

## Marie Curie Actions

**Project No: 254516**

**Project Acronym: KTIECBR**

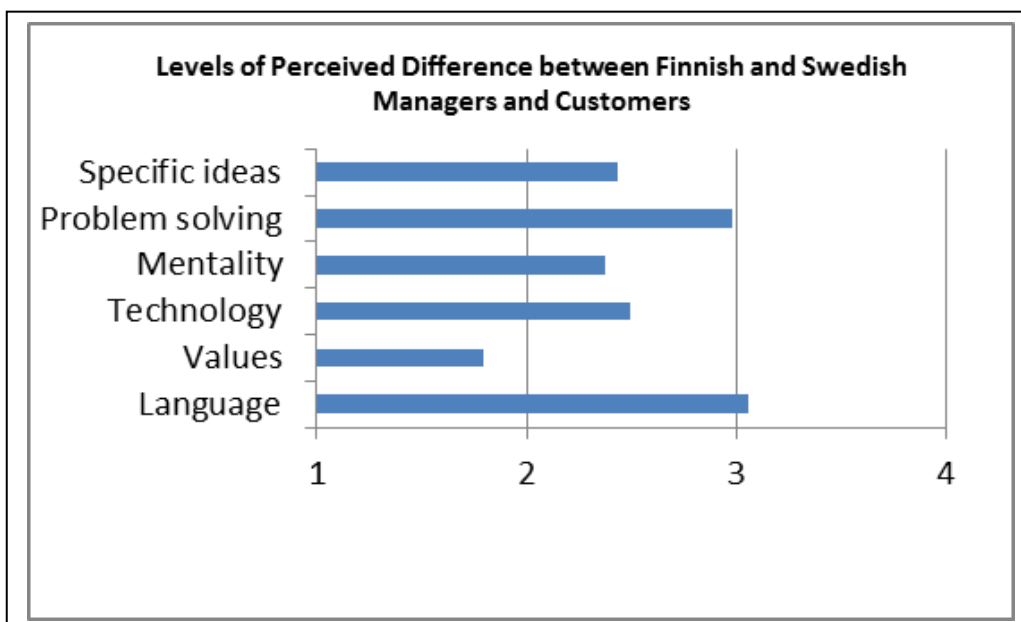
**Project Full Name: Knowledge Transfer and Innovations in European Cross Border Regions**

**Attachment to Final Report**

**Table 1.**

	<b>Identified Elements affecting knowledge transfer</b>
1	Sharing similar values
2	Conservatism towards new ideas
3	Shared Mentality
4	Knowledge and use of technology
5	Use of a foreign language
6	Provision of specific details
7	Similarity in ways of solving problems
8	Different historical trajectories

**Figure 1.**



**Table 2.**

<b>Element</b>	<b>Policy implications/recommendations</b>
Conservatism	Awareness of differences between conservatism towards new ideas by participants from the two cultures including the tendency for more more traditional orientation versus preference for more ‘trendy’ and promoting change by Swedes, should be considered when the same product or a new idea is considered to be implemented by or offered to both sides of the border.
Mentality	<p>1. More emphasis on discussions and ideation should be given to Swedish participants.</p> <p>2. Participation of Finnish actors should begin after allowing Swedes more time for this discussions and brainstorming. This could be implemented by allocating more time for ideation by Swedish actors.</p>
Technology	The introduction of technologies (if relevant) used in both sides of the border should be examined by using a critical approach and identification of differences between actors’ views at early stages of cross border learning processes.
Use of foreign Language	Training in relevant and technical vocabulary, and identification of differences in terminology, should be offered to participants at the beginning of the learning processes.
Provision of specific details	The provision of information or the preparation of any written documents to participants by organisers/facilitators should include two sections: a shorter and more specified section where specific and contextualised data and/information is written concisely and another section including longer and more comprehensive and detailed information which raises more questions and stimulates debates.
Ways of solving problems	Some pre-organised activities (e.g. workshops, seminars) should allow participants to choose between parallel activities; one focusing on ‘trial and error’ activities and experiments, and another offering more conventional and intuitive discussions and brainstorming.
Historical trajectories	Differences deriving from historical trajectories including processes and discussions related to the perceptions of symbols and quality of life (e.g. ,more tendency to emphasize patriotism in Finland than in Sweden) should be introduced to the participants by actors from both sides of the border.
General	<p>1.Awareness of and tolerance by actors should be enhanced at earlier stages of the process by organising workshops or seminars in which the above differences will be identified by the facilitators and reflected by the actors.</p> <p>2. Officers and coordinators of previous and ongoing cross border initiatives showed little evidence of innovative outcomes and awareness to the need to improve ideation and cross border learning, emphasizing instead obstacles to cooperation.</p>