



TetRRIS Policy Lab report

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EXECUTIVE SUMMARY

TetRRIS Policy lab is the core component of WP5 and a key policy learning tool designed and applied in the tetRRIS project. The role of the tetRRIS Policy Lab has been of paramount importance for providing a space for structured information exchange, knowledge sharing, mutual learning, networking and creating enriching synergies among the consortium partners and regional stakeholders involved. The lab was set up according to different guidelines that took into account different aspects around its design, development and evaluation.

TetRRIS Policy Lab has been mainly developed around a set of three in-person participatory workshops held from the fall of 2022 until the summer of 2023. These workshops have been organized by TECNALIA, but different consortium partners such as VTT and EURADA have been also involved in the design and development of them. Participatory mechanisms and dynamics for facilitating information sharing and knowledge exchange have been used in all of them with the ambition to establish synergies between regions and regional stakeholders that can last after the project ended.

This deliverable provides a comprehensive narrative of the lab, including lessons learned from the experience. Originally planned as a four-session lab, its reconversion into three sessions lab positively helped to meet the goals proposed in WP5 as the three events were allocated with different objectives, contents, and dynamics.

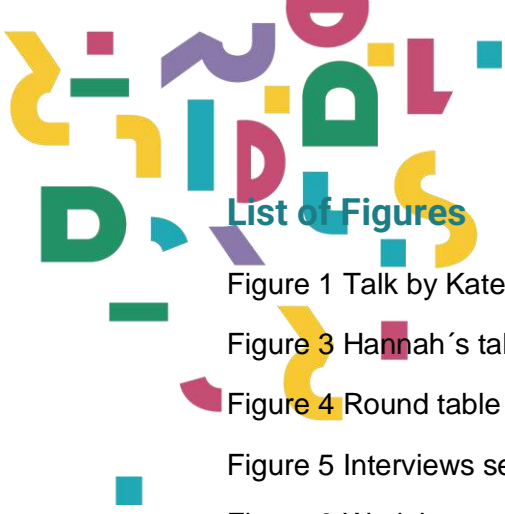
The development and establishment of the TetRRIS Policy Lab successfully deployed a space for structured exchange among the regional partners and stakeholders, facilitating mutual learning, networking, and the creation of enriching synergies between the four regions involved and its stakeholders. Participants also positively evaluated the design, development and operationalization of the different sessions of the tetRRIS Policy Lab and its associated themes, as well as identified several lessons learned during the process. They also identified certain areas for improvement such as the need for contextualization of tools and instruments employed in the lab, and the need of engaging citizens into these sorts of events for improving governance and inclusivity.

All in all, the tetRRIS Policy Lab achieved its planned objectives during its operationalization and helped to enriching synergies between the four regions involved in the project and its associated stakeholders.

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TetRRIS Policy lab is the core component of WP5 and it has provided a space for structured information exchange, knowledge sharing, mutual learning, networking and creating enriching synergies among the consortium partners and regional stakeholders involved. As a first step in this WP, Task 1 established the guidelines for the design, development, and evaluation of the TetRRIS Policy Lab. This task provided information about the design, organization and preparation of the sessions. The work was also finally compiled and detailed in the Deliverable 5.1. TetRRIS Policy Lab has been mainly developed around a set of three physical and participatory workshops held from the fall of 2022 until the summer of 2023. These workshops have been organized by TECNALIA. Participatory mechanisms and dynamics for facilitating information sharing and knowledge exchange have been used in all of them with the ambition to establish synergies between regions and regional stakeholders that can last after the project ended.

Engaging external stakeholders and insiders of regional policy has been crucial. Special attention has been paid to interregional synergies created by TetRRIS, thus, relevant initiatives have been screened to maximize the lab's impact. External stakeholders interested in the project and insiders of regional policymaking, have been invited to take part in the sessions of the TetRRIS Policy Lab to maximize impact and establish synergies and collaborations that can be extended beyond the project's lifespan. In total, 138 persons participated in the three sessions, with a very balanced participation between male (47%) and females (53%), also between the keynote speakers invited to the different sessions. Most of the participants belonged to the Academia (43%), followed by Policy Makers (32%), Business sector (21%) and CSOs (4%).

As it was initially planned in the Grant Agreement, TetRRIS Policy Lab has provided a space for structured exchange among the regional partners and stakeholders, facilitating mutual learning, networking, and the creation of enriching synergies between the regions and its stakeholders. Although the Policy Lab was initially planned comprise series of four session, it was later converted into three-session due to the pandemic and the need of minimizing business travels. One of these sessions was bigger than the other ones and it expanded over two days comprising invited talks and participatory activities (tetRRIS Winter School).

This deliverable gathers what happened in each of the Policy Lab sessions, and it is structured around the minutes of these three different workshops. The next chapter starts with the introduction of tetRRIS Policy Lab narrative and is followed by three chapters that summarise the main content of each session of the lab. After an extensive summary of what had taken place in each of the sessions, there is a section dedicated to the evaluation of the lab. Finally, a conclusions section summarising the main key outcomes of the tetRRIS Policy Lab.

2- TetRRIS Policy Lab narratives

TetRRIS Policy Lab is a core component of the project for promoting mutual learning, networking and exploring synergies between regional partners that can last after the end of the project. In this sense, tetRRIS Policy Lab was set up according to the objectives described in the Grant Agreement of the project and specially into the WP5. These were:

“WP 5 provides a policy lab as a space for structured exchange among the regional partners and stakeholders, to facilitate mutual learning, networking, and the creation of enriching synergies between the regions.” (tetRRIS GA page.19)


TetRRIS Policy Lab was initially planned as a set of four workshops, but after the pandemic and the reconfiguration of priorities and travel routines that provoked, it was agreed between consortium members to transform these four events into three, making one of them more ambitious and bigger. This deliverable is structured around the minutes of these three workshops deployed in Brussels, Santander and Tampere.

The three workshops pursued different objectives. First workshop (WS1) in Brussels, aimed to take stock of *“regional experimentations and creating a common ground and promoting interactions and knowledge exchange between regions”*. Its ambition was to share knowledge between regions and understanding what were the main common barriers, drivers and challenges that were faced by the four regions during the experimentation stage. To this aim, this workshop involved different dynamics for taking stock of the regional experimentations and sharing learnings between them.

The second one, also known as *“tetRRIS Winter School”* was held at Santander and outlined an ambitious agenda during two full days. In particular, this second bigger workshop pursued to *“Explore current visions and understandings of RRI in territorial innovation ecosystems whilst paying attention to different barriers and drivers that exist in the territories at stake”*. For achieving this aim the event invited a significant number of RRI experts in the academic domain as well as RRI practitioners from the public administration, academia, industry and civil society.

Third and the final workshop (WS3) held at Tampere in liaison with the final conference acted as a consolidation point for learnings and lessons learned. At the same time, this event actively promoted the development of specific policy recommendations based on the experimentations conducted in the project. Its main objective was: *“Validating key lessons and promoting further discussion, interaction and synergies in a multi-stakeholder workshop, involving participants from the different pilot regions, external participants and members of the advisory board”*.

The tetRRIS Policy Lab helped to collect, systematise and condense key learnings achieved in the course of the tetRRIS project. For this aim, it was necessary to produce a specific tool for gathering the narratives of what happened during these workshops in a qualitative manner. That is why TECNALIA in collaboration with VTT and YGHMA developed a reporting template (see Annex 1) that helped to TECNALIA team to report about the three different workshops, as well as reflecting about its main challenges and learnings.



This reporting template was made on the basis of other similar tools that have been developed in other projects such as SockETS¹ or New HoRRizon² and where TECNALIA team members have dealt with similar approaches and methodologies (Griessler et al., 2021; Mendibil et al., 2021; Tabarés et al., 2020). This reporting template tool that was made for the tetRRIS Policy Lab is also entrenched in the emerging literature that explores the potentialities of social labs (Hassan, 2014; Tabarés Gutiérrez & Bierwirth, 2019; Timmermans et al., 2020) for promoting change in innovation ecosystems and that belongs under the wider umbrella that provides the paradigm of participatory action research³ (Reason & Bradbury, 2001; Small, 1995). This deliverable has been prepared on the contribution of these three reporting templates that were filled in the coming days after the completion of the three workshops organized in the project lifespan at different timings.

¹ <https://sockets-cocreation.eu/>

² <https://newhorizon.eu/>

³ For a more detailed explanation of the methodology employed in the tetRRIS Policy Lab check Deliverable 5.1: “tetRRIS Policy Lab baseline and thematic briefs”

3-First Policy Lab at EU Regions Week (Brussels)

The first policy lab was held on the 13th of October of 2022 at Brussels on EURADA premises. This first workshop (WS1) was designed and conceptualized to meet the interests previously explored in the survey conducted among regional partners as well as the thematic priorities that were at place in WP4. The event was designed to combine a public part (open to the public in general) and a private one (restricted to the consortium). This was due because of the embedding of this event into the program of EU Week of Regions⁴ which forced to comply with some norms and procedures during the public part (streaming the event, 90 minutes of total length, etc.). The conceptualization of the event followed a strategy to clearly divide the public part and the private one, but at the same time creating some synergies between them.

TECNALIA team designed and set up agenda that combined keynotes, round tables, interactive activities and forum discussions to meet the main objective pursued with this first workshop:

“Taking stock of regional experimentations and creating a common ground for promoting interactions and knowledge exchange between regions.”

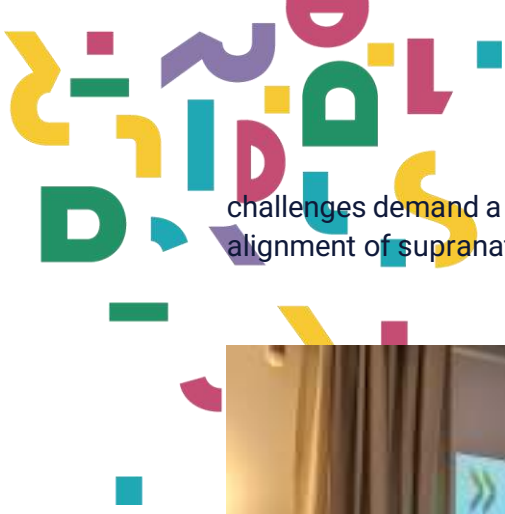
WS1 was initially planned to have around a set of 20-25 participants from the consortium, but during the public event around 40 participants were present at the main room and 15 participants on an online basis. The majority of consortium gave positive feedback to the organization of the event. Different participants stressed that the event showed a great interaction and facilitation techniques, and this helped to learn a lot from other participants’ experiences, insights and particularities. It is also important to stress that several pilot regions brought with them different regional stakeholders that also helped to promote information exchanges and knowledge sharing between the group.

For the preparation of WS1 and setting up of the event, several actions and tasks were conducted. In this regard, TECNALIA Team designed the conceptualization and setting up of the event with the help of EURADA (logistics, room facilities and catering services). The development of the agenda also received feedback from the TetRRIs coordinator (VTT) and it was developed between different iterations of TECNALIA team meetings. The agenda combined talks, round tables, dialogues, participatory dynamics, and consortium plenaries.

3.1-Public event (Speakers and round table)

WS1 of TetRRIs Policy Lab started with the formal introduction of Raúl Tabarés (TECNALIA) who give a warm welcome and thanked attendants for their presence. After a brief introduction, Katerina Ciampi (OECD) took the stage. Her speech was focused in how Smart Specialization Strategies (S3) came to be and how S3 can be considered as new industrial policies or a new policy strategy for institutions and development. She also stressed that S3 are focused on economic development, but at the same time they can be considered as “soft” practices. Katerina also stressed that S3 should be revisited and extended for meeting the goal of transforming the innovation system. Societal

⁴ See <https://europa.eu/regions-and-cities/>



challenges demand a reorientation of the regional innovation systems as well as a better alignment of supranational and subnational levels.



Figure 1 Talk by Katerina Ciampi

Some questions followed to Katerina’s presentation and afterwards, Ezekiel Arrizabalaga (TEC) introduced the second speaker of the day, Hannah Schimdburger (EC). She took the stage talking about the Partnerships of Regional Innovation (PRI). Hannah introduced this experimental initiative expected to last one year and developing several insights around it. She talked about the PRI playbook which is a handbook full of different examples, resources and guidelines that can be used by regions for open up their research and innovation strategies. Hannah also talked about the directionality of PRI and the synergies that it has with the EU Green Deal mechanisms and instruments. In this sense, she stressed that probably:

“We are the last generation to act in time to face the climate crisis.”

Hannah also stressed that PRI book needs to be adapted to particular contexts. In this sense, she reflected about its not prescriptive character and how it demands some efforts at regional and local levels for its adaptation. It also follows the Open Discovery Process (ODP) method which builds in the prior logic of the Entrepreneurial Discovery Process (EDP), but it also aims to broaden the involvement of stakeholders in this process and implementing multi-level governance instruments.

Several questions followed Hannah’s presentation regarding the experimental character of PRI. After these questions, the round table was set up and Richard Tuffs (Friends of S3), Raluca Cibu-Buzac (Luminspino), Antti Lippo (Tampere city region), Jorge Muyo (Cantabria Government) and Mika Nieminen (VTT), as the facilitator of this panel took the stage.



Figure 2 Hannah's talk about PRIs

Mika asked the other panellists to briefly introduce themselves and afterwards he also asked for initial reactions after the presentations. Jorge for instance stressed that *"industry and innovation gets social"* under these new circumstances. He mentioned three steps into this idea that are needed by regional innovation agencies such as consultation, participation and feedback. Richard, in the same line also argued that *"experimentation should be in the strategy"*. In his words, this is something different at the policy level and that can be embraced. Antti also stressed that *"collaboration of stakeholders and citizens leads to a better quality of life"* and it does not have to be envisioned like a burden. In a similar way, Raluca pointed to how:

"(...) peer learning between regions and exchanges of information and knowledge sharing should be not conceived as confronting the classical logic of development."

All speakers also agreed that regions should recover the partnership culture that has been somehow affected by the pandemic implications. In this regard, they mentioned several challenges and issues that currently affect innovation policy and how to deal with it. Innovation management seems to be a task that demands collaboration between different departments (social policies, educational policies, etc.). After these interventions some time was available for questions of the audience and afterwards, a coffee break followed the event.



Figure 3 Round table at the public event

3.2-Private session (Stocktaking)

After the coffee break, participants were introduced to agenda of the rest of the day. Raúl gave an overview of the two remaining sessions and how they will be developed. In the first part, Raúl interviewed four representatives of the four pilot regions. These were Lisbet (Tampere), Ignacio (Cantabria), Petra (Karlsruhe) and Tamas (Szeged-Timisoara).

The aim of this exercise was to extract information from the regions to help identify barriers, drivers, challenges, particularities, learnings and insights during the experimentation in WP4 that were later discussed during the last session of the day. To achieve that aim four collective interviews were delivered in 60 minutes (15 mins each). Regional partners were interviewed (Lisbet, Ignacio, Petra and Tamas) by Raúl and the rest of participants were seated in a circle around the two. An empty chair was also used to encourage participants to propose questions at any time. Participants did not raise their hands. They sat directly on an empty chair and the interviewer allocated turns as they sat. Interviews were also recorded for documentation purposes.

The objective of this slot was to establish a participatory dialogue through a set of open and reflective questions previously planned. Raúl used a script with different questions prepared to conduct an open and semi-structured interviews allowing the rest of the consortium to take part on it.

These were the following:

- What were the initial steps of the experimentation? What was the rationale behind it? Did you try to address any particular need/challenge?
- How did you reach your stakeholders? Did you employ any kind of strategy? Were your stakeholders attracted by the topics at play?
- What kind of places/spaces/locations have you inhabited during the development of your experimentation stage? Did you feel that your stakeholders were comfortable with them? Did you feel that other spaces could be friendlier/more suitable for your stakeholders?

- What was the perception of stakeholders in the region about RRI? Were stakeholders interested in joining/promoting the activities proposed/conceptualized into the experimentation? Did stakeholders map out any particular need regarding RRI into their fields of expertise?
- How did your stakeholders feel about the end of the experimentation? Are there any ideas for continuing it? Has this intervention triggered any kind of unusual alliances or collaborations? Has TetRRIS attracted the attention of other potential stakeholders?
- How would you rate the development of the experimentation? Has fulfilled your initial expectations? Why? Are you satisfied with the way that has been developed?


After this session, participants had around one hour to have some rest and have lunch. This was served at another floor of EURADA premises.



Figure 4 Interviews session

This activity helped the participants from other regions to understand the objectives, tools, barriers, drivers and challenges of the different pilot actions promoted by the regions and how they face it at their particular contexts. This oral explanation of this information by the different regions helped to each other to understand their regional contexts in a friendly way and facilitating making direct questions and establishing dialogues between the regions.

In the interviews, all regions demonstrated a strong commitment to Responsible Research and Innovation (RRI) and its integration into their regional development plans. They recognized the importance of stakeholder engagement, knowledge exchange, and education in fostering innovation and sustainability. Each region had specific challenges and goals, but they shared the vision of promoting responsible research and innovation for long-term regional development. Comparing the four conversations, we can observe some common themes and differences in their approaches to Responsible Research and Innovation and experimentation.



Each region faced unique challenges in their regional context. Cantabria mentioned the lack of administrative structure, while Szeged faced challenges due to the absence of regional authorities. Tampere highlighted the need to simplify RRI concepts for grassroots understanding. The impact of the pandemic on ways of working and interaction has also been different, especially in governing the digital transition.

■ Each region acknowledged the varying levels of awareness about RRI among stakeholders. But all of them highlighted the role and importance of stakeholder engagement to spread awareness and understanding of RRI concepts and emphasized the importance of involving stakeholders from different sectors, including local governments, universities, research centres, businesses, and citizens. They recognized the need for collaboration and knowledge exchange to foster regional development and innovation.

The regions are trying to integrate RRI concepts into their regional development strategies, smart specialization plans, and innovation policies. They aimed to create ecosystems for innovation and research, focusing on specific sectors and technologies such as renewable energies, and sustainability. There is a general commitment to maintaining the process of experimentation and stakeholder engagement beyond the project's duration and to incorporate RRI concepts into their long-term strategies to ensure lasting impact and success.

3.3-Private session (Participatory activities)

After the lunch, participants entered into the room with renewed energy. All of them were convened into an ice-breaking session to prepare the ground for participatory activities. This session was facilitated by Xabier (Tecnalia) who encouraged participants to answer in pairs to two questions:

- How do I feel about RRI after the experimentation?
- What can bring in RRI to my job and duties?

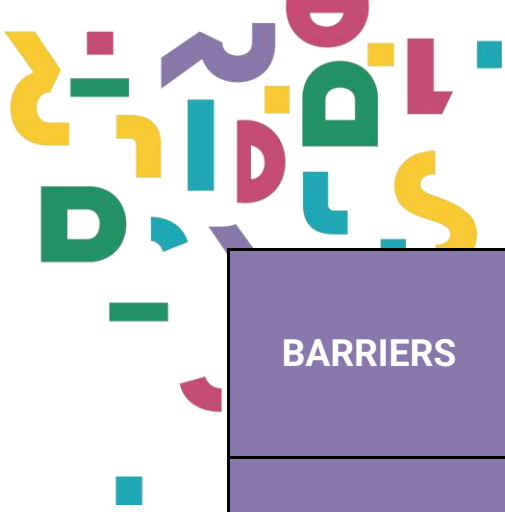
This exercise consisted in two rounds (1 change) and 5 minutes per round for introducing themselves to other participants and speak with them. After the two interactions participants moved to a plenary (standing) where the facilitator made a brief recap, asking 3-4 people about their interactions and making a recap for the group.



Figure 5 Work in groups of thematic tables

After the ice-breaking session a participatory dynamic followed. This exercise was deployed around three themes that constituted three different tables that gathered participants into a world-café setting for sharing insights, lessons and learnings between them. The objective of this exercise was to map out common issues faced during the experimentations and that can lead to further debates, knowledge exchange and mutual supporting between regions at later stages into the Policy Lab. To this extent, three dedicated tables with three appointed rapporteurs (regional representatives when possible) were designated. The rapporteurs mapped the issues addressed in the group conversations with the objective to identify them and expose them in the following exercise. Some guiding questions were facilitated for the three tables:

- What are the main **barriers** that we observe when introducing RRI into S3? How can they be overcome?
- What **challenges** emerge when reorienting RIS3 strategies towards sustainability and responsibility? Why? How they could be addressed?
- What **drivers** can help to facilitate the adoption of RRI into S3? How could we transfer these drivers to other regional contexts?



BARRIERS	1. Lack of knowledge of RRI concept
	2. "Classical", "Technical" concept of innovation (not social)
	3. Innovation is not a horizontal approach in territorial policy
	4. Funding barriers (regional, cross border budgets and lack of legislation)
	5. Plurality of EU level mechanisms
CHALLENGES	1. "Green and white washing": Reaching the responsibility & sustainability goals so as to present an environmentally responsible public image.
	2. Cognitive and structural path dependency. Change the old ways of doing things in regional organization
	3. Individual vs. social values: eliminate behaviours that we personally love but are not ethical
	4. Engagement. Engage stakeholders in softer policies that cannot be measured
	5. More attractive policies. Attractive and understandable policies. Try to be translators of the meaning and usefulness behind the RRI concept
DRIVERS	1. Funding
	2. Current global situation (energy, war, climate change)
	3. Political involvement and Conscious Politicians + Social capital
	4. Social infrastructures (urban labs, citizen platforms...)
	5. Communication and transmission of RRI to general public

Figure 6 Barriers, challenges and driver's matrix

After the three changes, rapporteurs clustered the different issues mapped with the help of the facilitator and the participants in the table selected five main issues in each of the three tables. Before making a plenary with rapporteurs presenting the different items a coffee-break followed. After this break, the three rapporteurs presented five clusters of barriers, challenges and drivers to the rest of the lab. Some interpellations to participants followed and some open questions and doubts were delivered by the rest of the group.

After this exercise, a plenary between all participants followed to obtain some collective insights about the day. This dynamic was oriented to confirm and settle down the main outcomes and learnings produced during the day. To this aim two guiding questions helped to participants to reflect on the main issues discussed during this day:

- What can I take-home from this event?
- What are my expectations for next events?

The majority of participants appreciated the day as very reinvigorating, fruitful and productive. Most of them also stressed how citizen engagement was seen as crucial in developing regional policies and they showed interest in knowing more about the other regions. In addition, most of the participants showed a significant interest for next events to learn from other practical experiences of other territories, organizations and policies. Contextualization of RRI principles as well as instruments for engagement and facilitation processes were the most solicited topics in a last reflection.



Figure 7 Rapporteur presenting cluster of ideas

3.4-WS1 follow up (Teleconference)

A follow-up to WS1 was held during the 18th of January of 2023. This virtual event was designed to build upon the work deployed in WS1 and preparing WS2 (TetRRIS Winter School). To this aim a survey was designed and shared between regional partners to “unpack” and prioritize the main barriers, challenges and drivers collectively identified at WS1. The aggregated responses show that in terms of drivers the following stand out: Communication and transmission of RRI to the general public, political involvement and funding. In terms of challenges, all the regions selected: Attractive and understandable policies. Try to be translators of the meaning and usefulness behind the RRI concept. Finally, Classical”, “Technical” concept of innovation (not social) and lack of knowledge of RRI concept are seen as main barriers for the regions. More information about this process is available in deliverable 5.1.



4-tetRRIS Winter School (Santander)

TetRRIS Winter School was the second event in the TetRRIS Policy Lab. It was conceived as a bigger event, and it was organized by TECNALIA during the 9th and 10th of February at Santander. The event was planned as a more ambitious event, including significant speakers in the field of RRI and smart specialization, as well as practitioners and policy representatives, with the objective of providing food for thought to regional partners in a number of thematic priorities previously identified. Like WS1, the event was designed to combine a public part (open to the public in general) and a private one (restricted to the consortium). This formula was employed in the first event, and it was agreed by TECNALIA Team for using it again. Similarly, the conceptualization of the event clearly divided the public part and the private one, but at the same time creating synergies between the two.

TECNALIA team designed and set up an agenda that combined keynote speeches, practitioners' panels, participatory activities and forum discussions to meet the main objective pursued with this second and bigger workshop:

"Exploring current visions and understandings of RRI in territorial innovation ecosystems whilst paying attention to different barriers and drivers that exist in the territories at stake."

TetRRIS Winter School was initially planned to have around a set of 20-25 participants from the consortium, but Tampere and Szged-Timisoara representatives and associated stakeholders were not able to attend to the event due to different reasons. During the public event around 30-35 participants were present at the main room and 15-20 participants on an online basis.

Several actions and tasks were undertaken to prepare for the tetRRIS Winter School, including designing, conceptualizing, and setting up of the event. In this regard, TECNALIA Team designed the conceptualization and setting up of the event with the help of EURADA (registration and dissemination) and SODERCAN (room services, logistics, catering). The development of agenda also received feedback from the tetRRIS coordinator (VTT) and was developed between different iterations of TECNALIA team meetings. The agenda combined talks, round tables, dialogues, participatory dynamics and consortium plenaries into one and a half days.

4.1 Public event Day 1 (Speakers and round table)

TetRRIS Winter School started with the institutional welcome of Jorge Muyo (institutional welcome) who gave a speech about how the TetRRIS project has influenced in the development of the new S3 strategy. He also mentioned how different concepts and ideas that are promoted by RRI such as gender equality or anticipation are important matters for regional policy.



Figure 8: Jorge Muyo (Cantabria Government)

Following that welcome, Raúl Tabarés (TECNALIA) took the stage for providing an overview to the event and inspiring attendants. He mentioned some facts about the Magdalena Palace for providing some context to the attendants and also explain the trajectories of two adventurers that are also part of the Magdalena peninsula such as Vital Alsar and Félix Rodriguez de la Fuente. He also provided a full day's overview to the attendants. After these short appearances, the first speaker of the day, Edurne Iñigo (Deusto University) was introduced by Raúl to the audience, and she took the floor.

Edurne's presentation started with an example of how innovation history is shaped by the constant need of solving problems and how side-effects of these innovations are also transformed into problems (e.g. horse manure problem in urban settings in late 1900th century). She stressed that "Innovation is driven by needs. There is no way to adopt it in the status quo otherwise. But it is important to think before acting" (Jurassic Park). Her talk also stressed some overlapping between social, sustainable and responsible innovation and how the different dimensions of RI should be taken into account in different contexts. Edurne also paid attention to the different challenges and needs that are faced by urban and rural areas and how these should be addressed

inclusively by regional policies. Last, she mentioned how “RRI de facto” regional practices should be the starting point for implementing and promoting RRI.



Figure 9: Edurne Iñigo (Deusto University)

After this talk, the second talk of the day was conducted online by Mario Pansera who started with an inclusive and extensive covering on how linear economy and capitalism is based on an efficient way of producing waste. He stressed how free natural resources and the appropriation of free labour such as care are an important part of the way that the economy has been developed during the last 50 years and how these are not included in the GDP. Mario also emphasized Marx and Schumpeter contributions (Waste is an essential fact of capitalism, innovation is an essential fact of capitalism, 1870, 1930). He also mentioned during his exposition the limits of the circular economy and how we should adopt other economic paradigms not based in growth such as “ecological economics” or degrowth.

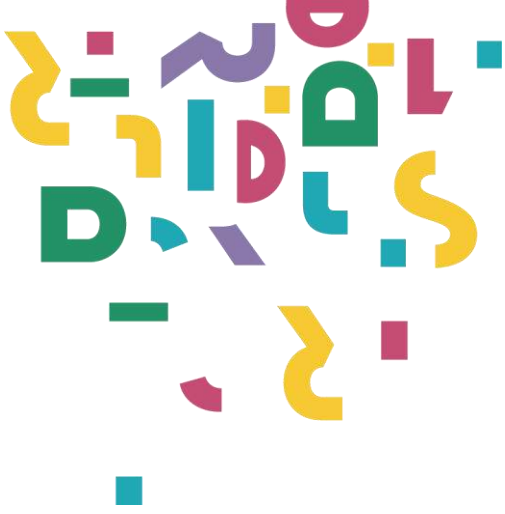


Figure 10: Mario Pansera talking online

After this talk, there was a coffee-break of around 15 minutes and later on, the panel called “Ethics, Sustainability and Welfare” was set up. This panel gathered three speakers: Marcos López Hoyos (IDIVAL), Nicté García (UJI) and Laure Rasso (CEEIM). The facilitator was Emad Yaghmaei (YAGMA) who briefly introduced the speakers before giving the floor to Marcos López Hoyos.

Marcos presenting health research institute IDIVAL started his presentation explaining what a cohort is and how it helps to understand health issues around a particular region. He stressed that cohorts are longitudinal studies of people from 40 to 69 years old. He also stressed how important it is to take into account factors such as engagement, socio-economic issues and ethics for having a successful cohort for a study. This is exemplified by Cantabria Cohort, that is a very successful exercise with already onboarded 22000 participants in the region and with a 50% success rate in a random sample telephone calls. Marcos pointed out relevant aspects of the project around its governance as all volunteers of the cohort have a follow-up every three years. More important, the managing director of the project is changed also every 3 years what makes it a collaborative and distributed effort within the research team.



Figure 11: Marcos López (IDIVAL) during his intervention

After this talk, Nicté García (UJI) took the floor for explaining ethical governance processes that have been developed under Ethna Systems project. She raised how innovations should be made to meet societal needs and that starts with ethical governance processes. Nicté presented the different building blocks of the Ethna Systems project and how this system can provide simplification and institutionalization of RRI.



Figure 12: Nicté García (UJI)

The last speaker of the panel was Laure Rasso (CEEIM) who connected online for providing an overview of the different pilot actions delivered under the Cherries project to meet the territorial healthcare sector in Murcia through RRI. She raised the importance

of stressing the benefits of co-creation processes and how important it is to perceive ethics as a value and not as a burden.



Figure 13: Laure Rosso talking online

Later on, different questions from the audience emerged for promoting a debate with the panellists. The discussion pivoted around issues such as framing co-creation and RRI as organizational investments that do not have a return in the short term and sustainability issues that demand aligning different interests, motivations and strategies. Another important issue that emerged is that it is critical to speak with affected actors such as patients, for improving governance and innovation processes.

4.2 Private session Day 1 (Stocktaking and participatory activities)


After lunch, participants were introduced to the rest of the day. Raúl gave an overview of the two remaining sessions and how they would be developed. For preparing the ground for participatory activities, and ice breaker was orchestrated and facilitated by Xabier (Tecnalia) who encouraged participants to answer in pairs to this question:

- *What did it inspire you this morning? Why?*

This exercise consisted in two rounds (1 change) and 5 minutes per round for exchanging views with other participants. After the two interactions we moved to a plenary (standing) where the facilitator made a brief recap, asking 3-4 people about their interactions and making a recap.

In the first part of this session, Raúl interviewed three representatives of the four pilot regions. These were Mika Nieminen (Tampere), Ignacio Abaitua (Cantabria) and Petra Jung-Erceg (Karlsruhe).

The aim of this exercise was to extract information from the regions to update the rest of the consortium on the current status of the pilot activities developed in the different regions and how they have been advanced. To achieve that aim three interviews were delivered in 45 minutes (15 mins each). Regional partners were interviewed (Lisbet, Ignacio and Petra) by Raúl and the rest of participants stood in a circle around the two



of them. Participants were encouraged to propose questions (at any time) to know more about specific details of the regional experimentation. Interviews were also recorded for documentation purposes.

The aim of this exercise was to dig into regional experimentations and provide a continuation to the dynamics started in the first session of the policy lab.

Participants had around 15 minutes (x3) to answer questions. Raúl made questions to each region representative (Ignacio, Petra and Mika from VTT) highlighting the main aspects of the narratives of the regions while they were speaking. The rest of participants stood around the mural and asked additional questions when doubts raised.

The questions that were employed for this exercise were the following:

1. *What happened since October 22nd of 2022 in your region?*
2. *What is the status of the promoted actions?*
3. *What barriers have been faced?*
4. *What drivers have helped?*
5. *What are the results?*
6. *What is (will be) the impact of TetRRIS at the territorial policy level?*
7. *How can we support you in next steps?*

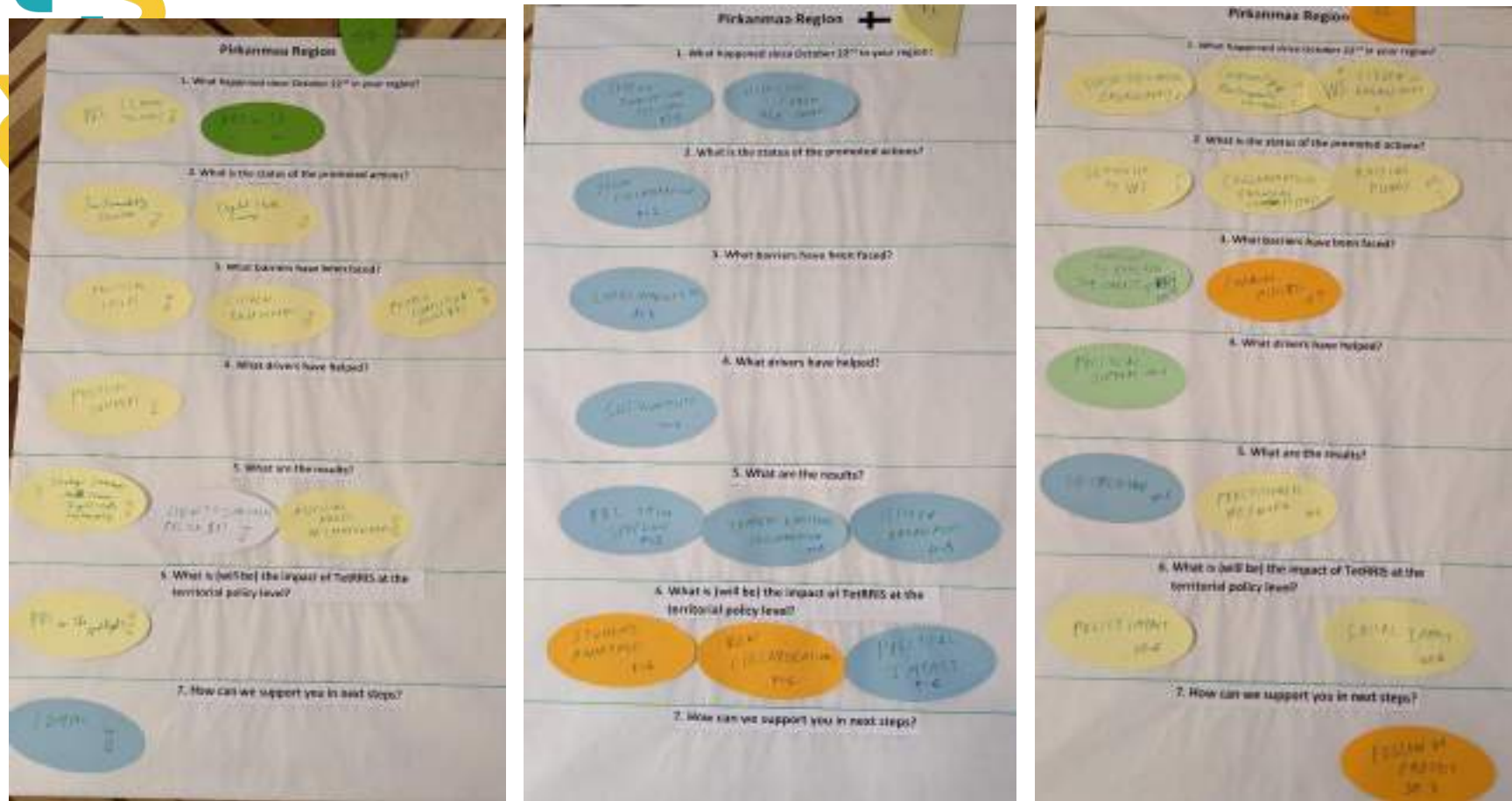
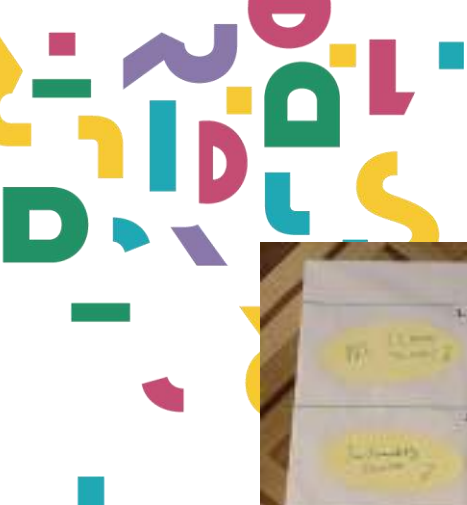


Figure 14: Information from three regions: Cantabria (ES), Pirkanmaa (FI) and Karlsruhe Technological Region (DE)



After this session, participants had around 15 minutes to have some rest and relax a bit. Following the short break, participants entered the room again and prepared themselves for working in groups. Three regional thematic tables were deployed (Cantabria, Karlsruhe and Tampere) in a world-café setting, for sharing insights, lessons and learnings between them.

The previous slot (interviews) showed a particular direction, or a way forward employed by the different regions. At this slot the idea was to explore the sustainability of these actions and how they can be supported by the TetRRIS Policy Lab. The ambition was to reflect how after the end of the project these pilot actions would be sustained in the long term.

Guiding questions for the 3 tables were:

- *How can we integrate TetRRIS learnings into our daily routines?*
- *How can we promote the sustainability of our pilot actions?*

This exercise was developed in two rounds of 25 minutes (X2) for interaction with 1 change.



Figure 15 World Café dynamic

After this exercise, no recap was deployed as the exercise would be resumed the next day. Participants were informed about logistics around dinner and were encouraged to be ready for the next day.

4.3 Public event Day 2 (Speakers and round table)

The second day of the Winter TetRRIS School started with the presentation of Raluca Cibuzac (Luminspinno) who replaced Richard Tuffs in the event. Raluca presented to the audience the history of S3 and how it originated after the Lisbon Strategy. She explained how S3 strategies are now being reconverted and reoriented to meet new sustainability demands and the uncertainties associated to it. Raluca paid attention to different issues that determined the success of S3 in different regions such as a strong stakeholder culture and regional innovation

cultures. In this regard she mentioned different issues that can help to promote a strong facilitation culture such as participating techniques, practical wisdom and being what she called “first movers”. This is why only 8 out of 23 territories in the Union have built a strong stakeholder culture. She ended with a powerful argument: *“development is not based on planning but on learning”*.



Figure 16: Raluca Cibu-buzac

After Raluca’s talk, three speakers were conveyed into the next panel: Petar Vrgovic (UNS), Rosa Arias (Science for Change) and Rachel Claire Tully (AGENEX), with Antonia Bierwirth (TECNALIA) as moderator. The first speaker, Petar, gave an overview about how the University of Novi-Sad engaged with the RRI paradigm. He explained how its participation in one social lab of the New HoRRizon project started to change its institution and deploying bottom-up dynamics, but also top-down synergies that were crucial for the adoption of the concept. This is why they have developed a strategy built on things that were present before (engagements with farmers, science fairs), but extending them with the help of the Co-Change project and others.



Figure 17: Petar Vrgovic

The second speaker, Rosa, also raised the importance of engagements and in the particular context of TRANSFORM project, which has been of great help for the public sector in Catalunya and for promoting new engagements within the public sector and civil society. In this regard, and thanks to the project, transformative innovation labs have been established with funding associated as well as similar initiatives have been developed during these years. A particularly important concept is that of “shared agendas” that was initiated some years ago, but it took time and resources to be tangible. Rosa stressed the importance of providing different levels of engagement for making room to different citizens and collectives.



Figure 18: Rosa Arias

Following this presentation, Rachel connected online to talk about the RIPEET project. She explained how Extremadura has been a traditional region in Spain devoted to the production of energy and how bad connections and low population density has been always a burden for its development. She mentioned different issues around the energy transition that has caused different backlashes at political and social level and how citizen engagement can help in this regard.



Figure 19: Rachel Claire Tully talking online

After this panel, participants were conveyed to have a coffee-break and returned later to the room.

4.4 Private session Day 2 (Participatory activities)

After the break, participants were encouraged to work together again in the previous world café setting prepared yesterday. Now with a template developed for this occasion that contained four questions:

- The first two questions were those worked on the previous day:
 - *How can we integrate TetRRIS learnings into our daily routines?*
 - *How can we promote the sustainability of our pilot actions?*
- The last two questions were new questions, namely:
 - *Which tools can help you in these matters?*
 - *What practices can be incorporated to your regional context?*

The three regions worked in groups and presented later into a plenary the findings of their discussions. This exercise served as an input for working in sustainability actions derived from the project and as a follow-up after the project will end. After working in groups, there was a recap around the main post-its posted by participants in the “Wall of Inspiration”. Participants that posted ideas, comments and suggestions were asked to explain their thoughts and share them with the rest of participants. The mural acted as an invitation to gather feedback from others and helping regions to have indications for further directions that can be inspiring or reflexive.



Figure 20: Xabier (TECNALIA) leading the dynamic.

The last session of the TetRRIS Winter School was oriented to confirm and settle down the main outcomes and learnings produced during the two days. To this aim a set of guiding questions were introduced to help participants to reflect on the main issues discussed during these two days.

The guiding questions were:

- *What can I take-home from these two days? (What did I learn, what surprised me most, etc.)*
- *How can our regions build upon the work that has been carried out by TetRRIS?*

Participants reacted and reflected to these questions with a set of statements that appreciated the different speakers congregated during these two days and how they provided food for thought to participants. In particular, the participants underlined issues related with the need of facilitating and making room for stakeholder dialogues and engagements. They also stressed the importance of fostering a partnership culture and how this usually takes too much time and motivation. One participant caught this idea with a particular statement: "Alone you go faster, together you go further".

5-Final Policy Lab (Tampere)

The last event of TetRRIS Policy Lab was organized in conjunction with the final conference at Tampere. The final conference took place during the 4th of July and the Policy Lab was held on the 5th of July. This decision followed the logic that was operationalized in previous sessions of the lab, trying to minimize travels and maximizing the impact of these sessions for stakeholders to be involved from the four regions taking part in the consortium.

For the preparation of this session, several actions and tasks were conducted to the design, conceptualization and setting up of the event. TECNALIA Team designed the conceptualization and setting up of the event with the help of VTT (logistics, room facilities and catering services) and EURADA (communication and dissemination activities). The development of the agenda also received feedback from the tetRRIS coordinator (VTT) and it was developed between different iterations of TECNALIA team meetings. This time the agenda prioritized participatory dynamics, group dialogues and consensus building for prioritising policy recommendations about the experimentations held in the project. Around 20-25 people attended this last session of the tetRRIS Policy Lab.

WS3 of the tetRRIS Policy Lab was designed and conceptualized around a main objective previously agreed:

“Validating key lessons and promoting further discussion, interaction and synergies in a multi-stakeholder workshop, involving participants from the different pilot regions, external participants and members of the advisory board”.

For that purpose, the final session of the tetRRIS Policy Lab aimed at providing a forum for extracting main learnings of the experimentation held during the project in the pilot regions and to bring consensus about policy recommendations, tools and practices. The main objective of this third session of the tetRRIS Policy Lab was to validate lessons identified in the Lab with the help of the pilot regions, external participants and members of the advisory board. To accomplish this objective this third session of the tetRRIS Policy Lab was embedded in the tetRRIS final conference.

The majority of consortium gave positive feedback to the organization of this last WS, but also to the rest of the tetRRIS Policy Lab as an evaluation form was shared with participants for this purpose.

5.1-Private session (Stocktaking)

Third session of tetRRIS Policy Lab started with the warm introduction of Raúl Tabarés (TEC) that provided an overview of the whole event. After this introduction an ice-breaking exercise was designed for the informal setting up and meeting of the attendants to the event. Xabier Uriarte (TEC) explained the activity called “creativity windows” designed to promote creativity and interaction between participants.



Figure 21 Workshop participants during the “Tweet your policy recommendation” exercise.

After this first interaction, participants were conveyed to take part in different groups of 5-6 people. This time participants were organized into 4 groups aimed to work in specific policy recommendations based on the experience achieved during the project. The exercise was entitled “Tweet your policy recommendation” and it aimed to provide recommendations for RRI implementation in RIS3 and regional strategies. Participants had around 25´minutes to discuss between groups what are the main challenges, barriers and drivers for implementing RRI at territorial level. All these elements provided room for policy recommendations. After this, participants formulated a minimum of 3 policy recommendations (20´minutes), and rapporteurs explained to the audience what their policy recommendations were and why. Participants stressed the need of providing funding for this kind of RRI related initiatives, cultivating trust, enabling good communication around these initiatives, enabling anticipation strategies, taking into account societal needs and providing a comprehensive evaluation for these kind of activities as well as establishing societal infrastructures for this.

In conclusion, the recommendations outlined to create a more cohesive and impactful community of change-makers, driving positive change while considering the broader societal and environmental implications of their actions. To achieve this, the following actions were suggested:

- Create structures to form change-makers into a community: Establish platforms, networks, or organizations that bring together individuals and groups dedicated to driving positive change.
- Create trust with open and honest processes and communication of impacts: Foster trust by ensuring transparency, accountability, and clear communication about the outcomes and impacts of initiatives. This can be achieved through open reporting and engagement with stakeholders.
- Reduce fragmentation of the policy landscape: Encourage state agencies to consider broader societal goals beyond their specific mandates. This helps prevent siloed thinking and promotes a holistic approach to policymaking.

- Improve anticipation skills of regional decision-makers: Enhance the ability of decision-makers to anticipate and respond to global challenges by providing them with training and tools. This helps build resilience and adaptability in the face of evolving circumstances.
- Maintain sustainability and responsibility on change-makers' agendas: Ensure that sustainability and responsibility remain key priorities for change-makers by integrating them into ongoing discussions and initiatives. This can be done by facilitating collaboration and knowledge sharing among change-makers.
- Develop and maintain social infrastructures to generate social engagement: Establish and sustain social infrastructures that encourage public participation and engagement. This includes creating spaces for dialogue, supporting community initiatives, and providing ongoing funding for such initiatives.
- Extend funding periods to build networks and capacity: Recognize that three years may not be sufficient to develop networks, build capacity, and shift organizational thinking. Provide longer funding periods to allow for the necessary time and resources to effect meaningful change.
- Set up suitable impact assessment and evaluation systems: Develop robust systems to assess and evaluate the utility and added value of responsible and sustainable initiatives. This helps demonstrate their effectiveness and justifies continued support.
- Establish national/regional agencies or councils for RRI: Create dedicated bodies responsible for overseeing and promoting responsible research and innovation (RRI) at the national or regional level. These agencies can provide guidance, support, and coordination in RRI-related efforts.
- Include more companies in the process of setting up RRI policies: Encourage greater involvement of companies in shaping RRI policies. Engage the private sector to foster collaboration and leverage their resources and expertise to drive responsible and sustainable practices.
- Adjust funding calls to include RRI criteria: Integrate criteria related to RRI as a horizontal and complementary topic in funding calls. This incentivizes projects and initiatives that align with responsible and sustainable principles, ensuring a more comprehensive approach to funding allocation.

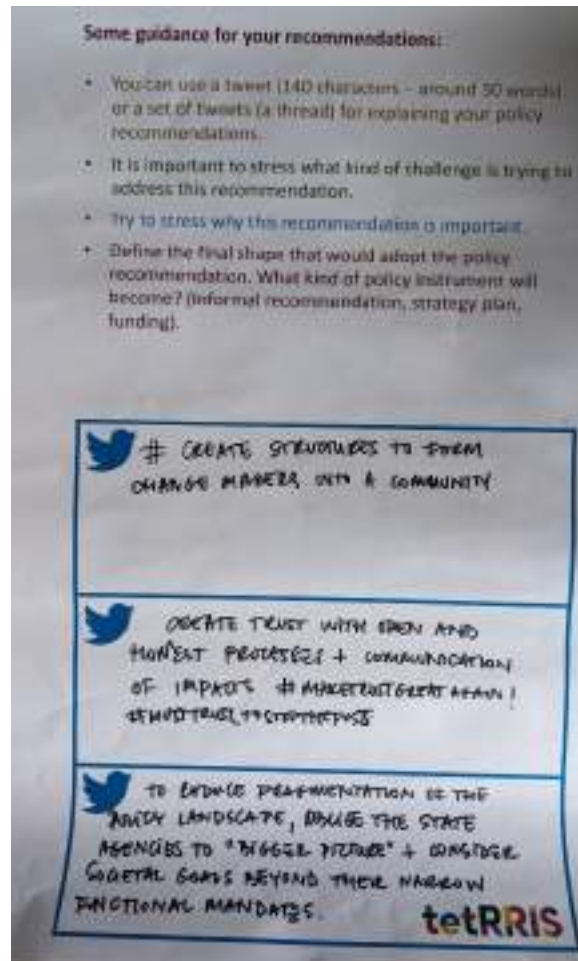


Figure 22 One of the different A3 sheets filled by participants during the “Tweet your policy recommendation” exercise.

After this exercise a coffee-break followed for relaxing a bit and facilitating networking between participants. After the break, attendants were encouraged to take part in another group exercise, but this time in two bigger groups. This slot entitled “If I were you... (tools & practices for sharing)” was aimed to speculate about future regional scenarios and providing a list of practices and tools identified as critical for RRI implementation in the regional landscape.

To this purpose, participants had two big murals for Tools & Practices. In rounds of 20 minutes participants contributed to these two murals. After this they had five minutes for making a poll and selecting the most important ones. After this, 10 minutes were dedicated to providing collective explanations of the tools and practices that got more support from participants. Among the most popular tools (see figure 25), there were several indications to promote RRI accreditations, fixed forums for stakeholder engagement and responsibility and sustainability criteria in funding programmes were stressed.

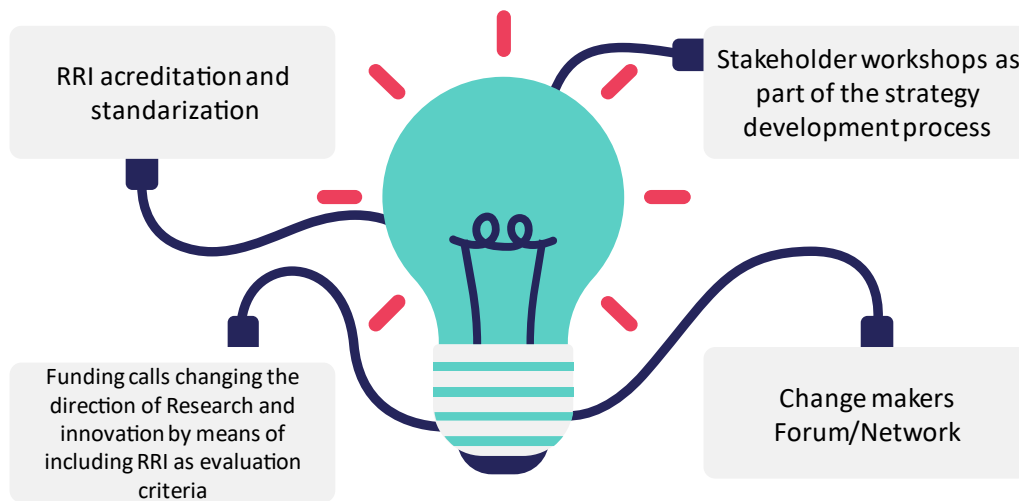
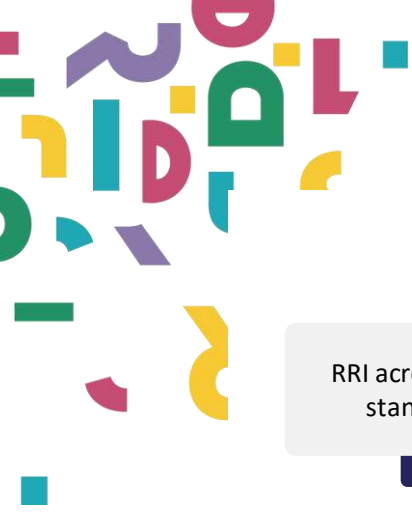


Figure 25 Most popular practices for promoting RRI at regional level

Regarding best practices, it was commonly stressed that monitoring impact of RRI activities is needed as well as the development of dedicated RRI platforms that can pay specific attention to sensitive language/communication strategies when addressing citizens. Some of these best practices prioritized by workshop participants are grouped in figure 26 below.

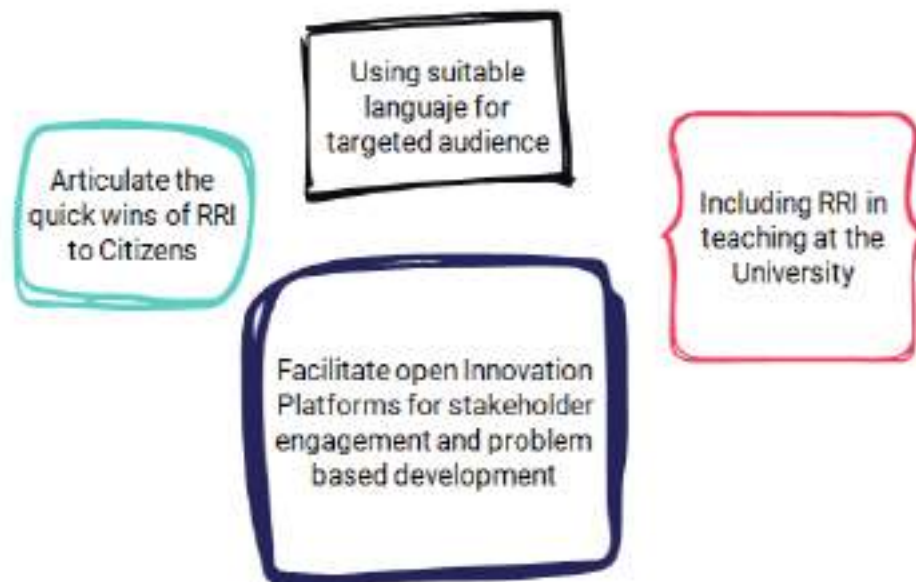


Figure 26 Most popular tools for promoting RRI at regional level

After this exercise an open space setting was operationalized to provide a recap of the session and providing some time to reflect about the whole tetRRIS Policy Lab. Participants were encouraged to share their inner insights and learnings about the tetRRIS project and the collective journey associated. This dynamic was oriented to confirm and settle down the main outcomes of the tetRRIS Policy Lab. To this aim some guiding questions were employed to help participants to reflect on the main issues discussed during this day and the whole tetRRIS Policy Lab. The participants stressed that the tetRRIS project was the first EU project with this type of regional focus and it has been an opportunity to know more about the cultural particularities of the four regions involved. It also was stressed that “RRI de facto” features were commonly observed in several regions, but much more institutionalization was needed. This was also observed in differences around responsibility perceived in industry and academia and how it is needed a much more intricate relationship between different actors in the regional innovation system.



Figure 23 Participants discussion about tools and practices for promoting RRI at regional level.

Following to this a qualitative evaluation form was shared to participants. The objective of this form was to provide a qualitative evaluation of the TetRRIS Policy Labs and obtaining participants feedback about this component of tetRRIS project. Participants filled the form and after this the lunch was served.

5.2 Public event (Public talk and field visits)

WS3 of tetRRIs Policy Lab continued after lunch with a public talk by Ralf Lindner (FhG). Ralf was introduced by Raúl (TEC) and the topic of his talk was devoted around the design and implementation of Mission Oriented Innovation Policies (MOIP). Ralf started his presentation trying to identify which are the main characteristics of MOIP and what kind of features are familiar to these transformative innovative approaches. Ralf stressed how MIP aimed to change the way we live and how the role of science, technology and innovation (STI) is important, but it is not the leading role of these policies. These policies are “less high-tech focus”.

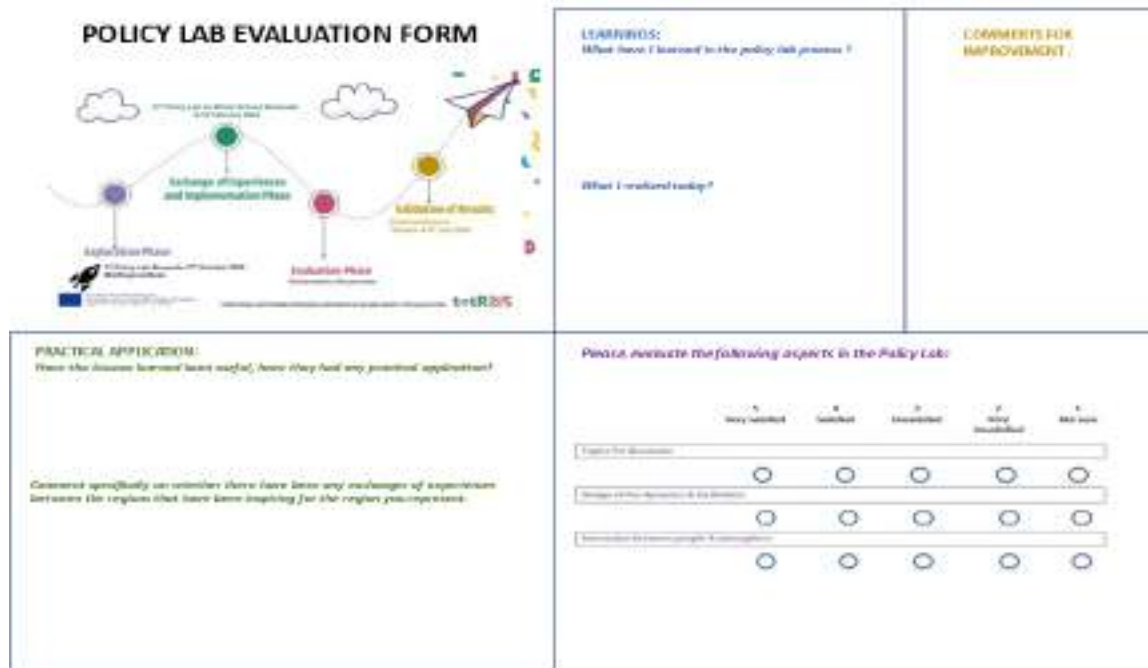


Figure 24 Talk by Ralf Lindner (FhG)

After a talk of around 35 minutes, Raúl (Tec) set up a commentary about Ralf's intervention and made warm-up questions for preparing the collective debate. Afterwards a different set of questions were made from the audience following Ralf's talk. After 45 minutes of an interesting and collective debate Mika (VTT) took the stage for closing the session and explaining the field visits (DEMOLA and Tampere University) prepared for this occasion in collaboration with other Finnish colleagues.

6- TetRRIS Policy Lab Evaluation

TetRRIS Policy Lab sessions were evaluated for improving its contents, designs and dynamics. Participants completed a template to assess the topics discussed, the facilitation and design of the participatory dynamics. This template also provided room for analysing to which extent possibilities for interaction between participants were operationalized and identify particularities of synergies between participants (see figure below).



POLICY LAB EVALUATION FORM

LEARNINGS:
What have I learned in the policy lab process?

What I valued today?

COMMENTS FOR IMPROVEMENT:

PRACTICAL APPLICATION:
Have the lessons learned been useful, have they had any practical application?

Comment specifically on whether there have been any exchanges of experiences between the regions that have been inspiring for the region participants.

Please evaluate the following aspects in the Policy Lab:

	1 Very satisfied	2 Satisfied	3 Unsatisfied	4 Very unsatisfied	5 No idea
Topics for discussion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Design of the dynamics in the lab	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interaction between participants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Figure 25 Evaluation form distributed to participants.

The form was designed to collect the opinions of the participants in the different policy labs. It is structured into two different parts: a quantitative part and a qualitative part. In the first one participants were asked to evaluate specifically from 1 to 5 (not satisfied to very satisfied) the following aspects of the policy labs: the discussion topics, the facilitation and design of the participatory dynamics, and finally the atmosphere and the interaction between participants.

The qualitative part was oriented to collect information about the **Learnings** produced in the lab (What have I learned in the policy lab process?) as well as on the **Practical applications** which collected the opinions and experiences of the participants regarding the lab experience. This component was oriented to understand whether the lessons learned have been useful and have had a practical application. This section was focused specifically on whether there have been any exchanges of experiences between the regions that have been inspiring and fruitful for the regions. Finally, an open space was also included to help participants express several **Areas for improvement**.

Overall, the highest satisfaction level is with Interactions (85% Very Satisfied), followed by Design (60% Very Satisfied) and Topics (50% Very Satisfied). The satisfaction level

for all three topics is relatively high, with no dissatisfaction reported by participants around any aspect.

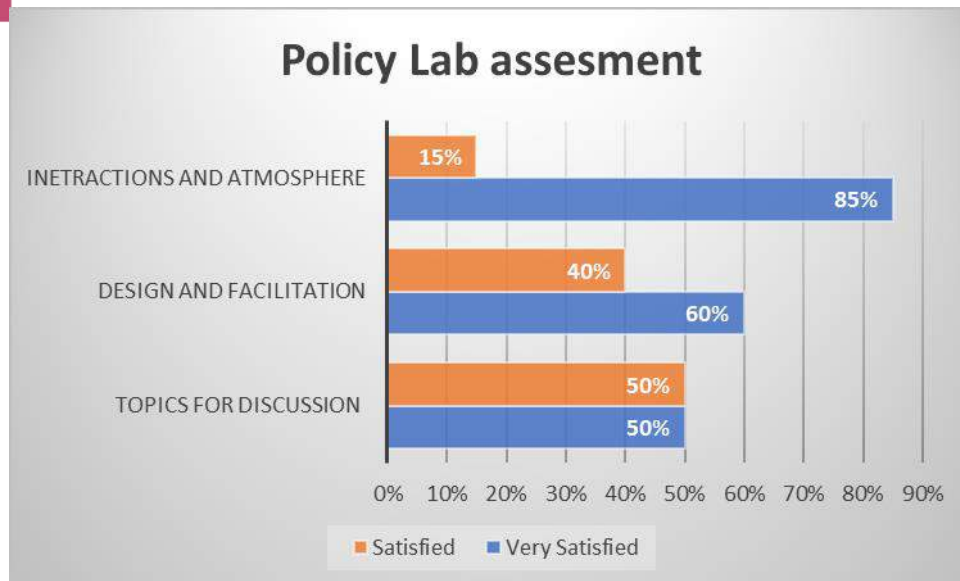


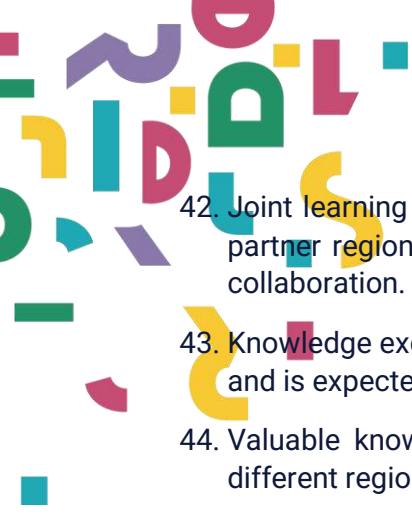
Figure 26. Policy Lab assesment responses

The lessons learned and the **practical experiences** from the project demonstrate the significance of collaboration, practical implementation, stakeholder engagement, and continuous learning in promoting RRI. The participants have gained valuable insights into various aspects of RRI, its challenges, and the potential for positive impact, such as:

1. Identified potential partners: learned to identify potential partners during the project, which is crucial for collaborative initiatives and enhancing the impact of their work.
2. Understanding complicated terms: gained a better understanding of complex concepts like Responsible Research and Innovation (RRI) and Twin transition. This increased comprehension likely facilitates effective communication and decision-making.
3. Practical activities for communication: The different practical activities in the project have been beneficial for facilitating communication among partners, promoting engagement, and ensuring efficient collaboration.
4. Common challenges and initiatives: Interacting with other partners has highlighted shared challenges and diverse initiatives, offering opportunities for mutual learning and potential cooperation.
5. From abstract to practical implementation journey: translating abstract concepts, like RRI, into practical implementation can be a challenging and time-consuming process.
6. Strengthened existing understanding and gained new ideas: While the project has reinforced the individual's prior knowledge, it has also brought new insights into implementation and challenges related to RRI.

7. Impact narratives and story delivery: The first lab's focus on impact narratives and storytelling has been enlightening, enhancing the individual's ability to communicate effectively about their work.
8. Emphasizing RRI inclusion: The project has emphasized the importance of incorporating RRI principles into participating organizations' initiatives and acting as facilitators for responsible research and innovation.
9. Improving RRI communication for citizens: The lessons have highlighted the need to improve communication about RRI to make it understandable and relevant for citizens.
10. Creating room for mutual learning: The person has recognized the opportunity for mutual learning among partners in the project, promoting collaboration and knowledge exchange.
11. Difficulty in grasping abstract concepts: The complexity of RRI remains a challenge, as it requires translation into practical approaches and real-world applications.
12. Organizing inputs on tools and best practices: The project has created opportunities for categorizing and crystallizing inputs related to RRI tools and best practices, likely enhancing their implementation.
13. Importance of processes and active engagement: Engaging stakeholders actively in the RRI process is crucial for understanding its implications fully.
14. Understanding the logic behind labs: grasped the importance and logic behind participating in labs and workshops related to RRI.
15. Practical effect of RRI implementation: The application of RRI principles has had a practical effect, resulting in various ways of approaching the concept.
16. Mutual learning about RRI's lack of familiarity: The project has shown that RRI is not widely known or understood, creating opportunities for mutual learning among participants.
17. Importance of engaging stakeholders: Engaging stakeholders is crucial for promoting dialogue, cooperation, and understanding in RRI-related projects.
18. Stimulating new approaches: The project has sparked new approaches and reflections, encouraging the individual to adapt and apply them to their region.
19. Link to other concepts (6.2): The project's connection to other concepts, likely related to Deliverable (policy recommendations) 6.2 of the project, has been valuable and meaningful.
20. Elements for good policy recommendations: Gained insights into what elements should be included in effective policy recommendations.
21. Looking at policy implications: The project has encouraged to consider the policy implications of work and initiatives.
22. Co-working and co-creation methods: The lab has exposed co-working and co-creation methods, which have likely proven effective for collaborative projects.
23. Practical applications to come expectation that practical applications of the project's outcomes will follow in the future.

24. Mixing facilitation methods: Combining different facilitation methods within a single session has been beneficial, potentially leading to more dynamic and engaging discussions.
25. Confirmation of ideas: The lab has confirmed the validity of some pre-existing ideas, providing reassurance in their potential effectiveness.
26. Controversial topics and diverse views: highlighted that certain topics remain controversial, leading to different viewpoints among participants.
27. Common challenges across regions: Despite varying levels of development in different regions, the lab has shown that common challenges and barriers exist.
28. Early stage of the journey: still at the beginning of their RRI journey, implying that more progress and learning will follow.
29. The significance of discussion triggers: How discussions start can significantly influence the course of dialogue and decision-making in RRI-related projects.
30. The process of policy labs has helped policy values articulate their goals and objectives more effectively.
31. Instructive Twitter Policy Recommendation session: The session on designing unusual policy recommendations using Twitter has been particularly informative.
32. Translating RRI into tangible actions: despite its broad and abstract nature, RRI can be effectively translated into actionable steps.
33. Integrating RRI dimensions into daily work: successfully integrated RRI dimensions into their daily work practices, indicating practical implementation.
34. Inspiring presentations in the 2nd Policy lab: The presentations in the second policy lab have been motivating and helpful.
35. Emphasis on diverse perspectives: The lab has emphasized that reality is shaped by diverse perspectives on the same phenomena, promoting inclusivity and comprehensive understanding.
36. Appreciation for innovative working methods: the new and inspiring innovative methods used in the labs.
37. Focusing on values in daily practice: Instead of merely discussing the idea of RRI, the importance of embodying its values in daily work practices.
38. Comprehensive understanding of RRI: The lessons have contributed to a holistic understanding of all aspects of Responsible Research and Innovation.
39. Diversity and collaboration in the group: Working with a diverse group has been enjoyable, with collaborative efforts likely leading to fruitful outcomes.
40. Practicality and usefulness of lessons: the practical and useful nature of the project's lessons.
41. Good practices in RRI Round Tables: The RRI Round Tables from Tampere have provided valuable examples of good practices.

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42. Joint learning process with partner regions: Engaging in a joint learning process with partner regions has allowed for the identification of common interests and potential collaboration.
 43. Knowledge exchange beyond project duration: Knowledge exchange has already begun and is expected to continue even beyond the project's timeline.
 44. Valuable knowledge from regional actors: valuable knowledge held by actors from different regions and the importance of tapping into that knowledge effectively.

Areas for Improvement:

Concrete objectives, specific contextual examples, and targeted participant organization can improve the project's outcomes, while active engagement with lab outputs and involving citizens can foster broader support and relevance for Responsible Research and Innovation initiatives.

- a) Organizing participants into specific groups based on their roles, such as policy makers, scientists, intermediaries, and operational-level stakeholders. This can foster targeted discussions and ensure that each group's perspectives and expertise are effectively harnessed.
- b) The feedback indicates that the project's objectives might be too generic, lacking specificity. By defining concrete and measurable objectives, the project can have clearer direction and purpose.
- c) The tools used in the lab have been quite abstract and it is recommended including practical contexts, such as mobility and transportation, to demonstrate how these tools can be applied in real-life scenarios. This will help bridge the gap between theoretical concepts and practical implementation.
- d) There is a concern about whether the ideas and suggestions generated during the lab sessions will be effectively used and implemented. It is essential to develop a clear plan for how these outcomes will be integrated into real projects and initiatives.
- e) Engaging a broader audience, including citizens: Exploring strategies to include a wider audience, especially citizens, in the discussions of the Lab and decision-making processes.

7- Conclusions

The development and establishment of the TetRRIS Policy Lab successfully deployed a space for structured exchange among the regional partners and stakeholders, facilitating mutual learning, networking, and the creation of enriching synergies between the four regions involved and its stakeholders. Although the lab was initially conceived into four sessions, its reconversion into three sessions lab also positively helped to meet the goals proposed in WP5 as the three events were allocated with different objectives, contents and dynamics.

Participants positively evaluated the design, development and operationalization of the different sessions of the tetRRIS Policy Lab and its associated themes, as well as identified several lessons learned during the process. They also identified certain areas for improvement such as the need for contextualization of tools and instruments employed in the lab, and the need of engaging citizens into these sorts of events for improving governance and inclusivity.

All in all, the tetRRIS Policy Lab achieved its planned objectives during its operationalization and helped to enriching synergies between the four regions involved in the project and its associated stakeholders.

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9-Annex 1 - Reporting template

tetRRIS Lab number: XXX

Date: XXX

Location, Country: XXX

tetRRIS Lab Manager: XXX reporting: Y/N

tetRRIS Lab Facilitator: XXX reporting: Y/N

tetRRIS Lab Assistant: XXX reporting: Y/N

Brief introduction of how WS1/2/3 was designed and set up from the tetRRIS Lab team (10-12 lines):

XXX

Main challenges detected, problems raised, demands and interests from participants, etc.

WS1/2/3 objectives pursued and how they were addressed by tetRRIS Lab team (8-10): XXX

Main objectives pursued with WSX and how there were articulated through different tools, dynamics, etc.

PARTICIPANT N°	SSTAKEHOLDER ⁵	ORGANIZATION	REGION	GENDER	RELEVANCE ⁶	PARTICIPATION IN WS1	PARTICIPATION IN WS2	PARTICIPATION IN WS3
1	XXX	XXX	XX X	Male/female/no binary	++/+/-	Y/N	Y/N	Y/N
2								
3								
4								
5								
6								
7								

⁵ Please select: Academia/research, innovation/business, Public administration/policy maker, CSO/lay person/association, Other.

⁶ Relevance to lab activities where ++ is highly relevant, + means relevant and – low relevant



8								
9								
10								
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17								
18								

Table 1 Basic data from participants

Total number of actual tetRRIS Lab members (people that have participated in one or more WSS):

XXX (explain the numbers)

Total number of 'drop-outs' of the lab after WS1/2/3:

XXX (explain the numbers)

Reasons for dropping out:

XXX (provide explanations)

Were new stakeholders invited for WS1/2/3? If so, how and why?

XXX (provide explanations)



tetRRIS Lab Minutes

This section aims to describe in a narrative way how WS1/2/3 were held. To this aim you are encouraged to follow in detail the agenda proposed for your workshop (you can change the titles of the sections to reflect your agendas) **and taking notes as much as possible during the workshop**, trying to capture participants statements, opinions, as well as describing the atmosphere of the event, the particularities of the space, etc.

It is very important to take photos that can accompany these descriptions for facilitating to the reader its familiarization with the topic and the dynamics held on it. Taking extensive notes and documenting the process as much as possible can give you several hints for preparing and guiding your participants during the next workshops, as well as in next activities.

For facilitating your taking note process, we have included the three main components that were generically developed for all labs, but you can modify these subsections for referring to specific notes and sub-sections of your agenda. We have also included two sections aiming to capture initial tasks and actions carried out before the event and actions and tasks planned or designed after WS1/2/3.

Before WS1/2/3

Please describe briefly how different actions and tasks were carried out for preparing WS1/2/3 (6-8 lines).

Introduction and Orientation

Please describe how participants were received and introduced to the rest of the group, which indications were shared with participants about the process/ws/labs, etc. Include photos of each of the sessions held if possible (1-2 pages).

Exploring the Challenge

Please describe how participants were encouraged to meet the challenge/s exposed to the group when dealing with KET development. What reactions, statements and opinions were argued by participants and how the group manage to evolve with them. Include photos of each of the sessions held if possible (1-2 pages).

Creating Common Ground and Designing Experiments

Please describe how participants were able to envisage PAs that can meet the challenge/s exposed with KET development. Describe and detail the statements, opinions and ideas that led the group to the development of different PAs into the workshop1/2/3. Include photos of each of the sessions held if possible (1-2 pages).

A decorative graphic in the top-left corner consisting of various colorful shapes and letters in shades of purple, green, yellow, and red, arranged in a cluster.

WS1/2/3 follow up.

Please describe briefly how different actions and tasks were carried out for following up activities after hosting WS1/2/3 (6-8 lines).



TetRRIS Lab reflection

This section is oriented to promote reflection into the TetRRIS Lab teams. The aim behind this section is to promote reflection around the challenges that TetRRIS Labs will face during the whole process. For pursuing this objective, we encourage TetRRIS Labs teams to reflect about the challenges faced before, during and after WS1.

These challenges are intimately related with the ones detected in D1.1 (innovation ecosystem report) but new challenges when designing and setting up can come up and it is important that TetRRIS Lab team members can reflect on it for addressing them.

In this sense, we encourage you to describe in detail what were the main challenges (as many as possible) faced during the WS1 and what strategies were put in place for meeting these challenges and how it will guide the development of WS2 and 3.

Challenge 1 (name the challenge)

Please describe the challenge and what are their main threats to the satisfactory development of the TetRRIS Lab (8-10 lines).

Actions to address challenge 1

Please describe what were the main actions delivered for addressing it (6-8 lines).

These actions are not related to societal engagement activities. They are related with challenges encountered in the development of TetRRIS Labs and associated workshops with participants (low-interest, lack of skills, language issues, needs raised during the process, etc.)

Was challenge 1 resolved prior the second workshop?

Y/N

Was challenge 1 resolved prior the second workshop?

Y/N

Did the unresolved challenge inform the design of workshop 2?

Y/N

Challenge 2 (name the challenge)

Please describe the challenge and what are their main threats to the satisfactory development of the TetRRIS Lab (8-10 lines).

A cluster of colorful, stylized letters in various colors (purple, green, yellow, red, blue) in the top left corner.

Actions to address challenge 2

Please describe what were the main actions delivered for addressing it (6-8 lines).

A cluster of colorful, stylized letters in various colors (yellow, pink, purple, green) on the left side.

Was challenge 2 resolved prior the second workshop?

Y/N

A small blue square on the left side.

Was challenge 2 resolved prior the second workshop?

Y/N

Did the unresolved challenge inform the design of workshop 2?

Y/N



Evaluation

How do you rate presentations at the event? (1 very low -5 very high)

How do you rate participatory dynamics at place? (1 very low -5 very high)

Do you have any suggestions for future events? (topics, events, dynamics, etc.)

Additional comments

10- Annex 2 - List of organizations attending to the different sessions of the TetRRIS Policy Lab

1ST Policy Lab (Brussels, 13th of October 2022)

	Organisation	Role	Gender
1	Sodercan	Administration/Policy Maker	M
2	Gobierno de Cantabria	Administration/Policy Maker	M
3	TechnologieRegion Karlsruhe GmbH	Administration/Policy Maker	M
4	TechnologieRegion Karlsruhe GmbH	Administration/Policy Maker	F
5	Daninno	Innovation/Business	M
6	EIL-HU Nonprofit Kft	Innovation/Business	M
7	DUTIREG Nonprofit Kft.	Innovation/Business	F
8	VTT	Academia/Research	F
9	VTT	Academia/Research	F
10	VTT	Academia/Research	M
11	University of Tampere	Academia/Research	M
12	Tampere city Region	Administration/Policy Maker	M
13	Fraunhofer ISI	Academia/Research	M
14	Fraunhofer ISI	Academia/Research	M
15	Yaghma B.V.	Academia/Research	M
16	The Council of Tampere Region	Administration/Policy Maker	F
17	The Council of Tampere Region	Administration/Policy Maker	F
18	YAGHMA	Academia/Research	F
19	EURADA	Innovation/Business	F
20	TECNALIA	Academia/Research	M
21	TECNALIA	Academia/Research	F
22	TECNALIA	Academia/Research	M
23	Luminspino	Innovation/Business	F
24	Friends of S3	Innovation/Business	M
25	OCDE	Academia/Research	F
26	JRC	Administration/Policy Maker	F
27	Odesa National University of Technology	Academia/Research	F
28	East and North Finland EU Office	Administration/Policy Maker	M
29	Prime Minister's Office - Poland	Administration/Policy Maker	M

30	Cillnua Innovation Funding Services	Administration/Policy Maker	M
31	VTT	Academia/Research	M
32	Agencia IDEA	Administration/Policy Maker	F
33	National Center for Development of Innovation and Entrepreneurial Learning	Innovation/Business	F
34	Ministry of Water resources and irrigation of Egypt	Administration/Policy Maker	F
35	BadenCampus	Academia/Research	M
36	UTAS	Academia/Research	F
37	Galician Innovation Agency	Administration/Policy Maker	F
38	University of Lapland	Academia/Research	F
39	ART-ER	Innovation/Business	M
40	EURADA	Innovation/Business	F
41	OKA Middle Blacksea Development Agency	Administration/Policy Maker	M
42	City of Karlsruhe	Administration/Policy Maker	M
43	Regione Emilia-Romagna	Administration/Policy Maker	M
44	Council of Tampere Region	Administration/Policy Maker	F
45	GAIN	Administration/Policy Maker	F
46	GAIN	Administration/Policy Maker	M
47	EURADA	Innovation/Business	F
48	Development Agency Zagreb	Administration/Policy Maker	M
49	Development Agency Zagreb	Administration/Policy Maker	F
50	Development Agency Zagreb	Administration/Policy Maker	F
51	Development Agency Zagreb	Administration/Policy Maker	F
52	Development Agency Zagreb	Administration/Policy Maker	F
53	Development Agency Zagreb	Administration/Policy Maker	F

2nd Policy Lab and Winter School (Santander, 9th and 10th February 2023).

	Organisation	Role	Gender
1	EURADA	Innovation/Business	F
2	Plan facilitators	Innovation/Business	M
3	Timisoara City Hall	Administration/Policy Maker	M
4	TECNALIA	Academia/Research	F
5	Smart City Association	Administration/Policy Maker	M
6	South-east European Research Centre	Administration/Policy Maker	F
7	UNIVERSIDAD DE CANTABRIA	Academia/Research	F
8	Universidad de Cantabria	Academia/Research	F
9	Universidad de Cantabria	Academia/Research	F
10	Regioplan Ltd	Innovation/Business	M
11	TechnologieRegion Karlsruhe GmbH	Administration/Policy Maker	F
12	VTT Technical Research Centre of Finland Ltd	Academia/Research	M
13	Hospital virtual Valdecilla	Academia/Research	M
14	TechnologieRegion Karlsruhe GmbH	Administration/Policy Maker	F
15	TechnologieRegion Karlsruhe GmbH	Administration/Policy Maker	M
16	Regional government of Cantabria	Administration/Policy Maker	M
17	University of Novi Sad	Academia/Research	M
18	Council of Tampere Region	Administration/Policy Maker	F
19	Ingenio (UPV-CSIC)	Academia/Research	F
20	Fundación TECNALIA RESEACRH & INNOVATION	Academia/Research	M
21	Universitat de València	Academia/Research	F
22	IBBTEC	Academia/Research	M
23	LUMINSPINO	Innovation/Business	F
24	ADR Centru	Administration/Policy Maker	F
25	Universidad de Cantabria	Academia/Research	F
26	AGENEX	Innovation/Business	F

27	Agency of Innovation and Development of Andalusia IDEA	Administration/Policy Maker	F
28	UJI	Academia/Research	F
29	UVIGO	Academia/Research	M
30	Science for Change SL	Academia/Research	F
31	Deusto Business School, University of Deusto	Academia/Research	F
32	Centro Europeo de Empresas e Innovación de Murcia (CEEIM)	Innovation/Business	F
33	Global Innovation Gathering	Innovation/Business	F
34	Technical University Munich	Academia/Research	M
35	CISE	Innovation/Business	M
36	Tecnalia Research and Innovation	Academia/Research	F
37	Textil Santanderina S.A.	Innovation/Business	M
38	Orkestra - Instituto Vasco de Competitividad	Academia/Research	M
39	Łukasiewicz Research Network - Centre for Foresight and Internationalisation	Innovation/Business	M
40	Ambar Telecomunicaciones	Innovation/Business	F
41	Council of Tampere Region	Administration/Policy Maker	F
42	Santander Global Metal	Innovation/Business	F
43	SANTANDER DELICATESSEN CONSORTIUM S.L.	Innovation/Business	F
44	t.HUB	Innovation/Business	M
45	TECNALIA	Academia/Research	M
46	Red Cántabra de Desarrollo Rural	CSO	M
47	APRIA Systems S.L.	Innovation/Business	M
48	VTT Technical Research Centre of Finland	Academia/Research	F
49	YAGHMA B.V.	Academia/Research	M
50	YAGHMA	Academia/Research	F
51	VTT	Academia/Research	F

52	Fraunhofer ISI	Academia/Research	M
53	EURADA	Innovation/Business	F
54	Eurada	Innovation/Business	M

3rd Policy Lab (Tampere, 5th of July 2023).

	Organisation	Role	Gender
1	Council of Tampere Region	Administration/Policy Maker	F
2	EURADA	Innovation/Business	F
3	YAHMA	Academia/Research	M
4	University of Szeged	Academia/Research	F
5	Dutireg NLtd	Innovation/Business	F
6	TECNALIA	Academia/Research	F
7	Fraunhofer ISI	Academia/Research	M
8	SODERCAN	Administration/Policy Maker	M
9	TechnologieRegion Karlsruhe GmbH	Administration/Policy Maker	F
10	VTT	Academia/Research	M
11	VTT	Academia/Research	F
12	YAHMA	Academia/Research	F
13	DIMECC ltd	Innovation/Business	F
14	TechnologieRegion Karlsruhe GmbH	Administration/Policy Maker	M
15	Aurel Vlaicu University of Arad	Academia/Research	F
16	VTT	Academia/Research	M
17	Regional Council Tampere	Administration/Policy Maker	F
18	Fraunhofer ISI	Academia/Research	M
19	VTT	Academia/Research	F
20	EURADA	Innovation/Business	F
21	IDIVAL	Academia/Research	F
22	TechnologieRegion Karlsruhe GmbH	Administration/Policy Maker	F
23	Fraunhofer ISI	Academia/Research	M
24	TECNALIA	Academia/Research	M
25	Friends of S3	CSO	M
26	VTT	Academia/Research	M
27	Regional Innovation Agency of South Great Plain region	Administration/Policy Maker	M
28	Fraunhofer ISI	Academia/Research	M
29	Tampere Regional Council	Administration/Policy Maker	F
30	VTT	Academia/Research	M
31	TECNALIA	Academia/Research	M