Smart, transnational, mutual learning - examples and implications for smart specialization strategies.

Åge Mariussen, leader, BA Institute
Botnia Atlantica Institute’s partners and financers are: 

[Logos of partner institutions]
Transnational learning

- Forced or voluntary?
- Hard or soft?
- Multi level governance

- The project learning paradox
- States as selection mechanisms
Good practices are easy to discover, but hard to transfer.

The project learning paradox.
Learning by sharing seems easy, but transfers are hard to do.
S3 – mutual learning with others..
Do you need connections with critical friends?

We are perfect, thank you

We have problems we cannot solve alone

We have problems and we are working to find solutions
Smart transnational mutual learning

- Systematic methods of transfer
- New knowledge creation together with peers in other countries
- A non-linear process which requires coordination

Peer review workshops

Critical friendship

Mutual transnational learning

..BUT DO YOU NEED IT?
Discoveries through mutual learning

They do the same as us, but better!

They do it differently!

We have potential synergies!
Is mutual transnational learning relevant to your S3 strategy?
Critical friends can help you to reconnect your tripple helix!
The disconnected region

PUBLIC SECTOR
- Lack of coherence between national and regional/local policies
- Lack of political leadership
- Lack of a shared voice and vision at the regional/local level

PRIVATE SECTOR
- No coordination or representative voice with which to engage
- Motivated by narrow self interest and short term goals
- Dominated by firms with low demand or absorptive capacity for innovation

HIGHER EDUCATION SECTOR
- Seen as 'in' the region but not 'of' the region
- Policies and practices discourage engagement
- Focus on rewards for academic research and teaching
- No boundary spanners
- Focus on supply side, transactional interventions
- Ineffective or non existent partnership
- Lack of a shared understanding about the challenges
- Entrepreneurs 'locked out' of regional planning
The ‘connected’ region – strong partnerships based on shared understanding of the challenges and how to overcome them

PUBLIC SECTOR
Developing coherent policies that link territorial development to innovation and higher education

HIGHER EDUCATION SECTOR
Generating intellectual and human capital assets for the region
Skilled development, commercialisation of research

PRIVATE SECTOR
Building the infrastructure for growth
Investing in people and ideas that will create growth

Evidence based policies that support ‘smart’ innovation and growth
S3 connecting people

- Science, technology and innovation (STI)
- Doing, using, innovating (DUI)
- Connecting STI and DUI:
  - Emilia Romana
  - Finland
- Connecting science, nature and money
  - Norway
- The connected region
- Entrepreneurial discoveries
- Boundary spanning
AN EXAMPLE:

Connecting nature, science and money
# OECD classification of regions

<table>
<thead>
<tr>
<th>Primary-sector intensive regions</th>
<th>19 regions (Greece, Hungary, Poland, Portugal)</th>
<th>Primary sector production &quot;low tech&quot; manufacturing Low level of S&amp;T indicators Low GDP/capita</th>
</tr>
</thead>
<tbody>
<tr>
<td>Service and natural resource regions in knowledge-intensive countries</td>
<td>28 regions (Canada, Denmark, Finland, Korea, Luxembourg, Netherlands, Norway, Sweden, Slovakia, UK)</td>
<td>Primary sector production &quot;Low tech&quot; manufacturing Knowledge-intensive services High GDP/capita</td>
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Primary sector intensive regions
Service and natural resource regions in knowledge-intensive countries
The Norwegian connection

Agriculture
Food industry
Science base

Aquaculture
Food industry
Science base
The Norwegian "blue field" vision
Smart, transnational learning

Learning with others how to make new connections in your tripple helix!

Critical friendship

Peer reviews
Critical friendship

- Shared objectives
- Mutual respect, horizontality
- Openness
- Shared information
- Accept different perspectives
- Combination of analysis and dialogues in workshops

Coordination:
- Discovery
- Translation (step 1-4)
- Integration (step 1-3)

IT TAKES TIME
Discovery of good practice through peer reviews (analysis, dialogues, comparisons)
Translation step 1: good practice analysis

- The history of the good practice
- National and regional preconditions
- How does it work?
- Who are involved in doing it?
Translation step 2: hypothesis on change

* Dialogues reviewing good practice analysis documents
* Can the core of the good practice be applied in a different national and regional context?
* New combinations of different national good practices
Translation step 3: good practice reconstruction

The core mechanisms of the good practice may have to be modified

Comparisons between practices may lead to new solutions

A solution may be a combination of different practices
Translation step 4: analysis of possible good practice integration
Translation step 4: dialogues on good practice integration

* Dialogues between sending and receiving peers
* A proposal of integration
Integration step 1: good practice evaluation

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<th>Level</th>
<th>Action</th>
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<tr>
<td>National strategy</td>
<td>Evaluation</td>
</tr>
<tr>
<td>Regional strategy</td>
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</tr>
<tr>
<td>Actor network</td>
<td>Evaluation</td>
</tr>
</tbody>
</table>

* Changes involves several levels of governance
* Early involvement of all three levels
Integration step 2: good practice implementation

Decision makers
Authorization of change

Actor networks
Knowledge transfer between peers
Integration step 3: Outcomes

- **Preconditions**
  - National strategy
  - Regional strategy
  - Actor network

- **Learning**
  - Motivation
  - Coordination
  - Evaluation

- **Outcome**
  - Replace
  - Modify
  - Supplement
  - Compete with
Thank you for your attention!