

# Lockdown Lockdown 3

What young people in Scotland think  
as lockdown begins to ease

Survey of over  
2,000 young  
people from  
across Scotland

July 2021



# Lockdown Lowdown

A survey of young people  
in Scotland as lockdown  
begins to ease



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## **Introduction**

In response to the COVID-19 pandemic, Scottish Youth Parliament, YouthLink Scotland and Young Scot partnered to find out how the pandemic was impacting young people in Scotland.

### **#LockdownLowdown: Survey 1**

In April, the first #LockdownLowdown national survey received 2,500 responses from young people aged 11 to 26 from across Scotland. The results were shared with stakeholders who recognised the importance of hearing young people's voices during this time. More information about the survey can be accessed [here](#).

### **#LockdownLowdown: Survey 2**

In recognition that the impact of lockdown will be long-term, the Scottish Government commissioned a follow-on #LockdownLowdown survey that ran between 28<sup>th</sup> September and 2<sup>nd</sup> November 2020 and received **6,043** responses. More information about the survey can be accessed [here](#).

### **#LockdownLowdown: Survey 3**

A year on from the initial lockdown, a third survey was commissioned by the Scottish Government. This #LockdownLowdown survey ran between 31<sup>st</sup> March and 1<sup>st</sup> June 2021 and received **2,404** responses. This timeframe coincided with all secondary schools re-opening in March, as well as changes to lockdown restrictions from April. This version included some of the same themes as the second survey, as well as new questions relevant to the landscape of coronavirus in Spring 2021.

This report explores the findings of the third survey – with a focus on the concerns of young people as lockdown restrictions begin to ease.

## **Methodology**

1. The survey was an open sample online survey hosted on the Young Scot website.
2. It was open for two months between 31<sup>st</sup> March and 31<sup>st</sup> May.
3. Survey questions were developed in partnership with the Scottish Government, YouthLink Scotland the Scottish Youth Parliament.
4. The questions in the survey were primarily quantitative, with a number of open questions included in each section. There were eight survey sections in total.



5. Promotion of the survey was done through social media channels for all organisations, and the link was disseminated to relevant partners for sharing.
6. Ethical considerations: All responses were anonymous in order to eliminate response identification. Respondents were also asked if they would be happy for their responses to be anonymously quoted – all quotes in the report documents are from respondents who selected Yes to this question. Young people’s wellbeing was considered due to the sensitive nature of some of the topics included. In response to this consideration, young people completing the survey were signposted to support on the final page.

For further information regarding the methodology for all three #LockdownLowdown surveys, please refer to the LockdownLowdown 3 Appendices document.

## Notes

1. There were several open questions within the survey. Each of these questions was optional, meaning not every respondent will have contributed a response.
2. Due to a large number of responses, there were a lot of themes generated during qualitative analysis. As such, this report explores the top themes for each question. All qualitative themes are presented within the separate Appendices document.
3. The survey was updated on 10<sup>th</sup> May 2021, and respondents who completed the survey after this date had their age collected (a total of 748).



## Key Findings

### Impact of coronavirus on primary education

1. Around **three quarters** of respondents in primary school were **happy to be back to in-person learning** (46 out of 59 respondents).
2. **Most respondents** agreed that their school had **good coronavirus safety measures** in place (41 out of 59 respondents *Agreed or Strongly agreed*).
3. When asked if **learning from home was easier or harder during the second school closure**, the results were **inconclusive** with an equal split between *harder* and *easier*.
4. When asked what **support schools or organisations for young people could provide to help with education**, the most common theme was the **desire to be physically in school** as much as possible. Respondents also suggested having **dedicated time to socialise with school friends**.

### Impact of coronavirus on secondary education

1. Around **three quarters** of respondents in secondary school had **returned to school in person (76%)**. When asked if they were **happy with the way they were being taught**, the majority of respondents who were **attending in person** selected **Yes (85%)**. Respondents who were undertaking **blended learning** were also **mostly happy (60%)**, whereas only **38%** of those who were doing **distance learning** stated that they were **happy** with this method.
2. When asked if **learning from home was easier or harder during the second school closure**, **50%** said it was **harder**, **30%** felt that it was **easier** and **20%** felt it was **the same**.
3. Respondents were asked if they **felt prepared for the assessments** towards their qualifications. More respondents disagreed than agreed that they felt prepared, with **44% selecting Strongly disagree or disagree**. Around a **fifth (22%)** selected **Strongly agree or agree**.
4. Respondents were asked if they **felt confident that the teacher assessment of grades** would be delivered fairly this academic year. More respondents agreed than disagreed, with **38% selecting Strongly agree or agree**. Around a **fifth (22%)** selected **Strongly disagree or disagree**.
5. When asked if there was anything that they would like **changed about their educational arrangements**, most respondents described **difficulties with the assessment programme** that had been put in place. Other key themes included a **preference for learning in school** as much as possible and **difficulties learning in their home environment**.



6. When asked what **support schools or organisations for young people could provide to help with education**, the most common theme was the need for **dedicated time or space to study**. Some respondents also mentioned the need for **mental health information and support**.

## **Impact of coronavirus on higher or further education and training**

1. **Three quarters** of respondents in higher/further education or training were in distance learning only (**75%**). When asked if they were **happy with their current educational arrangements**, the majority of respondents who were **attending in person** selected Yes (**89%**). Respondents who were undertaking **blended learning** were also **mostly happy (53%)**, whereas around half (**49%**) of those who were doing **distance learning** stated that they were **happy** with this method.
2. When asked if there was anything that they would like **changed about their educational arrangements**, most respondents described **a desire to return to learning in person**, for individuals with a practical element to their course. Other responses suggested **alterations to current teaching methods** and **opportunities to socialise or meet up with classmates**.
3. When asked what **support could be provided to help with education**, the most common themes were around **support sessions**, allowance of **study groups** and requests for **mental health support**.

## **Impact of coronavirus on youth work**

1. Around a **third (32%)** stated that they were **engaged in organised youth group activities**. Around **half (49%)** of these respondents were doing so in person, while **27%** were doing a **mix of digital and in-person** engagement and **24%** were engaging in **fully digital spaces**.
2. Over a **third (35%)** thought that youth work had **a role to play as lockdown in Scotland eases**. When asked to elaborate on what this role might be, popular themes were **re-establishing a feeling of community or social connection**, **mental health support** and engagement in **routine through organised activity**.
3. Respondents were asked to describe **what activities would be beneficial over the summer holidays 2021**. The most common responses were not around any additional activities, but **relaxing of restrictions** in order to have more of a sense of normality over the summer. There was also an ask for existing facilities such as **hospitality, leisure centres and community spaces to be re-opened**. Suggestions for **clubs, workshops or lessons** ranged from **sports and physical activities** to **arts and craft, music and drama**.



## Impact of coronavirus on relationships

1. The majority of respondents (**82%**) *Agreed* or *Strongly agreed* that they currently have a **good relationship with their family**. This finding did not differ from results in the previous survey.
2. When asked if they currently had a **good relationship with their friends**, the majority (**84%**) *Agreed* or *Strongly agreed*. This finding did not differ from results in the previous survey.
3. When asked if there was **anything that could help improve relationships that had been negatively impacted** by the pandemic, the most common theme was the need to **socialise more often with friends and family**. There were also asks for **facilities to re-open or activities to start up again** to provide opportunities to socialise.

## Impact of coronavirus on employment

1. Respondents in **secondary school** were asked if they **felt confident about finding a job, apprenticeship, course or training when they leave school**. **More respondents agreed** with this statement than disagreed, with **40% selecting *Agree* or *Strongly agree***. **A quarter (25%) selected *Disagree* or *Strongly disagree***.
2. Respondents in **college, university or apprenticeship/training** were asked if they **felt confident about finding a job or training opportunity when they leave education or training**. Marginally **more respondents agreed** with this statement than disagreed, with **41% selecting *Agree* or *Strongly agree*** and **37% selecting *Disagree* or *Strongly disagree***.
3. When asked if they **felt good about their current employment situation**, around **two thirds of respondents in employment (67%) *Strongly agreed* or *agreed***. This is a shift from the previous survey, with **agreement increasing by 12 percentage points**. **Disagreement also dropped by 17 percentage points**.
4. The most common **consequence of coronavirus on employment** was an **alteration of working conditions**, experienced by **two thirds (67%)** of respondents. The **least common** consequences were **furlough (22%)** and **losing a job (18%)**.
5. When asked if they **felt good about their future employment prospects**, **more respondents agreed (37% selected *Strongly Agree* or *agree*)** than **disagreed (22% selected *Strongly Disagree* or *disagree*)**.
6. The **large majority** of respondents (**91%**) **had not heard of the Young Person's Guarantee**.



7. When asked what ways they would like to **receive support around employment**, respondents mostly described a need for **careers advice in schools**, help with **development of skills such as CV creation** and **access to opportunities that would boost future employability**.

## Impact of coronavirus generally (including mental and physical health)

1. Over half of respondents *Agreed* or *Strongly agreed* that they **felt good** about their **physical health and wellbeing (56%)**. Compared with the previous survey this is a slight reduction (by 4 percentage points). Around a **fifth (21%) Disagreed** or **Strongly disagreed** with this statement.
2. Respondents had mixed views of their **mental health and wellbeing**, with two fifths **agreeing (40%)** that they felt good about their mental health and wellbeing. This result was similar to results from the previous survey. Over a **third (35%) Disagreed** or **Strongly disagreed** with this statement.
3. Almost **two thirds of respondents (63%)** felt that they had **access to their rights as a young person**. This is no different to the results in the previous survey.
4. When asked if they were **concerned about catching coronavirus**, most respondents **disagreed (41%** selected *Strongly disagree* or *Disagree*). Levels of concern about catching coronavirus have dropped since the previous survey, with disagreement levels increasing by 12 percentage points (and agreement dropping by 14 percentage points).
5. Most respondents were concerned about **future waves** of coronavirus (**62% selected Agree** or **Strongly agree**). This is a drop of 9 percentage points when compared with the previous survey results.
6. Over half (**52%**) of respondents were concerned **about transmitting coronavirus to others**. This is a drop of 12 percentage points when compared with the previous survey results.
7. When asked if there were any ways that they would like to receive **support with these issues**, the most common requests were around **mental health and wellbeing**, including improved support in schools. Support around physical health and wellbeing was around **access to vaccinations** and **regular COVID tests**.

## Access to information

1. The topics that young people felt **most confident** in accessing information about were **information and updates or advice about the current coronavirus (COVID-19) restrictions**. The topic that young people felt **least confident**

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accessing information about was **financial support that may be available to them.**

2. When asked if there were any **topics** that respondents would like more information about, the most common requests were around **vaccination roll out, restrictions** and information around **mental health.**
3. Respondents were asked about their **knowledge of the current coronavirus restrictions.** The most common response was ***I know what the rules are in general, but I'm not sure on all the details (55%)***. Only **4%** stated that they **did not know what the current rules were.** These results are consistent with findings in the previous survey.
4. Respondents were asked for **ways that information provision about coronavirus could be improved.** The most common responses were around **places that information could be provided** (mainly schools), improvements to **existing resources** and provision of both **digital and physical resources.**

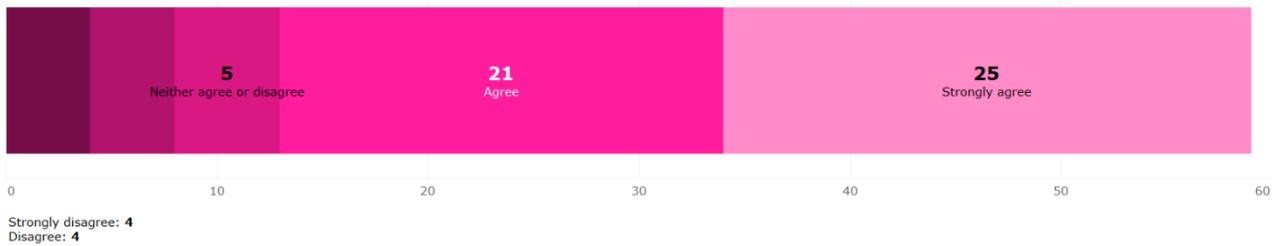


## Impact of coronavirus on primary education

The following questions were answered by **59** young people who stated that they were at primary school. These respondents were asked how much they agreed with the next two statements.

### **Statement: I am happy to be back to in-person learning.**

Over three quarters (46) *Agreed* or *Strongly agreed* that they were happy to be back.



### **Statement: My school has good coronavirus safety measures in place.**

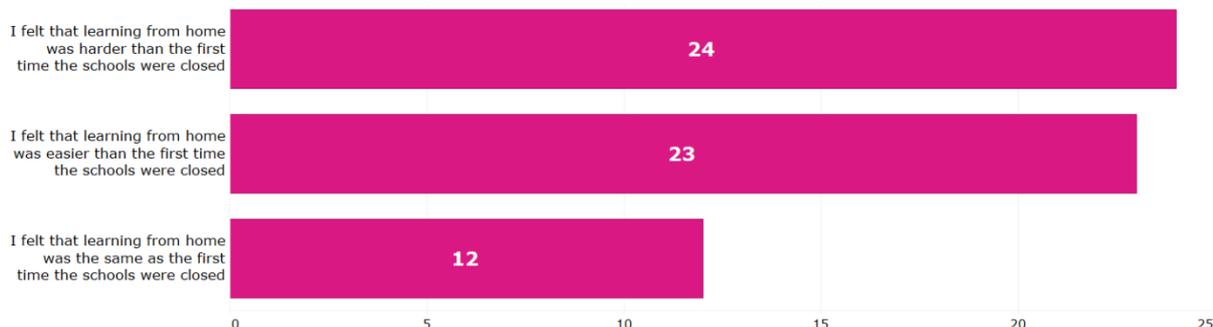
Most respondents (41) *Agreed* or *Strongly agreed* with this statement.



**Schools were closed from March until August 2020. They were also closed again from December 2020 and started to re-open in spring 2021.**

### **Was it easier or harder for you to learn from home during the second school closure?**

There were mixed responses to this question, with almost equal numbers selecting *harder* and *easier*. A fifth of respondents selected *the same*.



## Could you tell us more about your answer above?

There were **43** freely typed responses to this question. Four respondents described a contradictory response to the selection above, one said "No" and one respondent provided a response that was non-applicable.

For those who had selected that they found learning from home *harder* than the first time schools were closed. Some respondents stated that they simply did not enjoy or like online working. Others described an increase in workload.

- ***"I didn't like learning at home ... I didn't feel like doing it most of the time."***
- ***"I didn't like online learning. It was too hard and too many things to do every day. It was too different from being in class with my teacher. I didn't understand it."***

For those who had selected that they found learning from home *easier* than the first time schools were closed, the most common response was that they were able to concentrate more. Some respondents found the use of Microsoft Teams a positive experience, online resources improved and teachers more prepared.

- ***"When I was working at home, to me I felt that [it was easier] being up in my room doing my work myself instead of all my class shouting and talking around me."***
- ***"Online resources better. Contact with teacher better, Teams meetings for whole class to see friends."***

For a full breakdown of responses to this question, please refer to Appendices document.

## What kind of support could schools or organisations for young people provide to help with your education?

There were **38** freely typed responses to this question. Eight respondents said a variation of "don't know/not sure", one said "Nothing" and two respondents provided a response that was non-applicable.

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The most common responses were around being physically in school as much as possible and having dedicated time to socialise with school friends.

- ***"It would be easier to try stay in school as much as possible."***
- ***"I would have liked a time each week to just chill and speak to each other because we'd not seen each other and it would have made me feel more relaxed."***

Some respondents asked for access to digital equipment and digital support. Others asked for dedicated time to catch up with work that has fallen behind.

- ***"They could provide summer schools for people that have fallen behind."***
- ***"Tutoring and additional classes to enable catch up."***

Below is a summary of the themes demonstrated within the responses.

Theme	Responses
Be physically in school as much as possible	4
Dedicated time to socialise with school friends	4
Access to digital equipment	3
Dedicated time to catch up with work that has fallen behind	3
Keep schools open	2
More contact with individual teachers	2
Allow pupils to use their own methods to help concentration in classrooms e.g. music	1
Everything	1
Physical activity to improve fitness	1
Hold some classes outside and switch on a rota	1
Assistance for children whose parents work from home and unable to help out	1
Create an information video	1
More digital support	1
More support around completing tasks	1
Online reading clubs	1
Online lessons rather than tasks on a message board	1
More support (general)	1
Increased mental health support	1
Practical activities	1
Windows closed in classrooms	1
Access to stationery	1
Access to digital software	1
No face coverings when in school	1
Smaller learning groups	1

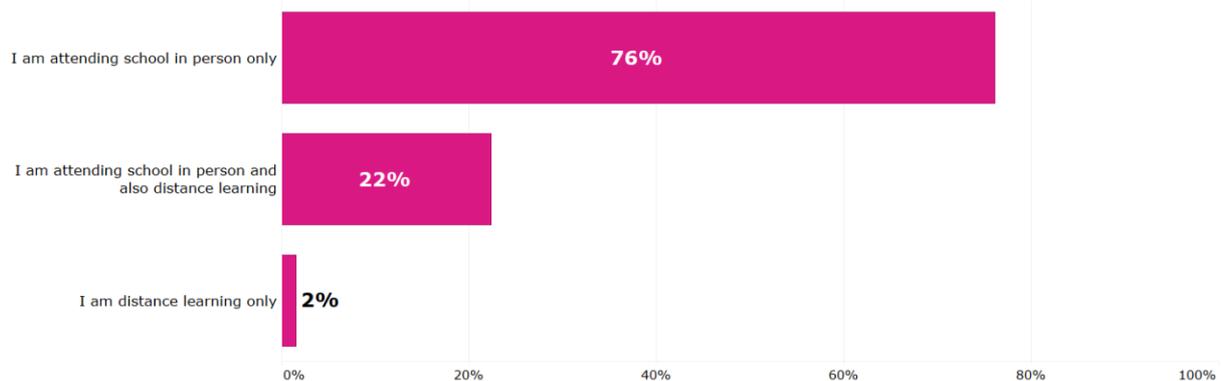


## Impact of coronavirus on secondary education

The following questions were answered by **2,054** young people who stated that they were at secondary school.

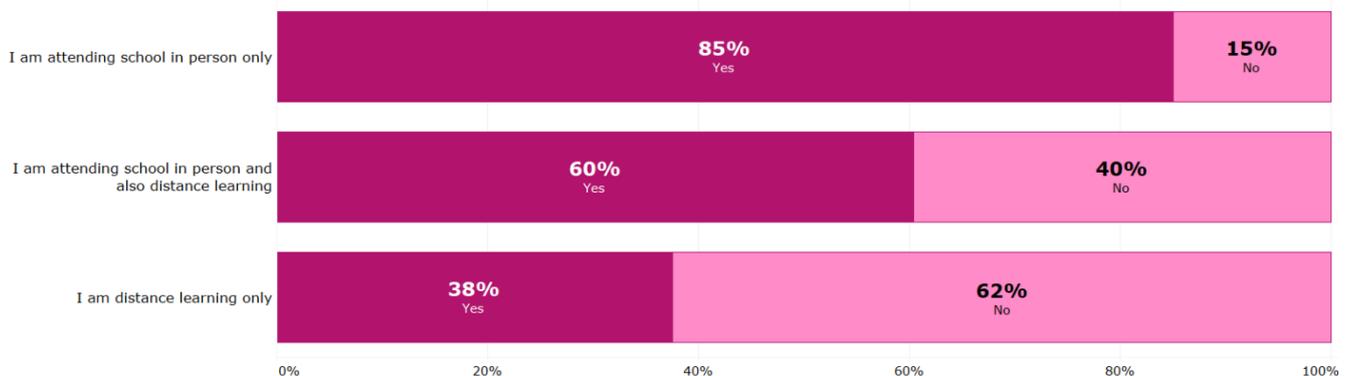
### Which of the following best describes your current educational experience?

Around three quarters of respondents in secondary school had returned to school in person.



### Are you happy with the way you are currently being taught?

The majority of respondents who were attending school in person or doing blended learning were happy with the way they were being taught. Those who were doing distance learning mostly selected *No* to this question.





## **If there is anything that you would like changed about the current arrangements for your learning please let us know .**

There were **762** freely typed responses to this question. There were 208 respondents who typed a version of "No" or "Nothing", 5 that stated "Don't know or not sure" and 40 respondents typed an answer that was non-applicable.

The most common responses described difficulties with the assessment programme that had been put in place, mostly criticism that assessments were essentially exams. Respondents asked for more time to prepare for the assessments and for them to be more spaced out from each other, with some asking for them to be reduced or cancelled altogether.

- ***"Cancelling of exams and then giving us "assessments" which are just exams with a new name, and then giving student much less time than usual to prepare."***
- ***"To have breaks in between our assessments. We have a 5 week block of assessment (about a week or two left), and no breaks in between. There can often be multiple each day, and multiple for each subject, and it is really stressful and has a huge impact on mental/physical health."***

Respondents mostly described a preference for learning in school as much as possible, with some describing their difficulties learning in their home environment.

- ***"I want to be going to school not trying to learn online. I learn best when I'm with other people and with my teachers."***
- ***"I would prefer going back to school because it is much more difficult at home to concentrate when I have other people working and they are used to me and my sibling being at school."***

Some respondents asked for a reduction to the safety measures present in school, particularly identifying the use of face coverings.

- ***"I don't like that we still have to wear face coverings all day as it makes me feel dizzy and I can't hear the teacher properly when they are wearing one."***
- ***"Shorten the social distancing length (2m makes classrooms socially isolated) and only have to wear masks in corridors rather than all day (it gets very hot, reduces communication and social interaction between students throughout the day and is an overall distraction to learning)."***

Respondents also identified the need for dedicated time or space to study, whether via formal study leave or supported study sessions in school.

- ***"Since we are currently doing exam-based assessments, exam leave would be more helpful than full time education where it is difficult to revise."***

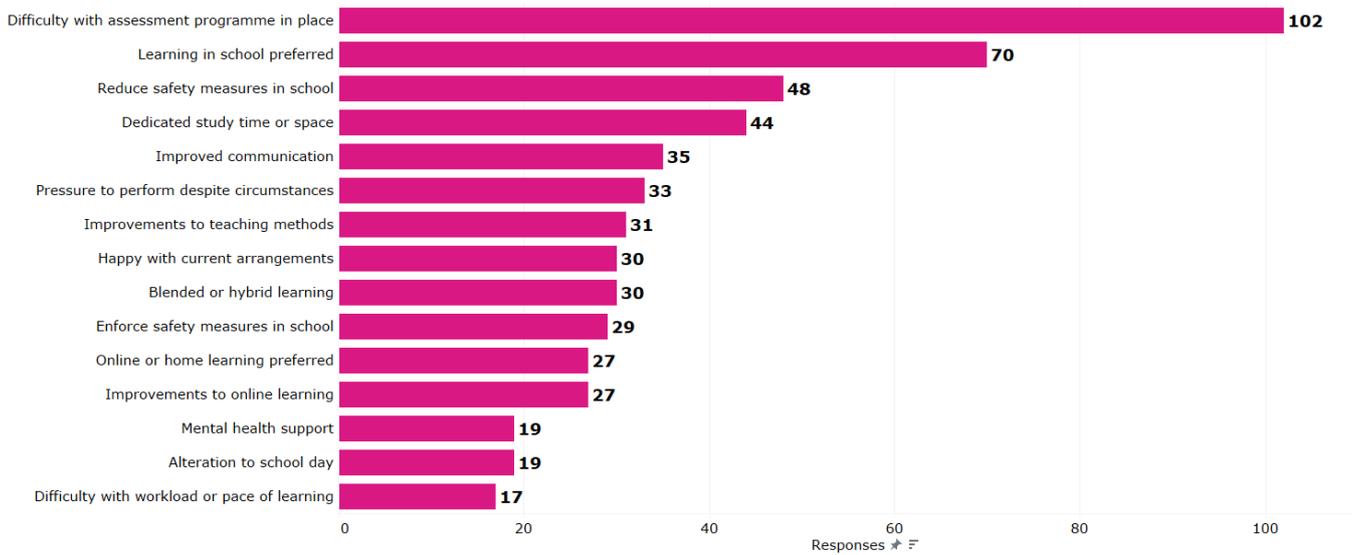
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- **"Revise the topics we covered during lockdown as in class it is better."**

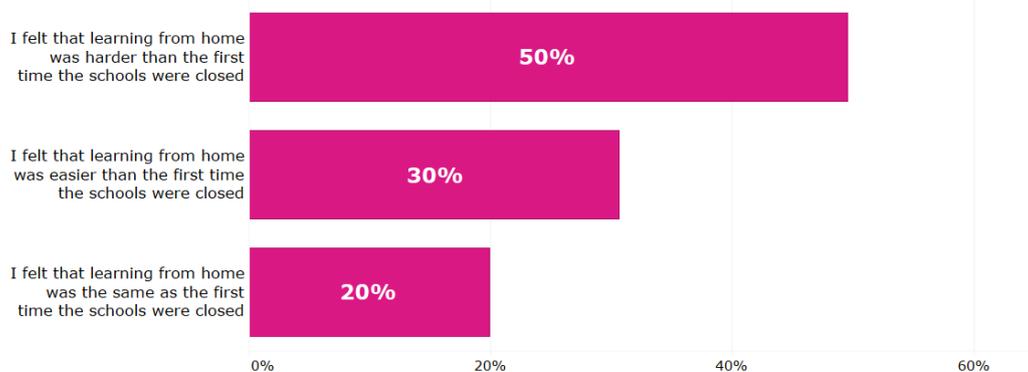
The chart below demonstrates the key themes<sup>1</sup> that arose from this question. A further breakdown is available in the Appendices document.



**Schools were closed from March until August 2020. They were also closed again from December 2020 and started to re-open in spring 2021.**

## Was it easier or harder for you to learn from home during the second school closure?

Half of the respondents stated that they thought learning from home was harder than the first time the schools were closed.



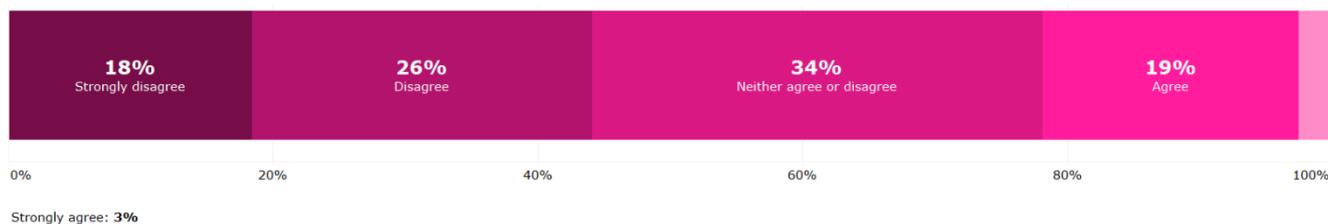
<sup>1</sup> There were a total of 30 key themes generated from this question. The graph demonstrates the top 15 themes for ease of interpretation. All themes are explored further in the Appendix.



Respondents were asked how much they agreed with the following two statements.

## Statement: I feel prepared for the assessments towards my qualifications this year.

More respondents disagreed with this statement rather than agreed, with 44% selecting *Strongly disagree* or *disagree*. The most common response was *Neither agree or disagree*.



## Statement: I am confident that the teacher assessment of grades will be delivered fairly this year.

More respondents agreed with this statement rather than disagreed, with 38% selecting *Strongly agree* or *agree*. The most common response was *Neither agree or disagree*.



## Could you tell us more about your answer above?

There were **1,143** freely typed responses to this question.

### Responses from those who selected *Agree* or *Strongly Agree* (400 respondents).

There were 49 respondents who typed a variation of "No" or "Nothing" and 7 stated "Don't know or not sure". There were 16 responses categorised as non applicable, five respondents who stated that they were not doing assessments and 45 respondents who provided a response contradictory to their selection in the previous question.

Respondents mostly stated that they trusted their teachers and that they were the most suitable people to judge pupils' performance.

- **"I believe that teachers across Scotland will work their hardest to ensure a fair grade is given to every pupil."**
- **"My teachers know my grade better than I do, I trust their judgement."**



Teachers were also described as demonstrating support and understanding around the difficulties of the coronavirus pandemic, and that they have been supportive in regard to how results will be impacted.

- ***"I feel that the teacher assessment of grades will be delivered fairly this year because all teachers understand that we have tried our best at distance learning."***
- ***"My teachers have been open about what level they think my work is at, giving me confidence that my work will be graded fairly."***

Some respondents stated that they had trust in the general assessment approach.

- ***"I think teacher's grades will be accurate because of assessments and evidence without there being a bias."***
- ***"Because it will be similar assessments across Scotland."***

Other respondents stated that the assessment of grades is dependent on individual work effort, with some having confidence in their performance.

- ***"Depending on your level of work there will be fair evaluations [and] ones that seem unfair but it all depends on how much you have worked."***
- ***"I feel I have learned over lockdown enough that I am ready for all my assessments."***

The table below demonstrates the key themes that arose from this group of respondents (those who agreed or strongly agreed that they are confident that the teacher assessment of grades will be delivered fairly this year).

Theme	Responses
Trust in teachers	93
Teachers are being supportive and understanding	48
Trust in approach	48
Dependent on individual performance	46
Alterations from last year's approach	16
More preparation time	15
General positive comment	13
Other	9
Marking is thorough	7
Trust in teachers but worried that SQA will alter results	7
Depends on individual teacher	5
Being in school will have a positive impact	5
Good way to receive feedback	5
Found remote learning easy	3



## Responses from those who selected *Disagree* or *Strongly Disagree* (311 respondents).

There were thirteen respondents who typed a variation of “No” or “Nothing” and five stated “Don’t know or not sure”. There were fourteen responses categorised as non applicable, one respondent who stated that they were not doing assessments and four respondents who provided a response contradictory to their selection in the previous question.

The most common theme from this response group was a criticism of the assessment approach, with some respondents highlighting the lack of time to prepare due to the large number of assessments in the timeframe given.

- ***“I don’t believe it should be fair to have to complete two formal assessments in the span of a few months. They are basically exams and prelims but masked as ‘assessments.’”***
- ***“I think we haven't had enough time to study and we aren't getting study leave to practice for exams.”***

Many respondents stated that the results for assessments will naturally be impacted by the coronavirus pandemic due to the lack of in-person learning. Some of these respondents wanted acknowledgement that results will not accurately represent their true ability.

- ***“Had so little face to face teaching therefore my learning has been impacted. Now looks as if we are doing exams but classed as an assessment which I [was] not ready for.”***
- ***“I feel that I have not had the chance this year to fully apply myself to my learning so any assessment will not be an accurate representation of my abilities.”***

There were some respondents who highlighted a difficulty with working remotely, with some describing a lack of motivation, difficult personal circumstances and feelings of having to teach themselves the course.

- ***“Education in lockdown has been very bad due to lack of motivation, communication and understanding.”***
- ***“It is unfair to grade students as we have had a disrupted education and some people may have found it more difficult to work at the same level at home due to different circumstances. A lot of students also feel unprepared for the assessments as they haven't been able to receive the same level of education that they would've gotten face to face in school.”***

The table below demonstrates the key themes that arose from this group of respondents (those who agreed or strongly agreed that they are confident that the teacher assessment of grades will be delivered fairly this year).

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Theme	Responses
Criticism of approach	129
Results will naturally be impacted due to COVID	81
Difficulty with remote learning	70
Lack of preparation time	34
Lack of trust in teachers	32
Concern about approach	30
Negative impact on mental health	15
Lack of consistency	15
General negative comment	14
Lack of faith in authorities	11
Lack of support	9
Other	8
Not currently learning to best of ability	7
Dependent on online teaching method	4
Potential for cheating	3
Young people's views are not being taken into account	3

Responses from those who selected *Neither agree or disagree* (432 respondents).

There were 57 respondents who typed a variation of "No" or "Nothing" and 30 stated "Don't know or not sure". There were 15 responses categorised as non applicable and 71 respondents who stated that they were not doing assessments.

The table below demonstrates the key themes that arose from this group of respondents.

Sentiment of Theme	Theme	Responses
Negative	Difficulty with remote learning	45
	Criticism of approach	41
	Results will naturally be impacted due to COVID	40
	Concern about approach	38
	Lack of preparation time	34
	Not currently learning to best of ability	24
	Uncertainty around approach	21
	Lack of trust in teachers	16
	Negative impact on mental health	13
	Difficulty performing with this approach	12
	Lack of consistency	12
	Lack of support	5
	Current working style does not suit	3
	General negative comment	3
	Lack of faith in authorities	2
Other	2	
Positive	Potential for cheating	1
	Trust in teachers	10
	Found remote learning easy	7
	Trust in teachers but worried that SQA will alter results	6
	Teachers are being supportive and understanding	3



	Trust in approach	1
	General positive comment	1
	Alterations from last year's approach	1
	Good way to receive feedback	1
	Other	1
Neutral	Neutral	26
	Dependent on individual factors	23
	Other	3

## What kind of support could schools or organisations for young people provide to help with your education?

There were **1,008** freely typed responses to this question. There were 54 respondents who typed a version of "No" or "Nothing", 157 that stated "Don't know or not sure" and 28 respondents typed an answer that was non-applicable.

The most common ask was for dedicated time or space for study, either during school time or through formal study leave. Supported study was a popular suggestion, both in school and online.

- ***"Have study support groups and let people have extra lessons after/before school if needed."***
- ***"More online study sessions, similar to supported study sessions pre-COVID."***

Respondents also highlighted the need for mental health support and information during this time. Suggestions for support included asking for regular monitoring of pupils when they are learning remotely and dedicated relaxation time during the school day.

- ***"Mental health. Schools try and help, but I don't think they understand what people are feeling like. A video telling you to go on a walk isn't enough and they aren't at fault it's just they aren't educated enough in that area."***
- ***"More mental health support and checking in on pupils to see how they are doing and having some breaks and time to just clear our minds."***

Many respondents detailed difficulties with the current assessment programme, with most asking for assessments to be spaced out from each other and more time for preparation.

- ***"More time in between assessments and understanding that we all have different classes and therefore different assessments."***
- ***"Allow more time and support to prepare us for assessments."***

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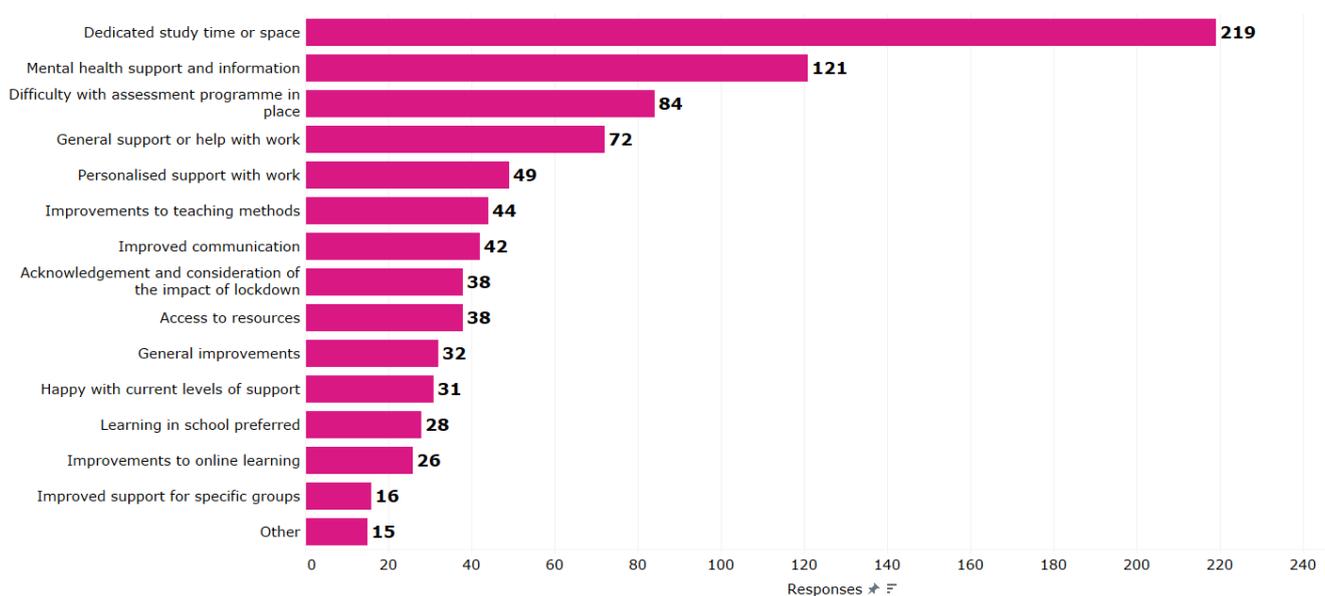
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Some respondents also highlighted the need for general support or help with work.

- ***"I think they could provide more care for students who find it difficult to learn and concentrate like me."***
- ***"More one on one help or written explanations to help understand assignments/tasks."***

The chart below demonstrates the key themes<sup>2</sup> that arose from this question. A further breakdown is available in the Appendices document.



<sup>2</sup> There were a total of 32 key themes generated from this question. The graph demonstrates the top 15 themes for ease of interpretation. All themes are explored further in the Appendix.

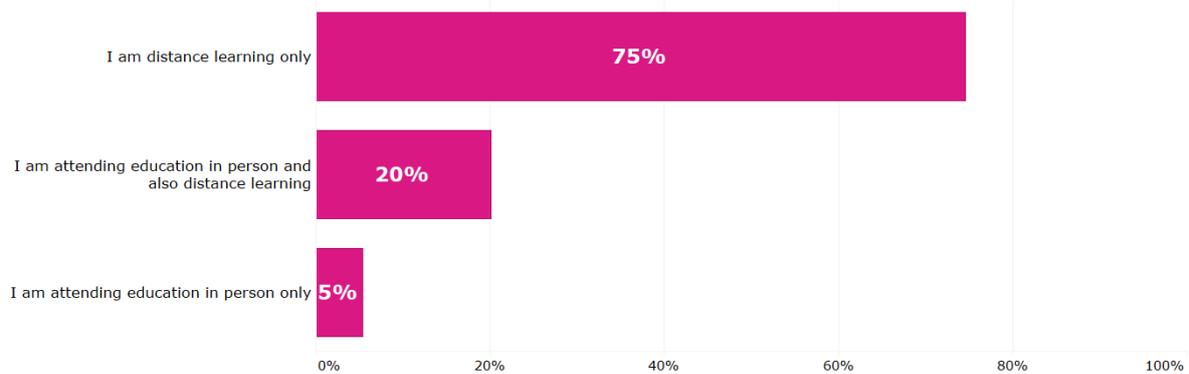


## Impact of coronavirus on higher or further education and training

The following questions were answered by **169** young people who stated that they were at college, university or undertaking an apprenticeship or training.

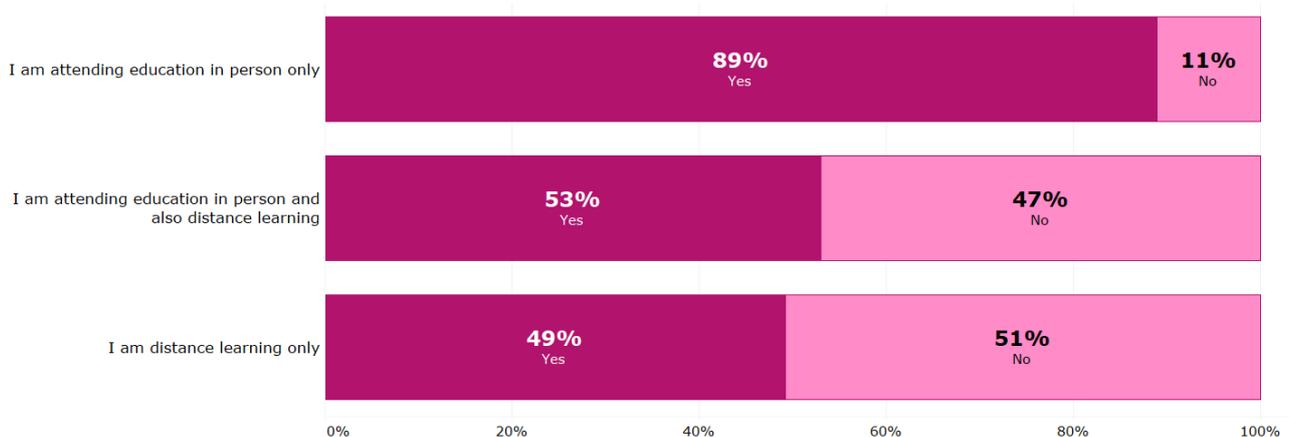
### Which of the following best describes your current educational experience?

Three quarters of respondents in college, university, apprenticeship or training were distance learning only.



### Are you happy with the current arrangements for your educational course?

The majority of respondents who were attending education in person were happy with the arrangements for their educational course. Respondents in the other educational experience groups were almost evenly split between *Yes* and *No*.





## **If there is anything that you would like changed about the current arrangements for your learning please let us know.**

There were **91** freely typed responses to this question. There were eight respondents who typed a version of "No" or "Nothing", three that stated "Don't know or not sure" and two respondents typed an answer that was non-applicable.

The most common responses were around a return to learning in person, particularly for individuals with a practical element to their course.

- ***"More in-person teaching if possible. Felt very detached from studies."***
- ***"Would like to be in for face to face teaching for all classes as I am on a practical cookery course."***

Some respondents suggested alteration to current teaching methods, including the need for 'live' rather than pre-recorded classes and opportunity to go on work experience placements.

- ***"My university has only used pre-recorded video lectures for my class, and it is the general consensus among my classmates that synchronous live lectures would be more beneficial."***
- ***"I had my placement cancelled and this has caused me to feel anxious about the impact this may have on my academic achievements in the future."***

Respondents also asked for opportunities to socialise or meet up with classmates.

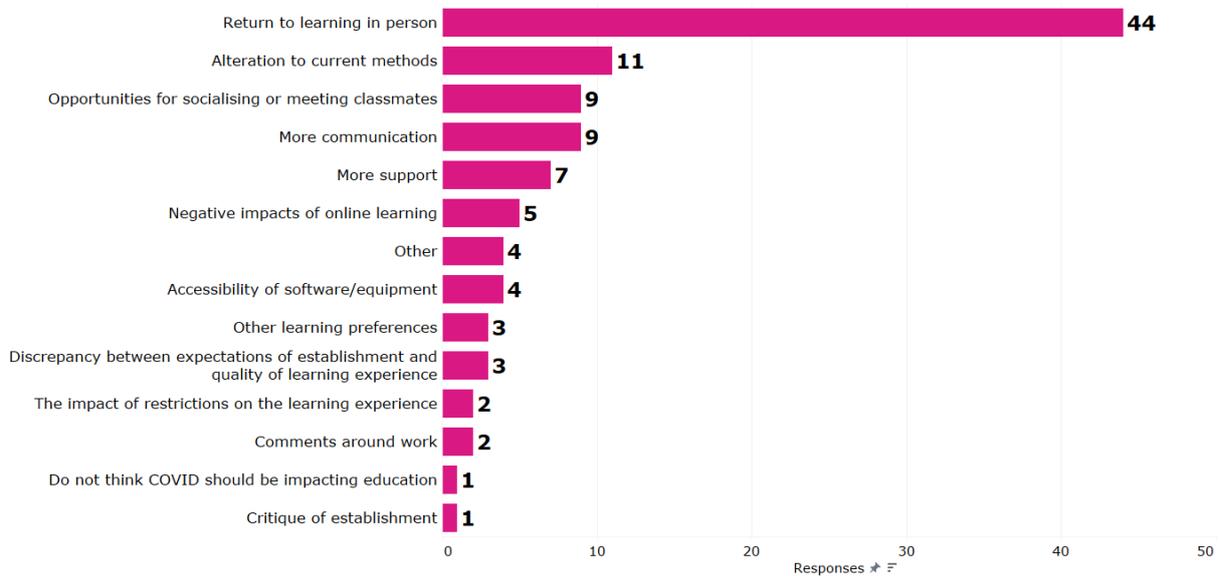
- ***"This pandemic not only had a negative impact mentally but many students struggle with online classes and socialization. Most students including me had not have the chance to make any friends in a new country yet and that is the worst part about it."***
- ***"I would like to actually meet the people I'm in class with."***

They asked for improved communication from their lecturers or the educational establishment. Some asked for more communication around changes to their course, expectations for the course and information around events such as graduation.

- ***"Communication from lecturers could be better as getting answers to emails or Teams messages can sometimes take weeks."***
- ***"More clear communication between staff and students about workload and what is expected of us, it's been very inconsistent as lockdown changes which has been stressful."***



The chart below demonstrates the key themes that arose from this question. A further breakdown is available in the Appendices document.



## What kind of support could schools or organisations for young people provide to help with your education?

There were **82** freely typed responses to this question. There were three respondents who typed a version of "No" or "Nothing", five that stated "Don't know or not sure" and three respondents typed an answer that was non-applicable.

Most respondents identified a particular method of support. Suggestions included one on one support sessions, opportunities to ask detailed questions and allowance of study groups or group work.

- ***"More one to one with staff to ensure that we are supported."***
- ***"Additional help with questions."***

Respondents requested mental health support.

- ***"More on mental health such as lessons, clubs, etc."***
- ***"I think there needs to be more support for mental health when we return to education."***

There were requests for alteration to current learning methods, including more online interaction, interactive activities and recording of lectures.

- ***"Engaging online materials."***
- ***"Make sure lectures are always recorded, because people in different time zones can't always watch live."***

# Lockdown Lowdown

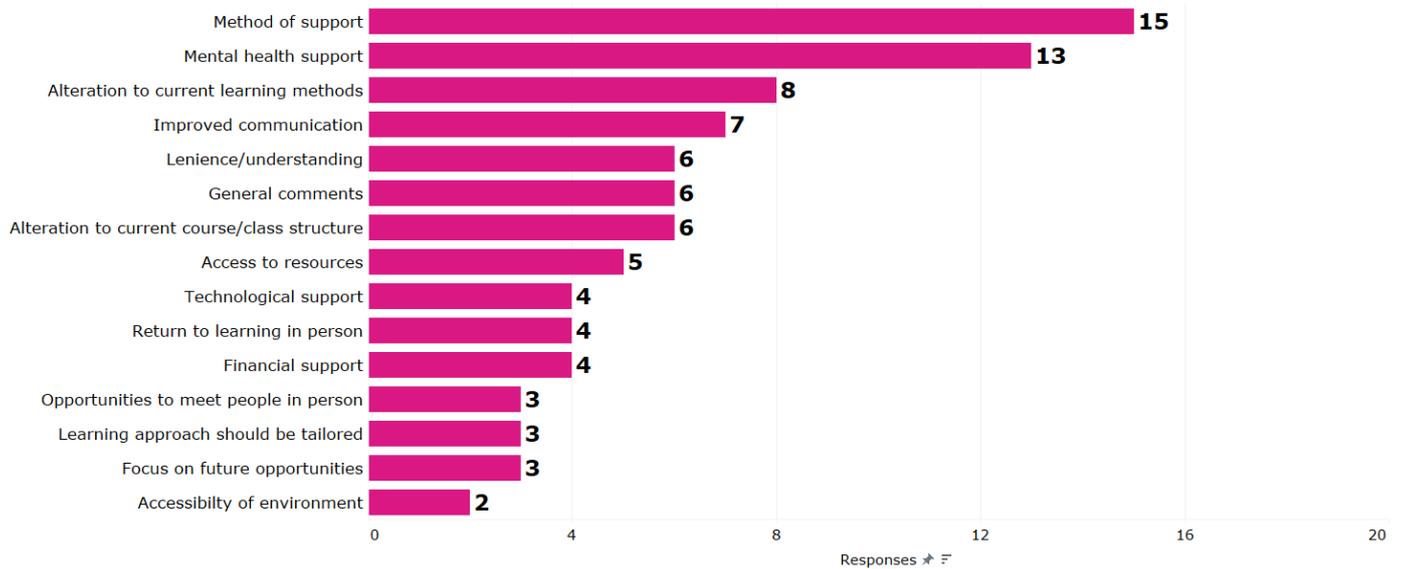
A survey of young people in Scotland as lockdown begins to ease



There was also an ask for improved communication, mostly with lecturers.

- ***"Expand open office hours for students to be able to speak to lecturers as online learning is more difficult to approach and access additional help/support."***
- ***"Being able to contact them better and get more in-depth help and explanations about their work and what to do."***

The chart below demonstrates the key themes that arose from this question. A further breakdown is available in the Appendices document.



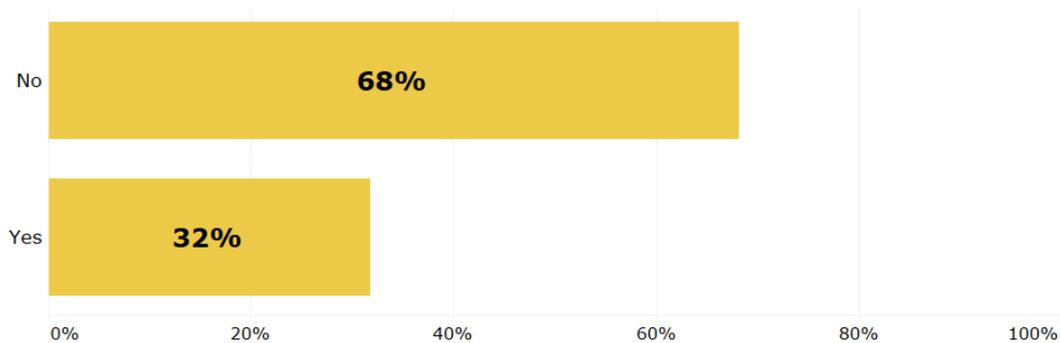


## Impact of coronavirus (COVID-19) on youth groups

All respondents were asked the following questions.

### **Are you currently engaging in any organised youth group activities?**

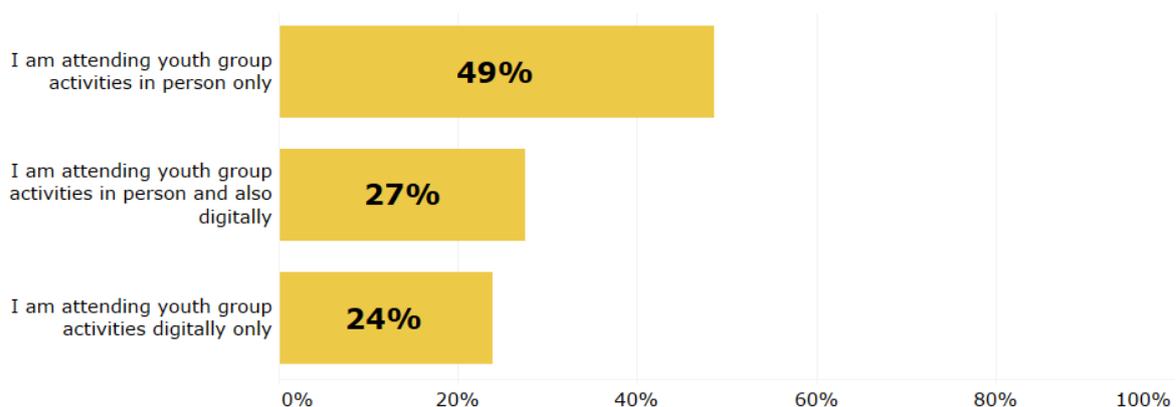
Around a third of respondents stated that they were engaged in organised youth group activities.



The **766** respondents who selected Yes to the previous question were asked the following question.

### **Which of the following best describes your current engagement with youth group activities?**

Around half of respondents who were engaging with youth group activities were doing so fully in person.

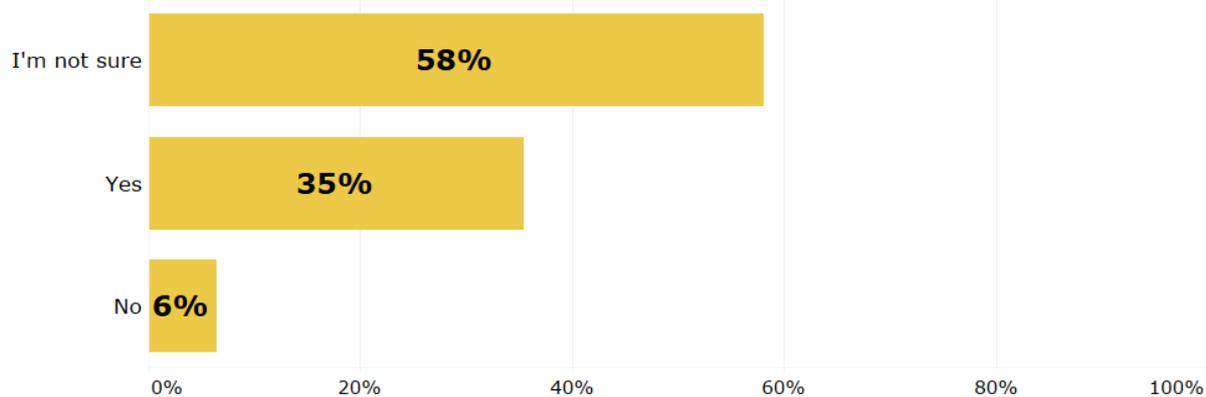




All respondents were asked the following question.

## Do you think that youth work has a role to play in supporting young people as Scotland eases out of lockdown?

Over a third thought that youth work had a role to play as lockdown in Scotland eases. Over half were unsure.



When looking at the respondents who stated they were currently engaging in youth work activities, 52% of these selected Yes to the question above.

The **851** respondents who selected Yes to the previous question were asked the following question.

## What role do you feel that youth work will play for young people as Scotland eases out of lockdown?

There were **492** freely typed responses to this question. There were three respondents who typed a version of "No" or "Nothing", eighteen that stated "Don't know or not sure" and twenty respondents typed an answer that was non-applicable.

The most commonly described role for youth work was for socialising. The most common responses were around re-establishing a feeling of community or social connection after the lockdown period. Other respondents mentioned that youth work could provide a safe place for socialising, and opportunities to meet new people.

- ***"Help them build connections with other young people and adults again."***
- ***"Allow them to socialise with peers in a safe environment."***

Respondents also thought youth work had a role to play in supporting young people's mental health as they come out of lockdown. Some stated that engaging in youth work would allow them to re-gain confidence, reducing feelings of loneliness or isolation.

- ***"I feel by having youth groups and being able to go this will help young people's mental health and also help with social anxiety."***



- ***"Will have a big role. Rebuild friendships and confidence."***

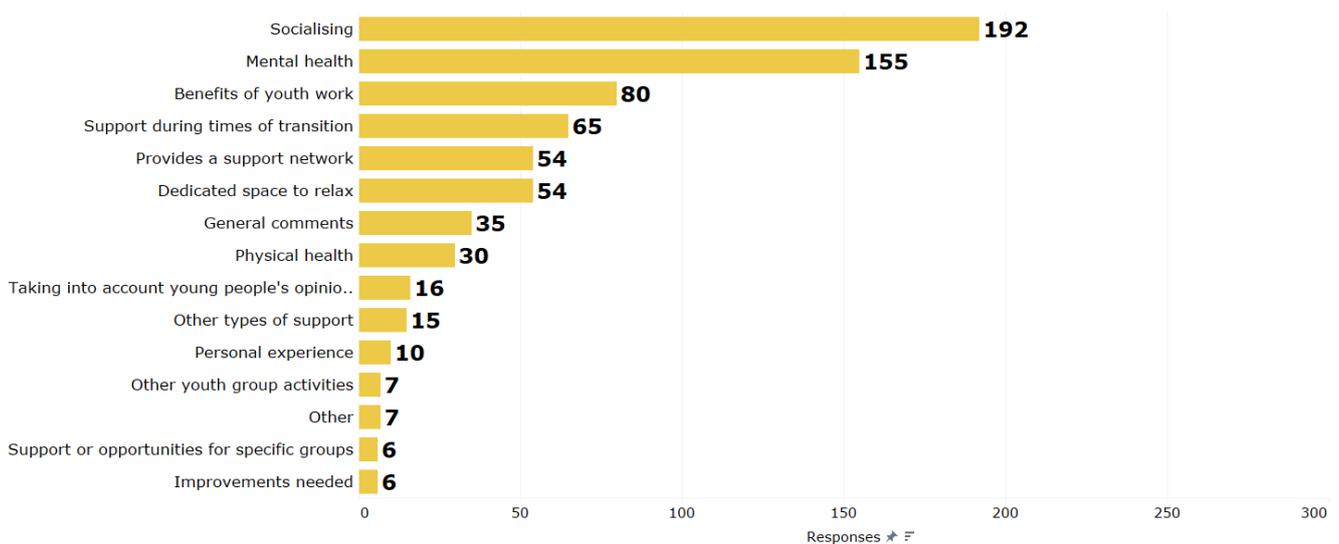
Respondents described general benefits of youth work, mainly that it encourages engagement in routine through organised activity (something which had been lacking during lockdown). Youth work also provides something different to do, more time outside and the chance to develop new skills.

- ***"A place to go, a person to talk to, and maybe an element of routine or excitement in an otherwise chaotic but dull world."***
- ***"It will be advantageous for young people to do youth work, because they would gain skills and develop them."***

Some also mentioned the benefit of youth work as an important initial step in a return to "normality".

- ***"Helping to support people to transition back into 'normal' life. There will be a lot of social difficulties with changes, particularly anxiety."***
- ***"Youth work and youth groups can bring back a sense of normality into young people's lives. Many young people have lost the social aspect of their lives and youth groups would be a good tool to ease them back into it."***

The chart below demonstrates the key themes that arose from this question. A further breakdown is available in the Appendices document.





**As lockdown restrictions ease, plans are being made to create more opportunities for young people to socialise, take part in a range of activities over the summer holidays and to open up community spaces. Please tell us what would be of most benefit to you and your friends over the summer holidays.**

There were **1,226** freely typed responses to this question. There were 29 respondents who typed a version of "No" or "Nothing", 99 that stated "Don't know or not sure" and 59 respondents typed an answer that was non-applicable. There were eight respondents who said that they would not want any activities.

The most common responses were around relaxing of restrictions in order to have more of a sense of normality over the summer. The most common asks were for the ability to meet people indoors and to increase the number of people allowed to socialise with.

- ***"To be able to visit my friends at our homes, it means we don't need to be around busy places."***
- ***"Definitely being able to hang out with more people and go over to each other's houses."***

In terms of opportunities, there were many suggestions for types of clubs, workshops or lessons. The most popular were for sports or physical activities.

- ***"Sports facilities having programmes for young people to do things (like tennis or football) with friends."***
- ***"Something like a summer club that we could all meet safely and have fun. Like a youth club through the summer."***

Respondents also asked for facilities to be re-opened, mainly hospitality (such as restaurants and cafes), swimming pools and general public or community spaces.

- ***"I feel opening restaurants and cafes as these are good places to socialise."***
- ***"Opening up community spaces makes it easier to meet up with friends and engage in a fun activity."***

There were suggestions of types of activities. Respondents were interested in having the opportunity for "general" activities to be available, with interest in those that would be outdoors or could promote socialising.

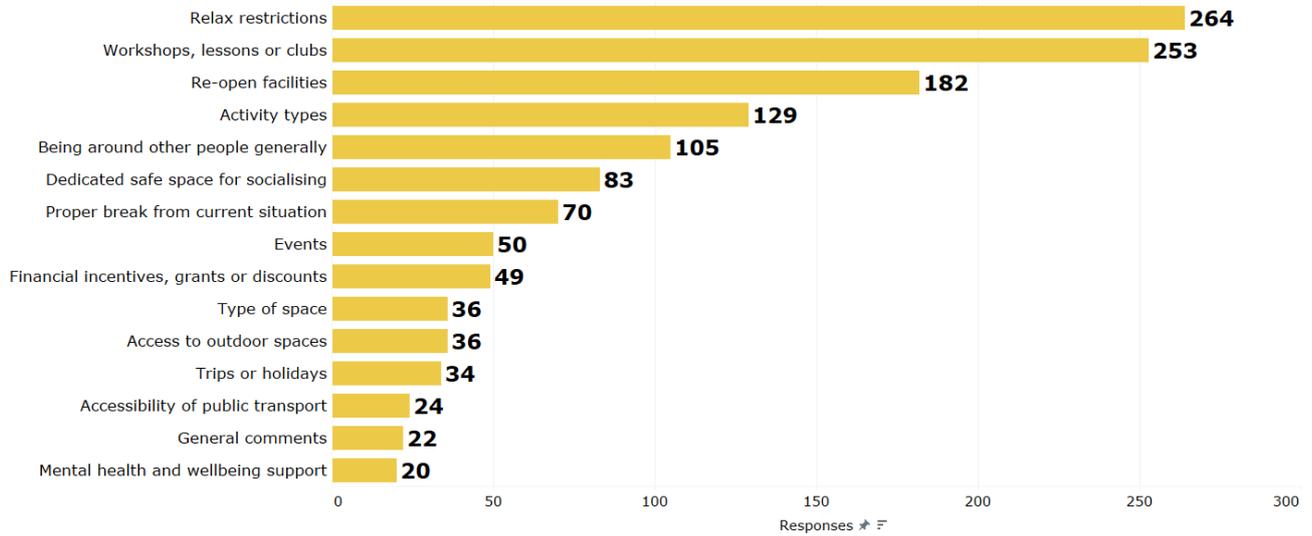
- ***"Being able to attend summer activities and socialise."***
- ***"I think more outdoor activities should be introduced to the young people for an opportunity to engage with others and spend some time outside due to the amount of time that was spent in the house in lockdown."***

# Lockdown Lowdown

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The chart below demonstrates the key themes<sup>3</sup> that arose from this question. A further breakdown is available in the Appendices document.



<sup>3</sup> There were a total of 26 key themes generated from this question. The graph demonstrates the top 15 themes for ease of interpretation. All themes are explored further in the Appendix.



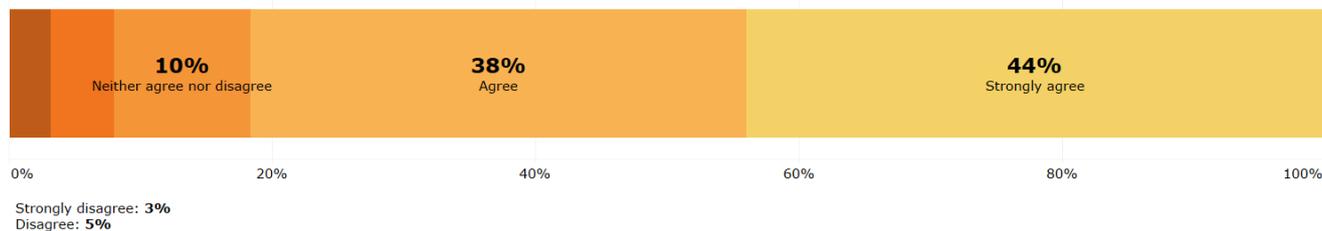
## Impact of coronavirus on your relationships

The following questions are about the **current** state of young people's relationships. They have been replicated from a previous survey iteration to compare the differences between feelings in Spring 2021 and Autumn/Winter 2020.

All respondents were asked to rate how much they agreed with the following two statements.

### **Statement: I currently have a good relationship with my family.**

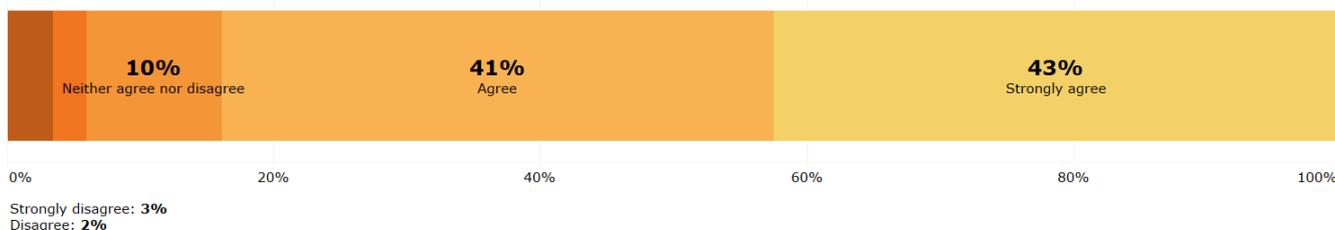
The majority of respondents (82%) selected *Agree* or *Strongly agree*.



There were no significant differences between results during this survey iteration and the previous.

### **Statement: I currently have a good relationship with my friends.**

The majority of respondents (84%) selected *Agree* or *Strongly agree*.



## **Is there anything that could help you improve your relationships that have been negatively impacted by the pandemic?**

There were **856** freely typed responses to this question. There were 261 respondents who typed a version of "No" or "Nothing", 46 that stated "Don't know or not sure" and 49 respondents typed an answer that was non-applicable.

The most common responses described the need to socialise generally with both family and friends.

- **"See family more often, see friends more often."**

# Lockdown Lowdown

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- ***"Being able to see them in person would help greatly."***

Respondents also described the impact that COVID had had on their relationships. These were mainly a reduced quality of friendships or a strain on household relationships. There were also some respondents who stated that they were having difficulty readjusting to social situations.

- ***"Not being able to physically meet up with my friends has slightly drifted us apart, so physical interactions will help improve relationships."***
- ***"Probably getting out of the house more. Tensions run high when you don't get to see people or are around people way too much."***

There were asks for facilities to re-open or activities to start up again as spaces to socialise in.

- ***"More places to open up so I can go out and do things with my friends and spend time with my family."***
- ***"Opening up restaurants and shops is important to me because it's where I enjoy going with friends and keeps young people off the streets."***

Many respondents also asked for a number of current COVID restrictions to be relaxed to aid socialising. The most common were to allow meeting up indoors and allow travel between different areas in Scotland.

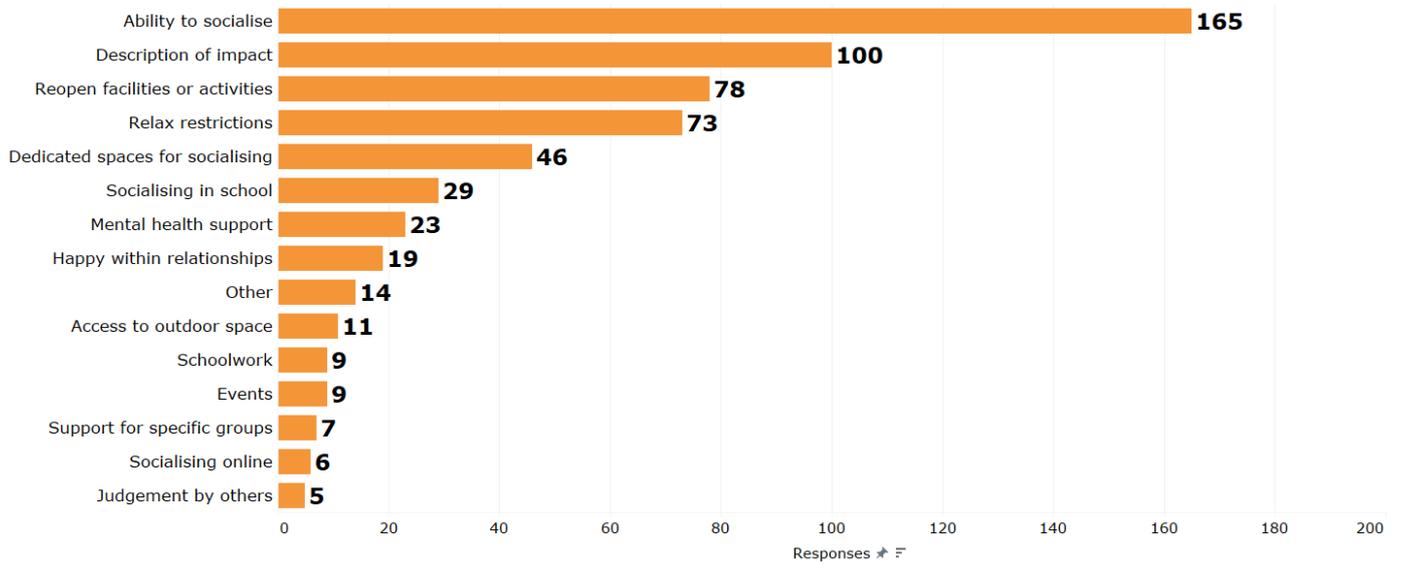
- ***"Being allowed to meet them indoors. The weather in Scotland is regularly poor and most of us won't have a lot of money to go somewhere indoors so being able to just sit in each other's company indoors is important."***
- ***"It has been hard to keep up with my friends who live in different council areas as we're often all in different stages of lockdown, so it would be nice to be able to see each other more often."***

# Lockdown Lowdown

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The chart below demonstrates the key themes<sup>4</sup> that arose from this question. A further breakdown is available in the Appendices document.



<sup>4</sup> There were a total of 25 key themes generated from this question. The graph demonstrates the top 15 themes for ease of interpretation. All themes are explored further in the Appendix.

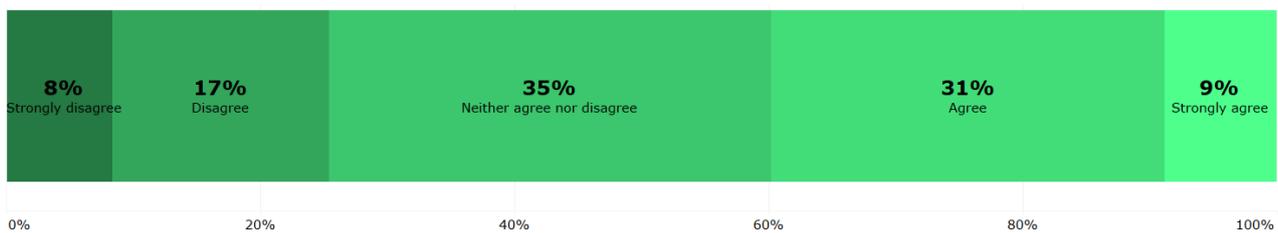


## Impact of coronavirus on employment

All respondents who stated that they were currently in secondary school (**2,054** young people) were asked how much they agreed with the following statement.

### **Statement: I feel confident about finding a job, apprenticeship, course or training when I leave school**

There were more respondents who agreed with this statement than disagreed, with 40% selecting *Agree* or *Strongly agree*. A quarter selected *Disagree* or *Strongly disagree*.



All respondents who stated that they were currently in college, university or apprenticeship/training (**219** young people) were asked how much they agreed with the following statement.

### **Statement: I feel confident about finding a job or training opportunity when I leave education or current training**

There were marginally more respondents who agreed with this statement than disagreed, with 41% selecting *Agree* or *Strongly agree* and 37% selecting *Disagree* or *Strongly disagree*.



All respondents who stated that they were currently in part-time or full-time employment (**201** young people) were asked how much they agreed with the following statement.



## Statement: I feel good about my current employment situation.

Around two thirds (67%) of respondents in employment agreed with this statement, with most selecting *Agree*.



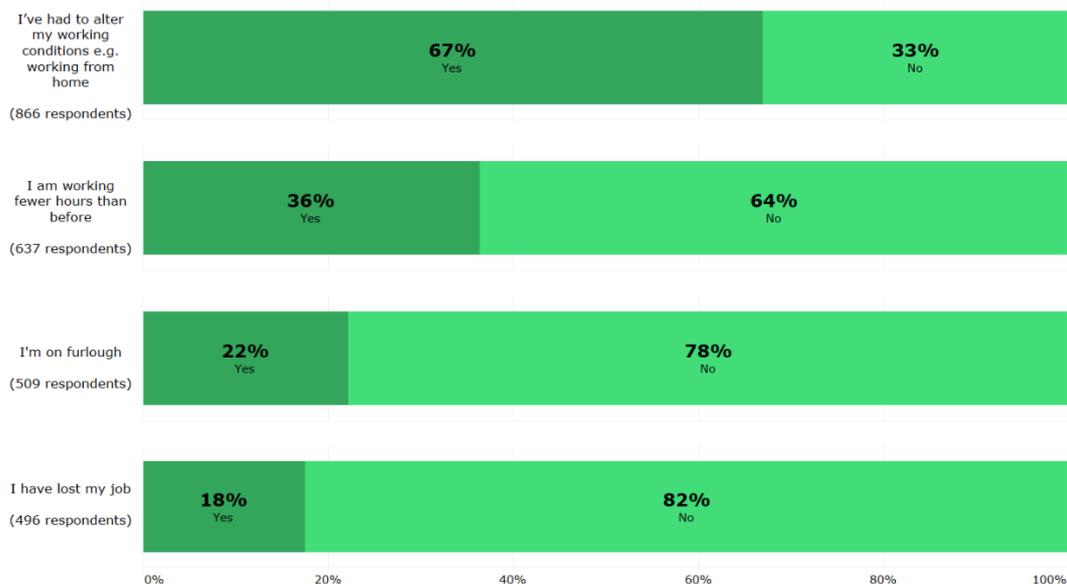
The percentage of people who agreed with this statement increased by 12 percentage points compared to the previous survey iteration<sup>5</sup>. Disagreement also dropped (by 17 percentage points).

The remaining questions in this section were asked to all respondents.

## Have any of the following happened to you as a result of coronavirus?<sup>6</sup>

Most respondents stated that these options were not applicable to them. These responses have been removed in the graph below and the altered samples are shown in the graph.

The most common consequence of coronavirus on employment was an alteration of working conditions, experienced by around a quarter of respondents. The least common consequences were furlough and losing a job.



<sup>5</sup> These were open surveys and the individuals within and size of the sample differed in each round.

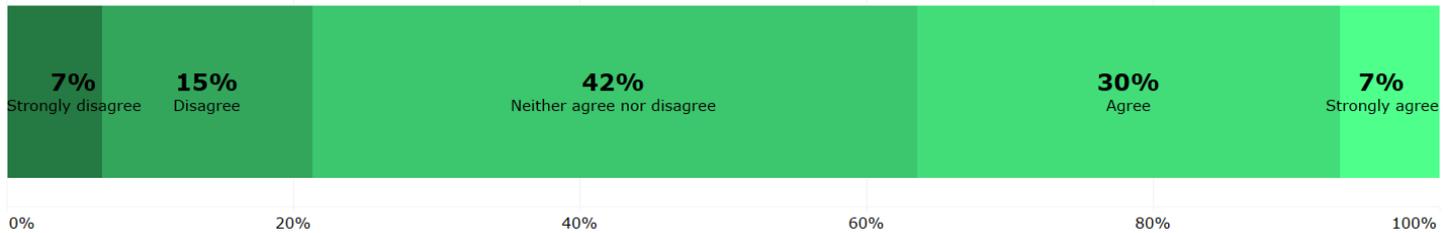
<sup>6</sup> Although this question was asked in a previous survey iteration, comparison is not able to be made as the samples differed. In the previous survey this question was asked only to those in part- or full-time employment. In this iteration, it was asked to all respondents.



Respondents were asked to rate how much they agreed with the following statement.

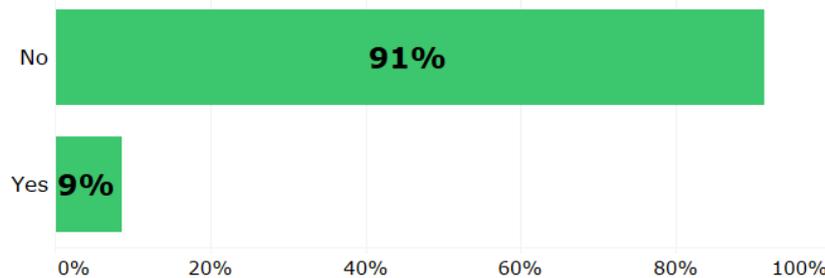
**Statement: I feel good about my future employment prospects<sup>7</sup>.**

There were more respondents who agreed with this statement than disagreed, with 37% selecting *Agree* or *Strongly agree* and 22% selecting *Disagree* or *Strongly disagree*.



**Have you heard of the Young Person’s Guarantee?**

The large majority of respondents had not heard of the Young Person’s Guarantee.



**Thinking about the future, what ways would you like to receive support around your employment?**

There were **936** freely typed responses to this question. There were 22 respondents who typed a version of “No” or “Nothing”, 217 that stated “Don’t know or not sure” and 114 respondents typed an answer that was non-applicable. There were 19 respondents who stated that support was not needed.

Most respondents described a need for careers advice in schools, with accessible resources communicating different job opportunities and options. Some respondents wanted more structured education around employment within school time.

- ***“Schools to support and provide more information on employment opportunities.”***

<sup>7</sup> Although this question was asked in a previous survey iteration, comparison is not able to be made as the samples differed. In the previous survey this question was asked only to those in part- or full-time employment. In this iteration, it was asked to all respondents.



- ***"To maybe have an hour each week (roughly) to be informed on the opportunities we have as we leave school because I'm unsure of what I've to do in the aspect of college/university/jobs when I leave school."***

Respondents also highlighted the need for development of skills such as CV creation, application writing and interview skills. They also wanted more information on other life skills such as finances and preparation for a workplace environment.

- ***"CV writing workshops, job interview workshops, particularly about online interviews."***
- ***"I would like to have schools teach more about real world situations. I have very little confidence in my future in the workplace because I have never been taught what it is like or how to go about applying or interviewing for a job."***

There were asks for access to opportunities that would boost future employability, including training, apprenticeships and work placements. Others asked for volunteering opportunities and access to mentors.

- ***"More work experience, whether that be volunteering or apprenticeships."***
- ***"Career training, being tested on certain skills and being helped to improve on the ones that aren't so good, having a mentor who is similar and is doing the job you want to do."***

Respondents also described aspects of a workplace environment that they would like. These included having supportive colleagues, a decent wage and access to mental health support in the workplace.

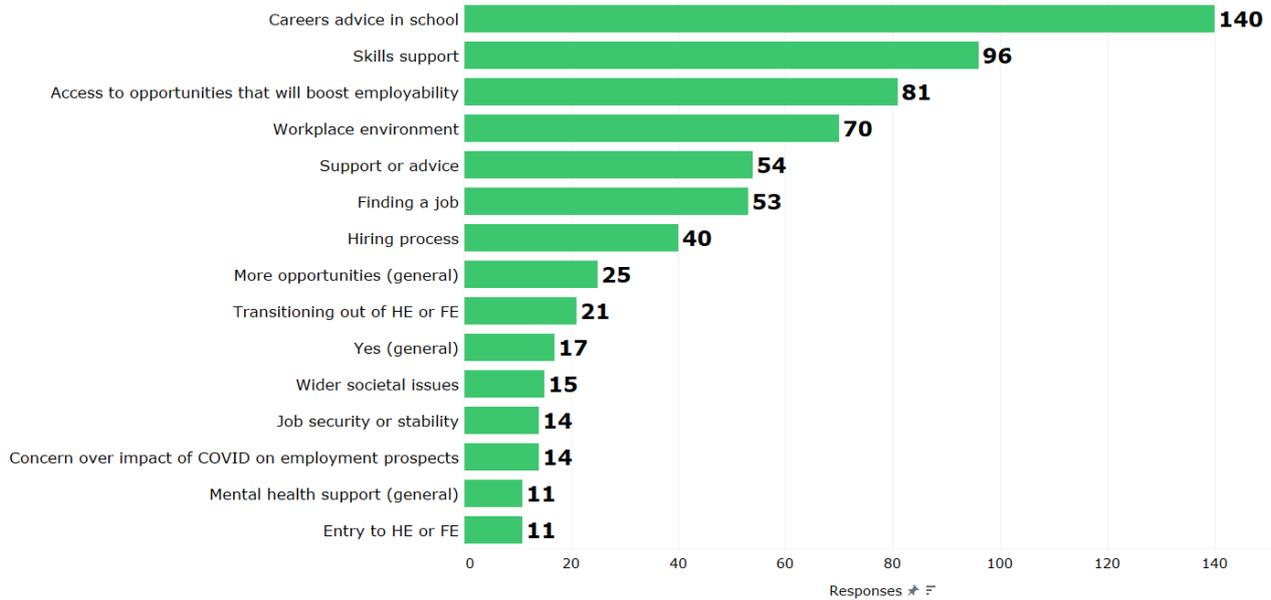
- ***"I would like to have someone to talk to almost like a buddy to help you out through the employment and give you support and encouragement."***
- ***"A good work environment in the sense that mental health can be spoken about."***

# Lockdown Lowdown

A survey of young people in Scotland as lockdown begins to ease



The chart below demonstrates the key themes<sup>8</sup> that arose from this question. A further breakdown is available in the Appendices document.



<sup>8</sup> There were a total of 24 key themes generated from this question. The graph demonstrates the top 15 themes for ease of interpretation. All themes are explored further in the Appendix.



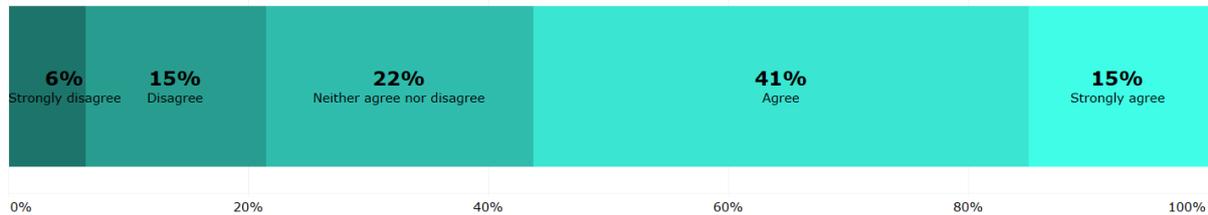
## Impact of coronavirus on you

The following questions are about the **current** state of young people's relationships. They have been replicated from a previous survey iteration to compare the differences between feelings in Spring 2021 and Autumn/Winter 2020.

Respondents were asked to rate how much they agreed with the following statements.

### **Statement: I feel good about my physical health and wellbeing.**

Over half of respondents *Agreed* or *Strongly agreed* with this statement (56%). Around a fifth (21%) selected *Disagree* or *Strongly disagree*.



This is a slight reduction in agreement compared to the last survey (by 4 percentage points), however disagreement remained at a similar level (22% selected *Disagree* or *Strongly Disagree*).

### **Statement: I feel good about my mental health and wellbeing.**

Responses to this statement were fairly mixed. Two fifths *Agreed* or *Strongly Agreed* with this statement (40%). Over a third (35%) selected *Disagree* or *Strongly disagree*.

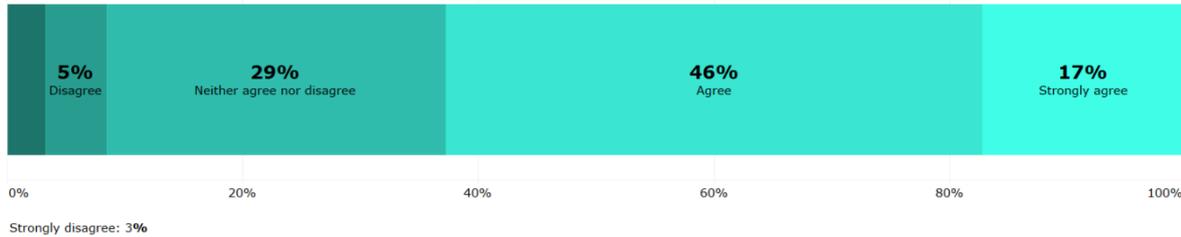


Disagreement with this statement dropped very slightly when compared to the last survey (by 3 percentage points).



## Statement: I feel able to access my rights as a young person.

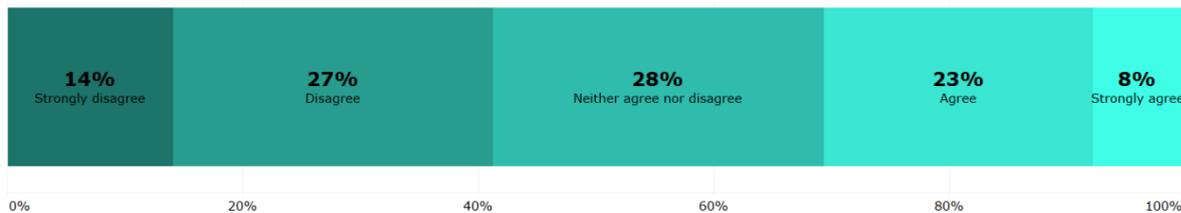
Almost two thirds of respondents *Agreed or Strongly Agreed* with this statement (63%).



There were no significant differences between the current and previous survey results for this question.

## Statement: I am concerned that I might catch coronavirus (COVID-19).

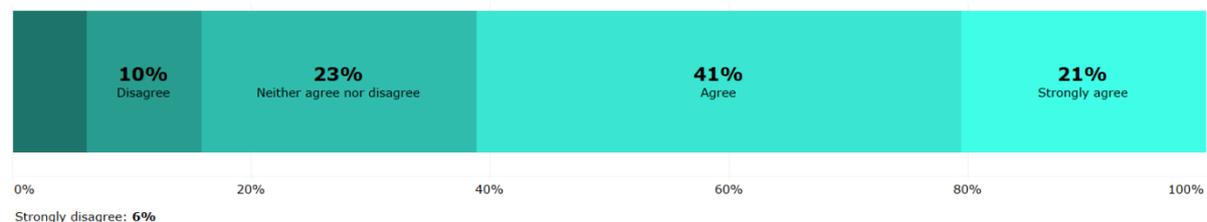
Most respondents disagreed with this statement.



Levels of concern about catching coronavirus have dropped since the previous survey, with disagreement levels increasing by 12 percentage points (and agreement dropping by 14 percentage points).

## Statement: I am concerned that there might be future waves of coronavirus (COVID-19).

Most respondents agreed with this statement.



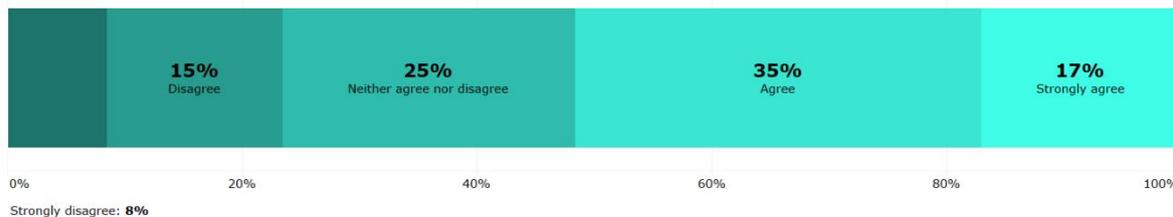
Levels of concern about future waves of coronavirus have dropped since the previous survey<sup>9</sup>, with agreement levels dropping by 9 percentage points.

<sup>9</sup> It is worth acknowledging that the two surveys were live at very different points – the previous was live when the second wave was just beginning. Therefore, results may not be directly comparable.



## Statement: I am concerned about transmitting coronavirus (COVID-19) to others.

Most respondents agreed with this statement.



Levels of concern about transmitting coronavirus have dropped since the previous survey, with agreement levels dropping by 12 percentage points.

## Are there any ways in which you would like to receive support for any of the issues raised in this section of the survey?

There were **624** freely typed responses to this question. There were 342 respondents who typed a version of "No" or "Nothing", 63 that stated "Don't know or not sure" and 70 respondents typed an answer that was non-applicable.

Most respondents described issues around mental health and wellbeing, as also demonstrated in the previous report. The responses were mainly requests for general support, with some mention of improving mental health support in schools. There were also mentions of aspects of life that were having a negative impact on mental health, including the current inability to socialise and pressure with school work.

- ***"More mental health support for young people especially as they have been isolated during lockdown."***
- ***"The stress and worry has been amplified by the lack of human interaction especially the people I care about and as the restrictions are easing I have been studying. Just having time to see people and catch up in person would really help my mental health."***

Other respondents mentioned support around physical health and wellbeing, with the most common responses being around access to vaccinations and regular COVID tests.

- ***"I truly think that students should be offered the vaccine sooner."***
- ***"A COVID test every week would ensure a better safety for me and my family and friends."***

In terms of issues around coronavirus itself, respondents mentioned the need for honest and reliable communication, along with consistency of messaging.

# Lockdown Lowdown

A survey of young people in Scotland as lockdown begins to ease

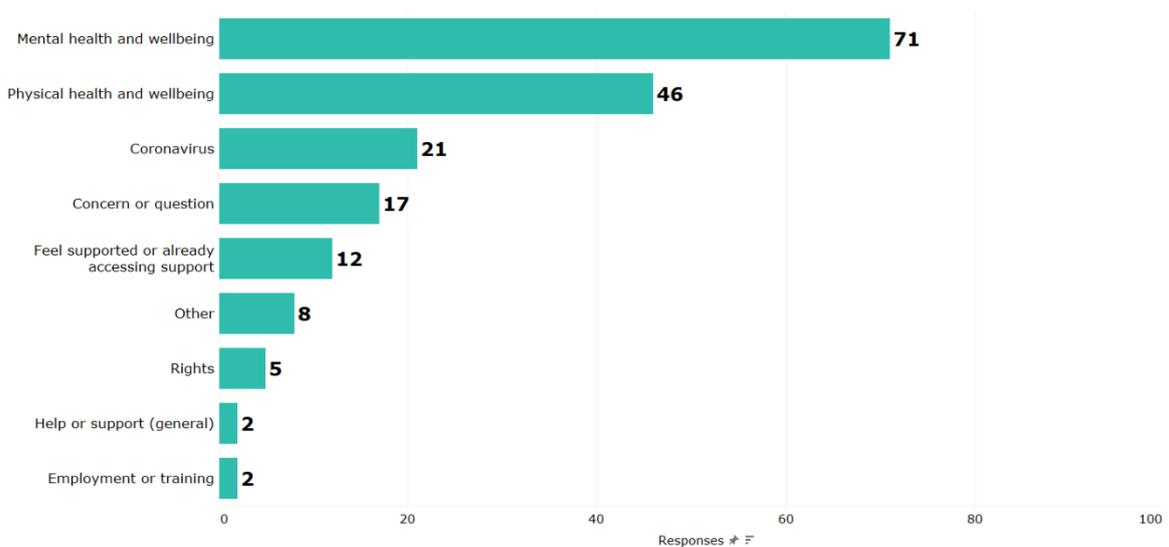


- ***"Perhaps more reliable information about the progress and about coronavirus."***
- ***"Consistent messages throughout the recovery phase so there is no conflict between messages i.e. social distancing vs no social distancing."***

Some respondents discussed a concern or question that they were currently feeling, the most common being concerns that their rights were being denied. There were also concerns about the impact of another school closure or lockdown.

- ***"My rights are not being accessed as I am being denied both freedom of movement/assembly and freedom of expression."***
- ***"I am concerned if there is another wave schools will shut again and I will have had more than a year without any active teaching."***

The chart below demonstrates the key themes that arose from this question. A further breakdown is available in the Appendices document.



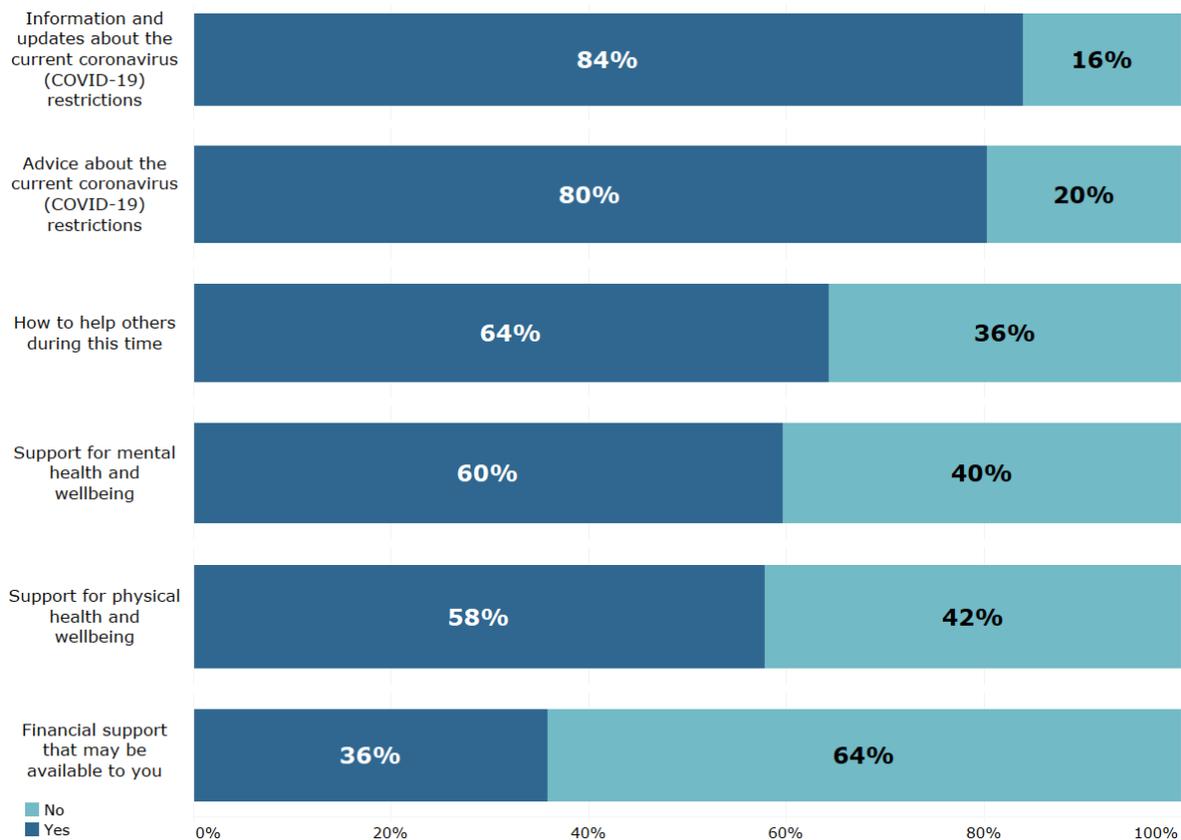


## Access to information

The following questions were around the types of information that young people are accessing around coronavirus and their knowledge of current restrictions. It is worth noting that the survey was live for two months, with various restrictions coming in to play during this time.

### **If you wanted to access information about the topics below during the coronavirus (COVID-19) outbreak, do you know how to do that?**

The topics that young people felt most confident in accessing information about were *Information and updates* or *Advice about the current coronavirus (COVID-19) restrictions*. The topic that young people felt least confident accessing information about was *Financial support that may be available to you*.





## Are there any topics not included above that you would like more information about at this time?

There were **570** freely typed responses to this question. There were 421 respondents who typed a version of "No" or "Nothing", 9 that stated "Don't know or not sure" and 43 respondents typed an answer that was non-applicable.

The most commonly suggested topics were more information about coronavirus, mainly around vaccination roll out and restrictions.

- ***"Vaccines and more information about them that's reliable. Also the long term effects of it."***
- ***"Restrictions that apply solely to certain age groups. Hunting through everything to find what applies specifically to 12-17 year olds is difficult."***

Some respondents also asked for information around mental health.

- ***"Mental health and wellbeing."***

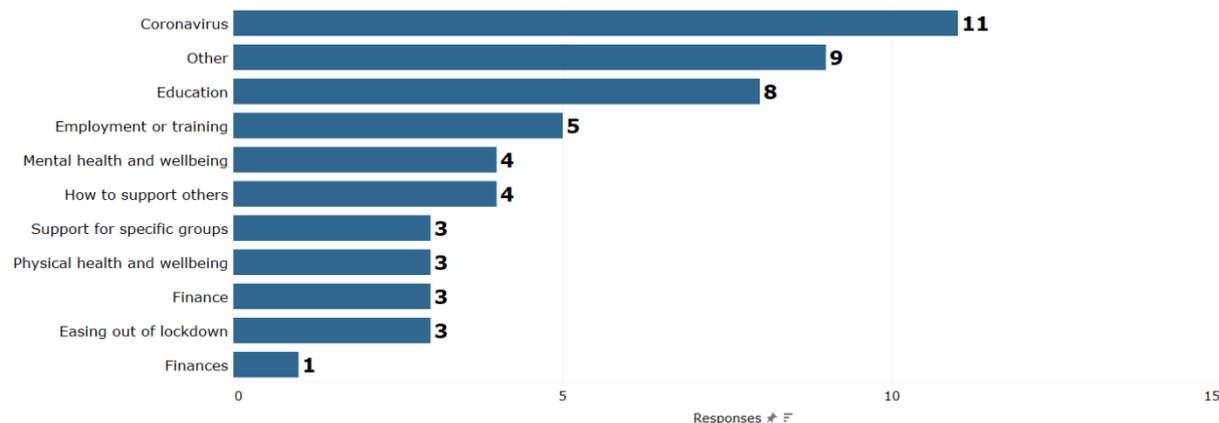
Respondents also suggested information about education, including exams/assessments and support for blended learning.

- ***"What will happen with future exam results/exams."***
- ***"Education during a Pandemic - Learning about time management and how to work at home and in school and use it to the best of your ability."***

There were also some asks for information around employment or training.

- ***"Jobs, employment, training."***
- ***"Support for employment search/career advice."***

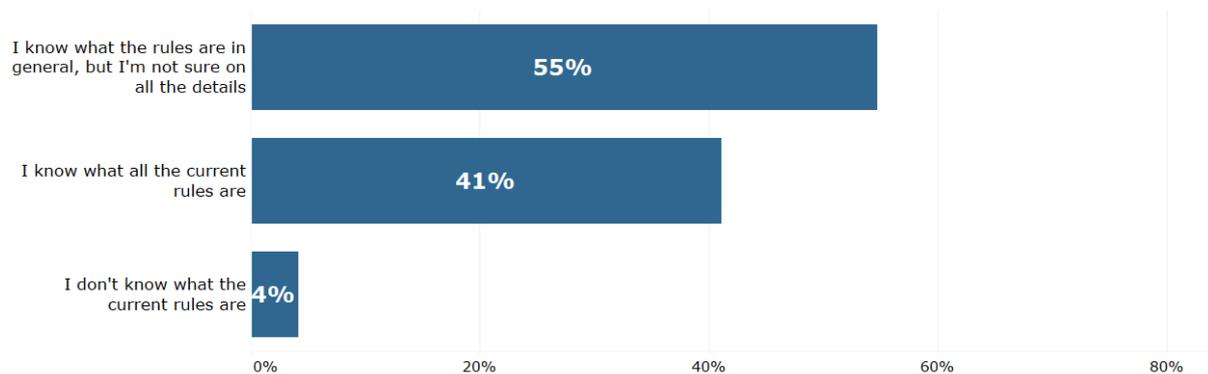
The chart below demonstrates the key themes that arose from this question. A further breakdown is available in the Appendices document.





## Which of the following statements best describes your knowledge of current COVID-19 restrictions, such as how many households you can meet, social distancing rules or requirements to wear masks?

The most common response was *I know what the rules are in general, but I'm not sure on all the details*, which was selected by over half of respondents. Only 4% stated that they did not know what the current rules were.



There were no significant differences between results during this survey iteration and the previous.

## If there are ways in which provision of information around coronavirus (COVID-19) could be improved, please use the box below to tell us your ideas.

There were **490** freely typed responses to this question. There were 421 respondents who typed a version of "No" or "Nothing", 9 that stated "Don't know or not sure" and 43 respondents typed an answer that was non-applicable.

Most respondents described a place where information could be provided, the most popular option being schools.

- ***"If schools could update us on rules as many young people don't watch the news."***
- ***"Telling us about updates in school would be useful so that we don't have to actively seek out how the restrictions have changed."***

Some respondents described improvements that could be made to existing resources, including the need for clear and concise presentation of facts and a layout/design that was easy to read.

- ***"Short simple lists or timetable of dates which shows the restrictions."***
- ***"I think information has to be laid out simple and clear so it is easy to***



**access.”**

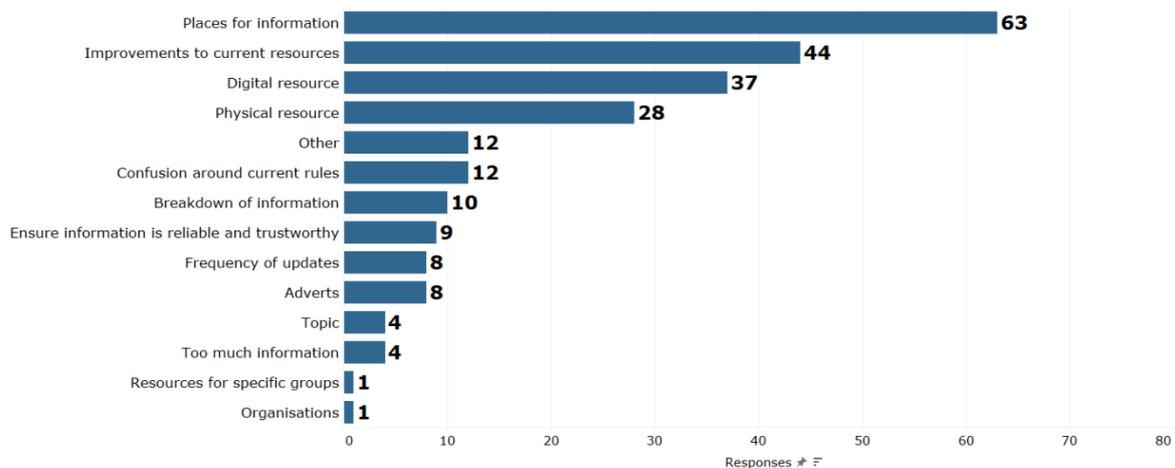
In terms of resource types, several respondents identified digital resources for use, the most common being social media. Other suggestions included dedicated websites and updates to be sent via text or email.

- ***“More sharing through social media that young people use (Instagram, Snapchat...)”***
- ***“Make a website that can be updated easily that isn't confusing and is trusted.”***

There were also suggestions for physical information resources, including posters, leaflets, letters and newsletters.

- ***“Make posters and put them in the street so people have to see them.”***
- ***“Maybe sending leaflets to everyone just to keep them up to date.”***

The chart below demonstrates the key themes that arose from this question. A further breakdown is available in the Appendices document.

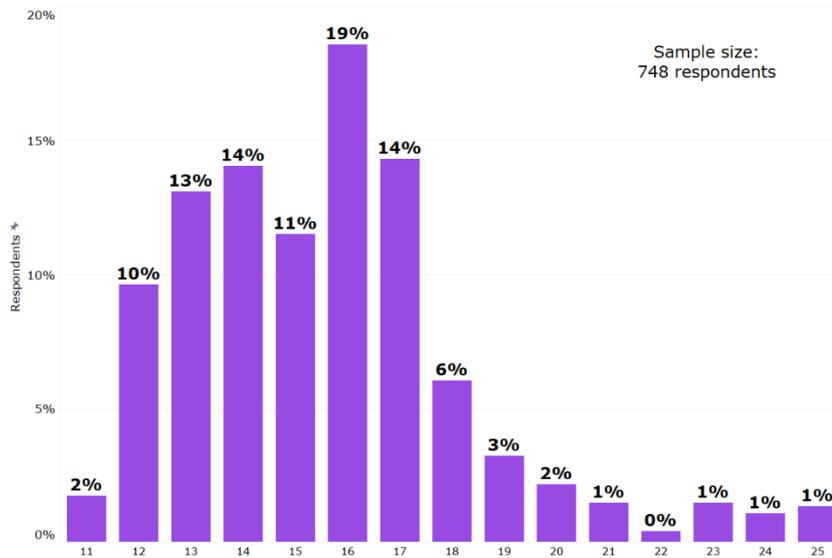




## Demographic Breakdown

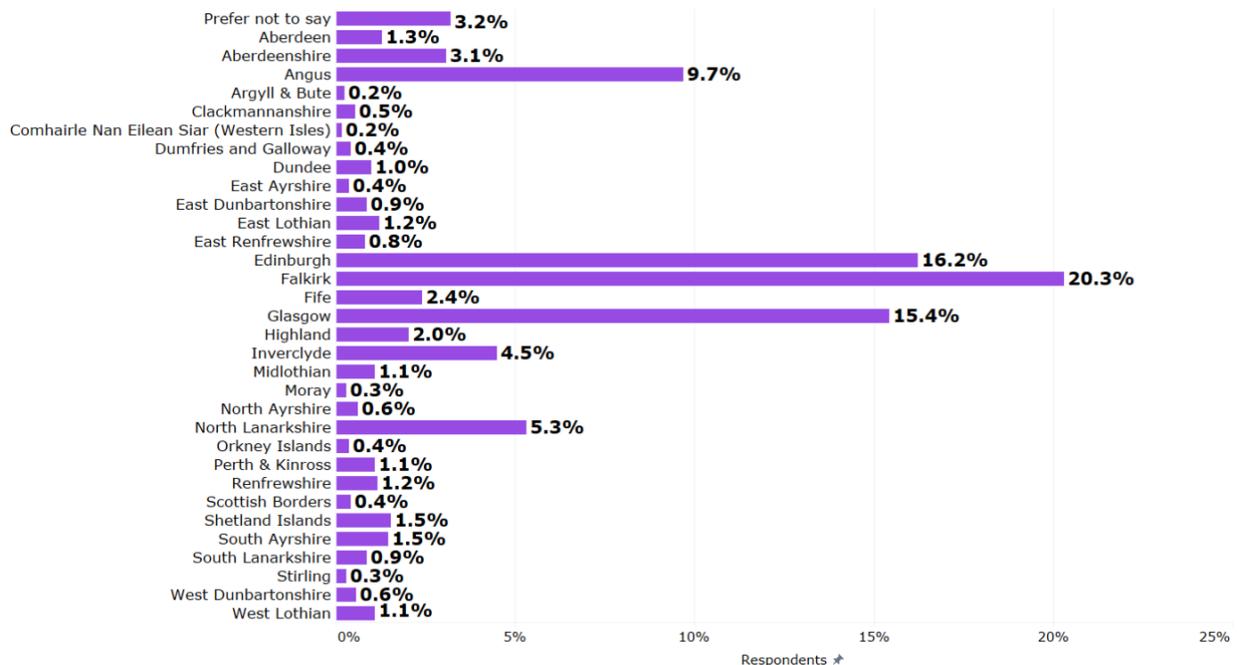
### Age

Due to an error with survey creation, not all respondents had their age collected. The graph below demonstrates the percentage breakdown of those who were able to provide their age (748 respondents). The majority of these respondents were under the age of 18 (89%), most were aged 16.



### Local Authority

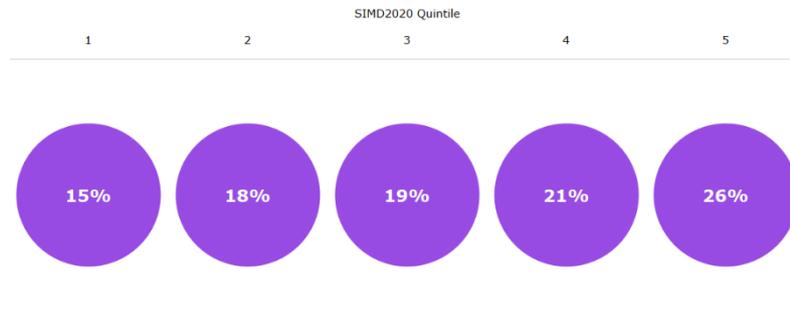
The survey received responses from young people based in all 32 Local Authorities. Most respondents lived in Falkirk, Edinburgh and Glasgow.





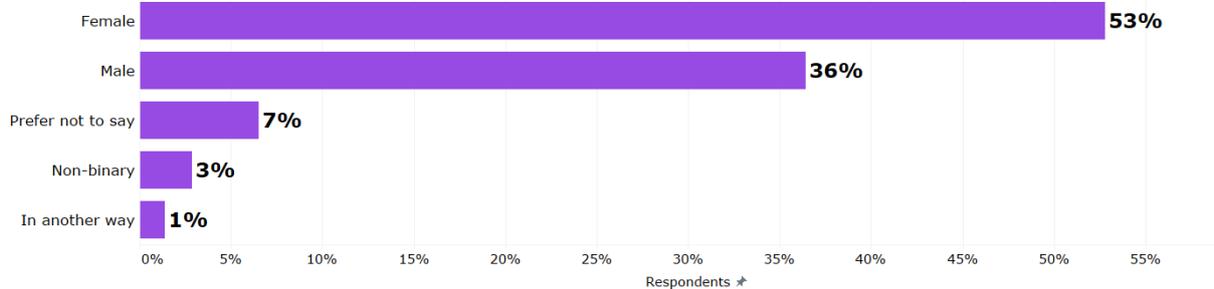
## Breakdown of respondents by Scottish Index of Multiple Deprivation Decile

The Scottish Index of Multiple Deprivation is split into five quintiles, with Quintile 1 representing areas with highest deprivation and Quintile 5 representing areas with lowest deprivation. 551 respondents voluntarily provided their postcode. These postcodes were freely typed and 463 were able to be mapped against the SIMD20 Decile data.



## Gender Identity

The most common gender identity of respondents was female.



## Care experienced

There were 139 respondents who identified as being care experienced.

## Young Carers

There were 217 respondents who identified as being a young carer.

## Long-term illness or disability

There were 273 respondents who stated that they have a long-term illness or disability expected to last at least 12 months.

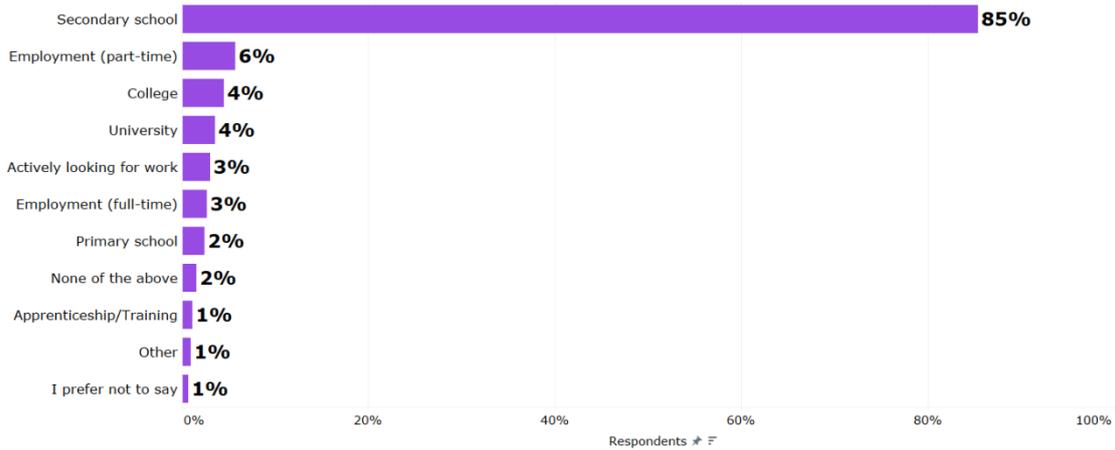
# Lockdown Lowdown

A survey of young people in Scotland as lockdown begins to ease



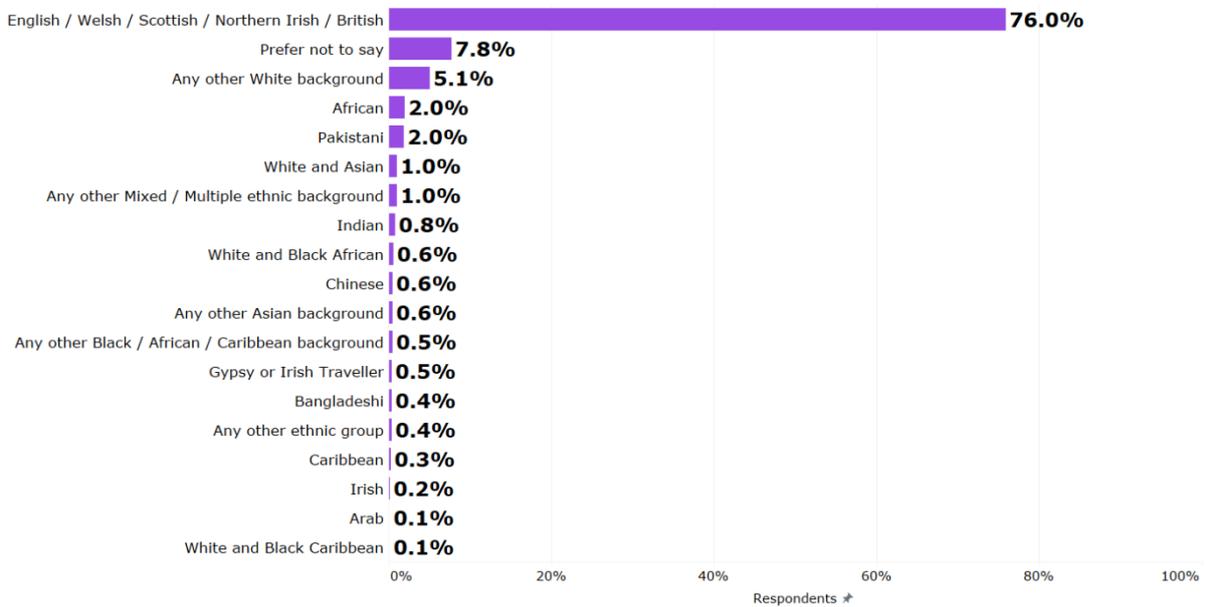
## Education/Employment level

The majority of respondents stated that they were currently in school. The least common response was undertaking an apprenticeship or training.



## Ethnicity

There were 187 respondents who did not wish to disclose their ethnicity. 11.0% identified as Minority Ethnic<sup>10</sup>.



<sup>10</sup> This definition includes respondents who identified as: African, Any other Asian background, Any other Black/African/Caribbean background, Any other ethnic group, Any other Mixed/Multiple ethnic background, Arab, Bangladeshi, Caribbean, Chinese, Gypsy or Irish Traveller, Indian, Pakistani, White and Asian, White and Black African or White and Black Caribbean.

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## Get in touch to let us know what you think:

We would be delighted to hear what you think about [#LockdownLowdown!](#)  
Tweet using the [#LockdownLowdown](#) tagging [@OfficialSYP](#) [@YouthLinkScot](#)  
[@YoungScot](#).

You can also let us know your thoughts on the issues raised in this report by emailing:

- Rosy Burgess, Scottish Youth Parliament, [rosy.b@syp.org.uk](mailto:rosy.b@syp.org.uk)
- Sarah Paterson, YouthLink Scotland, [spaterson@youthlinkscotland.org](mailto:spaterson@youthlinkscotland.org)
- Reid Aiton, Young Scot, [reida@young.scot](mailto:reida@young.scot)