

# The success of sister-city partnerships between Dutch municipalities and a municipality in a CEEC, formalized between 1989-2000.

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# Summary

This master thesis discusses the success of sister-city partnerships between Dutch municipalities and a municipality in a CEEC, formalized between 1989-2000. The main research question is: “To what extent did sister-city partnerships in the Netherlands, which were formalized between 1989-2000 with a CEEC, reach the anticipated effects and which factors explain the differences between the anticipated and actual effects?”. In order to answer this question, a programme evaluation is conducted, including a survey which is sent out to 16 respondents.

Results of the research are different from what was expected based on the literature review. Specifically the focus and main reason to engage in municipal twinning for partnerships that were formed between 1989-2000 differ. Expected factors explaining the difference between the anticipated and actual effects of these partnerships were mostly non-influential. One particular municipality stands out, which is most likely caused by its independent way of operating.

# 1. Introduction

## 1.1 Introduction to sister-city partnerships

Many cities or municipalities in the world have partnerships with other cities or municipalities in the world. Some have had clear historical motivations for this cooperation, such as the partnership between Hamburg and Dresden (established during the last few years of the former East Germany, in 1987). These partnerships are given many names, such as 'sister-cities' and '(municipal) twinning'. The European Union is not only in favour of so-called 'sister-cities', but actually has subsidies for projects organized by sister-cities in order to enhance and encourage these types of partnerships (Kern, 2007, p. 17). Cultural 'advantages' seem to be clear: such as exchanges or festivals organised by the sister-cities. Globalization is also said to be increased through sister-cities.

The goal of this thesis is to research the municipal twinning in the Netherlands with countries in Central and Eastern European countries (CEECs), specifically those partnerships which were formalized between 1989 and 2000. The motivation for engaging in twinning differed over the years, as will be explained below, which is why a specific time-frame was chosen. These motivations also meant that certain effects of these partnerships were expected. This research aims at identifying whether these effects have been realized or not, and, if the latter, possibly also identifying reasons for this. A reason for suspecting a gap between the anticipated and actual effects is that only 21% of all Dutch municipalities have formulated policies on international cooperation (as a general topic, so this is also including topics other than the sister-city partnerships!) (Ewijk, 2008, p. 6).

Municipal twinning gained popularity after the Second World War. This war had been a motivation for countries to ensure that 'this would never happen again'. Municipal twinning was seen as a way to strengthen not only international relations but also increase local awareness and commitment to European peace. Ben Hoetjes (2009) has categorized the history of municipal twinning in the Netherlands after the Second World War into six waves. The commitment and desire for European peace can be categorized in the first wave of municipal twinning. Active involvement in school/youth exchanges and other projects amongst European countries became a contribution to the 'idea of Europe'. European idealism was the key reason to engage in municipal twinning. Note that 'Europe' here was still only Western Europe.

The second wave was driven by a social movement, especially through leftist parties, which had the desire to fight the injustice of the world system. Municipal twinning with Third World countries such as former colonies in Africa, Asia and Latin America became the key reason to engage in municipal twinning.

The first wave covered most of the 1950s and 1960s. After the second wave, which was most influential late in the 1960s and 1970s, the third wave evolved after the fall of the Berlin wall in 1989. Suddenly, Eastern Europe became accessible and the humanitarian and environmental

disasters that had taken place became visible to the Dutch people. Silent contacts that existed in Eastern Europe (through for instance churches) were expanded. Rather than an ideological motivation, humanitarian reasons drove the increase in municipal twinning.

During the 1990s, the 'idea of Europe' changed from just Western Europe to Europe as a whole. The prospect of EU membership for the Central and Eastern European countries initiated a whole new type of municipal twinning. Not only did the European Union stimulate twinning of Western European countries with Central and Eastern European countries in order to 'bring them up to the EU-level', the motivation to do this was also very high at the local level in the Netherlands. This focus on Central and Eastern European Countries can be categorized as the fourth wave of municipal twinning.

Even though thousands of Dutch people emigrated to Canada, the USA, New Zealand and smaller numbers to Brazil and Israel immediately after the Second World War, twinning with cities in those countries was rare. The Diaspora had not initiated a particular wave of municipal twinning. Yet in the late 1990s, problems with immigrants, who had come to the Netherlands since the 1960s, started to increase. It wasn't until the Netherlands realised that these 'guest workers' were there to stay, before they initiated twinning with countries of their origin. This fifth wave hence involved countries such as Spain, Yugoslavia, Morocco, Turkey, Indonesia and Surinam.

Recently a new wave has emerged as a result of the UN-sponsored Millennium Campaign for Sustainable Development. The Dutch government aims at involving municipalities and NGOs to achieve these goals. Worldwide contact, specifically those between rich and poor countries, is considered as an important contribution to sustainable development. In this framework, municipalities can earn the title of 'Millennium municipality' through showing a concern for international solidarity and environment. 160 Dutch municipalities have earned this title already (Millennium Gemeenten, 2015), yet it is uncertain whether this new motivation will actually result in new sister-cities and hence too early to say whether this can be categorized as a wave or not.

These waves help us understand the motivation, goals and aims behind sister-cities. Yet even though the purpose of the relationship may be clear, perhaps particularly on one side, the effects are difficult to predict. Therefore we may look back at some of these partnerships and ask whether the anticipated effects were realised or not. This research will focus specifically on the third and fourth wave: Dutch municipalities with a sister-city in a Central or Eastern European country which was initiated either to close the East-West gap after the fall of the Berlin wall or to 'bring them up to the EU-level', these are partnerships which were formalized between 1989-2000. This analysis is aimed at giving us an insight into whether sister-cities are effective international policy, and more just than 'cultural'.

Existing research on municipal twinning within Europe focuses mainly on the North – South relationship, such as Bontental (2012) and Johnson and Wilson (2006), or focus on a particular

European country and (a particular part of) its relationships, such as Britain in Clarke (2011) and France in Vion (2002). Research on twinning in the Netherlands is scarce, except for some research related to municipal twinning in countries of migration to the Netherlands (see Ewijk & Baud (2009)) and more general research, such as Hoetjes (2009). The focus on the third and fourth wave will hence fill a gap, as it regards an East – West relationship, with the Netherlands as the Western country. The waves give a good idea of what the intentions were when setting up the partnerships. What is not clear, is whether these intentions were actually translated in reality. Were there only good intentions and no results? In this regard, Jones & Blunt (1999) found that “the superordinate goals of development are not sufficiently ‘on the minds’ of people involved in twinning projects”. They found a lack of attention for the operational aspects of twinning. This is also interesting in terms of Europeanization, the three models of conditionality and democratic conditionality (more of which will be discussed in the literature review in chapter 1). In the case of the latter; were political principles, norms of human rights and liberal democracy the ‘intentions’? And have these intentions resulted in anything? Are the actual effects of the partnership the same as the intended effects? This research will focus on the gap between intentions and reality in municipal twinning.

## **1.2 Research question**

The research question can hence be formulated as thus:

*“To what extent did sister-city partnerships in the Netherlands, which were formalized between 1989-2000 with a CEEC, reach the anticipated effects and which factors explain the differences between the anticipated and actual effects?”*

This question will be answered with the help of the following subquestions:

1. Which effects of the partnership between the sister-cities were anticipated by the Dutch municipality at the time of formalization of the partnership?
2. What were the actual effects of the partnership?
3. Which factors explain the similarities and differences between the anticipated effects and the actual effects?

The first question is aimed at identifying the anticipated effects. Mostly policy documents are used for this. The analysis of this information can be found in chapter 4, in the first section.

The second question is aimed at identifying the actual effects. Monitoring documents as well as a survey will be used for this. The layout of this survey can be found in chapter 3, in the final section. The results will be presented in the second part of chapter 4 and analyzed in chapter 5.

The third and final sub-question aims at comparing differences and similarities found, hence enabling to answer the main research question. How these differences and similarities could be explained will be discussed in chapter 5.



The first and second sub-question are both exploratory, the third question is explanatory. The main research question is therefore ultimately intended as an explanatory question.

### **1.3 Structure of the thesis**

After the introduction of the topic and formulation of the research question in chapter 1, as can be found above, the thesis is structured as follows.

A theoretical discussion is presented in chapter 2, including a literature review and creation of a theoretical framework. Chapter 3 focuses on the methodology of the research. The research design is explained as well as how the data is collected and analysed. The chapter also includes the explanation and selection of the units of analysis and the units of observation, as well as a section on concept operationalization with regards to the dependent and independent variables. Finally, the set up of the survey is explained.

Chapter 4 presents the results of the analysis of the information found through websites of the sister-city partnerships. In the second part of chapter 4, the results of the survey are outlined.

The analysis of this data in light of the sub-research questions is allocated to chapter 5. In chapter 6 the final conclusions are drawn.

## 2. Theory

In this chapter, sister-city partnerships will first be placed in the general context of public management. Several theories and concepts on performance measurement will be discussed, as performance measurement is a key aspect of this research. A literature review will then discuss the body of existing research on sister-city partnerships in particular. Even though the introduction mentions a lack of research with regards to sister-cities, this does not mean there is no existing research at all. From this review, a theoretical framework will emerge. The framework will be built around three central concepts.

### 2.1 Public Management

According to McGuire (2006, p. 34), in the agricultural age hierarchical organizations formed, bureaucracy was dominant in the industrial age and for many it now is “the age of the network and collaboration”. This new way of governing has created structures through which people can link across organizational functions and boundaries. Another perspective on the rise of the ‘age of the network and collaboration’ is that problems have become so complex that the government can no longer resolve them through traditional bureaucracy. As a result, policies dealing with the increasingly complex problems require a collaborative structure. McGuire defines collaborative public management as “a concept that describes the process of facilitating and operating in multiorganizational arrangements in order to remedy problems that cannot be solved – or solved easily – by single organizations.” (McGuire, 2006, p. 33). The rise of collaborative public management has thus resulted in an increase in inter-organizational cooperation.

Keast, Brown and Mandell (2007, p.12) look at the level of integration in these inter-organizational cooperation structures. They differentiate the level of connection and intensity between organizations, and based on this created the following horizontal integration continuum.



Figure 1: Horizontal Integration Continuum (Keast, Brown and Madell, p. 12).

Sister-city partnerships can be found on the more fragmented side of the continuum. There are many forms of (international) cooperation. Cooperation forms such as networks which are quite loose forms of cooperation, rather characterized by horizontal exchanges of information and lacking hierarchy and long-term commitment, cooperation which is a more formalized form of interaction focused on mutual benefit, and partnerships which are the most formal form of cooperation focused on long-term commitment. According to Ewijk & Baud (2009, p. 220), city-

to-city cooperation (the term they use for municipal twinning) only concerns the latter two forms. Hence those forms will be studied in this research.

Mandell & Keast (2008) describe this type of cooperation as networks, which have as a main function “to link members and their resources, facilitate joint action and leaning and, in doing so, leverage from these collective interactions to respond in new and innovative ways to issues. The core business of a network then is centred on developing relationships and processes to facilitate interactions” (Mandell & Keast, 2008, p. 716-717). Important for this research is that they argue that the use of traditional performance indicators, as is often done in traditional bureaucratic governance, is useless. Examples of these traditional performance indicators focus on “end products and outcomes such as the volume of services, unit costs, changes in client behavior or service completion” (Mandell & Keast, 2008, p. 717). Rather than focusing on these types of performance indicators to measure the success of the network relationship, they stress the importance of taking into account the different stages in relationship building between the organizations; particularly the initial period of building the relationship. McGuire (2006, p.39) also points out that the literature on collaboration often links the collaborative aspect of inter-organizational cooperation to the level of program success.

## 2.2 Theories and concepts on performance measurement

Particularly focusing on inter-municipal cooperation, several authors suggest some possible aspects that could increase the effectiveness of a municipal partnership. Buis (2009) suggests certain success factors that increase influence from both parties, which will result in greater benefits in the mutuality aspect:

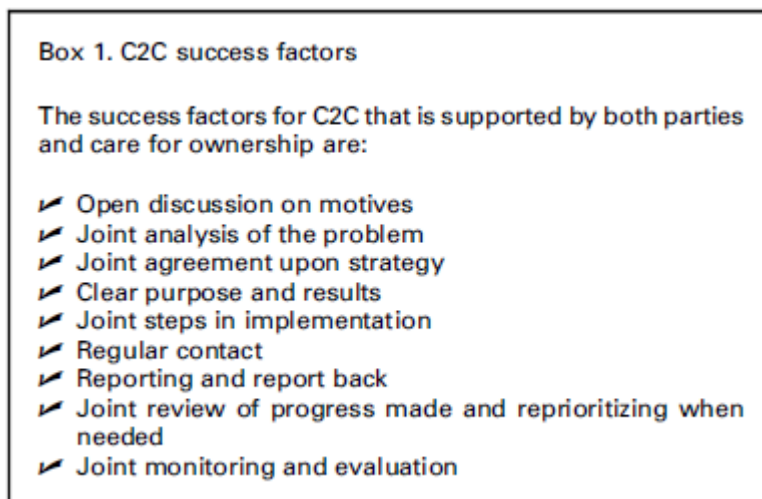


Figure 2: Success factors (Buis, 2009, p. 192).

De Villiers (2009) proposes a management and planning model to be used by municipalities which are involved in municipal twinning. “This model consists of six steps: strategy formulation, identification of potential partners, evaluation and selection of potential partners, negotiation of the alliance and agreement, implementation, and the embedding of knowledge which leads to alliance capability and continued alliance success” (p. 149). In the figure 3, found in **Appendix A**,

De Villiers operationalizes this model. Each step has several sub-steps. In order to maximize benefits in municipal twinning, he proposes a municipality to start with this model and follow all the steps. The municipal partnerships in this research have already been formed between 1989 and 2000, and hence most steps of this model will have already lost its use. However, it could be possible that those municipalities which have used these steps, turn out to be more succesful than those municipalities which haven't used these steps.

Hoetjes (2009) specifically identifies issues in Dutch municipalities which are engaged in municipal twinning:

1. The challenge of municipal mergers (the number of municipalities have, since the Second World War, decreased from 1000 to 400, also sometimes resulting in annihilation of or lack of focus on certain partnerships).
2. The public versus private responsibility and involvement (most twinning takes place in civil society, without direct government involvement).
3. Professionalisation versus volunteer involvement (increasing professional involvement will create a lack of motivation for volunteer involvement).
4. The role of Europe (EU has become something which is taken for granted rather than fought for, in addition the EU imposes many rules and regulations).
5. Political profile of twinning and their public support (twinning has a positive, but increasingly lower, political profile).

Individually, or in a combination, these issues could pose a problem for the efficiency of twinning.

Ewijk & Baud (2009) also identify three inequalities that could play a big role in the actual partnership.

1. "unequal recognition of different types of knowledge, in which implicit and tacit knowledge is perceived as less important than codified knowledge (knowledge inequalities);
2. differences in material and financial resources which can be at the basis of power differences but also reduce the capabilities of Eastern partners to make changes in practice.
3. 'Western' partners often consider themselves to have more advanced knowledge than 'Eastern' partners" (p. 220)

They identified these inequalities for North-South relationships. For the purpose of this research, they will be considered for an East-West relationship. Because of this, we must keep in mind that the difference between types of knowledge and material and financial resources could be of difference size and type. The third point is considered to be applicable to an East-West relationship by many authors in the literature, as discussed above.

### **2.3 Sister-city partnerships**

The lack of academic research in the area of sister-cities is pointed out by many authors, for example Devers-Kanoglu (p. 1, 2009). Drs. Edith van Ewijk, who has written her PhD dissertation

on this topic (and hence made a relatively large contribution to this particular subject), summarizes the main body of research in her report for NCDO from 2008. According to her, “several publications have come out on the subject. However, empirical research is still scarce” (page 9). She then goes on pointing out that the most valuable research in the area of sister-cities mainly focuses on North-South relationships and the process of knowledge and (mutual) learning (Johnson and Wilson, 2006 & 2007, which will be discussed in more detail below), case studies mostly regarding countries in Canada and Latin America (W.E. Hewitt, multiple publications from 1998-2002), a PhD study by Marike Bontenbal focusing on the North-South city partnerships improving local governance in the urban South (which will be discussed in more detail below), a small number of general studies and several studies on MIC (Municipal International Cooperation).

According to Vion (2002, p. 623-624), French associations began the process of twinning. First this only occurred in Europe, later worldwide. This invention of organized twinning was found immediately after the Second World War. At that time, several models of town twinning were proposed, two of which became representative for town twinning in practice. One of the models contained those partnerships which were associated with the Council of European Municipalities (CEM), the other was associated with the United Towns Organisation (UTO). Both were established in 1951 in France, the former aimed at promoting direct links between European municipalities, the latter as a project to preserve the French language. (Clarke, 2011)

After France, many Western European countries soon followed and created associations and partnerships themselves. It was and remains mainly driven by local governments in developed countries (Buis, 2009, p. 190). Many different names are used (also in the academic literature), such as city-to-city cooperation, town twinning, municipal twinning, sister-cities, municipal partnerships, jumelages, Municipal International Cooperation (MIC), and decentralized cooperation (see for example Buis, 2009, p. 191, where several names are mentioned). In this research, town twinning, sister-cities and municipal twinning will be used interchangeably. According to Buis, there are three main motives for municipal twinning: “the idealistic motive: an obstacle for the outbreak of a third great war in Europe, helping the poor in underdeveloped countries. The political motive: supporting liberations movements or in opposition to political systems or nuclear armament. The economical motive: looking for business opportunities, trade, investments, employment” (p. 191).

According to Bontenbal and Van Lindert, who wrote the editorial for the 33<sup>rd</sup> edition of Habitat International (which was a special edition focusing on city-to-city cooperation; several articles of this edition will be used and cited in this research), knowledge, learning and mutuality are central in the analysis of sister-cities. The gain and exchange of knowledge, learning at the individual, organisational and city level, and mutuality aspects are central in partnerships formed between municipalities. Available academic research all focuses on these aspects in order to study this topic.

## 2.4 Theoretical framework

As the literature suggests, the concepts of knowledge, learning and mutuality are therefore the key concepts this research uses.

### Knowledge

According to Ewijk & Baud (2009), knowledge and mutuality are the two main indicators that can explain the effects of municipal twinning. Ewijk & Baud identify four different types of knowledge which are exchanged:

- Tacit knowledge
- Contextual/embedded knowledge: technical
- Contextual/embedded knowledge: cultural
- Generalized knowledge (written; analytical)

They explain these types as follows. Tacit knowledge is knowledge that 'is understood internally by an individual but has not been systemically expressed' (King & McGrath, 2004, p.6). In contrast to this, codified knowledge 'has been explicitly and systematically expressed' (King & McGrath, 2004). Technical knowledge refers to knowledge used in particular sectors (such as manufacturing or the health sector). Cultural knowledge refers to certain standards and local norms, and can be considered implicit knowledge, which means it takes the socially and culturally appropriate behavior into account. Embedded knowledge is also implicit knowledge; it is learnt through practice.

For this research, the focus will be on generalized knowledge. This concept will be measured using available secondary data and through the survey (both of which will be explained in the chapter on methodology).

### Learning

Devers-Kanoglu (2009) focuses on learning in municipal relationships. She first points out the sites for interaction and learning: *intra-municipal* (which takes place through interaction and partnerships amongst individuals and groups on local level) and *inter-municipal* (which materializes through interaction and partnerships between the respective municipalities, groups and individuals involved) (Devers-Kanoglu, 2009, p. 203). She then defines the concept of (informal) learning using the definition of the Commission of the European Communities (2001, p. 32): "Learning resulting from daily life activities related to work, family or leisure. It is not structured (in terms of learning objectives, learning time or learning support) and typically does not lead to certification. Informal learning may be intentional but in most cases it is non-intentional (or "incidental/random")." Formal learning and informal learning further distinguishes the concept. According to Devers-Kanoglu, "paying attention to intended as well as unintended informal learning in municipal partnerships is important, as knowledge about the real learning benefits resulting from such efforts is still diffuse" (2009, p. 204). She realizes that in some research, learning is not the main focus; but learning in the context of mutuality is. She gives an not exhaustive list to operationalize how learning occurs in municipal relations, derived from a number of studies (p. 206):

- Travel experiences
- Learning occurred related to work
- Shared practice
- Accidental learning through action
- Learning by doing
- Learning through (joint) problem solving
- Learning through trial and error
- Learning through observation
- Sharing/exchange of knowledge and expertise
- Staff exchange programmes
- Study and site visits
- Regular contacts
- Social interaction and conflict

With regards to learning, Hoetjes (2009) proposes two approaches to municipal twinning, one of which is learning theory, the other of which is a policy life cycle. Learning theory revolves mainly around the questions “are twinning partners learning from each other?” and “do they communicate effectively?”. The theory focuses on co-operational aspects as well as learning. The cooperation aspects are crucial for the realisation of the anticipated effects. With regards to the other approach, policy’s life cycle, it is important to realize that the waves of municipal twinning are not strict. Waves interchange, and most of them can still be found in the Netherlands now. This is in line with the theory on policy’s life cycle (Lindblom, 1968 and Pierson, 2004). These authors found that the notion of public policy is an ongoing process. Policies are not strictly separated into different waves but are an on-going (simultaneous) process (policy development, decision-making, implementation and feedback). It is likely that different aspects of the different waves are found in municipal twinning projects in the Netherlands. Hoetjes does not clearly operationalize learning, as Devers-Kanoglu has done, but he does refer to an aspect Devers-Kanoglu neglects to include: the questions posed by Hoetjes focus on communication and also on whether the partners have actually learned from each other. Specifically the latter introduces another aspect of learning; the fact whether an individual ‘feels’ whether he or she actually learned something or not.

Jones and Blunt (1999) question whether learning theory can be applied to learning within and by organizations. They note that “[t]he word twinning suggests that the end-product of the process is two organizations that are more alike, the implication being that the more developed of the partners [...] serves as a *model* for the less developed one. The implied learning process is copying and modelling; study visits would be examples of a specific modelling activity in a twinning project. This basic level of learning, if and when it takes place, is unlikely by itself to ensure sustainability” (p. 385). They are not the only authors to notice a ‘gap’ for possible and likely benefits for the Northern/Western vs. the non-Northern/non-Western municipality (more of which will be discussed below). As a result of this gap, they identify several examples of activities which, in itself, will not result in organizational learning:

- Formal, off-job training courses
- In-house training courses
- On job training
- Study visits

In opposition to this, they mention that “for learning to take place at the organizational level, management must:

- a. encourage questions by employees at all levels;
- b. develop throughout the organization skills of critical reflection;
- c. present regular and varied opportunities for sharing questions and reflection;
- d. constantly search for opportunities for learning from the organization’s ongoing operations, successful and unsuccessful;
- e. take action based on such learning; and
- f. critically reflect on outcomes of such action” (p. 387)

As this study will focus on the question whether the anticipated effects have been reached, these aspects cannot be used as a guideline anymore. However, perhaps a difference in the actual and the anticipated effects could be explained by the lack of this.

Bontenbal (2013, p. 98) studies learning practises and to what extend new knowledge was obtained in a North-South relationship. She found that personal learning was found in both the Northern and Southern municipality, at a comparable scale. Professional learning, on the other hand, was more explicitly experienced in the South than in the North. Ewijk & Baud (2009, p. 221) note that “ the practise of Northern municipalities is regarded as ‘best practice’, and the partner municipality in the South or East can learn from it”.

For this research, learning will be operationalized in two ways. First, a differentiation will be made as to where the learning takes place; intra-municipal or inter-municipal. The latter is especially interesting for this research, and will hence be the main focus. Whether learning takes place or not, will be measured using the type and frequency of activities taking place as an indicator. These activities will include travel experiences, learning occurred related to work, shared practice, accidental learning through action, learning by doing, learning through (joint) problem solving, learning through trial and error, learning through observation, sharing/exchange of knowledge and expertise, staff exchange programmes, study and site visits, regular contacts and social interaction and conflict.

### Mutuality

Ewijk & Baud not only refer to how the North is often seen as the municipality which has the ‘best practice’, but also that their benefits in general remain unclear (2009, p. 218). This is what Johnson & Wilson (2006) call the mutuality gap: “two counter posing ideas: an ideal view of partnership that is based on mutuality [...], and a skeptical view that assumes mutuality is not possible because of inequality, especially unequal power relations [...]. The extent to which a given partnership approaches the ideal or the skeptical can be described as a mutuality gap.” (p. 71). Difference is the key aspect for mutuality in the ideal form; sharing this to create mutual



benefits. The skeptical view questions the core of the ideal form; as they point to the fact that these differences arise from power-differences. This ideal conception of partnership is also the basis of so-called 'espoused theory' (Johnson & Wilson, 2006, p. 72).

Bontenbal (2012) defines mutuality as "mutual dependence entailing respective rights and responsibilities and complementary roles to all actors involved [...]. Mutuality is understood to maximize benefits for each party, and it has been claimed that when partners benefit equally, partnerships tend to be more enduring [...] and allow partners to contribute to the partnership with few constraints and greater legitimacy and sense of ownership" (p. 86). In the same article, she does recognize the mutuality gap between the North and the South. Whether mutuality hence does not maximize benefits for each party, or whether the benefits that could possibly be acquired simply differ greatly (hence the benefits for the South could be much larger than for the North, even when both are maximized) she does not discuss.

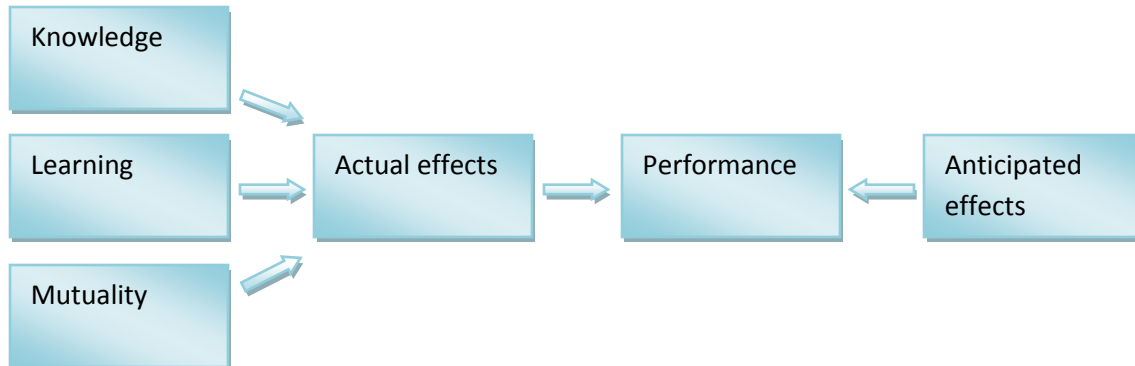
The mutuality gap could also be explained with the help of the term 'Europeanization'. Dedja (2012) points out that "Europeanization has been used mainly to analyze the EU impact of its member states. According to this conceptual framework, the degree of impact of the EU rules and procedures depends on (1) the different degrees of adaptational pressure EU rules and procedures create and (2) the presence of facilitating domestic factors" (p. 116). This gap between EU and non-EU is based on conditionality. Schimmelfennig & Sedelmeier (2004, p. 662): "[t]he dominant logic underpinning EU conditionality is a bargaining strategy of reinforcement by reward, under which the EU provides external incentives for a target government to comply with its conditions". This means that possible organizational changes in the partner municipality (a CEEC country), could be viewed as results of conditionality rather than benefits of mutuality. There are three different models of EU external governance through which the conditionality approach works. The first is the external incentives model (a rationalist bargaining model), in which "the actors involved are assumed to be strategic utility-maximizers interested in the maximization of their own power and welfare. In a bargaining process, they exchange information, threats and promises; its outcome depends on their relative bargaining power" (Schimmelfennig & Sedelmeier, p. 663). This is a rational explanation of conditionality and Europeanization. The second model is the social learning model, which assumes a logic of appropriateness. This means that "the actors involved are motivated by internalized identities, values, and norms. Among alternative courses of action, they choose the (most) appropriate or legitimate one" (Schimmelfennig & Sedelmeier, p. 667). Persuasion rather than coercion is a key aspect. The third model is the lesson-drawing model: "a state adopts the EU rules, if it expects these rules to solve domestic policy problems effectively" (Schimmelfennig & Sedelmeier, p. 668). In addition to this, the authors also differentiate two different contexts of EU external governance in CEECs: democratic conditionality (which concern fundamental political principles of the EU, the norms of human rights and liberal democracy, p. 669) and *acquis* conditionality (which concerns the specific rules of the *acquis communautaire*, p. 669, the *acquis communautaire* include all EU treaties, legislation, court verdicts, etc., in short: EU-law). In EU accession negotiations, democratic conditionality would precede *acquis* conditionality.

When looking for explanatory factors for the difference between the actual and anticipated effects, perhaps the conditionality approach could shed some light. Coercion or the possibility of accession could be a major reason for the CEEC sister-city to put a lot of effort in making the partnership a successful relationship.

To measure mutuality as a concept in this research, questions in the survey will focus on whether the Dutch municipalities had ideal views or skeptical views, how they view themselves in comparison to the CEEC municipality and whether they were looking to maximize benefit of simply 'help' the CEEC municipality.

## 2.5 Summary

From the literature review and theoretical framework, a list of performance indicators can be derived. This list will be discussed and operationalized in the chapter on methodology. The central concepts of this research, knowledge, learning and mutuality, can be linked to the research question as shown in the following picture.



*Figure 3: Key concepts linked to the research question*

The key concepts, knowledge, learning and mutuality, are most important in determining the effects of the partnership. These are the actual effects. The performance of the partnership is determined by both the actual effects and the anticipated effects. How this relates to the variables of the research will be discussed in the chapter on methodology (chapter 3). This chapter also includes the operationalization table in sub-section 3.4.

# 3. Methodology

In this chapter, the methodology of this research will be discussed. First, the research design chosen for this thesis will be explained. This section will discuss why this design was chosen over other possible designs. The second section will discuss and select the units of analysis. In section 3.3, the topic of data collection and data analyses are outlined. A concept operationalization then follows, including a table with the variables used in this research. Finally, the chapter will explain the selection of the units of analysis as well as the selection of the units of observation.

## 3.1 Research design

In order to answer the research question, a programme evaluation will be conducted and a simple time-series design used for this purpose. The time-series design can be seen as follows:  $O1 - X - O2$ , where  $O1$  refers to the score of the target variable (anticipated effects (what did they want to achieve with the sister-city partnership?)),  $X$  refers to the implementation (formalization) of the partnership, and  $O2$  refers to the score of the same target variable after  $X$  (measurement of the actual effects (what was actually achieved?)). There are no available control groups (there are no sister-cities, where there were anticipated effects, but no formalization followed (no  $X$ , so no partnership formed), meaning it is impossible to measure the actual effects). The programme evaluation will be used to assess the effectiveness of the 'programme' (in this case the partnerships). A programme evaluation is a systematic way for collecting, analyzing and using information about programmes (and projects, policies, etc.) (Administration for Children and Families, 2010). There are two types of outcome programme evaluation identified: outcome level, which looks at the outcome at a certain point in time, and outcome change, which looks at the difference between outcome levels at different points in time. The latter is applicable for this study. In order to determine the outcome level, a survey will be conducted. This survey will help determine the outcome levels at the beginning of the partnership (the anticipated effects) and now (the actual effects).

There are both internal and external threats to the validity of this design. The internal threats include history (as we cannot account for the influence of all historical events occurring simultaneously with the intervention and possibly causing (part of) the observed effects), instrumentation (the survey could influence and most importantly bias the results), and selection (selecting only a limited number of cases also limits the results of the research as one case might disproportionally affect the results). Weak external validity can be found in terms of interaction of testing ( $O$ ) and the intervention ( $X$ ).

## 3.2 Units of analysis

This research design will include several units of analysis. The units of analysis are Dutch municipalities with a partnership with a CEE municipality, initiated in the third or fourth wave of municipal twinning in the Netherlands. The units of analysis are selected on the basis of the following criteria. First and foremost, it has to be a municipality with a sister-city. Secondly, this sister-city has to be located in Central or Eastern Europe. Thirdly, this partnership had to be

initiated/ formalized in the third or fourth wave of municipal twinning, meaning that the motivation has been driven by the humanitarian involvement after the fall of the Berlin Wall or driven by EU-membership for former communist countries. The final two criteria are based on size and geographical location, criteria which have been defined by Hoetjes (2009). The municipalities have to be middle-sized cities. Big cities are excluded as they have a distinctly different budget available and often have clear international programmes. The involvement in twinning hence is highly affected by the size (due to e.g. national influence) of the city. Small municipalities are excluded as partnerships mostly occur due to volunteer motivation, as this motivation (or particular person) goes away, so does the sister-city partnership. Relationships between municipalities are fragile, infrequent and hard to measure. Border municipalities are also excluded as most of their sister-city partnerships are dominated by fighting local crime and most of them are born out of necessity (Hoetjes, 2009, p. 161) rather than the intention of connecting Eastern and Western Europe, which was the main motivation during the third and fourth wave. What middle-sized cities exactly are and how they have been selected will be explained in the section on selection of the units of analysis, which can be found in chapter 3 (sub-section 3.5).

As not all of these criteria can be known before conducting the survey, the units of analysis will be selected in the following manner. The VNG (Vereniging van Nederlandse Gemeenten (union of Dutch municipalities)) had a database with all sister-cities in the Netherlands. Since a number of years, they no longer provide this database. The database has since been transferred to Wikipedia. As the database used to be very frequently updated (eight times a year, although currently it is no longer updated by the VNG), we will be using this available list to select our units of analysis. Middle-sized cities with sister cities in CEE will be selected. Sub-section 3.5 construes how the final municipalities are selected on the basis of the criteria set for this research.

CEE countries are the following countries (Berger, 2010, slide 5):

Estonia	Romania	Montenegro
Latvia	Bulgaria	Kosovo
Lithuania	Slovenia	Macedonia
Poland	Croatia	Belarus
Germany (Eastern part)	Albania	Moldova
Czech Republic	Serbia	Ukraine
Slovakia	Bosnia-Herzegovina	Russia
Hungary		

*Table 1: Central and Eastern European Countries.*

### 3.3 Data collection and data analysis

In order to be able to conduct a survey, units of observation must be selected, as the units of analysis (the municipalities) cannot speak. The survey is sent to all the municipalities which are selected by e-mail. In this e-mail, a link is given to a web-based application which enables

receivers to fill out the survey. Prior to sending the e-mail, the cities are contacted by telephone in order to ensure that the survey reaches someone who has the knowledge and adequate information at hand to answer the questions. After the survey has been sent, follow-up phone calls are made in order to ensure the highest possible response rate.

Other data used in this research will be collected through either government bodies, using websites and folders, or scientific journals or books. Institutions such as the VNG will be used to collect information as well. This is the so-called web-based survey. The results of this can be found in chapter 4, sub-section 4.1.

In addition to the descriptive sections concerning Dutch municipalities, a survey will be conducted at the local level. This is the survey which is sent to the municipalities. The results will be used for the analysis. The analysis will consist of setting up an overview of the differences and similarities between the municipalities which are included in this study. Explanatory factors for these differences and similarities will be identified with the help of several theories used in this research. An attempt will be made to explain the differences with the help of these theories. A high number of differences or explanatory factors may require the need for further research.

### **3.4 Concept operationalization**

When looking at the research question, we must first distinguish between the dependent and the independent variables. In this case, the dependent variables are the expected effects (what were the goals of the partnership) and the actual effects (whether these goals were reached or not). These aspects will both be measured using a survey, as explained above. The independent variable is performance, which can be defined as the difference between the expected and actual effects. Performance is measured using the different concepts discussed in the theoretical framework (knowledge, learning and mutuality) as well as using the more general theories and concepts discussed in the section on performance measurement. The operationalization table which further clarifies this can be found in a sub-section of this chapter: 3.4 (concept operationalization).

As explained above, the independent variables in this research are the expected effects of the partnership and the actual effects of the partnership, and the dependent variable in this research is 'performance' (defined as the difference between these effects). The concepts found in the literature, which are discussed in the sub-section on performance measurement, (including the three most important ones: knowledge, learning and mutuality) are used to measure and explain the differences. From the following operationalization, hypotheses are formed. These hypotheses can be found at the end of this chapter, in sub-section 3.8. The three main concepts are operationalized as follows (for more information as to why they are operationalized like this, see chapter 2, Theory):

- a) Knowledge will be measured using the four types identified by Ewijk & Baud (2009): tacit knowledge, technical knowledge, cultural knowledge and generalized knowledge.

In order to measure this, questions must be asked which also focus on the variable of learning. Reason for this is that sister-cities form in order to transfer knowledge. This means that a certain level of learning is achieved at the receiving end. Knowledge will therefore be included in the operationalization of learning.

- b) Learning will be operationalized also using measurements provided by several authors. First, questions will be asked with regards to where the learning takes place. According to Devers-Kanoglu (2009) learning takes place at both intra-municipal and inter-municipal level. Second, the level of learning will be measured using a list by the same author; this is a list of 'activities' (derived from several studies) which indicate that learning takes place:

- Travel experiences
- Learning occurred related to work
- Shared practice
- Accidental learning through action
- Learning by doing
- Learning through (joint) problem solving
- Learning through trial and error
- Learning through observation
- Sharing/exchange of knowledge and expertise
- Staff exchange programmes
- Study and site visits
- Regular contacts
- Social interaction and conflict

In addition, questions will be asked to determine whether the following 'pre-conditions' (which are necessary to ensure learning) were in place (by Jones & Blunt, 1999):

- a. encourage questions by employees at all levels;
- b. develop throughout the organization skills of critical reflection;
- c. present regular and varied opportunities for sharing questions and reflection;
- d. constantly search for opportunities for learning from the organization's ongoing operations, successful and unsuccessful;
- e. take action based on such learning; and
- f. critically reflect on outcomes of such action.

- c) With regards to mutuality, we will look at whether the partner municipalities had ideal views or sceptical views of mutuality. In the Dutch municipality, questions will be asked with regards to how they view themselves in comparison to the CEEC municipality; do they consider themselves 'better' in terms of knowledge, how they operate, what their organizational structure looks like, etc.? Questions will also include whether the Dutch municipality was looking to maximize their benefit, or to simply 'help' the CEEC municipality, or whether it had to do with accession to the EU, etc. The exact formulation of all questions can be found in the next chapter, chapter 4: Survey.

d) The other performance indicators, as discussed in chapter 2 in the section on performance measurement, are operationalized as follows. The success factors by Buis (2009) will be included in the questions:

- Open discussion on motives
- Joint analysis of the problem
- Joint agreement upon strategy
- Clear purpose and results
- Joint steps in implementation
- Regular contact
- Reporting and report back
- Joint review of progress made and reprioritizing when needed
- Joint monitoring and evaluation

As will the management model of De Villiers (2009):

1. strategy formulation
2. identification of potential partners
3. evaluation and selection of potential partners
4. negotiation of the alliance and agreement
5. implementation, and
6. the embedding of knowledge which leads to alliance capability and continued alliance success

There will also be some questions aimed at determining whether the issues in Dutch municipal twinning by Hoetjes (2009) are applicable for those Dutch municipalities which will be studied:

- Challenge of mergers
- Public vs private involvement
- Professionalism vs volunteer involvement
- European impact
- Political profile

In figure 4, the variables of this research are shown in a graphical model. The concepts operationalized above are also shown. Table 2 (operationalization table) gives an overview of all the variables and their indicators.

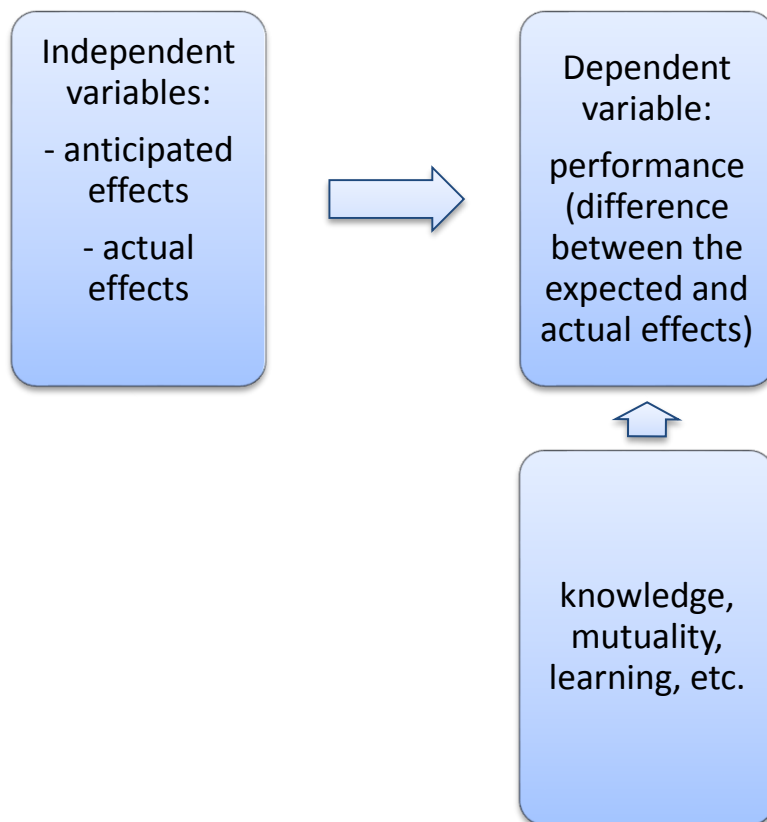


Figure 4: Graphical model of the variables.

These variables are all linked to different indicators which are used to measure the variables. The following table (table 2: operationalization table) identifies the variables and links them to their indicators. It also includes the operationalization of these particular indicators. When the term ‘increased’ is used, this refers to an increase to the level prior to the partnership, according to the perception of the respondent of the Dutch municipality.

Variables	Variable type	Indicators	Data measurement
<b>Expected effects</b>	Independent	Economical advantages	Through answers given in the survey and found through the web-based analysis.
		Increased cultural knowledge	
		Increased technical knowledge	
		Financial advantages	
		Increased linkages and mobility	





	<ul style="list-style-type: none"> <li>- Learning through observation</li> <li>- Sharing/exchange of knowledge and expertise</li> <li>- Staff exchange programmes</li> <li>- Study and site visits</li> <li>- Regular contacts</li> <li>- Social interaction and conflict</li> </ul>
Knowledge	See learning.
Success factors	<ul style="list-style-type: none"> <li>- Open discussion on motives</li> <li>- Joint analysis of the problem</li> <li>- Joint agreement upon strategy</li> <li>- Clear purpose and results</li> <li>- Joint steps in implementation</li> <li>- Regular contact</li> <li>- Reporting and report back</li> <li>- Joint review of progress made and reprioritizing when needed</li> <li>- Joint monitoring and evaluation</li> </ul>
Management model	<ul style="list-style-type: none"> <li>- Strategy formulation</li> <li>- Identification of potential partners</li> <li>- Evaluation and selection of potential partners</li> <li>- Negotiation of the alliance and agreement</li> <li>- Implementation</li> <li>- Embedding of knowledge</li> </ul>
Issues in Dutch municipal twinning	<ul style="list-style-type: none"> <li>- Challenge of mergers</li> <li>- Public vs private involvement</li> <li>- Professionalism vs volunteer involvement</li> <li>- European impact</li> <li>- Political profile</li> </ul>

*Table 2: Operationalization table*

### **3.5 Selection of the units of analysis (selection of cases)**

The following criteria were set to select the units of analysis:

1. A municipality with a sister-city
2. This sister-city has to be located in Central or Eastern Europe (countries in the chapter on Methodology, subsection on Units of analysis)
3. Partnership has to be initiated/formalized in the third or fourth wave of municipal twinning
4. Middle-sized cities (in comparison with other Dutch cities, not in comparison with the sister-city in the CEEC)

The criterion with regards to border municipalities will not be included, as all CEECs do not border the Dutch border, so this criterion is not necessary.

Wikipedia is used to access the database previously set up by the VNG<sup>1</sup>. Using this database, the municipalities which met the first and second criteria are selected. The third criteria is tested through the use of several questions in the interview, in order to establish whether a sister-city partnership was formed during the third or fourth wave of municipal twinning or not. For the fourth criteria, information supplied by the Centraal Bureau voor Statistiek (national statistical database) is retrieved<sup>2</sup> and added to the information. Using SPSS, the following descriptive information is found concerning the number of inhabitants in a municipality:

<b>Mean</b>	54786,5
<b>95% confidence interval for lower bound</b>	38736,5
<b>Mean upper bound</b>	70836,5
<b>Median</b>	29144,5
<b>Minimum</b>	5924
<b>Maximum</b>	799278
<b>Range</b>	793354

*Table 3: SPSS descriptive information.*

Based on this information, we can exclude the largest and smallest municipalities from our initial selection. Those municipalities which have been eliminated from our selection based on this criteria, have been excluded from the final selection. Municipalities with a number of inhabitants below 38737 or above 70837 will not be used for this study. The municipalities which have been selected can be found in Appendix B, where the municipality, its partner-municipality, the country where the partner-municipality is located and the number of inhabitants in the Dutch municipality are all listed. A total number of 28 Dutch municipalities have been selected. After the web-based survey several of these were eliminated and removed from the list. A total of 16 municipalities remains.

### **3.6 Selection units of observation**

The units of observation, who will be the people who will actually fill out the surveys, also need to be selected. These people will be selected on the basis of involvement. In Appendix C, a list has been created with the contact information of the municipalities which are included in the study. For each partnership, as much information as possible has been retrieved: if available a website has been provided, contact details, etc. As you can see, many municipalities have an organization which was founded for the sole purpose of the sister-city partnership, with a president. This is where the survey will be sent to. If there is not organization formed or no volunteer involvement, the survey will be sent to the municipality. Before it was sent, a phone

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<sup>1</sup> <http://nl.wikipedia.org/wiki/Stedenband>

<sup>2</sup> <http://home.kpn.nl/pagklein/gemprov.html>

call was made to ensure it would reach someone who would have enough knowledge about the partnership to properly answer the questions in the survey.

### **3.7 Set up survey**

Every respondent will receive an e-mail containing a link directing to the survey. The e-mail will contain an introductory text which is also included in Appendix D. Once the link is opened, the respondent is welcomed to the survey, which will begin with two questions regarding the name and function of the respondent.

This is followed by several questions regarding the organizational structure and history of the partnership. Question 4 asks whether other municipalities were considered before the partnership formed, which will help give an idea as to whether there has been a selection process or not. Questions 5 till 7 then help to establish the intentions and anticipated goals of the partnership. Questions 8 till 15 focus on the actual effects of the partnership. To establish whether the partnership is 'active' or not, questions 16 till 18 cover activities, exchanges, and the frequency of these aspects. Questions 19 till 22 concern communication between the two sister-cities. Questions 23 till 30 then cover several issues which might be useful for this research, such as reasons to maintain the partnership and involvement of Dutch civil servants or Dutch inhabitants. Finally, question 31 asks whether the respondent wishes to receive a summary of the results of this research.

### **3.8 Hypotheses**

In order to explain the differences in the results, hypotheses are formed. The hypotheses are based on the operationalization of the three main concepts: (a) knowledge, (b) learning, (c) mutuality. The performance indicators as discussed in chapter 2 will be included as d. These are the hypotheses that will be used in the analysis:

A1: The Dutch sister-city received new technical knowledge.

A2: The Dutch sister-city received new cultural knowledge.

B1: All sister-city partnerships have frequent (for example annual) 'activities'.

B2: Sister-city partnerships with annual activities are considered more successful by the Dutch respondent.

B3: Sister-city partnerships with poor communication are considered less successful.

B4: Sister-city partnerships with poor communication have more points of improvement.

B5: Sister-city partnerships with formulated goals reached more of their initial goals than sister-cities without formulated goals.

B6: Sister-cities which ask employees to become involved in the partnership have more frequent activities with the sister-city.

B7: Sister-city partnerships with high involvement from Dutch inhabitants have annual activities.

C1: Sister-city partnerships which had the aim to 'help' the East European city are no longer active.

C2: Sister-city partnerships which were founded by volunteers are more active than those founded by the Dutch municipality.

C3: Sister-city partnerships which were founded by the Dutch municipality are more active than those founded by volunteers.

D1: When there are regular contacts within the Dutch municipality with regards to the partnership, the communication with the other municipality is good.

D2: The sister-cities which have a joint agreement upon strategy reach more of their goals than sister-cities without such a strategy.

D3: Sister-cities with criteria to measure goals, reach more of their goals than sister-cities without these criteria.

## 4. Results

In this chapter, the results of the survey and information found through primary sources such as websites are summarized. In the first section, the impact of the information found through primary sources on the number of partnerships which are included in the research, is discussed. This led to exclusion of several partnerships. In the second section, the location where the actual results can be found is explained.

### 4.1 Information found through primary sources such as website

In this sub-section, the web-based analysis is discussed. The information found is sub-categorized per municipal partnership which was selected for this research. The web-based analysis also led to exclusion of several municipal partnerships due to varying reasons.

The following partnerships were excluded because the partnership no longer exists:

- De Ronde Venen – Kolin, Czech Republic (ended in 2011)
- Harderwijk – Znojmo, Czech Republic
- Heerenveen – Kowary, Poland
- Horst aan de Maas – Rawicz, Poland
- Lingewaard – Mizil, Romania (initiated in 2009 – already ended)
- Nijkerk – Tynec nad Sazavou, Czech Republic (due to the reallocation of municipalities)
- Roermond – Vinkovci, Croatia (formalized in 1998 but ended after long period of inactive relations)
- Veldhoven – Jarocin, Poland (ended in 2009 because its initial economical goals were reached)
- Vlissingen – Taganrog, Russia

The following partnerships were excluded because they were formalized in a different time frame than 1989-2000:

- Beverwijk – Wronki, Poland (formalized in 1981)
- Goedereede – Ladek Zdrój, Poland (formalized in 2001)
- Zuthpen – Satu Mare, Romania (formalized in 1972)

#### *Barendrecht – Louny, Czech Republic*

In 2012, the VGN databased was (partly) stored on an archive website (Archive Website, 2012). According to this information, the sister-city partnership between Barendrecht and Louny (which is a city in the Czech Republic) was formalized in 1990. In this year, first contacts were made and since then a bi-annual exchange exists (people from Barendrecht go to Louny each fall and people from Louny come to Barendrecht each spring). In 1993 an official intent of the partnership was signed by the mayor of the respective municipalities. The goal of the partnership is to involve citizens in the development of both municipalities and to support the reformation process in Louny. The municipality of Barendrecht has organized several internship weeks for officials from Louny. Volunteers from Barendrecht also organize several events throughout the year, such as a sportsevent in Louny and Barendrecht, cultural events such as a

summer-festival and art-festival, a bi-annual biking trip from Louny to Barendrecht or vice versa, and a youth-platform which organizes exchange programmes. (Archive Website, 2012).

On the Dutch website of this municipality, one can find that the partnership was indeed initiated by volunteers rather than by the municipality officials. After an exhibit about Eastern Europe, several volunteers decided to create a partnership with an Eastern European municipality. The most important criteria was that the municipality was geographically located in such a way that travelling there would take one day at the most. Hence, this resulted in selecting Louny and as a result the partnership was created.

#### *Bergen op Zoom – Szczecinek, Poland*

The partnership between Bergen op Zoom and Szczecinek, which is situated in Poland), was formalized in 1992. A foundation was initiated called “Stichting Floriana” by volunteers. The volunteer involvement started with a focus on humanitarian aid. A total number of 125 families from Bergen op Zoom supported 150 families in Szczecinek financially and by sending supplies. There were also several ways through which these volunteers attempted to support the educational system in Szczecinek. Currently, the two municipalities are becoming more ‘equal’ and the focus of the partnership has shifted to cultural and social exchanges. The civil servants of the municipality of Bergen op Zoom mostly focus on cooperation with regards to education, exchanging experience with regards to organization of local government and exchange focused on the local hospital (Archive Website, 2012).

#### *De Bilt – Mieścisko, Poland*

The partnership between De Bilt and Mieścisko was formalized in 1995, the foundation ‘Stichting Razem’ was launched for this purpose. The partnership focuses mainly on cultural and social exchanges. There are exchange programmes for students in high school, children’s camps, etc. Throughout the year, items that could be sold are collected in De Bilt and sent to Mieścisko for its annual St Michaëlsmarket. The profit of this market is donated to a local good cause, such as the library or a children’s daycare facility.

#### *Doetinchem – Pardubice, Czech Republic*

The partnership was formalized in 1992, after 4 years (in 1996) a foundation was started for this purpose: “Doetinchemse Vrienden van Tjechië”. Activities organized include exchanges between schools, sport societies, police and music- and dance societies<sup>3</sup>.

#### *Etten-Leur – Siauliai, Lithuania*

Formalized in 1989 is the foundation called “Stichting stedenband Etten-Leur/Siauliai. The main purpose of the partnership was to help create a united Europe. The Dutch municipality of Etten-Leur considered several candidate cities before choosing Siauliai. Etten-Leur decided to create a partnership that would be twofold: one level focusing on the governmental partnership and the other focusing on volunteer involvement. These volunteers aim at organizing four to five

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<sup>3</sup> [http://www.doetinchem.nl/bestuur-organisatie/stedenbanden\\_42665/](http://www.doetinchem.nl/bestuur-organisatie/stedenbanden_42665/)

different projects each year, such as musical exchanges and health related exchanges. (Archive Website, 2012).

#### *Heemskerk – Klatovy, Czech Republic*

The partnership between Heemskerk and Klatovy (Czech Republic) was formalized in 1997. The foundation “Stichting Vriendschapsbanden Heemskerk Klatovy” was founded for this purpose. Even though the partnership was officially formalized in 1997, volunteers had been active since 1989. The municipalities have written agreements on the goal of the partnership, which includes international cooperation and exchanges. One of their current projects is their involvement in the European programme “citizens for Europe”.

#### *Heerhugowaard – Kalisz, Poland*

The partnership was formalized in 1991 and has its foundation the “Stichting Heerhugowaard Kalisz comité”. The partnership is mostly driven by volunteer involvement. Its aim is to get involved in collaboration between both cities. There are mostly exchange programmes between schools in the area of professional education and there is a special project which focuses on autism. In addition to this, the municipality of Heerhugowaard aims at assisting Kalisz where possible, for example with recent floods (Archive Website, 2012).

#### *Hoogeveen – Martin, Slovakia*

The partnership between Hoogeveen and Martin, situated in Slovakia, was formalized in 1990. A foundation was founded as well: “Stichting stedenband Hoogeveen-Martin”. The foundation is divided into different working groups and these working groups are responsible for the partnership (so hardly or no civil involvement). The aim was to create an equal contact between the two municipalities (Archive Website, 2012).

#### *Kampen – Papa, Hungary*

In 1992, the partnership between Kampen and Papa (Hungary) was formalized. The goal of the partnership was to promote exchanges between the two municipalities. There currently are regular exchanges in the area of sports, culture (specifically musical exchanges) and education. Kampen has subsidies available for this purpose.

#### *Nieuwegein – Pulawy, Poland*

The partnership between Nieuwegein and Pulawy, Poland, was formalized in 1994. A foundation was found for this purpose: “Initiatiefgroep Stedenband Nieuwegein-Pulawy”. The civil servants of Nieuwegein mostly focus on exchanges between them and civil servants of the municipality of Pulawy. Volunteers involved focus on exchanges between schools and hospitals. Exchanges between primary schools receive EU funding.



#### *Rheden – Cheb, Czech Republic*

This municipality is currently inactive. Rheden does have subsidies available for exchanges<sup>4</sup>. However, it seems that the last exchange that took place was a group of young musicians who took part in a music festival in Cheb in 2010<sup>5</sup>, which they had participated in twice before.

#### *Rijswijk – Beroun, Czech Republic*

The partnership between Rijswijk and Beroun (Czech Republic) was formalized in 1989, on the very day that ended communism in the Czech Republic. After formalization, many exchanges have taken place, several recurring annually<sup>6</sup>. The relationship is currently inactive.

#### *Veenendaal – Olomouc, Czech Republic*

The partnership was formalized in 1993, and has the following foundation: “Stichting stedenband Veenendaal Olomouc”. This foundation replaced a platform in 2013 (“Platform Stedenband”) which received funding from the municipality of Veenendaal, as Veenendaal decided to no longer distribute the subsidy. The partnership was originally formed to support the young democratic country and has not evolved to a partnership with regular exchange programmes<sup>7</sup>.

#### *Wijchen – Stargard Szczeciński, Poland*

The partnership was formalized in 1992. Goal of the partnership is to create a relationship and to learn about each other’s culture. There are exchanges between societies and civil servants<sup>8</sup>.

#### *Zeist – Slavkov u Brna, Czech Republic*

The partnership was formalized in 1995. The German name for Slavkov u Brna is Austerlitz, which is also the name of a village which is part of the municipality of Zeist. It is likely that this is the reason for the partnership, but not much can be found with regard to this.

#### *Zwijndrecht – Poprad, Slovakia*

The partnership between Zwijndrecht and Poprad was formalized in 2000, the foundation found for this purpose is “Stichting Internationale Contacten Zwijndrecht”. Activities are mainly driven by volunteer involvement. The foundation focuses on several sister-city partnerships, including Poprad. The main focus, however, is on the partnership with the municipality of Zwijndrecht in Belgium. There have been quite a number of exchanges between Zwijndrecht and Poprad, including exchanges between schools, entrepreneurs, choirs and athletes.

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<sup>4</sup> [http://decentrale.regelgeving.overheid.nl/cvdr/xhtmloutput/historie/Rheden/81890/81890\\_1.html](http://decentrale.regelgeving.overheid.nl/cvdr/xhtmloutput/historie/Rheden/81890/81890_1.html)

<sup>5</sup> <http://www.korpsmuziek.nl/node/1510>

<sup>6</sup> <https://www.rijswijk.nl/bestuur-en-organisatie/partnersteden/beroun>

<sup>7</sup> <http://www.veenendaal-olomouc.eu/>

<sup>8</sup> [http://www.wijchen.nl/uw-gemeente/samenwerking\\_3286/](http://www.wijchen.nl/uw-gemeente/samenwerking_3286/)

## **4.2 Results survey**

Of the 16 Dutch municipalities which have received the survey, a total number of 9 municipalities have completed the survey. There were two municipalities which indicated that they were not willing to complete the survey, one because there currently is a discussion regarding the partnership, the other because there is no one available to answer the questions. The remaining five municipalities did not respond, despite two reminders (sent 16 days and 28 days after the survey was sent). In Appendix E, an overview is given with the results of the survey per respondent. The next chapter (5) will analyse the results.

## 5. Analysis

In this chapter, the three sub-research questions will be looked into. The next chapter, Conclusion, chapter 6, will then use this information to make a final conclusion and answer the main research question.

### **SRQ1: Which effects of the partnership between the sister-cities were anticipated by the Dutch municipality at the time of formalization of the partnership?**

In the survey, the respondent was asked what the Dutch municipality had expected to be the results of the partnership for both the partner-city and their own municipality, and also what the main reason was to engage in a partnership.

Seven out of the nine municipalities indicated that one of the main reasons was to create a united Western Europe. These seven municipalities indicated the main reasons which could be expected, considering the timeframe when the municipality was formalized. These municipalities fit in well in the third and fourth wave of municipal twinning. In addition to creating a united Western Europe, several municipalities indicated one of the main reasons to engage in the partnership was to decrease the (social) injustice in the world or to get the CEEC municipality closer to the 'European standard'. The remaining two municipalities focus more on possible gains on the individual level; the goal is stimulating friendships and setting up cultural exchange programmes. The following tables shows which answers were given: each number in the second column represents a municipality which has given this answer, whether it is a 1, 2 or 3 indicated the 'level of importance' allocated by the municipality.

Reason to engage in municipal twinning	1 allocated as most important, 3 allocated as least important
Strengthening economical relationship	3, 3,3
To create a united Western Europe	2, 2, 1, 2, 2, 1
Decrease (social) injustice in the world	3, 2
Getting them closer to the 'European standard'	1, 1, 1, 1, 3
Other: exchange between inhabitants	1
Other: to connect the citizens rather than the civil servants through cultural exchange (music, dance, etc.)	1
Other: stimulating friendship between the communicates. Knowledge exchange about topics which are relevant for both municipalities	1
Other: most likely it was part of the ongoing trend to create a united Europe after the fall of the Berlin Wall, however it is not certain anymore this was the actual reason	1

*Table 4: Main reasons to engage in municipal twinning*

Eight of the municipalities (one did not answer this question) expect to increase cultural knowledge within the Dutch municipality. For most municipalities, this was the most important expected effect. Another expected effect most municipalities mentioned was increased citizen participation at the Dutch level. Improvement of mobility between the two municipalities and possible economical advantages were also mentioned by several municipalities, but mostly allocated as less important. As for the expected effects for the sister-city, three municipalities mentioned economical advantages, four mentioned increase in mobility between the municipalities. Getting the partner-city closer to 'European standards' was an important reason for five of the municipalities. Mutual benefits, increase in cultural knowledge and citizen participation were also mentioned.

The following table lists the expected effects and also indicates how the municipality has allocated there with regards to its importance.

Anticipated effects for the Dutch municipality	1 allocated as most important, 3 allocated as least important
Increase cultural knowledge within Dutch municipality	3, 1, 1, 2, 3, 2, 2
Improvement mobility between municipalities	2, 3, 2
Increase citizen participation	1, 2, 1, 1, 1
Economical advantages	3
Other: gaining mutual benefits	1
Other: creating a better understanding of the difference between Eastern and Western European Countries	1
Anticipated effects for the foreign municipality	1 allocated as most important, 3 allocated as least important
Economical advantages	1, 3, 2
Improvement mobility between municipalities	3, 3, 2
Getting them closer to the 'European Standard'	2, 1, 3, 1, 1
Increase cultural knowledge	2, 1, 2, 3
Increase citizen participation	3, 1, 1, 2
Increase technical knowledge	3, 3
Other: to create mutual benefits	1

*Table 5: Anticipated effects of municipal twinning*

## **SRQ2: What were the actual effects of the partnership?**

All respondents indicated that the initial goals of the partnership have actually been achieved. When asked what goals were achieved, all respondents gave similar answers as compared to when they were asked what the initial goals were. The actual advantages which were named included economical advantages, improvement in mobility between the two cities, increased citizen participation at the Dutch level, financial advantages, increase in cultural knowledge, increase in technical knowledge and reaching the 'European Standard'. All but one municipality

included the increase in cultural knowledge, although mostly this advantage was not deemed the most significant. By several, the increase of citizen participation was ranked most significant.

The result with regard to the actual effects of the partnership are quite clear. However, what may be the most striking aspect, is the fact that only one municipality indicated that it actually measured the progress of the goals. This municipality mostly relied on reports written after a project had taken place. Despite the fact that all the other municipalities did not measure the progress of any of their initial goals, they all claimed that those goals have been reached.

Three municipalities indicated that (some of) the goals have been adapted over time. One municipality used an evaluation in 2014 to create more support and citizen participation from the sister-city. Another municipality shifted its focus from a focus on aiding the partner-city, to a focus on exchange programmes for mutual (mostly cultural) benefit. The third municipality also focused on aiding the partner-city (for the first 10 years), and shifted more towards exchange of technical knowledge and exchange programmes (the second 10 years).

Actual effects	1 allocated as most achieved, 3 allocated as least achieved
Economical advantages	3, 1
Improvement mobility between municipalities	2, 3, 3, 2
Increase cultural knowledge	1, 2, 1, 1, 2, 2, 3, 1
Financial advantages	3, 3
Increase citizen participation	2, 3, 1, 1, 2, 2, 3
Increase technical knowledge	2, 3, 1
Reaching the 'European Standard'	1

*Table 6: Actual effects of municipal twinning*

### **SRQ3: Which factors explain the similarities and differences between the anticipated effects and the actual effects?**

What the anticipated effects were, and what the actual effects are, has not been difficult to determine. For most municipalities, this was also quite similar. What is more difficult to determine, however, is which factors can explain the difference between these effects. The following table shows the expected and anticipated effects next to each other.

Effects	Anticipated	Actual
Increase cultural knowledge	3, 1, 1, 2, 3, 2, 2 (2, 1, 2, 3)	1, 2, 1, 1, 2, 2, 3, 1
Improvement mobility between municipalities	2, 3, 2 (3, 3, 2)	2, 3, 3, 2
Increase citizen participation	1, 2, 1, 1, 1 (3, 1, 1, 2)	2, 3, 1, 1, 2, 2, 3
Economical advantages	3 (1, 3, 2)	3, 1
Financial advantages		3, 3
Increase technical knowledge	(3, 3)	2, 3, 1
Reaching the 'European standard'	(2, 1, 3, 1, 1)	1
Other: gaining mutual benefits	1 (1)	

Other: creating a better understanding of the difference between Eastern and Western European Countries	1	
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*Table 7: Expected vs. actual effects by ranking numbers (numbers between brackets are the expected effects for the foreign municipality)*

It immediately becomes clear that the top three effects (increase in cultural knowledge, improvement mobility between the municipalities and increase citizen participation) were most anticipated as well as mostly actually successful. Based on the literature review, this result was not expected. The partnerships which are included in this research were all formalized in the third and fourth wave of municipal twinning. According to the waves, these partnerships were formed either with humanitarian aims, where Western European countries wanted to ‘help’ Eastern European countries, or to close the gap between the East and West. However, it seems that in reality, even though these were mentioned as main reasons to engage in municipal twinning, both the anticipated and actual effects had a completely different focus. Particularly citizen participation, which was also ranked most important by four different municipalities.

In order to explain these differences, the hypotheses formulated in the chapter on methodology will now be discussed.

## **Hypotheses**

### **Knowledge**

*A1: The Dutch sister-city received new technical knowledge.*

None of the Dutch municipalities indicated that this was a goal for their own municipality. However, they did expect this to be a goal for the foreign municipality. Three municipalities therefore saw this as one of the actual results.

*A2: The Dutch sister-city received new cultural knowledge.*

It has turned out that cultural knowledge has been one of the most important goals for almost all municipalities. 7 out of the 9 respondents indicated that this was one of their main goals. And a staggering number of 8, where the one municipality that is missing did not even answer this question, has indicated that this goal has been reached. In addition to this, several municipalities also indicated that increase in cultural knowledge was also an anticipated effect for the foreign municipality.

### **Learning**

*B1: All sister-city partnerships have frequent (for example annual) ‘activities’.*

Only two municipalities indicated that they did not have regular activities, both due to the fact that the municipality is currently inactive. All other municipalities indicated they have regular activities, 6 annually and 1 once per 3 years. Activities mostly include exchange programmes, study visits and internships.

*B2: Sister-city partnerships with annual activities are considered more successful by the Dutch*

*respondent.*

For one of the two municipalities without annual activities, citizen involvement is rated very low. However, this is also the case for several other municipalities where there are annual activities. There is no indication that municipalities with annual activities are more successful than municipalities without annual activities.

*B3: Sister-city partnerships with poor communication are considered less successful.*

Four municipalities ranked the level of communication with a 4 or 5 (where 1 is very poor and 5 is very good). The other 5 municipalities ranked the level of communication with a 3. Those who ranked their communication good all have annual activities. There seems to be no causal relationship between the person who conducts the communication and the level of communication (e.g. communication only goes well when conducted by the municipality or it always fails when conducted by the municipality). There is no indication that the partnership is considered less successful when the level of communication is considered poorer.

*B4: Sister-city partnerships with poor communication have more points of improvement.*

There is no indication that partnerships with poor communication have more points of improvement. All municipalities experience problems, whether the communication is good or bad. The problems, however, mostly focus on (lack of) funding rather than other issues such as communication.

*B5: Sister-city partnerships with formulated goals reached more of their initial goals than sister-cities without formulated goals.*

All municipalities have formulated their goals to a certain extent. This is due to the fact that funding from the municipality has to be accounted for. Although it may seem logical that this also means a certain level of evaluation takes place, this is certainly not the case. Only 1 of the 9 municipalities measures the progress of the goals, and this municipality does not use any specific measuring tools other than regular reports about the projects.

*B6: Sister-cities which ask employees to become involved in the partnership have more frequent activities with the sister-city.*

Only two municipalities ask their employees to become involved in the partnership, both of which have frequent (annual) activities with the sister-city.

*B7: Sister-city partnerships with high involvement from Dutch inhabitants have annual activities.*

Six municipalities indicated that they have a poor or very poor involvement of Dutch inhabitants. One gave a neutral ranking, one did not answer and only one municipality indicated that the involvement of Dutch citizens was good. The two with the highest ranking do have annual activities, but this is also the case for several municipalities which gave a very poor ranking.

## **Mutuality**

*C1: Sister-city partnerships which had the aim to 'help' the East European city are no longer active.*

This is not the case. The municipalities with an aim to 'help' the Eastern European city did, however, often change the focus of the relationship. Several shifted from a much more humanitarian focused partnership to a much more balanced partnership. What is also

interesting, is the fact that the two municipalities which most clearly indicated that the main aim was focused on cultural exchange, are the two municipalities which are no longer active.

*C2: Sister-city partnerships which were founded by volunteers are more active than those founded by the Dutch municipality.*

There seems to be no (causal) relationship between whether the relationship was founded by volunteers or the municipality and the level of activity with regards to the partnership.

*C3: Sister-city partnerships which were founded by the Dutch municipality are more active than those founded by volunteers.*

Again, no relationship appears.

### **Other performance indicators**

*D1: When there are regular contacts within the Dutch municipality with regard to the partnership, the communication with the other municipality is good.*

The municipalities where there is no regular contact within the Dutch municipality with regard to the partnership all rank the communication with the partner-city as average. However, the other municipalities (six in total) which do have regular contact within the Dutch municipality with regard to the partnership all rank the level of communication average or *better*.

*D2: The sister-cities which have a joint agreement upon strategy reach more of their goals than sister-cities without such a strategy.*

Only three municipalities indicated they have a joint agreement upon strategy with their partner-city. Two of these municipalities are also the only two municipalities which indicated that more than only three goals were actually achieved.

*D3: Sister-cities with criteria to measure goals, reach more of their goals than sister-cities without these criteria.*

Not one municipality has criteria set up to measure the goals.



## 6. Conclusion

In chapter 5, the three sub-research questions were answered. In addition to this, the hypotheses which were formalized in chapter 3 (sub-section 3.8) were discussed. In this chapter, the main research question will be answered.

**To what extent did sister-city partnerships in the Netherlands, which were formalized between 1989-2000 with a CEEC, reach the anticipated effects and which factors explain the differences between the anticipated and actual effects?**

The main research question can be divided into two separate questions: (1) to which extent did the partnerships reach the anticipated effect, and (2) which factors can explain the difference between the anticipated and actual effects?

### 1. To which extent did the partnerships reach the anticipated effect?

Looking back at table 7 (Expected vs. actual effects by ranking numbers) there is a clear alignment between the anticipated and actual effects. The respondents indicated similar anticipated and actual effects. The focus of these effects was different than expected based on the literature review, nonetheless, the respondents indicated that most anticipated effects were actually achieved. The achievement of these 'goals' indicates a high level of success. However, 6 of the 9 respondents indicated some type of issue with regards to the partnership. The discussion between public and private parties involved, the negative image of partnership in the community, and administrative problems with regard to regulations or funding are the main issues mentioned by the respondents. In addition to this, when the partnership has been rated quite successful in the past, this is no guarantee for the future. Several respondents indicate successful exchanges with their partner-city, but they also mention that there is currently a lack of interest or simply no activity with regard to the relationship. This is particularly the case for two municipalities. It seems that for those two, the relationship has already succeeded in the initial goals, and as the partnership no longer has 'relevant' goals, it is bleeding out.

### 2. Which factors can explain the difference between the anticipated and actual effects?

With the help of the hypotheses which were assessed in chapter 5, an answer can be given to this question. In chapter 5, it became clear that the anticipated effects and the actual effects were very much aligned. Particularly table 6 gives a good overview of this. The most visible gap between the anticipated and actual effects are:

- there were no financial advantages expected, yet these were amongst the actual effects;
- reaching the 'European standard' (for the foreign city) was mentioned five times, yet only once in the list of actual effects; and
- the 'other' effects mentioned were not listed again in the list of actual effects.

When assessing the list of hypotheses, it became clear that reasons for these gaps were hard to find. Particularly 'common-sense' reasons (such as poor communication or a very inactive relationship) did not show a causal relationship to unsuccessful partnerships.

The first gap concerns financial advantages. None of the Dutch municipalities expected financial advantages as a result of the partnership. The two municipalities which indicated that financial advantages were amongst the actual effects, both had a different focus. One of the two focused mostly on cultural advantages as a result of the partnership, and indicated they had no real expectations with regards to the effects for the sister-city. The other of the two focused on getting the partner-city up to the 'European standard'. They did, however, expect a certain level of economical advantage for the partner-city. Both municipalities hence represent a different group of Dutch municipalities (of which one focusses on cultural growth and the other on getting the partner-city to the 'European standard'). In addition to this, there are no other factors which differentiate these two municipalities from the other 7 municipalities. Perhaps the best reason is hence that the Dutch municipalities did not foresee possible financial advantages, but were surprised by this nonetheless.

The second gap concerns reaching the 'European standard'. In total, five municipalities indicated this as one of the anticipated effects. Only one of these five indicated this was also an actual effect. One of the four which did not indicate this as an actual effect, happens to be the only municipality which indicated they measured their goals. In addition to the expectation that the relationship would be the other way around (measuring goals leading to more fulfilment of the goals), this is also the only municipality in the study which indicated that they measured their goals, and hence it is quite difficult to derive any conclusions from this. The 'successful' municipality (the one which indicated reaching the 'European standard' as both an anticipated and actual effect) is the *only* municipality in the entire study which indicated that what they thought of *most important* in the relationship, was: exchange programmes. Almost all municipalities, however, organized exchange programmes. This slightly different focus may be a factor which influenced the success of the partnership. Another striking difference between this one municipality and all the other municipalities: this 'successful' municipality is the *only one* which has decided to 'cut loose' from the Dutch municipality and actually continue the relationship independently!

The third gap could most likely be explained simply by how the questions were asked. The effect of mutual benefits could easily have been explained as financial advantages or other advantages. The creating of a better understanding between East and West could also easily be explained by cultural advantages. Both financial and cultural advantages were mentioned more in the actual effects than in the anticipated effects.

To sum up, the main research question can be answered as follows. The sister-city partnerships formed between 1989-2000 with municipalities in CEECs all reached many of the initial goals. Three main aspects stood out however: (1) there were no financial advantages expected, yet these were amongst the actual effects, (2) reaching the 'European standard' was mentioned

several times as an anticipated effect, yet only once in the list of actual effects, and (3) the 'other' effects mentioned were not listed again in the list of actual effects. With regard to the possible factors explaining these gaps, the responses from the survey led us to conclude that for (1) there were no clear factors, except perhaps the fact that the financial advantages were unforeseen but actual effect nonetheless, for (2) a 'successtory' was found amongst the municipalities, which also happened to be the only municipality where the foundation responsible for the partnership became independent from the Dutch municipality, and for (3) it seems the formulation of the questions in the survey may have caused this gap to appear.

### **Contribution to the literature**

Recommendations which can be made with regard to the literature are twofold; recommendations for the general knowledge about sister-cities, and recommendations for the theories and concepts relevant for sister-cities. As for the general knowledge about sister-cities, it is most striking that in this research the characteristics of the 'waves' of municipal twinning did not match the results at all. The Dutch municipalities which were selected all formalized their partnerships with the foreign sister-city between 1989 and 2000. This meant that all partnerships in this research could be categorized in the third and fourth wave of municipal twinning. These waves include partnerships which are formed with the main aim to connect Western and Eastern Europe and also to get the CEECs up to the Western European 'standard'. As it turns out, this was the main reason for only a small number of the municipalities in the study to engage in municipal twinning. Most important for the majority of the municipalities was the possibility of cultural exchange and new cultural knowledge. Perhaps the increase of formalizations of partnerships between Dutch municipalities and CEECs between 1989 and 2000 could be simply explained by the fact that, before the Berlin Wall fell, it was practically impossible to engage in or formalize such a partnership.

With regard to the theories and concepts used in this research, it is evident that no clear theories could be linked to differences in the results. One remarkable find however, is the fact that there was one municipality which could be ranked as 'successful', and this was also the only municipality which operated on an independent level (the organization which was founded for the partnership became independent). It would be very interesting to set up a research which would compare the level of success of municipal twinning between municipalities with an independent organization in charge and municipalities where the governmental body is in charge.

### **Recommendations for Dutch municipalities**

A few recommendations could be made for Dutch municipalities which are engaged or consider to engage in municipal twinning. The main issue Dutch municipalities come across in municipal twinning is the lack of citizen participation. In some cases, this is caused due to the fact that the partnership is focused on only one aspect, for example on a topic relevant for civil servants (e.g. in one case this was water management), or a topic which may have seemed interesting at the beginning of the partnership, but currently no longer is. In other cases, the question is posed whether one can continue in the partnership when it is only aimed at cultural exchanges (often

seen as 'fun trips'). If a Dutch municipality is looking for a partnership, a recommendation would be to first establish criteria, and then select a possible candidate. Criteria could include similar geographical characteristics, similar size or number of inhabitants, or location within one day of travelling. For both municipalities which are already engaged in municipal twinning and those who wish to engage in municipal twinning: it is most important to create enough support amongst the citizens. The level of motivation to make the partnership into a success needs to be high, as there are many barriers such as European rules, funding rules, etc. Offering different types of exchanges (sports, music, civil servants, interns, etc.) could broaden the support and increase citizen participation. This research indicates that it could be possible that the partnership will be more successful if the organization which is responsible for the partnership, becomes independent of the Dutch municipality. More research is necessary to confirm this.

### **Limitations research**

Limitations of the research are mainly tied to the units of observation and units of analysis. The number of municipalities which were included is clearly a limitation. It is impossible to be certain that what is the case for these municipalities, is also the case for all other municipalities. Particularly when considering different types of municipalities, such as border municipalities or one of the five largest municipalities in the Netherlands. These municipalities have very different goals and available funding than the municipalities included in this research.

In addition to the number of units of analysis, the actual number of respondents is also a limitation. Had all sixteen respondents completed the survey, this, of course, would have created a more 'complete' answer for the research question.

Another limitation is the fact that the people who were involved when the partnerships were formalized were often no longer active or were replaced by different civil servants. Some respondents even indicated that it is currently no longer clear what the exact motivations for engaging in municipal twinning were, because the people who were involved at that time were no longer involved.

The selection of partnerships which were formalized in a limited timeframe, in this case the third and fourth wave of municipal twinning, may also be a limitation to the research for the following reason. It has become clear that most partnerships which completed the survey have experienced a change. Some very drastic changes (such as the foundation which overtime has become independent) and others simply a shift of focus. It seems increasingly irrelevant what the initial main reason for engaging in the partnership was. Rather, the focus of the current relationship matters. Additional research which focuses on current goals rather than former goals could most certainly add a lot to the overall body of research on this topic.

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## Appendix A

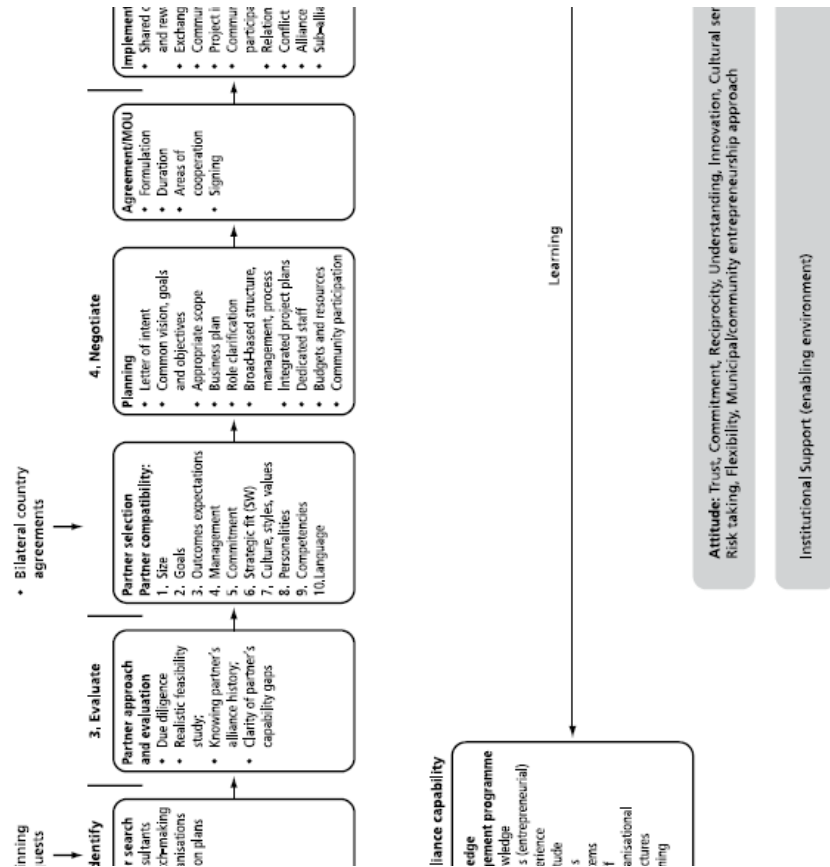


Figure 3 (De Villiers, 2009, p. 151).

## Appendix B

	Dutch municipality	Number of inhabitants 1-1-2013	Sister-city	Country of the sister-city
1	<a href="#">Barendrecht</a>	47371	<a href="#">Louny</a>	Czech Republic
2	<a href="#">Bergen op Zoom</a>	66287	<a href="#">Szczecinek</a>	Poland
3	<a href="#">De Bilt</a>	42032	<a href="#">Mieścisko</a>	Poland
4	<a href="#">Doetinchem</a>	56414	<a href="#">Pardubice</a>	Czech Republic
5	<a href="#">Etten-Leur</a>	42274	<a href="#">Siauliai</a>	Lithuania
6	<a href="#">Heemskerk</a>	39117	<a href="#">Klatovy</a>	Czech Republic
7	<a href="#">Heerhugowaard</a>	52483	<a href="#">Kalisz</a>	Poland
8	<a href="#">Hoogeveen</a>	54874	<a href="#">Martin</a>	Slovakia
9	<a href="#">Kampen</a>	50705	<a href="#">Papa</a>	Hungary
10	<a href="#">Nieuwegein</a>	60720	<a href="#">Puławy</a>	Poland
11	<a href="#">Rheden</a>	43612	<a href="#">Cheb</a>	Czech Republic
12	<a href="#">Rijswijk</a>	47372	<a href="#">Beroun</a>	Czech Republic
13	<a href="#">Veenendaal</a>	63032	<a href="#">Olomouc</a>	Czech Republic
14	<a href="#">Wijchen</a>	40734	<a href="#">Stargard</a> <a href="#">Szczeciński</a>	Poland
15	<a href="#">Zeist</a>	61233	<a href="#">Slavkov u Brna</a>	Czech Republic
16	<a href="#">Zwijndrecht</a>	44499	<a href="#">Poprad</a>	Slovakia

Sources:

<http://nl.wikipedia.org/wiki/Stedenband>

<http://home.kpn.nl/pagklein/gemprov.html> (number of inhabitants)



## Appendix C

	<b>Dutch municipality</b>	<b>Sister-city</b>	<b>Contact information Dutch municipality</b>	<b>Website partnership</b>
1	Barendrecht	Louny, Czech Republic	A Kooijman (president) Botter 117 2991 PE Barendrecht +31 180 614482 akooyman@chello.nl	<a href="http://www.stedenbandbarendrecht.nl/">http://www.stedenbandbarendrecht.nl/</a>
2	Bergen op Zoom	Szczecinek, Poland	Secretary: Stichting Jumelage, p/a R. Franssen, Pastoor Jutenlaan 62, 4624GT Bergen op Zoom. 0164-252501 rob@famfranssen.nl	<a href="http://www.jumelagebergenopzoom.nl/">http://www.jumelagebergenopzoom.nl/</a>
3	De Bilt	Mieścisko, Poland	Tineke Cramer tcramer@casema.nl	<a href="http://stichtingrazem.nl/">http://stichtingrazem.nl/</a>
4	Doetinchem	Pardubice, Czech Republic	President: de heer J. Keukenkamp dagelijksbestuur@pardubiceonline.nl	<a href="http://www.pardubiceonline.nl/">http://www.pardubiceonline.nl/</a>
5	Etten-Leur	Siauliai, Lithuania	Stichting stedenband Etten-Leur/Siauliai Nachtegaal 101 4872 WJ ETTEN-LEUR Phone: (076) 503 0109 E-mail: peter.berting@kpnplanet.nl	<a href="http://www.stedenbandetten-leur.nl/">http://www.stedenbandetten-leur.nl/</a>
6	Heemskerk	Klatovy, Czech Republic	Fred Plantinga fcplant@casema.nl +31 (0)251 259378	<a href="http://www.heemskerk-klatovy.nl">http://www.heemskerk-klatovy.nl</a>
7	Heerhugowaard	Kalisz, Poland	De heer Ter Heegde l.koomen@heerhugowaard.nl	<a href="http://www.heerhugowaard.nl/inwoners/wat-is-er-te-doen/kunst-en-cultuur/kalisz/">http://www.heerhugowaard.nl/inwoners/wat-is-er-te-doen/kunst-en-cultuur/kalisz/</a>
8	Hoogeveen	Martin, Slovakia	Klaas Kleine kleine66@gmail.com 0528 278773	<a href="http://www.hoogeveen-martin.nl/">http://www.hoogeveen-martin.nl/</a>
9	Kampen	Papa, Hungary	Aart Kleijer (president) secretariaat@kampeninternationaal.nl	<a href="http://www.kampeninternationaal.nl/">http://www.kampeninternationaal.nl/</a>
10	Nieuwegein	Puławy, Poland	Initiatiefgroep Stedenband Nieuwegein-Pulawy	<a href="http://ignieuwegein.tumblr.com/">http://ignieuwegein.tumblr.com/</a>

			p/a Ernest Claeshove 13 3437 BX NIEUWEGEIN Tel: 030-6036104 E-mail: henk.verbeek@wanadoo.nl	
11	Rheden	Cheb, Czech Republic	Secretary B&W: r.zweers@rheden.nl (inactive due to limited financial means)	
12	Rijswijk	Beroun, Czech Republic	rheerema@rijswijk.nl (currently inactive after mainly cultural activities)	
13	Veenendaal	Olomouc, Czech Republic	Jos Schilten (president) info@veenendaal-olomouc.eu	<a href="http://www.veenendaal-olomouc.eu/">http://www.veenendaal-olomouc.eu/</a>
14	Wijchen	Stargard Szczeciński, Poland	Esther Mollema e.mollema@wijchen.nl	
15	Zeist	Slavkov u Brna, Czech Republic	c.bakker@zeist.nl	
16	Zwijndrecht	Poprad, Slovakia	Ini. G J Bossenbroek Laurensvliet 1/C 3331HT Zwijndrecht 078 - 612 26 67 g.bossenbroek@zwijndrecht.nl	<a href="http://zaken.zwijndrecht.nl/pls/idad/lmozEgemAntwoord.productPagina?F_PAGINA=2708">http://zaken.zwijndrecht.nl/pls/idad/lmozEgemAntwoord.productPagina?F_PAGINA=2708</a>

## Appendix D

### Survey / Vragenlijst

Geachte heer/mevrouw ...,

Mijn naam is Renske Graafland-Boersma, master-student aan de Universiteit van Twente. In het kader van mijn afstudeerscriptie voor de master Public Administration voer ik een onderzoek uit. Voor dit onderzoek heb ik uw hulp nodig!

Het onderzoek gaat over jumelages (ook wel bekend als zustersteden) tussen Nederlandse gemeenten en gemeenten in Oost Europa. Het doel van het onderzoek is om erachter te komen of de doelen die tijdens de formalisering van de jumelage zijn opgesteld ook daadwerkelijk zijn behaald en welke factoren hier invloed op hebben gehad.

Ik wil u daarom vragen om deze vragenlijst in te vullen met betrekking tot de zusterstad **...(dikgedrukt)...** Uw antwoorden zijn van groot belang bij mijn onderzoek! De resultaten kunnen voor uw gemeente handvatten bieden om de desbetreffende jumelage te verbeteren of nieuw leven in te blazen! Het invullen van de vragenlijst duurt circa 10 minuten. De antwoorden zullen in het onderzoek worden geanonimiseerd en zullen dus niet herleidbaar zijn naar u en/of uw gemeente. U kunt de vragenlijst openen door op de volgende link te klikken:

<http://www.thesistools.com/web/?id=470775>

Indien u belangstelling heeft in een samenvatting van de uiteindelijke resultaten, kunt u dit aangeven aan het eind van de vragenlijst.

Alvast hartelijk bedankt voor het meewerken aan het onderzoek.

Met vriendelijke groet,

Renske Graafland-Boersma

Gemeente: ..... (vooraf invullen door Renske)

Zusterstad: ..... (vooraf invullen door Renske)

Naam respondent: .....

Functie respondent: .....

1. Wie heeft de jumelage geïnitieerd?
  - a. De Nederlandse gemeente.

- b. Nederlandse vrijwilligers.
- c. De buitenlandse gemeente.
- d. Buitenlandse vrijwilligers.
- e. Anders, namelijk:

.....  
 .....  
 .....

2. Wat is de organisatorische structuur bij de Nederlandse gemeente van de jumelage?

- a. Er is een stichting opgericht ten behoeve van de jumelage.
- b. Anders, namelijk:

.....  
 .....  
 .....

3. Hoe is de jumelage tot stand gekomen?

.....  
 .....  
 .....  
 .....

4. Zijn er andere buitenlandse steden overwogen als alternatief om een jumelage mee aan te gaan?

- a. Ja, namelijk

.....  
 .....  
 .....

- b. Nee.

5. Wat was de belangrijkste reden om de jumelage aan te gaan? Meer dan één antwoord mogelijk: graag de eerste drie keuzes rangschikken van meest (1) naar minst (3) belangrijk.

- a. Versterken van de economische relatie.
- b. Om een gemeenschappelijk West Europa te creëren.
- c. Om (sociale) onrechtvaardigheid in de wereld te verminderen.
- d. Humanitaire motieven na de Tweede Wereldoorlog.
- e. Om Centraal en Oost Europese landen te help de standaard van de Europese Unie te bereiken.
- f. Om een band te krijgen met Nederlanders die geëmigreerd.
- g. Om een "Millennium Municipality" te worden (deze status is gecreëerd door de Verenigde Naties en wordt bereikt door middel van het tonen van zorg voor internationale solidariteit en het milieu).

h. Anders, namelijk:

.....  
.....  
.....

6. Welke lokale voordelen verwachtte uw gemeente als resultaat van de jumelage te behalen? Meer dan één antwoord mogelijk: graag de eerste drie keuzes rangschikken van meest (1) naar minst (3) belangrijk.

- a. Economische voordelen voor uw gemeente.
- b. Vergroting culturele kennis binnen uw gemeente.
- c. Vergroting technische kennis binnen uw gemeente.
- d. Financiële voordelen voor uw gemeente.
- e. Verbetering onderlinge mobiliteit tussen uw gemeente en de zusterstad.
- f. Verhoging deelname van burgers binnen uw gemeente met betrekking tot de jumelage.
- g. Anders, namelijk:

.....  
.....  
.....

7. Welke voordelen voor de zusterstad verwachtte uw gemeente? Meer dan één antwoord mogelijk: graag de eerste drie keuzes rangschikken van meest (1) naar minst (3) belangrijk.

- a. Economische voordelen.
- b. Vergroting culturele kennis.
- c. Vergroting technische kennis.
- d. Financiële voordelen.
- e. Verbetering onderlinge mobiliteit.
- f. Verhoging deelname van burgers.
- g. Ontwikkelingsvoordelen.
- h. Het dichterbij de "Europese standaard" komen.
- i. Anders, namelijk:

.....  
.....  
.....

8. Zijn deze doelen ook daadwerkelijk behaald?

- a. Ja.
- b. Nee.

9. Welke van deze doelen zijn behaald? Meer dan één antwoord mogelijk: graag de eerste drie keuzes rangschikken van best (1) naar slechtst (3) behaald.

- a. Economische voordelen.
- b. Vergroting culturele kennis.
- c. Vergroting technische kennis.
- d. Financiële voordelen.
- e. Verbetering onderlinge mobiliteit.
- f. Verhoging deelname van burgers.
- g. Anders, namelijk:

.....  
 .....  
 .....

10. Is de voortgang of het behalen van deze doelen gemeten?

- a. Nee.
- b. Ja.

11. Hoe zijn de doelen gemeten? (alleen indien ja op vraag 11 is geantwoord)

- a. Aan de hand van cijfermatige resultaten.
- b. Aan de hand van feedback van betrokkenen.
- c. Anders, namelijk als volgt:

.....  
 .....  
 .....

12. Zijn er criteria vastgesteld voor het meten van de doelen?

- a. Nee.
- b. Ja.

13. Welke criteria zijn gebruikt voor het meten van de doelen? (alleen indien ja op vraag 12 is geantwoord)

- a. Cijfermatige richtlijnen.
- b. Hoe uitwisselingen ervaren worden door deelnemers.
- c. Anders, namelijk:

.....  
 .....  
 .....

14. Zijn de doelen in verloop van tijd aangepast?

- a. Nee.
- b. Ja, geef hierbij een voorbeeld hoe één van deze aanpassingen tot stand is gekomen:

.....  
 .....

.....  
 .....  
 .....  
 .....  
 .....  
 .....

15. Wat wordt door uw gemeente als meest belangrijk gezien? Indien meer dan één antwoord, graag rangschikken op basis van meest belangrijk (1) naar minst belangrijk (3)?

- a. Lange termijn relatie.
- b. Wederzijdse voordelen.
- c. Anders, namelijk:

.....  
 .....  
 .....

16. Wat wordt georganiseerd binnen de jumelage? Graag eerst drie keuzes rangschikking van meest voorkomend (1) naar minst voorkomend (3).

- a. Studie bezoeken.
- b. Uitwisselingsprojecten.
- c. Stages.
- d. Anders, namelijk:

.....  
 .....  
 .....

17. Worden deze activiteiten regelmatig georganiseerd?

- a. Ja.
- b. Nee.

18. Hoe vaak worden deze activiteiten georganiseerd? (alleen indien antwoord op vraag 17 ja is)

- a. Jaarlijks.
- b. Eens in de 3 jaar.
- c. Eens in de 5 jaar.
- d. Minder vaak.

19. Wie verzorgt de communicatie met de zusterstad en wat is zijn/haar functie?

.....

20. Hoe verloopt de communicatie met de zusterstad op een schaal van 1 tot 5, waarbij 1 zeer slecht is en 5 zeer goed?

.....

21. Zijn er verbeterpunten met betrekking tot de communicatie met de zusterstad?

- a. Ja.
- b. Nee.

22. Wat zijn de verbeterpunten met betrekking tot de communicatie met de zusterstad?  
(alleen als antwoord op vraag 21 ja is)

- a. Frequentie verhogen.
- b. Communicatie altijd door dezelfde personen laten verlopen.
- c. Verbeteren bekwaamheid van de persoon die de communicatie uitvoert.
- d. Richtlijnen vaststellen om de communicatie beter te laten verlopen.
- e. Anders, namelijk

.....  
.....  
.....

23. Wat is momenteel de belangrijkste reden om de jumelage in stand te houden? Graag de eerste drie keuzes rangschikken van meest (1) naar minst (3) belangrijk.

- a. Versterken van de economische relatie.
- b. Om een gemeenschappelijk Europa te creëren.
- c. Om (sociale) onrechtvaardigheid in de wereld te verminderen.
- d. Om Centraal en Oost Europese landen te help de standaard van de Europese Unie te bereiken.
- e. Om een band te krijgen met Nederlanders die geëmigreerd.
- f. Om een "Millennium Municipality" te worden (deze status is gecreëerd door de Verenigde Naties en wordt bereikt door middel van het tonen van zorg voor internationale solidariteit en het milieu).
- g. Anders, namelijk:

.....  
.....  
.....

24. Hoe zou de maatschappelijke betrokkenheid in uw Nederlandse gemeente met betrekking tot de jumelage het best geclassificeerd kunnen worden op een schaal van 1 tot 5, waarbij 1 zeer laag is en 5 zeer hoog?

.....

25. Zijn er plannen om de jumelage te beëindigen?

- a. Nee.



- b. Ja, om de volgende reden:

.....  
.....  
.....

26. Worden werknemers binnen uw gemeente gevraagd om te betrokken te raken bij de jumelage?

- a. Nee.  
b. Ja, deze mogelijkheden worden werknemers geboden:

.....  
.....  
.....

27. Zijn er regelmatig besprekingen binnen de Nederlandse gemeente om de ontwikkelingen omtrent de jumelage te bespreken?

- a. Ja. Zo ja, hoe vaak? 1 keer per maand, 1 keer per kwartaal, 1 keer per zes maanden, 1 keer per jaar?  
b. Nee.

28. Is er een strategie geformuleerd in samenspraak met de zusterstad betreffende de jumelage?

- a. Ja.  
b. Nee.

29. Beïnvloed één van de volgende problemen de jumelage? Graag de eerste drie keuzes rangschikken van meest (1) naar minst (3) belangrijk.

- a. De recente herindelingen van gemeenten in Nederland.  
b. Discussie tussen publieke en private betrokken partijen.  
c. Vermindering van motivatie bij vrijwilligers vanwege vermeenderde professionele betrokkenheid.  
d. Invloed van de Europese Unie (bijvoorbeeld richtlijnen van de EU waaraan moet worden voldaan die de administratieve druk verzwaren).  
e. Het negatieve imago van jumelages in de gemeenschap.  
f. Anders, namelijk

.....  
.....  
.....

30. Indien van toepassing, geef aan hoe deze problemen de jumelage beïnvloeden:

.....  
.....  
.....

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.....

.....

31. Ik ontvang graag een samenvatting van de resultaten van het onderzoek zodra deze beschikbaar zijn:
- a. Ja.
  - b. Nee.

## Appendix E

### Respondent 1

1. The Dutch municipality
2. An organization was founded.
3. Roughly 25 years ago with a question from the Dutch municipality to the partner municipality. The Dutch municipality already had a different sister-city.
4. No.
5. Strengthening economical relationship (3), to create a united Western Europe (2), other: exchange between inhabitants (1).
6. Increase cultural knowledge within Dutch municipality (3), improvement mobility between municipalities (2), increase citizen participation (1).
7. Economical advantages (1), improvement mobility (3), getting them closer to the 'European standard' (2).
8. Yes.
9. Economical advantages (3), improvement mobility (2), increase citizen participation (1).
10. No.
11. –
12. No.
13. –
14. No.
15. Long term relationship.
16. Study visits (3), exchange programmes (1), internships (2).
17. Yes.
18. Annually.
19. Participating parties conduct the communication, but they do have help from a former inhabitant of the country of the sister city, who lives in the Netherlands and is paid for this by the Dutch municipality.
20. 4.
21. No.
22. –
23. Different: exchanges.
24. 1.
25. No.
26. No.
27. Yes, once every two months.
28. Yes.
29. Other: the long distance.
30. –
31. Yes.

## Respondent 2

1. Dutch volunteers.
2. An organization was founded.
3. A civil servant was invited to the first free elections. There was a great connection and the mayor of the partner-city asked for a partnership.
4. No.
5. To create a united Western Europe (2), decrease (social) injustice in the world (3), getting them closer to the 'European standard' (1).
6. Increase cultural knowledge within Dutch municipality
7. Economical advantages (3), increase cultural knowledge (2), getting them closer to the 'European standard' (1).
8. Yes.
9. Economical advantages (1), increase cultural knowledge (2), financial advantages (3).
10. No.
11. –
12. No.
13. –
14. No.
15. Different: getting to know a different culture. Understanding different habits.
16. Exchange programmes (1), internships (2), leaning about each other's culture.
17. Yes.
18. Annually.
19. The foundation (stichting).
20. 5.
21. No.
22. –
23. To create a united Europe (2), to reduce (social) injustice in the world (3), to help CEEC's getting closer to 'European standards' (1).
24. 2.
25. No.
26. Yes.
27. Yes.
28. No.
29. Discussion between public and private parties involved (1), influence of European rules (3), negative image of jumelages in the community (2).
30. When there are exchanges, we apply for funding by the European Union. Despite having a good programme, there is a lot of paper work to fill out. After contact with the EU, requests are not honoured. Later, it turns out the European Union has funds left and we get the opportunity to fill out a new request, but by this time we have already gotten our funds elsewhere. This is really wrong. The municipality also has to cut back, which results in us receiving less funding. This makes it harder for use to organize exchanges.

This is a pity, especially because the partner-city is also very enthusiastic to organize exchanges.

31. Yes.

### **Respondent 3**

1. Dutch volunteers.
2. An organization was founded.
3. The Dutch volunteers asked the mayor of the Dutch municipality in April of 1990. He was immediately positive about the idea. The two cities are very comparable.
4. No.
5. Different: to connect the citizens rather than the civil servants through cultural exchange (music, dance, etc.)
6. Increase cultural knowledge within Dutch municipality (1), increase mobility between municipalities (3), increase participation citizens (2).
7. Increase cultural knowledge (1), increase mobility between municipalities (3), increase citizen participation (3).
8. Yes.
9. Increase cultural knowledge (1), increase mobility (3), increase citizen participation (2).
10. No.
11. –
12. No.
13. –
14. No.
15. Different: normal people getting to know normal people.
16. Exchange programmes (1).
17. Yes.
18. Annually.
19. The foundation (stichting).
20. 3.
21. Yes.
22. Communication through one and the same person.
23. Two years ago, the Dutch municipality has decided to terminate the partnership.
24. 4.
25. Yes, has already been terminated.
26. No.
27. No.
28. No.
29. Other: termination of the relationship.
30. By terminating the relationship, the Dutch municipality has also stopped funding.  
Because of this, any exchanges are practically made impossible.
31. Yes.

#### **Respondent 4**

1. Dutch municipality.
2. An organization was founded.
3. The mayor at the time searched for a municipality with a similar number of inhabitants as the Dutch municipality.
4. No.
5. To create a united Western Europe, getting them closer to the 'European standard'.
6. –
7. –
8. Yes.
9. Increase cultural knowledge, increase technical knowledge, financial advantage, increase citizen participation.
10. No.
11. –
12. No.
13. –
14. Yes: evaluation in 2014 led to creating more support and citizen participation from the sister-city.
15. Long-term relationship, mutual advantages.
16. Study visits, exchange programmes.
17. Yes.
18. Annually.
19. Working group from the municipality which is allocated with education, art and culture, social domain and sports.
20. 3.
21. Yes.
22. ????
23. To create a united Europe, to help CEEC's getting closer to 'European standards'.
24. 3.
25. No.
26. No.
27. Yes, every 6 weeks.
28. Yes.
29. Negative image of jumelages in the community.
30. –
31. Yes.

#### **Respondent 5**

1. The foreign municipality.
2. Different: contact goes through citizens (no structure).

3. This is no longer exactly known (25 years ago). The initiative was at the foreign municipality.
4. Yes, and the Dutch municipality has engaged in more than one partnership.
5. Stimulating friendship between the communicates. Knowledge exchange about topics which are relevant for both municipalities.
6. Increase cultural knowledge within Dutch municipality (2), increase citizen participation (1).
7. Increase cultural knowledge (2), increase citizen participation (1).
8. Yes.
9. Increase cultural knowledge (2), increase citizen participation (1).
10. No.
11. –
12. No.
13. –
14. No.
15. Long-term relationship (2), mutual advantages (1).
16. Currently no activities are being organized, the relationship is existing but not active.
17. No.
18. –
19. Dutch citizens. Formally, a civil servant is appointed as well.
20. 3.
21. No.
22. –
23. Other: the Dutch municipality is in debate whether the partnership should be terminated or not, as there is not a lot of initiative by citizens.
24. 1.
25. Yes, in case the community is no longer interested.
26. No.
27. No.
28. No.
29. –
30. Other: there are no topics on which participation can be build.
31. Yes.

#### **Respondent 6**

1. Dutch municipality.
2. An organization was founded.
3. Initiative lay with the mayor and aldermen of the Dutch municipality.
4. Yes, other municipalities in CEECs were considered.
5. Strengthen economical relationship (3), to create a united Western Europe (2), getting them closer to the 'European standard' (1).

6. Increase cultural knowledge within Dutch municipality (3), increase mobility between municipalities (2), increase citizen participation (1).
7. Increase mobility between municipalities (2), increase citizen participation (1), getting them closer to the 'European standard' (3).
8. Yes.
9. Increase cultural knowledge (2), increase mobility between municipalities (3), increase citizen participation (1).
10. No.
11. –
12. No.
13. –
14. No.
15. Long-term relationship (1), mutual benefits (2), study visits (3).
16. Study visits (3), exchange programmes (1), internships (2).
17. Yes.
18. Annually.
19. The foundation (stichting).
20. 4.
21. No.
22. –
23. Strengthen economical relationship (3), to create a united Europe (1), to help CEEC's getting closer to 'European standards' (2).
24. 2.
25. No.
26. Yes.
27. Yes, once every 6 months.
28. No.
29. –
30. –
31. Yes.

#### **Respondent 7**

1. Dutch municipality.
2. No special organization was founded.
3. The Dutch municipality wanted to engage in a partnership with a municipality in both the 'second' world and 'third' world. Furthermore, they wanted the municipality to be in a similar geographical location and have a similar demography. Citizens were able to suggest municipalities, the municipality chose the partner-city. The formal relationship was terminated in 2009.
4. Yes.



5. Different: most likely it was part of the ongoing trend to create a united Europe after the fall of the Berlin Wall, however it is not certain anymore this was the actual reason.
6. Economical advantages, increase cultural knowledge, increase technical knowledge, financial advantages, increase citizen participation. (note: the relationship was aimed at gaining mutual benefits)
7. Other: to create mutual benefits.
8. Yes.
9. Increase cultural knowledge (3), increase technical knowledge (3), increase citizen participation (2).
10. Yes.
11. Reports on projects.
12. Yes.
13. Evaluation because funds were allocated to the projects, but also the projects themselves were evaluated.
14. No.
15. Mutual benefits
16. Exchange programmes (still going on through volunteers), special days.
17. No.
18. –
19. It depends on which level the communication takes place: the mayor, alderman or allocated civil servant has responsibilities.
20. 3.
21. Yes.
22. –
23. ?
24. ?
25. ?
26. ?
27. ?
28. ?
29. ?
30. ?
31. ?

#### **Respondent 8**

1. Dutch municipality.
2. A platform of which the end responsibility lies with the municipality.
3. The mayor and several volunteers visited the partner-city.
4. No.
5. To strengthen the economy (3), to create a united Western Europe (2), getting them closer to the 'European standard' (1).

6. Economical advantages (3), increase cultural knowledge (2), increase citizen participation (1).
7. Increase technical knowledge (3), increase citizen participation (2), getting them closer to the 'European standard' (1).
8. Yes.
9. Increase cultural knowledge (3), increase citizen participation (2), reaching the 'European standard' (1).
10. No.
11. –
12. No.
13. –
14. Yes, goal shifted towards a focus on exchange programmes.
15. Different: exchange programmes.
16. Study visits (2), exchange programmes (1), internships (3).
17. Yes.
18. Annually.
19. The foundation (stichting).
20. 4.
21. Yes.
22. Not everyone who is contacted about certain topics responds within a reasonable timeframe.
23. To create a united Europe (2), other: because many friendships have formed (1).
24. 2.
25. No.
26. No.
27. Yes, twice per year.
28. No.
29. Discussion between public and private parties involved (3), negative image of jumelages in the community (2), other: negative attitude of the Dutch municipality (1).
30. In the past, the Dutch municipalities has regularly discussed whether it should terminate the relationship or not. Funding has stopped. The discussion has given the jumelage a negative image. Since the foundation has become independent, activities which are organized are much better received.
31. Yes.

## **Respondent 9**

1. Dutch volunteers.
2. A working group with citizens was created.
3. The wife of the mayor contacted the partner-city in relationship to a personal hobby.
4. No.

5. To create a united Western Europe, decrease (social) injustice in the world, getting them closer to the 'European standard'.
6. Increase cultural knowledge within Dutch municipality (2), other: creating a better understanding of the difference between Eastern and Western European countries (1).
7. Economical advantages (2), increase cultural knowledge (3), increased technical knowledge (3), increased mobility between the municipalities, getting them closer to the 'European standard'.
8. Yes.
9. Increase cultural knowledge, increase technical knowledge (1), increase mobility between the municipalities (2), increase citizen participation (3).
10. No.
11. –
12. No.
13. –
14. Yes, first 10 years was aimed at providing basic needs, the second 10 years was aimed at exchange in technical knowledge and exchange programmes.
15. Mutual benefits (mostly through exchange programmes between schools and sport clubs).
16. Study visits, exchange programmes, internships.
17. Yes.
18. Once per 3 years.
19. The working group in good collaboration with the Dutch municipality.
20. 3.
21. Yes.
22. The goals of both municipalities should be the same. However, the partner-city wishes more exchange with civil servants, and the Dutch municipality wishes more exchange between schools and clubs.
23. To create a united Europe.
24. 2.
25. Yes, the partner-city has developed tremendously in the past 20 years. In our view, this only leaves us with exchange programmes for schools and clubs.
26. No.
27. Yes, once every 6 months.
28. Yes.
29. Discussion between public and private parties involved, other: the difference between the goals both municipalities have.
30. In reality, there have been no (major) exchange programmes organized in the past two years.
31. Yes.