Get ready for data!

A tool to guide data use to serve babies, toddlers and the people who care for them

open
data
institute

Contents

Photo: Courtesy of
Casa de la Infancia

Introduction

As more children are growing up in cities than ever before, cities are investigating ways to improve development outcomes for children and their caregivers, and measure their progress. Data is a vital tool to help leaders set priorities, monitor progress, encourage collaboration, inform decisions, increase accountability, and strengthen the voices of children.

Get ready for data is designed for city officials and early-child development practitioners who collect, share and use data. It aims to address the challenge of managing increasing volumes of data in our highly connected, digital age. It covers key considerations for planning a data-informed project or policy – such as setting your overall strategy, prioritising your data sources and presentation, and reflecting on ethical and legal concerns around how data is used.
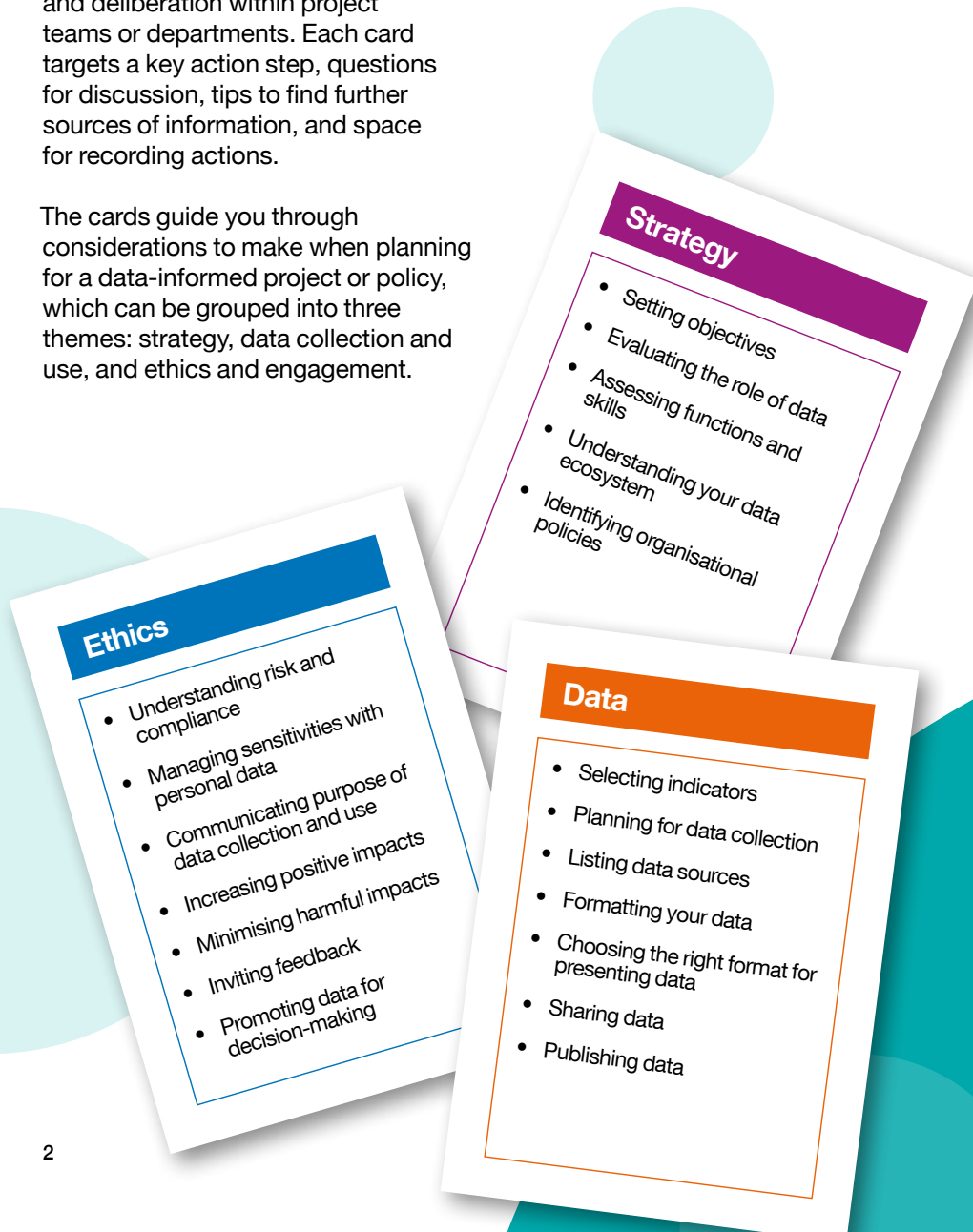
Get ready for data builds on the Bernard van Leer Foundation and ODI report on data dashboards used by cities to improve early childhood development. The report makes recommendations such as the need to determine the purpose of collecting, aggregating and displaying data consistent with your organisation's strategy. This tool is designed to help city leaders and practitioners make practical decisions about their underlying data strategy, which may involve a data dashboard, depending on their change objectives.

Data
Formatting your datasets

Are your data sources in standard, comparable formats?

TIP: Check whether any relevant open standards for data exist that you could use. Standards help make it easier for people and organisations to publish, access, share and use good quality data

About this tool

Get ready for data has been designed to encourage discussion and deliberation within project teams or departments. Each card targets a key action step, questions for discussion, tips to find further sources of information, and space for recording actions.

The cards guide you through considerations to make when planning for a data-informed project or policy, which can be grouped into three themes: strategy, data collection and use, and ethics and engagement.

Strategy

- Setting objectives
- Evaluating the role of data
- Assessing functions and skills
- Understanding your data ecosystem
- Identifying organisational policies

Ethics

- Understanding risk and compliance
- Managing sensitivities with personal data
- Communicating purpose of data collection and use
- Increasing positive impacts
- Minimising harmful impacts
- Inviting feedback
- Promoting data for decision-making

Data

- Selecting indicators
- Planning for data collection
- Listing data sources
- Formatting your data
- Choosing the right format for presenting data
- Sharing data
- Publishing data

Who this is for

Get ready for data is designed to meet the needs of different stakeholders involved in a project or policy intervention:
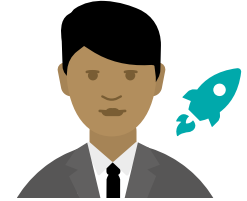
Strategist

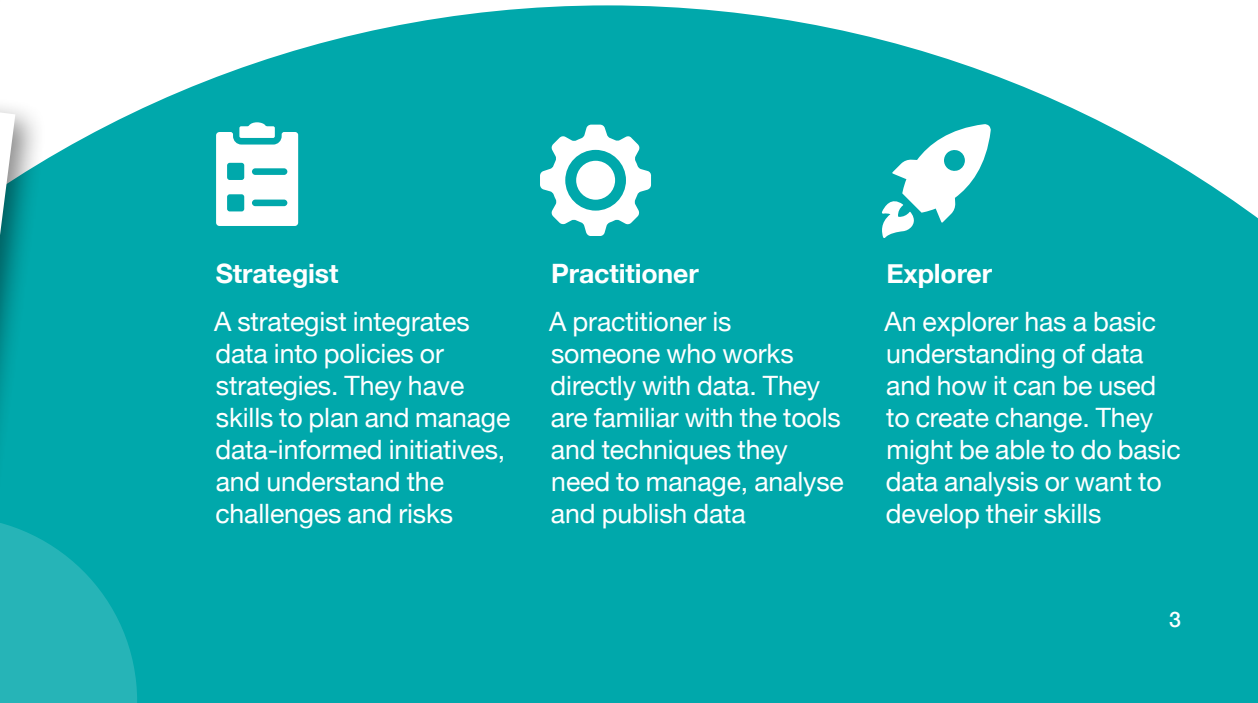**City leaders** who want to demonstrate progress on meeting early child development targets
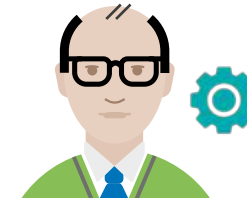
Practitioner

Urban or early child development practitioners who want to improve data literacy and ethics in their organisation

Explorer

City officials who want to promote innovative, child-friendly services and programmes using data

Strategist

A strategist integrates data into policies or strategies. They have skills to plan and manage data-informed initiatives, and understand the challenges and risks

Practitioner

A practitioner is someone who works directly with data. They are familiar with the tools and techniques they need to manage, analyse and publish data

Explorer

An explorer has a basic understanding of data and how it can be used to create change. They might be able to do basic data analysis or want to develop their skills

Why use the tool?

Strategists

- **Define your vision** for how data is collected, managed or used
- Find gaps in policy or capacity in your organisation's data activities
- Understand risks, and plan how to mitigate them with your team

Practitioners

- **Raise awareness of data's value** in your organisation and your partners
- Promote ethics in your approach to data activities
- Help build capacity of your colleagues and partners

Explorers

- **Embed data in your project** design and decision-making
- Explore legal and ethical issues that might arise
- Promote positive impacts amongst your team
- Collaborate with colleagues and partners on shared plans

Photo: Courtesy of Liga Peatonal

Advice for strategists

If you are a leader responsible for a policy or project using data, start by discussing the 'strategy' cards with your team. This will help clarify overall objectives in collecting data, assess organisational capacity, and identify relevant policies.

What are the benefits of using this tool?

Improve planning and decision making

Help inform project design and how data activities are managed. Considering these issues early on can ensure adequate and investment in capacity building

Manage risks and challenges

Use to tool to identify potential risks from data activities – alongside other organisational policies – think about the people and communities who might be affected, and plan steps to minimise harm

Help teams co-create plans

The tool helps teams collaborate and discuss project objectives, potential impacts and data sources. This helps ensure strategies complement each other, and that barriers are overcome

Make the most of the tool

Regularly review your data activities and revisit this tool to help adjust your plans.

Publish information about your data strategy, and engage with broad stakeholders – including people and communities that your data activities affect. This will help to increase trust and maximise the positive impacts your data activies can have.

Before you get started

When preparing to use the tool, consider the level of data literacy that already exists in your team or organisation. The ODI has developed a simple three-tier framework describing the knowledge and skills of anyone interacting with open data from beginner to expert level. Several other organisations are developing frameworks to assess general data literacy.

If there are varied levels of data literacy in your team or organisation, you might want conduct some basic pre-training on key concepts, such as types of data sources and indicators. This could be introduced in a presentation at the beginning of a workshop to develop a shared understanding before getting into discussions.

You can also use the **one page matrix** version of the tool to identify areas you want to prioritise for capacity building in the longer term.

Finally, think about who should be involved when applying the tool, and who needs to engage during different parts of the process. For example:

- **Involve city leaders** early on to help secure buy-in and set overall vision and objectives for data activities

- **Involve urban planning** and/or child development practitioners to understand data-quality issues, sensitivities and relevant indicators to measure early child development progress

- **Involve communications and engagement** colleagues to help communicate your plans, and gather feedback from affected people and communities to focus on increasing the positive impact of data activities

Photo: Courtesy of Mekanda Adalet Derneği/ Centre for Spatial Justice

How to use this tool

Get ready for data is designed to be used in different ways to meet different types of learner and learning styles. As this tool sets out a range of issues, you can select cards that meet your specific priorities, divide the cards across a team to explore, or combine all of the cards to construct a canvas.

1 Individual
- Print the **one page matrix** to complete on your own, or use the small cards and write notes on the back
- Consider all the issues around a data project and present your recommendations back to leadership
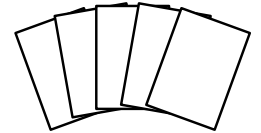
2 Small group
- Print the **compact version** double-sided on A4 paper, cut along the dotted line and hand out among the group for discussion
- Participants can write directly on the back of the small cards or stick post-it notes on the cards
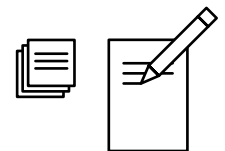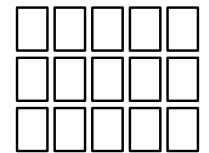
3 Workshop
- Print the **large version** single-sided on A4 paper
- Stick the cards to the wall or organise on a table top
- Write ideas directly onto the cards, stick post-it notes to the cards or use the cards as a prompt and make notes elsewhere (whiteboard, Google-doc, data management plan etc)
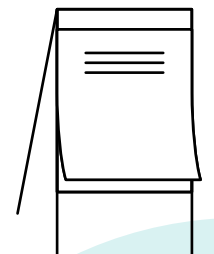
We encourage teams and individuals to be as open as possible about their data collection and use. You could consider publishing your results from using this tool, or your data strategy itself.

Next steps

Working your way through this tool is just the beginning of the process. The tool is designed to be flexible, to allow teams to apply it in different ways and generate different ideas.

As you work towards implementing data activities, here are some steps you can take:

1 Consult Bernard van Leer's Urban95 'starter kit' – a package of workshop tools and ideas

2 Share your data strategy or communicate your data activities to others in your sector or community for feedback

3 Conduct a retrospective of your data strategy – review your progress, gather feedback from stakeholders, discuss operational challenges, and iterate your plans as needed

4 Track results and develop use-cases that demonstrate the value and impact of data to engage your community

5 Continue to build data literacy among your organisation and partners. The Urban95 starter kit includes some workshop materials, or you can access self-led e-Learning modules and courses via the ODI's Open Data Skills Framework

Photo: Courtesy of Casa de la Infancia

Additional reading and resources

Get ready for data is part of a package of supporting materials:

- One page matrix
- A6 compact version
- A4 large version
- Google doc version
- Reports, articles and additional reading

You can find these resources at:
theodi.org/article/get-ready-for-data
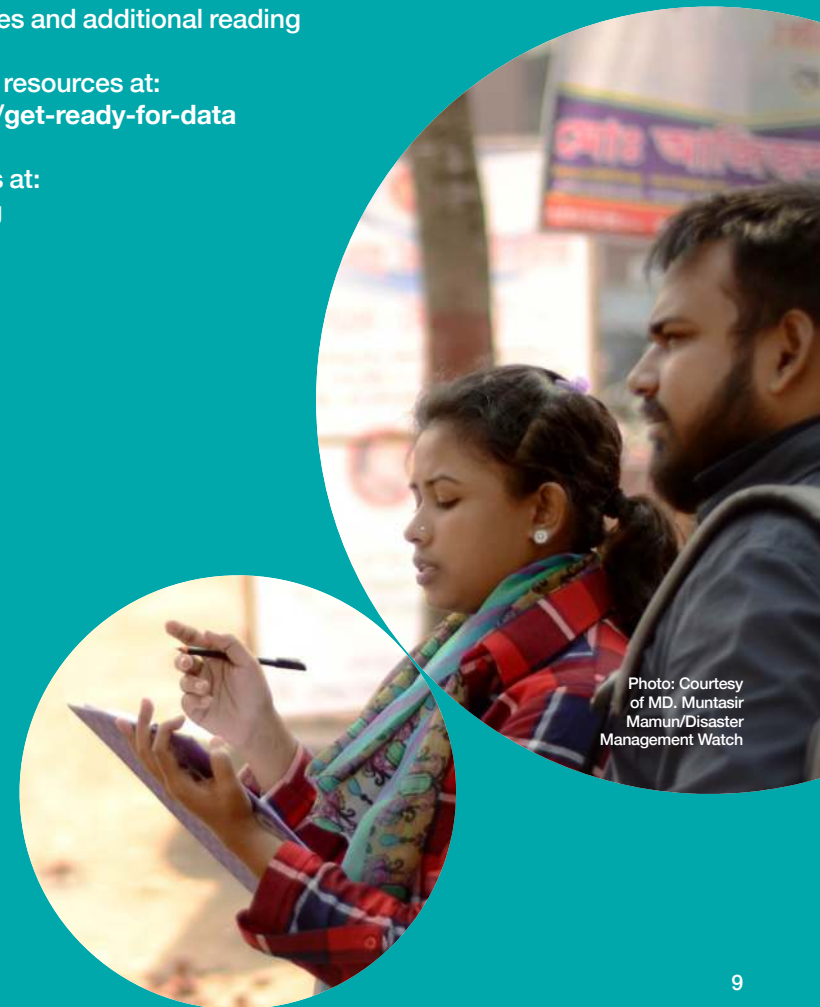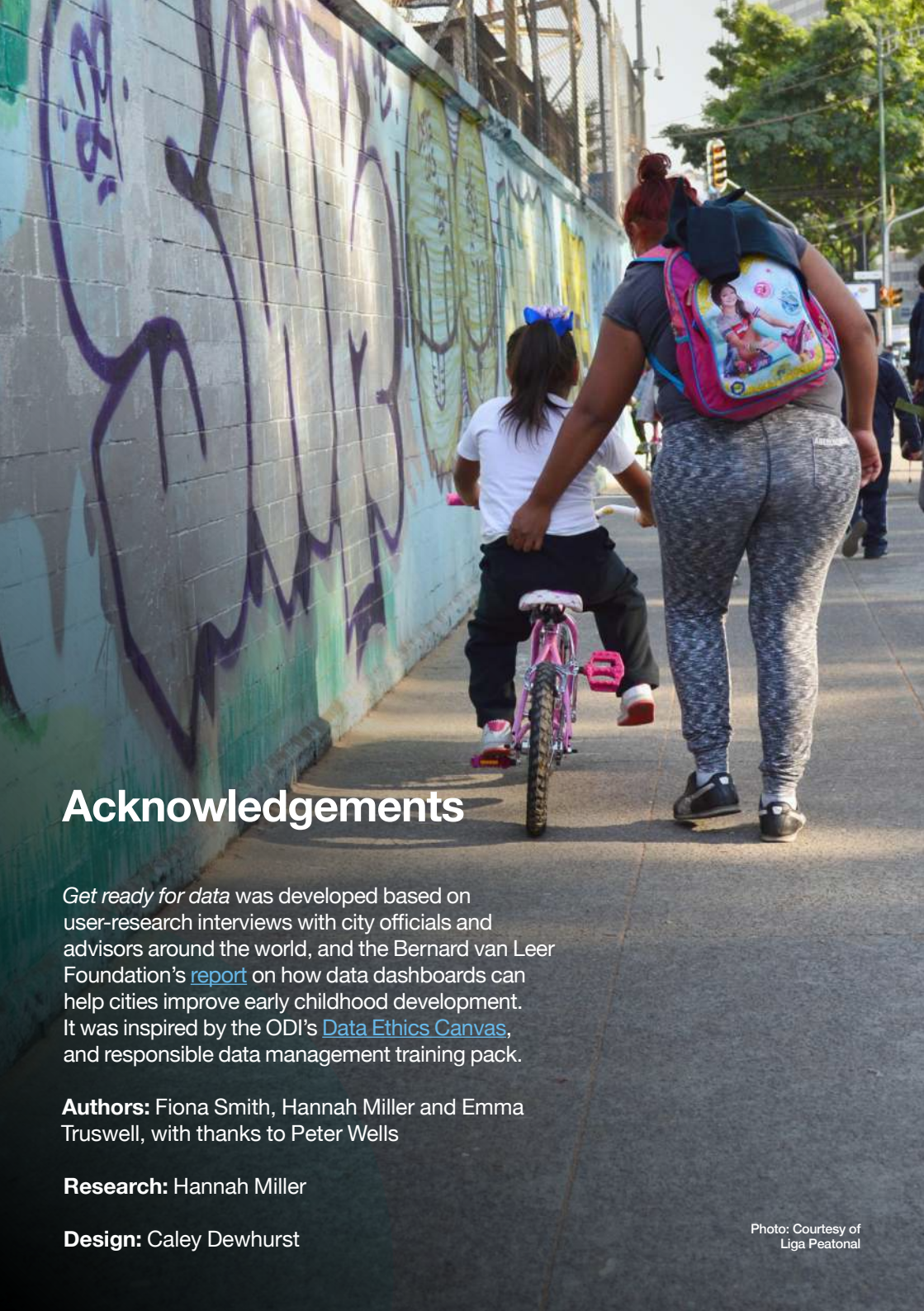
You can write to us at:
policy@theodi.org

Photo: Courtesy of MD. Muntasir Mamun/Disaster Management Watch

Acknowledgements

Get ready for data was developed based on user-research interviews with city officials and advisors around the world, and the Bernard van Leer Foundation's report on how data dashboards can help cities improve early childhood development. It was inspired by the ODI's Data Ethics Canvas, and responsible data management training pack.
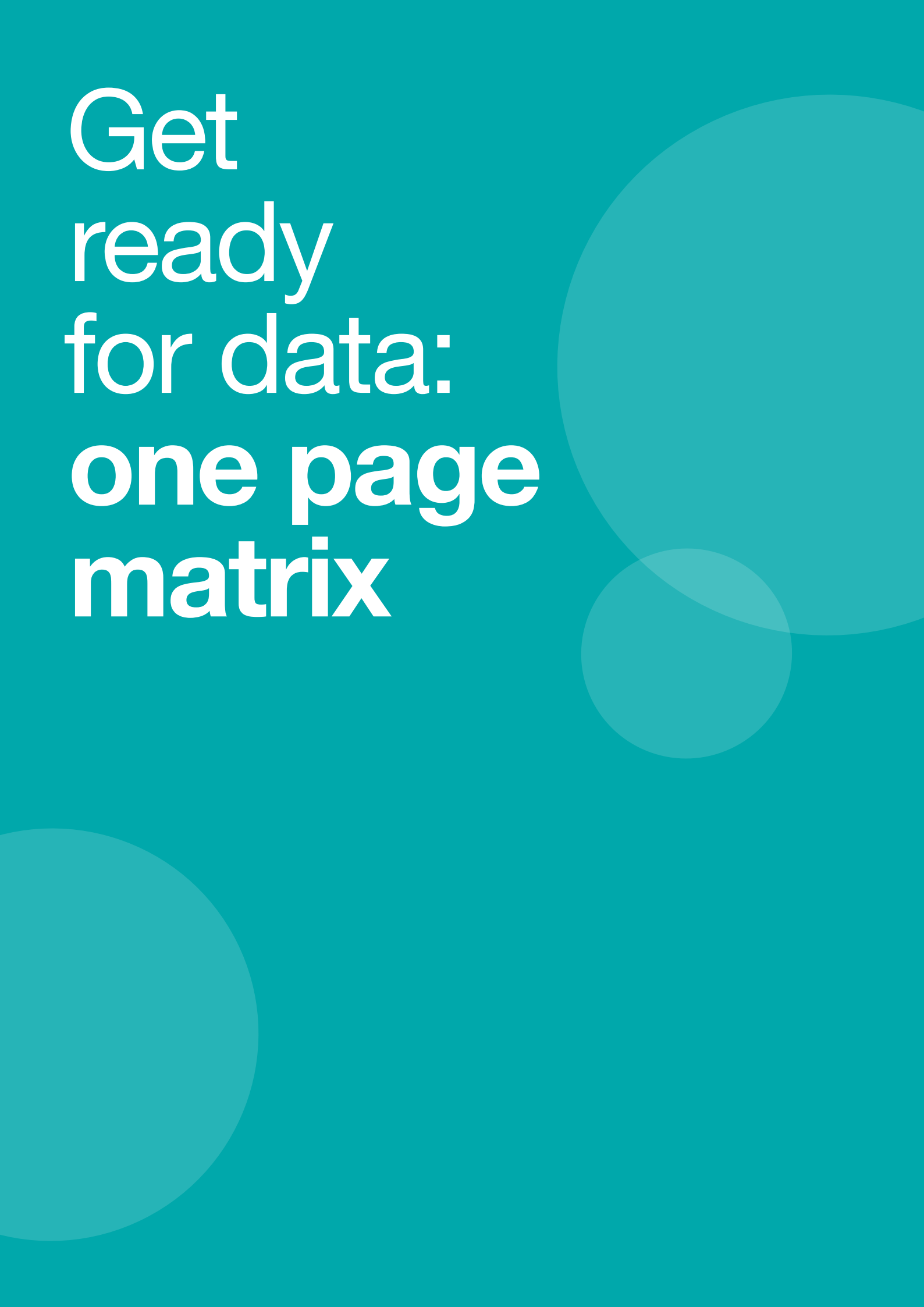
Photo: Courtesy of
Liga Peatonal

Get ready for data:

one page matrix

What does your project or policy intervention aim to achieve in your city for babies, toddlers and the people who care for them?

a.

How will data help you to achieve your aims? What decisions will it help you make?

b.

Who is involved in collecting, managing and using data in your organisation? Do they have the right skills?

c.

Which external stakeholders do you need to engage to maximise data's impact in your project or policy intervention?

d.

Does your organisation have a data management policy or set of guidelines?

e.

What data should you collect to help meet your project or policy goals?

f.

What methods for data collection would suit your project goals? What is the minimum amount of personal data required?

g.

Name and describe key data sources you need to collect, manage or use in your project or policy intervention.

h.

Do you have appropriate permission from third-party organisations to access and use data that they hold?

i.

Are your data sources in standard, compatible formats?

j.

Which formats will you use to present the data you are collecting? Eg dashboards, infographics, maps, graphs or spreadsheets?

k.

Who would benefit from having access to the data you are collecting, in order to make decisions?

l.

Are there any types of data you can publish openly, for others to access, use and share?

m.

What legislation or policies affect your rights and responsibilities when collecting, managing and using data?

n.

Are there any sensitivities to be aware of when sharing data, especially if the data is about children?

o.

Do people – especially those the data is about or who are impacted by its use – understand what the data is being used for?

p.

How could you grow the positive impacts of data collection, management and use in this project?

q.

Who could be negatively affected by data collection and use within this project. Could it be used to target, profile or prejudice people?

r.

How can people give feedback on how your project or policy collects, manages or uses data?

s.

How are you encouraging people to use data to inform their decisions about a project or policy?

t.

Get ready for data:
compact version

Strategy

Setting objectives

What does your project or policy intervention aim to achieve in your city for babies, toddlers and the people who care for them?

TIP: Refer to the Bernard van Leer Foundation report on how to use data dashboards to support urban development and early child development

a.

Strategy

Evaluating the role of data

How will data help you to achieve your aims? What decisions will it help you make?

TIP: See the ODI's guide to using data in strategic government interventions, and case studies on data dashboards deployed to promote early child development in cities

b.

Strategy

Assessing functions and skills

Who is involved in collecting, managing and using data in your organisation? Do they have the right skills?

TIP: Assess data literacy in your organisation, and learning support that might be needed, with the ODI's Data Skills Framework and eLearning modules

c.

Strategy

Understanding your data ecosystem

Which external stakeholders do you need to engage to maximise data's impact in your project or policy intervention?

TIP: Understand your wider data ecosystem, and see how other organisations map data ecosystems for particular public services, with the ODI's guide

d.

notes

a.

notes

b.

notes

c.

notes

d.

Strategy 📋

Identifying organisational policies

Does your organisation have a data management policy or set of guidelines?

TIP: A data management plan could benefit your project or policy by setting a common approach to data collection, curation and use

e.

Data ⚙

Selecting indicators

What data should you collect to help meet your project or policy goals?

TIP: Indicators can measure service quality, coverage or progress. BvLF has a guide on helpful indicators for assessing urban and early child development outcomes

f.

Data ⚙

Planning for data collection

What methods for data collection would suit your project goals? What is the minimum amount of personal data required?

TIP: Think how frequently you need to collect and update the data, the time and cost of this, and whether any of it can be automated

g.

Data ⚙

Listing data sources

Name and describe key data sources you need to collect, manage or use in your project or policy intervention.

TIP: These might include national surveys, administrative systems or case databases. If there are multiple sources of data from different organisations, it might be worth completing a data inventory

h.

notes

e.

notes

f.

notes

g.

notes

h.

Data

Do you have appropriate permission from third-party organisations to access and use data that they hold?

TIP: Check whether you have the right to reuse data collected and maintained by another organisation, or if there are any restrictions, with the ODI's data users' guide

i.

Data

Formatting your datasets

Are your data sources in standard, compatible formats?

TIP: Check whether any relevant open standards for data exist that you could use. Standards help make it easier for people and organisations to publish, access, share and use good-quality data

j.

Data

Choosing the right format for presenting data

Which formats will you use to present the data you are collecting? Dashboards, infographics, maps, graphs or spreadsheets?

TIP: Consider effective formats for presenting your data types, your target users' needs, and end-goals. See BvLF and the ODI's report on designing data dashboards, or the ODI's eLearning course on visualising data

k.

Data

Sharing data

Who would benefit from having access to the data you are collecting, in order to make decisions?

TIP: Consider how users will access data, and if restrictions should apply. Personal data might need safeguards, to manage risk of re-identification of individuals, access controls, or data-sharing agreements

l.

notes

i.

notes

j.

notes

k.

notes

l.

Data

Publishing data

Are there any types of data you can publish openly, for others to access, use and share?

TIP: To be fully open, data needs an open licence. There are many tools that can help you to publish data openly, such as CKAN, Octopub, OpenDataSoft and Socrata

m.

Ethics

Understanding risk and compliance

What legislation or policies affect your rights and responsibilities when collecting, managing and using data?

TIP: Consider data protection legislation (GDPR), IP and database rights legislation, anti-discrimination laws, sector-specific data sharing policies (eg health, employment, taxation), or codes of ethics that might apply

n.

Ethics

Managing sensitivities with personal data

Are there any sensitivities to be aware of when sharing data, especially if the data is about children?

TIP: Children need special protection when data about them is collected and processed, as they may be less aware of the risks involved. The ICO's checklist outline steps to take to minimise harm

o.

Ethics

Communicating the purpose of the data

Do people – especially those the data is about or who are impacted by its use – understand what the data is being used for?

TIP: Organisations should be open about how they collect and use personal data. If your legal basis requires you to ask for consent, make the language and presentation clear (especially where children are involved)

p.

notes

m.

notes

n.

notes

o.

notes

p.

Ethics

Increasing positive impacts

How could you grow the positive impacts of data collection, management and use in this project?

TIP: Think about which people, demographics or organisations could benefit from your project or policy intervention. How are you collecting feedback and stories from them to improve your work with data?

q.

Ethics

Minimising harmful impacts

Who could be negatively affected by this project collecting and using data? Could it be used to target, profile or prejudice people?

TIP: Consider whether you need to conduct a privacy impact assessment. The ODI's Data Ethics Canvas focuses on the foundation, intention and potential impact of projects and encourages ethical decision-making

r.

Ethics

Inviting feedback

How can people give feedback on how your project or policy collects, manages or uses data?

TIP: You might need multiple mechanisms for people to offer feedback, for example through both online channels and more deliberative forms of engagement

s.

Ethics

Promoting data for decision making

How are you encouraging people to use data to inform their decisions about a project or policy?

TIP: Consider the best way of sharing progress and issues from data collection – eg with a dashboard, progress report, visualisation, or case study – and other activities that might be needed, such as advocacy

t.

notes

q.

notes

r.

notes

s.

notes

t.

Get ready for data: large version

Setting objectives

What does your project or policy intervention aim to achieve in your city for babies, toddlers and the people who care for them?

TIP: Refer to the Bernard van Leer Foundation report on how to use data dashboards to support urban development and early child development

a.

Evaluating the role of data

How will data help you achieve your aims? What decisions will it help you make?

TIP: See the ODI's guide to using data in strategic government interventions, and case studies on data dashboards deployed to promote early child development in cities

b.

Strategy

Assessing functions and skills

Who is involved in collecting, managing and using data in your organisation? Do they have the right skills?

TIP: Assess data literacy in your organisation, and learning support that might be needed, with the ODI's Data Skills Framework and eLearning modules

c.

Which external stakeholders do you need to engage to maximise data's impact in your project or policy intervention?

TIP: Understand your wider data ecosystem, and see how other organisations map data ecosystems for particular public services, with the ODI's guide

d.

Identifying organisational policies

Does your organisation have a data management policy or set of guidelines?

TIP: A data management plan could benefit your project or policy by setting a common approach to data collection, curation and use

e.

Data

What data should you collect to help meet your project or policy goals?

TIP: Indicators can measure service quality, coverage or progress. BvLF has a guide on helpful indicators for assessing urban and early child development outcomes

f.

Data

What methods for data collection would suit your project goals? What is the minimum amount of personal data required?

TIP: Think how frequently you need to collect and update the data, the time and cost of this, and whether any of it can be automated

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Data

Name and describe key data sources you need to collect, manage or use in your project or policy intervention.

TIP: These might include national surveys, administrative systems or case databases. If there are multiple sources of data from different organisations, it might be worth completing a data inventory

h.

Data

Accessing and using data from third parties

Do you have appropriate permission from third-party organisations to access and use data that they hold?

TIP: Check whether you have the right to reuse data collected and maintained by another organisation, or if there are any restrictions, with the ODI's data users' guide

i.

Formatting your datasets

Are your data sources in standard, compatible formats?

TIP: Check whether any relevant open standards for data exist that you could use. Standards help make it easier for people and organisations to publish, access, share and use good-quality data

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Data

Choosing the right format for presenting data

Which formats will you use to present the data you are collecting? Dashboards, infographics, maps, graphs or spreadsheets?

TIP: Consider effective formats for presenting your data types, your target users' needs, and end-goals. See BvLF and the ODI's report on designing data dashboards, or the ODI's eLearning course on visualising data

k.

Data

Who would benefit from having access to the data you are collecting, in order to make decisions?

TIP: Consider how users will access data, and if restrictions should apply. Personal data might need safeguards, to manage risk of re-identification of individuals, access controls, or data-sharing agreements

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Data

Are there any types of data you can publish openly, for others to access, use and share?

TIP: To be fully open, data needs an open licence. There are many tools that can help you to publish data openly, such as CKAN, Octopub, OpenDataSoft and Socrata

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Ethics

What legislation or policies affect your rights and responsibilities when collecting, managing and using data?

TIP: Consider data protection legislation (GDPR), IP and database rights legislation, anti-discrimination laws, sector-specific data sharing policies (eg health, employment, taxation), or codes of ethics that might apply

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TIP: Children need special protection when data about them is collected and processed, as they may be less aware of the risks involved. The ICO's checklist outline steps to take to minimise harm

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Ethics

Do people – especially those the data is about or who are impacted by its use – understand what the data is being used for?

TIP: <u>Organisations should be open</u> about how they collect and use personal data. If your legal basis requires you to ask for consent, make the language and presentation clear (especially where children are involved)

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Increasing positive impacts

How could you grow the positive impacts of data collection, management and use in this project?

TIP: Think about which people, demographics or organisations could benefit from your project or policy intervention. How are you collecting feedback and stories from them to improve your work with data?

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Minimising harmful impacts

Who could be negatively affected by this project collecting and using data? Could it be used to target, profile or prejudice people?

TIP: Consider whether you need to conduct a privacy impact assessment. The ODI's Data Ethics Canvas focuses on the foundation, intention and potential impact of projects and encourages ethical decision-making

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Ethics

How can people give feedback on how your project or policy collects, manages or uses data?

TIP: You might need multiple mechanisms for people to offer feedback, for example through both online channels and more deliberative forms of engagement

s.

Promoting data for decision making

How are you encouraging people to use data to inform their decisions about a project or policy?

TIP: Consider the best way of sharing progress and issues from data collection – eg with a dashboard, progress report, visualisation, or case study – and other activities that might be needed, such as advocacy

t.