

REGINA

Remote communities & resource-based industries

REGINA Local Smart Specialisation Strategy: Step 1 & Step 2 Guidelines



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General Introduction

[Provide a main introduction to the entire LS3 here. As a general introduction, it should include a rationale why an LS3 will be valuable for the municipality and what you hope to achieve through it. In particular, how it plans to build upon the existing knowledge and contribute with a strategic line towards a future sustainable growth of natural resource extractive industries.]

The main introduction will also describe how this is a smart specialisation strategy that is completed at the local level and focusses specifically on your chosen key industry. Also, emphasize that it is a strategy that focuses on how development of this key industry can support broader sustainable growth of your municipality.]

Defining your large-scale project or industry

[Here you will identify the key industry(ies) or project(s) (hereafter known as key industry). Your description can include the following:

- Sector(s): varying from mining, quarrying, refinement, oil and gas exploration/extraction, renewable energy, etc.*
- Identification of specific projects in terms of its size (by area, capital investment, current and/or planned employment, turnover, etc.).*
- The expected length or duration of the project (if relevant).*
- Summary of economic value (expected and/or current) in the supply chain and/or complementary sectors*
- If relevant, previous industries that have had an impact on the municipality and directly or indirectly on the new large scale industry should also be included. For example in the Scottish area the previous large-scale industry of nuclear power has had a major impact on demographics and supply chains that now impact the developing marine energy industry.*

Large-scale natural resource projects are defined in a broad way within the REGINA project. This is due to the diverse mix of partners in the project, as well as the many types of industrial activities that can take benefit from a local strategic planning approach such as the one established in REGINA. By default, all selected industries will involve the direct use of land or marine areas for the extraction and/or transformation of natural resources. They also influence the socio-economic values and uses of neighbouring land and/or marine environments through landscape impacts or the development of infrastructure to service the project/industry.

For example, in Scotland this will be marine energy but may be mining or oil and gas in other municipalities. If the municipality has more than one large-scale industry that will be in focus, these should all be included.

Step 1: Current Situation

[This chapter will provide an evidence based understanding of your current situation and recent past.]

1.1 Introduction

[Insert a couple of lines of text to explain the purpose and role of a baseline in a LS3 document; something like: developing a strategic line for the future requires an evidence base which provides a clear picture of the current position. In the case of an LS3 it will be important to give the reader an impression of the current socio-economic status quo, and recent trends, explaining how this has been arrived at. Here, the baseline analysis is structured around the three themes of the REGINA project; demography, economy and business structure, and land use.]

You might also wish to:

- Provide a simple description of your municipality, where it is, its key geographical characteristics, short description of land-use patterns and, key industries.
- Include an identification/overview of main strategic documents (e.g. regional smart specialisation strategies, relevant business strategies, regional or municipal visions etc.) which have been developed within the last 3 years.
- Recognition of existing planning and preparation documents, so that each LS3 builds off of the local strategies and knowledge that is already in place in the local area.

1.2 Local Governance and planning

[Briefly describe the administrative levels and their main responsibilities related to development of your key industry. You can fill in the box below with the most important institutions/departments at the different administrative levels some key words about their main responsibility.]

National	Regional	Municipal/Local
<i>Institution/department:</i>	<i>Institution/department:</i>	<i>Institution/department:</i>
<i>Responsibility:</i>	<i>Responsibility:</i>	<i>Responsibility:</i>
<i>Institution/department:</i>	<i>Institution/department:</i>	<i>Institution/department:</i>
<i>Responsibility:</i>	<i>Responsibility:</i>	<i>Responsibility:</i>
<i>Institution/department:</i>	<i>Institution/department:</i>	<i>Institution/department:</i>
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<i>Institution/department:</i>	<i>Institution/department:</i>	<i>Institution/department:</i>
<i>Responsibility:</i>	<i>Responsibility:</i>	<i>Responsibility:</i>

This section will describe the role of the municipality in the local governance.

- In which issues related to your key industry is the municipality cooperating with the regional and national level? Please give 1 or 2 examples.
- What are the key steps in the application process, before projects in your key industry industries can begin operating?
- Is there a decision making process in place in case of problems related to prospecting/operation/closure of large scale industries? If so, give 1 or 2 examples.
- How is the ongoing dialogue and reporting between the municipality and operational companies in your key industry? Are their established channels of communication between the municipality and operational companies in your key industry?

1.3 Demographic Situation and Trends

You are welcome to add further indicators if you feel there are aspects of the demographic situation that should be shown in more detail. Please add some descriptive text above and below the table to highlight the key demographic issues for your municipality.]

Table 1: Key Demographic Indicators

Indicator	Units / Definition	Municipality	Region	Country
Total Population	Persons			
Average population density	Persons per Square Km.			
Gender Ratio	Females: Males per 100			
Dependency ratio	0-14 + >64 as % of 15-64			
Old age dependency ratio	>64 as % of 15-64			
Child dependency ratio	0-14 as % of 15-64			
Population change since 1995	2015 as % of 1995			
Average Net Migration Rate 2001-2015	Net migration as % of total population			
Average Rate of Natural Increase 2001-2015	Births-Deaths/Total Population			

Some other demographic issues that you may want to refer to might include:

- Selective migration – young, educated, female - and its impact on the human capital innovation capacity, and reproduction potential of the municipality.
- Composition of indigenous and/or ethnic groups in the municipality (e.g. Sami/newly arrived immigrants)
- Effect of ageing on demand for services for the elderly
- What proportion of the population lives in settlements of more than 1500 persons?

Local Labour Market and Human Capital

[This section focuses on employment and workforce issues. There are some standard quantitative indicators (Table 2) but in addition there is a lot of scope for qualitative description of key local issues, and for non-standard indicators. Table 2 and the descriptive text/interpretation around it are just the

starting point – please feel free to elaborate on all local issues relating to the labour market and human capital – such as selective out-migration and its effects.]

Table 2: Labour Market and Human Capital Indicators

Indicator	Units / Definition	Municipality	Region	Country
Economic Activity Rate (total)	Economically active as % of 15-64 population			
Economic Activity Rate (female)	Economically active females as % of 15-64 female population			
Employment Rate (total)	Employed as a % of 15-64 population.			
Employment Rate (female)	Employed females as a % of 15-64 female population.			
Unemployment Rate	Unemployed as % of economically active			
Unemployment Rate (female)	Unemployed females as % of female economically active			
Youth unemployment rate	Unemployed persons aged 15-24 as a share of the labour force			
Graduates	% 30-34 yr population with ICED 5 or higher			

Some other labour force issues that you may want to refer to might include:

Characteristics of the labour force in the municipality

- Information or data about the share of the workforce which is employed in large scale or resource-based industry in your municipality?*
- Information or data about the municipality which suggests that the presence of the identified key industries affect the occupational structure of the workforce (e.g. by boosting the number of manual/low skill occupations?)*
- Fly in fly out workers*
- Describe the importance of employment in activities which are connected to the “large scale” industries – either upstream or downstream in their supply chain*
- Has the presence (or decline) of large resource-based industries in the municipality affected the skills base of the local labour force – for example does it mean that there is a high proportion of low skilled workers?”*

Education and competence building

- Current process for competence building or up-qualification for unemployed.*

- *Current municipal/regional strategies to attract particular needed competences.*
- *List the main educational institutional institutions and their educational focus.*

1.4 Land Use Patterns¹

[This section will present the state-of-the-art regarding existing local land-use patterns and coordination through local planning. This will be a descriptive section, with the main focus being on identifying and describing the current land-use planning strategies that have been established locally; the different actors engaged in local land use issues; and the manner in which social and environmental issues are included in land use planning processes related to your key industry in focus in the REGINA project.]

Land use planning strategies

What is the current approach towards land-use planning in the municipality?

- *Please identify the land-use plans that are in place locally?*
 - *When were they produced?*
 - *Who was involved in producing these plans? Internally developed by the municipality? Use of consultancies or outside expertise?*
 - *How were local stakeholders included in the development of your local land use plan?*
 - *What tools (GIS processes) are included?*
 - *What are the key issues and/or goals that are established by these plans?*
 - *Please include examples of key maps or diagrams included in your local land use plan.*
- *Based on the current plans/strategies in place:*
 - *How is your key industry recognised by your local land use plan?*
 - *What types of participatory planning approaches are there between the municipality and the different land-use actors, including the general public? Are these voluntary or are they obligatory based on planning laws?*
 - *Based on the previous question, please identify how other important local issues are recognised by your local land use plans. These could include the following:*
 - *Other land-occupying industries*
 - *Recreational areas or activities, including tourism.*
 - *Cultural heritage/protected areas*
 - *Livelihood activities (farming, reindeer herding etc.)*
 - *Other activities...*

Impact Assessments - social and environmental

[The intent of this section is to describe the relationship between planning and development processes of projects in your key industry, and the process of completing environmental and social impact assessments. In particular, we want you to establish in your LS3 how these assessments are completed, and how they fit into the overall planning and development process.]

Recent impact Assessments

¹ *Contact Leena Suopajarvi with any questions: leena.suopajarvi@ulapland.fi*

- Please list the projects in your key industry where impacts assessments have been completed in the last five years. [This helps to establish the current landscape of projects that are under development or have recently begun operations. It also gives you the basis for knowing which guidelines laws or mandates are applied]

Environmental impact assessments

- Which guideline, laws or mandates are applied in the development of environmental impact assessments (make a reference)
- Which actors are involved? For example, how are local, regional or national actors involved? Who conducts the actual impact assessment?

Social impact assessments

- Which guideline, laws or mandates are applied in the development of social impact assessments (make a reference)
- Which actors are involved? For example, how are local, regional or national actors involved? Who conducts the actual impact assessment?

1.5 The Structure of Economic Activity²

[This section focuses on innovation and entrepreneurship in your municipality. The aim is to identify good practice approaches and local strategies that are used in stimulating the growth of potential new business developments. An important aspect of this includes getting an overview of how to engage entrepreneurs with the supply chain and complementary activities of your key industry.

The development of the baseline analysis is composed of a descriptive overview of the current business environment using available data.]

Economic and Business development

[This section will focus on developing a baseline understanding of innovation and entrepreneurship utilising existing sources of data.]

Economic Agencies:

- Specify any economic agencies that exist in the aid of economic development:
For example in Scotland there are two economic development agencies: Highlands and Islands Enterprise (<http://www.hie.co.uk/>) and Scottish Enterprise (<http://www.scottish-enterprise.com/>). Highlands and Islands Enterprise are the agency which operates in the Scottish municipality area.
 - Do any of these agencies have a responsibility for innovation?
For example in Scotland, Highlands and Islands Enterprise (<http://www.hie.co.uk/business-support/innovation-r-d/>) has a remit for supporting innovation. Further details of this responsibility can be found on their website.
 - Do any of these agencies have a responsibility for entrepreneurship?

² Contact Magnus Davidson with any questions: magnus.davidson@uhi.ac.uk

For example in Scotland, Highlands and Islands Enterprise (<http://www.hie.co.uk/business-support/entrepreneurship/>) has a remit for supporting entrepreneurship. Further details can be found on their website.

- Do any of these agencies have a responsibility for business developments?
For example in Scotland there is also Skills Development Scotland (<https://www.skillsdevelopmentscotland.co.uk/>). There are also local organisations such as Caithness Chamber of Commerce (<http://caithnesschamber.com/>).

Academia:

- Please specify any academic institutions that exist in the area
- Do any of these institutions promote innovation?
- Do any of these institutions promote entrepreneurship?

Detailed Entrepreneurship Data

[The following questions explore entrepreneurship in a more detailed manner. A table below can be used for the presentation of the data. Please note that some of the data may not be available but the types agencies identified above may be able to provide data.]

Please fill in the answers to these questions below in the table provided below.

Indicator	Definition/Time Period	Municipality	Region	Country
1. Enterprise Birth Rate	Any Given Year			
2. High-Growth Enterprise Proportion	On Employment Growth			
3. High-Growth Enterprise Proportion	On Turnover Growth			
4. Gazelle Proportion	Based on Employment			
5. Gazelle Proportion	Based on Turnover			
6. Business Churn	Addition of Birth and Death Rates			
7. Business Population Growth	Births Minus Deaths			
8. Business Survival Rates	After 3 Years			
9. Business Survival Rates	After 5 Years			
10. Proportion of Firms	Of 3 Years			
11. Proportion of Firms	Of 5 Years			
12. Percentage of Employees	Of 3 Years			
13. Percentage of Employees	Of 5 Years			
14. Average Size of Firms	Of 3 Years			
15. Average Size of Firms	Of 5 Years			
16. Business Ownership Rates				
17. Business Ownership Rates	Start Up Rates			

1. Enterprise birth: birth of a new company with at least one employee in any given year.
2. Proportion of high-growth firms based on employment growth as a percentage of all firms. This question is asking about the proportion of high-growth firms (compared to the total number of

- firms) which have increased their number of employees by greater than 20% a year, over a three year period (with at least 10 employees at the beginning of the observation period).
3. Proportion of high-growth firms based on turnover growth as a percentage of all firms.
This question is asking about the proportion of high-growth firms (compared to the total number of firms) which have increased their turnover by greater than 20% a year, over a three year period (with at least 10 employees at the beginning of the observation period).
 4. Gazelle proportion³ based on employment
This question is asking about the proportion of high-growth firms (as a percentage of the total number of firms) which have increased their employment by greater than 20% a year, over a three year period (with at least 10 employees at the beginning of the observation period). This firm however must be under the age of 5.
 5. Gazelle proportion based on turnover.
This question is asking about the proportion of high-growth firms (as a percentage of the total number of firms) which have increased their turnover by greater than 20% a year, over a three year period (with at least 10 employees at the beginning of the observation period) This firm however must be under the age of 5.
 6. Employer churn rate.
The employer enterprise churn rate is the sum of enterprise birth rate⁴ and enterprise death rate⁵. If possible, please exclude changes due to mergers, acquisitions, company break-ups, etc.
 7. Business population growth.
The net business population growth is the measurement of employer enterprise births minus employer enterprise deaths.
 8. Business Survival rate⁶ of the enterprises after 3 years as a proportion of all enterprises.
 9. Business Survival rate of the enterprises after 5 years as a proportion of all enterprises.
 10. Number of firms at 3 years old as a proportion of all firms with employees.
 11. Number of firms at 5 years old as a proportion of all firms with employees.
 12. Number of employees in firms at 3 years old as a proportion of employees in all firms.
 13. Number of employees in firms at 5 years old as a proportion of employees in all firms.
 14. Average number of employees in 3 year old firms.
 15. Average number of employees in 5 year old firms.
 16. Business ownership rate.
The number of owner-mangers of businesses as a percentage of the total labour force.
 17. Business ownership start-up rate.
The number of owner-mangers of start-up businesses as a fraction of the total labour force.

³ Gazelles represent young enterprises with high growth. They must have been employers of ten or more people for a period of up to five years, with annual growth in employees or turnover of greater than 20% a year, over a three year period.

⁴ The enterprise birth rate refers to the number of births of employer enterprises (the birth of an enterprise with at least one employee in the birth year) as a percentage of active enterprises with at least one employee.

⁵ Enterprise death rate refers to the deaths of employer enterprises (death of an enterprise with at least one employee or when an enterprise shrinks below the threshold of one employee for at least two years) as a percentage of the population of active enterprises with at least one employee.

⁶ The survival rate refers to the number of enterprises which have not died after 3 years or 5 years as a percentage of the total number of enterprises reporting at least one employee over the previous year (year 2 or year 4).

Step 2: Future Challenges and Opportunities

Step two will in a very important way shape the work done locally in the remaining stages of the REGINA project. It will provide the opportunity for local communities to get insight on their development, opportunities and challenges, as well as creating a vision for the community. This document provides one example of what the process could look like, but there are many different ways. It is of great importance that these steps are done with good representation and engagement from the municipality. The following pages describe a way of proceeding. You will find detailed instructions and scheduled workshops in order to collect data about 1) opportunities and challenges and 2) visions. We have used a methodology developed for scenario-building in the context Climate change⁷. We suggest this method as a tool to enforce the bottom-up perspective as it is an effective way of ensuring the active participation of all stakeholders. If you chose this or another technique, try to document different layers in the discussions and issues. This will help in the future work with the LS3.

What does the whole society of the municipality perceive as the most important challenges and which are the emerging opportunities? Which values do they want their future municipality to recognize and be associated with? These are important questions where input from a wide range of stakeholders that represent society as a whole is needed in order to ensure step two and three in LS3.

The engagement of the participants and what they represent is crucial for the outcome of the whole LS3. This is the moment when we define what to aim for, and therefore it is also during this process that the route for future decisions is created.

⁷ (the Arctic council led project AACA - Adaptation Actions for a Changing Arctic (see <http://www.amap.no/adaptation-actions-for-a-changing-arctic-part-c>) – and the Swedish Mistra Arctic Sustainable Development (MASD) project (see: <http://www.arcticmasd.se/>))

As mentioned above, our suggested process is just a suggestion for carrying out a bottom–up approach to discover challenges and opportunities through active stakeholder engagement. The bottom–up perspective is crucial and so is the identification of the specific challenges and opportunities that are related to the REGINA project (demography, labour market, managing social issues through effective land use planning and retention of local economic benefits).

We propose a methodology that combines participatory approaches with information and facts about the municipality, the demographic state, what the land use issues are and what the business and entrepreneurship status are at the moment. Below, we will introduce the process step-by-step and in the order that we find logical, providing some tips from our own experiences with organizing this type of workshops.

Step 1: Selecting and inviting stakeholders

It is important that the invited stakeholders represent the municipality in terms of age, gender and occupation. A good idea can be to make an effort to find participants from representative organisations such local schools (18 + years?), Non-Governmental Organizations, indigenous people, business representatives, public employees, elderly people etc.

Based on previous experiences, a good number is about 20 persons. It will probably take some effort to make people attend. Make sure that you start inviting well ahead and have a list of good reasons for attending ready for when you talk with each person based on what you think make their participation important and interesting.

Do not underestimate how much time this task will take. It is likely that it is necessary to “groom” people, especially from private companies, to prioritize this type of participation. It is a good idea to be prepared with some arguments that can persuade each person to come: they need to know “what’s in it for me”? It is a good idea to make phone calls initially, then send e-mails with detailed information and ask for other names as well.

A week or so before the workshop remind people about the event and send them a programme with updated information and where and when the workshop will take place.

Step 2: Material and personal needs

Before the actual workshop you need to make sure you have

- booked a room with a projector (for presentations)
- booked room for group work – depending on your main room and the number of participants
- Flipcharts: both for taking notes (on a tripod) and for hanging on the wall (see figure below)
- Pens for writing on flipcharts
- Sticky notes – lots – in at least three colors (one for opportunities, one for challenges and one for voting). Or, if you want “dots” for voting.
- A good camera to document the process! Make sure you take a lot of photos
- Personal: You will need several persons to take notes during the workshop. Do not count on the person that represents/organizes the workshop, as taking notes takes too much effort and concentration. Remember that this is in many ways the key outcome from the workshop and you will have to describe the process and context, what was said, who said it, and importantly the challenges, possibilities and visions. Some advice:

- Consider using professionals for this task, at least the person that will make the main document and coordinate all the notes
- Maybe you can use students from bachelor or master levels?
- Maybe you can use some of the participants that you know are up for such tasks to take notes during the discussions – but then they will not be able to participate as much because they will observe and take notes.
- You will need at least one person to take notes during the joint group discussions and one for each smaller group. Hence, if there are 20 people attending and 4 small groups made for discussions (see below) you will need 4 persons to take notes.

Do not underestimate the importance of coffee, and remember to order food.

It is a good idea to make a folder for each participant, with a list of participants and contact information, a programme and explanation of what they are going to do. If you do this, you can also give them the sticky notes in the folder.

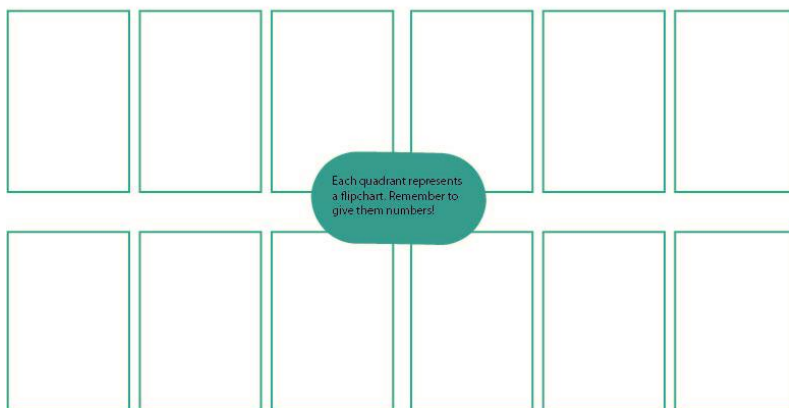
Step 3: The Workshop

When people arrive make sure that you give everyone a folder, shake their hand, be interested and generate a nice atmosphere. In order to provide a backdrop or context for the workshop and give everybody a common platform, we suggest that you have a) a few short presentations to set the stage; b) opportunities and challenges from stakeholder’s perspectives; c) voting to rate the opportunities and challenges by importance; d) group discussions. These activities are further introduced below, starting with the necessary preparations.

Preparations

This should of course be done before the participants arrive. Put up flipcharts on the biggest wall. Position the charts as shown below:

OPPORTUNITIES & CHALLENGES



As indicated in the figure a dedicated flipchart for the focus questions/opportunities and challenges of the workshop should be placed above the rest of the flipcharts.

The horizontal length of the working wall (i.e. the flipcharts) should be something like 4 meters. Put a number on each of the flipcharts (for later references).

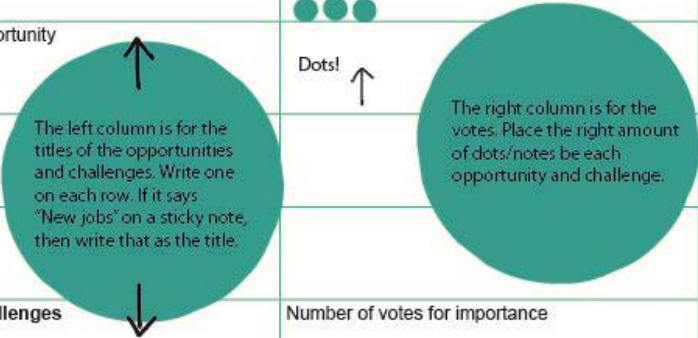
Arrange the chairs with no tables and one or two half circles. If the power point presentations (which usually comes before the first participatory working session) is in another direction of the room there needs to be a short rearrangement.

Stickers for ideas and voting

Prepare sets of sticky notes, for instance six: three for opportunities and three for challenges) to each of the participants.

Prepare voting stickers (or dots) for the participants.

Number of opportunities	Number of votes for importance
1. Name of opportunity Headline 1	● ● ● ●
2. Name of opportunity Headline 2	● ● ●
3...	Dots! ↑
4...	
Number of challenges	Number of votes for importance
1. Name of challenge Headline 1	
2. Name of challenge Headline 2	
3...	
4...	This A4 represents the A1 that we recommend that you use. Or maybe a whiteboard?



Presentations

Since the aim is to generate content for the LS3, it is a good idea to present the baselines, giving participants some updated facts about the area. Depending on the region/context, a large scale actor or someone that is important for the region could be invited to generate interest for the workshop.

Also, a case that provides an example of how a wanted development could look like – a success story – could be invited to share experiences.

1. The baselines from demography, land use and development
2. Presentation from a large scale actor that can also generate interest. NB, this is just meant as an introduction and to set the stage.
3. A success story: Local large scale business – local empowerment and values

Generation of opportunities and challenges + voting

After the presentation, people will use their post it/sticky notes. Participants should write down three opportunities and challenges each. Tell them to think 10 to 15 years ahead in times. Give them 10 minutes to think and write down. Next, each person should now present their post it on the wall where the flipcharts are hanging (one side for opportunities and one for challenges). Ask them to describe the thoughts behind them and why they were selected. When everyone has posted their sticky notes, people can be given extra ones to put up more challenges and opportunities. The important issue here is to capture what stakeholders considers important, **big or small**.

Take pictures!

Now, the participants get a coffee break. The facilitators must to cluster the sticky notes, making categories that represent them (some choices must be made and it is important to reflect on these). Name the clusters and gather the sticky notes as they fit into these.

Take pictures!

Gather the participants and present the clusters: Do they agree? Be open for changes and suggestions.

Take pictures!

Voting

Now, the aim is to make the stakeholders rate the importance of the challenges and opportunities (now in clusters). People can just walk around freely and look at the clusters and put as many dots as they want on each cluster (all on one cluster, divide them between all – it does not matter).

Make sure a facilitator counts the dots and get results, maybe just preliminary like the three most important clusters. The result will be checked during the break.

Group discussion and the end of first part (challenges and opportunities)

A discussion on the result is held. What do the stakeholders read out of this? What is significant, does something stick out. What does this say? Any clear messages?

Break and second part

The next part is about vision and Step 3 in the LS3. This part is optional if a community vision hasn't been developed or doesn't fit the "challenges and opportunities. "

The participants now take a break while the facilitators grab a sandwich or something they can eat while working. Now, the facilitators need to set the stage for the next part, making visions. Also, the votes must be counted properly, and written on a flipchart/computer to be presented later.

A couple of vision-like sentences are formulated from the result of the voting session by the facilitators (participants take a break for lunch or coffee). The facilitators should be well prepared for this, getting inspirations from strategic plans in different communities etc.

Write the visions on flipcharts/computer to make it easy for people to follow.

Small group discussions

Make small groups, 4-5 persons in each. Choose a group leader to present the visions and part of the discussion (if there is time).

The aim is now to get the participants to make visions for their community. Present the suggested visions inspired by the opportunities and challenges suggested by them: Do these visions make a good picture of a wanted future? Why do you agree? Why do you disagree? What is missing? What has been learnt?

Now, when they are getting into the mindset of generating a vision, the group must try to formulate their own vision inspired by their voting results, experiences and knowledge.

Group discussion

Gather everybody, making one big group again. Each group presents their visions. The group tries to combine or decide on one. What are the most important messages of the day? Make sure that you take good notes.

After the Workshop – organizing and documenting the data

Congratulations: you have now generated a lot of qualitative data for the REGINA project! You have observed, participated, taken pictures and written down a lot of information and knowledge bits that is considered data because it has been collected in a systematic and traceable way (assuming that the guidelines have been followed) – hence, it now data that can be used across cases and by different scientists and other stakeholders.

A common problem with this type of data is the amount of data: what to do when you are flooded with all this information; how to sort through it and highlight the most important parts? Here, we will give you a template and some guidelines in order to organize your data and make it manageable.

First, the participants were asked to write down three challenges and three opportunities. The results were compiled and then each participant voted on the option/options they considered to be the most important. This has generated one set of data that is separated into two categories: a) challenges and b) opportunities. Second, the participants worked on a shared vision, generating a second, different set of data. For both data set, you will also have some notes from the discussions, which makes an important context and key to understanding what people really mean – this is a third set of data. In addition, you will have some observations and notes of your own that are important data – this is a fourth set of data. Below we explain in detail how you can work with each set of data.

First set of data: Challenges and opportunities

The participants were asked to write down three challenges and three opportunities. The results were compiled and then each participant received seven patches to vote on the option/options considered to be most important. First, just write down all the challenges and opportunities in an excel file (either you have taken pictures of these, or have gathered them in a bunch). The result will look like this:

Opportunities	Challenges
Research and development, primary industry, new companies	Better road network
Supply of competence – when we can solve it	Communications (bus, plane, train, road etc.)
Education in the municipality	Eco-friendly infrastructure – roads- railway - aviation

Next, create a one table each for challenges and opportunities and write a list in the order that stakeholders voted for them. Note the additional columns for votes, description, observation and relevant work package (wp). Here, it is important to clarify what meaning they give to these, so make sure to write down more than a word, making it understandable for anyone, anywhere, reading this. Write down the votes and any observations you had during the workshop. For example, if you noted that some did not want to participate, if the atmosphere was relaxed or tense, maybe everybody was very concerned about what they heard on the news that day (New president in the US, new mining activity etc) – anything that affects the mind-set of people and hence the result of the workshop.

Challenges	Votes	Description	Observations	Relevant WP

Now, take the challenges first, and fill in the template in the order that the stakeholders voted for them. Fill in the votes and make sure they are all properly described. Ask yourself: is this understandable to someone from a different country? As mentioned above: Also fill in any observations you have made during the WS. Finally, fill in the template where it says “WP relevant”: you should simply go through each challenge/opportunity and relate it to the different WPs in REGINA. Some will fit in several, some will fit in just one. Then do the same with the opportunities. This is an example from a workshop held in Sweden in 2016:

Challenges	Votes	Description	Observations	Relevant WP
Depopulation/outmigration	11	Depopulation and decentralisation (skills disappear and a small tax base) difficult to meet the mission and be attractive = live up to people's expectations		3
Poor infrastructure	8	Infrastructure, including transport facilities, and water and sewage must be improved.		4
		Eco-friendly infrastructure - roads-railway – aviation.		
		Infrastructure - Lack of maintenance and investment.		
Lack of skills/competence)	7	The municipality has a role to play, if we can get education to the municipality for skills supply in a particular area.		3
		To have (educated) people that are needed in the business and that they remain.		
		Supply of competence, harder to find qualified personnel that wants to move here.		
		Getting people to health care, education, (elderly- and child-) care		
Too little power in planning processes	5	Free and informed prior consent may lead to a healthier debate and that the municipality listens.		4
		Free and informed prior consent (concerning) Sami lands and interests must be involved already in the planning stage. Especially: Sami	At the beginning of the WS the Sami stakeholders did not want to join the semi-circle, demonstrating in	

		management municipality.	every way that they did not feel a part of the processes. When they had voiced their anger/concerns, some left, but some stayed and contributed in a very positive way at the WS	
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Developing a Community Vision

The visions data set is easier to work with in the sense that you will simply have statements/watch words and the visions that the stakeholders have produced together. Hence, the work is mainly done already by the stakeholders. What you have to do next depend on how the groups are working; some will prefer to use pen and paper, other will prefer to use a laptop.

What is important is to get the data into a word file so that it can be sent around for anyone to read and work with. So, if you get the data already in a word or excel file, you simply have to “clean it up” making sure it is understandable. If the data needs to be passed on to a word file, you (or someone) needs to find a computer and do this. You will have several visions from several groups, so make sure you differentiate these with number or names.

This is an example of how the “cleaned up” data looks like from Storuman:

GROUP 1

In Storuman the inhabitants are safe and healthy. We cooperate for a lifelong learning and a creative society. Our natural resources and the people here are cherished and developed hand in hand.

Watch Words

- Proud inhabitants of the municipality (we)
- Act as good hosts (on all levels)
- Engagement (participation)
- Competence (jobs)
- Storuman is nice

Through participation & responsibility we all contribute to create a Storuman municipality that is organically and economically sustainable.

An attractive municipality with wise, long term use of the resources. The municipality is the best in Sweden regarding rural affairs with innovative solutions based on the inhabitants' needs.

GROUP 2

Storuman the heart of Lapland ♥

Through sustainable use of natural resources and cooperation, employment and good service will be created in Storuman. There will be a rich selection of recreational activities. The catchwords trust, respect and cooperation are the foundation for growth and development in the municipality.

- "One for all and all for one"

Third set of data: Summary of the discussions

The discussions during the workshops are typically quite unstructured and interactive. People talk at the same time, some are quiet, some yell etc. This makes it a bit stressing to take notes, but just breathe and do your best. If there are several persons taking notes, this helps getting the full picture. Again, sometimes notes can be taken directly on your computer, and sometimes you have to use a pen and paper – even napkins and body parts at times. The important thing is that you write it down as soon as possible, because you *will* forget. This data set will look like a typical text file, see example below.

Discussion

Challenges

Depopulation, the tax base, skills provision and centralization are challenges. Infrastructure, including transport facilities, and water and sewage must be improved. Economy development and capital, money is needed for the development and ideas are not always enough. Owners of capital and resources resident/with headquarters outside the municipality. We need entrepreneurs, people who want to invest. Taking advantage of what is found in nature (for new products).

Opportunities

It is positive that there are more points on the opportunities than challenges. Education in the village/city is an issue for the future, both for the youth perspective and to develop the business. The municipality has a role to play, if we can get education to the municipality for skills supply in a particular area. Government jobs are important outside the big city. The state has a responsibility to spread their jobs across the country. Vattenfall has a hugely important role in Storuman municipality. In Tärnaby there are many, who make a living from Vattenfall, Tärna fjällhotell gets many returning customers from there. All are interdependent. Areas outside the mountain region has been chosen (i.e. wind power in the Storuman municipality is located far away from the real mountains and the real tourist areas. In other parts of the world/Sweden, wind farms are more visible and "obtrusive" than here).

Fourth set of data: observations

During the workshop, it is important to be a skilled observer, and *remember to observe also during the breaks*. So what does it mean to be a skilled observer? This is not easy to answer, but one way to explain it is that you aim at taking a step back, observe, and don't take anything for "granted". The following questions may be helpful to keep in mind: how is the atmosphere? Who talks to who and why? Are there any tensions? Who sits with who? Is it the administrative or political representatives that comes or maybe both? And do they seem to cooperate? And so on.

As you may have noted, this data set is actually relevant for all the other data sets. This means that if you have any observations, you can just write them down where they are relevant. Please see the table from data set 1 above for an example.