Public and Community Sectors adapting to change through Innovation & New Ways of Doing Things

Thursday 12th November 2015

Brú Ború, Cultural Centre, Cashel, Co Tipperary, Ireland
The FIERE Project: What it has delivered

Prof. Bill O’Gorman
Centre for Enterprise Development and Regional Economy (CEDRE)
Waterford Institute of Technology
The origin of the FIERE project stems from the recognition that regional organisations need to be not only entrepreneurial but also innovative in the pursuit of their region’s socio-economic development.

Equally, it is not sufficient for regional actors just to be innovative without being entrepreneurial in the development and implementation of regional policies.
The rationale

Developing the innovative and entrepreneurial potential of a region requires that a multiplicity of regional stakeholders possess the requisite skills and attributes.

There is a recognition that training has been provided separately to regional organisations in innovation and, to a lesser extent, entrepreneurship, but not as part of an integrated programme.

Nor has this training input been provided to all decision-makers within regional stakeholders; there is a particular lacuna in relation to non-governmental organisations operating at a sub-regional level arising from their location and lack of access to higher education institutions and private sector providers.
The partners

TCC, Ireland; WIT, Ireland; CESIE, Sicily; Institute for Postgraduate Studies, Bulgaria; Allweb Solutions SA, Greece; Associacao Comercial e Industrial de Barcelos, Portugal; Einurd Limited, Iceland
What we found:

• In terms of the not-for-profit/ voluntary and public sectors, teaching entrepreneurship becomes more complicated because it is not the creation of an entrepreneur but the creation of an entrepreneurial spirit that is the desired result.

• Therefore the key learning deliverable should be the increase of knowledge and confidence of individuals.

• Thus any entrepreneurship education programme or curriculum for social entrepreneurs, voluntary organisations or public servants must be heavily based on awakening and strengthening these skills.
What the project delivered:

• Training Needs Analysis Report

• Case studies – Good Practice Handbook

• Entrepreneurial and Innovative Skills Training Programme

• Training Programme Learning Handbook

• Instructors Handbook

• Basis for Mentor Panel and ongoing Training
Pilot Training Programme

- In each consortium region:
  
  - Creativity and Innovation
  
  - Resilience and Leadership
  
  - Analytical Thinking and Resourcefulness

- Different “role out” methodology in each region

- South East: 1-day Workshop -- 58 participants
Pilot Training Programme

-- South East:

- 1-day Workshop

- 58 participants

- Diverse range of participants

- Excellent dynamic
Feedback

- Overall very interesting. Some great theories which I will consider applying

- Refreshing. Found it very interesting

- I enjoyed the workshops. A lot of content providing a lot of food for thought. Thank you

- Thought provoking – well worth attending
Next Steps

- Refine the module content and delivery
- Refine the manuals
- Set up a panel of mentors
Thank You
Partnership between ACE & the Voluntary and Community Sector: Fostering Innovation, Resilience, Leadership and Critical Thinking within Social Enterprises

Déirdre O’Byrne MSc
Defining the Social Enterprise

The EU Commission applies the term SE to the following business types:

- “Those for which the social or societal objective of the common good is the reason for commercial activity, often in the form of a high level of social innovation
- Those where profits are mainly reinvested with a view to achieving this social objective
- Where the method of organisation or ownership system reflect their mission, using democratic or participatory principles of focusing on social justice.”

(EU Commission 2012:2)

Proposed Forfás Definition

“i. that trades for a social/societal purpose;
ii. where at least part of its income is earned from its trading activity;
iii. is separate from government; and
iv. where the surplus is primarily re-invested in the social objective.”

(Forfás 2013:10)
3 Dimensions

Social Enterprise

- Social
  - Primary aim is explicit

- Entrepreneurial
  - Economic activity

- Governance
  - Limits on profit distribution
  - Autonomy
  - Inclusivity

Non-profit/third sector

Mainstream enterprises
The wider non-profit sector in Ireland, of which social enterprises are a subset, employs more than 100,000 people, and has income of more than €6bn.

- 1,420 social enterprises
- Employing over 25,000 people
- Income of around €1.4 billion
- Average turnover per social enterprise is over €1m
- Social enterprises are labour intensive with payroll reflecting 64% of total expenditure

(Clann Credo 2011; Irish Non-profits Knowledge Exchange 2012; Forfás 2013)
Economic Value of Social Enterprise

(Cont…)

• 14m people across the EU are employed in Social Enterprise

• Social Enterprise across Europe generate an EU average of 6% GDP

• Irish Social Enterprise represents 3% Irish GDP

• If it were to increase it to 5% it would represent 65,000 jobs (Clann Credo et al 2010)

• “…this figure could grow to as much as 100,000 jobs if Ireland achieved the 9% goal set by the EU under the ‘Europe 2020’ Strategy.”

(Forfás 2013:18)
The need to build capacity to deliver the mission

- Pete Alcock’s (et al 2004) study of UK third sector showed lack of organisational management skills.
- In Ireland, R. Boyle (2002) on reconciliation of third sector autonomy with accountability and management cites the need of:

  “performance improvement, where the focus is on showing economy, efficiency and effectiveness in the running of the organisation. In particular, the main interest here is on accounting for the outcomes achieved through the use of public funding.”

- Management: outputs, demonstrations of effectiveness & efficiencies, financial accountability needed in context of demands for accountability from government and philanthropic funders, CRAG in mid 2000s to date: HSE, DSFA, DOH, Fás etc.
Management in Social Enterprises: Management + Soft Skills


_The New Leaders: Transforming the Art of Leadership_

• Effectiveness and efficiency, dynamism, growth and innovation of social enterprises demands management skills, in which **soft skills** are embedded across all functions of management.

• Good leaders have good soft skills, particularly in HR. Examples: critical thinking, teamwork. Leadership itself is a strong soft skill, as is resilience, thinking strategically. Soft skills are embedded in good management.

Why 'soft skills' are more important than a great CV- By Julia Llewellyn Smith, The Telegraph (09 Jan 2015)

• Organisational Management and Financial Management are also needed.

• "many small and medium sized VCOs lack capacity and capability in terms of business planning and strategic planning because they have inadequate governance structures in place to provide the support the organisation needs." (Chapman et al 2006: 6 cited in Macmillan 2010: 19)
Why 'soft skills' are more important than a great CV - By Julia Llewellyn Smith.

Soft skills are cited by

“.....business gurus have pinpointed as the modern workplace’s most sought-after qualities. Including intangible attributes such as punctuality, flexibility, good communication and cooperativeness, soft skills are impossible to quantify but are, according to increasingly exasperated bosses, potentially far more valuable than exam results. The absence of these skills is the reason why, despite huge youth unemployment (737,000 people, nearly 17 per cent of 16- to 24-year-olds, are currently jobless), 54 % of employers, while agreeing recruits are more highly qualified than ever, still complain that they can’t fill vacancies.”
S-Cube Transnational: Social Enterprises: Soft Skills/Management

• Over twenty one-to-one in-depth scoping interviews with pivotal SE stakeholders across the partner areas.

• An on-line survey for the collection of data which provided essential information to inform the development and design of the training.

• A focus group comprising of managers/workers/other stakeholders individuals from within SEs was also facilitated to illicit views and gain useful insights and provided nuanced opinions on the training needs of SEs. This focus group proved to be invaluable in the creation of training scenarios in the software training content.
Survey Snapshot: Important ‘Soft’ Skills for Managers in Social Enterprises

O’Byrne, D. et al (2013)
Survey Snapshot: Existing Management Soft Skills

Taking the soft skills listed below (Total Quality Management) and on a scale of 1-5, how would you rate them as actually existing within your social enterprise or a social enterprise(s) with which you are familiar. (Please tick one box on each line. 1 indicates a high presence and 5 being lesser so.)

Total Quality Management (how to lead and manage people and yourself effectively)

- Effective leadership
  - 2.7% (3)
  - 15.0% (17)
  - 19.5% (22)
  - 34.5% (35)
  - 28.3% (32)

- Conflict Resolution
  - 7.1% (8)
  - 17.0% (13)
  - 29.5% (33)
  - 38.9% (44)
  - 18.8% (21)

- Creative problem solving
  - 3.5% (4)
  - 11.5% (13)
  - 31.3% (35)
  - 34.8% (39)
  - 27.4% (31)

- Team building
  - 2.7% (3)
  - 13.4% (15)
  - 31.3% (35)
  - 32.1% (38)
  - 17.9% (20)

- Strategic thinking
  - 4.5% (5)
  - 13.4% (15)
  - 21.4% (24)
  - 23.0% (26)
  - 23.9% (27)

- Decision Making
  - 6.2% (7)
  - 9.7% (11)
  - 23.0% (26)
  - 37.2% (42)
  - 37.2% (42)

O’Byrne, D. et al (2013)
Full Suite of Skills for Social Enterprise Management

• Boyle (2002), Centre for Effective Services, Govt Depts and Forfás (2013) evidences the need for management skills across the board: soft skills for management (as identified earlier) plus financial management and community development principles.

• Forfás (2013) identifies the need for ‘Capacity Building’ within social enterprises and the intrinsic importance of community development together:

  Recommends 2: “Encourage existing, successful social enterprises to promote and replicate existing business support models, including those offered through community development, social enterprises and LEADER and Partnership companies”

• Recommends 5: “To promote the development of the sector it will be important that curricula are changed(where appropriate) so that social enterprise and non-profit management are included in mainstream academic business courses”. [Department of Education and Skills].
Policy Evidence & Course Development

• All evidence from UK, transnational research and the ‘audit culture’ of Irish government departments and coupled with the strong evidence for the potential of social enterprises (e.g. EU Commission (2011), Clann Credo (2010), UK research e.g. Ridley Duff, Macmillan (2010) for economic development in service delivery in particular but also small-scale niche markets, provided the raison d’etre for the development of the ACE Diploma in Social Enterprise and Community Development Practice.

• Forfás produced its report around same time, as did the important Fourth Age Trust report for the HSE on delivering Community Care.

• This dove-tailed with the need for Social Enterprises training by Clare Local Development Company and the development of the Diploma in Social Enterprises (arising from point one above) in ACE.
Need to Know – combining SEs & Community Development

**Research Skills** - Research the economic, social and cultural needs of their area

**Business Plan** - How to design and develop a sound business plan

**Market & Vision** - Market research and branding

**Know the Law** - Legal structures available to the social enterprise and how to lock in the social vision - Legal responsibilities of company directors

**Learn from Other SEs** - Social enterprises in action; to learning on the ground and to take encouragement

**Financial Management Skills** - Manage finances and mechanisms used to plough back net profits into the social mission + Soft Skills

**Third Sector Management Skills** - Project Planning – Funding – Managing Human Resources – Committee Skills

**Appropriate Management Structure** - Stakeholder theory
The ACE Programme: Diploma in Social Enterprise and Community Development Practice

On successful completion of year 1 of this programme, students should be able to:

• Describe the key concepts, issues and ethos of community development and social enterprise
• Integrate a range of business skills in a people centred social enterprise
• Integrate a range of business skills in a people centred social enterprise
• Compare and contrast modules of community development
• Utilise a range of ‘soft skills’ (e.g. facilitation: communication; problem solving; conflict resolution) in their specific social enterprise/community development organisation
• Identify the challenges that Irish social enterprise has to contend with
• Demonstrate proficiency in: academic writing’ personal communication’/research methods; and report writing skills of specific use to social enterprise endeavours
• Describe key policy developments and their impact on community development and social enterprise.
SECOND YEAR

• Demonstrate the added value of utilising community development modules in management of social enterprises.

• Appraise the relevance of Work Integration Social Enterprises (WISE) as a means of service delivery in the context of local development.

• Implement mechanisms designed to address social exclusion within relevant social enterprises/community projects.

• Investigate the economic viability of setting up new social enterprises in a variety of business areas across different economic sectors.

• Evaluate the application of existing and emerging theoretical/policy insights towards the development and management of hi/her own specific social enterprise/community development organisation.

• Delineate the interconnections between the non-profit sector, the state sector and the market/profit sector of the economy.

• Analyse the impact of social exclusion on groups and communities.
Just a Start at a Modest Level

- The ACE Programme was a success
- At a level that had to be accessible to participants, many of whom had not been to third level.
- There was a diversity of educational experiences, ranging from early school leavers to one participant with a PhD.
- ACE was buoyed by the experience.
- The External Examiner’s Review was very positive.
- Contained in the External Examiner Review was a strong suggestion for the development of progression routes for course participants.
Positive Evaluation of Programme: Short Snapshot

• Module: SS2822 Managing Community Development and Social Enterprise Projects

Comments – samples

• “The whole course was very useful mainly because the information provide was so relevant and practical.”

• “Very interesting and relevant.”

• “The whole module was good for me since I am new in the business world.”
Placement & Workplace Mentoring (following Forfás)

Module: SS2823 Practice Placement

• Placements in existing social enterprises in Co.Clare were provided to all course participants. Our aim was to ensure that there was transferability from course-based knowledge to the placement and vice versa:

  • “I enjoyed my placement – had a great supervisor and I was able to refer to the handouts from class.”

  • “The placement made sense in line with what we had studied, taking in the first year as well.”

  • “I enjoyed getting an insight into Clann Credo – will be very useful in the future – very approachable.”

  • “It was a great experience”.

ACE Dip in Social Enterprises: Fostering Inclusion

“The outreach element was absolutely outstanding and meant so much to us all. Where else in a rural community would you get a university qualification at your doorstep? It was invaluable in helping me to employ my study into my work. The programme was inclusive and provided us all with great networking opportunities which would never have otherwise have happened. I enjoyed every minute of it, so much so that I am now doing a degree.”

(Course Participant)
Issues going forward

• Bridging the knowledge gap on what constitutes a ‘Social Enterprise’.

• Achieving buy-ins from stakeholders and participants.

• Networking and linking-up with community groups, local development agencies, policy implementers.

• Gaining traction for social enterprises in the context of procurement. Social Enterprises need to be mainstreamed, as the private providers are e.g in community and home care provision (see Fourth Age Trust report for HSE)

Final Issues

• The fear of ‘enterprise’ in many community development/care providers who are acting de facto as social enterprises.

• Funding: starting to come on stream from some philanthropies but dedicated government funding needed.

• Pathways in social enterprise education: from level 6 and beyond.

• Mainstreaming social enterprises education.

• Expanding placement sites.
Thank you very much for your time.
References


- Forfás (2013) *Social Enterprise in Ireland: Sectoral opportunities and policy issues*. Forfás Dublin

- Irish Non-profits Knowledge Exchange (2012) *What Do We Know?*

- Llewellyn Smith, Julia, ‘*Why 'soft skills' are more important than a great CV* - The Telegraph 09 Jan 2015

References


Emerging Development Opportunities For Communities

Thursday 12th November 2015

Dr Senan Cooke
Definitions

Social Enterprise

‘An enterprise for a social/societal purpose, where at least part of its income is earned from its trading activity, is separate from government and where the surplus is primarily reinvested in the social objective’ Forfas Report July (2013)

Community Enterprise

DFBA Community Enterprises Ltd (1993)

**Mission:** To develop our community socially, economically and culturally by harnessing the talents of our people and the resources available

**Objectives**

- Create sustainable employment
- Protect and improve the environment
- Make the area a better place to live in, work in and visit

**Motto:** There is no limit to what can be achieved by a community working together

**Logo:** Local dolmen representing 5,000 years of history
Social Enterprises

Dunhill-Fenor Parish (Pop 2,000)
Involving 40 projects with 8 others failing to survive

1. DFBA Community Enterprises Ltd (Umbrella Body)
2. Copper Coast Geopark Ltd (UNESCO Heritage Site)
3. Dunhill Rural Enterprises Ltd (25 enterprises/70 jobs)
4. Dunhill Multi-Education Centre (Tutor Team of 20)
5. Dunhill Pre School (2 employees)
6. Fenor Pre & After School (3 employees)
7. Dunhill GAA Club Centre 1989 (1.5 employees)
8. Fenor Developments (Fenor Bog, Playpark, 10 acres)
Projects/ Opportunities in 2016

- 8 Homes for the Elderly (€1.2m) on 3 acre site
- Community Hall Restoration- have the matching funds
- Anne Valley Walk extension to Annestown
- Expansion of Enterprise Centre– 5 on waiting list
- Fenor 10 acre site acquisition in village-next steps!
- Copper Coast Geopark upgrade/investment!
- Collaboration with Council /WIT and others ?
- Internal audit process! – maintain quality environment
- Communications-social media + consultative forum
- Key challenge – attract new younger volunteers – boardmatch! – canvass parish - ? Remove barriers?
- Currently over 200 people are active in working groups
Commission for Economic Development of Rural Areas

- Commission sat for 12 months throughout 2014
- Produced 34 recommendations
- Inter-department implementation group
- Minister for Rural Affairs – Anne Phelan T.D.
- Expert Advisory Group to support implementation
- Rural Charter by December 2015
- €30m funding for town and village renewal- 2016
- €3.6m REDZ Pilot Projects: full programme 2016
- €5m EI Community Enterprise Projects-Results due!
Communities Creating Jobs (CCJ)

- National voluntary shared learning network
- Targeting the creation of 10 jobs per community
- Complete audit of assets and opportunities
- Share ideas, solutions, funding sources, contacts, site visits, best practices, enabling tools
- Avoid waste of time, funds, equipment, materials and mistakes already made- most effective use of resources
- Accommodate individuals, organisations, institutions interested in helping community enterprise groups.
- Free of charge www.ccj.ie
Communities Creating Jobs (CCJ)

- CCJ/ Galway GAA/GMIT pilot in Co. Galway

It Involves

- County Steering Committee
- 4 Clubs/Communities selected
- Community/club enterprise task group set up
- Experienced facilitator assigned
- Complete assets and opportunities audit
- Identify enterprise opportunities
- Community/Agency engagement
- Evaluate and refine pilot process
- Roll out countrywide.
One Job, Family, Club, Community!

- 10 jobs in community of 1,000 =
- 100 jobs in town of 10,000 - Tramore
- 1,000 jobs in city of 100,000 – Galway/ Limerick
- 15,000 jobs in city of 1.5m - Dublin

CCJ model includes communities on mountain side, seaside, inner city and remote rural areas.

- Every community invited to participate with the necessary support to make a success of it
- Aim to develop partnerships between communities, agencies, private sector and diaspora.
Social Enterprise Task Force (SETF)

- SETF established in 2008 – Dublin Employment Pact/ Others
- National representative Body
- Championed the production of Social Enterprise Report (2013)
- Lobbied for Minister -- Rural Affairs now responsible
- Set up of inter-department group on social enterprise
- Irish nominee on EU Social Enterprise Expert Forum
- Significant additional social enterprise funds in EU
- Ireland – selection as EU case study country expected
- Ireland – selected by EU for further research
- Waterford Social Enterprise Network (WSEN)
- First major event in Dunhill Ecopark Monday 7th December
- Collaboration with Kilkenny Social Enterprise Group
County Tipperary Merger Process
Tipperary in two Regions
Tipperary North and South (113 Councillors)
Implementation Phase Project Management Structure

Merger Management Group (Note 1)
- North Tipp County Manager
- South Tipp County Manager

Joint/Integrated Management Team (Note 3)
Management Teams of North and South Tipperary County Councils (Joint Chairs)
Will transform to Integrated Management Team in Phase 2

Information Systems Steering Committee (Note 4)
- Director of IT (x 2)
- Heads of IT (x 2)
- Merger Implementation Co-ordinator

Department of the Environment, Community and Local Government

Merger Implementation Team (Note 2)
- Director of Services (Co-ordinator)
- Joint Secretariat: CEO Corporate (x 2)
- Joint HR/Communications: CEO HR (x 2)
- Executive Assistant: AO
Implementation Phase Consultation Structure

Merger Team

Joint Committee of Elected Members

Union-Management Operational Group
New Service Delivery Model
Communications Strategy

NORTH/SOUTH TIPPERARY
LOCAL AUTHORITIES

Tipperary Re-organisation Process

COMMUNICATIONS STRATEGY

April 2013
IPA Review of Merger
Fragile communities

Special thanks to Sigríður K. Þorgrímsdóttir project manager for Fragile communities at the Regional Institution, for information and insights.

Stefania G. Kristinsdóttir
Einurð Ltd.
FIERE and Fragile Communities

- Cooperation with the Regional Institute
- Participants from different levels of government, Regional Institute (state), Association or Council of Municipalities in the Northwest and The Municipality of Skagafjörður (largest municipality in the region)
- Reports and analysis from RI
- Interview and discussions with project managers on the project
Rural Iceland – regions
Defining a Fragile community

- Regional Institute published a report in May 2012 on Regional development in communities with long standing depopulation, based on analysis and report from 2008. Editor Sigríður Þorgrímsdóttir, other authors Elín Gróa Karlsdóttir, Sigríður E. Þórðardóttir and Sigurður Árnason. Analysis indicators: finances, services, education, commerce and employment.
- Analysis from 2008 showed that 22 municipalities in Iceland had endured more than 15% depopulation 1996-2006.
- In the report from 2012 the analysis defined municipalities that had endured more than 15% depopulation over 15 years (1994-2009) or 30 municipalities.
- All municipalities visited, questionnaires' about public services and survey among young inhabitants (20-39) in all municipalities.
Key elements of Fragile community

• Depopulation 15-50%
  – Difference between towns and the countryside
  – In towns from 5% to 45%, highest in Western Fjords and East Iceland.

• Fewer women than men inhabitants

• Higher percentage of immigrants

• Young people go away, drop in the population of people age 20-39
Why are young people moving?

• 1500 people 20-39 years old got the questionnaires of which 281 answered or 19%.
• Women with university education and men with vocational education.
• **53% had thought of moving**, 80% of people age 20-24, 48% people age 25-29, 54% of people age 30-34 and 45% of people age 25-39.
• **Reason being lack of job opportunities.**
30 fragile municipalities

Western Fjords
- Ísafjarðarbær
- Súðavíkurhreppur
- Bolungavíkurkaupstaður
- Vesturbyggð
- Tálknafjarðarhreppur
- Reykholahreppur
- Árneshreppur
- Strandabyggð
- Kaldrananeshreppur

West Iceland
- Dalabyggð

Northeast Iceland
- Fjallabyggð
- Grytubakkahreppur
- Þingeyjasveit
- Skútustaðahreppur
- Norðurþing
- Tjörneshreppur
- Svalbarðshreppur
- Langanetsbyggð

Northwest Iceland
- Húnaþing vestra
- Húnavatnshreppur
- Blönduóssbær
- Sveitarfélagið Skagastönd

Southeast Iceland
- Sveitarfélagið Hornarfjörður
- Skaftárhreppur

South Iceland
- Vestmannaeyjabær

East Iceland
- Vopnafjarðarhreppur
- Borgarfjörður Eystri
- Seyðisfjarðarkaupsstaður
- Breiðdalshreppur
- Djúpavogshreppur
The 30 communities
Community driven process

Participants and stake holders

- Inhabitants - open meetings / weekend community workshop developing policies and projects
- Municipalities
- Regional Councils and Development centres
- Government and Regional Institute – funding
The process Raufarhöfn

- Community meeting in October 2012, Community workshop in January 2013 (1/3 of inhabitants attended)
- Project manager Kristján hired March 2013.
- Working on suggestions from meetings
- Additional fisheries benchmark 1800 tons
- 25 million Iskr for building up tourism sites.
- Working towards a sustainable energy
- Associations of senior citizens founded.
Priorities and improvements

Infrastructure
• Transportation / roads
• Lack of hot springs or hydrogen energy
• Call for big industries rather than innovation and SMEs
• Tourism – get on board

Quality of life
• Internet – better than 3G
• Health care, midwife
• Education, all school levels
• Job opportunities – Innovation
• Active communities – Social life
New communities apply

• Call for proposals May 2014 – answered in May 2015 due to evaluation process.

• 7 applications for 10 municipalities (*application needed to be a cooperation of a municipality, Regional Council, Development centre and Village/Community council*):
  – Dalabyggð (West)
  – Flateyri, Þingeyri, Suðureyri, Árneshreppur and Strandabyggð (Western Fjords)
  – Hofsós (Northwest)
  – Grímsey, Hrísey and Kópasker
The 10 communities that applied

<table>
<thead>
<tr>
<th>Community</th>
<th>Population</th>
<th>Pop. in villages</th>
<th>Popul. in country</th>
<th>Depopulation 2000-2014 %</th>
<th>Dep. in villages %</th>
<th>Dep. in country %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dalabyggð</td>
<td>673</td>
<td>266</td>
<td>407</td>
<td>13,16</td>
<td>7,69</td>
<td>22,92</td>
</tr>
<tr>
<td>Dýrafj. (Þingeyri)</td>
<td>323</td>
<td>247</td>
<td>76</td>
<td>24,18</td>
<td>28,2</td>
<td>7,32</td>
</tr>
<tr>
<td>Önundarfj. (Flateyri)</td>
<td>263</td>
<td>204</td>
<td>59</td>
<td>29,49</td>
<td>33,11</td>
<td>13,24</td>
</tr>
<tr>
<td>Súgandafj. (Suðureyri)</td>
<td>289</td>
<td></td>
<td>9,4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Árneshreppur</td>
<td>53</td>
<td></td>
<td></td>
<td>20,9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strandabyggð</td>
<td>506</td>
<td>373</td>
<td>133</td>
<td>12,31</td>
<td>5,81</td>
<td>26,52</td>
</tr>
<tr>
<td>Hofshr. (Hofsós)</td>
<td>276</td>
<td>179</td>
<td>97</td>
<td>20,0</td>
<td>6,77</td>
<td>36,6</td>
</tr>
<tr>
<td>Hrísey</td>
<td>168</td>
<td></td>
<td></td>
<td>21,86</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grímsey</td>
<td>87</td>
<td></td>
<td></td>
<td>11,22</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Öxarfj. (Kópasker)</td>
<td>332</td>
<td>122</td>
<td>210</td>
<td>26,39</td>
<td>26,06</td>
<td>26,57</td>
</tr>
</tbody>
</table>
Communities rather than municipalities

Two communities in amalgamated municipality including several villages:

- **Raufarhöfn**: 169 inhabitants, depopulation 1998-2013 = 55.6%. Main industry; Fisheries

Communities with one core/village

- **Breiðdalshreppur**: 180 inhabitants (130 in the village), depopulation 1998-2013 = 40.4%. Industries, services, tourism and farming.
- **Skaftárhreppur**, 443 inhabitants (119 in the village). Depopulation 1998-2013 = 25.3%. Main industries, farming and tourism.

**Islands** - Grímsey and Hrísey that are part of the municipality of Akureyri in the Northeast region.
The 4 pilot communities
New projects and managers

3. Skafárhreppur (Eirný, February 2015)
4. Bíldudalur (in progress)
5. Grímsey and Hrísey (Hera Íris Ingólfsdóttir, October 2015)

Are they hired to do the impossible?
Revised process for the project

Based on evaluation reports 2014-2015:

1. **Preparation** – analysing, preparing a proposal to the Regional Institute

2. **Strategy and project planning**: Community workshops, agreeing on vision for the future, targets, objectives, solutions etc.

3. **Implementation** – project management board and project managers, develop and implement a project plan

4. **Closure** – the last year of the project will be used to secure the sustainability of projects/innovation

This process can take 3-5 years
FIERE and Fragile communities

- Training in **innovation and creativity** an important and perhaps a missing factor?
- **Community workshops** tool for defining needs and projects?
- **FIERE workshops** - Pick up from the community workshops focusing on resources in defining project and objectives? *(resourcefulness and analytical thinking)*
- Taking it a step forward and supporting the entrepreneurs, project managers and relevant stakeholders *(Leadership and resilience)*

Perhaps adding to the mix a bit of **story telling** from each community?
Their project, roles, and FIERRY

A short clip from an Stefanía's interview with Sigríður Þorgrímsdóttur and Kristján Þ. Halldórsson, project managers at the Regional Institute, on the project "Brothættar byggðir" or Fragile Communities in Iceland

Einurð for FIERE - November 2015

You can find the interview on FIERE website
www.fiereproject.eu
References

• Regional Institute; May 2012. Regional development in communities with long standing depopulation. Editor Sigríður Þorgrímsdóttir, other authors Elín Gróa Karlsdóttir, Sigríður E. Þórðardóttir and Sigurður Árnason.

• Presentation on Brothættar Byggðir or Fragile communities by Sigríður Þorgrímsdóttir.

• Information on Regional Institution website; www.byggdastofnun.is.

• Interview with Sigríður Þorgrímsdóttir (sigga@byggdastofnun.is) and Kristján Þ. Halldórsson (kristjan@byggdastofnun.is), 3. November 2015. Complete interview will be published on www.fiereproject.eu by end of November.
THE IRISH TIMES

WINNER
Best cafe/teashop

Proudly supported by
AIK Merchant Services
TEAROOMS OPEN TILL 5PM

you can't buy happiness
but you can buy tea
and that's kind of the same thing