NRE² — BUILDING RURAL CAPACITY IN THE NEW ECONOMY

From information to knowledge:
Finding and using community data

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www.statcan.ca/english/freepub/21-006-XIE/free.htm

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NRE²

•Acknowledgements:

•Rural Secretariat of Agriculture and Agri-Food Canada

•The New Rural Economy Project of CRRF

•The Social Science and Humanities Research Council of Canada

•Statistics Canada

Materials:

•X Strategic Observations for Rural Community Decisions

•ppt slides

•Round Table comments sheets

•Web resources sheet

   •Information

   •CED

•Tools on Web:

   •Population pyramid (Excel)

   •Other graph production

   •Web resources sheet

Objectives

•To identify examples of some key features of the new rural economy

•To brainstorm examples of community decisions that arise from these features

•To emphasize that information has value WHEN it is applied to a decision

•To introduce participants to available data and their uses for local development decisions and local action
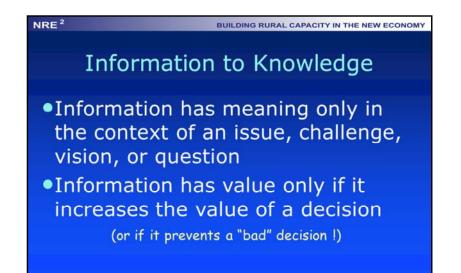
•To teach basic skills when using the data for local objectives. This includes:

•identifying appropriate information for specific issues,

•finding this information from various sources,

•analyzing the information, and

•using it to develop local strategies

Information to Knowledge

- Information has meaning only in the context of an issue, challenge, vision, or question
- Information has value only if it increases the value of a decision
  (or if it prevents a "bad" decision !)

Information alone is not knowledge

• Requires a context in which to interpret it. May be:

  • An issue or perspective (e.g. the changing economy)

  • A challenge, change, or problem that needs to be addresses (e.g. youth out-migration, global warming)

  • A vision (e.g. the healthy community, transforming our community to a green community)

  • A question (e.g. Why are our youth leaving? How can we better position our community for the new economy? How can we increase employment levels in our community?)

• Becomes useful or valuable if it helps us make better decisions

  • Initiating better decisions (e.g. should we spend our money on a new arena, youth training centre, interpretive trail, or health centre?)

  • Avoiding bad choices

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3 Big Issues:

- Think Global
- The Power of Social Networks
- Demographic Change

•Given the short time available for this workshop, we have identified 3 big questions / issues as examples of how information can be used to enhance community decisions

•In order to identify appropriate information and conduct analysis, we need an issue, context, or question to guide our choices

•Strategy: Ask a question (hand out sheet with key changes affecting rural Canada)

•In the interests of time, we have selected a few key issues to focus on

   •Watch the process by which we all deal with them
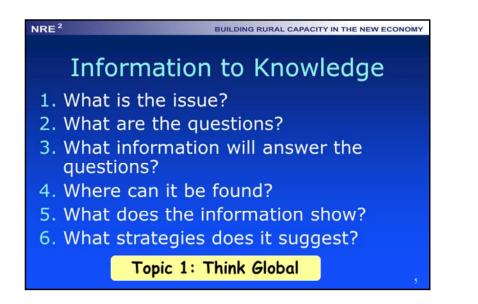
   •Can be applied to other issues

•Key issues and questions arising:

   •Think Global: Local communities are no longer isolated from the global economy

   •The power of social networks: Local social networks and institutions provide key assets for local economic ans social development

   •Demographic change: The demographic composition of local communities is changing – and with it the structures of opportunities

Information to Knowledge

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1. What is the issue?
2. What are the questions?
3. What information will answer the questions?
4. Where can it be found?
5. What does the information show?
6. What strategies does it suggest?

Topic 1: Think Global

Step 1: Identify the Context

•What is the issue?

•What are the questions?

•What information will answer the questions?

•What does the information show?

•What strategies does it suggest?

•Roundtable:

   •Think Global: Local communities are no longer isolated from the global economy

   •What are the issues?

   •What are the questions?

   •What information will answer the questions?

   •Where can you get this information?

What are the issues? (cf. 10 observations handout)

•Primary industries shedding labour

•Manufacturing or tradable services are competitive

•Knowledge-intensive growing

•Transaction costs falling

•Youth leaving families return

•Concentration increased

•Immigration continues

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Think Global: Questions

- What are local assets?
- How is our community connected?
- How will it be connected?
- What opportunities are created?
- What shall we deal with first?

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- What is the issue?
  - Think Global: Local communities are no longer isolated from the global economy
- What are the questions?
  - What are local assets?
  - How is our community currently connected to the global economy?
  - How is it likely to be connected in the future?
  - What opportunities does this create for:
    - Economic development?
    - Social development?
  - Which things should we deal with first?

Think Global: What information will answer the questions?
•Local Assets
  •Economic
  •Human
  •Social
  •Natural
•Trade
  •Sectors and local employment: trade exposure index (e.g. NRE sites)
    •Statistics Canada
    •CANSIM
    •Business inventory: esp. trade, communication, clientelle
•Travel
  •Local population:
    •Survey
    •Commuting
    •Vacations (e.g. Japanese and local presentations)
    •Local bulletins (story-telling: make it fun)
  •In-migrants:
    •Welcome wagons, special events (e.g. Cap-St-Ignace)
  •Commuting:
    •Statistics Canada
  •Visitors:
    •License plate surveys
    •Visitor's book (local and web)
  •Diaspora:
    •Community newsletter
    •Web newsletter
    •Reunion and
•Communication
  •Community survey (e.g. NRE survey)
  •Community newsletter
  •Conference activity (e.g. Cap a l'Aigle)
•Global trends
  •Internet (local school projects?)
  •Library
  •Trade magazines
  •Business experience
  •Research institutes – University alliances
  •Conferences

movers

immigrants

educ

courses

cont.ed

commuting

public trans

priv.trans

library

bus.ownership

employment

customer base

trade

services-location

services-use

recreation-use

travel-work

travel-recreation

travel-education

worker-skills

grants-fm
where?

Think Global: Sources

- Statistics Canada's "Community Profiles"
- Local development agency community profiles
- Chambers of Commerce
- High school reunion committees
- Number and characteristics of families welcomed by the "Welcome Wagon" last month

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Search ▶ Search Results for "Tweed" ▶ Community Highlights for Tweed

2001
Community Profiles

HELP / FAQ

More free tables in
Canadian Statistics

Highlights for:

[Tweed (Village (Dissolved)), Ontario ▾] GO MAP

Population in 2001 [1] :	1,539	**Population Page 2 Page 3**
Population in 1996 [2] :	1,572	Ed...
1996 to 2001 population change (%) :	-2.1	...k **Page 2**
Land area (square km) :	2.30	...lies and Dwellings

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http://www12.statcan.ca/english/profil01/Details/details1pop.cfm?SEARCH=BEGINS&PSGC=35&SGC=9635120318A=&LANG=E&Province=All&PlaceName=Tweed&CSDNAME ▾ | 🔗Go | U

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2001

Community Profiles

HELP / FAQ

**More free tables in
Canadian Statistics**

Population Statistics for:

[Tweed (Village [Dissolved]), Ontario ▾] [APPLY] [MAP] [Show Canada]

Characteristics	Tweed	Ontario ⚠
Population in 2001 [1]	1,539	11,410,046 ↑
Population in 1996 [2]	1,572	10,753,573 ↑
1996 to 2001 population change (%)	-2.1	6.1
Total private dwellings	732	4,556,240
Population density per square kilometre	646.6	12.6
Land area (square km)	2.38	907,655.5

Characteristics	Tweed			Ontario ⚠		
	Total	Male	Female	Total	Male	Female
Age Characteristics of the Population						
Total - All persons [3]	1,540	715	825	11,410,050	5,577,055	5,832,990
Age 0- 4	80	40	40	671,250	343,340	327,905
Age 5-14	220	110	110	1,561,500	801,355	760,145
Age 15-19	95	45	50	769,420	394,915	374,500
Age 20-24	65	25	40	718,420	359,645	358,775
Age 25-44	380	175	200	3,518,010	1,724,535	1,793,480
Age 45-54	215	105	105	1,635,280	801,540	833,740
Age 55-64	165	85	75	1,064,000	520,565	543,430
Age 65-74	165	65	95	818,165	383,625	434,545

🌐 Internet

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Population pyramid for Tweed (village), compared to Ontario, **2001**

■ Ontario   ■ Ontario   □ Tweed   ■ Tweed

Males   Females

Percent in each age class

Source: Statistics Canada, Community Profiles (http://www12.statcan.ca/english/profil01/PlaceSearchForm1.cfm)

Population by age class

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- Observations for Tweed (Relative to Ontario)
  - pre-schoolers (age 0-4) slightly smaller share of pop.
    - (5 to 44) all significantly smaller share
    - seniors (65 and over) are larger share of the population
- Implications for Tweed (Relative to Ontario)
  - health and recreation services / opportunities for seniors are more important than services for youth
  - size and contribution of youth and young adults to the workforce is much smaller.

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•Demographics: Analysis

•Population by age class

•Observations for Tweed

  •Relative to Ontario as a whole, the situation in Tweed shows:

    •pre-schoolers (age 0-4) are a slightly smaller share of the total population

    •school kids (5-14), teenagers (15-19), young adults (20-24) and young parents (25-44) are all a significantly smaller share of the total population
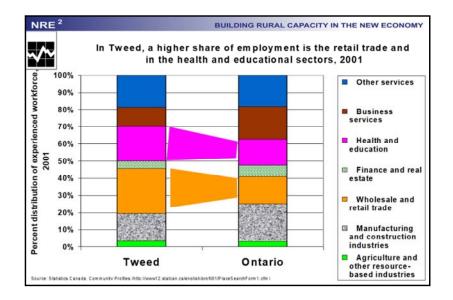
    •seniors (65 and over) are a larger share of the population

• Implications for Tweed

  •Relative to Ontario as a whole,

    •health and recreation services / opportunities for seniors are more important than services for youth

    •the size and contribution of youth and young adults to the workforce is much smaller.

In Tweed, a higher share of employment is the retail trade and in the health and educational sectors, 2001

•Demographics: Analysis

•**Workforce by industrial sector**

• **Observations for Tweed**

  • Relative to Ontario as a whole, the situation in Tweed shows:

    • a lower share of workers are employed in manufacturing (an exportable sector)

    • a lower share of workers are employed in business services (a potential exportable sector)

    • a higher share of workers are employed in retail services. Tweed appears as a service centre because of the relatively higher share of employment in retail services. Also, some retail sales would be to tourists from outside the region, and thus contributes as an exportable sector.

    • a higher share of workers are employed in health and education, which means that the Village of Tweed is serving residents who commute to Tweed for schooling and health services

• **Implications for Tweed**

  • Relative to Ontario as a whole,

    • The exportable sectors of manufacturing and business services are relatively small

    • Tweed's employment in retail sales, health and education depends upon demographic strength in neighbouring communities

•Source: IWG Interviews with key businesses

A "Community Profile" can show:

- Expected trends in age groups
- General education / skills assets
- Employment in potential downsizing sectors and employment in potential upsizing sectors
- Ethnic / immigrant mix that may be a community asset

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Think Global:

•What does the information show?

•What strategies does it suggest? [Open discussion re. strategic implications of this information.]

•NRE: Use community examples to illustrate:

•Use multiple sources of information – what are our current assets and conditions? (e.g. Tweed capacity profile)

•Suggest assets that are not always visible

•Use imagination re. assets

•e.g. Ste-Paule

•eel farm from thermal heat in Springhill

•bowling pins from plywood cores

•St-Clement: Centre for Challenged Children

•Lot 16 – ideal place for amateur astronomers

•The value of comparison (global connectedness index - employment) [spreadsheet to fill in for specific communities]

•Identifies what is unique and what is shared

•e.g. Tweed higher in health and education than Ontario in general (competitive advantage?)

•Look for changes in the data (type of change)

•Declines or increases signal changes in underlying conditions

•e.g. Cap-St-Ignace: fewer child-based activities because smaller families

•Set up systems for gathering intelligence of all types

•e.g. Awano and use of diaspora

•e.g. Doaktown and use of community bulletins/guest book

•e.g. Cap a l'Aigle and use of lilac network

•………………………………………………………………

•Profile use: businesses and trade comparisons

•Strategies: identify strategic local businesses

•Strategies: identify opportunities (Ste-Paule and Matane – re. schools, truck boxes from Sask farms, Ste-Francoise searches for international opportunities for cedar – shingles)

•Commuting changes over time (Statistics Canada)
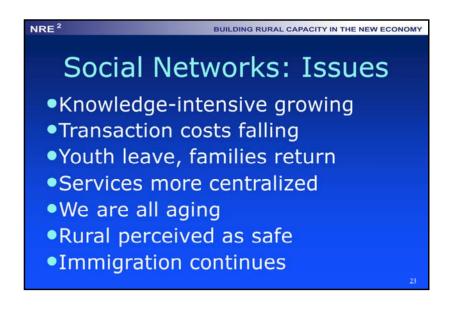
•Strategies: local services to support commuters – both ways (e.g. day care, groceries, pet care, recreation, broadband plus infrastructure)

•Strategies: look for cycles – economic stability index

•Communication inventory (NRE)
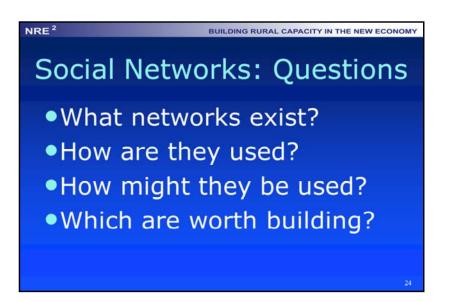
•Strategies: build information re. market opportunities through diaspora (Awano)

•Strategies: community newsletters - worldwide

Social Networks: Issues [Present after 2nd Roundtable Discussion]

•Knowledge-intensive growing

•Transaction costs falling

•Youth leaving, families return

•Services more centralized

•We are all aging

•Rural perceived as safe

•Immigration continues

Social Networks: Questions

- What networks exist?
- How are they used?
- How might they be used?
- Which are worth building?

Social Networks: Questions [Present after 2nd Roundtable Discussion]

•What networks exist in our community?

- •Business

- •Public sector

- •Volunteer

- •Family and friendship

•How are they used for local revitalization?

- •Bonding (local)
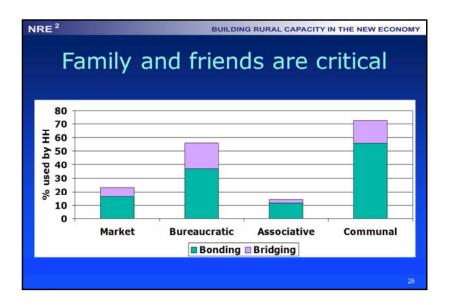
- •Bridging (local to regional, provincial, national, international)

- •Linking (across traditionally distinct groups: ethnic, religious, gender, age, etc.)

•How might they be used?

•What networks should we consider building?

Social Networks: Information

- Business networks
- Public sector networks
- Volunteer networks
- Family and friendship networks
- Who do they link?: bonding, bridging, linking

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Social Networks: Information
- Business networks (market)
  - Business trade (cf. previous data from business inventories)
  - Business clubs
    - Community profile (e.g. NRE)
- Public sector networks (bureaucratic)
  - Municipal counselors
  - Public sector institutional inventory (e.g. NRE)
  - Internet
- Volunteer networks (associative)
  - Community profile (e.g. NRE)
  - Religious institution records and bulletins
  - Community bulletin boards and media inventories
- Family and friendship networks (communal)
  - Community events
  - Religious institution records and bulletins
  - Reunions
- Who do they link?
  - Bonding
  - Linking
  - Bridging

population

pop.growth

movers

immigrants

educ

language

cont.ed

commuting

public trans

priv.trans

family structure

ethnic diversity

travel-work

travel-recreation

travel-education

licences

family networks

diaspora

markets

voluntary groups

Levels of social support by 4 types and Origin

•Social support is only one component of social inclusion and exclusion

•Use of social support reflects:

    •Personal preferences and abilities

    •Relative levels of access to supports

    •Constraints imposed by:

        •Structures

        •Prejudice

        •Norms and entitlements

•(S) Bonding = within 30 minutes of site

•(S) Bridging = beyond 30 minutes of site

•Actual frequencies of use

    •Communal the most often used

    •Bureaucratic next

    •Communal and Bureaucratic also the most linking (note importance of weak ties)

Services: Tweed

Services	NRE Sites (%)		Tweed	
	Canada	Ontario	In Site	< 30 min
Doctors	36	0		*
Nurses	36	25		*
Dentists	27	25	*	
Optometrists	18	0		*
VON	14	0		*
Social Workers	23	25	*	
Public Health Nurse	32	0		*
Speech Therapist	32	0		*

•Gathered from the 2003 Profiles inventory

Social Networks:

•What does the information show?

•What strategies does it suggest?

•NRE:

  •Build from strength to strength (Cap a l'Aigle: associative to market)

  •Build on current interests (Miramichi watershed committee)

  •Networks of networks expand exponentially (cf. Internet)

    •Strategies: form networks across networks

  •People use networks in concert (e.g. communal and bureaucratic) (School used for Wellness centre – Springhill)

    •Strategies:

      •build networks in tandem

      •Build networks across types

      •Build from strength

  •The power of weak ties (information, confidence-building, opportunities)

    •Strategies: don't overlook opportunities with indirect connections (Carden: purchase environmentally sensitive land through inventory of birds and plants plus links with external environmental groups)

  •Social networks contribute to economic outputs

    •Strategies:

      •Build from strength

      •Build transferable options (Ste-Francoise pig farm)

Resources

- www.ruralnovascotia.ca
  - Rural Tackle Box: links to Identifying Problems, Raising Awareness, Data sources, Using Research, Other Toolboxes
- www.statcan.ca -> "Community Profiles"
- www.brandonu.ca/organizations/RDI
- http://www.mta.ca/rstp/pubmain.html
- www.northwestern.edu/ipr/abcd.html

Summary

- Good information leads to good decisions
- First, focus on the decision(s) to be made
- Then, search for information from multiple sources
  - Governments, non-government agencies, the WEB, popular media, libraries
  - Local knowledge
    - Local assets . . . Local skills . . . Knowledge of residents . . . Use the networks of residents to gain more information . . . Knowledge of potential metro markets . . . Use local social glue to assemble the information in order to make a decision that will move the community in the direction that it wants to go . . .
- Knowledge needs Imagination plus Information
- Imagination is best stimulated in groups