SOCIAL MARKETING STRATEGY
FOR LOW SES COMMUNITIES

Position Paper

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Social Marketing Strategy for Promoting Tertiary Education to Low SES Communities

Acknowledgements

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Cupitt, Costello, Raciti and Eagle
Executive Summary

Education is transformative. Education delivers benefits to individuals, their families and communities. It is this far-reaching impact that compels research into understanding why people from low- socio economic status (SES) backgrounds are under-represented in tertiary education, and finding new ways to address this situation.

This position paper reviews what is currently known about interventions for widening participation in tertiary education, with the intention of mapping those findings to a social marketing strategy aimed at people who have not traditionally considered tertiary education as a career pathway. A practical approach is taken, to give an overview of the current discussions and debates in the literature to review which approaches work best for the cohorts under consideration, and consider the reasons for that success.

This project is novel as it synthesises two similar yet different domains; social marketing and widening participation. The social marketing-widening participation nexus that underpins this project not only provides a more robust platform which will generate new insights, it also represents a different lens through which to view the issue of under-participation in tertiary education by people from low socio-economic backgrounds.

The project aims to develop a strategy for a social marketing campaign which will:

- increase awareness of and aspiration to tertiary study amongst low SES students, families and communities
- increase knowledge of pathways to tertiary study amongst low SES students, families and communities, and
- increase numbers of applications to tertiary study and pathways courses from people from a low SES background.

The approach involves assembling and summarising what is known about the different cohorts of people from low SES backgrounds who may benefit from the campaign, who may be typically the first in their family to participate in tertiary education, including:

- Aboriginal and Torres Strait Islander peoples
- people who are non-English-speaking/culturally and linguistically diverse (including new migrant populations and refugees), and
- people who have a disability.

Within each of these cohorts, gender and age (school-aged or mature-aged) are considered.

The place dimensions include:

- urban and outer urban areas
- regional, rural and remote areas – noting the distinct issues relating to northern and western Australia and Tasmania.

The 'influencers' include:

- family members (parents, siblings, relations and Elders)
Social Marketing Strategy for Promoting Tertiary Education to Low SES Communities

- peers
- schools (teachers, guidance officers).

Intermediaries are also considered, including careers advisers, community organisations with a focus on education (e.g. The Smith Family) and university admission centres. Figure 1 provides an overview of this Position Paper.

**Figure 1: Position Paper Overview**

<table>
<thead>
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<tr>
<td>Widening Participation</td>
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<td>Social Marketing Overview</td>
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</table>

A. Widening Participation Cohort Analysis

(Asspiration/Awareness)
- Aboriginal and Torres Strait Islander
- Low SES
- First in Family
- Students with Disability
- Non English Speaking / cultural diverse backgrounds
- Gender differences

(Pathways)
- Aboriginal and Torres Strait Islander
- Low SES
- First in Family
- Students with Disability
- Non English Speaking / cultural diverse backgrounds
- Gender differences

B. Place Analysis

C. Key Influences and Intermediaries Analysis

D. Insight-driven Persona for Each Cohort

Key Findings

Both social marketing and widening participation domains seek to redress social inequalities. Social marketing addresses social issues in ways that enhance the quality of life of individuals and society as a whole. Similarly, widening participation seeks to redress social inequalities by actively encouraging and increasing participation in tertiary education by under-represented groups.

Social marketing is a sector that draws on a range of processes, concepts and theories, validated within the fields of psychology, sociology, anthropology, behavioural science and communication as well as from within commercial marketing. Social marketing studies examine a wide range of social issues including participation in tertiary education.

Widening participation discourse has three embedded ideologies which are in tension: a social deficit ideal, a social inclusion/mobility ideal, and a social justice ideal. There is an ongoing debate in the literature about the problems inherent in a policy of widening participation based on a deficit model when dealing with systemic disadvantage. Bourdieu’s (1977) notion of cultural capital is commonly deployed as a way of shifting the...
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discourse away from social deficit thinking, to a more positive frame of social inclusion/mobility and/or social justice.

Evidence suggests that social marketing interventions based on appropriate social and behavioural science theories are more effective than those which are not (Glanz & Bishop, 2010). Evaluations of widening participation outreach programs are showing that the programs are having a positive effect in terms of building aspiration and awareness especially on Year 12 completions and higher education enrolments (Koshy & Islam, 2015; KPMG, 2015a). Systemic factors which enable and impede student progression are also becoming better understood (Gale, 2011). The literature identifies best practice approaches as:

- having clearly defined, education-positive objectives, and a strong research base
- recognising the value that different groups can bring to outreach programs and higher education, and building-in ways for their voices to be heard
- tailoring programs to particular cohorts of students who are at similar stages of educational development, as well as to students, schools and communities who share common barriers, motivations and backgrounds
- building student confidence, aspiration, engagement, academic achievement, and a sense of belonging
- working collaboratively via cross-sector programs that begin early in the student journey and are sustained over time
- Working in partnership to build positive educational cultures within schools and communities
- developing effective transitions and pathways
- using the technologies and communication streams relevant to particular cohorts (Edwards et al., 2013; Gale et al., 2010b; KPMG, 2015a).

Cohort – Aspirations and Barriers

Aspiration is a contested term, despite its centrality to the conversation about widening participation in higher education, due to its use as a deficit measure for students from disadvantaged backgrounds (Sellar, Gale & Parker, 2011). Research into aspiration commonly shows that it is high for these groups, although not necessarily focused on higher education (Dalley-Trim & Alloway, 2010; Hatoss & Huijser, 2010; Morrice, 2013). Rather than a lack of aspiration, it is a lack of social and/or cultural capital which forms complex systemic barriers for prospective students from disadvantaged backgrounds of all kinds (Armstrong & Cairnduff, 2012; Sellar & Gale, 2011; Sellar, Gale & Parker, 2011).

Barriers in pathways are linked to scholarly achievement and more complex social and institutional barriers that play out depending on student background (Armstrong & Cairnduff, 2012; Dalley-Trim & Alloway, 2010; Gemici et al., 2014a). Students from low SES backgrounds navigate competing calls on their time, particularly those of paid employment and family (Abbott-Chapman, 2011; Hodges et al., 2013). Students from non-English speaking backgrounds face stigma which can affect their confidence, and also create perception-bias about their capabilities (Bowden & Doughney, 2010; Hatoss & Huijser, 2010; Kanno & Varghese, 2010). Girls, especially those in regional areas, are still opting out of Science, Technology, Engineering and Mathematics (STEM) disciplines in secondary school, although they tend to have higher completions of Year 12 and higher aspirations for higher education than boys (Fleming & Grace, 2014). Aboriginal and Torres Strait Islander peoples often navigate compounding disadvantage but recognising their
existing strengths and aspirations, rather than assuming a deficit approach, has produced positive results in widening their participation in tertiary education (Behrendt et al. 2012; Biddle & Cameron, 2012; Bodkin-Andrews et al., 2013).

Place

Place can be conceptualised as a mechanism which reinforces socioeconomic status, creating a complex nexus of place, SES and student identity (Bowden & Doughney, 2010; Jardine, 2012; Kintrea, St Clair & Houston, 2015). Distance to campus becomes not only a barrier of geographic distance, but also socioeconomic distance. This means that for students from low SES backgrounds in outer urban areas, the distance to a metropolitan university campus can be as challenging as it is for regional and remote students (Bowden & Doughney, 2010). Place is also tied up with identity, and the decision to adopt the identity of ‘university student’ is particularly challenging for boys in regional areas (Fleming & Grace, 2014; Jardine, 2012). More positively, Indigenous students who make the transition to higher education commonly maintain strong ties with family and community, and their ongoing contributions can have a profound impact on their whole community (McInerney et al., 2013). Effects of place also impact on modes of study, such as online education. Research suggests compounding disadvantage has more impact on students studying online in terms of performance gaps and technology issues, even when e-learning also enables access to those who could otherwise not participate in tertiary education (Henry, Pooley & Omari, 2014; Watson, 2013; Xu & Jaggars, 2014).

Influencers

Parents and peers have significant influence on students and their decisions about education, and also their achievements (Gemici et al., 2014a; Gemici et al., 2014b). This cuts both ways. Positive parental and peer expectations can ameliorate significant background disadvantage. However, parents and peers are also products of these backgrounds, and low expectations or alternative expectations have just as much sway (Gemici et al., 2014a; Redmond et al., 2014). Schools can also ameliorate background disadvantage, however schools are affected by the socioeconomic areas in which they are located, and there is a systemic issue of schools in poorer areas being more poorly resourced (Lim, Gemici & Karmel, 2013; Redmond et al., 2014). Jennings et al. (2015) examined whether schools reduce or perpetuate inequality and concluded that students leave school as unequal as when they entered.

Indigenous communities are leaders when it comes to taking a holistic, whole-of-community approach to multifaceted problems, such as student success, completion and transition. The Behrendt et al. (2012, p. 4-5) report frames these kinds of holistic approaches with an end goal of not only improving the education, health, and economic outcomes for individual Indigenous students, but of fostering the skills and capacity of Indigenous leaders to drive further change within their own communities. This can lead to sustainable intergenerational autonomy and security for both Indigenous peoples and the nation as a whole.

The most effective widening participation outreach programs are those which disrupt deficit notions about students, are tailored to local needs, and involve community-wide capacity building (Behrendt et al., 2012; Gale, 2011; Stewart 2010).
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Recommendations

Theoretical Approach
A transdisciplinary approach is recommended, particularly focusing on mixed methods and co-creation. For example, many researchers and practitioners highlight behavioural, social and economic benefits with co-creation, when target groups actively participate in the development of interventions to address issues (Domegan, 2008; Desai, 2009; Lefebvre, 2012).

1. Based on best practice, a theoretical base is recommended. Among the suite of theories used in both social marketing and widening participation, five have been identified as aligning best with the project’s remit, being:

- self-determination theory (Deci & Ryan, 2000)
- expectancy value theory (Eccles, 2009)
- theory of planned behaviour (Ajzen, 1991)
- model of goal-directed behaviour (Ajzen, 1991; Perugini & Bagozzi 2001), and
- critical race theory (Yosso, 2005).

Further, it is recommended that the project use intervention modelling (Hardeman et al., 2005, cited in Michie et al. 2008), in combination with the framework devised by Fishbein & Yzer (2003), to link theory and practice in the intervention plan.

Participant Voices

3. It is recommended that the Model of Goal-directed Behaviour (MGB) be used as an organising framework in developing the cohort personas.

4. It is recommended that the project:

- explore ways in which potential students outside of formal schooling can be engaged or re-engaged by social marketing
- explore ways in which student and aspirant voices can be incorporated into raising aspiration and awareness via social marketing
- consider which people within their school-family-community have been most effective in supporting their educational engagement
- consider which online education-focused resources they are aware of or already use.

5. Additionally, the social marketing intervention should reveal and cater to the broad diversity of Indigenous Australians and their particular needs, wants, enablers and barriers.

Relationships

As part of the project, it is recommended that relationships be developed in the sector:

6. To develop place-based and cohort-appropriate social marketing interventions, identification of key stakeholders, and development of relationships in the regions is a key consideration.
7. Developing collaborative partnerships with online tertiary education stakeholders is also an important consideration to target the participation by potential online students.
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## Abbreviations

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<tbody>
<tr>
<td>AASM</td>
<td>Australian Association of Social Marketing</td>
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<tr>
<td>ABS</td>
<td>Australian Bureau of Statistics</td>
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<tr>
<td>AIFS</td>
<td>Australian Institute of Family Studies</td>
</tr>
<tr>
<td>AIHW</td>
<td>Australian Institute of Health and Welfare</td>
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<tr>
<td>AIME</td>
<td>Australian Indigenous Mentoring Experience</td>
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<tr>
<td>ATAR</td>
<td>Australian Tertiary Admissions Rank</td>
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<tr>
<td>CALD</td>
<td>Culturally and Linguistically Diverse</td>
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<tr>
<td>CDC</td>
<td>Centre for Disease Control and Prevention in the USA</td>
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<tr>
<td>COAG</td>
<td>Coalition of Australian Governments</td>
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<tr>
<td>CSIRO</td>
<td>Commonwealth Scientific and Industrial Research Organisation</td>
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<tr>
<td>DEEWR</td>
<td>Department of Education, Employment and Workplace Relations</td>
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<td>ESMA</td>
<td>European Social Marketing Association</td>
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<tr>
<td>HE</td>
<td>Higher Education</td>
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<tr>
<td>HECS</td>
<td>Higher Education Contribution Scheme</td>
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<tr>
<td>HELP</td>
<td>Higher Education Loan Program</td>
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<tr>
<td>HEPP</td>
<td>Higher Education Participation Program</td>
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<tr>
<td>HEPPP</td>
<td>Higher Education Participation and Partnerships Program</td>
</tr>
<tr>
<td>IEU</td>
<td>Indigenous Education Units</td>
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<tr>
<td>ICT</td>
<td>Information and Communication Technologies</td>
</tr>
<tr>
<td>iSMA</td>
<td>International Social Marketing Association</td>
</tr>
<tr>
<td>LSAAY</td>
<td>Longitudinal Survey of Australian Youth</td>
</tr>
<tr>
<td>LSES</td>
<td>Low socioeconomic status. Low SES students come from the bottom 25% of their ABS statistical area or the postcode in which they reside.</td>
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<tr>
<td>MCEECDYA</td>
<td>Ministerial Council for Education, Early Childhood Development and Youth Affairs</td>
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<tr>
<td>MGB</td>
<td>Model of Goal-directed Behaviour</td>
</tr>
<tr>
<td>NCSEHE</td>
<td>National Centre for Student Equity in Higher Education</td>
</tr>
<tr>
<td>NCVER</td>
<td>National Centre for Vocational Education Research</td>
</tr>
<tr>
<td>NESB</td>
<td>Non-English Speaking Background</td>
</tr>
<tr>
<td>NSMC</td>
<td>National Social Marketing Centre</td>
</tr>
<tr>
<td>OID</td>
<td>Overcoming Indigenous Disadvantage: Key Indicators Report</td>
</tr>
<tr>
<td>RPL</td>
<td>Recognition of Prior Learning</td>
</tr>
<tr>
<td>SGRCSP</td>
<td>Steering Committee for the Review of Government Service Provision</td>
</tr>
<tr>
<td>SES</td>
<td>Socio-economic status</td>
</tr>
<tr>
<td>STEM</td>
<td>Science, technology, engineering and mathematics</td>
</tr>
<tr>
<td>TAFE</td>
<td>Technical and Further Education</td>
</tr>
<tr>
<td>TAI</td>
<td>The Aspiration Initiative</td>
</tr>
<tr>
<td>VET</td>
<td>Vocational Education and Training</td>
</tr>
<tr>
<td>WP</td>
<td>Widening (tertiary) Participation</td>
</tr>
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1. Introduction

There is considerable literature on widening participation that focuses on motivations and barriers to higher education, and the theory and practice related to these issues. A key task of this position paper is capturing the motivations and challenges pertaining to diverse equity groups living in a variety of geographic and social contexts. Of particular importance is that disadvantaged students in Australia face numerous hurdles which cannot be resolved by self-improvement alone, ranging from poverty, racism, refugee background status, lack of social capital, disempowerment, social and geographic isolation, to a lack of educational infrastructure (Behrendt et. al., 2012; Bexley et al., 2013; Bat & Guenther, 2013; Gale, 2015; Naidoo, 2015). Hence, approaches must target issues at the psychological, socio-economic, cultural and systemic levels of inequality to enable students’ educational participation at all levels, including tertiary education, and particularly higher education.

This position paper contends that addressing systemic inequality will require a reframing of the discourse toward positive measures that embrace social inclusion, social mobility and social justice as key strategies of policy and practice in widening participation. In Canada for example, a focus on social inclusion to promote educational engagement by Indigenous communities is dismantling many barriers faced by disadvantaged students (McGregor et al., 2013). Given Australia’s diverse educational landscape, a similarly holistic conceptual framework is adopted in this position paper, which values the autonomy and voices of students, potential students, and the members of their communities, and helps capture the complex determinants of behaviour embedded in their various social contexts. This provides a robust platform through which to view the issue of under-participation in tertiary education by people from low socio-economic backgrounds.

This position paper reviews both the motivations and barriers of under-represented cohorts, and what is currently known about widening participation interventions in tertiary education, with the intention of mapping those findings to a social marketing strategy aimed at people who have not traditionally considered tertiary education as a career pathway. For that reason, it takes a practical approach, not only giving an overview of the current discussions and debates in the literature, but reviewing which approaches work best for the cohorts under consideration, and the reasons for that success.

The focus of this position paper is on tertiary education, particularly higher education which is mainly provided by universities in the form of bachelor and research degrees, and some aspects of vocational education, mainly TAFE diplomas and advanced diplomas. Post-secondary education, such as TAFE Certificates I to IV, is primarily considered in terms of how it works as an access pathway to higher education.

Lynne Eagle contributes to the review of social marketing, delineating the differences and similarities between widening participation and social marketing, and assessing the potential relevance of social marketing to widening participation outreach.

Cathy Cupitt and Diane Costello review widening participation, the defining features of the cohorts in question and the gaps in knowledge about their needs, the barriers they face, and the current interventions being undertaken, along with the evidence of what works.
Finally, a section by Maria Raciti focuses on Aboriginal and Torres Strait Islander students, considering their particular contexts and needs with a focus on how these map to a social marketing approach.

1.1 Why is access to higher education an issue?

Widening participation in higher education has been a policy focus of the Australian Government since the release of *The Review of Higher Education*, known as the Bradley Review (2008). The point of this push is not merely to expand the number of people who have a higher educational qualification, but to shift the demographics of participation in tertiary education to include those who have not traditionally had access. The ideological imperative driving this policy shift is commonly expressed via three interconnected and sometimes conflicting discourses: “social justice, social mobility and the needs of the knowledge economy” (Bowes et al., 2013, p. 9).

The Bradley Review made this ideological background explicit, by linking Australia’s social progress and global economic success to the development of a highly skilled workforce, made up in large part by those who had not traditionally accessed higher education. This in turn would invigorate the nation’s knowledge economy, increase social mobility for those with higher education, and improve social justice for students from disadvantaged backgrounds, such as “Indigenous people, people with low socio-economic status, and those from regional and remote areas,” (2008, p. xi). Although these groups are named separately and face distinct issues, there is also considerable intersection between them, which can play out in the form of compounding disadvantages.

The economic benefits are not just those related to the good of the nation, either, with each additional year of education estimated to be worth a 10 percent increase in earnings for the individual (Leigh, 2008, cited in Aird et al., 2010, p. 9), along with associated benefits in terms of health and wellbeing (Briley, Harden & Tucker-Drob, 2014).

The Government report (Commonwealth of Australia, 2009) responding to the Bradley Review noted several barriers to participation in higher education which were also marked by deficits: lack of educational attainment at primary and secondary school, lower levels of aspiration, lack of understanding of the long-term benefits of university education, and a possible need for additional support at university, including financial, academic or personal. The Behrendt et al. (2012) report on Indigenous education included similar findings, but framed these deficits as being largely due to structural inequalities which could not be addressed by Indigenous people alone, and that educational and government institutions needed to play a larger role in achieving equity for under-represented peoples.

Armstrong and Cairnduff (2012) point out some of the more troubling implications of the Government’s deficit-focused policy direction:

“In this case, absent from the government policy is any attempt to analyse social class, higher education and the relationship between these. The assumptions are vaguely articulated in terms of future workforce needs, but this conceptualisation of the role of higher education in society does not, for instance, articulate any relationship between workforce planning and democratic participation. The
language of social equity obfuscates assumptions about economic productivity and wealth creation (for whom?). It is difficult to see the sense in which these aspirations for participation in higher education could be understood as transformational” (Armstrong & Cairnduff, 2012, p. 921-922).

Linking education to notions of social class and mobility, economic productivity, and social equity is not original to the Australian context. Douglass (2010, p. 6981), for instance, in a discussion of the history of the Californian higher education sector and its massification considers the ideology underpinning the education system in the USA to be a culture of aspiration. Its goal is to increase human capital, socioeconomic mobility, and national competitiveness, made possible by the ambition of the individuals who enrol. He argues, based on the work of Bourdieu (1977), that various forms of human capital influence the transition to higher education. In Douglass’ schema, aspiration is a form of human capital, which he calls aspirational capital; it is the “recognition that social capital and cognitive capital are influenced by ambition. Ambition plays an important role, in part influenced by environmental factors (e.g. real opportunities) and by personal traits” (2010, p. 6985).

Similarly in the UK, the higher education system has experienced massification based on a rhetoric of widening participation, although it has been criticised as remaining “an elite one in its private instincts” (Scott 1995, cited in Jardine, 2012, p. 2). As identified by Kintrea, St Clair and Houston (2015, p. 667), there have been two narratives underpinning UK higher education policy. First, that a poorly educated workforce hinders the nation’s global economic competitiveness. Second, that people from disadvantaged backgrounds lack aspiration, and could progress into better paid jobs if they aspired more. Kintrea, St Clair and Houston argue that this deficit model led to the establishment of aspiration-raising programs such as Aimhigher, a school-based outreach program fostering interest in higher education.

These three ideological strands of widening participation discourse – massification of the knowledge economy to resolve a perceived deficit, social inclusion/mobility, and social justice – have parallel features with different emphases, as can be seen in Table 1. At times these different discourses come into conflict, particularly as the messages about higher education enter the spheres of the media and public opinion.

Table 1: The competing discourses in transforming higher education in Australia

<table>
<thead>
<tr>
<th>Social deficit model</th>
<th>Social inclusion and mobility model</th>
<th>Social justice model</th>
</tr>
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<tbody>
<tr>
<td>A stronger Australia: Systemic approach to massification of education</td>
<td>A civil Australia: Social inclusion and mobility via education</td>
<td>A fairer Australia: Universal entitlement for citizens to access education</td>
</tr>
<tr>
<td>Increased national productivity and competitiveness in the global economy, based on knowledge, skills and innovation</td>
<td>Better employment pathways for graduates</td>
<td>Self-fulfilment, personal development and the pursuit of knowledge as an end in itself</td>
</tr>
<tr>
<td></td>
<td>The provision of skills of critical analysis and independent thought to support full participation in a civil society</td>
<td></td>
</tr>
<tr>
<td>Increased number and quality of graduates for a skilled workforce</td>
<td>Access to university based on merit, not ability to pay</td>
<td>Increased diversity; educational opportunity for all, not just the few</td>
</tr>
<tr>
<td>Increased participation by the disadvantaged (Indigenous people, people with low socio-economic status, and those from regional and remote areas)</td>
<td>University-led outreach to communities with poor higher education participation rates</td>
<td>Academic freedom and autonomy</td>
</tr>
<tr>
<td>Increased aspiration by those from disadvantaged backgrounds</td>
<td>Raise aspirations as well as provide academic mentoring and support</td>
<td>Demand driven system (student centred)</td>
</tr>
<tr>
<td>Increased aspiration for lifelong learning (mature-age students)</td>
<td></td>
<td></td>
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<tr>
<td>Government funded places</td>
<td>Funding follows the student</td>
<td>Income support while studying</td>
</tr>
</tbody>
</table>

The ways in which some of these discourses are in conflict can be seen in the history of the *Aimhigher* program. The *Aimhigher* program was established in England several years before the 2008 Bradley Review made widening participation a pressing concern for the higher education sector in Australia. *Aimhigher* aimed to foster widening participation amongst young people from disadvantaged backgrounds, with particular focus on forging partnerships between the different stakeholders in the sector. It has had considerable impact in terms of the approaches used in the Australian context.

*Aimhigher*’s main strategy was to identify disadvantaged groups within particular localities and tailor aspiration-raising activities to them. However, few of the programs had built in systemic monitoring and evaluation, which has also been an issue in the Australian context to date (Naylor, Baik & James, 2013). Morris and Golden concluded that the *Aimhigher* programs which demonstrated the most progress tended also to be those that had implemented monitoring and evaluation, which led to “a focus on individuals instead of numbers” (2005, p. 56). Even so, the question was raised about how such programs should most effectively be evaluated (Morris and Golden, 2005). Harrison (2012) has recently questioned this in detail, particularly the stated aims, ideological assumptions, and evaluation measures that informed *Aimhigher*, and the mismatches between them.

He begins with a critique of the underpinning idea that low social class was the cause of low aspiration to, and participation in, higher education. He argues that such a deficit model ignores the larger systemic picture of the causes, correlations and effects of disadvantage, not least because “social class” is a contested concept, particularly in contrast to more nuanced approaches such as Bourdieu’s work on social and cultural capital. In terms of the program’s stated aims versus the measures used in evaluation, Harrison highlights that there was confusion about what exactly the program’s mission entailed. Was it to improve aspirations for higher education, or increase applications for, admissions to, or retention at university? These are related but different things. *Aimhigher*’s stated mandate was to raise aspirations and enable progression via achievements/attainment, but a key measure of the program’s success was national
Social Marketing Strategy for Promoting Tertiary Education to Low SES Communities

university entry and retention data. Harrison argues that Aimhigher’s perceived lack of progress was in part due to this adoption of a poor outcome measure, given the stated aims of the program.

Part of this clash between aims and measures is based on ideas which hold traction in public discourse, such as the notion of “social class”, but it is also due to the competing notions embedded within widening participation policy: social deficit, social inclusion, and social justice. In the Australian context, the idea that education is meritocratic is also deeply embedded in the discourse about higher education, to the point that the conversation can ignore systemic disadvantage in crucial ways.

“Equal opportunities policies, in schools and elsewhere, seek to enhance social mobility within structures which are essentially unequal. In other words, they seek a meritocracy, where people rise (or fall) on merit, but to grossly unequal levels or strata in society – unequal in terms of income, wealth, lifestyle, life chances and power. Egalitarian policies, policies to promote equality, on the other hand seek to go further, by attempting to develop a systematic critique of structural inequalities, both in society at large and at the level of individual educational institutions (Cole, 2000, cited in Hatoss & Huijser, 2010, n.p.).

Snowden and Lewis (2015) examined the media messages about tertiary education in the post-Bradley era, finding that there was a dissonance between the policy of widening participation and the continued marketing of university elitism and Vocational Education and Training (VET)/ Technical and Further Education (TAFE) as a less rigorous intellectual option. Even those such as Bradley herself, who were invested in the notion of widening participation, tended to reproduce familiar messages about who goes to university. For instance, Bradley said about disadvantage that, “It’s very obvious that you should wish to have the right parents, she says. It's very, very difficult if you are born into families that don’t read, where there is no history of reading” (Lebihan, 2009, cited in Snowden & Lewis, 2015, p. 591). Student enrolment decisions, as well as family, peers and prospective employers are influenced by these messages, and public opinion is also affected by the way the media frames the issue of tertiary education.

Four frames in particular were deployed in Australian media coverage of tertiary education in the period Snowden and Lewis reviewed, the first three frames tending to overshadow the fourth. First, a socioeconomic frame highlighted that there are class and income differences defining student cohorts, the dominant message being that, “Students from low income families don’t value or attend university, but go to TAFE in order to get a job” (p. 591). Second, the graduate outcome frame, in terms of employment and income, had the dominant message that, “University study leads to good jobs and better pay” (p. 591). Third, the educational sectors were framed in terms of status, giving the message that, “TAFE is the second (inferior) option to university, TAFE is for low academic achievers” (p. 591). Fourth, the frame highlighting pathways between sectors concerned the idea that, “Pathways between vocational and higher education must be improved” (p. 591).

Snowden and Lewis contend that these messages put forth regarding tertiary education act in opposition to the policy push to widen participation, and contributed to “a preference for low-risk options that help to sustain status quo attitudes about education more broadly” (2015, p. 588) on the part of those from non-traditional backgrounds.
Effective social marketing of tertiary education will need to contend with the tensions between these existing policies, discourses and public opinions.

The concepts of social and cultural capital and *habitus* (the composite of an individual’s lifestyle, values, dispositions, and expectations associated with particular social groups that are acquired through the activities and experiences of everyday life) have informed the academic discussion of the barriers facing non-traditional students seeking entry to higher education. Devlin (2013), for instance, has discussed several conceptual frameworks within the Australian context, in particular that students from high and medium SES backgrounds feel more comfortable at university because of their familiarity with hegemonic “assumptions, values and expectations” (Devlin, 2013, p. 940) taught implicitly in schools. As a consequence, Devlin rejects deficit conceptions focused on individual students and what they lack, endorsing the alternative idea that education is a joint venture between students, higher education institutions and schools who all have important roles to play in student transition and success. Gale (2011, p. 111) argues similarly that it is beneficial to expand the conversation beyond deficit notions of accessibility, availability and achievement, in order to emphasise the existing cultural capacities of students and the role and nature of higher education institutions and how they might change.

However, while these deficit notions have been widely critiqued, the systemic issues which the deficit labels tend to mask have a profound impact on the educational choices of those from low socio-economic backgrounds. The report by Redmond et al. (2014) on *Intergenerational Mobility: New Evidence from the Longitudinal Surveys of Australian Youth* found that there was significant intergenerational inheritance of entrenched disadvantage in Australia. In terms of education, this effect has increased as the notion of education as a form of capital has risen in importance. Earnings associated with a bachelor degree grew between 1981 and 2006, while the income disadvantage of not completing Year 12 also grew, with an even larger impact (Redmond et al., 2014). This means non-completion of Year 12 not only affects employment and the opportunities for accessing higher education, but can lead to multi-dimensional social exclusion because of the growing stigma related to lack of education.

A common frame of reference in the context of widening participation in Australian higher education is the notion of equity or social justice, which seeks to ameliorate the effects of the systemic disadvantages identified above. Equity discourses recognise that compounding disadvantages play out in terms of increased stressors, with students from disadvantaged backgrounds more likely to experience multiple stressors compared to other students, and with greater impact (Karimshah et al., 2013, p. 9). Edwards et al. (2013, p. v) make the distinction that:

> “Groups of people identified as educationally disadvantaged include Indigenous Australians, residents of rural, regional or remote areas, and those living in socioeconomically disadvantaged communities. Particular characteristics associated with educational disadvantage include low levels of literacy and numeracy, living with a disability or mental illness, early school leaving, living on low income, lacking adequate transport, being the first member of their family to undertake post-compulsory education, unsatisfactory experiences of education in...”
Social Marketing Strategy for Promoting Tertiary Education to Low SES Communities

the past, and lacking a supportive home. It is important to recognise that disadvantaged individuals often fit into more than one of these categories.”

Equity in education is based on the goal of creating an environment in which students with experience of disadvantage can achieve the same representation within the university student population and graduate population as there is within the broader Australian population. For instance, for students from a low socio-economic background, equity of representation would be achieved at 25% of the student population. Currently, the undergraduate enrolment share for low SES students is 17.9% in 2014, having grown from 16.3% in 2008, which is a gain of 37,848 enrolments for this group in that period (see Tables 2 and 3).

Table 2: Domestic undergraduate enrolments by equity group, 2007-2014 (Koshy & Seymour, 2015, p. 5)

<table>
<thead>
<tr>
<th></th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>Growth (07-14 %)</th>
</tr>
</thead>
<tbody>
<tr>
<td>National</td>
<td>528,844</td>
<td>523,527</td>
<td>553,374</td>
<td>580,372</td>
<td>600,412</td>
<td>634,434</td>
<td>668,666</td>
<td>695,869</td>
<td>31.60%</td>
</tr>
<tr>
<td>Low SES</td>
<td>85,873</td>
<td>86,581</td>
<td>90,447</td>
<td>96,706</td>
<td>102,163</td>
<td>109,788</td>
<td>118,003</td>
<td>124,429</td>
<td>44.90%</td>
</tr>
<tr>
<td>Students with Disability</td>
<td>23,148</td>
<td>23,447</td>
<td>24,948</td>
<td>28,057</td>
<td>30,094</td>
<td>33,220</td>
<td>36,486</td>
<td>40,087</td>
<td>73.20%</td>
</tr>
<tr>
<td>Indigenous</td>
<td>6,828</td>
<td>6,820</td>
<td>7,296</td>
<td>7,943</td>
<td>8,445</td>
<td>9,005</td>
<td>9,939</td>
<td>10,850</td>
<td>58.90%</td>
</tr>
<tr>
<td>Women in Non-Traditional Areas</td>
<td>-</td>
<td>103,120</td>
<td>105,438</td>
<td>107,959</td>
<td>109,936</td>
<td>114,382</td>
<td>119,105</td>
<td>123,544</td>
<td>19.8%¹</td>
</tr>
<tr>
<td>Regional</td>
<td>100,826</td>
<td>101,339</td>
<td>104,266</td>
<td>110,646</td>
<td>115,250</td>
<td>121,476</td>
<td>127,070</td>
<td>131,385</td>
<td>30.30%</td>
</tr>
<tr>
<td>Remote</td>
<td>5,428</td>
<td>5,240</td>
<td>5,368</td>
<td>5,532</td>
<td>5,752</td>
<td>5,804</td>
<td>6,069</td>
<td>6,303</td>
<td>16.10%</td>
</tr>
<tr>
<td>NESB</td>
<td>16,702</td>
<td>17,222</td>
<td>17,649</td>
<td>18,227</td>
<td>19,226</td>
<td>21,289</td>
<td>22,863</td>
<td>25,114</td>
<td>50.40%</td>
</tr>
</tbody>
</table>

Note ¹: 2007 data for ‘Women in non-traditional areas’ is not publicly available for domestic undergraduates, so the growth calculation is from 2008.


Table 3: Domestic undergraduate enrolments by student equity proportions, 2007-2014 (Koshy & Seymour, 2015, p. 5)

<table>
<thead>
<tr>
<th></th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>Growth (07-14 %)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low SES</td>
<td>16.20%</td>
<td>16.30%</td>
<td>16.30%</td>
<td>16.70%</td>
<td>17.00%</td>
<td>17.30%</td>
<td>17.60%</td>
<td>17.90%</td>
<td></td>
</tr>
<tr>
<td>Students with Disability</td>
<td>4.40%</td>
<td>4.50%</td>
<td>4.80%</td>
<td>5.00%</td>
<td>5.20%</td>
<td>5.50%</td>
<td>5.80%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indigenous</td>
<td>1.30%</td>
<td>1.30%</td>
<td>1.30%</td>
<td>1.40%</td>
<td>1.40%</td>
<td>1.50%</td>
<td>1.60%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Women in Non-Traditional Areas</td>
<td>-</td>
<td>19.40%</td>
<td>19.10%</td>
<td>18.60%</td>
<td>18.30%</td>
<td>18.00%</td>
<td>17.80%</td>
<td>18.70%</td>
<td></td>
</tr>
<tr>
<td>Regional</td>
<td>19.10%</td>
<td>19.00%</td>
<td>18.80%</td>
<td>19.10%</td>
<td>19.20%</td>
<td>19.10%</td>
<td>19.00%</td>
<td>18.90%</td>
<td></td>
</tr>
<tr>
<td>Remote</td>
<td>1.00%</td>
<td>1.00%</td>
<td>1.00%</td>
<td>1.00%</td>
<td>0.90%</td>
<td>0.90%</td>
<td>0.90%</td>
<td>0.90%</td>
<td></td>
</tr>
<tr>
<td>NESB</td>
<td>3.20%</td>
<td>3.20%</td>
<td>3.20%</td>
<td>3.10%</td>
<td>3.20%</td>
<td>3.40%</td>
<td>3.40%</td>
<td>3.60%</td>
<td></td>
</tr>
</tbody>
</table>


These figures indicate that there has been growth in the overall numbers of students since 2008, largely due to the uncapping of places within universities. However, inequity of participation remains an issue. Students from low SES backgrounds, and Aboriginal and Torres Strait Islander students have shown growth in both numbers and, more modestly, in proportional share. In contrast, proportional share has decreased for students from regional and remote areas, despite the increase in enrolment numbers. Adding complexity to an already complex situation, once at university there is a further issue of inequity, with
students from disadvantaged backgrounds and women still under represented in elite institutions and high-status degrees such as those in STEM (Southgate & Bennet, 2014). Further, not all of these equity groups are currently prioritised in government policy to the same degree. For instance, the issue of disproportionate representation of women in STEM fields was acknowledged by the Bradley Review (2008, p. 27), but was not addressed in its recommendations, while improving engagement in higher education by students from low SES backgrounds was a significant focus.

1.2 What is being done to widen participation in tertiary education?

As part of its response to the Bradley Review, the Government announced funding of what would become the Higher Education Participation and Partnerships Program (HEPPP) 1, with the goal of addressing inequities in participation, specifically for students from low socioeconomic backgrounds and Indigenous students, using a similar strategy to the earlier Aimhigher program. This funding has been a key driver in the growth in outreach and support offered to students from disadvantaged backgrounds, and Australian universities have initiated a number of programs in response. HEPPP-funded interventions have tended to focus on one or more of the identified groups of people from disadvantaged backgrounds in order to improve educational achievement, aspiration, accessibility and/or availability; the generally accepted preconditions for participation in higher education (Anderson & Vervoorn, 1983, cited in Gale et al., 2010a). The majority of programs in Australia focus on improving engagement and achievement at school; aspirational outreach programs to schools, families and communities; and transition and retention programs once at university (Behrendt et al., 2012; Gale et al., 2010b; Naylor, Baik & James, 2013). Outreach programs to secondary schools from Years 10-12 are most common (Naylor, Baik & James, 2013, p. 43), although outreach to earlier years at school is becoming increasingly common.

These kinds of programs have a range of outcomes for students, parents and teachers. KPMG’s (2015a) evaluation of the HEPPP-funded Bridges to Higher Education program found that students felt more prepared for university, more motivated to go, and more engaged with their studies as a result of the program. Teachers confirmed students were more engaged, and also reported they had better access to professional development and information about post-school educational options. Parents reported more ambition for their children, along with having more information about higher education and its benefits, and felt better able to support their children in achieving their educational goals. Further, “university acceptance rates among schools in low socio-economic areas were improved by the Bridges program” (KPMG, 2015a, p. 129).

The features identified as successful in the Bridges projects were (p. 130-132):

- parent engagement tailored to the parents’ characteristics
- alignment of intervention with the students’ age and stage of development

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1 HEPPP (Higher Education Participation and Partnerships Program) is used in this document. Although HEPP (Higher Education Participation Programme (HEPP) appears on the government’s website, legislation has not been passed.
Social Marketing Strategy for Promoting Tertiary Education to Low SES Communities

- clearly defined project objectives related to the value of education and the capacity of students to achieve
- continuity of effort over several years
- a tailored approach which recognises differing needs of students, schools and communities
- building positive school cultures
- building student confidence, aspiration, sense of achievement and belonging
- effective transitions.

These are remarkably similar to Gale et al.’s (2010b, p. 35) findings about the aspects of programs which worked:

“collaboration across education sectors; establishing and sustaining early and long-term interventions to maximise program effects; ‘people rich’ programs that develop ongoing relationships and conversations; programs that target cohorts of students rather than individuals or the student population en masse; the use of relevant information and communication technologies; familiarisation activities and site visits; recognition of the contributions different groups can bring to university; quality academic curriculum that seeks to enhance student engagement and achievement; and provision of financial support and incentives.”

Edwards et al. (2013, p. 73) concur, finding that the following were effective: enhancing knowledge of the benefits of tertiary education, raising aspirations in disadvantaged communities, improving selection processes for entry to courses, financial support, and building partnerships “between communities, schools, tertiary providers, employers, industry groups, and social enterprise that aim to develop qualifications that will benefit the regions they serve.”

In contrast, Aboriginal and Torres Strait Islander students are less well served, with programs being reported as having “varying levels of success” (Brady, 2012, cited in Behrendt et al., 2012, p. 26). Aird et al. (2010, p. 44) report Indigenous students tend to receive less advice or less useful advice than non-Indigenous students. Indigenous and remote students experience both unequal access to higher education and lower retention and success rates at university compared to other student groups, indicating the need for further support in these areas (Naylor, Baik & James, 2013).

Indigenous students share many of the same barriers to access as students from low SES backgrounds and regional and remote students, but also often experience additional complexities, such as being the first in family to attend secondary school (Behrendt et al., 2012, p. 22), along with factors such as racism and intergenerational disenfranchisement (Bunda, Zipin & Brennan, 2012; Mlcek, 2011). Due to the unique experiences of Aboriginal and Torres Strait Islander students, there is a separate section within this report focusing on their experiences with tertiary education.

Naylor, Baik and James (2013) offer a useful conceptual tool, which identifies possible intervention points in a student’s educational journey. While originally conceived in response to HEPPP, it is also useful in a social marketing context (see Figure 2).
In this version of the Critical Intervention Framework, Naylor, Baik and James (2013) explained that the framework is a “simple typology of the broad categories of equity initiatives” (p. 7). Through the National Priorities Program, The Critical Interventions Framework Part 2 study was commissioned in 2015 to provide detail about the evaluation of initiatives as they have developed across the higher education sector, taking into account the complexity and diversity of the sector. This new Equity Initiatives Framework will be capable of recognising a broad variety of valuable aspects, multiple effects, and immediate and longer-term outcomes for a range of stakeholders. The Framework will present a more detailed overview of equity initiatives as the programs have been developed and evaluated, and findings about their impact have been disseminated. This Framework is due for release at the end of 2015.

### 1.3 What is the best model for a combined widening participation and social marketing intervention?

Archer, Hutchings and Leathwood (2001, cited in Armstrong & Cairnduff, 2012) argue that one of the common failings of outreach programs, such as Aimhigher, is that they are not sufficiently theorised, and rely too much on assumptions about class, and the role of higher education itself, rather than engaging with the issue of systemic disadvantage. Similarly, in terms of social marketing, “[i]ncreasing evidence suggests that public health and health-promotion interventions that are based on social and behavioural science theories are more effective than those lacking a theoretical base” (Glanz and Bishop, 2010, p. 399).
In a project such as this one, with complexity in terms of cohorts, behavioural determinants, and the likelihood of a number of different intervention approaches being used, using mixed methods offers the flexibility and rigour required. This may also include mixed data-analysis methods, “applying quantitative techniques to qualitative data, or vice versa, or merging different analytical approaches or techniques in a single study” (da Costa et al., 2013, p. 2).

1.3.1 The role of theory

A range of theories have been cited in the literature (see Appendix 8) but there is little information given as to how these theories informed any specific intervention. Critics suggest that many interventions are in fact a theoretical (Armstrong & Cairnduff, 2012). Further, many concepts or models noted in the literature claim to be theories but lack the four basic criteria for theory; that is, conceptual definitions of terms, domain limitations within which the theory applies, sets of relationships between variables, and specific predictions (Wacker 1998). However, even “when people use theory, they tend to use it to explain behaviour but not to change behaviour” (Michie et al., 2008, p. 663). An investigation of the analytical and predictive power of a range of theoretical models should form part of an integrated research agenda to investigate what behaviour change strategies are most likely to be effective in achieving long-term sustained behaviour change.

This weakness is not unique to the educational sector. Much of the research into behavioural change to date has been in the field of health promotion, which shows a similar pattern. Michie and Abraham (2004) point out that many such interventions discussed in the literature do not describe their techniques in enough detail to allow for classification, and that “theory-specified psychological changes used to explain behavioural change, that is, mediational analyses, are the exception rather than the rule in evaluations of behaviour change interventions” (p. 45). Where theory is noted as an element of the interventions reported, it is in terms of a general guide to the development of the intervention or is noted without evidence of how it was applied. The scarcity of rigorous analysis in both health and education literature highlights the need for investigation of the analytical and predictive power of a range of appropriate theoretical models, testing existing behaviour change theories in educational settings, and determining which behaviour change strategies are most likely to be effective in achieving long-term sustained behaviour change. Rigorous intervention analysis such as this should improve identification of potential effective versus ineffective intervention strategies (Albarracín et al., 2005).

Michie et al. (2009) and Albarracín et al. (2005) both espouse using causal pathway methods of integrating theory into intervention models, offering similar pathway decision diagrams. Figure 3 is an adaptation of this type of model, which shows the application of theory as a step-by-step process. This diagram is presented in its causal sequence, but intervention does not happen in the same sequence. The process begins with identifying the behaviour the intervention wishes to modify, and the desired outcomes. Michie and Johnston (2012) point out that often the desired outcome is not the direct target of the behaviour-change intervention. Rather, the desired outcome is actually the consequence of that behaviour change – a step or more further down the causal chain. This can present problems for evaluation.
In this model, Step 1 involves identifying behavioural determinants from the existing theories and literature which are most directly related to building aspirations and intentions to undertake tertiary education. This leads to Step 2, and the choice of behaviour change techniques to consider in the intervention, depending on the desired outcomes, and for which cohorts the techniques will be most effective. Step 3 articulates the link between behaviour change techniques and behavioural determinants, so that predictions can be made about outcomes, and the best fit can be used as the basis for the intervention. “The usefulness of using theory depends on ensuring that techniques are linked directly to the hypothesised causal process that accounts for change” (Michie et al 2008, p. 43). This also helps to define the terms of reference for the evaluation of the program’s effectiveness.

In this project, the identification of the behavioural determinants likely to affect intentions to undertake tertiary education will be undertaken through two complementary processes. This position paper reviews social marketing and widening participation in tertiary education, considering the theories, evidential studies, and previous educational interventions and evaluations in terms of their effectiveness in order to derive a current understanding of the state of knowledge in this field. To confirm these findings, fill in the identified gaps, and add specific detail about individual cohorts, qualitative expressions of participant voices will inform the development of cohort personas, which will distil the key characteristics, barriers, and behaviours of the people within the scope of this intervention.

The rest of this introduction will consider the behavioural determinants at play in widening participation in tertiary education, identify relevant behaviour-change techniques that serve a social marketing approach, and map a direction for this project’s intervention framework.

1.4 A review of relevant theory

This project intends to develop a social marketing strategy to inform a campaign to increase awareness and aspiration to tertiary study, increase knowledge of pathways to tertiary education, and increase applications to tertiary education and relevant pathways.
by people from low SES backgrounds using social marketing techniques. In the following summary of the most relevant theories for the purposes of this project, only those with strong empirical support are considered. Recommended theories on the short list are presented below because they are well matched to the research methodology for this project.

The strongest match to the project’s aims is offered by a combination of a motivation-based theory, such as self-determination theory, expectancy theory, the theory of planned behaviour, or the model of goal-directed behaviour; and a systemically-focused theory such as critical race theory. Motivation-based theories are usually characterised by a focus on autonomy and/or self-actualisation, along with identifying behavioural determinants in individuals, which may provide a useful fit for the idea of co-creation discussed in Section 2 of this paper. Systemic theories are useful for upstream intervention strategies, as discussed below.

The complete table of the theory-focused literature considered is available in Appendix 8.

1.4.1 Motivation-based theories

Self-determination theory

Self-determination theory is a theory of human motivation, focusing on the extent to which behaviour is self-motivated and self-determined. Deci and Ryan (2000) explain that self-determination theory is focused on the idea of goal-directed behaviour in order to better understand what motivates people, but it distinguishes between the content of the goal, and how goals are pursued. Thus it enables a consideration of both needs and goals at the same time, rather than just on goals as cognitive theories tend do to, in order to be able to predict different behaviours depending on changes in these variables. Needs in this theory are categorised as competence (effect on the environment), relatedness (connection to others), and autonomy (internal regulation) (p. 230-232).

Self-determination theory offers three types of motivation which lead to action, depending on the underlying attitudes or goals: intrinsic, or internally motivated autonomous action; extrinsic, which can range from internally integrated and autonomous, to externally regulated, in which people feel pressured to conform; and amotivation, which is a lack of motivation to act (Ryan & Deci, 2000, p. 237).

Expectancy value theory

Eccles (2009) conceptualises a similar schema related to motivation in expectancy value theory. In this theory, identity is considered a motivational construct. Identity “can be conceptualised in terms of two basic sets of self-perceptions: (a) perceptions related to skills, characteristics, and competencies, and (b) perceptions related to personal values and goals” (p. 78). In combination, these factors affect how a person perceives the importance of tasks and their likelihood of success, which in turn affects behavioural choices. These choices are also influenced by the social relation of choices, as the individual’s personal and social identities interact.

Theory of planned behaviour
This theory is an offshoot of the theory of reasoned action, and is designed to predict
human behaviour via a combination of two factors: motivation (intention) and ability
(behavioural control) (Ajzen, 1991). A central tenet is that the person’s intentions are
assumed to encapsulate the motivations that drive behaviour; the stronger the intention,
the more likely behaviour will follow if the person has “volitional control” (Ajzen, 1991, p.
181). However, this depends to some extent on other variables, such as availability of
resources and opportunities, which is addressed in the model through a consideration of
multiple attributes which fall into three major groups: attitudes towards behaviour,
subjective norms and perceived behavioural control (Gatfield & Chen, 2006, p. 81).

Model of goal-directed behaviour (MGB)

The model of goal-directed behaviour is an expansion of the theory of planned behaviour,
linking an individual’s beliefs to their behaviour (Ajzen, 1991; Perugini & Bagozzi 2001). It
differs from the theory of planned behaviour in that it focuses on the emotions which
influence an individual's goals, as well as their intentions and behaviour (Hagger &
Chatzisarantis 2009). By encompassing the role that desire plays in forming goals, the
model includes variables such as the anticipation of success or failure (Perugini & Bagozzi
2001), and perceived behavioural control, being the perception about the difficulty or ease
of performing a particular behaviour. This is modelled by linking an individual’s desires to
their intentions and behaviour, via their attitudes, anticipated emotions, subjective norms
(the beliefs of significant others such as parents), and past behaviour. In this way, desires
become another data point in discovering behavioural determinants, along with intentions
and behaviour. This approach has been effectively used in social marketing studies (e.g.
Schuster, Drennan and Lings, 2013), and so it is the preferred theoretical base for this
project.

1.4.2 Systemically-focused theory

Critical race theory

The studies above, which use motivation-based theory, are mid-stream and downstream
approaches. That is, they work with potential students, and their communities, families,
peers, and educational institutions. However, with an issue like systemic inequality,
upstream approaches are also required, which address policy, law and institutional power.
These levels of intervention are outlined in Table 4 below.

Table 4: Characteristics and examples of intervention programs in the higher education and
Australian spheres (adapted from CDC, 2006).

<table>
<thead>
<tr>
<th>Level of intervention</th>
<th>Characteristics</th>
<th>Examples of Intervention</th>
</tr>
</thead>
</table>
| Individual (motivation-based theory) | • One-on-one intervention, usually undertaken with student or prospective student by teacher/facilitator, peer, media
• Directly influences knowledge, attitudes, behaviours
• Often tailored to the individual
• Limited people reached | Student Counselling
Offered by University Health/Counselling Services |
### Student Group/ Family (motivation-based theory)
- Family or peer-group intervention, usually undertaken by teacher/facilitator, peer, media
- Directly influences knowledge, attitudes, behaviours
- Tailored to context with some room to respond to individual needs
- Moderate numbers of people reached

<table>
<thead>
<tr>
<th>UniPASS – University Peer-Assisted Study Sessions</th>
<th>Peer facilitators who succeeded in a unit in a previous semester lead study sessions with current students</th>
</tr>
</thead>
</table>

### Community/ School (motivation-based theory)
- Focus on changing norms, usually with multiple components over time, and undertaken by a variety of people such as teachers/facilitators, student ambassadors, media
- Directly or indirectly influences knowledge, attitudes, behaviours of a whole school or community
- Little flexibility to meet individual needs
- Larger number of people reached

<table>
<thead>
<tr>
<th>HEPPP funded interventions, such as Bridges to Higher Education</th>
<th>Multiple-approach program which primarily works with schools, but also liaises with community groups and parents over the course of multiple sessions of different kinds</th>
</tr>
</thead>
</table>

### Structural (systemically-focused theory)
- Change to policy/ law/ workplace codes availability of senior schooling/university entry requirements
- Indirect effect, by changing social/cultural/legal conditions
- Not tailored to individuals
- Affects large numbers of people

<table>
<thead>
<tr>
<th>Public Policy Discussions and Submissions</th>
<th>Bodies such as Equity Practitioners in Higher Education Australasia (EPHEA) make submissions to Government advocating educational reform, such as on the issue of New Zealand citizens who are Special Category Visa holders becoming eligible for HELP assistance. The Gonski’s (2011) Review of Funding for Schooling is a pertinent example. Higher Education research outputs produced by Universities Australia (UA), Australian Technology Network (ATN) and National Centre for Student Equity in Higher Education (NCSEHE) also influence HE policy.</th>
</tr>
</thead>
</table>

### 1.4.3 Examples of applications of theory in literature and practice

How, then, is a theoretical model used in the design of an intervention? Generally, it has two roles. The first is to provide a predictive model – a systemic categorisation of what is known already about student desires, intentions and behaviours, and what is likely to happen in response to an intervention. The second is as an evaluative tool, in order to be
able to measure how well the predicted outcomes were realised. Below is an overview of how models have been used in the past; it is not a definitive list, but gives an idea of how the short-listed theories have been used in practice (see Appendix 8 for more on theories used in the Australian tertiary education context).

**Critical race theory**

Yosso’s (2005) main approach is to use critical race theory in order to debunk the educational deficit model in the American higher education context, by focusing on the forms of cultural capital that already exists within communities of colour: **linguistic capital**, particularly in the form of resistant storytelling and the arts; **familial capital**, support from the family and extended family; **social capital**, building networks in the community; **navigational capital**, in moving through hostile institutions; **resistant capital**, especially with resilience in the face of racism; and **aspirational capital**, maintaining hopes for the future even in the face of barriers (p. 77).

The importance of using a lens such as critical race theory in the context of systemic behavioural change in Australia is discussed by Sonn and Quayle (2013). They have been working with the Community Arts Network in Western Australia to empower Indigenous groups and encourage social change. While the program has had some success, they used critical race theory to conceptualise racism in measurable terms – as a discursive practice revealing underlying attitudes – and used discourse analysis to uncover three main themes in the local government representatives’ positions. These were: “abstract liberalism,” which is a normative idea of fairness based on white experiences; “culture blame,” which was a cultural deficit conception used to put barriers in the way of Indigenous partnerships; and “silencing the past,” which expected Indigenous people to forgive and forget without first going through any meaningful remediation (Sonn and Quayle, 2013, p. 442-443).

Leonardo (2013) argues that controlling the knowledge and narratives about systemic practices such as racism is a means of exerting control. Critical race theory opens a way of challenging accepted narratives, by presenting new and different knowledges and counter-narratives about systemic disadvantage and how it plays out in schooling.

**Self-determination theory and expectancy value theory**

In the paper *Adolescent decision-making processes regarding university entry*, Jung (2013a) considers the behaviours and attitudes which underpin the choice to enter tertiary education or not for Australian secondary school students. The study draws on both self-determination theory and expectancy value theory, and considers how factors influencing decision-making by adolescents about higher education are related to each other, the sequence they occur in, and whether there are mediating factors. Jung then uses structural equation modelling to produce a model of the ways in which the statistically significant factors interrelate, as can be seen in Figure 4 below. This model has predictive value.

The model shows the cognitive processes which lead to decisions about university entrance, based on variables identified in the literature and a survey of secondary school students. The arrows show which factors have a joint effect, and the number associated with each pathway indicates the size of the effect.
“The major path in the finally accepted model suggests that allocentrism toward the family (via social influence from the family), idiocentrism toward the future and income due to university study, jointly predict the valuing of interest/enjoyment of university study. In turn, the valuing of interest/enjoyment of university study predicts university entry attitude and, eventually, university entry intention. Other paths in the model include the path from interest/enjoyment of university study to expectancy for university success, and one from income due to university study to recognition for university entry. The desire for a good job negatively predicts both university entry attitude and university entry intention” (Jung, 2013a, p. 108).

In terms of providing a framework for interventions in the Australian tertiary education context, this model is useful for programs directed at secondary school students, as it identifies key behavioural determinants which lead to aspiration development and university entry. How such models can be applied to a tertiary education intervention will be discussed in more detail in the next section.

Figure 4: Structural equation model of adolescent decision-making processes regarding university entry (Jung, 2013a, p. 107).

In *Amotivation and indecision in the decision-making processes associated with university entry*, Jung (2013b) uses a similar approach but this time focused on modeling amotivation and indecision in order to better understand why adolescents choose not to enter tertiary education. The model produced identifies key amotivational behavioural determinants and their sequence, providing a similar series of potential intervention points (see Figure 5). This model is particularly useful, because it offers insight into secondary school students who do not enter university and are often not captured in other studies.

“The finally accepted model suggests that social influence-family negatively predicts amotivation with university entry, which in turn negatively predicts the valuing of interest/enjoyment of university study, expectancy for university success, and the valuing of a desirable occupation. In contrast, amotivation with university entry was found to be a positive predictor of indecision with university entry.”
entry. Income due to university study, which is negatively predicted by amotivation with university entry, is the only other (positive) predictor of indecision with university entry. The weakest, but nevertheless statistically significant, path in the model suggests that the valuing of recognition for university entry positively predicts expectancy for university success” (Jung, 2013b, p. 129).

Outside of secondary school, and particularly with reference to adult learners, there are few models offered which identify the behaviour and behavioural determinants that lead to increases in awareness and aspiration, knowledge of pathways, and applications to university. The body of work is partial, not always set in the Australian context, and often not strongly supported by empirical evidence.

**Figure 5: Structural equation model of adolescent amotivation and indecision processes associated with university entry (Jung, 2013b, p. 130).**

In a study by Jang (2008), self-determination theory was applied in an intervention to improve student motivation in a USA university class. This was a comparatively small scale study with a limited scope, but is interesting because it is one of the few such studies which have an intervention component. Of the three models tested, all fit the intervention data, but the model based on self-determination theory provided the best explanation of the effects (p. 806).

Rothes, Lemos, and Gonçalves (2014) used self-determination theory to explore the motivation, self-efficacy, beliefs and academic self-concept of adult learners who enrol in tertiary education in Portugal, and mapped differences to demographic variables. They found epistemic, vocational and identity-based motives were significant for participants. Men scored more highly than women for extrinsic motives, and learners over 25 also
scored highly on extrinsic motives. Unemployed participants scored higher on the vocational motive.

**Theory of planned behaviour**

Gatfield and Chen (2006) focused on the decision-making choices of international students when intending to study in an English-speaking country, Australia being one considered. The theory of planned behaviour was used to design a research model which could capture the complexity of variables influencing these choices. Qualitative evidence was collected and organised into the categories of motivational attributes identified in the theory of planned behaviour, in order to inform the quantitative research instrument. The findings were then mapped to the marketing strategies used by the USA, the UK and Australia, in order to improve their impact.

The study found that with marketing of USA higher education, the most important predictor of intention to study in the USA was “summative subjective norms” (Gatfield and Chen, 2006, p. 89), meaning support from family and friends. Word-of-mouth was particularly effective in spreading the message about higher education in the USA. With regards to marketing higher education in the UK, “attitude towards behaviour” (p. 90) was identified as significant, which was focused around the quality and reputation of its universities; a media campaign was the recommended strategy for tapping in to this. For Australian higher education marketing, “summative attitude towards behaviour” (p. 91) was the key factor, and interviews indicated this was due to a lack of information about Australia in general or its higher education options, and an information campaign via the media was also recommended as the best response to this.

**Model of goal-directed behaviour**

While the model of goal-directed behaviour (MGB) has been effectively used in projects with a social marketing focus such as Schuster, Drennan, and Lings’ (2013), it has not previously been mapped to widening participation. Schuster, Drennan, and Lings (2013) chose MGB because of its nuanced approach to the impacts of emotional and goal-related processes on customer behaviour. This study was focused around discovering how wide-spread acceptance and use of an online wellbeing service was within a youth demographic. The use of MGB enabled in-depth analysis of the reasons behind positive, negative and ambiguous responses to the service. They identified multiple goals at different levels of abstraction (such as practical outcomes like wanting to use the service to identify stress triggers, through to wanting to become a better person), emotional reasons such as the potential for public embarrassment if people found out they were using it, and self-efficacy issues, especially in relation to their familiarity with using their phone. The paper concludes with discussion aimed at helping social marketers use the findings about these key behavioural determinants to increase acceptance and use of the service.

The diagram in Figure 6 reconceptualises MGB to fit the brief for this project. The aspect of ‘past behaviour’ was used as a central organising concept. First, frequency of past behaviour was reconceptualised as two elements being a) frequency of past exposure to influencers such as parents, guidance officers or university outreach staff; b) intervening education system factors such as the need to go to boarding school to complete senior
secondary schooling. Second, recentness of past behaviour was reconceptualised as ‘recentness of past exposure to influencers’. All other constructs in the MGB remained unchanged.

The literature related to low SES non-participation in tertiary education was used to populate the widening participation model. Feedback from an expert panel was sought in order to validate the proposed model: four widening participation equity practitioners, three social marketing academics and two widening participation experts provided input. The finalised model is provided here as Figure 6.

This conceptual model enables a systematic approach to collecting and evaluating information about desires, intentions and behavioural determinants related to accessing tertiary education in the cohorts of interest to this project, and then predicting the likely effects of different intervention approaches.

The information in this position paper about different cohorts’ motivations and barriers has already been categorised using this method, and is included in Section 4. It will be combined with information gathered by the social marketing team from cohort representatives, and used to create cohort personas.

Figure 6: A conceptual model of a social marketing approach to widening participation

A persona is a fictional character or archetype who represents a target group which has distinct motivations and behaviours (Marshall et al., 2015; Nielsen, 2013; Sankupellay et al., 2015). Using both quantitative and qualitative data, personas can synthesise and summarise the experiences and needs of multiple real students or potential students, or the people who influence them. Personas can represent cohorts of people who have similar goals, motivations and behaviours, and help social marketers keep their focus on the differing needs and goals of each.
1.5 Theory to practice in social marketing interventions

This section considers how to integrate theory and practice in a social marketing intervention. Section 2 of this position paper discusses social marketing and how it works in more detail.

Luca and Suggs advise that the “use of theory in social marketing health interventions should help social marketers identify whether a particular behaviour is determined primarily by attitudinal, normative, self-efficacy, environmental or other social considerations, or a combination of these (Fishbein & Yzer, 2003) and then to design the marketing mix to address these determinants” (Luca & Suggs, 2013, p. 21).

This refers to the integrated model in Figure 7 below, developed by Fishbein and Yzer (2003). In their paper, which focuses on how to design effective interventions, Fishbein and Yzer contend that the variables which are most important for behavioural change have much in common across the most widely used theories. These common variables map to those in the motivation-based theories discussed above, although not to critical race theory when it is used as a lens for structural reform.

Fishbein and Yzer outline these common variables as: “(a) the person’s attitude toward performing the behavior, which is based upon one’s beliefs about the positive and negative consequences (i.e. costs and benefits) of performing that behavior; (b) perceived norms, which include the perception that those with whom the individual interacts most closely support the person’s adoption of the behavior and that others in the community are performing the behavior; and (c) self-efficacy, which involves the person’s perception that she or he can perform the behavior under a variety of challenging circumstances” (2003, p. 166).

Figure 7: An integrative model of behaviour prediction (Fishbein & Yzer, 2003, p. 167)
The target audience is people from low SES backgrounds, and the project has three goals, to:

- increase awareness and aspiration to tertiary study
- increase knowledge of pathways to tertiary study
- increase applications to tertiary study and relevant pathways.

While it is tempting to say that the first two variables are attitudinal and the last is an efficacy belief – a person’s belief in their ability to achieve a goal – this may not be true of all the cohorts within the purview of this project. For instance, for some the barriers to enrolling in higher education may be perceived, in that they think it is not for them (normative), while for others barriers might be practical, in that they live in remote communities or need financial support (efficacy). In other words, for the same element of behaviour change being targeted (i.e. increase in applications to tertiary education and relevant pathways), there may be different behavioural determinants within the target groups. The development of the personas is an essential step in ensuring that the project correctly maps each of these goals to the actual behavioural determinants for each cohort.

Michie et al. (2008) have developed a framework which shows the best match of behaviour change techniques with determinants of behaviour, evaluated by a panel of experts. This should be considered in light of the developed cohort personas. The various techniques matched to desired behaviour change are given in Table 5.

Part of the development of the cohort personas should focus on the factors which separate those who do intend to access tertiary education and those who do not. Fishbein and Yzer (2003) point out that it is these discriminating factors which indicate the beliefs which most strongly lead to intentions related to the wanted outcome. An intervention should target determinant factors most strongly associated with the desired outcome behaviour, and likely to have a significant effect on behaviour if changed. Most importantly, there should be an assessment of whether it is a belief amenable to change (Fishbein and Yzer 2003).

The question then arises of which of these discriminating factors to address, along with how and when. Models such as Jung’s (2013a; 2013b) are useful here, because they provide information about the beliefs which are important in informing the intent to enter tertiary education, and those which are counter-beliefs which underpin amotivation and indecision. These models also address the association of these variables, to provide a sense of which will have the largest effect on behaviour if they can be changed.
The progression model by Naylor, Baik and James (2013, see Figure 2) is also useful here as it conceptualises student progression as a process over time rather than a single ideal decision, and that in addition to their own preferences, goals, and aspirations the student makes these educational choices in response to the contexts they encounter. Linking this kind of progression model to cohort personas would generate a journey map in which multiple intervention points are identified, along with multiple cohort-specific, age-specific, and socio-geographic differences. Naylor, Baik and James (2013) emphasise that outreach needs to be tailored to maximise the student's understanding of their...
Social Marketing Strategy for Promoting Tertiary Education to Low SES Communities

options, and the likely outcomes of their choices. The approach also “needs to extend beyond the individual domain, as choices about higher education are informed by capital accessible to students – their own human capital in the form of goals and resources, the cultural capital of their families and communities in the form of educational expectations and finances, and the social networks which can ease their way into higher education” (Costello & Trinidad, 2015, p. 5).

1.5.1 Key Message: Widening Participation - Motivating Low SES Students

Widening participation for students from low SES backgrounds has been a policy focus of the Australian government since 2008, which focusses on inclusion of those who have not traditionally participated in tertiary education. Three competing discourses on transforming higher education have been identified in the literature, namely: the social deficit model, social inclusion and mobility model, and the social justice model. These have different impacts on students, with the deficit model widely criticised as unhelpful because it masks systemic disadvantage by conceptualising its effects as individual failings in students.

The key method used by the sector to encourage wider participation is university-led outreach programs funded by HEPPP. The literature identifies best practice in such programs as:

- having clearly defined, education-positive objectives, and a strong research base
- recognising the value that different groups can bring to outreach programs and higher education, and building in ways for their voices to be heard
- tailoring programs to particular cohorts of students who are at similar stages of educational development, as well as to students, schools and communities who share common barriers, motivations and backgrounds
- building student confidence, aspiration, engagement, academic achievement, and a sense of belonging
- working collaboratively via cross-sector programs that begin early in the student journey and are sustained over time
- building positive educational cultures within schools and communities
- developing effective transitions and pathways
- using the technologies and communication streams relevant to particular cohorts (Edwards et al., 2013; Gale et al., 2010b; KPMG, 2015a).

Interventions with a solid theoretical foundation are more effective than those without. It is recommended that this project use mixed methods, focusing on model of goal directed behaviour in combination with critical race theory. Multi-level theoretical frameworks are more likely to deliver social marketing strategies that have the potential for impact at the psychological and systemic levels of change.

MGB considers motivation in multiple ways, such as desire and intention as well as past behaviour, and the influencers which impact on each, and MGB has been used to develop a conceptual framework for this project. This framework enables a systematic approach to collecting and evaluating information about desires, intentions and behavioural determinants related to accessing tertiary education in the cohorts of interest, and then predicting the likely effects of different intervention approaches. It can also be used as an evaluation framework.
2 Social Marketing Literature Review

2.1 The historical development of social marketing

The concept of social marketing has evolved over time from narrow and somewhat simplistic foundations, with one of the first indications of the potential for social marketing coming from the question: “why can’t you sell brotherhood and rational thinking like you sell soap?” (Wiebe, 1951-52, p.679). A few isolated academic papers appeared in the 1970s, focussing on what social marketing entailed (see, for example, Kotler & Zaltman, 1971; Luck, 1974). The field became the focus of specific attention in the late 1980s with the release of the first textbook and more academic articles (see, for example, Kotler & Roberto, 1989; Lefebvre & Flora, 1988; Bloom & Novelli, 1981; Fox & Kotler, 1980).

In the UK, a previous White Paper Choosing Health (Department of Health, 2004) specifically advocated the adoption of the principles underpinning social marketing in order to more effectively promote public health issues, acknowledging that existing communication strategies were not effective. The centrality of social marketing in the dissemination of innovation in health promotion is also acknowledged in the academic literature (Greenhalgh et al., 2004).

Following reports such as these, the field began to develop rapidly in the health sector in the early years of this century with a seminal UK report reinforcing evidence that existing strategies were ineffective and that “the total annual cost to the country of preventable illness amounts to a minimum of £187 billion. In comparative terms this equates to 19% of total GDP (gross domestic product) for England” (National Social Marketing Centre, 2006, p.3) and presenting evidence of social marketing’s potential contribution in the area. More recently, social marketing’s focus has extended to a wide range of other issues including rubbish reduction, energy and water conservation, although there is far more research in the health sector than in the more recent social marketing sectors (McKenzie-Mohr, 2000; Hornik et al., 1995; Eagle et al., 2015).

Table 6 provides an indicative, but not exhaustive, list of topics that have been approached from social marketing. It is difficult to compare success (or otherwise) of the factors across the interventions examined due to variations in methodology and reporting procedures. Some critics may challenge whether all of the campaigns are in fact social marketing, rather than health education (see, for example, Deshpande, 2014). The latter generally involves the use of a single programme, led by expert knowledge and provider-driven; rather than receiver-driven programmes specifically customised to meet the needs and likely responses of population segments see, for example Peattie and Peattie (2003).

Table 6: Indicative list of social marketing interventions and studies examining impact (drawn from Eagle et al., 2013, Eagle and Dahl, 2015)

<table>
<thead>
<tr>
<th>Issues / Behaviour Targeted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safe sex / condom use / contraception</td>
</tr>
<tr>
<td>Smoking cessation</td>
</tr>
<tr>
<td>Responsible drinking</td>
</tr>
</tbody>
</table>
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<table>
<thead>
<tr>
<th>Social Marketing Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seatbelt use</td>
</tr>
<tr>
<td>Responsible driving / Anti-speeding</td>
</tr>
<tr>
<td>Sun protection / skin cancer awareness</td>
</tr>
<tr>
<td>Domestic violence</td>
</tr>
<tr>
<td>Immunisation</td>
</tr>
<tr>
<td>Medical screening (cancer, cholesterol etc.)</td>
</tr>
<tr>
<td>Genetic testing to reduce the occurrence of inherited diseases</td>
</tr>
<tr>
<td>Nutrition</td>
</tr>
<tr>
<td>Drug education</td>
</tr>
<tr>
<td>Exercise / physical activity</td>
</tr>
<tr>
<td>Malaria control</td>
</tr>
<tr>
<td>Mental health</td>
</tr>
<tr>
<td>Environmental issues, e.g. recycling, energy conservation, pollution</td>
</tr>
<tr>
<td>Workplace health</td>
</tr>
<tr>
<td>Volunteering</td>
</tr>
<tr>
<td>Disaster management and preparedness, e.g. hurricanes, earthquakes, volcanic eruptions</td>
</tr>
</tbody>
</table>

2.2 The changing scope of social marketing

2.2.1 Transdisciplinary approach

Social marketing should not be seen as a specific theory, but rather as a sector that draws on specific processes drawn from a transdisciplinary range of concepts and theories, such as those validated within the fields of psychology, sociology, anthropology, behavioural science and communication as well from within commercial marketing. There are three possible approaches to the combination of expertise from multiple disciplines: multidisciplinary, interdisciplinary and transdisciplinary. Multidisciplinary approaches seek input from different disciplines but these are independent of each other and may create a mosaic of interventions. In interdisciplinary approaches, disciplines work together to provide input but individuals stay within their own disciplinary boundaries (Holmes et al., 2008).

The transdisciplinary approach is synergistic in that it uses concepts, theories, research approaches, analytical methods and strategies for the interpretation of findings to develop shared conceptual frameworks that integrate the concepts, theories and knowledge from individual disciplines. Key features of this approach include recognition that no one group or discipline has a monopoly on knowledge and that collaborations must be created not only between different academic disciplines but also with stakeholders with specific interest or expertise in the issue (Mâsse et al., 2008; Kreps & Maibach, 2008; Ramadier, 2004). Partnerships between stakeholders in intervention delivery are most effective when
transdisciplinary approaches are used (Eagle, 2009). A transdisciplinary approach contributes not only to identifying and developing strategies to overcome complex obstacles to behaviour change and potential enablers of sustained behaviour change, but can also help policy makers to understand more comprehensively the contributions of their policies to improving or harming the well-being and life chances of the general public (Fielding et al., 2011).

As with other complex areas such as public health, post-compulsory education is an environment that lends itself to transdisciplinary approaches due to the influence of intrapersonal, interpersonal, organisational, community and societal influences and the multi-level interventions that will be required to address the widening participation agenda (Colditz et al., 2008).

2.2.2 The iSMA, ESMA and AASM consensus definition of social marketing (2013)

The 2013 consensus definition of social marketing is shown below, which was drawn up by the (then) three social marketing organisations – the International Social Marketing Association (iSMA), the European Social Marketing Association (ESMA) and the Australian Association of Social Marketing (AASM) Additional associations have been established in Asia and in the USA since this definition.

“Social marketing seeks to develop and integrate marketing concepts with other approaches to influence behaviours that benefit individuals and communities for the greater social good. Social marketing practice is guided by ethical principles. It seeks to integrate research, best practice, theory, audience and partnership insight, to inform the delivery of competition sensitive and segmented social change programs that are effective, efficient, equitable and sustainable” (iSMA, ESMA & AASM, 2013).

Social marketing activity has encompassed a wide range of issues and behaviours; some are relatively uncontroversial and others, such as genetic screening, are more controversial and raise significant ethical issues. While the focus is on encouraging sustained, positive behaviour change among individuals and groups, social marketing also encompasses environmental and policy factors ‘upstream’ of actual behaviour change that may be barriers to, or enablers of, that change, leading to three distinct divisions:

**Upstream**: influencing the environment in which behaviour occurs, including policy makers, the media, lobby groups and influential organisations

**Midstream**: working with partners, communities and institutions (for example, schools and other educational agencies)

**Downstream**: working with specific individuals and groups of individuals (including families, peers and immediate neighbourhoods or communities) (Dibb, 2014; Kamin & Anker, 2014; Russell-Bennett et al., 2013)

In this project, the role of social marketing is to bring about positive awareness and change in relation to aspiring to and accessing higher education.
As already noted, social marketing draws on many disciplines to bring about voluntary behaviour change as well as addressing ‘upstream’ factors such as supporting policy and environmental change (Cairns & Stead, 2009). Social marketing processes focus on the generation of insights into attitudes, beliefs and values that underpin actual behaviours, thus helping to bridge attitude-intention-behaviour gaps. Key elements include creating satisfying exchanges, use of integrated strategies to develop interventions, and the use of competitive analysis and segmentation (Luck et al., 2009). These will be discussed in more detail in the Benchmark Section 2.2.6. Social marketing is complementary to many established practices, adding value through its strong focus on understanding the attitudes, beliefs and perspectives of target groups (Neiger et al., 2003).

### 2.2.3 Social marketing is not social advertising

A common misconception is that social marketing equates to mass communication or ‘social advertising’, i.e. successful interventions centre around mass media advertising in order to communicate the desired messages. As shown in the Social Marketing Benchmark Section 2.2.7, social marketing employs a range of strategies to interact with and serve identified target groups. Some interventions may indeed use advertising or other forms of marketing communication where this is an appropriate and effective means of communicating with the specific target groups and where resources permit. These are usually single-issue campaigns.

Two examples of this are first the American “Truth” anti-smoking campaign which used funding from the legal settlement between the majority of US states and the tobacco industry (National Association of Attorney’s General, 1998) to fund a mass media-based anti-smoking campaign which was successful in increasing anti-smoking attitudes and beliefs and decreasing smoking commencement among young people (Richardson et al., 2010). The second is the campaign by the Northern Ireland Fire and Rescue Service (NIFRS) which ran a sustained multi-faceted mass media-based intervention aimed at reducing domestic fires and increasing properly fitted and maintained smoke alarms. This campaign reduced fire incidents by 24 per cent, fire-related injuries by 23 per cent and saved an estimated £132.9 million in value of lives saved, almost £4 million through not having to mobilise NIFRS and over £44 million in savings against damage to domestic property, with an overall return on investment of over 80:1 in the 2003 – 2008 period (World Advertising Research Centre, 2013).

However, there are many examples of interventions that do not rely on marketing communication, relying instead on other ways of reaching the target groups (see both the National Social Marketing Centre and the World Advertising Research Centre databases for examples of such activity).

### 2.2.4 Social marketing is not a panacea

Social marketing offers a framework for designing behaviour change programs that is flexible enough to be applied to a range of behavioural change issues (Haldeman & Turner, 2009; Corner & Randall, 2011) However, it is not a panacea and often is based on relatively small, incremental changes in the desired behaviours rather than overestimating substantial immediate changes in behaviour (French, 2010). Upstream factors may hinder the potential effectiveness of social marketing interventions, and effectiveness can also be
limited if the focus is placed only on individuals rather than including both midstream and upstream factors (Wymer, 2011). Interventions need to be adequately funded to ensure ongoing activity and the integration of all aspects of an intervention – often a challenge due to multiple stakeholders involved in implementation. A recent study indicated that practitioners struggle to integrate even the communication aspects of interventions (Dahl et al., 2015).

2.2.5 Social marketing’s ethical dimensions

Neutrality or value ladenness?

The potential ethical dimensions of social marketing should be considered. While a value-neutral perspective of social marketing is suggested by a few authors (Dann, 2007), this view is countered by others who stress the value-ladenness aspect of activity (Rossi & Yudell, 2012). This relates to the issue of who defines desired behaviour, determines and prioritises specific target groups, and whether consideration of potential harm (including psychological harm) to members of a target group or others that may arise as a consequence of a social marketing intervention should be a requirement in the development of any intervention. For example, there is evidence that some UK-based widening participation activity has resulted in the perception by school students that they are in some way deficient or simply “not good enough” (Baxter et al., 2007, p. 274).

Therefore the question has been raised as to “who has the mandate to represent large and diverse populations for the purpose of informed consent, and how can this be implemented?” (Guttman & Salmon, 2004, p. 537) Others have questioned how individual freedoms of choice and individual rights can be balanced against benefits for society as a whole (see, for example, Lefebvre, 2011).

There is a growing body of literature that documents wider ethical issues and unexpected impacts of interventions, including issues regarding targeting, segmentation, use of incentive schemes and the consequences of focusing on easy-to-reach or influence groups rather than those with the greatest need, and the needs of low literate groups and minority groups and cultures (Newton et al., 2013; Eagle, 2008).

2.2.6 The ethics of persuasion – and nudge-based tactics

Some scholars have criticised social marketing for its persuasive focus, particularly in relation to paternalistic and ‘soft governance’ underpinnings of government-funded interventions (Mols et al., 2015), yet the three main behaviour change strategies are limited to legislation (not always practicable, although successful in areas such as smoking restrictions), education (necessary but rarely sufficient on its own to change behaviour) and persuasion (for an extended discussion of the contexts in which each may be individually or collectively appropriate and effective, see Rothschild, 1999). Others have questioned whether all forms of persuasion are inherently unethical or whether there are boundaries within which persuasive tactics are acceptable, such as when benefits outweigh risks (Rossi & Yudell, 2012).

This debate incorporates discussion of the effectiveness of behavioural economics-based ‘nudge’ strategies, i.e. a range of non-legislatory interventions based on altering the contexts (‘choice architecture’) in which behaviour decisions occur (this approach was
popularised in Thaler & Sunstein, 2008). Choice architecture is claimed to alter behaviours in predictable ways through the manipulation of choice. It has been suggested that acceptability is dependent on “the right kind of nudge for specific circumstances” (Cohen, 2013, p. 10). While it has also been suggested that the acceptability of nudge strategies may be context-dependent, incorporating the nature of the nudge and both the nudger and nudgee (Lucke, 2013), the precise contexts have not been identified. Of more concern is that some nudge strategies have been found to backfire (Mols et al., 2015; Johnson et al., 2012).

Unintended effects may be due to reactance effects which occur when direct or potential perceived threats to personal freedom, such as consumption of specific products or engaging in particular behaviours, are detected and resisted. Furthermore, people may then become motivated by the perceived threat itself, rather than any likely perceived or actual consequences of the threat, to assert their right to control their own decision making (Rains, 2013, Eagle and Dahl, 2015). Thus telling people that they should consider higher education may strengthen resolve to do the opposite, or where (as noted earlier) activity may inadvertently result in people feeling they are not good enough (Baxter et al., 2007) and thus reinforcing their intention to undertake career pathways that do not include higher education (see, for example, "University's not for me - I'm a Nike person" as discussed by Archer et al., 2007): “behaviour change is more likely to be enduring where it involves social identity change and norm internalization” (Mols et al., 2015, p. 81).

2.2.7 Social marketing benchmarks

Table 7 shows a set of widely used benchmarks, based on earlier work by Andreasen (1995) that have been suggested as enabling the separation of social marketing interventions from other forms of behaviour change-oriented activity. While the originators note that not all elements will feature explicitly in all interventions, and the exact nature of several of the elements is still being debated (for a recent discussion, see Rundle-Thiele, 2015), the benchmark criteria form a useful basis for intervention planning, development and ongoing research.

Table 7: Social marketing benchmarks (National Social Marketing Centre, undated)

<table>
<thead>
<tr>
<th>Benchmark</th>
<th>Objective</th>
</tr>
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<tbody>
<tr>
<td>1. Behaviour</td>
<td>Intervention seeks to change behaviour and has specific measurable behavioural objectives. Involves target groups and local communities.</td>
</tr>
<tr>
<td>2. Customer orientation</td>
<td>Fully understanding the lives, behaviour and the issue using a mix of data sources and research methods.</td>
</tr>
<tr>
<td>3. Theory</td>
<td>Uses behavioural theories to understand behaviour and inform the intervention.</td>
</tr>
<tr>
<td>4. Insight</td>
<td>Research identifies ‘actionable insights’ – pieces of understanding that will lead intervention development</td>
</tr>
<tr>
<td>5. Exchange</td>
<td>Intervention considers what will motivate individuals to engage voluntarily with the intervention and offers them something beneficial in return (the offered benefit may be tangible or</td>
</tr>
</tbody>
</table>

Cupitt, Costello, Raciti and Eagle
6. Competition

Competing forces to the behaviour change are analysed. Intervention considers the appeal of competing behaviours (including the current behaviour) and uses strategies that seek to remove or minimise this competition.

7. Segmentation and targeting

Different segmentation variables (including behavioural and psychographic data) are considered when identifying intervention target groups. Intervention strategies are tailored for the selected segment(s).

8. Methods mix

Does not rely solely on raising awareness. Intervention considered as the best strategic application of the ‘marketing mix’ which consists of the four ‘Ps’ of ‘product’, ‘price’, ‘place’ and ‘promotion’. Other ‘Ps’ might include ‘policy change’ or ‘people’ (e.g. training is provided to intervention delivery agents).

The following sections focus on several individual benchmark elements, including methods mix, and co-creation.

2.2.8 Methods mix

The full description of methods mix in the National Social Marketing Centre’s (NSMC) Benchmark criteria is:

- uses a mix of methods to bring about behaviour change
- does not rely solely on raising awareness
- uses all elements of the marketing mix (product, price, place and promotion) and/or primary intervention methods (inform, educate, support, design and control)
- promotion is used to ‘sell’ the product, price, place and benefits to the target audience, not just to communicate a message
- takes full account of existing interventions in order to avoid duplication
- creates a new brand, or leverages existing brands appropriate to the target audience
- methods and approaches are financially and practically sustainable.

While the traditional ‘4Ps’ commercial marketing model (strategies combining product, pricing, promotional and place – i.e. distribution – decisions) has held sway and is still expounded in many US social marketing descriptions (see, for example, Lefebvre, 2011; Wymer, 2011), the NSMC’s definition and work by non-US based authors has stressed the need to think beyond these, including factors widely used in services marketing, such as people delivering the intervention, and even to replace them as suggested by Peattie and Peattie (2003).
Table 8: Comparison of 4Ps of standard marketing and suggested social marketing terminology (Peattie & Peattie, 2003)

<table>
<thead>
<tr>
<th>4Ps of Standard Marketing</th>
<th>Social Marketing Terminology</th>
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</thead>
<tbody>
<tr>
<td>Product</td>
<td>Social propositions</td>
</tr>
<tr>
<td>Price</td>
<td>Cost of involvement</td>
</tr>
<tr>
<td>Place</td>
<td>Accessibility</td>
</tr>
<tr>
<td>Promotion</td>
<td>Social communication</td>
</tr>
</tbody>
</table>

Figure 8 below takes the Peattie and Peattie concept further and expands considerably on it to include many of the upstream and midstream factors discussed earlier (Gordon, 2012, p. 125).

Figure 8: Proposed “re-tooled” social marketing mix

One aspect of this new model warrants particular consideration in the context of the widening participation agenda: co-creation.
2.2.9 Co-creation

Co-creation involves the joint development of interventions, including the social and economic benefits of behaviour change, and the management of relationships by organisations and the range of stakeholders, including current and potential partners involved in addressing an issue (Domegan, 2008; Desai, 2009; Lefebvre, 2012). It has proven to enhance the perceived quality and value of offerings (Ouschan et al., 2006), as it enables target groups to be active in decisions that can potentially transform their lives (Saunders et al., 2015). Co-creation of interventions enables the development of innovative ideas which may not be considered without the involvement of stakeholder perspectives (Nambisan & Nambisan, 2009). It requires an understanding of what is valued by identified target groups, with the caution that this can be perceived as manipulation if not handled sensitively (Domegan et al., 2013).

2.2.10 Competition - multiple influences

A range of potential pro- and anti-influences on behaviour is shown in Figure 9. Exposure to widening participation interventions, through whatever means, will not occur in isolation and needs to be seen in the context of other potential influences, such as family, friends and peer groups; where the perceived norm may be to not continue beyond compulsory schooling. Thus any widening participation activity will be subject to conflicting messages (Bernthal et al., 2006). Additionally, it has been recognised for more than two decades that, when there is a perceived conflict between injunctive norms (portrayal of what people ought to do) and descriptive norms (what people actually do), message effectiveness will also be hampered (Cialdini & Goldstein, 2004).

Drawing on Figure 9, social values, perceived social norms, family and social network influences may both offer social encouragement (to undertake further education) or social discouragement (to pursue other career options that do not involve formal education. Portrayal of, or knowledge of potential role models who have / have not undertaken formal non-compulsory education may also offer encouragement or discouragement. Involuntary disinclination refers to situations where choices are constrained, such as the need to find paid employment — and there will always be some segments of the population who lack the motivation and discipline to undertake and successfully complete non-compulsory education. This may include those whose past experiences in the formal education system have been negative.
2.3 Evidence of social marketing success

Table 9 provides examples of successful social marketing interventions, including many award winners, from recent communications industry effectiveness (i.e. demonstrable impact / return on investment) awards\(^2\) together with summaries of cases written up in other academic outputs. Together these illustrate the success of social marketing interventions across a wide range of topic areas and contexts.

Many of the effects are modest, for example, in one systematic review listed in Table 9 (Evans, 2006, p. 1209), the following observation is made:

“In a study of 48 social marketing campaigns in the US based on the mass media, the average campaign accounted for about 9 per cent of the favourable changes in health risk behaviour, but the results were variable. “Non-coercive” campaigns (those that simply delivered health information) accounted for about 5 per cent of the observed variation.

A study of 17 recent European health campaigns on a range of topics including promotion of testing for HIV, admissions for myocardial infarction, immunisations, and cancer screening also found small but positive effects.”

Table 9: Illustrative examples of successful social marketing interventions

<table>
<thead>
<tr>
<th>Australia</th>
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<tbody>
<tr>
<td>Binge Drinking</td>
</tr>
<tr>
<td>- Change in subjective norms, attitudes and intentions in the face of “considerable external competition” (Rundle-Thiele et al., 2015)</td>
</tr>
</tbody>
</table>

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\(^2\) Source of effectiveness award winning cases: World Advertising Research Centre: www.warc.com – several of these have been listed in more detail in Eagle et al., 2013 and Eagle & Dahl, 2015.
Water conservation

- During a severe drought in South East Queensland in 2006, a social marketing intervention “Target 140” reduced average per capita water consumption from 180 to 140 litres per day (Mols et al., 2015). This intervention has also been written up from a slightly different perspective of a target of 150 litres per day (Lowe et al., 2014)

Metro Trains Melbourne: Dumb Ways to Die, 2013

- Increased awareness, behaviour pledges and 20% reduction in rail-related accident rates (Quelch, 2014; Russell-Bennett et al., 2015)

Changing the Binge Drinking Culture Amongst Young Adults in Australia (Chin & Scott, 2015)

“[I]ndependent tracking research (n=750, 18-24 year olds) conducted by Quantum Market Research three months after launch resulted in:

- “76% of the target audience suggested they are now thinking about the benefits of moderation (significantly higher than those who didn’t recall the campaign);
- 68% are reflecting on their behaviour when out drinking (significantly higher than those who didn’t recall the campaign; and
- 25% report drinking less” (p. 104).

Healthier. Happier. Using Online Assessment and Digital Support Tools to Facilitate the Reduction of Overweight and Obesity in Queensland (Martin, 2015)

“Not only has the campaign succeeded in encouraging Queenslanders to perform an honest assessment of their lifestyle, a large portion of people who have completed the calculator have started making healthier changes as a result:

- 48 per cent reported that they had started exercising more and eating more fruit and vegetables.
- 39 per cent reported that they started to drink less alcohol.
- 35 per cent reported that they started to drink less sugary drinks” (p. 139).

Headspace “We’ve Got Your Back” Campaign: Supporting young Australians through tough times (Tuckey, 2015)

“There have been significant improvements in brand awareness and brand familiarity since the launch of the campaign. In addition, there are increasing numbers of referrals to headspace centres and increasing visitor traffic to the headspace website” (p. 153).

International

Alcohol-impaired driving “Road Crew”, USA:

- Objective of decreasing alcohol-related road crashes in Wisconsin, USA by 5% was exceeded.
- Over 85,000 rides taken in 6 counties; Estimated avoidance of 200 crashes, 10 deaths; Cost of alcohol related crash $231,000; Cost to avoid crash: $4,400; Net savings $45 million.
- No increase in individual alcohol consumption although the intervention was subsequently criticised for not addressing excess alcohol consumption (Rothschild et al.,
Smoking Cessation, Thailand Health Promotion Foundation: “Thai Smoking Kid”

- The number of completed calls to the Quitline went up by 62% in the first month after the video was released online, and averaged a 32% increase over pre-intervention levels for the following five months. Media coverage, estimated at more than US$3 million in value, and social media commentaries, all overwhelmingly positive, extended well beyond Thailand. The on-line video was viewed more than a million times within the first three days after it was posted online, and more than five million times during the first ten days after posting (World Advertising Research Centre, 2013).

Cycling safety, UK: “Cyclists should be seen and not hurt”

- An intervention aimed at reducing bicycle traffic casualties in London is estimated to have saved £2.3 million in the year following the intervention due to reduced cycling accidents. Won Gold: IPA Effectiveness Awards, 2009.

British Heart Foundation, UK: “Under the Skin” Smoking Cessation

- Led to an estimated 5,600 lives saved through smokers successfully quitting smoking permanently and returning £600 of value for every £1 invested. Won Silver: IPA Effectiveness Awards, 2006.

Greater Manchester, PCT UK: “Don’t be a Cancer Chancer”

- Led to significant increases in GP consultation and a 20% increase in referrals to hospitals for breast, colorectal and lung cancer investigation or treatment. Referrals from the most deprived wards increased by 48%. Won Bronze for Best Media, IPA Effectiveness Awards, 2009.

Tower Hamlets Recycling, UK

- Led to an increase in annual recycling rates from 12.89% to 19.51%. Won Bronze, Design Effectiveness Awards, 2009.

Central Lancashire, PCT UK: “Breast Feed, Be A Star”

- A peer support programme for young mothers from deprived areas, led to breast feeding rates increasing from 52% to 65% in the first month; rates were maintained for several months. The increase led to savings for the NHS on treatments for conditions such as gastroenteritis. Won Gold, Design Effectiveness Awards, 2009.

Mental illness, UK: Anti-stigma

- Benefits of intervention outweighed costs although the increase in people with depression accessing services was small (+ 1%) (Evans-Lacko et al., 2013)

VERB, USA: “Tweens” physical activity.

- By the end of the first year 74% awareness among tweens
- The average 9 – 10 year old did 34% more free-time activity than those not aware of VERB (Grier & Bryant, 2005).

See additional examples in the National Social Marketing Centre case study collection
Two education-specific projects warrant discussion:

1. In the UK, Inspire-Aspire South Yorkshire commenced in 2010 as a result of identified underperformance on a range of measures relating to educational aspiration and attainment. It uses social marketing principles to target 11 – 14 year olds, their families and local communities. While a range of ‘demonstration projects’ are underway through individual schools and local authorities, only anecdotal rather than empirical evidence of positive changes is available (Inspire-Aspire South Yorkshire, 2010).

2. A second project in Ireland proposed the use of social marketing to improve knowledge of, and enthusiasm for, science careers and initiatives (Domegan, 2007). However, while ways this might be achieved are discussed, actual application effectiveness is lacking.

Systematic Reviews

Systematic reviews have also been conducted – general reviews are listed below; more recent reviews have focussed on specific sectors such as condom use, sanitation or the use of social media (Sweat et al., 2012; Evans et al., 2014; Maher et al., 2014): Examples of broader systematic reviews are:

- Snyder et al. (2004)
- Evans (2006)
- Gordon et al.(2006)
- Stead et al. (2007)

2.3.1 Key Message: Social Marketing Influences on Behaviour

Social marketing uses a mix of methods in order to influence behaviours that benefit individuals and communities for the greater social good. Social marketing is receiver-driven, with programmes specifically customised to meet the needs and likely responses of population segments.

A transdisciplinary approach is commonly used, in order to tackle the complex web of intrapersonal, interpersonal, organisational, community and societal influences which are apparent in contexts such as widening participation. In particular, co-creation is used in order to give the range of stakeholders input into how the intervention plays out, and enables target groups to be active in decision making that can potentially transform their lives.

Effective social marketing campaigns have had modest positive effects.
3 Widening Participation Literature Review

3.1 Overview

This position paper is part of a larger project which aims to develop a strategy for a social marketing campaign which will:

- increase awareness of and aspiration to tertiary study amongst low SES students, families and communities
- increase knowledge of pathways to tertiary study amongst low SES students, families and communities
- increase numbers of applications to tertiary study and pathways courses for people from a low SES background.

The literature review has been undertaken to meet the criteria of the brief, namely to:

- summarise what is known about effective widening participation initiatives in higher education
- review the research and practice that underlies, evaluates and critiques those initiatives
- identify and, where possible, fill existing gaps in knowledge.

The review is divided into three sections.

A. Cohort analysis: Aspiration, awareness and pathways

The first section considers the cohorts which are the focus of this project: those people from low socioeconomic backgrounds including Aboriginal and Torres Strait Islanders; those from non-English speaking backgrounds, particularly recent refugees; and those who are first in family to participate in higher education.

Awareness, aspiration and pathways are considered as the organising themes in this section. These broadly map to the four preconditions of participation in higher education -- educational achievement, aspiration, accessibility and availability (Anderson & Vervoorn, 1983, cited in Gale et al., 2010a).

B. Place analysis: Regional and remote, urban and outer-urban

The second section explores the ways in which place, both geographic and socio-geographic, impacts on student choices regarding higher education.

C. Key influencers and intermediaries

The third section is focused around a consideration of family, peers, Elders, community, and the other factors which influence the decision to enter tertiary education. It also examines communication methods which are familiar to these groups.
3.2 Awareness and aspiration

“Aspiration” is a word used so commonly in literature about widening participation that its meaning is often taken for granted, perhaps ironically, given how contested the notion has become in terms of widening participation to tertiary education. Aspiration is more than ambition, in that it encompasses hope and speculation as well as intent. As Kintrea, St Clair and Houston (2015, p. 666-7) put it, “aspirations are desires to achieve something in the future, with the implication that they will drive actions in the present.” Having some sort of aspirational plan in itself is a key determinant of future success (Thomson & Hillman, 2010).

Lack of awareness is one of the factors the Bradley Review (2008) identified as a barrier to higher education for people from disadvantaged backgrounds: “Barriers to access for such students include their previous educational attainment, no awareness of the long-term benefits of higher education and, thus, no aspiration to participate” (p. 27). As a concept it is linked to the building of aspirations in students.

Aspiration has been positioned centrally in the Australian government’s policy agenda of widening participation in higher education, as a central component in expanding higher education uptake amongst those groups who have not traditionally pursued university (Commonwealth of Australia, 2009). This conception is based on the idea of deficit: that people from disadvantaged backgrounds suffer a lack of aspiration, and raising their aspirations will correspondingly raise participation. As a result, "raising aspiration" has been central to the conversation about how to widen participation, and to outreach programs of the post-Bradley era.

This conception of “raising aspiration” has been criticised as a “deeply problematic trope around which to establish social justice projects” (Sellar, Gale & Parker, 2011, p. 38), because of the way in which it projects a larger systemic issue as something which is primarily an individual deficit. The most common criticism is that when deficit models are assumed, it can lead to an emphasis on raising aspirations in individual students as a solution to entrenched inequality, but without any engagement with the systemic disadvantages within the social groups and communities with the lowest participation rates in tertiary education (Armstrong & Cairnduff, 2012; Sellar & Gale, 2011; Sellar, Gale & Parker, 2011). The need for change is placed squarely on the student, and interventions based on this idea focus on removing barriers rather than engaging meaningfully with what actually matters to the prospective students being targeted (Sellar & Gale, 2011). Sellar, Gale and Parker (2011) poignantly argued, the idea that aspiring to higher education as desirable, is itself a normative assumption, as other aspirations also have value. Furthermore, evidence of a causal link between low aspirations and low participation in tertiary education is not clear, as there is evidence that they do aspire to higher education (Bowden & Doughney, 2010). In other words, aspirational goals set by policy do not always match the actual aspirations of students (Brown, 2011; Sellar, Gale & Parker, 2011).

However, when aspiration and awareness are not conceived through a deficit lens, they become essential aspects of interventions aimed at closing the gap between student aspiration and participation in tertiary education that exists for some groups of people,
primarily those who experience compounding disadvantages, for whom the possibility of realising their aspirations is affected by those disadvantages (Sellar, Gale & Parker, 2011). Chesters and Watson (2013, p. 210) point out that these systemic barriers mean that “policies which simply aim to raise low SES students’ ‘awareness’ of the value of higher education may not be adequate to overcome the complex social forces that influence student aspirations across the socio-economic spectrum”.

Sellar and Gale (2011) discuss the ability to be future-focused, which is central to aspiration, as part of the collective capacity of a culture, and as with so many capacities, imagined futures are more difficult to entertain for those experiencing disadvantage. Citing Appadurai, they explain,

“The capacity to aspire is ... a navigational capacity. The more privileged in any society simply have used the map of its norms to explore the future more frequently and more realistically, and to share this knowledge with one another more routinely than their poorer and weaker neighbours. The poorer members, precisely because of their lack of opportunities to practice the use of this navigational capacity (in turn because their situation permits fewer experiments and less easy archiving of alternative futures), have a more brittle horizon of aspirations” (Appadurai, 2004, cited in Sellar & Gale, 2011, p. 124-5).

Additional factors which have been identified as having positive or negative impacts on a student’s aspirations, and transition through school, higher education, and the workforce can be summarised as: experiences of schooling, families, ethnicity and race, gender, and socio-economic factors (Dalley-Trim & Alloway, 2010, p. 108). The investigation of Gemici et al. (2014a, p. 7) into The Factors Affecting the Educational and Occupational Aspirations of Young Australians confirms the importance of these factors, in particular, “gender, English-speaking background, socioeconomic status and academic achievement at age 15 years, as well as parental and peer influences.”

Students’ lack of awareness of educational options and requirements is widely reported in the Australian literature as a barrier to participation for particular groups. This ranges across several issues, which are often interrelated.

Circumscribed aspirations:

- systemic lack of time/resources/encouragement for students to inhabit imagined futures of what they might be or might do (Sellar & Gale, 2011).

In some instances and for some groups, inadequate or poorly targeted institutional information has been provided through formal channels:

- a lack of information in languages other than English (Naidoo, 2015, p. 1)

- too much information, poorly targeted – a wide-range of programs for Aboriginal and Torres Strait Islander students are available but poorly used due to a variety of issues, but chiefly that students don’t know they are eligible, as the sheer number of programs makes it hard to find the matches (Behrendt et al., 2012, p. 53)

- a lack of career guidance which is appropriate for groups with specific needs, such as Indigenous students (Behrendt et al., 2012).
Social Marketing Strategy for Promoting Tertiary Education to Low SES Communities

Group-specific needs:

- Aboriginal and Torres Strait Islander students want information about cultural appropriateness and safety of the higher education institution (Raciti et al., 2014, p. 3)
- students with disabilities may need instruction in self-determination in order to be able to make informed and engaged decisions about higher education (Trainor, 2007).

3.2.1 Students from low socioeconomic backgrounds and aspiration/awareness

Socioeconomic status is not easy to define; it is a multi-dimensional concept used to describe a person’s community standing within the hierarchy of a community. Dimensions commonly considered part of SES include “material resources, social and economic participation, education and health, political or community participation, and access to services” (Lim & Gemici, 2011, p. 8). In addition, it is linked to the experience of compounding disadvantages which tend to be concentrated in particular locations within Australia, forming “web-like localised systems of disadvantage” along multiple indicators (Vinson et al., 2015, p. 12).

Increasingly, SES is discussed with reference to Bourdieu’s theories of social and cultural capital in addition to more material economics (Jardine, 2012). For instance, coming from a low SES background influences whether students choose VET over university, based on cultural perceptions and values of each (Edwards et al., 2013). Issues commonly experienced by potential students from low SES backgrounds are:

- a “low level of literacy and numeracy
- living with a disability or mental illness
- early school leavers
- living on low income
- lacking adequate transport
- first member of their family to undertake post-compulsory education
- unsatisfactory experiences of education in the past
- lacking a supportive home” (Edwards et al., 2013, p. 8).

Edwards et al. (2013) point out that these interact with two sets of complex elements. First, the individual’s circumstances, which may be circumscribed by fluctuating income, accommodation, and/or family responsibilities and other such issues. Second, barriers created due to inflexible policies, rules, institutional expectations, and other systemic infrastructure. All of these can work together to inhibit aspiration building.

Jardine (2012) discusses the role of social capital with reference to aspirations for those from low SES backgrounds, pointing out that a lack of social capital doesn't necessarily result in a lack of educational aspirations, but rather in the lack of capital to turn aspiration into participation, particularly at high-prestige universities.
The main thrust of Jardine’s work, however, is to fill the gap in the literature about what secondary and post-secondary students from low SES backgrounds know and expect about higher education before they commence. There is a level of misinformation about tertiary education which creates discord between what students expect of university and what they experience. Particular areas in which this is the case include the “academic skills and academic strategies required to succeed at university” (Jardine, 2012, p. 67).

Boyd, Trinidad and Fletcher (under review) also conclude there is need for further research into whether student aspirations are built on informed and realistic expectations while in Year 8 and 9 secondary school. They report that aspiration is generally high for Year 10 students, but less so for Year 9 students; and that there is a gap between what Year 10 students have decided about Year 11 and 12, and what they imagine themselves doing post-school. Edwards et al. (2013, p. 14) points out that information about careers students receive in secondary school is “critical in building aspirations.”

3.2.2 First-in-family students and aspiration/awareness

People who are the first-in-family to enter tertiary education are also likely to be from low SES backgrounds, live in regional or remote areas, and/or be Indigenous students, mature-aged, or negotiating a disability. Their chief barrier to higher education is that their social and cultural capital doesn’t readily align with the university’s (Luzeckyj et al., 2011). James et al. (2010) found that first year students who were also first in family and from low SES backgrounds:

“show more clarity of purpose and occupational focus. They are more likely to have worked consistently during semester and are more strategic about managing their academic workload, though they are more likely to report they feel overwhelmed by all they have to do. Fewer have made friends and they are less likely to report they regularly work with other students and less likely to report they like being a university student. Ironically, though, they are also more likely to report greater satisfaction from studying than high/medium-SES students, who are more likely to say they skip classes” (p. 65).

First-in-family students base their expectations of university on school guidance counsellors and teachers, as well as marketing material and websites, more often than their peers. This is most likely because they also experience limited discussion about parental expectations, what to expect at university or how to access tertiary education (Collier & Morgan, 2008, cited in Rissman et al., 2013, p. 1). Gaining knowledge of the range of programs available at university is an issue, as are unrealistic expectations about the amount of time required to study full time (Luzeckyj et al., 2011). They tend to decide on university later – often after some time in the workforce (Luzeckyj et al., 2011). They are slightly older, and more likely to be from rural or regional areas, and are more likely to be working to support themselves and/or primary care-givers (Luzeckyj et al., 2011).

3.2.3 Students with a disability and aspiration/awareness

Disability occurs at the nexus of an impairment and the lack of infrastructure which would otherwise allow people with that impairment to access places and opportunities, especially in contrast to those without such an impairment (Kent, 2015).
Social Marketing Strategy for Promoting Tertiary Education to Low SES Communities

Aspiration and transition are impacted by the experience of disability in complex ways, and vary widely depending on the type of disability or combination of them. Chiefly, it is the interplay between environmental and personal factors which determine a student’s ability to participate in tertiary education (Foley et al., 2012).

In Australia, tertiary educational institutions typically offer specialist disability services to meet their obligations to students with disabilities under the Disability Discrimination Act (Commonwealth of Australia 1992, 2005). Students are required to provide documentary evidence of a disability or ongoing health condition and how their access and/or study may be affected. While educational institution may differ in their methods of organising supports for students, identifying suitable reasonable adjustments to reduce the impacts of the student’s disability on studying is the key goal. This can involve a number of supports including the loan of equipment (e.g. screen-reading software), and reformatting of course materials to accommodate specific impairments (e.g. reformatting for large print), or the provision of in-class and tutorial support. This may also include access to learning/academic support, counselling, accommodation or financial advice, and so on.

KPMG’s recent report Evaluation of the Disability Support Program (2015c) for the Department of Education and Training found that Australian universities generally support students with disabilities, including via transition programs and entry pathways. However, there are still gaps in student awareness of university resources and how well their specific needs will be met:

“[I]n deciding which university to attend, 82 per cent of respondents had viewed the higher education providers’ website, however, only 46 per cent of students had contacted a member of staff. When asked if their specific educational needs had been discussed, this figure fell to 29 per cent, with only 21 per cent receiving a commitment from the provider about specific support and equipment that would be provided. Given that the survey was only aimed at students who were or had been at university, it is not possible to assess the proportion of potential students who did not proceed with applications because they had not benefitted from proactive outreach initiatives” (KPMG, 2015c, p. 12).

In an American study of postsecondary transition planning, Trainor (2007) found that students with learning disabilities were motivated by opportunities for self-determination, but that they often had under-developed attitudes, skills and knowledge to realise effective self-determination. This impacted on their educational decisions and transition to higher education, which were often unrealistic or disengaged, particularly when considered through the lens of gender. Trainor found that the girls in her study were passive when it came to pursuing higher education, and didn’t link careers of interest to the need for further education and self-development. In contrast, boys in an earlier study had made the cognitive leap to more realistic and specific aspirations, which indicated a better developed sense of self-knowledge.

Foley et al. (2012) undertook a comprehensive literature review on post-school transition for students with intellectual disabilities and found significant gaps. There has been little research which involves young people, and those studies which do, focus mainly on students with mild intellectual disability. Research has also focused on transition to work or various health services, rather than a more holistic approach which takes into account
other possible outcomes. A key factor in transition for students with a disability is the impact on family and carers, especially in relation to the available support services.

Foley et al. conclude that there have been many initiatives undertaken in the last two decades focused on improving post-secondary transition for those with disabilities, but “very few have had positive outcomes in terms of fully participating in all areas of adult life” (p. 1760).

3.2.4 Students from non-English speaking and/or culturally and linguistically diverse backgrounds and aspiration/awareness

Transition issues facing refugees entering higher education are not currently well researched in Australia (Harris & Marlow, 2011).

A lack of aspiration was not a major issue for the female Sudanese refugees Hatoss and Huijser (2010) interviewed. However, they found that women from refugee backgrounds face additional challenges, as they often face cultural and linguistic barriers, such as the expectation of integration into mainstream Australian society, family responsibilities, and commitments to family still in their country of origin. There are also potentially conflicting or contradictory discourses about the benefits of education for women that they must navigate, particularly the Western notions which frame education as the key to refugee women’s empowerment and gender equality, which may be in conflict with expected gender roles and values in other areas of their lives (Hatoss & Huijser, 2010).

Bowden and Doughney (2010) consider the experiences of students from non-English speaking backgrounds in western Melbourne. They found that aspirations were high in this cohort, especially for those from high-SES backgrounds, and those who do not speak English at home. However, there is a gap between aspirations and enrolments, and it is larger for students from low SES backgrounds (20 per cent) and for those who do not speak English at home (30 per cent) (p.127-8). Many of the students who did not enrol in university, enrolled in TAFE courses instead. Bowden and Doughney discuss two categories of theories which have been put forward in the literature to explain the experiences of students from ethnic backgrounds. The first is how education is valued and encouraged within the different ethnic groups, and the second is the “structural position” of the ethnic group and what resources and skills the migrant has (Kao & Thompson, 2003, cited in Bowden & Doughney, 2010, p. 119).

This effect of compounding disadvantages located in ethnicity and low SES has been reported in other contexts. James et al. (2008, p. 84) point out that students from some backgrounds are more impacted by low SES than others, with Hispanic students in the USA from low and high socioeconomic backgrounds experiencing a 26 percentage point difference in completions, while white students experience 19 percentage points of difference and less attrition even for those with low SES.

Morrice (2013) discusses the experience of refugees in the UK context, many having well-developed cultural and social capital and habitus which enables them to aspire to, access and progress through tertiary education and into employment. However, Kintrea, St Clair and Houston (2015) point out this reality can exist in contrast to policy which positions them in deficit, with undeveloped aspirations. Hatoss and Huijser (2010) further add that their original social and cultural capitals become transnational as they negotiate their new
context, and the burden of that value-adding is borne by the refugee rather than the Australian community as a whole.

In their study of a small group of African refugees entering university in Australia, Harris and Marlow found that the students “primarily speak of academic success as their own responsibility, as well as their best support being other students from the same background” (2011, p. 186).

### 3.2.5 Awareness and aspiration in practice

Cohort-focused programs tend to target a particular need in addition to awareness/aspiration building, although they may also be part of a larger multi-pronged intervention. AVID (Advancement via Individual Determination), for instance, aims to prepare students from disadvantaged backgrounds for success at university. This is a whole-of-school approach focusing on supporting teachers and other school staff, pedagogical innovations, and helping students develop core literacy skills, especially reading and writing. Its approach covers most of the best practices highlighted in the KPMG (2015a) review of the Bridges program and Gale et al.’s (2010b) and Edwards et al.’s (2013) earlier studies.

On the other hand, the Children’s University program is not primarily targeting children in schools, but rather is an extra-curricular enrichment program aimed at children aged 7-14, with volunteering opportunities for older teens. The program is about expanding students’ understanding of the world and themselves by helping them access local community resources, and creating opportunities for them to connect with people who share their interests. The program is effective in helping students develop resilience and optimism and a sense of belonging, but also enables them to develop autonomy and decision making skills.

Of note in Morris and Golden’s review of Aimhigher is the key finding that there was a need for the “local voice” of schools and young people to be retained in order to meet their needs” (2005, p. iv). Of those outreach activities undertaken via Aimhigher, the student ambassador scheme most closely fulfilled this goal because of the ways in which it focused on student narratives, increased student aspiration, positively influenced school culture, provided needed information about university and its support systems, and provided peer-aged role models (p. 53). Similarly, the Queensland Consortium’s Student Ambassador Programs has shown a range of positive effects, with students, parents, teachers, and the ambassadors themselves all benefitting (Cupitt, Costello & Mitchell, 2015; Koshy & Islam, 2015). The key component of this program is the focus on student narratives. The ambassadors tell about their own journeys into higher education, and what university and their discipline is like, and open up opportunities for students to ask questions of people who are like them.

When it comes to effective programs which help students build aspiration and awareness of their educational possibilities, their voices need to be given space, to be heard, and be both ongoing and multiple. This seems an obvious point of synergy with social marketing approaches such as co-creation, which is focused around stakeholder participation and joint invention of the program. Several widening participation outreach initiatives have focused on empowering students and giving them a voice, such as Small Town Culture,
Social Marketing Strategy for Promoting Tertiary Education to Low SES Communities

which uses music to help students express themselves and their identity. Examples of these kinds of tailored, cohort-focused programs are given in the table below, and more detail is available on these and many other programs in Appendices 1, 2, 4, 5 and 7.

Table 10: Widening participation initiatives with a focus on building aspiration, and related awareness and capacity building.

<table>
<thead>
<tr>
<th>Australian HEPPP-Funded Initiatives</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AVID Australia (Advancement Via Individual Determination)</strong></td>
</tr>
<tr>
<td>Victoria University</td>
</tr>
<tr>
<td>Innovative uni-readiness system that explicitly prepares students from low SES, diverse and disadvantaged backgrounds for tertiary success. Early childhood, primary, secondary and tertiary programs. Works simultaneously to support students, teachers and school leaders to improve academic, social and emotional aspects for underachieving students.</td>
</tr>
<tr>
<td>Evaluation of the Australian program currently underway. In the USA, “positive program effects have been reported in the areas of (a) performance on standardized achievement tests, (b) school attendance rates, (c) GPA, (d) enrolment in advanced courses, and (e) college enrolment and acceptance rates” (Black et al., 2008, p. 113).</td>
</tr>
<tr>
<td><strong>Children’s University Australia (CU)</strong></td>
</tr>
<tr>
<td>Children's University Trust UK</td>
</tr>
<tr>
<td>SA Water</td>
</tr>
<tr>
<td>South Australian Museum</td>
</tr>
<tr>
<td>City of Playford</td>
</tr>
<tr>
<td>Carclew (South Australian youth arts organisation)</td>
</tr>
<tr>
<td>South Australian Migration Museum</td>
</tr>
<tr>
<td>Art Gallery of South Australia</td>
</tr>
<tr>
<td>Adelaide City Council</td>
</tr>
<tr>
<td>Adelaide Zoo</td>
</tr>
<tr>
<td>Adelaide Botanic Gardens</td>
</tr>
<tr>
<td>Adelaide Arcade</td>
</tr>
<tr>
<td>Adelaide Festival Centre</td>
</tr>
<tr>
<td>Tandanya National Aboriginal Cultural Institute</td>
</tr>
<tr>
<td>Red Cross</td>
</tr>
<tr>
<td>Rundle Mall Group</td>
</tr>
<tr>
<td>Sammy D Foundation</td>
</tr>
<tr>
<td>The University of Adelaide</td>
</tr>
<tr>
<td>The Other Side of Science</td>
</tr>
<tr>
<td>The Australian Research Council Centre of Excellence for the History of Emotions</td>
</tr>
<tr>
<td>Barr Smith Library</td>
</tr>
<tr>
<td>Confucius Institute (The University of Adelaide)</td>
</tr>
<tr>
<td>Upside Down Circus.</td>
</tr>
<tr>
<td>Children’s University Australia (CU) provides extracurricular learning opportunities to children aged 7–14, and volunteering for 15–18 year olds. CU seeks to engage children in learning in its broadest sense and provide the scaffolding to develop self-efficacy, confidence and aspirations. CU is child directed; with each child choosing to be involved, and choosing what they would like to participate in. Although open to all, CU aims to reach children facing disadvantage and is at the forefront in cultivating children's love of learning and boosting their aspirations. The benefits for students are to extend the learning opportunities beyond school and to assist children in making their own decisions about learning. It allows them to explore and develop new talents and interests and interact with people who have similar interests. CU also offers children the chance to manage and measure their own success through receiving certificates and public recognition. Children who take part become more adaptable learners, better able to make their own choices. “CU has improved student behaviour through; student voice, ownership, a sense of belonging and improved engagement and relationships” (cited in Costello and Trinidad, 2015, p. 7).</td>
</tr>
<tr>
<td>The Australian pilot group showed improved school attendance, punctuality and behaviour. University of Cambridge’s evaluation showed improved attendance, attainment and achievement.</td>
</tr>
</tbody>
</table>
### Learn, Experience, Access Professions (LEAP)

Australian Catholic University  
Deakin University  
Federation University Australia  
La Trobe University  
Monash University  
RMIT University  
Swinburne University  
University of Melbourne  
Victoria University  
Department of Education and Early Childhood Development (DEECD)  
Independent schools Victoria  
Catholic Education Commission of Australia  
Schools  
Professional groups

This coordinated statewide outreach program seeks to extend the generic aspiration raising offered directly through individual school-university partnerships, enabling partners to draw on more opportunities than would otherwise be possible. Co-ordinated outreach activities developed and delivered through a partnership of Victorian universities. Initially focussing on the design, engineering, health and law professions. Consists of applied learning activities and online material to engage students.

### Queensland Widening Participation Consortium

Department of Education, Training and Employment  
Australian Catholic University  
Central Queensland University  
Griffith University  
James Cook University  
Queensland University of Technology  
University of Queensland  
University of Southern Queensland  
University of Sunshine Coast  
Multiple schools, community groups and organisations

Project 1: A coordinated approach to schools outreach involves each Queensland Consortium university working with a local cluster of low SES schools in order to stimulate demand for tertiary study. This project targets middle school students; provides activities which are age-appropriate, curriculum-connected and locally-brokered; and focuses on stimulating interest in all forms of tertiary study rather than on a single provider. Activities include in-school and on-campus engagement visits, university demystification and preparation activities, academic enhancement and career development. Activities are tailored to local needs and specific cohorts including Indigenous, Pacific Islander, and Culturally and Linguistically Diverse (CALD) students.

Project 2: Eight Indigenous engagement initiatives target school students, adult learners, parents and communities and include mentoring programs, tertiary preparation and community, school and campus based events. Each partner university has undertaken projects which respond to locally identified needs. While some projects focus on school students and their family and are more closely aligned with school outreach initiatives, others target broader community engagement and tertiary pathways for adults and those in correctional facilities.

Koshy and Islam’s (2015) evaluation found that the program had a measurable impact, and that “Widening Participation tracked schools have experienced improvements in university applications, offers and enrolments at a higher rate than all Queensland schools” (p. 28).

### Small Town Culture

University of Southern Queensland

Is a music label developed by Josh Arnold, singer/songwriter and supported by USQ to enable students to have their voices heard. Josh delivers
Queensland Department of Education
Training and Employment
Small Town Culture
80 Primary and secondary schools in
Queensland Darling Downs and South West Region
workshops and helps students to write, sing and perform music about their home towns and their aspirations for the future. The work builds self confidence in students from culturally diverse and Indigenous backgrounds.

3.2.6 Key Message: Widening Participation, Aspiration and Barriers

‘Aspiration’ is a contested notion due to the governments’ policy emphasis on an individual deficit model that is likely to overlook systemic barriers due to its focus on raising the aspiration of disadvantaged students. In contrast, when aspiration and awareness is not conceived through a deficit lens, they become essential aspects of interventions aimed at closing the gap between student aspiration and participation in tertiary education.

Compounding disadvantages impact on awareness and the capacity to aspire in multiple and complex ways, particularly: experiences of schooling, families, ethnicity and race, gender, and socio-economic factors (Dalley-Trim & Alloway, 2010; Gemici et al., 2014a). The literature focuses on two aspects in particular: the ways in which an individual’s circumstances can limit their ability to turn aspiration into participation, and the ways in which inflexible systemic factors, such as tertiary institution admission policies, can create additional barriers.

The literature reports that Years 9 and 10 are a significant moment in the development of educational aspirations.

While first-in-family students show more clarity of purpose in pursuing tertiary education, they face a number of challenges related to their socio-economic status, cultural background, geographic location, age, negotiating a disability, as well as family and work commitments. They rely on sources outside of the family, such as websites and marketing material, more than their peers, making the availability of this information crucial to their educational journey.

Research indicates interplay between environmental and personal factors which determine the capacity of students with a disability to participate in tertiary education. While proactive outreach initiatives are promoting tertiary education enrolment and disability support programs are provided by universities, there still remain gaps in student awareness about resources that meet their specific needs. Also impacting their transition to higher education is the opportunity for self-determination and making that cognitive leap to pursue more realistic and specific aspirations.

While lack of aspiration is not a major issue for many cohorts of refugees or those from non-English speaking backgrounds in Australia, cultural and linguistic barriers can intensify the challenges they face. There is a gap between aspiration and participation in tertiary education for these cohorts, particularly for those not speaking English at home. Those who do have the capacity to leverage their existing cultural capital in their new context bear the brunt of this transitional work, with few institutional resources in place to ease their way.

Many cohort-focussed HEPPP-based programs target awareness raising and aspiration building, and are also commonly multi-pronged and involve a whole-of-school and community approach to assist students with academic success. Other effective
outreach programs focus on personal and social skills to develop resilience, optimism and empowerment which resonates with social marketing interventions that promote stakeholder engagement.

3.3 Pathways

3.3.1 School pathways

There are many pathways into tertiary education and this project has a wider focus than school-to-university transition. However, transition from secondary school to university remains a common pathway to higher education in Australia, with 55 per cent of domestic undergraduate students entering university through Year 12 applications in 2014 (Department of Education, 2014c, p. 12). It is also the cohort most commonly targeted by university-led outreach programs in partnership with other community groups such as The Smith Family (NCSEHE, 2014).

However, not all students have equal likelihood of transitioning to higher education via the secondary school pathway. Students from high-SES backgrounds are more likely to succeed in all stages of formal schooling. Trends in reduced student attendance and achievement are noticeable during transition from primary to secondary education for low SES, Indigenous, and regional and remote students (Hancock et al., 2013, iv), and that trend increases with regards to completion of secondary education for these cohorts (Behrendt et al., 2012; Edwards et al., 2013; Gale & Parker, 2013; Gemici, Lim & Karmel, 2013).

Additionally, the literature identifies subject choice as an issue, with students and parents not always understanding how this impacts on later educational options (Galliott, 2015). Teacher bias can further exacerbate gaps in achievement and student choices, such as teacher perception of girls’ mathematics proficiency being lower than boys’ (Robinson-Cimpian et al., 2014). In fact, there is a marked gender divide in subject choice in secondary school, which increases at university, with girls discouraged from science, technology and mathematics, and boys discouraged from humanities subjects (Fleming & Grace, 2014).

There is also a failure of systems to support refugee-background students and those from non-English and culturally diverse backgrounds to complete the necessary levels of education required for admission to higher education (Naidoo, 2015, p. 1).

University achievement follows a similar pattern: students from low SES backgrounds and/or with low educational achievement in secondary school need additional support and mentoring at university (Birch & Miller, 2007; Dobson & Skuja, 2005; Win & Miller, 2005). An anomaly in this pattern is that those who went to non-government schools are less likely to do well at university than government school students, which may be because private schools situationally enhance performance due to additional resources (Birch & Miller, 2007; Dobson & Skuja, 2005; Li & Dockery, 2015; Win & Miller, 2005). The implication is that students from disadvantaged backgrounds would experience similar
achievement with access to similar resources. In other words, a high-SES background insulates students from low achievement at school (Lim, Gemici & Karmel, 2013).

Best practice for outreach programs aimed at increasing student secondary school achievement and completion, and aspirations for higher education are those which are sustained over extended periods of time and adapted to the particular needs of the targeted cohorts (Armstrong & Cairnduff, 2012; Behrendt et al., 2012; Briggs, Clark & Hall, 2012; Edwards et al., 2013; Gale et al., 2010a; Lamb & Rice, 2008; Woods, Husbands & Brown, 2013).

3.3.2 Non Year 12 pathways

Diversity in outreach programs, including those not focused on academic engagement, can be particularly beneficial for engaging students who are not immediately planning to enter tertiary education through established pathways. Many students aspire to be happy in their adult life, and Brown’s (2011) research into Aimhigher indicated that positive endorsement of such non-educational aspirations also worked to raise educational aspirations in addition to raising confidence and awareness in general.

Pathways into higher education other than secondary school include recognition of prior learning, completion of enabling programs, incomplete university degrees or VET Diplomas, and completion of secondary school but with a gap before entering higher education. Mature-age students returning to study, especially online, are a growing cohort (Abbott-Chapman, 2011).

The uptake of recognition of prior learning (RPL) in the VET sector has been steadily increasing since 2005 (Toohey & Doran, 2013); the trend is also on the rise for access to higher education, mainly by using a TAFE diploma for university entry. Because of RPL’s links to VET, many of the same concerns are relevant. However Toohey and Doran also point out that the students they surveyed had no plans to undertake a university degree after completing their diploma, until they learned about RPL, with the implication that it is not currently well known or understood by potential students.

The wide range of educational pathways used by non-Year 12 applicants to higher education can be seen in Table 11, which shows the educational background of those applying for a university place.

Table 11: Highest prior educational participation, Non-Year 12 applicants, 2014 (Department of Education, 2014c, p. 13).

<table>
<thead>
<tr>
<th>Highest prior educational participation</th>
<th>Number</th>
<th>Share (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete postgraduate</td>
<td>3,367</td>
<td>2.7%</td>
</tr>
<tr>
<td>Complete bachelor</td>
<td>12,616</td>
<td>10.2%</td>
</tr>
<tr>
<td>Complete sub-degree</td>
<td>2,894</td>
<td>2.3%</td>
</tr>
<tr>
<td>Incomplete higher education</td>
<td>53,342</td>
<td>43.1%</td>
</tr>
<tr>
<td>Complete VET</td>
<td>14,299</td>
<td>11.5%</td>
</tr>
</tbody>
</table>
Later entrants to higher education are a diverse cohort in terms of age, background and ethnicity, and many are also from low SES backgrounds, Indigenous students, or mature-age students (Bandias, Fuller & Pfitzner, 2011; Hodges et al., 2013). Regional and remote students are also well represented in e-learning cohorts.

A common barrier to tertiary education for mature-age students is the need for paid employment and/or being a primary care-giver, and the calls these make on the student’s time (Abbott-Chapman, 2011; Hodges et al., 2013). In response to this issue, alternative pathways and study modes are increasingly becoming available.

The alternative entry pathways which are most common are:

- pathways from VET courses to university
- university enabling programs, which prepare students for university study
- Open University (discussed in the following section, 3.3 Place).

### 3.3.3 VET pathways

VET is not only a pathway into higher education but offers tertiary education in its own right, primarily in the form of the diploma and advanced diploma and more recently in degree programs. Edwards et al. (2013) report that those from low socioeconomic backgrounds have a comparatively high participation in VET; however, this is clustered in the lowest VET award levels (AQF 1 to 3). Further, stigma is also an issue. VET is sometimes seen as a “soft” option for those students who are less academically gifted, or whom teachers perceive as “bad” students (Dalley-Trim, Alloway & Walker, 2008). In addition, VET has similar issues to higher education in terms of deregulation, fee setting and reduced levels of funding (Moodie 2015).

Widening participation policy in relation to VET is predicated on the idea that movement from low status education courses and institutions to high status ones is a potentially effective pathway for enabling equity of access. Due to credit transfer arrangements, more TAFE students are now accessing higher education. However, this is not an effective equity pathway for two reasons. First, the movement that does happen is most evident among the newer (and lower ranked) universities, thus adding to the stratification of widened participation (Weadon & Baker, 2014). Second, while it provides modest access to low SES students, students from middle-SES backgrounds are more likely to use this pathway, meaning that access is deepened for groups who already have it, but not for those who do not (Wheelahan, 2009). Gale et al. (2015) point out that students from high socioeconomic schools outnumber other SES groups in almost every TAFE-degree field of study, including the fields of Health and Education which are often seen as typical low
SES student choices in universities. The implication is that VET diplomas and advanced diplomas will not be an effective mechanism to redress socioeconomic disadvantage for low SES in tertiary education. Wheelahan (2009) concluded that VET to higher education pathways are able to act as an educational ladder of opportunity for VET students, but it is less clear that they are able to act as a social ladder of opportunity for low SES students. For Wheelahan, redress lies with institutional and political reform to challenge universities’ admissions policies and their support toward TAFE students making the transition to higher education (Wheelahan, 2009).

Gale et al. (2015) point out another complexity: that TAFE-based degrees are not a popular alternative to university degrees for low SES students. In fact, while overall rates of applying for them are comparatively low, students from schools in high-SES areas have the highest preference rates for these degrees, suggesting their greater access to what Ball and Vincent (1998) describe as “hot knowledge”. Hot knowledge is “socially embedded in networks and localities and is unevenly distributed across and used differently by social-class groups” (Ball & Vincent, 1998, cited in Gale et al., 2015, p. 27). Students from high-SES schools are also more likely to alter their preferences to include a TAFE bachelor degree, after their ATAR results are known. Elster (1983, cited in Gale et al., 2015, p. 27) calls this “adaptive preferences”, meaning that students change their preference to match their current circumstances, but in the process wipe their previous choice from the record (“this is what I intended all along”). Another way of explaining this trend is that students from high-SES schools have enhanced “navigational capacities” (Appadurai, 2004, cited in Gale et al., 2015, p. 27-28), which enables them to find alternative routes to their preferred destinations. One possible reason for low SES students’ low preference rates for TAFE bachelor degrees could be the absence of more widespread appreciation for them, which may mean they become more popular over time, as their reputation is established.

Watson, Hagel and Chesters (2013) report that pathways between VET and university in Australia are most effective when there are formalised policies in place between institutions, such as university pathway agreements linked to admission policies; in particular, universities having pathway agreements and specific admission policies related to VET. Dual-sector courses similarly work better than unstructured credit transfers. However, they also titled their report A Half-open Door: Pathways for VET Award Holders into Australian Universities, with their main finding being that inconsistencies in universities’ policies and practices across the sector are the biggest factor in enabling or barring entry via this pathway.

When transitional pathways between VET and higher education do work, they focus on a specific cohort and their needs, and use a tiered approach to entry into TAFE, which then leads into career paths or further university study (Edwards et al., 2013). An example is the South Australian Aboriginal Law Studies Program run jointly by TAFESA, the University of Adelaide and the Law Society of South Australia. Practicality is an important aspect, with the program taking into account the student’s interests, previous education, and location, including employment opportunities in the area, and then enabling progression into becoming a paralegal, lawyer or police officer. Further support is provided by the University of Adelaide’s Aboriginal and Torres Strait Islander education unit, Wirilu Yarlu (Edwards et al. 2013).
3.3.4 Enabling programs as pathways

Enabling programs are an effective pathway into university, “enabling around half of their students the opportunity to access undergraduate study” (Hodges et al., 2013, p. 5). Such programs commonly have few prerequisites for entry which makes them readily accessible to a wide range of people. Hodges et al. (2013) consider some of the attrition in such programs as positive, as part of their function is to give students an idea of whether higher education is really a good fit for them, before large costs are incurred for either student or institution. However, the negative attrition which does occur is due to a mix of factors:

“issues which figure most prominently in predicting student attrition are: the student’s experience of time pressures, a complex phenomenon with a multiplicity of underlying causes; life events impacting negatively on the capacity of students to cope (especially for the mature age students who provide the bulk of students in these programs); a low rate of awareness and use of student support services; and low student engagement with the program and fellow students” (p. 6).

An unpublished report detailing Australian Universities ‘Enabling’ programs (NCSEHE, 2016) found that it is a successful university pathway for low SES students, particularly for Indigenous students. The barriers however, include a lack of awareness of the alternative pathways to university study and the difficulties implicated with navigating the various university websites and the lack of clarity about the costs associated with enabling programs. Again there are some issues with enabling programs e.g. not enough are publicly funded programs are usually tied to particular institutions and tend to be a marketing strategy rather than a true enabling program (not many unis accept enabling programs from other unis as academic rigour differs).

3.3.5 Students from low SES backgrounds and pathways

There has been considerable research into the transition of low SES students from secondary school into university, largely due to the government’s goal of 20 per cent of undergraduate enrolments being students from low SES backgrounds, by the year 2020 (Commonwealth of Australia, 2009, p. 13). Naylor, Baik and James (2013, p. 14) identify three factors which impact on students from low SES backgrounds accessing higher education:

1. low secondary school completion
2. low educational achievement
3. alternative aspirations.

In particular, a higher uptake of VET pathways is a notable trend within this cohort (James et al., 2008; Armstrong & Cairnduff, 2012). Once students from low SES backgrounds are enrolled in higher education, the situation improves. Their completion rates are within 10 per cent of those from high SES backgrounds and within 5 per cent of those from medium SES backgrounds (see Table 13), which is a small gap comparative to those experienced by other equity groups (James et al., 2008; Naylor, Baik & James, 2013).
As in the literature on aspiration and awareness, the research on pathways has criticised the way this systemic failure to educate students from low SES backgrounds has been turned into a deficit narrative. Callingham (2013) argues that a strength-based approach is useful for two reasons. First, it has the potential to give those who have been disengaged by education a voice, and an active role in creating change. Second, it highlights systemic disadvantage instead of blaming those who have been disadvantaged, with the potential to overturn some of the power relations which contributed to the disenfranchisement of students from low SES backgrounds.

It is noted that considerable focus has been placed on low SES students once they enter higher education. Those that do not do so have been subject to less research, making it “difficult to provide robust reasons why specific groups of potential students do not participate in higher education, although many have made contributions to answering the question” (Hughes, 2015, p. 305).

Bridgland et al. (2012), found that there was a place for generic preparatory pathways (Year 11/12 alternative programs) for mature-aged students from disadvantaged backgrounds. Of particular note were issues such as unsure of what field to enter, lacking confidence, needing additional qualifications to those they gained in Year 12 in order to enter a program, or wanting to try tertiary education before engaging in a longer program. Such programs work as effective pathways into university and VET diplomas.

Abbott-Chapman (2011) talks about the fragmented nature of the many non-linear pathways through tertiary education, which have become increasingly common as participation in tertiary education has widened. Such issues most often experienced by students from disadvantaged backgrounds, and especially low SES, are experienced during their transition into and through tertiary education. These transitions are made more complex due to the institutions themselves and the way they construct hierarchies of intersecting status, such as between university and VET.

### 3.3.6 Students from non-English speaking and/or culturally diverse backgrounds and pathways

Students from non-English speaking backgrounds face additional stigma if they are considered to be English as a Second Language (ESL) students. ESL stigma can create cognitive dissonance in student identity so they believe they may not belong or cannot succeed in tertiary education (Kanno & Varghese, 2010).

Kanno and Varghese (2010) discuss the way in which ESL courses are considered by staff and students to be remedial, which can be particularly demoralising for those students considered high-achievers in their country of origin and/or high school. They argue that it is not a lack of English language proficiency alone which inhibits their educational success, but that there are structural issues common to this cohort, in particular, limited financial resources and an increased likelihood of attrition. Students reported feeling that they were not valued by the college when they were categorised as ESL, which in some cases happened on arbitrary grounds such as birth location rather than aptitude with English. Parental expectations of educational achievement, especially if it was a motivator in deciding to immigrate to the USA to give their child more opportunities, potentially added to the cognitive dissonance in the student’s identity as a
student once they were labelled as “ESL”.

In Australia, recognition of prior learning can be problematic between the student’s home country and Australian institutions. Naidoo (2015) discussed the ways in which the experiences of refugees in Australia are shaped by their prior participation in education: “pathways are framed by the social, economic and geographic structures that refugees encounter and navigate. Although some individuals, particularly people with previous English language educational experience in a home country, are able to navigate the Australian terrain successfully, educators must be aware of how social and economic difficulties characterize initial resettlement experiences for many” (p. 4).

3.3.7 Binary gender and pathways

In Australia, Fleming and Grace (2014) report a gender divide when it comes to subject choice in secondary school, with boys dominating science, mathematics and computing, and girls choosing humanities, social sciences and home sciences. Watt et al. (2012) found a similarly gendered pattern of opting out of mathematics in Australian high schools, in contrast to the USA and Canada. This is most likely due to the different expectations for college entry in those countries, which penalise opting out of mathematics so early.

Fleming and Grace (2014) also report that rural girls are more likely than boys to complete Year 12 and aspire to higher education as a way of leaving the region and its limited career opportunities for women. This was true both before and after the Aspire UC Schools Outreach Program took place in the regional and remote schools being studied (see Table 12 for more on the Aspire UC program). Students of all year levels were more likely to consider post-secondary education after the program. However, the program had greatest impact on girls, who were more likely to plan post-secondary education after participating. Fleming and Grace also found indications that student aspirations were heavily impacted by socioeconomic status, with aspirations at their highest both pre and post-program in Year 7 for students from low SES backgrounds, and steadily dropping each year thereafter. The Aspire UC program was effective in disrupting this trend, with greatest positive impact on students in Year 10.

3.3.8 Pathways in practice

Table 12 lists HEPPP funded initiatives that focus on developing pathways to tertiary education, and/or developing navigational and transitional capacity in students. They have largely been undertaken by university collaborations where multi-level partnerships and community engagement approaches are key to the success of the programs. Engaging with students, teachers, parents and communities, the goals of the programs are diverse and range across raising awareness, improving motivation to study, building social and cultural capital to promote successful transitions to tertiary education, and promoting pathways between schools, TAFE and universities.

Programs are also tailored to particular cohorts. The Adult Learner Network is aimed at improving transition for mature-age students who have experienced a break in study. However the program engages not only learners, but staff via professional development, and also provides information on policy changes in the sector to administrators.
Another approach used by programs such as the Visual Arts Portfolio Workshop and Compass Film and Animation Workshops is to offer taster workshops. These programs offer an immediate reward to participants in the form of improving their skills and knowledge while completing an enjoyable task, while also giving them a taste of the kinds of activities and material covered in university courses, and informing them about available programs.

These kinds of multi-pronged approaches address not only student needs, but community and institutional needs, and even begin to influence systemic issues, in keeping with best practice (Edwards et al., 2013; Gale et al., 2010b; KPMG, 2015a).

Table 12: Widening participation HEPPP funded initiatives with a focus on transition pathways.

<table>
<thead>
<tr>
<th>Australian HEPPP Funded Initiatives</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Bridges to Higher Education</strong></td>
<td>Engages young people who previously might not have considered higher education as an option, the Bridges to Higher Education program works with schools, TAFE and community partners in Greater Western Sydney. Bridges to Higher Education is comprised of 96 projects that are designed to collectively engage with students, teachers, parents and communities in order to raise awareness of higher education, and build aspirations amongst students from low SES backgrounds. Evaluation by KPMG indicates that the program has helped improve motivations to study at university, self-confidence, academic study skills, and use of pathways between TAFE and university (KPMG, 2015b, p. 7).</td>
</tr>
<tr>
<td>Australian Catholic University</td>
<td></td>
</tr>
<tr>
<td>University of Sydney</td>
<td></td>
</tr>
<tr>
<td>The University of Technology, Sydney</td>
<td></td>
</tr>
<tr>
<td>Macquarie University</td>
<td></td>
</tr>
<tr>
<td>The University of Western Sydney</td>
<td></td>
</tr>
<tr>
<td>NSW Department of Education and Communities</td>
<td></td>
</tr>
<tr>
<td>TAFE NSW</td>
<td></td>
</tr>
<tr>
<td>the Universities Admissions Centre (NSW and ACT) Pty Ltd</td>
<td></td>
</tr>
<tr>
<td>over 250 schools, local government organisations, Indigenous organisations and other community, philanthropic and social enterprise organisations</td>
<td></td>
</tr>
<tr>
<td><strong>Adult Learner Network</strong></td>
<td>Partnership for Adult Learner engagement and support strategy focussed on low income adults bridging to higher education via generic preparation or Year 12 equivalent programs. Activities include multifaceted learner support, staff PD, research, shared professional practice and public policy activism. Evaluation shows the Year 11/12 equivalent and alternative programs (TAFE Cert IV in Adult Tertiary Preparation and External Senior studies) are fit for purpose, and work effectively as pathways to both university and higher level VET (Bridgland et al., 2012).</td>
</tr>
<tr>
<td>Griffith University</td>
<td></td>
</tr>
<tr>
<td>Queensland University of Technology (QUT)</td>
<td></td>
</tr>
<tr>
<td>TAFE Queensland Brisbane</td>
<td></td>
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<tr>
<td>TAFE Queensland Gold Coast</td>
<td></td>
</tr>
<tr>
<td>Coorparoo Centre for Continuing Secondary Education</td>
<td></td>
</tr>
<tr>
<td>Kingston Centre for Continuing Secondary Education</td>
<td></td>
</tr>
<tr>
<td>Eagleby Learning Centre</td>
<td></td>
</tr>
<tr>
<td><strong>Flinders UniTEST</strong></td>
<td>Aptitude test designed to assess students’ abilities and aptitude over 3 core areas of quantitative, critical and verbal/plausible reasoning that underpin studies in higher education and are needed to succeed. The university partners with secondary schools to deliver uniTEST, enabling greater opportunity to participate in higher education. Focusses</td>
</tr>
<tr>
<td>Flinders University</td>
<td></td>
</tr>
<tr>
<td>Public, Catholic and Independent secondary schools</td>
<td></td>
</tr>
<tr>
<td>Australian Council for Education Research</td>
<td></td>
</tr>
</tbody>
</table>
Social Marketing Strategy for Promoting Tertiary Education to Low SES Communities

primarily on the education and access needs of students from low SES and regional/rural backgrounds.

Evaluation by Australian Council for Education Research (ACER) shows that UniTEST, in combination with Grade Point Average (GPA), is a better predictor of first year university achievement than either measure alone. It has successfully been used to admit students who would not otherwise have been offered a place, and they performed comparatively with those who entered through standard pathways (Coates, Edwards & Friedman, 2010, p. 7).

Compass Film and Animation Workshops
University of Sydney
South cares
Centipede (Out of School Hours Care)
25 metro and regional NSW primary and secondary schools

Program delivers highly engaging workshops that reinforce communication, team work, problem solving, creativity, literacy and digital literacy skills. The experiential nature of the creative imagining of a narrative and depiction of the story arc using digital technology results in increased technical and production skills for the students involved.

Evaluation found that “Compass has contributed to the social and cultural capital of participants,” and “school students at all levels now have a greater understanding of what happens at a university; what is required to gain entrance into a university course; and what benefits a university education can provide” (Erebus International, 2012, p. 23).

Aspire UC
University of Canberra

Aims to support the educational aspirations of students from Indigenous, financially disadvantaged, and/or regional backgrounds, and encourage post-school education to secondary school students who are traditionally less likely to participate in higher education. The program offers specifically tailored, age-appropriate activities for each year group, via in-school and on-campus activities (including the UC 4 Yourself program).

Evaluation by Fleming and Grace (2014) showed increased interest in post-secondary education across all year levels, particularly students in Year 10, and girls. “The program’s success is attributed to its depth and intensity and the concomitant recognition of the distinctive nature of rural and regional communities” (p. 483).

Pathways to Success
University of Tasmania
Tasmanian Department of Education
Parks and Wildlife Services
Tasmanian TAFE
The Smith Family
Colony 47
Circular Head Aboriginal Corporation

The project will augment existing UTAS programs and services to expand pathways to higher education through key university-community partnerships. These pathways are aimed at preparing students for the four key industries of health, manufacturing, tourism and food to help drive a stronger future economy. Importantly, as a partnership venture involving UTAS, the Department of Education, TasTAFE, and numerous
Six Rivers Aboriginal Corporation  
South East Tasmanian Aboriginal Corporation  
Weetapoon Aboriginal Corporation  
Guildford Young College  
St James Catholic College  
Burnie City Council  

Educational and community organisations, the Pathways to Success project aims to grow and strengthen the professional networks that will help sustain and develop successful project initiatives long after the project has run its course.

**Supported Pathways Programs**

University of Wollongong  
Department of State Training  
Department of Education and Workplace Relations  
Regional Development Australia  
UOW College  
Eurobodalla Adult Education  
Illawarra Retirement Trust  
Southern Pathology  
TAFE NSW

Designed to improve participation of low SES and Indigenous people in higher education. Involves collaboration with local government agencies and Registered Training Organisations (RTO) to raise educational capacity of the Illawarra SE Region. Partners identify skills shortages in the region and provide tangible pathways and vocational qualifications to further education and employment.

**Visual Arts Portfolio Workshop**

Australian National University  
Secondary schools in regional SE NSW

Provides secondary students with admission information about tertiary visual arts programs, augmented by practical art making experiences typical of first year undergraduate study.

**SEAMS – Strengthening Engagement and Achievement in Mathematics and Science**

Monash University  
University of Melbourne  
John Monash Science School  
Elizabeth Blackburn Science School

Aims to increase participation and attainment of low SES and Indigenous students in science and mathematics related disciplines in higher education. Program targets Indigenous in early secondary school and low SES and Indigenous in senior secondary school. Engages students in challenging maths and science experiences through residential camps and online activities to encourage engagement and achievement, boosting students’ access to a range of uni courses.

### 3.3.9 Key Message: Tertiary Education Transition Pathways

Australia has a diverse range of entry pathways into tertiary education which are tailored according to the students’ academic credentials and experiential capabilities. Transitioning from Year 12 into university is still a popular pathway into tertiary education, but a growing number of people, especially mature-age students, are taking advantage of recognition of prior learning, VET diplomas and degrees and/or VET pathways into university, and university enabling programs. However, compounding disadvantage is still present, with people from high-SES backgrounds more likely to take up tertiary educational pathways, while those from low SES backgrounds are more likely to undertake low-level VET certificates.

Research reveals three factors impacting low SES background students’ transition from secondary school to university: (a) low secondary school completion; (b) low educational achievement; and (c) alternative aspiration. Nevertheless, low SES background students are experiencing success with the VET to university pathways.
Criticism however, is levelled at systemic failure to educate students from low SES backgrounds and for placing emphasis on a deficit narrative. In response researchers call for a strength-based approach to give those disengaged by education a voice and an active role in creating change.

While generic preparatory programs are identified as a successful pathway into university for mature-aged students from disadvantaged backgrounds, These alternative pathways have been characterised as unduly complex and unnecessarily burdensome for the students to navigate.

A key barrier to success in tertiary education for students from Non-English Speaking Backgrounds (NESB) is the stigma associated with being assigned as an ESL student, particularly those considered high-achievers in their country of origin. Other factors also impacting educational success include being arbitrarily assigned ESL, not feeling valued, limited financial resources and family expectations.

Refugees in Australia are also shaped by their prior experiences in education, and it is vital for educators to be familiar with how social and economic difficulties characterise initial resettlement experiences.

There is a gender divide in subject choice in secondary school, with boys dominating science, mathematics and computing, and girls choosing humanities, social sciences and home sciences, and girls were also more likely to aspire to university. While student aspirations were heavily impacted by socioeconomic status, the Aspire UC outreach program had a positive impact on the aspirations of low SES Year 7 students, and an even greater impact on Year 10 students.

3.4 ‘Place’ analysis

3.4.1 Socio-geography

In a country the size of Australia, and with the comparative sparsity of the population in all but central urban areas, the question of place becomes important when discussing the accessibility of tertiary education.

The Dropping Off the Edge report (Vinson et al., 2015) found that there was consistent entrenched place-based disadvantage in Australia, with a concentration of disadvantage in localised areas within each state. While there were variations from state to state, across all locations these were characterised by “lack of formal qualifications, deficient education generally,” (p. 3) and both long and short term unemployment, in addition to other factors such as high levels of criminal convictions, mental health issues, and disability. Western Australia was notable for having limited internet access in such locations.

In their USA study, Wodtke, Harding and Elwert (2011, p. 731) found that “sustained exposure to disadvantaged neighborhoods—characterized by high poverty, unemployment, and welfare receipt; many female-headed households; and few well-educated adults — throughout the entire childhood life course has a devastating impact on the chances of graduating from high school.” The effect is cumulative, likely
intergenerational, and linked to experiencing spatially concentrated poverty for long periods, especially during childhood.

Kintrea, St Clair and Houston (2015) point out that most research to date has considered the impacts of place rather than the mechanisms of how it influences people. They consider the question of how place influences life choices, and what the distinctions are between the influence of place and of related factors such as socioeconomic background or ethnicity. They argue that place is a spatial representation of socioeconomic factors playing out, in terms of the available social infrastructure, housing, transport, educational resources and so on, and raise the question of whether place is just a reflection of SES, or if it also helps actively reinforce socioeconomic disadvantage.

The Department of Education, Employment and Workplace Relations (DEEWR) (2010) considered the influence of location-based factors on educational participation, and found evidence of several gaps in participation. There were lower participation rates in regional areas than in metropolitan areas, and lower participation rates in outer-metropolitan areas compared to inner-metropolitan areas. A study of Melbourne university participation found that areas of the city closer to campus had higher enrolment rates than other areas of the city (Edwards & Marks, 2008, cited in DEEWR, 2010). The reasons for these gaps are complex, and contributing factors include the cost of relocation, higher high school attrition rates in these regions (especially for boys), socioeconomic status, and alternative or low aspirations (DEEWR, 2010).

Gale and Parker (2014, p. 737) discuss transition into higher education as a “capability to navigate change”, which they link to the idea of identity formation. They consider transition to university not only a transition from one place to another, one institution to another, but also a shift in identity to that of university student. Further, “student” is also a transitional identity, “becoming somebody” as they prepare for their working career (p. 741). This transition is chiefly managed by the institution, which requires students to be able to navigate those institutional pathways in addition to their own transformation. However, the capability to do so may be impacted by issues outside of the institution’s scope. O’Shea’s (2014) investigation of female first-in-family students found that they often experienced resistance to this transition into a student identity from social networks and/or family. Partners, for instance, could be resistant in a variety of ways, including “somewhat hidden behind a veneer of selective ‘helpfulness’ or subtle ‘domestic sabotage’” (Wisker, 1996, cited in O’Shea, 2014, p. 136).

Socio-economic status and place plays out in terms of higher education in other ways as well, as becomes apparent in Table 13. Completion rates for domestic bachelor students are significantly affected by factors related to socio-geography, such as living in a remote community and studying in external modes (such as online education), much more so than low SES on its own. As highlighted in section 3.5, remoteness also significantly influences many Indigenous people and their access to higher education.

The compounding effects of different aspects of student identity, mode, location, and disadvantage are not currently tracked. In the data source for Table 13, it is noted that “[n]o allowance is made for inter-relationships between student characteristics. For example, older students may have lower completion rates on account of they are being
more likely to be part-time students who also have lower completion rates” (Commonwealth of Australia, 2014, p. 5).

**Table 13: Completion rates of domestic bachelor students commencing in 2005 at a publicly funded university and their progression by 2012 (Commonwealth of Australia, 2014).**

<table>
<thead>
<tr>
<th>Domestic undergraduate groups</th>
<th>Rate of completion (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total domestic completions</td>
<td>72.3%</td>
</tr>
<tr>
<td>Full time students</td>
<td>77.7%</td>
</tr>
<tr>
<td><strong>Part time students</strong></td>
<td><strong>47.1%</strong></td>
</tr>
<tr>
<td>Internal students</td>
<td>75.4%</td>
</tr>
<tr>
<td>Multi-modal students</td>
<td>69.5%</td>
</tr>
<tr>
<td><strong>External students</strong></td>
<td><strong>44.4%</strong></td>
</tr>
<tr>
<td>High-SES students</td>
<td>76.5%</td>
</tr>
<tr>
<td>Medium-SES students</td>
<td>71.3%</td>
</tr>
<tr>
<td>Low SES students</td>
<td>67.7%</td>
</tr>
<tr>
<td><strong>Indigenous students</strong></td>
<td><strong>45.5%</strong></td>
</tr>
<tr>
<td>Non-Indigenous students</td>
<td>72.6%</td>
</tr>
<tr>
<td>Metropolitan students</td>
<td>73.7%</td>
</tr>
<tr>
<td>Regional students</td>
<td>68.5%</td>
</tr>
<tr>
<td><strong>Remote students</strong></td>
<td><strong>58.3%</strong></td>
</tr>
<tr>
<td>Non-English speaking background students</td>
<td>77.7%</td>
</tr>
<tr>
<td>English speaking background</td>
<td>72.1%</td>
</tr>
<tr>
<td>Secondary education admission</td>
<td>77.4%</td>
</tr>
<tr>
<td>Other basis of admission</td>
<td>68.1%</td>
</tr>
<tr>
<td>19 and under</td>
<td>79.1%</td>
</tr>
<tr>
<td>20-24</td>
<td>69.2%</td>
</tr>
<tr>
<td><strong>25 and older</strong></td>
<td><strong>57.1%</strong></td>
</tr>
</tbody>
</table>

### 3.4.2 Regional and remote students and place

Regional and remote students are under-represented in tertiary education compared to their metropolitan peers, being roughly one third as likely to participate in higher education (James et al., 2008). Their lower level of engagement with education does not begin with tertiary education, but is also seen in lower levels of secondary school completion (James et al., 2008). Koshy and Seymour’s (2015) Table 3 shows that the proportional share of enrolments by regional and remote students has slightly worsened since 2007, although there has been considerable growth in the number of students from these regions. This could possibly get worse as government restrictions on “Relocation Scholarships” in 2016 will have an impact on people going from large regional towns to other towns/cities, thus restricting movement and choice.

Dalley-Trim and Alloway (2010) analysed the responses of regional, remote, and rural secondary school students who took part in representationally chosen focus groups across Australia. They found aspirations were strong, and students generally had plans in
place for their futures which included work or further education and training, and commonly demonstrated detailed knowledge of alternative pathways and backdoors to tertiary education courses which would help them achieve their educational goals. “The most palpable and consistent theme to emerge from the interviews with the students who participated in the study was that the vast majority of them wanted ‘to be something’ – they wanted to make something of their lives – they did not want to be caught in what they perceived to be dead-end jobs that would rob them of opportunities to explore life in ways that had not been available to many of their parents” (Dalley-Trim & Alloway, 2010, p. 113).

Boyd, Trinidad and Fletcher (under review) in a recent analysis of regional Western Australian high school students also found that the majority of secondary students had well-defined aspirations for further education or training by Year 10, and had made a choice about whether to study ATAR subjects or enter trades and corresponding non-ATAR secondary school pathways. The transition point between Year 9 and Year 10 was marked by an intensification in surety about these aspirations. Boyd, Trinidad and Fletcher raise the question of which programs in schools were aimed at these students in Year 9 in particular, and how much they affected their growth in aspirational surety at this key point.

While these recent reports indicate regional students are generally well informed of their tertiary education options and have well-developed aspirations, Fleming and Grace (2014) report that rural students still have lower retention rates to Year 12, and are also more likely to enter trades and corresponding non-ATAR secondary school pathways than metropolitan students. A significant proportion of those deciding to defer enrolment by taking a gap year are also from rural and isolated areas (James, Krause & Jennings, 2010).

In some cases the reasons for low completion of Year 12 are place-based and structural. In Tasmania, for instance, “only 62 per cent of Tasmanians aged 15-64 have completed Year 12 or have attained a formal qualification at Certificate II or above” (ABS, 2011, cited in Department of Education Tasmania, 2012, p. 3). This is largely due to the way education is provided in the state; secondary schools have traditionally only provided schooling to Year 10, at which point students wanting to complete Years 11 and 12 had to transition to a college (Department of Education Tasmania, 2012). While there have been efforts to improve access to Year 11 and 12, it is still an ongoing issue in the region.

Once at university, place continues to play a role. Indigenous and remote students have lower completion rates than other groups of students (Behrendt et al., 2012; Bradley et al., 2008; Naylor, Baik & James, 2013). However, compounding disadvantages play a role here too, given that the students from rural areas and low socioeconomic backgrounds who are studying part-time are also leading the way in taking up online education options (James, Krause & Jennings, 2010), and each of those groups has a lower completion rate.

3.4.3 Remoteness via technology (online education)

Online study is a rapidly growing mode, which potentially makes university accessible to regional, remote, and outer urban students, in addition to mature-aged students with other responsibilities, and students with disabilities, all of whom would otherwise find it difficult
to physically attend. Henry, Pooley and Omari (2014) recently studied the reasons students chose to study online, and the conveniences of “time, pace, and place” (p. 4) were common responses. Not having to travel or relocate to the city was important for a variety of reasons, and distance to campus was only one of them; others included employment, family responsibilities, and disability.

There is a growing body of research which shows that blended learning is more effective than either fully online or face-to-face education (Means et al., 2010; Tamim et al., 2011), and that is particularly the case for low SES students, due to the flexibility it offers (Naylor, Baik & James, 2013). The large-scale American review by Means et al. (2010) also highlights that when learners have some control over their online environment it can generate significant learning gains.

The impact of the digital technologies, particularly on students from low SES backgrounds and Indigenous students, has been a key point of discussion, given the potential barriers and opportunities it creates (Watson, 2013). Watson (2013) points out that the chief barriers relate to the well documented issues of the digital divide, but also that such technologies offer opportunities for both transition and increased access to tertiary education for Indigenous peoples, particularly because it can enable a holistic learning style, buffer detrimental teacher-student and student-student interactions, and support mobile modes of living. However, recent research focusing on US community and technical colleges which compared face-to-face and online education shows that,

“the online format had a significantly negative relationship with both course persistence and standardized course grade, indicating that the typical student had more difficulty succeeding in online courses than in face-to-face courses. Importantly, however, the size of the online performance gap varied significantly across subgroups. Specifically, males, Black students, and students with lower levels of academic preparation had significantly stronger online performance gaps compared with their counterparts. These patterns also suggest that performance gaps between key demographic groups already observed in face-to-face classrooms (e.g. between male and female students, and between White and ethnic minority students) are exacerbated in online courses” (Xu & Jaggars, 2014, p. 651).

This has significant implications for equity and distance education, which is increasingly online, and for students planning to transition into university or VET courses in the online mode.

Students transitioning into tertiary education via online learning need more information about the requirements and difficulties of the mode so they can set realistic expectations (Henry, Pooley & Omari, 2014, p. 1). More research is needed on distance education via online learning in Australia. In particular, the impacts of compounding disadvantage for these cohorts of students, what best practice in terms of student retention and success looks like in the sector, and what resources are needed to implement those standards more widely (Xu & Jaggars, 2013).
3.4.4 Students from low SES backgrounds and place

According to Brett, Sheridan, Harvey and Cardak (2015) regional students face four major barriers to studying in higher education. While regional universities deliver high levels of student satisfaction and strong employment outcomes, there is less choice in courses offered. Hence some must move to the city to pursue a wider choice of course. Hence, the cost of living expenses in the city is a major barrier. For regional students transitioning to residential colleges or the accommodation rental market, living on $11,000 is a serious challenge. Many regional students who commute to undertake study also face considerably higher transport costs. While the statistics reveal fewer regional students completing Year 12, educational disadvantage can only be addressed with long-term solutions to improve participation at the earlier levels of education. The Gonski (2011) report also highlighted that not enough funds are directed to regional schools to drive higher levels of school achievement. Also a barrier is that regional school students are often unsure of how to navigate the complex admissions process.

With regard to barriers to higher education participation for students with a Disability, the EPHEA submission (2015) noted that government funding in the sector has become tighter. As a result there is a reduction in the capacity of students to utilise the DSE (Disability Standards for Education) to support their access. While online and mixed-mode study has reduced some barriers, new challenges have emerged for some groups. Others have been created. For example while barriers relating to physical infrastructure and travel has reduced, challenges have been posed by real time interactive online teaching for people who are vision impaired or with certain learning disabilities.

Some of the same factors that play out for regional and remote students also influence students from low socioeconomic backgrounds, even when they live in metropolitan areas. Bowden and Doughney (2010) considered secondary school students in western metropolitan Melbourne. They found there was a relationship between SES background and aspirations, with those from high SES backgrounds more likely to aspire to university, and those from low SES backgrounds more likely to aspire to work or TAFE. However, they also found a gap between aspiration for and enrolment in university of around 20 per cent, rising to 30 per cent for students who do not speak English at home.

Jardine (2012) considered the time it took students to travel to campus, and found that around a third of students perceived the travel time had negatively impacted on their studies. They also tended to be overly optimistic about the time travel to campus would take before commencement of their course.

This suggests that distance to campus is a relative barrier, depending not only on actual geographic distance, but socioeconomic distance, which returns to the question raised by Kintrea, St Clair and Houston (2015) about whether place is active in reinforcing inequality.

3.4.5 Disability and place

The Australian Youth Affairs Coalition (2011) surveyed young people, many of whom had disabilities ranging from psychiatric and mental disabilities to physical disabilities such as visual impairments and chronic illnesses. They found that 40 per cent of respondents
indicated they had moved to another institution “in order to access better disability support” (p. 4). The biggest obstacles people with a disability faced when engaging with higher education were inadequate levels of support, missing class because of their disability, exclusion from activities, and harassment. They also feared reprisals if they made a complaint, didn’t think it would be resolved, and felt generally unsupported by staff. Assistive technology and flexible learning options were two of the main ways students identified that education providers could improve services (p. 7).

3.4.6 Binary gender and place

Boys from regional areas tend to have lower participation rates in tertiary education (DEEWR, 2010). They are more likely to aspire to apprenticeships or full time work after school than girls, who are more likely to aspire to further education (Fleming & Grace, 2014). Fleming and Grace report that despite these trends, Aspire UC positively impacted both boys’ and girls’ aspirations for tertiary education.

This is commonly conceptualised as an effect of the “macho” culture of rural areas, with the focus on primary industries (Fleming & Grace, 2014). Jardine (2012) considers this idea, and argues that for males, working class identity has significant value which is threatened by the need to fit into the university culture. Loyalty to a working class identity, then, can become a barrier to educational participation.

3.4.7 Place in practice

Place can have a profound effect on student access to tertiary education, both directly via distance, and in more complex ways via the nexus of socio-economic status, identity and location. These factors also add complexity to outreach programs, especially those covering large geographical catchment areas.

A key aspect of Bendigo’s Tertiary Education Partnership is creating regional hubs and cross-institutional delivery strategies with TAFE so that regional students can more easily participate in university study programs.

A growing transition pathway for students who cannot attend classes on campus is online education, which has its own set of advantages and disadvantages (Henry, Pooley & Omari, 2014; Xu & Jaggars, 2014; Watson, 2013). The University of Newcastle’s Open Foundation by Distance program addresses this cohort by offering an off-campus enabling program for mature-aged students. Hodges et al. (2013) found this program effective, and noted the way it reduced the costs of tertiary study for students, both financially and personally, which enabled them to attempt it more than once if needed.

Developing a collaborative partnership with online stakeholders in the education sector would provide useful opportunities for outreach to potential students who might be interested in studying in this mode. To explore the potential for possible collaboration and partnership, initial contacts could be made with universities to ascertain types of on-line tertiary courses accessible to students and what currently exists in terms of local and national stakeholders and infrastructure to target potential on-line students.
### Table 14: Widening participation programs in regional and rural areas

<table>
<thead>
<tr>
<th>Australian HEPPP-Funded Initiatives</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Deakin Engagement and Access Program (DEAP), Victoria</strong></td>
<td>An outreach program for Year 7-12 students at schools in Melbourne, Geelong and Victoria’s Barwon South Western region. Using a strengths-based approach to building community capacity DEAP works with partner schools to deliver on-campus and in-school activities. Activities encourage aspiration for post-school education and cover academic enrichment, study skills and Special Entry Access Scheme (SEAS) workshops. DEAP works with under-represented schools, parents, carers, families and community organisations to encourage and support young people. Evaluation shows “A positive impact on student aspiration with higher education enrolments increasing from partner schools by 15 per cent and Deakin by 42 per cent” (Costello &amp; Trinidad, 2015, p. 8).</td>
</tr>
<tr>
<td><strong>Bendigo Tertiary Education Partnership</strong></td>
<td>A 2 year program for 2014-2015. Delivered across 9 regional local government areas that make up a catchment for La Trobe Bendigo campus. Program has 3 major elements. Foundation: sustainability through robust governance and planning underpinned by data and evidence which provides a picture of regional student aspiration, participation, attrition, attainment and destination landscapes. Scaffolding: Provide integrated Pathways hub to support teaching staff, parents and students to broaden aspirations to include tertiary study. Interventions include school outreach and engagement, capacity building of school teaching staff, career information for parents and industry engagement and participation. Reinvigoration: Redevelop 2 higher education courses to allow regional participation and collaborative delivery strategies between TAFE and the university. No formal evaluation to date.</td>
</tr>
<tr>
<td><strong>The ASPIRE Program</strong></td>
<td>ASPIRE works with students longitudinally over a number of years to encourage them to make informed choices about their higher education opportunities. Multifaceted program reaching out to 6000 students in 55 partner schools across Sydney and regional NSW. Aims to address educational disadvantage by widening participation at university by students</td>
</tr>
<tr>
<td>Social Marketing Strategy for Promoting Tertiary Education to Low SES Communities</td>
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<tr>
<td><strong>Centennial Parklands Education Access Pass</strong></td>
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<tr>
<td>University of New South Wales</td>
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<td>Centennial Park Education</td>
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<tr>
<td>Centennial Parklands Foundation</td>
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<tr>
<td>ASPIRE Partner Schools</td>
<td></td>
</tr>
<tr>
<td>Offers opportunities for students from disadvantaged, regional and remote schools to visit Sydney's iconic Centennial Parklands precinct. The program actively engages students in scientific methodologies and investigations such as classification of species, water quality testing, environmental impact studies and exploration of the factors influencing the growth, development, adaptation and diversity of ecosystems. Staff from the Education Precinct at Centennial Parklands work closely with UNSW ASPIRE to tailor activities appropriate to the varying interests and needs of visiting school groups. This partnership highlights to students the diverse skills required to manage ecosystems. This partnership overcomes the issue of social exclusion as a result of transport disadvantage.</td>
<td></td>
</tr>
<tr>
<td>No formal evaluation to date, although ASPIRE has been evaluated.</td>
<td></td>
</tr>
</tbody>
</table>

| **Aspire to Astronomy**                                                         |
| University of WA                                                                |
| International Centre for Radio Astronomy Research (ICRAR) joint venture with Curtin University |
| 16 Aspire UWA partner schools                                                    |
| Scitech Discovery Centre                                                        |
| Works with partner schools in WA to inspire and educate students about the benefits of higher education. The roadshows are a collaboration of education and teacher enrichment partners who are passionate about science and astronomy and keen to share this enthusiasm with regional communities. |
| No formal evaluation of UWA's Aspire program of which this is a part, but NCSEHE reports that, “analysis of enrolments at WA universities in 2013, when the first cohort of students to participate in the program entered university, shows increased enrolments from Aspire schools to three of the four WA public universities, when overall school leaver enrolments decreased at all bar one WA university” (NCSEHE website, 2015). |

| **Open Foundation by Distance**                                                 |
| University of Newcastle                                                        |
| Off-campus enabling program for mature age students offered since 2003. Enhances experience and engagement of students from diverse backgrounds seeking entry to higher education through Open Foundation by |

from low SES schools. Engages with students from K-12.

Evaluation shows: Overall decline in negative attitudes to higher education over time. Overall increase in offers to university from ASPIRE schools greater than those schools not in ASPIRE. 108% increase in offers to students from girls' schools (Jardine, 2011, p. 4).
## 3.4.8 Key Message: Place-Based Influences

Research highlights a consistent entrenched place-based disadvantage in Australia, with a concentration of disadvantage in localised areas within each state. Hence, place is a spatial representation of socioeconomic factors where limited access to social infrastructure, housing, transport and so on, also help to actively reinforce socioeconomic disadvantage.

This plays out in a variety of ways in terms of tertiary education, from simply being too far away to access given the student's resources, to a lack of support by family, difficulty transitioning into a student identity, and/or choosing an external or part-time mode of study.

Regional and remote students are under-represented in higher education and the lower levels of engagement are also present in secondary school completion. Aspirations are strong and plans included work or further education and training. However, by Year 10 choices about ATAR and non-ATAR secondary school pathways were well defined.

Online education is a rapidly growing mode of study among regional, remote and outer urban students. It is also a viable and practical solution for mature-aged students with other responsibilities; students with disabilities and those not wanting, or able, to relocate to the city. However, the online format has a negative impact on course persistence and course grades for the disadvantaged student cohort. In contrast, online study can also enable a holistic learning style for Indigenous students.

Research identified that metropolitan-based low SES secondary school students are more likely to aspire to work or TAFE. A gap between aspiration for and enrolment in university for students who do not speak English at home was also high. Distance to campus can act as a relative barrier, depending not only on actual geographic distance, but also socioeconomic distance.

Boys from regional areas tend to have lower participation rates in tertiary education and are more likely to aspire to apprenticeships or full time work, while girls are more likely to aspire to further education (Fleming & Grace, 2014). Despite these trends, outreach programs positively impact both groups’ aspirations for tertiary education. For males, loyalty to a working class identity can become a barrier to educational participation.

A survey of young people, many of whom had disabilities, revealed that 40 per cent of
respondents moved to another institution to access better disability support. A range of obstacles prevented their full engagement with their course, and they did not feel supported by staff. Assistive technology and flexible learning options were identified as key to improving services.

3.5 Key influencers and intermediaries analysis

3.5.1 Parents and peers as influencers

Few interventions directly address influencers as their primary concern (Cupitt & Costello, 2014). However, Gemici et al. (2014a) found that parental and peer influence and academic achievement were the most important factors for secondary school students as they transitioned through school and into tertiary education and then into their occupation. Gemici et al. (2014b) also examined several models to see how the relationships between the different predictors influence Year 12 aspirations. What they found when modelling the effects of influences on Year 12 aspiration development is that the individual’s combined background characteristics started as the strongest influence in the model, but that “once parental and peer influences are added to the model, they, in conjunction with academic performance and perceptions of school, almost entirely mediate the effect of individual background” (2014b, p. 19).

Figure 10 below indicates the effect of different factors on Year 12 aspirations, and illustrates how the different factors influence each other. The coefficient numbers are standardised so they can be compared, and show the size of the effect each factor has on the development of aspirations. The implication of this model is that “if parental and peer support increases by one standard deviation, while all other variables are held constant, Year 12 aspirations would be expected to increase by 0.48 of a standard deviation” (Gemici et al. 2014b, p. 20). However, the “parents and peers” variable also has an indirect effect on other variables, as indicated by the arrows, meaning it has even more influence on the development of aspirations than direct effects alone indicate.

While all of these factors are part of a complex interplay which affects the formation of aspirations, once they have been formed they can have a substantial effect on educational outcomes. Homel and Ryan (2014, p. 27) found that aspirations have an effect which is “much larger than the effects of school achievement or family background on these outcomes,” and that this effect is similar regardless of the demographic background of the student. They found that those who intend to complete secondary school are 20-25 per cent more likely to than those who don’t intend to complete secondary school, and that those who intend to go to university are 15-20 per cent more likely to do so (p. 3).
Gemici et al. (2014a) investigated the factors which drive educational and occupation aspirations in young people, and found that in addition to school achievement, parental influence was profound, with students up to four times more likely to complete secondary school if their parents wanted them to attend university (p. 13), and up to eleven times more likely to aspire to university if they had supportive parents (p. 17). The plans of peers to attend university also had a strong influence on aspirations for higher education; those with friends planning to attend university were four times more likely to aspire to attend themselves (p. 17).

In contrast, academically weaker students are half as likely to be planning to complete Year 12 if their parents are unsupportive and their friends are not planning to attend university (Gemici et al., 2014a, p. 15), and such students are very unlikely to aspire to university (Gemici et al., 2014a, p. 18).

They conclude:

“The key message from the analysis so far is just how important parents and peers are to young people’s aspirations. This message is further underscored by a path analysis, which shows that parental and peer influences almost entirely mediate the effects of gender, Indigenous status, socioeconomic status, location, family structure and immigration status” (Gemici et al., 2014a, p. 20).

The policy implications of these findings are obvious in terms of a social marketing approach, as targeting parents in addition to students has potential for significantly increasing the likelihood of raising student aspiration, motivation and self-confidence, and their awareness of higher education possibilities. Similarly, interventions which help students develop friendships and social networks while studying are likely to improve student retention and resilience (Karimshah et al., 2013).

In fact, without such interventions aimed at parents, there is the strong possibility of a confounding effect, as discussed by Redmond et al. (2014), in their report on
Intergenerational Mobility. They find there has been little evidence of intergenerational mobility since the 1970s (2014, p. 3), suggesting that parental influence helps maintain the socio-economic and educational status quo of their children (2014, p. 12). There are currently few university-led outreach programs focused specifically on parents discussed in the peer-reviewed literature.

While the literature on university-led outreach to parents is sparse, there is a body of work on primary school and secondary school interventions. Kiyama (2010), for instance, trialled a Funds of Knowledge program which focused on outreach to parents in a Mexican American community. The program consisted of weekly two-hour workshops over 10 weeks at a local school and helped parents understand academic expectations so that they could more actively help their children. Kiyama identified four main ways to effectively engage parents:

1. “…through personalized information focusing on steps in the pathway to college
2. expansion of families’ social networks related to college options to include educators, alumni, and families like themselves
3. reinforcement of parents’ sense of self-efficacy
4. gathering with other families for support and fellowship.” (2010, p. 24)

In Australia, DEEWR (2011, p. 4) found the following were effective parental engagement strategies in schools in low SES areas:

- “developing a school culture that values parental engagement
- creating a school environment that welcomes parents
- sharing high expectations about learning outcomes for all students
- building the capacity of parents to support their children’s learning
- reaching out through personal contact
- offering opportunities to parents for their own learning and development
- connecting with parents in the early years
- using school resources effectively to support parental engagement
- leveraging additional resources from outside the school
- enlisting the support of community leaders and members and community.”

3.5.2 Schools as intermediaries and influencers

Schools can play a particularly important role in helping students from disadvantaged backgrounds develop personal and cultural capital, and so ameliorate some of the effects of their background. However, school socioeconomic status and educational quality, including teacher bias towards those from disadvantaged backgrounds, can instead work to compound the disadvantages a student experiences (Lim, Gemici & Karmel, 2013). Lim, Gemici and Karmel (2013) found that the quality of a school has significant impact on student achievement and completions:
“When looking at low ability, for low socioeconomic students who attend a low-quality [compared] to even a medium-quality school, their chance of completing Year 12 is raised from less than 40 per cent to above 60 per cent. And if these students attended a high-quality school their chance of completing Year 12 would be in excess of 80 per cent. Therefore, for this most vulnerable group of all students, increasing quality has an extremely large impact on a key outcome from schooling” (2013, p. 16).

In their report on Intergenerational Mobility, Redmond et al. (2014) argue that low SES students are more likely to be excluded from high quality schools which offer the best insulating effect against the experience of disadvantage. In their UK study, Chowdry et al. (2013, p. 431) make the case that “poor achievement in secondary schools is more important in explaining lower higher education participation rates among pupils from low socioeconomic backgrounds than barriers arising at the point of entry to higher education”.

In seeking to understand the barriers pertaining to educational success among US students from disadvantaged backgrounds, Jennings et al. (2015) examined whether schools reduce or perpetuate inequality. The authors highlight that despite extensive actions by governments, there remains significant disparities in educational achievement and aspirations related to race-ethnicity and social status. Examining longitudinal data, they conclude that while schools boost both advantaged and disadvantaged students’ test scores by the same amount, students will leave school as unequal as when they entered. Hence, the authors leave us to reflect on the role of schools in eliminating the group differences by defining equal opportunity in compensatory terms for groups that start off at a disadvantage.

The barriers to structural and systemic change within established educational systems is discussed in regards to the USA context by Shechtman et al. (2013, p. 84). Factors they identify as inhibiting educational reform include:

- an accountability-driven culture focused on standardised testing which privileges the development of specific skills rather than holistic development
- limited teaching time with highly mandated standardised outcomes and little time for consolidation or reflection
- high teacher workload
- a lack of professional development for teachers or explicit guidance in how to adapt material to particular cohorts so that it is sufficiently student-centred to be effective
- school cultures which do not value holistic education or consider it the role of parents and a separate issue to that of the school curriculum.

The equity literature focusing on improving educational outcomes for First Nation students identifies similar systemic issues (Behrendt et al., 2012; McGregor et al., 2013). These barriers are more suited to policy approaches than university-led outreach, however there is potential to effect positive change via sustained and holistic community-based collaborative programs, especially in regional areas (Goodrick, 2012). University-led programs are increasingly taking this kind of approach and showing benefits in terms of
increased completion of high school and enrolment in tertiary education (Koshy & Islam, 2015), and can also build capacity to drive sustainable intergenerational change within communities (Behrendt et al., 2012).

According to Gale (2011, p. 675), the most effective programs have the following characteristics:

1. “unsettled deficit views of disadvantaged students and communities
2. researched local knowledge and negotiated local interventions to ensure the context-specific, consultative nature of outreach activity
3. built capacity in communities, schools and universities through broad-based reforms at a range of levels (curriculum, school structures, teacher professional learning, etc.), supported by strong partnerships between universities, schools, and communities”.

While the second and third of these characteristics are widely incorporated into current university-led outreach programs in Australia, the first is still not well understood. Gale himself suggests that “there is work needed within institutions and with governments and students, not simply on students whose aspirations are incongruent with the current policy agenda” (2011, p. 679).

3.5.3 Communities, extended families, carers

The Indigenous community are leaders when it comes to taking a holistic, whole-of-community approach to multifaceted problems. The Behrendt et al. (2012, p. 4-5) report frames these kinds of holistic approaches with an end goal of not only improving the education, health, and economic outcomes for individual Indigenous students, but of fostering the skills and capacity of Indigenous leaders to drive further change within their own communities, leading to sustainable intergenerational autonomy and security for both Indigenous peoples and the nation as a whole.

Many of the factors at play for Indigenous students are the same as those affecting students from low SES and regional and remote backgrounds, as well as refugee students, and those from linguistically and culturally diverse backgrounds. This means that the most commonly recommended approaches for improving educational outcomes for Indigenous students are also relevant for other people from disadvantaged backgrounds.

The most well-established of these kinds of programs are at the primary school level. An example of a community-focused, sustained intervention program which has been successful for Indigenous students in primary school has been implemented by The Aboriginal Enhancement Schools Network in Canada (McGregor et al., 2013). In particular, the local community and Elders were instrumental in developing the learning plans and curriculum which integrated Indigenous literature and Indigenous ways of learning. Since this program began, there has been a sustained transformation of the community and school, including increased social responsibility for both Indigenous and non-Indigenous members of the community, along with significant increased achievement in literacy, mathematics and other subjects (McGregor et al., 2013, p. 64-7).
Social Marketing Strategy for Promoting Tertiary Education to Low SES Communities

The Australian primary school program, Read With Me used a similar approach in improving the reading skills of Koori students in remote New South Wales (Bamblett, 2013). In the Australian secondary education context, the program Follow the Dream/Partnerships for Success takes a similarly holistic approach in Western Australia. It assists Aboriginal secondary school and VET students with high aspirations transition to university (Wilks & Wilson, 2014). The students are provided with individual case management, career advice, and study and transition support, with students being more likely to complete secondary school and enter higher education as a result (Partington et al., 2009).

The crucial element of these programs is Indigenous community, with the Indigenous parents and Elders of the students and/or established Indigenous centres and programs in the relevant industry or field holding a central role in developing the program, and supporting the students within it.

Similar community-focused practices have been found effective for enabling positive pathways for non-Indigenous young people in remote communities, not just in terms of those pathways leading into higher education (Goodrick, 2012). Many HEPPP programs also include community collaboration.

3.5.4 Influencers in practice

In addition to students and potential students, teachers, administrators, peers and parents are key stakeholders in developing school-family-community partnerships. Non-teaching staff and volunteers in schools also have an important role to play in the development of whole-community engagement programs. For instance, one of the key strengths of using university Student Ambassadors in outreach to schools is that they can be effective in bridging gaps between students, schools, communities, and higher education institutions (Gartland, 2014). Bryan and Henry (2012) discuss the role school counsellors can play in developing school-family-community partnerships, while also developing resources for the school counselling program. Similarly, Matthews (2008) points out the important role school liaison workers play in mediating between refugee students, school culture and the different contexts they are navigating. People working in these support roles can contribute useful viewpoints about how to ‘unsettle deficit views’ of students from disadvantaged backgrounds, in addition to the support they give to students.

Having impact on the educational outcomes of students from disadvantaged backgrounds requires help from influencers at multiple sites of the socio-geographic spectrum. Charles Darwin University’s Whole of Community Engagement Initiative uses exactly this approach, creating a network of local leaders, support workers and other members of the Indigenous community in order to co-create local solutions to local problems. Project staff travel considerable distances to enable cross-community discussions about educational priorities, community values, and reaching agreement about the approaches to be taken.

Hike to Higher Education teams up university students with secondary students outside of the classroom as part of a goal of fostering a more holistic interest in education and self-development. University students are trained to be positive mentors for the secondary students participating in the trek, and take opportunities as they arise to have positive but informal conversations with the secondary students about their aspirations.
These kinds of holistic approaches which focus on students, potential students, family, community and institutions are a central part of widening participation best practice (KPMG, 2015a; Gale et al., 2010b). See Appendices 1, 2, 4, 5, 7 for more examples of programs which use this approach in a variety of ways.

Table 15: Widening participation initiatives with a focus on community programs

<table>
<thead>
<tr>
<th>Australian HEPPP-Funded Initiatives</th>
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<tbody>
<tr>
<td>Works with 22 high schools to develop sustainable, school led programs. Partnerships are guided by the school/university compacts (MOUs) linking performance indicators, as designed by key stakeholders (including the schools) with each school’s context. Resulting programs fall into 4 categories: Building Academic Aspirations and Achievement (BAAA); Innovative Curriculum and Pedagogy (ICP); Big Picture Academies (BPA); University Enabling Programs (UEP). Uses institutional and community assets to sustain effective programs designed to increase participation in higher education. Increases participation in higher education of under-represented students from the SW corridor of Perth. Activities include curriculum and pedagogy initiatives, • university school outreach programs • development of parental support programs • students-teacher pathway planning • development of academic and alternative learning academies within schools • aligning schools with university pathway programs. Prodonovich, Perry and Taggart (2014) discuss the theoretical underpinnings, which are solidly based in current research.</td>
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| **MAP4U** | Murdoch University  
Curtin University  
Challenger Institute of TAFE  
AIME – Australian Indigenous Mentoring Experience  
Department of Education WA  
Catholic Education Office  
Association of Independent Schools WA (AISWA)  
Rockingham City Council  
Chamber of Commerce and Industry WA (CCIWA)  
Rockingham Education Development Group  
Peel Development Commission  
Multiple schools  
NFP organisations |
| **Whole of Community Engagement Initiative** | In partnership with local stakeholders, Charles Darwin University embarked on a HEPPP Whole-of-Community Engagement initiative which worked with six remote Indigenous communities across the Northern Territory to build aspiration, expectation and capacity to participate in higher education. This large-scale multi-site participatory action research project involves community engagement leaders, mentor and enrichment officers, and a community teacher’s liaison leader working closely with community based Indigenous mentors, leaders and organisations to drive innovative bottom-up strategies and solutions built on, and responsive to, Indigenous knowledges. |
| Charles Darwin University (CDU) Leadership  
Northern Territory Department of Education  
Batchelor Institute of Indigenous Tertiary Education  
North Australian Indigenous Land and Sea Management Alliance Ltd  
Australian Centre for Indigenous Knowledges and Education |
| **The Stellar Program** | Facilitates a whole of community approach to encourage the interest, aspirations and attainment of local students who are significantly under-represented at university. It has been a catalyst for introducing new ways of being, bringing together education, government bodies, students and the community. Runs from Years |
| Southern Cross University  
University of New England  
Clarence Valley Council  
NSW DEC |
6-12.
Activities start in Year 6 with a careers unit of work, careers expo and visit to a university campus; Year 7 in-school events support students to develop their recipe for success at high school and into university; Year 8 students visit a university campus discovering university life through a ‘Great Race’ style event; Year 9 in-school events focus on university skills, and students also experience an overnight visit to a university campus; and Year 10 students attend in-school careers forums. Online tutorial support is available for students from Year 9–12, with exam resilience sessions for Year 11 and 12 students.

**Hike to Higher Education**
Anglicare Victoria
Federation University regional campuses
Australian Catholic University
Ararat Lions Club
Teaching staff and students from secondary schools in Grampians region

Designed in response to Anglicare Victoria’s 4 pillars of engagement of sport, art, music and environment. Relies on current higher education students. They act as Ambassadors and share their experiences and knowledge with secondary students in the region. Higher education students mentor secondary students in the trek experience from Port Fairy to Warrnambool and Grampians treks.

### 3.5.5 Key Message: Key Influencers and Intermediaries

While few interventions directly address influencers as a primary concern, recent research shows a clear link between parental and peer influence on academic achievement for secondary students transitioning from school into tertiary education and then into their occupation. More importantly parents and peers have greater influence on the development of students’ aspirations for tertiary education than other factors.

Effective outreach to parents builds a supportive community, and provides information which parents can use to enhance their child’s learning. Interventions which help students develop friendships and social networks while studying are also likely to improve student retention and resilience.

Schools can play an influential role in ameliorating some of the effects of students’ disadvantaged backgrounds. This can involve developing students’ personal and cultural capital, which flows on to positively impact their achievement and completions. Schools can also perpetuate inequality by focussing too much on the development of specific skills sets rather than holistic development. Addressing systemic barriers must involve sustained and holistic community-based collaborative programs, to drive sustainable intergenerational change within communities, especially in regional areas.

Indigenous practitioners exemplify whole-of-community, holistic approaches where the goal is focussed on improving the educational, health, and economic outcomes for individual Indigenous students along with the wider community. Interventions are
based on fostering the skills and capacity of Indigenous leaders to drive sustainable change within their own communities. Many other cohort groups from disadvantaged backgrounds also share similar barriers, hence holistic approaches equally apply. A crucial element of success is that the interventions are driven by a collaboration of community-based influencers.

Having an impact on disadvantaged students’ educational outcomes requires influencers at multiple sites of the socio-geographic spectrum. The most effective programs incorporate capacity building; broad-based reforms and social collaboration.
3.6 Indigenous cohort literature review

Social marketing addresses social issues in ways that enhance the quality of life of individuals and society as a whole (Hastings & Angus, 2012). Indeed, social marketing is advocated by Kotler and Lee (2008) as a fitting framework for addressing social inequities such as those experienced by minority groups such as Aboriginal and Torres Strait Islander peoples that comprise Indigenous Australia.

The persistent under-representation of Aboriginal and Torres Strait Islander peoples undertaking university study in Australia and the resultant gap between the educational attainment of the Aboriginal and Torres Strait Islander population and the non-Aboriginal and Torres Strait Islander population has been the subject of many government reviews (e.g. Behrendt et al., 2012). Indeed, increasing Indigenous Australians’ higher education participation and success has been a stated priority for past and present Australian Governments, predating the COAG (2009) ‘closing the gap’ policy and associated initiatives. Between 2007 and 2012, the number of Indigenous undergraduate students Australia-wide rose by 2,177 (an increase of 31.9 per cent), although this represented only an increase of 0.1% in the proportion of Indigenous students in the undergraduate population as a whole (Koshy, 2014, p. 5). Despite these initiatives and promising increases, there remains a scarcity of research on how Aboriginal and Torres Strait Islander students approach higher education decisions. More specifically, social marketing interventions that reveal and cater for the broad diversity of Indigenous Australians and their different needs, wants, enablers and barriers is likely to accelerate access and participation in higher education.

3.6.1 Background

The 2014 Overcoming Indigenous Disadvantage: Key Indicators report (OID) (SGRCSP, 2014) prepared for the Steering Committee for the Review, estimated the resident Aboriginal and Torres Strait Islander population of Australia to be 670,000 people. The total Australian population being 22.3 million people and as such Indigenous Australians are approximately three per cent of the total Australian population, up from 2.9 per cent in 2006. Approximately 90 per cent of Indigenous Australians (606,000 people) are of Aboriginal origin, six per cent are of Torres Strait Islander origin and four per cent (25,600 people) of both origins (ABS, 2013).

The goal of widening participation in higher education, particularly by low SES groups, has been largely based on the idea of ‘equity’ – that the university student population from low SES groups, and Indigenous people, should be the same as their representation within the broader population (Gale et al., 2013, p. 6). Indigenous people, who make up three per cent of the Australian population, represented only 1.64 per cent of students commencing higher education in 2011, but this represented an increase in Indigenous student numbers of 44.9 per cent since 2006 (Gale & Parker, 2013, p. 20). The overall participation rate of Indigenous Australians across universities was 1.38 per cent in 2011 (Gale & Parker, 2013, p. 21); it was highest at Charles Darwin University (4.84 per cent) and James Cook University (4.05 per cent), and lowest at Victoria University (0.31 per cent) and Swinburne University of Technology (0.24 per cent) (Gale & Parker, 2013, p. 32).
The Aboriginal and Torres Strait Islander population is significantly younger than the non-Indigenous population. Around 35.9 per cent of the Indigenous population is aged under 15 years, compared with the 18.4 per cent of the non-Indigenous population (SCRGSP, 2014). Population data from the ABS (2013) reports that just over half of Indigenous Australians (57 per cent) live in urban areas. In remote and very remote areas, Indigenous Australians comprise 16 per cent and 45 per cent of the populations respectively (SCRGSP, 2014). Bearing in mind that Indigenous Australians represent three per cent of the total population of Australians, remote and very remote proportions well exceed parity. The ABS Australian Statistical Geography Standard determines the degree of remoteness based on distance from population centres (ABS, 2011). Remoteness influences outcomes for Indigenous Australians with non-participation in education increasing with remoteness as presented in Figure 12 (SCRGSP, 2014).

Figure 11: Where do Aboriginal and Torres Strait Islander Australians live? (SCRGSP, 2014, p. 1.5)

Figure 12: Selected outcomes for Aboriginal and Torres Strait Islander Australians vary by remoteness, 2012-13 (SCRGSP, 2014, p. 1.6)
Principles and practices that have been identified as underpinning successful programs/interventions for Indigenous Australians relevant to this project are:

- flexibility in design and delivery so that local needs and contexts can be taken into account
- community involvement and engagement in both the development and delivery of programs
- the importance of building trust and relationships
- continuity and coordination of services (AIHW & AIFS, 2013).

3.6.2 Participation and success in higher education matters

Overcoming Indigenous Disadvantage: Key Indicators Report (OID) (SCRGSP, 2011), reported that the proportion of Indigenous 20–24 year olds who reported completing Year 12 or equivalent (45 per cent) was half that of non-Indigenous 20–24 year olds (88 per cent) in 2008. It also found that while the proportion of Indigenous students who achieved an ATAR\(^3\) of 50 or above had increased between 2006 and 2010, the gap between Indigenous and non-Indigenous proportions had widened from 20 per cent to 33 per cent (SCRGSP, 2011, p. 21). Indigenous people’s participation in VET was much higher than in higher education (19.2 per cent and 3.1 per cent respectively), possibly because of lower ATAR admission requirements (SCRGSP, 2011, p. 4.73).

OID (SCRGSP, 2014, p. 7.22) reported that “in 2011–13, among Aboriginal and Torres Strait Islander Australians, those with a Bachelor Degree or higher had the highest labour force participation rate (86.0 per cent) and employment-to-population ratio (81.8 per cent), similar to that for non-Indigenous Australians with the same level of qualifications. For all other categories, rates for Aboriginal and Torres Strait Islander Australians were lower than for non-Indigenous Australians”.

Citing the United Nations Declaration on the Rights of Indigenous Peoples, the National Congress of Australia’s First Peoples 2013 National Education Policy was based on the following principles:

- maintenance and development of Indigenous cultures
- determination by Indigenous people of their own futures
- achievement of Indigenous people’s full potential as citizens, participants in the economic, political and social affairs of the nation, and as members of their communities (2013, p. 6).

The issues addressed in the Congress policy resonate with much of the recent literature on the aspirations and participation of Indigenous students in higher education.

\(^3\) ATAR: Australian Tertiary Admission Rank. “ATAR scores range from 0.05 (lowest) to 99.95 (highest). An ATAR above 50.00 would usually be required for entry into more popular courses and universities, although most universities, TAFE colleges and other institutions take a holistic approach when assessing applications from Indigenous students. This means that Indigenous applicants often are not assessed solely on the basis of their academic results” (SCRGSP, 2013b, p. 4.55)
3.6.3 Organisations or programs in Australia with a focus on Indigenous participation

A summary table (Appendix 4) overviews the plethora of organisations and initiatives that are currently (September 2015) focusing on enhancing the participation and success of Indigenous Australians in higher education. The key takeaways from this table are:

- From a social marketing perspective, the vast number of organisations and initiatives all targeted at the same group generates substantial ‘competition’ and has the potential to be overwhelming to Indigenous students. Social marketing interventions, including this one, do not exist in a vacuum and it is important to consider how many other groups are sending similar messages to Indigenous students to ensure that ours is positioned in a way to stand out from the ‘clutter’.
- Social marketing interventions should be mindful of ‘reactance theory’, which focuses on the phenomenon of messages which unintentionally threaten an audience’s freedom and so invoke a derogatory reaction to that message (Rains, 2013). With such a large number of organisations and initiatives targeting Indigenous Australians, there is the potential for individuals to feel that their personal freedoms and choice about their future has been pre-determined by others or constrained (i.e. that they are being corralled down pathways) while this is not the case for non-Indigenous peers. Thus, they may ‘react against’ such prescription and focus by doing the opposite to the multitude of messages being directed at them. As such, initiatives that may seek to ‘prime’ students for higher education may potentially achieve the opposite.
- The potential for mixed-messages is high due to the numerous organisations and initiatives at the national and state level.
- Both non-government and government initiatives are apparent and they address a wide range of post-school options and while predominantly focused on school-leavers, do extend to non-school-leaver groups.

3.6.4 Social media as a tool to build awareness, leverage aspirations and communicate pathways regardless of ‘place’ constraints

A summary table which details current social media groups and initiatives related to Indigenous participation in higher education is provided in Appendix 5. The table is organised into social media initiatives or groups formed by institutions or organisations or those that have been formed organically. The numerous social media initiatives and groups evidence the findings drawn by Collard et al. (2015) and Townsend (2015) regarding the affinity between Indigenous higher education aspirants and the role that social media can play in building awareness, leveraging aspirations and communicating pathways via a media that overcomes geographic constraints.

3.6.5 Awareness - Aspiration and equity

In December 2007 and March 2008, the Council of Australian Governments (COAG) committed, through the *National Indigenous Reform Agreement*, to six targets to close the gap in Indigenous disadvantage, three of which referred to education and enhancing educational aspirations. The Australian Productivity Commission noted that “Australia does not perform as well as other countries in offsetting educational disadvantage,

While low SES students in higher education were generally ‘retained’ (continued on to the following year of study) at a rate just below the sector average, “Indigenous students and students from remote areas (up to a third of whom overlap with the low SES group) are retained at rates considerably below the sector average (Gale & Parker, 2013, p. 22-23). Gale and Parker (2013) claim that it appears to be mature-age and special entry Indigenous students who have lower retention rates, while those Indigenous students who enrol straight from school have retention rates similar to non-Indigenous students (2013, p. 23). The authors note that the upward trend in Indigenous ‘success rates’ (proportion of attempted courses successfully completed) may reflect an increasing proportion of Indigenous students entering after completion of secondary school (2013, p. 24); it remained nevertheless relatively low at 71.69 per cent in 2011 compared to 87.74 per cent for all students and 82.94 per cent for remote students generally (Gale & Parker, 2013, p. 25).

Even those Indigenous students in the top academic tier at school are less likely than non-Indigenous students to continue onto university education (39 per cent compared to 65 per cent) (Behrendt et al. 2012, p. 20). Many Indigenous students lack confidence and have a negative self-perception; students who had been admitted to university advised the Behrendt Review that they had only achieved this because of extra enabling courses or the support of Indigenous Education Units (Behrendt et al., 2012, p. 20). Teachers and school careers counsellors have lower expectations of Indigenous students, so that students are given less attention and support, and are steered towards vocational courses rather than university (Behrendt et al., 2012, p. 21).

Many Indigenous students are the first in their family to reach senior secondary school, which has been shown to be a factor generally in reduced likelihood of going on to university education:

"One recent research study revealed that only 29 per cent of students whose father left school by Year 10 attained university qualifications, compared to a 65 per cent university graduation rate for students whose father went to university. These findings are consistent across the higher education sectors in other countries" (Behrendt et al., 2012, p. 22).

Among the twenty-five Indigenous students in Gale et al.’s (2013) analysis, the mothers of only two, and none of the fathers, had been to university. Many of the students (Indigenous and non-Indigenous) reported that they did not know their parents’ educational attainment (Gale et al., 2013, p. 16-17). Over two-thirds of students, Indigenous and non-Indigenous, stated a desire to have a university degree, although a higher proportion of non-Indigenous students anticipated that they would have a degree in the future (60 per cent to 52 per cent) (2013, p. 23). More Indigenous students would consider going to TAFE instead of university (Gale et al., 2013, p. 25). Only two of the Indigenous students had a brother or sister who had been to university, and only 62 per cent of Indigenous students (compared to 75 per cent of non-Indigenous) knew someone who had been to university (Gale et al., 2013, p. 26).
Aspiration has been defined as “the capacity to imagine futures”; Gale et al. (2013) develop six concepts that inform an understanding of aspiration:

- **social imaginary**, for example, the Australian ideal of higher education as accessible to everyone (but which some members of lower SES groups might perceive as not including them)
- **taste/status**, through which preferences for higher education are perceived as more or less ‘tasteful’ or high status depending on choice of vocation, institution etc, and reflect and reinforce existing social inequalities
- **desire**, which is also informed by sociocultural background, and in the case of higher education, does not necessarily follow from improved accessibility mandated by government
- **possibility**, which may include structural constraints on aspiration, especially for lower SES groups
- **navigational capacity**, the knowledge and experience a student requires to identify and plot a course to a destination:
- **resources**, including financial, material, social-cultural, the latter including previous experience of ‘aspiring’. Reduced access to resources may reduce a student’s “sense of the possible” (2013, p. 10).

Gale et al. argue that navigational capacity is fundamental to all of the above, and to the formation and fulfilment of aspiration (2013, p. 11). However, “… people from disadvantaged backgrounds are less able to successfully navigate from where they are to where they want to be in the future, particularly if they are attempting to navigate pathways that are outside their experience or the experience of their sociocultural group” (2013, p. 9-10).

“Academic buoyancy” has been described as the capacity to effectively deal with everyday academic adversity and challenge (Martin et al., 2013, p. 59), and is a predictive factor in tertiary education aspiration. Martin et al. suggest that academic buoyancy is needed more for Indigenous school students, partly because they experience more anxiety (2013, p. 72). Increasing academic buoyancy requires teacher professional development to improve teacher-student relations, strategies for students to manage anxiety and set-backs, parental engagement with their children’s education, access to information about subject selection, and access to educational resources to ameliorate economic and social disadvantage (Martin et al., 2013, p. 72-74).

Stewart’s report on Widening Participation programs overseas (2010) concludes that “[m]ost successful aspiration-building work focuses on changing learner outcomes through a progressive set of interventions targeted at the whole cohort and starting early, at primary school if possible, but at least by the first year of high school” (Stewart, 2010, p. 12). Strategies also need to engage schools, families and communities, and focus not only on aspiration but attainment (Stewart, 2010, p. 12). The Queensland University of Technology’s Stronger Smarter Institute supports school and community leaders in lifting their expectations of Indigenous students (Australian Productivity Commission, 2012, p. 270).

Biddle and Cameron (2012), using a range of datasets that include the National Aboriginal and Torres Strait Islander Social Survey, the Census of Population and Housing, the
Australian Early Development Index and the Longitudinal Surveys of Australian Youth, note that on average, Indigenous children are happier at school than other children, so that unhappiness is not the main reason for low completion rates; further, if Indigenous students qualify for admission, they are as likely as non-Indigenous students to go to university. Nevertheless, after controlling for background characteristics such as remoteness and SES status, there remain differences in rates of education participation between Indigenous and non-Indigenous students.

Participation in preschool was found to be a significant factor in later attainment at school, with Indigenous children less likely to attend preschool than non-Indigenous children (Biddle & Cameron, 2012, p. 6-7). Another factor is that a greater proportion of Indigenous students attend government schools (84.2 per cent compared to 64.6 per cent non-Indigenous), even when geography and SES status of families is taken into account. Non-completion or drop-out rates of Indigenous students are driven by observable (school-based) factors such as levels of achievement, and once these are accounted for, Indigenous students have a higher than average expectation of completing Year 12 and undertaking post-school education (Biddle & Cameron, 2012, p. 7):

“This gives prima facie evidence that the policy focus should be on the reasons why Indigenous students are less inclined to study towards a university entrance score, as well as the reasons for their receiving lower scores on average, rather than on those students who have already received a score” (Biddle & Cameron, 2012, p. 29).

Flood’s (2013) auto-ethnographic study of mature age Indigenous women students found that they were highly motivated, but all had different reasons for enrolling in a degree program (2013, p. 215). What they had in common was an interest in gaining better employment and a higher salary after graduation, in “achieving something for themselves”, and in acting as role models to encourage other mature-age women into higher education (2013, p. 217, 222). The cost of study, and the accumulation of a Higher Education Contribution Scheme (HECS) debt are issues for the women Flood interviewed, especially those with dependent family members (2013, p. 218). Family support however was very important in persisting with study, although there was some negative reaction to the women’s plans in families and communities (Flood, 2013, p. 217-219).

The national Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA, 2010) agreed upon an Aboriginal and Torres Strait Islander Education Action Plan 2012-2014 that identified six priority domains to improve outcomes in Indigenous primary and secondary education, including clear pathways to post-school options, being: a) readiness for school, b) engagement and connections, c) attendance, d) literacy and numeracy, e) leadership, quality and workforce development, and f) pathways to real post-school options.

Recognising the aspirations of participants, rather than assuming the deficit perspective (that Indigenous students have low expectations) has produced positive, concrete results by programs such as AIME (Bodkin-Andrews et al., 2013). Indeed, moving beyond building aspiration toward leveraging aspiration would seemingly produce more effective results.
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3.6.6 Pathways - Strengthening pathways: outreach and enabling programs

3.6.6.1 Information provision

The Behrendt Review (2012) argued that universities needed to build stronger relationships with schools and communities to achieve a number of aims including: increasing aspiration for higher education, addressing university costs, travel and accommodation issues, scholarships and fees, university study life and empowering Indigenous Education Units (2012, p. 27). The Review stated that “we need to get to a point where university study is unexceptional for Aboriginal and Torres Strait Islander people” (Behrendt et al., 2012, p. 52).

The lack of information provided to Indigenous students about pathways to higher education, is a result not only of inadequate careers counselling, but lack of knowledge in families where no-one has attended university, and an absence of role models (Behrendt et al., 2012, p. 21-22). The Review recommended that universities have dedicated contact points for Indigenous people to obtain advice on higher education, that the value of higher education be promoted through Indigenous media, and that the MyUniversity website (http://myuniversity.gov.au/) include more information directed specifically at Indigenous students (2012, p. 54).

One of several reasons for a lack of Indigenous students proceeding from school to university is their choice of courses. In 2008, only 38 per cent of Indigenous students took secondary school courses aimed at gaining university entrance, compared to 78 per cent of non-Indigenous students (Behrendt et al., 2012: 19, citing a 2008 report by DEEWR to Parliament on Indigenous education and training). Based on data derived from The Australian Survey of Student Aspirations (TASSA) 2012-2013, Gale et al.’s report on aspirations of 241 school students in Central Queensland (two-thirds of whom were from low SES backgrounds, and the remaining third from a medium-SES background (2013, p. 15) found that knowledge of university entry requirements, which university to attend, and the connection between a university degree and particular career choice was ‘patchy’ (Gale et al., 2013, p. 6). Many students in the survey for example wished to study veterinary science, but did not know which universities offered that degree program (Gale et al., 2013, p. 30); many students were unaware that they would need to move to a city to undertake their preferred course (Gale et al., 2013, p. 31). Ninety-four per cent of Indigenous students (and 84 per cent of non-Indigenous students) emphasised the importance of their parents’ views in making decisions about the future, but only a small number of family members had ever attended university (Gale et al., 2013, p. 6).

University outreach programs therefore need to target students and their families and communities to improve students’ ‘navigational capacities’ in aspiring to higher education (Gale et al., 2013, p. 6; see also Martin et al., 2013, p. 73-74). Moreover, while parents and family were the most important source of information about post-school education, teachers were another important source (Gale et al., 2013, p. 27-28).

The Federal Government’s HEPPP is aimed at supporting universities to improve access to undergraduate courses for people with low socio-economic backgrounds. HEPPP will combine the funding for ‘participation’ (increasing participation, retention and success of students) and ‘partnerships’ (connecting universities with primary and secondary schools,
VET providers, community and other stakeholders to raise aspirations) and continue the existing National Priorities Pool (for projects that support “the more effective implementation” of the program) (Department of Education, 2014b, 2014a). While HEPPP does not specifically target Indigenous students, the Behrendt Review argues that they are likely to be significant beneficiaries of the program as 47.0 per cent of Indigenous Australians live in low SES areas compared to 17.1 per cent of non-Indigenous Australians (2012, p. 26).

The Review found that critical success factors in pathways to higher education for Indigenous students were: 1) easy to navigate pathways, partnerships between schools, universities and the VET sector; 2) the opportunity for students to experience the university environment before they enrol; and 3) mentoring and academic support for school children (Behrendt et al., 2012, p. 166). In the VET sector, courses needed to be flexible and take into account prior study, and provide support to students making the transition to university (Behrendt et al., 2012, p. 168).

3.6.6.2 Successful programs

The OID 2011 report (SCRGSP, 2011) noted examples of programs that had been successful in increasing Indigenous participation in post-secondary education (SCRGSP, 2011, p. 4.74), including the Cape York Institute’s Higher Expectations Program that targets those school students identified as having high potential for achievement, and supports them in university or TAFE studies through scholarships, mentoring and family support.

The Aspiration Initiative (TAI), a joint initiative of the Aurora Project, the Charlie Perkins Trust and the University of Canberra; aims to “inform Aboriginal and Torres Strait Islander school and university students of undergraduate and postgraduate pathways at universities in Australia and overseas” (Aurora Project, 2014a). TAI’s academic enrichment program includes 20 days of support per year from Year 8 through to the end of first year at university, part of which is a residential component during school holidays (Aurora Project, 2014a):

“As well as academic excellence, the Program focuses on strengthening identity and creating a group of students who will support each other through school and further education as …

… Our vision is to create a ripple effect of high expectations that will extend from the home, through the school and eventually into Indigenous education policy and delivery” (Aurora Project, 2014b).

TAI produces scholarship guidebooks and a scholarships website (Aurora Project, 2014a).

Another successful program is that run by Swinburne University and the Bert Williams Aboriginal Youth Service in Victoria, which assists at-risk young Indigenous people into further education or employment (SCRGSP, 2011, p. 25). The Stronger Smarter Institute focuses primarily on improved school and community leadership to improve Indigenous education outcomes, but also administers the Focus School Next Steps program of the Australian government to improve attendance, literacy and numeracy of Indigenous
students in 102 schools across Australia (Behrendt et al., 2012, p. 25; Department of Education and Training, n.d.).

The Australian Indigenous Mentoring Experience (AIME) connects volunteer university student mentors with Indigenous school students. It operates in partnership with 16 Australian universities in all mainland states and the ACT (AIME, 2014): "In 2013, the Year 9 to university progression rate for AIME students was 20.4 per cent – five times the national Indigenous average of 4.1 per cent and moving toward the national non-Indigenous average of 37.4 per cent" (AIME, 2014).

An evaluation of AIME (Bodkin-Andrews et al., 2013) examined the psychometric validity of the measures used by AIME, and whether these measures take account of background variables such as gender and parental education. The evaluation concluded that quantitative data could be validly used to represent Indigenous people’s experience, and that those Indigenous students who participated in the program were 1.87 times more likely to aspire to complete Year 12, and 1.30 times more likely to aspire to go to university (Bodkin-Andrews et al., 2013, p. 128-129). It also indicated that AIME has the potential to override background variables such as gender and parental participation in university: “this evidence suggests that AIME is a truly effective mechanism for overcoming potential generational and social disadvantage” (Bodkin-Andrews et al., 2013, p. 129-130). The report noted that the structured activities offered by AIME go well beyond the more passive ‘role modelling’ that is sometimes described as mentoring (Bodkin-Andrews et al., 2013, p. 119, 130).

The Aboriginal Indigenous Education Foundation is a national program that offers boarding school scholarships to Indigenous children from years 7 to 12; a survey of those who complete year 12 found that 63 per cent had gone on to university (SCRGSP, 2013b, p. 4.51). The Yalari organisation, with Federal government funding, supports high-potential school students (currently 112 students) from rural and remote areas to attend boarding school through its Indigenous Youth Leadership Program (Yalari, 2010). The Behrendt Review supported both a focus on high-potential school students and improving Indigenous education outcomes more broadly (2012, p. 33-34). It also emphasised that supporting pathways into university from the VET sector and the Indigenous workforce continued to be important (2012, p. 35-36), especially those that enabled Indigenous people to remain employed while studying (2012, p. 40). The Review called for a greater commitment by government and employers to support Indigenous employees to obtain university education, for example through cadetships, flexible leave arrangements and recognition of prior learning (2012, p. 40, 48).

ASPIRE, based at the University of New South Wales, is an example of a HEPPP-funded program that includes school- and campus-based activities, mentoring and tutoring for students all the way through from Kindergarten to year 12: "Schools that have a high level of engagement with ASPIRE have shown an 85 per cent increase in the numbers of offers to university from 2009 to 2011, compared with a 24 per cent increase for schools with a low level of engagement with ASPIRE" (Behrendt et al., 2012, p. 29-30)

Aspire UWA conducted by the University of Western Australia, is an outreach program to raise aspirations for tertiary study, starting with Year 9 students across six schools in the Pilbara (remote) region, and 18 schools in outer metropolitan Perth, most with significant
Indigenous student populations (Skene, 2010, p. 78). Activities include campus and school visits, professional development for teachers, and meetings with parents and community (Skene, 2010, p. 79). There has been positive feedback from schools, and relationships developed not only with school principals and teachers, but with year coordinators, careers advisors, Aboriginal Education Officers, families and community members (Skene, 2010, p. 79).

One example of a university outreach program which aims to improve Indigenous students’ mathematics and science skills is the Indigenous Science and Engineering Camp for students in Years 9 and 10, run by the University of Western Australia (Behrendt et al., 2012, p. 31). Some Indigenous Education Units (IEUs) within universities also liaise with schools to promote higher education (for example Southern Cross University), although the Behrendt Review was advised that IEU resources are often already stretched (Behrendt et al., 2012, p. 64).

Gale et al. (2013) argue that university outreach should make clear to school students that university education may not be necessary for certain careers, that different courses are available at different universities, that university education may involve relocation, what subject courses and grades are required for entry to their preferred course, and the potential for different pathways to the same end (2013, p. 38). However, they also make clear that university outreach strategies need to commit resources, engage students through high quality programs based on research, quality teaching and valuing difference, collaborate on program design and engage student communities rather than individuals, and build student confidence through communication and information, and familiarisation or site experience (Gale et al., 2013, p. 38).

HEPPP has funded three university consortiums to conduct four Partnership projects: one project in Victoria, led by Monash University, one in the Sydney area, led by the University of Western Sydney, and two projects in Queensland, led by the Queensland University of Technology (Gale & Parker, 2013, p. 46). The Queensland Consortium of 8 universities runs a state wide Schools Outreach program and Indigenous Engagement program, to build ‘tertiary awareness’ and informed choices in school students Year 6-12: “The Consortium sees partnerships developed with these schools as creating ‘obligations’ for the university partner, ‘not rights or territory’. That is, all universities remain free to undertake recruitment activities in all school clusters” (Gale & Parker, 2013, p. 47).

Each university focuses on a cluster of schools selected on the basis of low SES status and/or location disadvantage (Queensland Department of Education et al., 2012). The activities under the Indigenous Engagement program “specifically target the involvement of students’ parents, elders, Indigenous school staff and community representatives. There is an explicit emphasis on relationship building and capacity building in/with Indigenous communities” (Gale & Parker, 2013, p. 47). Gale & Parker (2013) suggest that the Queensland consortium is an example of HEPPP-funded projects that are “unprecedented in both scale and interconnectedness” (Gale & Parker, 2013, p. 65). The MoU signed by the universities and the Department of Education agree that the universities will be led by the needs and priorities of the schools, connect with VET providers, parents and communities, as well as employer and industry groups, and operate together to achieve ‘operational coherence’ from the perspective of each school (Queensland Department of Education et al., 2012). The MoU also agrees that
universities should build on existing work on Indigenous participation in higher education, and should strengthen their Indigenous leadership (Queensland Department of Education et al., 2012).

3.6.6.3 Non-Year 12 pathways

The Behrendt Review noted that Indigenous people are currently much more likely to participate in the VET sector (in 2010, 23 per cent of the adult Indigenous population was enrolled in VET programs compared to 3 per cent in university). Reasons for this were likely to include lower entry requirements, methods of study (including ‘learn as you earn’), career options and wider geographical availability (2012, p. 41-42). However, there is some evidence that VET is diverting potential Indigenous university students away from that sector, and students may not be aware of pathway arrangements from VET to university (Behrendt et al., 2012, p. 43-44). The Review recommended that Indigenous students be encouraged to enrol in higher-level ‘pathway’ VET courses, and to acquire the necessary literacy and numeracy skills to do so (Behrendt et al., 2012, p. 45). It also called for stronger pathway arrangements to be developed between courses and institutions, such as is occurring through an initiative of the NSW Aboriginal Land Council with the University of New England, and has occurred at the University of Notre Dame (2012, p. 47). La Trobe University in Victoria has also entered into a specific pathways agreement with Bendigo Kangan TAFE (Mitchell, 2014). The Review recommended that Indigenous Higher Education Academy Commission (IHEAC) work with the National VET Equity Advisory Council to advise governments on strengthening VET to university pathways (2012, p. 48).

The Behrendt Review proposed that access to higher education also be given to Indigenous people in correctional centres, through support from senior staff, targeted modes of course delivery, and access to technology; Central Queensland University and the University of New England deliver courses to Indigenous people in correctional centres (Behrendt et al., 2012, p. 171-173).

The Behrendt Review noted that “over half of the Aboriginal and Torres Strait Islander students who gained entry to university did so through enabling or special entry programs” which are undertaken prior to enrolment in a bachelor degree program (2012, p. 49). An example of an enabling program is that run by Monash University, which offers Indigenous students a 12 week preparatory program, support with scholarship applications, tutorials and other resources, followed by offers of places in undergraduate courses (SCRGSP, 2011, p. 4.74). As the Commonwealth at present allocates a fixed sum for university enabling programs, rather than providing demand-driven funding as for undergraduate degrees (Behrendt et al., 2012, p. 49-51), the Review recommended that more Commonwealth-supported places be made available in enabling courses. Critical success factors for enabling programs, according to the Review, are: projecting an Indigenous identity to help students develop a sense of belonging in the university environment; cultivating a realistic understanding of university study; and using flexible, tailored programs (Behrendt et al., 2012, p. 178).

The Overcoming Indigenous Disadvantage: Key Indicators Report (OID, 2011) and Steering Committee for the Review of Government Service Provision (SCRGSP, 2011) reports noted however, that between 2002 and 2009 the proportion of Indigenous
students enrolled in enabling courses and undergraduate courses decreased, and a greater proportion enrolled in postgraduate courses (SCRGSP, 2011, p. 4.78). Over the same period, the success rate for Indigenous students in higher education also increased from 65.1 per cent to 70.0 per cent (SCRGSP, 2011, p. 4.81).

Other pathway considerations are:

- Many more Indigenous students transfer between universities compared to non-Indigenous students, and the Behrendt Review argued that supportive pathways need to be developed between institutions to assist students in these transitions (Behrendt et al., 2012, p. 84).
- Pathways for Indigenous students who have completed VET qualifications to higher education receive little attention (Collard et al., 2015).
- Specialised pathways are emerging, e.g. Australian Indigenous Doctors Association (Holland, 2015), CSIRO STEM pathway program (Anderson, 2015) and the E12 program (Ng et al., 2015).

3.6.7 ‘Place’ analysis

The Prime Minister’s 2015 ‘Closing the Gap’ report acknowledged that large differences still occur in the educational outcomes of Indigenous students in metropolitan, outer-urban, rural/regional and remote areas. Collard et al. (2015) noted that the use of ICT to engage Indigenous students in remote locations should be pursued as it links to Indigenous cultural philosophies regarding community. Townsend (2015) further concurred in the article ‘Mob Learning – Digital Communities for Remote Aboriginal and Torres Strait Islander Students’, noting that the use of ICT and digital communities creates more engaging and personal experiences for learners. Indeed, Townsend (2015) argues that digital pedagogies align with Indigenous cultural philosophy and thus support educational success. University camps are often offered to Indigenous students in remote locations to provide the opportunity for students to experience university life (Lewthwaite & Wiebe, 2014).

Indigenous people in regional and remote areas are much less likely to participate in higher education than those in cities (SCRGSP, 2011, p. 4.73). While low SES students in higher education were generally ‘retained’ (continued on to the following year of study) at a rate just below the sector average, “Indigenous students and students from remote areas (up to a third of whom overlap with the low SES group) are retained at rates considerably below the sector average” (Gale & Parker, 2013, p. 22-23). Gale and Parker (2013) claim that it appears to be mature-age and special entry Indigenous students who have lower retention rates, while those Indigenous students who enrol straight from school have retention rates similar to non-Indigenous students (2013, p. 23). The authors note that the upward trend in Indigenous ‘success rates’ (proportion of attempted courses successfully completed) may reflect an increasing proportion of Indigenous students entering after completion of secondary school (2013, p. 24); it remained nevertheless relatively low at 71.69 per cent in 2011 compared to 87.74 per cent for all students and 82.94 per cent for remote students generally (Gale & Parker, 2013, p. 25).

The 2012 report on the schools workforce by the Australian Productivity Commission noted that a greater proportion of Indigenous students live in low socioeconomic status,
rural or remote areas, and that “Indigenous children are considerably more likely than non-Indigenous children to be living in overcrowded conditions and acquire hearing impairments — both factors that can impede their learning” (2012, p. 253). The Commission argued that addressing disadvantage for Indigenous children requires school workers to “understand differences in the cultural and linguistic practices” and have “a willingness and desire to ‘make a difference’, resilience to take on a challenging working environment, and a long-term commitment to assisting disadvantaged students” (2012, p. 255).

For remote Indigenous students in particular, who typically maintain strong ties with their familial, social and cultural groups, success in education may mean much more than success for individual students. The ongoing contribution that remote Indigenous students can make to their families, communities and cultural groups using the skills and understandings they develop in post-secondary education may be invaluable for promoting the economic and social well-being of whole groups of Indigenous people (McInerney et al., 2013, p. 105-106).

In discussing the quality of teaching required for the explicit instruction approach to improving Indigenous literacy and numeracy in Cape York communities, Pearson, Denigan and Götesson (2009) note that difficulties exist in recruiting teachers to remote areas, and regular teacher turnover is problematic. A shortage of teachers in remote areas, and teachers of ESL reduce the quality of school education for Indigenous students (Australian Productivity Commission 2012: p. 257-258). For example 37.5 per cent of secondary schools identified as Indigenous-focus schools had major difficulty in filling staff vacancies compared to 6.9 per cent for all other schools (2012, p. 258). A 2010 survey by the Australian Council for Educational Research found that career teachers felt least prepared in areas such as “how to teach students with learning difficulties, how to teach students from Indigenous or different cultural backgrounds, and how to collaborate with parents” (Australian Productivity Commission, 2012, p. 263), all skills of importance for Indigenous education.

The Remote Area Teacher Education Program run by the Queensland Department of Education and Training is an Indigenous teacher distance education program, similar to the Northern Territory’s Growing Our Own program run by the Catholic Education Office (Australian Productivity Commission, 2012, p. 269). The Remote Area Teacher Education Program commenced in 1990 and upgrades the qualifications of Aboriginal and Torres Strait Islander paraprofessionals to that of qualified teachers in their own communities. The Djinggi (teacher training) Program at University of Wollongong, for example, enables Indigenous students to undertake a TAFE Certificate III in Education Support while in Years 11 and 12 at school, including on-the-job experience in primary schools. University of Wollongong also runs a mentor program for Aboriginal teachers (Behrendt et al., 2012, p. 199-200).

Significant challenges faced by Indigenous students on campus include the transition from enabling programs, the need for housing and support as many come from regional and remote areas, and lower university completion rates (Behrendt et al., 2012). Gale and Parker (2013) note that the Commonwealth’s reduction in the age threshold for students to receive the independent living allowance (from 25 to 22 years) has benefited low SES students and students from rural and remote areas, including Indigenous students, who
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would not have had the financial resources to study at university. They also cite anecdotal evidence of increased retention rates for these groups because of a reduced reliance on part-time employment (2013, p. 55). However, in a counter-productive move, the Australian Government has revised its Start-up and Relocation Scholarships for students receiving Youth Allowance, Austudy or Abstudy (the living allowance for Indigenous students), with a HECs-style loan system (Gale & Parker, 2013, p. 56), which will increase low SES student higher education debt.

3.6.8 Accommodation

"[R]egional and remote students often do not have the option of living with family so housing and relocation costs can be an additional burden for them. Students who relocate not only face financial pressure but may also face challenges of feeling isolated and removed from their families" (Behrendt et al., 2012, p. 79).

One of the biggest obstacles for Indigenous students studying on campus is the shortage of affordable housing; 53 per cent of Indigenous students rent their home compared with 38 per cent of non-Indigenous students (Behrendt et al., 2012, p. 81-82). The Review suggested that more philanthropic funding and public-private partnerships should be explored to provide affordable rental housing for students (2012, p. 82).

‘Mixed mode’ course delivery (where remote or regional students attend campus for an intensive residential block of study), and ‘reverse block release’ where the provider travels to communities to deliver on-site teaching, both require better access by students to high-speed internet for the distance learning component of their courses (Behrendt et al., 2012, p. 80-81). Quality standards for such courses also need to be developed, focusing on outcomes such as graduate attributes and retention and completion rates (Behrendt et al., 2012, p. 83). The University of Notre Dame uses “online face-to-face” teaching as well as traditional on-campus teaching, and Curtin University uses the reverse block delivery approach to enable access by remote and regional Indigenous students (Behrendt et al., 2012, p. 184-185). Sharrock and Lockyer (2008) noted that:

"The use of this mode of course delivery has been in response to Aboriginal attitudes and understandings of the close relationships between student, kin, country and community. These attitudes and understandings involve respect for obligations, practices and beliefs not widely held in broader non-Aboriginal Australian society" (Sharrock & Lockyer, 2008, p. 29).

The reverse block visit process not only supports student retention and also links previous and new students, and allows new students to link up with staff and the university after taking a break. It also provides a potential mechanism for raising personal or financial issues, and for building trust and rapport that builds students’ confidence and self-esteem (Sharrock & Lockyer, 2008, p. 36).

Hughes and Hughes are likewise critical of continued emphasis on remoteness as a cause of poor school performance, since there are instances of remote locations with both high-performing and low-performing schools (2012, p. 17).
3.6.9 Key influencers and intermediaries analysis

The proportion of Indigenous school students aspiring to university education is 18 per cent (for either an undergraduate or postgraduate degree), substantially lower than the proportion of non-Indigenous students (34 per cent) (Thomson, Hillman & Wermert, 2012, p. 80). Indigenous students with higher scores in science and mathematics are more likely to aspire to tertiary education (Thomson, Hillman & Wermert, 2012, p. 127). Thomson, Hillman and Wermert (2012) found that parental education not only is an indicator of SES but also of “educational capital” manifested in positive attitudes and higher expectations of their children in education (2012, p. 75). Moreover,

"... there are vast differences in the resources that Indigenous and non-Indigenous students report having available in their homes: while around one in five non-Indigenous students were in the many resources category, only one in every ten Indigenous students was so fortunate. Three times as many Indigenous students, compared to non-Indigenous students, were in the few resources category" (Thomson, Hillman & Wermert, 2012, p. 77).

Gale and Parker (2013) argue that the assumption that aspiration must be raised in low SES students has been challenged by research that indicates that 75 per cent of students from low SES schools in western Melbourne already aspired to higher education (Gale & Parker, 2013, p. 61). Gale et al.'s (2013) work on aspiration suggests that navigational capacity is a more important factor in the gap between aspiration and participation. There is also an assumption that some aspirations are more legitimate than others: a view that “aspirations by people from low SES backgrounds are derived from their biological and historical conditions” and are ‘habituated’ aspirations rather than legitimate ones (Gale et al., 2013, p. 62). Biddle and Cameron (2012) suggest that a decision by an Indigenous student not to participate in formal education should be respected: “[t]here are many activities outside the non-Indigenous mainstream that do not require extended formal education”. However, a different approach may be justified where this may not be an informed choice, or a choice constrained by early school experience (2012, p. 8).

Pearson, Denigan and Götessson also ask: “how can an Indigenous child with poor health and poor education be truly said to be in a position to choose?” (2009, p. 64).

In the extant literature:

- The Cape York education model described by Pearson, Denigan and Götessson (2009) identifies school leaders, teachers and parents as core intermediaries and influencers.
- Hughes and Hughes (2012) argue however that the reasons both children and parents give up on schooling is because students “go to school for years and still cannot read or count”. On the other hand, “[w]herever principals and teachers provide a quality school environment with rigorous classroom instruction, children attend regularly” (Hughes & Hughes 2012, p. 38). The most important factors in providing such an environment are: autonomy of principals in making decisions about staff, budgets and before- and after-school programs, changing student, parent and school expectations for attendance and participation in education, and linking training programs with actual jobs (Hughes & Hughes 2012, p. 54-55).
94 per cent of Indigenous students (and 84 per cent of non-Indigenous students) emphasised the importance of their parents’ views in making decisions about the future, but only a small number of family members had ever attended university (Gale et al., 2013, p. 6). While parents and family were the most important source of information about post-school education, teachers were identified as another important source (Gale et al., 2013, p. 27-28).

An evaluation of the AIME program (Bodkin-Andrews et al., 2013) touched on inter-generational social disadvantage, and influence of parents and families but noted the influence of passive role modelling by AIME mentors who work with school children.

The UWA Aspire program identified teachers, year coordinators, career advisers, Aboriginal Education Officers and members of the broader Indigenous community as key influencers (Skene, 2010, p. 79). Similarly, Hall (2015) notes the role of teachers as key influencers/intermediaries.

The Queensland Department of Education et al. (2012) mentions the following influencers and intermediaries: parents, Elders, Indigenous school staff and community representatives.

More recently, Beddie (2015) refers to ‘supporting adults’ while the Bridges to Higher Education final evaluation report (KPMG, 2015a) details community influencers as being comprised of Elders, Cultural Liaison Officers, members of the community, religious or sporting organisations, non-government organisation representatives, individuals considered experts in their fields, career advisers and influential/credible community members. Furthermore, the Bridges to Higher Education program focuses upon helpers (paid or volunteer) which included university students who acted as tutors (KPMG, 2015a). Helpers appear to align with ambassadors (Cupitt & Costello, 2015) and mentors (e.g. AIME, 2014; Bodkin-Andrews et al., 2013). More generically Lander et al. (2015) refers to older role models, in that mature-age Indigenous students are role models for younger Indigenous students considering study.

### 3.6.10 Key Message: Indigenous Cohort Literature

The persistent under-representation of the Aboriginal and Torres Strait Islander population at university and the educational attainment gap between Indigenous and non-Indigenous populations has been a critical policy concern. Despite the 2009 (COAG) ‘closing the gap’ policy and associated initiatives, there remains a scarcity of research on how Indigenous students approach higher education decisions. Also of significance, in remote and very remote areas, Indigenous Australians comprise 16 per cent and 45 per cent of the populations respectively. Remoteness influences outcomes for Indigenous Australians with non-participation in education increasing with remoteness. To address this gap in research and educational outcomes, social marketing is identified as a fitting framework for addressing the social inequities experienced by Indigenous Australians. More specifically, social marketing interventions that reveal and cater for the broad diversity of Indigenous Australians and their different needs, wants, enablers and barriers is likely to accelerate access and participation in higher education.

The proportion of Indigenous Australians completing Year 12 or equivalent was 45 percent (compared to 88 percent of non-Indigenous Australians). Many initiatives are attempting to address this. The key takeaways from these initiatives are that:
From a social marketing perspective, the vast number of organisations and initiatives all targeted at the same group generates substantial ‘competition’ and has the potential to be overwhelming to Indigenous students. Social marketing interventions, including this one, do not exist in a vacuum and it is important to consider how many other groups are sending similar messages to Indigenous students to ensure that ours is positioned in a way to stand out from the ‘clutter’.

Social marketing interventions should be mindful of ‘reactance theory’, which focuses on the phenomenon of messages which unintentionally threaten an audience’s freedom and so invoke a derogatory reaction to that message (Rains, 2013).

The potential for mixed-messages is high due to the numerous organisations and initiatives at the national and state level.

Both non-government and government initiatives address a wide range of post-school options and while predominantly focused on school-leavers, do extend to non-school-leaver groups.

Indigenous people are much more likely to participate in the VET sector due to lower entry requirements, modes of study (including ‘learn as you earn’), career options and wider geographical availability. However, there is some evidence that VET is diverting potential Indigenous university students away from higher education, and students may not be aware of pathway arrangements from VET to university. The recommendation is that Indigenous students be encouraged to enrol in higher-level ‘pathway’ VET courses, and to acquire the necessary literacy and numeracy skills to do so.

Indigenous students in the top academic tier at school are less likely than non-Indigenous students to continue onto university education (39 per cent compared to 65 per cent). Many factors contribute to the gap in educational attainment including that Indigenous students are lacking confidence and have a negative self-perception. For those who achieved university success, this is attributed to extra enabling courses or the support of Indigenous Education Units. Also a barrier is that teachers and school careers counsellors have lower expectations of Indigenous students. Many Indigenous students are also the first in their family to reach senior secondary school; not having a role model also reduces the likelihood of university education.

While mature age Indigenous women are highly motivated to pursue tertiary education studies, the common driver is acting as role models, contributing to the household income and having a supportive family.

The literature shows that Indigenous students with higher scores in science and mathematics are more likely to aspire to tertiary education. However, parental education not only is an indicator of SES but also of “educational capital” manifested in positive attitudes and higher expectations of their children in education.

There are also significant challenges faced by Indigenous students at university; they include the transition from enabling programs, the need for housing and support as many come from regional and remote areas, and lower university completion rates. The use of ICT and digital communities can create engaging and personal experiences for Indigenous learners. Also significant, digital pedagogies align with Indigenous cultural philosophy and thus support educational success.

The assumption that aspiration must be raised in low SES students has been challenged by research that indicates that 75 per cent of students from low SES schools in western Melbourne already aspired to higher education. Research suggests that navigational
capacity was a more important factor in the gap between aspiration and participation. Also suggested is that a decision by an Indigenous student not to participate in formal education should be respected as there are many activities outside the non-Indigenous mainstream that do not require extended formal education. However, a different approach may be justified where this may not be an informed choice, or is a choice constrained by early school experience.

People from disadvantaged backgrounds are less able to successfully navigate pathways that are outside their experience or the experience of their sociocultural group. Studies contend that the most successful aspiration-building strategies should start early, at the primary school level and they also need to engage schools, families and communities, and focus on both aspiration and attainment. Also essential is that social and financial supports are provided. Critical success factors in pathways to higher education for Indigenous students are:

A. easy to navigate pathways, partnerships between schools, universities and the VET sector;
B. the opportunity for students to experience the university environment before they enrol; and
C. mentoring and academic support for school children.

Government reports have identified that a greater proportion of Indigenous students live in low socioeconomic status, rural or remote areas, and that Indigenous children are considerably more likely than non-Indigenous children to be living in poor conditions and have health problems that impact their education. Addressing disadvantage for Indigenous children will require school workers to understand Indigenous cultural and linguistic practices and be willing to ‘make a difference’, as well as have the capacity to work in a challenging environment, with a long-term commitment to the community.

Activities under the ‘Indigenous Engagement’ program specifically target the involvement of students’ parents, Elders, Indigenous school staff and community representatives. There is an explicit emphasis on relationship building and capacity building in/with Indigenous communities.
4 Insight-Driven Persona for Each Cohort

The discussion in previous sections of the position paper covers what the literature reveals about widening participation – the policy background, the identified barriers and motivators for potential students and their influencers, the issues commonly experienced by members of particular cohorts, and the features of successful interventions. However, this body of knowledge still contains gaps. Some cohorts, such as refugees, are less studied than others. Students in metropolitan areas are more often studied than those in remote communities. Some interventions have not yet been formally evaluated, and so their insights are not yet recorded in the literature.

In order to fill in these gaps, the social marketing team will conduct interactive workshops with representative cohort groups, in order to develop an insight-driven profile (a ‘persona’) for each cohort. A persona is a research-based profile which represents a target group with distinct motivations and behaviours (Marshall et al., 2015; Neilson, 2011; Sankupellay et al., 2015). They describe and categorise common experiences within a cohort, differentiate a cohort’s characteristics and needs according to background/experiences/motivations/barriers, and identify key needs of the cohort members. Personas arose in the IT industry in 1999 as part of the shift to a user-centred design (UCD) focus, and have since been adapted to other contexts (Marshall et al., 2015; Neilson, 2011), such as marketing and health (Sankupellay et al., 2015). Their use in the education sector is comparatively recent, but is proving useful in understanding student motivation and behaviour (Sankupellay et al., 2015).

The personas will add attitudinal insights to the knowledge gained from the literature about widening participation in order to enable targeted social marketing interventions, noting that some cohorts may need more than one persona. This approach goes beyond demographics to get a better idea of how tertiary education might fit in our intended ‘audiences’ lives/psyches.

The personas will be informed by the participants’:

1. knowledge, attitudes and behaviours and the motivators and barriers that impact on their aspirations to higher education, including how our audiences self-identify, and the role ‘place’ plays
2. demographics and life stage (age, education, income, family)
3. what they currently value, including current attitude towards education
4. what role education plays in their lives (or does not)
5. what they are currently doing (education, employment) and noting that they may be happy to continue doing it
6. identification of ‘peer crowds’/sub-groups – characteristics and how these value/engage in education and any patterns of social interaction
7. exploration of preferred media and communication use (broadly), specifically in relation to education/pathways; including the most effective media, responses to alternative message framing (i.e. positive versus negative messages) and places ‘life path points’ (bus stops, restaurants, laundromats etc.) they can reached
8. a ‘competitor analysis’ to map counter campaigns/programs for our audiences’ other options (i.e. work, VET, Australian Defence Force, police force), including the value our cohorts place on these options.

Based on the review of literature, and using the conceptual framework grounded in the model of goal-directed behaviour (see Figure 6), the preliminary features of the cohort profiles have been outlined in Table 16.
Table 16: A preliminary framework for cohort persona data collection

<table>
<thead>
<tr>
<th>MGB Construct</th>
<th>Agents of Change (by Socio-ecological Model levels)</th>
<th>Individuals of Interest (by school sample group)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Organisational-level Influencers (School/Practitioners)</td>
<td>School Children (Year 7 – 10)</td>
</tr>
<tr>
<td></td>
<td>Interpersonal-level Influencers (Caregivers/ Community)</td>
<td>To have a better life – in general</td>
</tr>
<tr>
<td>1.</td>
<td>Attitude – Utilitarian</td>
<td>Are future focused and aware of the long term benefits</td>
</tr>
<tr>
<td>1.</td>
<td></td>
<td>This is a part of my job*</td>
</tr>
<tr>
<td>2.</td>
<td>Attitude – Ego-defensive</td>
<td>Are future focused and aware of long-term benefits</td>
</tr>
<tr>
<td>3.</td>
<td>Attitude – Knowledge</td>
<td>To have a better life – in general</td>
</tr>
<tr>
<td>3.</td>
<td>Attitude – Value-expansive</td>
<td>Opportunity to follow dreams, passion, interests, talents, values</td>
</tr>
<tr>
<td>2.</td>
<td>Positive anticipated emotions</td>
<td>Optimism</td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td>Hope</td>
</tr>
<tr>
<td>3.</td>
<td>Negative anticipated emotions</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td>Nurturing</td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td>Included under “barriers”</td>
</tr>
<tr>
<td>5.</td>
<td>Subjective norm</td>
<td>Address social injustice via transformative capability of education</td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td>Such activities are respected in my profession*</td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td>My caregivers/community expect me to go to university</td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td>To learn knowledge and skills and bring them back to my community to help others like me (reciprocally)</td>
</tr>
<tr>
<td>5.</td>
<td>Perceived behavioural control</td>
<td>I can make a difference to the lives of others (perceived self-efficacy)</td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td>I have navigational capability to help students</td>
</tr>
<tr>
<td>6.a</td>
<td>Frequency of past exposure to agents of change</td>
<td>I finished school a little while ago, I’m ready now to do further study*</td>
</tr>
<tr>
<td>6.b</td>
<td>Interacting education system factors</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Recency of past exposure to agents of change</td>
<td></td>
</tr>
</tbody>
</table>

*Anecdotal, not in the literature (gaps but intuitively sound)
## Barriers - Across Cohorts

<table>
<thead>
<tr>
<th>MGB Construct</th>
<th>Agents of Change (by Sociocultural Model levels)</th>
<th>Individuals of Interest (by school sample group)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organisational Influencers</td>
<td>School Children (Year 7 – 10)</td>
<td>School Children (Year 11-12)</td>
</tr>
<tr>
<td>Interpersonal Influencers</td>
<td>How do I help? Who can help me to help my child?*</td>
<td>I don't need to go to university to work in the jobplace I want to</td>
</tr>
<tr>
<td>(Caregivers/ Community)</td>
<td>It costs too much (monetary)</td>
<td>It costs too much (monetary and non-monetary e.g. time, effort)</td>
</tr>
<tr>
<td>1. Attitude - Utilitarian</td>
<td>I don't think I meet the entry requirement/not aware of alternative pathways</td>
<td>I don't think I meet the entry requirement/not aware of alternative pathways</td>
</tr>
<tr>
<td>Attitude - Ego-defensive</td>
<td>Not interested in more study</td>
<td>Not interested in more study</td>
</tr>
<tr>
<td>(I had a bad experience at school and so will they (psychological projection)*)</td>
<td>I'm not smart enough - only really smart people go to uni</td>
<td>I'm not smart enough - only really smart people go to uni</td>
</tr>
<tr>
<td>Attitude - Knowledge</td>
<td>I don't think I have the academic skills (e.g. language proficiency) and access to resources (e.g. computer) required to succeed</td>
<td>I don't think I have the academic skills (e.g. language proficiency) and access to resources (e.g. computer) required to succeed</td>
</tr>
<tr>
<td></td>
<td>I don't know what job I want to do if it requires more study</td>
<td>Will they have support services and resources to help me?</td>
</tr>
<tr>
<td></td>
<td>Information overload - too many choices and too much information</td>
<td>Information overload (have to seek out information) followed by information overload (too much)</td>
</tr>
<tr>
<td>Attitude - Value-expressive</td>
<td>People like me/us don't go to TAFE/univ</td>
<td>People like me/us don't go to TAFE/univ</td>
</tr>
<tr>
<td></td>
<td>Personality (risk-aversions; self-esteem; present/future focused)</td>
<td>Personality (risk-aversions; self-esteem; present/future focused)</td>
</tr>
<tr>
<td>2. Positive anticipated emotions</td>
<td>Included under ‘motivations’</td>
<td></td>
</tr>
<tr>
<td>3. Negative anticipated emotions</td>
<td>Ignored</td>
<td>Inadequate</td>
</tr>
<tr>
<td></td>
<td>Skeptical</td>
<td>Inadequate</td>
</tr>
<tr>
<td></td>
<td>Loss - change in family dynamic (e.g. child becoming autonomous; knowing more than them)*</td>
<td>Inadequate</td>
</tr>
<tr>
<td></td>
<td>Rejected</td>
<td>Inadequate</td>
</tr>
<tr>
<td></td>
<td>Bewildered</td>
<td>Rejected</td>
</tr>
<tr>
<td></td>
<td>Lonely</td>
<td>Lonely</td>
</tr>
<tr>
<td></td>
<td>Scared</td>
<td>Scared</td>
</tr>
<tr>
<td>4. Subjective norm</td>
<td>None of my friends are going</td>
<td>Parental discouragement or no expectation to study further</td>
</tr>
</tbody>
</table>
### Barriers - Across Cohorts

<table>
<thead>
<tr>
<th>Barriers</th>
<th>Across Cohorts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>5.</strong> Perceived behavioral control</td>
<td>My teachers/guidance officer said I should look at non-university options</td>
</tr>
<tr>
<td></td>
<td>My teachers/guidance officer said I should look at non-university options</td>
</tr>
<tr>
<td></td>
<td>Was told I was not capable of tertiary study, so have not considered it an option</td>
</tr>
<tr>
<td></td>
<td>Will the environment be appropriate and culturally safe for me?</td>
</tr>
<tr>
<td></td>
<td>Will the environment be appropriate and culturally safe for me?</td>
</tr>
<tr>
<td></td>
<td>I don’t know anyone who has been to university/ don’t know what to expect</td>
</tr>
<tr>
<td></td>
<td>I don’t know anyone who has been to university/ don’t know what to expect</td>
</tr>
<tr>
<td></td>
<td>I don’t know anyone who has been to university/ don’t know what to expect</td>
</tr>
<tr>
<td></td>
<td>I want to stay close to my family</td>
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<td></td>
<td>I want to stay close to my family</td>
</tr>
<tr>
<td></td>
<td>Fear of failure and reinforcement of any previous failures in education</td>
</tr>
<tr>
<td></td>
<td>Fear of failure and reinforcement of any previous failures in education</td>
</tr>
<tr>
<td></td>
<td>Fear of success, My family and community will think that I think I’m better than them and won’t accept me*</td>
</tr>
<tr>
<td></td>
<td>Fear of failure and reinforcement of any previous failures in education</td>
</tr>
<tr>
<td></td>
<td>Fear of success, My family and community will think that I think I’m better than them and won’t accept me*</td>
</tr>
<tr>
<td></td>
<td>Fear of success, My family and community will think that I think I’m better than them and won’t accept me*</td>
</tr>
<tr>
<td></td>
<td>Navigational capability - I won’t know what to do or who to ask and no one in my family can help</td>
</tr>
<tr>
<td></td>
<td>Navigational capability - I won’t know what to do or who to ask and no one in my family can help</td>
</tr>
<tr>
<td></td>
<td>Family commitments conflicts with study (family, need to work)</td>
</tr>
<tr>
<td><strong>6a.</strong> Frequency of past exposure to agents of change</td>
<td>Segregated into different areas of society</td>
</tr>
<tr>
<td><strong>6b.</strong> Intervening education system factors</td>
<td>School here finishes in Year 10</td>
</tr>
<tr>
<td><strong>7.</strong> Recency of past exposure to agents of change</td>
<td>I just finished school and I want a break from study*</td>
</tr>
</tbody>
</table>

*Anecdotal, not in the literature (gaps but intuitively sound)
5 Conclusion

Education is transformative. Education delivers benefits to individuals, their families and communities; and it is this far-reaching impact that compels further research into understanding why under-participation by people from low SES backgrounds occurs and finding new ways to attempt to assuage the situation.

This project brings together two different disciplines and practices in order to address the issue of under-participation in higher education. Social marketing addresses social issues in ways that enhance the quality of life of individuals and society as a whole (Hastings & Angus, 2012). Similarly, widening participation seeks to redress social inequalities via increasing participation in higher education by under-represented groups (Gale, 2015).

The literature considered in this review is concerned not only with the current representation of people from disadvantaged backgrounds in tertiary education, and which social marketing interventions are the best match for these cohorts, but with an ongoing debate about the problems inherent in a policy of widening participation based on a deficit model when dealing with systemic disadvantage. Bourdieu’s notion of cultural capital is commonly deployed as way of shifting the discourse away from social deficit thinking, to a more positive frame of social inclusion/mobility and/or social justice. Social marketing considers downstream, midstream, and upstream levels of interventions in order to bring about positive change in complex situations such as this.

One of the central themes which has emerged from this review is the idea of the unheard voice in education, and the need for it to be heard. In social marketing terms, this is conceptualised as an opportunity for co-creation, in the form of joint development of interventions. This enables the autonomy of targeted groups in processes which will potentially transform their lives, but also widens the possibilities of innovation when it comes to intervention strategies. Domegan et al. (2013) point out that co-creation “can be a force for participation and democratisation that does create meaning for all, rather than simply an alternative research technique or a way of creating value through co-opting the skills and creativity of individuals” (Ind & Coates, 2013, cited in Domegan et al., 2013, p. 242).

Within widening participation, a similar idea is articulated by Gale (2015) in his exploration of the development of sociological imagination, recognising the limited spaces currently available for people from disadvantaged backgrounds to be part of Australia’s policy decision-making processes, instead of merely a problem to be solved. He points out that current higher education policy turns educational disadvantages into public issues, but only in terms of personal deficit, without turning them also into systemic issues which require parallel policy intervention.

Programs which recognise the reasons for student engagement or disengagement from formal education, rather than assuming the deficit perspective, have had measurable success, particularly those working with Indigenous communities. Sellar and Gale (2011, p.116) argue that:
“strengthening capacities to cultivate networks (mobility), shape futures (aspiration) and narrate experiences (voice) increases people’s ability to access, benefit from and transform economic goods and social institutions”.

For these reasons, a theoretical model which values the autonomy of participants, enables the identification of behavioural determinants and their relationships, and allows for individual, group, community and systemic levels of interventional awareness is needed as a framework for this project.

The social marketing-widening participation nexus that underpins this project draws on a transdisciplinary body of knowledge and practices. Collectively this nexus not only provides a more robust platform which will generate new insights, it also represents a different lens through which to view the seemingly perennial issue of under-participation in higher education by people from low SES backgrounds.
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Social Marketing Strategy for Promoting Tertiary Education to Low SES Communities


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Social Marketing Strategy for Promoting Tertiary Education to Low SES Communities


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DOI:10.1080/09518398.2013.771226


Cupitt, Costello, Raciti and Eagle
Social Marketing Strategy for Promoting Tertiary Education to Low SES Communities


Social Marketing Strategy for Promoting Tertiary Education to Low SES Communities


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## Appendices

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<td>University Equity Programs Data from NCSEHE Publication – Access and participation in Higher Education: Outreach/Access/Support (2013)</td>
<td>Jenny De Vries NCSEHE</td>
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<td>Appendix 3</td>
<td>NCSEHE Approach to Social Marketing ’Widening Participation’ (WP) Project: NVivo coding framework by author</td>
<td>Diane Costello NCSEHE</td>
</tr>
<tr>
<td>Appendix 4</td>
<td>Initiatives Summary Table - Current Australian Programs, Organisations and Government Departments/Initiatives</td>
<td>Maria Raciti University of the Sunshine Coast</td>
</tr>
<tr>
<td>Appendix 5</td>
<td>Social Media Summary Table – Current initiatives and groups found on various social media related to Indigenous participation in higher education</td>
<td>Maria Raciti University of the Sunshine Coast</td>
</tr>
<tr>
<td>Appendix 6</td>
<td>Literature Summary Table - Social Marketing Approach to Widening Participation Project: Critical Table by Year</td>
<td>Maria Raciti University of the Sunshine Coast</td>
</tr>
<tr>
<td>Appendix 7</td>
<td>Social Marketing and Widening Participation Strategies Matrix</td>
<td>Sandra Bridgland and Laura Pegg QUT</td>
</tr>
<tr>
<td>Appendix 8</td>
<td>Theory-based approaches to education sector analysis and intervention</td>
<td>Diane Costello, Cathy Cupitt NCSEHE Lynne Eagle James Cook University</td>
</tr>
<tr>
<td>Partners</td>
<td>Description</td>
<td>Objectives</td>
</tr>
<tr>
<td>------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Australian National University</td>
<td>Visual Arts Portfolio Workshop</td>
<td>• Aims to build aspiration in and to academically support LSES regional secondary students who have potential to enrol in tertiary visual or design arts courses.</td>
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<td></td>
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<td>• Informs students and teachers about the portfolio and interview process for application</td>
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<td></td>
<td></td>
<td>• Explains that ATAR not required</td>
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<tr>
<td></td>
<td></td>
<td>• Raises awareness about scholarships</td>
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<tr>
<td>Australian Catholic University</td>
<td>Bridges to Higher Education</td>
<td>• Improve academic outcomes</td>
</tr>
<tr>
<td>University of Sydney</td>
<td>Engaging young people who previously might not have considered higher education as an option, the Bridges to Higher Education program works with schools, TAFE, and community partners in Greater Western Sydney. Bridges to Higher Education was funded $21.2 m by the Commonwealth Government’s HEPPP</td>
<td>• Increase awareness, confidence and motivation</td>
</tr>
<tr>
<td>Macquarie University</td>
<td></td>
<td>• Build school and community capacity</td>
</tr>
<tr>
<td>The University of Western Sydney</td>
<td></td>
<td>• Increase capacity to access higher education</td>
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<tr>
<td>NSW Department of Education and Communities</td>
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<tr>
<td>TAFE NSW</td>
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<tr>
<td>the Universities Admissions Centre (NSW and ACT) Pty Ltd</td>
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<tr>
<td>over 250 schools, local government organisations, Indigenous organisations and other community, philanthropic and social enterprise organisations</td>
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<tr>
<td>155 schools in Central Queensland Region</td>
<td>CQUniversity Widening Participation</td>
<td>• Increase the participation of under-represented groups in HE in regional Queensland, the CQUniversity Widening Participation team developed the Engage Education series of programs for students</td>
</tr>
<tr>
<td>Central Queensland University</td>
<td>From 2011–2014, the Central Queensland University Widening Participation team worked with over 20,000 students to promote, raise and support aspirations of school students towards university. Eight Widening Participation programs were delivered to students in Years 5–12 across 155 schools. Student-centred activities included on-campus experiences, aspiration building exercises, demystification and awareness-raising about university, and career development. Programmes include Indigenous and primary school specific activities and a mentoring program with Year 11-12 students from current CQU undergraduate students</td>
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<tr>
<td>East Coast TAFE</td>
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<tr>
<td>Central Queensland Institute of TAFE</td>
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<tr>
<td>Central Queensland Indigenous Development Ltd. (CQID)</td>
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<tr>
<td>Australian Defence Force (ADF)</td>
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<td>other organisations have also contributed as minor partners.</td>
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</table>
Feedback indicates that students display a marked increase in interest in pursuing higher education. Teachers have commented on increased engagement in the classroom immediately following the Engage Education programs. One teacher provided this feedback after the MET program: "Many have not really seen university study in their daily and family lives, so the idea that uni is for anyone, anywhere, anytime is really positive for these students."

Iterative process that involves ongoing reflection, subsequent planning and resulting action. Participation and feedback from local community members are paramount to success of program.

Whole of Community Engagement Initiative
In partnership with local stakeholders, Charles Darwin University has embarked on a HEPPP Whole-of-Community Engagement (WCE) initiative which will work with six remote Indigenous communities across the Northern Territory to build aspiration, expectation and capacity to participate in higher education. This large-scale multi-site participatory action research project involves community engagement leaders, mentors and enrichment officers, and a community teacher’s liaison leader working closely with community based Indigenous mentors, leaders and organisations to drive innovative bottom-up strategies and solutions built on, and responsive to, Indigenous knowledge.

In early stages of planning and steering committees being established which includes representatives from each of the participating communities and all HEPPP-WCE staff:
- Program manager
- 3 community engagement leaders
- 3 mentor and enrichment officers
- Community teacher’s liaison leader

All positions are research active roles and will use participatory action research methodology to develop and implement existing strategies to building aspiration, expectation and capacity to participate in higher education.

Charles Sturt University
TAFE Western
DEEWR
Western NSW Local Health District
Bila Muji Aboriginal Health Services

iSmile Dental Assisting Training Program
A supported pathway program for Aboriginal students to a career in oral health or related areas in the health industry. Commerces with a Certificate II, and builds through Cert III and IV at TAFE Western to guaranteed entry into the Bachelor of Oral Health Therapy and then to Bachelor of Dentistry at Charles Sturt University. Students share facilities with TAFE Western and CSU Oral health and dental students.

Early stages of program so difficult to provide evidence of success however anecdotal outcomes have been encouraging. Students highly enthusiastic and engaged in their learning and they are building strong employment opportunities.

Charles Darwin University (CDU)
>>Office of the Pro Vice Chancellor – Indigenous Leadership
>>Office of the Pro Vice Chancellor – Academic
Northern Territory Department of Education
Batchelor Institute of Indigenous Tertiary Education
North Australian Indigenous Land and Sea Management Alliance Ltd
Australian Centre for Indigenous Knowledges and Education.

Row AHEAD: Clontarf to Curtin
Engages students in self-development through the sport of rowing. Students take part in weekly training sessions with the aim of participating in 4 state regattas held by Rowing WA. Students also attend weekly academic development sessions.

Early stages of planning and steering committees being established which includes representatives from each of the participating communities and all HEPPP-WCE staff:
- Program manager
- 3 community engagement leaders
- 3 mentor and enrichment officers
- Community teacher’s liaison leader

All positions are research active roles and will use participatory action research methodology to identify and explore current Indigenous community perspectives (both Western and Indigenous) about higher education.

Intra university Inter sectoral Social/community

Rowing WA

Qual feedback overwhelmingly positive:
- Learning to row in single sculls, doubles and quads
- Rowing as individuals and teams
- Completion of personalised land training, improving fitness and flexibility
- Completion of academic sessions on rowing history and theory, developing literacy and study skills
- Improvements in attitude toward school and

Curtin University – AHEAD, Boat Club and Stadium
Clontarf Aboriginal College

Qual feedback overwhelmingly positive:
- Learning to row in single sculls, doubles and quads
- Rowing as individuals and teams
- Completion of personalised land training, improving fitness and flexibility
- Completion of academic sessions on rowing history and theory, developing literacy and study skills
- Improvements in attitude toward school and

Intra university Inter sectoral Social/community

Program has generated positive community interest.
Program is WACE accredited recognising students resilience demonstrated through the program.
Rowing community has donated 2 boats for exclusive use by students and offered to provide instructor training to Clontarf staff member to support longevity of the program.
<table>
<thead>
<tr>
<th>Location</th>
<th>Institution</th>
<th>Program/Initiative</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Western Metropolitan Region, Victoria&lt;br&gt;Barwon Adolescent taskforce&lt;br&gt;The Smith family&lt;br&gt;Deakin University</td>
<td>Deakin Engagement and Access Program (DEAP)&lt;br&gt;&lt;br&gt;Outreach program for yr7-12 students at schools in Melbourne, Geelong and Victoria's Barwon South Western region&lt;br&gt;Using a strengths based approach to building community capacity&lt;br&gt;DEAP works with partner schools to deliver on campus and in school activities&lt;br&gt;Activities encourage aspiration for post school education and cover academic enrichment, study skills and Special Entry Access Scheme (SEAS) workshops&lt;br&gt;DEAP works with under-represented schools, parents, carers, families and community organisations to encourage and support young people</td>
<td>Qual feedback show that DEAP has had a positive impact on students engagement with school and interest in post school study&lt;br&gt;Will broaden collaboration with community partners to maximise the reach and impact of activities&lt;br&gt;Further community based activities being developed in collaboration with Headspace (National Youth Mental Health Foundation)&lt;br&gt;More focus onto other disadvantaged groups&lt;br&gt;Plans to develop disability related workshops&lt;br&gt;Will be expanded to target students in yr3-6 as aspirations are influenced early in life by social context and parental attitudes</td>
<td>Learning&lt;br&gt;Inter sectoral&lt;br&gt;Social/community</td>
</tr>
<tr>
<td>Metropolitan Region of Melbourne&lt;br&gt;Outreach program for yr7-12 students&lt;br&gt;Barwon South Western region&lt;br&gt;Deakin University</td>
<td>Old Ways, New Ways&lt;br&gt;New outreach initiative bringing together western and Aboriginal knowledge and perspectives on science&lt;br&gt;Developed to encourage and support Aboriginal and Torres Strait Islander students from LSES communities</td>
<td>Improve participation of Aboriginal and Torres Strait Islander students in science subjects&lt;br&gt;Focus is on findings ways to help students reach their full potential by improving educational and employment outcomes&lt;br&gt;Enhance confidence, leadership and communication skills while providing positive role models to inspire students&lt;br&gt;Facilitate integration of locally relevant and specific Indigenous knowledge into the teaching of science&lt;br&gt;600 students participated to date&lt;br&gt;Forged stronger links ECU’s LSES metro and regional school partners&lt;br&gt;Established strong dialogue around embedding cultural knowledge further into the school curriculum&lt;br&gt;Continued engagement aims to demystify HE pathways an early evidence suggests goal is being achieved&lt;br&gt;Further longitudinal studies to be undertaken</td>
<td>Learning&lt;br&gt;Inter sectoral&lt;br&gt;Social/community&lt;br&gt;Inter university&lt;br&gt;Social/Community</td>
</tr>
<tr>
<td>Western Metropolitan Region, Victoria&lt;br&gt;Western Metropolitan Region of Melbourne&lt;br&gt;Edith Cowan University&lt;br&gt;National Indigenous Science Education program (NISEP)</td>
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<tr>
<td>Wimmera-Warawung Region&lt;br&gt;Macquarie University</td>
<td>Macquarie Outreach Initiative (MOI)&lt;br&gt;Developed to encourage Aboriginal students in regional Victoria to apply for and participate in HE</td>
<td>Facilitate access for Aboriginal students to apply for and participate in HE</td>
<td></td>
</tr>
<tr>
<td>Metropolitan Region of Melbourne&lt;br&gt;Gippsland Region&lt;br&gt;Deakin University</td>
<td>FedReady&lt;br&gt;Intensive course designed to prepare and support LSES students to get a head start at uni.</td>
<td>Facilitate access for LSES students to get a head start at uni.</td>
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<tr>
<td></td>
<td>Further increase the presence of HE within the community and to continue to raise student aspiration to successfully complete yr12&lt;br&gt;There is still a need to continue these programs and experiences</td>
<td>Replicate the knowledge and information in an online context&lt;br&gt;Interactive student component will be transferred to online forums and reflections which will integrate students into existing support systems</td>
<td>Learning&lt;br&gt;Inter university&lt;br&gt;Social/community</td>
</tr>
<tr>
<td>Northern Metropolitan Region&lt;br&gt;Anglicare Victoria&lt;br&gt;Federation University Australia&lt;br&gt;Teaching staff and students from secondary schools in Grampians region</td>
<td>Hitch to Higher Education&lt;br&gt;Designed in response to Anglicare Vc-4 pillars of engagement of sport, art, music and environment&lt;br&gt;Relies on current HE students&lt;br&gt;They act as Ambassadors and share their experiences and knowledge with secondary students in the region.&lt;br&gt;HE students mentor secondary students in the trek experience from Port Fairy to</td>
<td>Encourage students to discover their passion and build their academic and career journey from that passion&lt;br&gt;Provide secondary students the opportunity to work closely with HE students in an environmental setting that is supportive and scenic&lt;br&gt;Strongly aligned with Fed Uni Regional School Outreach Program (RSOP)</td>
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<tr>
<td>Eastern Metropolitan Region&lt;br&gt;Ararat Lions Club&lt;br&gt;Anzacs from Riverina</td>
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Flinders University
Public, Catholic and Independent secondary schools
Australian Council for Education Research

- Provide greater access to HE for students who otherwise would not be selected on yr12 performance alone
- uniTEST and Yr12 scores play a complementary role in the selection process and the two in combination provide a more powerful means of predicting first year performance than either measure on its own (ACER 2010)
- Enabled 350 students to participate in HE
- Online testing popular as it reduces the administering of the test
- Test provides a baseline to consider further research into efficacy of aptitude testing for HE admission
- Flinders Uni reviews course offerings eligible on yr12 performance alone
- Research into efficacy of aptitude testing for HE admission
- Evidence based approach was devised to inform program delivery and institutional and state policy development regarding these pathways
- Strengthening cross sectoral and cross institutional collaboration and partnerships and sharing good practice are good goals
- Activities include: demystification and awareness raising Information on access Scholarships and other financial support
- Career development On campus experiences University transition days Changing funding arrangements affect capacity to offer financial support
- Website (www.bridgetostudy.com.au) provides online resources for students, staff and general community Research findings disseminated at conferences and to network members
- Partnerships activities coincided with a rise in program enrolments Prior to this partnership no tertiary preparation programs were being run by either university
- Partnership has already negotiated continued funding arrangements following end of grant to sustain program. Shows the value partners place on their work and dedication to maintaining the program
- Committed to HEPP funds to maintain dedicated adult learner staff, maintain key program elements and expand adult learner strategies from their knowledge and contacts developed via the program
- The Network monitors changes in VET policy and informs managers of implications and maintains an advocacy role with DETE

Griffith University
Queensland Uni of Technology (QUT)
TAFE Queensland Brisbane
TAFE Queensland Gold Coast
Cooparoo Centre for Continuing Secondary Education
Kingston Centre for Continuing Secondary Education
Eagleby Learning Centre

- Learn about the motivations, learning experiences and outcomes of low income adult learners bridging back to education
- Investigates ways to enhance access to tertiary preparation and bridging programs, support program completion and facilitate transition into tertiary studies
- Evidence based approach was devised to inform program delivery and institutional and state policy development regarding these pathways
- Strengthening cross sectoral and cross institutional collaboration and partnerships and sharing good practice are good goals
- Activities include: demystification and awareness raising Information on access Scholarships and other financial support
- Career development On campus experiences University transition days Changing funding arrangements affect capacity to offer financial support
- Website (www.bridgetostudy.com.au) provides online resources for students, staff and general community Research findings disseminated at conferences and to network members
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- Committed to HEPP funds to maintain dedicated adult learner staff, maintain key program elements and expand adult learner strategies from their knowledge and contacts developed via the program
- The Network monitors changes in VET policy and informs managers of implications and maintains an advocacy role with DETE

James Cook University
Smithfield State High School
Trinity Beach State School
Tropical North Learning Academy
Mission is to engage young minds to meet the challenges of the future by offering unique world class education programs from the early years to university and beyond TNLA partners provide a range of learning enhancements called academies, for students at all stages of learning to ensure smooth transitions between the key junctures of schooling
- Improve awareness of pathways from primary school, through secondary school and on to tertiary education. It builds linkages and pathways between partners to provide opportunities for students and their families to consider and pursue HE
- Improve the connection and engagement between members of the TNLA. Improve working relationships between partners in development of knowledge, practice ad engagement that advance the objectives
- A means by which relevant strategic opportunities can be identified, evaluated and pursued by partners either jointly or independently with ultimate aim of significantly improving the enrolment and retention in each of the partner institutions.
- TNLA has become the key motivator for students at the 3 institutions to achieve within their own studies. Program is highlighted in school newsletter which discusses interactions with JCU
- Over 1300 interactions between staff, students and parents over 12mths, anecdotal evidence suggests a widening appreciation of the range of options available to students within JCU and across the HE sector
- Too early for quantitative data
- Activities being planned by partners with the central focus on the development of personal connection and institutional understanding so that each partner can deliver on their mission in the best possible way
- New research on indicators on when HE aspirations is best fostered
- JCU is keen to determine whether earlier intervention leads to improved impact
La Trobe University
Bendigo TAFE
Bendigo Senior Secondary College
Schools from Greater Bendigo, Loddon, Macedon Ranges, Central Goldfields, Buloke, Mount Alexander, Campaspe, Gannawarra and Swan Hill

- Grow the breadth and depth of HE programs on pathway offerings in regional Vic through developing a long term sustainable partnership
- Integrated elements of Foundation, Scaffolding and Reinvigoration will provide a broad and sustainable model for raising aspirations and participation in HE for young people in the region

Pathways Hub Co-ordinator will continue to facilitate outreach and engagement activities on TAFE and uni campuses with student ambassadors
Continue to provide capacity building PD activities for Careers, Managed Independent Pathways and Pathways Teachers

Australian Catholic uni
Deakin Uni
Federation Uni Australia
La Trobe Uni
Monash Uni
RMIT Uni
Swinburne Uni
Uni Melbourne
Victoria Uni
DEECD
Independent schools Victoria
Cath Ed Commission of Australia
Schools
Professional groups

- Demystify links between school, HE and professions
- Achieved by stimulating students interests in particular fields, enabling experiential learning and engagement with career possibilities
- Activities challenge and extend students increasing their confidence and enthusiasm for personal possibilities
- LEAP enhance student understanding of entry to specific fields, supporting informed decision making for successful entry

Currently investigating optimum structure to continue delivery of activities developed to date along with the website as a communication tool with target schools

Australian Science Teachers association

- LEAP enhance student understanding of entry to specific fields, supporting informed decision making for successful entry

Inter sectoral

Inter sectoral
<table>
<thead>
<tr>
<th>Monash Uni</th>
<th>SEAMS - Strengthening Engagement and Achievement in Mathematics and Science</th>
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<tbody>
<tr>
<td>John Monash Science School</td>
<td>Aims to increase participation and attainment of LSES and Indigenous students in science and mathematics related disciplines in higher education. Program targets Indigenous in early secondary school and LSES and Indigenous in senior secondary school. Engages students in challenging maths and science experiences through residential camps and online activities to encourage engagement and achievement, boosting students access to a range of uni courses.</td>
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<thead>
<tr>
<th>Murdoch Uni</th>
<th>MAP4U</th>
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<tbody>
<tr>
<td>Curtin Uni</td>
<td>Works with 22 high schools to develop sustainable, school led programs. Partnerships are guided by the school/university compacts (MOUs) linking performance indicators, as designed by key stakeholders (including the schools) with each schools context. Resulting programs fall into 4 categories: Building Academic Aspirations and Achievement (BAAA), Innovative Curriculum and Pedagogy (ICP), Big Picture Academies (BPA), University Enabling Programs (UEP).</td>
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</tbody>
</table>

A major focus is to improve participation in higher education among students who have traditionally been underrepresented. Programs include:  
- University school outreach programs  
- Development of parental support  
- Programs students-teacher pathway planning  
- Development of academic and alternative learning academies within schools  
- Aligning schools with university pathways programs

| Murdoch Uni | MAP4U will continue to refine school-driven programs to inspire and support the educational aspirations of young people from financially disadvantaged backgrounds. |

A survey was developed to collect baseline data including:  
- Student demographics  
- Information sources for education or career plans  
- Expectations for future  
- Future achievements  
- Favorite things about school and school experience.

Post-program surveys and follow-up interviews were also designed to gauge whether students who participated in MAP4U programs demonstrate enhanced educational aspirations, and increased intention to apply and attend university, in comparison to students who did not participate in MAP4U programs.

The data revealed students demonstrated high aspirations towards obtaining a university degree.

<table>
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<tr>
<th>Murdoch Uni</th>
<th>Inter university</th>
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<tbody>
<tr>
<td>Curtin Uni</td>
<td>Improve longer term impact.</td>
</tr>
<tr>
<td>Challenger Inst of TAFE</td>
<td>More focus on chemistry and maths in senior camps as key requisites for scientific and health courses.</td>
</tr>
<tr>
<td>AISWA</td>
<td>Funding options beyond HEPPP are being explored.</td>
</tr>
<tr>
<td>Rockingham City Council</td>
<td>Want to build on the positive experiences of the first cohort.</td>
</tr>
<tr>
<td>CCWA</td>
<td>Inter sectoral Social/community</td>
</tr>
<tr>
<td>Rockingham Education Development Group</td>
<td>Intra university</td>
</tr>
<tr>
<td>Peel Development Commission</td>
<td>Inter university</td>
</tr>
<tr>
<td>Multiple schools</td>
<td>Inter sectoral</td>
</tr>
<tr>
<td>NFP organisations – Big Picture Education Australia</td>
<td>Social/community</td>
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<tr>
<td>South Metro Youth Link Youth Connect</td>
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### Multiple schools, community groups and organisations

<table>
<thead>
<tr>
<th>Organisation</th>
<th>Description</th>
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<tbody>
<tr>
<td>Children's University Trust UK</td>
<td>provides extracurricular learning opportunities to children aged 7–14, and volunteering for 15–18 year olds. CU seeks to engage children in learning in its broadest sense and provide the scaffolding to develop self-efficacy, confidence and aspirations. CU is child-directed, with each child choosing to be involved, and choosing what they would like to participate in. Although open to all, CU aims to reach children facing disadvantage and is at the forefront in cultivating children's love of learning and boosting their aspirations. The benefits for students are to extend the learning opportunities beyond school and to assist children in making their own decisions about learning. It allows them to explore and develop new talents and interests and interact with people who have similar interests. CU also offers children the chance to manage and measure their own success through receiving certificates and public recognition.</td>
</tr>
<tr>
<td>South Australian Museum</td>
<td>provides educational and learning opportunities for children outside of school through CU, children are encouraged to explore and develop new talents and interests.</td>
</tr>
<tr>
<td>City of Playford</td>
<td>The model leverages local educational and learning activity providers, including sports clubs, museums, galleries and school clubs. A strong emphasis is placed on the value of accessing the wide range of learning experiences and environments in which children engage.</td>
</tr>
<tr>
<td>Carclew (South Australian youth arts organisation)</td>
<td>Children's University Australia (CU) provides extracurricular learning opportunities to children aged 7–14, and volunteering for 15–18 year olds. CU seeks to engage children in learning in its broadest sense and provide the scaffolding to develop self-efficacy, confidence and aspirations.</td>
</tr>
<tr>
<td>South Australian Migration Museum</td>
<td>CU provides extracurricular learning opportunities to children aged 7–14, and volunteering for 15–18 year olds. CU seeks to engage children in learning in its broadest sense and provide the scaffolding to develop self-efficacy, confidence and aspirations.</td>
</tr>
<tr>
<td>Art Gallery of South Australia</td>
<td>The model leverages local educational and learning activity providers, including sports clubs, museums, galleries and school clubs. A strong emphasis is placed on the value of accessing the wide range of learning experiences and environments in which children engage.</td>
</tr>
<tr>
<td>Adelaide City Council</td>
<td>Children's University Australia (CU) provides extracurricular learning opportunities to children aged 7–14, and volunteering for 15–18 year olds. CU seeks to engage children in learning in its broadest sense and provide the scaffolding to develop self-efficacy, confidence and aspirations.</td>
</tr>
<tr>
<td>Adelaide Oval</td>
<td>The model leverages local educational and learning activity providers, including sports clubs, museums, galleries and school clubs. A strong emphasis is placed on the value of accessing the wide range of learning experiences and environments in which children engage.</td>
</tr>
<tr>
<td>Red Cross</td>
<td>Children's University Australia (CU) provides extracurricular learning opportunities to children aged 7–14, and volunteering for 15–18 year olds. CU seeks to engage children in learning in its broadest sense and provide the scaffolding to develop self-efficacy, confidence and aspirations.</td>
</tr>
<tr>
<td>Rundle Mall Group</td>
<td>The model leverages local educational and learning activity providers, including sports clubs, museums, galleries and school clubs. A strong emphasis is placed on the value of accessing the wide range of learning experiences and environments in which children engage.</td>
</tr>
<tr>
<td>Sammy D Foundation</td>
<td>Children's University Australia (CU) provides extracurricular learning opportunities to children aged 7–14, and volunteering for 15–18 year olds. CU seeks to engage children in learning in its broadest sense and provide the scaffolding to develop self-efficacy, confidence and aspirations.</td>
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</tr>
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<td>Centre of Excellence for the History of Emotions</td>
<td>The model leverages local educational and learning activity providers, including sports clubs, museums, galleries and school clubs. A strong emphasis is placed on the value of accessing the wide range of learning experiences and environments in which children engage.</td>
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<tr>
<td>Upside Down Circus.</td>
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</tr>
</tbody>
</table>

### University Programmes

<table>
<thead>
<tr>
<th>Programme</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Aspiration Initiative Family Conference</td>
<td>The Aspiration Initiative (TAI) is the name for a collective of Indigenous education projects. We are broadening the conversation about what is possible for Indigenous Australians in</td>
</tr>
<tr>
<td>The Aurora project</td>
<td>The Aspiration Initiative (TAI) is the name for a collective of Indigenous education projects. We are broadening the conversation about what is possible for Indigenous Australians in</td>
</tr>
<tr>
<td>The Australian National University</td>
<td>The Aspiration Initiative (TAI) is the name for a collective of Indigenous education projects. We are broadening the conversation about what is possible for Indigenous Australians in</td>
</tr>
<tr>
<td>Commonwealth Dept of Education</td>
<td>The Aspiration Initiative (TAI) is the name for a collective of Indigenous education projects. We are broadening the conversation about what is possible for Indigenous Australians in</td>
</tr>
<tr>
<td>Charlie Perkins Trust for Children and Students</td>
<td>The Aspiration Initiative (TAI) is the name for a collective of Indigenous education projects. We are broadening the conversation about what is possible for Indigenous Australians in</td>
</tr>
</tbody>
</table>

### Feedback

- Feedback that conference was useful, beneficial and relevant and that participants would attend another conference. Validable to meet with TAI staff
- Upcoming camp for students to be held in NSW and Vic
- For yr11 students and the theme is growth
- Focus will be on political literacy and the development of an academic voice and standpoint

### University Programmes

- Improve university participation rates by increasing knowledge and understanding of university and careers, building confidence and motivation and improving academic readiness for HE
- Having positive effect of student and parent interest and intention towards university
- Partners want to continue close relationships which have been developed and want to continue working on project together.
- HEPP funded activities will continue until end of 2015 when funding finishes. Will continue to focus on building community relationships as a key platform to provide role models to support parents and carers who support their children to reach their potential

### Inter university

- University of Canberra
- Inter university
- Inter sectoral
- Social/Community

### Inter sectoral

- Social/Community
relation to academic achievement – from school attendance and minimum benchmarks to academic excellence in Australia and on the world stage.

The Aspiration Initiative projects include:

- TAI's Academic Enrichment Program for Indigenous students - a pioneering, 5½ year pilot program for high school students in NSW, Victoria and WA.
- The Indigenous Scholarships website - a website detailing university scholarships, and a monthly e-newsletter (since October 2011).
- Aurora Indigenous Scholars International Study Tour - an annual opportunity for a number of high performing students and graduates to visit leading universities in the UK and US.
- International scholarships - scholarship opportunities for graduates to study overseas through the Charlie Perkins Scholarship Trust and Roberta Sykes Indigenous Education Foundation.

Camp will explore how students engage with TAI and the world – socially, culturally and academically – and will culminate in students producing writing that will be published on www.dusseldorp.org.au

Further government funding has been obtained which will enable new activities to be undertaken.

Uni of New South Wales
Centennial Park Education
Centennial Parklands Foundation
ASPIRE Partner Schools

Centennial Parklands Education Access Pass
Offers opportunities for students from disadvantaged, regional and remote schools to visit Sydney’s iconic Centennial Parklands precinct.
The program actively engages students in scientific methodologies and investigations such as classification of species, water quality testing, environmental impact studies and exploration of the factors influencing the growth, development, adaptation and diversity of ecosystems.
Staff from the Education Precinct at Centennial Parklands work closely with UNSW/ASPIRE to tailor activities appropriate to the varying interests and needs of visiting school groups.
This partnership highlights to students the diverse skills required to manage ecosystems.
This partnership overcomes the issue of social exclusion as a result of transport disadvantage.

To open students eyes to the a broader spectrum of educational and career opportunities, such as those presented by the existence of green spaces in urban environments
Explicit connections are made between activities, the broad degree programs to which they relate, and the subsequent career pathways available to students

Qual feedback indicates that activities offered are engaging and valuable.
Teachers report that students leave the park precinct with a broadened understanding of study and career opportunities available to them.
For regional students they get a sense that living in a large city such as Sydney might be possible and enjoyable for them.

Uni of Newcastle
Family Action Centre – faculty of Health and Medicine
UNI4YOU
Provides activities to support the engagement of economically and geographically

Increase awareness of access pathways and understanding of the support available to enable successful completion

58% increase in HE enrolments from the community in 2014

Continued promotion and scheduling of activities in current area of influence
Additional support for student’s partners and
<table>
<thead>
<tr>
<th>AIM HIGH Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language and Foundation Studies (ELFS)</td>
</tr>
<tr>
<td>The Smith Family</td>
</tr>
<tr>
<td>Irrawong Public School</td>
</tr>
<tr>
<td>Thoo Waila Family Centre Schools and Community Centre</td>
</tr>
<tr>
<td>Cessnock East Public School</td>
</tr>
<tr>
<td>San Remo Neighbourhood Centre</td>
</tr>
</tbody>
</table>

- Provide information and support to adults that may never have tertiary identified tertiary study as an option for them or have previously attempted tertiary study but not succeeded due to socio-environmental factors
- Extended family will be offered. Extended to additional communities

<table>
<thead>
<tr>
<th>Uni of South Australia</th>
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</thead>
<tbody>
<tr>
<td>Dept for Education and Child Development</td>
</tr>
<tr>
<td>South Australian Aboriginal Sports Training Academy</td>
</tr>
<tr>
<td>Taunci College</td>
</tr>
<tr>
<td>Port Adelaide Football Club</td>
</tr>
<tr>
<td>Australian Indigenous mentoring Experience</td>
</tr>
</tbody>
</table>

- To become the university of choice for Aboriginal and Torres Strait Islander people in South Australia and beyond
- Provide deeper engagement with STEM learning concepts
- Formal Alumni chapter being finalised and further partnerships with the Indigenous Internship program (Career Trackers) are being developed
- Educational program engages via sport at SAASTA and uses this engagement as a way to improve student achievement and increase awareness of HE pathways
- Continue with existing program
- New partnership between Uni SA and Port Adelaide Football Club will extend the focus on Aboriginal education

<table>
<thead>
<tr>
<th>Uni of Southern Queensland</th>
</tr>
</thead>
<tbody>
<tr>
<td>Queensland Dept of Education Training and Employment</td>
</tr>
<tr>
<td>Small town Culture</td>
</tr>
<tr>
<td>80 Primary and secondary schools in Queensland Darling Downs and South West Region</td>
</tr>
</tbody>
</table>

- Empower students to make choices about their future that results in improved HE participation
- Achieved by building self-confidence in students and pride in their school and community and encouraging school engagement and attendance
- Gives students the opportunities to interact with the university in a non-threatening environment that encourages a connection with HE
- Data shows positive response to the workshops and to Josh as a teacher and mentor
- Participants would like the opportunity to continue working with STC
- Comments indicate an increased pride in the community and positive experience for the students leading to a range of outcomes.
- As success of program has become widely known, the expansion of its content has become apparent.
- ST Music Camp has been funded which brings together talented students from regional and remote areas of SW Queensland. This will enable students to work with musicians and music producers to develop their musicality and build relationships with peers that will help in their future studies and life beyond school

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<tr>
<th>Uni of Sydney</th>
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<tbody>
<tr>
<td>Sydney College of the Arts Faculty of Education and Social work</td>
</tr>
<tr>
<td>Sydney Medical School</td>
</tr>
<tr>
<td>South cares</td>
</tr>
<tr>
<td>Centipede (Out of School Hours Care)</td>
</tr>
</tbody>
</table>

- Projects developed with schools using principles of community development to ensure that content is relevant, aligned with key learning areas in the curriculum, meet school plan outcomes and provide learning enrichment in areas identified by the school community
- Working with academics and project staff ensure that meaningful links between interests and future option in HE are reinforced
- The experiential nature of the program results in increased technical and production skills for the students involved
- Quality feedback from students and staff reflect success in achieving these outcomes
- Intersectonal Social/community

<table>
<thead>
<tr>
<th>Uni of Tasmania</th>
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<tbody>
<tr>
<td>Tasmanian Dept of Education</td>
</tr>
<tr>
<td>Parks and Wildlife Services</td>
</tr>
<tr>
<td>Tas TAFE</td>
</tr>
<tr>
<td>The Smith family</td>
</tr>
<tr>
<td>Colony 47</td>
</tr>
<tr>
<td>Circular Head Aboriginal Corporation</td>
</tr>
<tr>
<td>Six Rivers Aboriginal Corporation</td>
</tr>
<tr>
<td>South East Tasmanian Aboriginal Corporation</td>
</tr>
<tr>
<td>Westapaas Aboriginal Corporation</td>
</tr>
<tr>
<td>Guildford Young College</td>
</tr>
<tr>
<td>St James Catholic College</td>
</tr>
<tr>
<td>Burnie City Council</td>
</tr>
</tbody>
</table>

- Aims to increase participation in HE and enable current and future students, families and communities to engage with career possibilities aligned with Tasmania’s industries of the future: food, tourism, advanced manufacturing and health
- Target Tasmanians who identify as Aboriginal or from LSES backgrounds
- Ensure target groups can participate in a future skilled economy
- Increase participation in HE through initiatives which build aspiration, provide smooth transitions and enable current Qualitative data collected. Feedback that excursions provide valuable information and inspiring personal journeys from industry representatives. Format was considered engaging and led to the objectives of the activity. Participants indicated a clearer understanding of relevant training and skills required to pursue careers in tourism.
- Plan Campus open days and evenings
- Speakers to highlight jobs of the future and educational pathways to these jobs
- Health focused initiatives include career information sessions for current support workers in aged care and disability.
- Advanced manufacturing initiatives include Developing Regional Interest in Future technologies.
- The aim is to develop positive relationships between schools, students and industry while showcasing authentic learning experiences in local advanced manufacturing industries.
- Mapping connections is also a future project

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<th>UniSA Partnerships</th>
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<tr>
<td>4 key programs focus on capacity building and academic achievement for Aboriginal and Torres Strait Islander students and graduates</td>
</tr>
<tr>
<td>Deadly Alumni</td>
</tr>
<tr>
<td>Australian Indigenous Mentoring Experience</td>
</tr>
<tr>
<td>South Australian Aboriginal Sports Training Academy</td>
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<tr>
<td>Aboriginal Power Cup</td>
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| Teachers have also said that their skills have been developed as well. |

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<th>Compass Film and Animation Workshops</th>
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<td>Program delivers highly engaging workshops that reinforce communication, team work, problem solving, creativity, literacy and digital literacy skills.</td>
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<td>The experiential nature of the creative imaging of a narrative and depiction of the story arc using digital technology results in increased technical and production skills for the students involved.</td>
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<tr>
<td>The collaborative nature of film projects also builds significant teamwork skills</td>
</tr>
<tr>
<td>Qual feedback from students and staff reflect success in achieving these outcomes Teachers have also said that their skills have been developed as well.</td>
</tr>
<tr>
<td>FIPSMA (Film Production and Stop Motion Animation) is highly valued program in Compass partner schools.</td>
</tr>
<tr>
<td>New funding sources are being investigated to ensure longevity of the program. School contribution model will be trialled to supplement existing funds.</td>
</tr>
<tr>
<td>Sustainability strategy of using pre-service teachers to delivers workshops in schools, or a volunteer option for experienced unit students to run workshops</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Small Town Culture</th>
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<tbody>
<tr>
<td>Is a music label developed by Josh Arnold, singer/songwriter and supported by USQ to enable students to have their voices heard. Josh delivers workshops and helps students to write, sing and perform music about their home towns and their aspirations for the future. The work builds self confidence in students from culturally diverse and Indigenous backgrounds</td>
</tr>
</tbody>
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networks that will help sustain and develop successful project initiatives long after the project has run its course. 

and future students, families and communities to engage with careers aligned with Tasmania’s industries of the future.

Desired outcomes include informed and lifted aspirations and understanding of the value of HE and an improved rate of successful transitions to HE courses that are preparation for jobs in industries of the future.

- Tours all successful with all objectives met and at times exceeded.
- Delivered an inspirational experience that fostered positive attitudes towards science and education in regional communities
- Positive relationships that developed as a result of the tours have led to all initiating further regional projects
- Further collaboration have been inspired with new and current collaborators.
- Collaboration has raised interest in pursuing further research on understanding barriers for regional students

Uni of WA
Aspire WA
School of Indigenous Studies
SPACE – secondary science
teachers enrichment program
International Centre for Radio Astronomy
Research (ICRAR) jnt venture with Curtin Uni
16 Aspire UWA partner schools
Scitech Discovery Centre
Aspire to Astronomy
Works with partner schools in WA to inspire and educate students about the benefits of HE
The roadshow was a collaboration of education and teacher enrichment partners who are passionate about science and astronomy and keen to share this enthusiasm with regional communities
- Overarching objective was to engage regional students, their families and communities in discussions about the importance of HE
- Engage the community with the richness of uni life
- Inform them of opportunities and support available to regional students at uni
- Provide unique PD opportunity for teachers
- Create an opportunity for scientific experts to reach a large number of students
- Promote the Square Kilometre Array (SKA) project

Uni of Wollongong
AIME
Dr Gawaian Bodkin Andrews – Macquarie uni
AIME and the Uni of Wollongong
Mutually beneficial partnership has resulted in outputs to AIME for use in their program, funded educational opportunities for Indigenous students at both undergraduate and postgraduate levels; and the design of statistical tools for the collection of quant data on the program
- Program addresses educational inequity through a mentoring program designed to improve high school completion rates of Indigenous students
- Partnership was designed to analyse and evaluate the progress against KPI’s and report on the viability of an expansion
- Dissemination of key findings that supports the ongoing benefits of AIME model
- Research team has adapted approaches to data analysis, engaging in group analysis so that a range of perspectives and epistemologies can be applied to the data collected.
- Current funding goes through to 2014.
- Ongoing analysis is required

Uni of Wollongong
Dept of State Training
Dept of Ed and Workplace Relations
Regional Development Australia
UOW College
Eurobodalla Adult Education
Illawarra retirement Trust
Southern pathology
TAFE NSW
Supported Pathways Programs
Designed to improve participation of LSES and Indigenous people in HE
Involves collaboration with local government agencies and RTO’s to raise educational capacity of the Illawarra SE Region
Partners identify skills shortages in the region and provide tangible pathways and vocational qualifications to further education and employment
- Design programs that meet the needs of each organisation around employment and develop skills and knowledge of individuals they work with to make a successful transition between each phase of the pathway
- Ten students successfully completed the programs and were offered employment with 5 moving into employment and 5 enrolling into uni degree
- Program expanded in 2014 to 158 students across 5 RTO’s
- Program has provided awareness to pursue HE and the skills and knowledge to translate that awareness into success in HE
- Value recognised and keen to continue partnership into the future
## Appendix 2: University Equity programs

### University Equity Programs

Data from NCSEHE Publication – Access and participation in Higher Education: Outreach/Access/Support (2013)

<table>
<thead>
<tr>
<th>University</th>
<th>Program Name</th>
<th>Description</th>
<th>Objectives</th>
<th>Additional Info</th>
<th>Future</th>
<th>Instrument</th>
<th>O/A/S</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australian Catholic University</td>
<td>Meet the Professor</td>
<td>Yr5 &amp; 6 students tour their local ACU campus to meet staff and students and participate in activities related to university life</td>
<td>• Students to experience being on uni campus • Participate in educational and interactive activities</td>
<td>• De-mystify university for target groups • Reflect on importance of education • Sowing seed of university as positive and achievable future option</td>
<td>Annual reviews with internal and external partners</td>
<td>Before and after Surveys</td>
<td>Outreach</td>
</tr>
<tr>
<td>Australian National University</td>
<td>ANU Regional Partnerships Program</td>
<td>Consists of a number of school based programs and ANU campus and residential programs that provide educational enrichment to school students from primary to yr12. Community based partnerships Admissions package to support entry to ANU Transition grants to assist with moving to Canberra</td>
<td>• Raises awareness about university study • Enhances educational outcomes for students from partnership schools • Encourages consideration of university as post school option</td>
<td>Admissions package embedded into admissions policy at ANU Transition grants covered by ANU endowment Sustainability of on campus and outreach activities of concern</td>
<td>Outreach</td>
<td>Access</td>
<td></td>
</tr>
<tr>
<td>Australian Catholic University</td>
<td>Enquiring Minds (Bridges to Higher Education)</td>
<td>11 part TV series for 7 to 13yr olds to think about where their passions can take them in the future. Developed by Television Sydney and launched March 2013. Details the experiences of 21 primary schools students meeting university students and professionals who have developed their careers by following their passion. Gives students a real-life picture of how their academic skills, their passion and motivation could frame their future.</td>
<td>• Inspire people between 7 and 12 years old from under-represented communities to think about how their passions and interests can be turned into careers through education</td>
<td>TV series is supported by fully interactive website with teacher curriculum support and an online game for children. Resources have been mapped against the Australian Curriculum. Offers downloadable lesson plans for use in the classroom</td>
<td>Continued resources available for schools and networks Syndication locally, nationally and internationally. Partner universities integrate into widening participation strategies</td>
<td>Outreach</td>
<td></td>
</tr>
<tr>
<td>Australian National University</td>
<td>Macquarie University</td>
<td>University of Sydney</td>
<td>University of Technology, Sydney</td>
<td>University of Western Sydney</td>
<td>Central Queensland University</td>
<td>Curtin University</td>
<td>Charles Darwin University</td>
</tr>
</tbody>
</table>

| Australian Catholic University | Facilitated Distance Learning Program | Supporting commencing students undertaking a fully distance program of study in the School of Education and the Arts. Two way communication between academics and students. Program of professional development for academic staff to ensure consistent approach to curriculum implementation, facilitation skills, support strategies and project objectives. | • Provide a model of distance education that is responsive to the needs of a diverse cohort (regional low SES) fully online for the first year. • Improve participation and retention of undergraduate students from low SES backgrounds. | HEPPP funded position of Distance Facilitator to have personal contact with all identified students. | Program being successful in enhancing a model of teaching and learning for students who are new to distance learning and tertiary learning. Further research to enhance engagement of students | Support |

| Charles Darwin University | Into uni: Learnline in Colleges | 3 year program in conjunction with partnership schools with significant numbers of Indigenous schools. Encourages Indigenous students from low SES to complete schools and progress into higher education | • Assist school students develop effective study skills • Engender a positive view of LMS enabled learning • Remove concerns about LMS as barrier to HE aspirations • Facilitate smooth transition from school to HE | Fully HEPPP funded. Allows teachers to have time for PD and program development | Next step is to explore how technologies assist students to maintain contact with school and campus while they are not there. | Focus Groups and Database tracking | Assess changes in attitude | Enrolments and Retention rate | Support |

| Charles Sturt University | Student Success Team | Team supports students in their first semester at uni. Staffed by students based in call centre at regional campus. New students contacted by phone and email | • Assist students from low SES background transition into uni • Provide support to those showing signs of disengaging from their studies | HEPPP funded from 2011. Each year SST has grown from just over 3000 students in 2011 to 6000 in 2013 | Working towards embedding SST in organisation | Support |

<p>| Curtin University | StepUp to Curtin | Offers equity students opportunity to enter courses they may otherwise miss out on. Also provide assistance with housing, scholarships and book grants | • Create inclusive entry pathway for eligible students with ATAR of 60-69.95 • Recognise and support students from disadvantaged backgrounds with potential to succeed at university | HEPPP funded Co-ordinator position since 2010 | Want to expand to reach wider disadvantaged community. Improve academic staff awareness and engagement with the program | Access | Support |</p>
<table>
<thead>
<tr>
<th>University</th>
<th>Program/Initiative</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deakin University</td>
<td>Work placement Program</td>
<td>Offers uni students paid, 4 week work placements as well as career planning support to students who may have financial difficulties and rely on part-time employment.</td>
</tr>
<tr>
<td>Edith Cowan University</td>
<td>ECU Mates</td>
<td>Trains ECU students to become mentors and mates to lower secondary students from low ses backgrounds. Programs provide guidance, friendship and educational support to students who are unlikely to undertake HE.</td>
</tr>
<tr>
<td>Federation University Australia</td>
<td>Regional Schools Outreach Program</td>
<td>Works in partnership with 49 regional Victorian schools to address the relationship between geographic and socio-economic factors which result in lower rates of access to HE of regional and remote students compared to metro areas. In school, on campus and online activities with students and their families. Increase access to HE among students from regional/remote and low ses backgrounds in western Victoria.</td>
</tr>
<tr>
<td>Flinders University</td>
<td>Inspire e-Mentoring</td>
<td>Existing for 10yrs as Inspire Mentor Program. Now extended to rural and regional students to raise aspirations and consider pathways to HE. In partnership with Dept of Education and Child Development for children at risk of disengaging with education. Enables students to explore pathways with undergrad and post grad mentors in HE. Helps develop understanding of HE.</td>
</tr>
<tr>
<td>Griffith University</td>
<td>Widening Tertiary Participation Program for Pasifika Communities</td>
<td>Aims to encourage aspirations for university study, build capacity of current and future students, and enhance community engagement with HE. Made up of 5 programs: Legacy-Education-Achievement-Dream (LEAD); yr 10-12 students; Pasifika Cultural Graduation – honours cultural identity; encourages student progression and promotes success; Griffith Pasifika Student Association – supports transition, engagement and retention of current Griffith uni Pasifika students.</td>
</tr>
<tr>
<td>James Cook University</td>
<td>Get Into Uni</td>
<td>Flexible program which provides relevant, important information about uni study, including tips on how to succeed and how to access uni courses.</td>
</tr>
</tbody>
</table>
La Trobe University  
Unibridges  

Involves embedding real world context into yr10 and VCE curriculum through engaging and innovative learning tasks designed around a topical social theme  

- Increase yr10-12 engagement with science, technology, engineering and maths (STEM)  
- Improve students achievement with STEM  
- Provide STEM teachers with additional PD  
- Provide alternative entry pathway to selected STEM courses at La Trobe  

La Trobe University  
Uni Bridges  
-Uni Bridges  

Aims to facilitate potential barriers to access and participation faced by low SES, Aboriginal and Torres Strait Islander groups  
-Accepting Yr5/6 - yr12 and adult and non school leavers cohorts  
-Activities held on uni campus, schools and communities  
-Covers 500000m² of north and far north Queensland including island communities of Torres Strait, Gulf and east coast  

Meaningful engagement  
- School and community practice and community-driven support and engagement agendas; culture and cultural events or programs, access to uni campus and resources issues of remoteness and isolation; and background and education levels/experiences  

Aims to alleviate potential barriers to access and participation faced by low SES and Aboriginal and Torres Strait Islander groups  

delivers outreach: curricula based activities, creating communities  

Leads across outputs and outcomes which indicate engagement and impact across target groups, partners and stakeholders  
-Other data sources are Queensland Tertiary Admissions Centre and Queensland Widening Participation Consortium  

Potential to transform science and maths to be more engaging to students through cross disciplinary and cross sectoral curriculum bridges  
-Students can be reached and supported to examine fulfilling careers through HE  
-UNis and schools can partner to identify, promote and support academic preparedness of students  

Outreach  

La Trobe University  
LEAP  

This program seeks to extend all generic aspiration raising offered directly through individual school-university partnerships, enabling partners to draw on more opportunities than would otherwise be possible.  
-Co-ordinated Outreach activities developed and delivered through a partnership of Victorian universities  
-Initially focusing on the design, engineering, health and law professions consists of applied learning activities and online material to engage students.  

LEAP  

Stimulate student interest in particular fields enabling them to experience and engage with a range of career possibilities  
-Enhance students and families understanding of how to prepare for entry to specific fields, supporting informed decision making  
-Challenging and extending students, increasing confidence and enthusiasm for personal possibilities  

LEAP  

Understanding the professions (yr7-9)  

Demystifies the professions and careers and shows the journey from school to outcomes in the field  
-Making it Happen (yr10-12) builds learner confidence, knowledge and the tools to support students to reach their goals.  
-Funds through HEPPP competitive grant from 2011  
-Consortium members also contribute funds  
-Funding covers operational costs, including development of targeted hands on activities and web content along with their delivery to approximately 250 schools  

Findings are that regional/remote students face bigger challenges to HE than metro students. LEAP will look to extend across Victorian Universities and promote HE as a pathway to professions  
-Outreach  

Outreach  

Macquarie University  
LEAP Macquarie Mentoring Program  

This is a needs based mentoring program that aims to support high school students from refugee backgrounds to participate and succeed in HE  

- Develop confidence, resilience and self-belief  
- Raise aspirations towards further study  
- Develop social and cultural capital to navigate tertiary education system  
- Develop study and research skills  
- Develop awareness of school and university cultures and expectations in the Australian context  

LEAP  

Mainly HEPPP funded with support of DEC for teacher relief. Funding trains mentors, transporting them to and from high schools each week and hosting students and teachers at Macquarie for one day a semester to experience uni life  
-LEAP responding to requests to expand to new schools and support more students from refugee backgrounds to investigate options for them to participate in HE, develop their confidence and engage in their education  
-Outreach  

Outreach
<table>
<thead>
<tr>
<th>Institution</th>
<th>Programme/Project</th>
<th>Activities/Outcomes</th>
</tr>
</thead>
</table>
| Monash University                                                          | Improving Selection for Social Inclusion Through Special Entry Admission Scheme (SEAS) | - Recognise that students who have been disadvantaged will perform better at uni than school result suggest
- Extend opportunity to students who have achieved well in spite of adversity and who could succeed at Monash
- Provide consistent and transparent way of taking into account the nature and extent of disadvantage
- Staff undertaking analysis and policy development funded through HEPPP. They work in collaboration with Monash staff from other organisational units to develop the SEAS calculator

Uni will continue to promote SEAS to all applicants and to monitor and refine operation of the program to widen participation and support achievement at Monash Uni |

| Murdoch University                                                         | First Year Advisor Network (FYAN)                                                 | - Assist first year undergraduate students in their transition to university through individual and cohort based initiatives
- Providing individualised support and promoting student access to a wide range of university services
- Facilitating deeper engagement of first year students

FYAN recognises the need to be flexible to accommodate the changing needs of students and staff population

Regular systematic and data driven evaluations of FYAN occur and take into account student and staff feedback, outcomes of student contact, new research in the field and data about student retention and engagement |

| Queensland University of Technology (QUT)                                  | Robotics@QUT                                                                       | - Improve maths literacy, information Communications technology (ICT), problem solving, metacognition and group collaboration
- Builds interest and aspiration for tertiary study
- Enhance school STEM curriculum
- Engage school community in student learning
- Provides pre-service teachers with practical experience in LSES schools

Research shows these types of robotics activities contribute to improved literacy in ICT, skills in problem solving, metacognition and group collaborations. Some robots include robotic art, drag racers, sumo wrestlers, solar panel cars, Lego building challenges and Duplo building challenges. STEM disciplines are key drivers of innovation and the economy and LSES student need better access to STEM at school and beyond, if they are to have equal participation in society |

Research suggests reasons for STEM aversion and university admission in young working class people suggests links and overlaps worthy of further investigation. Practice level collaborations between mainstream STEM and WP outreach programs should be encouraged |

| RMIT University                                                           | I Belong                                                                           | - Build on the participation of 1500 Middle years students to grow informed aspiration, awareness and opportunity for tertiary outcomes leading to pathways and employment across specialised professions and industries
- Achieve national parity for Indigenous students participation and LSES participation underpinned by RMIT admission policy and targets for Indigenous and LSES growth
- Grow cultural awareness and understanding to support Indigenous participation through family, school and community brokerage and cultural awareness delivered

Senior years program has a student lifecycle and student cohort focus. Tertiary masterclass delivery, unpacking specialised disciplines and industry outcomes aimed at yr11-12 students. On campus transition days, study ad learning skills enhancement

Peer engagement using current tertiary students at RMIT

Funded through HEPPP, competitive partnership grant and supplemented by RMIT allocation of all partnership funds to support the middle and senior years program

Over 2013-2015 it aims to deliver the program to over 3000 students across the senior secondary years. HEPPP funding is crucial support for Indigenous and rural participation and deepen opportunity |

<p>| Access                                                                     | Support                                                                           | Outreach                                                                                           |</p>
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<th>Partnerships</th>
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<tr>
<td>University of the Sunshine</td>
<td>STEMM program</td>
<td>through an identified senior advisor Indigenous participation position</td>
<td>Outreach Access Support</td>
</tr>
<tr>
<td>Coast Burnside SHS</td>
<td>STEMM (Supporting Teenagers with Education, Mothering and Mentoring).</td>
<td>Students have the option to study the following pathways:</td>
<td>HEPPP funded since 2010 and assisted the growth of the program to include more regional school and cohorts of students</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Certificate II in Nail Technology (SIB20210):</td>
<td>Developed Monitoring, Evaluation, Reporting and Improvement Plan in 2012/2013</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Certificate III in Beauty Services (SIB30110):</td>
<td>Success measured through student feedback surveys, pre and post event feedback surveys (qual and quant data) on measurable change, post event review and evaluation meetings with key stakeholders including program staff, uni staff, school staff, principals and project leaders, longitudinal tracking of students from matriculation to university</td>
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<td></td>
<td></td>
<td>• Diploma of Beauty Therapy (SIB50110):</td>
<td>HEPPP funds activities and staffing costs</td>
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<td></td>
<td></td>
<td>• Certificate III in Early Childhood Education and Care (CHC30113):</td>
<td>Measurement of success is reflected by the number of students assisted and their success, attrition and grade point average rates in addition to an online yearly survey of grant/scholarship recipients</td>
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<td></td>
<td></td>
<td>• Tertiary Pathways Programs</td>
<td>Initial evaluation identified that grants and scholarships alleviated financial pressures and enabled them to have resources to undertake and complete course requirements and gave them more time to devote to study</td>
</tr>
<tr>
<td></td>
<td></td>
<td>STEMM is located in one building incorporating a teaching classroom (with computer access) and two rooms which operate as adjunct care facilities for the babies and children. This is supported by Playground Australia and the wonderful volunteers who support the girls and bring valuable life skills to the program.</td>
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<td>Southern Cross University</td>
<td>UNI-BOUND Program</td>
<td>4 main components:</td>
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<td></td>
<td></td>
<td>Y7 Uni opens up your world</td>
<td></td>
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<td>Students visit campus and explore aspiration through storytelling and mixed media presentations, Intro to uni, uni staff and mentors.</td>
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<td></td>
<td>Opportunity to explore uni campus</td>
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<td></td>
<td>Y8 Thinking about Uni:</td>
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<td>Students participate in seminar presented by staff and student mentors at their school. Learn about uni and post school pathways</td>
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<td>Y9 Going to Uni:</td>
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<td></td>
<td>Students visit SCU campus, attend lectures, investigate career choices and attend study skills seminars. Mentors share their stories about getting into and studying at uni</td>
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<td></td>
<td>Residential School:</td>
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<td></td>
<td>Students stay in residential college on campus and undertake a longer program of events at uni.</td>
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<tr>
<td></td>
<td></td>
<td>Designed as an immersive experience of being a uni student</td>
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<tr>
<td></td>
<td></td>
<td>• Increase knowledge and understanding of higher education and career options</td>
<td></td>
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<td></td>
<td></td>
<td>• Build confidence and motivation towards higher education</td>
<td></td>
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<td></td>
<td>• Improve academic attainment for higher education</td>
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<td>Swinburne University</td>
<td>Student Support Program</td>
<td>4 main components:</td>
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<td></td>
<td>Student Equity and Disability Services (SEADS)</td>
<td>Y7 Uni opens up your world</td>
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<td>Students visit campus and explore aspiration through storytelling and mixed media presentations, Intro to uni, uni staff and mentors.</td>
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<td>Designed as an immersive experience of being a uni student</td>
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<td></td>
<td></td>
<td>• Increase retention and completion of LSES students or those experiencing significant financial disadvantage through providing financial assistance in the form of grants and scholarships. Financial assistance is seen as critical in the retention and completion of students from LSES backgrounds</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>HEPPP funds activities and staffing costs</td>
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<td>Further evaluation is being undertaken to determine if and how it is making a difference to the retention and completion of LSES students</td>
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<td>The University of Adelaide</td>
<td>Adelaide Compass</td>
<td>An early intervention initiative designed to show LSES students that uni is a viable option for their future</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• Develop an understanding of uni and change perceptions about it</td>
<td></td>
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<td></td>
<td></td>
<td>Fully HEPPP funded Independent evaluation being undertaken</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Development of new tailored outreach activities that use areas of strength. Program will be expanded</td>
<td></td>
</tr>
<tr>
<td>University of Canberra</td>
<td>UC 4 Yourself</td>
<td>Outreach</td>
<td></td>
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<tr>
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<td></td>
</tr>
<tr>
<td>Aims to break down barriers to HE for students in yrs 7-10</td>
<td>Component of Aspire UC Program</td>
<td>Provides opportunity for students to visit UC to experience campus environment and see what it’s like to be a UC student</td>
<td></td>
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<td>Provides opportunity for students to visit UC to experience campus environment and see what it’s like to be a UC student</td>
<td>30 schools involved in program</td>
<td>The Expos include interactive demonstrations, hands on displays and student-academic led workshops</td>
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<td>The Expos include interactive demonstrations, hands on displays and student-academic led workshops</td>
<td>Offered 6 times during the year and engages multiple school groups</td>
<td>University of Canberra Outreach pilot school have increased by 600 per cent</td>
<td></td>
</tr>
<tr>
<td>Offers a watching brief for longitudinal study exploring shifts in student motivation and parental influence in choosing STEM subjects and their pathways</td>
<td>Recent HEPPP funding for 3 projects aimed at breaking down barriers to HE delivered through a specialist Aspire UC Foundation program will be delivered in school hubs across the region through support for teacher PD and programs undertaken in partnership with external organisations</td>
<td></td>
<td></td>
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<th>Telescopes in Schools</th>
<th>Outreach</th>
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<tr>
<td>Partnership Outreach program with Quantum Victoria, Museum Victoria, ARC Centre for Excellence for All-sky Astrophysics and CSIRO targeting LSES schools in metro and regional schools</td>
<td>Activities include night and day observing, talks from astrophysicists, practical exercises and capturing images through telescopes</td>
<td>The success of strategically using HEPPP funds to change the culture of institution-student interactivity will drive the future deployment of funds at UNE</td>
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<td>Activities include night and day observing, talks from astrophysicists, practical exercises and capturing images through telescopes</td>
<td>Ongoing running costs funded by the Laby Foundation</td>
<td>The First Year Experience Strategy provides a watching brief for sustainable programs and interventions</td>
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<td>The University of New England</td>
<td>The First Year Experience Strategy</td>
<td>Support</td>
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<tr>
<td>This is the uni response to strategically managing the multi-faceted issue of student transition and success in the critical first year</td>
<td>3 Initial projects: Informal Learning Spaces: ensure that students can access additional learning support in purpose built surroundings First Year Experience Co-ordinators: Creates academic roles which foster best practice in First Year Experience Programs Vice Chancellors Scholars: Celebrates achievements of most academically gifted students and rewards them by providing unique opportunities for academic and professional development</td>
<td>The First Year Experience Strategy promotes collaboration between academic roles which foster best practice in First Year Experience Programs</td>
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<td>Support the successful transition from commencing student to progressing student</td>
<td>Fully HEPPP funded</td>
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<tr>
<td>Support the successful transition from commencing student to progressing student</td>
<td>Support factors that impact on students from regional and remote and LSES backgrounds</td>
<td>A committee has guided the development of a number of interlinked activities. This committee reports to the Academic Board’s Teaching and Learning Committee and is open to all staff</td>
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<tr>
<td>Support factors that impact on students from regional and remote and LSES backgrounds</td>
<td>Objective behind VC Scholars program is to provide a well-publicised incentive to all students to aspire to achieve outstanding academic results</td>
<td>Still a work in progress. Measurement of success is iterative and includes: Measurement of collaboration and the ability of cross functional areas and disciplines to address needs of first year cohort Participation data will be used at program level to measure fit for purpose of both spaces and student support activities Instructional design improvements via First year coordinators network and</td>
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<td>The ASPIRE Program</td>
<td>ASPIRE works with students longitudinally over a number of years to encourage them to make informed choices about their higher education opportunities. Multifaceted program reaching out to 6000 students in 55 partner schools across Sydney and regional NSW. Aims to address educational disadvantage by widening participation at uni by students from LSES schools. Engages with students from K-12. Supports Social inclusion agenda of the government.</td>
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<td><strong>University of Newcastle</strong></td>
<td>Open Foundation by Distance</td>
<td>Off-campus enabling program for Mature Age students offered since 2003.</td>
</tr>
<tr>
<td><strong>University of Queensland</strong></td>
<td>UQ Young Achievers Program</td>
<td>Supports tertiary study and career aspirations of motivated secondary students from low income families who might now otherwise have access to HE. Focussed on nurturing and developing the educational ambitions of yr11-12 students through mentoring, on-campus experiences, information on university study options, pathways and application processes, opportunities for personal growth and financial assistance through bursaries and scholarships.</td>
</tr>
<tr>
<td><strong>University of South Australia</strong></td>
<td>UniSA College</td>
<td>Commenced 2011. Responsible for pre degree and pathway programs and conducts outreach activities for students who traditionally not pursued university studies. Outreach uses academic expertise to identify current and emerging STEM ideas and develops interactive experiential programs using specialised equipment and facilities. Academic programs also equip students with low proficiency in English, numeracy, and ICT skills.</td>
</tr>
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Emphasis on the science of teaching and learning as it relates to students from regional and remote backgrounds. Will be further measured by student evaluations and tracking of progression rates. Supported by HEPPP Partnership funds (baseline and competitive). Additional funds from Citi Foundation and UNSW. An evaluation framework using qual and quant set up to gauge impact. Results include: Overall decline in negative attitudes to HE over time. Overall increase in offers to uni from ASPIRE schools greater than those schools not in ASPIRE. Schools with high level engagement in program show higher % increase in offers to uni than schools with low levels of engagement. If funding ceases then ASPIRE will build ongoing resources for schools to use in the future. Resources will be linked to key stages within the school curriculum. Outreach|

- Raise awareness and aspirations of students to participate in HE. |
- Assist in raising the academic attainment of students. |
- Assist students to make informed decisions on progression to HE. |
- Address some of the barriers that prevent students from accessing higher education. |

Raise awareness and aspirations of students to participate in HE. |

Enhance experience and engagement of students from diverse backgrounds seeking entry to HE through Open Foundation by Distance. |

- Enhance experience and engagement of students from diverse backgrounds seeking entry to HE through Open Foundation by Distance. |

Success of program is measured through: |
- Proportion of participants who apply, receive and accept an offer at a university. |
- Early outcomes and feedback indicate that program is helping to raise educational aspirations of students from low income families. |
- Further program development is on embedding the academic and emotional support systems to optimise retention and graduation rates for Young Achievers at UQ. |
- UQ is committed to long term sustainability of program. |

Partly set up with HEPPP funds. Outreach for secondary students and community groups continue to be funded through HEPPP. |

Secondary programs will be expanded from 2014. Enrolment in academic programs will be expanded to include 1200 students. Results from activities will continue to be disseminated through relevant outlets??
| University of Southern Queensland | DARE (Dream Aspire Reach Experience) | **Address barriers related to participation for Aboriginal and Torres Strait Islander people.** Curriculum based and focuses on building aspiration through face to face mentoring and engagement with parents, teachers and Indigenous communities. Working with partners to support school attendance and completion rates and raising awareness of further education opportunities. Underpinned by Indigenous protocols and knowledge is integral in building engagement, rapport and trust. **Targets yr10 students.** 16 week program conducted group setting in schools. Indigenous and non-Indigenous undergraduates, elders, community leaders, business owners, health service staff, Community ED counselors, police officers and Indigenous liaison are mentors. Cross cultural awareness training and support for mentors. Cultural understanding, historical awareness, self-identity development incorporated to benefit mentors and mentees. | • Raise aspirations of Indigenous students to HE  
• Improve secondary school attendance and completion rates of Indigenous students  
• Improve English literacy and numeracy skills of Indigenous students  
• Promote healthy and positive lifestyles to improve participation in education  
• Promote and foster cultural respect and understanding  
• Bridge the gap between schools, communities and universities  
Partially HEPPP funded supporting leadership camps, traditional game days and awards evenings.  
In-kind support from USQ.  
Partnership with Arrow Energy supports scholarships and extend to include 2 additional schools.  
Success is judged on school participation, secondary student enrolment patterns and attendance rates, academic improvement records from schools, surveys, focus groups and reflective journals. | In second year and impact testing to be seen.  
Plans to continue due to support from Aboriginal and Torres Strait Islander communities and expand across all 3 campuses.  
Surveys, Focus groups, Outreach. |
| The University of Sydney | Compass – Your way to Higher Education | **Supports Primary and high school students motivation, skills and capacity to pursue HE opportunities.** Partners with schools with populations of communities traditionally under-represented in HE. Divided into 4 stages: Discover yr3-6: Museum, theatre and science activities on campus and skills development at schools. Explore yr7-8: Introduces uni campus and opportunity of HE. Inquire yr9-10: Activities to develop critical thinking, independent study and learning skills. Experience yr11-12: Focuses on HSC and HE preparation. | • Provide enriched learning experiences and skill development for students  
• Support teacher skills and capacity  
• Build students understanding of and positively influence attitudes towards HE  
• Fulfil the university’s social inclusion objectives  
Funded through Bridges to Higher Education Initiative which is funded through HEPPP and donations to Uni of Sydney. | Growing its work with Aboriginal and Ti communities with programs focussing on literacy, skills enhancement and pathways to HE.  
Outreach. |
| University of Tasmania | University Preparation Program (UPP) | **Identified as a key strategy for improving access and pathways into university for all students.** Improves HE access by providing a pathway for those students who do not meet the university admission requirements. Assist students build skills needed for uni success includes academic writing, mathematics, ICT and general study skills. Incorporated into UTAS central admissions system, so students not eligible for entry into bachelor degree may automatically receive offer into UPP. | • Provide pathway for students who don’t meet general admission requirements or who face barriers to HE  
• Provide students with necessary skills and knowledge to undertake degree studies  
• Familiarise students with academic culture and provide supported introduction to uni environment  
Partial funding from HEPPP contributes to overall delivery of the program.  
Measured by the number of students enrolling in the course, retention of these students and their success transitioning into degrees. | Is a key strategy for improving access and pathways into uni for all students.  
Research identified how key learnings can be applied into other pre-degree contexts.  
Further research will inform development of expanded framework for evaluating success of alternate pathways to uni using qual and quant measures.  
Access. |
| University of Technology, Sydney | U@Uni Summer School Program | **3 yr program for students from partner schools in south west Sydney.** Targets yr10 students who need extra motivation or skills to aspire or gain entry into HE or might be the first in family. | • Encourage motivation for university study well before enrolment through integrated programs developed in partnership with targeted  
Funded for student resources, staff and support to students as they progress through the 3yr program.  
Measured through evidence based qual and quant data. | Will continue to support yr10 students into HE, build stronger connections with parents, teachers and communities and develop existing engagement with program.  
Outreach. |
<table>
<thead>
<tr>
<th>University of the Sunshine Coast</th>
<th>The Creative Writing Excellence Program</th>
<th>Partnership with schools in the Sunshine Coast region 8 week course that teaches basic elements of creative writing to school students who show an interest. The short story is the model used. Each workshop focuses on specific element of narrative. Culminates with students writing short story which is edited and published in an anthology</th>
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<tbody>
<tr>
<td></td>
<td>• Introduce students to university experience</td>
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<td></td>
<td>• Demystify tertiary environment</td>
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<td></td>
<td>• Fosters development of long term mutually productive partnerships with schools and enhance USC reputation in region</td>
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<td></td>
<td>• Encourage youth in exploring and developing their creativity while enhancing reading, comprehension and analytical skills so they can explore the career opportunities in the creative industries including editing and publishing</td>
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<td></td>
<td>Supported by participating schools and HEPPP funding</td>
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<tr>
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<td>4 core aspirational measurement items measuring</td>
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<td>• current education interest</td>
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<td>• awareness of tertiary education</td>
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<td>• likelihood of tertiary education</td>
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<td>• career linkage awareness</td>
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<td></td>
<td>Long term commitment with the aim of continuing to build an aspiration for HE particularly among those who might not otherwise have the opportunities or awareness</td>
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<tr>
<td>University of Western Australia</td>
<td>Aspire UWA</td>
<td>Supports students with academic potential but facing significant challenges to achieve HE goals Partnerships with 21 metro and 31 regional and remote secondary schools Started 2009 Hands on activities delivered in schools and on campus for middle school students and provide insights into opportunities HE offers Pathway program for medical and dentistry students who are sometimes the first from their school ever to enter these disciplines Specialist support to all Indigenous students which offers a wide range of activities aimed specifically at encouraging and supporting these students</td>
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<td></td>
<td>• improving the motivation and attainment of students in LSES communities</td>
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<td></td>
<td>• encouraging and supporting Indigenous students in culturally appropriate ways</td>
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<td></td>
<td>• supporting school staff through professional development workshops and scholarships</td>
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<td></td>
<td>• engaging parents and the wider community</td>
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<td></td>
<td>Funded through HEPPP Competitive Grant awarded in 2011. In-kind support from UWA</td>
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<td></td>
<td>Multifaceted evaluation strategy: Surveys Enrollment data Interviews and focus groups have helped to refine engagement strategies</td>
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<td></td>
<td>Current grant concludes 2014 Sustainability plan being developed to ensure continuation at current level of engagement Investigating online strategies to strengthen current suite of activities</td>
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<tr>
<td>University of Western Sydney</td>
<td>Fast Forward Expansion</td>
<td>Partnership with GIS schools to help students to see the value of continuing their education through to yr12 and beyond Started in 2004 Encourages students to strive for their personal best and to see tertiary study as a realistic and viable post-school option Recognises importance of engaging students with the concept of lifelong learning and benefits of post school education as early as possible so that they can knowledgeably plan pathways in their senior years at school and post school study</td>
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<td>• Increasing the numbers of schools involved in the program</td>
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<td>• Growing the number of program offerings available to new and existing students</td>
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<td>• Increase parental/carer involvement by providing opportunities for them to learn about the program and gain an understanding of how they can play a part in raising aspirations for their child</td>
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<td>Expansion of program fully funded through HEPPP Project officers have been employed Yr12 Conference HSC prep In-school mentoring and workshops Parent information sessions Recruitment and training of 100+ uni students to become mentors</td>
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<td>Further expansion planned in 2013 with a new program targeting 16 high schools Targeting policy developed to select schools and students in consultation with Dept of Ed and Communities and Catholic Education Office</td>
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<tr>
<td>University of Wollongong</td>
<td>The In2Uni Program</td>
<td>Partnership with DEE and CEO. A whole of region commitment to providing students from non-traditional background with increased opportunities to access HE Works with 58 primary schools and high schools on east coast of NSW On-site campus experiences</td>
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<td></td>
<td>• Develop, foster and sustain mutually beneficial collaborations and partnerships with key stakeholders</td>
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<td></td>
<td>• Build aspirations of LSES students towards HE</td>
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<td></td>
<td>• Build capacity to successfully</td>
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<td></td>
<td>HR and program costs have been partially funded by HEPPP since 2010 Contributions from DEE and CEO to ensure program sustainability Measured by level of student, parent and teacher participation and engagement in the program</td>
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<td></td>
<td>Will operate under UOW Students Diversity and Outreach Framework. Will continue to develop opportunities for engagement with equity students through embedding outreach strategies at its regional campuses and expanding the scope</td>
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</table>

Boost enthusiasm for HSC study, demystify university, build interpersonal skills and raise aspirations. Activities include: 2 week summer school in design, engineering, business, health, film and science School visits, follow-up workshops of critical thinking, study skills and stress management Information to assist making informed choices about post high school options and other support available for them to attend HE. Included in Bridges to Higher Education Evaluation Program alumni to mentor participants in the program.
Victoria University
AVID Australia (Advancement Via Individual Determination)
Innovative uni-readiness system that explicitly prepares students from LSES, diverse and disadvantaged backgrounds for tertiary success
Early childhood, primary, secondary and tertiary programs
Works simultaneously to support students, teachers and school leaders to improve academic, social and emotional aspects for underachieving students
- Build stronger school-university partnerships
- To generate whole school improvement
- To assist teaching and leadership staff to better meet needs of underachieving students by using explicit teaching pedagogies to build their handwriting, inquiry, collaboration, organisation and reading skills
- To increase the numbers of LSES, diverse and disadvantaged students aspiring to access and succeed at university
HEPPP funded and receives in-kind support from the AVID Centre and participating schools and universities.
Funds provide ongoing PD for teachers and school leaders, student support and facilitates outreach activities including campus visits and accommodation for students from rural and regional areas.
Research underway to evaluate short and long term data and track whole school impact
Teacher observations Stakeholder interviews in school communities Student achievement measures

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<tr>
<th>Mentoring</th>
<th>navigate pathways to HE</th>
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<tr>
<td>HSC study assistance</td>
<td>Strengthen relationships with parents and local school communities to build awareness and knowledge about HE</td>
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<td>Transition advice</td>
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<td>Financial assistance</td>
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Recognises the importance of positive role models for students through the use of trained university mentors in all programs on offer.
<table>
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<th>Source</th>
<th>Abstract/Key Summary</th>
<th>NVivo Coding Framework</th>
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<tbody>
<tr>
<td>Abbott-Chapman, J. (2011). Making the most of the mosaic: facilitating post-school transitions to higher education of disadvantaged students. Australian. Educational Research, 38, 57–71. DOI 10.1007/s13384-010-0001-9</td>
<td>Research studies of post-school education and training conducted in Australia and internationally have revealed a mosaic of students’ education and employment experiences, with a multiplicity of nonlinear pathways. These tend to be more fragmented for disadvantaged students, especially those of low socio-economic background, rural students, and mature aged students seeking a ‘second chance’ education. Challenges faced by students in their transitions to higher education are made more complex because of the intersection of vertical stratification created by institutional and sectoral status hierarchies and segmentation, especially relating to ‘academic’ and ‘vocational’ education and training, and the horizontal stratification of regional, rural and remote locations in which students live. If we are to achieve the equity goals set by the Bradley Review (Bradley et al., Review of Australian Higher Education Final Report, 2008) we need to acknowledge and work with the complex realities of disadvantaged students’ situations, starting at the school level. Interrelated factors at the individual, community and institutional level which continue to inhibit student take-up of higher education places are discussed in the context of discursive constructions of ‘disadvantage’ and ‘choice’ in late modernity. Research highlights the need to facilitate students’ post-school transitions by developing student resilience, institutional responsiveness and policy reflexivity through transformative education.</td>
<td>Cohort: LSES, Rural, Mature Age; Regional, Remote Pathway: Secondary; Tertiary Place: Australia Influences: Institutional Theme: WP; Aspiration Influences: Institutional Responsiveness; Policy Reflexity Program: Transformative Education</td>
</tr>
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<td>Andrews, J. (2012). Compendium of Effective Practice.</td>
<td>Pathways to Trinity: a modelled pre-entry and first-year initiative to support disabled students in the process of transition from school to college. The Pathways to Trinity website hosts longitudinal surveys for completion by students, parents and practitioners, which provide quantitative and qualitative data on the transition experience. One quote from data collected on the website shows the value to potential students and their families. A lot of universities offer support to disabled students once they are on site, but it is rare to find any that offer help to get the students there in the first place. The Irish DARE/HEAR systems are outstanding (and pretty much unique) in this regard.</td>
<td>Cohort: Disability Pathway: Secondary;Tertiary Place: UK Influences: Theme: WP; Aspiration Influences: Institutional Program: Outreach; Digital;</td>
</tr>
<tr>
<td>Allen, T. D., Eby, L. T., O’Brien, K. E., &amp; Lentz, E. (2008). The state of mentoring research: A qualitative review of current research methods and future research implications. Journal of Vocational Behavior, 73(3), 343–357. <a href="http://doi.org/10.1016/j.jvbe.2007.08.004">http://doi.org/10.1016/j.jvbe.2007.08.004</a></td>
<td>Research regarding mentoring relationships has flourished during the past 20 years. This article reviews the methodology and content of 200 published mentoring articles. Some of the major concerns raised in this review include over reliance on cross-sectional designs and self-report data, a failure to differentiate between different forms of mentoring (e.g., formal versus informal), and a lack of experimental research. Implications and suggestions for future research are offered.</td>
<td>Cohort: University students including equity groups Pathway: University Place: USA Influences: Mentors THEME: WP; Mentoring Program: Mentoring</td>
</tr>
<tr>
<td>Archer, L., Hollingworth, S., &amp; Halsall, A. (2007). “University’s not for Me – I’m a Nike Person’: Urban,Working-Class Young People’s Negotiations of “Style”, Identity and Educational Engagement. Sociology, 41(2), 219–237. <a href="http://doi.org/10.1177/0038038507074798">http://doi.org/10.1177/0038038507074798</a></td>
<td>This article explores how urban working-class young people’s performances of embodied identities – as enacted through practices of “taste” and style – are played out within the educational field. The article considers how such practices may contribute to shaping young people’s post-16 “choices” and their views of higher education as “not for me”. Drawing on data from longitudinal tracking interviews with 53 individual young people and discussion groups with a further 36 pupils, the article discusses the double-bind experienced by these young people as a result of their performances of style. It is argued that whilst the young people seek to generate worth and value through their investments in style, these practices may also play into oppressive social relations and contribute to fixing the young people within marginalized and disadvantaged social positions.</td>
<td>Cohort: LSES Pathway: Tertiary Place: UK Influences: Peer; SES; Style Identity Theme: WP; Aspiration</td>
</tr>
<tr>
<td>Arco-Tirado, J. L., Fernández-Martín, F. D., &amp; Fernández-Balboa, J.-M. (2011). The impact of a peer-tutoring program on quality standards in higher education. Psychometrika, 62(6), 773–788. <a href="http://doi.org/10.1007/s">http://doi.org/10.1007/s</a></td>
<td>The purposes of this study were, on one hand, to determine the impact of a peer tutoring program on preventing academic failure and dropouts among first-year students (N = 100), from Civil Engineering, Economics, Pharmacy, and Chemical Engineering careers; while, on the other hand, to identify the potential benefits of such tutoring program on the cognitive and metacognitive learning strategies and social skills of student mentors in their last year of studies or already in a postgraduate program (N = 41) at the University of Granada (Spain). The intervention consisted of ten 90-min tutoring sessions during the first semester lead by student tutors, tutoring contents like planning and time management, cognitive and metacognitive learning strategies, motivational strategies and the use of materials designed ad hoc for this program. The results show differences in favour of the treatment group on grade point average, performance rate, success rate and learning strategies and, also, statistically significant pre-post differences for the tutors on learning strategies and social skill</td>
<td>Cohort: All students Pathway: University Place: Spain Influences: Peer; SES Influences: Peers Theme: WP; Success Program: Tutoring</td>
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**Armstrong and Cairnduff, 2012**

The significant under-representation of people from low socio-economic backgrounds in higher education in Australia has been placed squarely at the front of the Australian Federal Government’s higher education agenda. The barriers for students from low socio-economic backgrounds to access higher education are broad and multi-causal. The significance of policies and interventions promoting the theme of ‘inclusive education’, not just in Australia, but also internationally, must be understood within their particular social context and the assumptions which underpin what we say and do unpicked. Both government and universities have begun to address some of the trenchant issues inhibiting the participation in higher education of young people from disadvantaged communities. Government has focused its attention on those levers that it most readily controls – targets and funding. In this article, we will briefly discuss the context within which current higher education policy on social inclusion has developed in Australia. We will then explore the ways in which universities have engaged with this policy framework. In particular, we will examine some of the challenges and opportunities this has created for one Australian research-intensive university whose recent history has been characterised more by its exclusivity than by an agenda of widening participation, as it embarks on a programme of increased engagement with schools and communities and critical reflection of its own practice.


This grounded theory case study, sought to explore the structure and organization of College of Agriculture ambassador programs. The population consisted of all four-year public universities with an identifiable College of Agriculture ambassador program. A total of 31 ambassador programs and 74 participants were included in the final sample. The study revealed the common components of an ambassador program as leadership development, promotional activities, relationship building, student benefits and standardized college presentations. Participants reported gains in leadership skills, academic knowledge and self-confidence in the many events offered through the program. A structured retreat and continuous training were important leadership development components. Being a knowledgeable expert was a major responsibility as ambassadors were considered the “face” of the college, particularly in recruitment. There were many incentives reported that made involvement worthwhile, including networking with key people. It was hoped that ambassador programs can utilize results to improve organizational functions and overall student leadership.


The construct of culture has been largely invisible in the research and long-standing debates in the learning disabilities (LD) field, such as those pertaining to the definition of LD and how research knowledge is used in local settings. When used, the idea of culture tends to be defined as unrelated to LD and studied as restricted to individual/group traits. We challenge the culture–LD dichotomy and the limited conception of culture used in this knowledge base. For this purpose, we make the case for a cultural model of learning that can inform scholarship about the nature of LD, and we propose a culture-based model for the study of research knowledge use in professional practices. Moreover, we offer a third perspective on culture to study the strategies that the LD research community might be using to demarcate and maintain a cultureless paradigm of LD. Our discussion offers potentially rich opportunities for a culturally minded and reflexive stance in the LD field that is urgently needed in our increasingly diverse society.

**Aboriginal and Torres Strait Islander Education: 2012-2013. (2013). Report to the Legislative Assembly, ACT.**

This is the seventh report to the ACT Legislative Assembly on the performance of Aboriginal and Torres Strait Islander Education and covers the period July 2012 to June 2013. The vast majority of Aboriginal and Torres Strait Islander students in the ACT attend public schools. In 2013 there were 1,379 Aboriginal and Torres Strait Islander students attending public schools, which represents 3.2 per cent of total enrolments, and an increase of 42 students on 2012 enrolment numbers. This report to the Legislative Assembly details the progress achieved by the Directorate in advancing the key priorities of the Aboriginal and Torres Strait Islander Education Matters Strategic Plan 2010-2013. The four key priority areas of the strategic plan are: (1) Learning and Teaching; (2) School Environment; (3) Pathways and Transitions; (4) Leadership and Corporate Development.


In Australia, the ‘remote education system’ presents itself as a simple system where the right inputs, such as quality teachers and leaders will engender the outputs that have been set by the system, such as certain levels of English literacy and numeracy. The system has measures in place, including national testing, to report on its success. For the most part, this system seems to be working quite well. However, this modelling breaks down when the education system of remote Australia is presented. This remote system is presented in much of the literature and in the press, as disadvantaged, under-resourced and underperforming. Reported results indicate that current activities are not bringing the desired outcomes. The so-called mainstream system makes adjustments using its model of input to output, but without success. There is a clear need for change. Just what this change might look like is the focus of this article. Theorising in this space is considered from two positions; the first being the published work of a number of Indigenous Australian educators and leaders writing in this.
space; the second, a consideration of western theorising using complex adaptive systems. Throughout the article, a metaphor of ‘red dirt thinking’ is applied as a mechanism to ground the thinking in the lives and lands of the Aboriginal and Torres Strait Islander peoples of remote Australia.


Student retention and progression has exercised the higher education (HE) sector for some time now, and there has been much research into the reasons why students drop out of higher education courses (Allen, 2006; Buglear, 2009). More recently the Higher Education Academy Grants Programme Briefing (HEFCE, 2010) outlined a number of areas that emergent project data revealed as being important to both the retention and progression of students, including areas outlined by a number of researchers as being essential to student success: expectations, support, feedback, and involvement. But there has been less research, particularly within the distance learning sector, into factors that encourage students to stay (O’Brien, 2002). This small scale qualitative project using feminist qualitative research methods and based in the Open University, UK builds upon an intensive institution- tional research project analyzing what type of interventions make a positive difference to student progression and success. The research revealed insights into factors linked to the expectations, identities, and support of students which proved influential in terms of their resilience and motivation to remain on course.


In commissioning the Bradley Review, the government recognised the important role higher education plays in driving productivity and delivering a strong and steady supply of highly skilled labour—indeed, nation building. But for higher education to truly support nation building, all Australians must be able to contribute to and share in its benefits. The Review of Higher Education Access and Outcomes for Aboriginal and Torres Strait Islander People (the Review) builds on the Bradley Review and examines how improving higher education outcomes among Aboriginal and Torres Strait Islander people will contribute to nation building and reduce Indigenous disadvantage.

Belanger Akbari & Madgett (2009)

This article has two objectives: the first one endeavour to capture the level of PSE that 18-20-year-old youth of the Canadian population envisioned for themselves at the turn of the new millennium under an optimistic scenario (aspirations) that would allow them to overcome any socio-economic limitations. “Opportunity Structures” Affecting Aspirations and Attainment Research on incidental environment or opportunity structures is extensive and includes such topics as family structure, urban-rural residence, gender, visible minorities and immigrants, education costs, hours of employment, local and global economic conditions, differentiated secondary education systems, and many more. Geographic location emphasises cultural inequities: Distance from a degree-granting institution is a deterrent to university attendance particularly for lower-income families; Urban families have higher expectations, are more educated, earn more, own computer at home for school work; Gender Visible minorities and immigrants - Since the mid 1970s, educational and occupational aspirations for men have remained relatively unchanged, but have risen dramatically for females. The relative participation rate of females has overtaken that of males. Notwithstanding some specific exceptions, educational aspirations are universally high across ethnic and racial lines. Exceptions and the rule can be tracked in SAT, grades, and in academic curricula. Visible minority immigrant students are more likely to have higher university aspirations than non-visible minority, particularly among girls.


Extensive research has shown the benefits of mentoring, including peer mentoring, for higher education students, especially in their first year. However, few studies have focussed exclusively on the outcomes for the mentors themselves. This paper reports the findings of data gathered over three years about a university-wide peer mentoring program. Benefits identified by 858 mentors were coded inductively and four major categories emerged: altruistic, cognitive, social and personal growth. The findings have implications for the promotion of mentor programs to administrators and to prospective mentors. The study provides evidence that university-wide peer mentoring programs offer multiple positive outcomes for the mentors involved, and potentially for higher education institutions administering and supporting such programs.


Concern about low rates of participation and achievement among Aboriginal students intensified from the late 1960s. Twenty years later this concern was formalised into the National Aboriginal Education Plan (NAEP), a commonwealth/state agreement which identified 21 goals for Aboriginal education, grouped into four main purposes: to increase Aboriginal involvement in educational decision making; to improve equality of access for Aboriginal people to educational services; to increase Aboriginal participation to the same level as all Australians; and to achieve equitable and appropriate outcomes for Aboriginal people. This policy took effect from January 1990. Although progress in achieving these goals is recognised as being very slow (Parlington, 1998, p. 4), there has been little examination at the state level of the effectiveness of the policy process underpinning Aboriginal education.

Cohort: Distance Learning students
Pathway: University
Place: UK
Influences: Student Identity;
Theme: WP; Aspiration
Program: Retention; Success; Online support

Cohort: ATSI; LSES;
Pathway: University/VET
Place: Australia
Influences: Peers; Digital; Culturally responsive; Family;
Theme: WP; Aspiration
Program: Mentoring; Outreach; people rich; Holistic level

Cohort: University age; Gender Differences
Pathway: Tertiary
Place: Canada; Regional; Urban
Influences: Socio-Economic; Formal Intermediaries & advisers; Peers; Parents;
Theme: WP; Aspiration
Program: Holistic level

Cohort: All university students
Pathway: University
Place: WA
Influences: peer mentoring; institutional support
Theme: WP
Program: peer mentoring

Cohort: ATSI; Pathway: University
Place: WA
Influences: Pedagogy; Leadership
Theme: WP; Aspiration
Cohort: ATS1  
Pathway: School  
Place: Australia  
Influences: Pedagogical; Curriculum  
Theme: Aspiration  
Program: Place based pedagogy


Using data from a recent survey of Australian secondary students, we find that those from higher socio-economic backgrounds are more likely to aspire to attend university. The same can be said for students who do not speak English at home. We find that students with an ethnic minority background are more likely to perceive higher levels of support from parents. However, we find that all students believe they receive encouragement from their parents to do well at school (rather than discouragement or disinterest), and that there is little difference in the level of importance placed on the views of parents between students from English and non-English speaking background. While interest in university education is strong across all socio-economic groups, particularly for students who do not speak English at home, there is a considerable gap between aspirations and enrolment levels. We suggest that this “aspirations gap” is larger for students from low socio-economic backgrounds. This analysis also supports growing evidence that the postcode methodology for allocating socio-economic status to individuals is unreliable.

Cohort: L5ES, NESB  
Pathway: Secondary; University  
Place: Melbourne, Victoria  
Influences: Parents  
Theme: Aspiration; WP


Parents’ expectations for their children’s ultimate educational attainment have been hypothesized to play an instrumental role in socializing academically relevant child behaviors, beliefs, and abilities. In addition to social transmission of educationally relevant values from parents to children, parental expectations and child characteristics may transact bidirectionally. We explore this hypothesis using both longitudinal and genetically informative twin data from the Early Childhood Longitudinal Study–Birth and Kindergarten cohort. Our behavior genetic results indicate that parental expectations partly reflect child genetic variation, even as early as 4 years of age. Two classes of child characteristics were hypothesized to contribute to these child-to-parent effects: behavioral tendencies (approaches toward learning and problem behaviors) and achievement (math and reading). Using behavior genetic models, we find within-pair associations between these child characteristics and parental expectations. Using loan–gonal cross-lagged models, we find that initial variation in child characteristics predicts future educational expectations above and beyond previous educational expectations. These results are consistent with transactional frameworks in which parent-child and child-parent effects co-occur.

Cohort: Pre-School/School; NESB  
Pathway: University/VET  
Place: US  
Influences: Teachers; Tutors; Parents; Family Transmission of Educationally Relevant Values  
Theme: Aspiration, WP, Success


The extant literature documents the importance of school counselors’ roles in school–family–community partnerships, yet no model exists to guide school counselors through the process of building partnerships. The authors propose a model to help school counselors navigate the process and principles of partnerships. They define partnerships; discuss the principles of democratic collaboration, empowerment, social justice, and strengths focus that should infuse partnerships; enumerate a partnership process model; and discuss implications for practice and research.

Cohort: L5ES  
Pathway: School; University  
Place: US  
Influences: School Counsellors; Parent; School; Community; Partnerships  
Theme: Aspiration WP  
Program: Partnerships


Indigenous presence in the Australian university is a relatively recent phenomenon, initially framed by policies of equity that were, and continue to be, problematic in their assumptions – what they say and don’t say – about cultural difference, justice, sovereignty and more. From the lead author’s Aboriginal standpoint, the paper analyses the repercussions of ‘equity’ thinking that have intersected with Indigenous experiences of higher education activity in Australia, covering the range of aspects of university life and work: staffing, teaching, curriculum, governance, research and community engagement. The paper critiques how dominant notions of ‘equity’ subordinate or cannibalise possibilities for what higher education could mean for Indigenous peoples; and it gestures towards what might emerge from a standpoint of Indigenous agency to re-imagine the university.

Cohort: ATS1  
Pathway: School; University  
Place: Australia  
Influences: Indigenous Pedagogy/Agency  
Theme: Aspiration; WP  
Policy: Social Inclusion; Education Equity


Individual interviews with 21 high-functioning adolescents diagnosed with an autism spectrum disorder and their parents were used to assess postsecondary educational aspirations and resources that shape educational achievement of this group. The results from these semistructured interviews revealed that both the adolescents and their parents have clear postsecondary educational goals but have significant concerns about the readiness

Cohort: Disability (Autism Spectrum Disorder)  
Pathway: University  
Place: US  
Influences: Parents; Families; Institutions


The author’s experience of the day-to-day issues faced as an educator in an Aboriginal school are recounted, along with perspectives gained as part of a research project. The proposition is argued that an Education for Sustainability approach, where learning is structured around a negotiated environmental issue within local community, represents a cultural accommodation or halfway point between mainstream formal schooling and the needs of Indigenous learners. This article contends that such an educative approach meets Indigenous learners ‘halfway’, through compatibility with Indigenous values frameworks and employing culturally appropriate pedagogical methods. The argument is made that by demonstrating a will–ingness to negotiate worthwhile environmentally based projects that address community ecological concerns, EIS may be able to improve community support and mitigate impediments to the engagement of Indigenous learners with formal education. A critical pedagogical place (Grunewald, 2003) is discussed as a theoretical framework that combines place-based pedagogy with empowering educational theory. Indigenous learners’ connection with place is recognised in this approach and ascribed a positive rather than negative value.
Focus on Autism and Other Developmental Disabilities.
http://doi.org/10.1177/108835709332675

of postsecondary institutions to meet the adolescents’ needs. The special significance of social challenges and the ways that families frame educational aspirations are noted. Results from this analysis have direct application to both educational and family settings.


The changing demographic profile of many universities has been reflected in the increasing presence of mature-aged students on campus and the increased acceptance of non-traditional qualifications allowing entry to undergraduate programmes. Recent research has suggested that substantial improvements have not been accorded by academic standards in the present study, we examine the academic performance of students entering a university via traditional and non-traditional means using database records for three years of entry. Analysis revealed a marginal disadvantage in academic performance for students entering via non-traditional enabling programmes, but a positive effect for mature age on entry. The results were broadly consistent with earlier studies and confirm the equity goals of more open access to undergraduate study.


Prior research highlights the role of friends in influencing whether a student completes high school. Students who drop out tend to have fewer friends, as well as friends who are less oriented toward school success. We distinguish between close and distant friendships by developing a theoretical framework which predicts close and distant friends likely have distinct effects on dropping out. Close friendships provide valuable emotional support, and forging numerous close friendships at school should decrease one’s risk of dropping out. In contrast, the characteristics of distant friends help shape students’ social identities and beliefs about “what’s normative.” Our analyses of the Add Health data set confirm our expectations. Students with more close friendships are less likely to drop out, but close friends’ characteristics are unrelated to dropping out. Distant relationships (as measured by affect and regularity of interaction) with friends who have a high risk of dropping out significantly increase a student’s own risk of dropping out.


In this paper we describe our practice of teaching narrative approaches in a diploma course for Australian Aboriginal Health Workers. The shifting practice of teaching as it is shaped by Aboriginal cultural knowledges, skills, and ceremony and by the lived experience of the Course participants is explored. The pedagogy that is emerging through this work is founded upon principles of cultural partnership and of accountability as non-Aboriginal teachers. Understandings of learning as an identity project are also explored as a framework for a pedagogy that maintains a focus on the social political context of experience. The two-year Course is an initiative to support the Indigenous health workforce by providing training that is responsive to the social, emotional wellbeing, and mental health of Indigenous communities in the context of the history of colonization in Australia.


Several recent low-cost interventions demonstrate that simplifying information about college and financial aid and helping students access professional assistance can generate substantial improvements. We build on this growing literature by investigating the impact of two applications of behavioral principles to mitigate summer "melt," the phenomenon that college-intending high school graduates fail to matriculate in college anywhere in the year following high school. One intervention utilized an automated and personalized text messaging campaign to remind college-intending students of required pre-matriculation tasks and to connect them to counselor-based support. Another employed near-aged peer mentors to provide summer outreach and support. The interventions substantially increased college enrollment among students who had less academic-year access to quality college counseling or information. Both strategies are cost-effective approaches to increase college entry among populations traditionally underrepresented in higher education and, more broadly, highlight the potential for low-cost behavioral nudges and interventions to achieve meaningful improvements in students’ educational outcomes.


The purpose of the report is to shed light on the factors associated with the persistent underrepresentation of low SES people and Indigenous people in Australian universities with a view to informing policies and strategies and providing a framework for further analysis of equity for people from low SES backgrounds. The report includes a summary of barriers and inhibiting factors as well as suggestions for possible ways of defining and measuring socioeconomic status for higher education purposes. Recommendations for future work are also proposed.


This qualitative study investigates high-poverty urban high school students’ views of and plans regarding higher education, using Bourdieu’s theory of reproduction in education as theoretical framework. Interview data from 76 students from six high-poverty urban schools in a metropolitan area in the Midwestern United States were analyzed using grounded theory. Findings suggest that students (a) viewed higher education as rewarding in many ways, (b) perceived attending college to involve multiple risks, and (c) devised risk-minimizing strategies to facilitate their intended pursuit of higher education.
Peer mentoring is becoming increasingly popular in UK higher education, however, there remains little good quality, theoretically driven and evaluative research. The current study aimed to bridge the gap between theory, practice and evaluation by providing a controlled evaluation of a peer mentoring scheme within UK universities. 109 first year undergraduates from two matched universities completed questionnaires at two time points: during the first week of university and again 10 weeks later. Results focused on direct, mediating and moderating effects of mentoring on levels of wellbeing, integration and retention. Peer mentor individuals showed higher levels of integration to university. Four students as many non-peer mentored students had seriously considered leaving university compared to peer mentor students. Integration partially mediated the relationship between mentoring and intention to stay at university. Moderating effects analyses indicate that mentoring may buffer the effect of the transition to University. Results are discussed in relation to Tinto’s theory of student retention, the benefits and practicalities of peer mentoring within UK universities and the methodological limitations within this study.

Cohort: Pathway: Place: Influences: Theme: Program:

Cohort: At Risk Pathway:University Place: Australia Influences: Mentors; Sense of Belonging Theme: WP Program: Mentoring

In 2014, widening participation activities reached approximately 545 schools across Queensland and in excess of 70,000 student engagements occurred in the year. Aboriginal and Torres Strait Islanders in school and community settings participated in a variety of Indigenous engagement activities, including over 500 secondary school participants in Indigenous mentoring programs. Partners agreed to take responsibility for delivering school outreach activities in a designated local cluster of low SES schools, such that all low-income primary and secondary schools in the state were covered. Based on campus proximity and existing school partnerships, the resulting clusters were of unequal size and complexity, and resource allocation recognised this.

Cohort: LSES Pathway: Primary; Secondary; Tertiary Place: Queensland Influences: Peer Theme: WP Program: Ambassador

While many of the factors at play for Indigenous students are the same as those affecting LSES and regional and remote students, there are additional complexities due to the significant number of students who are the first in family to attend secondary school within this cohort (Behrendt et al. 2012, 22), along with factors such as racism and inter-generational disenfranchisement (Bunda, Zipin and Brennan 2012, 942; Milcek 2011, 825). Being the first in their family to attend secondary school means that students are likely to have limited access to the resources and information they need to raise aspirations and develop a career path that includes university study. This literature review reports on intervention strategies and programs aimed at widening participation in, and improving equity of access to, higher education (HE). It offers an analysis of the available evidence of Australian and international best practice in terms of what effectively enables progression to higher education, with a focus on people from low socio-economic backgrounds (LSES), Aboriginal and Torres Strait Islander peoples, and those from regional and remote areas. The most commonly recommended approaches for improving Indigenous outcomes in recent literature are sustained and holistic. They focus on community-based programs, targeting key intervention points from early on and then consistently throughout their studies, within a larger whole-of-school or cohort-wide strategy, or within dedicated post-school progression pathways. There are a growing number of university-led programs taking this kind of approach, particularly targeted at secondary school students, and those entering higher education via alternate pathways as mature-age learners.

Cohort: ATS; LSES Pathway: Primary; Secondary; Tertiary Place: Regional/Remote Influences: Holistic level community based Theme: WP Program: Holistic and Sustained

University participation of rural and low socioeconomic status (SES) students is lower than for those from metropolitan areas or with higher socioeconomic status. This study explores the aspirations and intentions for university education among low SES and regional school students and looks at how peer mentoring might influence them. The findings show that, compared with their higher SES peers, low SES students have less favourable attitudes towards school, lower achievement at school, and less ambitious post-school study and career aspirations. Students who received sustained mentoring showed a higher likelihood of enrolling in a university course.

Cohort: LSES, Regional Pathway: University Place: Influences: Mentor Theme: WP Program: peer mentoring

Based on longitudinal information from two waves of the Indonesian Family and Life Survey (IFLS) in 2000 and 2007, we find evidence that migrants are self-selected along higher individual aspirations acquired (or, inherited) before migration. About 70 per cent of aspiration differentials can be explained by factors such as young age, good education, or superior socioeconomic background, while the residual seems to be linked to an individual pre-disposition for higher aspirations. However, despite the fact that migration is economically beneficial for most migrants, the migration experience itself seems to further increase economic aspirations, whereby trapping migrants on a “hedonic treadmill”.

Cohort: NESB; Migrants Pathway: University Place: International Influences: Family/Culture Theme: WP Program: Aspiration

In addition to other factors that place women at a disadvantage in all fields, career preferences, ability, and biological differences have been the main variables proposed in the literature to explain their underrepresentation in STEM (science, technology, engineering, and mathematics) disciplines. Empirical research in these fields has pointed to career preferences.
and choices, both freely made and constrained, as important causes of women's underrepresentation in academia (Ceci and Williams 2011), and it is suggested that some of these choices originate before or during adolescence (Ginther and Kahn 2009; Ferriman et al. 2009; Mason and Goulden 2009). Hence, adolescent girls frequently prefer careers linked to the humanities and social sciences as opposed to STEM-based fields. U.S. studies suggest that women and men in general hold the same implicit gender-stereotypic knowledge (which is consistent with the idea that stereotypes are shared within a given culture), but that if stereotypic associations conflict with or are threatening to self-knowledge (associating STEM with men when you are a woman in STEM), counter-stereotypic associations can be created. Research suggests that gender-STEM stereotypes have the potential to undermine girls’ and women’s self-perceptions of ability, performance and interest in pursuing a career in counter-stereotypic (masculine) disciplines.

Influences: Social/Cultural; Career Aspirations; gender-math stereotype
Theme: Aspiration WP
Program: STEM


This paper investigates regional Australian students’ aspirations and expectations for their future and, more specifically, the manner in which these are formulated around a view to move outward – that is, away from regional, remote and rural communities – and onward – that is, to make something of their lives. Drawing upon interview data, the paper highlights the ways in which rural students from across Australia expressed high-level aspirations, most of which centred on future careers. It explores features of student talk which demonstrates that many of them had thought about their futures in detailed ways and had accumulated knowledge and “street savvy” that would assist them in steering their futures. The paper also examines the ways in which student talk about the changing context of the world and the inescapability of further education emerge as a naturalised discourse in justifying their future plans. Finally, the paper explores the implications of such research findings for career advisors and teachers working in regional areas of Australia.


Lower participation in regional areas can generally be conceived as being related to location or individual level factors. One of the prominent location-based factors examined in the literature is the role that access and proximity to campuses plays in influencing regional participation. It is suggested that persons living closer to university campuses are more likely to attend higher education due to ease of access and lower travelling times. Access is also often closely linked to the costs associated with attending university. The further a person resides from a university campus the more likely it is that there will be additional costs to study, such as, relocation expenses. Also included within the category of location-based influences is the quality of schooling and outcomes for students in particular regions. Much of the research literature cites lower Year 12 retention rates as a contributing factor to lower post-school participation in education in regional areas. Often, lower Year 12 retention is attributed to poor quality schooling and lack of schooling choice in regional areas.


The project found that the sociocultural incongruity that exists between students from low socioeconomic status (LSES) backgrounds and the institutions in which they study can be bridged through the provision of an empathic institutional context that:
• values and respects all students
• encompasses an institution-wide approach that is comprehensive, integrated and coordinated through the curriculum
• incorporates inclusive learning environments and strategies that empowers students by making the implicit, explicit, and focuses on student learning outcomes and success.


Using longitudinal data from a nine-month e-mentoring program, we analyzed the influence of formal e-mentor networks and family-based role models on increases in both psychosocial and career-related outcomes. Findings indicate that e-mentor network relationship quality positively influenced general- and career-based self-efficacy which, in turn, enhanced the objective career aspirations of underprivileged youth. Moreover, we address both the compensatory and complementary perspectives of social capital to assess the moderating influence that access to educational role models within the family has on this process. Implications of the findings and areas for future research are discussed.


The Bradley Review in 2008 and the Australian government’s response echoed policy concerns that young people from low socioeconomic status are underrepresented in tertiary education. In order to address this, responses to both recruitment and retention are necessary. While many studies have looked at reasons for student attrition, few investigated the factors that enabled students from low socio-economic status (SES) backgrounds to stay in university. Over 1,000 domestic undergraduate students at the University of Queensland completed an online survey, in which students from low SES backgrounds were compared with students who were not. It was found that while most students experienced a combination of financial, relational and physical stress, students from low SES backgrounds experienced more stressors as well as higher levels of stress. While the majority of respondents were aware of student support services, these did not appear to be a major influencing factor on students’ reported decisions to stay at university.


In the United States, developing human capital for both economic and social benefits is an idea as old as the nation itself and led to the world’s first mass higher education system. Now most other nations are racing to expand access to universities and colleges and to expand their role in society. Higher education will grow markedly in its importance for building a culture of aspiration and, in turn, the formation of human capital, the promotion of social economic mobility, and for determining national economic competitiveness. This essay briefly discusses the vital role of human capital for national economies, past and future. It also examines the public and private benefits of higher education, the effort of nation-states,
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<th>Title</th>
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<th>Cohort</th>
<th>Place</th>
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<th>Theme</th>
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<td>Doyle, T., &amp; Prout, S. (2012). Indigenous student mobility, performance and achievement: Issues of positioning and traceability. International Journal of Educational Research.  <a href="http://doi.org/10.1016/j.ijer.2011.12.002">http://doi.org/10.1016/j.ijer.2011.12.002</a></td>
<td>While population mobility is a fundamental component of the lived experience of many Australian Aboriginal and Torres Strait Islander families, the ways in which educators and education systems respond (or fail to respond) to mobility demonstrates that there is very little understanding of this social and cultural phenomena. At the local school level, student mobility has significant impacts upon the work of teachers and administrators, as well as upon the social and academic outcomes of both mobile and non-mobile students. It is consequently widely constructed as an “Indigenous problem” that must be overcome by educators. Simultaneously, existing education administrative and performance data are collected and used in ways that erase and/or oversimplify the relationship of mobility to schooling. This paper critically examines the role of administrative and performance data in reinforcing assumptions about student (mobility), and the potential of such data to provide a more accurate and complete framework for engaging with highly mobile Indigenous students.</td>
<td>Cohort: ATSI</td>
<td>Place: Australia</td>
<td>Influences: socio-cultural</td>
<td>Theme: WP; aspiration</td>
<td>Program: peer mentoring</td>
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<td>Drummond, A., Halsey, R. J., Lawson, M., &amp; Breda, M. Van. (2012). the Effectiveness of a University Mentoring Project in Peri-Rural Australia. Australian and International Journal of Rural Education, 22(2), 29–41.</td>
<td>The Bradley report (2008) recommended that there be an increase in the percentage of young Australians completing a university degree, with a subsequent target set by the Australian Federal Government to 40% of 25-34 years olds holding a first degree by 2025. As students who transition to university following completion of high school in medium-high social economic status urban areas is already often high (&gt;90% in some cases), one obvious target for any increase is in peri-rural (distance from metropolitan areas approaching 80km) and rural areas (distance from metropolitan areas &gt;80km in accordance with Jones, 2000). In 2010, a youth mentoring project was initiated targeting year nine students in a peri-rural area school. The project sought to increase the interest of these students in attending university post high school graduation. The present paper presents the preliminary data for 18 students in the first round of the mentoring project. Participants were asked to rate their estimated percentage chance they would attend university following school completion, as well as to estimate how much contact they had with university mentors across several questionnaire items. The present results imply that if rural students can make meaningful contact among university students through pilot programs such as the present one, then they are more likely to consider university as a viable option for themselves.</td>
<td>Cohort: Peri-Rural</td>
<td>Place: Australia</td>
<td>Influences: Mentor</td>
<td>Theme: WP; Aspiration</td>
<td>Program: peer mentoring</td>
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<td>Everett, K., &amp; Hummell, E. (2013). Creating inter-cultural spaces for co-learning. Studus Australians, (10), 1988–5946.</td>
<td>Among the many inhibitors to social inclusion and mobility faced by Indigenous peoples in Australia, under-representation of Indigenous students in Higher Education has long featured as a concern for government and human rights advocates. This is due to the attendant lower social indicators than those of the wider Australian society which characterise Indigenous peoples’ life experience. UNESCO’s guidelines on inter-cultural education published in 2007 provide some principles for groundwork to develop classrooms which are inclusive but not assimilationist. Models of how this might be done in practice, however, are scarce. In this paper we consider a model for inter-cultural education which uses joint analysis and dialogue surrounding self-representation of Indigenous peoples by Indigenous and non-Indigenous peers to then co-create a new, inter-cultural representation. The “Daruganora” program involves Indigenous students leading dialogue with non-Indigenous peers and teachers to jointly interpret a purpose-built Indigenous art exhibition. We explain in this paper how spaces created by this dialogue can allow open, honest and respectful interaction between Indigenous and non-Indigenous people relating to Indigenous representations of identity. We argue that Daruganora provides a model for inter-cultural classrooms.</td>
<td>Cohort: ATSI</td>
<td>Place: Australia</td>
<td>Influences: Inter-cultural spaces</td>
<td>Theme: WP; Aspiration</td>
<td>Program: Respectful interaction</td>
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<td>Ferrier, F. (2006). A Review of Higher Education Equity Research in Australia 2000-2005, Working Paper No. 64, (64), 29. Retrieved from <a href="http://monash.edu/education/non-cms/centres/ceet/docs/workingpapers/wp64mar06ferrier.pdf">http://monash.edu/education/non-cms/centres/ceet/docs/workingpapers/wp64mar06ferrier.pdf</a></td>
<td>The studies reviewed here build on this earlier work in several respects. They continue a strong focus on people from low socio-economic backgrounds but extend understanding of the factors that influence their participation in higher education through more in-depth work that illuminates how, where, and to what extent, factors at the local level (e.g. schools, neighbourhoods, regional communities) influence their decisions and experiences. This is aided particularly by the (first) use of theories of habitus as a tool to analyse data from interviews and case studies.</td>
<td>Cohort: LSES; Rural, Regional</td>
<td>Place: Primary; Secondary</td>
<td>University</td>
<td>Place: ACT</td>
<td>Influences: Theme: WP; Aspiration</td>
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<td>Fleming, M. J., &amp; Grace, D. M. (2014).</td>
<td>Increasing participation of rural and regional students in higher education. <em>Journal of Higher Education Policy and Management</em>, 36(5), 483-495.</td>
<td>Regional and rural students in Australia face unique challenges when aspiring to higher education. These challenges reflect systematic disadvantage experienced by rural and regional populations as a whole. In an effort to redress these inequities, and aided by the Australian Government’s Higher Education Participation and Partnerships Program (HEPPP), the University of Canberra’s flagship Aspire UC Schools Outreach Program involves multiple in-school sessions for students in years 7–10. This article presents findings from the delivery of this program to nearly 3000 students in 2012. Increased considerations of post-school study and work options were seen and work options were used to inform pathways.</td>
<td>Cohort: Rural; LSES</td>
<td>Pathway: University/VET</td>
<td>Place: Australia</td>
<td>Influences: Teachers; Tutors</td>
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<td>Fleming, M. J., &amp; Grace, D. M. (2015).</td>
<td>Eyes on the future: The impact of a university campus experience day on students from financially disadvantaged backgrounds. <em>Australian Journal of Education</em>, 59(1), 82–96.</td>
<td>Students from financially disadvantaged backgrounds, rural areas, non-English speaking backgrounds and those who are Aboriginal and Torres Strait Islander, have traditionally been underrepresented in higher education in Australia. The UC 4 Yourself experience day is an outreach program by the University of Canberra for schools identified as having substantial numbers of students from financially disadvantaged backgrounds. It provides a full day of participation in, and gaining information about, university life. The current article reports on two survey studies (N=525; N=183) investigating the effectiveness of this program. Students who participated in the program were more likely to plan to attend university and were better able to imagine themselves as university students after their campus visit. Findings from the two studies suggest that the actual visit, despite its brevity, provides a unique experience by simultaneously establishing a knowledge base and facilitating the psychological transformation necessary to imagine a new future.</td>
<td>Cohort: Rural; NESB; ATSI</td>
<td>Pathway: University</td>
<td>Place: Australia</td>
<td>Influences: Imagined futures</td>
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<td>Frawley, J., &amp; Fasoli, L. (2012).</td>
<td>Working together: intercultural leadership capabilities for both-ways education. <em>School Leadership &amp; Management</em>.</td>
<td>This article explores the concept of interculturalism and its complementary relationship with the Aboriginal Australian idea of ‘both ways’. The need for Aboriginal and non-Aboriginal staff to learn to be intercultural teachers and leaders, as well as the needs of the system to work interculturally to achieve educational outcomes, is emphasised. This article suggests that in order for Aboriginal and non-Aboriginal educational leaders to work within an inter-cultural world, new leadership capabilities must be learned and acquired.</td>
<td>Cohort: ATS</td>
<td>Pathway: University</td>
<td>Place: Northern Territory</td>
<td>Influences: Intercultural Leaders and Teachers; Theme: Aspiration, WP</td>
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<td>Gale, T. (2015).</td>
<td>Widening and expanding participation in Australian higher education: In the absence of sociological imagination. <em>The Australian Educational Researcher</em>, 257–271.</td>
<td>Social inclusion in Australian higher education was high on the agenda of the recent Rudd/Gillard Australian Government. This paper offers an assessment of that agenda, particularly the extent to which it worked in favour of under-represented groups. It argues that the Government’s widening and expansion policies and its equity and aspiration strategies lacked sociological imagination, projecting deficits onto individuals who refused to be taken in by its ambitions for higher education participation. The paper concludes that in the absence of a sociological imagination in government policy, the freedoms of disadvantaged groups continued to be curtailed: not just to choose futures in keeping with their goals but also the freedom to formulate choices.</td>
<td>Cohort: LSES/Disadvantaged</td>
<td>Pathway: University</td>
<td>Place: Australia</td>
<td>Influences: Institutional</td>
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<td>Galliott, N. (2015).</td>
<td>Youth aspirations, participation in higher education and career choice capability: where to from here? <em>The Australian Educational Researcher</em>, 42(2), 133–137.</td>
<td>Encouraging all school students to go to university has been questioned by a number of researchers in recent years (Graham et al. 2015). In this special issue, Sam Sellar examines promises made by educational policymakers to young people in relation to opportunities of social mobility and employability associated with receiving higher levels of education. Drawing on work of Gilles Deleuze, Sellar examines the way in which the term ‘potential’, as well as its ‘realisation’ and ‘wasting’ is used in educational policies to exploit feelings of individuals associated with learning and earning. While it is obvious that not every person can derive equal benefit from the same kind of degree or qualification, Sellar argues that the broken promises of educational systems and policymakers are often ‘explained away’ by lack of talent or aspiration on the side of the individual.</td>
<td>Cohort: LSES/Disadvantaged</td>
<td>Pathway: University</td>
<td>Place: Australia</td>
<td>Influences: Institutional</td>
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<td>Gartland, C. (2012).</td>
<td>Inspiring Engineers? Student ambassadors and the importance of learning contexts in HE outreach activity. <em>Innovation, Practice and Research in Engineering Education</em>, 1–13.</td>
<td>Over the last decade employing student ambassadors has been increasingly popular in university outreach activity across the UK. Engineering skills are perceived as important to meet the demands of increasingly globalised economies and there has been a focus in outreach work on this subject area. The focus on increasing and widening participation in engineering in the UK has been driven by both the need to find new talent to sustain the British economy and by anticipated benefits to society as a whole. Ambassadors are widely held to be effective in aspiration and attainment-raising work and are frequently cited as role models for pupils by both policy-makers and practitioners. There is however no educational research into what pupils learn during interactions with students and whether ambassadors do contribute to increasing and widening participation in engineering. The focus of this paper is the impact of the learning contexts in which ambassadors worked on pupils’ learning. The paper draws from a larger study of the outreach work of student ambassadors in STEM (science, technology, engineering and maths) subjects. It deploys in depth ethnography drawing on approaches from across the social sciences to trace the discourses surrounding student ambassadors. The positioning of ambassadors, how this impacts on their relationships with pupils and the learning that takes place were considered using social psychology and grounded theory. Findings indicate that discourses employed by pupils, ambassadors and organisations relating to teaching and learning were notably different in different learning contexts. In learning contexts where ambassadors work as subject experts alongside pupils, pupils can identify closely with them as fellow students. In this capacity student ambassadors can contribute to inspiring young engineers and potentially disrupt and challenge pupils’ gendered, raced and classed trajectories within engineering.</td>
<td>Cohort: STEM equity students</td>
<td>Pathway: University</td>
<td>Place: Australia</td>
<td>Influences: Peers</td>
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Employing students to market higher education (HE) and widen access is established practice in the United Kingdom and other developed countries. In the United Kingdom, student ambassadors are held to be effective in aspiration and attainment-raising work and cited as “role-models” for pupils. The focus of this paper is student ambassador outreach work in STEM (science, technology, engineering and mathematics including medicine) at two contrasting universities. The study deployed ethnography and approaches from across the social sciences to trace and analyse discourses surrounding ambassadors, and to explore their positioning within learning contexts, relationships with pupils and the learning that takes place. Findings indicate that where ambassadors work collaboratively with pupils in contexts with “informal attributes”, pupils can identify closely with them. However, in contexts with more “formal attributes”, differences, not similarities, are highlighted. Stakeholder interests are found to significantly impact on learning contexts and on ambassadors’ efficacy as HE “role-models”.


The emergence of educational technologies offers flexible learning opportunities to the twenty-first-century learners. Research affirms that online courses provide learners with some flexibility in terms of time, place and pace (Gedera and Williams 2013). However, the anonymous nature of the online learning environment can lead to de-motivation and disengagement with subsequent minimal participation or even with-drawal. In face-to-face classrooms, students’ levels of motivation can be observed to a certain extent even with a few of the physical cues available. However, online courses present challenges and concerns in relation to students’ motivation and active participation. The challenge of engaging online learners seems common across subject matter, levels and institutions. Therefore, in order for the learners to have positive learning experiences, it is vital to identify factors that affect students’ motivation and engagement in online courses. Through a case study, this chapter highlights some pedagogical and practical ideas and strategies that teachers may like to consider when designing online courses to enhance students’ motivation and engagement.


Key messages

- The most influential factors for students’ aspirations for completing Year 12 include their academic performance and immigration background and whether their parents expect them to go to university.
- Students whose parents want them to attend university are four times more likely to complete Year 12 and 11 times more likely to plan to attend university compared with those whose parents expect them to choose a non-university pathway.
- The higher education plans of peers also have a strong influence: students whose friends plan to attend university are nearly four times more likely to plan to attend university.
- Two of the strongest predictors of educational aspirations are parental influences and academic performance. Students whose parents want them to attend university have expected occupational status scores that are approximately 12 points higher, on a 0 to 100 scale, than those students whose parents have no university expectations for them.
- The job aspirations of 15-year-olds are somewhat unrealistic. By age 25 years, the age until which data are available for analysis, a significant portion of young people fall short of what they set out to achieve in terms of occupation. However, this does not mean that they cannot achieve their desired occupations at a later stage in life.

Overall, this report illustrates just how important parents and peers are to young people’s aspirations. Developing policies and interventions that successfully leverage the influence of parents may yield a substantial pay-off with respect to raising aspirations.


Key messages

- The attributes of schools do matter. Although young people’s individual characteristics are the main drivers of success, school attributes are responsible for almost 20% of the variation in TER.
- Of the variation in TER attributed to schools, the measured characteristics account for a little over a third. The remainder captures ‘idiosyncratic’ school factors that cannot be explained by the data to hand and that can be thought of as a school’s overall ‘other’; no doubt teacher quality and educational leadership are important here.
- The three most important school attributes for TER are sector (that is, Catholic and independent vs government), gender mix (that is, single-sex vs coeducational), and the extent to which a school is ‘academic’. For TER, the average socioeconomic status of students at a school does not emerge as a significant factor, after controlling for individual characteristics including academic achievement from the PISA test.
- However, the characteristics of schools do matter for the probability of going to university, even after controlling for TER. Here, the three most important school attributes are the proportion of students from non-English speaking backgrounds, sector, and the school’s socioeconomic make-up.


Research in higher education, linked to national and international policy, suggests the need for educationalists to show greater understanding and awareness of the lived experiences of undergraduate students with disabilities. These sources argue that this knowledge should then be used to inform their understandings as tutors and facilitate inclusive and effective teaching strategies. This research had a primary focus on first-year students with disabilities’ learning experiences; their

Cohort: Disability

Pathway: School/University/VET

Place: UK

Influences: Teachers; Tutors; Formal intermediaries and
| Guenther, J. (n.d.). Successful remote schools: what are they? | In the context of Australian schools, educational “success” is a much sought after prize. Successful schools and students are lauded for their achievements. Parents take great pride in seeing their children graduate from school and go on to bigger and better things. If educational success is a much sought after prize in the mainstream of schooling, it is the holy grail of education for those students who come from remote Aboriginal and Torres Strait Islander communities. In the dominant discourse, laments of failure in remote schools are explained away as a result of disadvantage, dysfunction, poverty and gaps that need closing. Magic bullets and quick fixes are often suggested as the solutions for an intractable problem. The fixes include sending kids to boarding schools, getting better quality teachers, improving attendance, and imposing sanctions for parents whose kids truant. But let’s take a step back for a moment. Just what is success? And what does it look like in the minds of remote education stakeholders? This lecture responds to these basic questions in the light of findings from the Cooperative Research Centre’s Remote Education Systems project, which has engaged over 1000 remote education stakeholders over the last four years. It turns out that success isn’t what we might think it is. It isn’t about year 12 completion, quality teachers, going on to university and it certainly isn’t about NAPLAN scores. Rather, success in the eyes of remote education stakeholders—and more particularly, about parent and community involvement in schools—is about community engagement. And while academic outcomes are important for remote stakeholders, to a large extent this just means being able to read, write and count. These findings explain to some extent why the magic bullets and quick fixes haven’t worked. |

| Guenther, J. (2015a). Complexity and chaos in remote schools Lecture Number 3 in a series presented by the Remote Education Systems project within the Cooperative Research Centre for Remote Education. | In the series of Australian schools, educational “success” is a much sought after prize. Successful schools and students are lauded for their achievements. Parents take great pride in seeing their children graduate from school and go on to bigger and better things. If educational success is a much sought after prize in the mainstream of schooling, it is the holy grail of education for those students who come from remote Aboriginal and Torres Strait Islander communities. In the dominant discourse, laments of failure in remote schools are explained away as a result of disadvantage, dysfunction, poverty and gaps that need closing. Magic bullets and quick fixes are often suggested as the solutions for an intractable problem. The fixes include sending kids to boarding schools, getting better quality teachers, improving attendance, and imposing sanctions for parents whose kids truant. But let’s take a step back for a moment. Just what is success? And what does it look like in the minds of remote education stakeholders? This lecture responds to these basic questions in the light of findings from the Cooperative Research Centre’s Remote Education Systems project, which has engaged over 1000 remote education stakeholders over the last four years. It turns out that success isn’t what we might think it is. It isn’t about year 12 completion, quality teachers, going on to university and it certainly isn’t about NAPLAN scores. Rather, success in the eyes of remote education stakeholders—and more particularly, about parent and community involvement in schools—is about community engagement. And while academic outcomes are important for remote stakeholders, to a large extent this just means being able to read, write and count. These findings explain to some extent why the magic bullets and quick fixes haven’t worked. |

| Guenther, J. (2015b). Remote Education Systems RES project qualitative findings overview: What success looks like. | The dominant discourse surrounding education for remote Aboriginal and Torres Strait Islander students uses a language of deficit, disadvantage and failure. Analysis of the CRC-REP’s Remote Education Systems project data challenges the validity of these descriptors on the basis that stakeholders of remote schools do not describe education in this way. Analysis of the data suggests that many stakeholders describe education in terms of complexity framed by the challenges associated with an array of student, family, community, cultural, school and teacher/teaching factors. While education systems generally have been described as “complex”, the term may be more apt for remote education systems. Their tendency to operate balanced “on the edge of chaos and order”, the unpredictability of their behaviour, the array of elements in the systems, and the way the systems co-evolve with their environments all point to a neat fit with the idea of “complex adaptive systems”. Treated as a complex adaptive system this will be important to those with an interest in remote education, from strategic policy, teaching, leadership, teacher preparation, community development or administrative perspectives. |

| Guenther, J., Disbrey, S., & Osborne, S. (2015). Building on Red Dirt Perspectives: What counts as important. Broome. | About the project The Remote Education Systems (RES) project aims to find out how remote Aboriginal and Torres Strait Islander communities can get the best benefit from the teaching and learning happening in and out of schools. It is doing this by engaging with members of communities, schools, government agencies and other end users who want to find ways of improving outcomes for students in remote Australia. To date we’ve engaged directly with more than 1000 remote education stakeholders across the country. The idea of “Red Dirt Thinking” has captured the imagination of people all over the place. When we first coined the phrase, back in 2012 we used it as a metaphor for a contextualised way of conceptualising what education could look like in remote communities—rooted in the pervasive red dirt of very remote Australia. We are now getting requests from education regions and central offices asking how red dirt thinking might be applied to curriculum, pathways beyond school, community engagement and workforce development. |

| Harwood, V., McMahon,S., O’Shea, S., Bodkin-Andrews, & Priestly, A. (2015). Recognising aspiration: the AIME program’s effectiveness in inspiring Indigenous young | A strong feature of the widening participation agenda is improving the aspirations of groups that are underrepresented in higher education. This paper seeks to replicate educational interventions by showcasing the success of a mentoring program that takes a different approach. The Australian Indigenous Mentoring Experience (AIME) significantly and positively impacts Australian Indigenous high school students’ aspirations to finish school and |

| Cohort: | ATS1; Remote Pathway: University Place: Australia Influences: Parent & community involvement and engagement Theme: Aspiration; WP Program: Alternative Pedagogy |

| Cohort: | ATS1; Remote Pathway: University Place: Australia Influences: Holistic approach Theme: WP Aspiration Program: Strategic policy, teaching, leadership, community development |

| Cohort: | ATS1; Remote Pathway: University Place: Australia Influences: Schools, Communities; Government agencies/stakeholders Theme: Aspiration; WP Program: Red Dirt Thinking |

| Cohort: | ATS1; Remote Pathway: University Place: Australia Influences: Families, Community; Institutional Theme: Aspiration; WP Program: Community Narratives of Aspiration and Success |

| Cohort: | ATS1; SES; Regional; Urban Pathway: Secondary; University/ VET; Employment Place: Australia Influences: Pedagogy; Formal intermediaries and advisers;

This paper draws on related research studies in two urban centres (Melbourne and Adelaide, Australia) with South Sudanese men and women engaged in varying degrees with higher education. The co-authors examine some gendered differences in the process and demands of resettlement, including within employment and education, and its implications for rapidly changing public versus private gender roles. We argue against essentialising discourses of the 'liberatory' nature of education in the west, versus constructions of 'cultural knowledge' as innate, burdensome, and less useful in western contexts. Drawing on Ahmed's critique of discourses of the 'melancholy migrant' which position western knowledges and gendered practices as progressive and therefore more desirable, the authors interrogate the possibility of multiple forms of knowledge and new migrants – especially South Sudanese – as enriched by their previous experiences and knowledges, rather than impoverished by them.

This paper considers the experience of a small group of young adults who were born in Africa, entered Australia under the humanitarian entry program, and are enrolled in tertiary education. It investigates the expectations and experiences of these students and their associated staff at a South Australian university. This body of students comprises a diverse group of individuals, and their educational success is equally varied. In focus groups many of the students revealed a range of pressures such as challenges adapting to new educational contexts, high community expectations, and difficult home environments for study. Students recounted a mixed educational experience with staff as they interfaced with practical issues of seeking academic support, accessing study materials, and studying in another language. Perhaps reflecting the determination and self-reliance that has brought them to this point, they primarily speak of academic success as their own responsibility, as well as their best support being other students from the same background. An awareness of, and a response to, these issues may help to ease refugee students’ transition to tertiary study.

The loss of talented women from the science, technology, engineering, and mathematics (STEM) pipeline has been widely recognized within science education as a pressing issue, particularly in the physical sciences. To provide a gender-based perspective of a popular educational device, the present study evaluated undergraduate research experiences (UREs) from a longitudinal perspective in respect to participation, learning enhancements, and contribution to the pursuit of a postgraduate education. Data from practicing scientists and graduate students indicated that women were more likely to participate in these research programs than their male counterparts. Of those who had participated (n = 1829), similar patterns in conferred gains for men and women were reported; however, gender-based variations were observed within items associated with self-efficacy, science interest, and the practice of authentic research. Women were found to identify UREs as a primary reason for entering graduate school at a significantly higher rate than their male counterparts. Results of this study suggest the long-term efficacy of UREs as a gateway for women interested in STEM careers and provide support in justifying research programs and initiatives for women in traditionally male-dominated fields.

Abstract. This paper describes the results of a study that re-examined the relatively low higher education participation rate of people living in rural or isolated Australia. The focus of the study was the goals and plans of Australian school students in their senior school years and the underlying attitudes towards education. The study suggests higher education participation for people in rural and isolated areas may be affected less by distance from university campuses than by socioeconomic circumstances and the influences of rural social and cultural contexts. Socioeconomic effects are generally more pronounced and pervasive than any effects of location identified policy and programs are discussed.
James, R. (2008). Participation and Equity: A review of the participation in higher education of people from low socioeconomic backgrounds and Indigenous people. Prepared for Universities Australia by the Centre for the Study of Higher Education University of Melbourne. The purpose of the report is to shed light on the factors associated with the persistent under-representation of low SES people and Indigenous people in Australian universities with a view to informing policies and strategies and providing a framework for further analysis of equity for people from low SES backgrounds. The report includes a summary of barriers and inhibiting factors as well as suggestions for possible ways of defining and measuring socioeconomic status for higher education purposes. Recommendations for future work are also proposed. It is likely that lower levels of educational achievement are the precursor for other effects. Imbalances in higher education participation reflect endemic educational disadvantage that begins in the earliest years of schooling. People from low SES backgrounds are more likely to have lower perceptions of the attainability of a university place, less confidence in the personal and career relevance of higher education and may be more likely to experience alienation from the cultures of universities.

Jardine, A. (2012). Indicators of persistence and their influence on the first year experience of university students from low socio-economic backgrounds. University of Melbourne. This study focuses on the first year experience of Australian university students from low socio-economic status (SES) backgrounds. Firstly, it examines pre-commencement expectations and the post-commencement experiences from the perspective of six indicators of persistence identified from the literature. It then explores considerations of university drop-out and transfer from the same perspective. The findings indicate that in many cases students enter university with unrealistic and unmet expectations. However, the emergent patterns appear complex. The discord between expectations and experiences is greatest with the three indicators of persistence that are influenced by the institutional habitus. However, significant differences between low SES students and their peers are more likely to occur across the indicators influenced by individual habitus. The findings lend support to the assumption that students from low SES backgrounds enter with less capital. The major contributing influence relates to aspects of the academic environment. Individual, academic, external and social indicators of persistence all played a significant role in students’ transfer considerations.

Kanno, Y., & Varghese, M. M. (2010). Immigrant and Refugee ESL Students’ Challenges to Accessing Four-Year College Education: From Language Policy to Educational Policy. Journal of Language, Identity & Education, 9(5), 310–328. doi:10.1080/15348458.2010.517693 Research on English as a second language (ESL) students in higher education has traditionally focused on their academic writing, leaving larger issues of their college access and success unexplored. This article examines the challenges that first-generation immigrant and refugee ESL students face in accessing four-year college education through a qualitative interview study at a U.S. public university. Drawing on Bourdieu's cultural reproduction theory, we argue that what inhibits ESL students’ access to and participation in four-year college education is not simply their limited English proficiency but also the structural constraints unique to this population, their limited financial resources, and the students’ own tendency to self-select. Based on our results, we call for a shift in higher education policy from one focusing narrowly on remediating ESL students’ limited English proficiency to a more comprehensive set of policies that address the structural and economic, as well as linguistic, factors that inhibit ESL students' college access and participation.

Karcher, M. J. (2005). The effects of developmental mentoring and high school mentors’ attendance on their younger mentees’ self-esteem, social skills, and connectedness. Psychology in the Schools, 42(1), 65–77. doi:10.1002/pits.20025 Far more has been written about the possible outcomes of cross-age mentoring than about actual outcomes and the processes that lead to change. This study examined the effect of mentors’ attendance on their mentees’ outcomes after six months of developmental mentoring. Developmental mentoring is a structured, cross-age peer mentoring program designed to promote children’s development by facilitating connectedness. In this randomized study of 73 Caucasian, rural youth, multiple analyses of covariance revealed that connectedness to school and parents at posttest was significantly greater for mentees than for the comparison group. Regression analyses revealed that changes in self-esteem, social skills, and behavioral competence were highly related to mentors’ attendance, suggesting relational processes accounted for more change than did exposure to program curricula. However, the relationship between mentors’ inconsistent attendance and mentees’ decline in self-esteem and behavioral competence suggests that absent mentors may do more harm than good.

Karcher, M. J. (2007). Cross-Age Peer Mentoring. Retrieved from http://www.mentoring.org/news_and_research_and_studies/research_in_action Cross-age peer mentoring is a unique and somewhat different approach to mentoring than the better-known adult-with-youth mentoring model. In cross-age mentoring programs (CAMPs), the mentor is an older youth, typically high school-aged, who is paired or matched with an elementary or middle school-aged child. Meetings almost always take place in the school context, although there probably are countless camps, youth centers, and other youth organizations which informally, or for a short duration, pair younger youth with older youth for the purpose of providing the younger youth guidance, social support, or instruction. This article focuses primarily on one-to-one relationships between teenage mentors and younger mentees in the schools for two reasons. First, because descriptions and evaluation data on these programs in other contexts are rarely reported in the research literature, it is unknown how their practice may vary from setting to setting. Second, no reports of cross-age peer mentors working with multiple youth in a group mentoring format were found in the literature search conducted to inform this article. This makes it hard, at this time, to know how group peer mentoring programs (i.e., one mentor with several mentees) operate and what the potential benefits might be. Therefore, CAMPs, as described here, are generally one-on-one and usually in the school context, as these were the most commonly reported types of programs in the research literature.

Karimshah, A., Wyder, M., Heman, P., Tay, D., Capelin, E. & Short, P. (2013). Investigating the factors that enable The Bradley Review in 2008 and the Australian government’s response echoed policy concerns that young people from low socioeconomic status are underrepresented in tertiary education. In order to address this, responses to both recruitment and retention are necessary. While many studies have looked at reasons for student attrition, few investigated the factors

Cohort: ATSI; LSES; Rural; Remote; Urban Pathway: University/VET Place: USA; UK and Others Influences: Teachers; Tutors; Family; Parents Theme: Increase knowledge of pathways; Aspiration Program:

Cohort: LSES Pathway: University Place: Melbourne Influences: Persistence; habitus/social capital Theme: WP Program: Persistence

Cohort: Refugees Pathway: University Place: US Influences: Structural; Economic Theme: WP Program: systemic barriers

Cohort: Rural, LSES Pathway: School Place: US Influences: School/Parents Theme: WP, Connectedness Program: Cross-age mentoring


Cohort: LSES Pathway: University Place: Urban
students from low SES backgrounds to stay in university. Australian Universities Review, 55 (2), 5-14. Published by NTEU. ISSN 0818-8058

that enabled students from low socio-economic status (SES) backgrounds to stay in university. Over 1,000 domestic undergraduate students at the University of Queensland completed an online survey, in which students from low SES backgrounds were compared with students who were not. It was found that while most students experienced a combination of financial, relationship, mental and physical health stress, students from low SES backgrounds experienced more stressors as well as higher levels of stress. While the majority of respondents were aware of student support services, these did not appear to be a major influence to be a major influencing variable or factor in students’ reported decisions to stay at university.


This paper aims to better understand the relationship between young people’s aspirations towards education and jobs, and the context in which they are formed, especially to understand better the role of disadvantaged places in shaping young people’s aspirations. Policy makers maintain that disadvantaged areas are associated with low aspirations and there is support for this position from academic work on neighbourhood effects and local labour markets, but evidence is slim. Using a two-stage survey of young people in disadvantaged settings in three British cities, the paper provides new data on the nature of young peoples’ aspirations, how they change during the teenage years, and how they relate to the places where they are growing up. The findings are that aspirations are very high and, overall, they do not appear to be depressed in relation to the jobs available in the labour market either by the neighbourhood context or by young people’s perceptions of local labour markets. However, there are significant differences between the pattern of aspirations and how they change over time in the three locations. The paper then challenges assumptions in policy and in the literature that disadvantaged places equal low aspirations and suggests that understanding how aspirations are formed requires a nuanced approach to the nexus of class, ethnicity and institutional influences within local areas.


The poor health status of Australia’s Indigenous people is well-documented, as are the links between health and education. Aboriginal communities recognise the utmost importance of improving educational, physical, social and economic wellbeing in an environment where disproportionate numbers of Aboriginal students fail to complete secondary schooling. The aim of this paper is to highlight the issues of access, participation, retention and outcomes for Indigenous students wishing to study or currently studying health courses at a tertiary level. This project used a qualitative descriptive approach, conducting in-depth interviews with a number of key stakeholders and students in rural Victoria. Sixteen participants were interviewed, 14 of whom were from the Indigenous community. Participants identified key issues that were linked to the university and broader community environment. Factors in the university environment included lack of Indigenous staff within the mainstream university system, limited support and culturally inappropriate teaching that lead to negative learning experiences and poor motivation to continue with education. In the broader community, the isolating experience of leaving close-knit rural communities and the influence of past experiences on students’ aspirations for tertiary education was highlighted. The importance of community support and the university and marketing of health courses to the Indigenous communities in the region were key issues that participants identified as needing further action.


Over the past 10 years, mentoring of children and young people has become an increasingly important feature of social policy in the United Kingdom. This is evidenced in the rapid growth in the number of mentoring schemes operating in a range of educational settings. In 2006 the Mentoring and Befriending Foundation was contracted by the Department for Education and Skills to pilot nationally a formal and sustainable peer mentoring scheme in 180 secondary schools in England, generating 3600 matched pairs. The evaluators, appointed by the Department for Education and Skills, had the overarching aim of supporting the development of evidence-based peer mentoring and enhancing the capacity of those involved to engage in evaluation practice. This article reports the methodology and main findings of the evaluation of the programme. It was evident that schools engaged positively and productively with the project and with this structured form of mentoring. Qualitative interview evidence, self-report data from the “About Me” scale, and the teacher and mentee and mentor “voice” attested to benefits, but impact data (attendance, attainment, behaviour) did not provide corroborative evidence of a positive effect.


The Inspire Peer Mentor Program (Inspire) operates of Flinders University in the southern suburbs of Adelaide, and has received funding from the Department of Family and Community Services and Indigenous Affairs (FaCSIA). The experience gained during the past three years has indicated that a mentoring program between the University and schools located in its local region, which includes key areas of low socio-economic status, can be a major form of community engagement for Higher Education. Inspire received a commendation in the recent Australian Universities Quality Agency (AUQA) Report (2006) as a strategy for community engagement. This article is evidence-based mentoring as a strategy for community engagement. Catherine Koerner’s analysis of the literature on mentoring, finds that mentoring programs can be an effective intervention with communities to increase school retention rates and engagement with formal learning if they are adequately resourced. She argues that the implication of this finding for the tertiary sector is that mentoring programs can be a strategic form of community engagement. In the second section, John Harris provides a case study of the adoption of the school-based mentoring model by the Teaching and Learning Centre at Flinders University as one example of how mentoring is being embedded within faculty programs. Anecdotal evidence suggests that those preservice teachers who had participated, as Inspire mentors were better prepared for their teaching practicums. As a
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<td>Mathejka, P &amp; Smith, M.L. (2015) Are boys that bad? Gender gaps in measured skills, grades and aspirations in Czech elementary</td>
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result, second year education students are placed on 20 days of school experience over two semesters to better prepare them for their teaching practicums in their third and fourth years of their Education Degree.

Similar to research on other countries, we find that girls strongly outperform boys in grades in Czech language, but that this gender gap is not explained by measured ability in reading nor on family back-ground or student attributes. We also find gender bias in mathematics grades, after controlling for measured ability and other factors. Girls are also substantially more likely than boys to apply to secondary grammar schools, as well as aspire to a college education, even after controlling for measured ability.

One possible explanation could be gender bias on the part of teachers, in that they value the learning and classroom characteristics of girls more than boys in ways that are not captured by the variables measured in PISA. If teachers systematically assess boys' and girls' academic achievement differently based on such unobserved behavioural characteristics, it would explain the direction of the gender bias in grades in both Czech language and mathematics. In addition, the particularly large gender gaps we observed in Czech language could also be caused by boy–girl differences in the ways teachers assess Czech language skills not measured in PISA, such as the stereotype that girls have better handwriting than boys.


Schools are a stabilising feature in the unsettled lives of refugee students. They provide safe spaces for new encounters, interactions and learning opportunities. They also deliver literacy, the key to educational success, post-school options, life choices, social participation and settlement. Currently Australian schools are poorly funded and ill-equipped to provide effective English as a Second Language teaching and support. A new cohort of refugee students mainly from Africa and the Middle East are struggling. This article discusses the importance of educational interventions that keep in mind both the immediacy of ‘what is happening now’ and broader perspectives of partnership interventions and the domination of psychological approaches that individualise the issues and overemphasise pre-displacement conditions of trauma. Such approaches disregard the socio-political conditions of post-displacement and issues of racialisation, acculturation and resilience. The article argues for good practice approaches to schooling and settlement that involve whole-school accounting for organisational processes and structures, policy, procedure, pedagogy and curriculum.


Recently, the adoption of the flipped classroom approach is starting to extend from primary and secondary education to the undergraduate level. Interest in the flipped classroom approach has been fueled by early studies that indicate improved student performance outcomes such as tests score gains (McLaughlin et al., 2014; Stone, 2012).


This is a discussion paper about access to, and participation in learning opportunities for Ma’ori learners in New Zealand, and Indigenous learners in Australia. Teaching and learning practice in three separate institutional education programmes—one in New Zealand and two in Australia—highlight the problematic nature of inclusion based on competing knowledge systems and frameworks. These systems relate to differing worldviews about how knowledge is privileged and disseminated within society. One view is that whiteness behaviour, through a western worldview, is the erasure of inequality because it presents as the norm in many adult education teaching situations; quite often manifested as indulgent practice, but one that also reinforces the hegemony of normativity. In contrast, an Aboriginal/Indigenous worldview is one that places knowledge within a spiritual realm; constantly resituating the individual into the nexus between individual and cultural ties. The discussion here, is about ideas of whiteness behaviours being present in curriculum delivery, whereby mainstream ideals produce planes of engagement that encapsulate white subjectivities which are both visible and invisible, and represent just one chronology of whiteness. That is, consciously and unconsciously patterned behaviours of delivering curriculum, no matter what the discipline area, have the potential to produce accessibility and achievement, but may well argue that these same behaviours also reproduce inequalities. Ideas from the above theme, take on a whole new perspective with a focus on building workplace and academic skills to the exclusion of cultural identity development.


Many rural indigenous communities rely on science knowledge and innovation for survival and economic advancement, which requires community members to be motivated for learning science. Children in these communities have been viewed as some as unmotivated due to their low science achievement as they progress in school, particularly into major secondary schools. Current theories of motivation, such as achievement goal theory, take classroom context into account when examining individual motivation. However, motivational climate can also be considered as tightly woven with the cultural and social practices of a community rather than individual perception. In this study, researchers spent time in two indigenous villages observing classrooms, participating in community events, and talking with community members. During those visits, Attayal/Sediq children in Taiwan (n=18) and Mopan Mayan children in Belize (n=18) participated in three semi-structured interviews about their experience learning science in school, home, and community. Results indicate that motivation for learning science is closely linked with their identity as science learners. Three themes emerged to illuminate how social practices may or may not support individual identity, and consequently motivation, for learning science—

Influences: Theme: Aspiration
Barriers: Gender Bias; Teacher Assessments
Program:

Cohort: Refugees
Pathway: Secondary; Tertiary
Place: Queensland
Influences: Pedagogy; Curricula
Theme: WP
Program: Institutional; Holistic

Cohort: All students including equity
Pathway: Primary; Secondary
Place: USA
Influences: Peer Cohort based; Pedagogy; Curricula
Theme: WP
Program: Flipped Classroom; Enhanced Academic Curriculum; Digital

Cohort: ATSI; Indigenous
Pathway: School; University
Place: Australia; NZL
Influences: inclusive worldviews
Theme: WP; Barriers: Pedagogy
Policy: Social Inclusion

Cohort: Indigenous; Rural
Pathway: School
Place: Taiwan & Belize
Influences: Self Identity as science learners;
Theme: Aspiration
Program: classroom context and motivation
student/teacher relationships, support for learning, and motivational climate. Differences between children in Taiwan and Belize are explored. Implications for motivation theory, educational practice, and policy are discussed.


In inclusive education different pupils, including pupils with special educational needs and high ability pupils, can be stimulated to learn according to their capacities and potentials. The research question concentrates on the design features of inclusive education that will optimally promote the motivation and learning processes and outcomes of all pupils, and how relevant changes can be developed and implemented in practice. A model of guidelines concerning "multilevel contextual learning theory" was expected to aid in designing psychologically appropriate learning processes and motivational educational, organisational, and managerial characteristics and procedures for all pupils. From 2003 to 2005, a pilot in which researchers and teachers collaborated was carried out in three Dutch pre-schools. Initial findings resulted in the development of a prototype of a pedagogicaldidactic kernel and competence structure and a prototype of Internet-based software. Using these results, the screening of children's entry characteristics by infant day care teachers, parents, and preschool teachers was developed and implemented in practice. Construction and use of diagnostically based instructional, playing and learning procedures were first based on the screening results. The preschools differed much in rates of development and implementation. It is concluded that the proposed approach to the design, development and implementation of inclusive education that was applied seems promising in realising desired progress with pupils in early educational practice. However, policy and financial support are necessary to make more progress.


Higher Education (HE) is one of the routes that refugees who come to the UK from professional and highly educated backgrounds can re-establish their professional identities. This paper follows up a group of such refugees who were the first cohort on a programme designed to support refugees gain access to HE or appropriate employment. The findings highlight the challenges facing the group over the three year period since the course finished and the long and often complicated journey into HE. The paper uses Bourdieu’s concepts of field, capital and habitus to theorise the experiences of the refugees. It is suggested that an understanding of HE and the UK employment market as cultural fields enables a shift of focus away from refugees as deficient or lacking and instead encourages reflection upon what these fields fail to give value to or recognise.


For highly educated refugee professionals who flee to the UK, gaining a university qualification is one of the key strategies which can be used to re-establish a professional identity and find employment, and yet little is known about their experiences in higher education. This article utilises Bourdieu’s framework of field, capital and habitus to conceptualise what happens to this group of migrants as they move across social space, and as they enter and move through university. By juxtaposing four case studies it draws out the diversity and commonalities in experience, and how pre- and post-migratory experiences shape the encounter with higher education. The article serves as a reminder against over-generalising or universalising the needs of refugee students. It underlines the affective dimension of being a refugee and the material realities of global inequality and forced migration which shape and mark refugee habitus.


Although refugee-background students are often members of the targeted sub-population, their educational journeys frequently require special forms of support to achieve academic success. This article reports and discusses the findings of a multi-site, qualitative study of refugee-background learners across three regional areas. Based on semi-structured interview data, participants from three universities and six high schools identified three primary domains that educators must address to promote student success: prior life experiences, language development and the culture of learning environments.


The objective of this document is to present an annotated bibliography of recent literature (2000–2011), in the broad area of the experience of students from low socioeconomic backgrounds (LSB) in higher education. This bibliography was originally developed by Dr Helen O’Shea in 2010 as a contribution to the literature base for the research project, ‘Focusing on their success: Students from low socioeconomic backgrounds at Deakin University’, funded by the Strategic Teaching and Learning Grants Scheme (STALGs). In 2011, it was developed and updated by Associate Professor Andrys Onsman and Dr Jade McKay as part of the Australian Learning and Teaching Council project, ‘Effective teaching and support of students from low socioeconomic backgrounds: Resources for Australian higher education’.

The bibliography provides a summary of recent literature and a useful entry to the vast literature in the area, and is intended to serve as a resource for HE researchers who wish to undertake scholarly or research work in the area of the low-SES student experience.


Research on the university experience of disabled students has focused on barriers in learning and teaching, while the social world of university has as yet gained little attention as a distinctive object of study. Here we examine social experience and socially imposed restrictions through the lenses of social capital and self-concept. A qualitative study investigated the formation of social capital and changes in self-concept amongst physically disabled Australian university students. Data were collected through semi-structured interviews and analysed using a grounded theory approach. The study found weak social attachments at universities, but stronger attachments outside. Self-concept did not appear to be

Cohort: All students including equity
Pathway: School
Place: Europe
Influences: Inclusive Education programs
Theme: WP; Aspiration
Program: Early Education

Cohort: Refugees
Pathway: University
Place: UK
Influences: cultural capital; social and affective learning
Theme: WP; Barriers

Cohort: Refugees
Pathway: University
Place: UK
Influences: field, capital, habitus
Theme: Aspiration; WP; Barriers to social inclusion

Cohort: Refugee
Pathway: Primary; Secondary; Tertiary
Place: Regional
Influences: Barriers; prior life experiences; language development; culture of learning environment
Theme: WP Aspiration
Program:

Cohort: LSES; ATSI; Disability; NESB; Fif; Pathway: University
Place: Australia/International
Influences: Family
Theme: Aspiration; WP

Cohort: Disability
Pathway: University/TAFE
Place: Australia
Influences: Family
Theme: Aspiration; Barriers; Benefits & Outcomes
The Formalised Peer Mentoring project, managed by MBF, has performed very well in its first year of operation in 180 secondary school projects. Training, support documentation and the support agents have been well received. Mentors and Mentees have responded overwhelmingly positively to their experience and schools report a number of beneficial outcomes. The formalisation has clear benefits (where to meet, when, for how long, with what agenda). There is much positive evidence given which is anecdotal and qualitative, which is strongly represented in the “voice” of the mentors and mentees. Schools however, are much less able to provide quantitative evidence of impact on mentors or mentees in terms of attendance, attainment and behaviour. Mentees were “pleased to have a mentor” (T1 86%; T2 78%), felt the ‘mentor was helpful’ (89%; 82%) and were “confident there was someone to go to” (82%; 75%). Mentors were “pleased to be a mentor” (T1 94%; T2 93%), thought it would be good for them/was good for them (89%; 93%) and felt it would be helpful to the pupils being mentored (84%; 91%). The About Me questionnaire shows small decreases over all (ie the negative movement expected of adolescents as they get older) in the four subscales concerned with identification with school, but these results are not statistically significant. The Impact of attainment, attendance, behaviour and “other” area, does not show consistent improvements. There is the suggestion of greatest positive impact on those most in need. Formalised Peer Mentoring is clearly popular and highly rated by staff and pupils. Impact evaluations at school level need to be systematised to assess changes in key goals of the scheme. The contribution of Formalised Peer Mentoring needs to be seen as one strategy in the support for pupils and other targeted approaches may need to be taken, eg towards attendance.

UniPASS is a nationally accredited peer-learning program where weekly group study sessions are run by trained senior students, who are employed as facilitators. Apart from improving academic performance, study skills and social integration, its follow-on benefits include improved student experience, transition, retention and retained revenue. UniPASS uses peer to peer relationships in a collaborative learning environment to meet the above aims. The sessions provide a place where the facilitator creates a non-hierarchical, non-threatening learning environment. The facilitators are trained in peer-learning techniques and do not re-teach content; instead, they enable students to become active, independent learners with better support networks. UniPASS targets units that have a history of difficulty for students as opposed to targeting at-risk students directly. This enables UniPASS to be inclusive and voluntary, avoiding any remedial stigma so that students at varying levels of achievement can integrate and work to improve.

Social marketing addresses social issues in ways that enhance the quality of life of individuals and society as a whole (Hastings et al., 2012). Indeed, social marketing is advocated by Kotler and Lee (2009) as a fitting framework for addressing social inequities such as those experienced by minority groups. This paper reports the outcomes of a two-year research project that successfully developed pathways for Aboriginal and Torres Strait Islander students to move from school-to-university. Our case study was undertaken within a participatory research paradigm employing a range of upstream, midstream and downstream efforts to attend to the barriers that constrain Aboriginal and Torres Strait Islander peoples’ access, participation, success and completion of higher education. Ultimately, effective pathways to university creates opportunities for Aboriginal and Torres Strait Islander people to undertake a university degree, leading to a myriad of benefits for
| Raven, N. (2015). Evaluating the long-term impact of widening participation interventions: the potential of the life story interview, 2(1), 43–55. | One of the key challenges facing those working in the field of widening participation is in determining the long-term impact of outreach interventions. Whilst there is value in considering the more immediate effect of such activity on participants’ experiences, it is long-term evaluation that can reveal the consequences of involvement on such schemes. However, in seeking to evaluate in this way practitioners face the problem of identifying suitable research methods. This article considers a qualitative method that has the potential to offer a long-term perspective: the life story interview. Using a pilot study based on a small, purposive sample of undergraduates from widening participation backgrounds, the method is shown to be able to generate rich insights into the learner journey. However, its successful application is dependent upon the role of the interviewer and the way in which the conversations are able to take place. Drawing upon evidence from the pilot study, and derived from the interviewer’s research journal and the interview transcripts, the practices that facilitate interviewee engagement are explored. The article concludes by reflecting on the comparative strengths of the life story interview, whilst also acknowledging its value as part of a mixed-methods approach. | Cohort: Equity students Pathway: University Place: UK Influences: socio-economic, lived experiences Theme: WP; Aspiration Program: Outreach |
| Reay, D., Crozier, G., & Clayton, J. (2009). “Strangers in Paradise”? Working-class Students in Elite Universities. Sociology, 43(6). http://doi.org/10.1177/0038038509345700 | This article draws on case studies of nine working-class students at Southern, an elite university. It attempts to understand the complexities of identities in flux through Bourdieu’s notions of habitus and field. Bourdieu (1990a) argues that when an individual encounters an unfamiliar field, habitus is transformed. He also writes of how the movement of habitus across new, unfamiliar fields results in “a habitus divided against itself “ (Bourdieu, 1999a). Our data suggest more nuanced understandings in which the challenge of the unfamiliar results in a range of creative adaptations and multi-faceted responses. They display dispositions of selfscrutiny and re-fashioning of the self “ but one that still retains key valued aspects of a working-class self. Inevitably, however, there are tensions and ambivalences, and the article explores these, as well as the very evident gains for working-class students of academic success in an elite HE institution. | Cohort: LSE5 Pathway: Elite University Place: UK Influences: self-identity; habitus transformation Theme: WP; Aspiration; Transition |
| Redrick, R. J., Welton, a. D., Alsandor, D. J., Denyszyn, J. L., & Platt, C. S. (2011). Stories of Success: High Minority, High Poverty Public School Graduate Narratives on Accessing Higher Education. Journal of Advanced Academics, 22(4), 594–618. http://doi.org/10.1177/193220X11414133 | Worrisome trends in achievement have been identified for students of color in high minority, high poverty (HMHP) high schools, as they are less likely to attend college and encounter greater challenges in accessing higher education than peers in wealthier schools. To address this inequity, this article presents descriptions of how these school environments affected the motivation and attitudes of students of color in an urban Texas context considering postsecondary education, and examines how this population utilized and leveraged forms of capital to achieve their postsecondary goals. Findings from the qualitative study revealed that students found success in their higher education goals through invested teachers, counselors, community members, and peers, though they encountered unsupportive examples from these populations as well. Additionally, participants negotiated stereotypes about their schools and communities, while holding positive attitudes about their communities. Given the fact that Texas, like many other states, is an emerging majority-minority state and residential segregation is increasing across much of the nation, this article contributes to our knowledge of how an often-neglected population successfully realizes their college aspirations. At a time when more complex issues of desegregating schools and communities continue to be discussed in the public policy arena, the authors provide recommendations to researchers, educators, and parents invested in ensuring that students in HMHP high schools access college. | Cohort: LSES; NSES; Pathway: University Place: USA Influences: School; Teachers; Counsellors; Community members; Peers Theme: Aspiration; WP |
| Rothman, S. and Hillman, K. (2008). Career Advice in Australian Secondary Schools: Use and Usefulness. Australian Council of Educational Research. LSAY Research Reports. LSAY Research Report; No 53 http://research.acer.edu.au/lsay_research/3 | Some school-based factors also had an influence on how useful students found career advice, particularly those related to school climate. In addition, cohort members who found career advice useful also reported that they were influenced by their teachers and career advisors when considering the type of work they would like to do after school. One of the strongest associations was between perceptions of the usefulness of career advice and the number of career advice activities accessed during the year. As young people participated in more activities, they found career advice overall to be more useful. Two important groups of students perceived career advice more favourably than did other students. There was a small but statistically significant relationship between lower achievement scores and more positive comments about the usefulness of career advice. Young people who were unsure about whether they would complete Year 12 also had more positive comments about career advice. This indicates that career advice programs are valued by young people who are more vulnerable when making the transition from school, and that career advisors should continue to support those with least. | Cohort: LSES Pathway: University Place: Australia Influences: School climate Theme: Aspiration; WP Program: Career Advice |
| Sabo, M., Sarquis, M., & Ennis, C. (1997). The PACT Ambassador Outreach Program: More than just a bunch of “old white-haired scientists.” Journal of Chemical Education, 74(4), 450 – 451. | Partnership for the Advancement of Chemical Technology (PACT) is a 300-member industrial-academic consortium that is working to create a well educated, chemistry-based workforce through curriculum development, teacher enhancement opportunities, and student enrichment including school-to-work experiences. This article describes the PACT Ambassador Program, a student outreach initiative that fosters direct interaction between high school students and high school students and the workforce. There is widespread international concern that young people from disadvantaged backgrounds and some ethnic minorities are less likely to continue education or training after compulsory schooling, or are less likely to follow the highest-status and prestigious routes. Based on work done in the UK, this paper reports on a systematic review of evidence from 1996 to 2011. The review identified only 14 intervention studies with a robust evaluation, intended to encourage participation and retention in post-compulsory education for disadvantaged ethnic minority groups. Of these, the most | Cohort: All students Pathway: University (Chemistry workforce) Place: USA Influences: Industrial-academic consortium Theme: WP; Aspiration Program: Outreach |
| See, B. H., Gorard, S., & Torgerson, C. (2015). Promoting post-16 participation of ethnic minority students from disadvantaged backgrounds: a systematic review of the most promising interventions. Research in | There is widespread international concern that young people from disadvantaged backgrounds and some ethnic minorities are less likely to continue education or training after compulsory schooling, or are less likely to follow the highest-status and prestigious routes. Based on work done in the UK, this paper reports on a systematic review of evidence from 1996 to 2011. The review identified only 14 intervention studies with a robust evaluation, intended to encourage participation and retention in post-compulsory education for disadvantaged ethnic minority groups. Of these, the most | Cohort: LSES; NSES Pathway: Secondary; University/VET Place: UK Influences: Adult Mentors Theme: Aspiration |
promising approaches were the use of extrinsic motivation for behaviour and attendance (payment by results), and the close personal approaches of adult mentors. Both were tried in the USA, and so the paper concludes that they should be adapted for contexts elsewhere, including the UK, and tested carefully. Given limitations of funding for research, other approaches should not receive priority.


There is a changed “structure of feeling” emerging in higher education systems, par- ticularly in OECD nations, in response to changed social, cultural and economic perspective, the paper names this change in terms of “mobility”, “aspiration” and “voice”. It argues that (1) new kinds and degrees of mobil- ity are now a significant factor in sustaining unequal access to and experience of higher education for different student groups, (2) despite government and institutional aspira- tions to expand higher education, students’ desires for university are not a given among new target populations and (3) while universities are seeking to enroll different students in greater numbers, the challenge now is how to give greater voice to this difference. Drawing on these themes of mobility, aspiration and voice and taking recent changes to higher education policy in Australia as an example, the paper presents a new concep- tual framework for thinking about student equity in HE. The framework extends from established approaches that focus on barriers to accessing higher education in order to focus on people’s capacities in relation to higher education participation.


Recent UK government statements and education policies have emphasized the need to instil a ‘culture of aspiration’ among young people in deprived communities to address social exclusion. Specific proposals include raising the school leaving age to 18 and extending compulsory employment training. These statements and measures express the employment-oriented model of citizenship ‘New Labour’s’ approach to social justice. This article reflects on this approach by discussing survey evidence that explored the attitudes towards education and employment among young people in a deprived community in Glasgow. These data show that the majority of these young people were ambitious regarding their post-school career paths and optimistic about their employment prospects. Emphasizing the alleged low aspirations of young people in deprived communities fails to address the socio-economic conditions and opportunities that limit educational attainment and inhibit their accomplishment of full citizenship.


Mentoring is often conceptualised as a one-to-one interaction between peers, or as an academic to student interaction, with the aim of developing self-esteem, connectedness, identity, and academic attitudes within one party. While various researchers have provided support for effectiveness of mentoring in fostering the aforementioned qualities, limited studies have looked at the impacts of outreach mentoring programs. This article examines the impact of the LEAP-Macquarie Mentoring (Refugee Mentoring) program on high school students from refugee backgrounds who are mentees on the program and on the university students who are mentors on the program. A qualitative study was completed involving five focus groups, individual and semi structured interviews with 45 mentees. Transcripts of interview and focus groups were analysed using a grounded approach. Key findings highlighted that the LEAP-Macquarie Mentoring (Refugee Mentoring) program supported both mentors and mentees in making a smooth social, personal, and academic transition from high school to university, helped them develop leadership potential, and provided them with a connection to community.


OBJECTIVE: Conversational and testimonial approaches to presenting messages relevant to fruit and vegetable consumption were compared with a traditional didactic message. DESIGN: A two-by-two Latin square, within-subjects experimental design was employed with 3 formats and 3 topics. SETTING: Community centers. PARTICIPANTS: Thirty-one ethnically diverse adults. INTERVENTION: Presented conversational, testimonial, and didactic nutrition messages. VARIABLES MEASURED: Believability, clarity, and perceived usefulness of messages presented; identification with sources in message; and self- efficacy with respect to produce consumption. ANALYSIS: Analysis of variance. RESULTS: Conversational formats were perceived as more believable than the control newsletter article. No differences were found with respect to clarity, usefulness, or self-efficacy. Identification with characters did significantly interact with message format in predicting the message assessment variables. However, the conversation and testimonial versions did not increase identification with persons in the message over the didactic presentation. CONCLUSIONS AND IMPLICATIONS: Audience response to narrative messages is contingent upon identification with persons portrayed in the message. The results underscore the need for careful pretesting of involvement with the story and identification with persons portrayed to maximize the effectiveness of narrative messages in health interventions.


In spite of many barriers facing women’s enroll- ment in Science, Technology, Engineering, and Mathemat- ics (STEM), some women are successful in these counter- stereotyped disciplines. The present research extended work primarily conducted in the United States by investigating implicit gender-STEM stereotypes—and their relation to performance—among female and male engineering and hu- manities students in Southern France. In study 1 (N055), we tested whether implicit gender- math stereotypes—as measured by the Implicit Association Test (IAT; Greenwald et al. 1998)—would be weaker among female engineering students as compared to female humanities, male engineering and male humanities students. In study 2 (N201), we tested whether this same results pattern would be stereotypes (using a newly created IAT) and, in addition, whether implicit gender-reasoning stereotypes would be more strongly (and negatively) related to math grades for female humanities students as compared to the three other groups. Results showed
that female engineering students held weaker implicit gender-math and gender-reasoning stereotypes than female humanities, male engineering and male humanities students. More- over, implicit stereotyping was more negatively related to math grades for female humanities students than for the three other groups. Together, findings demonstrate that female engineering students hold weaker implicit gender-
STEM stereotypes than other groups of students and, in addition, that these stereotypes are not necessarily negatively associated with math performance for all women. Discussion emphasizes how the present research helps refine previous findings and their importance for women’s experience in STEM.


The paper argues that the persistence of communication practices and messages that promote the superiority of university and the low success rates of students from disadvantaged backgrounds contributes to the persistence of entrenched views about post-secondary education. The limited discursive framing of university education in Australia in those messages is likely to prevent universities from increasing the participation rates of students from non-traditional higher education backgrounds and thus undermine national educational and associated economic goals, while contributing to an increasing social divide where educational achievement is the fault line.

Public communication has a powerful role in tertiary education choice in Australia by influencing perception of the two higher education sectors and student choice. The ability of the university sector to broaden its potential student cohort to enroll more students from disadvantaged or “non-academic” backgrounds is related to the construction of the mes- sages about access to the sector and the likelihood of success. The content analysis as described above identified that a consistent, but mixed set of messages was conveyed in each sector through a range of positioning statements. Such messages are expected to “connect” with the low socio-economic cohorts of potential students, their peers and families and influence decision-making about educational pathways and choices. However, they contend that they are countered by mixed messages in the public sphere, which lead to confusion, particularly when considered in the context of the increased marketisation of student enrolment. The marketing efforts of institutions have escalated in recent years and are now considered essential to secure student enrolment. However, the plethora of advertising, open days, internet marketing and other mediated promotional material creates a crowded and confusing media environment. For non-tra-ditional audiences, contradictory messages emanating from public discourse on education add further to confusion, leading to construal of unknown or less familiar educational


Refugee young people are an educationally diverse group. However, unlike groups such as Gypsy/Roma and Travellers, in the UK they do not attract targeted educational funding. In addition, neither the UK integration or refugee educational strategies nor the Higher Education Funding Council for England’s strategic plan refer to higher education as a progression route for young refugees, as distinct from other minority ethnic young people. Our research with young refugees has shown that many have specific issues affecting their educational achievements, including interrupted education, experience of trauma, concerns about status and English language difficulties. Our findings also show that that despite these multiple disadvantages many view higher education as a route out of poverty and discrimination and are highly aspirational and motivated. We argue that homogenizing the support needs of young refugee students along with those of other minority ethnic students is both inappropriate and insufficient and the continued failure to focus on them as a specific widening participation group will perpetuate their continued absence from the UK higher education system.


Although the performance of girls in science, technology, engineering, and mathematics (STEM) is continually improving and is no longer below that of boys in most domains, girls’ interests in STEM and participation rates are still too low. Online mentoring may help ameliorate this situation. To test this assumption, a one-year personal mentoring program for eleven to eighteen-year-old female college-preparatory students was evaluated. Mentee and mentor communicate with one another and with other program participants via email, online chat, and forums. To measure program effectiveness, we randomly assigned participants (N = 312) to either a treatment group (N = 208) or a waiting-list control group (N = 104). We collected questionnaire data at three points in time. In comparison to the waiting-list group, the treatment-group participants showed greater levels of desirable short-term and long-term developments. Our findings indicate various advantages for online mentoring for promoting girls’ interests in STEM.


This C-SAP funded research explores undergraduate student involvement in widening participation initiatives at a traditional university and the ways that students promote and market their university and higher education more generally. It seeks to explore the widening participation messages disseminated in their work with pupils and teachers, the ways that these are taken up and/or resisted, and the interactions between university students and “local” school pupils. The idea of peer led discussion, whereby “sameness” is encouraged and endorsed, is positively promoted within student tutoring programmes. However, this study found a sharpening of notions of “us” and “them” amongst many student participants and a vocalization of educational success stories versus educational “failures”. While involvement in such programmes may be a way that students can contribute to their locality and foster career skills, this study interrogates the scope of “all round benefits” in widening participation and suggests that social class is mobilized in constructions of the “good student” as against the “bad pupil”. Widening participation initiatives need to engage with-and beyond-such interpersonal positioning in order to erode continued structured inequalities.

Cohort: LSES
Pathway: University/VET
Place: Australia
Influences: Public Communication
Theme: Aspiration, WP
Program: counter contradictory messages

Cohort: LSES; FI F; Mature age; Refugee
Pathway: University
Place: Australia
Influences: Family; Formal intermediaries and advisers
Theme: WP; Aspiration
Program: Addressing barriers

Cohort: STEM; female
Pathway: University
Place: Germany
Influences: Online mentoring
Theme: WP; Aspiration
Program: Online mentoring for girls

Cohort: All students
Pathway: University
Place: UK
Influences: Structured Inequalities
Theme: WP; Aspiration
Programs: Engage beyond ‘interpersonal positioning’

Peer mentoring in higher education is regarded as an effective intervention to ensure the success and retention of vulnerable students. Many universities and colleges have therefore implemented some form of mentoring program as part of their student support services. While considerable research supports the use of peer mentoring to improve academic performance and decrease student attrition, few studies link peer mentoring functions with the type of peer best suited to fulfill these functions. This literature review categorises the abundant student student peer mentor descriptors found in mentoring research. The result is a preliminary taxonomy that classifies taxonomy mentoring function served (career-related or psychosocial). The proposed taxonomy and the discussion developed in this article help shed light on the dynamics of successful student peer mentoring relationships in higher education.

Cohort: Vulnerable Students  
Pathway: University  
Place: Canada  
Influences: Peer Mentors  
Theme: Aspiration; WP  
Program: Mentoring


In England and Australia, higher education institutions (HEIs) are expected to widen participation (WP) in higher education (HE) to enhance social justice and improve individual and national economic returns. Furthermore, HEIs are the major providers of initial and in-service teacher education. This article surveys international literature to explore ways in which teacher education programmes could and do contribute to preparing teachers to advocate for WP, including drawing on learning from WP research that demonstrates the value of current HE students engaging young people in schools and colleges to support them in seriously considering progressing to HE. We conclude that teachers and preservice teachers are well placed to be advocates for WP. In the majority of higher education institutions, however, WP and teacher education functions are not working collaboratively to embed advocacy for WP into teacher education programmes.

Cohort: Equity Students  
Pathway: University  
Place: Australia; UK  
Influences: Teachers  
Theme: WP; Aspiration  
Program: Teacher Education

Trainor, A. A. (not dated). PERCEPTIONS OF ADOLESCENT GIRLS WITH LD REGARDING SELF-DETERMINATION AND POSTSECONDARY TRANSITION PLANNING.

Existing research has documented disparate outcomes between young women and men with disabilities in many transition domains, including employment, postsecondary education, and parenting. Similarly, students with learning disabilities (LD) have unique postsecondary transition needs. Promoting self-determination and active participation in transition is recommended in practice regardless of gender and disability type. Because both gender and disability status impact the postsecondary trajectories of young adults, helping young women with LD meet the demands of adulthood, including responding to opportunities for self-determination, is a salient issue. Using qualitative interview data and analysis, this study examined the perceptions of adolescent females with LD regarding self-determination during transition. Findings indicated that participants perceived they were self-determining individuals, yet several key component skills necessary for self-determination were missing. Connections to practice and future research are presented. Adolescent girls with learning disabilities (LD), particularly those who are from groups outside the dominant European American, English-speaking, middle and high socioeconomic income brackets, face unique challenges to postsecondary achievement and success. An analysis of the postsecondary trajectories of young adults, taking into consideration disability, gender, socioeconomic status (SES), and race/ethnicity, reveals the complexity of disparate outcomes. For young women with disabilities who are transitioning into adulthood, both economic and educational disadvantage are disproportionately high (Roussos & Wehmeyer, 2001). According to the U.S. Census Bureau (2004), the rate of employment for men and women with disabilities ages 16 to 64 is 40.5% and 33.5%, respectively. Women with disabilities earn less than their male counterparts and are more likely to be living in poverty (Jans & Stoddard, 1999). This is particularly true for young women of color and those who experienced low SES as children (Wagner, Newman, Camelot, & Levine, 2005).

Cohort: Disability; Gender; LSES; NESB  
Pathway: University  
Place: US  
Influences: Structures for Transition  
Theme: WP; Aspiration


This is a NCSEHE Publication of HEPW program undertaken by numerous Universities in Australia. This list includes Australian Universities’ programs related to Schools’ ‘reachout access’ and ‘reachout support’ for equity students toward HE aspiration; access and retention.

Cohort: LSES; ATS1; NESB; Rural; Regional; Remote and others  
Pathway: Primary; Secondary; University/VET  
Place: Australia  
Influences: Holistic levels (e.g. individual, school; family; communities; institutional)  
Theme: Aspiration; Transition, WP  
Program: Various


The Australian Government’s focus on social inclusion has been the driving force for collaboration in the higher education (HE) sector, where partnerships have been formed between disadvantaged school communities and universities to raise aspiration and achievement (Armstrong & Cairnduff, 2012). Given the paucity of research in Australia focussing on such partnerships, holistic approaches to HE collaborations are examined for their contribution to the social inclusion agenda. Adopting a social-ecological theoretical lens, these partnerships are examined for their contribution in raising aspiration and HE participation among disadvantaged populations. Given the complexities implicated with HE social inclusion interventions, social justice oriented evaluation frameworks are advocated.

Cohort: LSES  
Pathway: University  
Place: not specific  
Influences: Multi-sector Partnerships  
Theme: WP; Aspiration; Social Inclusion;  
Program: Holistic approaches


This study investigated the extent to which autonomous motivation, effort and progress relating to current educational goals predict success in dealing with the challenging transition to university. Our study included two measurement points: (1) before the entrance examination, at which point participants (n=280) documented ratings of their autonomous motivation, effort and progress regarding their educational goals; and (2) after receiving the results of the examination, at which time their success or failure of passing the entrance examination was checked by referring to the university archives. The results of the path model showed that when young adults pursued their educational goals for autonomous reasons, they invested special effort in their goal, and this led to a high level of goal progress. Goal progress, in turn, predicted their

Cohort: All Secondary students  
Pathway: Secondary; University  
Place: Spain  
Influences: Goal-related autonomous motivation  
Theme: Aspiration; WP

 Mentors and role models can play a significant role in high school students' motivation to pursue specific careers later in life. Although the use of role models in the classroom is an important research topic, little research has been conducted on scaling up STEM role models reach through the use of video vignettes. This essay outlines a series of best practices to extend the use of role models from single to multiple classrooms in the form of pedagogically scaffolded video profiles. It also outlines key distinctions between the terms "mentor" and "role model" that hindered initial STEM professional participation in the project.

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This article presents a number of possibilities that digital technologies can offer to increase access for Indigenous people to higher education in Australia. Such technologies can assist Indigenous high school students acquire the knowledge and skills they require to be accepted into higher education courses. They can also assist Indigenous students to be more successful in their higher education studies. While this article is contextualised to the Australian higher education setting specifically, the principles derived within may be applied to other disadvantaged groups worldwide. It may be concluded that the barriers to the uptake of digital technologies, the potential holders much promise for such groups. In Australia, Indigenous people are themost severely under-represented in higher education, with access rates that have been declining over the past 6 years. Therefore, this issue has been classified as a matter of the highest national priority (Bradley, Noonan, Nugent, & Scales, 2008, p. 16). Concurrently, evidence is mounting that digital learning environments are able to produce positive learning outcomes for Indigenous students, albeit with a number of barriers to their uptake. This literature review explores: current trends in digital technologies and tertiary instructional practices, barriers to the uptake of digital technologies for Indigenous learners in Australia, and the potential of digital technologies for accommodating Indigenous learning styles. A number of implications for practice are discussed, based on the review of the literature.

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This article reports on a research project that investigated the aspirations of primary and secondary school students about access to, and participation in higher education. The research was undertaken at schools in low socio-economic status regional and rural areas of north-eastern New South Wales. The paper discusses the background to the research and the methodologies used. It reports findings on the impact and intersections of demographics, financial factors, geographic location, and cultural and social capital in relation to the formation of students’ perceptions, choices and decisions about participation in higher education.

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The Aimhigher programme is one of the Labour government’s initiatives to widen participation in higher education (HE) for under-represented groups and is related to the government’s target of increasing HE participation among 18- to 30-year-olds to 50 per cent by 2010. In effect, these policy dates back to the recommendations made by the Dearing Committee in 1997, which investigated the state of HE in the United Kingdom, including widening participation, and to the earlier Robbins Report in the 1960s, which demonstrated the gap in HE participation across different socio-economic groups. Widening participation initiatives focus chiefly on raising aspiration and attainment among young people of the target group – it is within this context that student ambassadors (SAs) play an important role. SAs undertake both short-term and longer-term work through one off or sustained activities, which include helping out on Aimhigher events such as summer schools and going to schools to give talks or to mentor individuals or groups of children. This article argues that the role of SAs can be seen to be underscored by various underlying tensions and complexities, which, given the continued role of SAs in UK HE institutions, require further investigation and analysis.

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Lifelong learning, where individuals keep modifying, renewing and updating their existing skills and competencies, is an essential requirement in the knowledge economy. Yet research has shown that employers often find it hard to hire individuals who are equipped with sufficiently rounded competencies in areas such as commitment, enthusiasm and timekeeping. The Student Ambassador (SA) scheme offers university students the opportunity to undertake relatively wellpaid and flexible part-time jobs around widening participation initiatives, which, in general, focus on raising aspiration and attainment of young people from more disadvantaged backgrounds. This article examines research evidence into the SA scheme in South-East London, and, in particular, focuses on analysing whether the scheme offers students an ideal part-time job opportunity while in higher education. It will be seen that SAs not only gain complex transference skills while earning money, but also engage in something that they perceive to be a highly rewarding and valuable experience.
## Independent Organisations and Programs

<table>
<thead>
<tr>
<th>Name of Organisation/Program</th>
<th>Description</th>
<th>URL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australian Indigenous Mentoring Experience (AIME)</td>
<td>AIME pairs school students in years nine and above with older learners who provide academic support and encourage students' aspirations for further study</td>
<td><a href="https://aimementoring.com/about/aime/">https://aimementoring.com/about/aime/</a></td>
</tr>
<tr>
<td>The Aspiration Initiative</td>
<td>The organisation aims to build individual and community aspirations for education through projects such as school engagement, scholarship provision and publication of undergraduate and postgraduate guides for Indigenous students</td>
<td><a href="http://theaspirationinitiative.com.au/">http://theaspirationinitiative.com.au/</a></td>
</tr>
<tr>
<td>Australian Indigenous Education Foundation (AIEF)</td>
<td>An independent organisation providing scholarships for Indigenous students to attend secondary schools and tertiary education facilities. They also provide support services for students in transition from school to further study or employment and for adult learners adjusting to university life</td>
<td><a href="http://www.aief.com.au/">http://www.aief.com.au/</a></td>
</tr>
<tr>
<td>Bar Association of Queensland’s Indigenous Students Mentoring Scheme</td>
<td>A program designed to support Indigenous law students to complete their studies and transition into work by assigning each student professional mentors</td>
<td><a href="https://www.qbar.asn.au/images/Indigenous_mentoring_schematic.pdf">https://www.qbar.asn.au/images/Indigenous_mentoring_schematic.pdf</a></td>
</tr>
<tr>
<td>The Batchelor Institute of Indigenous Tertiary Education’s Community Engagement Learning Framework</td>
<td>The institution connects with the community to individualise pathways to further study</td>
<td><a href="http://www.batchelor.edu.au/about/industry-community/strategies-and-mechanisms/">http://www.batchelor.edu.au/about/industry-community/strategies-and-mechanisms/</a></td>
</tr>
<tr>
<td>Bridges to Higher Education</td>
<td>This is a co-operative of five universities which aims to widen participation by those who have low SES backgrounds or who identify as Indigenous. The program works with students’ key influencers such as parents, teachers and community members, supporting them to foster student aspirations. The organisation now has projects specifically engaging with schools, parents, Indigenous communities and remote communities, with each being approached through different strategies</td>
<td><a href="http://www.bridges.nsw.edu.au/about/projects/indigenous_project1">http://www.bridges.nsw.edu.au/about/projects/indigenous_project1</a>, <a href="http://www.bridges.nsw.edu.au/about/how_bridges_has_made_a_difference">http://www.bridges.nsw.edu.au/about/how_bridges_has_made_a_difference</a></td>
</tr>
<tr>
<td>Brisbane Catholic Education’s Aboriginal and Torres Strait Islander Mentoring Program</td>
<td>This initiative supports current Indigenous Catholic school students to study teaching by connecting them with a mentor for 6 – 18 months. Students in the program also become eligible for part time work at Brisbane Catholic Education schools</td>
<td><a href="http://www.lncatholic.edu.au/students-parents/IndigenousEducation/Documents/ATSIiMentoringProgramFlyer.pdf">http://www.lncatholic.edu.au/students-parents/IndigenousEducation/Documents/ATSIiMentoringProgramFlyer.pdf</a></td>
</tr>
<tr>
<td>The Graham (Polly) Farmer Foundation’s Follow the Dream Initiative</td>
<td>This foundation works to create opportunities for Indigenous students to engage in higher education through high-school mentoring programs</td>
<td><a href="http://pff.com.au/programs/follow-the-dream/">http://pff.com.au/programs/follow-the-dream/</a></td>
</tr>
<tr>
<td>Mid Coast Connect’s Initiatives (Multiple)</td>
<td>This is an organisation based in mid-North NSW which works to assist young people in transition from school to study or work. They connect school-leavers with opportunities for work-place learning. They also act as a link between community groups, facilitating partnerships on educational projects. For example, Mid Coast Connect has created the Aboriginal Student Teachers in Training (ASTiT) by facilitating collaboration between the Burran Project Organisation and North Coast Department of Education and Communities</td>
<td><a href="http://www.midcoastconnect.com.au/about/midcoast-connect.php">http://www.midcoastconnect.com.au/about/midcoast-connect.php</a></td>
</tr>
<tr>
<td>The National Centre of Indigenous Excellence’s Learning and Innovation Programs</td>
<td>Programs run by the National Centre of Indigenous Excellence focus on providing academic support for Indigenous school students through mentoring, afterschool and camp programs which increase retention and progression rates</td>
<td><a href="http://ncoe.org.au/learning-and-innovation#:~:text=Learning%20and%20Innovation%20Programs%20-%20Overview%20and">http://ncoe.org.au/learning-and-innovation#:~:text=Learning%20and%20Innovation%20Programs%20-%20Overview%20and</a></td>
</tr>
<tr>
<td>Queensland Widening Participation Consortium</td>
<td>A partnership between Queensland universities to engage Indigenous people and people from low SES backgrounds of all ages in university study</td>
<td><a href="https://www.ncsehe.edu.au/queensland-widening-participation-consortium/">https://www.ncsehe.edu.au/queensland-widening-participation-consortium/</a></td>
</tr>
<tr>
<td>Titans for Tomorrow’s School to Work Program</td>
<td>Titans for Tomorrow is a faction of the Gold Coast Titans National Rugby League Club which supports community initiatives. The School to Work program conducts in-school workshops with year twelve students to support them to complete school and transition into tertiary education or work</td>
<td><a href="http://www.titansatmorrows.com.au/programs/indigenous/school-to-work-program">http://www.titansatmorrows.com.au/programs/indigenous/school-to-work-program</a></td>
</tr>
<tr>
<td>Victorian Aboriginal Education Association Incorporated</td>
<td>This is an independent organisation which focuses on representing the interests of Indigenous communities in education policy-making. In terms of widening participation, they provide advice to individuals seeking study as to available scholarships and support</td>
<td><a href="http://www.vaei.org.au/support/dsp-default.cfm?loadref=55">http://www.vaei.org.au/support/dsp-default.cfm?loadref=55</a></td>
</tr>
</tbody>
</table>
### Australian Government Departments/Initiatives

<table>
<thead>
<tr>
<th>Name of Organisation/Program</th>
<th>Description</th>
<th>URL</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Australian Government Department of Education and Training</td>
<td>In 2013, the Department of Education, Employment and Work Relations was restructured to become the Department of Education and Training and the Department of Employment. The Australian Government’s Department of Education and Training is responsible for the nation’s primary, secondary and tertiary institution-related policies.</td>
<td><a href="https://education.gov.au/">https://education.gov.au/</a>.</td>
</tr>
<tr>
<td>Australian Government Department of Industry, Innovation, Climate Change, Science, Research and Tertiary Education</td>
<td>This department is focused on supporting Australian industries to become more globally competitive. This department formally oversaw Australian Vocational Education and Training programs. However, this responsibility has been transferred to the Department of Education and Training.</td>
<td><a href="http://www.industry.gov.au/Pages/default.aspx">http://www.industry.gov.au/Pages/default.aspx</a>.</td>
</tr>
<tr>
<td>The Australian Government Department of the Prime Minister and Cabinet’s Indigenous Affairs Group</td>
<td>The group manages the portfolio of Indigenous and Torres Strait Islander Affairs, as a sub-section of the Department of the Prime Minister and Cabinet.</td>
<td><a href="http://www.dpmc.gov.au/indigenous-affairs/about">http://www.dpmc.gov.au/indigenous-affairs/about</a>.</td>
</tr>
<tr>
<td>The Australian Government Office for Learning and Teaching</td>
<td>The Office for Learning and Teaching is a sub-department of the Department of Education and Training which focuses specifically on liaising with higher education institutions to improve teaching and learning outcomes.</td>
<td><a href="http://www.olt.gov.au/">http://www.olt.gov.au/</a>.</td>
</tr>
<tr>
<td>The Australian Public Service Commission’s Indigenous Pathways Programme</td>
<td>This is a program which prepares students for work in the Australian Public Service over a course of twelve to fifteen months. Students complete a Certificate II or III and undertake work-place learning.</td>
<td><a href="http://www.apsc.gov.au/priorities/indigenous-pathways/indigenous-traineeships">http://www.apsc.gov.au/priorities/indigenous-pathways/indigenous-traineeships</a>.</td>
</tr>
<tr>
<td>The CSIRO’s Indigenous STEM Education Program</td>
<td>This is an initiative by the CSIRO to immerse students in studies of science, technology, engineering and mathematics which are imbued with cultural significance, encouraging greater participation in related careers. Particularly relevant is the Bachelor of Science (Extended Program) which provides Indigenous students with an alternative pathway for entry into a science program at the University of Melbourne.</td>
<td><a href="http://www.csiro.au/en/Education/Programs/Indigenous-STEM">http://www.csiro.au/en/Education/Programs/Indigenous-STEM</a>.</td>
</tr>
<tr>
<td>Higher Education Participation Program (HEPP)</td>
<td>HEPP is an initiative by the Department of Education and Training which provides universities with funding for projects which widen participation. It is comprised of an Access and Participation Fund, Scholarship Fund and National Priorities Pool.</td>
<td><a href="https://education.gov.au/higher-education-participation-programme-hepp">https://education.gov.au/higher-education-participation-programme-hepp</a>.</td>
</tr>
<tr>
<td>Indigenous Cadetship Support</td>
<td>This program connects Indigenous tertiary students with workplace learning opportunities while they study. Students are supported through a semester-based scholarship while the business’ administration costs are also covered.</td>
<td><a href="https://www.ics.employment.gov.au/">https://www.ics.employment.gov.au/</a>.</td>
</tr>
<tr>
<td>Indigenous Engineers: Partners for Pathways</td>
<td>This is a program designed to encourage more ATSI people to become engineering professionals. In 2014, the first National Indigenous Engineering Summit was held and the program has been formed from recommendations at this event. The main interests of the program include developing new pathways and promoting participation in STEM.</td>
<td><a href="http://conference.eng.unimelb.edu.au/national-indigenous-engineering-summit/">http://conference.eng.unimelb.edu.au/national-indigenous-engineering-summit/</a>.</td>
</tr>
<tr>
<td>Indigenous.gov.au</td>
<td>This is an informative website designed to enable Indigenous people to engage with the governments Indigenous Affairs policies and procedures.</td>
<td><a href="http://www.indigenous.gov.au/">http://www.indigenous.gov.au/</a>.</td>
</tr>
<tr>
<td>The Indigenous Youth Mobility Programme (IYMP)</td>
<td>This is an initiative by the Department of Prime Minister and Cabinet which supports Indigenous students to relocate to access higher education. Some of the services offered include: planning of pathways and careers; provision of accommodation; and access to skills development programs.</td>
<td><a href="http://iymp.com.au/">http://iymp.com.au/</a>.</td>
</tr>
<tr>
<td>Prime Minister’s Indigenous Advisory Council</td>
<td>This council meets twice annually to make recommendations for policy improvement with regard to Indigenous affairs.</td>
<td><a href="http://iac.dpmc.gov.au/">http://iac.dpmc.gov.au/</a>.</td>
</tr>
<tr>
<td>Review of Higher Education Access and Outcomes for Aboriginal and Torres Strait Islander People</td>
<td>This is a report by the Department of Education and Training, which investigates the state of tertiary participation by ATSI people. The report has been the catalyst and justification for a number of initiatives. It recommends a focus on supporting Indigenous academic staff and strengthening existing programs.</td>
<td><a href="https://education.gov.au/aboriginal-and-torres-strait-islander-higher-education-advisory-council">https://education.gov.au/aboriginal-and-torres-strait-islander-higher-education-advisory-council</a>.</td>
</tr>
<tr>
<td>Working with Indigenous Students with Disabilities in Tertiary Education Forum</td>
<td>This initiative by DEEWR facilitated discussion between Aboriginal Liaison Officers (ALOs) and Disability Liaison Officers (DLOs) at TAFE institutions. Participants found it worthwhile to share their experiences and learn from guest speakers.</td>
<td><a href="http://ndc.wodongatafe.edu.au/Data/Sites/1/0857_ndc_indigenousreport_180210v7small.pdf">http://ndc.wodongatafe.edu.au/Data/Sites/1/0857_ndc_indigenousreport_180210v7small.pdf</a>.</td>
</tr>
</tbody>
</table>
c) State and territory government departments with a focus on Aboriginal and Torres Strait Islander participation in higher education

<table>
<thead>
<tr>
<th>State/Territory Government Departments/Initiatives</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australian Capital Territory Training Excellence Awards</td>
<td>These Aboriginal and Torres Strait Islander Student of the Year Award recognises the achievement of a student in VET programs and school-based traineeships. <a href="https://www.training.nsw.edu.au/training_awards/award_winners.html?Aboriginal_and_Torres_Strait_Islander_Student_of_the_Year">https://www.training.nsw.edu.au/training_awards/award_winners.html?Aboriginal_and_Torres_Strait_Islander_Student_of_the_Year</a></td>
</tr>
<tr>
<td>Adult Community Education Grants Program</td>
<td>This program provides financial assistance for individuals adult learners to access vocational education training <a href="http://www.det.act.gov.au/training/funded_training_initiatives/adult_community_education_grants_program">http://www.det.act.gov.au/training/funded_training_initiatives/adult_community_education_grants_program</a></td>
</tr>
<tr>
<td>Indigenous Student Aspirations Coordinators</td>
<td>These mentors provide support to Indigenous students from years 5 to 12 with regard to school completion and transitions to further education or employment <a href="http://www.det.act.gov.au/publications_and_policies/publications/ad_hoc/aecg_report_indigenous_and_torres_strait_islander_reporting">http://www.det.act.gov.au/publications_and_policies/publications/ad_hoc/aecg_report_indigenous_and_torres_strait_islander_reporting</a></td>
</tr>
<tr>
<td>Skilled Capital</td>
<td>This is an ACT government initiative which aims to provide greater access to post-school training programs and support services for students <a href="http://www.skills.act.gov.au/">http://www.skills.act.gov.au/</a></td>
</tr>
<tr>
<td>New South Wales Aboriginal Centre of Excellence – Western Sydney</td>
<td>The Aboriginal Centre of Excellence facility will provide Indigenous students with access to programs which assist their transition from school to higher education or employment. The nature of these programs is to be determined through community consultation in September 2015. The project began in July 2015 and it is expected to take two years <a href="http://www.aboriginalfairs.nsw.gov.au/aboriginal-centre-of-excellence-western-sydney/">http://www.aboriginalfairs.nsw.gov.au/aboriginal-centre-of-excellence-western-sydney/</a></td>
</tr>
<tr>
<td>The Department of Education and Communities’ Aboriginal Education and Consultative Group (AECG)</td>
<td>This policy outlines the goals of the department for Indigenous education in K-12 and tertiary institutions. Aims of the policy include: engaging all learners in the study of Aboriginal culture; increasing student retention; supporting pathways to further study and work; and increased consultation with communities <a href="https://www.det.nsw.edu.au/policies/students/access_equity/aborig_edu/PO20080385.shtml?q=Aboriginal=Educatio+and+Training">https://www.det.nsw.edu.au/policies/students/access_equity/aborig_edu/PO20080385.shtml?q=Aboriginal=Educatio+and+Training</a></td>
</tr>
<tr>
<td>The Department of Education and Communities Partnership with the New South Wales Aboriginal Education and Consultative Group (AECG)</td>
<td>This partnership is designed to increase community engagement in policy-making. The NSW AECG has a number of community centres through which Indigenous people are comfortable expressing their opinions. This information is shared with DEC with a number of specific aims such as increasing school completion rates; increasing VET availability; and supporting tertiary students <a href="https://www.det.nsw.edu.au/media/downloads/what-we-offer/aboriginal-services/part_agree.pdf">https://www.det.nsw.edu.au/media/downloads/what-we-offer/aboriginal-services/part_agree.pdf</a></td>
</tr>
<tr>
<td>Opportunity Hubs</td>
<td>Opportunity Hubs are government initiated yet independently operated organisations which help students to transition between school and further study or work. Students are matched with opportunities which will help them to achieve their aspirations and supported as they begin that pathway. <a href="http://www.aboriginalfairs.nsw.gov.au/opportunity-hubs/">http://www.aboriginalfairs.nsw.gov.au/opportunity-hubs/</a></td>
</tr>
<tr>
<td>Indigenous Education - Department of Education and Training Queensland</td>
<td>This faction of Queensland’s Department of Education and Training seeks to promote the inclusion of ATSI culture in curricula and promote greater Indigenous participation in education <a href="http://indigenouseducation.qld.gov.au/Pages/default.aspx">http://indigenouseducation.qld.gov.au/Pages/default.aspx</a></td>
</tr>
<tr>
<td>Murri Pathways – Student Futures</td>
<td>This is a broad program which is seeks to create more pathways to further education or work for Indigenous Australians <a href="https://pl.eq.edu.au/programs/student_futures/Pages/Murri-Pathways-%E2%80%93-Student-Futures.aspx">https://pl.eq.edu.au/programs/student_futures/Pages/Murri-Pathways-%E2%80%93-Student-Futures.aspx</a></td>
</tr>
<tr>
<td>Pathways</td>
<td>The Pathways Team work within the Department of Education and Training to engage Indigenous year 12 students in career planning. Their approach involves the whole community and recognises all students’ aspirations <a href="http://indigenouseducation.qld.gov.au/community/school_towork/Pages/pathways.aspx">http://indigenouseducation.qld.gov.au/community/school_towork/Pages/pathways.aspx</a></td>
</tr>
<tr>
<td>Queensland Skills Gateway</td>
<td>This is an information website designed to help school-leavers and adult learners identify their career aspirations and pathways into that career <a href="http://www.skillsgateway.training.qld.gov.au/">http://www.skillsgateway.training.qld.gov.au/</a></td>
</tr>
<tr>
<td>Remote Area Teacher Education Program (RATEP)</td>
<td>This program allows Indigenous people living in remote communities to study education while remaining in their communities, with the aim of increasing the number of Indigenous teachers in Queensland <a href="http://indigenouseducation.qld.gov.au/community/ratep/Pages/default.aspx">http://indigenouseducation.qld.gov.au/community/ratep/Pages/default.aspx</a></td>
</tr>
<tr>
<td>The Solid Partners, Solid Futures Portal</td>
<td>This website brings together all of the Department of Education and Training’s current Indigenous programs <a href="https://indigenoustportal.eq.edu.au/">https://indigenoustportal.eq.edu.au/</a></td>
</tr>
<tr>
<td>Year 12 Destinations – School to Work</td>
<td>This program supports Indigenous school-leavers to pursue further study or to find work. Students are assigned a support officer during and after their final year of school, who engages with their community and assists with career planning etc. <a href="http://indigenouseducation.qld.gov.au/community/school_towork/Pages/default.aspx">http://indigenouseducation.qld.gov.au/community/school_towork/Pages/default.aspx</a></td>
</tr>
<tr>
<td>Adult Learners’ Week Grant</td>
<td>This initiative raises awareness of adult learning pathways and provides financial assistance to those commencing study <a href="http://www.dob.nt.gov.au/training/programs/funding/adult-learners-week/Pages/default.aspx">http://www.dob.nt.gov.au/training/programs/funding/adult-learners-week/Pages/default.aspx</a></td>
</tr>
<tr>
<td>Northern Territory A Share in the Future – Indigenous Education Strategy 2015 – 2024</td>
<td>This is a ten year plan to improve the engagement rate and quality of Indigenous education in the Northern Territory. Transition pathways and community engagement are some of the main areas targeted for improvement <a href="http://www.education.nt.gov.au/__data/assets/pdf_file/0006/39795/led_review_strategy_brochure.pdf">http://www.education.nt.gov.au/__data/assets/pdf_file/0006/39795/led_review_strategy_brochure.pdf</a></td>
</tr>
<tr>
<td>Program Name</td>
<td>Description</td>
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</tr>
<tr>
<td>Northern Territory Government Department of Business</td>
<td>This department is responsible for the states training portfolio. It oversees Registered Training Organisations (RTOs) among other responsibilities</td>
</tr>
<tr>
<td>Indigenous Responsive Program</td>
<td>This is a scholarship program which is an initiative of the Northern Territory Government Department of Business in which Indigenous community members are supported to engage in work-specific training programs</td>
</tr>
<tr>
<td>Transition Support Unit</td>
<td>The Transition Support unit has been formed following the design of the Indigenous Education Strategy. It operates to provide guidance and support to improve students’ engagement, primarily in secondary education but also with further study, particularly in remote areas</td>
</tr>
<tr>
<td>Garrin Garrin: A Strategy to Improve Learning Outcomes for Aboriginal Victorians</td>
<td>This is the Department of Education and Training strategy for increasing education opportunities for Indigenous school students, school-leavers and adult learners. It evaluates the government and institutional approaches to education with the aim of improving practices and enhancing the accessibility of services. The project has been designed in consultation with the Victorian Aboriginal Education Association</td>
</tr>
<tr>
<td>The Indigenous Training and Recruitment Initiative (INTRAIN)</td>
<td>This program aims to enhance Indigenous representation in health and community-based professions. Indigenous students are supported to study in these fields through the provision of scholarships. INTRAIN scholarships are also available for students commencing post-graduate study</td>
</tr>
<tr>
<td>Managed Individual Pathways</td>
<td>This initiative requires all schools to engage students in years 8 – 12 in career planning to facilitate their transition when leaving school</td>
</tr>
<tr>
<td>Victoria State Government Higher Education and Skills Group</td>
<td>This sector’s purpose is to engage Victorians in tertiary education. They oversee state higher education institutions and facilitate partnerships between employers, educators and individuals</td>
</tr>
<tr>
<td>Vocational Education and Training Indigenous Tutorial Assistance Scheme (VET ITAS)</td>
<td>This is a scholarship fund for Indigenous students engaged in apprenticeships and VET programs</td>
</tr>
<tr>
<td>South Australia Certificate of Education Personal Learning Plan</td>
<td>All year 10 students are required to complete a subject in which they create individualised plans for their study and career aspirations</td>
</tr>
<tr>
<td>Terry Roberts Memorial Scholarship</td>
<td>This scholarship is awarded to an Indigenous student beginning study on a full time basis at the University of South Australia</td>
</tr>
<tr>
<td>Aboriginal Mentoring Consultations Project</td>
<td>The Department of Training and Workplace Development engaged with Aboriginal communities to gain their perspective on best practice in mentoring. The results were then presented in a report and used to inform policy-making</td>
</tr>
<tr>
<td>Aboriginal School-Based Traineeships</td>
<td>This program by the Department of Education and the Department of Training and Workforce Development promotes Indigenous engagement in school-based traineeship programs.</td>
</tr>
<tr>
<td><strong>Government of Western Australia</strong>&lt;br&gt;<strong>Department of Education’s Aboriginal Education Sector</strong></td>
<td>This faction of the Department of Education addresses Indigenous engagement in education from K-12 and in tertiary study</td>
</tr>
<tr>
<td><strong>Government of Western Australia</strong>&lt;br&gt;<strong>Department of Training and Workforce Development</strong></td>
<td>Government department which engages with training affairs</td>
</tr>
<tr>
<td><strong>Rural and Remote Education Advisory Council</strong></td>
<td>A committee which provides advice to the Department of Education as to the needs of all students in rural and remote areas</td>
</tr>
<tr>
<td><strong>Western Australian Aboriginal Education and Training Council</strong></td>
<td>This group advises the Western Australian Minister for Education.</td>
</tr>
</tbody>
</table>
### Appendix 5: Summary Table of Current Practices – Current initiatives and groups found on various social media related to Indigenous participation in higher education

<table>
<thead>
<tr>
<th>Name of Initiative/Group</th>
<th>Description</th>
<th>Media Used</th>
<th>URL</th>
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<tbody>
<tr>
<td>Aboriginal Employment and Career Development NSW DEC</td>
<td>Facebook page of the NSW Department of Education’s Aboriginal Employment and Careers Initiative</td>
<td>Facebook</td>
<td><a href="https://www.facebook.com/aboriginalemploymentNSWDEC/timeline">https://www.facebook.com/aboriginalemploymentNSWDEC/timeline</a> <a href="https://twitter.com/OurMobCareers">https://twitter.com/OurMobCareers</a></td>
</tr>
<tr>
<td>Aboriginal Learning Circle</td>
<td>A collective initiative of five NSW TAFE Institutes which aims to attract more Aboriginal and Torres Strait Islander students and employees through changes to organisational culture</td>
<td>Facebook</td>
<td><a href="https://www.facebook.com/aboriginallearningcircle/timeline">https://www.facebook.com/aboriginallearningcircle/timeline</a></td>
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<tr>
<td>AIME</td>
<td>Online presence of the Australian Indigenous Mentoring Experience</td>
<td>Facebook Linked-In Twitter Youtube</td>
<td><a href="http://www.linkedin.com/company/aime-mentoring">http://www.linkedin.com/company/aime-mentoring</a> <a href="http://www.youtube.com/aime_mentoring">http://www.youtube.com/aime_mentoring</a></td>
</tr>
<tr>
<td>Australian Indigenous Education Foundation (AIEF)</td>
<td>AIEF is an NGO which provides scholarships and career support for Indigenous youth to attend both secondary and tertiary institutions</td>
<td>Facebook</td>
<td><a href="https://www.facebook.com/AIEFoundation/timeline">https://www.facebook.com/AIEFoundation/timeline</a></td>
</tr>
<tr>
<td>Buranga Indigenous Student Committee</td>
<td>Facebook page of the University of the Sunshine Coast’s Indigenous support centre</td>
<td>Facebook</td>
<td><a href="https://www.facebook.com/pages/Buranga-Indigenous-Student-Committee/494642883946602?ref=ts">https://www.facebook.com/pages/Buranga-Indigenous-Student-Committee/494642883946602?ref=ts</a></td>
</tr>
<tr>
<td>CareerTrackers Indigenous Internship Program</td>
<td>An NGO which connects Indigenous learners to paid internship placements</td>
<td>Facebook</td>
<td><a href="https://www.facebook.com/CareerTrackers/timeline">https://www.facebook.com/CareerTrackers/timeline</a></td>
</tr>
<tr>
<td>Community of Excellence (Indigenous Social Network)</td>
<td>The Facebook page of an organisation which pairs Indigenous students with mentors and opportunities for institutional or workplace learning</td>
<td>Facebook</td>
<td><a href="https://www.facebook.com/CommunityofExcellence/timeline">https://www.facebook.com/CommunityofExcellence/timeline</a></td>
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<tr>
<td>Critical Classroom</td>
<td>An initiative which provides schools with education resources for Indigenous students</td>
<td>Twitter</td>
<td><a href="https://twitter.com/CriticalClassrm">https://twitter.com/CriticalClassrm</a></td>
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<tr>
<td>Indigenous Education Ambassadors Program</td>
<td>An initiative of the Department of Education, Employment and Work Relations (DEEWR) whereby Indigenous professionals visit institutions to engage with and inspire ATSI learners</td>
<td>Youtube</td>
<td><a href="https://www.youtube.com/watch?v=BP1orIknx">https://www.youtube.com/watch?v=BP1orIknx</a></td>
</tr>
<tr>
<td>INDIGLAB</td>
<td>INDIGLAB facilitates programs which engage Indigenous students in science and technology</td>
<td>Twitter</td>
<td><a href="https://twitter.com/INDIGLAB">https://twitter.com/INDIGLAB</a> <a href="https://www.youtube.com/watch?v=m_B1B0jncR8&amp;index=5&amp;list=PL2r6dg-0YD0mxv2Lk1XaQnykAkykyL">https://www.youtube.com/watch?v=m_B1B0jncR8&amp;index=5&amp;list=PL2r6dg-0YD0mxv2Lk1XaQnykAkykyL</a> <a href="https://www.facebook.com/LEL_NRLSW/?fref=ts">https://www.facebook.com/LEL_NRLSW/?fref=ts</a></td>
</tr>
<tr>
<td>Learn Earn Legendz! Campaign</td>
<td>A campaign by DEEWR encouraging ATSI students to complete secondary and tertiary education. The campaign also engages with National Rugby League teams in both online and in-school initiatives</td>
<td>Facebook (NRL School to Work Program)</td>
<td><a href="https://twitter.com/LearningGround">https://twitter.com/LearningGround</a> <a href="http://opac.acr.edu.au/lerd/index.html">http://opac.acr.edu.au/lerd/index.html</a></td>
</tr>
<tr>
<td>Learning Ground</td>
<td>This group shares new information and resources regarding Indigenous higher education. Their website provides a comprehensive database of Indigenous education research</td>
<td>Twitter Website</td>
<td><a href="https://twitter.com/LearningGround">https://twitter.com/LearningGround</a> <a href="http://opac.acr.edu.au/lerd/index.html">http://opac.acr.edu.au/lerd/index.html</a></td>
</tr>
<tr>
<td>National Indigenous Youth Leadership Academy (NIYLA)</td>
<td>An NGO which supports school-leavers and university students to engage in community leadership. NIYLA also facilitates a ‘Professional Network’ which shares information about career opportunities</td>
<td>Facebook</td>
<td><a href="https://www.facebook.com/IndigenousLeadership/timeline">https://www.facebook.com/IndigenousLeadership/timeline</a></td>
</tr>
<tr>
<td>Nyngan Aboriginal Education Consultative Group</td>
<td>A support service for Indigenous students undertaking higher education in the local area</td>
<td>Facebook</td>
<td><a href="https://www.facebook.com/NynganLACG/timeline">https://www.facebook.com/NynganLACG/timeline</a></td>
</tr>
<tr>
<td>OTEN Aboriginal Student Support</td>
<td>Support service for Indigenous students undertaking study at Western Sydney Institute of TAFE’s Open Training and Education Network</td>
<td>Facebook</td>
<td>[<a href="https://www.facebook.com/otens">https://www.facebook.com/otens</a> aircraft support/timeline](<a href="https://www.facebook.com/otens">https://www.facebook.com/otens</a> aircraft support/timeline)</td>
</tr>
<tr>
<td>Stronger Smarter Institute</td>
<td>A group which provides professional development opportunities for school teachers with the aim of creating a culture of high expectations and aspirations for further study among Indigenous students</td>
<td>Twitter</td>
<td><a href="https://twitter.com/StrongerSmarter?lang=en">https://twitter.com/StrongerSmarter?lang=en</a></td>
</tr>
<tr>
<td>The Indigenous Literacy Foundation</td>
<td>The Indigenous Literacy Foundation is an NGO which supports Indigenous students in remote locations to access resources and raising awareness</td>
<td>Facebook</td>
<td><a href="https://www.facebook.com/IndigenousLiteracyFoundation/timeline">https://www.facebook.com/IndigenousLiteracyFoundation/timeline</a></td>
</tr>
<tr>
<td>UTS: Jumbunna IHL (University of Technology Sydney: Jumbunna Indigenous House of</td>
<td>UTS: Jumbunna IHL is the Facebook page of the UTS’s Indigenous student support service. The page is a source of information for ATSI people considering applying to the university as well as its current students.</td>
<td>Facebook</td>
<td><a href="https://www.facebook.com/UTSjumbunnaIHL/timeline">https://www.facebook.com/UTSjumbunnaIHL/timeline</a></td>
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<tr>
<td>Organization</td>
<td>Description</td>
<td>Platform</td>
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<tr>
<td>Victorian Aboriginal Education Association Incorporated (VAEAI)</td>
<td>An organisation which represents Indigenous interests in education policy-making. They also support specific, culturally engaging education programs through their subordinate organisations, called Local Aboriginal Education Consultative Groups.</td>
<td>Facebook <a href="https://www.facebook.com/vaea/timeline">https://www.facebook.com/vaea/timeline</a></td>
<td></td>
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<tr>
<td>VocEdAustralia</td>
<td>This initiative provides public information on vocational education and training pathways.</td>
<td>Twitter <a href="https://twitter.com/VocEdAustralia">https://twitter.com/VocEdAustralia</a></td>
<td></td>
</tr>
<tr>
<td>Waterloo Aboriginal Education Centre</td>
<td>The Facebook page of the Indigenous support centre at University of Waterloo.</td>
<td>Facebook <a href="https://www.facebook.com/WaterlooAboriginalEducationCentre/timeline">https://www.facebook.com/WaterlooAboriginalEducationCentre/timeline</a></td>
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<tr>
<td>Wiru Yarlu Aboriginal Education</td>
<td>A faction of the University of Adelaide which supports Indigenous people to commence and continue study.</td>
<td>Facebook <a href="https://www.facebook.com/wiru.yarlu/timeline">https://www.facebook.com/wiru.yarlu/timeline</a></td>
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<tr>
<td>Wollotuka</td>
<td>The University of Newcastle’s Indigenous support service.</td>
<td>Twitter <a href="https://twitter.com/Wollotuka">https://twitter.com/Wollotuka</a></td>
<td></td>
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<tr>
<td>Yulang Aboriginal Education and Training Unit</td>
<td>A department of Sydney TAFE which focuses on providing ATSI people with advice on pathways to higher education.</td>
<td>Facebook <a href="https://www.facebook.com/YulangAboriginalEducationUnit/timeline">https://www.facebook.com/YulangAboriginalEducationUnit/timeline</a></td>
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<tr>
<td>Aboriginal and Torres Strait Islander Students and Young Professionals</td>
<td>This is a community paged designed to foster networking between young Indigenous people as they begin work and study.</td>
<td>Facebook <a href="https://www.facebook.com/pages/Aboriginal-and-Torres-Strait-Islander-Students-and-Young-Professionals/556107691073086?sk=timeline">https://www.facebook.com/pages/Aboriginal-and-Torres-Strait-Islander-Students-and-Young-Professionals/556107691073086?sk=timeline</a></td>
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<tr>
<td>Aboriginal and Torres Strait Islander Youth</td>
<td>A community page connecting Indigenous youth and sharing content on Indigenous affairs.</td>
<td>Facebook <a href="https://www.facebook.com/AboriginalTorresStraitIslanderYouth?fref=pb&amp;hc_location=profile_browser">https://www.facebook.com/AboriginalTorresStraitIslanderYouth?fref=pb&amp;hc_location=profile_browser</a></td>
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</tr>
<tr>
<td>ANU Indigenous Students</td>
<td>A closed group which provides a platform for connecting Indigenous students at the Australian National University and sharing educational news.</td>
<td>Facebook <a href="https://www.facebook.com/groups/170900930200611/">https://www.facebook.com/groups/170900930200611/</a></td>
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<tr>
<td>JCU Indigenous Health Students United</td>
<td>A network of Indigenous students undertaking studies in the health faculty of James Cook University.</td>
<td>Facebook <a href="https://www.facebook.com/groups/423509114340601/">https://www.facebook.com/groups/423509114340601/</a></td>
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<tr>
<td>JCU Townsville, Indigenous Student Association</td>
<td>A closed group for students at James Cook University interested in Indigenous affairs.</td>
<td>Facebook <a href="https://www.facebook.com/groups/333618236750423/">https://www.facebook.com/groups/333618236750423/</a></td>
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<tr>
<td>Murri – Employment, Education and Training</td>
<td>This is a closed Facebook group in which job opportunities and education information is shared. It currently has over 4000 members.</td>
<td>Facebook <a href="https://www.facebook.com/groups/CCMawaga/">https://www.facebook.com/groups/CCMawaga/</a></td>
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<tr>
<td>Tafesa Anangu Education Worker Students</td>
<td>This page is for communication between students completing a Certificate III in Children’s Services in remote areas of South Australia.</td>
<td>Facebook <a href="https://www.facebook.com/certificate3.AEW/timeline">https://www.facebook.com/certificate3.AEW/timeline</a></td>
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<tr>
<td>UNSW Indigenous Students</td>
<td>A private group which aims to connect Indigenous students at the University of New South Wales.</td>
<td>Facebook <a href="https://www.facebook.com/groups/456433687750339/">https://www.facebook.com/groups/456433687750339/</a></td>
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<tr>
<td>UWS Indigenous Student Collective</td>
<td>Student union formed to serve Indigenous students at the University of Western Sydney.</td>
<td>Facebook <a href="https://www.facebook.com/uwssisc?fref=ts">https://www.facebook.com/uwssisc?fref=ts</a></td>
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<tr>
<td>YEAR</td>
<td>AUTHOR(S)</td>
<td>SOURCE</td>
<td>METHODOLOGY</td>
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<tr>
<td>2015</td>
<td>Anderson, I</td>
<td>Conference Presentation</td>
<td>The Aboriginal and Torres Strait Islander Higher Education Advisory Council (ATSIHEAC) present that commencement and completion by Indigenous students has increased over the last ten years.</td>
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<tr>
<td>2015</td>
<td>Anderson, I</td>
<td>The University of Melbourne Reconciliation Action Plan 2015-2017, 'The University of Melbourne</td>
<td>Policy review</td>
</tr>
<tr>
<td></td>
<td>Asmar, C,</td>
<td>Exploring Anomalies in Indigenous Student Engagement: Findings from a National Australian Survey of Undergraduates,' Higher Education Research &amp; Development, vol. 34, no. 1, p. 15-29</td>
<td>Analysis of data from the Australasian Survey of Student Engagement conducted in 2009</td>
</tr>
<tr>
<td></td>
<td>Page, S &amp; Radloff, A</td>
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<tr>
<td>2015</td>
<td>Australian Government</td>
<td>Closing the Gap Prime Minister's Report 2015, Australian Government, Commonwealth of Australia, Canberra.</td>
<td>Quantitative data report and analysis of progress towards goals</td>
</tr>
<tr>
<td></td>
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<tr>
<td>2015</td>
<td>Beddie, F</td>
<td>'The Outcomes of Education and Training: What the Australian Research is Telling Us, 2011-2014,' Australian Government Department of Education and Training, Canberra.</td>
<td>Policy review</td>
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<tr>
<td>2015</td>
<td>Chirgwin, S</td>
<td>'Burdens Too Difficult to Carry? A Case Study of Three Academically Able Indigenous Australian Masters Students Who Had to Withdraw,' International Journal of Qualitative Studies in Education, vol. 28, no. 5, p. 594-609.</td>
<td>Case study</td>
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</table>
2015 Collard, G
Konigsberg, P
Rochecouste, J
& Welch, A

'Australia: Aboriginal Education,' in Croskely, M, Hancock, G & Sprague, T (Eds) 2015, Education in Australia, New Zealand and the Pacific, Bloomsbury Publishing, UK.

Literature and policy review

- Pathways for ATSI students who have completed VET qualifications to higher education receive little attention
- A whole-of-university approach is necessary in supporting ATSI students
- More engagement with ICT is endorsed due to its ability to engage remote students and its links to Indigenous cultural philosophies
- The authors consider that there are three main barriers to achieving population parity in higher education: non-Indigenous Australians lack of awareness/respect for ATSI culture; access to higher education being dependent on success in prior learning; and the influence of continued social disadvantage

#Digital
#Pathways
#Remote

2015 Costello, D,
Cupitt, C &
Mitchell, G


Interviews with Student Ambassadors in widening participation programs

- 35% of student ambassadors were motivated to join the program as a way of contributing to communities of which they are a part – for example, Indigenous, people in rural areas or those with a disability
- Students from equity backgrounds are more likely to seek involvement in programs such as AIME which promote higher education. This was especially prevalent among student ambassadors at James Cook University, of which 38% were Indigenous
- Long term mentoring programs are described as to Indigenous ways of teaching and have thus, been more successful for ATSI students
- Mentoring has also been a means of building university-wide appreciation for Indigenous culture

#Key influencers

2015 Day, A,
Martin, G,
Nakata, M &
Nakata, V


Literature review

- The review indicates a need for more research into students’ methods of negotiating academic challenges and strategies for success
- Understanding individual responses to challenges should inform institutions’ support services
- These support services often aim to help students adjust to the institutional culture, and rarely consider changes to the institution to recognise the cultural capital of the student
- Students’ need for institutional support changes as they act to overcome their own challenges, meaning many procedures are too general to be effective
- Students own approach to persisting in times of challenge should be supported

2015 Hall, L

"What are the Key Ingredients for an Effective and Successful Tertiary Enabling Program for Aboriginal and Torres Strait Islander Students? An Evaluation of the Evolution of One Program," Australian Journal of Adult Learning, vol. 55, no. 2, p. 244-266.

Quantitative data analysis and personal narratives about the Preparation for Tertiary Studies (PTS) program offered at the Australian Centre for Indigenous Knowledge, Education, and Charles Darwin University

- Quantitative data suggests that teaching metacognition and using metalanguage – aligned with Indigenous pedagogies - in the PTS program led to a higher completion rate
- A holistic learning approach helps students to identify their own learning styles and build self-awareness
- Students expressed appreciation for the environment of high expectations, a recognition of different ways of learning, social learning experiences and connection with peers/teachers and digital learning tools
- More research is needed to address the large gap between enrolment and completion
- Progression to VET or University study by PTS students is very high

#Awareness
#Digital
#Key influencers
#Non-school-leaver
#Pathways

2015 Holland, C


Literature and policy review, critical analysis of census data

- Federal government reforms, which endorse the power of the states and territories to lead their own affairs, may prevent the Close the Gap strategy from being implemented as desired, perhaps stalling progress in widening participation and other programmes
- The Indigenous Advancement Strategy (IAS) which began in January 2014 identifies strengthening pathways to higher education as part of the Children and Schooling Programme. Its goals are aligned with the Close the Gap strategy with the potential for greater co-operation.
- Many ATSI representative organisations hold fears that these changes oversimplify the issues
- Funding cuts are also a point of stress for ATSI groups in the new structure
- The links between community health and engagement in education are reinforced

#Pathways
#School-leaver

2015 Holland, C


Case study of a program encouraging ATSI students to study health sciences

- The program, led by the Australian Indigenous Doctors Association, aimed to increase awareness of potential careers and pathways to further study and to build aspirations for careers in health among ATSI school-leavers.
- Qualitative surveys reveal that the program is meeting these aims with many enrolling in health programs.

#Aspirations
#Awareness
#Pathways
#School-leaver

2015 Kelly, M &
Trinidad, S

Partnerships in Higher Education, Curtin University, Perth.

Case Study of university equity programs which use a partnership approach

- Successful partnerships should engage social justice evaluation
- Most Australian public universities are employing a cross-sectorial social approach
- Effective principles for equity partnership programs include: shared purposes and goals; relations with partners; capacities for partnership; partnership governance and leadership; and trust (p. 3)

#Disability
#Low-SES
#NESH

2015 King, A,
Reed, R &
Whiteford, G


Case study of mentoring program for students at Macquarie University who identify as culturally or linguistically diverse

- Three strategies for achieving a sustainable approach to widening participation in university study are presented: opportunities for comprehensive, reflexive evaluation; partnerships with industry professionals; and continually revising the framework for widening participation
- Approaching widening participation in higher education as a solution to broader social issues may raise the profile of the issue
- The program examined is considered exemplary in that 100% of students were retained. Program outcomes included: increasing students’ capacity, confidence, sense of belonging, motivation and social capital
<table>
<thead>
<tr>
<th>Year</th>
<th>Author(s)</th>
<th>Title</th>
<th>Key Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>Lander, J., Mooney-Sorners, J. &amp; Plater, S</td>
<td>'The Fallacy of the Bolted Horse: Changing Our Thinking About Mature-Aged Aboriginal and Torres Strait Islander University Students,' <em>Australian Journal of Indigenous Education</em>, vol. 44, no. 1, p. 59-69.</td>
<td>- Literature and policy review, analysis of media and private sector texts&lt;br&gt;  - The literature review found that institutions and the mainstream media fail to address mature-age Indigenous students as a distinct group.&lt;br&gt;  - Mature-age students in general are well-supported and celebrated while ATSIs are considered mostly through a deficit model.</td>
</tr>
<tr>
<td>2015</td>
<td>Lewis, S., Lincoln, M., Ng, F., Shirley, D. &amp; Willis, K</td>
<td>'The E12 Experience: Students Perceptions of a Widening Participation Scheme,' <em>The International Journal of the First Year in Higher Education</em>, vol. 6, no. 1, p. 35-47.</td>
<td>- Critical analysis of the University of Sydney's Early Offer Year 12 (E12) Scheme. Qualitative survey and interviews with participants&lt;br&gt;  - E12 is an alternative pathway for university entry whereby students from schools in low SES areas are assessed qualitatively rather than by ATAR ranking. Students expressed that the program enabled them to enter university when they otherwise would not have been successful.&lt;br&gt;  - More research is needed to assess the value of financial assistance in widening participation pathways&lt;br&gt;  - Students' social engagement positively influenced their grades and retention</td>
</tr>
<tr>
<td>2015</td>
<td>Townsend, P</td>
<td>'Mob Learning – Digital Communities for Remote Aboriginal and Torres Strait Islander Tertiary Students,' <em>Journal of Economic and Social Policy</em>, vol. 17, no. 2, p. 20-44.</td>
<td>- Literature review of mobile devices and digital communities amongst remote Aboriginal and Torres Strait Islander people. Mixed methods research including interviews and focus groups involving Indigenous pre-service teachers in remote communities&lt;br&gt;  - Use of ICT, particularly mobile devices and digital communities in learning was seen to create a more engaging and personal experience for learners&lt;br&gt;  - Students valued being able to study in any location, at any time&lt;br&gt;  - Online communities were regarded as a form of academic assistance, administration and encouragement&lt;br&gt;  - Students gained confidence from accessing support digitally&lt;br&gt;  - Digital pedagogies are argued to align with Indigenous cultural philosophy, thus, supporting student success</td>
</tr>
<tr>
<td>2015</td>
<td>Trinidad, S. &amp; Whiteford, G</td>
<td>'Equity Scholarship Provision in Australian Universities: Insights and Directions,' <em>National Centre for Student Equity in Higher Education</em>, Curtin University, Perth.</td>
<td>- Quantitative and qualitative data analysis of university policy and reports nationally&lt;br&gt;  - Equity scholarships for ATSIs students is reported on and publicised much more than data on other equity groups&lt;br&gt;  - Providing a scholarship targeted to a specific group is often ineffective – the targeted group often need desire and support to apply</td>
</tr>
<tr>
<td>2014</td>
<td>Ellis, B., Kirkham, R., Parry, L. &amp; Thomas, K</td>
<td>'Remote Indigenous Students: Raising their Aspirations and Awareness of Tertiary Pathways,' <em>Australian and International Journal of Rural Education</em>, vol. 24, no. 2, p. 23-35.</td>
<td>- Program review using qualitative and quantitative data&lt;br&gt;  - Raising students aspirations requires community members and other key influencers to collaborate and is most effective whilst children are young&lt;br&gt;  - UniCamps, a program where students from remote towns spend time experiencing university life have been effective at raising awareness of higher education possibilities outside participants home towns&lt;br&gt;  - Confidence is identified as a key attribute for success in transition from secondary to tertiary study&lt;br&gt;  - The experience enabled students to envision themselves in tertiary study</td>
</tr>
<tr>
<td>2014</td>
<td>Sheehan, G., T. Di Blase &amp; K. Clarke</td>
<td>'The Koorie Footprints to Higher Education Program: An analysis of program strengths and challenges' in A. Gunstone (ed), <em>Developing Sustainable Education in Regional Australia</em>, Monash U. Publishing, Melbourne. pp. 189-216.</td>
<td>- Review of program reports and presentations Interviews with staff Mapping of program characteristics onto Design and Evaluation Matrix for University Outreach (DEMO) to estimate likelihood of program success&lt;br&gt;  - The KFtHE program appears to employ four strategies: building confidence, working together, and, to a lesser extent, assembling resources and engaging learners.&lt;br&gt;  - The likely effectiveness of the KFtHE program is assessed as “Quite-Likely to Very-Likely” to assist Indigenous students to aspire to and participate in higher education.&lt;br&gt;  - Further research is now needed to drive future development of the program in the context of growing Indigenous student numbers and community engagement on the Gippsland campus.</td>
</tr>
<tr>
<td>2013</td>
<td>Bodkin-Andrews, G., V. Harwood, S. McMahon &amp; A. Priestly</td>
<td>'AIM(E) for completing school and university: Analysing the strength of the Australian Indigenous Mentoring Experience' in R.G. Craven &amp; J. Mooney (eds), *Multi-group analyses using Confirmatory Factor Analysis and structural equation&lt;br&gt;  - Strong psychometric properties allow an increased level of confidence in the AIME measures&lt;br&gt;  - AIME is an effective tool for increasing educational aspirations of ATSIs students and their levels of School Self-concept and School Enjoyment&lt;br&gt;  - Mentoring must be extended well beyond simplistic notions of role-modelling</td>
<td></td>
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<tr>
<td>Year</td>
<td>Author(s)</td>
<td>Title</td>
<td>Reference</td>
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<tr>
<td>2013</td>
<td>Craven, R.G. &amp; A. Dillon</td>
<td>'Seeding success in Indigenous Australian higher education: Indigenous Australian students’ participation in higher education and potential ways forward' in R.G. Craven &amp; J. Mooney (eds), <em>Seeding Success in Indigenous Australian Higher Education</em>, Emerald Group Publishing Limited, Bingley, UK, pp. 3-27.</td>
<td>Analysis of statistical reports, government reports and scholarly literature to examine Indigenous student participation rates, identify successful strategies and issues for the seeding student success.</td>
</tr>
<tr>
<td>2013</td>
<td>Flood, J.</td>
<td>'Aboriginal women and higher education: A pilot study of what drives and sustains mature-age Aboriginal women to study at university' in R.G. Craven &amp; J. Mooney (eds), <em>Seeding Success in Indigenous Australian Higher Education</em>, Emerald Group Publishing Limited, Bingley, UK, pp. 209-223.</td>
<td>Narrative inquiry using auto-ethnographical and autobiographical methods</td>
</tr>
<tr>
<td>2013</td>
<td>Foxall, D.</td>
<td>'Barriers in education of Indigenous nursing students: a literature review', <em>Nursing Praxis in New Zealand</em>, vol. 29, no. 3, pp. 31-37.</td>
<td>Literature review (16 articles)</td>
</tr>
<tr>
<td>2013</td>
<td>Larkin, S.</td>
<td>'Indigenous standpoint and university corporate identity: Transforming an organizational culture' in R.G. Craven &amp; J. Mooney (eds), <em>Seeding Success in Indigenous Australian Higher Education</em>, Emerald Group Publishing Limited, Bingley, UK, pp. 227-250.</td>
<td>Literature and document review Case study of Charles Darwin University</td>
</tr>
<tr>
<td>2013</td>
<td>Martin, A.J., P. Ginnis, B. Papworth &amp; H. Nejad</td>
<td>The role of academic buoyancy in Aboriginal/Indigenous students’ educational intentions: Sowing the early seeds of success for post-school education and training' in R.G. Craven &amp; J. Mooney (eds), <em>Seeding Success in Indigenous Australian Higher Education</em>, Emerald Group Publishing Limited, Bingley, UK, pp. 57-79.</td>
<td>Survey and statistical analysis of 350 Aboriginal and 592 non-Aboriginal high school students Critical literature review</td>
</tr>
<tr>
<td>Year</td>
<td>Author(s)</td>
<td>Title</td>
<td>Methodology</td>
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<tr>
<td>2013</td>
<td>Mooney, J. &amp; S.J. Moore</td>
<td>‘Shifting the emphasis: Embedding and reflecting on introducing Aboriginal studies and perspectives’ in R.G. Craven &amp; J. Mooney (eds), Seeding Success in Indigenous Australian Higher Education, Emerald Group Publishing Limited, Bingley, UK. pp. 301-318.</td>
<td>Review of literature and reports</td>
</tr>
<tr>
<td>2013</td>
<td>National Congress of Australia’s First Peoples</td>
<td>National Education Policy, Strawberry Hills, NSW, <a href="http://nationalcongress.com.au/wp-content/uploads/2013/11/CongresseducationPolicyWeb.pdf">http://nationalcongress.com.au/wp-content/uploads/2013/11/CongresseducationPolicyWeb.pdf</a> viewed 28 June 2014.</td>
<td>Review of current policy</td>
</tr>
<tr>
<td>2013</td>
<td>Sherwood, J., N. Watson &amp; S. Lighton</td>
<td>‘Peer support: Mentoring responsive and trusting relationships’ in R.G. Craven &amp; J. Mooney (eds), Seeding Success in Indigenous Australian Higher Education, Emerald Group Publishing Limited, Bingley, UK.</td>
<td>Literature review</td>
</tr>
</tbody>
</table>
Most commonly identified limitations were around the reporting of data, need for greater analysis of the interconnections and linkages between indicators, and the need for a more strengths-based approach in the reporting of Indigenous experience. Recommendations concerning future such reports, including more frequent smaller reports, greater involvement of Indigenous people in preparation of report.

Responses to review recommendations in accordance with two core objectives of the OID report, covering seven key areas of reporting.

Wide ranging recommendations on strategies to achieve parity of Indigenous population in higher education, role of careers advisers, building on the Higher Education Participation and Partnerships program, university collaboration on ATSI tutoring best practice, review of Indigenous Education Units, improving effectiveness of enabling programs, better access by ATSI students to information, expanding demand for ATSI professionals and support from professional communities, better access to higher education for remote and regional students, improved financial support for students, development of teaching and learning strategies for ATSI students, relevant training of HDR supervisors and other strategies to increase number of ATSI researchers and university staff, and greater support for research in the area of ATSI studies, improved cultural awareness in universities, development of an ATSI higher education and research strategy and a monitoring and evaluation framework.

Those schools that have been the most effective implementers of the Te Kotahitanga intervention have seen the greatest gains being made by Maori students.

In order to support classroom change most effectively, there needs to be a means of institutionalising a more effective and responsive leadership model within the schools.

Analysis of use of the personal pronoun 'we' in focus group discussion

Study demonstrated that the relevant identifying category that participants used to provide their retrospective accounts of university life was couched in terms of racial group membership, and that race can impact the way in which students participate in and experience university.

Indigenous peoples and their education appear still to remain at the periphery of political decision-making

Indigenous students have the capacity to change this discourse through the empowerment they are gaining from their education

The increased corporatisation of universities has also opened doors for students who had been unable to access higher education, including Indigenous students who are repositioning themselves as in control of their own futures.
focus group meetings conducted by the author.


Document and statistical analysis to identify current characteristics of Indigenous education, trends, causes of literacy and numeracy shortfalls

- Indigenous education is well funded. Most Indigenous-specific expenditure, however, is spent on programs for which there is no evidence of positive impact.
- ‘Halving the gap’ is not an acceptable target. Governments must have the objective of equal outcomes for all Australian students.
- Principals need to control over staff recruitment, capital budgets, operating expenses, before- and after-school programs.
- Student, parent and school expectations for attendance and education need to change.
- Training reforms are needed to link training to actual job offers.


Statistical overview of employment growth

- If the educational level of the Indigenous population was increased to that of the non-Indigenous population, the value of this hypothetical change is $1.09 billion per annum.
- The increase in Indigenous enrolments in degree courses has not been accompanied by a broadening of the distribution of enrolments across fields of study.
- Indigenous people are much less likely to live in a city or regional centre with one or more higher education institutions than are non-Indigenous people.
- In 2010, non-Indigenous Australians were two times more likely to be enrolled in a VET course than a university course; Indigenous Australians were eight times more likely.
- The ageing Australian population has benefitted by being educated before it became ‘old’. The risk now, unless major effort is made, is that the Indigenous population might become ‘old’ before it becomes educated.

2012 Wainwright, J., H. Gridley & E. Sampson "Facing a world of NO: How accessible is a career in psychology for Aboriginal and Torres Strait Islander Australians?", *The Australian Community Psychologist* vol. 24, no. 2, pp. 143-151.

In-depth interviews with three Aboriginal women graduates of psychology

- Interviewees felt culturally unsafe in their courses.
- Processes for admission to postgraduate study or guiding interns through their supervised practice experience remain rigid, impervious to change, demoralising and discouraging to supervisors and supervisees alike, and completely embedded within western notions of ‘professionalism’ and what constitutes ‘psychological’ practice.
- There is a lack of acknowledgement of the impact of colonisation on current experiences and failure to adequately address contemporary Indigenous issues and equip students with appropriate skills to respond.


Critical literature and policy review

- Universal expansion of higher education is partly responsible for development of colleges and universities adapted to identities and aspirations of Indigenous peoples.
- Establishment of Indigenous postsecondary institutions is part of an international Indigenous rights movement and global ‘Indigenous’ identity.
- Assertions of Indigenous agendas, and government responses, have followed a broadly common trajectory in Australia, Canada, New Zealand and the United States and elsewhere.


Policy review Consultation with stakeholders

- A set of proposed key actions to build an Indigenous higher education workforce, including enhancing employment pathways for existing Indigenous employees, community engagement (promotional literature, work experience programs), embedding the activities of the NIHEWS in universities and establishing a Monitoring Committee.


Qualitative study using focus groups Case study of program for mental health workers in School of Nursing, Midwifery and Indigenous Health at CSU

- The mental health program offers a culturally safe learning environment.
- Key positive factors including quality of staff, flexible approach to learning and teaching, group identity and cohesion, ownership of the course by students.
- Negative factors relate to academic and administrative support services (tutoring programs, travel and accommodation), and participation of non-Indigenous students.


Statistical and policy review Literature review Case study of ANU College of Law

- Identifies ‘gaps’ as educational, authenticity, financial, psychosocial support, recognition. Greatest policy issue is obtaining data to identify the gaps.
- Examines whether these are addressed at ANU College of Law, and concludes that College programs have been a success in achieving ACT population parity (students and staff).
- College initiatives include valuing Indigenous epistemologies and ways of learning, respecting Indigenous peoples and cultures, and expecting reciprocity.
- Lessons from ANU is that commitment to redress disadvantage must come from highest levels of university.

#Key influencers
#Pathways
#School-leaver
#Metropolitan
#Non-school leaver
#Outer urban
#Pathways
#Rural/regional
#Aspirations
#Pathways
#Awareness
#Aspirations
#Pathways
#Key influencers
#Metropolitan
<table>
<thead>
<tr>
<th>Year</th>
<th>Author</th>
<th>Title</th>
<th>Key Points</th>
</tr>
</thead>
</table>
| 2010 | Skene, J. | Developing productive relationships with partner schools to widen participation | - Aspire UWA is an outreach program to raise aspirations for tertiary study, starting with Year 9 students  
- Is developing relationships with schools (students, teachers and principals) in Pilbara and outer metropolitan Perth  
- Program continuing to develop in light of feedback from students and staff |
| 2010 | West, R., K. Usher & K. Foster | Increased numbers of Australian Indigenous nurses would make a significant contribution to ‘closing the gap’ in Indigenous health: What is getting in the way? | - Strategies to increase Indigenous health workforce have seen only minimal improvements in nursing.  
- In addition to increasing student numbers, universities need to provide better support  
- In depth analysis is needed of entrenched oppression and its impact on identities  
- Recommends a critical Indigenous pedagogy addressing colonisation, racism, and including Indigenous knowledge and experience, more education of non-Indigenous nurse academics, further research on successful programs, and increased employment of Indigenous nurses as academics as support and role models |
| 2009 | Coopes, R. | Can universities offer a place of cultural safety for Indigenous students? | - Increased Indigenous presence on campuses and Indigenous support units ameliorate Indigenous students’ sense of isolation and promote cultural safety  
- Presence of Indigenous academics is more welcoming to Indigenous students  
- It is also an opportunity for Indigenous input into curriculum development and more Indigenous research conducted by Indigenous people  
- Indigenous support units have supported increased Indigenous presence in universities, but continue to face difficulties. |
| 2009 | Courtenay, P. & S. Gair | Toward critical mass: Work in progress at James Cook University | - Indigenous student numbers in the Department began to decline in the 1990s  
- Staff research identified barriers hindering Indigenous students from completing the Social Work degree at JCU  
- Responses included formation of an Indigenous Reference Group to advise the Department  
- An Indigenous student support officer was funded  
- Department has committed to orientation program for students  
- The decline in numbers of Indigenous students began to reverse in 2005 |
| 2009 | Frawley, J., M. Nolan & N. White | Canvaassing the issues: Indigenous Australians in higher education | - At USQ, and Indigenous Employment and Career Development Strategy has been adopted but no strategies put in place, and no identified positions published.  
- More generally, key issues in universities of Indigenous involvement in decision-making, racism, curriculum, and student support do not appear to have been adequately addressed  
- This contrasts with NZ and Canada institutions which offer Indigenous Studies courses and research as part of national policy and higher education strategies  
- Australia needs Indigenous centres of study and teaching to develop and promote Indigenous cultures |
<table>
<thead>
<tr>
<th>Year</th>
<th>Author(s)</th>
<th>Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>Tarwirri, E.B., Chan &amp; M. Stewart</td>
<td>Circles in the sand: Creating pathways and connections in Indigenous legal education</td>
<td></td>
</tr>
</tbody>
</table>
Tarwirri (the Indigenous Law Students and Lawyers Association of Victoria) has established programs to create pathways and connections in Indigenous legal education, including community education and secondary school programs, pre-law seminars, mentoring and cadetships. 
Program aims are to improve number, success and wellbeing of Indigenous law students and lawyers. 
Program promotes cultural education of non-Indigenous law students, and offers inspiration for future Indigenous students. |
| 2008 | Elsinder, I., M. Drysdale, J. Chesters, S. Faulkner, H. Kelly & L. Turnbull | When a dream becomes a nightmare: Why do Indigenous Australian medical students withdraw from their courses? | 
Recommendations to minimise barriers and disincentives for Indigenous students in medicine and health sciences. 
Recommendations call for university health sciences faculties, Indigenous support centres, Indigenous education bodies, government and secondary schools to work more closely and take affirmative action to support students and their families. 
This paper is part of the Footprints Forward report (Drysdale et al 2006). |
Analysis of questionnaire responses from Indigenous Australian medical students about reasons for leaving their course. 
Analysis of questionnaire responses from Indigenous medical students about reasons for leaving their course. 
Analysis of questionnaire responses from Indigenous medical students about reasons for leaving their course. |
Summary and overview of value of Kuokkanen’s book (see above). |
| 2008 | Munns, G., A. Martin & R. Craven | To free the spirit? Motivation and engagement of Indigenous students | 
Quantitative survey data from Indigenous school students 
Qualitative interview data with students, school principals, teachers and Aboriginal Education Assistants 
Analysis using MeE theoretical framework |
| 2008 | Nakata, M., V. Nakata & M. Chin | ‘Approaches to the academic preparation and support of Australian Indigenous students for tertiary studies’ | 
Critical literature review 
Indigenous students, particularly under-prepared students need to be considered both in terms of their skills “deficits” and in terms of their particular sets of Indigenous knowledge. 
Many Indigenous students are motivated to improve Indigenous futures through their choice of profession and bring with them important knowledge and experience. 
More empirical data is needed on academic preparation for Indigenous students to understand needs of students in negotiating |
Focus was on 'reverse block visit' component of program at Curtin University i.e. a three-hour visit by staff to students in their communities. Focus was on 'reverse block visit' component of program at Curtin University i.e. a three-hour visit by staff to students in their communities. 

- The reverse block visit not only supported student retention but linked previous and new students and allowed new students to link up with staff and the university after taking a break.
- May also provide a mechanism for raising personal, financial and family issues which are then more amenable to intervention by staff and students.
- Trust and rapport with "field support/Lecturer" may also build confidence and self-esteem for students.
- Further longitudinal study is needed.

Paper reports on research project to evaluate ITAS at QUT (monitoring processes of the Oodgeroo Unit, and impacts on teaching and learning) 

- ITAS is called a "supplementary", but is devised as, a "compensatory" tuition program to address a perceived, nation-wide deficiency in Indigenous students' educational abilities.
- Quantitative data collection required by DEST does not explain varying success and failure rates across institutions.
- More critical curriculum design is needed.
- Data collection needs to address not only DEST requirements but other qualitative data for use internally by institutions.
- Need more cultural learning sessions for tutors beyond DEST stipulations.

Report on author's initiatives to rectify gaps in Indigenous knowledge base. 

- Non-Indigenous educators (and practitioners) can learn about and demonstrate respectful relationships with Indigenous peoples.
- Solicited professional supervision is different from exploiting colleagues' (and students') knowledge.
- Ideally, curriculum can be developed and taught in collaborative alliances with Indigenous professionals, friendships, empathy, and respect.

- Argues for the idea of ‘the gift’ as paradigm and a practice of responsibility toward the “other” (contrasted with a commercial ‘exchange’), and for the recognition (receiving) of Indigenous epistemes as a gift to change hegemonic forms of rationality prevailing in universities.
- Recognizing Indigenous epistemes requires more than additions to curricula, but a commitment to openness to other worldviews, and particularly a restoration of Indigenous relationships with land and a capacity to receive the gifts of the land.

- Barriers to participation in higher education include well-known factors such as distance, family commitments, finance plus negative past experiences, lack of role models, lack of information, limited support, culturally inappropriate learning environments and institutionalised racism.
- Paper proposes a number of strategies to address these issues in Bachelor of Public Health program.

- Study surveyed health science student perceptions of elements in the institutional learning environment critical to their successful completion/ongoing progress in their course.
- The system of support in tertiary institutions must be flexible, easily accessible and based on foundation stone that Indigenous identity is to be encouraged and Indigenous practices assimilated into the overall institutional practices.
- The level of attachment to place, its perceived value through the eyes of the student, impacts strongly on learning.

Emphasises the significance of 'voice' for Indigenous male undergraduates

- Analytical priority accorded to lived experiences of students.
- Proposes concept of 'interdependent universe' involving family, community, place, voice and identity to restore dignity, meaning and purpose to education and lives of Indigenous Australians.
- Most important is acknowledgement of Indigenous knowledges and experience in defining 'education'.
| Queensland University, Rockhampton |  |  |
Social Marketing Strategy Project

Social Marketing and Widening Participation Strategies Matrix

**Summary of Successes**

- **Contact**: Dr. Jane Howard, Project Director, dr.jane.howard@anu.edu.au

*This table contains national information for high school students, including international information for Indigenous, New South Wales and Preferential students, their parents and schools. Although this information appears to have been constructed.

**Marketing Strategy**

<table>
<thead>
<tr>
<th>Strategy Title</th>
<th>Institution</th>
<th>Location</th>
<th>Platform</th>
<th>Brief Description</th>
<th>Strategy Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Project A</td>
<td>Griffith University</td>
<td>QUT</td>
<td>Online</td>
<td>Project A is based on research with SAPD students and examines the extent of unaided recall of key ideas from their digital marketing module. The research extends to students' attitudes and beliefs about marketing and how they might be influenced by the marketing strategies. The project content is evaluated in 9-12 years in the future. The project is highly recognized for its innovation and its ability to influence students' attitudes and beliefs about marketing.</td>
<td>Widening</td>
</tr>
<tr>
<td>2. Small Town Culture</td>
<td>UWS</td>
<td>QUT</td>
<td>Online</td>
<td>A Small Town Culture is a strategy to engage students in rural areas. The strategy is designed to help students understand the culture and values of small towns and communities and to inspire them to consider a career in these areas. The strategy involves the development of an online platform that connects students with local leaders and provides opportunities for interactions.</td>
<td>Marketing</td>
</tr>
<tr>
<td>3. Indigenous Leaders and Role Models Campaign</td>
<td>UniSA</td>
<td>QUT</td>
<td>Online</td>
<td>The Indigenous Leaders and Role Models Campaign is a strategy to engage Indigenous students. The strategy involves the development of an online platform that connects students with Indigenous leaders and role models, and provides opportunities for interactions.</td>
<td>Widening</td>
</tr>
<tr>
<td>4. Griffith University Online Bachelor Program</td>
<td>Griffith University</td>
<td>QUT</td>
<td>Online</td>
<td>Griffith University Online Bachelor Program is a strategy to engage students in the study of online Bachelor degrees. The strategy involves the development of an online platform that connects students with online Bachelor programs, and provides opportunities for interactions.</td>
<td>Marketing</td>
</tr>
</tbody>
</table>

**Notes**

- **Marketing Pathways**: Pathways that connect students with different levels of marketing knowledge and skills.
- **Influencers**: Influencers are individuals or organizations that can influence students' attitudes and beliefs about marketing.
- **Students**: Students are the target audience for the marketing strategies.
- **Parents**: Parents are the target audience for the Widening Participation strategies.

**Contact Information**

- **Email**: dr.jane.howard@anu.edu.au

**Additional Information**

- **Email**: dr.jane.howard@anu.edu.au

**References**

<table>
<thead>
<tr>
<th>My Educators</th>
<th>University of Newcastle</th>
<th>NSW</th>
<th>Teacher</th>
<th>The website contains separate platforms for educators and parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents</td>
<td>University of Newcastle</td>
<td>NSW</td>
<td>Teacher</td>
<td>The website contains separate platforms for educators and parents.</td>
</tr>
</tbody>
</table>

- **My Big Teenager**
  - University of Newcastle, NSW
  - Teacher: My Educator service aims to engage young people to think about their future career paths. This service is designed to provide the kind of support that young people need to make informed decisions about their future careers.

- **ECJU Family**
  - University of Newcastle, NSW
  - Teacher: The ECJU Family is an initiative designed to support families in making informed decisions about their child's education. It provides information and resources to support parents and carers in selecting the right education pathway for their child.
Appendix

115 Appendix

27 Strategies

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The context of a study can be important in shaping your approach to studying. It is important to understand the context of a study in order to make sense of the research and to apply the findings to real-world situations. The context of a study can include the following factors:

- **Research question**: What is the purpose of the study? Is it exploratory, descriptive, or quantitative?
- **Methodology**: What methods were used to collect and analyze data? Were these methods appropriate for the research question?
- **Sample**: Who participated in the study? Are the results generalizable to other populations or settings?
- **Setting**: Where and when was the study conducted? How might these factors influence the results?
- **Data analysis**: What statistical tests were used to analyze the data? How do these tests contribute to our understanding of the research question?

Understanding the context of a study can help you interpret the findings and make informed decisions based on the research. It is important to critically evaluate the context of a study in order to ensure that the results are relevant and applicable to your own situation.
Parent, Careers, Teachers, School Leaders

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Parent, Careers, Teachers, School Leaders
Self-determination theory and Expectancy value theory


Keywords: university; decision-making; culture; motivation; adolescence


Keywords: motivation; indecision; university entry; decision-making processes

Summary: Self-determination theory offers three types of motivation which lead to action, depending on the underlying attitudes or goals: intrinsic, or self-satisfying experiences; extrinsic, or activities which achieve another outcome not related to the activity itself, such as praise; or amotivation, which is a lack of motivation to act (Ryan and Deci, 2000, p. 117). Expectancy-value theory relates to the expectancy of success when completing an activity, and the value the participant places on that activity (Wigfield and Eccles, 2000, cited by Jung, 2013b). Similarly to self-determination theory, this is broken down into underlying attitudes: attainment value, or success; intrinsic value, or self-satisfaction of the experience; utility value, or usefulness; and the costs in terms of time, emotional investment and so on (Wigfield and Eccles, 2000, cited by Jung, 2013b, p. 117).

SEM Levels: Individual, Educational Institution

Achievement goal theory (or Goals orientation theory)


Keywords: motivation; continuing motivation; informal science learning adolescents; goals; school culture

Summary: Achievement goal theory distinguishes between mastery goals (the goals of developing competence) and performance goals (the goals of demonstrating competence). This study employed this theory to better understand why adolescents’ motivation to learn science declines with age in many schools yet not in others. Findings show that perceptions of the goals that significant adults (e.g. parents and teachers) emphasize were better predictors of students’ motivation, in and out of school.

Conceptual Definitions:
Achievement goal theory identifies two main goal orientations (Mastery & Performance). Mastery refers to developing new skills, improving understanding and level of competence, or achieving a sense of mastery. Performance goals are concerned with others’ perceptions of their competence and ability relative to others. While performance goals are about making a positive impression, performance-avoidance goals are about avoiding negative impressions.

Domain Limitations:
In this study the authors examined four environmental factors which may be perceived by students as emphasizing achievement goals and as such may influence their goals orientation and engagement. These factors are: the school, the science teacher, parents, and peers (p.955).

Relationships between variables:
To understand the relative impact of environmental factors on students’ goals orientation, the following influences of schools, teachers, peers, and parents’ perceived goals emphases were examined. Hence, the way students perceive the goals emphases of the educational environment affects their personal goals orientation (p.954).

Specific Predictions:
Based on achievement goals theory the authors hypothesized that students’ perceptions of their school, teachers, peers, and parents’ goals emphases will predict their goals orientation which in turn will predict their classroom as well as extra-curricular engagement.

SEM Levels: individual, family, community (peers), educational institution

Possible selves theory (combining elements of Adult learning theory and Career development theory)


Keywords: Career Development, Career Change, Adult Development, Self Concept, Self Actualization, Seguental Approach, Transformational Learning, Performance Factors

Summary: This chapter provides background theory and practical steps for a possible selves approach to career development in adult education settings. It also identifies methods to foster development, enhance motivation, and manage setbacks.


Keywords: assessment, counseling, possible selves, career, anxiety, program design, ecological validity

Summary: Applying a control group research design, this study found that the possible selves process was particularly effective for raising participants’ level of comfort with career direction and in engaging clients where career and personal issues intertwined.

Conceptual Definitions:
Possible Selves theory, enables understanding of how adults manage transition and move towards their ideal selves. Possible selves are instrumental in personal and career change because they can liberate people from feeling trapped or restricted in their options (Plimmer & Schmidt, 2007, p. 64). It serves as a bridge between self-concept and motivation (Ruwart and Markus, 1992) (Plimmer & Schmidt, 2007, p. 65) toward development of new possible selves, which can be provisionally “created, tested, discarded and revised” to determine their fit (Ibarra, 1999, p. 765) (Plimmer & Schmidt, 2007, p.65).

Domain Limitations:
Individuals without schema for positive possible selves are vulnerable to setbacks as negative possible selves are more easily aroused (Cross and Markus, 1994), and they lack the capacity to process information and develop effective plans (Plimmer & Schmidt, 2007, p.68).

Relationships between variables:
Possible selves operates via five mechanisms: (1) A personalized, intensely individual includes efficacy, values, and personalized meanings; (2) highly vivid images of success (or failure) are personally motivating; (3) laden with emotions such as happiness or insecurity, can be energizing or demotivating; (4) Having a clear possible selves schema, to help a person become that self; and (5) Having a balance of hopes and fears appears to be effectively motivating change.

Specific Predictions:
By recognizing unique personal meanings, the possible selves approach can have an impact on cognition, affect, and expectancies.

SEM Levels: Individual

Theory of planned behaviour


Keywords: cognitive development, transformational learning

Circumscription and compromise theory


Keywords: career aspirations, career expectations, career maturity, career indecision, career decision-making, self-efficacy, career barriers

Critical theory


Keywords: alternative education, cycle of educational inequality, disenfranchised students

Summary:
Summary: Using Fishbein’s and Ajzen’s multi-attributed Theory of Planned Behaviour model, this research explores the differences in behavioural motivations of international students choosing an overseas university in which to study. Three research questions are explored and the outcome demonstrates the usefulness and the insights that can be gained from the application of the model of Theory of Planned Behaviour in a higher education marketing context.

Conceptual Definitions: To understand consumer attitudes and attitudinal links between intention and behaviour Ajzen and Fishbein’s (1975) Theory of Planned Behaviour (TPB) is applied. To aid understanding, and to enhance prediction, attitudes can be factored into three major determining groups. These comprise Attitudes towards Behaviour (AB), Subjective Norms (SN) and Perceived Behavioural Control (PBC).

Domain Limitations: The literature suggests that due to Chinese family Confucian principles, living costs and distance would be considered a stronger predictor than AB and SN in the countries of Australia, USA and UK. Analysis revealed that PBC was not the most important predictor of Taiwanese students’ intention to study in Australia, UK and USA.

Relationships between variables: AB refers to an attitude towards a particular behaviour and is represented by a positive or negative belief. Subjective Norm (SN) refers to a social pressure associated with performing certain behaviours; what ‘important others’ think is important (e.g. parents, close friends, doctors and religious Organisations). ASN is a function of beliefs that ‘important others’ who approve or disapprove of certain behaviours. PBC is linked with perception of the ease of performing the behaviour.

Specific Predictions: The basic parameter of TPB is that to understand individuals’ choice behaviour it is essential to examine intention. For example, if they hold positive attitudes towards the behaviour and believe that important others would approve of the behaviour, then they are more likely to form an intention to perform such behaviour.

SEM Levels: Individual; Family; Society

Summary: This study reported that adolescents who showed aspiration–expectation discrepancies in gender traditionally or SES, in either Grade 8 or Grade 9, changed their aspirations in the following year in the direction of their prior expectations. While there is support for compromise theory, questions are raised about the role of expectation changes in the compromise process.


Keywords: Aspirations; Children; Family socio-economic status; Neighbourhoods; Schools

Summary: This study investigated the early contextual (neighbourhood, school and family) determinants of occupational aspirations in primary school children. The structural equation model estimated the role of family/neighbourhood socio-economic status (SES) and child ethnicity via associations with parental involvement, household chaos, school-level achievement and child cognitive ability. The only significant determinants of aspirations at age 7 years were family SES and ethnicity, and only in boys. Family SES was a particularly powerful determinant of the aspirations of white compared to non-white boys.

Conceptual Definitions: Gottfredson (1981, 1996) Two processes are involved with the development of occupational aspirations: circumscriptive and compromise. Circumscriptive incorporates limits based on occupational aspirations to acceptable alternatives. Compromise involves developmental change toward more realistic occupational choices within acceptable limits. Hence, aspirations evolve with age from the fantastical to the concrete, and so, as children grow into adolescents, they revise their aspirations in light of their views of their own abilities and interests, as well as societal and parental expectations (Fourni et al., 2015, p.72).

Domain Limitations: Before changes in aspirations can be attributed to the process of anticipatory compromises, the person must believe that their prior aspirations are unrealistic or unattainable (Gottfredson, 1990) (Armstrong & Crombie, 2000, p.85). The model did not predict gender differences in this study.

Relationships between variables: An individual with more masculine expectations than aspirations would be expected to change aspirations towards more masculine occupations, whereas an individual with more feminine expectations would be expected to change aspirations to more feminine occupations. Similar predictions can be made about prestige changes, having either expectation for lower in SES or higher in SES are unattainable aspirations. (Armstrong & Crombie, 2000, p.85). Gender, cognitive ability, parents, SES, ethnicity, school and neighbourhood influence aspirations and educational achievement.

Specific Predictions: Adolescents who report the same occupation for both their aspirations and expectations may compromise their aspirations in the direction of their expectations.

Summary: An overview of how educators can use transformational important others’ who role modelled, as demoted with a class of university students in the field of social entrepreneurship.

Conceptual Definitions: There is a common recognition that the fully developed learner moves through a series of developmental forms to arrive at the highest potential for understanding—the 9. Realist social theory (RST)


Keywords: Transformative learning; social entrepreneurship; entrepreneurship pedagogy; social enterprise; disorienting dilemma; USA, Ireland

Summary: This study investigates the interplay between context and agency for three early-career academics. In light of Archer’s RST (framed by critical realism) analysis revealed that there is interplay between structure and agency, with the influence of contextual factors mediated by their concerns and reflexive deliberations.

Conceptual Definitions: Archer (2000) argues that social theory typically downplays how agents use their own personal powers to conceive and pursue courses of action within social and cultural reproduction theory


Summary: This is a paper is a critique of Bourdieu’s notion of ‘Cultural capital’, a key concept in the theory of social reproduction, which is empirically unsustainable. Goldthorpe distinguishes between two uses of this theory: Bourdieu “domesticated” and Bourdieu “wild”. Goldthorpe argues: “Researchers using the concept in the former context often fail to appreciate its radical implications, while those using the concept in the latter context often fail to appreciate its radical nature and, in turn, the full extent to which their findings undermine Bourdieu’s theory of social reproduction; while those who wish to understand the concept in the latter context have difficulty in showing its continuing relevance, given the failure of the larger theory in which it is embedded.”

capacity to engage in transformative learning. There is also recognition that does not occur in all or even most adults. Capacity for transformative learning is one thing and helping others to realize this potential is role of adult education.

**Domain Limitations:**
Transformative learning is an adult form of rationality delineating generic processes involved in profound adult learning. However, there is need for adult educators to elaborate on the crucially important roles and relationships of affective, intuitive, and imaginative dimensions of the process.

**Relationships between variables:**
Although cognitive development is indeed foundational for transformative learning, the 'preconditions' of education, socioeconomic class, gender, including ideology, politics, religion, power, economics, and culture are important. 

**Specific Predictions:**
Mezirow (1997) states that we do not make transformative changes in the way we learn as long as the new material fits comfortably in our existing frames of reference. Mezirow (1997) emphasizes that transformative learning is rooted in the way human beings communicate, and does not link it exclusively with significant life events of the learner. Through this combination of reflection and discourse, the student was able to make shifts in his/her world view which produced a more inclusive world-view.

**SEM:** individual, education institution, intervention

**Critical race theory**


**Keywords:** Race, Minority Groups, Critical Theory, Justice, Cultural Background, Social Capital, CommunityCharacteristics

**Summary:** Critical race theory was developed in order to speak truth to power in the American legal system, and has been adapted since then to analyze and respond to systems of entrenched racism through a critical lens – it is in fact an offshoot of critical theory. It has become an intersectional model, which can be applied to the educational context at all levels, but particularly so at structural levels.

**SEM Level:** Individual, policy

**Relative risk aversion theory and Maximally maintained inequality theory**


**Keywords:** social class; Mobility; Relative risk aversion theory

**Summary:** The theory of Relative Risk Aversion (RRA) suggests that educational decision making is motivated by the individual’s desire to avoid downward social class mobility and, furthermore, that this desire is stronger than the desire to pursue upward mobility. A Dynamic Decision Process (DDP) model allowed for class-specific cultural values regarding education to be tested. The analysis of Danish Youth Longitudinal Study found strong evidence that RRA affects educational decisions over and above traditional socioeconomic factors.

**Conceptual Definitions:**
The RRA theory assumes that people view education as an investment good and not as a consumption good. In other words, in the RRA theory education is treated as an instrument which individuals with different class backgrounds use to minimize the risk of downward mobility. Consequently, in the RRA theory social classes differ only with respect to their average cognitive ability and economic resources but with respect to their intercultural "tastes" for education.

**Domain Limitations:**
Several critics argue that the RRA theory disregards an important source of cultural variation in the weight individuals with different class backgrounds assign to education.

**Relationships between variables:**
The RRA theory proposes three behavioural assumptions that explain why family background affects educational outcomes. The first assumption is that individuals’ educational choices are driven by a fundamental desire to speak truth to power in the American legal system, and for transformative learning to be applied to the systems of entrenched racism through a critical lens. It will be valuable to carry out research on how the context for teaching and the exercise of agency may differ between departmental settings and a programme of professional development for early-career academics. There may be different patterns of reflexive deliberation in operation for early-career academics and for those running such a programme, with one focused more on performativity in relation to teaching responsibilities and the other taking a critical perspectives on wider issues characteristic of meta-reflexives.

**Keywords:** Bourdieu, cultural capital, social reproduction.

**Summary:** This is an critique of Goldthorpe (2007), but also an additional critique of Bourdieu’s theory of cultural capital.

**Conceptual Definitions:**
This domesticated version of Bourdieu’s theory has not been very successful in operationalizing the ‘institutionalized state’ and the ‘embody state’ of cultural capital (Bourdieu 1996). The institutionalized state is manifested in things such as formal limits (Bailey 2002), but if cultural capital is equated with parents’ schooling levels, then tests of cultural reproduction theory against other theories that explain social mobility are impossible. The embodied state is perhaps most crucial in Bourdieu’s work, but it is difficult, if not impossible, to operationalize a person’s habitus (Sullivan 2002). Some ‘domesticated’ Bourdieusian have operationalized habitus by looking at schooling ambitions (Dunnams 2002).

**Domain Limitations:**
Cultural reproduction theory has recently come under attack (Goldthorpe 1996, 2007). According to Goldthorpe, cultural and norm-based theories – among which is cultural reproduction theory – are not compatible with known facts on trends in educational. One central element of cultural theories of educational inequality is that children of lower social origins develop a culture that is incompatible with the schooling culture.

**Specific Predictions:**
The author proposed advancements that relate to theory, analysis and empirical research. In this endeavour, the author builds upon the strength of Bourdieu’s approach by applying a multidimensional social space to different domains of life. Extending the analysis of stratification by incorporating multiple dimensions of destinations may lead to different conclusions as to the role of education in the intergenerational mobility process.

**SEM Levels:** educational institution, socioeconomic

**Rational action theory**


**Keywords:** social class; secondary school; transition

**Abstract:**
This paper provides a critique of recent Bourdieusian research into the higher education (HE) choice process. Specifically, Ball et al. (2002) maintain that class-related differences in students’ psycho-social dispositions in Years 12 and 13, the “landscape of choice”, shape their intentions or “decisions” to participate in HE and their selection of high or lower status universities. However, drawing on a national survey of Year 12 students we find that paternal occupation is a poor predictor of intended participation in HE. Furthermore, those psycho-social shaping students’ aspirations to participate in HE and their selection of university type exhibit substantial class divergence. We argue that the research of Ball et al. (2002) analyses data from an atypical sample and deploy a dichotomous narrative of class. These practices exaggerate class-related differences in the HE choice process, at this level of education, and tend to confirm the Bourdieu thesis.

**Conceptual Definitions:**
The preferred explanation for persistent class inequalities in HE for some researchers is rational action theory (RAT) (Goldthorpe 1996). This rejects the Bourdieusian notions of cultural capital and reproduction as an explanation of inequality. RAT proposes that working class students face different opportunities and constraints when pursuing goals resulting in divergent evaluations of the costs and benefits of education. It is the enhancing “relativities” of the costs and benefits of education, prevailing between classes, which explains persistent inequality (Goldthorpe 1996, 492).

**Domain Limitations:**
The results of this research revealed that the Location of
to avoid downward social mobility by reaching at least the same social class position as that of their parents. The second assumption is that individuals are forward looking and use education as a means of avoiding downward mobility. As a consequence, individuals with different social class backgrounds have different optimal stopping points or thresholds where the costs of continuing education (real costs, earnings foregone, and the risk of failure) outweigh the utility of further education.

The second assumption, that individuals are forward looking, distinguishes the RRA theory from most conventional theories of educational inequality (e.g., Bourdieu, 1977; McLanahan & Sandefur, 1994). Moreover, the first assumption, that individuals seek to minimize the risk of downward mobility, distinguishes the RRA theory from other rational choice theories (e.g., Becker, 2003; Hillenbrand & Jacob, 2003; Jaeger, 2007; Morgan, 2002, 2005).

According to the RRA theory individuals gain a utility "bonus" from reaching the same social class position as their parents. This utility "bonus" combined with potentially rising marginal costs of further education means that individuals have little incentive to obtain more education than what is required to avoid downward mobility. For example, low-income class children need less education to get into the working class than service class children need to get into the service class. Because of this utility bonus from reaching one's background class, and because the costs of pursuing further education might increase faster than the utility of reaching a higher social class position, the RRA theory may explain why some classes have little incentive to pursue higher education and why class inequalities in educational attainment persist.

**Specific Predictions:**

Breen and Yashok (2006) found that the RRA theory can be interpreted as a test of the existence of a minimum acceptable threshold level of education that children recognize as required to get into the same social class position as that of their parents. Furthermore, they identify this threshold level by calculating the actual probabilities of reaching certain social class destinations given educational choices, as derived from a secondary data source (see also Wilton, Wolfe, & Haveman, 2000). Their empirical analysis supports the RRA theory in that the threshold levels of education children should recognize as required to gain access to their parents' social class influence their educational decisions.

**SEM Levels:**

Individual; socioeconomic

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**Theory of subjectively expected utility**


**Keywords:** class structure; higher education; primary effects; rational choice; secondary effects; social inequality of education; vocational training

**Summary:**

The aim of this article is to reveal crucial factors affecting students' decision-making processes. Using an empirical test of the rational choice model, we find that individual, socioeconomic, and educational factors influence students' decisions. In contrast to expected economic returns from education, theoretically expected class-specific motives of status maintenance are crucial factors in regard to class-specific educational decisions. Besides class differences of expectations regarding the educational attainment, the perceived educational returns and the utility of education to get into the working class is likely to be lower than the utility of reaching a higher social class position as their parents. This utility "bonus" combined with potentially rising marginal costs of further education means that individuals have little incentive to obtain more education than what is required to avoid downward mobility. For example, low-income class children need less education to get into the working class than service class children need to get into the service class. Because of this utility bonus from reaching one's background class, and because the costs of pursuing further education might increase faster than the utility of reaching a higher social class position, the RRA theory may explain why some classes have little incentive to pursue higher education and why class inequalities in educational attainment persist.

**Conceptual Definitions:**

One of the most increasingly robust propositions in developmental research is that, generally speaking, cognitive beliefs become reliable and valid predictors of related behaviors beyond the early to middle childhood period (Davis-Kean, et al., 2008). Thus, for example, with...
increasing age, youth who believe it is acceptable or relatively easy to behave aggressively are more likely to engage in aggression and youth who believe they are competent in mathematics are more likely to perform well in mathematics. Such observations are consistent with the well-elicited social-cognitive (Bandura, 1986; Huesmann, 1998) and expectancy-value (Eccles, 1984; Eccles & Parsons et al., 1983; Wigfield & Eccles, 1992) frameworks for understanding the relations of cognitive structures (including beliefs, attitudes, and values) to actual behaviors.

**Domain Limitations:**
These findings, taken together with previous work on related topics, indicate that it is less than ideal for students to desire high levels of educational attainment while at the same time believing that the desired level of educational attainment is out of their reach. In the majority of cases, it would not be advantageous to lower aspirations, so that aspirations are reduced to be more consistent with expectations. Lower aspirations are associated with lower levels of achievement, and may have longer-term impacts on educational and vocational attainment through the influence the self-fulfilling prophecy (i.e., the ultimate fulfillment of a false belief; Smith et al., 1999) and lower levels of self-efficacy (Bandura et al., 2001). Rather, the goal should typically be to increase expectations – and by extension, academic self-efficacy – to align them with higher aspirations.

**SEMS Levels:** Individual; Socio-economic/Political

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**Social-Cognitive Career Theory**


**Keywords:** Social Cognitive Career Theory; College student performance; College student retention; Self-efficacy; Cognitive ability

**Summary:**
This study tested Social Cognitive Career Theory’s (SCCT) academic performance model using both college GPA and retention as performance criteria. Results suggested that SCCT does an adequate to excellent job of modelling academic performance and persistence, but that model fit was better when general cognitive ability versus high school GPA was used to operationalize the ability/past performance variable.

**Conceptual Definitions:**
According to SCCT, SES is considered to be one of the personal variables, which are a set of individual factors including sex, race, and SES. SCCT outlines the ways in which personal factors such as SES interact with contextual factors (e.g., social support) to influence the development of career interests, the selection of career goals, and career behaviours. Personal and contextual variables do not determine an individual’s career interests and goal activities but set the stage for the experiences that influence the career development process. For example, an adolescent from a lower SES background is more likely to have poorer quality schooling, fewer career role models, and less financial support for postsecondary options than higher SES adolescents.

**Domain Limitations:**
The results of the current study generally provided strong support for SCCT’s model of academic performance and persistence with one exception—there was a near zero path from goals to college GPA in the models of academic performance. It did not appear that goals contributed to the grade point averages that students attained in college. Rather, the effect of self-efficacy on academic performance appeared to be more direct.

**Relationships between variables:**
According to SCCT, students who do well in, and graduate from, college do so, in part, because they have developed through their prior educational and social learning experiences the component academic (e.g., study, test-taking, writing) skills required for college success. They also do well in college because they have developed, via past performance accomplishments, cognitive aptitudes, and other sources of feedback (e.g., social encouragement, modelling), strong and robust academic self-efficacy beliefs and outcome expectations that lead them to approach rather than avoid challenging academic tasks, and persisit in their academic careers.

**Specific Predictions:**
Incorporating rational action theory (RAT) of Breen and Goldthorpe (1997) and the theory of subjectively expected utility (SEU, Esser, 1999). These theories seek explanations for the inequalities in educational opportunities in the individual’s educational choices at several branching points in the educational system.

**Domain Limitations:**
The initial economic distribution among high school graduates leads to socially selective educational decisions and, consequently, to inequality of educational opportunity in higher education. While these rational choice theories explain class-related inequality, they do not explain the gender inequality in higher education: Do the RAT or SEU theories actually explain the relationship between social class and higher education access and the emergence of social stratification in higher education?

**Specific Predictions:**
Given the alternatives to continuing education after the vocational training VT or higher education HE. The consequences of the respective decision constitute the returns of the chosen education, namely income and/or social status, the benefits B. The direct and indirect costs – C arising for higher education and the imminent status demotion – Sd due to decisions, which do not guarantee the initial class position, are additional components that affect the individual’s estimation of education alternatives.

**SEM Levels:** Individual
Social Cognitive Career Theory (SCCT) was developed by Lent, Brown, and Hackett (1994) to explain and predict the processes by which vocational and academic interests are developed; academic choices are made, and attained. Studies have supported SCCT’s major hypotheses of interest development and choice making—that the relations of self-efficacy and outcome expectations to choices are both direct and partially mediated by interests, and interests have a direct relation to choices (Sheu et al., 2006).

**SEM Levels:** individual, family, peer, educational institution, socioeconomic

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Socialisation theory and Cognitive theory


**Keywords:** cultural capital; field of study; politics; education; social mobility

**Summary:** In this paper Bourdieu’s work on cultural capital is discussed. First, there is an anomaly between the work on social mobility and on lifestyles. Multiple dimensions of social origin (cultural and economic capital) are related to unidimensional outcomes (e.g. schooling levels), whereas it would be more appropriate to study multidimensional schooling outcomes too. Secondly, although Bourdieu sees a close resemblance in the type of resources affecting lifestyle preferences and political orientations, I argue that these outcomes are affected by two different types of resources: cultural and communicative resources.

**Conceptual Definitions:** Cognitive theory, argues that education broadens the students’ horizon by giving them the ability to look at social issues from diverse points of view (Hyman and Wright 1979). Socialisation theory is less concerned with the cognitive formation in schools, but rather sees values and attitudes as being socialized upon individuals, in a very broad sense. Both share the view that education alters individuals in a very general way, where many kinds of democratic and tolerant attitudes are developed. A third view, however, stresses that education affects attitudes in a much more limited way. Through processes of ‘ideological refinement’ education affects attitudes as a legitimation of the advantaged position that the highly educated will take in society (Phelan et al. 1995). Although similar to the socialization perspective with respect to the socializing function of schooling, the ideological refinement model stresses that education only affects attitudes and values to the extent that they legitimize the position of the well-educated in society.

**Domain Limitations:** Understanding change in educational inequality requires a focus primarily on secondary, rather than primary effects. Changes in secondary effects can not easily be understood from cultural factors, yet the primary effects comprise around two-thirds of the total effect of social origin (Erikson et al. 2005; Jackson et al. 2007). Primary effects may result from a combination of genetic, cultural and biological factors, and in understanding the influence of cultural factors cultural reproduction theory may help (Van de Werfhorst and Hofstede 2007).

**Relationships between variables:** Thinking in greater detail why education affects social outcomes, it becomes evident that Bourdieu’s distinction in two primary types of capital needs to be revised. We need to acknowledge that other types of resources are relevant for the formation of tolerance than are relevant for certain artistic and cultural preferences. In my view there are not two but four types of resources that are horizontally differentially acquired in education. In addition to cultural and economic resources, also communicative and technical resources should be distinguished.

**Specific Predictions:** If we look at the empirical evidence there is clearly something to say for the claim that education socializes particular values. Even though part of attitude formation may result from cognitive development, the hypothesis cannot be rejected that less rationalized fields of study lead to higher tolerance, a higher propensity to voting for a leftleaning political party, or preferring strong governments. Yet, given that at least part of the education effect is manifested through socialization, it is the question whether this socialization occurs to justify inequalities that persist in society — inequalities among which the highly educated stand on the advantaged side of the line — or whether there is really something ‘altruistic’ in the views developed in education. It seems that the latter is more likely, given that education affects a much wider set of types of attitudes, behaviours and commitments than would be expected on the basis of legitimation of inequalities.
**Goal Theory**


**Keywords**: self-handicapping, academic achievement

**Summary**

This research program examined academic self-handicapping in students using goal theory, focusing on goal orientations (task, performance-approach, performance-avoidance), social goals, future consequences and achievement in mathematics. As predicted, self-handicapping was more strongly related to the avoidance component than to the approach component of performance goals.

**SEM Levels**: individual, school, family