Transnational learning, why and how?

Åge Mariussen, leader, BA Institute
Botnia Atlantica Institute’s partners and financers are:
5 Methodologies and methods of transnational learning

Åge Mariussen and Seija Virkkala

7 Discovering the process perspective

Unfolding the potential of transnational learning in INTERREG

Verena Hachmann
Learning by sharing

INTEREG V C

Good practices

Transfers
Transnational learning through INTERREG??

- The paradox of project learning...
  - Fast learning inside INTERREG projects, but..
  - They tend to remain isolated from the mainstream of regional policy making and not transmitted to participating regional and organizations
  - Accordingly, limited local organizational learning
- Pilot projects which are not followed up..
- Short term preassures for results..
Why?

How can we adapt better to changes in the global market? (S3)
The Nordic crisis 1987 - 1994

* Industrial production moved to low cost countries
* Irresponsible financial policies, housing bubble, bank crisis
* Negative foreign trade balances
* Budget deficits (8-10%)
* Soaring interest rates
* Rapidly rising unemployment (17% in 1994 in Finland)
* Falling GDP, depression
The solution: Nordic quadruple helix co-evolution

Denmark: flexicurity

* New compromise between deregulation of labor markets and continued social security
* Labor market education supporting high performance work organizations in firms
* Proactive educational and innovation policies.

Finland: high tech

* Co-evolution between strong polytechnical education, universities and work organizations in firms
* 1986: National strategy to go high tech
* 1990: OECD NIS policies
* 1990-2001 The NOKIA success story
Innovative corporations and clusters
Welfare and labor market policies
Strong basic education, universities and polytechnical institutions
Sustainable RIS
Innovations Structural transformations
National level coordination
Sustainable RIS
NIS and CoE
Welfare and labor market policies
The Finnish 4H
A good Finnish practice of sustainable innovation
Kokkola – Jakobstad

- Metal
- Boat-building
- Chemicals
KETEK

- Chemicals, composites, laser
  - Materials/Nano/Chemistry
  - Marine/Product development
  - Mechanics/Engineering
  - Process/Energy/Environment
KETEK Kokkola-Jakobstad

Academic partners

KETEK

Innovative cooperation
- Applied research projects
- Development projects
- Services: testing

Industry in Kokkola-Jakokbstad
- + Recognising innovation needs
- + Development activities

Impacts in Kokkola-Jakobstad
- + Growth of firms
- + New firms
- + Jobs
- + Innovation ability
A Norwegian unsustainable success
Learning from KETEK in Norway
Learning from Finland in Norway
Learning history: KETEK development
Basic steps..

* Comparing performance through benchmarking
* Analyse the system producing weak performances
* Identify root causes of different performance levels
* Search for, and select new solutions
* Translation – find new solutions
* Implementation
The BA-SECI approach to innovation


Know how innovation

Know what?

Know how Comparative analysis

Know what? Codification of practices

Know what? Identification of good practice

Know what? Comparisons

Know who?

Evaluation

Implementation

Know why?

Cause- and effect Analysis

Translation
ANT HILL theory of entrepreneurial discovery
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<tbody>
<tr>
<td>Flexicurity</td>
<td>Structural change, knowledge diffusion and learning in firms, markets and individuals</td>
<td>Unions, labour market regulations and politicians</td>
<td>Labor market agreements and national welfare policies</td>
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<td>High performance work organizations</td>
<td>Increased global market competitiveness</td>
<td>Primary and polytechnical education, universities, labor market education and policies</td>
<td>Regional cross sector coordination</td>
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<td>Local innovation centres</td>
<td>Modernisation and innovation through diffusion and exploitation of science based knowledge through local institutions</td>
<td>Cooperation between polytechnical educational institutions, firms, and universities</td>
<td>Cross-sectoral institutional innovations</td>
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<tr>
<td>Universities with &quot;third mission&quot;</td>
<td>Universities supporting regional development</td>
<td>Cooperation between universities, firms and public institutions on education and R&amp;D.</td>
<td>University policy indicators measuring &quot;regional excellence&quot; and connectivity</td>
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The Nordic crisis led to experimentalism

Institutional lock-in  Experimentalism

* "We know how to do things right"
* "We do not have problems"
* National elites as selection mechanisms
* Stable actor networks
* Institutional lock-in

* We have a problem, "Let us try something new and see how it works"
* Look for solutions beyond existing institutional barriers
* Support emergent trends
* Learning by monitoring others
* Learning through networking and knowledge conversion
The Danish 4H

- High performance work organizations
- Social security + flexibility, rapid knowledge diffusion through high mobility
- Regional level coordination
- The enabling welfare state supporting education and labor market flexibility
- Individual learning careers
- The "agricultural model" in research and education
- Innovation centres, institutions combining R&D, education and innovation in firms