



From experimentation to transformation

Åsa Hult & Jonas Sondal

What is the function of cutting-edge projects for learning/upscaling for climate transition in Skellefteå municipality?

- What organisational learning is generated?
- What role has cutting-edge projects for Skellefteå in climate transition?
- What conditions are conducive for learning/upscaling?



Methodology

- Case study research based on Skellefteå municipality: all building departments
- Semi-structured interviews about examples: Site East & Sara Culture Center



Single & double loop learning

- Single loop learning- What? Doing things right
- Double loop learning- Why? Doing the right things
- Double loop learning is needed to get to core values and norms to make a change

What organisational learning is generated?

- **Technology** : Electric rock crusher
- **Material**: High building in wood
- **Way of working, methods: sustainability as a guiding light**
 - Competition and procurement: the price is less important than sustainability. Sustainability is not defined by the municipality
 - Partnering with contractors - joint ownership
 - Go beyond single project to find solutions for the whole. Example: Mass balance
- **Values and attitude**: dare to test, sustainability is priority nr one
- **Nothing that can be used in other building departments**

What role has cutting-edge projects for Skellefteå in climate transition?

- Generates learning within the department & contractors
- Put a pressure on contractors to compete in sustainability and make them take a step further
- The attention gives marketing value and creates a narrative that Skellefteå is actively working on transition

What conditions are conducive for learning/upscaling?

- Small departments
- Good economy
- Construction boom
- No climate targets, open/loose “sustainability principles”

- Trust-based culture & encouraged to try new things
- “Bridging agents”
- Support and sharing
- Larger projects (budget)- more opportunities to test
- The image of Skellefteå as a sustainable municipality



Preliminary conclusions



Cutting- edge projects at Skellefteå Municipality is part of a broad climate transition in most departments

Learning takes place through employing “bridging agents”, creating a “sharing culture”

Open strategies rather than detailed controlling

Make contractors compete on sustainability and create partnerships with contractor

Is learning outcomes result in a climate transition that is transformative enough?