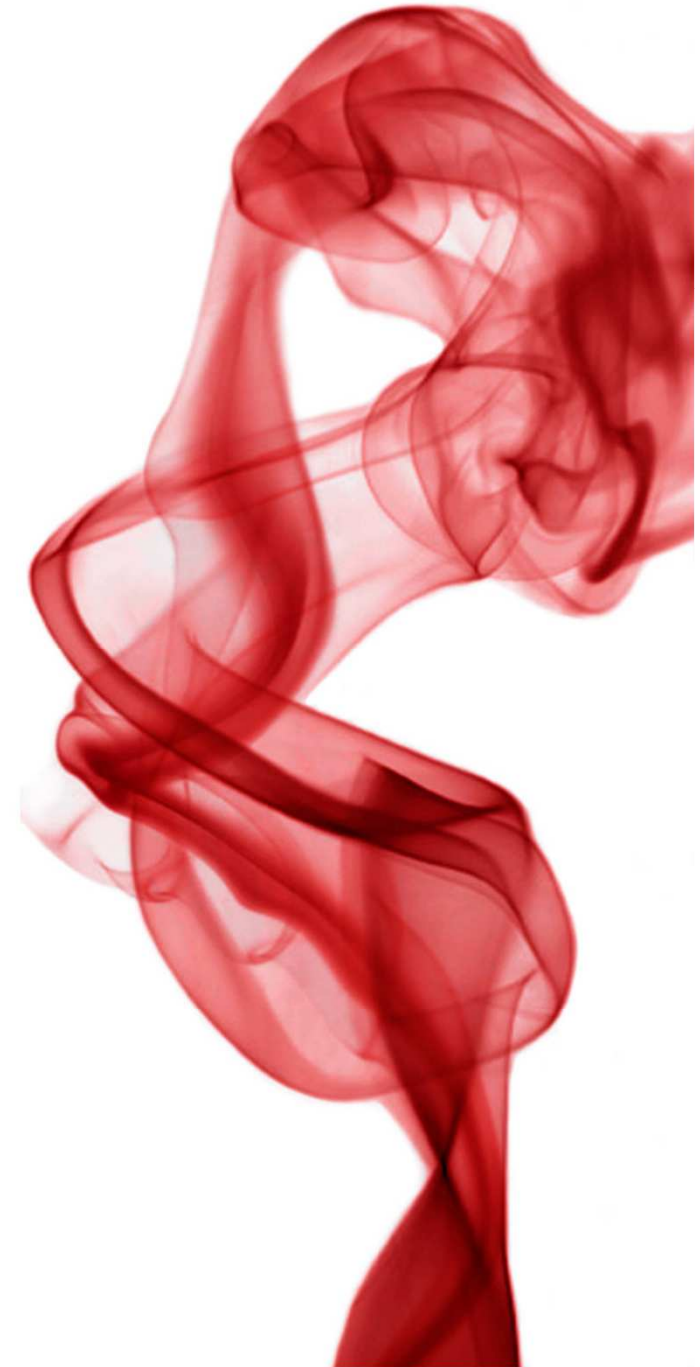


**Does present academic
research support current
theories relating to
transnational policy & what
can be learnt from the
specific case of
participatory budgeting?**

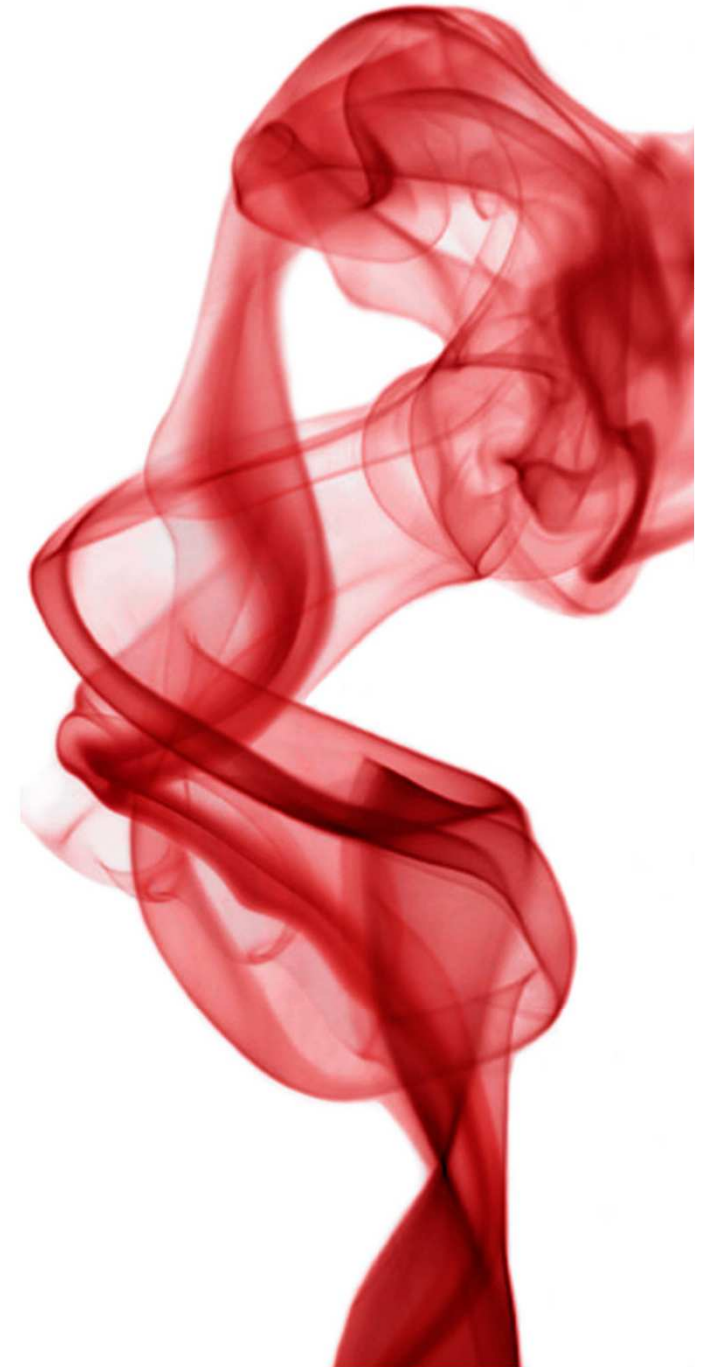
Contents

- ❖ Why transnational policy
- ❖ Aims
- ❖ Overview
- ❖ Current Discourse
- ❖ Diffusion
- ❖ Convergence
- ❖ Learning
- ❖ Methodology

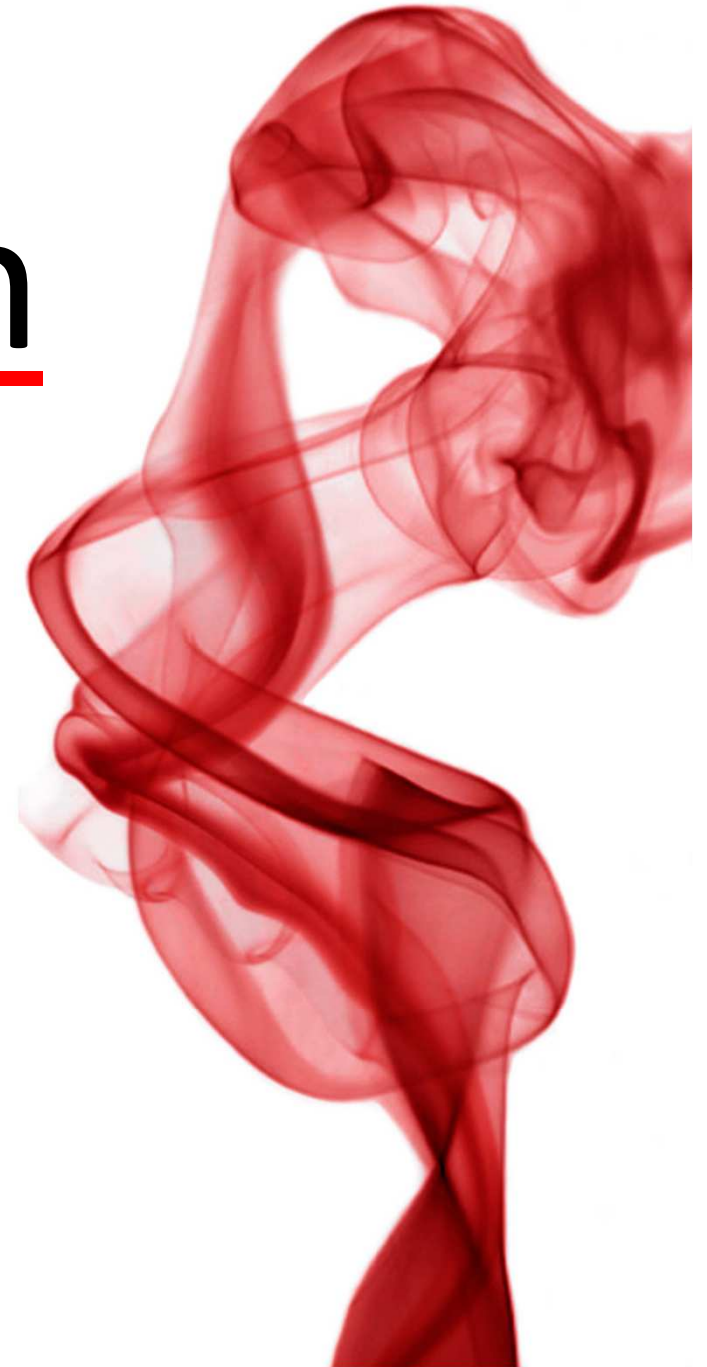


Contents

- ❖ Meta analysis
- ❖ Case studies
- ❖ Results
- ❖ Conclusion
- ❖ Research for the future
- ❖ References

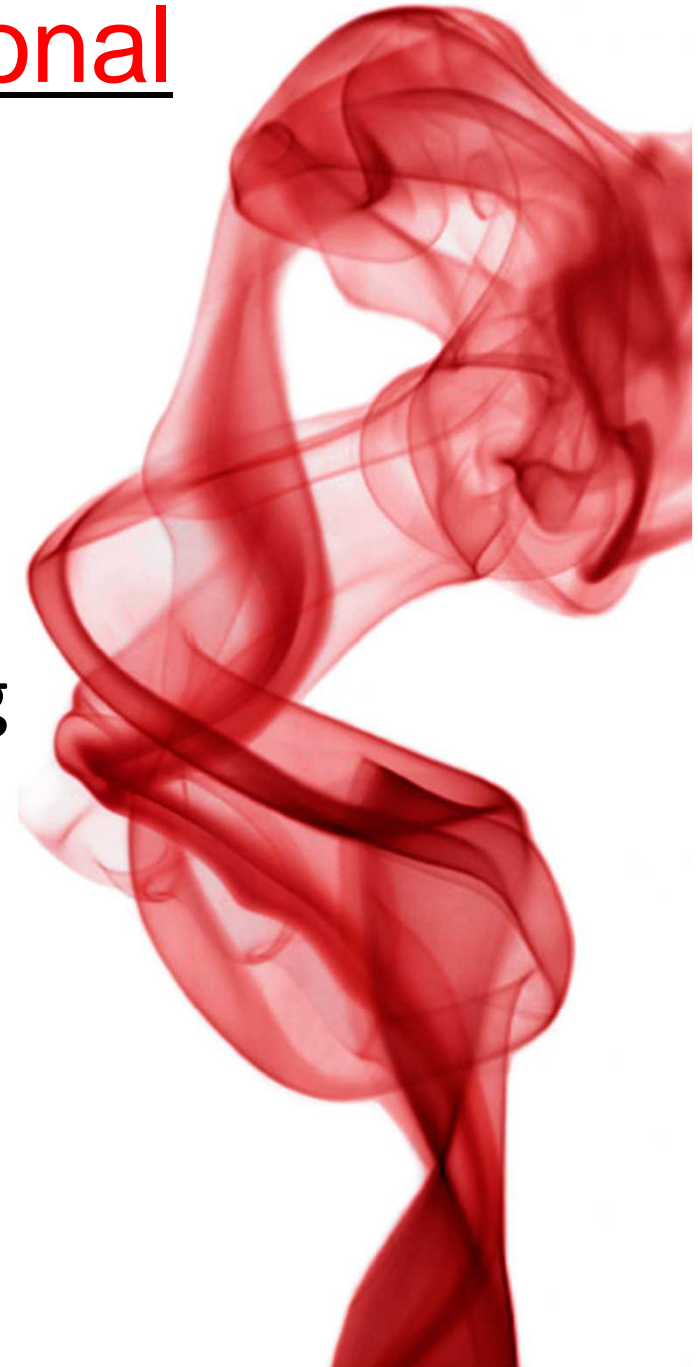


Introduction



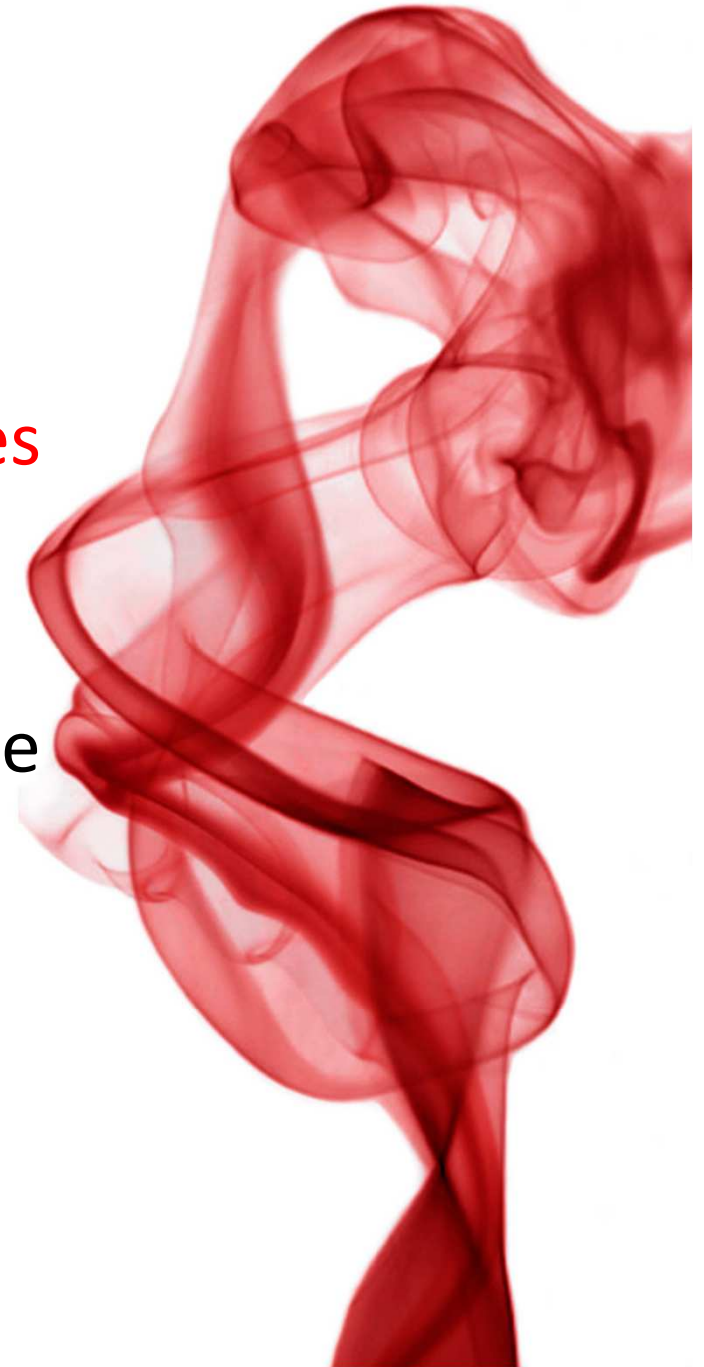
Why Transnational Policy?

- **Current**
- A **global** phenomenon
- **Adaptable** not to just planning
- Can offer **positive changes** to our current systems
- **New topic** within academic discourse



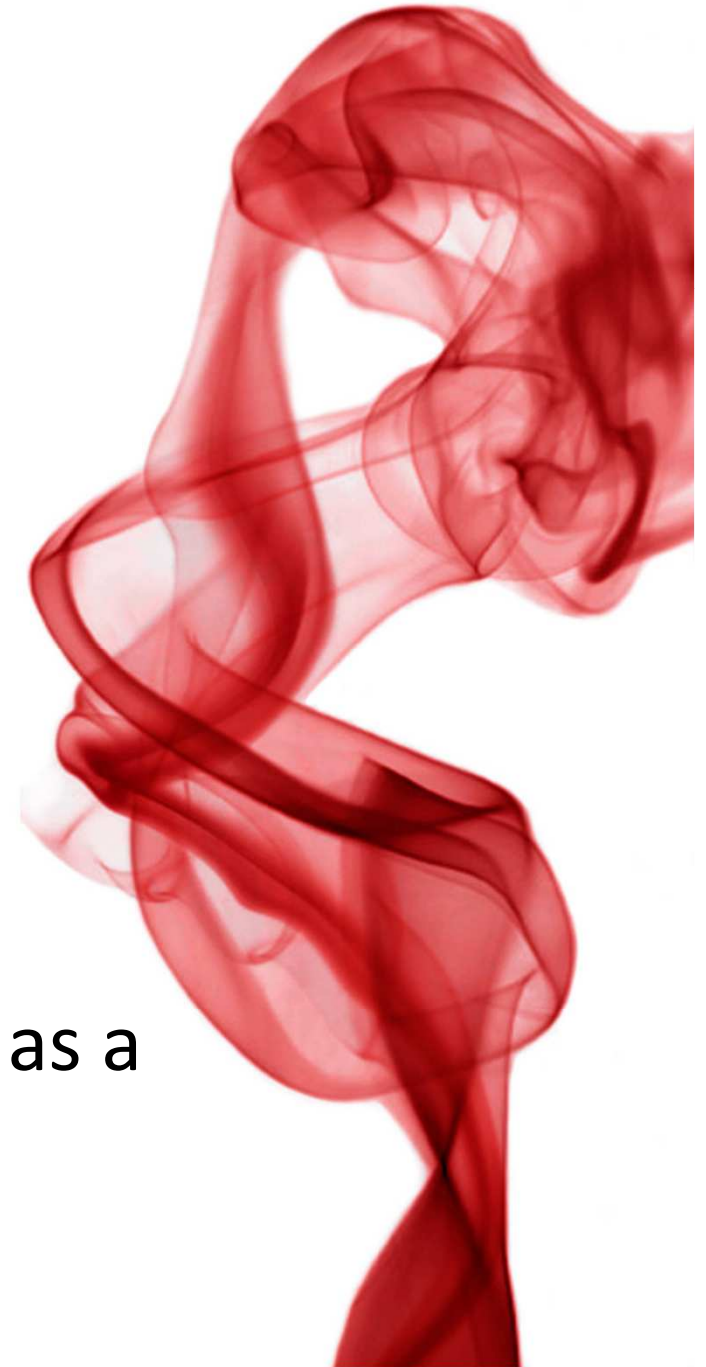
Aims:

- Do **current** academic **case studies** **validate** current research in Transnational Policy?
- What can be **learnt** from the case of Participatory Budgeting?
- How can findings be applied to **better** transnational policy?



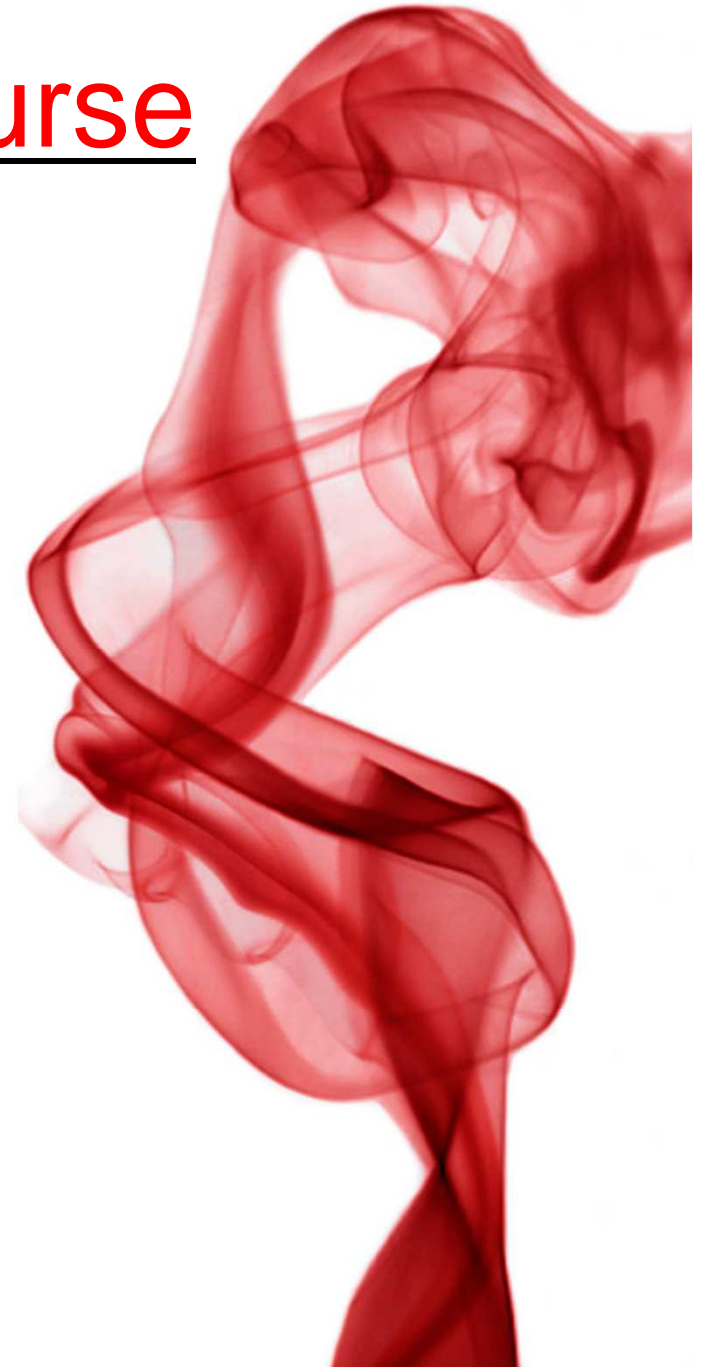
Overview

- Looking into **3** aspects of transnational policy:
 - **Diffusion**
 - **Convergence**
 - **Learning**
- Review of **30+** cases
- Using **Participatory Budgeting** as a prime example



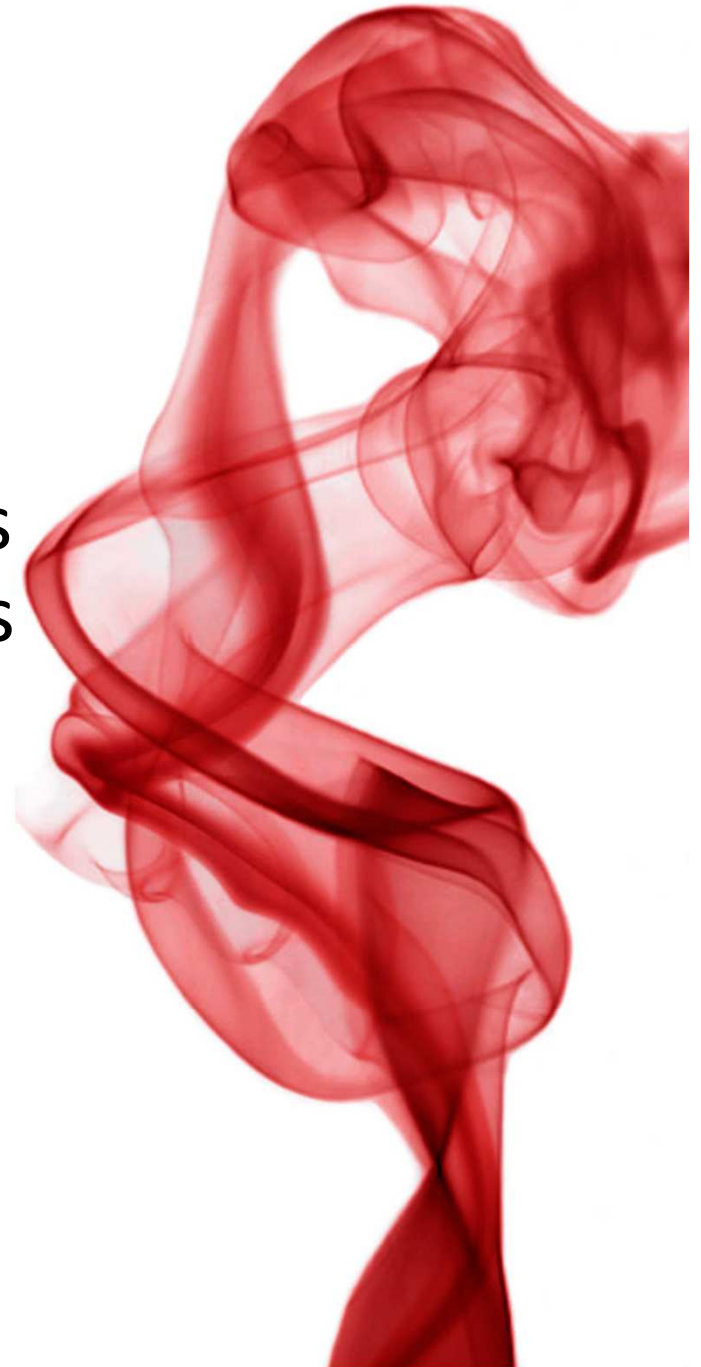
Current discourse

- **Urban Policy Mobility**
(Saunier, 2008)
- Emphasis on professional
bodies & associations
- **De-territorialise** & then
reterritorialise (Peck &
Theodore, 2010a)



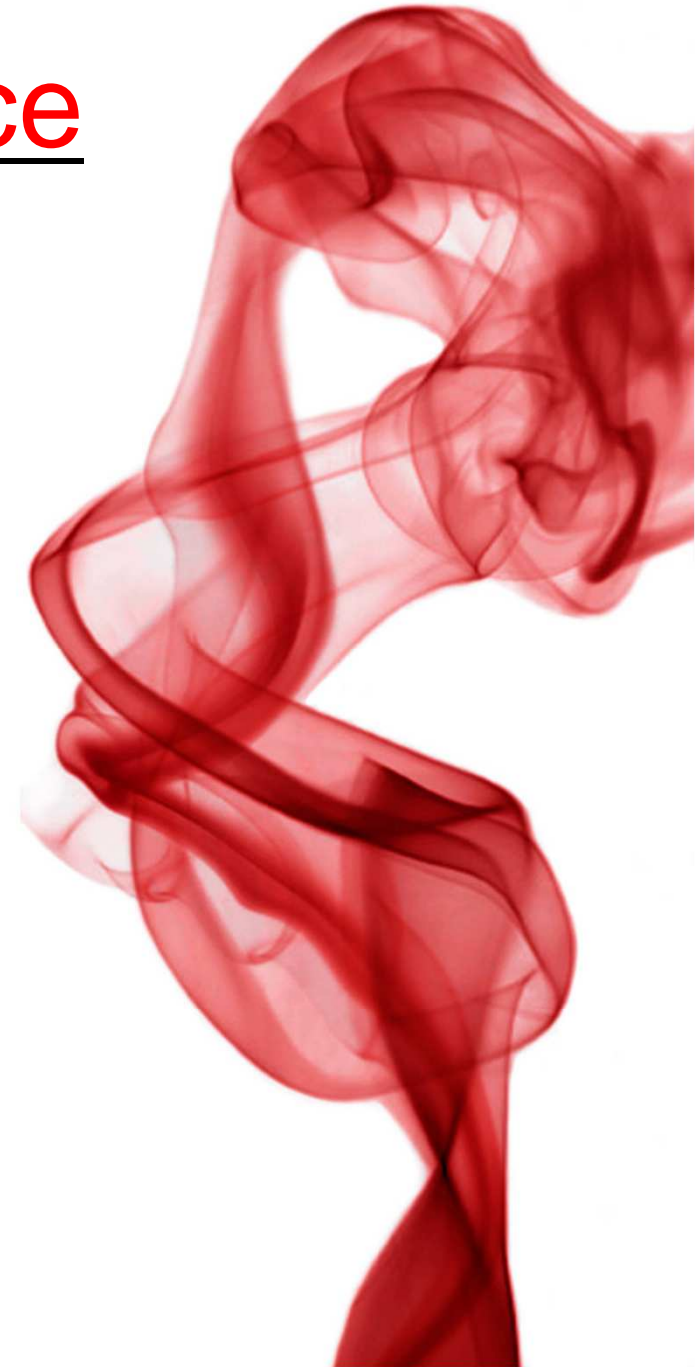
Diffusion

- “Where a country or state observes what other countries or states have done conditions its own policy decisions on these observations (Graham, 2013)
- “Tipping point” (Finnemore & Sikkink, 1998)



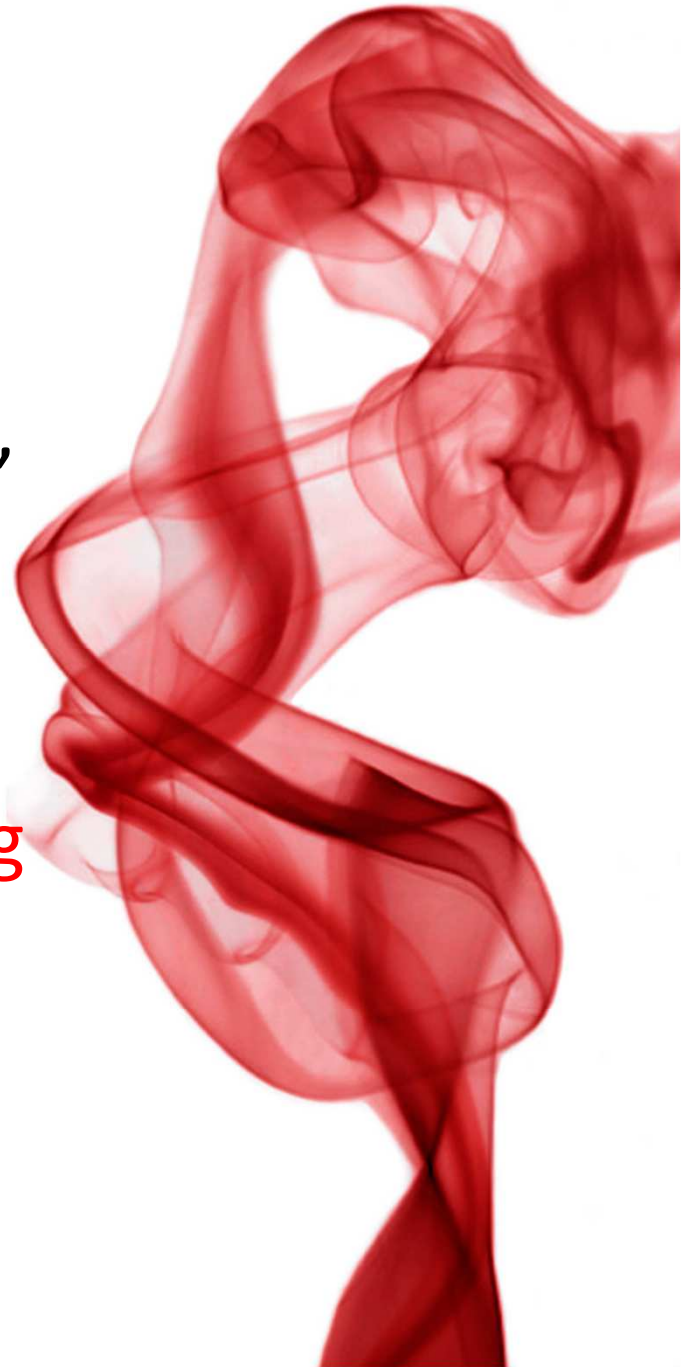
Convergence

- “The **similarity** between one or more **characteristics** of a certain policy “ (Knill, 2005)
- Tessellation of new policy into existing structure:
 - **Political system**
 - **Law system**
 - **Citizens**
 - **Local authorities**

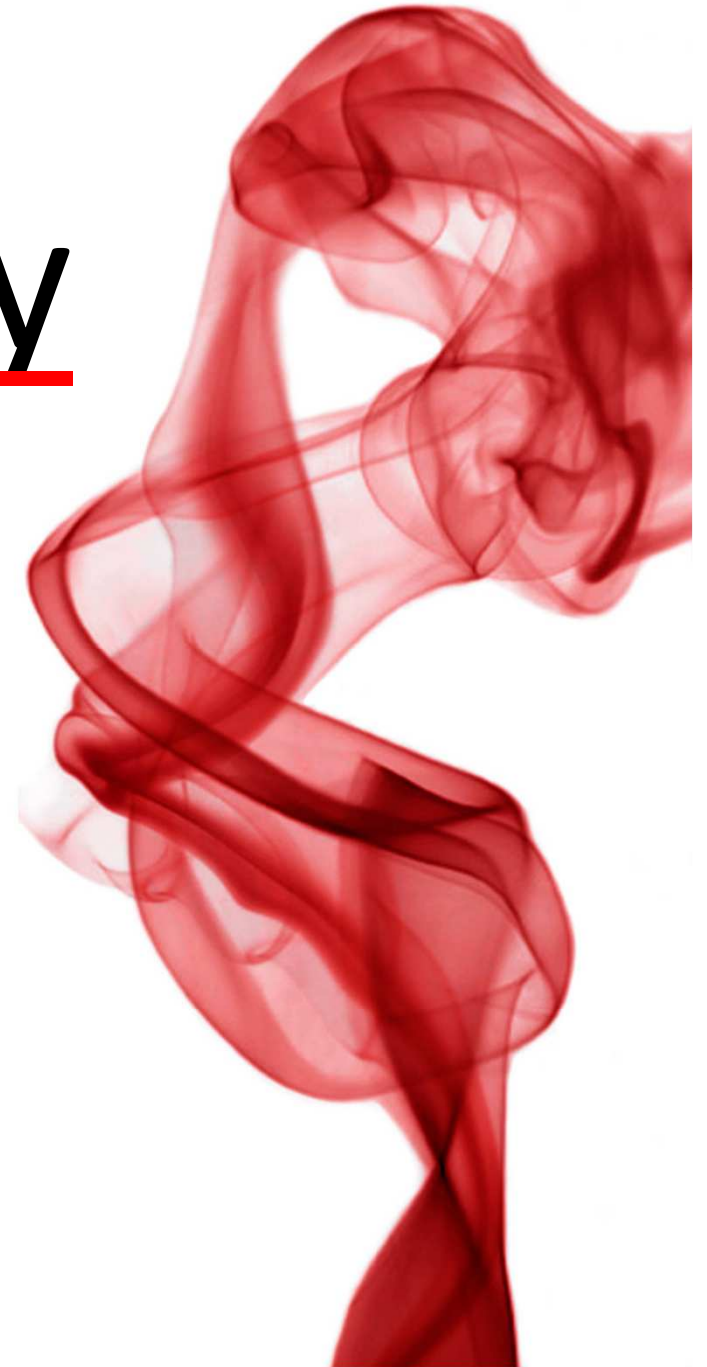


Learning

- “Instructive knowledge” (Rose, 1991)
- “Past events, for **advocacy** or for **comfort** “ (Saunier, 2008)
- With more **time**, more **learning** can be achieved
- Benefits the **actors** invested in the new policy

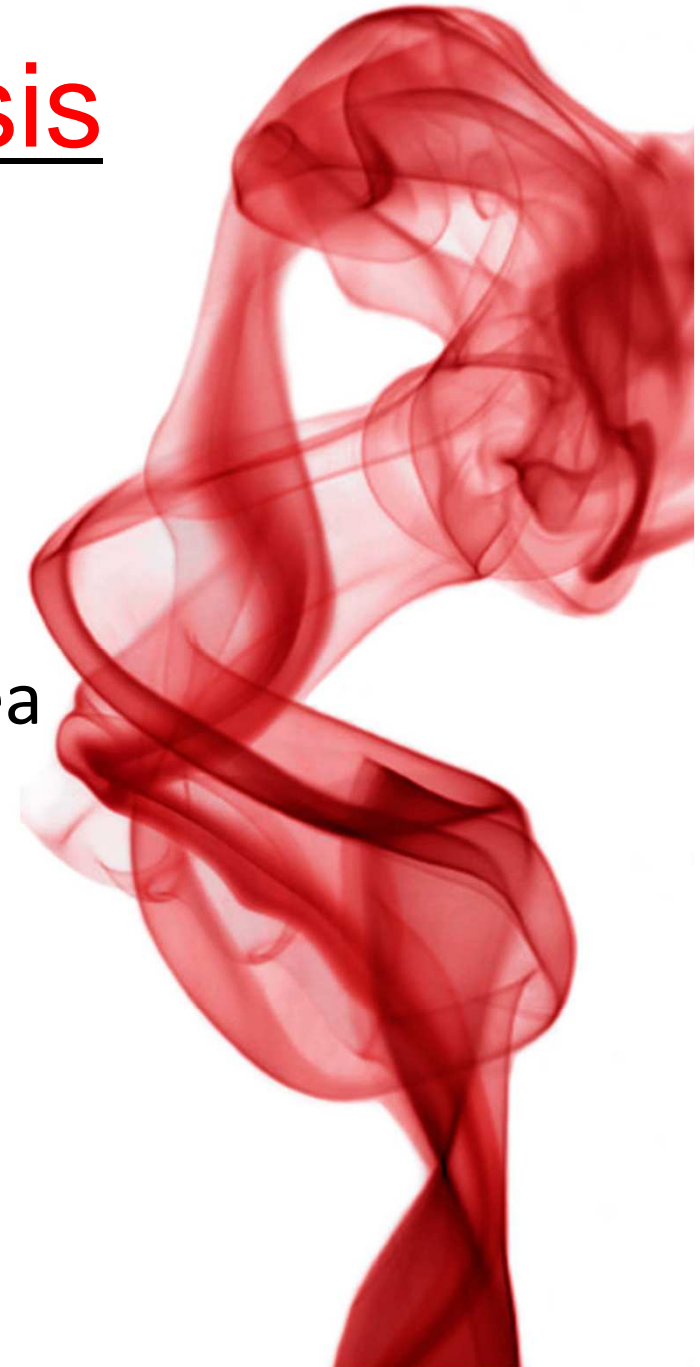


Methodology



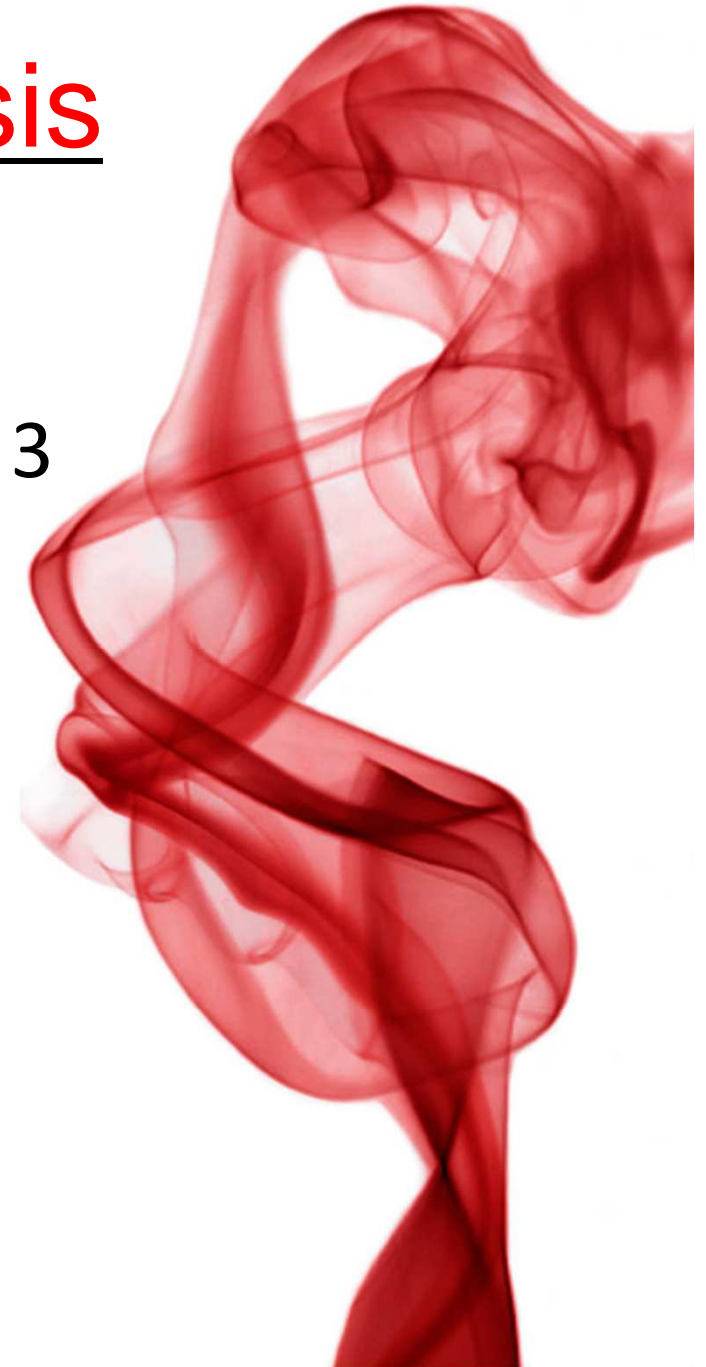
Meta-Analysis

- Qualitative approach
- “synthesises” & “integrates” results from a multitude of case studies focused on a specific area of research (Beck, 2011)
- accumulation of past literature
- help refine definitions and findings (Evangelou, 2007)



Meta-Analysis

- The research was divided into 3 topics:
 - Diffusion
 - Convergence
 - Learning

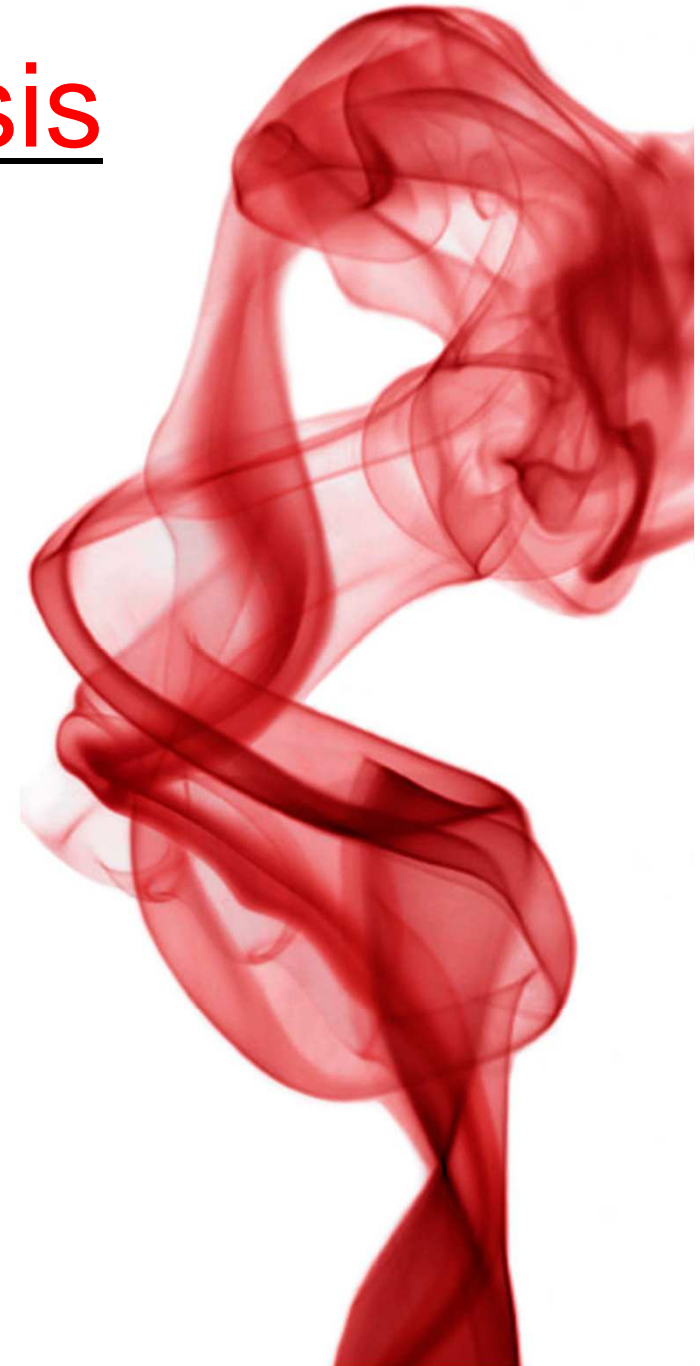


Meta-Analysis

- Topics added to a matrix:

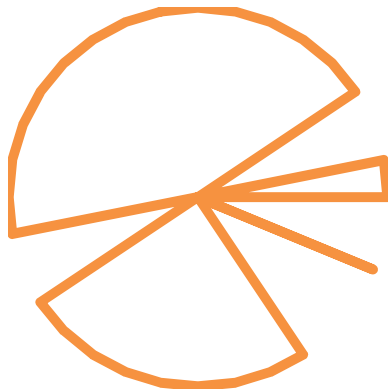
	Diffusion	Convergence	Learning
Case Study 1	Yes / No	Yes / No	Yes / No
Case Study 2	Yes / No	Yes / No	Yes / No
Case Study 3	Yes / No	Yes / No	Yes / No
Case Study 4	Yes / No	Yes / No	Yes / No
Case Study 5	Yes / No	Yes / No	Yes / No
Case Study 6	Yes / No	Yes / No	Yes / No
Case Study 7	Yes / No	Yes / No	Yes / No

- Boolean values added according to **criteria**



Meta-Analysis

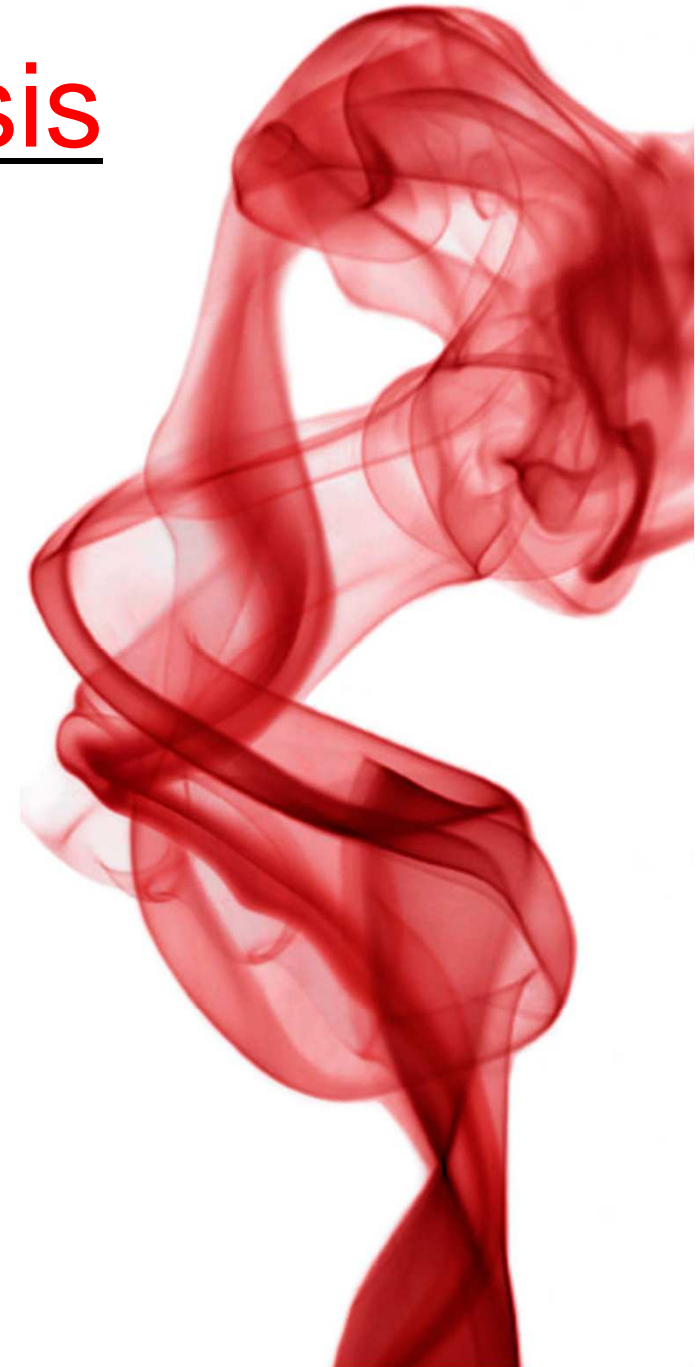
- The results were used to create a radar graph for each topic
- Gives visual representation of academic support:



Fragmented



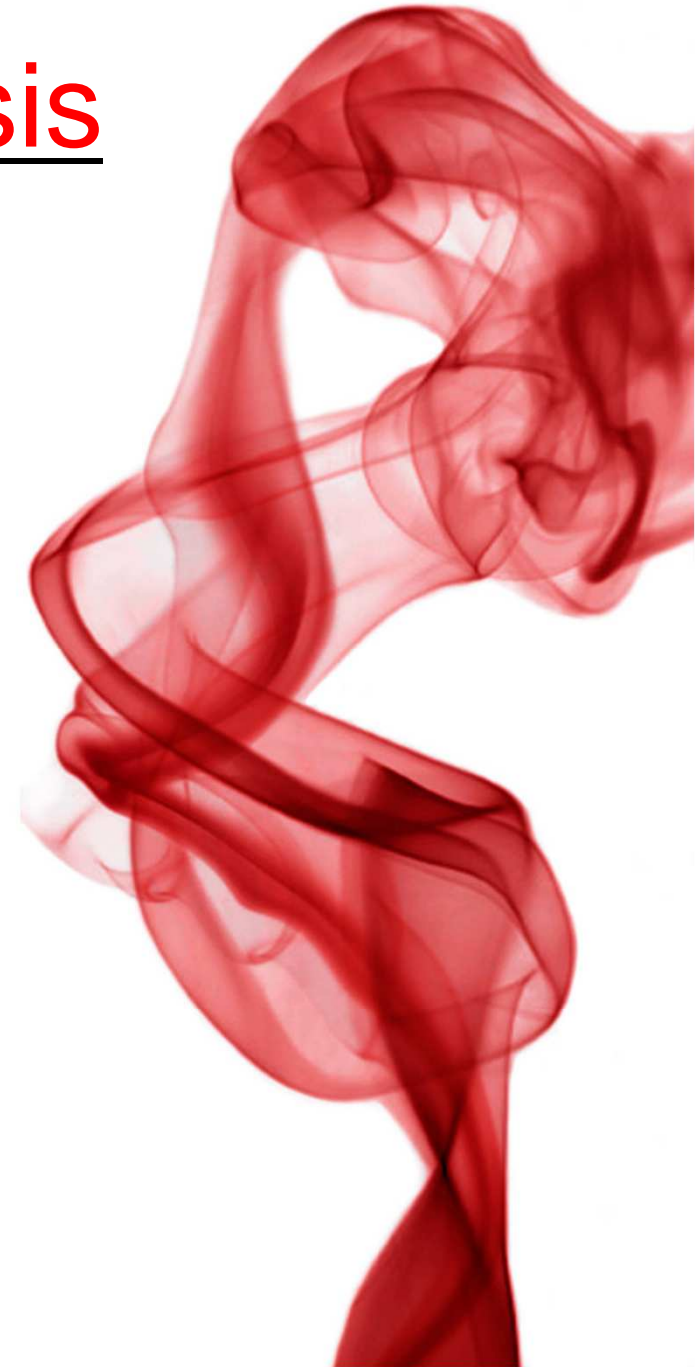
Supportive



Meta-Analysis

Criteria:

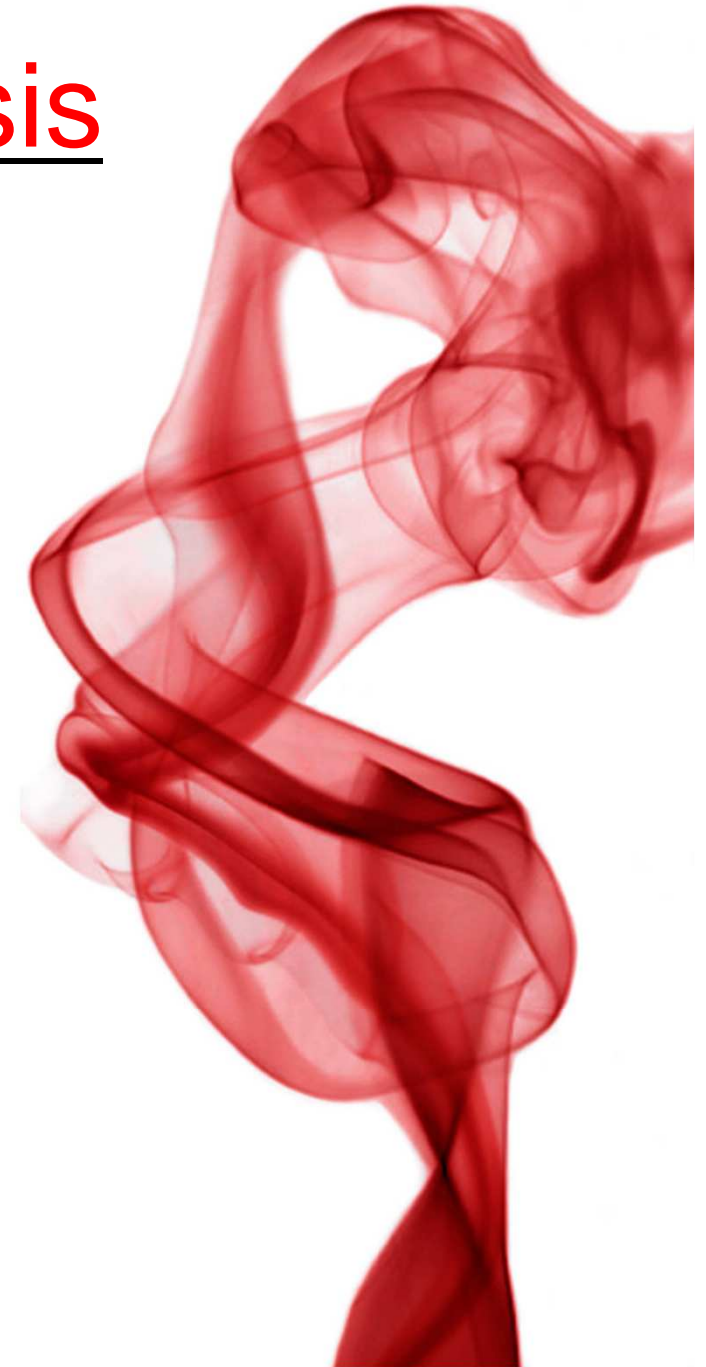
- **Diffusion** – Acknowledgement of how PB was introduced to host country (e.g. Porto Alegre)
- **Convergence** – acknowledgement or rejection of changes resultant or necessary to implement new policy
- **Learning** – Acknowledging how to improve the policy during or after implementation



Meta-Analysis

Positives of Meta-Analysis:

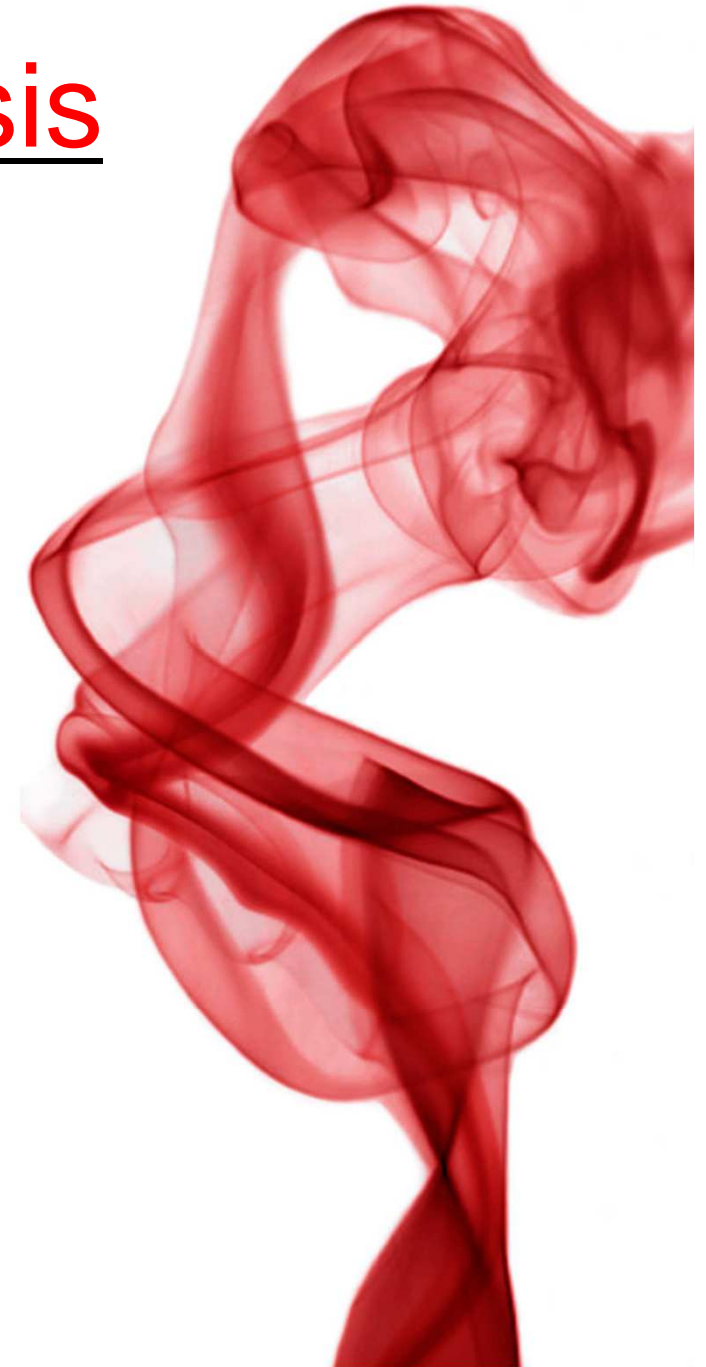
- Truly global analysis
- Multiple sources
- Use of case studies reflect real life situations
- Can show correlation between case studies



Meta-Analysis

Negatives of Meta-Analysis:

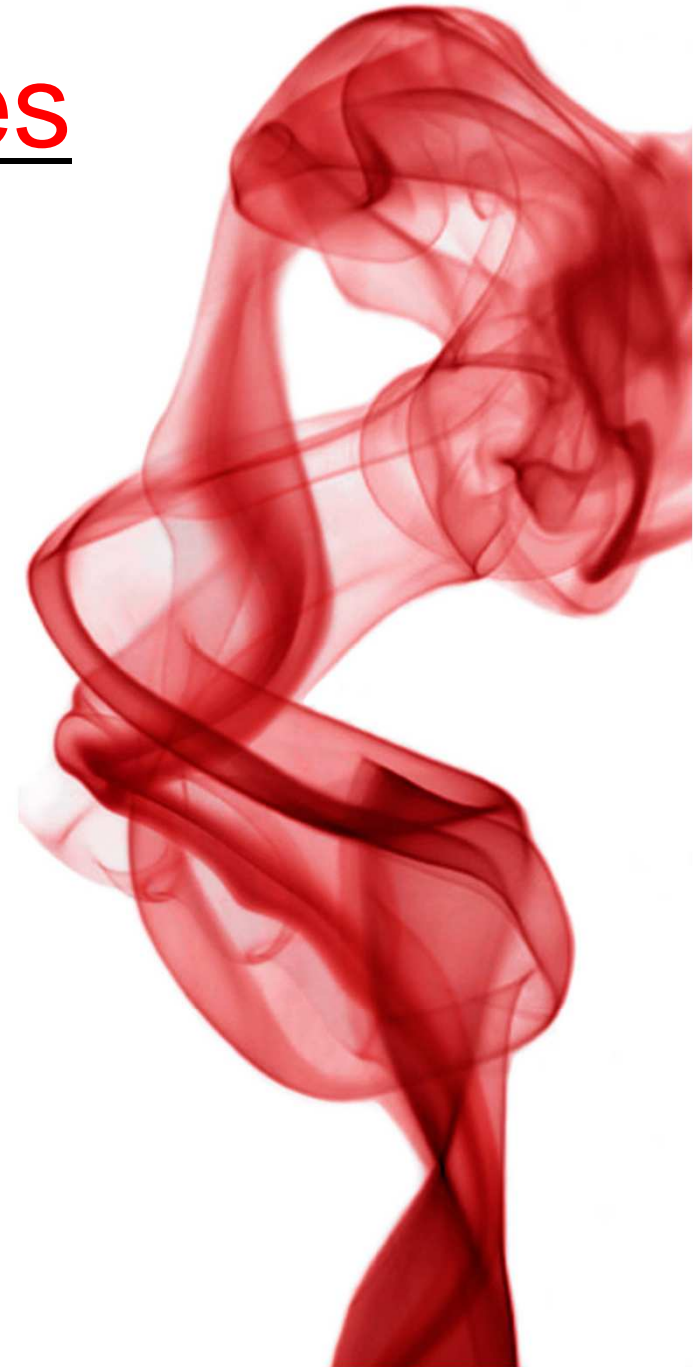
- Selective of information
- Misinterpretation of results
- Finding can be taken out of context



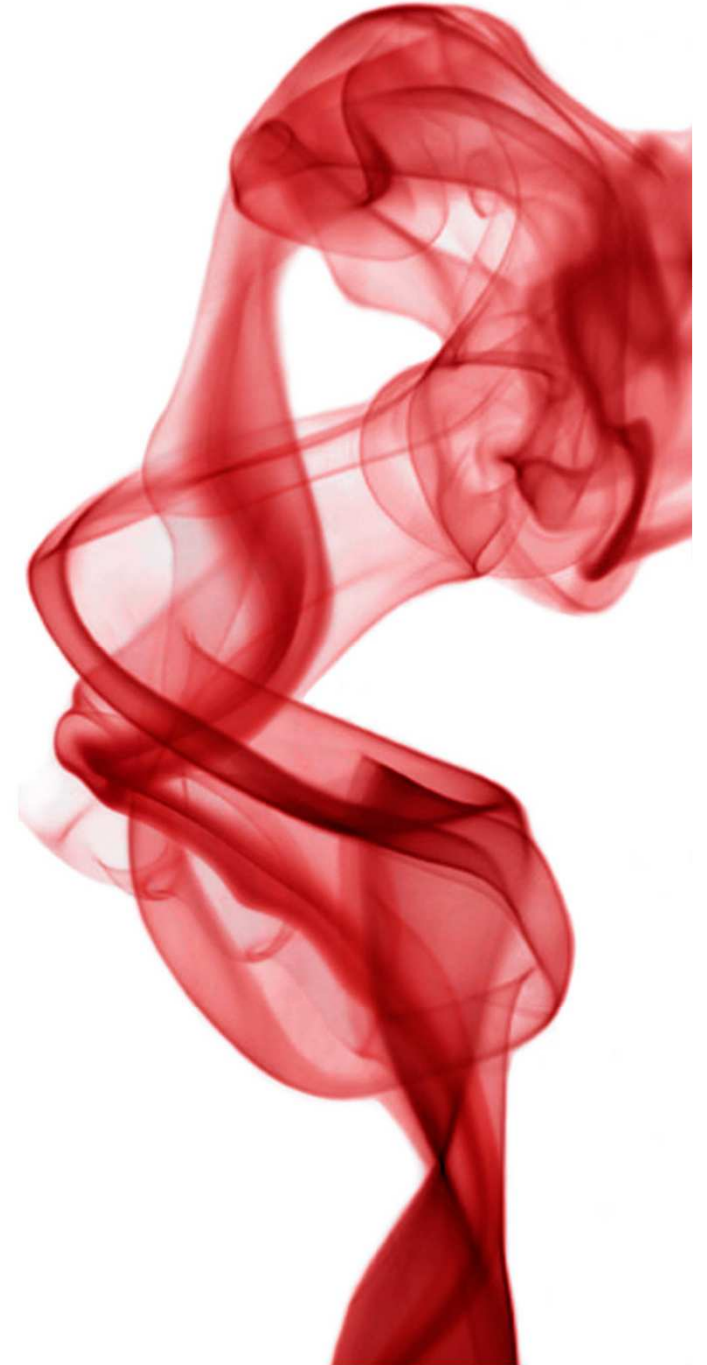
Case studies

Requirements:

- Not older than 10 years
- Must involve PB as leading policy
- Minimum of 2 cases per continent
- Use of more than one location per case study permitted



Results

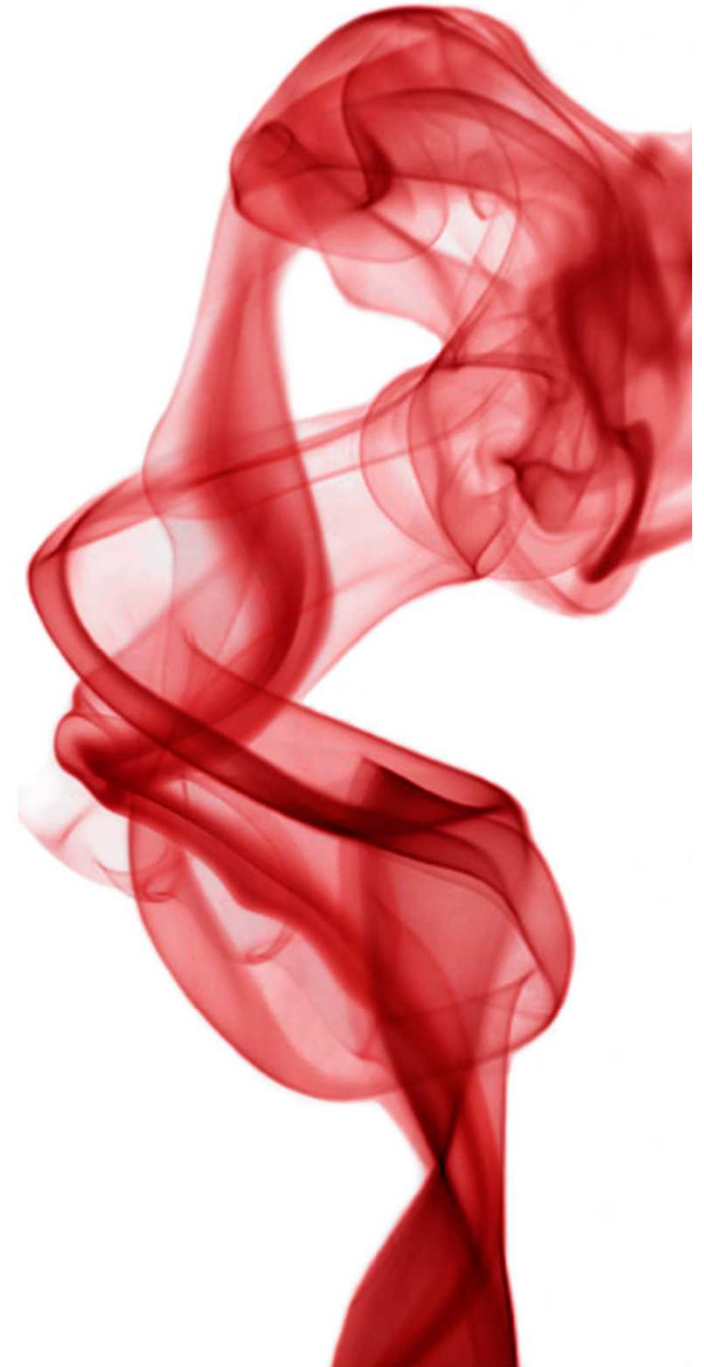


Results

Diffusion:



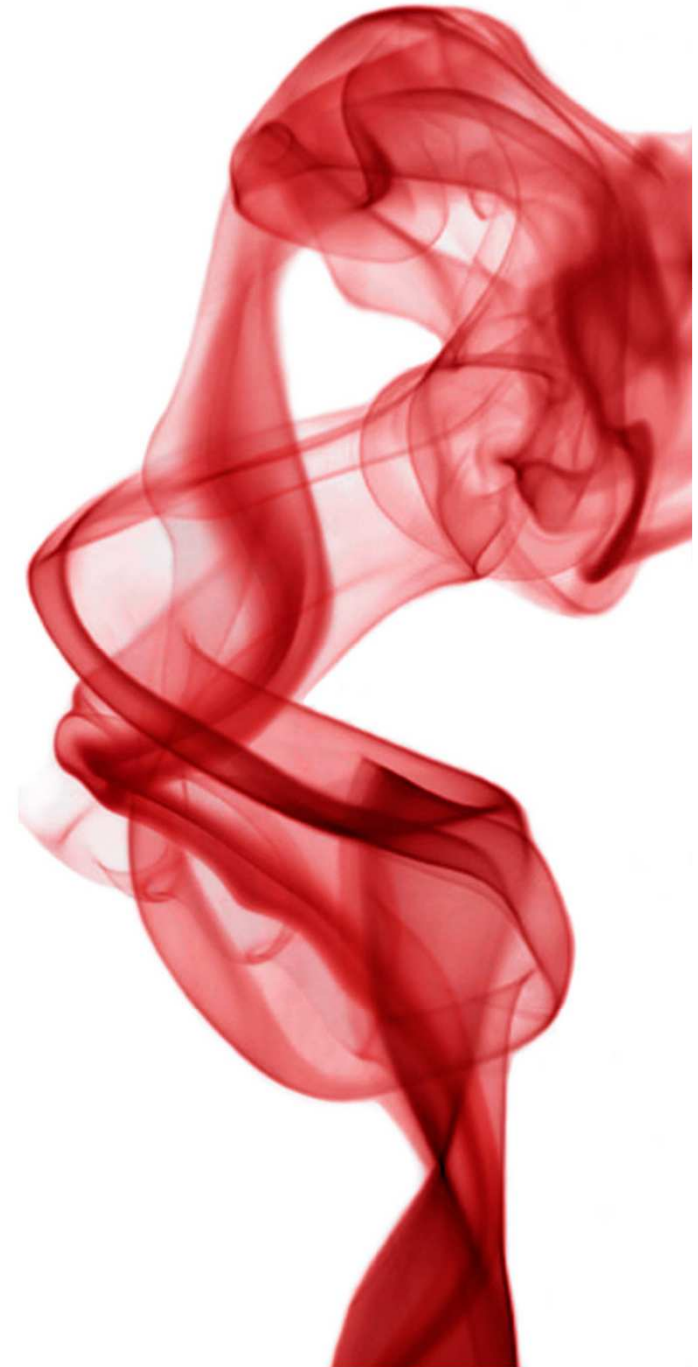
93.75%



Results

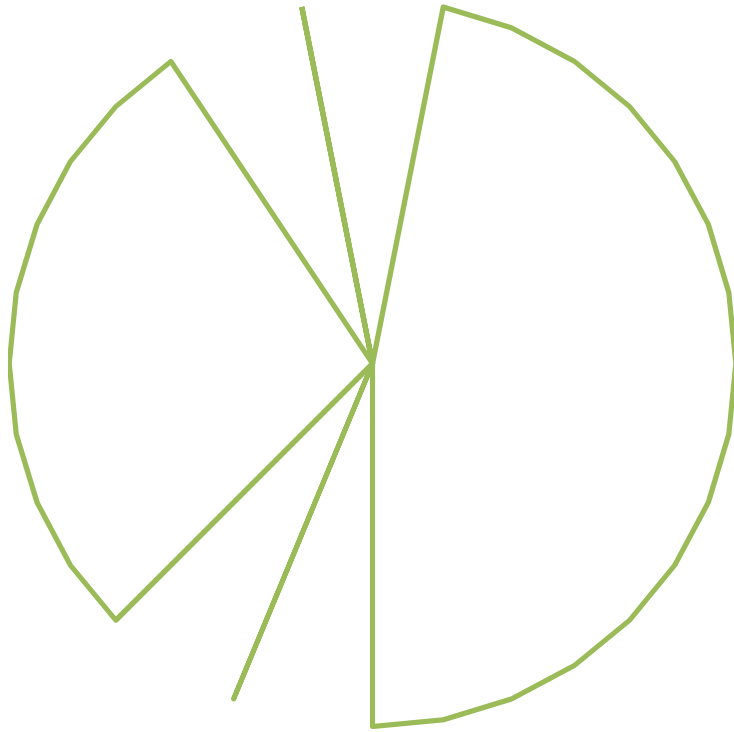
Diffusion:

- Most likely to occur through a catalytic event
- Communication is vital
- Consideration of context is vital
- Diffusion is the 1st stage of the transnational policy transfer

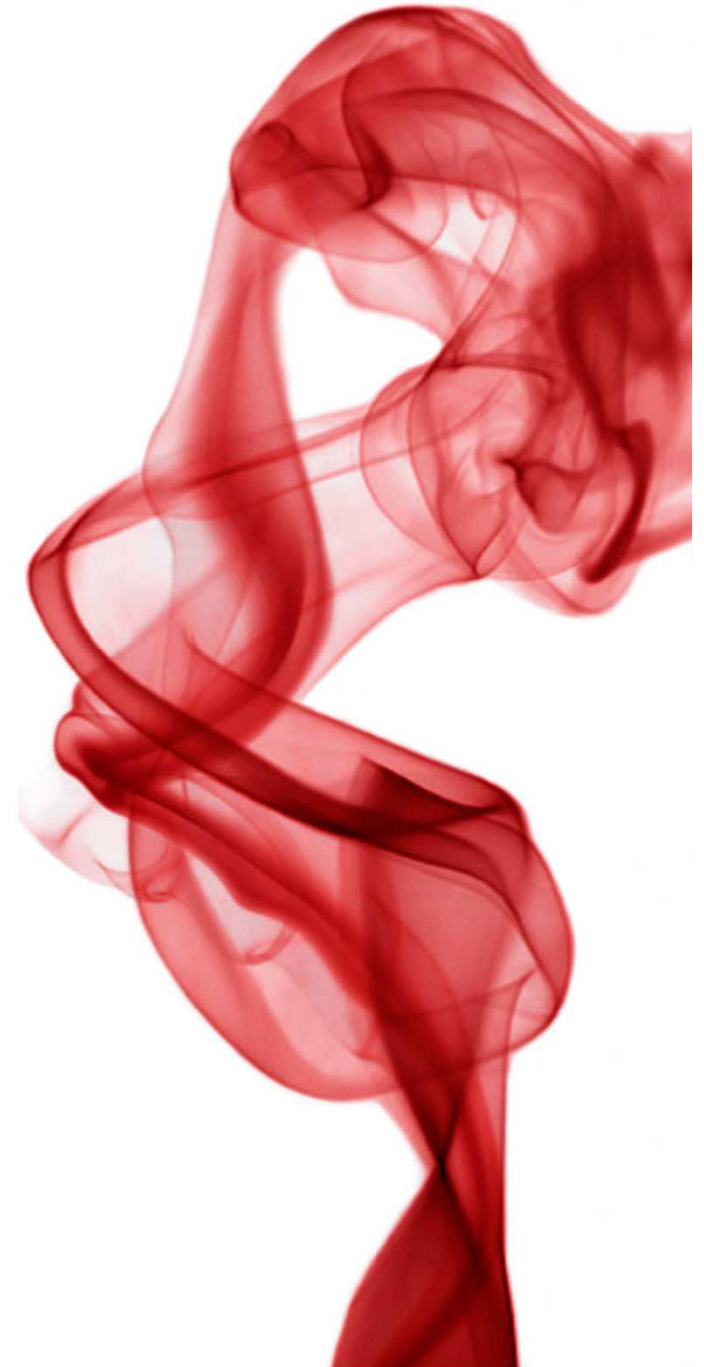


Results

Convergence:



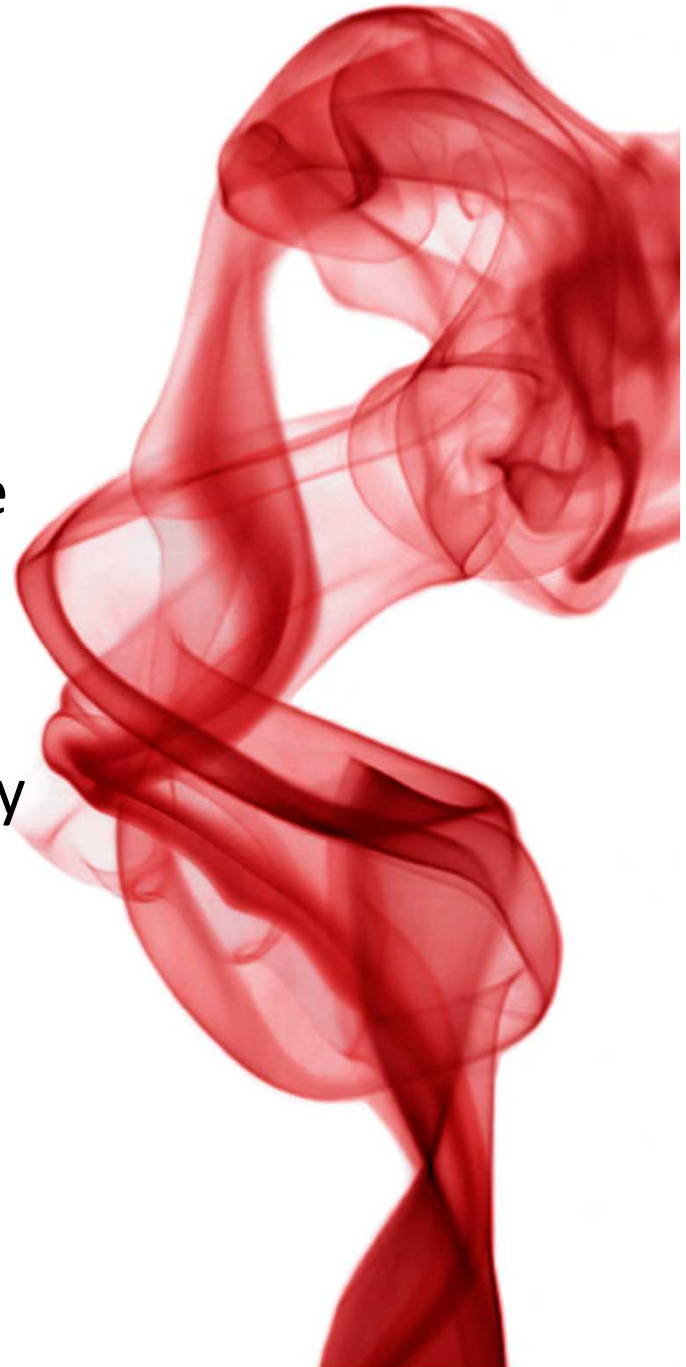
87.5%



Results

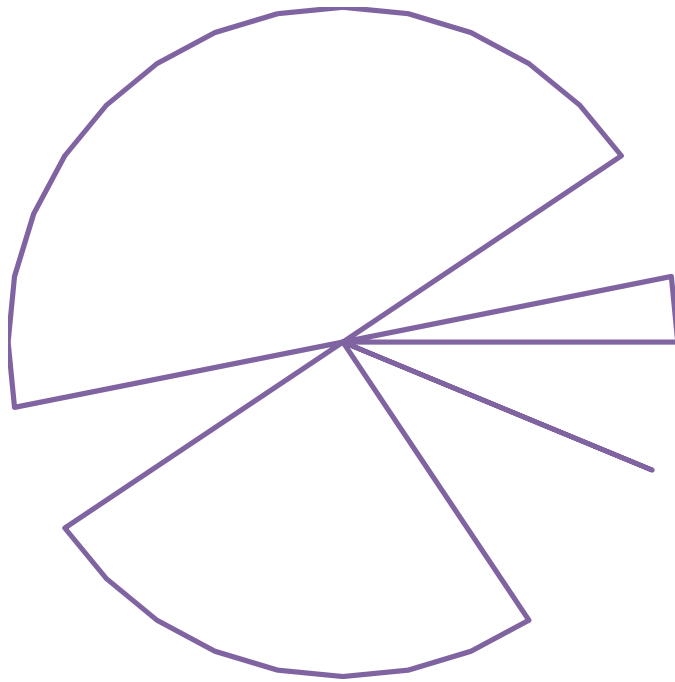
Convergence:

- Causational as to success or failure
- Most success from those who changed legal framework to accommodate
- Education provided tools necessary for successful convergence
- Some cases lead to changes in culture of locality
- 2nd stage of transnational policy transfer

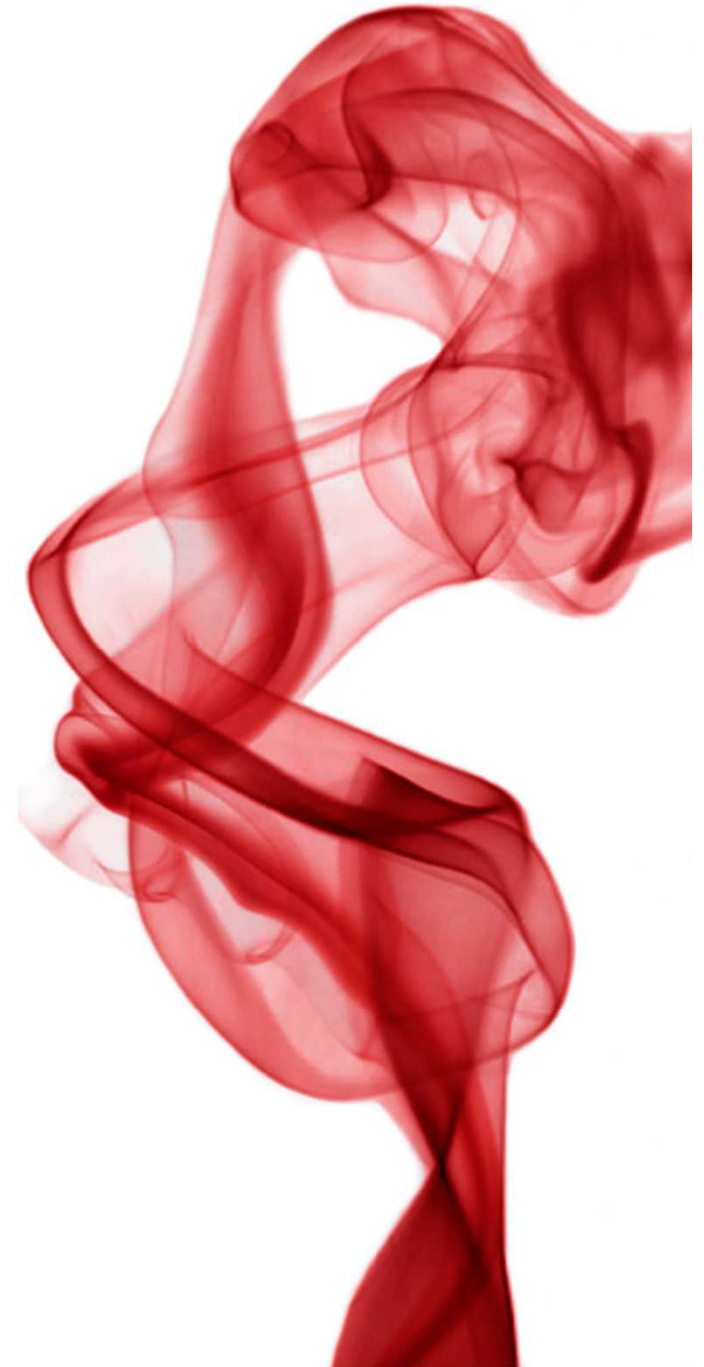


Results

Learning:



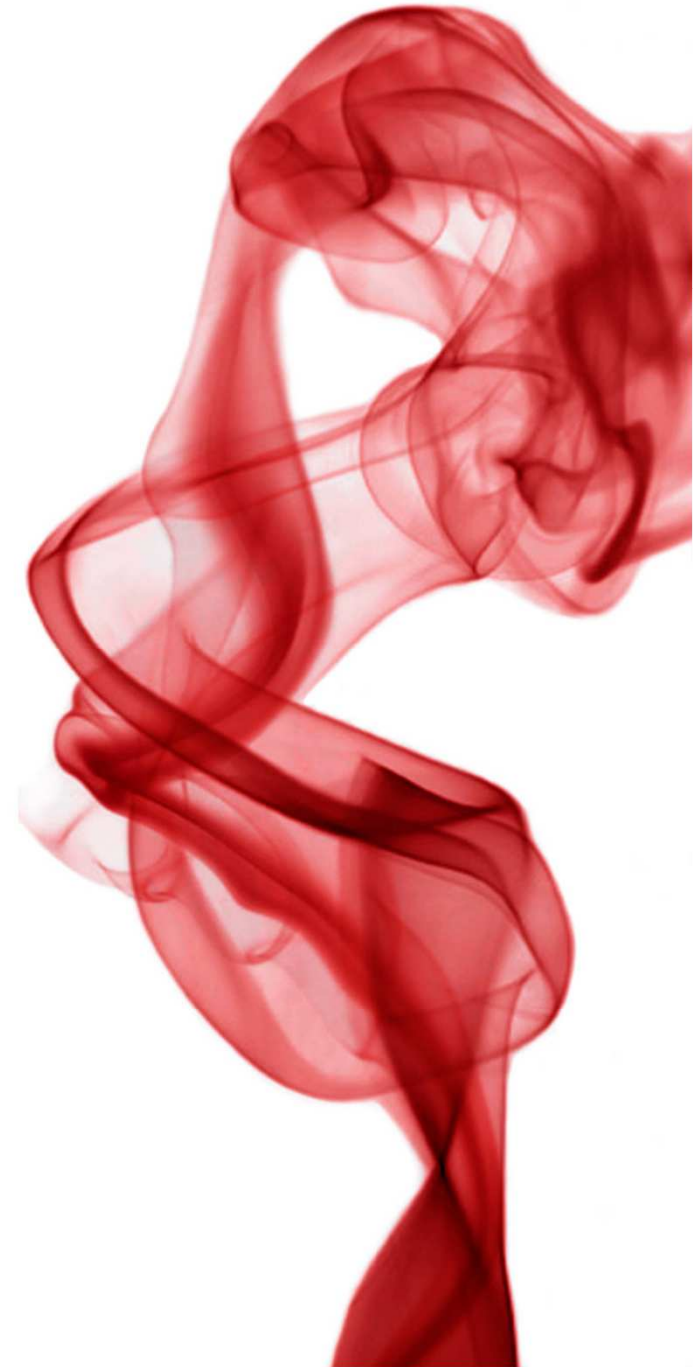
84.38%



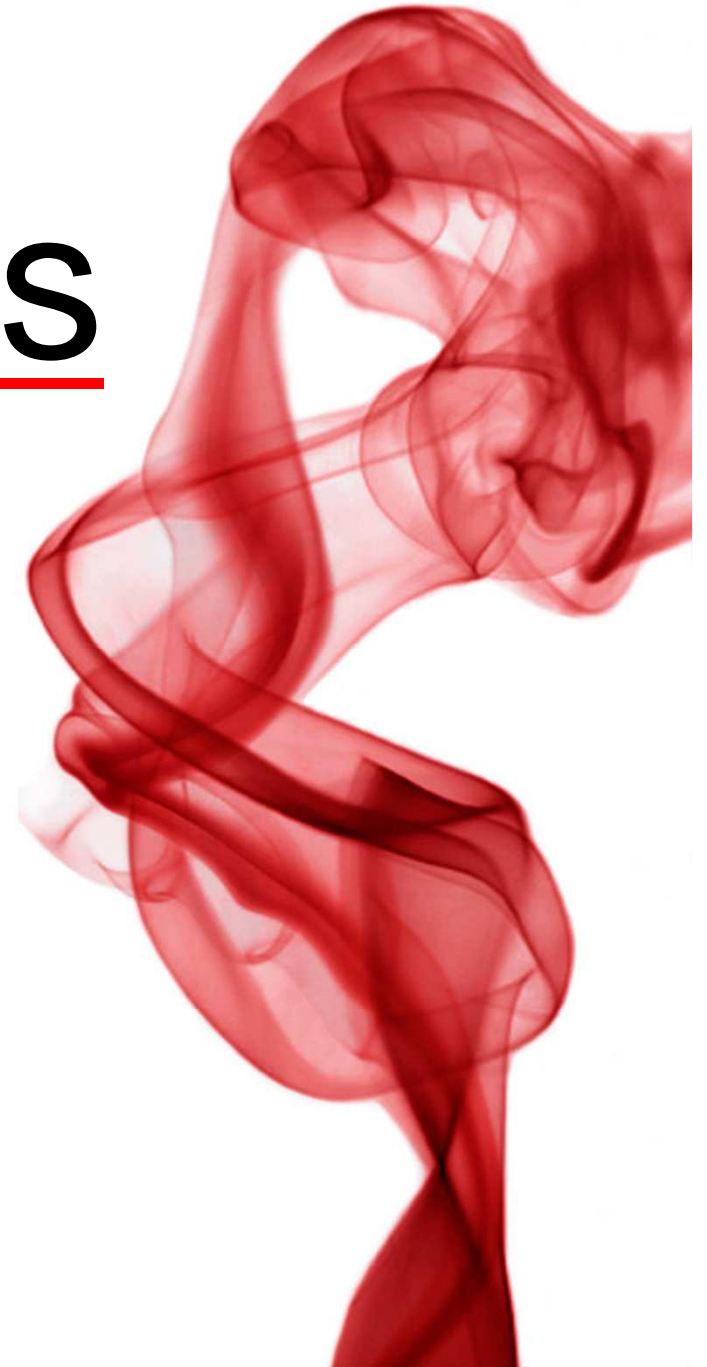
Results

Learning:

- Least supportive of current literature
- More emphasis on local authorities to appreciate the learning process
- 3rd stage of transnational policy transfer



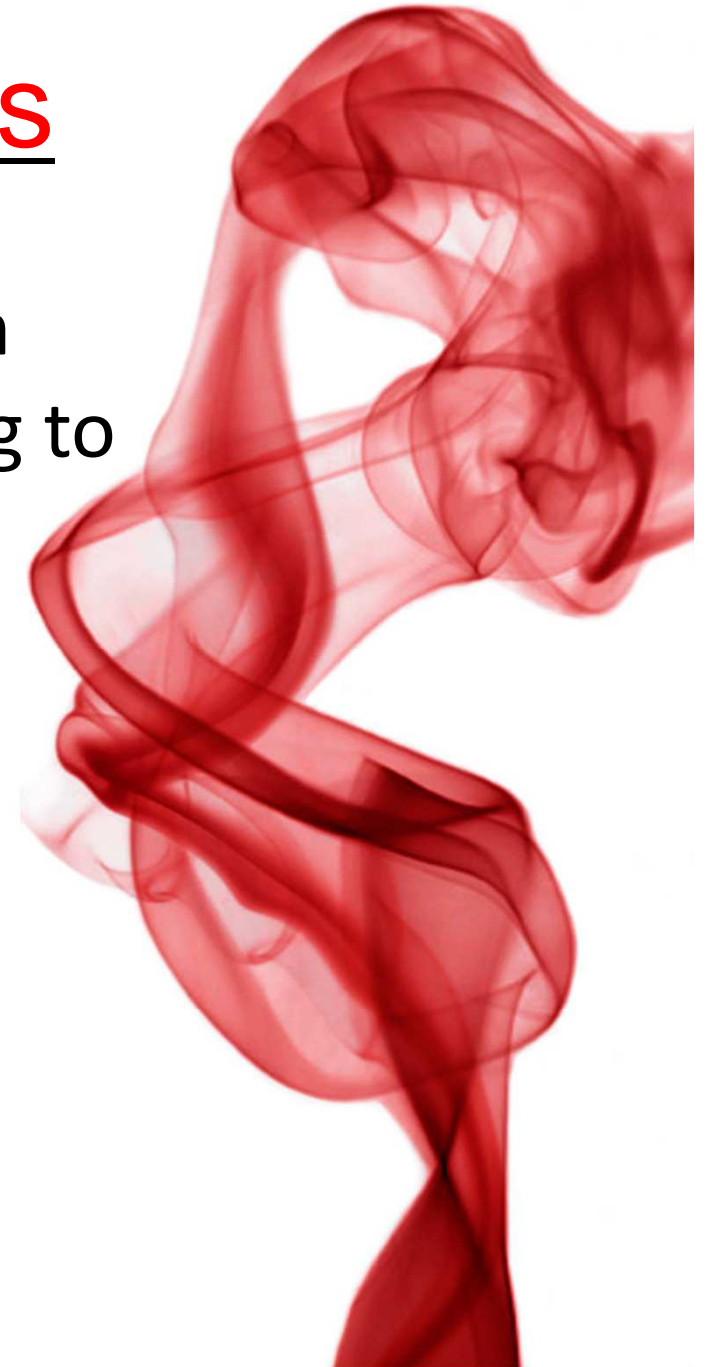
Conclusions



Conclusions

Does present academic research support current theories relating to transnational policy?

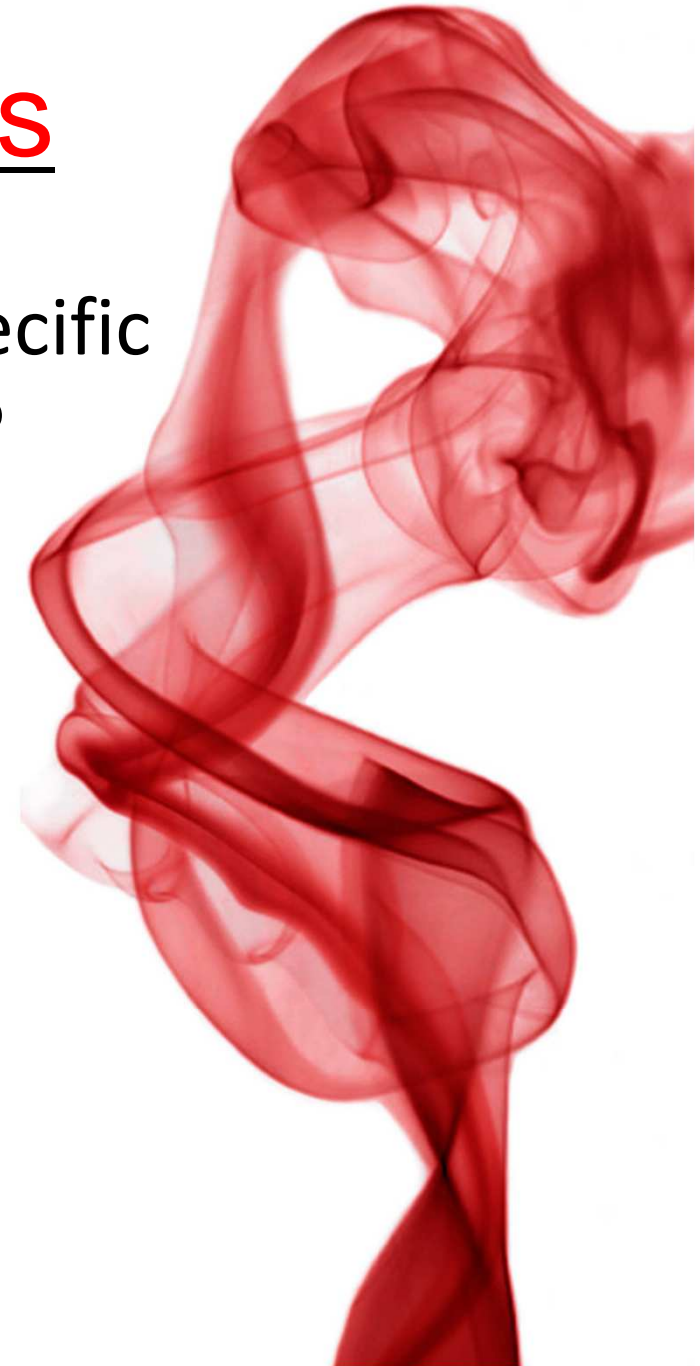
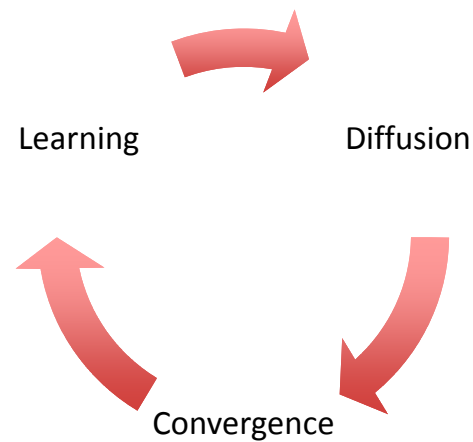
- Yes, mostly...
- Diffusion shows clear support
- Convergence and Learning showed less support



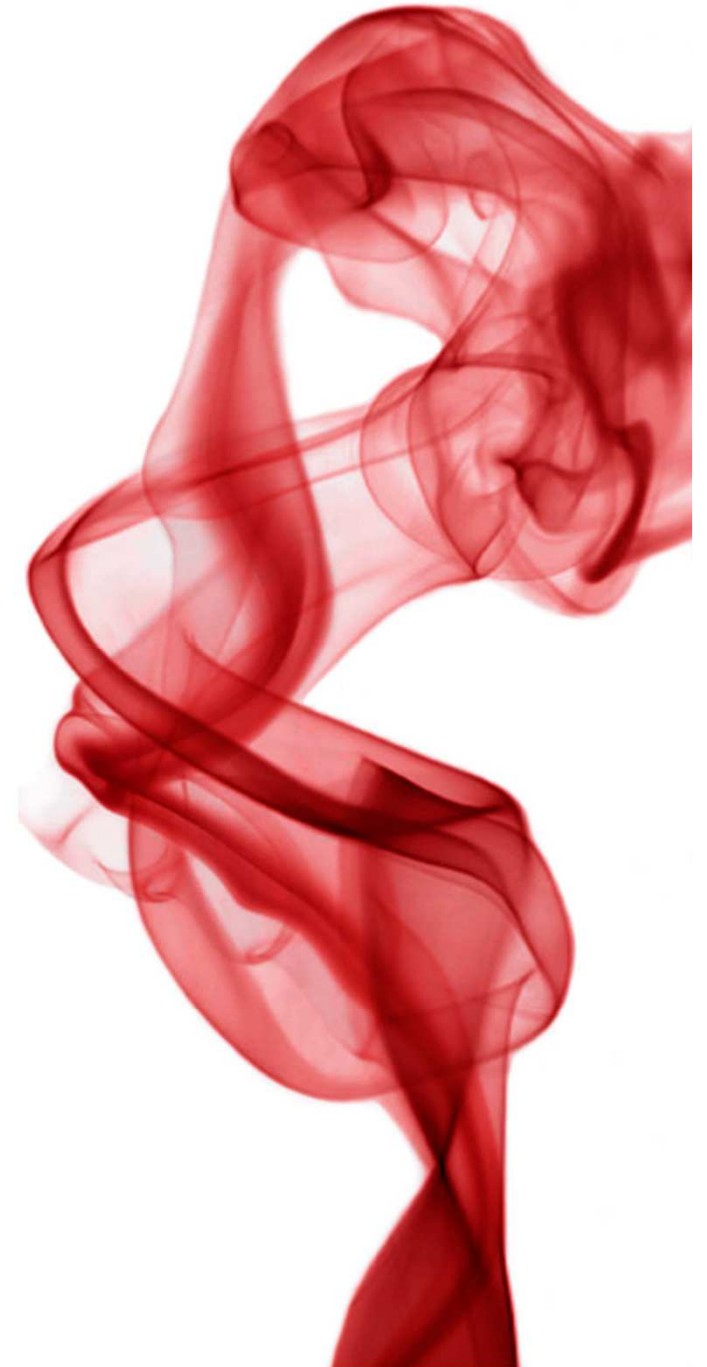
Conclusions

What can be learnt from the specific case of participatory budgeting?

A Process has emerged:

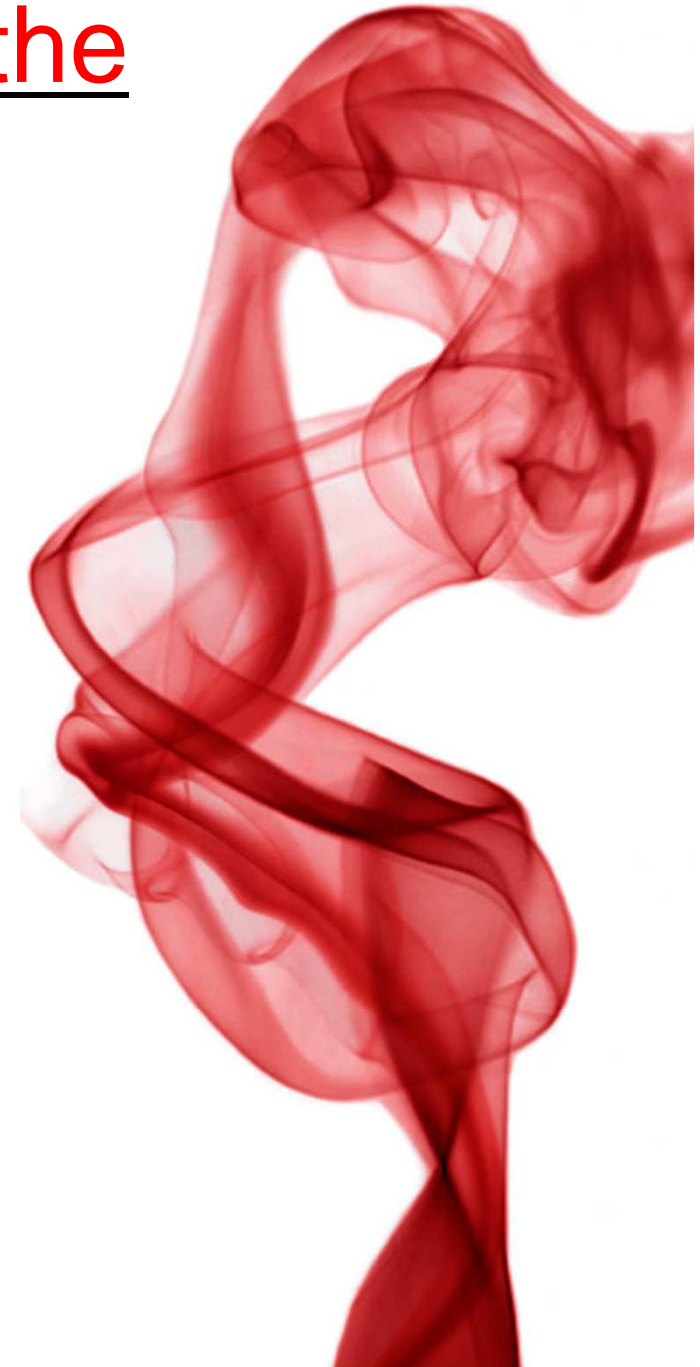


Critical Thinking

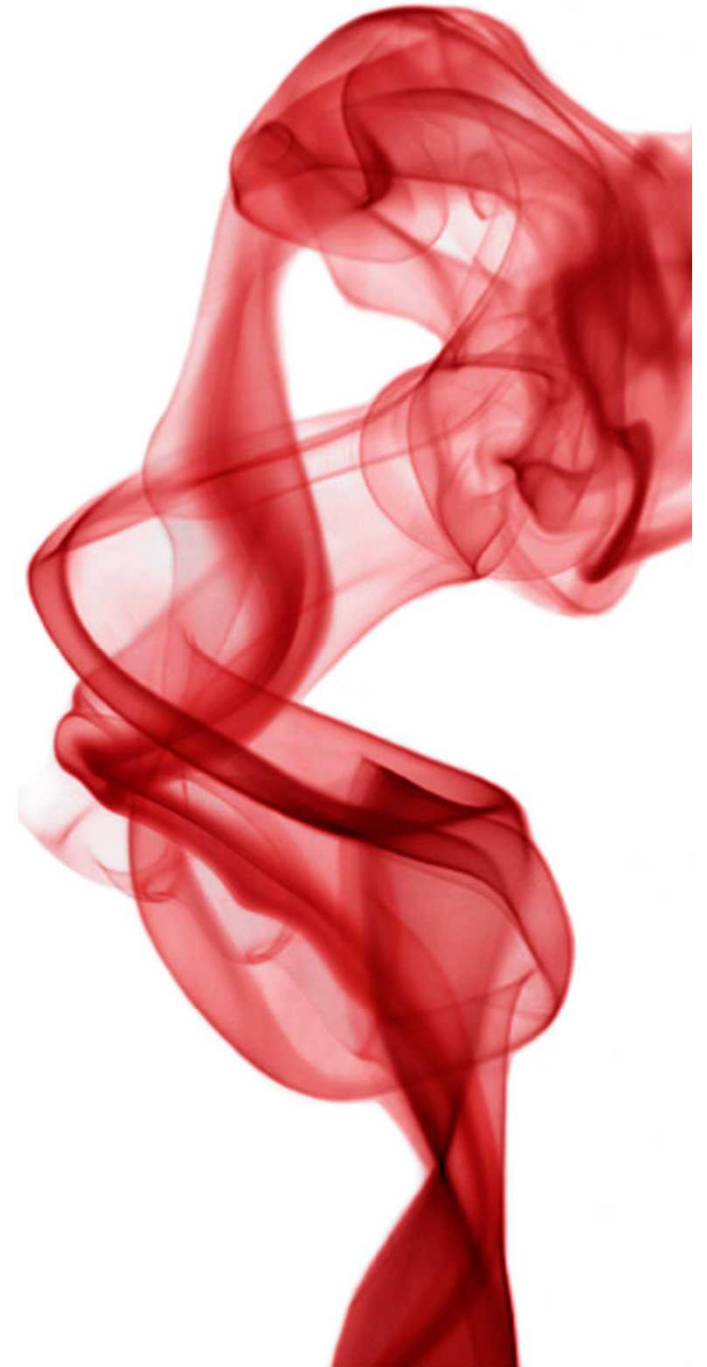


Research for the Future

- Accurate **rating system** (1-5)
- **Overlapping** graphs
- Continental comparison
- **Wider array** of selection criteria
- Column within matrix for criteria

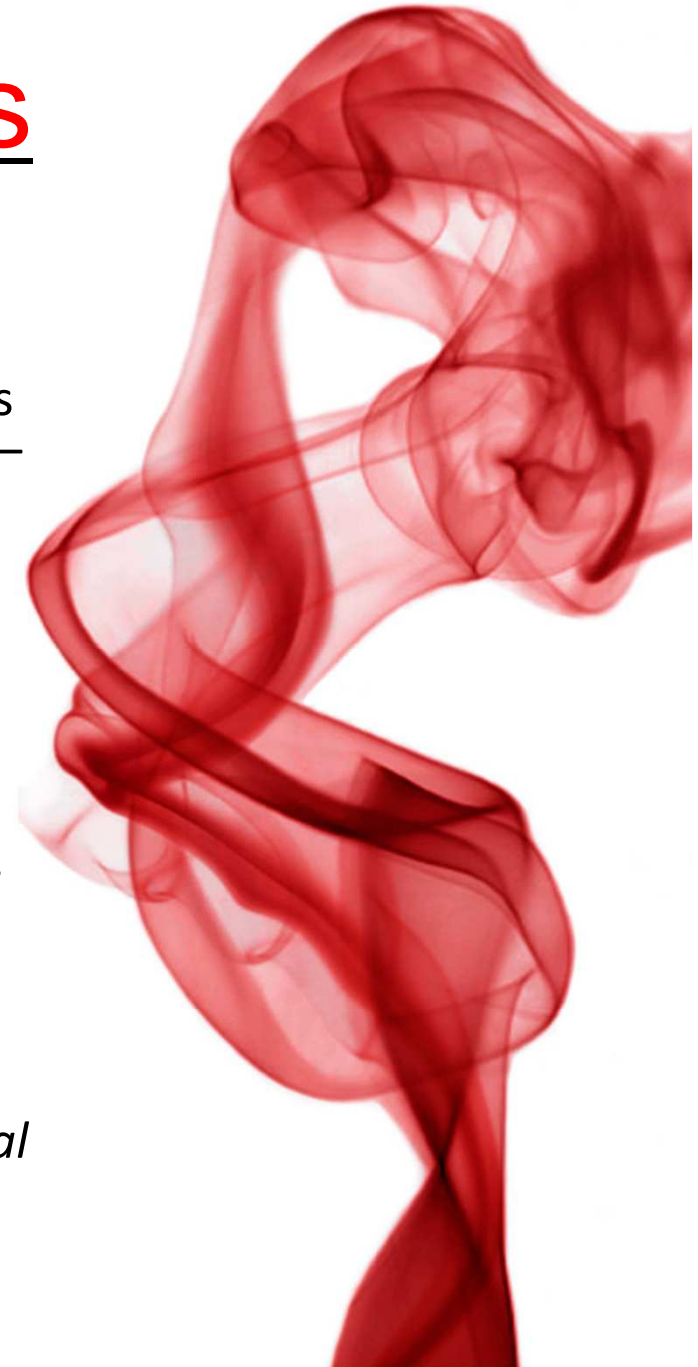


**Merci Pour
Votre Temps**



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