

# Sally Kerr and Cat Magill

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

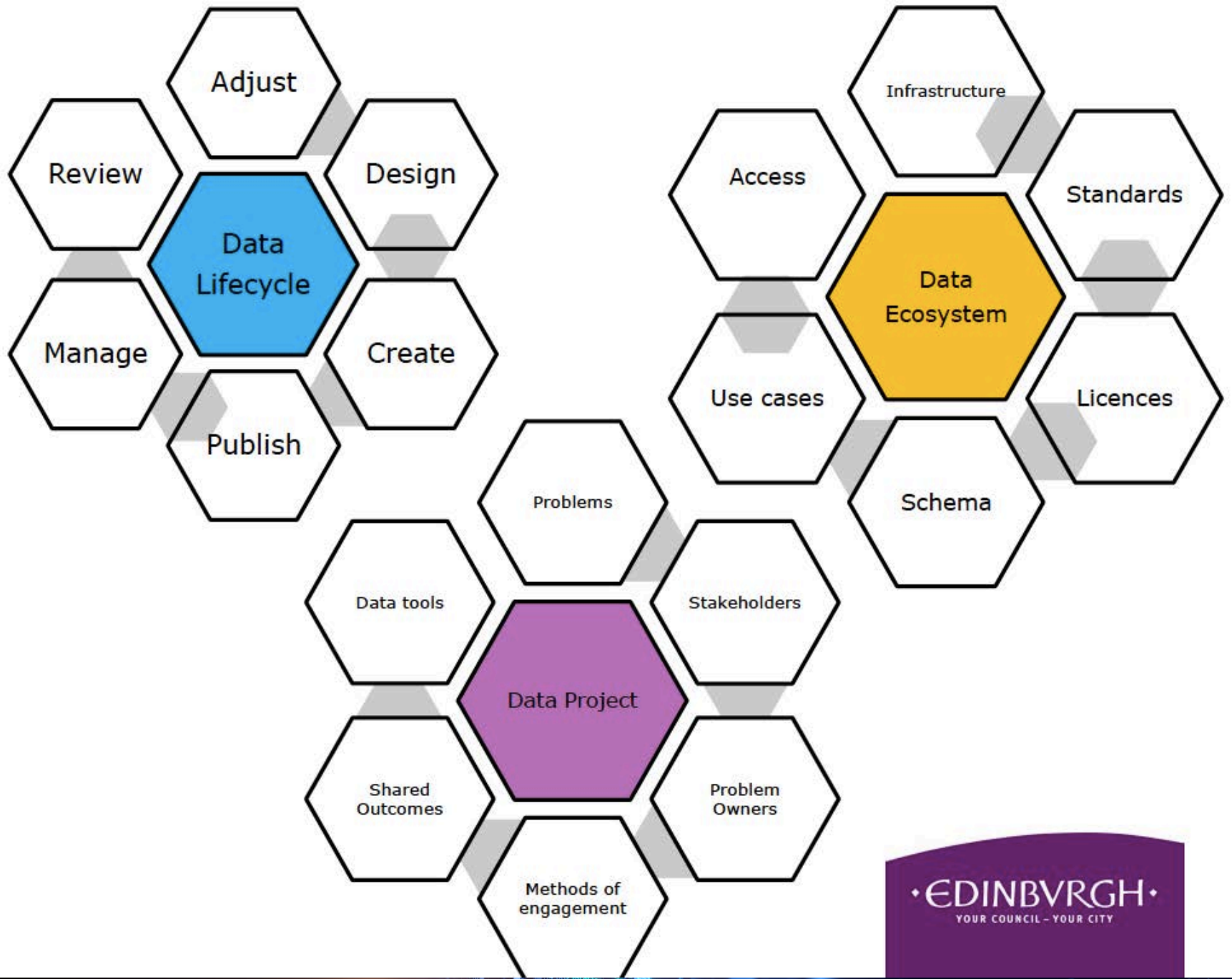
Report and case  
studies

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

INTEMENTS -  
know &  
better able to  
understand

SUSTAINING  
INTERVENTIONS  
MOTIVATION

ZEP  
EXCLUSIONS

RESIDENTS  
PERCEPTIONS  
of SAFETY?

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/ POLICE

GREEN  
SPACE  
DEVELOPMENT

ACTIVITIES  
FOR  
YOUTH

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?