



# EDINBURGH FUTURES INSTITUTE

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# Structure of presentation

- Vision and values
- Progress in building EFI
- Key challenges for Data Driven Innovation
- Examples of programmes to be delivered



# Vision and values

EFI aims to harness the digital/data/AI revolution for social benefit (promoting human flourishing and inclusive growth)

# Vision delivered through.....

- Trans-disciplinary research (which future-scopes, sets agendas, tackles societal challenges and is cognisant of the needs of government, industry, community);
- Radical education programmes (which are challenge-based, flexible, affordable, and offer opportunity across the life-course);
- Engagement and outreach (which promotes trust and public confidence, supports entrepreneurship, and collaboration with partner institutions to adapt, innovate and transform)
- AND in a built environment which is predicated on 'contagion', encounter, co-production, and risk-taking; open to communities, sustainable (ecological and intellectual), inspiring, motto on lintel - 'patet omnibus' – open to all

# More vision....

EFI is a:

- Collective (a product of joint investment from the University and the City Region Deal, working with, through and for Schools)
- Catalyser (accelerates our capacity to respond to societal challenges)
- Crucible (a physical space for experimentation in research, education and outreach – elevator pitch – a banker meets a poet.....)

EFI's reach is:

- Local and global – knowledge without borders

Building EFI: reworking the canvas...maker spaces; community, industry, government engagement; student and staff experience, co-working and co-production (one community, holistic approach)



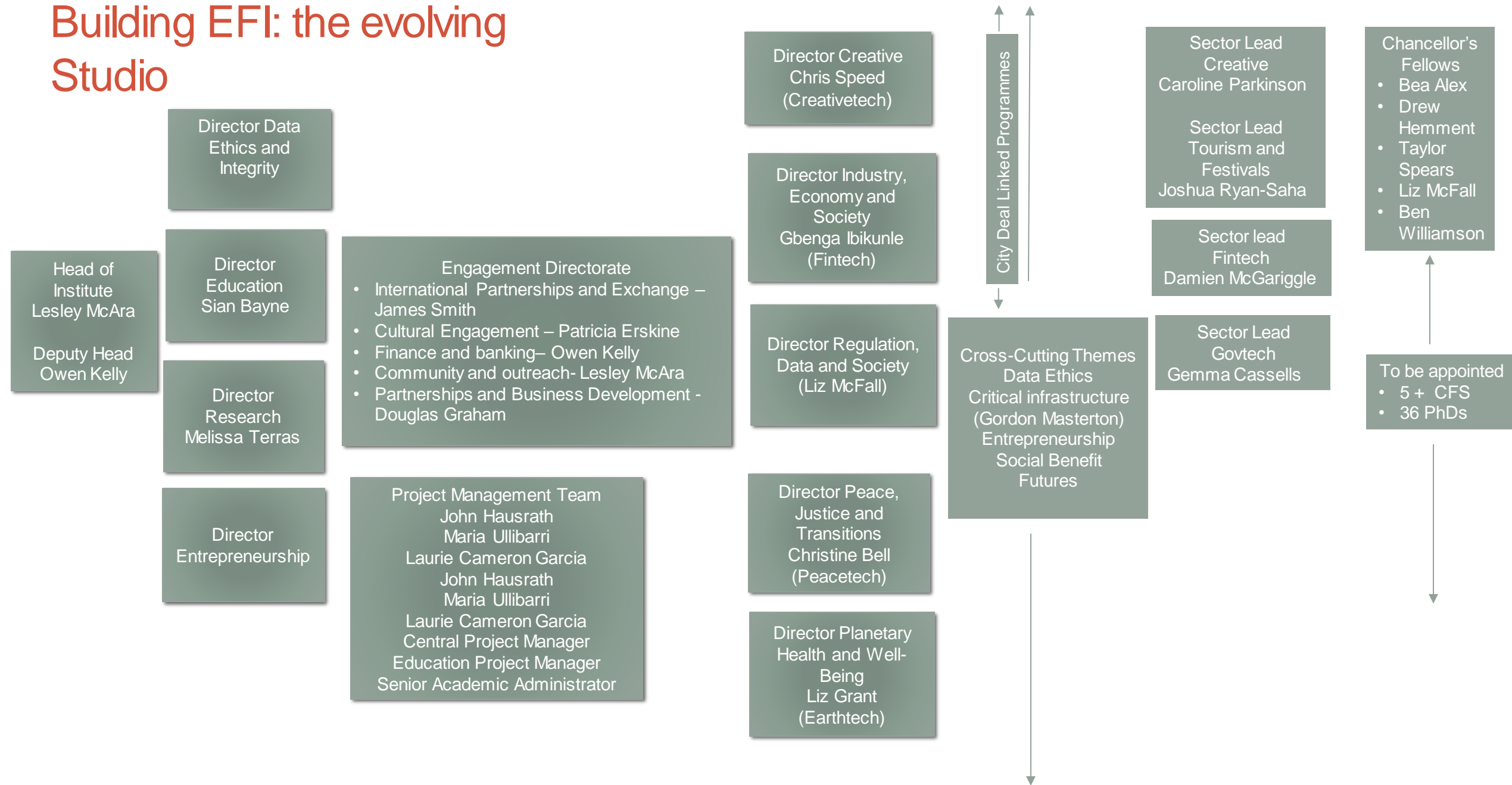


THE UNIVERSITY OF EDINBURGH  
Edinburgh Futures Institute

*Reinventing the economy, education and societies*



# Building EFI: the evolving Studio





# Building EFI: City Region Deal deliverables (15 years up to 2031/32)

## Uplift of.....

300K people trained and initially retained in UK

4K to secure PGT/UG degree

14K taking DDI electives

209 PhDs

276K (non credit-bearing)

4,600 CPD learners (engaging with 350 companies)

131m public and private sector funding

Over 300 new EFI related-data sets

90 spinouts

1,700 EFI graduates setting up or joining micro businesses or SMEs

# DDI challenges: (some of) the types of questions we will ask...

- What role can DDI play in: supporting citizenship and participation; developing effective public services which have measurable and sustained benefits for individuals and the community?
- How can DDI transform financial markets to create better outcomes for customers and promote inclusive growth? How can surveillance capitalism be controlled and contained?
- How can DDI encourage entrepreneurship in the creative industries and support an ecosystem that enables them to grow and thrive?
- How can data scientists and creatives/makers combine to drive social, cultural, political, economic transformation? How can we collaborate to tackle global challenges including climate change?
- How can we build public trust and confidence in DDI and promote good governance and ethical practice?
- What does it mean to be human in the evolving AI and digital world?



# The challenges...

Promoting genuinely 'inclusive growth' which transforms the lives of the many not the few

- Ensuring that the city region deal (including application of UoE sponsored research and innovation) does not create new outsider groups at risk of deep social exclusion
- Engaging, mobilizing and empowering hard-to-reach groups



# More challenges....

Transforming the academic role from pedagogue to co-producer  
(principle of the 'democratic intellect')

Slow scholarship – the importance of relationship building

Critical friendship...

'The University is a critical institution or it is nothing' (Stuart Hall)



# Examples of programmes to be delivered

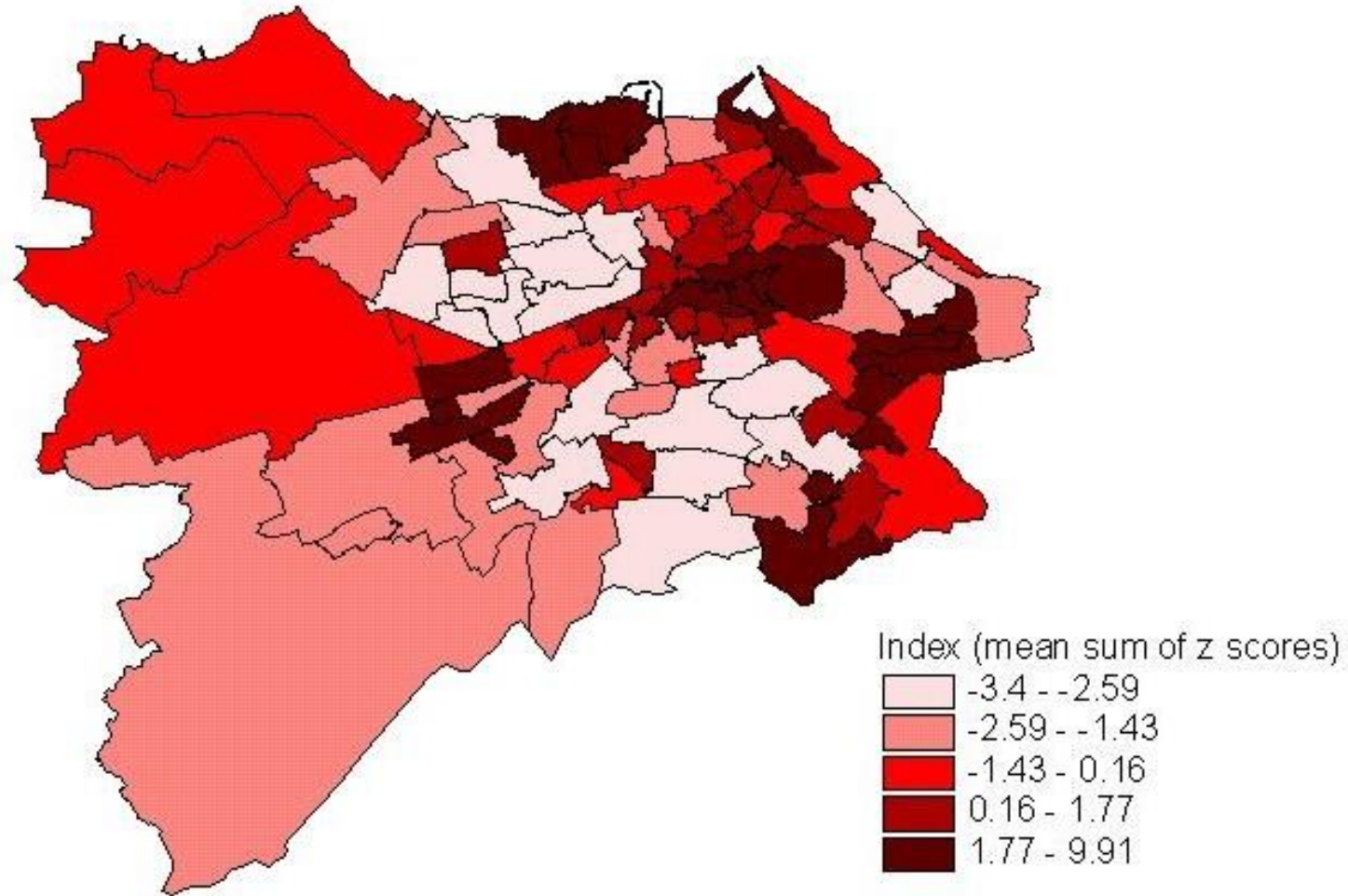
## (1) Place-making (community flourishing)

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Baseline research evidence from the Edinburgh Study of Youth Transitions and Crime

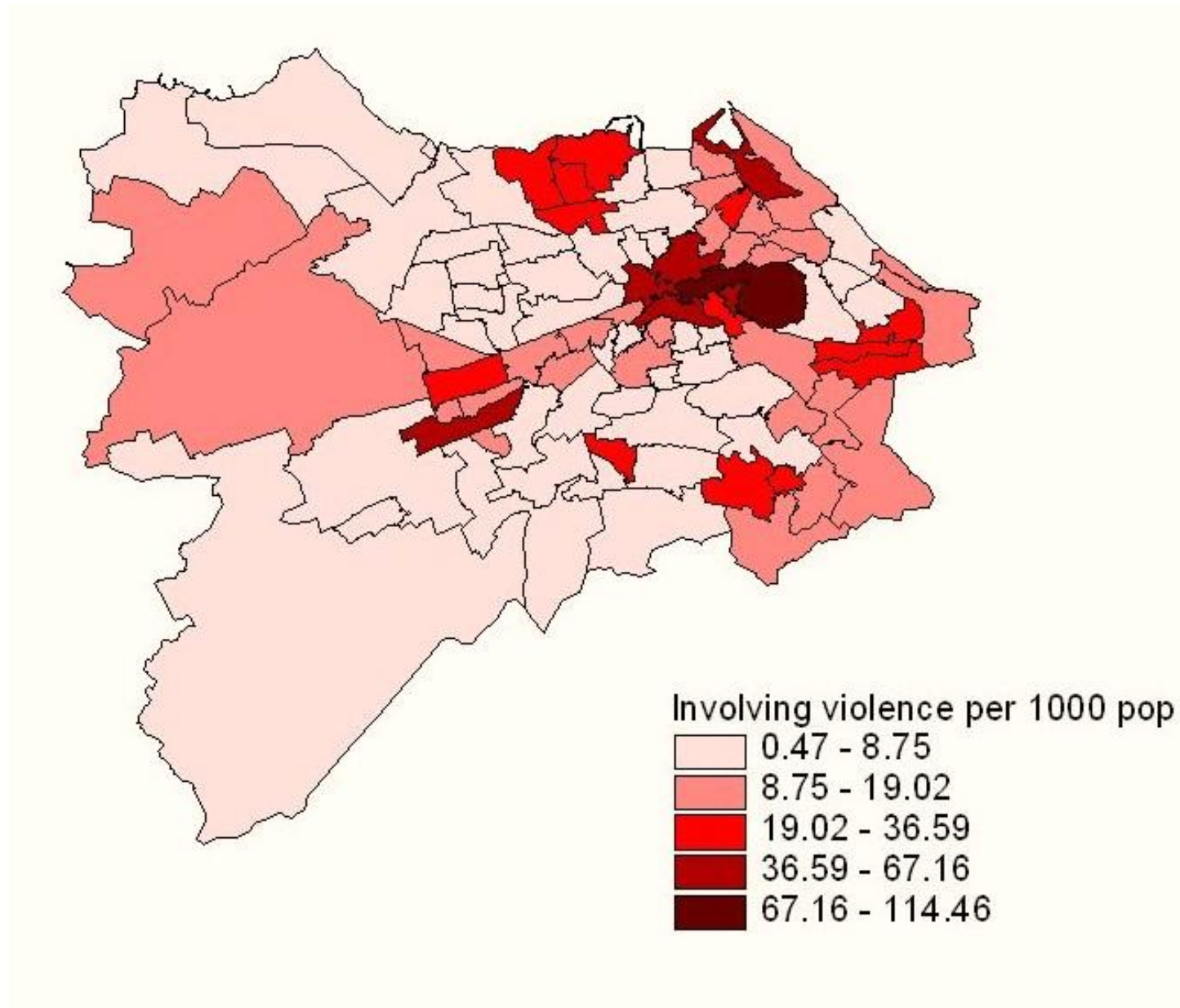
[http://www.law.ed.ac.uk/research/making\\_a\\_difference/esytc](http://www.law.ed.ac.uk/research/making_a_difference/esytc)

# Edinburgh City: spatial distribution of social deprivation

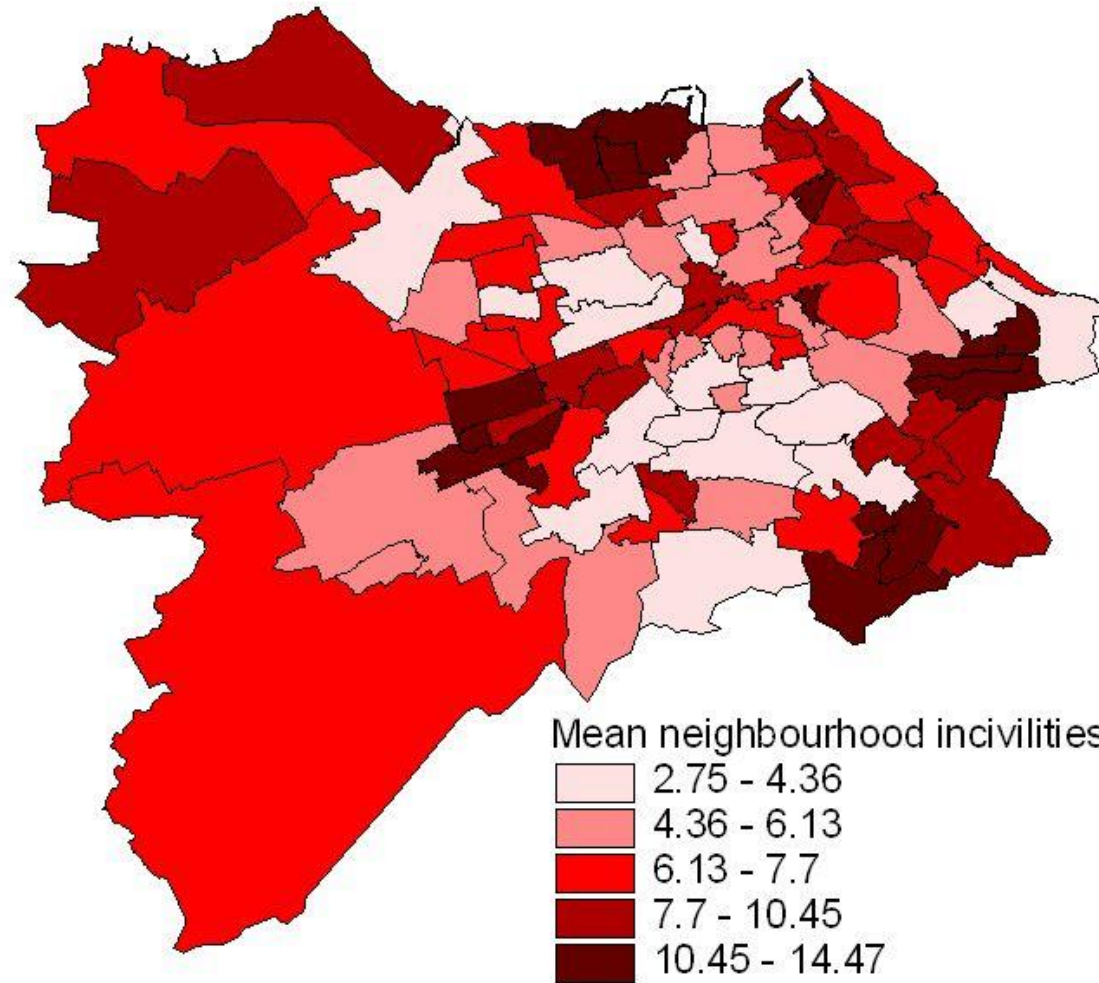


Based on Census data: score derived from 6 indicators of social and economic stress: population turnover; % households lone parents and children; % households overcrowded; % population aged 10 -24; % households live in local authority housing; % population unemployed

# Police recorded violent crime

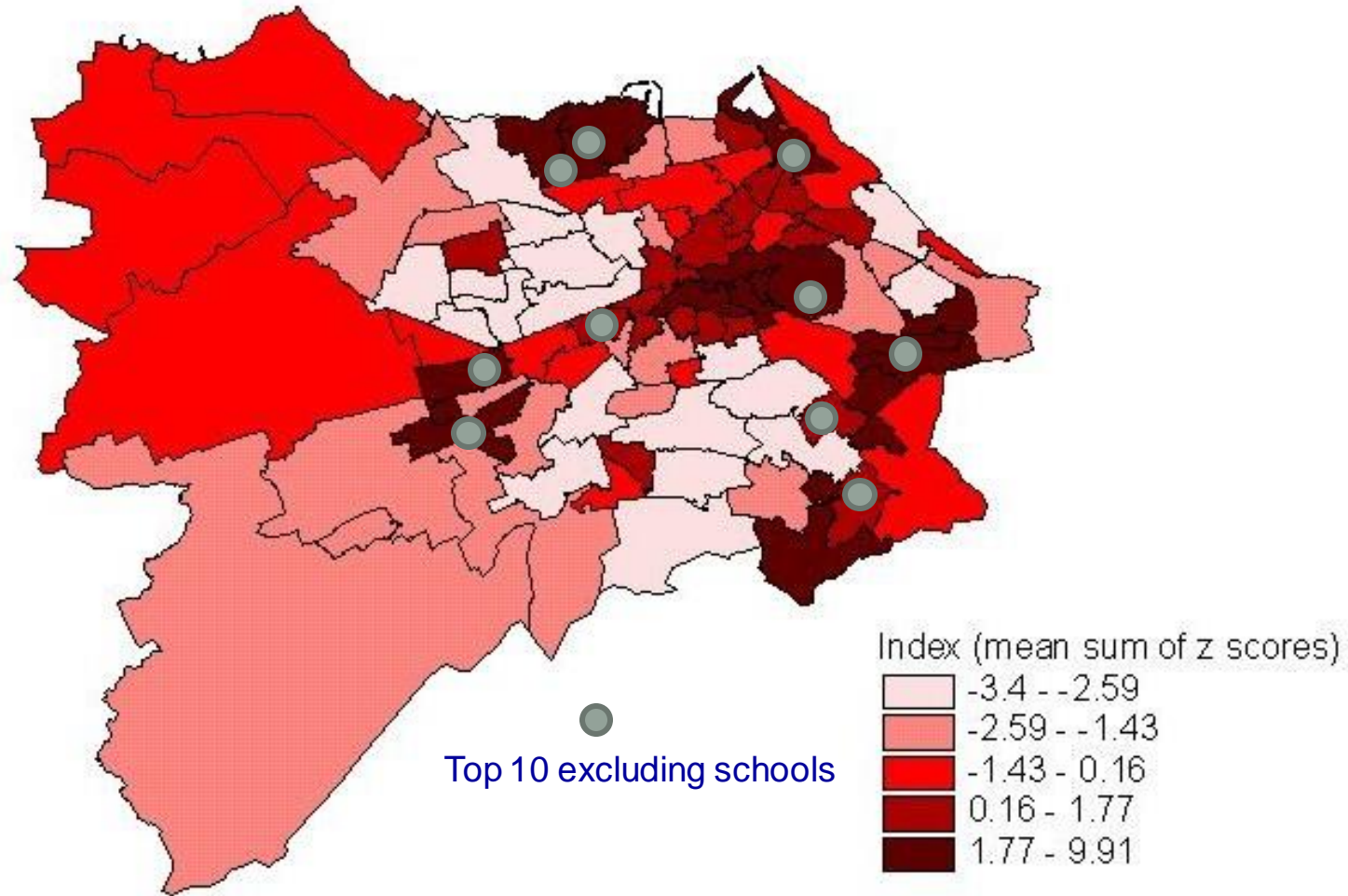


# Incivilities observed by cohort

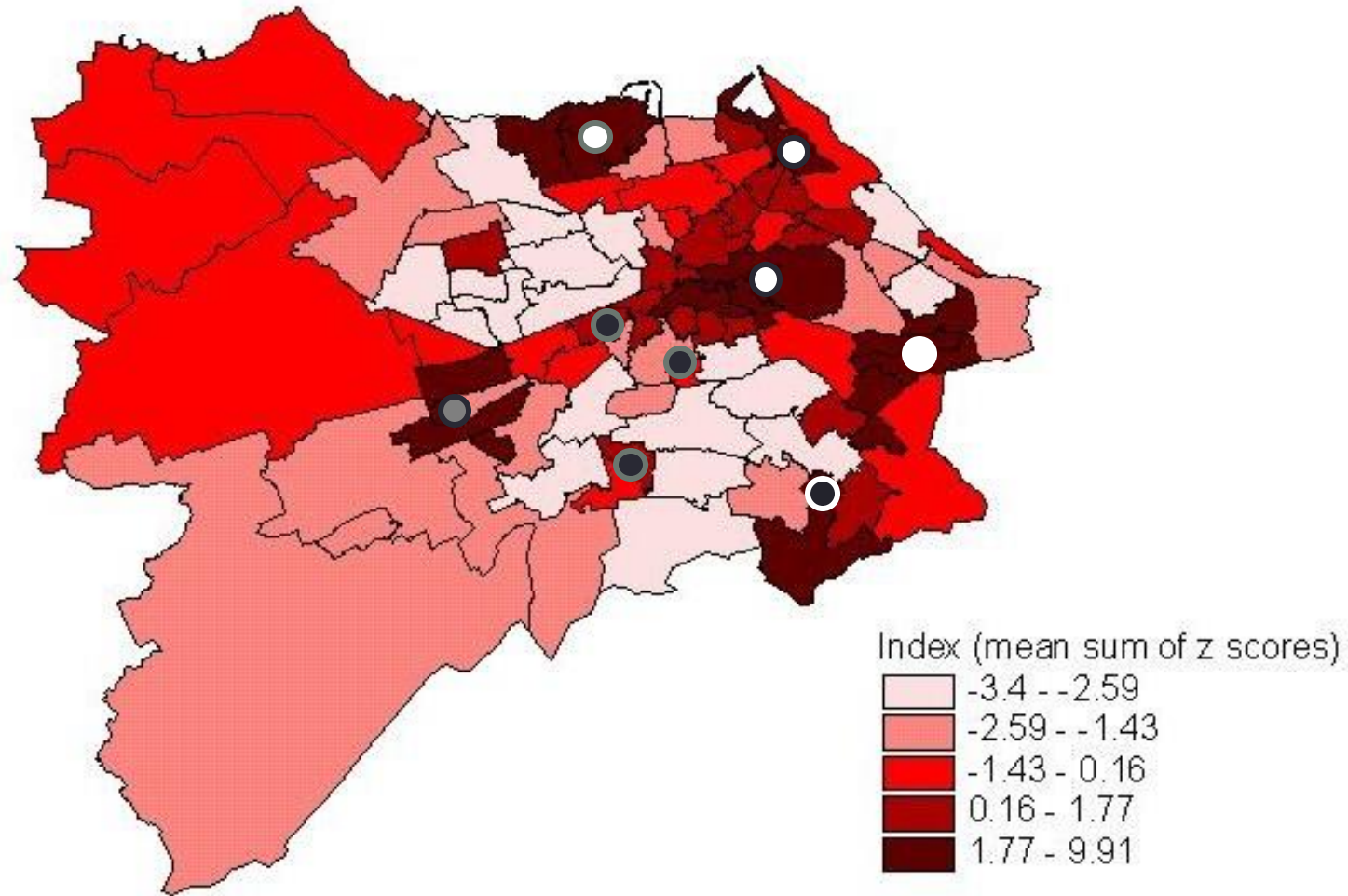




# School exclusion across Edinburgh



# Detention across Edinburgh



Find out more about the Edinburgh Study of Youth Transitions and Crime at:  
[http://www.law.ed.ac.uk/research/making\\_a\\_difference/esytc](http://www.law.ed.ac.uk/research/making_a_difference/esytc)

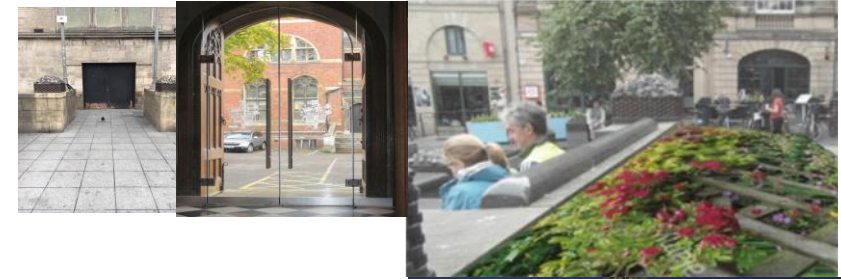
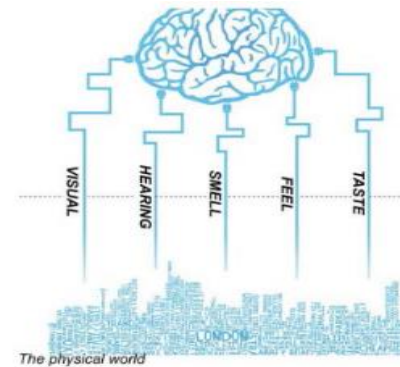
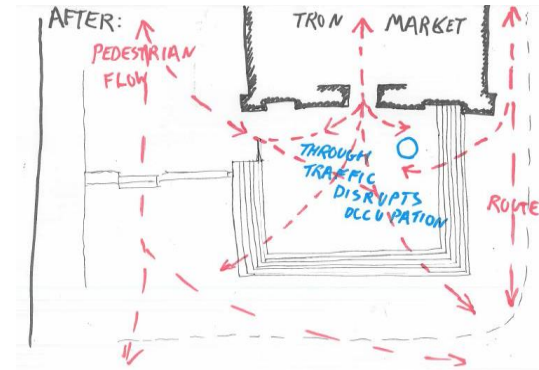
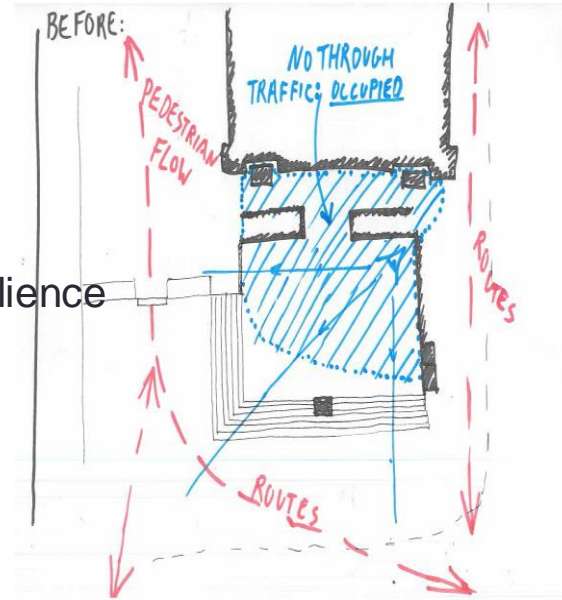
# Place-making

## Problems

- Crime, drug misuse, anti-social behaviour
- Homelessness and dynamics of public space
- Capacity to absorb more business, tourists
- Displacement of traditional communities
- Sanitizing built environment can increase intolerance

## Research projects

- The Southside Challenge
- The 'Edinburgh Conversations'
- Smart cities for community benefit
- Economic shocks and community resilience



“What attracts people most... it would appear, is other people” – William H Whyte

Examples of programmes to be delivered  
(2) Complex needs and multi-morbidity  
(human flourishing through the life-course)

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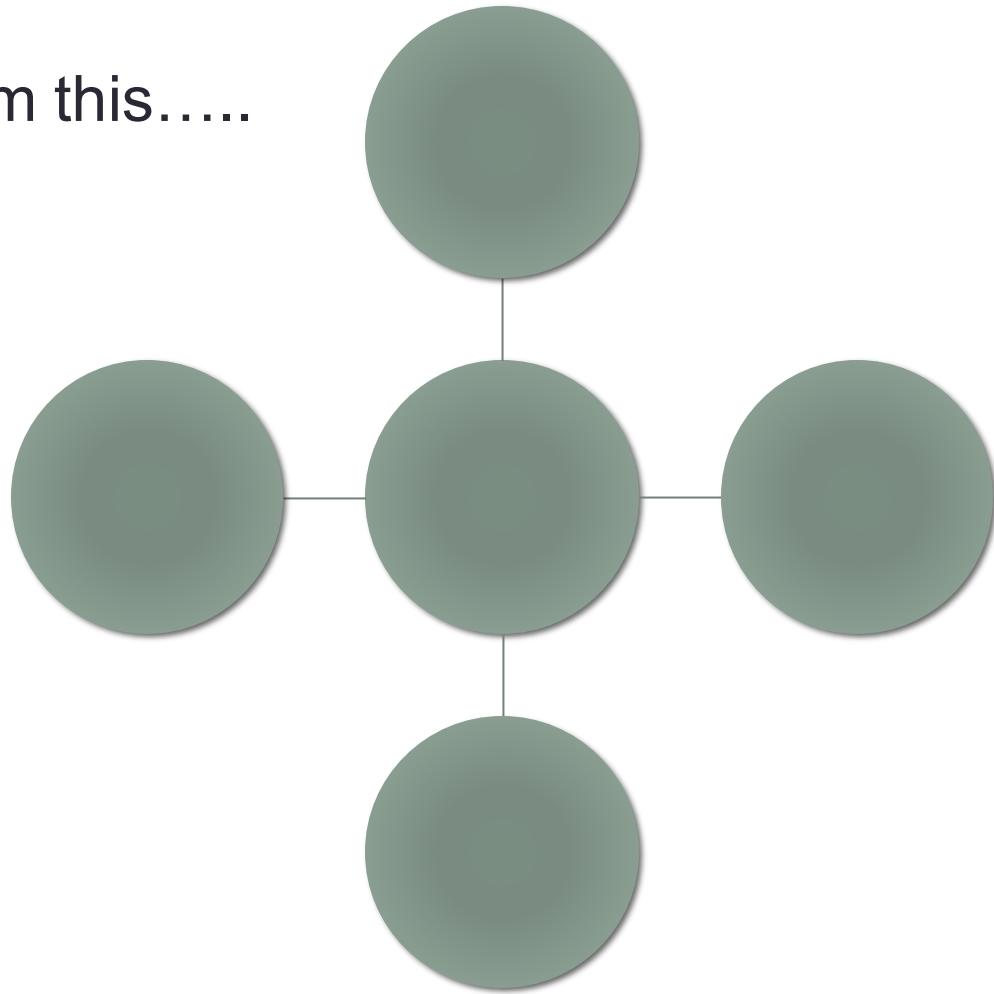
# Pathways into prison: deep case study (every statistic is a person)

## Doreen's story

- Born into area of highest deprivation, from low socio-economic status household
- First victim then offender (official narrative)
- Multiple and complex needs not known to agencies
- History of sexual abuse
- In and out of foster care, no consistency in social work intervention
- Excluded from school, early leaver, few qualifications, subsequent unemployment
- Bullied and socially isolated
- Drug user from young age
- Self harm (cutting) and suicide attempts
- History of depression
- Petty persistent offending becomes more serious including assault and weapon carrying (for protection)
- In and out of prison

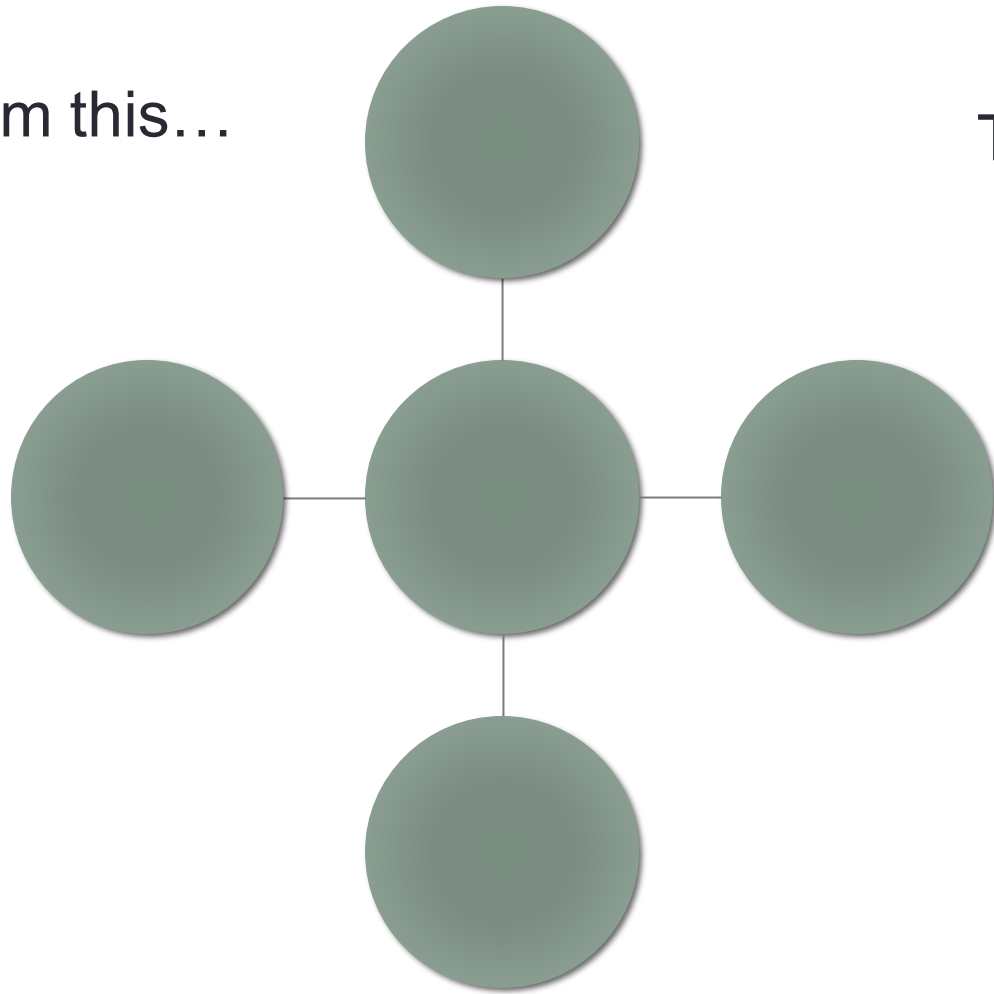
# Responding to multiple-deprivation, complex needs, and co-morbidity

From this.....

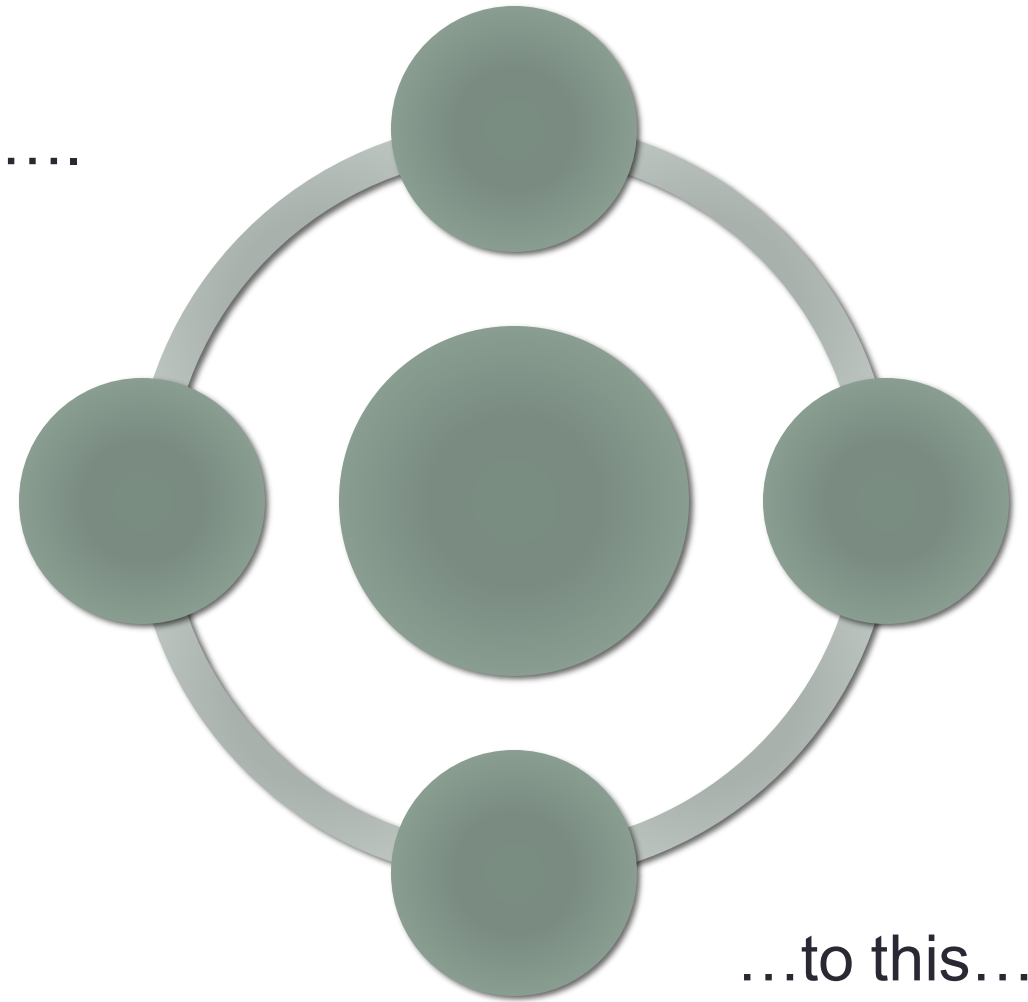


# Responding to multiple-deprivation, complex needs, and co-morbidity

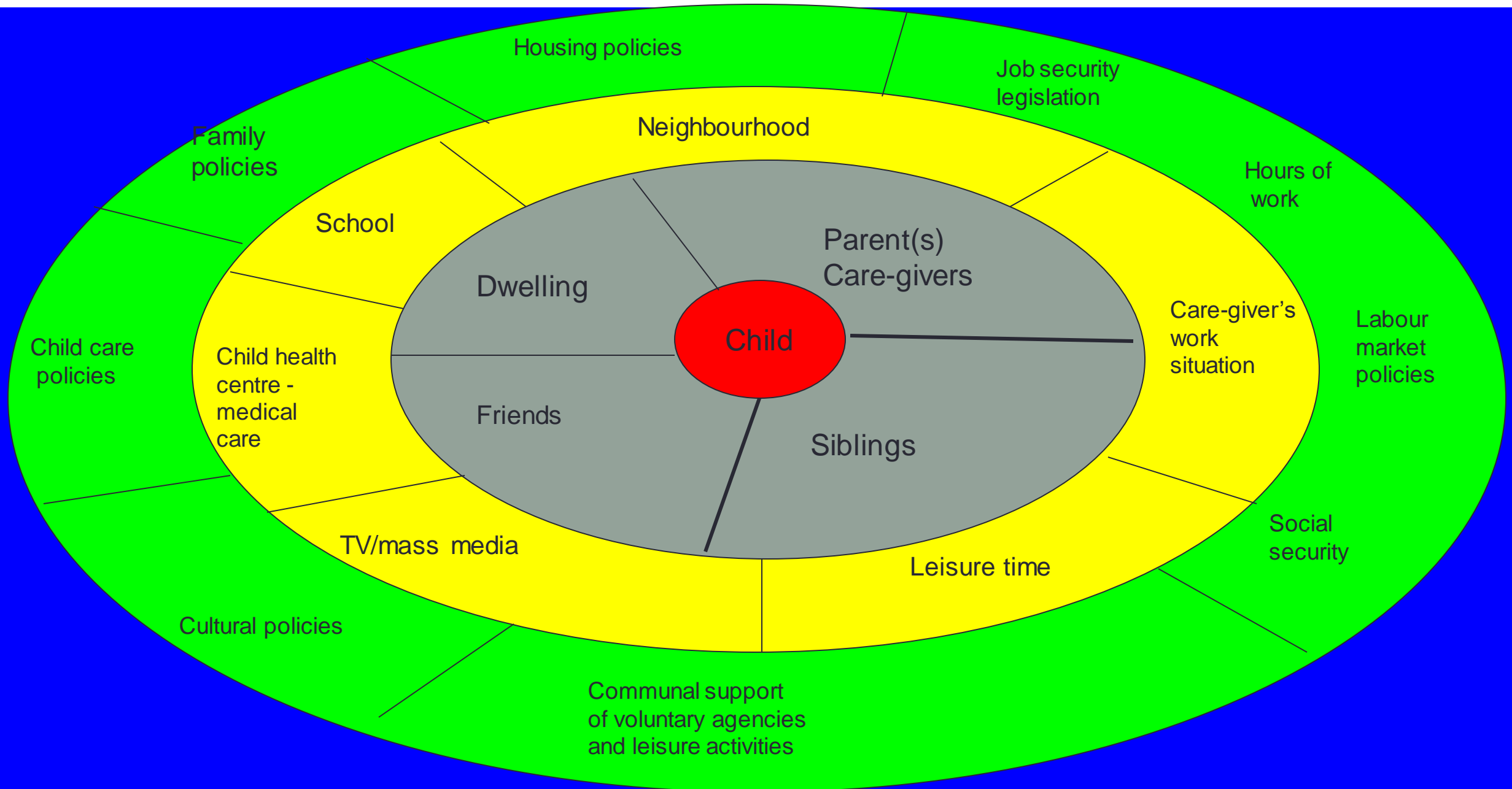
From this...



To this....



...to this....





# Re-imagining the civic university

‘Patet omnibus’



EFI

# Flagship projects: Homeless Health and Inclusion



## Learning and Teaching

Free legal advice  
Critical Literacy  
All 4 Paws  
Digital ambassadors  
Counselling service  
Art therapy  
Placements

## Research

Multi-morbidity through the life-course  
Care and criminal justice transitions  
Identity, citizenship and place  
Harm reduction  
Risk and resilience

## Access Practice

User

## Student Social Enterprise

Edinburgh Bee Collective  
Slurp

## Student and Staff Volunteering

# Flagship projects: digital ambassadors



## Services:

- Short courses for older people in Charteris Community Centre
- Drop-in sessions in the Central Library (every Friday afternoon)
- Short courses for women preparing for employment in collaboration with the Amina Muslim Women's Resource Centre
- Sessions for the wider community in collaboration with People Know How (Leith Community Centre)



# Flagship projects: an eco-system for social enterprise



- Co-curricular pathway (taster workshops, curated portfolio of courses, mentoring and placements, capstone group project co-produced with community)
- Dragons' Den
- Bursaries for action research
- EUSA and EI package of support: business planning and marketing; legal advice; insurance; office space; advice on pitching; leadership skills development
- EFI to home for SE related activity including accelerator space
- Examples
  - Slurp
  - Fog-catchers
  - ETC
  - The Edinburgh Bee Collective

# Characteristics of flagship programmes

- Integrate research and teaching
  - Involve external partnerships (with locally-based individuals, groups, institutions)
  - Have transformative impact on the community
  - Have transformative impact on the student experience
  - Have spin-off potential for research grant applications
  - Are evaluated and learning used to up-scale
- 
- What does a 21<sup>st</sup> century student look like?
    - Core (subject) discipline
    - A student of all the talents
    - Students as agents of social change

