



COMMONWEALTH of LEARNING

learning for development

# Knowledge Parks: Hype or Hope for the developing world?

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# This Presentation

- KPs: offspring of the knowledge economy
- The Hype
- The Hope
- A new paradigm?
- The role of development organisations?



Knowledge Parks: offspring of  
the knowledge economy?



# Emergence of Knowledge Parks





# First Generation



## Stanford Research Park

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# Cambridge Science Park - UK

Copyright cambridge2000.com



# Features of a Knowledge Park

- the design and development of knowledge-based enterprise
- technology transfer
- capacity building and services for onsite companies
- linkages with higher education and research institutions



# Second Generation

## Haidian Science Park

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Technopark, Kerala - India  
New IBS Building (November 2007)

Photograph courtesy of <http://webdesigner-kochi.blogspot.com>



# Knowledge Oasis Muscat - Oman

Photograph courtesy of <http://arabianstandard.com/projects.htm>



## Education City - Qatar

Photograph courtesy of <http://www.qf.org.qa/output/page301.asp>



# KPs in the developing world

- **First**, the KPs develop on neutral grounds
- **Second**, the parks of the 90's in developing countries tried to link global knowledge to local development needs.
- **Third**, while all KPs aim to tap into capital flows, the developing world is particularly interested in attracting foreign investment.
- **Fourth**, the 2<sup>nd</sup> generation KPs are a variation of the initial model



The Hype

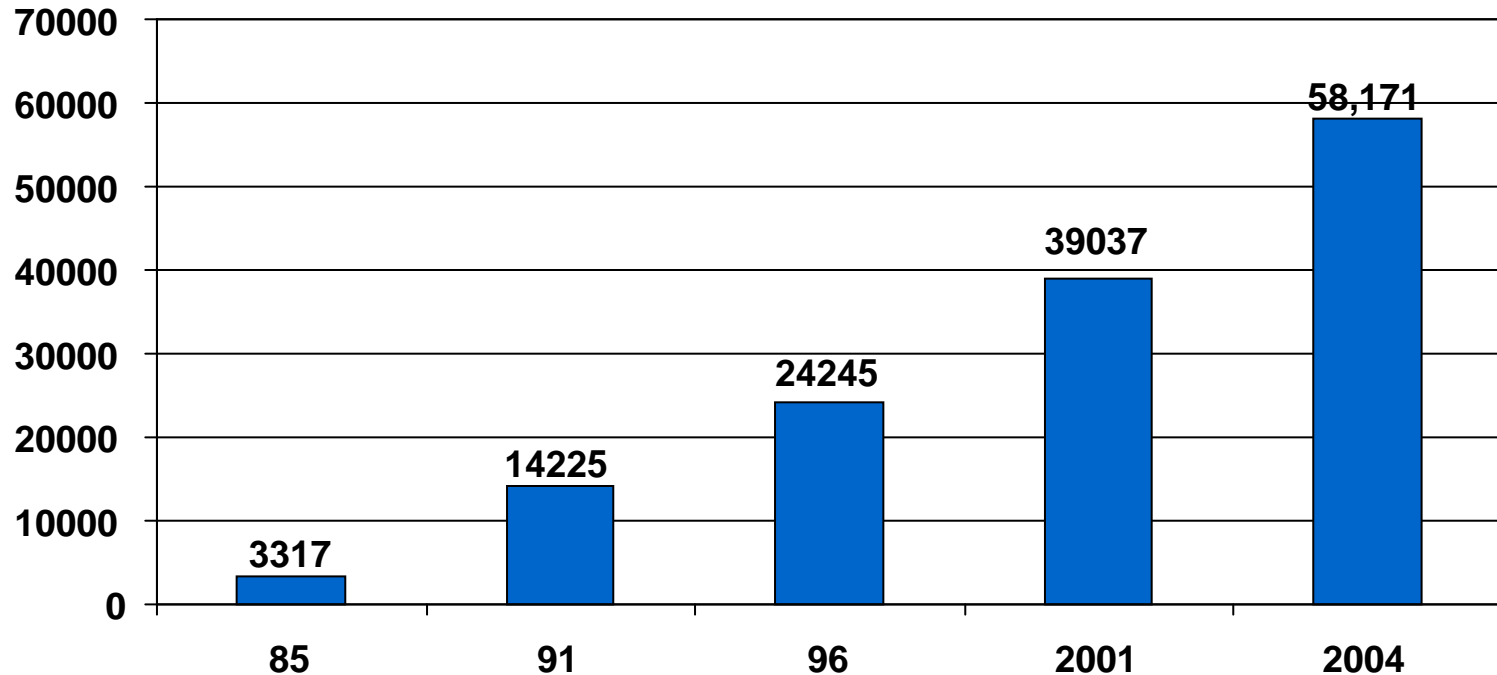


## KPs will:

- Generate employment
- Foster better links with the academy
- Provide support to new firms
- Be seedbeds for innovations



# Increased employment?



Number of Jobs in Tenant Companies  
United Kingdom Science Parks Association

Copyright UKSPA 2005



# Park employees

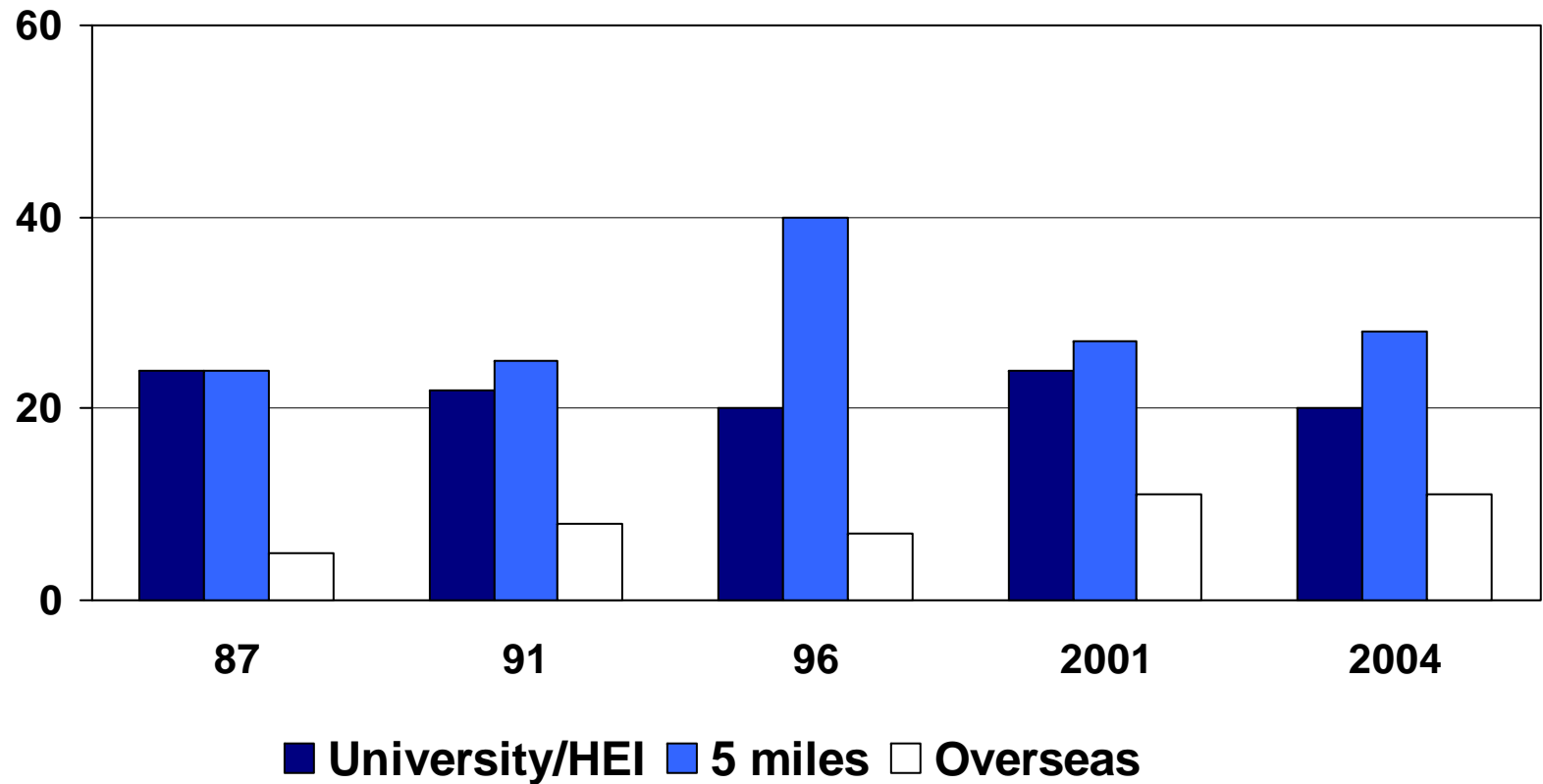
- 40% qualified scientists and engineers,
- 17% other professional and managerial;

Massey et al, 1992





# Better links with the academy?

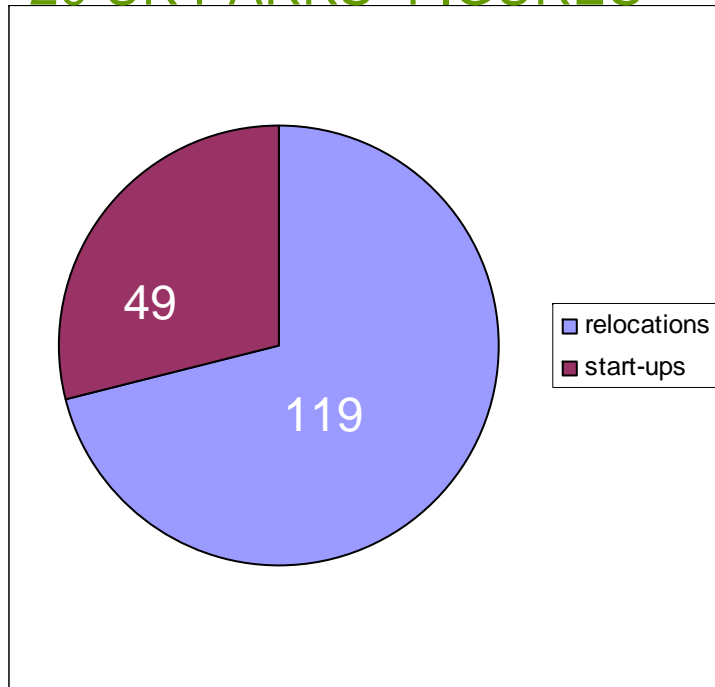


Origin of Tenants  
United Kingdom Science Parks Association

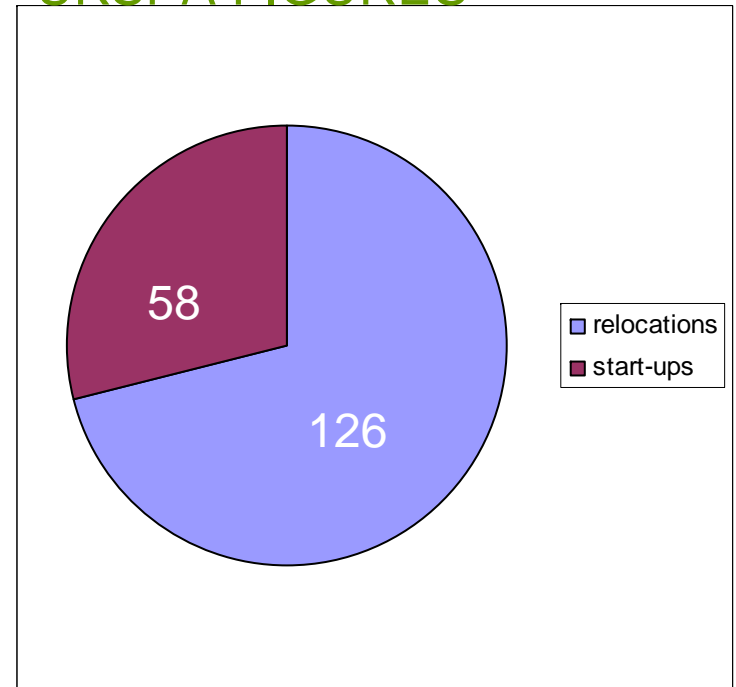


# Support to new firms?

## “20 UK PARKS” FIGURES

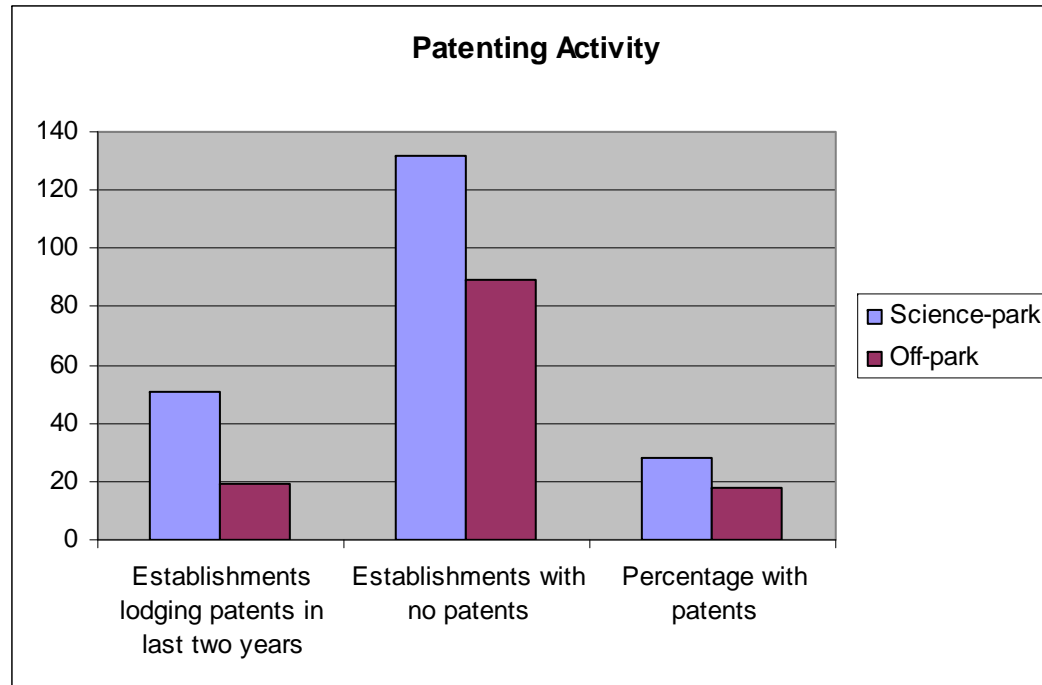


## UKSPA FIGURES





# Seedbeds for innovation?





The Hope



# Implications for the developing world

- Stem brain drain
- All under one roof
- Is the world really 'flat'?
- Dealing with the 'divides'



# Alternate model? KP without walls

- Farmers Associations determine needs such as dairy farming
- Consortium of Agricultural universities, veterinarians, researchers provide information
- Private providers set up ICT kiosks
- Banks provide loans and market access
- COL facilitates



# L3 Farmers: elements of the model

- First, the farmers themselves.
- Second, there are the information providers.
- Third, the ICT kiosks.
- Fourth, the banks.
- Fifth, the banks involve other businesses to market the produce.
- Sixth, there is an organisation that provides the initial spark for the process



# Lessons: why this works

- Win-win situation for all
- Local ownership
- Partnership approach
- No dependency on aid





A new paradigm? OER  
movement



# Exclusion or inclusion?

- Closed entities?
- Open 'ideagoras'?



*'this courseware is mine to this courseware is for (open) mining'*

1. MIT: Open Courseware  
sharing knowledge
2. UKOU: Open Content Initiative  
sharing learning
3. VUSSC: Collaborative content  
sharing learning and teaching

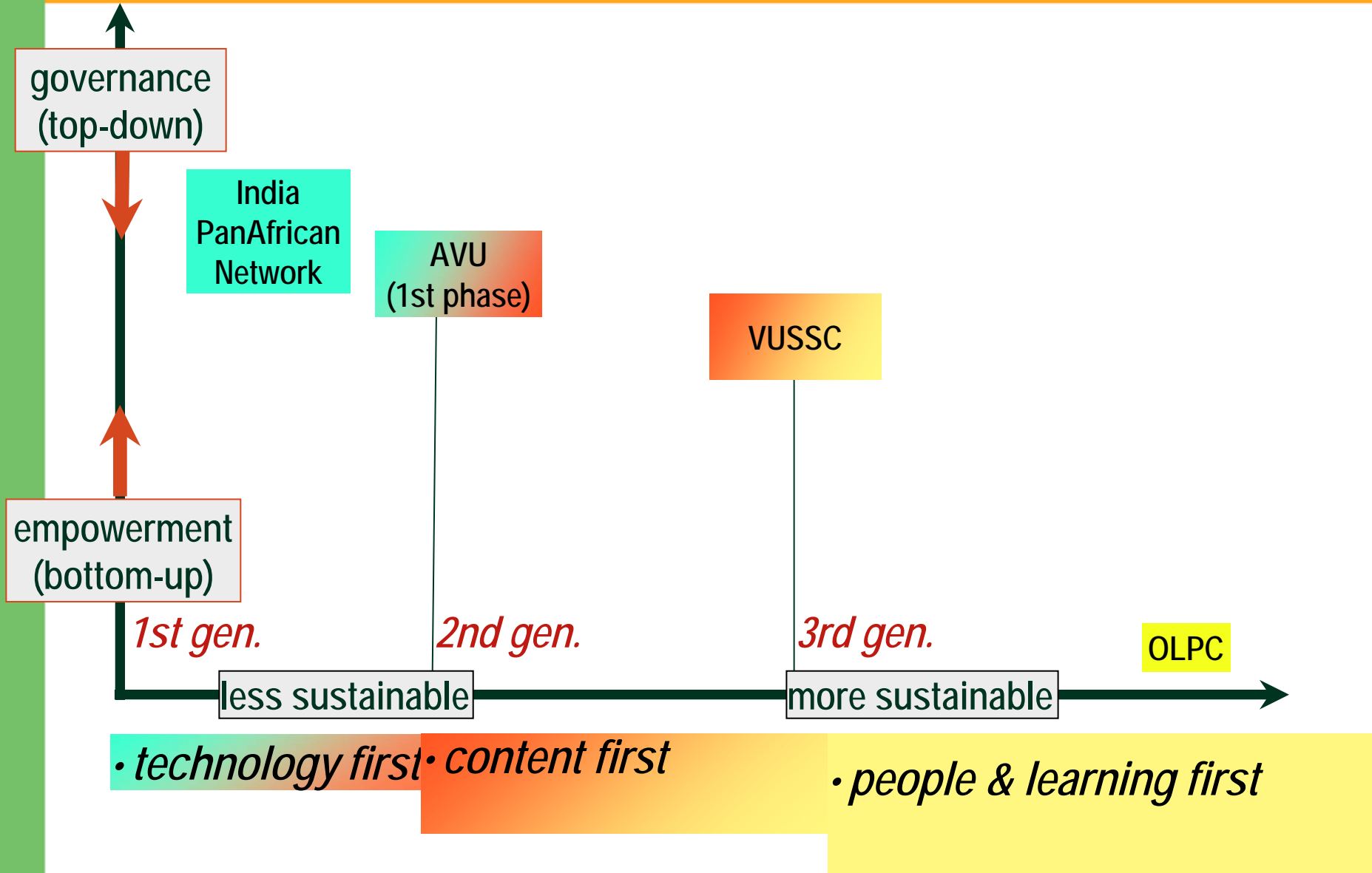


# Principles: Open Source

- From elitism to mass ownership
- No centre, no hierarchy
- Inherent capability to self-organise
- Amateurs too can be producers of content
- Collaboration for the common good



# Trends in the last 10 years





## *From 'divides' to 'dividends'*

- *emphasis on people, rather than on technologies*
- *knowledge as a social product emerging as an interface of machine, individual, society*
- *learning as a process of knowledge creation*



The role of development organisations?



# First, policy

- If national policies for science technology and innovation are integrated into educational policies, schools and colleges can become the incubators for innovation and excellence.





## Second, research into

- i) the role of national governments in supporting Knowledge Parks as a development strategy;
- ii) the critical success factors for setting up effective Knowledge Parks;
- iii) the regional and cultural characteristics that contribute to the growth of Knowledge Parks.



## Third, south-south collaboration

- As new economies emerge, it is important to forge productive linkages and partnerships.
- The business and academic establishments from China, India or Brazil have yet to register a significant presence.



# Finally, a framework based on:

- a) collaboration and inclusion;
- b) sharing of infrastructure and resources for the good of all;
- c) the renewal of higher education institutions to accelerate the achievement of national and international development goals.

# Thank You



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