

## ELC Recruitment – progress to date and campaign planning

- **Scoping** – working with Policy to develop Policy brief (December 2016)
- **Understanding & research** – three phases of research to understand what will attract and deter potential workers into a career in ELC and to identify the types of messaging that will resonate with the target audience.

### Stage one: current and ex-workers (September 2016)

- 15 x one hour depth interviews (9 x practitioners, including 1 x male, 3 x managers, 3 x ex-workers)
- Inverness, Glasgow, Aberdeen/shire and Edinburgh
- Variety of motivations to consider ELC as a career and range of routes in to the sector
- Perception that LA jobs are preferable to those in private sector (better pay, conditions, career prospects and credibility)
- Private sector seen as easy to get into, poor pay even once qualified, more about childcare than development, limited career progression
- HNC perceived to be preferable to SVQ, but with some variety across the country and differing employers' views
- A career in ELC suffers from a negative public perception, and a lack of understanding and appreciation of what ELC roles involves...however the reality of the job exceeded the expectations of entrants: fun and variety, skilled and professional, making a difference to children, relationship building with families, a career not just a job.

*'It's a great job and I see it as one of the most important jobs you can do. What's more important than helping kids to learn?'*

*'When I started I was on £2.60 an hour, working 40 hours a week and then doing your essays and homework. It's £6.70 once you've qualified which doesn't really add up to much.'*

- Levels of job satisfaction were high, but concerns to consider: hard work, long hours, very physical, staffing issues, frequent change, conditions esp. pay in private sector could be better. (NB research was conducted before announcement about LW.)
- Men in ELC – resounding support from sector (male role models, new perspective, diversity) but barriers to entry are parental concern esp. over personal care, culturally not perceived a male role, not a credible profession for a man.
- The problem with retention – issues with management, lack of respect, no autonomy, left at same time as others with the same view.

- Three themes identified to take forward to the second phase of research with primary target audience (school leavers): practical and functional ‘choice and options to suit a range of potential entrants’, rational and inspiring ‘benefits of the job and career in ELC’, personal and emotional ‘softer benefits and making a difference’.

### **Stage two: high school pupils considering a career in ELC (November 2016)**

- 20 x one hour depth interviews (11 x S4 and S5 school leavers not sitting Highers, 3 x S5 and S6 pupils leaving after Highers and intending to go on to college or considering HNC in ELC or BA Childhood Practice, 2 x S5 and S6 leaving after Highers and going on to college, 4 x S3 students)
- Includes 4 males across the sample
- Glasgow, Dundee and Edinburgh
- Most pupils haven’t decided what they want to do yet (November) – exams are a bigger focus than their future outside school
- There are significant differences between the types of messaging that resonate with the age and educational aspirations of pupils
- Pupils are interested in career related events and activities eg work placements or career fairs
- At this age there is very little difference between how boys and girls view ELC, school and their future, however boys saw a link between their hobbies (sport/drama) and the potential to work with children
- ELC appears to have a low profile in schools
- Pupils have a limited knowledge of the sector and role, however, messaging taken from the phase one research where current and ex-ELC workers talked about what the job is really like, resonated with the school leaver audience, and they were much more interested in the possibility of a career in ELC afterwards.
- Common to all the young people who were interviewed is that it’s **emotional reasons that make them interested in building a career in ELC** eg:
  - I always wanted to work with kids
  - I feel I’d be good at this
  - I like kids
  - I’m a caring person
  - I want to help people
  - I want to change people’s lives
  - I want to make a difference
  - I don’t want to be stuck behind a desk
- But it’s **functional reasons that make ELC a less attractive career prospect**:
  - Kids are always misbehaving
  - I might get told off by parents
  - I don’t know enough about it
  - I want to develop my hobby into a career and ELC isn’t active/sport/drama
  - It’s easy to get in to and therefore you’ve not done well at school
  - It’s not as good as teaching/less prestige

- It's not challenging
- Pay is rubbish
- Inspiring, worthwhile and rewarding messaging was highly motivating: *'You get to see the positive difference you make to children's lives' and 'You get to help children learn skills which they will need for the rest of their lives'*
- Some messaging changes negative perceptions of ELC, but can set unrealistic expectations: *'When you qualify you will be a highly skilled professional.'*
- And some was viewed positively but isn't headline news: *'Each day is different' and 'you won't be stuck behind a desk all day'.*
- The essential skills to work as an ELC practitioner resonated (committed, enthusiastic, energetic, caring and patient), but the one quality that stood out was creativity.
- There are still negative perceptions of men in ELC – it's not a 'man's job' and men who do it as viewed with suspicion from a child protection point of view.

In short:

- Young people think about the future once their exams are over
- Pupil mind-set differs depending on their educational level: those sitting Highers are less likely to see ELC as an attractive career while those not sitting Highers are more attracted to it
- Pupils have a limited knowledge of ELC
- Pupils want more exposure to real workers in child related roles and career related events to more fully understand what a career in ELC would entail.
- Pupils are interested in ELC work experience.
- Pupils are already warm to the messages, but have a misperception that ELC is just about caring for and playing with children
- Tapping into hobbies and interests would be a good way to attract boys in to the sector.

### **Stage three: career changers and returners to work, including a subset of the over 45s (May 2017)**

40 x depth interviews: all open to ELC (including 7 males, 3 BME, 8 rural), mix of SEGs/ages

Topline results show us there are four groups emerging from the analysis:

1. **Parents:** Parents of young children (primary aged or younger), range of SEGs, but majority C2D, mix of currently working/maternity leave/stay at home parent eg nurse, chambermaid, call centre worker, admin/clerical.

Drivers (strongly promote change):

- Role that fits around being a parent/current career is not suited to family life
- Want/need to earn money again

- Desire to end 'stay at home Mum' stage
- Want to make a difference
- Want to work with kids/community
- Desire to develop/have a challenger or fresh start

Barriers (mainly practical and could be addressed by campaign):

- Time (to organise/research/apply/taken to train)
- Accessibility (rural parents concerned about lack of training/jobs in their area)
- Cost (of course, living while training)
- Ability (C2D SEG) fear of unknown and ability to 'go back to school'

2. **Career Seekers:** Those who are in insecure employment (mostly younger, no children of their own), range of SEGs, but more C2Ds, 36% single working on contracts, self-employed or freelance cleaners, admins, baristas, shop workers or unemployed.

Drivers (strongly promote change):

- Want a career not just a job as they have now
- Want to do something more worthwhile that makes a difference
- Want something more permanent/full time with better pay and hours
- Desire to develop, take on a challenge or have a fresh start
- Want to work with kids/community
- Want to grow up and have a 'proper career'

Barriers (lack of understanding or information)

- Cost (course/living expenses while studying/finance available?)
- Practicality and time (accessible location/time to dedicate to retraining/availability of college places)
- Ability (fear of 'going back to school' or being too old)

3. **Empty Nesters:** returning to work/not in paid employment eg charity shop worker, sales assistant, carer, factory worker, retired.

Drivers:

- Swap home for working in social/fun environment/stay fit and active
- Do something that makes a difference
- Work with kids/community
- Something new and different
- Earn money

Barriers:

- Don't want responsibility/pressure
- Feel too old to retrain (time/ability)
- Limited qualifications/experience
- Any new role must be accessible, local and fit with existing lifestyle/commitments
- Understanding of ELC based on being a 'helper' rather than a trained professional, see it more as 'playing with kids' and starting from a point that feels very distant from current experience of ELC.

4. **Unlikely Changers:** in secure employment and less likely to change – mixture of SEGs and includes most males in the sample eg distillery operator, mechanic, IT, admin, breakdown driver, factory worker.

Drivers:

- Thinking about doing something different/bored with current role
- Potentially facing future redundancy
- Desire to do something worthwhile

Barriers:

- Inertia and fear of unknown
- Money – potential loss of salary/pension
- Fear of being too old and ability to 'go back to school'
- Am I practically able to do this eg location/time to train/availability of places at local college
- Limited awareness of what to change to and how?

**Insight confirms that groups 1 and 2 have the most potential for targeting with an ELC campaign and to provide the opportunity to recruit new entrants into ELC, a combined audience of 570,000 people.**

## ELC 2017/18 campaign – phase one (awareness raising and recruiting young people into jobs/training)

- **Strategy & idea** (June/July 2017)

*'I'd be looking for commitment, I'd be looking for passion for early learning, I'd be looking for nurturing, caring staff, staff who treat each child as an individual, who celebrate the diversity of each child.'*

*Jennifer Murray, Head of ELC, Kirkintilloch Primary*

Society recognises the importance and value of quality nursery school care, but struggles to confer a similar status on the jobholder.

The campaign should communicate both the importance and reward of working in ELC.

Menial → meaningful

Emphasise early learning, recommend 'professional'

Not only about driving up the numbers, it's about attracting the right people with the right potential to the sector and developing their skills throughout their career.

Routes and destinations are confusing, salaries are varied. The work that's being done on simplifying careers pathways will mitigate against that.

**Our target audience: caring career types: canny and committed, want to make a mark on the world, think of the longer term, ambitious but not academic S4s and S5s.**

They need information and guidance, they care and want to do something important, ELC can be positioned as a fantastic gateway to possibilities and a great start to your life.

Our campaign must be upbeat, can-do and make an emotional connection, researched with focus group of young people, including BME and males.

**Proposition: 'Great lives start here'**

Three territories:

1. ELC is not menial, it's meaningful: 'Shape their worlds, shape your career.'
2. Your amazing qualities could be put to better use in ELC: 'Great lives start here'.
3. In amongst the fun and games real lessons are being taught: 'Serious fun, serious careers'

(Show boards, play audio)

## **Creative testing results (June 2017)**

10 x depth interviews with groups of four young people (S3, S4 and S5), planning on leaving school at 16 without sitting Highers and going to university OR undecided about Highers or university.

Warm to ELC.

Inverness, Glasgow, Edinburgh

Low engagement with school and education: it's boring, don't like homework/teachers leading to an impetus to leave at 16.

Like the social aspect of being with their friends all day.

Struggle to visualise their future and what they will be doing, but they all want a job which is:

- Helping people
- Working with kids
- Not stuck in an office (like at school)
- Not boring
- Enjoyable and fun
- (Boys ideally want to work in sport/coaching)

Unique traits seen in this audience:

- Literal – struggle to grasp anything abstract
- Need to see the job and what it will involve
- Short attention spans
- Desire to see themselves in the ads
- Rail against anything they identify with school/education

'Shape their worlds. Shape your career' performs most successfully with the target audience

	Visual impact / stand out	Relevant and resonant	Motivating messages Increase consideration	Tonally appropriate	Challenge perceptions of ELC
<b>SERIOUS FUN. SERIOUS CAREERS</b>	✗	✗	✗	✗	✓
<b>GREAT LIVES START HERE</b>	✓	✗	✗	✗	✗
<b>SHAPE THEIR WORLDS. SHAPE YOUR CAREER.</b>	✓	✓	✓	✓	✓

The winning route: Shape their worlds. Shape your career.

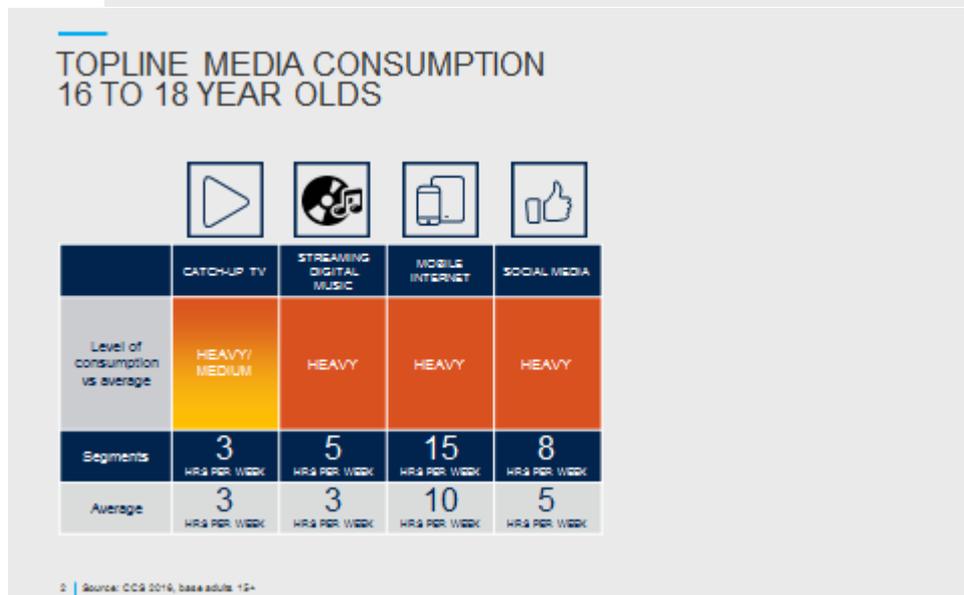
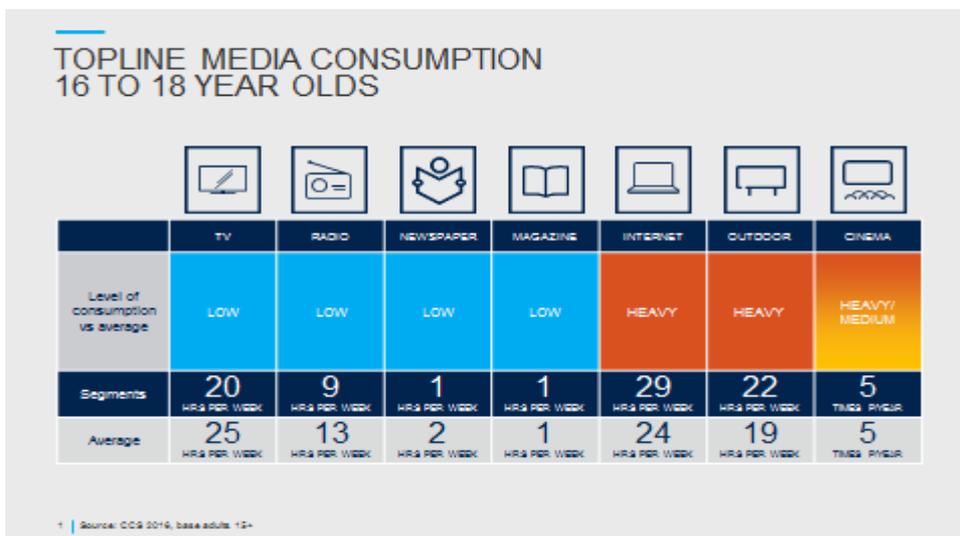


- A clear message that is understood by all
- Motivating and interesting
- Clearly set in a nursery, allowing them to visualise what a career in ELC would be like
- Repetition of key messages are compelling and reinforce the idea that ELC is varied, fun and important
- Dynamic, energetic and exciting
- Engaging and enjoyable to watch
- Mix of gender depicted creates a positive view of ELC
- Relaxed tone and fun language support the perceptions of the ELC working environment

- However, response to use of 'professional' a replacement for 'practitioner' is mixed, a barrier for some, aspirational for others
- Target audience relate to the characters in the route, especially if they are presented as just a little older than themselves, with the insertion of older characters for balance/reassurance
- Posters support but also work in isolation

**Campaign approach** – to drive applications to colleges in January 2018 to start courses in Summer 2018.

- Advertising – creative development for phases one and two, digital, social media, video, stakeholder toolkits
- Digital – new campaign website, signposting to Modern Apprenticeships, training opportunities, colleges and LAs
- Media – Digital display/YouTube, Cinema advertising, Spotify, Snapchat ads/articles/stories, Instagram video ads, OOH (in schools, cinema foyers, Streettalk), DAX radio.



- PR – launch, case studies, local press platform, Bauer ‘Life Matters’ platform
- Field – school events, careers fairs, Skills Scotland, ambassadors, collateral
- Partnerships (SG) – partnerships with LAs, schools, colleges, SDS
- Platforms (local press, Bauer ‘Life Matters’ and The Big Issue) for influencers
- Evaluation – pre- and post-wave, creative testing for phase two