

## Learning transnational learning – the case of tourism

By Åge Mariussen

Global systems of governance are getting increasingly complex. Some of them develop from conventions, such as the Convention Concerning the Protection of World Natural and Cultural Heritage from 1972. The backbone of this convention was the need to protect certain places with valuable natural or cultural heritages against destruction and neglect. The protection provided by the convention takes as a point of departure a scientifically based World Heritage List. However, as pointed out by Anne Drost in 1996, this List created a new threat, as it was used by tourists to identify destinations for their travels. The response to these flows of heritage tourists has been rules for management of “sustainable tourism”, with reference to the Brundtland Report from 1987. If we look at the ways in which this is practiced in regions on the list, such as in the Kvarken World Heritage Site, it is obvious that both national and regional actors also draw on other sources of trans national governance, such as EU programs (Leader, Interreg) with other methods to promote regional development through tourism.

When these uncoordinated forms of global governance meet local realities, the results may not necessarily be optimal, in terms of regional development.

This paper outlines a complimentary approach: transnational learning to promote regional development in tourism. Transnational learning in our view is enabled by transnational communities. With this point of departure, a methodology of transnational learning through identification and transfer of good practices between regionally embedded actor networks is outlined in the paper, and discussed with reference to studies of tourism in the Bottnia-Atlantica region.

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