



ETORKIZUNA  
**ERAIKIZ**  
think tank

**WORK OF THE FUTURE**  
**REPORT OF THE 7th MEETING**

18/03/2021

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## SPACE FOR DELIBERATION ON THE WORK OF THE FUTURE

Online session, 18 March 2021, 5 pm - 7 pm

### 1. Programme

Timetable	Theme	Presenter/Driver
5 pm - 5.15 pm	Welcome	Jabier Larrañaga. Provincial Councillor (Diputado) for Economic Promotion, Tourism and the Rural Environment
5:15–5:45 pm	Presentation of a framework for reflection on what it means to be a "learning territory" and how the "learning company" integrates in this framework.	Pablo Costamagna. Director of the master's degree in Territorial Development at the National Technological University, Rafaela, Santa Fé, Argentina and associate researcher with Orkestra - Basque Institute of Competitiveness
5.55 - 6.55 pm	Group dynamics in groups to discuss how to design an experimental project to build learning skills in the territory and in business	Unai Andueza, Director of Strategic Projects at the Department of Economic Promotion, Tourism and the Rural Environment
6.55 - 7.00 pm	Close of session and presentation of the next steps	Jabier Larrañaga

### 2. In attendance

- Jabier Larrañaga
- Unai Andueza
- Amaia Legorburu
- Gorka Zubillaga
- Ander Arzelus
- Isabel Busto
- Eva Cuenca
- Iker Estensoro
- Jon Gurrutxaga
- Andoni Isasti
- Gorka Artola
- Nerea Urcola
- Sebas Zurutuza
- Joseba Amondarain
- Iñigo Larrea
- Adrian Merino
- Ana Ugalde
- Nerea Zamacola
- Aitor Galdós
- Ignacio Muñoz
- Jon Angulo
- Iñigo Ugarte

- Juncal de Lucas
- Miren Larrea
- Eva Sánchez

### 3. Welcome

The Deputy for Economic Promotion greeted the participants and thanked them for attending and for the contributions made by the group at the last session. *“We set out the focus of the experimental project and your contributions were very important”.*

He went on to highlight three things that came up in the previous session which are important for the team from the provincial government : the approach to people as subjects from the perspective of the company, the suggestion that care should be taken not to focus solely on young people, as this might make it more difficult to get a general overview, and the suggestion that participants should be chosen who are representative of the business fabric and structure of Gipuzkoa.

He stressed the importance of the key elements he had mentioned: *“I want to thank you for these contributions which we have found very helpful; we have taken some of them into account”.*

*“I would like to set out the next steps to be taken. In the next session we will define the experimental project and in May we will close the process. Having said that, we are grateful to you, and given that the end of the process is near, we would like to keep in touch with all of you and have you follow up the project. This project belongs to you too, so in May we will make an assessment of the year and design a mechanism so that whoever wishes can follow the project”.*

He concluded by saying that today's guest was particularly interesting, and that the session would be moderated by Director of Strategic Projects.

#### 4. Presentation by Pablo Costamagna

The Director of Strategic Projects welcomed the participants and went on to say that *"as the Deputy for Economic Promotion said, I would like to introduce Pablo Costamagna. He will be drawing on his knowledge and practice, since he has experience in politics, territorial development agencies, university, etc. He has a PhD in Development Studies from the University of the Basque Country. As a lecturer and researcher, he teaches postgraduate courses at various universities in Latin America and he directs the master's degree in Territorial Development at the National Technological University in Rafaela, Argentina. He has worked with many international bodies related to development and has also authored many books and articles"*.

He then introduced the questions that will be used to steer the dynamic and help focus their attention: *"What actors, instruments or mechanisms should we take into account so that the territory can maximize the lessons it learns from the pilot project?"*

Pablo Costamagna then took the floor. He greeted those present and thanked them for the invitation. *"I have been following what Etorkizuna Eraikiz has been doing. It really is a great learning space for those of us who work in territorial aspects around the world"*. He said he had a great attachment to Gipuzkoa: *"I have been coming here for over ten years now to learn, to make small contributions and also to enjoy the food, the people and the landscapes"*.

He values very positively the *"enormous desire to build different things at a time when it is not at all easy"*.

*"When I talked to Miren Larrea she said they were already at a stage where they wanted to concentrate on specifics. I told her: look, in the areas we work in with companies we try to ask a question first and answer it in the dialogue, although we don't usually have the time. And that question is: "Is the territory a suitable space for learning?" First of all, the term "territory" is a long way from being in the lexicon of people in business. It is*



*difficult to see and identify how the place where we live can contribute to such a difficult and complex issue as the future of work, because for us space is important”.*



*“In general, the territory is not seen as being an area that builds competitiveness for business. For us competitiveness is built on two levels that you are well accustomed to. The micro level: you do what you can to make your business competitive. There are a vast number of learning spaces for management, business administration, etc. At business school we were also taught that there is a macro level. In that dialogue they discuss macroeconomic policy and whether or not it influences business. There are some sectors that see their growth level as being a function of the macroeconomy and sometimes it works against them. In that quick analysis which I wanted to share with you, there is now a new tier of competitiveness in the theory: the territory. The territory is not commonly seen as a space for development and learning”.*

*“For someone from outside, the Basque Country looks like a very competitive territory. When you hear that the Basque Country or Gipuzkoa is No. 6 or whatever in terms of competitiveness, you know that there are things being done here in a different way. It may be because of you, because of Basque culture; whatever the reason, this represents a differential value”.*

*“Territory lies in the half-way point between the macro and the global. In my experience, it is difficult for businesspeople to identify the territory as a competitive framework. I come from a mix of practice and academia. When I finished my master's thesis 10 years ago, before I embarked on my PhD, I worked very close to the business world. I decided to do a PhD on companies' performance in relation to the territory and their proximity to it. I opened two company panels: one with companies working close to the territory and another with companies working in isolation. Fortunately for my future work and my career, the companies in the first panel were more competitive”.*

*“I thought 'This is great, it lines up with our theoretical framework'. From a theoretical point of view, so far so perfect. When I asked the most competitive businesspeople, 'To whom do you owe this competitive edge you have over other companies? With whom did you make the change? Who is responsible for your competitive edge over others? They replied: we don't owe it to anyone. We did it alone”.*

*“For me it was a huge learning experience, because for many years I had been working with companies from the university and in the companies themselves, but they didn't recognise my work”.*

*“Territory is a dimension that adds value to learning and it is not always visible. If you don't see that working with the territory offers a competitive advantage, you are not going to work with the territory, you are going to work as individuals. If you throw in the historically poor relationship between business and politics, it adds up to quite a major issue”.*

*“Companies need to identify the territory as a learning space and the territory must see companies as making a contribution to territorial competitiveness. When they enter into dialogue with the territory, the territory contributes to them. It is a soft contribution, one that is difficult to see, because it goes hand in hand with human resource training, infrastructure, greater security, innovation capacity, etc. We talk about building an industrial atmosphere to improve competitiveness.*

*"There are territories where you breathe innovation, where you hear conversations where people say, 'There are things here'. And the Basque Country is one of them. What the Basque Country has done is very important and innovative, but there are new challenges to be answered and, in this case, it is the future of work".*

*"The territory gives rise to dialogues, infrastructure and the construction of public policies that help companies be more competitive. That is where we in this framework, ask ourselves which institutions can help us reflect on the world of work? Who are the actors who can make that reflection?"*

*"For us there is an additional element. The territory reflects in formal and informal environments. Where is the world of work discussed? Where do you learn about the world of work? It might be in the most unexpected places - for example, in gastronomic societies. I don't know, but that might be the case".*

*"The territory is a competitive environment; how do you learn? Who are the actors? What mechanisms exist in Gipuzkoa? I am always surprised to see the speed with which some very cutting-edge things are implemented in Gipuzkoa. There are places and there are things. Where are these things discussed? 'How?'.*

*"I want to offer some input is in the area of 'How'. To give you an example of how these things are done in other territories I want to show you a graph. We use this as a framework for seeing the way territories learn. Within the territory there are spaces for dialogue on training and spaces for dialogue from a political point of view. Where you are now, this meeting of Etorkizuna Eraikiz is a space for dialogue from the position of Politics with a capital P. You are participating in a space in which the future of work is being discussed from a political point of view. In what other political spaces can the future of work be discussed? Vocational training also has dialogues. You are at the mid-point, and you are coming to the most difficult part: the stage where you have to turn it into something concrete. We want to do something concrete now. You are also responsible for making it happen now".*



*“There are many formal and informal spaces of dialogue that generate innovation in that circuit within the circle. How do you go about something as difficult as thinking about the future of work and taking action? Do you do it on your own? No. There are two squares, one at the top and one at the bottom. At the top you have theoretical trends, external influences you can use to discuss and deliberate on the world of work. You have to read up on what is happening in the world. Not just what Oxford says, which is very important. You have to listen to everyone: to the groups of unemployed women who are calling for a new instrument, etc. What trends make an impact?”*

*“You can't think consider the Basque Country without taking into account the big trends as well. Is it possible to do absolutely anything in the Basque Country? In this reflection on the future in the Basque Country, this team might promote sectors that involve rights violations. It is important that poor work goes goes against the grain of Basque identity culture”.*

*“You take part in the dialogues, you want to innovate, to build a shared vision, which you already have in the Basque Country and in Gipuzkoa in particular. What can we do without going against the grain of cultural identity or the things we don't want to change? We can also discuss our cultural identity. How should that be processed?”*

*“This is a concrete case of cutting-edge institutional innovation in which the government calls for a discussion, accepting that they don't know everything. There is a model that identifies spaces for dialogue between government, trade unions, universities, business, etc. Its challenge is to think about the future and decide what things it is going to give concrete form to. What spaces are we going to build in these six deliberative projects? What are we going to build that can later be scaled up?”*

*“I have one specific question about the process we have been talking about: 'what capacities do we need to have in order for these six pilot projects to be taken forward?’”*

*'How should we approach learning in the territory?' Let's identify the territory with a dimension, in which it is possible to learn; I have shown you a 'How'. There is an analytical model which takes the construction of dialogue as a starting point".*

*"The old starting point was to create institutions. What we try to do now is find existing institutions that might meet fill the bill. Do we endorse institutional leadership when the government has said it can't cope with this alone and has called on the social partners to respond to it? How do we turn this into action?"*

*"The Basques already have experience in sectors, in the learning territory as well. Now it is time to find out what we need to learn that is not obvious. What do we learn? Spaces for dialogue? Subjects in college? Should we get all the groups of friends in Gipuzkoa to discuss the future of work? Those are crazy examples, but it's important to think about this, because it's such a complex issue. We need to think about what we actually need, not what the Harvard expert tells us".*

*"Young Basques today have a different relationship structure with work. Where do I meet with young people to talk about this? You cannot decide for young people now; you have to go out and build with them; it is not my future that is at stake, but theirs".*

*"This response can only be structured on a territory-by-territory basis because it is a matter of proximity. I want to emphasize the territory. You have both formal and informal training systems. This operates not only in the formal area; it has one foot in the informal dimension and another somewhere else. The Basque territory has a lot more skills than anywhere in Latin America and many places in Europe. But the challenge is new, you have to try to find the 'What'. I leave that task to you because it is difficult. The challenge is there".*

He concluded by thanking them all.

## 5. Group dynamic

The Director of Strategic Projects thanked Pablo Costamagna for *"sharing your knowledge and experiences and for doing it with that soft, pleasant Argentinean rhetoric"*.

The Director of Strategic Projects then introduced ECO20. *"We are already working on this experimental project, which we will be presenting in April. ECO20 has joined us from the area of research. He is an industrial engineer with a PhD in Psychology. He studies how people's self-efficacy, attitudes and behaviours are affected by work. I think he can make a very interesting contribution"*.

ECO20 thanked him and said that he had come as a listener and that he was still finding his feet, reading the documents produced so far. *"In a spirit of listening and contributing everything we can"*, he added.



The Director of Strategic Projects kicked off the dynamic by reminding participants of the question to be discussed in the groups: *“What are the actors and working mechanisms that an experimental project should take into account in order to maximize the territory's capacity for learning?”*.

He went on to remind them of the dynamics: Participants should take some time for individual reflection and then submit their ideas to the Orchestra Researcher. They will then discuss the question as a group, appointing a spokesperson for each group.

The participants devoted the individual space to reflection and then joined in their respective groups to deliberate. They then returned to the plenary session to share their thoughts:

DFG3 was the first to share his group's work. They felt it was important to view the territory as both an object and a subject at the same time. They also considered that there was a *“trap”* in the question because *“we want to talk about Gipuzkoa and not about territory”*. They consider that there are three concepts need to be included: social capital, human capital and social innovation.

He shared the three axes that they considered important for defining an experimental project: maximum consensus in the political and social area, manageability and scalability. He listed the actors who should be involved in the experimental project as being all those from the areas where learning processes are taking place.

As for the working mechanisms, they feel it is essential to socialise the concept of lifelong learning. *“Moving beyond traditional learning systems to innovative ones. Bringing visibility to the benefits of this learning process for people and territory. Linking it with an industrially advanced and open territory because it determines the type of territory and the profiles it needs”*. He stressed the need for public-private partnership, to ensure that we have an antenna that is open to the outside world and to try to include the youth vision in the project.

ECO20 shared his group's deliberations. As their starting point, they had taken the theme of *“the logic of learning by doing”*. He said that following this logic means that action should feed dialogue and he drew a link with Pablo's presentation, highlighting the importance of dialogue and of the spaces where dialogue occurs, since this is where learning takes place, leading to action.

He identified a number of key stakeholders for the project. *“Education is not only university or vocational training; rather it is necessary to examine the entire chain: from the most basic primary education to university level. They should all be part of these dialogues because that's where the learning happens”*. He said they also consider the presence of companies, trade unions and governments to be helpful. *“Not only the Provincial Government, but also municipal authorities”*.

*“If these are the agents that need to converse in order to dialogue and learn, the right mechanisms are those that create spaces for dialogue in a deliberate, rather than a chance, manner — mechanisms that provoke dialogues in a structured form”*. He concluded by referring to benchmarking (as a way of finding lessons already learned elsewhere); science for policy, to incorporate science into dialogue processes; and evidence-based management in order to find the data needed to generate learning.

ECO19 then shared the results of his group's dialogue, saying that they found it difficult to identify what they should answer. *“We have to learn, but what? If the question is what mechanisms we have to generate in order to maximize learning, we believe that the important thing is to mobilize things that are on the agenda. If we ask the territory or the different agents whether the goal is for the territory to learn, it has to be in an indirect way”*.

Amongst the mechanisms, he mentioned generating a vision, narrative and specific challenges; networks or alliances centring on the challenges, defining prototypes and then completing the cycle. *“Focus on the challenges that the territory already has. The future of work or learning is not a challenge in itself”*.



Finally, they consider that the actors should include a driving team and specific agents, depending on the challenge to be addressed.

ECO10 said that in her group they started the reflection feeling *"disorientated"* and she made a self-criticism: *"In this group, like many others, we have to think beyond the immediate area of greater Donostia/San Sebastian, about the representativeness of other regions that also make up Gipuzkoa"*.

The actors they identified were *"the world of education from school, the business world with companies at the forefront, ADEGI, associations, the Chamber of Commerce, the Basque Government's Department of Economic Promotion, Lanbide, to identify people excluded from the labour market and also to draw on international experiences that are already working on something similar"*.

Amongst the mechanisms, she mentioned taking account of young people and analysing how to achieve the goals that had been set out. In addition, it is important to generate effective communication channels to get the information to the sectors at the right time. *"Although public-private partnership exists, it needs to be improved on. More two-way meeting spaces for learning should be created; we should work collaboratively, with knowledge being shared between actors. Collaboration between business-generating companies and young people needs to be increased, so that experimental projects are so diverse that they involve all the problems in the territory and the actors involved"*.

She concluded by saying that working with diversity allows for scalability because it generates models of experimentation which, by covering a diverse range of actors, can then be applied to other ones.

DFG2 shared some aspects that they had worked on in his group. First, he emphasized the territory. *"We have insisted on the strengthening of society as a challenge for competitiveness at a time when we live in an affluent society where values are changing"*. They believe it is necessary to *"stop resting on our laurels and living off previous successes and to be capable of undertaking transformative challenges"*. He

emphasized that *"it is important to include the youth' perspective, which is what young people want"*. He said that *"there is not so much difference between the behaviour now and 20 years ago"*.

As regards the actors who should form part of the experimental project, DFG2 mentioned formal training *"focusing on the "How". This should be carried out with them from the outset, through respectful active listening. It is important to approach the issues from a reading of concerted policies that promote a vision and collaborative governance that avoids duplication and fosters complementarity"*.

He said that *"Gipuzkoa can be a spearhead, and the Basque Country too, but without losing the specific values of Gipuzkoa when it is scaled up to the Basque Country in general"*.

DFG2 ended by raising two requirements: an evaluation of the experimental initiative and a holistic and integrative vision that does not only address labour issues, but also covers aspects of people's individual lives that are of interest from a professional perspective.

## 6. End of session

The Director of Economic Promotion thanked the groups for their contributions and asked Pablo Costamagna; *"Pablo, very briefly, what did you think of what you heard?"*

Pablo Costamagna recognized that *"you always learn something new" and he is surprised by the complementarity of the contributions from the different groups: "I don't know if you have divided the groups up on purpose. Group 1 acted as the umbrella, Group 2 took a step further and put a shaft on the umbrella; it recommended moving forward by being specific, as did Group 4. Group 3 added a note of self-criticism, advocating opening up channels for excluded groups and international experiences. Group 5 said: let's open up, build links with society and have a cross-over with collaborative governance; it stressed communication and evaluation"*.

Pablo Costamagna concluded by saying that he was *"very happy with what I have heard, that it is necessary to put concrete form on the experimental project in order to justify the time invested in the session, because thanks to the groups' contribution, the project has now been closed."* *"We have to keep working"*, he added.

The Director of Strategic Projects thanked Pablo and *"everyone for all their effort"* and handed the floor to the Deputy.

The Deputy of Economic Promotion thanked Pablo for *"sharing your knowledge. I won't be able to sum up today as neatly as you"*. He thanked all those who attended and said that *"today brings the first phase to an end. The next step is in April, when we will analyse and discuss the pilot project. As I said at the beginning, it is not a goodbye but a thank you"*.

He encouraged the participants to continue the process. *"This belongs to all of us, and we would like to keep it that way. We will generate mechanisms to ensure this happens"*. *"Thank you all very much and have a good weekend."*

## 7. Appendices

### a. Presentation used during the session



Deliberation Group on the Work of the Future  
2021/03/18

ETORKIZUNA  
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## Results of the dynamic on the *what* and *how* of the project

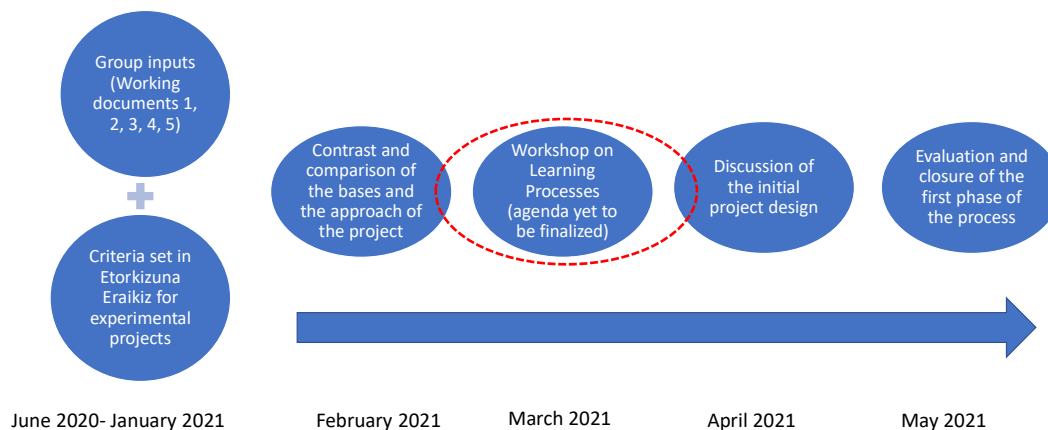
### AGENDA FOR DELIBERATION

- a) *What does the experimental project seek? To learn how to create the conditions in companies to **combine provision of value** through effort with **employee wellbeing** and the meaning they seek from life. If this learning is later transferred to more companies, it will help recruit and develop talent.*
- b) *How will it achieve this target? Through experimental processes in which people are not "trained", but habits of **lifelong learning** are generated that positively impact both value contribution and wellbeing and the search for meaning.*

SESSION	Dimension of the problem
1	Trends from the global context that we need to integrate in order to understand the work of the future: digitalisation and environmental sustainability
2	The challenge of a job that combines effort/value generation with personal development/wellbeing/meaning
3	The individual at the heart of the company: humanist, competitive and sustainable companies
4	Learning companies and learning people: a transition from training to learning
5	A learning society: towards a networked, learning production ecosystem in Gipuzkoa
Open sessions	Throughout the period October 2020 – May 2021 two open sessions will be held. In addition to the work group itself, other representatives of the ecosystem in Gipuzkoa will also be invited.

The session of 18 March completes the deliberation agenda designed by the group by integrating the last two topics in one session.

## Timetable for the deliberation process





## Working dynamic

Goal of the dynamic:

**Integrate into the design of the experimental project** two concepts that were proposed in the initial sessions as being of key importance for responding to the problems detected: **learning companies and learning territory**.

STEP 1: Pablo Costamagna will present a conceptual view of the learning territory, which also includes companies.

STEP 2: Please individually answer the following question (and email your reflections to Miren Larrea):

**What actors and working mechanisms should an experimental project take into consideration in order to maximize the territory's learning?** (the answers will be taken into account particularly when designing the scalability of the project to be shared in April 2021)

STEP 3: please discuss the individual answers in groups and fill in the group sheet with any contributions that are different to those already submitted at individual level

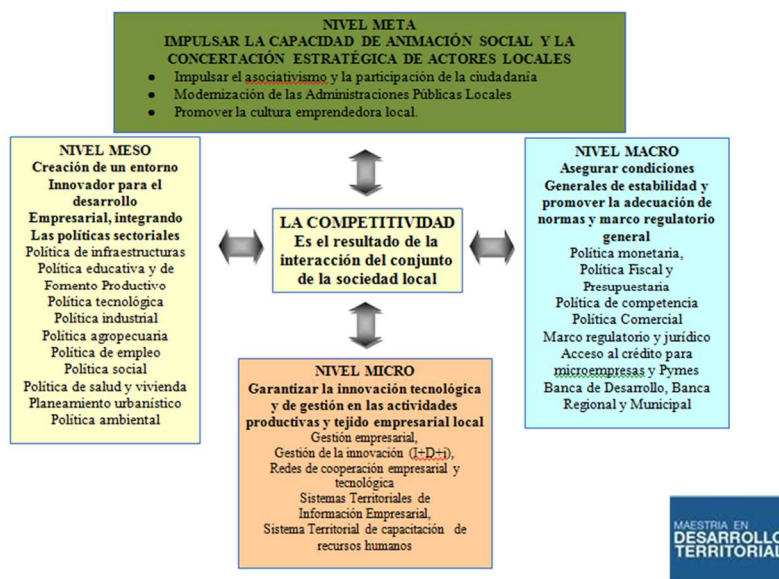
**STEP 4:** Plenary session to share the different contributions (each group will assign a spokesperson)

b. Presentation of the workshop

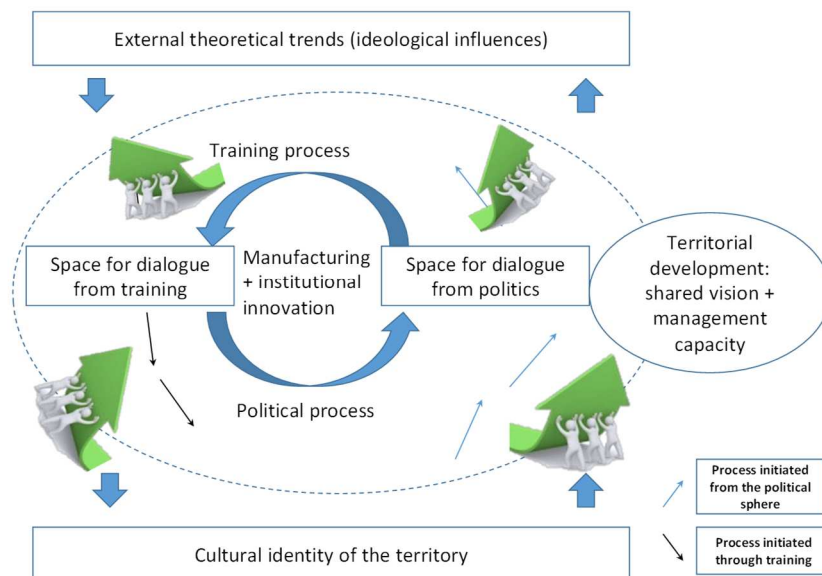
SPACE FOR DELIBERATION ON THE WORK OF THE FUTURE.

The territory

- How should learning in the territory be approached? However, there is a preliminary question: Is the territory **a dimension that contributes to learning**??? The idea of systemic competitiveness... making the territory visible... linking territory and capacities...
- How do they learn, who are the actors, what mechanisms does Gipuzkoa have in place? Analytical model



Meyer /Stamer, ECLAC



## SPACE FOR DELIBERATION ON THE WORK OF THE FUTURE. The territory

- Capacity-building that exerts traction on other aspects of the territory
- Capacity building is not a complement to territorial development strategies; it is itself a TD strategy. Organize actions around this strategy
- how people learn, how organizations learn and how the territory learns. There is individual learning, collective learning and territorial learning

## SPACE FOR DELIBERATION ON THE WORK OF THE FUTURE. The territory

- How can a flow be established, a reflection that helps to think about the future of work from the company sphere???  
Training/research/informal spaces/policy and capacity building
- Collaborative governance, the role of the Provincial Government

## c. Working Document No. 9

**THINK TANK**

Deliberation process on the work of the future: Working Document No. 9

Contributions of the experimental project on the future of work to a learning Gipuzkoa

(29 March 2021)

This working document complements earlier ones by compiling the contributions of the deliberation group in relation to the last two topics of the jointly designed agenda: the learning company and the learning territory. In the initial reflection on the process, it was felt that whatever the focus of the process, learning should be part of the proposed solution.

The group's deliberation took Pablo Costamagna's presentation as its starting point. Pablo said that the territory is a 'meso' level, somewhere between the micro level of the company and the macro level where phenomena linked to globalization take place. However, reflections on the competitiveness of companies do not always take this dimension into account. The competitive advantages that are developed at a territorial level are related, among other dimensions, to existing infrastructures, the people who live and work in the territory and their capacities, the educational system, the science & technology system and the credibility and commitment of public institutions and their policies.

In this context, a learning territory is one in which there are spaces for dialogue among the actors who can influence these dimensions of competitiveness. That is to say, spaces for dialogue between representatives from politics, business, education and science & technology systems. One of the important elements in these dialogues is the role of the state.

We could summarise this by saying that an experimental project that contributes to a learning Gipuzkoa has to be a project that generates spaces for dialogue between the people who represent this diversity of organisations.

In order to be able to link the pilot project to the territorial learning process, the focus group came up with a number of starting points, listing which organisations in the territory should be involved and the working mechanisms with which they might work.

**Initial reflections on the experimental project on a learning Gipuzkoa**

In order to achieve the goals of the experimental project, it is essential to view Gipuzkoa (rather than some generic concept of the 'territory') as the object and, at the same time, the subject of its own development. This development requires mobilizing its human capital, its social capital, and its potential (capacity) for social innovation.

In this context, the experimental project to be developed must include: (1) the broadest social/political consensus; (2) technical feasibility for management and (3) sufficient financial support. It should also include diversity to cover the different contexts in the territory and to involve different actors.

The regional dimension should permeate the whole project, and diversity between regions should also be taken into account.

### **Actors who should be included in the pilot project**

The participation of people and organisations acting in the territory should be channelled through a driving group, mobilising different participants depending on the specific goal that is being prioritised at any given time.

- Companies
- Education / training system
  - Primary education
  - Secondary education
  - Vocational education
  - University
- Political system and public administration
  - Municipal authorities
  - Provincial Government of Gipuzkoa
  - Basque Government
  - Political Parties
- Bodies that bring capillarity to the territory (defined as being the capacity to reach companies and, through them, people):
  - Business and sectoral associations
  - Adegí
  - Gipuzkoa Chamber of Commerce.
  - Lanbide
  - Local (*comarca*) development agencies
  - Trade Unions
- Agents with international experience who are addressing this issue
- Representatives from other territories to build partnerships and share experiences and vision for the future

In view of the contributions of the deliberation group, the provincial government's proposal is to consider both the experimental project and the deliberation space of the think tank as spaces for dialogue that allow ecosystems to be developed based on the spaces of governance that already exist in the sphere of the provincial government's public policies. To this end, it is planned to work in collaboration with the Territorial Development Laboratory and the Elkarrekin Lanean programme.

Where possible, the experimental project will take the form of processes based on field experimentation methodologies, and deliberation in the think tank will maintain its approach to action research, which has important connections to the elements raised in terms of dialogue, search for agreements, link between general visions and concrete transformations, collaboration, integral and integrative vision, co-creation, science for policies, learning-by-doing and action orientation.



## Working mechanisms of the experimental project

- The experimental project should create spaces for dialogue that:
  - Work in two directions to generate dialogue, to share knowledge and to learn
  - Help in the search for "large-scale agreements as a territory"
  - May be formally established forums or spaces within the university
  - May help generate ecosystems
  - Should contribute to the development of favourable workplace contexts (workplace innovation).
- These spaces for dialogue, both formal and informal:
  - Will operate according to the following general principles and frameworks:
    - An overview (narrative) and several specific challenges for which networks and alliances will be created.
    - Reinforcement of the values that have been a reference point in the territory and work on developing those that it is considered will become reference points in the future.
    - Vision of sustainability.
    - Understand lifelong and lifewide learning.
    - Include all regions, beyond the greater Donostia/San Sebastian area.
    - Include the vision of young people, the protagonists of the work of the future.
    - Public-private partnership.
    - Collaborative work, with a particular emphasis on collaboration between business-generating companies and young people.
    - Generate support programs so that companies, especially small and medium-sized ones, can experiment.
    - Integral and integrating vision.
    - Commitment to quality employment and employment of the future.
    - Triple sustainability for socio-economic development.
    - Avoid overqualification and underemployment.
    - Commitment to evaluation and continuous improvement.
  - They will apply the following methodologies:
    - Co-creation.
    - Benchmarking.
    - Science for policy.
    - Evidence-based management.
    - Learning-by-doing.
    - Methodology of continuous improvement.
    - Prototypes.
    - Action-oriented approach.
    - Preliminary identification of the conditions for learning in order to define what is to be learned.
    - Processes of visibility and social recognition of the benefits.

In view of the contributions of the deliberation group, the provincial government's proposal is to consider both the experimental project and the deliberation space of the think tank as spaces for dialogue that allow ecosystems to be developed based on the spaces of governance that already exist in the sphere of the provincial government's public policies. To this end, it is planned to work in collaboration with the Territorial Development Laboratory and the Elkarrekin Lanean programme.

Where possible, the experimental project will take the form of processes based on field experimentation methodologies, and deliberation in the think tank will maintain its approach to action research, which has important connections to the elements raised in terms of dialogue, search for agreements, link between general visions and concrete transformations, collaboration, integral and integrative vision, co-creation, science for policies, learning-by-doing and action orientation.

d. Template of the dynamics

What actors and working mechanisms should an experimental project take into consideration in order to maximize the territory's learning? (the answers will be taken into account particularly when designing the scalability of the project to be shared in April 2021)

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