



ETORKIZUNA
ERAIKIZ
think tank

NEW POLITICAL CULTURE
REPORT OF THE 8th MEETING

17/02/2021

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ETORKIZUNA ERAIKIZ think tank

SPACE FOR DELIBERATION ON THE NEW POLITICAL CULTURE

ZOOM, 17 February 2021, 5 pm - 7 pm

1. Programme

Theme	Person responsible
Introduction to the working session and reflection on the process	Xabier Barandiaran, Provincial Government of Gipuzkoa
Presentation on methodology	Miren Larrea, Orkestra
Presentation of the objectives of each line of work	Andoni Eizagirre, Mondragon University Ander Arzelus, Provincial Government of Gipuzkoa Naiara Goia, Aranzazu Social Innovation Laboratory Fernando Tapia, UPV/EHU
Group dynamic	Miren Larrea, Orkestra
Assessment, key elements of the process and closure	Xabier Barandiaran, Provincial Government of Gipuzkoa

2. Members of the group

In attendance:

1. Sebastian Zurutuza. **Provincial Government of Gipuzkoa.**
2. Ander Arzelus. **Provincial Government of Gipuzkoa.**
3. Xabier Barandiaran. **Provincial Government of Gipuzkoa.**
4. Ion Muñoa. **Provincial Government of Gipuzkoa.**
5. Goizeder Manotas. **Provincial Government of Gipuzkoa.**
6. Eider Mendoza. **Provincial Government of Gipuzkoa.**
7. Itziar Eizagirre. **Provincial Government of Gipuzkoa.**
8. Miren Larrea. **Orkestra.**

9. Asier Lakidain. **Sinnergiak**
10. Gorka Espiau. **Agirre Lehendakari Center**.
11. Naiara Goia. **Aranzazu Laboratory of Social Innovation**.
12. Andoni Eizagirre. **Mondragon Unibertsitatea**.
13. Mikel Irizar. **Eusko Ikaskuntza**.
14. Fernando Tapia. **University of the Basque Country**
15. Eva Sánchez. **Orkestra**.

3. Introduction and presentation of the workshop

The Head of Strategy and Research welcomed the participants. He said that today's session has been carefully prepared and he proposes leaving the protocols to one side and *"working on what concerns us today"*.

4. Presentation on methodology

The Orkestra researcher took the floor and explained that today's session is *"special. We have gone to some lengths to change the structure. For me as a facilitator this is the most difficult session"*. Each member of the group now has to make a movement, she said, which in turn depends on the movement of the other members of the group.

"It is important that if you don't understand, see or agree with something, please say so, since the aim of today's session is to understand each other, not the result of the dynamic itself".

"To give some context [she showed this slide], today's session is about listening processes. What we are going to do today is to perform a practical listening process in order to start learning more about it".

"The starting point for today's session is a problem we saw at the end of the last session. After the last session it became obvious that there was a certain level of disengagement and there have been different levels of opportunity for participants to familiarise themselves with what other participants were doing".

"The aim of this session is to carry out a practical listening process. A listening process has three basic steps: 1) Compiling and comparing different voices , 2) Working on these interpretations and developing a shared vision. This does not mean that it necessarily involves agreeing, but it involves being familiar with each person's position"

and knowing which points we disagree on. 3) Each person introduces changes into the action they have chosen for transformation based on the listening process”.

“What is the starting point of this listening process? The following remarks came up in the evaluations at the end of the last session:

- There is not much time left for the dynamic.*
- I felt good; however, in the second half we had to hurry due to the shortage of time.*
- With regard to what was discussed today, in future sessions I would like to have a chance to share what the different working groups are doing.*
- More works needs to be done on the communication and mutual knowledge between the different projects and the channels/mechanisms for doing this need to be better thought out.*

Participants subsequently submitted these reflections as well:

- We were out of place/disengaged with the dynamic. Some of you are very engaged in the process, but some of the rest of us don't have the same follow-up from one meeting to the next.*
- The questions were too complex, they shouldn't require so much effort from us.*
- What I really wanted to do was to continue discussing what the expert had said”.*

She explained that there are two ways of pooling the different perspectives in the group and understanding each other: either by addressing the symptoms, working on difficulties and tackling them as they arise; or another, more complex solution which involves striving to understand the underlying reasons. *“We are going to use the second approach”.*

In order to understand complexity, she said, it is important to relate two dimensions: 1) the path each person travels and the lessons each person learns. 2) the path and lessons of the group itself.

“It is important for our aims to analyse narratives: to share theory and practice, objective and subjective perspectives, reason and emotion. Today, there will be no talk from an expert. However, the Head of Strategy and Research will share his narrative. The rest of us will do a listening exercise. He is going to tell us about his experience in this

group, so even though it is the story of the Head of Strategy and Research, it is our story too”.

The rest of the group should do their best to identify the theory and the practice in Xabier's narrative. What are the subjective and objective perspectives? What are the reasons and emotions it highlights?

She opened the floor to any questions and as there were none, the Head of Strategy and Research then took the floor.

Narrative of the Head of Strategy and Research

The Head of Strategy and Research said he would recount his experience to date with all its contradictions. He said there were three parts to his narrative: 1) The ideas that formed part of the creation of the Think Tank; 2) His impressions during the Think Tank process; 3) Lessons learned and positive points.

The ideas that formed part of the creation of the Think Tank

“What was going through my head when we created this Think Tank? I felt we had to create a Think Tank to generate changes in our policies from the perspective of governance. It was an opportunity to meet the actors who form part of the policy ecosystem in different groups and to reach a shared reflection. I thought that this reflection would bring about a transformation because the people who were part of the reflection were the ones who would have to set the transformation in train”.

“There were two elements that we didn't properly take into account:

- 1) The process of integrating theoretical concepts. We thought we could gain new knowledge just by bringing in experts.*
- 2) Reflection on action. We believed that if you were here, reflection alone would have an impact on your projects”.*

Impressions during the Think Tank process

“I identify six feelings I've had since the Think Tank took off:

- 1) Very positive, I feel that this monthly group is cohesive, it has great social capital and there is a great deal of trust. It has a certain community character which is stimulating and important and that has a positive effect on the process.*

2) *From a theoretical point of view, when we have had experts, their interventions have always seemed to me to be too short and the reflections too general to suit the level of action we require.*

3) *Each group has worked from their own conceptualization and that has given me a certain impression of chaos.*

4) *Those of us with hectic work schedules often sit in a meeting and only then do we start thinking about the topic. To that extent, I feel that we don't look after the process as carefully as it needs.*

5) *I felt that the dynamics were very quick; sometimes I didn't even understand them.*

6) *I have felt that we are a long way from action. I knew exactly in which action I wanted to implement the transformation. I feel that there is a lot of dissociation between the way this action is carried out and our reflections here.*

For me, operating within this complexity raises all these contradictions”.

Lessons learned and positive points

“What lessons am I learning and what do I like so far? I have seen the light on a few things. I like the way the theory is constructed. Creating theory cannot exclusively be the task of the expert; everyone, including those who are involved in the action side of things, can turn our knowledge into greater universalization”.

“I don't know how the theoretical knowledge we need is constructed, but I do know that it is more valuable than the knowledge generated by experts or the knowledge we find in books”.

“If a paradigm shift is to occur, then there first has to be a paradigm shift in each individual. I have felt it on two levels: 1) the transformation of the positivist paradigm towards complexity. A new system can be created, everyone's potential can be tapped and placed at the service of the process in order to generate a stronger and more transformative conversation. 2) when you are at the centre of the action you can make more from the process than if you stand on the periphery, at a remove from the decision-making process. We are all involved in the action, but not all of us are at the core. In order to bring about transformations, it is essential to be aware of these different positions”.

“Finally, I missed having more time to think things through in greater depth and apply them to our actions in a reflective way”.

“If I had to come up with a headline, I would say that I am learning in the chaos. I am not yet comfortable in it, but I have to learn to work within in that complexity to allow transformation to happen”.

5. Presentation of the objectives of each line of work

The Orkestra researcher thanked the Head of Strategy and Research for his talk. She reminded the participants that *“we are doing a listening exercise”*, which consists of trying to see the underlying assumptions behind the disengagement seen in the evaluations, using the Head of Strategy and Research's presentation for this purpose. *“The objective, without going too fast, is to see what is behind this disengagement”.*

She opened the floor to any queries and to ensure that the process is being followed. There were no interactions, but it was understood that the participants were following the process.

The Orkestra researcher then shared a [slide](#) setting out the reflection of the Think Tank's Steering Group. They worked on the hypothesis that these problems are coming up because there is no obvious visible relationship between reflection and action. She explained that Action Research requires bringing about a convergence between three types of knowledge: expert knowledge, *“which is largely, though not always, provided by the experts who we bring to the process”*; experiential knowledge, *“which is what we all have”* and process knowledge.

“Our reflection was that expert knowledge has taken up most of our time. As result, we have not worked properly on process knowledge, because we have not had enough time left to share what we are doing in the small groups”.

She explained that there are two ways of generating knowledge: 1) Knowledge can be generated in theory and then applied to practice and 2) Knowledge can be generated through praxis, mixed with our everyday activities. And she spoke of her own recent experience with an expert in process knowledge:

“When I explained our process, I commented that process knowledge and experiential knowledge are not as attractive or as glamorous as experiential knowledge. He laughed and said this is a losing battle in our society; knowledge is so hierarchical

that it has an impact on our processes. He drew a comparison between a university professor and a dual vocational training teacher: the professor would be a simile of expert knowledge and the vocational training teacher would be a simile of experiential knowledge. For him, supreme knowledge occurs when you gain the ability to integrate theory into action”.

She said that the aim is for the members of the deliberation group themselves to generate experiential knowledge, based on their projects. As that knowledge generation begins to flow, they should incorporate the knowledge of the external experts.

She explained that this session is oriented towards working from the perspective of process knowledge and she asked the members of the group in charge of building a theoretical basis for the Think Tank to share their work so far.

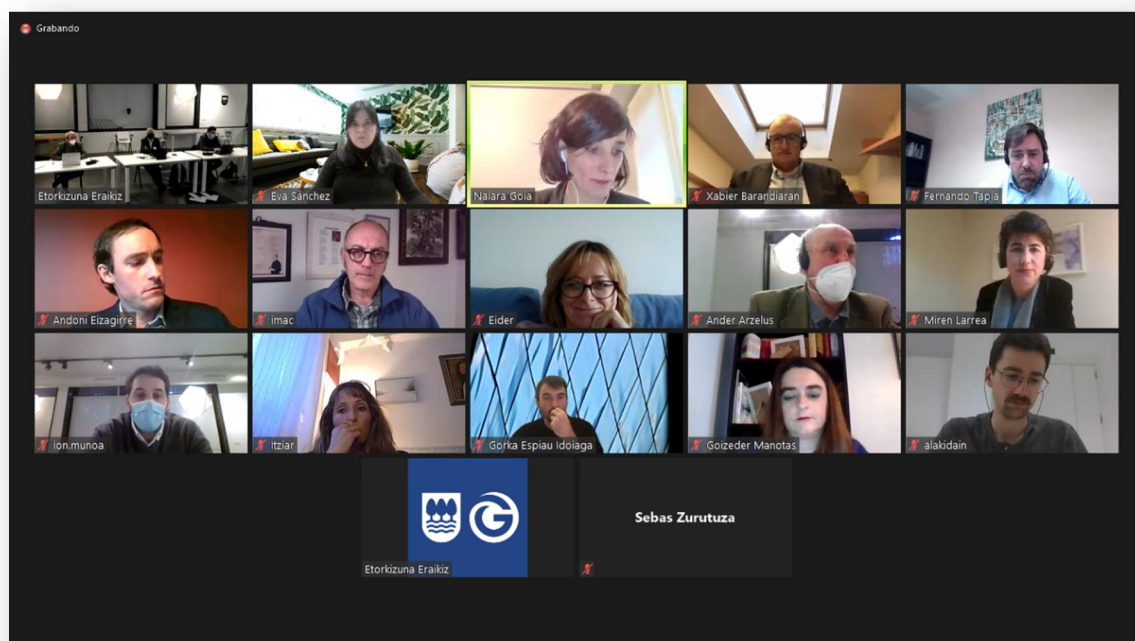
ECO 5 took the floor and said that they have decided to write two separate chapters. The first has three components: the first component, related to the crisis in liberal democracy, consists of offering some context on the crisis from our point of view; the second component is related to the other groups' needs for theorization; and the third component is an interpretation of the original motivations and explanations behind the Think Tank . The second chapter will deal with governance. They will draw on the knowledge of DFG7, who has a great deal of expertise on the subject and also knows the Provincial Government of Gipuzkoa very well.

The Orkestra researcher highlighted what ECO5 had said about responding to the other groups' needs for theorisation and said that the groups have already been consolidating the concepts they are working on and this information has been sent to ECO5's group.

DFG1 took the floor to report on the work carried out by the group dedicated to transformation of the administration: *“The group comprises four members of the Provincial Government of Gipuzkoa: DFG6, DFG3, DFG4 and myself. Our aim is to decide how to implement Aurrerabide in the Provincial Government. In short, Aurrerabide is an attempt to implement quality processes in everyday management. When an initial attempt was made to implement it, there was a lot of criticism. Now it has been scaled back and put back into operation”.*

“Theorizing must be based on practice and for this we require active practice. In this regard, the Provincial Government needs to be self-critical. We are failing to have a crosscutting vision, given that there are silos in the organization. When we talk about dialogue we are turning the spotlight on our hierarchical perspective”.

In conclusion, he said that they want to generate experiential knowledge by setting the process in motion and he believes they are now ready to do this.



The Orkestra researcher said that the challenge lies in demonstrating that the Think Tank has generated a learning space. These projects, which would be carried out even if the Think Tank did not exist, acquire added value due to the fact that they share a learning space with other projects.

“The aim of sharing what we are doing now is to see that the challenge facing the group working on transformation in the administration is also a challenge for everyone else in the Think Tank because the Think Tank influences Aurrerabide”.

DFG7 said she is a great fan of the Provincial Government and she sees all the ingredients that are needed to validate the theory from practice.

ECO6 reported on the work of the group engaged with involving citizens and organised society. *“What we are working on has to do with the relationship with citizens. The aim is to experiment with public-social cooperation in two projects:*

1) *to implement the Citizen Assembly model in relation to citizen involvement.*

This is a way of involving citizens in deliberation and participation processes as well as implementing new ways of communicating these processes, being part of them and institutionalizing them. Randomly selected citizens participate in designing the policies.

2) *In the context of Badalab, this means the work on the model of governance between social actors and government”.*

She said that these are two different projects with a common framework: the relationship between institutions and social actors.

Finally, she set out the key concepts in the group's development that will be reflected in the book: defining the complexity of the current context; the need for a new political culture to develop collaboration; and the need to think systemically. She also sees a number concepts that they have not yet been tackled: the connection between different initiatives, bold experimentation and citizen involvement and empowerment.

The Orkestra researcher said that ECO6 had opened up a dialogue by telling members of the group working on the theoretical basis of the Think Tank which concepts they are working on and which ones still need to be addressed. There needs to be a two-way movement between conceptualization and action to promote learning. *“Thus far we have brought experts in who spoke to us about topics that made us reflect. From now on we need some time to work amongst ourselves”.*

She went on to explain the working expectations: In March she would like to work on what the theorizing group wants to work on; in April it will be the turn of the group on the transformation of public administration, and in May, the group on the process of citizen participation. In June there will be an assessment and a presentation of the concept we are working on in the methodological reflection group.

ECO10 took the floor to explain that in the methodological reflection group they are working on the concept of praxis and how it can come about. They are reflecting on how knowledge and power are related and what that relationship should look like. *“We realized that we had to work on the issue from different perspectives. It was clear to me that we had to tie our reflection in to the Think Tank's objectives. In a model of social theory of knowledge, how do we relate governance and social knowledge? We have*

proposed the concept of the Community of Practice and viewing the Think Tank as a community of practice, to see what conditions enable us to create transformation-oriented knowledge”.

6. Group dynamic

The Orkestra researcher said *“we started from the idea of disengagement and we have gone on to share ways in which we see knowledge creation, the role played by theory and conceptualization and what we are doing in each group. We previously tried to find the group in which each person would feel most comfortable. Now we are going to seek discomfort; to take everyone out of their comfort zone, in order to pool each group's work and share points of view.*

She explained the proposed dynamics: for each person, as far as they like , to share a similar narrative to that of the Head of Strategy and Research, based on the questions shown in the slide.

She listed some questions that they could use as a guide for [this narrative](#). *“The goal is to understand where we situate ourselves and how we feel in this process”.*

She opened the debate on the extent to which they felt that the proposed future approach was appropriate and understood and shared it.

DFG6 explained that she usually begins the Think Tank sessions with a certain reluctance because she is not used to having two-hour meetings. For her it is too long, but she acknowledges that it is rewarding too. She believes that for those working at a fast pace, the dynamic is difficult. She was particularly struck by the example of the comparison between the vocational education teacher and the university professor and sees her own underlying assumptions reflected in it. She feels very comfortable and grateful to have the opportunity to participate and to have time to reflect on these things.

ECO3 said that he is very pleased with the session. *“For 30 years I've been an expert in nothing and in many things at the same time. I don't think expert knowledge is used as often as we think. I think we could hold the next sessions in this format. I often tell the Head of Strategy and Research that there is knowledge about governance out there, but the wealth of knowledge of those of us who work in governance from the grassroots is lacking”.*

He thinks it would be a bad sign if the people in the group felt entirely comfortable; a certain level of discomfort is quite normal when covering new terrain. *"I'm used to working with that chaos and I feel comfortable"*. Finally, he suggested continuing to share reflections in the complete group rather than dividing into smaller ones.

The Orkestra researcher seconded this proposal and the group agreed. Consequently they continued to set out their reflections in the full group.

DFG7 said she agreed with ECO3 because, she said, she has one foot in academia and another in the practical side. She said she thought the process was very robust. She felt that *"in all this disorder we are bringing some order, we are making progress"*. She appreciates having time for each person to integrate community learning. *"In this progressive approach we have had a chance to locate ourselves and I appreciate that"*.

DFG1 said *"I speak as a mortal. To some extent I find it paradoxical that those of you who come from academia don't think as much of expert knowledge. Since this process was set up, if we had not integrated this expert knowledge (the knowledge brought by Orkestra), we would have continued with the existing inertia and we wouldn't have achieved any transformation"*.

The Orkestra researcher added that *"when it is necessary to simplify things in a short time, we don't mean that we think less of expert knowledge, but that we have not succeeded in incorporating expert knowledge into our process. The challenge in June is going to be to think about how to invite experts without making them central to the process"*.

DFG5 said that remote working is having an effect on the process. He went back to the debate on knowledge and the metaphor of the professor and the vocational education teacher. *"the question is not where the most valuable knowledge is to be found, but what kind of knowledge each one has. Theorizing on the crisis of liberal democracy is more linked to academia and not to action. In this combination it is not realistic to propose dichotomies, but rather to understand that the combination is necessary. Local experience and abstract ideas need to converge. For me, it is dangerous to draw a distinction between them"*.

DFG6 clarified that she was not positing a dichotomy, but she found it interesting that there is room for all forms of knowledge.

ECO10 agreed with DFG5; he does not see a contradiction. At the university they realized that innovation comes out of collective learning processes. *“My point of view from the beginning has been that the learning that comes out of the experiments that Etorkizuna Eraikiz promotes is entirely convergent with expert knowledge”*. He said he was comfortable with the proposed change and agreed with many of the reflections made by the Head of Strategy and Research.

ECO6 took up the thread of the Head of Strategy and Research's reflections. She said she considers it relevant and agrees with it in general terms. *“To add something else, I believe that this learning process can have added value if we can reflect or show what about it is different by virtue of having applied the lessons of the Think Tank. And the other way around, if we can identify what contribution is made by projects that can help the Think Tank”*.

The Head of Strategy and Research said that most of the ideas that have been raised are complementary. He believes that the most important thing is to escape from reified knowledge, however much it may come from academia or a given level of the action chain. *“What is of value to us is the knowledge that comes into dialogue with what we have to do”*.

“I think it is important to look at how we insert and incorporate this knowledge into our processes”.

DFG3 says that when they designed the Think Tank it was clear to him that it should not be a continuation of the previous one. He thinks it was the right decision to work with Orkestra to achieve this. *“We designed it patiently, from scratch, and the Orkestra researcher asked us questions and we gradually built it up. I think we got it right. The results are generally good, both in this Deliberation Group and in the others”*.

As regards the disengagement that is the theme of the session, he believes that everyone has felt it to some extent or another and that there is a positive way of viewing it. He listed the lessons he has learned so far:

- The importance of reflection in the processes each person is carrying out, although he recognizes the difficulty of achieving this because of the pace of his work.
- The importance of an emotional perspective. *“Not everything happens in rational terms, we often feel a certain reluctance”*.

He concluded with a final consideration: *"We have the chance to have a greater relationship with governance. It must be a central element in Etorikizuna Eraikiz. It's very interesting and it will have great potential"*.

DFG4 acknowledges that initially she did not feel comfortable, *"there was a very strong level of theory and I am more of a practical person. Plus I didn't know what it was going to offer me. Now I am very comfortable and I see the contribution it can make for me. I feel that the project we are working on in my Office is no longer just my Office, it also involves the deputy [regional minister], the strategy, etc...."*.

The Head of Strategy and Research says he thought this was an extremely important reflection. *"I must thank DFG6 and DFG4 for their attitude to Etorikizuna Eraikiz. It's not easy to achieve the level of involvement they have with a project that has come from the Office of Strategy to be worked on in the Department of Governance and for them to feel comfortable with it. I think it's a very good sign"*.

The Orkestra researcher spoke *"as a researcher. You have mentioned the importance of emotions, and I am going to respond from my emotions to the debate that DFG1 and DFG5 have raised. The path to knowledge from experience also occurs in academia and that is academic knowledge. I come from an academic community that is undervalued. For me these processes are tough because I come from a situation where my work is undervalued. Our way of working does not mean looking down on other ways of working, but rather championing our own way of working. I wouldn't want anyone to understand this as a sort of disdain for other ways of doing things"*.

DFG7 said that what the Orkestra researcher discussed is reflexivity, a principle of governance: taking all the different points of view and putting them together. We need to recover the values of proximity and humanism.

7. Evaluation, key elements of the process and closure

The session concluded with the evaluations, which are essential for focusing the action of the process.

The Head of Strategy and Research closed the session by thanking the participants for their attendance and for the work they have done. *"DFG3 mentioned patience and this kind of process is not easy. Collaborative Governance needs to be kept up over time. Thank you very much and have a good day"*.



8. Appendices

a. Presentation used during the session



Deliberation Group on New Political Culture 18/02/2021

Agreed agenda

DATE	CHALLENGE (The agenda is made up of challenges. These challenges have been mapped from a general plane to the specific context of the projects we are concerned with. These challenges will be shown to the experts who will propose what <i>theme/theory/concept/tool</i> we should work on at each meeting)
16/09/2020	The group develops its own definitions for two concepts that reflect the results of the process <ul style="list-style-type: none"> - New political culture - Equality
14/10/2020	Understanding complexity and developing a systemic approach to the projects/initiatives we are going to work on
18/11/2020	Promoting individual responsibility (values) in our projects/initiatives
16/12/2020	Promoting individual responsibility (values) in our projects/initiatives
13/01/2021	Creating areas of trust and reinforcing communication in our projects/initiatives
17/02/2021	Developing effective systems for listening to society in our projects/initiatives
17/03/2021	Transforming public administration within the framework of our projects/initiatives by strengthening the ties between political and technical personnel
14/04/2021	Preparing the results of the process
19/05/2021	Decisions on the future of the process

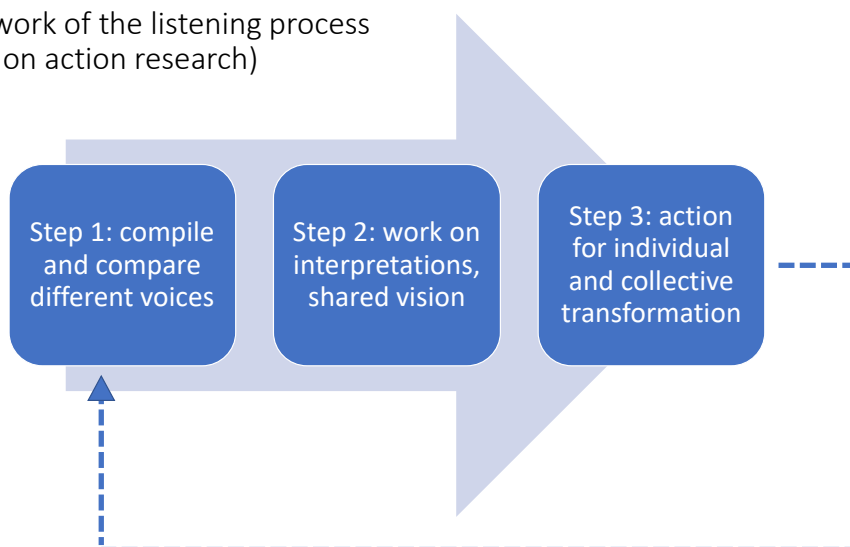
We will incorporate the importance of listening systems, not by involving an expert, but through the practical construction of our own listening system. TODAY'S SESSION IS PART OF A LISTENING EXERCISE AMONG THE MEMBERS OF THE GROUP.

Presentation of today's session

- At the end of the previous session we saw a "problem": not all members of the group have had the opportunity to fully engage with what we are doing and how we are doing it (there is a degree of "disengagement" within the group).
- Aim of the session: to develop a **mutual listening process** so that everyone understands what *each person* and *the group* are doing and how we are doing it.
- The result we are hoping for: that together we all provide a solid foundation for the think tank process.

In short, we will learn about the listening processes by putting them into practise

Framework of the listening process
(based on action research)



Receiving different voices

(this step was begun at the end of the previous session)

In session:

"The point is set by experts; we should try to establish it ourselves"

In the assessment:

- There is little time left for the dynamic
- I felt good, but in the second half we were rushed due to the lack of time
- From what we discussed today, it would be good to have a chance in future sessions to share what we are doing in the different working groups
- It would be helpful to work better on communication and mutual knowledge between the different projects or to think of mechanisms/channels for this purpose

On subsequent reflection:

"we were out of place/disengaged with the dynamic"; "some of you are very involved in the process, but others amongst us do not follow the process to the same extent from one meeting to the next"

"the questions were too complex, they shouldn't require so much effort from us"

"what I really wanted was to continue debating what the experts had said"

Comparison between everything that has been received (depending on the time agreed for the process):

- In telephone or zoom meetings: Xabier and Sebas
- In the facilitators' meeting: Naiara, Andoni, Ainhoa
- In the steering group: Xabier, Ander
- At today's meeting: Eider, Goizeder, Itziar, Ion, Gorka, Mikel, Asier, Fernando

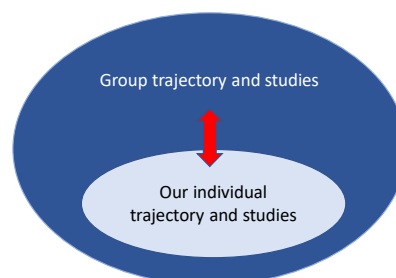
Working on interpretations: shared vision

When we started working on the interpretations, we had two approaches:

a) The simplest one, addressing the symptoms:

(a) when the experts talk, to keep trying to ensure that they understand the process, (b) try to limit the experts' presentations to the initial 30 minutes, (c) add a new section to the sessions to set out what the groups are doing, (d) to try to leave more time for the dynamic

b) More complex, trying to understand the underlying reasons for what is happening and on this basis, redesign the group sessions



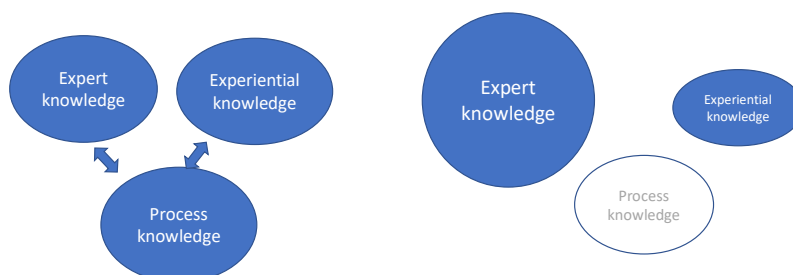
We are a living system that is being turned into a group.

One very important way of listening to each other is to share the narratives of individual processes of transformation.

Working on interpretations: shared vision

Working hypotheses which we address in the steering group

- Problems are arising because the links between reflection and action are not clear
- Action research methodology requires a balanced interaction between the three types of knowledge to link reflection and action: expert knowledge, process knowledge, experiential knowledge
- Expert knowledge has gained weight. Process knowledge is not explicit and we therefore have problems reconciling experiential knowledge with expert knowledge



Why has this happened to us? Because we have very internalized hierarchies with regard to different types of knowledge



Knowledge is first generated (theorization) and then applied (practice). Our action is a space in which to apply the knowledge provided by experts.

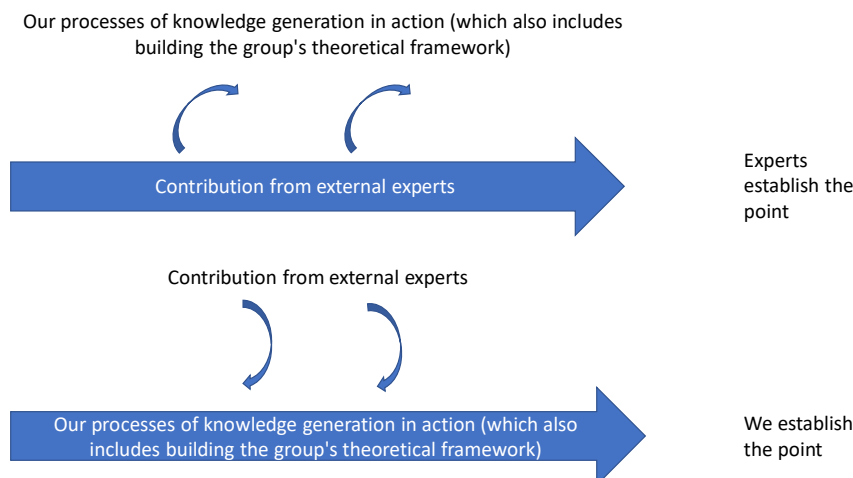
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Knowledge is also generated through action, because our action is praxis, not just practice. That is to say, it is impossible to do something without reflection. Our action, therefore, is not a space for applying theory, but a process for generating knowledge.

Because in our underlying ways of thinking "the knowledge that a university professor offers" is superior to that we generate as "dual vocational training teachers".



Proposal: focus our knowledge (praxis)



How can we do this in practice? (by comparing/contrasting it with the facilitators)

- **Today's** session is to a large extent targeted at working on **process knowledge**.
- **Itziar, Xabier, Andoni** and **Ion** will construct the theorization, responding dialogically to the needs of other groups. It is proposed to use the **March session** to help achieve this.
- **Eider, Sebas, Goizeder and Ander** focusing on deliberation in the process they are working on. Sharing how the concepts that have been worked on have been put into practice and working in the group on what has been learnt about these concepts. We would use the **April session** for this purpose.
- **Gorka, Naiara, Mikel y Andoni** focusing on deliberation in the process they are working on. Sharing how the concepts that have been addressed have been put into practice and working in the group to see what has been learned about these concepts. We would use the **May session** for this purpose.
- Throughout the month of **June** we will jointly decide on the best way of incorporating **external ex knowledge** in the future. In this session **Fernando, Asier, Juanjo, Ainhoa, Eva** and **Miren** will subr proposal to the group to work on the practice in a communitarian way.



Group dynamic

At the beginning of the session Xabier shared the narrative of his process. The invitation is for **each person** to share his/her thoughts and what they **want** to get from their trajectory, in an exercise of mutual listening. Based on what we hear, we will do our best to rework the shared vision and take action. The following questions may be helpful:

- Have I experienced the feeling of "disengagement" described? In what way?
- What was I expecting when I joined this group? What do I expect now?
- Has there been anything in this process that has taken me out of my comfort zone? What?
- Do I notice a change in myself? And in the group?
- Where do I see my contribution?
- What does the group bring me?
- How do I feel about the process? How do I feel with the group?
- Is the way I learn in this group the same as my usual way of learning?

Group	Members
Group 1	Xabier, Gorka, Eider, Asier
Grupo 2	Andoni, Sebas, Miren
Group 3	Itziar, Naiara, Ander, Eva
Group 4	Ion, Mikel, Goizeder, Fernando

Template for Dynamic 1: individually, before working as a group

What would you like the group to hear about your process?

Homework for next month:

We will mail you the assignment. Along the lines set out by the think tank coordination group, the aim will be to establish specific objectives for action in each project/initiative. It will be re-channelled by the facilitators.



Please remember to answer the evaluation questionnaire and action-oriented reflection

b. Working Document No. 8

THINK TANK

Process of deliberation on new political culture: Working Document No. 8

TRUST IN THE PUBLIC ADMINISTRATION

(13 January 2021)

This document sets out the discussion group on the new political culture's reflections on the concept of trust. The group discussed the trust/distrust relationship that can develop between public institutions and the general public. It also explored the trust relationships that are generated in processes in which different actors participate, such as the Think Tank's own working groups. This working paper centres around Mari José Canel's presentation, and the ideas and discussions that arose out of it.

Trust between citizens and public institutions

Trust: what is it and what generates it?

There is a relationship between uncertainty and trust. If there is trust, there is an assumption of vulnerability and uncertainty. This is why if we trust public institutions, it is because we accept vulnerability.

There is a debate among academics as to whether or not trust is good for democracy. It is assumed that:

- Trust is good and it is important because it is a prerequisite for generating social capital. It is a foundation that governments need in order to carry out their actions.
- Mistrust tends to increase conflict.
- A democratic society is one in which there has to be the right mixture of trust and distrust.

At present, the public trusts NGOs, media and companies more than public institutions. Even so, it is important to emphasise the importance of the terms used: the concept of "public" is trusted more than that of "political".

We do not as yet understand what factors condition the degree of citizen trust in public institutions. Nonetheless, it could be argued that trust is a multi-causal phenomenon. In broad terms, there are three major sources of trust:

- Leadership.
- Management results.
- Processes by which management results are achieved/provided.

Nonetheless, it is difficult to establish which particular factor is the source of trust in each case. The three sources of trust blend and overlap.

As for the sources of citizens' distrust in public institutions, distrust can be seen to increase if there is:

- A gap between what is done and what is said to be done.
- A gap between what is done and what people perceive to be done.

Even so, the generation of trust and distrust is influenced by other actors beyond citizens and public institutions. For example, the media, political parties, social movements etc.

Improving trust in public institutions

Communication between institutions and citizens is a key element in building trust:

- The gap between what is done and what is said to be done should be narrowed.
 - Manage communication between public institutions and citizens (there is a danger that the public will view government communication as pure propaganda. That is to say, as being false and faked).
- Establish channels of communication between citizens and public institutions.
- Know and meet the public's expectations: trust is generated when expectations are met.

In the electoral game, politicians usually compete by offering expectations. Expectations should be tempered. Public representatives should also be "humanized: conveying doubt and uncertainty from time to time can build trust.

Trust and collaborative governance

There is a relationship between citizen participation and trust in public institutions:

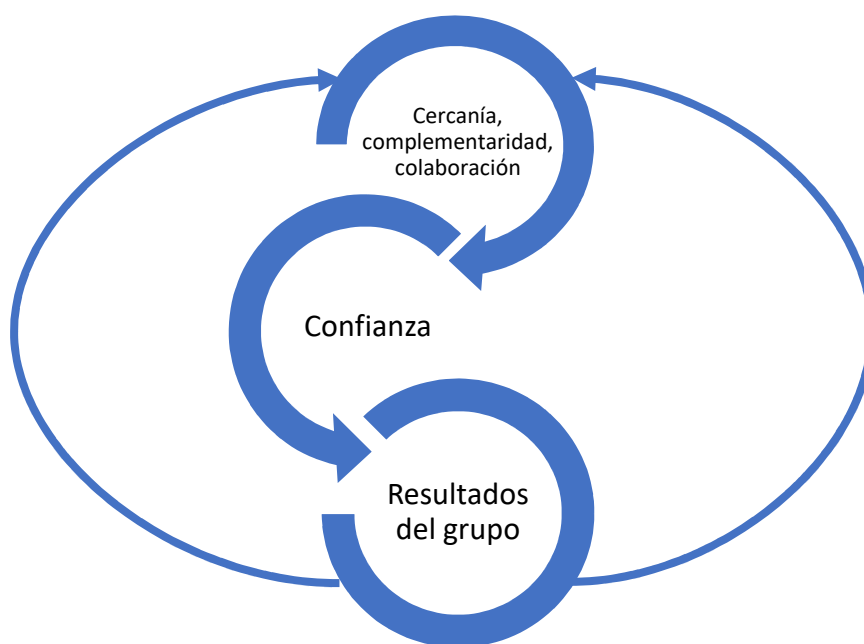
- Cases in which there is co-participation and co-action are associated with high levels of trust because the message is conveyed through action and not just words.
- Trust is positively related to collaborative governance. Experiments in collaborative governance are associated with higher levels of trust and lower levels of distrust.

The case of Etorkizuna Eraikiz as a strategy for generating more trust and social capital

- Trust has been reinforced. Organisations pay back the Provincial Government's trust in them and it becomes a virtuous circle, because there is continuous interaction.
- The importance of personal relationships in building trust.
- Possible sources of distrust in Etorkizuna Eraikiz:
 - The possibility or risk of politicization of the project.
 - Perception that it is self-promotion and propaganda.

Trust in groups. Participants' reflections on the presentation and the lessons learned for the think tank's deliberative process

- It is important to study which factors generate trust and which generate distrust. Among those that generate trust:
 - immediacy and a feeling of interdependence of the actors.
 - Promote a feeling of complementarity, companionship and collaboration.
 - Encourage communication between the actors involved in the group. But also encourage communication between the different groups.
 - Establish channels for communication.
 - Influence consistency of discourse and concept.
- Trust is positive for the group:
 - Trust reinforces the feeling of group and belonging.
 - The relationship between trust and results: the greater the trust, the more the results.



- There is a correlation between (respectful, friendly, complementary) collaboration between the participants and generation of trust in the group. The better the collaboration, the more trust is built. In turn, trust generates positive results in the group. Positive results in turn lead to greater collaboration. That is why it is necessary to promote:
 - A climate of respect, complementarity and collaboration.
 - Channels should for communication within and between groups.

c. Session programme

SPACE FOR DELIBERATION ON THE NEW POLITICAL CULTURE

VIRTUAL MEETING, 17 February 2021

SHARED CHALLENGE TO BE WORKED ON IN THE SESSION

As per the agenda we agreed on 15 July 2020, the topic for the next session was: “Developing effective systems for listening to society in our projects/initiatives”. This theme is still at the core of our process, but in answer to some of your comments at the last workshop, in the evaluation and subsequent interviews, in the next session we will reflect on the process we are developing together, in order to adapt the process to the group's needs.

AGENDA FOR THE SESSION

- Introduction and reflection on the process
- Presentation of the methodology we are working on
- Presentation of the objectives of the four lines of work
- Group dynamic