



*Peer eXchange &
Learning*



Peer eXchange and Learning workshop on Skills for S3 policy makers

Lapland

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<https://arcticmartness.eu/>

Main regional characteristics

- Surface area 100,366 km², of which 7,699 km² is water
- Population 180,200, population density 1.8 /km²
- Employment: approximately 69,000 jobs, of which approx. 50% are in private enterprises
- Number of private enterprises 9,100
- Annual revenue of Lapland €12,000 M, of which 70% comes from private enterprises
- Annual revenue of mining and metal industry approx. € 5,000 M
- Annual revenue of forest bioeconomy approx. € 1,300 M
- World's northernmost bio, mining and metal industry hub
- Europe's only chromium mine and the largest gold mine in Europe
- Tourism is the fastest growing sector with overall demand of approx. € 1,000 M and an average annual growth of 9%, in 2017 as much as 20%
- Agricultural production and reindeer husbandry approx. € 340 M
- Finland's fourth largest export region, 7 % of Finnish export
- Nine national parks in the area
- World's cleanest air and Europe's purest water
- World's largest wild organic harvesting area
- Strong educational structure: University of Lapland, Lapland University of Applied Sciences, Vocational College Lappia, Lapland Education Centre REDU and the education centre of the Sámi region
- Research institutes: Geological Survey of Finland (GTK), Natural Resources Institute Finland (LUKE), Sodankylä Geophysical Observatory (SGO) as the most notable
- National circular and bio-economy centre in Kemi



Lapland has the fastest growing economy in Finland

Lapland is a unique Arctic region that wants to be the most innovative and entrepreneur-driven of all the sparsely populated EU regions by the year 2022. The future objectives are set high, but the measures for achieving those goals are tangible and close to the operators.

Which issues would you like to discuss and why?

- Main skills development (if any) promoted by the S3 process
 - Ecosystem thinking and regional cluster management
- Questions you would like peers to discuss after your presentation:
 1. What skills are needed for S3 policy makers to keep the process ongoing?
 2. What competences are necessary within the S3 policy makers to ensure regional benchmarking and common learning?
 3. What skills are needed in the S3 management team to carry out efficient monitoring and evaluation?

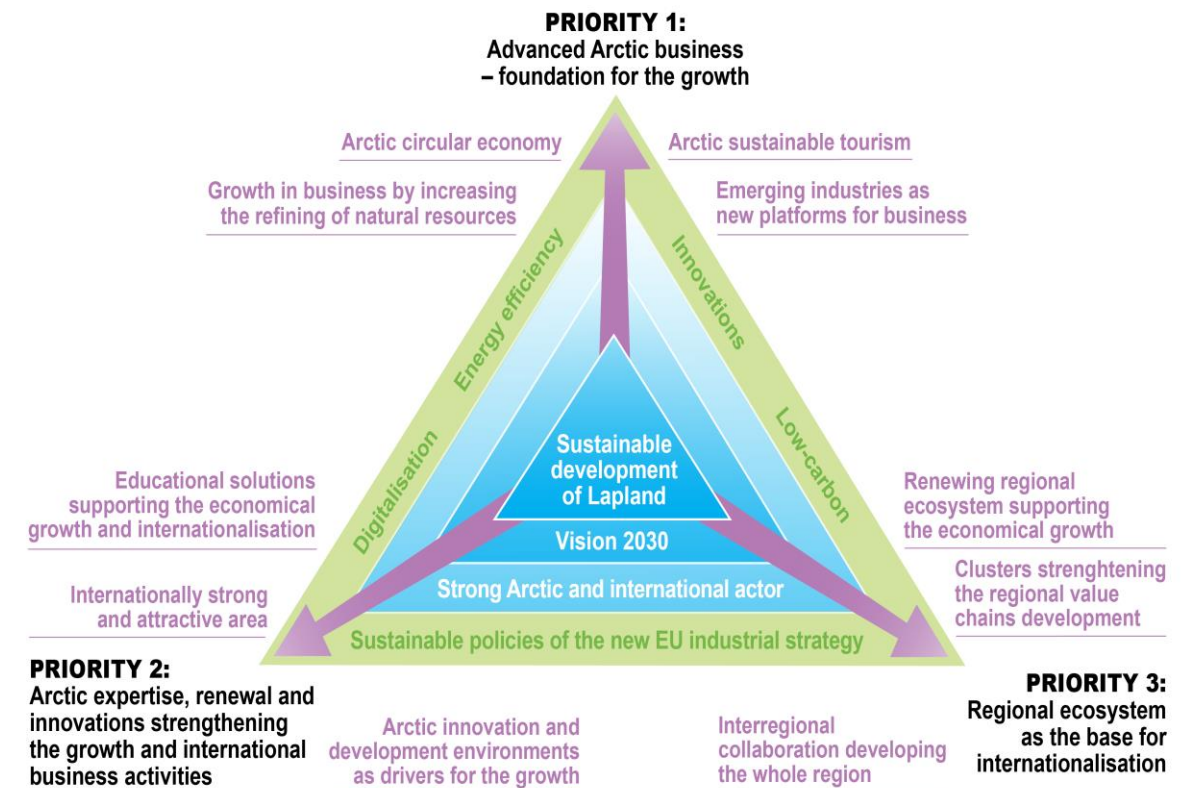
Overview of Lapland RIS3 – International Smart Specialisation

Governance

- S3 planning and design process is led by the regional Council of Lapland – overall responsibility to lead regional development
- S3 Implementation in two levels:
 - Arctic Smartness concept supporting the spearheads activities
 - Recognising of emerging sectors and potential – systematic development
- How is the governance set-up of your RIS3?
 - Regional ecosystem – led jointly Regional Council of Lapland and Lapland ELY Centre*
 - Governance involves stakeholders and have both Top-Down to Bottom-Up continuous dialog
 - Regional planning/programming provide the breeding ground for smart specialisation
 - Regional ESIF used in synergy – policy mix

Lapland Smart Specialisation Priorities

- Agreed together with regional stakeholders
- Shared responsibilities



*Centre for Economic Development, Transport and the Environment (ELY Centres) is responsible for the regional implementation and development tasks of the central government.

Skills for S3 policy makers (1)

Reflections on the S3 process so far – What skills are needed in the different phases of the S3 process?

- Design - capability to understand the overall framework for the regional development
 - regional networking practices – systematic approaches – big picture
 - stakeholder engagement - empowering
 - understanding own role in the process – “What will be my responsibility?”
- Implementation – capability to take responsibilities and enabling things to happen
 - regional authority – orchestrating the process – how to make it happen and to be beacon
 - decision makers – to develop the trust and be the vanguard
 - stakeholders and actors – to be brave enough to take step out from the old
- Monitoring and evaluation (e.g. analytical skills, etc.)
 - to understand the role of the monitoring and evaluation - relationship
 - to learn basic practices and mechanism of the monitoring and evaluation - quality
 - to make simple and clear documentation
- What are the structures and processes needed for translating evidence into policy?
 - Transparent governance – shared and empowering responsibility

Skills for S3 policy makers (2)

Reflections on the S3 process so far - *existing institutional capabilities*

- Are the existing skills adequate for the:
 - Design: needs to develop suitable practices and methods – to understand the importance of design as it lays foundation for the implementation, monitoring and evaluation
 - Implementation: need to understand that diversity of different skills is needed –recognising the importance of outsourcing
 - Monitoring and evaluation of the S3: need to develop suitable practices and methods – creation of continuous tool
- Examples on how the:
 - lack of adequate skills, during any of the phases of the S3 process, has affected the process:
 - Implementation: Policy makers' lack of understanding the synergic approach (policy mix), the links with European-wide strategies and cluster development may make the implementation inefficient.
 - Monitoring and evaluation: The lack of monitoring skills prevents effective initiation of monitoring system as it requires more resources than maintaining the system.
 - existence of adequate skills, during any of the phases of the S3 process, has affected the process:
 - The understanding of the overall framework enables systematic and proactive development actions.
- How has the S3 process promoted (if any) the development of policy makers' capabilities?
 - It has developed policy makers' skills of understanding synergic approach to regional development and links of regional development with European-wide strategies and goals

Skills for S3 policy makers (3)

Skills development for RIS3 management

- How can administrations map and develop the necessary skills to improve S3 design, implementation and evaluation?
 - Launching joint training and info
 - Internal peer support practises
- What skills should be given more attention in the future S3 policy debate?
 - Leadership – to understand the true nature
 - Challenge taking – to encourage for the policy testing to find novel interventions
 - Cluster and ecosystem development – systematic building process, common understanding
- What are the main challenges that policy makers face in order to take evidence based decisions?
 - Reluctance for the change
 - Lack of competence in smart specialisation practises
 - Lack of critical recourses - joining the resources and to develop consensus

<Summarize your main reflections in max. 3 mins>

Summary & next steps

Conclusions

- How has the S3 process influenced skills development in public authorities and relevant stakeholders?
 - Development of the awareness and understanding –understanding the bigger picture
 - Increased cooperation and common practices – less competition
 - Understanding the role of the S3 in the regional development - prioritisation
- What are the main challenges to ensure the necessary skills for the S3 process?
 - Lack of time
 - Scarcity of the human resources
 - Lack of strategic thinking and patience to let change happen
 - Inflexibility of the current funding

Question 1: What skills are needed for S3 policy makers to keep the S3 process ongoing?



- **Why:** Putting S3 in to the practise is all about committed stakeholders/policy makers and value creation. Without a strong commitment, it will be difficult to keep up with the process.
- **What has been done:** Engaging stakeholders in to the process – roadshows and joint seminars. Introducing the S3 and expressing its importance and role in the overall regional development and EU level networking.
- **What worked:** Key actors/policy makers do believe and trust in the process.
- **What did not work:** Reluctance to change or adapting new skills needed to keep process ongoing. Everyone is “too busy”.

Question 2: What competences are necessary within the S3 policy makers to ensure regional benchmarking and common learning?



- **Why:** There are plenty of good practices and learnings. It would be important to benchmark form while developing practices for the common learning. We all have to be able to adapt new practices and develop capabilities to make things different – joint change management
- **What has been done:** Few joint projects to stimulate common learnings and “doing together”, joint benchmarking and seminars. Regular twice a year midterm events to engage all policy makers in Lapland. Once a year Arctic Smartness event’s in Brussels and benchmarking trips.
- **What worked:** Active participation by policy makers.
- **What did not work:** Follow up is not happening – lesson learned are not put in tot the practise systematically.

Question 3: What skills are needed in the S3 management team to carry out efficient monitoring and evaluation?



- **Why:** Strategic choices lay the foundation for the regional development and collaboration. To make solid and forward looking S3 the monitoring and evaluation must follow logically from the design an implementation. Monitoring is steering the implementation and evaluation providing information to design and implement next steps.
- **What has been done:** Basic monitoring is at place for the individual projects. Arctic Smartness concept is well documented and followed up.
- **What worked:** Individual project based monitoring and evaluation.
- **What did not work:** To produce a common understanding of the S3 process, its success and failures.