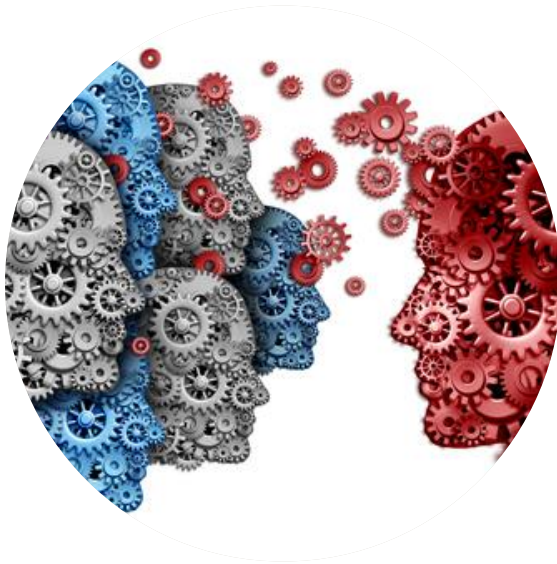


# Knowledge governance and place-based policy learning: Theoretical reflections

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# RTI and policy learning

- Monitoring and Evaluation of Research, Technology and Innovation (RTI) policies are well-established and recognised
- ..., however, how these practices feed the policy-making process is still an open challenge
- ... Especially with a place-based approach as in the case of the EU Smart Specialisation Strategies (S3)



# Smart Specialisation Strategy (S3)

- S3 policy provides the opportunity to reflect on knowledge dynamics in territorial development policies
  - Entrepreneurial discovery with knowledge as policy outcome
  - Monitoring and evaluation
- Too recent to evaluate empirical outcomes
- Theoretical reflections based on the emerging notion of 'Knowledge Governance'
  - Place based policy-learning
  - Cases as illustration

# Monitoring and evaluating S3

- Joint Research Centre (2015): 1) inform about what the strategy achieved; 2) clarify the logic of intervention; 3) support the involvement and participation of stakeholders
  - Learning, trust-building and accountability
- Mainly impact oriented
- Knowledge is mostly addressed as information
- Knowledge for policy learning
  - Science-policy interface or boundary working
  - Epistemic communities (Haas, 1992)
  - Evidence based?

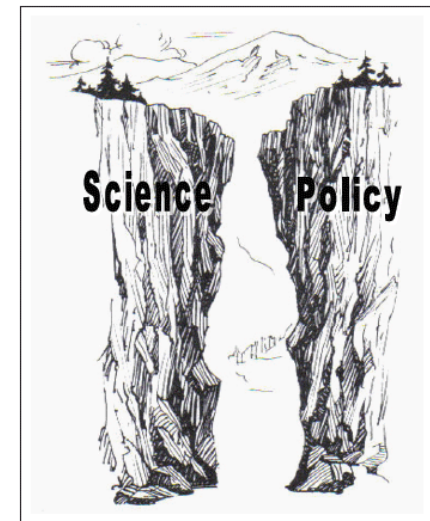


FIGURE 3  
The science-policy chasm

# “Novel” methodologies

- Learning evaluation
  - Reflexive monitoring
  - Action research
- 
- In common: inclusion of tacit knowledge
    - Significant knowledge (Crevoisier, 2011)
    - Capacity to act
    - Contextual



# Knowledge governance

- Is about **purposefully organizing** the development of knowledge in order to **deal with societal problems**.
- Knowledge governance is aimed at **creating new insights, and innovative solutions** which tempt actors to **leave traditional insights and practices** and **get away from inert interaction patterns**, stalemate negotiations, and interest conflicts.
- Knowledge governance also raises awareness and provides a **perspective on purposeful action** to stakeholders.

[Van Buuren and Eshuis, 2010]

# Modes of governance

	<b>Hierarchy</b>	<b>Market</b>	<b>Network</b>
<b>Role of leading actors</b>	Ruler and decision maker	Pricing, market place	Partner, network manager, facilitator
<b>Reaction to resistance</b>	Enforcement	Negotiations based on financial incentives	Persuasion
<b>Coordination mechanism</b>	Norms	Price	Collaboration based on mutual interest
<b>Control mechanism</b>	Power, submission	Competition	Reciprocity
<b>Type of instruments</b>	Laws, rules, procedures	Pricing, funding	Covenants, strategic alliances



# Not Reflexive Governance

- Reflexive Governance focuses primarily on feedback loops of policy interventions to policies
- It includes various modes of governance and is not a distinct mode of governance
- Knowledge governance aims to be a more focused analytical lens to monitor and evaluate the knowledge and learning processes of RTI and territorial development policies





# Not Knowledge Politics

- Knowledge politics (Stehr, 2005) also stresses the society changing potential of knowledge development
- Primarily aimed at regulating the development and use of new scientific and technical knowledge (Stehr, 2005)
- How knowledge production and dissemination enables actors to change their policies is largely lacking
  - As is a broad perspective on knowledge

# Characteristics of knowledge governance

1. *Transdisciplinary*: Exploring 'real life' problems with various types of knowledge, in a multi actor and practice oriented setting
2. *Social learning* in varied, mobile and open learning communities
3. Largely *self-organized*
4. *Reflexive* – aimed at policy change (multi actor)
5. Applying *boundary arrangements*

[Based on literature review Gerritsen et al, 2013]

## 6. Anchoring of trans-territorial knowledge

- The intrinsic limits of local epistemic communities; especial in peripheral territories.
- The need to connect with trans-territorial knowledge (Bathelt et al, 2004) and to anchor this knowledge in place-based practice (Crevoisier & Jeannerat, 2009)
- The context-specific knowledge can be activated through (entrepreneurial) processes of discovery with the important side-effect of empowering place-based communities.

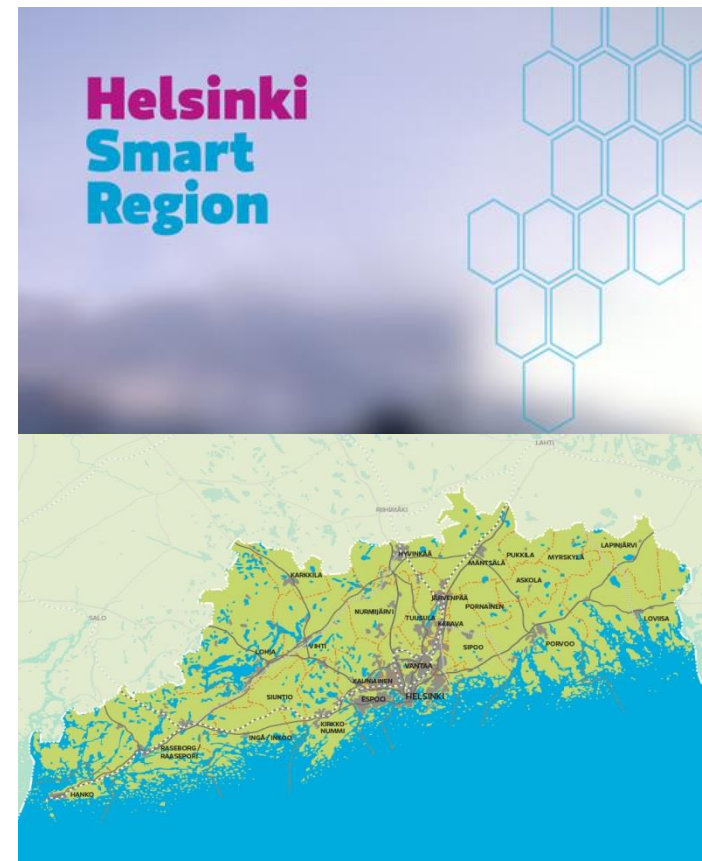
# Cases

- Secondary analysis of cases
- No evaluations
- Upcoming book “KNOWLEDGE, POLICYMAKING AND LEARNING FOR EUROPEAN CITIES AND REGIONS”
- N.F. Dotti (Ed.)



# S3 Helsinki Metropolitan Area

- S3 process largely failed to integrate with existing corporatist networks, hindering stakeholder participation, struggled with
  - Boundary arrangements
  - Transdisciplinarity
  - Reflexivity
  - Anchoring of knowledge
- Therefore hard to integrate entrepreneurial discovery in S3 process

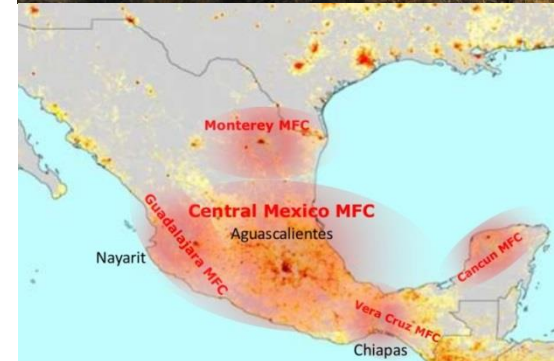


[Nissinen, in prep.]

# Metropolitan Food Cluster Mexico (2013)

- Co-design based approach to explore and implement a performative cluster concept as part of a national and regional food cluster strategy, struggled with
  - Self-organisation
  - Reflexivity
  - Transdisciplinarity
- Making it hard to get to the aimed for 'lift off'

[Gerritsen et al, in prep.]



# Brussels Innovation Strategy

- Supporting and valorising Brussels research and innovation, struggling with
  - Transdisciplinarity
  - Anchoring of knowledge from other regions
- Innovation and research as separate domains and therefore limited potential for valorisation of research

[Dotti, in prep.]



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# Conclusions

- S3 has clear communalities with the concept of knowledge governance
  - Difficult to implement; system changing?
- The theoretical lens provides anchor points for identifying challenges for S3 implementation processes
  - Especially how S3 thinking and acting can become part of or can by-pass established place based networks and practices
- Monitoring and evaluating S3 policies can have an active role in fostering policy learning by addressing the S3 implementation *process* (together with its impacts)
  - Including a transdisciplinary approach to knowledge
  - Special attention to knowledge as capacity to act

# Monitoring and evaluation principles

1. Focus on RTI practice and enable the mobilisation and 'use' of significant knowledge
  - Explore and introduce 'unfamiliar knowledge' from other territories, industries, and disciplines
2. Enable social learning in a self-organised and facilitated learning community
  - Focus on potential change and feedback loops
3. Actively manage the boundaries of the learning community with policy makers
  - communication, boundary workers, agreements

# Thank you for your attention

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# Greenport Venlo (2012)

- Trajectory for exploring and implementing sustainability concepts (C2C) for developing business park and innovate business struggled with connecting to real estate development and horticultural sector organisations
  - Boundary arrangements
  - Transdisciplinarity
  - Anchoring of knowledge
- Impact remained behind expectations

[Gerritsen et al, in prep]

