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Edinburgh Living Lab

Objectives – Pilot projects

- Data literacy and skills
- Data transparency
- Engage citizens and communities with the use of data
- City-University data partnership
- Collaboration with the third and private sectors around data

Project process

Inception

Data
Discovery

Community
Engagement

Prototype
ideas/insight

Feedback/
Share

Project initiation

New data
analysis

Data
curation/analysis

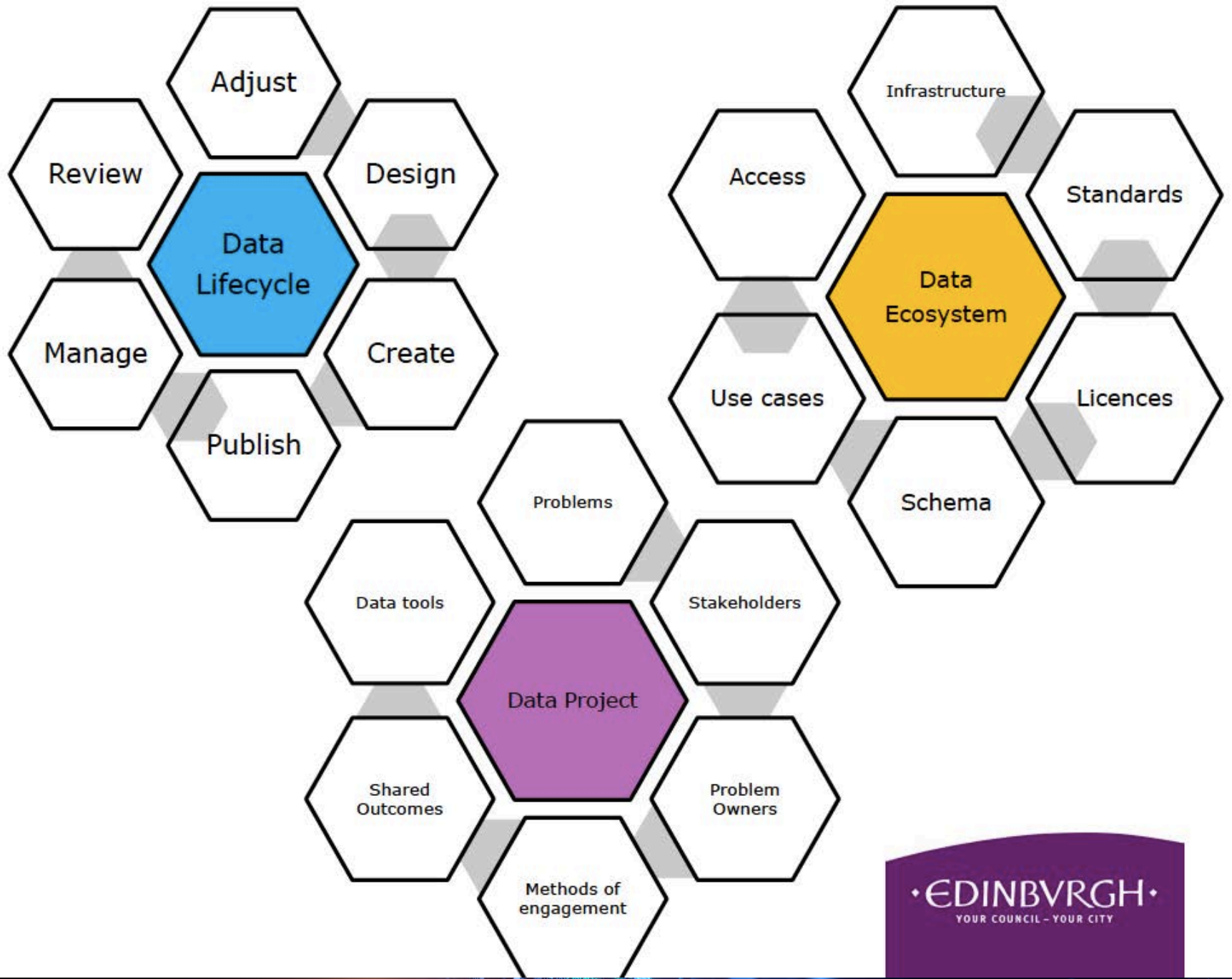
Report and case
studies

Improved
awareness of
local data

New skills

Insights, tools
and resources

Improved
service delivery



This afternoon

- Pinpoint a challenge...
- Aligned to Locality Improvement Plans...
- That could benefit from better use of data...
- Describe what 'better use of data' might look like and who would be involved
- Identify next steps to explore pilot project development

Challenge: Anti-social behaviour among youths in a specific area

- Mapping the challenge
- Stakeholders, data, related issues

POSITIVE
MOTIVATIONS

PLANNING
BUDGETS

INTEGRT -
know &
better able to
understand

ZEP
EXCLUSIONS

RESIDENTS
PERCEPTIONS
of SAFETY?

SUSTAINING
INTERVENTIONS
MORNINGTON

EXTENUATING
CIRCUMSTANCES

Schools not
aware of
pupil behavior
in community

IMPACT
on
FUTURE
EMPLOYABILITY

What's going
on at home

HOUSING
ISSUES

WHAT'S
AVAILABLE
FOR YP

LIBRARIES

PARENTS

WETTER
PRICES
COMMUNITY
TRUST

SERVICE
CO-DESIGN

OPPORTUNIT

FEELINGS
of ISOLATION
(in certain
areas)

PROBLEM
ANTI-SOCIAL
BEHAVIOUR AMONG
YOUTH

STAKEHOLDERS

COMMUNICATION
PATHWAYS
eg. school ->
other services

HOSTING
more able
to manage
school

TRANSPORT

ACCESS
TO
SERVICES/
OPPORTUNITIES

IMPACT of
GOOD SCHOOL
EXPERIENCES

TEACHERS

SCHOOLS

COMMUNITY
CENTRES

SCHOOL
DATA

IDENTIFY
PATTERNS

HOME/
FAMILY
VISITS

SKILLS/
CAPABILITIES
of
TEACHERS

IDENTIFY
ANOMALIES

more
questions e.g.
on nursery
applications

INTER-
VENTIONS
(things tried)

YOUTH
TRACKING

STREET
YOUTH
WORK

FOOTBALL
GAMES
w/ DUNHILL &
POLICE

GREEN
SPACE
DEVELOPMENT

ACTIVITIES
FOR
YOUTHS

TAKING
to
POLICE

TEAM ABOUT
THE
SCHOOL/
COURT

MENTAL
HEALTH
RESILIENCE

SIGNIFICANT
ADULT

LIBRARIES
BOOKBUG

FOOTBALL

SKILLS
eg.
EARLY CODING

BOXING

COMMUNITY
CENTRE

DATASETS

MAPPING -
youth
movement
where they go/
don't go?

COMMUNITY
CENTRE
USAGE

MAPPING -
where are
activities
available?

HEALTH-

music

Data issue: Data held by police and schools

- Digging into the challenge
- Where is the 'data' challenge?
- Who is involved?
- Where would we start?

POLICE RECORD

FORMS (documenting anti-social behaviour)

POLICE



SCHOOLS

SCHOOL LINK OFFICERS

HOME LINK OFFICERS

some teachers are family link officers

EFFORT / ACHIEVEMENT

SCHOOL TRANSFERS

MTGS. w/ PARENTS at SCHOOL

SCHOOL PERFORMANCE

POLICE

SCHOOLS

EXCLUSION

DETENTION

YOUTH TAC

FAMILY AND HOUSEHOLD SUPPORT

engaging w/ families, relevant services

how to involve schools in CSMG

SCHOOL ATTENDANCE

who are the youths causing problems in the area?
R-A-G

How are schools using PEF money?

Lornz Sweeney

PUPIL EQUITY FUND

SCHOOL REFERRALS

Third sector not at TAC

can help support activities?

Data challenge:

What can we share?

How can we share it?

What are the risks? For whom?

What are the benefits? For whom?

CHALLENGES

timing-
need right data
at right time

not get too
much data →
overwhelming

Schools to
understand
broader value
of data

targets
e.g.
attainment

multi-agency
approach:
who/what made
the difference?

right people
at right
meetings

contextualising
data -
how to prevent it
from being misinterpreted

what are we
entitled
to know?

what do
people think
it's okay
to share?

(lack of willingness)
fear of
sharing
information

training re:
what can
you share?