

East Lothian Partnership

**Local Outcome Improvement Plan 2026-2036**  
**Children and Young Person Facilitation Guide**

*Creative resources for use with children, young people or any settings where they would help!*



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## Introduction & Background for Facilitators

### Local Outcome Improvement Plan Development 2026-2036

East Lothian Partnership are developing their new Local Outcomes Improvement Plan (LOIP). This is required by Section 6 of the Community Empowerment (Scotland) Act 2015 [Link](#). This plan concentrates on what we, as partners, can achieve by working together on specific issues to improve outcomes for East Lothian's people.

The LOIP must set out:

- the local outcomes which are a priority for the area, and what will be done to achieve these outcomes;
- what will improve because we have achieved these outcomes;
- the time period during which we plan to make this improvement;
- a description of the needs and circumstances of the people who live in East Lothian.

There are many plans and strategies influencing change in East Lothian. The LOIP is not intended to be a “master plan” for the area or a silver bullet. But it will be influence (and be influenced by) other plans, strategies and activities.

### What is East Lothian Partnership?

East Lothian Partnership are a community planning partnership. Community planning is about how public bodies work together, and with local communities, to design and deliver better services that make a real difference to people's lives. Especially those who need the services most.

### Who is in the East Lothian Partnership?

The East Lothian Partnership involves all partners, organisations and community groups. The structure of the East Lothian Partnership is below;



The East Lothian Partnership updated its structure in January 2018 with the aim of actively involving more partners and community groups in its work. The structure includes:

- **East Lothian Partnership Governance Group** whose core membership includes the 5 partners who have statutory responsibility for governance under the Community Empowerment (Scotland) Act 2015
- **East Lothian Partnership Forum** which brings together a wide range of partners with the aim of actively involving them in the Partnership's work
- **A number of Strategic / Delivery Groups** who play a role in delivering the outcomes in the East Lothian Plan - these include East Lothian's 6 Area Partnerships

## What you need to know: the background context

The Strategic Needs Assessment which is part of this pack gives an overview of some of the challenges and opportunities facing East Lothian that we should factor into our discussions. There are lots of things to consider, but the following points are important in setting the expectations of your engagement with children and young people;

- **Population growth**

East Lothian has one of the fastest growing local authority populations, especially people aged 65 and over. Most care staff are over the age of 45 years. For every 100 people working in this sector in 2023, 49% will no longer be working by 2043.

- **Deprivation**

1 in 5 children in East Lothian live in poverty. Eight of East Lothian's "data zones" are in the 20% most deprived areas of Scotland. Whilst some of our communities are amongst the most deprived, hidden poverty exists across all areas. In more deprived areas, life expectancy is lower, and individuals are more likely to experience more challenging health, social and economic conditions.

- **Finances**

East Lothian Council, NHS Lothian, and the Third Sector, all face challenging funding situations. East Lothian Council must make £60 million worth of cuts over the next five years. The cost-of-living crisis has increased the demand for services at the same time as increasing the cost of delivering services. This means often, there are less service available and longer waiting lists.

## Partners preparing for engagement

This guide seeks to support partners in gaining the views and opinions of the communities they support, with some resources and background information.

## Things to consider

- ✓ If you have regular sessions with the people you support rather than setting up a separate session, you may wish to use the resources as an activity in your time together.
- ✓ You can decide on the best format to engage with the group, based on your own trusting relationship. You may want to use flipcharts, post it notes, drawings or even voice recordings to make it more informal and accessible. The resources in this pack are just a guide.
- ✓ If you are running a session please do try to share information at least 48 hours in advance, including the East Lothian Partnership Information for Communities/ East Lothian Partnership Information for Children and Young Person and an overview for the session.
- ✓ Check whether any participants have accessibility requirements, or other adaptations that will help them to participate fully.
- ✓ Identify an accessible location for the engagement, including access to a safe/quiet space.
- ✓ We have tried to provide documents in accessible formats, written in plain English that is youth friendly.
- ✓ Consider who is taking part in the conversation, and how best to engage voices easy to ignore
- ✓ For working with children and young people you can refer to; [Lundy Model](#), [Save the Children -](#) , [The Right Way](#), [UNICEF](#), [Lundy Model Checklist](#) for more resources.

## Trauma-informed

It is also worth considering that some themes being discussed may trigger a personal experience. Sharing information prior to the session on what will be covered will help them to consider/prepare for this.

Consider how you can support them at the sessions and what support you may want to put them in touch with afterwards.

A good practice is to prepare with your group some conversation guidelines that can help create a safe space. Some things to consider include:

- Have a soft start – tea, coffee and getting to know each other at the beginning of the session can help people feel more at ease and can help transition if people have had a stressful day beforehand.
- Having a breakout room where people can go to collect their thoughts.
- Language – no professional speak or acronyms, it's ok to ask what people mean and check that we have an agreed understanding of the words/phrases that we are using.
- Throughout the session check in with each other as you are sharing experiences, thoughts and ideas that might not be easy for others to hear.
- Provide an overview of what we are going to be doing before the session.
- Make space for reflection and learning.
- It's ok to get things wrong and make mistakes.
- Be mindful that people coming into a space to share their experience could find it intimidating.
- Think about where the power sits, we want to have power balance and power in balance.
- Keep the conversation we have about individuals experiences anonymous and think about confidentiality.
- Provide a summary at the end of the discussion.

## On the day

### General introduction to the workshop/activity

- Ask everyone to introduce themselves by sharing their preferred name, preferred pronouns and visual description and why they are here today.
- Tell people how long the session will take, if there will be comfort/refreshment breaks and the timings for the session. Give any venue information on toilets etc.
- If you are working with a group who don't know each other very well, you may want to do an ice-breaker – you can find more about ice-breakers [here](#).
- Ask people to be sure that they are willing for the anonymous feedback they give to be shared with the East Lothian Partnership for the purposes of the Local Outcome Improvement Plan consultation and engagement.
- If it is a more formal session, appoint a note-taker to record people's ideas. If working with a larger group consider splitting down into smaller groups/tables to give opportunities for everyone to speak, including offering people who don't want to share verbally alternative ways to share their views.
- This is about what we can do **as a partnership**. Whilst some agencies will play a leading role, please guide discussion towards collective actions.
- We will be keeping people updated on the progress and shaping of the LOIP. If participants would like to hear more, please provide their email addresses to Emma Brown [ebrown3@eastlothian.gov.uk](mailto:ebrown3@eastlothian.gov.uk) or Lucy Higginson [lhigginson@eastlothian.gov.uk](mailto:lhigginson@eastlothian.gov.uk).

## Activities for different age groups

We have created two different facilitation packs; a creative pack which may be better for children and young people and other appropriate settings, and a discursive pack, which focuses more around questions. Please pick the pack or indeed activity that suits your group best, and feel free to draw on elements of both. You can change or amend resources as you feel they best suit you. You only need to use one of the activities

## How many themes/questions do you have to cover?

That is entirely up to you. You may want to focus on one theme/question that is of particular interest to your group, several questions or all of them. You may like to do one session or a series of sessions looking at particular themes/questions. You may move completely away from the questions and themes, and that is also okay.

We are hoping for feedback from your discussion by **2<sup>nd</sup> May** to [elp@eastlothian.gov.uk](mailto:elp@eastlothian.gov.uk)

## Thinking about the bigger picture

This is a big conversation that will have a lasting impact on East Lothian Partnership's focus and activities over the next 10 years. It will influence how services in your community work together for many years to come.

As part of the review of the 2017-2027 LOIP and self-assessment of our partnership, we have identified that the ways in which we are currently working need to evolve. The themes and actions that we need to take will also evolve. Our Strategic Needs Assessment is provided with this pack and sets out some of the emerging and more pressing themes or concerns in East Lothian.

Below, we have set out some questions that delve further into themes that have emerged from our review of the previous LOIP and conversations with the Partnership.

This is an important opportunity for participants or the groups they represent to have their say. If the discussion moves away from these questions and themes, we are happy to hear where the conversation takes you, and what the priorities are for the communities you speak to.

So, it's over to you...

## Ending the session

- Summarise the key points from the session
- Let people know that the recording sheet/picture/post its etc. reflecting what people have said at the workshop will be sent on to the East Lothian Partnership so that it can be included in the list of ideas that will inform the development of the new Local Outcome Improvement Plan.
- Try to return your feedback by first week in May
- There will be a draft of the themes of the plan ready for June 2025, which they can give further feedback on. We will also be meeting with workers and professionals to complete another set of Impact Assessments, to check if any other focus groups are needed for groups and views that may have been missed.
- The final draft should be ready for December 2025.
- A full timeline is included in the Strategic Needs Assessment (included in your packs). If people have more ideas that they would like to share outside of this meeting, please ask them to email them to us at [elp@eastlothian.gov.uk](mailto:elp@eastlothian.gov.uk)
- We will be sending out regular updates on emerging themes and progress and we would be happy to share them with anyone who would like them. Again, please ask them to email us at [elp@eastlothian.gov.uk](mailto:elp@eastlothian.gov.uk)
- Finally, please say a big thank you from us for everyone giving up their time and sharing their ideas.

**Thank you**

# Children and Young People's Participation

## Development of Participation

Following the workshop with professionals and volunteers who work with children and young people in December 2024 and a session with Growing and Changing, a group of young people from Preston Seton Gosford, who are seeking to bring change through their lived experience in January 2025, we have identified some key points in working with young people to participate;

- Keep the topics in language easier to understand with pictures where possible
- Some of the topics in the Children's Commissioner positioning statements could be upsetting due to their personal experiences. Keep the questions and topics more general
- Based around food with time at the beginning for young people to chat and feel comfortable
- Don't use a laptop when you're talking to me
- Any note taking should be out in the open – on a flip chart or table cloth, and you should share what you have heard to make sure that is right
- How is this going to make change? – lots of conversations so when wrapping up at the end set out how this feedback will make a difference.

This guide was discussed and updated at a second workshop in February 2025 with professional and volunteers and three subgroups sessions in March 2025;

## Lundy Model of Participation

As discussed at the first CRWIA in December 2024 we are keen to embed the principles of Lundy's model of Participation. The model has four main parts:

### Space

Adults must create safe and welcoming opportunities (spaces) to share their opinions. Adults need to make these spaces accessible, with a well-trained staff. Children from different backgrounds should be included and feel well taking their space.

### Voice

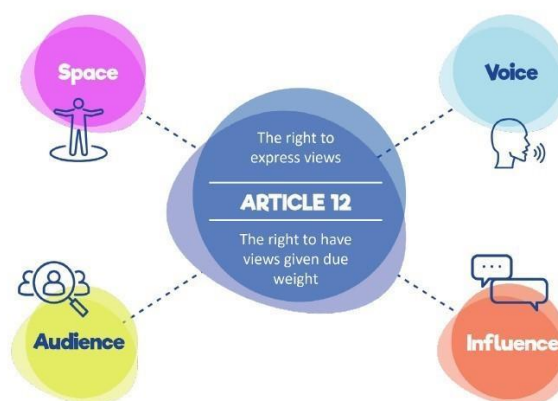
Adults must help children and encourage them to share their thoughts and feelings. This means giving them the information, support, and freedom to decide if and how they want to express themselves.

### Audience

Decision makers and/or people in power should carefully listen to what children say. Adults need to genuinely commit to hearing and responding to children's views.

### Influence

Children's views should have a real and tangible impact on decision-making. Decision-makers should consider their opinions carefully and give feedback to children on how their views were considered or why certain decisions were made.



## Children and Young People's Participation Activities

Working with Children and Youth Work organisations the East Lothian Partnership have produced some activities and materials;

- Activity 1 - Cue Card exercise with photographs and words (*these could be used as posters or prompts*)
- Activity 2 - Cue cards exercise with UNCRC statements and pictures (*this is better suited to people who have a good understanding of UNCRC already*)
- Activity 3 - Another Brick in the wall with case studies (*particularly helping for people who have experienced trauma to distance themselves from their own experiences*)
- Activity 4 - Young Persons Discussion Questions for PSE lessons and youth settings
- Facilitation Data for Young People - Summary from Understanding the Cost-of-Living Crisis in Scotland, published Feb 2025

### Using the activities

You only need to work on one activity and you can change and adapt it to be used in other ways for example;

- put pictures /words onto building blocks, or cardboard boxes and get young people to build a tower with what's important on the bottom/foundation and build upwards
- record vox pox for top three issues and what could support them
- use flip charts on the floor to create a path of independence using pictures/words
- use images and words to make posters and give you people post-its or dots to vote on their top 3-5 issues
- if you have young people who are creative, perhaps they want to write a story, poem or create a comic strip.
- Considering using Aha Slides, or [Menti](#) with mobile phones to give their feedback (*Links for activity 1 and 2 for mentimeter are included*).
- Why not create your own pictures, or videos with young people to look at images that describe how you feel about East Lothian?

### East Lothian Partnership Information for Children and Young Person

On the next page is an easy one-page introduction for young people on what the East Lothian Partnership is, Who is involved and What we are asking them for.

We have also produced a short graphic/video which could introduce the activity [click here](#).

If you need us to print any of the resources, translate them or provide additional materials please email [elp@eastlothian.gov.uk](mailto:elp@eastlothian.gov.uk).

### Feedback to East Lothian Partnership

Once you have completed your workshop or discussion, we would be grateful if you could feedback the views you have gathered using the links below by **2<sup>nd</sup> May 2025**;

Activity 1 – [Cue Cards click here](#)

Activity 2 – [Cue Cards with Childrens Rights Click Here](#)

Activity 3 – [Another Brick in the wall](#)

Activity 4 – [Young Persons Guide Questions](#)



## ***What is the East Lothian Partnership?***

The East Lothian Partnership is a group of organisations who are responsible for working together to support communities by listening and designing the services they need. They do this by putting together a plan that we all can work to.



## ***Who is in the East Lothian Partnership?***

- Teachers, Social Workers, Active Schools, Families Together, Community and Youth Workers



- Doctor, Nurse, Dentist, Optician
- Police
- Fire
- Shops and Businesses
- Charities & Community groups
- Colleges and Universities



## ***What is the East Lothian Partnership asking us?***

The East Lothian Partnership is asking for your ideas and feedback on changes we can make across our organisations to support children and young people.



## ***What will happen with what we say?***

- Sharing your views will help us to make better plans for children and young people in the future.
- Your views will feed into the first draft of the themes for the East Lothian Plan and you will get the chance to comment again if you would like to over the summer.
- If you take part you can receive an East Lothian Partnership Certificate, 100 points on your Young Scot Card or claim hours towards an award.



## ***When will we hear about what decisions are made?***

The plan will be agreed by December 2025 and start in January 2026 until December 2036. We report back once a year and will be looking at the plan again every 3 years.




## Activity 1 – Cue Cards with Statements and Photographs

Which of the below are most important to you and your friends (1 very important and 5 not important) & add your own?

What needs to happen in East Lothian to make things better?

*Facilitation Notes - this activity is flexible; please change as needed as you best know the group/young people. You may want to check there is a common understanding of the question/rephrase as needed. You can also access this activity through mentimeter;*

<https://www.menti.com/alrmd93siq4>

<p><b>I can eat</b></p> 	<p><b>(Circle)</b></p> <p><i>Least Important</i> ← 1 2 3 4 5 → <i>Most Important</i></p> <p><b>What needs to happen in East Lothian to make things better?</b></p>
<p><b>I am warm</b></p> 	<p><b>(Circle)</b></p> <p><i>Least Important</i> ← 1 2 3 4 5 → <i>Most Important</i></p> <p><b>What needs to happen in East Lothian to make things better?</b></p>
<p><b>I am safe in my home</b></p> 	<p><b>(Circle)</b></p> <p><i>Least Important</i> ← 1 2 3 4 5 → <i>Most Important</i></p> <p><b>What needs to happen in East Lothian to make things better?</b></p>

**I am safe in my community**



**(Circle)**

*Least Important* ← 1 2 3 4 5 → *Most Important*

**What needs to happen in East Lothian to make things better?**

**I can speak to someone about how I feel**



**(Circle)**

*Least Important* ← 1 2 3 4 5 → *Most Important*

**What needs to happen in East Lothian to make things better?**

**I look after the planet**



**(Circle)**

*Most Important* ← 1 2 3 4 5 → *Least Important*

**What needs to happen in East Lothian to make things better?**

**I am listened to**



**(Circle)**

*Least Important* ← 1 2 3 4 5 → *Most Important*

**What needs to happen in East Lothian to make things better?**

**I can learn**



**(Circle)**

*Least Important* ← 1 2 3 4 5 → *Most Important*

**What needs to happen in East Lothian to make things better?**

**I can work**



**(Circle)**

*Least Important* ← 1 2 3 4 5 → *Most Important*

**What needs to happen in East Lothian to make things better?**

**I am healthy**



**(Circle)**

*Least Important* ← 1 2 3 4 5 → *Most Important*

**What needs to happen in East Lothian to make things better?**

**Add your own.....**



**(Circle)**

*Least Important* ← 1 2 3 4 5 → *Most Important*



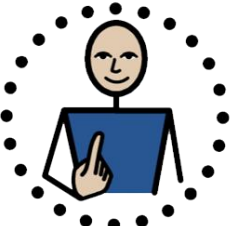

**What needs to happen in East Lothian to make things better?**






**Activity 2 – Cue Cards UNCRC** <https://www.cypcs.org.uk/rights/uncrc/articles/>

**Which of the rights below are most important to you and your friends?**

**What needs to happen in East Lothian to make sure my rights are met?**

*Facilitation Notes - this activity is flexible; please change as needed as you best know the group/young people. This activity is better used with children and young people familiar with their rights and UNCRC. You can also access this activity through mentimeter <https://www.menti.com/alt9h18r39bo>*

<p><b>If my family need it, they should get money to help bring me up</b></p> 	<p><b>(Circle)</b> Least Important ← 1 2 3 4 5 → Most Important</p> <p><b>What needs to happen in East Lothian to make things better?</b></p>
<p><b>I have the right to be listened to and taken seriously</b></p> 	<p><b>(Circle)</b> Least Important ← 1 2 3 4 5 → Most Important</p> <p><b>What needs to happen in East Lothian to make things better?</b></p>
<p><b>I have the right to be protected from being hurt or badly treated</b></p> 	<p><b>(Circle)</b> Least Important ← 1 2 3 4 5 → Most Important</p> <p><b>What needs to happen in East Lothian to make things better?</b></p>
<p><b>I have the right to be as healthy as possible</b></p> 	<p><b>(Circle)</b> Least Important ← 1 2 3 4 5 → Most Important</p> <p><b>What needs to happen in East Lothian to make things better?</b></p>

<p><b>I have the right to have a proper home, food and clothing</b></p> 	<p><b>(Circle)</b></p> <p><i>Least Important</i> ← 1 2 3 4 5 → <i>Most Important</i></p> <p><b>What needs to happen in East Lothian to make things better?</b></p>
<p><b>I have the right to meet with friends and join groups</b></p> 	<p><b>(Circle)</b></p> <p><i>Least Important</i> ← 1 2 3 4 5 → <i>Most Important</i></p> <p><b>What needs to happen in East Lothian to make things better?</b></p>
<p><b>I have the right to an education</b></p> 	<p><b>(Circle)</b></p> <p><i>Least Important</i> ← 1 2 3 4 5 → <i>Most Important</i></p> <p><b>What needs to happen in East Lothian to make things better?</b></p>
<p><b>I have the right to an education which develops my personality, talents and abilities.</b></p> 	<p><b>(Circle)</b></p> <p><i>Least Important</i> ← 1 2 3 4 5 → <i>Most Important</i></p> <p><b>What needs to happen in East Lothian to make things better?</b></p>
<p><b>Add your own.....</b></p> 	<p><b>(Circle)</b></p> <p><i>Least Important</i> ← 1 2 3 4 5 → <i>Most Important</i></p> <p><b>What needs to happen in East Lothian to make things better?</b></p>

### Activity 3 – Another Brick in the Wall and Case Study

This resource is provided to work with young people to distance themselves emotionally, whilst considering a case study of someone else's experience, and what support could have helped them. Please adapt this as you feel necessary and if you have better examples of case studies from your group please add/amend.

Another Brick in the Wall: To create a foundation we need bricks, this foundation is what we need to live happy, safe and healthy lives. What is needed to create a good foundation?

	Access to food	Access to health care	Access to a dentist
Good family money/income	Access to mental health services	Being creative (eg. Access to art, music etc.)	Having a good school
	Having good digital access	Access to clothing and materials	Getting a good job/career
Having friends	Feeling safe at home	Being heard and making decisions	Having someone to talk to
	A warm house	Access to sports and exercise	Feeling safe in the community
Places to socialise/play	Good Active Travel (walking/cycling)	Good public transport	Looking after the planet/Climate Change



Brandon is 13 years old, he was born in Glasgow and his mum who is a single parent has brought him up with support from his gran. Brandon finds it hard to attend school as he doesn't sleep very well, often staying up late and chatting to friends. He often skips breakfast and instead will head to the local shop with his friends at break time. He had a meeting at school with his mum and gran about his attendance. He really enjoys working on cars with his neighbour and watching rallies.

Carly is 10 years old; she was born in a farm in the Lammermuirs and her mum, dad and two brothers have responsibility for getting up early to help before school and also when they get back. Carly can't go along to drop in after school, or activities in holidays as she has to help out. Carly is doing really well at school and doesn't have the need for extra support.



David is 14 years old and was in foster care from 4 years old in England. He was adopted at 7 years old but the adoption broke down and he lived with his adoptive extended family for a while before being placed into full time foster care. David struggles to form relationships and is finding school very difficult. He does attend youth club at the weekend and a number of school activities.

Ella is in Primary 7 and attends the nearby school where she has been a learner for almost 6 months. She is a care experienced 10-year-old who has had 4 different foster homes since she was 3.5 years. At her current home things appear to be going reasonably well. Although her foster parents say she is often very anxious, and it can take a long time for her to clam down when she is distressed. Ella is generally a quiet girl. She seldom, easily smiles and the other girls in her year group appear unsure about how to engage and include her.



## Activity 4 - Young Persons Guide Questions for PSE lessons and youth settings



East Lothian Partnership is asking for your ideas and feedback on changes we can make across our organisations to support children and young people

How can we support you to grow up loved, safe and respected?

What does it look like to be loved?

What does it look like to be safe?

What does it look like to be respected?

How can we support you to meet your rights as a child?

What rights are most important to you?

What rights are not being met?

How can we support you to be well educated, skilled and able to give back?

What would you like to learn?

What skills would you like to develop?

How would you like to volunteer?

## Facilitation Data for Young People - Summary from Understanding the Cost-of-Living Crisis in Scotland, published Feb 2025

<https://www.gov.scot/publications/understanding-cost-living-crisis-scotland/pages/1/>

### Our money

- The 2021 to 2023 cost of living crisis was the most serious price rise (inflationary) shock to affect Scotland since the early 1980s.
- Women, disabled people, ethnic minorities, rural households, larger households, young people, students and carers, lone parents and single person households, households in receipt of income-related benefits, people narrowly ineligible for benefits, and people with no ability to access benefits were particularly badly affected. Some households will have a number of these characteristics, potentially making the disadvantage worse

### Our health

- The cost-of-living crisis is likely to have increased the demand for services at the same time as increasing the cost of delivering services. This means often, there are less service available and longer waiting lists.
- There is evidence from a wide variety of sources including the Scottish Government's YouGov survey and the Understanding Scotland survey<sup>[60]</sup> that the cost of living crisis is affecting the wellbeing of people living in Scotland. The latest YouGov findings (December 2024) show, just under one third of respondents (31%) believe their physical health has been negatively affected by the crisis and 43% believe their mental health has been negatively affected.
- Polling data<sup>[119]</sup> from Scotland from December 2024 shows that 43% respondents have said that the cost of living has negatively affected their mental health and around a third of respondents have said it has negatively affected their physical health. These figures are considerably higher for people managing less well financially.

### Our businesses

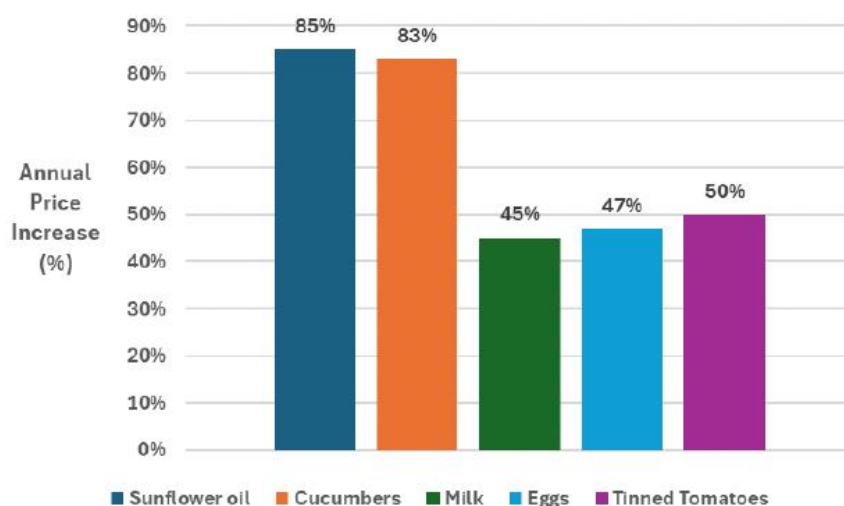
- The sharp increase in energy and materials prices presented significant challenges for businesses, following on almost directly from the Covid-19 pandemic. Businesses responded to increased costs in several ways - by adjusting their prices, absorbing costs through reduced profits, and / or seeking to improve efficiency or reduce other operational costs. Many businesses simply had to shut down or make staff redundant to reduce costs.

### Our Work

- Analysis conducted by the Joseph Rowntree Foundation as part of their Poverty in Scotland 2023 report<sup>[111]</sup> found that just over 10% of workers in Scotland are locked in persistent low-pay (i.e. they are paid below the real Living Wage) and 72% of people within this group are women.

## Our Food

- There is some evidence that there has been a decrease in food and financial donations to food banks over the course of the cost of living crisis which has coincided with a period of increased demand for food banks.
- At points between May 2023 and March 2024 (May, August, December and March), survey data shows that around 40% of people agreed that food prices are limiting their ability to buy healthy foods for their household and one in seven are sometimes having to skip meals.
- Annual food price rise (inflation) reached 19.2% in March 2023, the highest rate of increase in food prices since 1977<sup>[11]</sup>. The number of Scots reporting cutting back on essentials such as food peaked at 24% in February 2023 before falling to 15% by December 2024. In December 2022, 62% of households who said that they were managing less well financially<sup>[12]</sup> reported cutting back on essentials such as food<sup>[13]</sup>. Some food categories rose in price faster than others. Some of the foods subject to the biggest annual increases, such as sunflower oil (up 85%), cucumbers (up 83%) and dairy products are set out in figure 5 below.



## Our Utilities

- People on low incomes often end up paying more for essential goods and services. This is sometimes referred to as the 'poverty premium'. Examples of this include the increased likelihood that low income households will be reliant on more expensive pre-payment meters, will be unable to move to the best fuel tariffs, and will be unable to access consumer credit.<sup>[21]</sup>

## Our community

- Volunteer numbers fell during the pandemic (continuing a gradual downward trend since 2010) and haven't since recovered (although it is unclear whether this is connected to the cost of living). This fall in volunteering has increased demand on public sources of formal support.
- There is some evidence of the impact of cost-of-living crisis on the increase in types of crime. i.e. shoplifting, up by 25% in the year ending September 2024, when compared to the previous year (from 33,789 to 42,271 crimes)<sup>[116]</sup>, as well as property and violent crime due to low wages and domestic abuse.

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## East Lothian Partnership Certificate

# East Lothian Partnership

This certificate recognises the engagement of:

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in giving their views, opinions and future suggestions to improve the lives of children and young people in East Lothian

