Åge Mariussen, leader, BA Institute

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

Botnia Atlantica Institute´s partners and financers are:

UNIVERSITY OF NORDLAND

UNIVERSITY of VAASA

UMEÅ UNIVERSITET

Åbo Akademi

Länsstyrelsen Västerbotten

Nordland FYLKESKOMMUNE

Österbottens förbund
Pohjanmaan liitto

EUROPEISKA UNIONEN
Europeiska regionala utvecklingsfonden

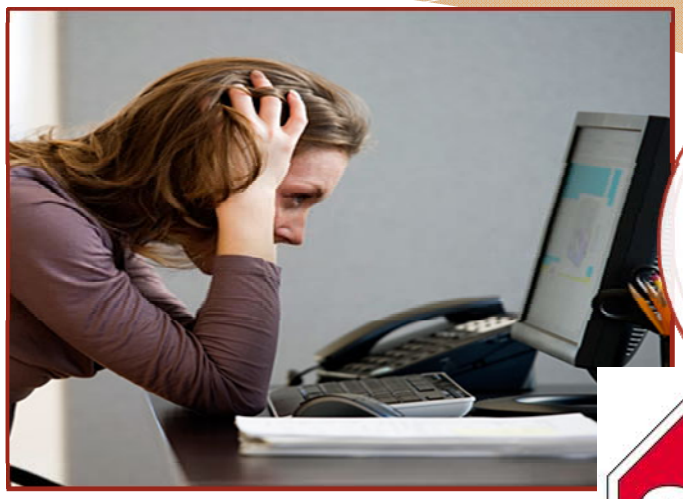
Gränsöverskridande samarbete över fjäll och hav
Meret, vuoret ja rajat ylittävä yhteistyö
Grenseoverskridende samarbeid over fjell og hav
Cross-border cooperation over mountain and sea

www.botnia-atlantica.eu

Transnational learning

* Forced or volontary?
* Hard or soft?
* Multi level governance
* The project learning paradox
* States as selection mechanisms

The project learning paradox



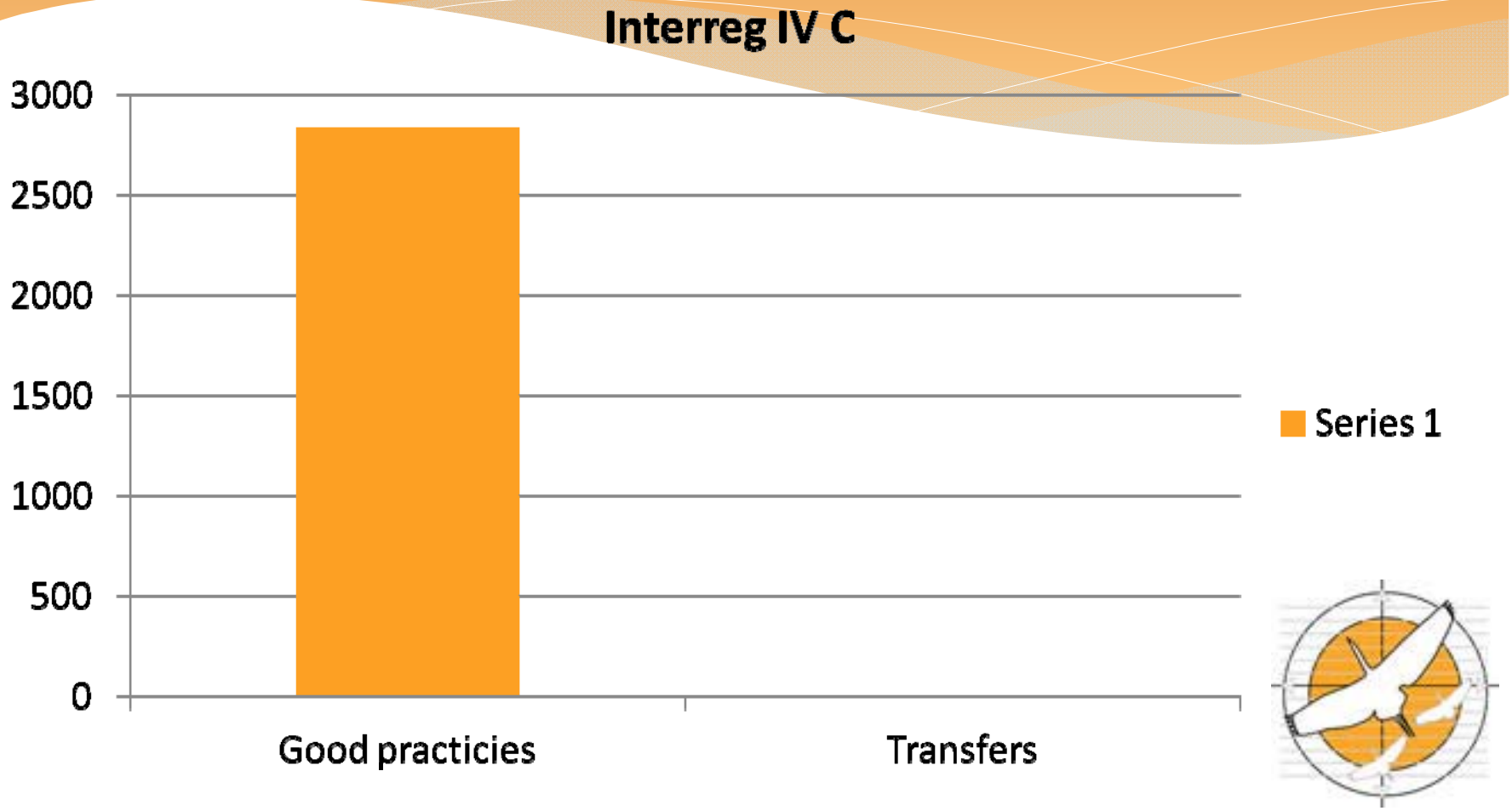
Routine

STOP

Project discovering a good practice

Good practices are easy to discover, but hard to transfer

Learning by sharing seems easy, but transfers are hard to do..

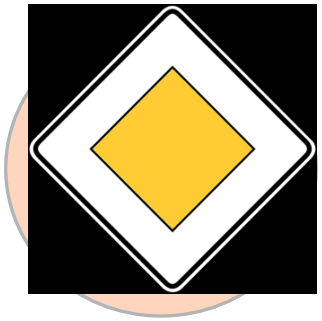


S3 – mutual learning with others..

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

..BUT DO YOU NEED IT?

Discoveries through mutual learning

They do the same as us, but better!

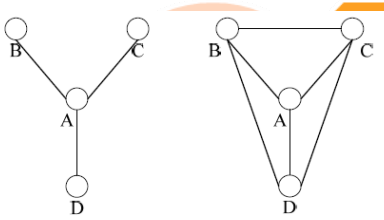
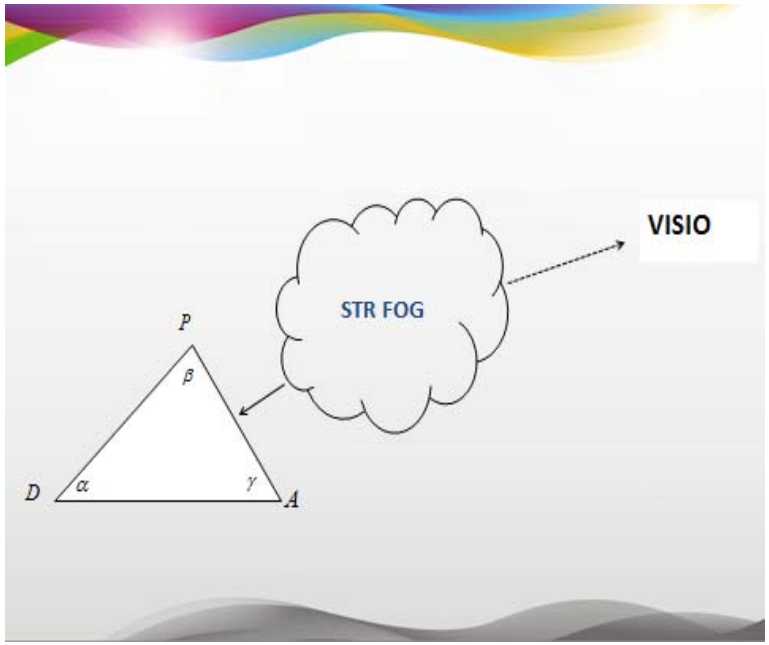


Figure 1. Examples of structural holes.

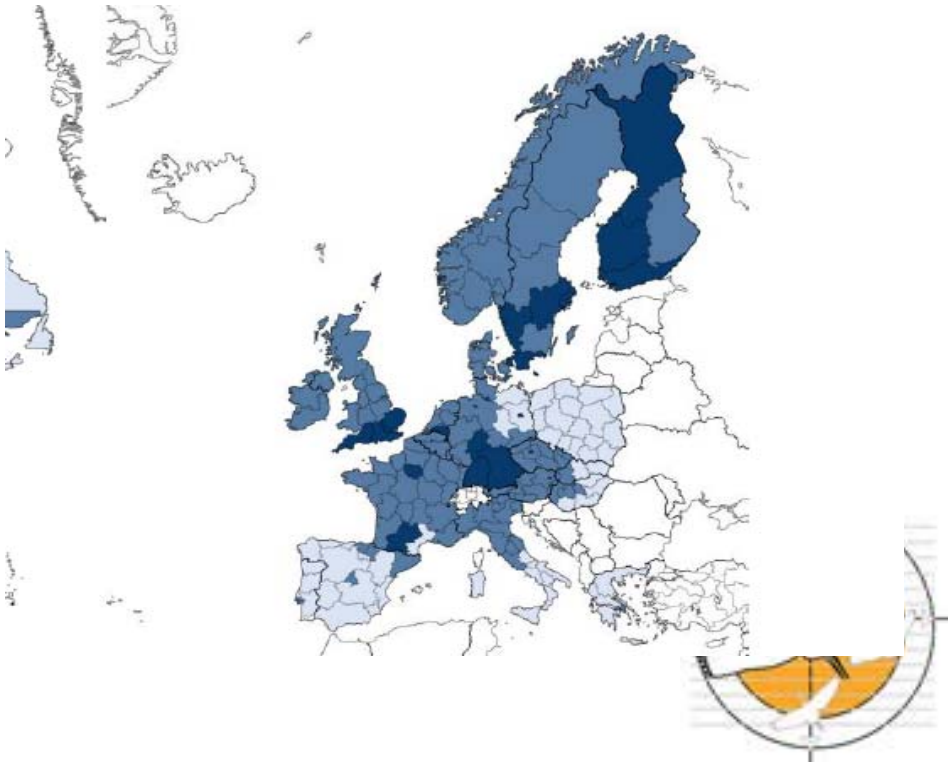
They do it differently!

We have potential synergies!

Is mutual transnational learning relevant to your S3 strategy?

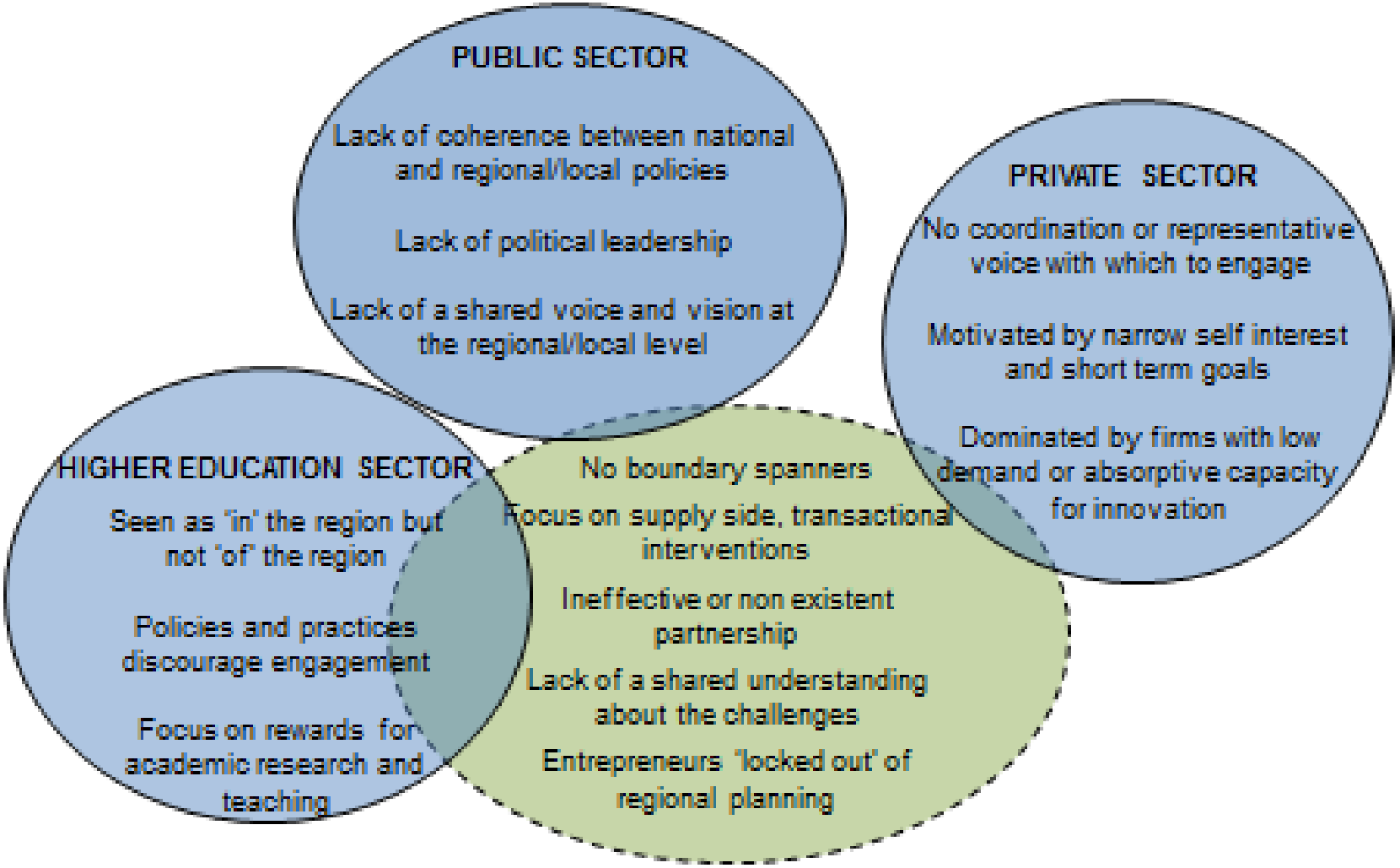


a

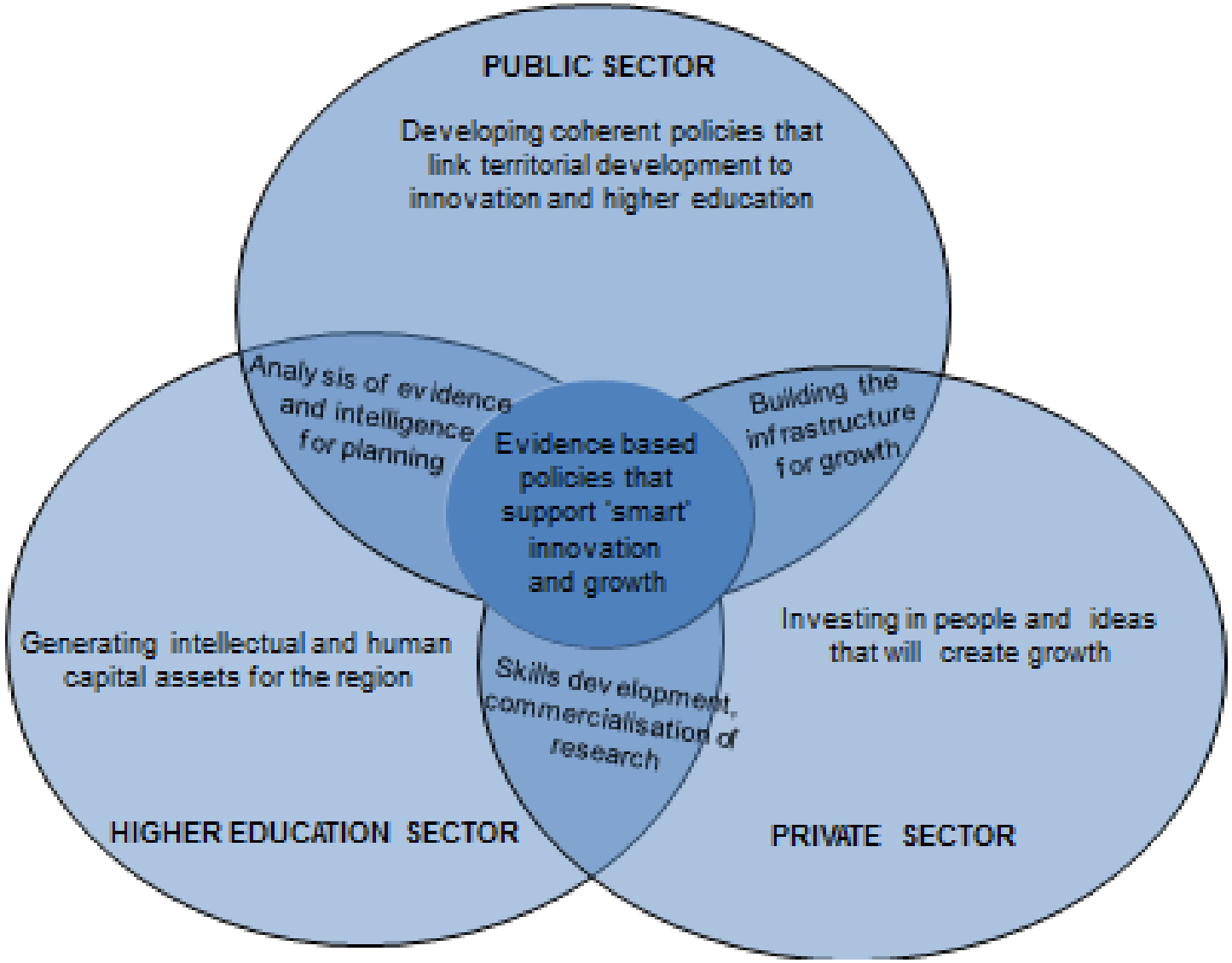


Critical friends can help you to reconnect your tripple helix!

The disconnected region



The 'connected' region – strong partnerships based on shared understanding of the challenges and how to overcome them



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

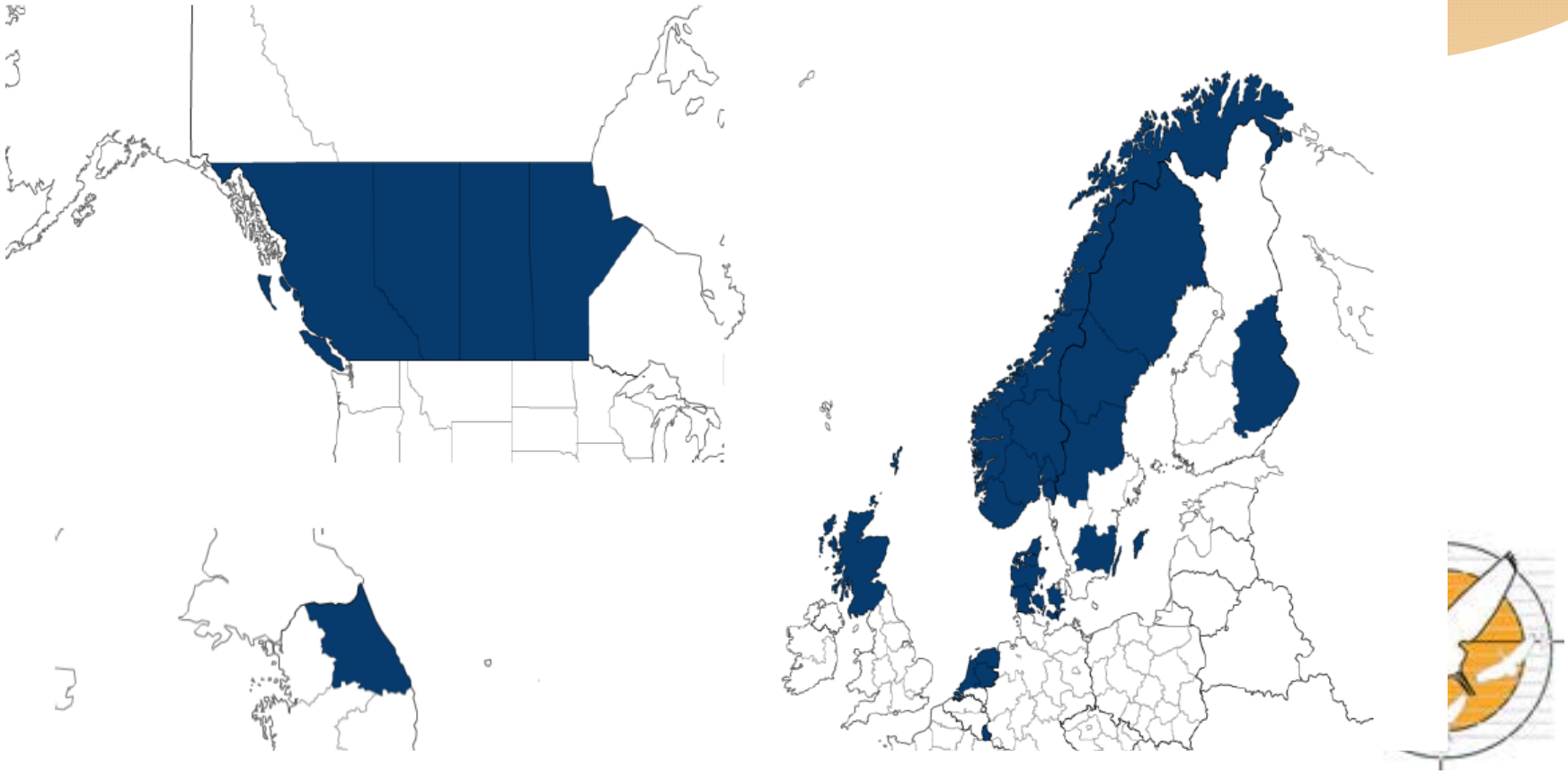
OECD classification of regions

Primary-sector intensive regions	**19 regions (Greece, Hungary, Poland, Portugal)**	**Primary sector production ”low tech” manufacturing Low level of S&T indicators Low GDP/capita**
Service and natural resource regions in knowledge-intensive countries	28 regions (Canada, Denmark, Finland, Korea, Luxembourg, Netherlands, Norway, Sweden, Slovakia, UK	Primary sector production ”Low tech” manufacturing Knowledge-intensive services High GDP/capita

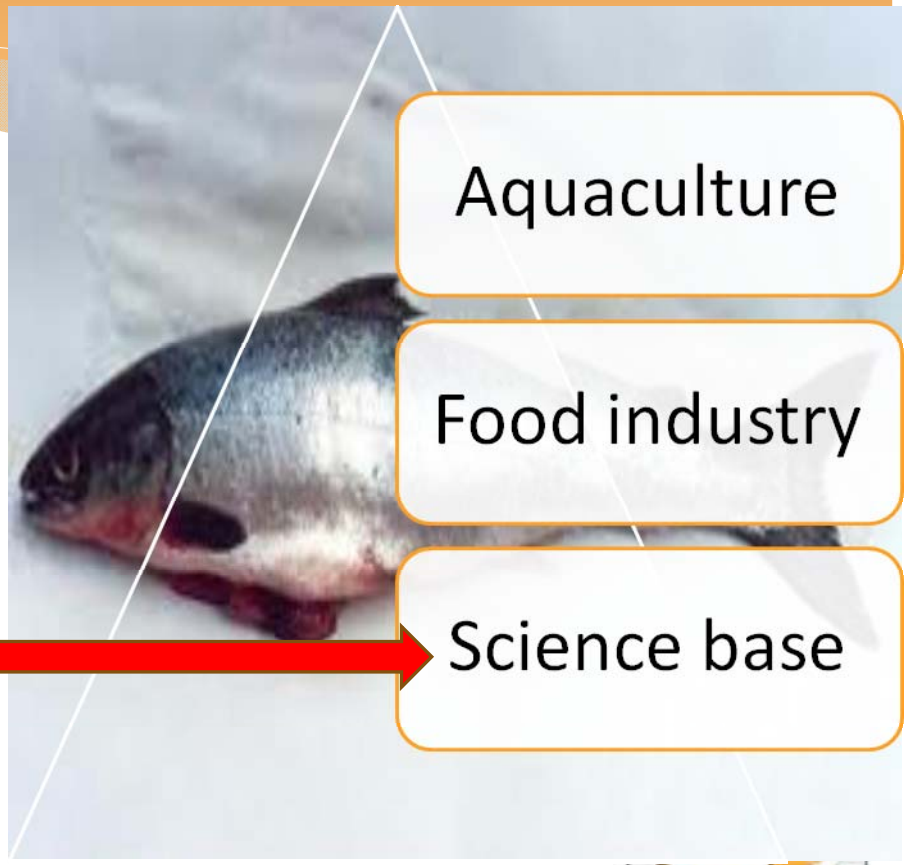
Primary sector intensive regions

Service and natural resource regions in knowledge-intensive countries

Figure 6. Service and natural resource regions in knowledge-intensive countries



The Norwegian connection



The Norwegian ”blue field” vision

Smart, transnational learning

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

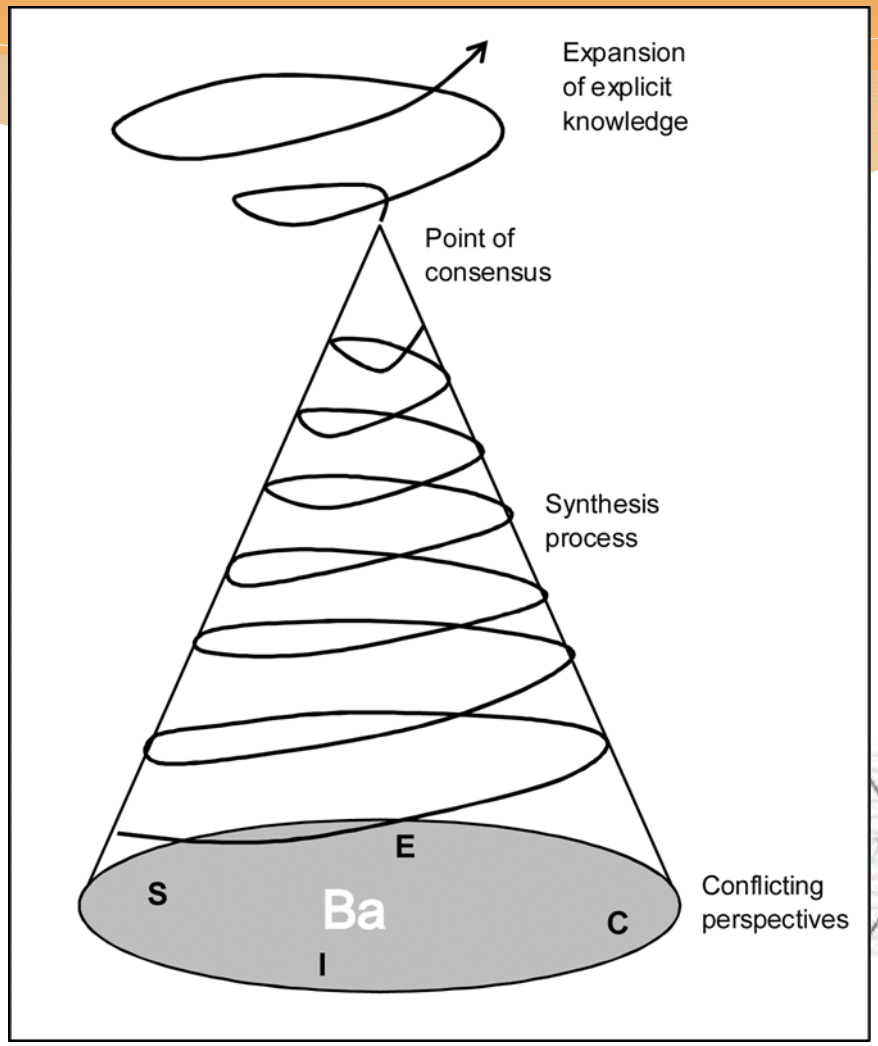
Critical friendship

Peer reviews

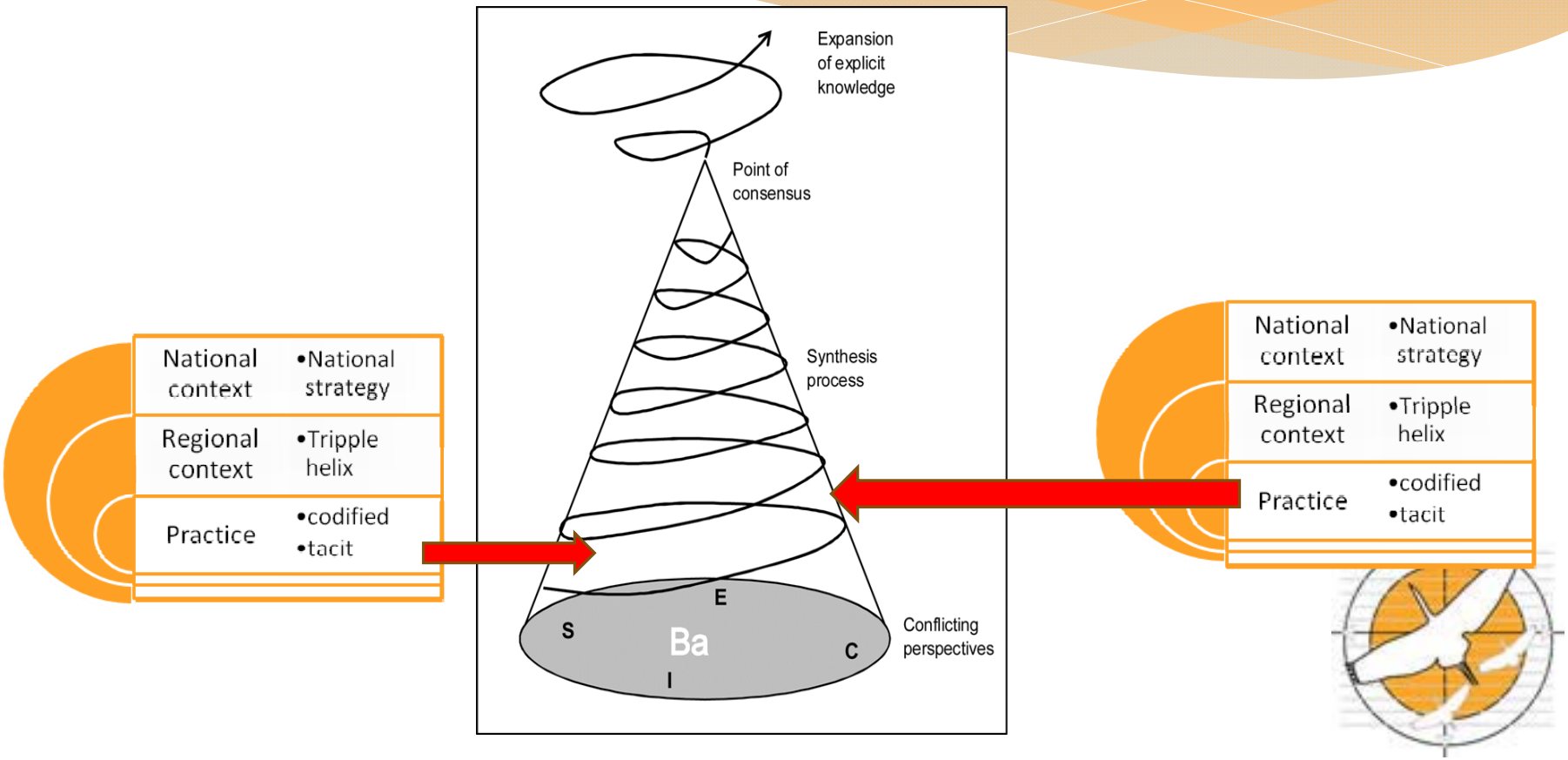
Critical friendship

- Shared objectives
- Mutual respect, horizontality
- Openness
- Shared information
- Accept different perspectives
- Combination of analysis and dialoges in workshops
- Coordination:
  - Discovery
  - Translation (step 1-4)
  - Integration (step 1-3)

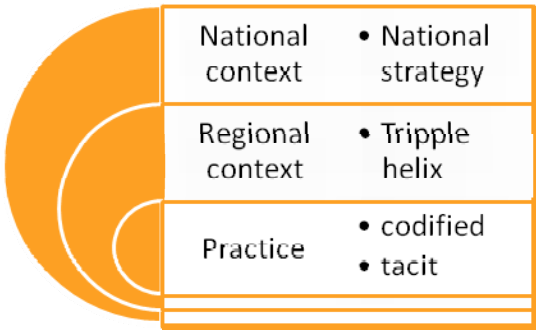
IT TAKES TIME



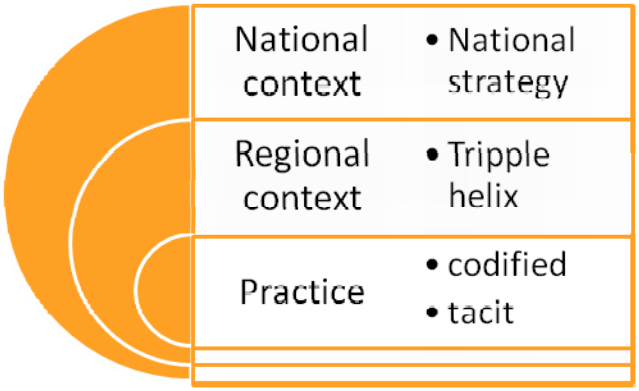
Discovery of good practice through peer reviews (analysis, dialogues, comparisons)



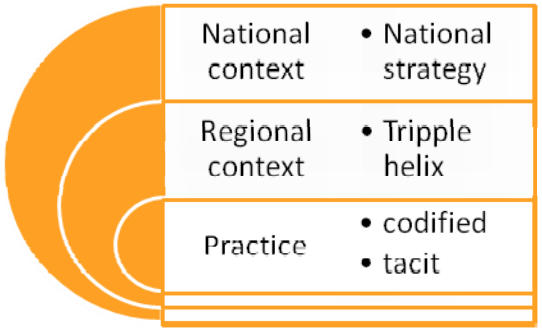
Translation step 1: good practice analysis



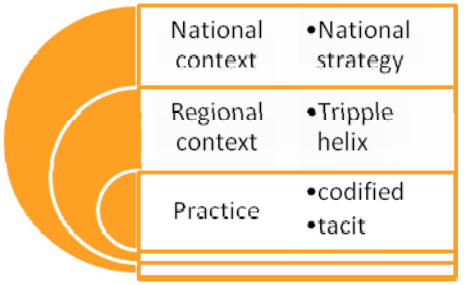
* The history of the good practice
* National and regional preconditions
* How does it work?
* Who are involved in doing it?



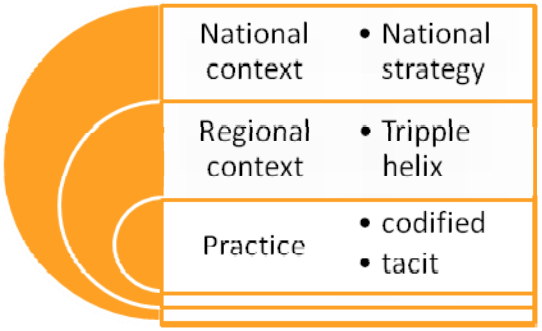
Translation step 2: hypothesis on change



* 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



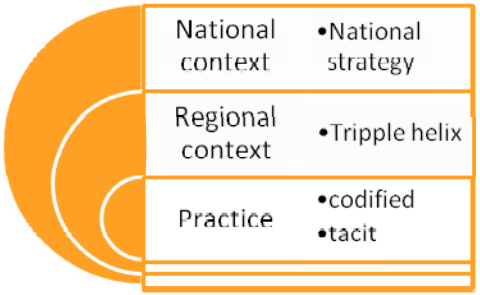
Translation step 3: good practice reconstruction



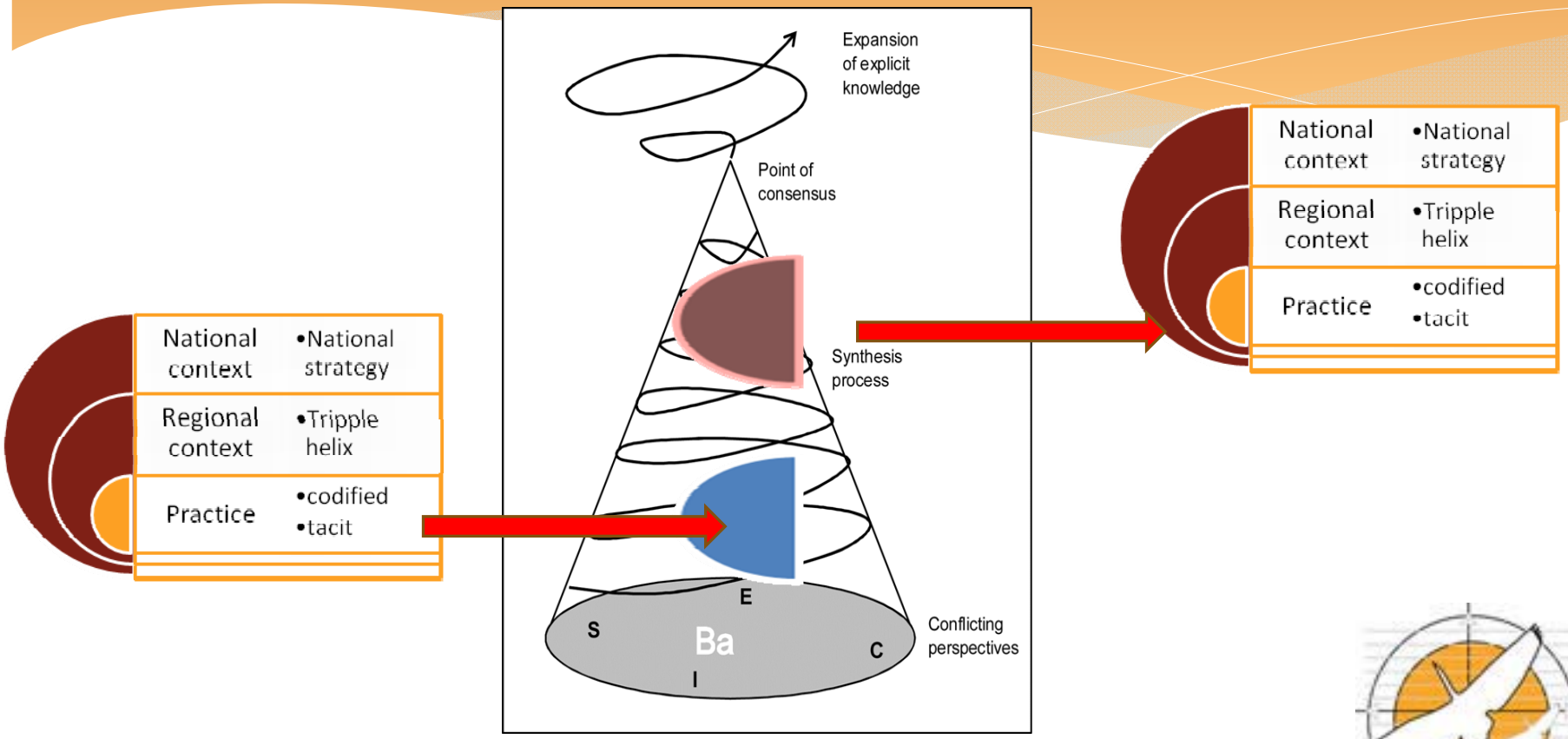
The core mechanisms of the good practice may have to be modified

Comparisons between practices may lead to new solutions

A solution may be a combination of different practices

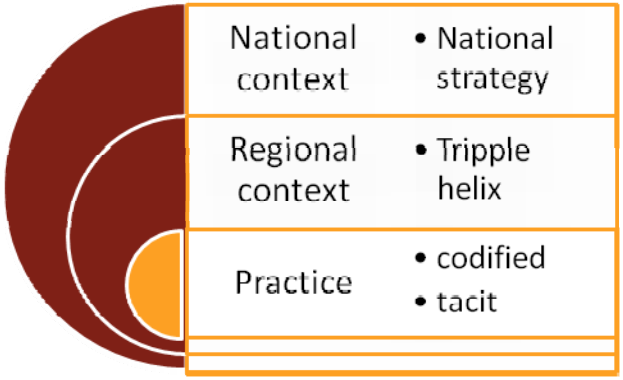


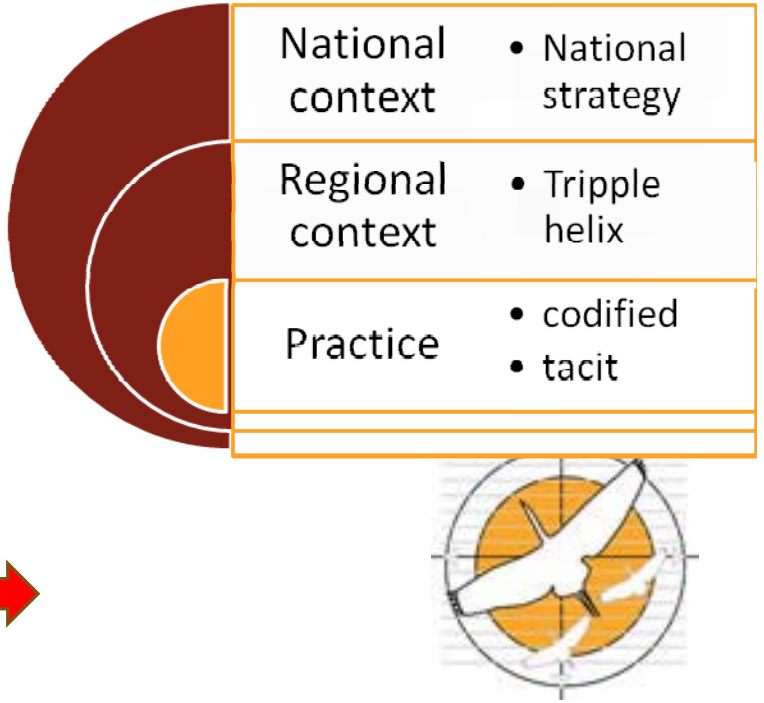
Translation step 4: analysis of possible good practice integration



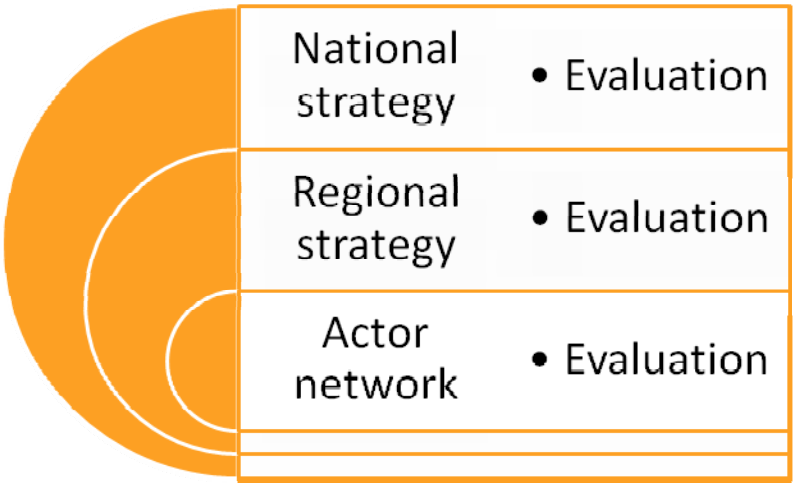
Translation step 4: dialogues on good practice integration

* Dialoges between sending and recieving peers
* A proposal of integration





Integration step 1: good practice evaluation



* 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	learning	outcome
National strategy	Motivation	Replace
Regional strategy	Coordination	Modify
Actor network	Evaluation	Supplement
		Compete with

Thank you for your attention!