

## Interregional Knowledge Exchange Sessions methodology

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# Interregional Knowledge Exchange Sessions methodology

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This document presents the methodology for organising, preparing for and running knowledge transfer activities at the Interregional Knowledge Exchange Sessions (IKES), which are the WaVE project's milestones and moments where partners meet and exchange knowledge. The methodology also outlines guidelines for choosing and adapting foreign good practices to be included in the partners' action plans.

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# 1. Interregional Knowledge Transfer in the WaVE project

## 1.1 Aims

The knowledge transfer activities in the WaVE project focus on three transfer 'objects':

- 1) Transfer of good practice emerging from the project sites among the project partners (PPs);
- 2) Transfer of knowledge on the key components of the project's workflow (engagement of stakeholders, regional status quo analyses, action planning);
- 3) Transfer of knowledge relevant for the project objectives, which define the thematic focus of each of the IKES meetings.

Most of the activities of the process of interregional knowledge transfer will be developed through three IKES (Interregional Knowledge Exchange Sessions) to be organised in Aarhus (April 2020), Ravenna (August 2020) and Alicante (November 2020). Each of the three IKES will have an online follow-up session organised by TUD, in collaboration with the respective IKES hosts 1-2 months later, with the objective to draw the main lessons from the face-to-face IKES.

Knowledge transfer in each of the IKES will take into account the above mentioned three 'objects' of transfer, but critically will also strive to answer to the knowledge needs of the PPs through by learning from adequate good practice examples. Those knowledge needs will be defined on the basis of stakeholder engagement analyses and RSQ analyses conducted by PPs for each of the project sites and discussions between the PPs and TUD (taking place in bilateral meetings and/or during IKES meetings). The knowledge needs will also relate to the stage of the project implementation. Thus, IKES 1 considers the knowledge coming from the products of the first two steps of the project flow: joint identification of stakeholders and co-exploration, namely the LSG (Local Stakeholders Groups) engagement and RSQ analysis. IKES 2 and 3 consider the knowledge for the co-development of action plans, namely co-developing a vision, understanding knowledge transfer and choosing policy objectives and actions.

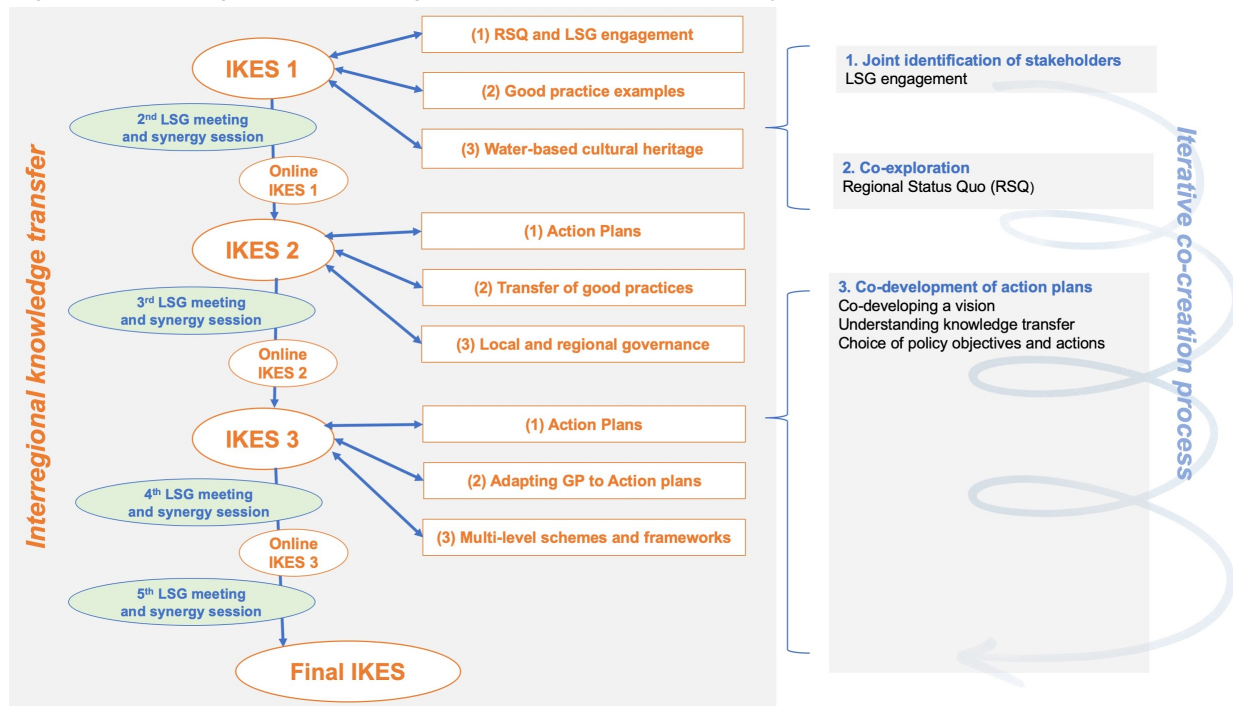
Regarding the project's flow, the three IKES focus on the description of the good practice examples, the transfer of good practices and their adaptation to action plans, respectively. Finally, the thematic focus specified (reflecting the project's objectives listed in the Application Form) for each of the IKES are the following:

- IKES 1 - valorisation of the integrated working methods related to water-based cultural heritage (chiefly strategic level of planning);
- IKES 2 - improvement of the role and functioning of the local and regional governance systems (chiefly tactical level of planning);
- IKES 3 - improvement of multi-level schemes and frameworks in their ability to transform, regenerate water-linked heritage (chiefly operational level of planning).

Figure 1 below illustrates the aforementioned process and its links to the steps of the WaVE project flow.

Finally, the IKES meetings and other interactions during the project’s duration will play an important role in fostering informal exchange between the partners. In fact, the knowledge needs informing transfer activities can also concern the often tacit and/or practical knowledge or know-how on local heritage redevelopment projects built-up over the years by the project partners.

Figure 1. Interregional knowledge transfer in the WaVE project



Source: Authors

## 1.2 Theoretical background on knowledge

Knowledge transfer is a concept that relates to how knowledge ‘travels’ between organisations and contributes to innovation processes. The concept emerged from organisation studies literature concerned with how firms learn from each other to drive innovation (Argote and Ingram, 2000; Argote, Ingram, Levine, and Moreland, 2000; Inkpen and Tsang, 2005; Simonin, 1999), however, is widely applied also in the realm of policy-making. In a nutshell, knowledge transfer is about transferring and learning innovative solutions from other organisations operating in a network, such as Interreg projects.

## Caveats

While few would disagree with the idea that learning from abroad is a source of inspiration for innovating at home and is a worthwhile endeavour (as evidenced by the popularity of programmes such as Interreg, Urbact, but also the proliferation of good practice databases and city networks), knowledge transfer is not unproblematic. Transferring knowledge on policy from a foreign context remains a process that is riddled with uncertainty. This was recognised by Dolowitz and Marsh (2000), who argued that policy transfer could result in policy failure when the transfer is done on a 'one size fits all' basis, without the necessary adaptation to the characteristics of the local context, when the transfer is incomplete (only parts of a policy are transferred) or is inappropriate (not well suited for the recipient context because of lack of resources, specific geographical conditions or lack of adequate institutions or knowledge). Similarly, Evans (2009) listed potential obstacles for policy transfer:

- 'cognitive' obstacles in the decision-making phase that could stem from limited search for foreign solutions, cultural assimilation through commensurable problem recognition and definition, limiting the options for learning from abroad, or the sheer complexity involved in the process of transfer,
- 'environmental' obstacles which affect the process of transfer itself. e.g. ineffective strategies to mobilise support for the transfer; the lack of robust transfer networks; structural constraints related to the recipient context (socio-economic, political or institutional), or technical implementation problems, stemming from lack of resources or technical capacity,
- 'public opinion', that is opposition to transfer of foreign policies to different local stakeholders.

Building on this and the experience of knowledge transfer on solutions for circular economy among six European regions, the H2020 REPAiR project offered a useful and more comprehensive categorisation of possible knowledge transfer barriers for policies with a territorial dimension.

Table 1. Typical barriers for knowledge transfer

| Barrier                 | How it hinders transferability solutions  |
|-------------------------|---|
| Language                | Most of the good practice examples are in English. Without knowing the language properly, it is difficult to understand what to transfer. |
| Disciplinary background | Difficult communication between transfer actors with social science and engineering or design background.                                 |
| Geography               | The difference between geographical circumstances affects applicability of solutions  |

|                                 |   |
|---------------------------------|---|
| Socio-cultural                  | Differences in culture and socio-cultural specificities may make stakeholders non-receptive to some solutions in one region, and there is a need for more intensive promotion of these solutions                            |
| Socio-economic differences      | A higher level of economic development tends to be related to more advanced approaches to sustainability solutions, requiring more substantial resources, while the poorer regions have to face often more basic challenges |
| Other socio-political phenomena | Public opposition to the transfer of foreign policies may block transfer (e.g. in a Eurosceptic region it may be harder to implement an EU directive)   |
| Legal aspects                   | A discrepancy in legislation between the two contexts may prevent implementation of an imported solution  |
| Governance and decision-making  | Divergent governance arrangements may undermine the implementation of an imported solution that relies on decentralised governance structures   |
| Technological aspects           | When the recipient region is at a lower stage of sustainability transition, highly advanced technological solutions, e.g. for circular economy or renewable energy, may be beyond the reach of the local stakeholders       |

Source: adapted from REPAiR, 2019

**How to organise successful knowledge transfer?**

There is no one-size-fits-all solution to overcome the above-mentioned barriers for knowledge transfer, as they are context-specific. Recognising those barriers to knowledge transfer, however, is an important precondition for making transfer of knowledge on policy work and avoiding potential policy failures. It also points out to the necessary effort to understand both ‘sender’ and ‘recipient’ contexts well and introduce adaptations to make foreign practices fit the ‘recipient’ context.

Furthermore, as mentioned already in the RSQ methodology for WaVE, it is important to acknowledge the differences between the contexts in the project sites and seek to understand the extent to which a given practice originating from ‘place A’ is based on specific local characteristics, how these features resonate with the context in ‘place B’ and, on that basis, make sure to introduce adequate adaptations to ‘translate’ the practice to fit local conditions in the recipient context (Stone, 2012). This adaptation of practices being transferred is a critically important aspect of the knowledge transfer methodology proposed for the WaVE project.

At the same time, it is equally important to understand how a given practice emerged, what made its establishment possible and what were the difficulties and hurdles encountered in its elaboration. This knowledge may be invaluable in assessing the transferability of a practice and inform the process of ‘translation.’ In practice, however, most accounts of good practices

available are “condensed and sanitized and lacking in detail for application elsewhere” (Stead, 2012, p. 108). This is why face-to-face discussion with peers from other countries and site visits, allowing for gaining a mutual and in-depth understanding of each other’s practices, are vital for successful knowledge transfer.

Finally, it is equally important for the actors involved in knowledge transfer to develop a convincing ‘case’ for transferring of a foreign practice into the domestic context. It is essential for gaining the support of the stakeholders and convincing the decision-makers that applying a foreign-inspired practice is ‘money well-spent’ and adds value. In order to do this, first, one needs to gain an understanding of the motives and interests of the local and regional stakeholders (see LSG engagement methodology for the WaVE project). And, second, on that basis, one needs to develop a coherent narrative to convince the stakeholders and decision-makers through strategic framing and compelling story-telling tailored to the local context.

### 1.3 Methodological guidelines

The interregional knowledge exchange in the WaVE project is expected to be predominantly demand-driven. Thus, transfer of good practice and other aspects of knowledge should not be driven by the availability of practices in other places, but rather respond to the clearly defined knowledge needs of the project partners. The definition of the knowledge needs is not meant to be done only from the perspective of the project partners, but also that of the stakeholders involved in the LSG. It is all the more important given that useful knowledge may be also available locally and needs to be harnessed through stakeholder engagement.

The knowledge transfer activities will take place predominantly during the IKES workshops, but also informally during bilateral meetings and other interactions in the course of the project. The partners are thus encouraged to create and seize opportunities for informal exchange of knowledge and knowledge co-creation through interaction, discussion, feedback. The activities during the IKES workshops will also prioritize interaction and lively exchange, as opposed to ‘sending’ information one-way via presentations. Thus, the transfer activities will involve hands-on, interactive exercises and discussion. Considering the above argument about the role of local knowledge, the floor at those workshops will also be given to the local stakeholders with a relevant thematic focus and expertise.

As for every Interreg project, site visits during the meeting will play a central role in transferring knowledge. It is thus essential that the location, content and stakeholders taking part in the site visits are tailored to the knowledge needs of the partners. The site visits, together with the discussion and interaction at the workshops, are to facilitate building a deeper understanding of both the practices transferred and their contexts. This in turn is expected to ensure a better informed and strategic transfer of knowledge, providing the partners with inspiration and lessons that actually need and providing background on how the practices emerged, what were the difficulties, what made it work.



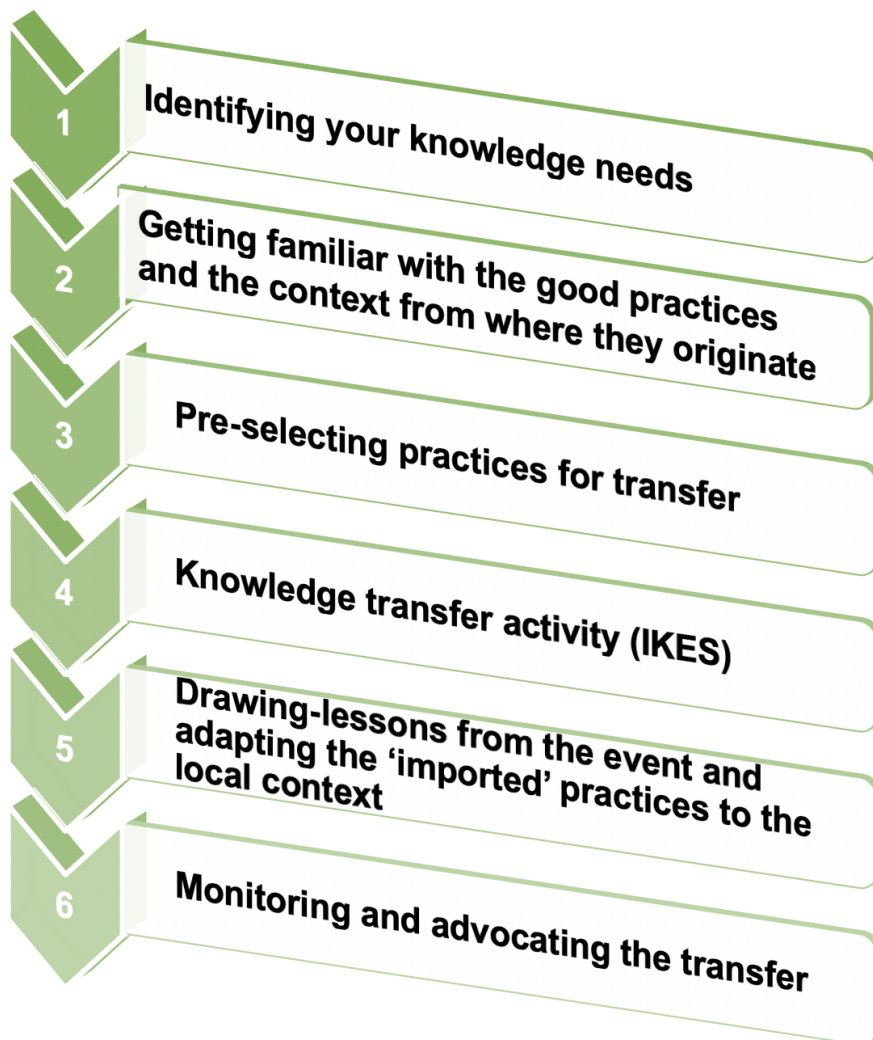
The model of the process of transfer of knowledge in the WaVE project (see Fig. 2 below) builds on an adapted methodology developed originally for the purpose of the Horizon 2020 project REPAiR (REPAiR, 2019).

It contains six steps:

- 1) **Identification of knowledge needs** - this is the first crucial stage to ensure that the partners know 'what they look for' in terms of knowledge and lessons from their peers in other project sites. The definition of those knowledge needs to be done in collaboration with the local stakeholders and take place ahead of the IKES1 meeting in Aarhus and be updated if needed at the later stages of the project. This will be implemented through the bilateral meetings between TU Delft and the other PPs as well as in LSG meetings. PPs discussed knowledge needs during bilateral online meetings with Delft and LSG meetings and included them into their final RSQ. In addition, partners will present their needs during the Aarhus IKES.
- 2) **Getting familiar with the good practices** and the context from which they originate - the second step takes place ahead of and, especially, during the IKES meetings, providing an opportunity to discuss the practices and gaining an understanding of how they emerged and what contextual features made it necessary and possible. In other words, the partners are expected to read the good practice descriptions from all PPs as well as any other relevant background documents provided them.
- 3) **Pre-selecting practices for transfer** - this third step entails pondering which of the good practices put forward by the project partners are potentially suitable for transferring to one's project site. In other words, after reading the available good practice descriptions, each PP is asked to prepare a 'short list' of potentially attractive practices that respond to their knowledge needs ahead of the IKES workshops. Again, this step could involve the key stakeholders.
- 4) **Knowledge transfer activity (IKES)** - this step corresponds to the core knowledge transfer interaction during the IKES workshops, including site visits and interactive exercises and discussion. During those events practices for transfer are discussed, explained and chosen. The knowledge transfer activities during the IKES meetings will seek to animate a debate and exchange around this set of questions:
  - a) What are the knowledge needs in our case? Does the practice address the knowledge needs in my case?
  - b) Is the practice transferable to my region? If not, why?
  - c) If yes, what elements are transferable? Which are not?
  - d) Where could the practice be applied? (location)
  - e) Who should be involved in the implementation? What would be their interests, attitudes towards this transferred practice?
  - f) What are the potential barriers for transfer of the practice?
  - g) What are the adaptations to the practice needed to overcome those barriers and make it work in the recipient context? What should be modified? What should be added? What are the synergies with existing practices and policies in the recipient context?

- 5) **Drawing-lessons from the event and adapting the ‘imported’ practices to the local context** - after the IKES meetings the partners need to reflect in the synergy sessions (in which stakeholders may participate) on how to best adapt the practice to the local context to achieve best results and galvanise the support of the stakeholders and decision-makers. Then the outcomes of this adaptation can be reported and discussed at the follow-up online IKES meetings.
- 6) **Monitoring and advocating the transfer** - this final step entails efforts to translate the transferred practices into elements of the action plan, monitoring their implementation and advocating it among the key stakeholders to maintain their support. Further in informal exchange and feedback from the project partners from which the transferred practices originate can be helpful in this step.

Figure 2. Knowledge transfer model



Source: adapted from REPAiR, 2019

**Tips for successful knowledge transfer:**

1. Make an effort to understand well the sender context;
2. Be sure you speak the language of the place of origin of the solution (or make sure to have an interpreter with you);
3. Visit the sites where the solutions originate from;
4. Do talk face-to-face to the people who designed the solutions – they can best explain how it really worked and what it took to make it happen;
5. Don't assume you can simply take a solution from elsewhere and apply it at home – adaptation is a must;
6. There is (almost) always something you can learn from a foreign solution, even if it is a mere inspiration sparking ideas for development of own solutions;
7. Transfer works best in networks and through longer-term relationships between the stakeholders from the sender and recipient places in which knowledge is shared and co-created;
8. Make sure you have the right expertise represented at the table when discussing knowledge transfer;
9. Be open to new ideas of the practitioners from other regions and prepared for your 'ways of doing things' being challenged;
10. Don't assume that since your region is lagging on the transition towards a circular economy, you cannot learn from the leading regions – 'leapfrogging' from improvements to waste management system towards more circular processes is a viable option, if not a necessity.

(REPAiR, 2019)

## 2. Guidelines specific to each of the IKES meetings

The work on the IKES will entail three steps: a) preparation; b) implementation; and c) follow-up of the session. Each IKES should consider three transfer 'objects': (1) knowledge needs (on the basis of RSQ) and good practices that respond to those needs; (2) projects flow requirements; (3) objectives of IKES specified in the Application Form (with possible good practice on that).

### 2.1 IKES1 - Aarhus - integrated methods for heritage regeneration

The first IKES in Aarhus will concentrate on the first objective of WaVE, namely “the valorisation of integrated working methods related to the (re)development of water-based cultural heritage by linking tools and instruments that cover both cultural and natural preservation means”. IKES1 will therefore consider the **strategic level of planning** by looking into stakeholder engagement, status quo in the project areas and good practice on valorisation of regeneration of water-based heritage, laying ground for the development of action plans.

To analyse the good practices in heritage regeneration, it is necessary to define comparable elements in each of the cases, in order to be able to match the good practices to the identified knowledge needs. To identify what can be transferred, partners are encouraged to explain how they address the following elements in the presented good practices:

- **Building up a convincing story-telling** about the why? how? what? of the project, supporting the strategic, tactical and operational levels. Good story-telling is vital in these cases, where significant funding is required.
- **Stimulating stakeholders' engagement:** the motivation and commitment of the involved stakeholders is indispensable. Some elements that contribute to this, fostering collective **pride and appropriation** of the project, to develop place **identity**, were proposed by the Breda team. They are the following:
  - Soul;
  - Trust;
  - Quality;
  - Theatre, attention-grabbing - make performances, don't stay behind the desk (e.g. painting blue spots on asphalt that here the river is coming);
  - Courage and high ambition (these are difficult projects, have to be courageous and persistent), here we push towards the edge of local democracy (have to push some things through, advocate).
- **Understanding the actual barriers** in each site, in legal, financial, political and societal aspects. Which barriers are foreseen further and how to cope with them? What are the means to **overcome these barriers**?
- **Considering space and time aspects** (and the relation between them): what is the time horizon; how to plan it in phases?

A template for presenting good practices at IKES workshops will be provided by the Delft team in due time.

## a) STEP1: Preparation

### TUD input:

- Collecting insights on knowledge needs and sharing those with the Aarhus and other partners;
- Preparation of the specific content of the knowledge transfer activities, in collaboration with the Aarhus partner (online meeting between TUD and Aarhus);
- Preparing the methodology and guidelines for Action Plans development as well as its presentation to partners during the IKES workshop.

### Local input:

- Logistics for the workshops: venue, support material, etc.;
- Organisation of the site visit with a focus on the knowledge needs of partners;
- Inviting local stakeholders to the IKES who could explain innovative approaches to heritage regeneration.

### Partners input:

- Identification of their own knowledge needs (identification of knowledge needs from bilateral meetings (common) and from RSQ) and communication of those needs to the PPs. TU Delft collects information on knowledge needs via bilateral meetings with the PPs and online communication in order to compile them in one document shared with all PPs ahead of IKES1 in Aarhus;
- Lessons from the RSQ analysis and LSG engagement process;
- Overview of RSQ and good practices from other project sites to pre-identify sources of lessons that may respond to own knowledge needs;
- Introduction to the importance of story-telling for water-linked heritage regeneration by Breda (presentation).

## b) STEP2: IKES1 Aarhus (30 March - 2 April 2020)

IKES1 agenda should include activities for the transfer of knowledge in three areas: (1) RSQ and LSG engagement (leading to identification of knowledge needs); (2) good practice examples (leading to match-making); and (3) water-based cultural heritage (see Figure 1). The IKES meeting will address the following:

- Introduction to the IKES process;
- Lessons and discussion about innovative approaches to engaging LSG and from RSQ;
- Discussion about each partner knowledge needs;
- Presentation of good practices by partners (important to focus on presenting and discussing good practice transfer in order to inform selection / content of actions in the future);
- Match making of good practices to the identified knowledge needs;
- Site visit with a focus on the knowledge needs of partners;
- Sharing knowledge on innovative approaches to water-based cultural heritage.
- Training on action planning by TUD: starting the action planning phase, introducing the action plan template.

### c) STEP3: Follow up

This step includes two main activities: the elaboration of a summary report and the organisation of an online meeting to draw conclusions and to prepare for the next stages.

- **Summary report:** including thematic content (prepared by Aarhus); management part (prepared by Grants Europe); and conclusions on knowledge transfer and lessons from engagement of stakeholders in action planning and overcoming local and regional governance challenges (by TU Delft). The other PPs will be invited to contribute to the preparation of the report on their lessons learnt from the IKES workshop in Ravenna. These contributions will be compiled and added to the report by TU Delft. Please see the template for the report from IKES1 in the annex.
- **Synergy session and 2nd LSG meeting:** developing a vision as a basis for the action plan (strategic level); sharing the knowledge gained during the meeting, and start the adaptation of the GPs on local level.
- **Online IKES1: TUD** organises an online meeting one month after IKES 1, to start working on the action plans. Importantly, the outcome of this meeting is the definition of the three actions on the basis of practices learned in Aarhus by each of the PPs.

## 2.2 IKES2 - Ravenna - action plans, transfer of good practices and governance

The second IKES, taking place in Ravenna, will shift the focus from integrated methods for heritage regeneration, towards the second objective of WaVE. This objective is to promote “the improvement of the role and functioning of local and regional governance systems linked to the preservation of water-based cultural heritage sites in their potentials to better address challenges linked to the changing socio-economic ecosystems of their built and water linked Environments.” In other words, this objective is about facilitating agreements between the stakeholders and nurturing their support for the regeneration of the heritage in question. Therefore, IKES2 will be concerned mainly with action planning (transferring good practices) and the related governance issues. It will focus on the **tactical level of planning** (answering the ‘how’ question). That said, it will also deal with **strategic issues**, since it will consider development of visions as a basis for action plans.

### a) STEP1: Preparation

TUD input:

- Preparing a session for progress on Action Plans development;
- Preparation of the specific content of the knowledge transfer activities, in collaboration with Certimac and the Municipality of Ravenna.

Local input:

- Logistics for the workshops: venue, support material, etc.;
- Organisation of the site visit with a focus on governance issues;
- Inviting local stakeholders to the IKES who can share knowledge on governance.

Partners input:

- Awareness of their own local and regional governance challenges;

- Basic knowledge of action planning methodology and guidelines;
- Presentation of visions developed jointly with stakeholders prior to IKES2.

### b) STEP2: IKES2 Ravenna (End of August or September)

IKES2 agenda should include activities for the transfer of knowledge in three areas: (1) Action Plans (including the underpinning visions; and leading to the preparation of future actions); (2) transfer of good practice examples (leading to match-making); and (3) local and regional governance issues, including financing and cooperation models (see Figure 1).

The activities during IKES2 will include:

- Exchange of knowledge and experience on action planning, with an emphasis on stakeholder engagement and ways to spatialise the **visions** prepared (spatial implications and key implementation sites);
- Discussion and feedback on the implementation of the three actions selected from practices discussed in Online IKES1;
- Focus on elements of RSQ that relate to **governance** - overcoming shared challenges, sharing ideas to innovate. Include explicitly a focus on financing models and modes of cooperation.

### c) STEP3: Follow up

This step also includes the elaboration of a summary report and the organisation of an online meeting.

- **Summary report:** including thematic content (prepared by Ravenna); management part (prepared by Grants Europe); and conclusions on knowledge transfer and lessons from engagement of stakeholders in action planning and overcoming local and regional governance challenges (by TU Delft). Template for the report from IKES2 will be provided closer to date.
- **Online IKES2:** TUD<sup>1</sup> organises an online meeting one month after IKES2, to continue working on the action plans, considering the lessons learnt from IKES2 in Ravenna.
- **Synergy session and 3rd LSG meeting:** focus on (1) how to transfer the GPs, overcoming barriers for this transfer and adapting the GP to the local context, (2) political commitment and support of the key stakeholders; and on (3) financial and cooperation models (**tactical** level of planning).

## 2.3 IKES3 - Alicante - action planning, multi-level schemes and frameworks

The third IKES, hosted by the Province of Alicante, will focus on the third goal of the WaVE project, namely “the improvement of multi-level schemes and frameworks in their ability to transform, regenerate and exploit water-linked cultural heritage in a sustainable manner”. In

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<sup>1</sup> Please note that TUD leading the organisation of the online IKES meetings differs from what was mentioned in the project proposal (originally these were the local hosts of IKES who were leading on the online IKES meetings).

other words, the focus of IKES3 is on supporting the implementation of Action Plans by connecting the actions to the policies and programmes at regional and national levels. It is important to note here that - since the ambition of the WaVE project is to exploit the potential of water-linked heritage regeneration to synergise with policy goals such as adaptation to climate change, environmental protection, water management or improvement of quality of life - the policies and programmes in question here go beyond heritage policies. In other words, IKES3 will be concerned with nurturing synergies between the Action Plans and wider policy frameworks, therefore with the **operational level of planning**.

### a) STEP1: Preparation

TUD input:

- Preparation of finalization session on Action Planning
- Preparation of the specific content of the knowledge transfer activities, in collaboration with the Alicante partner

Local input:

- Logistics for the workshops: venue, support material, etc.
- Organisation of the site visit with a focus on the knowledge needs of partners
- Inviting local stakeholders to the IKES who can share knowledge on multi-level frameworks (ideally managing authority for the EU programmes and/or authorities from a higher level (province, region, or national government)).

Partners input:

- Awareness of the policy context (multi-level schemes and frameworks) related to heritage at the national, regional and local levels; and
- Lessons from the previous IKES.

### b) STEP2: IKES3 Alicante (November 2020)

IKES3 agenda should include activities for the transfer of knowledge in three areas: (1) Action Plans (leading to the final action plan document); (2) adapting good practice to action plans (preparing for the implementation in local context); and (3) multi-level schemes and frameworks (see Figure 1):

- Discussion about each partner's policy context in their ability to transform and regenerate heritage sites;
- Lessons and discussion about innovative approaches to engaging LSG;
- Assisting in adapting the good practices transferred to the recipients contexts, including planned procedures and locations for implementation;
- Site visit with a focus on issues related to the implementation of action plans;
- Learn and share with a focus on how to include innovative approaches for the improvement of multi-level schemes and frameworks.



### c) STEP3: Follow up

This step also includes two main activities: the elaboration of a summary report and the organisation of an online meeting to draw the final conclusions of the IKES and to prepare for the final interregional meeting in Ister-Granum (June 2021), which marks the end of WaVE's phase 1 the beginning of phase 2 (implementation).

- **Summary report:** including thematic content (prepared by Alicante); management part (prepared by Grants Europe); and conclusions on knowledge transfer and lessons from engagement of stakeholders in action planning and overcoming local and regional governance challenges (by TU Delft). Template for the report from IKES3 will be provided closer to date.
- **Synergy session and 4th LSG meeting:** Action Plans development, including the transferred GPs and building on wider lessons-learned from other partners (operational).
- **Online IKES3: TUD organises** an online meeting one month after IKES3, reflecting the lessons learnt from IKES3 in Alicante.

## 2.4 Final interregional meeting - Ister-Granum

### a) STEP1: Preparation

TUD input:

- Preparation of the specific content of the knowledge transfer activities, in collaboration with the Ister-Granum partner.

Organizing online interregional meeting on Action Plan finalization Local input:

- Logistics for the workshops: venue, support material, etc.;
- Organisation of the site visit with a focus on the knowledge needs of partners;
- Inviting local stakeholders to the IKES who can share knowledge on action planning / implementation of actions.

Partners input:

- Final AP and presentations of those;
- Lessons from the knowledge transfer process so far.
- As part of the Advisory Partner's continuous support to action planning, PP7 experts will also participate in each interregional meeting and work together with PPs on their action planning through site visits of each Region between M12-M19, depending on availability, PPs' needs and the status of action plans.
- The PPs will also organise the 5th LSG meetings and the related synergy session (in November 2020) ahead of the final interregional meeting in Ister-Granum. Conclusions from those events will feed into the discussions at this last IKES workshop.

## b) STEP2: Final interregional meeting (June 2021)

This final meeting will recap on the action plan preparation and look forward towards the implementation phase. Therefore, the focus at this event will be on transferring practical knowledge and lessons about implementation of action plans (**operational level**):

- Discussion about each partner's action plans and implementation in practice.
- Taking stock of the interregional knowledge transfer process.
- Site visit with a focus on issues related to the implementation of action plans and cross-border issues.

## c) STEP3: Follow up

At this stage, the interregional knowledge exchange process formally stops, however, the partners are strongly encouraged to continue the exchange of knowledge and sharing of experiences from the implementation process. This can be facilitated in a series of online meetings creating opportunities for further learning. These meetings would need to be organised by the project partners according to a schedule that they would need to define according to their needs and available resources.

The **timeline** for the IKES activities and related events is provided in the annex.

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## ANNEX:

- 1) IKES Summary Report template
- 2) IKES timeline