

TABLE OF CONTENTS

| | |
|---|----|
| <i>Chapter 1.</i> Introduction | 7 |
| <i>Chapter 2.</i> Innovation, Learning and Regions in the Knowledge-based Economy | 11 |
| Knowledge and economic growth | 11 |
| Innovations | 12 |
| Learning and knowledge capital | 13 |
| Systems of innovation | 18 |
| “Learning regions” as virtuous regional systems of innovation | 21 |
| Public policy and the regional level | 24 |
| Learning, labour markets and social inclusion | 25 |
| Notes | 28 |
| <i>Chapter 3.</i> The Design of the Empirical Analysis | 31 |
| Introduction | 31 |
| Aims | 31 |
| Research questions | 32 |
| Methodological issues | 33 |
| <i>Chapter 4.</i> Learning, Economic Growth and Social Inclusion: A Correlation Analysis | 35 |
| Introduction | 35 |
| Individual learning and economic performance | 35 |
| Organisational learning and economic performance | 41 |
| Individual learning and organisational learning | 46 |
| Learning and social inclusion | 49 |
| Appendix 4.1. Method of the Correlation Analysis | 52 |
| Notes | 54 |
| <i>Chapter 5.</i> Learning and Innovation in the Regions: A Case-study Analysis | 55 |
| Introduction | 55 |
| Jena, Germany | 56 |
| Vienne, France | 64 |
| Øresund, Denmark/Sweden | 70 |
| Andalucía, Spain | 77 |
| Kent Thames-side, United Kingdom | 83 |
| Notes | 92 |
| Appendix 5.1. Case Studies : Methodological Issues | 93 |
| <i>Chapter 6.</i> Empirical Conclusions: Towards the “Learning Region” | 95 |
| Conclusions on the methodology | 95 |
| Conclusions on Question A: To what extent can it be demonstrated that learning influences economic performance? | 95 |
| Conclusions on Question B: What is the importance of individual learning for organisational learning? | 98 |
| Conclusions on Question C: What is the relationship between learning and social inclusion and exclusion? | 99 |

| | |
|---|----|
| Conclusions on Question D: What is the importance of social capital in determining the processes of learning? | 10 |
| Conclusions on Question E: To how large an extent does "path-dependency" impede learning? | 10 |
| Conclusions on Question F: What is the importance of regional policy making for addressing "path-dependency" and initiating processes of learning and institutional change? | 10 |
| Chapter 7. Policy Principles: Creating Learning Cities and Regions | 11 |
| Introduction | 11 |
| Inputs to the learning process | 11 |
| Participants in the learning process | 11 |
| Mechanisms of the learning process | 11 |
| Conclusion | 12 |
| Annex. Statistical Profiles of the Case-study Areas | 12 |
| References | 14 |

List of Figures

| | |
|--|---|
| 2.1. A taxonomy of innovations | 1 |
| 2.2. Categories of learning | 1 |
| 3.1. A heuristic framework for the analysis of the conceptual relationships in the "learning region" model | 3 |
| 4.1. Primary educational attainment and economic performance | 3 |
| 4.2. Secondary educational attainment and economic performance | 3 |
| 4.3. Tertiary educational attainment and economic performance | 3 |
| 4.4. Correlation between R&D expenditures and patent applications intensity (1995) | 4 |
| 4.5. Number of patent applications per million inhabitants | 4 |
| 4.6. Correlation between patent intensity and GDP per capita (1995) | 4 |
| 4.7. Correlation between R&D expenditures and GDP per capita (1995) | 4 |
| 4.8. Number of patent applications and primary educational attainment | 4 |
| 4.9. Number of patent applications and tertiary educational attainment | 4 |
| 4.10. Unemployment rate and secondary educational attainment | 5 |
| 5.1. Overview of the five cases | 5 |