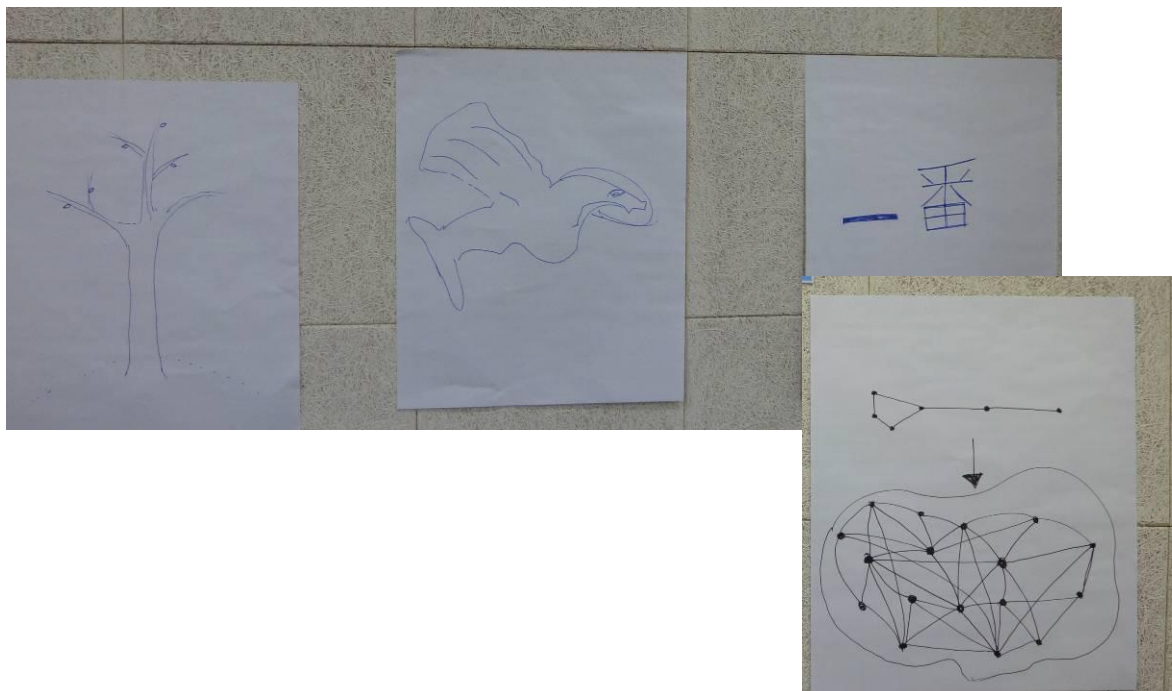




Report

Metropolis Peer-Review Process The Metropolis International Training Institute: *Achievements and Challenges*

Workshop in Seoul, March 12–14, 2014



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Executive Summary

The Berlin Metropolis Initiative ‘Integrated Urban Governance — Successful Policy Transfer’, carried out a Peer-Review Process in March 2014 in cooperation with the city of Seoul. Representatives of the Berlin Metropolis Initiative and the Seoul Human Resource Development Center (SHRDC) agreed during the Metropolis Annual Meeting 2013 in Johannesburg to conjointly review the Seoul MITI headquarters and its affiliated partner institutions. The central workshop of this peer review, titled “Metropolis International Training Institute – Achievements and Challenges,” took place in conjunction with the opening forum of the Metropolis International Training Institute (MITI) hosted by the SHRDC.

Preparation for the Peer-Review Process began by drafting an *Initial Report* for the workshop participants as the main source of information on MITI. The Initial Report contains general information on the purpose of the workshop, as well as the key issues of MITI Headquarters in Seoul relating to its structure, features, training methods, promotion activities, and, most importantly, the key questions to be addressed during the workshop. In addition the report summarises central characteristics of the MITI Regional Centers. After finalisation, the Initial Report was distributed to the peers prior to the meeting in Seoul, to give them the chance to prepare and adjust their feedback to the key questions of the report.

The Peer-Review-Process began with an introduction of MITI to the peers. Before becoming MITI Headquarters in 2013, the Seoul Human Resource Development Center had carried out training activities for local officials for over four decades. It is now part of the MITI network together with the presidency of Metropolis in Paris Île-de-France, the Secretariat General in Barcelona, and the Regional Training Centers in Cairo, Mashhad, Mexico City, and Paris Île-de-France. MITI Headquarters formulated its vision to be one of the world’s best institutes in the field of urban policies. Therefore, it seeks to provide a platform for sharing best practice examples, and strengthening human networks through international training. The role of the MITI Headquarters is to steer the global training agenda, collect and share urban policy cases, provide training facilities and financing for establishing training environments, and ensure close cooperation and coordination between the stakeholders of the network. Equipped with state-of-the-art training facilities, MITI HQ will offer 14 courses to 360 participants in 2014. Its methods apply various training approaches for capacity building, relating to policies and practices that contribute to developing practical solutions for member cities.

After the first presentation, the Regional Centers of MITI briefly introduced their institutes, facilities, target groups, training methods, and experiences. This led into a discussion about fields of action to improve the training activities of the MITI network.

The peers were asked to focus their feedback on:

- Training programmes, content, and methods
- Structural, relational, and administrative issues of the MITI network with its different partners and stakeholders
- Promotional activities to attract trainees

During the morning of the second day of the workshop, the peers, leading training experts from global institutions such as: UN-Habitat Nairobi, ICLEI Bonn, GIZ-CDIA Manila, and the Carl Vinson Institute of Government at the University of Georgia, presented their feedback deriving from their own comprehensive experience. These recommendations and observations led to intense discussions between the MITI representatives and the peers, addressing the roles and responsibilities of the MITI partners. On the third day, the results of the discussions were further developed, and concentrated on essential details. The main outcomes can be summarised as follows:

- MITI should be thematically focused in order to make a unique contribution to the Metropolis member cities. This will then be the basis of the common **identity** of all MITI partner institutions.
- MITI should formalise the relationships between its partners by specifying the organisational structure. A **strategic plan and a business plan** should be written, which includes indications on resources, communications, protocol, procedures, as well as a description of specified roles, and decision-making criteria.
- After these basic structural steps, a targeted, core **training package** should be developed. This training package should be linked to a core method, to the outcomes of Initiatives, to the curriculum, to policy, and to implementation in core cities.
- A key outcome of the peer review was addressing the formation of the training network: MITI should aspire to be more than the sum of its parts. It should develop an enunciated and clear **dual approach**:
 - with clear central leadership *and* recognized regional strengths;
 - with global consistency, but negotiated regional curriculum for diverse local needs; and
 - with a clear global structure, but allowing relative autonomy for its various affiliated regional training organizations.

Duality also applies to training and methodologies. They can be generalised on a global level and diversified with openness to other approaches, both methodologically and on regional level. This entails a methodology that has a global applicability and can be adapted to different regions and cities.

The Peer-Review Process was evaluated with a questionnaire. The evaluation confirmed the worth of the process, with several positive statements relating to the outcomes of the activity. The workshop itself was critical, tense, yet open and constructive. There were clearly considerable tensions that remained beneath the otherwise positive discussions, and continued even after the workshop. During the days of discussion the workshop revealed the great potential of the Metropolis Institute, both within the network and in cooperation with external partners. Further, it mirrored and brought out insights concerning the current status of MITI, and developed concrete support for the next steps in moving towards its full potential. However, it is clear that much remains to be done.

Report

Background and Method

This Peer-Review Process was carried out within the context of the Berlin Metropolis Initiative ‘Integrated Urban Governance — Successful Policy Transfer’ in co-operation with the Seoul Human Resource Development Center (SHRDC), which represents the headquarters of the Metropolis International Training Institute. During the Metropolis Annual Meeting “Caring Cities”, which took place in July 2013 in Johannesburg, representatives of Berlin and Seoul, agreed to organise this peer review process with its central workshop conjointly in order to review the Metropolis International Training Institute (MITI) with its headquarter in Seoul. It was scheduled to take place at the occasion of the ‘MITI Opening Forum’, which marked the official inauguration of SHRDC as the MITI Headquarters.

The Peer-Review-Process format has been developed by the Berlin Metropolis team of the Senate Department for Urban Development and the Environment as a tool to facilitate mutual learning on a practical level. It was carried out for the first time in Berlin in the year 2011, a second time in Paris Île-de-France in 2012, and a third time in Johannesburg in July 2013.

The idea behind the method is to bring together experts with similar backgrounds of experience and field of work. These peers adopt the role of “critical friends” when they review the project of the host city. Thus, the peer review aims at identifying solutions, responding to difficulties carrying out a specific programme, and detecting its positive trends. This way it functions not only as a method to improve a local programme or project, but also to document good examples for the practical guidance of the participating experts in their cities.

Box 1: Method of Peer-Review Process at a glance

What is a Peer-Review Process?

The Peer-Review Process is an instrument used to further mutual learning experiences. In this context, projects and practices are evaluated by comparable colleagues from other municipalities (aka peers), who adopt the role of “critical friends”. Peers come from cities of similar size, with similar problems, a similar environment, and/or similar means

One key advantage of this method lies in the different geographical and cultural context of the peers. They are not necessarily familiar with the taken-for-granted concerns of the hosting city, and therefore are well placed to identify issues which local people frequently take as given. The Metropolis network builds an excellent framework for the application of this method. Another major advantage is that the method includes features aiming at creating a familiar atmosphere between hosts and peers: both parties are introduced to each other in an informal meeting prior to the workshop and the number of participants of the workshop is limited to those who are essentially required to take part. Therefore, even critical issues can be brought to the fore and discussed without the usual restraints.

Figure 1: Method of Peer-Review Process



The process of a peer review, as illustrated in the figure above (Figure 1), is set to comprise several steps. It does not consist of the peer-review workshop in the host city alone (the green box in Figure 1). Additional, equally essential steps take place prior to and after the workshop (such as briefing the participants with an ‘Initial report,’ and compiling a report on the outcomes of the workshop to ensure adaptation of the learning experiences). Moreover, the process is designed to induce a long-term exchange of expertise between the persons in charge of the host project and the peers.

The Peers

The aim of this year’s peer review was to review the performance of Seoul’s global training institute, which mainly addresses capacity building of political and administrative employees of large cities. Thus, the peers were chosen from other leading international capacity building institutions. The following peers welcomed the invitation to share their experiences with MITI representatives:

<p>UN –HABITAT Nairobi</p>	<p>Claudio Acioly Jr. Head Capacity Development Unit Housing & Urban Management Expert, UN-Habitat United Nations Human Settlements Programme</p>	<p>Carl Vinson Institute of Government, Athens, Georgia</p>	<p>Stacy Jones Associate Director Governmental Training, Education, and Development</p>
<p>GIZ – CDIA Manila</p>	<p>SasankVemuri Cities Development Initiative for Asia (CDIA) at, “Deutsche Gesellschaft für Internationale Zusammenarbeit GmbH“ (GIZ), Manila, Philippines</p>	<p>ICLEI Bonn</p>	<p>Monika Zimmermann Deputy Secretary General ICLEI World Secretariat, also in charge of ICLEI’s Capacity Center</p>

The workshop was moderated by Prof. Paul James, Director of the UN Global Compact Cities Programme, working with Michael Abraham as co-ordinator and rapporteur, from the City of Berlin. The main contact person in Seoul was Ms Kate Kim representing the Seoul Human Resource Development Center.

The Initial Report

The training institute was introduced by the Initial Report (see Annex) forwarded to the participants prior to the peer review workshop in Seoul. This report has been drafted by the Metropolis International Training Institute Headquarters in Seoul and was amended by the Regional Centers and the Metropolis General Secretariat in Barcelona. It provides information on the involved institutions, the structure of MITI, as well as the goals, training methods, programmes, and promotional activities of the single institutions of the network. Additional contents address the purpose of the Peer-Review process and, most importantly, the key questions to be discussed during the workshop (see Box 2 below). The drafting process was coordinated by the Berlin Metropolis Initiative.

Box 2: Key Questions of the Peer-Review Process

Issue
1) How can the most suitable program for the needs of members of Metropolis be chosen?
2) How can the training methods be improved?
3) How can the institute more effectively promote its services?
4) How can the network among the headquarters, the Regional Centers, and the Secretariat General be consolidated? What are the roles and functions of each entity and how can cooperation and the relations between them be optimised?

The Workshop

Mr Paul Moon, the president of the Seoul Human Resource Development Center, officially opened the peer review workshop. He expressed gratitude to the participants and organisers of the Peer-Review Process. He pointed out that this workshop offers an excellent opportunity to improve the performance of the training institutes. Alain Le Saux, the Secretary General of Metropolis, added his thanks to the participants who represent the Regional Centers. He pointed out that MITI is a network that consists of representation in different regions of the world. The cultures, languages, and customs are different. Therefore, it is important to pay attention to cultural aspects when discussing the way ahead of the Metropolis training network.

Paul James, Director of UN Global Compact Cities Programme, started the workshop with an introduction of the goals of the peer review — which are to identify the network's strengths and weaknesses and to gain new insights from the peers' feedback. In this way the training network can achieve important goals to boost creative thinking, expert thinking and learning, and contribute to realise the vision of the Seoul headquarters becoming one of the world's

best training centers. He emphasised that working together in this peer review happens on a horizontal level and in an intimate atmosphere of collegiality. This milieu of knowledge exchange allows talking openly and is the basis for friendly criticism.

The workshop continued with a short introduction from each of the almost 30 participants and observers and a walking tour through the Seoul Training Institute.



Picture 1: SHRDC Creative Culture Room

Picture 2: SHRDC Auditorium

Picture 3: SHRDC Exhibition Space - Foyer

The tour took the participants through the central building, part of a campus with other administrative buildings, canteens, and dormitories. The campus is located in a central site of the city. The central training building is equipped with state-of-the-art training facilities in all seminar rooms. Moreover it provides a 'Creative Culture Room' for physical education and recreation activities, an auditorium for bigger events, and an exhibition space in the central foyer.

The campus covers an area of more than 283,000 square metres, and consists of a main building, a newly built multi-purpose building called the 'creative learning building', a sports complex, and a dormitory building with an eating area and a library. When becoming the headquarters of MITI, the foyer of the creative learning building was renovated, and now hosts a picture gallery with photos marking the event. Today, SHRDC provides two auditoriums, an international conference room, a computer lab, a language lab, and 31 classrooms.

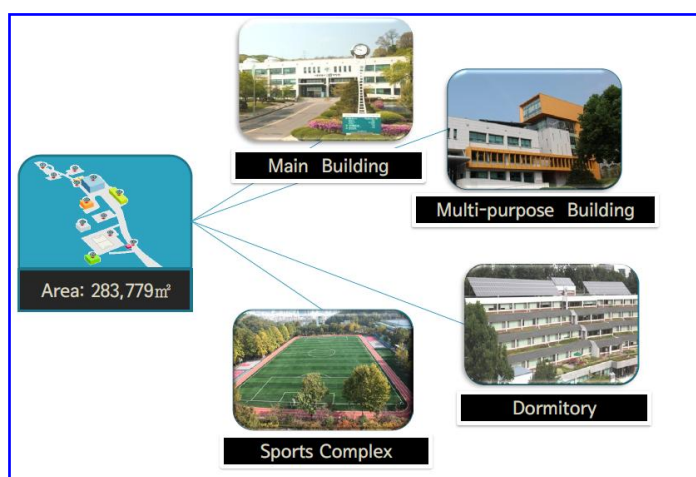


Figure 2: SHRDC campus

The Presentation of the Metropolis International Training Institute

The MITI as a network and SHRDC as its headquarter institute, was introduced by Kate Kim and Sunbae Lee, in the afternoon of the first day of the workshop. Both hold the positions as Managers of the Global Learning Team in SHRDC and as Managers of the MITI Headquarters. In their presentation they focused on four themes: The introduction of the MITI network, the introduction of SHRDC, training methods, and promotional strategies.



Pictures 4,5: Kate Kim and Sunbae Lee presenting SHRDC

Metropolis Training was established in 1996 to strengthen the capacities of Metropolis member cities. After the headquarters were moved from Montreal to Seoul in 2013, it was renamed MITI. Now the headquarters in Seoul are part of the MITI together with the presidency of Metropolis in Paris Île-de-France, the Secretariat General in Barcelona, and the Regional Centers in Cairo, Mashhad, Mexico City, and Paris Île-de-France. The latter two joined the network in 2013. MITI formulated its vision to be one of the world's best institutes in the field of urban policies, and pursues two major goals towards achieving it:

- 1) to provide a platform for sharing best practice examples from metropolitan cities
- 2) to strengthen human networks through the international training

SHRDC as the network headquarters steers the network by accomplishing tasks comprising of the leadership of the global training agenda, the collection and sharing of urban policy cases, provision of training facilities, and financing for establishing the training environment, ensuring close cooperation and coordination between the stakeholders of the network.

Established in 1962, The Seoul Human Resource Development Center was founded more than four decades before becoming the MITI headquarters. It was the training institute for the Seoul Metropolitan Government. In the year 2014, the training team foresee offering 155 courses for 138,405 participants.

SHRDC functioned as the Asian Branch of MITI from 2008 to 2012. During this time 1,012 trainees from 136 countries participated in 71 programs (until 2013). Courses were tailored to Seoul's policies and practices and to contribute to developing practical solutions for the member cities.

At the Metropolis Guangzhou Board of Directors meeting in 2012, an agreement was made that SHRDC will host the MITI headquarters. This decision resulted in the signing of an MOU to start its operation in May 2013. Following this signing, three trial programs have been conducted to train 37 trainees on the themes of transportation, climate change, and urban

management. The MOU also included agreements concerning the operational management of MITI, as well as on promotion, evaluation, communication and cooperation activities.

The guiding principle of MITI headquarters in Seoul is that “Effective training looks not only at the individual, but at their organisation and institutional policies in which they operate under and abide by.” All applied training methods should meet this aspiration. Thus, the current training method has been designed along a three-step module to take place on three consecutive days: Training usually starts with an informal dinner on the evening before the first day of the training. It aims at introducing the trainees and trainers to each other and to enable a positive learning atmosphere. The second day aims at introducing the subject of the training on a practical level by conducting site visits in the Seoul Metropolitan area. The last day of the training is fully dedicated to instructor-led classroom lectures and discussions around the subject of training. In the end the facilitator supports the participants to elaborate an action plan for their city. Other training methods, such as action learning, online-learning, or instructor-led remote learning delivery methods (satellite, video, etc.) have been anticipated. However, more knowledge is required to apply them appropriately and precisely.

The promotion of the MITI training courses presently focuses on contacting Metropolis member cities directly and personally by sending e-mail invitation letters. Additionally, the workshops are promoted on the website of the training institute in Seoul, www.seoulmiti.org, and by announcing them in the widely used social network services. So far no mechanisms to filter the participants have been necessary. The courses have been able to host all interested representatives of the cities.

The presentation was illustrated with a short introductory video portraying people of different cultural and ethnic backgrounds, while actively learning during courses at SHRDC. It demonstrated that learning takes place in a pleasant atmosphere and in different surroundings such as in rooms of the Training Institute or outdoors during site visits.

The Presentation of the Metropolis Regional Center for Africa and the Middle East in Cairo

The Metropolis Regional Center for Africa and the Middle East in Cairo was presented by its Director Prof. Azza Sirry. She introduced the Center’s upcoming plans, strengths, and general aspirations for 2014.

The Center, hosted by Cairo’s Housing and Building National Research Center (HBRC) since 2009, plans to hold workshop series and training sessions on integrating the different scales of urban development. The 1st session ‘Urban Development Initiatives in Giza Governorate - Prospects and Challenges’, will be held 12th of June 2014. A second three day training session will be held in September.

The first workshop will focus on Giza governorate. Other governorates as well as other cities will follow. Participants of the first workshop will discuss the various development



*Picture 6:
Prof. Azza Sirry, Director of the
Metropolis Regional Training Center
for Africa and the Middle East, Cairo*

initiatives throughout the day, as well as the experiences of institutions and organizations working in the field of urban development in order to achieve a sustainable integration among the different levels. During this first session case study areas will be identified for the training session of September. The workshop will address the issue of cities' unprecedented growth rate, and the challenge of implementing sustainable development projects in unplanned and informal settlement areas. The second training session in September will address successful urban governance strategies in planning, developing, and managing new cities and how to integrate different development projects scales. It will focus on five regional cities: Cairo, Nairobi, Casablanca, Sana'a, and Abidjan. In accordance with Integrated Urban Government measures, the training sessions will holistically invite all pertinent stakeholders to participate. This training session will include a group visit selected case study area from first workshop.

The Regional Center faces difficulties of long-term planning, due to the current unrest in Egypt although this will end when a new president is sworn in. The Metropolis organization has to clarify spheres of influence of each Regional Center. It should support the initiatives of the Regional Center in Cairo to enable coordination between Regional Centers training activities. The Center's location in Cairo, Egypt offers benefits in attracting more African participants because African countries share a common background with Egypt with regards to urban governance measures. Arabs also feel at home in Cairo which is an added value to the Center. Other strengths of the Center include specialisation in construction, material, physics, housing, and planning.

Finally, the Regional Center requested more collaboration with the Center in Paris, and posed four topics for discussion: The Regional Centers' 2014 budget items, selection of participants, the structure of the training sessions, and marketing the training sessions and workshops internationally and regionally.

The Presentation of the Metropolis Training Center of Mashhad

Mr Hamid, Isfahanizadeh, the Director of Mashhad's International Scientific Corporation Office ISCO, gave an introduction of his institute's role as the Metropolis Regional Training Center in Iran. He presented challenges, features, and strategies in a video and presentation.

The Holy City of Mashhad is the second largest city in Iran, and attracts – as a major Islamic pilgrimage city – over 20 million tourists a year.

Since its establishment as a Metropolis Training Center in 2008 the institute's overall goal is to address contemporary urban challenges. The Center requests support with knowledge empowerment, sharing information and experiences, and producing innovative solutions to overcome the city's urban problems. Mashhad's strategies include the following: determining the Center's objectives: preparing a database of experts from Iran and other parts of the world



*Picture 7:
Mr Hamid Isfahanizadeh, Director of
the Metropolis Regional Training
Center in Mashhad*

who are able to share their expertise in urban management: using surveys to determine the training needs of other cities: and organising workshops on urban governance.

The training programs in Mashhad are based on the needs of regional participants and the expertise of the trainers. Best practice and worst practice case studies are used as learning examples. The target audience of the Mashhad Training Center for these workshops is municipal and city council experts and policy makers. Between 2007 and 2013, the Mashhad Training Center has held 19 workshops on various subjects using traditional and online platforms.

Concluding, Mr Hamid Isfahanizadeh presented the various features they offer including on-demand translations in five languages, technical tours, certificates for those who participate in the training programs, comprehensive documentation, no registration fees, complimentary inner-city transportation, technical tours, and interpreters and guides for guests.

The Presentation of the Metropolis Regional Training Center for America

The Metropolis Regional Training Center for America is hosted by Mexico City's School of Public Administration (EAPDF) since 2013. The General Director Mtro. León Aceves Díaz de León presented the Center's training plan for 2014, and strengths, and weaknesses of the institution at the Metropolis Peer Review Process.

The school and Training Center's mission is to provide professional training to public officers, and conduct research and consultancy on problems in Mexico City. Thereby, issues and policies related to the megalopolis are in the center of the activities.

The training plan for 2014 includes two programs: one to take place in May as an information exchange relating to "Disaster Risk Management" and the second in July focusing on "Successful Policies against Overweight and Obesity." The programs hope to attract public officers from Mexico City's government and other Metropolis member cities in America, experts, researchers, and non-governmental organisations to attend as both participants and lectures. The programs will use presentations of case studies, simulations, panel discussions, role-playing, etc. to successfully carry out the two planned programs.

The Regional Center specialises in training public officials regarding public management, welfare policy, disaster risk-management, and the development of citizenship. The Regional Center suffers from lack of financial resources to conduct its programs to their full potential, insufficient advertising of activities, insufficient institutionalisation of MITI's global schema, and lack of clarity from MITI in terms of objectives, methods, and instruments and training topics. Finally, the Regional Center desires advice from the peers during the review process in how to best promote and link with other networks. The Center aims at linking what is usually not linked.



Picture 8:
Mtro. León Aceves Díaz de León,
General Director of the Metropolis
Regional Training Center for America

The Presentation of the Metropolis Regional Training Center Paris Île-de-France for Europe and the Mediterranean

This presentation was held by Mr Victor Said, the Director of The Metropolis Regional Center Paris Île-de-France for Europe and the Mediterranean. He presented the tasks and facilities of the regions 'Insitute D'Aménagement et D'Urbanisme' (IAU) the hosting institution of the Metropolis regional training center, and presented its training plan for 2014.

The IAU MITI Regional Center Paris ÎdF has the advantage of being well connected to the rest of Europe and the world. With two international airports, train stations for high-speed rail, and good bus connections, IAU ÎdF is easily reachable and includes a large hotel with a restaurant. The technologically advanced facilities are an ideal location for meetings and conference with meeting rooms, recording possibilities, and a library.

IAU ÎdF has a large team of diverse experts with over 50 years of experience in regional planning. The IAU ÎdF has worldwide experience including tasks in diagnosing metropolitan development, developing strategic planning documents, and transferring techniques for urban management. IAU ÎdF works with many international partners including: Metropolis, UN-Habitat, International Federation for Housing and Planning, amongst many others.

Some training topics of IAU ÎdF include sustainable development, adaptation for natural disasters and climate change, urban regenerations, and participative democracy and the roles of different actors in urban development. The IAU ÎdF uses lecturing, peer-to-peer approaches, and study visits as means for training topics. The target audience for the training sessions is decision-makers, community leaders, and the management urban in the member cities of Metropolis. IAU ÎdF has two training sessions planned for 2014. The first will take place in June and concentrate on strategic planning and principles of sustainable development. The second was planned for December 2014 and will focus on the topic of adaptability and resilience of the metropolis to climate change and natural disasters.

The First Discussion

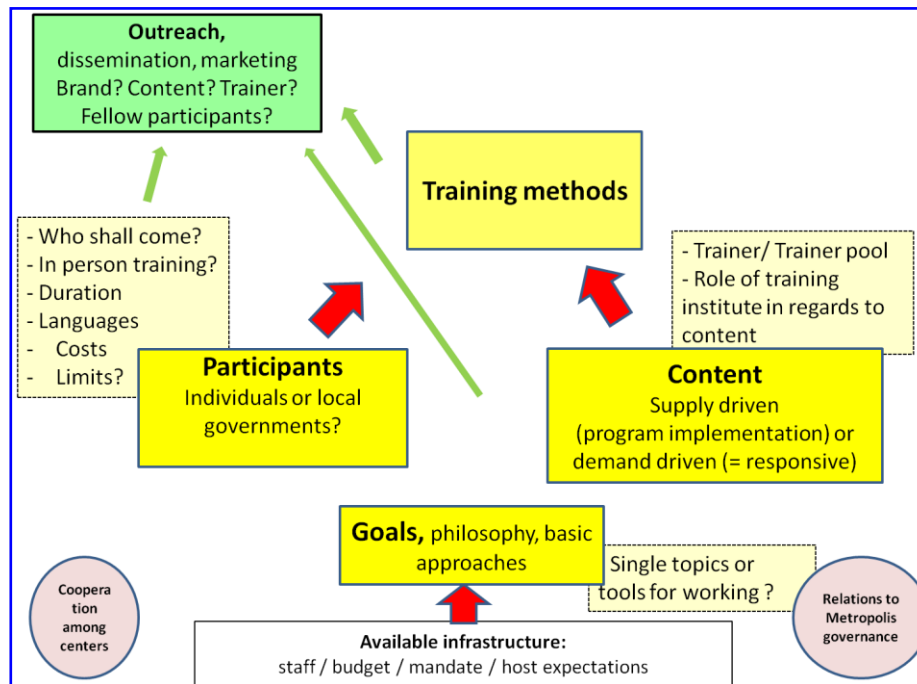
The presentations of the MITI headquarters and the Regional Centers were followed by an intense discussion. The goal was to share the peer's first impressions on MITI, deepen the questions, which should be addressed by the feedback of the peers, the 'peer inquiry,' and discuss additional questions with all participants of the workshop.

Ms Zimmerman summarised her impressions by presenting a graph (Figure 3) she prepared during the presentations of the MITI institutions. It served as a tool for reference during the discussion.



Picture 9:
**Victor Said, the Director of the
Metropolis Regional Center Paris Île-
de-France for Europe and the
Mediterranean**

Figure 3: Schematic overview of observations and questions related to MITI



The first question raised by the peers addressed **the relation between the MITI headquarters and its Regional Centers** (and the Secretariat General). It is unclear, they suggested, what role each partner has, what level of legitimacy they have from the Metropolis member cities, and in which ways they should cooperate. Since the network is relatively new, it is understandable that this is still unresolved. It had been agreed that the headquarters in Seoul should address the global issues relating to the training activities of the Institute as a whole, whereas the Regional Centers should focus on regional or local content and delivery. But this is not sufficient to describe a complex overlapping division of labour. In summary no designated structure between the Regional Centers exists so far; to the contrary, the Centers operate relatively autonomously. Future collaboration of the partners needs to be discussed internally.

Another question addressed **the relation of the training institutes to their respective cities**, which finance them. It is evident that all Centres have to meet the expectations of their political leaders. Thus, it appears that training programmes are tailored according to political direction, which is locally diverse. In consequence the sustainability of having common training topics is risked by political and administrative changes in the cities. This risk could only be minimised through strong connections between the Regional Training Centers. Seoul as the headquarter institution needs to generate regular communication on these issues as part of consolidating these relationships on a global level.

This question was followed by rather general comments referring to the creation or existence of a **common MITI identity** and on the definition of the training themes and goals. In this context the Institutes referred to the decisions of their political leaders. The city leaders were the ones who decided to host Metropolis Training in order to boost locally important training

topics, and boost training and information exchange on global level. However, there remains a need to match the different training interests under a common Metropolis brand. Thus decisions need to be made about the development of common MITI training programmes and the balance between supply-driven and demand-driven pressures. This is not an easy task. It is challenging to find a balance between the different expectations of local politicians, general criteria to increase quality of life in cities, self-assessed training needs of Metropolis member cities, and core themes of metropolis, which are subject of other activities of the network (i.e., Metropolis Initiatives).

Using the United Nations Global Compact Cities Programme method for defining critical issues, the discussion ended by summarising the most critical questions on the further development of the MITI network. These questions were to be addressed by the feedback of the peers on the next day of the workshop.

Curriculum and target groups

- How can the best curriculum be identified?
- How can the gap between supply and demand-driven curriculum be narrowed?
- How can a curriculum that is tailored to the needs of Metropolis member cities be developed?
- Who are the target groups we want to reach with our curriculum?

Structure and administration

- How can training be successful under limited conditions and in difficult political circumstances?
- How can we guarantee service in conditions of constant administrative change?
- What is the role of the Metropolis Secretariat General, the MITI headquarter and the Regional Centers? How should they cooperate together?
- How can a common MITI identity and a unique selling point be created?

The Feedback

The second day of the Peer-Review Process started with the presentations by the peers. The peers addressed relevant experiences with their training activities, and presented a range of observations and recommendations to improve the MITI network.

Claudio Acioly from UN-Habitat started his presentation by introducing the conceptual framework of UN-Habitat. He briefly explained how they support national and regional training organisations, building their institutional capacity to serve the needs of local authorities and stakeholders. The approach pursued develops global tools based upon best practices and supports the implementation of cost-effective and sustainable country-level capacity-building programmes.

The Training and Capacity Building Branch of UN-Habitat thereby acts externally by supporting national training and capacity-building institutions to achieve more impact, as well as internally, by supporting other branches in enhancing the effectiveness of training and capacity-building interventions.

He continued by pointing out that capacity development is the key to change attitudes and approaches to a problem. This can be achieved by developing the knowledge of individuals and institutions. The knowledge triad (Figure 4) illustrates how different aspects of knowledge transfer support the required institutional changes and fundamental policy reforms necessary to resolve critical problems in cities. A core element of knowledge building is information dissemination with appropriate tools. For example UN-Habitat has developed manuals and guidelines covering a wide range of topics such as governance, participatory budgeting, strategic planning, curing and preventing corruption, gender equality, housing the poor, and training in impact evaluation to name only a few. Other methods and tools used are capacity-development strategies, business-planning tools for training institutions, internal capacity-needs assessment, and training impact evaluation methods.

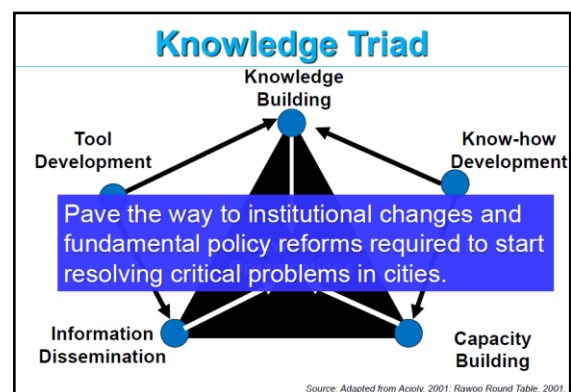


Figure 4: Knowledge Triad

He proceeded with his observations concerning the MITI network by referring to aspects of training needs, methodology, marketing, and network.

To begin with the formation process of MITI, it is essential be clear about the points of departure. Before any training activity starts, staffing, sources of funding, mission and mandate, as well as the required facilities have to be fixed. During training the topics to be covered should be defined, as should which methods will be chosen for knowledge transfer. Decisions about themes and content will lead to the development of a curriculum comprising appropriate tools such as training workshops, field visits, action planning, technical assistance, or the identification and presentation of exemplary case studies. It is equally

important to pay close attention to the outcome of training. Assessment activities should involve training impact, post-training evaluation, the feedback of trainees, training results and outcomes, and follow-up activities. The lessons learned should be formulated and communicated (i.e., in a database).

In his observations of the current operation of MITI, Mr. Acioly singled out the limited scope of the post-training assessment. This especially concerns training-impact evaluation, post-event follow-up, and feedback from trainees. In addition to that, the costs of training development and training delivery as well as the evaluation of the number of applicants per courses should be evaluated. Particularly the latter can give valuable hints on the efficiency of the marketing and dissemination activities and on the targeted groups.

He also observed several leading practices in the partner institutions of MITI: see Table 1.

Exemplary practices in MITI Partner Institutions						
City	Training method	Definition of a niche	Definition of target group	Monitoring and Evaluation	Linkage to public sector management	Translation
Cairo			African and Middle Eastern professionals			Increased costs, complex training delivery, and transfer of knowledge
Seoul	Combination of presence and online services and use of case studies as learning tool					
Mexico City		Disaster Risk Management	Public officials, civil servants		Explicitly looking for efficiency in public sector management	
Île-de-France		Urban Planning tradition		Linkage with monitoring and evaluation in observatories		
Mashhad			Senior officials, decision makers, mayors			Increased costs, complex training delivery, and transfer of knowledge

Table 1:
Exemplary practices in MITI Partner Institutions, observed by Claudio Acioly

Other observations dealt with potentials for improvements in single cities:

- Mashhad could more actively share their training experiences with the other partners and cities;
- Seoul could particularly specify its training niche with Chinese cities and participants, and identify specific training needs and demands from them. This could be a potential market to explore;
- Seoul and Île de France should clearly articulate the linkage of strength of experience of the host city and the training provided; and
- Mexico City could combine training with research and consultancy.

To all Metropolis Training Centers, the dependency on public sector budget-allocation is a serious threat to sustainability and long-term viability. A solution could be to combine them with other activities that cross-subsidize the Metropolis-related activities.

He finalised his feedback presentation by pointing out two major recommendations. First, it is advisable to undertake a proper **Training Needs Assessment** to make training responsive to capacity and knowledge gaps within the target groups. The Training Needs Assessment

should be linked with the institutional analysis and support for implementation. It could be helpful to start by focusing on a limited number of cities (i.e., present Metropolis members). Moreover, the training response should be transformed into tailored-made, customised training packages. Building teams and linking training to change policy implementation, can support this process.

The second recommendation addresses the network and the different **roles and responsibilities** of each partner. Next steps could include the following:

1. Setting up a training development pact with a clear identity or 'brand name' — "Metropolis"
2. Identifying the key dimensions for which what Metropolis stands. Then, develop a branded training package with specialised/customised solutions
3. Defining templates, structures, and assigning each Centre the task of preparing a module of one or two days. These modules could be based on a small number of distinct case studies from the region of the host city.
4. Organising the curriculum, the training package, the manual, power-point slide-shows, and case studies. Create an exercise by combining the 'generic' or 'global' module(s) and the tailored-made, regional module with case studies.

Monika Zimmermann, started her presentation by introducing ICLEI which stands for Local Governments for Sustainability. ICLEI members include 12 mega-cities, 100 super-cities and urban regions, 450 large cities, and 450 small and medium-sized cities and towns. They represent an urban population of 575 million people which corresponds to 8.3 per cent of the global population. To manage the network ICLEI operates a World Secretariat, eight regional secretariats distributed over all continents, four national offices in Northern America, South Korea and Japan, as well as different thematic centers such as a Capacity Center in Kaohsiung, Chinese Taipei. All work together under three headlines derived from their common vision: connecting leaders, accelerating action, and building a gateway to solutions.



Picture 10: Monika Zimmermann introducing ICLEI

ICLEI seeks to accomplish practical cooperation in various fields of action. ICLEI realises projects, uses tools, services, networks, advocacy actions, and covers topics such as sustainable and resilient cities, low carbon cities, bio-diverse cities, the green urban economy, smart urban infrastructure, resource efficient cities, and happy and healthy communities. Thus, there are many thematic overlaps with Metropolis' activities. Moreover, around 40 per cent of Metropolis members are also ICLEI members. This particularly refers to training activities that are included in all projects and working fields carried out under the ICLEI umbrella. However, in contrast to Metropolis, ICLEI is mostly project funded.

After this introduction, Ms Zimmermann presented her observations on MITI. She started by appealing to build on the existing assets of MITI. There are committed member cities that support the training activities. The managers and staff of institutes are committed and experienced. Moreover, each of the Regional Training Centres hosted by their respective institutes are very well equipped with physical training infrastructure, and well reputed in their global regions. This regional diversity is of great value for operating training activities.

However, the complexity of the MITI network is a management challenge. A global organisation with one global secretariat and regional thematic “satellites” needs to be well coordinated, which requires a lot of staff, financial resources for coordination, and communication between the headquarters and the Secretariat in Barcelona. Also, the duality of pursuing global goals on one hand, and to have using regional expertise on the other increases the complexity of the system. Regional mandates, interests, and legitimisation intensify this effect.

This complexity is also an ICLEI issue. While regional and country offices have a legal and financial high independence – a strength of the organisation – consequently the global level has limited steering capacity, what is a challenge to the aim of achieving global consistency. Thus, ICLEI established the international office manager’s consultations (IOMC) as a body for mutual exchange, strategy building, consensus finding, and arranging affiliate agreements between ICLEI World Secretariat and the Directors of the regional and country offices. In summary, the complexity can be managed by following a ‘dual approach’ that respects global consistency and local diversity.

Another issue to be resolved is the training content in MITI. Questions addressing the selection and profiles of diverse possible training themes should be answered by building a consensus in Metropolis. A guiding question could be: could the content of training follow different regional needs and diverse messages?

ICLEI as a possible example organises training activities according to their eight thematic agendas and mainly within projects that lead to a supply-driven and thematically limited training range.

Ms Zimmermann recommended that MITI should pursue a dual approach, where global training content is supply-driven and regional topics add demand-driven training content. Global content should reflect the Metropolis agenda, whereas regional content should reflect regional diversity.

The third point of her observations dealt with resources: training activities are always expensive and most participants in local government are not able to contribute participant fees. This is important to be clear about when planning any training activity. Also trainees should be made aware of the evolving costs of training.

To structure the complexity of MITI and to define appropriate training contents and methods, Ms Zimmermann recommended starting the process by defining goals. Based on defined goals, the basic training approach can be chosen. After this the target groups and training contents can be identified and adjusted training methods can be selected. By accomplishing

these four steps, it will also be possible to develop a profile, training brand, and a strategy for marketing and dissemination.

In this process the quality of the training headquarters is important. It can offer internal and external services. External services include offering courses in local region, as well as offering selected global courses on themes with strategic relevance to Metropolis. Internal tasks include curricula development on selected themes, the development of new approaches (i.e., distance courses), training the trainers, the exchange and soft coordination of activities of all training institutes, the coordination of evaluation methods, and global reporting and global marketing.

In relation to training courses and their promotion, concrete ideas for MITI include the following:

- Training focussed on basic tools in international cooperation — e.g., technical English, intercultural cooperation, or public participation;
- “Standard courses“ implemented regionally;
- Webinars as a start for “on-line training“;
- A simple graph to explain the names and the structure of MITI; and
- Clear explanations of all training offers set out in a common, consistent, and easy to understand way.

In relation to the support between the MITI Headquarters and the Regional Centers, a series of measures were suggested:

- Inclusion of a strategy formulation for Metropolis;
- Methodological support developed through clear consultation;
- Clear information about the main themes and goals of Metropolis;
- Inclusion of sessions on training institutes at Metropolis World Congresses

Ms Zimmermann concluded her presentation by offering further cooperation between ICLEI and MITI comprised of mutual promotion of training activities, the exchange of case studies and trainers, sharing experiences with training methods, and organising joint courses. Joint activities between both networks could also be encouraged with the ICLEI regional offices, the ICLEI Kaohsiung Capacity Center, or by organising joint activities during the ICLEI World Congress in Seoul in April 2015.

Sasank Vemuri started his feedback presentation by pointing out the strengths of MITI. It is characterised, he said, by a broad geographical coverage, has access to highly professional experts, rich training experience, state-of-the-art facilities, and a decentralised structure, which diversifies strengths. Moreover, the Institute is willing to learn and to engage with “intimate outsiders”.

For further development and improvement of the institute, he recommended restarting a strategic process analogous to the ‘strategic loop’ model. It begins with the creation of a strategic orientation. Then, a strategic



Picture 11:
Sasank Vemuri presenting his feedback

analysis serves as the prerequisite for defining the focus of the Center, and for managing the implementation of the initial vision. After this the loop goes back to create and adjust the orientation by analysing hard and soft facts, strategies and measures, and the feedback on the quality of the steering process.

A planning process should be oriented along a model of strategic and operational planning. It distinguishes two consecutive steps. The first is strategic planning, which includes the identification of the intended results and the strategic objectives, the specification of strategic priorities, identifying aspects that might risk success, and budgeting. The second is operational planning. It specifies work packages, operational indicators, and budgeting. Both steps should be reviewed constantly.

Continuing with his feedback he presented his initial recommendations:

- Conducting a strategy workshop on the development of MITI, with a strong preference for an external moderator:
- Developing a shared vision, asking what do we collectively want to become;
- Forging a shared identity, a common identity across all the Regional Centers;
- Setting up networks within the overall framing network;
- Exchanging resources within the sub-networks;
- Linking between other Metropolis initiatives and the training sessions;
- Maintaining openness about motivation and interests; and
- Finding a niche in the training sector. This is particularly important since there are many competitors. Why could MITI be better suited for certain target groups and what is the unique selling point based on the strengths of MITI?

He pointed out that adults learn differently than children. Adults are primarily motivated by information or tasks that they find meaningful. Training programmes and curricula should be flexibly adjusted to specific needs. The training content should directly relevant to participants' experiences so that they will want to learn

Identifying the best curriculum should be accomplished by considering four closely interlinked factors, which together lead to empowerment. They form the shape of a butterfly (Figure 5): Human resource development is about increasing knowledge, experience, and skills of people; and to fostering their participation in social, political, and economic activities; and decision-making processes. Organisations should improve performance, capabilities, and services; enhance their products and procedures; and support organisational development. Network development should aim at facilitating social and political consensus processes, and at assisting the development of democratic and ecologically oriented institutions. Finally, system and policy development should seek to improve legislative and administrative frameworks.

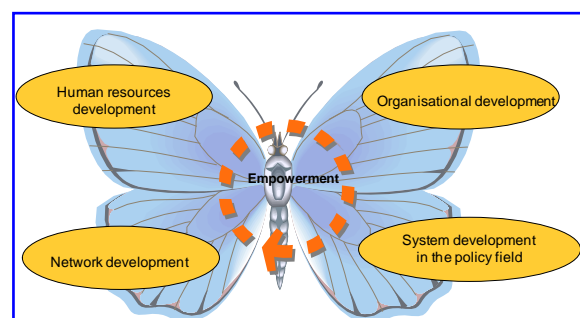


Figure 5:
Four factors leading to empowerment

Designing a successful learning environment strongly depends on the clear definition of objectives and indicators. This is a prerequisite for a complete evaluation of the training successes. Relevant aspects for success include identifying target groups, the current political situation, and how the training will be organised (site visits, lectures, etc...). Training should focus on clear outputs, especially when training internationally. Outputs can be estimated and identified by creating impact chains before implementing the training.

Clear objectives help target the right group of people. These can be young professionals, experts, managers, leaders, or internal and external trainers and advisors. All of them come from different backgrounds, are experienced with different fields of work, and thus require different kinds of training. Training should be tailored to their specific competences and skills.

Training should also address a long-term effect which leads to implementation. Demand-driven courses are likely to be more successful, especially if they help to find solutions to real and pressing problems. Also, post-training support could take place. It can be accomplished by including partners or by applying peer-learning and knowledge exchange platforms.

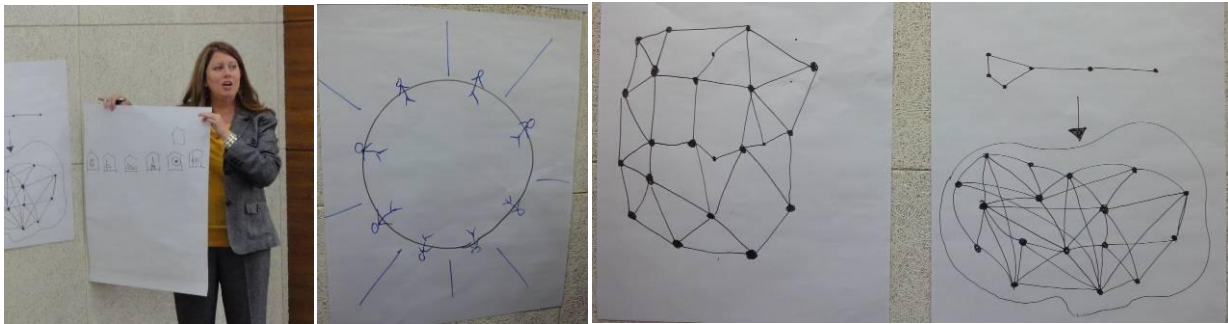
A major problem for MITI is that the staff of the involved institutes frequently fluctuates. Mr Vemuri thus recommended focusing on good internal knowledge management, in order to collaborate closely with other training centers.

Mr Vemuri concluded his presentation by adding final recommendations:

Box 3: Additional Recommendations for MITI

Additional Recommendations for MITI
Figure out the roles and responsibilities. For MITI headquarters: tools (methodology), impact assessments, the core principles of training that can be adapted regionally, world-wide case studies and expert lists, partnership management, linking to other Metropolis initiatives.
Define objectives.
Identify the unique position of the Institute.
Leverage strengths.
Move from input to outcome measurements for success.
Be conscious of cost-benefit ratios and explore other cost-benefit approaches beyond those applied to training.
Partner with others.
Be conscious of the shift to the Global South.
Assess and reassess.

Stacy Jones explained the “what, where, who, and how” of the training programmes of the Carl Vinson Institute of Government. However, she began by asking all participants to draw a picture of the MITI network and where they picture it to be ideally in one year. This resulted in a range of very distinctive and some similar sketches with stars, circles, boxes, figures linked to each other, or displayed separately on hierarchically or non-hierarchically ordered levels.



Picture 12: Stacy Jones assessing sketches of MITI networks
Pictures 13/14: Examples sketches drawn by participants of the workshop

The Carl Vinson Institute trains legislators and elected officials from Georgia in leadership development, governance, management and supervisory skills, financial management, citizen engagement, and government operations. The training sessions fulfil the Institute’s mission of promoting excellence in government by helping leaders to navigate change, maintain government’s core functions, understand budgetary and financial issues, and add capacity. In CVIG this mission is formulated in a dedicated training board.

The Carl Vinson Institute conducts large conferences, retreats, on-site training, regional training, and online training for its members. A mobile workshop focuses on learning by sharing experiences. At least one mobile workshop a year enables participants to visit different communities and learn from their experiences. The on-site training focuses on team development, and the regional training allows members from different governments to learn together. On-line training offers a range of governmental training courses. Individuals are also able to register for a variety of courses in financial training for a fee.

The participants of the government training for the state of Georgia include: legislators from the 236 member state of Georgia General Assembly, municipal and county elected officials, local appointed officials, and staff. The Carl Vinson Institute of Government also offers international programs through a partnership with South Korea. It uses a specific designed training curriculum with core and speciality certification classes. The core certification educates in county government, county law, human resources ethics, leadership, and other subjects relevant to local governance. The speciality certificate educates participants in revenue and finance, economic and community development, citizen engagement, or inter-governmental relations. The Carl Vinson Institute forms their training programs by asking themselves, “What do government officials need to learn, what should they know, and what should they be able to do?” This was also the central advice to the MITI network and their institutes when it comes to defining the curriculum.

However, before deepening her feedback on MITI, Ms Jones mentioned what she learned from the peer review. MITI has many strengths; it has a strong access to experts, an

affiliation with strong cities led by committed mayors, passionate and motivated directors, and a variety of classroom styles.

These excellent preconditions could be consolidated and further developed by taking a range of observations under consideration:

- Strategic Planning for MITI would be helpful, for example by using a SWOT analysis;
- There are large challenges keeping class size small, covering language challenges fiscally.
- A shared database of trainers and topics would be helpful.
- Create an informal network brand.
- Training needs assessment is crucial to your work. It can be accomplished easily by applying various methods such as conducting surveys or focus groups.
- Where to teach is a question to be answered. It is beneficial to the training purpose to conduct mobile workshops or to locate them at non-traditional classrooms, outdoor spaces, or settings different than just a traditional lecture hall.
- Creating partnerships can be very helpful to complement the MITI training services. Connections could be built with institutions such as ICLEI or UN-Habitat

She concluded by pointing out the sustainability of the Regional Centers. It strongly depends on the strategic agendas of each Regional Center and the headquarters, the linkage of the agendas to content, and the continued funding from the host municipalities.

The Results

After the peer's feedback, the moderator facilitated a discussion by repeating the goals of the discussion, as well as by summarizing the main issues addressed during the feedback presentations:

The peer review aspires to assist the representatives of MITI in their aim to improve the structure and services of the network. It cannot provide or produce solutions on existing barriers but it can help to identify the next steps on the way to improve MITI. MITI is being developed as a global network with regional expertise and engagement. This is a complex and difficult process, which implies tensions between the partners of the network. However, these tensions can become strengths if they are creatively being managed.

The peers already observed a wide range of strength of MITI. There is an enormous commitment, willingness, and openness to learn; a clear pride about what has been achieved already; a positive anchoring of the institutes in local activities and expertise; an availability of impressive training infrastructure in Seoul and the other cities; a broad geographical coverage; and a thematic linkage of training contents to practical case studies and research. In addition, a learning triangle as a basis for training has already been established. It comprises the three corner points of knowledge-building, dissemination of information, and capacity-building.



Picture 15: Paul James summarizing the results of the PRP

Critical issues for identifying the next steps to improve MITI were observed by the peers in four areas.

Relations

The existing relationships of the partners seem to be very sensitive. Thus, it is essential to induce an agreed orientation and set of common goals, philosophies, and a shared identity of MITI. A dual or dialectic approach should be pursued. It takes advantage of global responsibilities in the Metropolis Secretariat General and in the MITI Headquarters, and allows incorporation of regional adaptability by building on the strength of the Regional Training Centers. All partners should clearly articulate their objectives for both the global and regional level. A starting point could be to create a commonly shared vision with a consequential set of common goals. It should be based on explicit and honest internal discussions and requires more knowledge and experience exchange between the different Centres in the long run. Further, there is a need to align and integrate the MITI core strategy into the Metropolis strategy. Training activities should be strongly interlinked and derived from other Metropolis activities such as: the Metropolis Initiatives or the Metropolis Women's network. A task of the Metropolis Secretariat General would be to provide support for steering regional mandates, interests, and legitimation.

Sustainability

There is a need to consider the long-term sustainability of the MITI network. This includes financial and political sustainability. It includes an initial and continuous assessment of all costs linked to the training activities of global and regional players of MITI. The strength of public-sector budget allocation should be continued.

Pedagogy

The MITI training activities should be based on a philosophy and understanding of 'Adult Education'. Various best practices for adult learning are available and could be reviewed. Curriculum development should take under consideration the different training modules of the MITI partners. Classes could build upon each other in a planned sequence. Evaluation is crucial to improve training services. More attention should be placed to post-event follow-up and sound impact evaluation of the training results. It should address not only the measurement of the number of trained people but focus on the outcome or impact of the training. Also the methodology of training should follow the dual approach. Despite differences between global and regional methodological requirements it should be embedded in a common set of methodologies.

Focus

The MITI network would strongly benefit from focusing on and developing their strengths. This includes more clearly identifying and presenting MITI's particular niche as compared to other global training institutes. Focusing is also relevant for sharpening themes of the curriculum; including the focus on training tools and methods that have been developed within Metropolis. Here the 'Circles of Sustainability' methodology would work very well. A task of the global entities of MITI could be to develop training practice manuals and provide methodological advice on the use of global tools such as the Circles of Sustainability method

or the Metropolis Peer-Review-Process method. Curricula of all MITI institutions need to follow a clear strategy for supply and demand-driven dimensions of the courses. To establish this strategy it could be helpful to carry out an additional survey of Metropolis members, complemented and moderated by focus groups. The main challenge however remains to create a common training focus valid for all single institutes. Concretely, and especially for the global training institute, the focus could be put on developing training courses on technical English or intercultural relations.

This summary was followed by a discussion with all participants of the workshop. The main comments included the following issues:

- A clear **support base from Metropolis** is required. It should address the scope of fundamental agreements for cooperation, including protocols about the possibilities of each training institute contacting the present peers for further advice on the MITI shaping process and for further cooperation with them.
- **Internal discussions** within and between the MITI institutions and the leading Metropolis entity are required. They should address the allocation of tasks, including those tasks emphasized during the peer review. It is necessary to establish more communication between all partners to be able to take the next steps and to apply the results of this peer review. Without further discussion it will remain unclear how these findings could be best connected with the cities and Metropolis's policies, and how regional diversities can be subsumed under a general Metropolis umbrella.
- Several participating MITI institutions expressed their thanks for the valuable comments from the peers. They provided the Regional Training Centers with a framework for questions to be addressed internally in the intermediate and long-term future. The immediate task is to **build bridges between the MITI partners** and **clarify the linkage of the Metropolis Initiatives to the training activities**. In the long run it is important to not only realise and consider what was raised during this peer review, but to also go beyond that and to continue to shape the vision of MITI.

Funnelling Session

The last day of the Peer Review workshop was initially arranged to share the results with a broader audience, and acquire additional input from people who were not involved in the discussions before. Since most participants already participated in the workshop, the aim and agenda of this session was modified. It was reshaped to deepen the discussion of the previous days and to give the participants the chance to reflect their learning experience again. Thus, the title of the session was re-named from 'Feedback Session' to 'Funnelling Session'. Accordingly the MITI headquarters, the four Regional Centers, and each peer were given the chance to point out their most important result from the peer review. The question to the MITI institutes was: "What is your main outcome from PRP?" and the question to the peers was: "What key recommendation for MITI you would like to emphasise as a friend?"

The MITI headquarters in Seoul pointed out several outcomes which they took as welcome advice for the future development of MITI network. To elaborate the uniqueness,

competitiveness and sustainability of the training institute will be on top of the agenda for MITI. The peer review showed that it is necessary to clarify the goals and priorities with guidance from Metropolis. Also, internal communication and consensus is needed. Another insight was that it is advisable to follow a dual approach which brings into relation themes of consistency *and* diversity, as well as global *and* regional orientation. For example, climate change, as a topic affecting cities globally but with regional different impact could be a training theme for the MITI headquarters for its global dimensions, whereas the Regional Centers could focus on regional impacts and needs of particular cities in adapting to climate change.

Further, the connections between MITI training and Metropolis themes should be established, and the tools and methods should be developed together with Metropolis and adjusted to their themes. Themes should then be well situated between support and demand-driven factors, which reflect cities' policies. After these fundamental considerations and agreements, the programme for training can be designed. Courses in technical English or cultural relations could complement the curriculum of the global training institutes. Training could possibly be offered in mobile workshops or in online courses such as applied at CVIOG. Lastly, the significance of evaluation for continuously improving training services and for assessing the impact of the trainings was mentioned as an issue that need to be amplified within MITI.

Claudio Acioly's key recommendation was to assess the training needs. This is essential for a successful and outcome oriented training institute. Also, it is necessary to identify what metropolis stands for, and present MITI as a team. Training modules could be developed which have to be tailored to the cities' needs. The MITI headquarters thereby could be in charge of global modules, whereas tailored modules referring to local case studies could be in the hands of the Regional Centers. He ended his statement by mentioning that the successful work of MITI is an excellent means to win new member cities for the Metropolis network.



Picture 16: Claudio Acioly presenting his final statement

Sasank Vemuri singled out the point that building a strategy for the future work of the MITI is very important. The first step is to agree on what MITI wants to achieve and to set up clear objectives. Then, training methods, the structure of MITI, and the development of curricula will automatically follow. However, this process requires intense communication and coordination. Thus, it should be facilitated by an experienced 'neutral' moderator. He concluded by pointing out that MITI has a great potential to become a successful global training network.

Stacy Jones acknowledged the great job MITI has already done. There is enough reason to be proud of MITI's great goal to improve life in cities. The pictures that were drawn by the participants the day before, clearly demonstrate the possibilities of network. Now it is important to have a close look on how the lines are connecting the single units of MITI. Her main recommendation was to set up a strategic plan of MITI as a whole. She agreed with the

other peers that it is essential for MITI to agree upon achievable objectives before shaping the agenda, tasks, activities, responsibilities, and curricula of the training center. A simple tool to support this process is the SWOT analysis – an analysis that can inform the strategies, goals, action plans for the MITI centers moving forward. She finalised with expressing her observation that MITI has the strength to manage this process.

All representatives of the MITI Regional Centers appreciated the feedback from the peers. They welcomed their recommendations and thanked all of them for their efforts they put into this peer review. Agreement existed concerning the point that it is essential to set clear goals. Even if this already was known, the peers made clear how important this is for the further development of the network. Mr Aceves added that the first discussion that needs to take place should address the identity of the network. This is a basis and common ground for defining objectives (at first), roles and responsibilities, and methodologies and contents. Victor Said underlined the importance of creating coherence and identity in MITI to unveil synergies. This is the precondition to achieve the goal of Metropolis, which is to work for large cities.

Alain Le Saux, as the Secretary General of Metropolis added the following remarks: MITI will be a network when all members are confident. In order to create more identity of its partners and to specify the uniqueness of the network it is crucial to find out more about other globally acting training networks. Metropolis is a network consisting of member cities. Thus, MITI all the work to be accomplished is first for the member cities. A major goal of Metropolis is to exchange knowledge and experiences. The best way to do this is training. Many activities, such as the Metropolis Initiatives are currently being carried out. Only after this work is finalised, can it be transferred into training content. Cooperation between all actors of MITI, Seoul headquarters, the Regional Centers and the Secretariat in Barcelona, has to be established. This requires clear communication when it comes to expressing what kind of support is being asked for. Moreover it requires, an open mind concerning proposals from the Secretariat General, and respecting decisions of the network. He thanked the peers for their valuable comments and added how important it is to follow their advice and to maintain contact after the meeting in Seoul.

Paul James, concluded the peer review workshop by summarizing the results:

The Metropolis Institute should aspire to be more than the sum of the parts. It should develop an enunciated and clear **dual approach** resulting in a global Metropolis network with regional strengths, and in a generalised Metropolis methodology with openness to other approaches, including outside international experts.

The Metropolis Institute should be focused (urban sustainability would provide such a broad area of focus) in order to make a unique contribution. This will then be the basis of the common **identity**. To demonstrate this identity it could be helpful to use a shortened version of the name of the Institute for all of its constituent parts in a simple and easy to remember way such 'The Metropolis Institute'.

The Metropolis Institute should formalise the close networked relationship by specifying the Institute's organisational structure including a broad division of labour, by writing a **strategic and a business plan** that includes protocols on resources, a schedule of communication (Seoul); a communications protocol (Barcelona), procedures (Seoul), description of specified roles (Seoul), decision-making criteria, and delegated authorities (Barcelona).

After these basic structural steps, a targeted core **training package** should be developed. It should be linked firstly, to the core method of Metropolis (refer to the work of the Metropolis task force on Approach and Method), secondly to the outcomes of Metropolis Initiatives, and thirdly to policy and implementation outcomes in core cities.

The training should be developed around a core set of named **partnerships**. Above all, these should be the key Metropolis member cities, but it could be also additional institutions, or organisations, or single universities and experts.

Afterword: The Appraisal

The workshop carried out within this Peer Review Process was critical and fruitful. It revealed the great potential of the Metropolis Institute and showed where it stands in its early formation process. Responsibilities and tasks of each partner still have to be defined and agreed upon between all stakeholders and in an open and honest manner. The creation of a common vision remains essential to further this process. It should be guided by pursuing a dual approach reaching out globally for leading MITI institutions and regionally for the MITI Regional Centers.

The peers made detailed observations and gave concrete recommendations to shape MITI as a unique and cohesive training institution, and showed their own practices, tools, and methods, which could guide MITI in specifying the roles of their partners, or in creating tailored training programmes. Moreover they offered to continue their cooperation. Thus, this workshop went beyond producing outcomes related to improving the performance of the Metropolis Institute. It resulted in establishing new cooperation, continued exchange of experience, and knowledge. Consequently it contributed to increase the Metropolis Institute's visibility among other globally oriented training institutes.

The evaluation of this workshop (based on a questionnaire) clearly demonstrated that the hosts as well as the peers and other participants, appreciated the discussions and outcomes of the workshop. They welcomed the continuation of discussion, and reported that there is a clear need to stimulate internal discussion within the network and with officials of their hosting cities. However, the evaluation also demonstrated the methodological limits of the Peer-Review-Process format when it is stretched to include participants beyond the recommended core group of peers and practitioners. Participants, who were not involved in the preparation phase of the peer review, reported that the methodology and purpose of the format was not clearly comprehensible to them. This is of course understandable because time constraints of the schedule didn't allow short-dated briefing of additional people.

It was suggested that more time should have been scheduled for discussions and the presentations. Thus, in order to exploit the full potential of the format, future peer review workshops, should be clearly limited to a small number of participants, and should be scheduled as normal to at least two full-days.

Picture 17: Participants of the Peer Review Workshop in Seoul



Credits

Figure 1: Method of Peer-Review-Process	Michael Abraham
Figure 2: SHRDC campus	Power Point Presentation 'PRP Workshop - Introduction of MITI Training, March 12, 2014, SHRDC, Seoul'
Figure 3: Schematic overview of observations and questions related to MITI	Power Point Presentation by Monika Zimmermann
Figure 4: Knowledge Triad	Power Point Presentation 'UN-Habitat FOR A BETTER URBAN FUTURE', Claudio Acioly jr.
Figure 5: Four factors leading to empowerment	Power Point Presentation 'Metropolis Peer Review Process Workshop – Sasank Vemuri, Seoul, 13 March 2014'
Table 1: Exemplary practices in MITI Partner Institutions, observed by Claudio Acioly	Compilation by Michael Abraham according to content of Power Point Presentation 'UN-Habitat FOR A BETTER URBAN FUTURE', Claudio Acioly jr
Box 1: Method of Peer Review Process at a glance	Prof. Dr. Hanns-Uve Schwedler, European Academy of the Urban Environment, Berlin
Box 2: Key Questions of the Peer -Review-Process	'MITI – Metropolis International Training Institute – Achievements and Challenges, Initial Report'
Box 3: Additional Recommendations for MITI	Power Point Presentation 'Metropolis Peer Review Process Workshop – Sasank Vemuri, Seoul, 13 March 2014'
Pictures cover page	Top, top center:SHRDC Global Learning / center bottom, bottom: Michael Abraham
Picture 1: SHRDC Creative Culture Room	
Picture 2: SHRDC Auditorium	Michael Abraham
Pictures 3: SHRDC Exhibition Space – Foyer	
Pictures 4,5: Kate Kim and Sunbae Lee presenting SHRDC	SHRDC Global Learning
Picture 6: Prof. Azza Sirry, Director of Metropolis Regional Center for Africa and the Middle East in Cairo	
Picture 7: Mr. Hamid, Isfahanizadeh, Director of the Metropolis Regional Training Center in Mashhad	
Picture 8: Mtro. León Aceves Díaz de León, General Director of the Metropolis Regional Training Center for America	
Picture 9: Victor Said, the Director of the Metropolis Regional Center Paris Ile-de-France for Europe and the Mediterranean	
Picture 10: Monika Zimmermann introducing ICLEI	Michael Abraham
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Picture 16: Claudio Acioly presenting his final statement	
Picture 17: Participants of the peer review workshop in Seoul	SHRDC Global Learning

Authors:

Mr Michael Abraham, Metropolis Initiative Berlin

Prof. Paul James, Director of UN Global Compact Cities Programme

Annex:

- Evaluation of the Questionnaire
- Participants List
- CVs of Peers
- Programme of PRP

Presentations

In order to keep this document lean, the presentations held during the workshop are not included in this report. They can be downloaded on this website:

<http://www.metropolis.org/initiatives/integrated-governance> click 'RESULTS'

Alternatively they can be requested by contacting:

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Metropolis Peer-Review-Process

Metropolis International Training Institute

Achievements and Challenges Workshop in Seoul, March 12 -14, 2014

Evaluation of Questionnaire

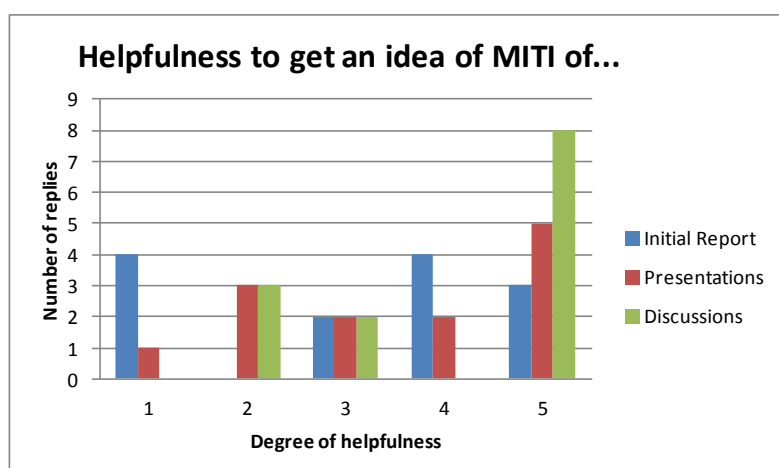
The questionnaire is divided in three parts. The first is the personal information of the participants; their opinions on the workshop and its outcomes were quantitatively and qualitatively assessed. In total 13 of the 22 participants on the second day of the workshop completed the questionnaire. The results are listed according to the questions asked:

The first two questions questioned whether the participants are **representative of a city, a scientific, private, or other institution; and what is their relation to Metropolis**. Almost all participants indicated to be representatives of cities or of other institutions/organisations. Only one participant was a representative of a scientific institution. 77% of them represented an active Metropolis member city whereas the rest were not formal Metropolis member.

The following questions addressed the quality of the workshop. To the question **‘What is your opinion on the workshop?’** half of the participants answered that the workshop was ‘very good. Others thought it was ‘good,’ and three participants had the opinion it was ‘average’. The question asking about the **preparation** of the workshop (briefing information on method, tasks, travel, etc.) was answered by 54% with ‘very good’. Others indicated ‘good’ or ‘average’ and only one participant perceived it as poor. The replies to the question concerning the **moderation** of the workshop were similar: 54% thought the moderation was ‘very good,’ all others indicated either ‘good’ or ‘average’ (equal proportions).

The grading of the **venue facilities**, such as room, technical equipment, interpretation, etc. were very positive: 64% thought they were ‘very good’ and 31% stated they were ‘good’. One person thought they were average.

The next set of questions asked participants to assess to which degree the **single parts of the workshop contributed to get an idea of MITI**. Most indicated that the discussions were helpful for understanding MITI. Eight participants valued them with ‘5’ on a scale from ‘1’ to ‘5’, where ‘1’ means ‘contributed little’ and ‘5’ means ‘contributed very much’. The presentations and initial report were perceived by some participants as rather less helpful.



Additionally, the questionnaire asked: **‘Which of these elements should receive more attention and time in future Peer-Review-Trainings?’** The comments confirmed similar helpfulness of the single modules of the workshop: the discussions were mentioned most frequently to be central for obtaining and understanding the feedback of the peers. The initial report, it was suggested, should be more detailed and focused. Also, the presentations should receive more attention. Both the presentations by the peers and the hosts should have more time for explanations of their ideas and goals.

Which of these elements should receive more attention and time in future Peer-Review-Processes’	
➤ Presentations of all involved, here: the regional centres	➤ Initial report / Template for presentations of the institutes
➤ How to better coordinate the MITI network	➤ Initial report and objective of PRP
➤ Discussions between peers and hosts need to receive more attention	➤ In the event of a future PRP it is essential to clarify expectations to better guide the discussions
➤ Presentation should beyond report and report could have been more detailed/ goal oriented. But format was good and the time allocation was correct	➤ The pragmatic proposals from the peers (e.g. Monica’s slide on ‘ideas’ was barely explained because of time constraints, despite its rich suggestions and guidelines
➤ Peers presentations were very impressive. Those should receive more attention	➤ Initial reports and ppts can be better structures to focus on goals, achievements, framework used, etc.
➤ More discussion might be better for achieving more ideas	

Replies to the question **‘What could be learned?’** and **‘What could you learn from MITI (main aspect)?’** referred to learning results that widened their experiences as training professionals, as well as on the information about MITI and its specific conditions and issues. Concerning the latter, coordination, leadership, shared identity, and vision is needed to successfully settle the goals, structures and internal operation rules. As soon as these issues are clear, the detailed directions for MITI will follow. Additionally the peers acknowledged that MITI is already working hard to keep to the right track and that MITI is rich of diversity and potential from Seoul. Others reported that they learned how important it is for a training institute to have commitment and support from member cities, strong coordination, and a defined niche of training contents.

This question was specified with the replies to the next question: **‘What could be learned?’** and **‘Which experience made in your institution/organisation could be useful for MITI?’** These replies were more pragmatic. Recommendations addressed exemplary features and activities such as website as a central portal training activities, impact evaluation, network structuring, and specific training elements (case studies, research). Others offered cooperation and continuing mutual exchange of experiences.

Regarding the question if participants think if it would be **useful to exchange more experiences beyond this workshop**, replies were clear. Besides one participant, all others stated ‘yes’. The next specifying question: **‘If yes, in which field do you think further exchange/cooperation would be beneficial for both institutions/organisations?’** resulted in a range of diverse replies and in replies referring to cooperation concerning the selection of training themes and contents:

In which field do you think further exchange/cooperation would be beneficial for both institutions/organisations?	
➤ Regarding the institutions represented by the peers, there could be partnerships in the future for contents that are shared. However, first of all MITI needs to benchmark its uniqueness in the sea of training institutes. My own suggestion, humbly, is that MITI offers city-to-city learning	➤ Look at specific successes in the field of city planning and urban management and unpack (?) the critical bottlenecks - get a sense of what's happening in some cities
➤ How to reach target group +shape appropriate offers	➤ Selecting the training issues, and cooperation among the MITI network
➤ Trainings on climate change and sustainable urban planning for developing countries	➤ Joint training program with the organization of the peers

The next question gave participants the option to add **additional comment**. Positive comments concerning the workshop stated that it was, despite the short amount of time, intense and fruitful, useful, moved the participants in the right direction, and contributed to building networks. Another participant suggested to allow in future peer review workshops group sessions on particular issues and to work more visually by adding notes on flip charts.

It was really well organised and the atmosphere was sound and friendly

Also negative comments were posed. One participant commented that the method and process of the session was not clear, another expected a more strategic workshop and more cooperation methods.

“Excellent peers! It was clear to me that they were sharing their own particular cases. However, for some participants this might not have come out so clearly, and maybe 'patronising' still. So, we need to work a little bit further in explaining on a simple way the PRP methodology 2) Very good opportunity of inserting dynamic exercises - drawing, ppt., video, etc.”

The last question asked if the participants **could imagine discussing a programme/project of their cities in a future PRT** and which this could be. Besides one, all replied with 'Yes'. They suggested the following:

- Sky is the limit if we share ideals...
- Urban Health Equity Assessment and Response Tool (Urban Heart)
- We can take insightful comments and opinions from the various field of experts with diverse backgrounds
- Bring other institutions around the table
- International training
- Climate change might be a candidate
- CDIA prefeasibility study investment

List of Participants

Mr Alain Le Saux	Secretary General of Metropolis
Mr Amit Prasad	Health Economist, World Health Organization WHO Kobe
Mr Claudio Acioly Jr.	Head Capacity Development Unit Housing & Urban Management Expert, UN-Habitat United Nations Human Settlements Programme, Nairobi
Mr Francois Dugeny	Institut D'Aménagement et D'Urbanisme, Region Île-de-France
Mr Hamid Isfahanizadeh	Director of Metropolis International Training Institute – Mashhad Center, I. R. of Iran
Mr Jagan Shah	Director, Architectural Design, School of Planning & Architecture, New Delhi
Mr Joonho Ko	Lecturer of HQ Seoul, The Seoul Institute
Mr Leon Aceves	General Director of the Metropolis Regional Training Center for America
Mr Michael Abraham	Project Officer, Metropolis Berlin
Mr Paul Moon	President of SHRDC
Mr SasankVemuri	Cities Development Initiative for Asia (CDIA)GIZ, Deutsche Gesellschaft für Internationale Zusammenarbeit GmbH, Manila, Philippines
Mr Sunbae Lee	Managers of the Global Learning Team at SHRDC
Mr Taesik Yun	Taesik Yun, Program Coordinator, International Center Carl Vinson Institute of Government, Athens, Georgia
Mr Victor Said	Director of the Metropolis Regional Center Paris Île-de-France for Europe and the Mediterranean
Mr Young Gyu Kang	Head of SHRDC Global Learning Team
Mr Ki Yong Park	Director, Planning Division, SHRDC
Ms Agnes Bickart	Manager, International Relations, Metropolis
Ms Azza Sirry	Director of Metropolis Regional Center for Africa and the Middle East, Cairo
Ms Élisabeth Gouvernal	Director, Transport and Mobility Department, Institut D'Aménagement et D'Urbanisme, Region Île-de-France
Ms Jiyoung Lee	Managers of the Global Learning Team at SHRDC
Ms Kate Kim	Managers of the Global Learning Team at SHRDC
Ms Lia Brum	Project Officer, Metropolis General Secretariat Barcelona
Ms Monika Zimmermann	Deputy Secretary General ICLEI World Secretariat in charge of ICLEI's Capacity Center; Bonn
Prof. Paul James	Director of UN Global Compact Cities Programme
Ms Stacy Jones	Associate Director, Governmental Training, Education, and Development, Carl Vinson Institute of Government, Athens, Georgia
Ms Suejin Joe (CUIOG)	Assistant, Carl Vinson Institute of Government, Athens, Georgia
Ms Suggie Kim	Regional Administrator, ICLEI East Asia Office
Mr Sunil Dubey	Metropolis World Secretariat

CV's of Peers



Claudio Acioly is an architect and urban planner, a development practitioner with more than 30 years of experience. During the period 2008-2012 he was chief of Housing Policy of the United Nations Human Settlements Programme (UN-Habitat) and coordinator of the United Nations Housing Rights Programme jointly implemented with the Office of UN High Commissioner of Human Rights. He also coordinated the work of the Advisory Group on Forced Evictions to the Executive Director of UN-Habitat-AGFE. He is currently the chief of the Capacity Development Unit of UN-Habitat. He has worked in more than 20 countries as practitioner, technical advisor, development consultant and training and capacity building expert in the field of housing, slum upgrading and urban management and development. Throughout his career Acioly has worked with governments, academic institutions, civil society organizations and community-based organizations. He has also facilitated and moderated policy dialogues, international conferences such as the World Urban Forum, staff retreats of public and private organisations, executive training to senior decision makers as well as regular training and educational programmes in universities, national and international training institutes. He is the author of books and articles dealing with informal settlements and slum upgrading, urban densities and participatory urban management. He has lectured extensively on these themes and worked as consultant to the World Bank, United Nations Development Programme (UNDP), United Nations Economic Commission for Europe (UNECE), UN-Habitat and bilateral organizations. From 1993 to 2008 he was senior housing and land policy expert with the Institute for Housing and Urban Development Studies-IHS and from 2004 to date he has been a faculty fellow with the Lincoln Institute of Land Policy for which he lectures and coordinates the Latin American training course for senior policy makers and urban practitioners on informal land markets and informal settlement regularisation.



Professor Paul James

Key activities

Professor Paul James is Director of the United Nations Global Compact, Cities Programme (Melbourne and New York) and Professor of Globalization and Cultural Diversity in the Institute for Culture and Society at the University of Western Sydney. He is on the Council of the Institute of Postcolonial Studies, and a Fellow of the Royal Society of the Arts (London). He is an editor of *Arena Journal*, as well as an editor/board-member of nine other international journals, including *Globalizations* and *Global Governance*. He is author or editor of 26 books including, most importantly, *Globalism, Nationalism, Tribalism* (Sage, 2006). His other recent books include *Sustainable Development, Sustainable Communities* (University of Hawaii Press, 2012). He has been an advisor to a number of agencies and governments including the Helsinki Process, the Canadian Prime Minister's G20 Forum, and the Commission on Reception, Truth and Reconciliation in East Timor. His work for the Papua New Guinea Minister for Community Development became the basis for their Integrated Community Development Policy. His current work on sustainability is linked to a number of cities around the world such as Porto Alegre on slum reclamation, Milwaukee on water resilience, and Berlin on climate change adaptation.



Monika Zimmermann is Deputy Secretary General of ICLEI – Local Governments of Sustainability and Deputy Executive Director of the ICLEI World Secretariat in Bonn, Germany.

Areas of expertise:

ICLEI Urban Agendas, capacity building, operations, congress design and events management

Education:

Master in political and administrative sciences, Free University Berlin

Monika joined ICLEI in 1993 when she started to build up the International Training Center at ICLEI European Secretariat, where she was responsible for around 50 events, distance training courses, international projects and the set-up of ICLEI's new working areas, including “biodiversity”, “Local Renewables” and “Greening events”.

Since joining the World Secretariat in 2010 as Director of the ICLEI Capacity Center, she has been responsible for the teams working on global events, knowledge management, urban research, EcoMobility and Future City Leaders. She has published various books, founded and edited environmental magazines, and served as board member of national NGOs in Germany.

Sasank Vemuri has been working in the field of training and capacity development since 2003, first as an independent consultant and since 2008 with the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ). His focus in GIZ has been on developing the capacities of government officials on climate change adaptation, external finance for urban infrastructure, public private partnerships (PPP), and financial products for rural development. He was instrumental in establishing India's first online knowledge sharing platform for rural community-based organizations. He is currently the Climate Change Specialist with the Cities Development Initiative for Asia (CDIA). CDIA is a regional initiative established in 2007 by the Asian Development Bank and the Government of Germany, with additional funding support from the governments of Austria, Sweden, Switzerland and the Shanghai Municipal Government. The Initiative provides assistance to medium-sized Asian cities to bridge the gap between their development plans and the implementation of their infrastructure investments. Sasank Vemuri has worked on assignments in several Asian countries, as well as in the United States and Germany. He earned a B.A. in Economics and Political Science from Michigan State University and studied M.A. International Relations, a program jointly offered by the Humboldt and Freie Universities in Berlin and the University of Potsdam.



Stacy Jones

**Associate Director
Governmental Training, Education, and Development**

Carl Vinson Institute of Government, University of Georgia

Stacy Jones leads the governmental training unit at the Carl Vinson Institute of Government at the University of Georgia which serves state legislators, elected officials, appointed officials, and government executives and staff of state and local government. Stacy also teaches for the Georgia Municipal Association, The Association County Commissioners of Georgia, the Georgia Municipal and County Clerks Education Program, and the Georgia Legislative Leadership Institute. She works with other government entities providing training in leadership, management, strategic planning, community and media relations, and public presentations. She is a frequent facilitator for community engagement, strategic planning, and goal-setting sessions. She has worked in local government in Georgia for two municipalities and served as a hospital executive for community development of a for-profit health system based in Naples, Florida. She earned her Bachelor of Science in Family and Consumer Sciences at the University of Georgia and her Master in Public Administration at Troy State University in Alabama. She is a past recipient of the University of Georgia Blue Key Young Alumnus award and is a past president of the University of Georgia College of Family and Consumer Sciences Alumni Association.

Programme of PRP

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Metropolis Peer Review Process Workshop in Seoul, March 12 – 14, 2014
Metropolis International Training Institute – Achievements and Challenges

Programme

Venue
Global Academy, Creative Learning Building 3rd floor,
Seoul Human Resource Development Center
Nambusunhwan-ro 340-gil 58, Seocho-gu, Seoul 137-071, Korea

March 11

19:00h Informal welcome dinner, Restaurant at Seoul Palace Hotel
160, Sapyeong-daero, Seocho-gu, Korea

March 12

10:00h Joint signing of memorandum of understanding by representatives of Metropolis Secretariat General, MITI Headquarter in Seoul and MITI Regional Centers (prior to peer review workshop)

March 12

Facilitator: Paul James, Director of UN Global Compact Cities Programme

10:30h **Welcome address**

- Mr. Paul Moon, President of SHRDC
- Mr. Alain Le Saux, Secretary General of Metropolis

10:40h **Introduction of goals and expectations of the peer review process**
Paul James, Director of UN Global Compact Cities Programme

10:55h **Introduction of representatives of MITI Headquarter and Regional Centers**

11:25h **Introduction of peers:** Expertise, projects, expectations etc.
(each peer max. 5 min)

11:20h **Coffee break**

12:10h **Walking tour through MITI building:** Training facilities, rooms, technical equipment, etc

12:30h **Lunch,** Cafeteria in the SHRDC

13:30h **Presentation of MITI:** Vision, goals, structure, challenges + Q&A
Staff of MITI HQ

14:00h **Input by MITI Regional Centers:** Training methods, objectives, schedules, promotion and cooperation with MITI Seoul HQ + Q&A
(max. 10 min for each of the four MITI Regional Centers)

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14:45h **Plenary discussion:**

1. First impressions on MITI
2. Deepening of questions on MITI as formulated in the initial report
3. Additional questions

15:10h **Coffee break**

15:40h **Plenary discussion continued**

17:00h **Wrap-up**

17:15h **End of peer review process day one and preparation of feedback presentations by peers**

18:30h **Transfer to Seoul Palace Hotel**

19:00h **Dinner**
Restaurant at Seoul Palace Hotel

March 13

Facilitator: Paul James, Director of UN Global Compact Cities Programme

9:00h **Introduction of goals of second day**
Paul James, Director of UN Global Compact Cities Programme

9:10h **Presentations of feedback: Peer 1**

9:40h **Short discussion:** Questions and clarifications

9:50h **Presentations of feedback: Peer 2**

10:20h **Short discussion:** Questions and clarifications

10:30h **Short coffee break**

10:40h **Presentations of feedback: Peer 3**

11:10h **Short discussion:** Questions and clarifications

11:20h **Presentations of feedback: Peer 4**

11:50h **Short discussion:** Questions and clarifications

12:00h **Concluding discussion:**

- Reactions of MITI representatives on feedback from peers
- Which comments are useful for improving MITI?
- What could the peers learn from MITI?

12:30h **End of day two**

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Peers

- Claudio Acioly Jr.**
Head Capacity Development Unit Housing & Urban Management Expert
UN-HABITAT United Nations Human Settlements Programme
Nairobi
- Stacy Jones**
Associate Director
Governmental Training, Education, and Development
Carl Vinson Institute of Government
Athens, Georgia
- Sasank Vemuri**
Cities Development Initiative for Asia (CDIA)
GIZ, Deutsche Gesellschaft für Internationale Zusammenarbeit GmbH
(German Society for International Cooperation)
Manila, Philippines
- Monika Zimmermann**
Deputy Secretary General
ICLEI World Secretariat in charge of ICLEI's Capacity Center
Bonn

Locations

Venue:
Global Academy, Creative Learning Building 3rd floor,
Seoul Human Resource Development Center
Nambusunhwan-ro 340-gil 58, Seocho-gu, Seoul 137-071, Korea

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Hotel:
Seoul Palace
160 Sapyeong-daero, Seocho-gu, Korea (Banpo-dong) (Zip code)137-804
Link: <http://www.seoulpalace.co.kr/en/>

Direction between Hotel and Venue (SHRDC):

A bus shuttle service from Seoul Palace Hotel to SHRDC will be provided:

March 12: 08:30 at Hotel Lobby
March 13: 08:30 at Hotel Lobby
March 14: 08:30 at Hotel Lobby

The times and location for return trips will be announced during the meetings.

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