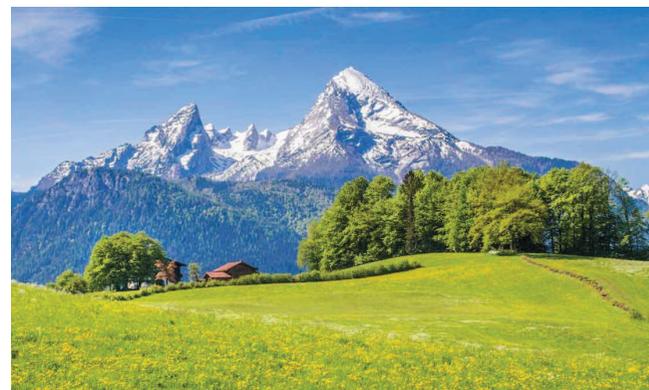




«please, put yourself in the future and think aloud»



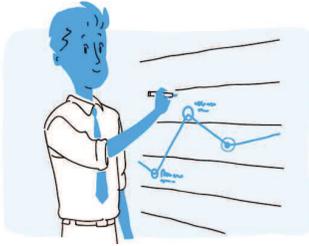
The future cannot be measured, foresight is largely a matter of conjecture, and at the heart of conjecture lies conversation.

Guidelines for Mega- and Local trends and strategic interviews



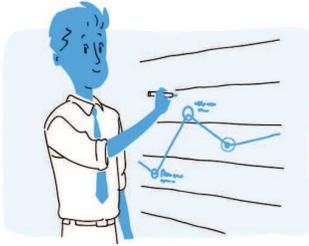
This project is co-financed by the European Union





Mega- and Local trend analysis





Mega-Trend analysis

Provided by FEM Experts to all PPs





Local-Trend analysis - desk research

Report the above information within max 10 pages (in English)

Each partner, considering the **selected remote area and, where appropriate, comparing it with other higher geographical/administrative level (e.g. LAG + appropriate EU and Non-EU NUTS classification (<http://ec.europa.eu/eurostat/web/nuts/background>))**:

- collects socio-economic data, but wherever possible **graphs of time-series within timeframe: 2000-2015**, from available **official statistics** and **qualitative information from local institutions**, including information such as :
 - Population at municipal level ((LAU2, formerly NUTS level 5 [http://ec.europa.eu/eurostat/statistics-explained/index.php/Glossary:Local_administrative_unit_\(LAU\)](http://ec.europa.eu/eurostat/statistics-explained/index.php/Glossary:Local_administrative_unit_(LAU))) of the **selected remote area** (or at the upper level of available data)
 - **time-series for population change**: number of inhabitants by gender and age group, births-deaths, immigration/emigration (check if projections are available, e.g. at upper level)
 - **time-series of family dynamics**: fertility rate
 - **time-series of number of foreigners** by gender and age group (if available by state of origin).
 - Local Economy
 - Tourism:
 - **time-series of beds** by accommodation type, overnight stays, arrivals,
 - info about **type of tourism**: attractions and activities, average duration, tourist origin (from tourist offices)
 - Jobs:
 - **time-series of employees** by sector (agriculture, services, manufacturing, commerce)
 - **time-series of unemployment** (by age groups)
 - info (e.g. %) about **employees working within or outside the area**
 - Society (looking for most updated data)
 - Education: **time-series of n° students** by age group or education level
 - List of **schools/education organizations** within (or surrounding) the selected remote area and students enrolled
 - Info about basic activities of local social services (disability, addictions, alcoholism..) and about youth and elderly needing assistance/care (from public social service offices)
 - Associations and cultural activities: n° by type, n° volunteers, particular local events (e.g. festivals)
 - General comments about available or lacking services in the area i.e. “for what you have to go out, what is on site” (education, health services, hospitals, emergency, ..)



Local-Trend analysis - desk research

Report the above information within max 10 pages (in English)

Data examples from EUROSTAT:

- Population at municipal level (including all municipalities of the selected area, or at the upper level of available data)
 - **time-series for population change:** number of inhabitants by gender and age group, births-deaths, immigration/emigration (check if projections are available, e.g. at upper level)
 - E.g. EUROSTAT: Live births (total) by NUTS 3 region (demo_r_births)
 - E.g. EUROSTAT: Population change - Demographic balance and crude rates at regional level (NUTS 3)
 - E.g. EUROSTAT: Population projections at national level (2015-2080)
 - **time-series of family dynamics:** fertility rate, main causes of death (e.g. neoplasms, Intentional self-harm, Diseases of the nervous system and the sense organs)
 - E.g. EUROSTAT: Fertility indicators by NUTS 3 region (demo_r_find3)
 - **time-series of foreigners by gender and age group** (if available by state of origin)
 - E.g. EUROSTAT: Immigration by age, sex and broad group of country of birth [migr_imm4ctb]

- Local Economy
 - Tourism:
 - **time-series of beds** by accommodation type, overnight stays, arrivals,
 - E.g. EUROSTAT: Number of establishments, bedrooms and bed-places by NUTS 3 regions
 - data or qualitative comments about type of tourism: tourist attractions, average duration, activities, tourist origin (from tourist offices)

- Jobs:
 - **time-series of employees** by sector (agriculture, services, manufacturing, commerce)
 - E.g. EUROSTAT: Employment by sex, age and detailed economic activity (from 2008 onwards, NACE Rev. 2 two digit level) - 1 000
 - **time-series of unemployment** (by age groups)
 - E.g. EUROSTAT: Unemployment rates by sex, age and citizenship (%)



Strategic interviews

Strategic interviews are one of the best known, most used methods. The characteristics of the strategic interviews are particular: they are semi-structured interviews, which means that they start from a series of questions that are predetermined and then follow the evolution of the discourse. As the person we are interviewing says things we refer to what he says and we make sure that he keeps talking

Remote support (by FEM experts) to interview conduction



Strategic interviews

- ✓ They are used to gather information from relevant actors. It's a relatively quick way to enter a field, to identify the broadest spectrum of decision makers and stakeholders, to elicit **actors' perspectives**
- ✓ The questions should prompt the interviewee to stop, **place himself in the future and think aloud**
- ✓ The strategic interviews are structured to bring out information about the future that the **interviewee may have never expressed**
- ✓ The interviewer should intervene as little as possible - the interviewer's task is to keep the interview going, asking for clarifications, additions, etc.

Individual strategic interviews



Each partner:

- Selects the interviewees/stakeholders at its study area:
 - young unemployed (or commuter, or studying abroad)
 - young employed (in locally relevant sectors)
 - trainer (in vocational/professional training)
 - education/school managers
 - local administrators (also including a mayor)
 - local entrepreneurs (in sectors such as tourism, agriculture, services)
- Carries out the individual interviews*
- Analyses the interviews
- Send to WP2 responsible the outcomes:
 - **transcripts of interviews (not translated),**
 - **table of answers + valuation grid (in English)**
 - **Takeaways and comments (max 1 page, in English)**

* partners are free to carry out further interviews with others stakeholders of further study areas (in this case, partners will act without support by FEM Experts)



WHO to interview

- ✓ The strategic interviews are addressed to those who act in the selected remote area and know by experience the local dimensions of employment and education
- ✓ It is important to precede a stakeholder analysis, an analysis of the interests in the field, the group of respondents should somehow cover the spectrum of the relevant informants and actors
- ✓ It is important the interviews to involve a variety of people, not the main role/position/sector, they can be external to the selected remote area but who know the reality of that sector



WHO: Interviewees

A proposal set of interviewees includes 7-10 people* (or more) at each study area, at least:

- 1 young unemployed (or pupil, student, commuter, or studying abroad)
- 1 young employed (in locally relevant sectors)
- 1 trainer (in vocational/professional training)
- 1 Education/school managers
- 2 local administrators (if possible include a mayor or other elected representative)
- 2 local entrepreneurs (in sectors such as tourism, agriculture, services)

A minimum of 3 young and 2 female persons should be required to be part of the peer-group in the selected remote area

*the goal is not to collect a statistically significant information, but to gather a heterogeneity of ideas or opinions in a short time



How: interviewers 1

- ✓ Strategic conversations are best conducted in **surroundings familiar and comfortable** to the interviewee
- ✓ It is almost always wise to interview “two-in-hand”, with **principal interviewer** supported by **the assistant**, not merely to take notes, but also prepared to interject a question if, for any reason, it is necessary.
- ✓ **Record recording:** it allows the interviewer(s) to concentrate on questioning and listening; provides a reliable and unbiased record also for others to use; affords direct quotes to be made.



How: interviewers 2

- ✓ Immediately after the interview, **write down the key points**. Try to **group the points** that emerge so as to bring out a small group of high-level themes.
- ✓ **Meticulously transcribe the interviewee's answers, using audio recording**. Transcribed content must be **verified and approved by the interviewee**. Content should reflect what the respondent believes is important, not what is important to the interviewer.



How: interviewers 3

- ✓ The time for a strategic interview is usually from half an hour to an hour
- ✓ It is important to stress the confidential and non-attributable nature of the interview
- ✓ Seek quality of conversations, not quantity.



HOW opening a strategic conversation

- ✓ **Firstly, frame the interview:**, as example:

" Good morning sir / madam ..., the pilot project is about the possible and desirable future of [name of selected remote area], in terms of potentials or problems for future jobs for young people in the selected remote area..."

- ✓ **Then, open a strategic conversation** by a short set of questions along the lines:

"First, a couple of questions about yourself and your work:

How did you arrive in your present position?

What did you see as the initial challenge?

Has that changed?"



HOW

The “seven-question” *for young interviewees*

Thinking about future job opportunities, in 2030, in your territory (*name of selected remote area*)*

1. If you could pose three questions to a clairvoyant who can foretell the future, what would you ask?
2. Imagine that in 2030 in this territory, in terms of job opportunities, everything is going better, what does “going better” mean for you?
3. Imagine that in 2030 in this territory, in terms of job opportunities, everything is going worst, what does “worst” mean for you?
4. Looking at this territory, what cultural changes should occur to develop make the desirable 2030? (how community culture should change)
5. What events in your personal history do you think have been significant about your job or school choices?
6. In your opinion, what are the main internal and external obstacles to achieving a desirable future?
7. If you could decide what to do without any obstacle or limit (of resources, of authority), what decisions would you take immediately?

** from time to time it may be useful to repeat the frame of the questions, in order not to deviate from the question.*



HOW

The “seven-question” *for adult worker or business owner*

Thinking about future job opportunities for youngsters, in 2030, in your territory (*name of selected remote area*)*

1. In your opinion, what is the main concern for this territory?
2. Imagine that in 2030 in this territory, in terms of job opportunities, everything is going better, what does “going better” mean for you?
3. Imagine that in 2030 in this territory, in terms of job opportunities, everything is going worst, what does “worst” mean for you?
4. Looking at the organizations in this territory, what changes should be introduced to strengthen the chances of a successful outcome? (how business culture should change)
5. Looking back to the past, what were the most significant events that led to the current state?
6. Looking to the future, what are the main internal and external obstacles to achieving a desirable future?
7. If you could decide what to do without any obstacle or limit (of resources, of authority), what decision would you take immediately?

** from time to time it may be useful to repeat the frame of the questions, in order not to deviate from the question.*



HOW

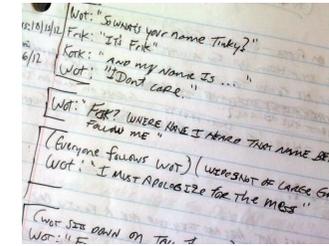
The “seven-question”

for representatives of local public administration

Thinking about future job opportunities for youngsters, in 2030, in your territory (*name of selected remote area*)*

1. Suppose I know how things will go in this territory, what would you like to know from me?
2. If in 2030 things go well in terms of job opportunities in this territory, what would be a desirable result? (with optimism, but in a realistic way)
3. On the contrary, if things go wrong in this territory, what should we worry about?
4. Looking inside the local administration, what changes should be introduced to strengthen the chances of a successful outcome? (how administrative culture should change)
5. Looking back to the past, what were the most significant learnings?
6. In your opinion, what are the main internal and external obstacles in the local administration to achieving a desirable future (about job opportunities)?
7. If you could decide what to do without any obstacle or limit (of resources, of authority), what specific decisions would you take immediately?

** from time to time it may be useful to repeat the frame of the questions, in order not to deviate from the question.*



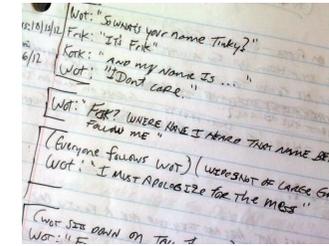
Interview analysis

Remote support (by FEM experts) to interview analysis



Interview analysis

table of answers



A reference for systematically analyzing the contents that have emerged so as to bring out the convergence and divergence points between the different respondents

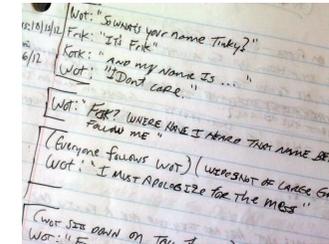
Questions	Respondent A	Respondent B	...
1.If you could pose three questions ...?	summary of the A's answer	summary of the B's answer	
2. In the best possible world ...?			
...			
7. ... with any constraints ...			





Interview analysis

valuation grid 1



The analysis is iteratively developed along the scrutiny of answers:

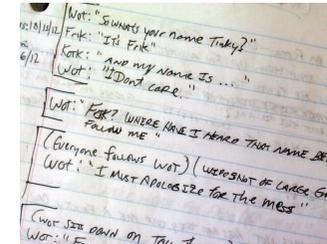
- Topics are identified from the answer table (most recurrent answers)
- Possible categories are identified by aggregating the topics (e.g. social, technological, environmental, economical, political)
- Some general categories may be relevant to all partners

General categories (examples)	description
Most desirable futures	All rich
Most undesirable futures	All poor
The interviewee's organization is getting prepared/not prepared for incoming events	No clue
... (see following slide)	



Interview analysis

Valuation grid 2



Examples of possible topics from strategic interviews

- A. There are / there are no serious risks if the territorial stakeholders maintains/changes its current strategy
- B. It is realistic / unrealistic to think about finding a better strategy than the current one
- C. The territorial system is postponing the strategic choices
- D. The responsibility for making strategic choices is required by others (inside or outside)
- E. The territorial stakeholders are minimizing / exaggerating the negative / positive consequences of the current strategy
- F. The territorial stakeholders are getting prepared/ not prepared for incoming events
- G. ...



Mega- and Local Trend analysis 12.4.2018 → 20.6.2018

Desk research

Strategic interviews 14.5.2018 → 13.8.2018

Interviews analysis

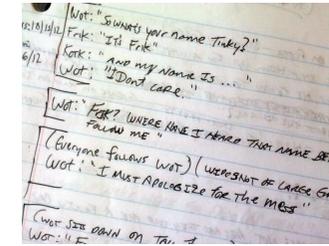
Strategic scenarios 25.6.2018 → 6.9.2018

Use and finishing of the scenarios





Training on strategic scenario



WP 2.3

***Details will be provided at the workshop:
the 21-22.6.2018 in Bolzano***

Remote support (by FEM experts) to partners for local adaptation and use of strategic scenarios (= definition of signals and descriptors, winners/losers, strategic issues, by partners' perspectives)