

Use and Transfer of Green and Digital Knowledge - Policy and Management Perspective

Simona Kustec

University of Primorska, Faculty of Management, Centre for Development and Knowledge Transfer,
Slovenia

simona.kustec@fm-kp.si

Abstract. In contemporary times, bounded with many on-going topical issues, one of the central questions for the wider society and its various subsystems lies in the role of knowledge. Do we have enough of it, do we need new visions of knowledge, how and of what kind, what is the role of fundamental and responsible institutions in those processes of knowledge creation, implementation use, transfer and dispersion?

As it comes, various stakeholders around sub-systems have been giving a considerable attention to the promotion and at the same time also support to the creation, development and transfer of knowledge in the last decades. Statistics around the world have been showing a visible increase in financial support and investments in knowledge, related to technology and innovations. This is the case either internally, when private entities through their internal policy invest in its own knowledge, either externally, when the governments and international organisations adopt measures to support knowledge as a wider and general public interest developmental capital. A common position of both stated approaches, mostly confirmed also by academic studies, lies in a predisposition that a tight correlation exists between support of knowledge and new innovations that are addressing contemporary development issues.

Coming from such position, the main aim of this contribution is to explore in what form a contemporary governmental and, in this regard, especially EU institutional support of green and digital transformation affects future knowledge development and transfer in the region. A set of policy tools, with a special emphasis on institutional and financial incentives will be analysed, expecting to confirm ‘traditional’ correlation between the support of knowledge and developmental growth.

Doing so, various data sets encompassing referred statistics by OECD, UNESCO, Eurostat, European Commission, Statista and Visual Capitalist will be analysed.

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