

Emerging Conclusions and Policy Implications

Local Innovation and Production System Seminar

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Policy Implications



Development policies in the second decade of the Third Millennium

- crises and emergence of a new accumulation regime
- financiarization and the emphasis on liquidity, short termism and on financial performance parameters
- individualism and implosion of the process of negotiation and coordination of policies among the different areas and scales of government
- re-democratization
- intensification of international cooperation

Challenges and oportunities

- need to overcome the imitative, mimetic and catch-up syndromes in the use of analytical and policy models
- alert to the use of concepts, indicators and models that
 - encapsulate political decisions
 - ignore the role of history and geography
 - dissociate social from economic development
 - are capable of reaching only a limited group of those most visible actors, activities and regions of the world
- foreign experiences and their models should broaden our knowledge and not limit our intelligence
- significant part of negative results of the policies implemented in our countries - criation of disparities, chasms and abysses - derive from de-contextualization

3

Challenges and oportunities for new policies and instruments

1 – Association of the different **inseparable** dimensions of development: political, economic and social

- Examples discussed during the seminar help de-mystifying the supposed need to antagonize economic, regional and social development

Policies capable of:

- putting into practice integrated strategic priorities
 - instead of selecting cases “by definition”
- breaking invisibilities and exclusions
 - informal actors and activities
 - gender, racial and other power imbalances
- focusing on inclusive, cohesive and sustained development

4

2 – Contextualization of analytical and policy frameworks

- Importance of focusing on the different production and innovation systems as well as their territories
- Opportunities to incorporate social inclusion and development in research and policy agendas

Reality will always be very complex. A main challenge refers to the need to design and implement simple policies.

A major lesson for policy research is to explore successful cases of implementation of contextualized policy models.

Proper and adequate policies, capable of stimulating the formulation of contextualized solutions for development and of stimulating local protagonism, formulation and commitment

5

3 – Differentiation between **Invention from Innovation**

Inadequacy and obsolescence of traditional indicators for science, technology and innovation in measuring performance and guiding policy - Patents, publications and R&D activities

→ Development of new indicators

→ Revision of policy emphasis

- from the support of infrastructure, R&D activities and intellectual property – big corporations
- to the effective mobilization of means to acquire, use and accumulate knowledge in a vast array of activities

Systemic policies and instruments - focus on the promotion of interactions among actors performing different functions within one or more production and innovation systems

6

4 – Differentiation between **Knowledge from Information**

Acquisition of knowledge, equipment and technology developed abroad can never replace the need to create and foster local and national capacity-building opportunities

Selection, purchase, copying, incorporation and use of such elements requires a considerable capacity

A crucial learning dimension relates to the capacity of putting into practice the knowledge and technologies acquired

- the capacity to generate and internalize new knowledge depends directly on use

Policies capable of fostering the creation of capabilities and of promoting solid and dynamic local and national production structures

5 - Opportunities to design and implement advanced, cohesive and sustainable development policies

Policies fostering production and innovation systems for the provision of food, health, education, housing (with sanitation and access to water and electricity), solid waste treatment, culture and other essential public services

Example: education system usually involves:

- ✓ means of transport: buses, bikes, boats
- ✓ buildings and other facilities
- ✓ furniture
- ✓ information and communication technologies and systems
- ✓ food – provided by family agriculture
- ✓ clothing and shoes
- ✓ services, etc.



Thank you!

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