

Social Marketing Strategy for Low SES communities

Research and Strategy Phase

This report to the Commonwealth was funded by a grant from the Australian Government Department of Education and Training. The grant was made under the Higher Education Participation and Partnerships Program as a commissioned project of the National Priorities Pool.

7 October 2016



The project

The project – ‘*Social Marketing Strategy for low SES Communities – Research and Strategy Phase*’ – was funded by a grant from the Australian Government Department of Education and Training, made under the Higher Education Participation and Partnerships Program as a commissioned project of the National Priorities Pool.

The work was overseen by the project team – Mary Kelly, Sandra Bridgland, Kate Flynn, Gabrielle O’Brien and Laura Boers – at the Queensland University of Technology.

The report’s various sections were developed by the following teams:

The Position Paper:

- Dr Cathy Cupitt, NCSEHE, Curtin University
- Dr Diane Costello, NCSEHE, Curtin University
- Professor Lynne Eagle, James Cook University
- Associate Professor Maria Raciti, University of the Sunshine Coast

To cite the Position Paper:

Cupitt, C., Costello, D., Raciti, M. and Eagle, L. (2016). *Social Marketing Strategy for Low SES Communities: Position Paper*. National Centre for Student Equity in Higher Education, Perth.

The Survey of Expert Proxies:

- Associate Professor Maria Raciti, University of Sunshine Coast
- Professor Lynne Eagle, James Cook University
- Mrs Rachel Hay

To cite the Survey of Expert Proxies:

Raciti, M., Eagle, L., and Hay, R., (2016). *Social Marketing Strategy for Low SES Communities: Survey of Expert Proxies*. Sippy Downs, University of the Sunshine Coast.

The Social Marketing Field Research and Strategy:

- Professor Rebekah Russell-Bennett, Queensland University of Technology
- Professor Judy Drennan, Queensland University of Technology
- Associate Professor Maria Raciti, University of Sunshine Coast
- Professor Gayle Kerr, Queensland University of Technology

With the assistance of:

- Natalie Bowring (Research Assistant) Queensland University of Technology
- Kara Burns (Research Assistant) Queensland University of Technology
- Mackenzie Geeves (Visual Designer) Queensland University of Technology
- Natalie Sketcher (Visual Designer) Queensland University of Technology

To cite all other sections of this report:

Russell-Bennett, R., Drennan, J., Kerr, G., and Raciti, M., (2016). *Social Marketing Strategy for Low SES Communities*. Brisbane: Queensland University of Technology.

Acknowledgements

The project team would like to acknowledge and thank the 211 interview and workshop participants for their insights and contributions to the development of the social marketing strategies recommended in this report. Thank you also to the numerous high school principals and staff who volunteered to arrange and host the interviews and workshops with their students, staff, parents and past students; and to the TAFE institute and community groups, Elders and community members for their enthusiasm, commitment and active participation in this research. This research would not have been possible without the assistance and approval of each of the state Education Departments and their dedicated staff who guided the project team through the research ethics approval process and allowed the research to be conducted in their secondary schools and colleges.

The project team is grateful for the support provided by Equity Practitioners in Higher Education Australasia (EPHEA) and the access it provided to some of the 228 expert practitioners from across Australian education institutions and sectors who participated in the survey.

We are also extremely grateful for the guidance and feedback provided by the 44 members of the Reference Group, the members of the Queensland Widening Participation Consortium, and to the South East Queensland, Adult Learner Network.

Contents

Glossary.....	1
Acronyms	2
SECTION A - EXECUTIVE SUMMARY.....	3
Background.....	3
Structure of the Report	3
Approach and Methodology.....	4
Survey of Expert Proxies.....	5
Sample.....	5
Interviews	5
Workshops.....	6
Validating interviews.....	7
Findings	7
The Position Paper	7
Interviews	11
Discussion of Findings	16
Strategy Options	18
Option 1: The comprehensive portal option	18
Option 2: Parents as Influencers.....	19
Option 3: Embedding Social Marketing project findings into existing resources and strategies	20
Project consultation and management.....	20
SECTION B - STRATEGY OPTIONS.....	21
Option 1: The Comprehensive Portal Option	21
Overview	21
Positioning Strategy	21
Components of Option 1 Strategy	22
The Service Offering.....	23
The Value Proposition	24
Virtual Delivery	25
Integrated Marketing Communication Plan.....	44
The portal: meeting the needs of the cohorts.....	55
Evaluating the Strategy	56
Budget	59
Risk Management	60
Option 2: Parents as influencers.....	61
Stimulating activity through the National Priorities Pool.....	61
Summary of key findings from this project for ‘parents as influencers’	62
Implications of findings for program designers in a national ‘parents as influencers’ strategy.....	63
An example of programs targeted at ‘parents as influencers’	64

Option 3: Embedding Social Marketing project findings into existing resources and strategies	66
SECTION C - PRIMARY FIELD RESEARCH.....	67
Research Method.....	67
Quantitative Method	67
Qualitative Method.....	69
Segmenting across cohorts and places	69
Service Design.....	70
Sample.....	72
Interviews.....	74
Interview Findings.....	75
Personas	77
Participant Awareness of Current Widening Participation Activities	94
Participatory Workshops.....	95
Participatory Workshop Findings.....	95
Decision-making Stage	97
Preference for a Digital Portal	98
Preferences for Digital Tools	100
Classifying the Digital Tools	103
People-rich activities.....	109
Participant preference for an integrated digital/people-rich solution	110
Preference for Types of Social Support.....	111
Validation Process.....	116
Method.....	116
Findings	116
SECTION D - UNDERPINNING APPROACHES.....	119
Social marketing as a behaviour change approach	119
Three approaches to behaviour change	120
The social marketing mix.....	121
Using theory in the design process.....	122
Underpinning Theories.....	122
Social Support Theory	123
Stages of Change.....	124
SECTION E - BACKGROUND RESEARCH AND APPENDICES.....	125
1. Position Paper.....	125
2. Analysis of Marketing Environment.....	125
3. Results of Survey of Expert Proxies.....	125
4. References for Sections B and C	125
5. Appendices for Project Report Appendix 1 – Governance Arrangements.....	125
Appendix 2 – Framework for Position Paper.....	125

2. Analysis of Marketing Environment	126
Introduction	131
SECTION A: ABOUT YOU, THE PRACTITIONER	132
Section A - Summary	136
SECTION B– MOTIVATIONS TO PARTICIPATE IN TERTIARY EDUCATION	137
Section B investigates each group’s motivations to participate in tertiary education. This section asks the practitioner to draw on their experience with low socio-economic groups (LSES), culturally and linguistically diverse groups (CALD), people with disabilities and Aboriginal and Torres Strait Islander Peoples (ATSI).....	137
Section B - Summary	140
Section B – Additional analysis: One-way repeated measures ANOVA to compare respondents’ responses on two or more different questions.	140
Section B ANOVA– Motivations to participate in tertiary education	140
Summary of ANOVA	142
LSES (lower socio economic student) Groups	144
CALD (culturally and linguistically diverse) Groups	150
People with a Disability Groups	151
Aboriginal and Torres Strait Islander Peoples	154
SECTION C – BARRIERS TO PARTICIPATING IN TERTIARY EDUCATION	156
Personal beliefs	156
Beliefs about the value of tertiary education	157
Awareness	160
Social Norms	162
Section C - Summary	165
SECTION D – INFLUENCERS	166
Section D – Summary	166
SECTION E– INTERPERSONAL INFLUENCERS	167
Section E - Summary	169
SECTION F – SCHOOL INFLUENCERS	169
Section F asks about school influencers, in particular, it asks practitioners, in their experience, if school influencers (such as teachers and career officers) DO or DO NOT encourage people to participate in tertiary education.	169
Section F – Summary	169
SECTION G – TERTIARY EDUCATION INFLUENCERS	170
Section G asks about how much people in certain groups are exposed to tertiary education influencers and it asks about tertiary education influencer’s encouragement towards people. Practitioners are asked to choose if they have had no experience, limited exposure, moderate exposure, or excessive exposure to education influencers. Seventy one percent of people from remote locations have had limited exposure to education influencers and 22% have had no exposure. Seven percent have had moderate exposure and less than 1% has had excessive exposure to education influencers. Around 46% of people from regional locations have had either limited or moderate exposure to education influencers and less than one percent has had excessive exposure. Seventy percent of people from outer-urban locations have had moderate exposure and 10.5% have had excessive exposure to education influencers, 14.4 %	

have had limited exposure. Almost 50% of people from urban locations have had excessive or moderate exposure to education influencers, whereas 2.8% have had limited exposure. Fifty four percent of people from LSES groups have moderate exposure to education influencers. Thirty seven percent of people with a disability, 43.6% of ATSI peoples, and 40% of CALD groups have also had moderate exposure to an educational influencer. Thirty nine percent of people from LSES groups have limited exposure to education influencer as have forty six percent of people with a disability. Forty five percent of ATSI peoples and 44.2% of CALD groups have a limited exposure to an educational influencer. Eleven percent in total of all groups combined has had excessive exposure to education influencers.....170

Section G - Summary172

SECTION H – OTHER COMMENTS173

Appendix 1 – Cross tabulation: PERSONAL BELIEFS and OTHER COMMENTS about why people DO NO participate174

4. References for Sections B and C183

Document 2:.....187

Governance arrangements including.....187

Terms of Reference for the Reference Group.....187

Background188

Project Staffing188

Governance189

Terms of Reference for the Reference Group.....189

Meetings and communication protocols189

Project Milestones.....190

Project Plan (from Conditions of Grant).....190

Document 3: Framework for Position Paper.....192

List of Figures

Figure 1 - Components of Option 1 Strategy.....22

Figure 2 - Digital Portal Value Proposition25

Figure 3 - Site Hierarchy.....26

Figure 4 - Portal Screen.....27

Figure 5 - App Screen28

Figure 6 - Persona Homepage mock-up - Tasmanian Devil School Student Portal29

Figure 7 - Persona Homepage – Bowerbird School Student Portal30

Figure 8 - Persona Homepage - Frilled Neck Lizard School Student Portal31

Figure 9 - Persona Homepage – Wallaby School Student Portal.....32

Figure 10 - Persona Homepage - Tasmanian Devil Recent School Leaver Portal33

Figure 11 - Persona Homepage - Bowerbird Recent School Leaver Portal34

Figure 12 - Persona Homepage - Frilled Neck Lizard Recent School Leaver Portal35

Figure 13 - Persona Homepage - Wallaby Recent School Leaver Portal.....36

Figure 14 - Persona Homepage - Penguin Parent Portal37

Figure 15 - Persona Homepage - Possum Parent Portal38

Figure 16 - Persona Homepage - Emu Parent Portal39

Figure 17 - Persona Homepage – Magpie Parent Portal.....40

Figure 18 - Persona Homepage - Wood Duck School Staff Portal41

Figure 19 - Persona Homepage - Kookaburra School Staff Portal42

Figure 20 - Persona Homepage - Pelican School Staff Portal43

Figure 21 - IMC Plan Objectives.....44

Figure 22 - Example Portals.....	51
Figure 23 - IMC Tactics for the Digital Portal.....	53
Figure 24 – Key findings from Proxy Survey.....	68
Figure 25 - Cohorts Segments	69
Figure 26 - Service Design Process for the Social Marketing Widening Participation Project	71
Figure 27 - Number of participants in primary research in each location	73
Figure 28 - Image adapted from: Position Paper Personas.....	78
Figure 29 – Tasmanian devil persona psychological characteristics.....	79
Figure 30 - Tasmanian Devil Persona Profile – High School Student.....	80
Figure 31 - Tasmanian Devil Persona Profile – Recent School Leaver	80
Figure 32 – Bowerbird personal psychological characteristics	81
Figure 33 - Bowerbird Persona Profile – High School Student.....	82
Figure 34 - Bowerbird Persona Profile – Recent School Leaver	82
Figure 35 – Frilled Neck Lizard personal psychological characteristics	83
Figure 36 – Frilled Neck Lizard Persona Profile – High School Student	84
Figure 37 – Frilled Neck Lizard Persona Profile – Recent School Leaver	84
Figure 38 - Wallaby Learner personal psychological characteristics	85
Figure 39 – Wallaby Persona Profile – High School Student.....	86
Figure 40 – Wallaby Persona Profile – Recent School Leaver	86
Figure 41 - Penguin Parent personal psychological characteristics.....	87
Figure 42 - Penguin Persona Profile.....	87
Figure 43 - Possum Parent personal psychological characteristics	88
Figure 44 - Possum Persona Profile	88
Figure 45 - Emu Parent personal psychological characteristics	89
Figure 46 - Emu Persona Profile	89
Figure 47 - Magpie Parent personal psychological characteristics.....	90
Figure 48 - Magpie Persona Profile	90
Figure 49 – Wood Duck Staff personal psychological characteristics.....	91
Figure 50 – Wood Duck Persona Profile	91
Figure 51 - Kookaburra Staff personal psychological characteristics	92
Figure 52 - Kookaburra Staff Persona Profile	92
Figure 53 - Pelican Staff personal psychological characteristics	93
Figure 54 - Pelican Staff Persona Profile	93
Figure 55 - Current WP Activities	94
Figure 56 - Stage of change for each persona	97
Figure 57 - Collection of Ideas Sheets.....	98
Figure 58 - Online Tools	100
Figure 59 - Esteem Tools	101
Figure 60 - Information Tools	101
Figure 61 - Instrumental Tools	101
Figure 62 - Network Tools	102
Figure 63 - Emotional Tools.....	102
Figure 64 - Combination Tools	102
Figure 65 - Framework of Digital Features.....	103
Figure 66 - New people-rich ideas.....	109
Figure 67 – Examples of participant preferences.....	110
Figure 68 – Wood Duck mock-ups before and after validation	118
Figure 69 - MOA model.....	119
Figure 70 – Three approaches to behaviour change	120
Figure 71 - Social Marketing Mix	121
Figure 72 – Social Support Theory	123
Figure 73 - Stages of Change Framework.....	124

List of Tables

Table 1 - Motivations to Participate in Tertiary Education	10
Table 2 - Key Messages, Tools. Mode and Activities for School Student and School Leaver Personas.....	46
Table 3 - Key Messages, Tools. Mode and Activities for Parent and School Staff Personas	47
Table 4 - Communication Mix	48
Table 5 - Paid Owned and Earned Media Table	49
Table 6 - Inputs, Outputs, Outcomes and Impact table	56
Table 7 - IMC Monitoring – Communication Mix	57
Table 8 - Measurement of IMC components	58
Table 9 - Option 1 Budget Breakdown	59
Table 10 - Risk Management Table.....	60
Table 11 - High School Learners – Framework of Digital Features.....	105
Table 12 - Recent High School Leavers – Framework of Digital Features.....	106
Table 13 - Parents – Framework of Digital Features.....	107
Table 14 - School Staff – Framework of Digital Features	108
Table 15 - Social Support Preference by School Learners.....	112
Table 16 - Social Support Preference by Recent School Leavers.....	113
Table 17 - Social Support Preference by Parents	114
Table 18 - Social Support Preference by School Staff	115
Table 19 - Analysis of Marketing Environment	126

Glossary

Cohorts: Groups that are under-represented in higher education are the focus of widening participation in this project, including those from low socio-economic (low SES) status backgrounds, people with a disability, Aboriginal and Torres Strait Islanders, and people from Culturally and Linguistically Diverse backgrounds.

Indigenous: Please be aware that in this publication the terms 'Indigenous', 'Indigenous Australians' and 'Aboriginal and Torres Strait Islander peoples' and its abbreviation ATSI are used interchangeably. No disrespect is intended.

Personas: A persona is a research-based profile which represents variations within a target group with distinct motivations and behaviours.

Service design: Service design is an interdisciplinary process to solve a problem, a new way of thinking and a set of evolving tools and techniques that can be applied to industries such as retail, banking, transportation, healthcare and education. Service design is user-centred, co-creative, sequenced, evidenced and holistic with an ability to provide solutions and experiences. Importantly, service design can be harnessed for social impact.

Social marketing: *"A behaviour change approach that 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, target markets and partnership insight, to inform the delivery of competition-sensitive and segmented social change programmes that are effective, efficient, equitable and sustainable."* (Consensus definition by the International Social Marketing Association, the European Social Marketing Association and the Australian Association of Social Marketers.)

Stakeholders: In the context of this strategy, the term 'stakeholders' refers to the two key groups who will be needed to provide content, tertiary institutions and employers.

Target markets: A sub-group of the market who have similar needs and wants for the product/service but can be differentiated from other target markets. The marketing mix strategy is different for each target market to reflect their different needs. For this project the market segmentation is done across cohorts and consists of four target markets:

1. High school students (Years 7 to 12).
2. Recent school leavers (who left school in the last five years with or without completing Senior studies and have not yet enrolled in tertiary education).
3. School staff (those who advise students and their parents about post-school options).
4. Parents and community members (who support young people in their post-school options).

Tertiary education: Where tertiary education is mentioned in this report it is referring to high-level VET (AQF 6 and above; Diplomas and Advanced Diplomas) and undergraduate (Bachelor degree) programs.

Widening Participation: Widening participation in higher education is an Australian Government strategic priority aimed at increasing the proportion of people from traditionally underrepresented groups (particularly low SES and Indigenous) who undertake higher education. Funding is provided through the Higher Education Participation and Partnerships Program (HEPPP) for programs which raise the awareness, aspirations and educational attainment of prospective students; assist with access to higher education; and support retention and success.

Acronyms

AQF:	Australian Qualifications Framework
ATSI:	Aboriginal and Torres Strait Islanders
CALD:	Culturally and Linguistically Diverse
HEPPP	Higher Education Participation and Partnerships Program
JCU:	James Cook University
LSES:	Low socio-economic status
NCSEHE:	The National Centre for Student Equity in Higher Education (Curtin University)
NPP:	National Priorities Pool
QUT:	Queensland University of Technology
SEO:	Search Engine Optimisation
TAC:	Tertiary Admission Centre
TAFE:	Technical and Further Education
USC:	University of the Sunshine Coast
VET:	Vocational Education and Training
WP:	Widening Participation

SECTION A - EXECUTIVE SUMMARY

Background

This report outlines the findings of a project – ‘Social Marketing Strategy for low SES Communities – Research and Strategy Phase’ – which was commissioned and funded as part of the Australian Government Department of Education and Training’s National Priorities Pool 2014 round.

The objective of the project was to *‘research and design an appropriate, cost effective national social marketing campaign targeted at low socio-economic status (SES) students and communities that will assist universities to increase awareness of and raise aspiration to higher education.’*

The specific objectives of the strategy were to:

- *increase awareness of and aspiration to attend university amongst low SES students, families and communities*
- *increase knowledge of pathways to university amongst low SES students, families and communities*
- *increase numbers of applications to university and university pathways from people from a low SES background.*

This national project was undertaken with the Queensland University of Technology (QUT) as the lead university, auspiced by the Queensland Widening Participation Consortium consisting of the state’s eight public universities.

The project work was undertaken in 2015 and the first half of 2016. Academic researchers were drawn from three Queensland universities, QUT, James Cook University (JCU) and University of Sunshine Coast (USC), and from the National Centre for Student Equity in Higher Education (NCSEHE).

The project was guided by a national reference group drawn from research and practitioner ranks and including experts and representatives (see Governance Arrangements in Section E, Appendix 1).

Structure of the Report

The report of the project is in five sections as follows:

Section A: Executive Summary

Section B: Strategy Options 1, 2 and 3:

Option 1 - The Comprehensive Portal

Option 2 - Parents as Influencers

Option 3 - Embedding Social Marketing project findings into existing resources and strategies.

Section C: Primary Field Research

Section D: Underpinning Approaches

Section E: Background Research and Appendices:

Position Paper

Analysis of Marketing Environment

Results of Survey of Expert Proxies

Appendix 1 – Governance Arrangements

Appendix 2 – Framework for Position Paper

Approach and Methodology

As outlined in the Expression of Interest, the overall approach to developing the social marketing strategy was to:

- build on the knowledge arising from existing practice and research, and to ensure the strategy was a complement to existing grassroots outreach work
- ensure the diverse perspectives and insights of the cohorts are paramount, and include those who influence their choices (influencers), and cover place-based perspectives across the spectrum from urban to remote
- maintain a holistic, strengths-based view of the cohorts' needs beyond the project focus of awareness, aspiration and pathways
- be guided by conceptual frameworks that distinguish commercial marketing from social marketing, that understand the social context of poverty and racism, and that incorporate careers development knowledge.

The first phase of the project developed a summary of research and practice-based knowledge and insights relating to both Widening Participation (WP) and to Social Marketing – the Position Paper.

To guide the development of the Position Paper (and the subsequent field research) a clarifying document was developed. Called the Framework for Position Paper, it was designed to prevent ambiguity and establish a shared understanding of the key concepts in the project. The Framework (see Appendix 2, Section D) established a definition of Social Marketing, and clarified the cohort behaviour the strategy was trying to influence – that of being interested in tertiary study and making an application.

It established the cohorts of interest as being groups of low SES and those under-represented in tertiary education, typically the first in their family to participate, including: Aboriginal and Torres Strait Islander peoples; people who are from a non-English-speaking/culturally and linguistically diverse (CALD) background, 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) needed to be considered.

The 'place' dimensions were established as urban and outer urban, regional, rural and remote areas – noting the distinct issues relating to northern and western parts of Australia and Tasmania.

The 'influencers' were to include family members (parents, siblings, relations and Elders), peers and schools (teachers, careers advisers).

This Position Paper was prepared by Dr Cathy Cupitt and Dr Diane Costello of the NCSEHE, Associate Professor Maria Raciti of USC and Professor Lynne Eagle of JCU.

It is a rich and comprehensive overview and analysis of the dual areas of Widening Participation and Social Marketing, including the commonalities and differences in their underpinning theoretical frameworks and a thorough review of literature and practice in both domains, with a particular focus on Aboriginal and Torres Strait Islander peoples. Apart from informing the field-work element of this project, the Position Paper stands alone as a valuable resource for practitioners, researchers and policy-makers. See Section E for a copy of the Position Paper.

The second phase of the project was field work and consisted of:

- a survey of expert proxies
- individual interviews with people from the target markets
- group workshops with the target markets
- further interviews to validate and test the findings arising.

The survey element of field work was undertaken by Associate Professor Maria Raciti of USC, Professor Lynne Eagle of JCU and Mrs Rachel Hay of JCU.

Professor Rebekah Russell-Bennett and Professor Judy Drennan of QUT and Associate Professor Maria Raciti of USC designed, conducted and analysed the interviews and workshops, supported by research assistants

Natalie Bowring and Kara Burns, and visual designers Mackenzie Geeves and Natalie Sketcher, with members of the project team assisting.

Survey of Expert Proxies

This national online survey, completed by 228 experts who work closely with the target cohorts, gathered information about their knowledge and experience of the motivations, barriers and influencers affecting decisions about participating in tertiary education. Often overlooked, proxies possess practitioner-based insights and can relay accurate observations, which can be used to complement the findings derived directly from the cohorts themselves, and can be particularly useful for hard-to-reach groups.

Survey respondents were typically female equity practitioners with more than five years experience and who came from a low socio-economic status (LSES) background and were working at an urban or regional Queensland university. Respondents tended to be highly involved with school students in Years 11–12 (49.1%), people from outer-urban locations (46.3%) and LSES cohorts (69.4%), followed by Aboriginal and Torres Strait Islander peoples (29.6%), people with a disability (25.0%), and people from CALD backgrounds (22.2%).

The findings of the survey are discussed below and the full report of the survey is available in Section E.

Sample

Four target markets were established as follows:

1. High school students (Years 7 to 12).
2. Recent school leavers (adults who have left school in the last five years with or without completing Senior studies, and have not yet enrolled in tertiary education).
3. School staff (those who advise students and their parents about post-school options).
4. Parents and community members (who support young people in their post-school options).

The sampling strategy ensured good coverage of equity groups, gender, age and location in the interviews and workshops.

In all, 211 participants were engaged in the field research, with 39 individual interviews, 121 in workshops and 51 in validation interviews.

By location, participants were spread across urban (Western Sydney), outer urban (Caboolture, Deception Bay and Logan areas of Queensland), inner regional and regional (five locations in Tasmania), and remote (Pilbara area in Western Australia and Smithton in Tasmania) locations.

All target markets were represented at each location and in total were 84 school-age students, 32 recent school-leavers, 60 school staff and 35 parents.

Within the total sample, 20% of participants were Aboriginal or Torres Strait Islander people and 15% were from non-English-speaking backgrounds, and the gender spread was 47% male and 53% female.

Interviews

Interviews were undertaken in specifically-targeted localities with 39 participants.

The participants were selected and invited to attend by the liaison person at each location. In the one-hour interviews, individual participants were asked about their goals, aspirations, the role of tertiary education in their lives, the social media they use and their opinions about past WP activities if known.

A team of researchers with specialist qualitative method and service design experience conducted these consumer insight interviews. Service design is an inter-disciplinary, co-creative process which involves the target market participants as equal partners in the identification of problems and the design of solutions. New services (both people-rich and digital) designed using this method are more likely to be innovative and to reflect the voice and experience of the target markets.

After a profile questionnaire was completed by the participant, visual stimuli were employed to elicit responses including: storyboard, expectation map, a day in the life, mobile ethnography, a WP sticker set and (for parents only) emotions about studying.

Interviews were tape recorded with the permission of the participants for transcription purposes. An observer was situated in the interview room to take notes, and the interviewer and observer discussed the notes immediately following the interview to ensure reliability and robustness of the data outcomes.

All data from these tools (drawings, photo card sorting and writing) were digitally recorded for analysis. The data from these individual interviews were then analysed using thematic analysis to elicit the deeper commonalities that exist across the target markets.

A number of personas emerged from this interview data, described in the Findings section below. A persona is a research-based profile which represents a target group with distinct motivations and behaviours.

Workshops

Participatory workshops were conducted with 121 participants in the same locations as the interviews but at a later date, with participants grouped by persona within the target market.

At the start of the workshop, participants self-identified as one of the relevant personas based on viewing the images and descriptions. They then completed the workshop working with others who chose the same persona. Participants were asked to indicate their awareness of current WP activities and were then asked to imagine they were in charge and could develop any type of people-rich and digital solutions that would help people like them. Participants were provided with coloured pens and poster paper to record their ideas.

The visualised posters from all personas across all workshops were then analysed for common features that indicated engagement preferences, both people-rich and digital, as well as each persona's decision-making stage (Stages of Change Framework), and their preferred types of support and engagement (Social Support Theory).

The digital tools suggested by workshop participants were categorised as passive (uni-directional information), interactive (allowing the user to both give and receive content) and proactive (anticipates the needs and delivers services without needing to be asked).

Social Support Theory outlines five types of social support, being:

1. **Informational** – advice and guidance concerning possible solutions.
2. **Instrumental** – tangible resources.
3. **Network support** – groups with common interests and concerns.
4. **Esteem support** – bolstering the person's sense of competence and self-esteem.
5. **Emotional support** – comfort and security from others.

The Stages of Change Framework indicates the readiness of a person to change a behaviour, a process which unfolds over time and through a succession of stages, as follows:

- pre-contemplation
- contemplation
- preparation
- action
- maintenance.

Both these underpinning theories are outlined in Section D.

The findings from the analysis of interviews are described in the Findings section below.

Validating interviews

Across six regional locations in Tasmania, 51 participants were interviewed individually or in pairs by two members of the project team, to test the personas, the associated stage of change, and the mock-up homepages of a portal/website for each persona that arose from the workshop analysis (see Figures 6–20).

Participants were first taken through the persona selection process, followed by a discussion on where they (or their students) were in the career decision-making process. They were then shown the mock-up of the homepage for their persona and asked to draw/write on this mock up any changes, ideas or preferences they had about the design, layout, wording and content of that page. They were asked about their situation as a learner or influencer, and how they managed the process of decision-making or advice-giving and what information and tools they needed to assist them in this process.

Findings

The Position Paper

Key findings from the Executive Summary of the Position Paper:

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 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 that 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 et al. 2011).

Barriers in pathways are linked to scholarly achievement and more complex social and institutional barriers that play out depending on the student’s background (Armstrong & Cairnduff, 2012; Dalley-Trim & Alloway, 2010; Gemici, Bednarz, Karmel, & Lim, 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, Larkin, Griew, & Kelly, 2012; Biddle & Cameron, 2012; Bodkin-Andrews et al., 2013).

Place

Place can be conceptualised as a mechanism which reinforces socio-economic 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 socio-economic 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, Aboriginal and Torres Strait Islander 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, 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, Wong, Bradbury, & Katz, 2014). Schools can also ameliorate background disadvantage; however, schools are affected by the socio-economic 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, Deming, Kencks, Lopuch and Schueler (2015) examined whether schools reduce or perpetuate inequality and concluded that students leave school as unequal as when they entered. Aboriginal and Torres

Strait Islander 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, pp. 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 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).

*All citations in this Executive Summary can be found in the Reference List of the Position Paper in Section E.

The Survey of Expert Proxies

Summary of Key Survey Findings

With regard to motivations for participating in tertiary study, survey respondents identified both similarities and differences across equity cohorts, summarised in Table 1 below.

Table 1 - Motivations to Participate in Tertiary Education

Motivations to Participate in Tertiary Education			
LSES	CALD	DISABILITY	ATSI
<p>R1 To have a better life</p> <p>R3 To earn a good income throughout their working life</p> <p>R2 To have more work choices</p> <p>R7 To follow dreams, passions or interests</p> <p>R4 To prove to themselves that they are capable (pride/respect)</p> <p>R5 To prove to others that they are capable</p> <p>R6 To be a good role model to the next generation</p> <p>R11 To learn knowledge and skills and use these to help others in their community (to give back)</p> <p>R9 Because their family expects them to go</p> <p>R8 To keep up with their peer group</p> <p>R10 Because others beyond their family expect them to go (e.g. sporting club or church members)</p>	<p>R1 To have a better life</p> <p>R3 To earn a good income throughout their working life</p> <p>R2 To have more work choices</p> <p>R9 Because their family expects them to go</p> <p>R7 To follow dreams, passions or interests</p> <p>R11 To learn knowledge and skills and use these to help others in their community (to give back)</p> <p>R4 To prove to themselves that they are capable (pride/respect)</p> <p>R5 To prove to others that they are capable</p> <p>R6 To be a good role model to the next generation</p> <p>R8 To keep up with their peer group</p> <p>R10 Because others beyond their family expect them to go (e.g. sporting club or church members)</p>	<p>R1 To have a better life</p> <p>R2 To have more work choices</p> <p>R3 To earn a good income throughout their working life</p> <p>R7 To follow dreams, passions or interests</p> <p>R4 To prove to themselves that they are capable (pride/respect)</p> <p>R5 To prove to others that they are capable</p> <p>R11 To learn knowledge and skills and use these to help others in their community (to give back)</p> <p>R6 To be a good role model to the next generation</p> <p>R8 To keep up with their peer group</p> <p>R9 Because their family expects them to go</p> <p>R10 Because others beyond their family expect them to go (e.g. sporting club or church members)</p>	<p>R1 To have a better life</p> <p>R7 To follow dreams, passions or interests</p> <p>R6 To be a good role model to the next generation</p> <p>R2 To have more work choices</p> <p>R11 To learn knowledge and skills and use these to help others in their community (to give back)</p> <p>R3 To earn a good income throughout their working life</p> <p>R4 To prove to themselves that they are capable (pride/respect)</p> <p>R5 To prove to others that they are capable</p> <p>R9 Because their family expects them to go</p> <p>R8 To keep up with their peer group</p> <p>R10 Because others beyond their family expect them to go (e.g. sporting club or church members)</p>

Of note are that 'family expectations to go to tertiary education' ranked higher for the CALD cohort, 'to prove to themselves that they were capable' was ranked higher for low SES and Disability cohorts, and 'to be a good role model to the next generation' was ranked higher for the Aboriginal and Torres Strait Islander cohort.

With regard to barriers, survey respondents identified four themes, again with both commonalities and differences across the groups, as follows.

Theme 1: Personal beliefs:

- 'thinking they are not smart enough' → #1 for all cohorts
- 'would not fit in' → #2 for all cohorts
- 'don't like to take risks' → #3 for Indigenous cohort (lower for other cohorts).

Theme 2: Beliefs about the value of tertiary education:

- ‘financial costs’ → #1 for all cohorts
- ‘not needed for the work they wanted to do’ → #2 for LSES and Indigenous cohorts
- ‘family commitments’ → #2 for CALD cohort
- ‘does not guarantee a job’ → #2 for Disability cohort.

Theme 3: Awareness:

- ‘didn’t think they met the entry requirements’ → #1 for LSES and Indigenous cohorts
- ‘not aware of alternative pathways’ → #1 for CALD and Disability cohorts.

Theme 4: Social norms:

- ‘people like me do not go to tertiary education’ → #1 for LSES and Disability cohorts
- ‘do not want to move and leave their family’ → #1 for Indigenous cohort
- ‘they would be the first in their family to go to tertiary education’ → #1 for CALD cohort.

With regard to influencers, survey respondents identified ‘primary care-givers’ as the number one agent of change for all cohorts, with ‘extended family the number two influencer for Aboriginal and Torres Strait islander people. ‘Peers’ were identified as the second-most influential agents for low SES and people with a disability, and ‘cultural community members’ were second-most influential for the CALD cohort.

Respondents were of the view that school influencers (such as teachers) do not encourage participation in tertiary education in instances where the student does not have the academic capacity or determination to go on to tertiary education; similarly interpersonal influencers (such as family) are sometimes prevented from encouraging participation because they feel inadequate having not participated in tertiary education themselves.

Trusted sources of information about tertiary study identified by the respondents varied by cohort: low SES sources being firstly school staff, then education providers followed by family; CALD cohort being education providers, followed by school staff and then peers; the disability cohort trusting school, family and providers equally, followed by the internet and peers; and Aboriginal and Torres Strait Islander people trusting family, followed by school staff and education providers.

Interviews

Key themes were identified for each of the target markets and are summarised for influencers (school staff and parents), students (12–18 years) and recent school leavers. While these themes could be found across the four target markets it is important to note that there were also distinct differences within each target market which led to the development of the personas.

School staff themes:

- concern that resources are primarily targeted at students without sufficient complementary resources (digital and people-rich) for teaching staff
- perceived lack of support materials for school staff to help students access the relevant information in one single place for ease and convenience; this is particularly the case for teachers who did not have career advice as a primary part of their school role
- school staff feel that they are the experts and see their role as facilitating navigation for students and parents; specifically, they perceived their job role as helping students and parents connect with resources and workplace experts
- strong sense of responsibility for students’ success and navigation of education pathways, but frustrated that information is not easily/quickly accessible to help them help the students
- mixed beliefs about capability of students to make decisions about their future

- not confident in students' ability to navigate tertiary education choices effectively
- strong desire for a connection between people-rich activities and digital tools; there was specific mention of the need to have a one-stop-shop where information and resources are easily accessible by school staff
- lack of support for students once they finish Year 12 – they need opportunities to reconnect with teachers when the need arises
- lack of belief of parents' ability to adequately support their children's career decision-making
- professional identity appears to be dependent on helping students beyond the classroom.

Parents themes:

- varied levels of confidence in their ability to help their child navigate tertiary education choice
- some parents who had not studied any form of tertiary education did not feel good enough and wanted more for their child, while others preferred the child to follow in their footsteps
- perceptions that university students are confident, creative and a separate/different type of person from themselves and their children (this suggests psychological distance and identity separation from those who attend university)
- mixed feelings about child's ability to navigate pathways, with some parents highly confident of their child's capabilities and others less so
- some parents were passionate about students needing role models and life mentors; mixed views on who should be the role model/mentor with varying levels of parental involvement
- disparity amongst parents in terms of the level of involvement they are willing to have in assisting their child with career choices
- desire for information and functional resources that speak to them in terms they understand rather than in jargon
- an inside view of what jobs/careers are really like so young people can make informed decisions
- perceived lack of support that is personalised and available when needed
- desire for digital activities as this preserves anonymity
- desire for self-paced personalised information.

School Student themes:

- some had a clear plan/path for tertiary education after finishing school while others were still searching
- some who wanted to go to university were unsure of pathways and daily logistics in managing tertiary study
- for some, relationships with boyfriend/girlfriend were important and this influenced their choice both positively and negatively; in many cases the boyfriend/girlfriend relationship over-rode the opinions of peers and parents
- level of peer influence was varied, with many students tolerant of a wide variety of post-school choices by their friends
- most did not even talk about tertiary education with their peers, as the conversations are more associated with their social life
- some perceived parents as unsupportive
- stage of career decision-making and preparation for post-school options was not dependent on year level, but rather was dependent on personal characteristics
- varying use of digital activities, some students use digital as a functional tool while others integrated digital into their daily lives
- appeared to be more influenced in their career choice by non-parent influencers, such as an aunt/uncle or another trusted adult.

School Leaver themes:

- some want to study but are supporting their family and are prioritising short-term financial needs over the longer-term financial benefits of study
- believe money is an important barrier to tertiary education
- some have had their plans move ‘off track’ by life circumstances and are now unsure of how to change direction
- there is a sense of urgency as school has finished and they feel that time is running out to start the career/job track
- fear of leaving friends and family for study
- the types of support indicated were information that was timely, relevant and provided access to networks
- expressed a desire to connect digitally to ‘people like them’ who had been successful and had overcome obstacles
- digital activities that were preferred were more entertainment-based rather than functional.

Personas

In all, four learner personas (for high school and recent school leavers), four parent personas and three school staff personas were identified from the interviews. Australian animal images were selected as the visual device to represent these personas, to avoid biases such as gender and age, and yet still resonate with the participants.

- **Tasmanian Devil** (high school learner and recent school-leaver)
- **Bowerbird** (high school learner and recent school-leaver)
- **Frilled Neck Lizard** (high school learner and recent school-leaver)
- **Wallaby** (high school learner and recent school-leaver)

- **Penguin** (parent/care-giver)
- **Possum** (parent/care-giver)
- **Emu** (parent/care-giver)
- **Magpie** (parent/care-giver)

- **Wood Duck** (school staff)
- **Kookaburra** (school staff)
- **Pelican** (school staff)

Full details of these personas are outlined in Section C and below is an example of one of these personas, the Tasmanian Devil, which is one of the four school-aged learner profiles.

Tasmanian Devil Persona Psychological Characteristics



Workshops

Some key themes were identified for each of the target markets and are summarised for influencers (school staff and parents), school students (12–18 years) and recent school-leavers.

School staff themes:

- higher needs for informational, network and instrumental social support compared to emotional and esteem
- stage of change was 'action' where school staff are motivated to seek information and assist parents and students
- designed digital tools that enabled school staff to be the connector of information with parents and students
- designed people-rich activities that linked school teachers to workplace experts and professional/mentor events
- preference for digital engagement that provided access to both people-rich and digital solutions.

Parent themes:

- higher needs for informational, network and instrumental social support compared to emotional and esteem; however, the Possum persona demonstrated high needs for emotional and esteem support
- stage of change was varied with Penguin parents in contemplation, Possums in preparation, Emus in action and Magpies in maintenance, which indicates different barriers and motivations per persona to seek information to assist their children
- designed digital tools that demystified tertiary education terms and process, linked parents with parents 'like them' and provided access to career planning tools to assist their children
- designed people-rich activities that brought parents on campus for non-educational purposes to overcome uncertainty and myths, and build identity that tertiary institutions were for people 'like them'; designed three-way, face-to-face meetings between parents, school staff and students to facilitate career planning and realistic goal-setting
- preference for digital engagement that provided access to both people-rich and digital solutions.

School student themes:

- higher needs for informational, network and instrumental social support; however, Wallabies need emotional and esteem support
- stage-of-change varied with Wallabies in pre-contemplation and contemplation stages, Frilled Neck Lizards in contemplation, Bowerbirds in preparation and Tasmanian Devils in action; this indicates different barriers and motivations per persona to seek information
- designed digital tools that were highly focused for the persona that knew their career goal (Tasmanian Devils) with broader content for personas that were uncertain of their options or had not commenced the decision-process; the digital tools were highly personalised to create relevance
- the use of storytelling through video and forums to bust myths and demonstrate the reality of tertiary study
- designed people-rich activities that linked students to different workplace experts and to students with similar career aspirations
- preference for digital engagement that provided access to both people-rich and digital solutions.

Recent school-leaver themes:

- higher needs for informational, network and instrumental social support compared to emotional and esteem; however, the Tasmanian Devil and Wallaby personas demonstrated high needs for emotional and esteem support
- stage of change was different from their school student counterpart owing to the sense of urgency created by the completion of school, for instance where a school student Wallaby was in pre-

contemplation, the recent school leaver was in contemplation, indicating different barriers and motivations per persona to seek information

- designed digital tools that were short-term and oriented around earning an income or balancing work–life commitments, as well as managing the stress and anxiety created by ‘leaving their options too late’; the digital tools provided links to jobs, study and people ‘like them’ who could provide tips and advice
- designed people-rich activities that provided information about tertiary study in an incidental, stealthy manner that used daily activities that were important to the persona as a vehicle to deliver tertiary information; for instance the idea of an expo invasion, where a tertiary institution might have a booth related to the theme of the expo thus bringing the information to the persona rather than expecting the persona to seek out the information at a tertiary expo
- preference for digital engagement that provided access to both people-rich and digital solutions.

Digital solutions suggested by participants were classified as passive, interactive or proactive, and the digital and people-rich preferences were mapped by persona, as were their preferences for types of social support.

Key information from these preference findings have been included in the profile of each persona, including key messages appropriate to each persona.

These profiles are outlined in full in Section C, the example of the Possum parent profile below illustrates this combination of findings and the key message.

Possum Persona Profile

Possum

<p>Stage of Change</p> <p style="text-align: center;">Social Support Needed</p> <p style="text-align: center;">Motivators to encourage child to study post-school</p> <p style="text-align: center;">Barriers to encourage child to study post-school</p>	<p>Preparation</p> <p style="text-align: center;">Esteem and Emotional</p> <p style="text-align: center;">Other people's opinions supporting study</p> <p style="text-align: center;">Drawing confidence from the recent experience of people like them</p> <p style="text-align: center;">Fear and anxiety about what post-school study involves, logistics and child becoming distant from family</p> <p style="text-align: center;">Perception that tertiary education was not a place for people like them</p>	 <p>Key Messages</p> <p style="text-align: center;"><i>"Help me feel confident"</i></p> <p style="text-align: center;">Supportive and confident in their child's ability to study. However insecure in their own ability to provide careers advice and nervous about tertiary education institutions and culture.</p>
--	---	---

Validation workshops

The findings of the validation workshops were:

- to confirm the relevance and transferability of the personas, with participants easily matching themselves to one of the 11 personas
- that the draft portal persona homepages were found to be useful, particularly the degree of personalisation that would be available
- to confirm the importance of people-rich activities, of keeping a careers and employment focus, and of encompassing VET not just higher education pathways and information.

These findings were used to modify and improve the details of the portal option (see Option 1 below). The Tasmanian schooling sector and economy have particular challenges, with systemic obstacles to school completion and post-school pathways. This context influenced workshop responses, including a positive response to the idea of a comprehensive portal.

Discussion of Findings

As the Position Paper concluded, “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-representation in higher education by people from low SES backgrounds” (p.113).

Taken together, the findings of this project reinforce important aspects of best practice in widening participation, suggest more tailored and nuanced approaches for WP practitioners, and highlight challenging issues for policy-makers.

Coming from two different starting points theoretically, there was a degree of common ground between insights from a social marketing perspective and best practice in widening participation, particularly those about disrupting deficit notions and taking a strengths-based approach, tailoring for local needs and audiences, and the need for partnerships and community-wide capacity-building.

Reinforcing a strengths-based approach:

The social marketing processes of finding the ‘unheard voice’ (Position Paper, p. 112) and of co-creation of solutions, is founded on the belief that it is the ‘target market’ who should define the problem and the solution; it is their motivations and perceptions of barriers which are paramount.

The focus on motivations provides a positive frame, being more specific than the generalised idea of ‘aspiration’, and providing a foil for a focus on barriers alone.

The motivations identified reflect a strong determination to: have a better life, follow dreams and interests, have more work choices and earn a good income, prove capability, and be role models for their families.

The idea of the ‘value proposition’ – tilting the balance so that the motivations outweigh the key barriers – provides an enduring metaphor for practitioners’ efforts; one which does not concentrate on what the prospective students ‘lack’, but on what is important to them.

This starting point counters deficit notions of low SES and other groups, and guides efforts towards matters related to cultural capital, such as jobs awareness, de-mystification of pathways, provision of navigational assistance and practical supports. It shifts the locus of ‘the problem’ away from the students themselves (and their families), to the circumstances they find themselves in, and it positions equity practitioners as partners in overcoming barriers.

Further tailoring of programs:

The personas and engagement preferences arising from the field work can inform those involved in grassroots outreach work given that broad demographic-based equity groups can be perceived as having persona-based sub-groups requiring particular engagement and communication strategies.

Practitioners are familiar with the idea of place-based work, where programs are tailored to specific, localised circumstances. This project's findings invite practitioners to also consider the idea of the personas which appear to exist in all places, and to reflect on whether programs would benefit from further tailoring.

For example, influencers such as parents/care-givers can be perceived in terms of their readiness and desire to assist their children (Penguins, Possums, Emus and Magpies) rather than as a homogenous cohort mainly defined by the year of study of their children – such as Year 9 parents or Year 12 parents. Activities and programs could be designed to cut across specific year levels and explicitly engage parents by persona.

Similarly, the mix of people-rich programs and digital tools can be tailored for school-age and adult personas based on their known preferences and their stage of readiness in terms of decision-making.

Of note is the desire from all personas for role-model narratives of their tertiary journeys, confirming an existing approach – stories from 'people like me' already succeeding in tertiary education work as both short-term inspiration and longer-term aspirational tools.

Capacity-building:

The Position Paper concludes that “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 (p.6) (Behrendt et al., 2012; Gale, 2011; Stewart 2010)”.

From the project findings, the importance of 'influencers' and their role emerges, not only the specifics of who they are, but the issue of their own needs in terms of exercising that influence well. What is reinforced is the knowledge that universities themselves are not directly influential in the very behaviour they are trying to invoke, and thus must work in partnership with those who are, and provide support and assistance to them. Building capacity in individuals and within communities to assist others in career and study choices is a huge challenge, and one which the sector could grapple with more systematically.

Given the sheer scale of the people and communities needing this support, how HEPPP-funded programs; school-based career development, and community-based careers advisers (or lack thereof) work together, is something requiring renewed attention, as is the role of digital resources in community capacity-building.

Issues for policy:

For policy-makers, this project's findings draw attention to challenging issues of scale and the need for targeted attention to groups, sub-groups and places, in a way which suits their different stages of readiness for decision-making and their different needs in terms of types of support. The guidelines, incentives and policy directions of HEPPP are the key part of the policy response, but more may be needed.

The need for generic national resources such as the 'My Future' website and for highly-localised, people-rich programs is apparent. Both are needed – the challenge is making them work optimally together at scale. This project suggests that more work needs to be done on the interplay between generic/digital resources and relationship-based, people-rich strategies.

From any angle, the scale and sophistication of the WP work suggested by this project's findings means a continued focus on large-scale place-based collaborations, and on sharing best practice across the country; and more focus on ensuring schooling, communities and VET are supported to play their critical roles in this task.

Strategy Options

From these findings, three strategy options were developed for Commonwealth consideration. They can be implemented together or individually depending on strategic fit and resource considerations at the Commonwealth level. Each attends to the requirements to develop an integrated social marketing strategy that outlines the key messages, media and means of implementation through consideration of: audience, message, stakeholders, the communications mix, monitoring and evaluation, implementation plan, budget and risk assessment.

Each option is outlined briefly below and in more detail in Section B.

Option 1: The comprehensive portal option

Based on the research findings, the most comprehensive way to deliver all aspects of the project brief is to create a persona-based national portal which has these characteristics:

- multi-modal; combines both people-rich and online tools in a single place
- persona-based tools with content for different market segments
- facilitates personalisation to increase relevance and engagement
- connects change agents (parents, school staff and community), current and potential learners and stakeholders (tertiary institutions and industry partners)
- complements existing grassroots, local, people-rich activities
- supports mobile ways of living, transcends geographic boundaries and provides access anytime and anywhere.

This portal strategy meets the brief for the following reasons, it:

- adopts a truly national scope and proposes a digital platform to integrate the current activities in local practice
- complements and reinforces the grassroots, experiential outreach work and is not stand-alone
- addresses barriers related to remoteness, timeliness and comprehensiveness of information
- provides access for the target markets of students (current and recent-school leavers) and influencers (parents/carers, school staff and community leaders) across rural, regional, remote, outer-suburban and metropolitan locations
- is based on scientifically-validated data co-created with the target markets
- adopts a holistic view of the needs of the target markets and transcends awareness-raising tactics with behaviour-oriented features.

The proposed portal has a home page with links to the sections relevant to each target market and stakeholder group. Within these target market pages are persona-specific pages that contain information identified in the interviews and workshops as meaningful and relevant. A quiz should be designed that allows people to identify their persona, allowing them to be directed to that persona-specific page, where they can further personalise the content if they choose. The portal allows for user-generated content from all target market and stakeholder groups, provides sufficient volumes of relevant content and generates a sense of community and ownership.

The value proposition for the digital portal is visualised in Figure 2 - Digital Portal Value Proposition, where the nine key barriers and five common motivations identified from the Position Paper and Survey of Expert Proxies change balance so that the motivators outweigh the barriers. The digital portal activates the motivators through its carefully targeted, persona-appropriate tools and approaches.

The three levels of the site hierarchy, interactive digital features, user choice, six entry pathways for each of the target markets, the design of the app screen and registration mechanisms are all outlined in detail in this option in Section B.

Fifteen persona home pages have been designed and are included in the option details, based around the key messages, tools, mode and example activities for each of the personas.

A comprehensive Integrated Marketing Communication Plan (IMC) provides strategic direction for the communication strategy and how it will be implemented, optimised and measured. It includes the media communication preferences of the four target markets and their preferred source for delivering the message. A mixture of paid, owned and earned media has been embedded in the plan.

A seven-phase implementation strategy over a two-year period is recommended as follows:

1. Establish guidelines of best practice for developing material for the portal.
2. Use best practice guidelines to develop additional resources and programs.
3. Build and manage an online community.
4. Personalising the content and the experience.
5. Acquire users through search.
6. Identify advocates and influencers.
7. Optimise online behaviour.

The four key tactics suggested are: Acquire – acquisition through search strategy; Engage – engage with user-generated content; Retain and Convert – rewards; and Advocate – use ‘shareability’ to grow advocacy.

A budget, evaluation strategy and risk management are included in the details of this option in Section B.

Option 2: Parents as Influencers

This option is national in scope but focussed on one just one of the target markets.

The suggested audience focus for this option is parents of low SES school students. The ‘parent’ cohort (including care-givers, guardians, Elders) was selected as they, along with school staff, are the main influencers of young peoples’ study and career choices, but are an under-served cohort both in terms of WP people-rich engagement and digital resources. The messages for this audience could be persona-based, but the communication mix should be tailored to local circumstances. In essence this model proposes a strategy national in scope, but focussed on a single audience, with the exact approach to be determined by place-based outreach activity tailored to local circumstances, including the balance of people-rich and digital-rich means of engagement. The mechanism to enact this strategy is suggested as the National Priorities Pool (NPP).

The Commonwealth could include in the next NPP call for applications, an initiative focused on parents as influencers of young low SES people. Akin to the 2014 ‘IT-based Solutions’ Expressions of Interest process, universities, either individually or (preferably) in a consortium, could seek an NPP grant to:

Initiate or improve outreach programs focused on the parents/care-givers/Elders of school-age low SES people, to support them in their role as ‘influencers’ of young peoples’ post-school career/study choices.

Such outreach programs should:

- incorporate the findings from the ‘Social Marketing for Low SES Communities’ project, especially the four parent personas and their key messages and engagement preferences
- nest with existing WP initiatives and be sustainable after the grant period
- draw on existing best practice parent engagement programs (*note: these could be gathered and located on the NCSEHE website*)
- result in the parent/care-giver cohort having increased awareness, confidence and capability in their role as influencers, and an understanding of sources of choice-making assistance and practical supports available to school-age low SES people
- after implementation and evaluation, be shared nationally (*possibly via the NCSEHE website*) with findings discussed and synthesised for ongoing use.

The budget for such an approach can be determined by the Commonwealth, either through establishing the overall size of the NPP available for this initiative and allowing a merit competition between proposals to determine the recipients, and/or through capping the amount available to each university or consortium.

The monitoring, evaluation and implementation plans would be localised and part of the merit assessment process, as would the budget and risk assessment, with the NPP quality assurance mechanisms determining the successful applicants.

Option 3: Embedding Social Marketing project findings into existing resources and strategies

This option can complement Options 1 and 2, or stand alone.

It involves making the report of the Social Marketing project available across the sector and to Commonwealth Government departments, so that the findings related to the eleven personas can be adapted for use by practitioners and service-providers to develop their own local, strengths-based, capacity-building strategies. The core of these adaptations is to use the personas to modify resources or strategies so that they use the preferences for people-rich and digital engagement, and acknowledge the particular motivations, approaches to career decision-making, social support/information needs and key messages to address the barriers to empower each group.

The media, messages and means chosen would be determined by each user of the report depending on the particular resource or strategy they were modifying.

The budget for this option is essentially zero unless the Commonwealth wished to exert some quality control over users by developing a toolkit or similar, with examples of how to use the project findings.

Project consultation and management

The project was overseen by the Queensland WP Consortium of eight universities. Consortium members also participated in the larger project Reference Group, with 44 members from across the three education sectors. This Reference Group was consulted through five newsletters, document dissemination via Dropbox and one group meeting, and provided ongoing feedback and advice to the project team. Reference Group members were active participants in the Survey of Expert Proxies, and also provided guidance and advice about locations and contacts for the field research.

A workshop was conducted at the *Equity Practitioners in Higher Education Australasia (EPHEA) Conference* on 15 November 2015 to inform members about the project and obtain advice and confirmation of the social marketing research approach.

The project team consulted with the Aboriginal and Torres Strait Islander Higher Education Strategy and Portal project team from QUT, regarding their project developing a national strategy and portal for Aboriginal and Torres Strait Islander peoples called 'Think Your Way' (www.thinkyourway.edu.au). The project manager of that project was also an active member of the Reference Group for the Social Marketing Strategy for low SES Communities project.

The project team at QUT met regularly and managed the governance of the project, including research ethics approvals, as well as assisting with some field work.

Dr Cathy Cupitt and Dr Diane Costello of the NCSEHE, with the guidance of Professor Sue Trinidad, along with academics from USC (Associate Professor Maria Raciti) and JCU (Professor Lynne Eagle) wrote the Position Paper. Associate Professor Raciti and Professor Eagle developed and analysed the Survey of Expert Proxies, (with assistance from Mrs Rachel Hay). Associate Professor Raciti also worked with QUT's Professors Rebecca Russell-Bennett, Judy Drennan and Gayle Kerr to conduct the field research and develop the social marketing strategy Option 1.

The project acknowledges the contribution of the 211 research participants, the 228 survey respondents, the expert researchers and the guidance provided by the Reference Group.

SECTION B - STRATEGY OPTIONS

Option 1: The Comprehensive Portal Option

Overview

Based on the research findings, the most comprehensive way to deliver all aspects of the project brief is to create a national portal which has these characteristics:

- multi-modal; combines both people-rich and online tools in a single place
- persona-based tools with content for different market segments
- facilitates personalisation to increase relevance and engagement
- connects change agents (parents, school staff and community), current and potential learners, and stakeholders (tertiary institutions and industry partners)
- complements existing grassroots, local, people-rich activities
- supports mobile ways of living, transcends geographic boundaries and provides access anytime and anywhere.

This portal strategy meets the brief for the following reasons, it:

- adopts a truly national scope and proposes a digital platform to integrate the current activities in local practice
- complements and reinforces the grassroots, experiential outreach work and is not stand-alone
- addresses barriers related to remoteness, timeliness and comprehensiveness of information
- provides access for the target markets of students (current and recent-school leavers) and influencers (parents/carers, school staff and community leaders) across rural, regional, remote, outer-suburban and metropolitan locations
- is based on scientifically-validated data co-created with the target markets
- adopts a holistic view of the needs of the target markets and transcends awareness-raising tactics with behaviour-oriented features.

A central tenet of a portal that differentiates it from a standard website is that it connects people to content held in other places, rather than requiring all content to be developed by the portal owner. This places the responsibility for currency and development of content on the various institutions and organisations owning these sites. Essential to the strategy is leveraging the existing people-rich widening participation (WP) outreach and bringing together the numerous digital tools and websites under one umbrella. The concept of a portal allows people to access information and services through a single site at a time and place of convenience. Thus, Option 1 proposes a digital platform to bring information and contact with these people-rich activities into a single 'one-stop-shop', consisting of a portal and an app.

Option 1 connects change agents (parents, school staff and community members), current and potential learners/stakeholders for the common purpose of increasing tertiary participation.

Positioning Strategy

Positioning is a core social marketing strategy for designing the offering in such a way that it reaches and touches the hearts and minds of the target markets (Lee & Kotler, 2016). The positioning task consists of three steps:

1. Identifying a set of possible competitive advantages on which to build a position.
2. Selecting the right competitive advantages.
3. Effectively communicating and delivering the chosen position to the market.

Positioning strategies can be focussed towards:

- barriers
- benefits
- behaviours
- competition
- repositioning.

The positioning strategy proposed for Option 1 is barriers-focused positioning, which focuses on overcoming fear, low self-efficacy or perceived high costs associated with performing the behaviour. The analysis of the marketing environment (see Section E) indicated that the two elements of the marketing environment that provide the most opportunities for addressing these barriers are the socio-cultural and technological environments.

A positioning strategy is demonstrated through the development of a positioning statement. An effective internal positioning statement (not used in external communication) should contain the following components: a target market, desired behaviour, barriers being addressed and competitive advantage:

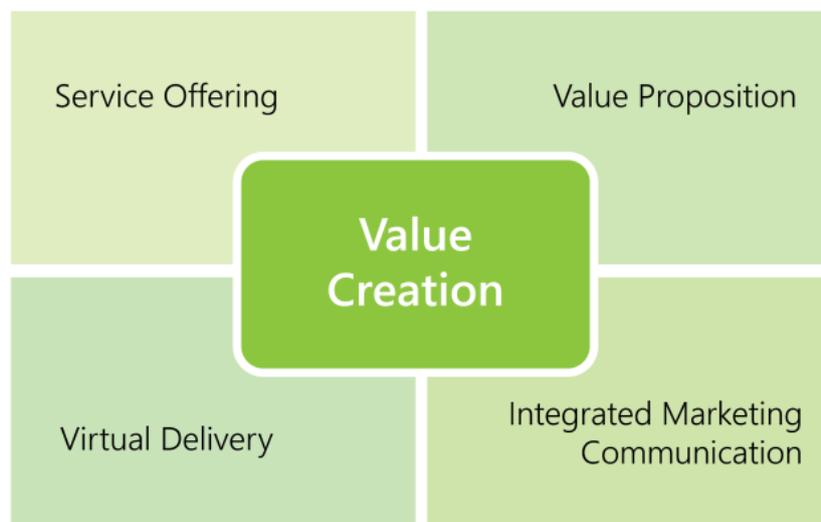
We want school students/recent leavers and their parents and influencers to see preparing and applying for tertiary education as easy, convenient, safe, affordable, realistic and for people like them and preferable to unemployment or an unskilled job.

This positioning statement can be used in the implementation phase of the strategy to develop the program brand and slogans.

Components of Option 1 Strategy

The strategy for Option 1 has four components: the service offering (digital portal), the value proposition (balancing barriers and motivators), virtual delivery (online access) and integrated marketing communication (see Figure 1). These four components form the social marketing mix for Option 1 (see Section D for details of social marketing). The core of this option is collaboration and automation to overcome inertia, confusion, fear and disinterest in the process of applying for tertiary education.

Figure 1 - Components of Option 1 Strategy



The Service Offering

The service offering represents the product of the social marketing mix (Russell-Bennett et al., 2013b). In social marketing, the service offering refers to anything that can be offered to a market to satisfy a want or need. This includes physical goods, services (virtual or face-to-face), events or experiences (Lee & Kotler, 2016). The following presents an explanation of the service offering for Option 1, which is multimodal and based on the evidence derived from the primary research conducted in this project.

Digital portal

The digital portal takes a multimodal approach, where digital and people-rich activities combine to allow people to personalise and interact with relevant content when and where they desire. This approach is based on the consumer insights generated from the project interviews and workshops, as well as the Position Paper which summarises prior literature and prior interventions. A multimodal approach is not new in WP outreach. However, there is currently no national strategy that brings all local outreach activities together under ‘one roof’ to make access and resource sharing easy for all stakeholders regardless of time or place. Multimodal efforts that are culturally and socially appropriate work when they are promoted and supported by an online portal of information like a website, where they target individuals and communities, have engaging activities such as outreach programs, include site visits, use mentors, and offer equity scholarships and continuing support once enrolled.

The digital platform proposed is a portal, with a complementary application (app) that contains some of the features of the portal. The portal has a homepage with links to the sections relevant to each target market and stakeholder group. Within these target market pages are persona-specific pages that contain information identified in the interviews and workshops as meaningful and relevant. A quiz should be designed that allows people to identify their persona, allowing them to be directed to that persona-specific page, where they can further personalise the content if they choose. The portal allows for user-generated content from all target market and stakeholder groups, provides sufficient volumes of relevant content and generates a sense of community and ownership (Goh, Heng & Lin, 2013).

The digital portal:

- is multi-modal; combines both people-rich and online tools in a single place
- provides persona-based tools with content for different market segments
- facilitates personalisation to increase relevance and engagement
- connects change agents (parents, school staff and community), current and potential learners and stakeholders (tertiary institutions and industry partners)
- complements existing grassroots, local, people-rich activities
- supports mobile ways of living, transcends geographic boundaries and provides access anytime and anywhere.

The evidence supporting a personalised digital portal

Both secondary and primary research for this project provides evidence of preferences across the target markets for a personalised digital solution.

The primary research demonstrated:

- the interviews and workshop visualisations indicated a strong preference for digital tools (see Section C)
- the target markets wanted the solution to come to them (not them go to the solution); a pull strategy with easy access to minimise effort
- a digital solution overcomes embarrassment and the sense of ‘unbelonging’ as it is familiar territory, and the ability to be anonymous behind a screen can provide psychological comfort
- the internet is a source of information about tertiary study, particularly for people with a disability (Survey of Expert Proxies) as well as for school leavers and people in more remote locations.

The impact of the digital technologies was discussed in the Position Paper. The literature acknowledges the potential barriers to the adoption of digital technologies. While it is important to note that these studies focus on online learning or blended learning as a mode of study that occurs once students have enrolled in tertiary education (e.g. Xu & Jaggars, 2014; Naylor, Baik & James, 2013) the principle of digital preference can be inferred.

Australian Bureau of Statistics (ABS) data were examined for evidence that an internet-based solution was viable for the target markets. The ABS (2016) reports that in 2014–2015, 97% of households with children aged under 15 years of age had internet access, as did 82% of households without children under 15 years of age. Households in major cities were more likely to have internet access at home (88%), yet some 79% of households in remote and very remote parts of Australia also had internet access. The main reason for not having internet access in 2014–2015 was ‘no need’ (63%), with ‘cost’ the reason for 16% of households having no internet. Hence, these data provide further evidence that a digital approach to providing information to low SES and disadvantaged communities is viable.

The Value Proposition

The value proposition for participation in tertiary education is a balancing act between the barriers and motivations; when the motivations outweigh the barriers, the value proposition is in favour of applying for tertiary study. However, when the barriers outweigh the motivations, people do not apply. Based on current statistics in tertiary education by the disadvantaged cohort groups, the value proposition is currently in favour of not applying.

From the Position Paper, the barriers and motivations for all cohorts were distilled (Raciti et al., 2016, pp. 109-111, Table 16). These were then refined with feedback from a survey of expert practitioners acting as proxies for the cohort groups/target markets they work with (see the Survey of Expert Proxies, Section E) and the qualitative interviews in this study. This data identified the following nine key *barriers* to participation in tertiary education common to all the cohorts:

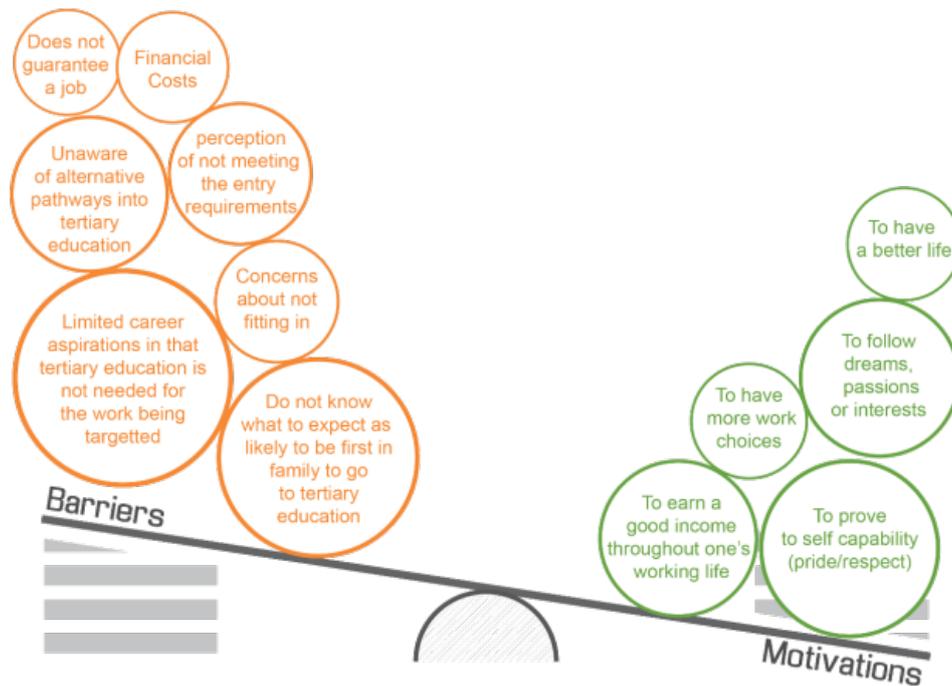
1. Financial costs.
2. Study does not guarantee a job.
3. Family (not wanting to leave family or having family commitments).
4. Did not think they met the entry requirements.
5. Lack of awareness of alternative pathways into tertiary education.
6. Concerns they would not fit in.
7. Do not know what to expect, as they are likely to be first in their family to go to tertiary education.
8. Limited career aspirations, in that tertiary education is not needed for the work they want to do.
9. Complexity and effort of finding relevant information.

Furthermore, the most common *motivations* to participate in tertiary education across all cohorts were to:

1. Have a better life.
2. Follow dreams, passions or interests.
3. Have more work choices.
4. Earn a good income.
5. Prove they are capable.

The digital portal in Option 1 is designed to tilt the balance of the value proposition in favour of enrolling in tertiary study by minimising the barriers and increasing the motivations (see Figure 2).

Figure 2 - Digital Portal Value Proposition



The digital portal, as designed by the participants in the research, recommends the use of digital storytelling to overcome myths about the financial costs, job opportunities, negative peer/family attitudes and fitting in. The personalisation element of the portal addresses the barriers of complexity and effort of finding relevant information, as well as creating awareness of the pathways and entry requirements relevant to the individual.

The motivators are activated by the digital portal through interactive multimedia such as video, podcasts, tips/hints and quizzes. The use of employer content, success stories from people like them, virtual mentoring and proactive tools assist in channelling the motivation from aspirational to reality. The digital portal provides social support to the students, parents and school staff which allows the dreams to come to fruition.

The specific tools proposed by the research participants that provide support, overcome barriers and leverage motivations are shown in Section C Primary Field Research.

Virtual Delivery

Delivery of the service offering is the third element of a social marketing mix and is where and when the target market(s) will perform the behaviour (apply for tertiary education), acquire any related tangible objects and/or receive any associated services. The digital portal allows access 24 hours a day 7 days a week across physical locations and provides a consistent experience for all target markets. This component aims to make all stages leading to, and including, applying for tertiary education convenient, as pleasant as possible and target-market-centric. Virtual delivery of Option 1 assists in overcoming access, time and psychological barriers (Lee & Kotler, 2016).

Crucially, the digital portal and app are present at the point of decision-making in the various stages of an individual's journey. The evidence from the primary research phase indicated that each persona goes through a series of change stages and requires different levels of support and information to proceed effectively onto the next stage.

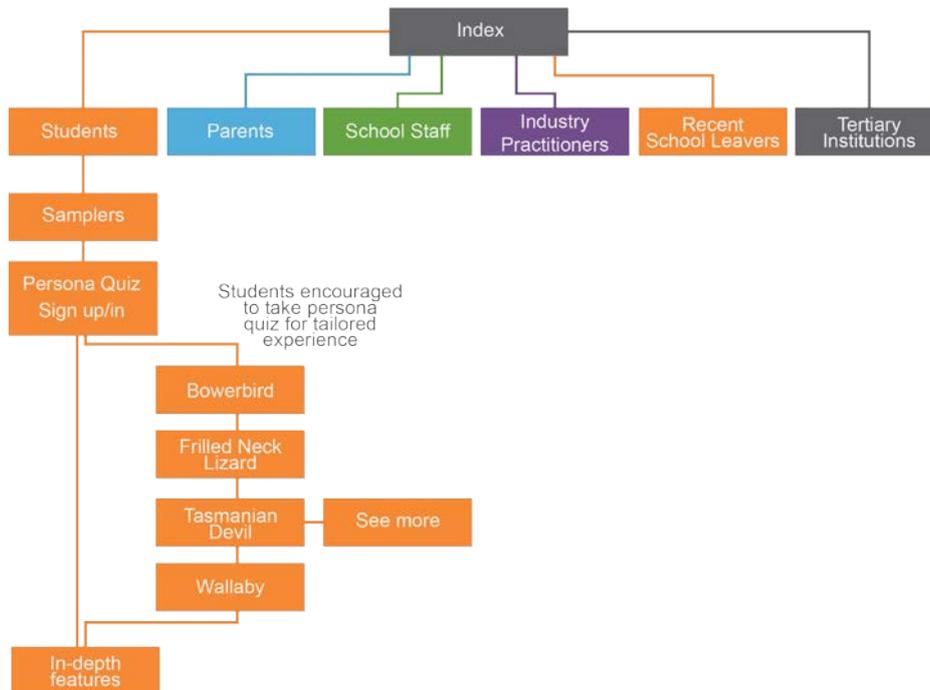
Digital tools are increasingly being used by social marketers and include websites, mobile phone games, apps, social media and SMS programs (Cronin & McCarthy, 2011; Beall, Wayman, D'Agostino, Liang, & Perellis, 2012). These tools can address critical barriers by providing community, network and group engagement (Guidry et al., 2014).

The portal will contain interactive features such as social support, self-monitoring, written guidelines for tertiary education applications, links to appropriate websites, supportive tools for behaviour change, check-in accountability, tailored reinforcement messages and problem solving. There are also proactive features comprised of a reminder system (automated email and telephone messages) that prompt participants to return to the website if they miss dates and outbound contact from professionals to participants based on responses. The use of digital prompts and reminders has been shown to be more successful than face-to-face programs (Stevens et al., 2008).

Site Hierarchy

The portal has a homepage where users can select the type of information they want to access based on their target market or stakeholder group. There is also information about the Commonwealth Department of Education and Training as the owner of the site. The stakeholder groups of tertiary institutions and industry practitioners will use this first level to access the pages that enable them to add content to the portal (see Figure 3 - Site Hierarchy). For tertiary institutions, this includes up-to-date information on courses, and for industry practitioners this means videos and content that reflect the importance of study for securing employment.

Figure 3 - Site Hierarchy



The second level contains a page that has samples of content that users can access when they register. Many sites do not allow users to view behind the firewall as a means of restricting access to registered users. However, this approach can 'lose' users who do not perceive the value of registering. By showing sample videos, report outputs and calendars the user is able to obtain a 'taste' of the value they will receive as a registered user. The registration process involves a personal profile, establishing a password, key demographics, motivations for using the site and the persona quiz. Once registered the user is able to access the third level of content. The two stakeholder groups – industry practitioners and tertiary institutions – will have different pages largely to facilitate upload of content such as course material, events, videos and testimonials. These stakeholders will also have access to all the content on the persona pages if they choose to access this information. Once users have registered, the system will recognise them when they return to the site and they will be able to go directly to the relevant persona page. The proactive features of the site will 'learn' the user's preferences through search terms and pages visited to prompt and suggest content.

The third level contains the persona page based on the results of the persona quiz. This page displays the positioning statement at the top of the page (reflecting the key purpose of the persona for engaging with the site), the digital tools are presented in order of priority to each persona. This is based on the analysis conducted on the visualisations of each persona and the type of social support and level of interactivity desired. There is an option at the bottom of each persona page for the persona to see all the tools and personalise their own page. The digital tools and links to people-rich activities will be drawn initially from existing tools in the WP field with new tools being developed to fill any gaps. The co-created content will be derived from stakeholders and target markets using the process outlined in the IMC Plan.

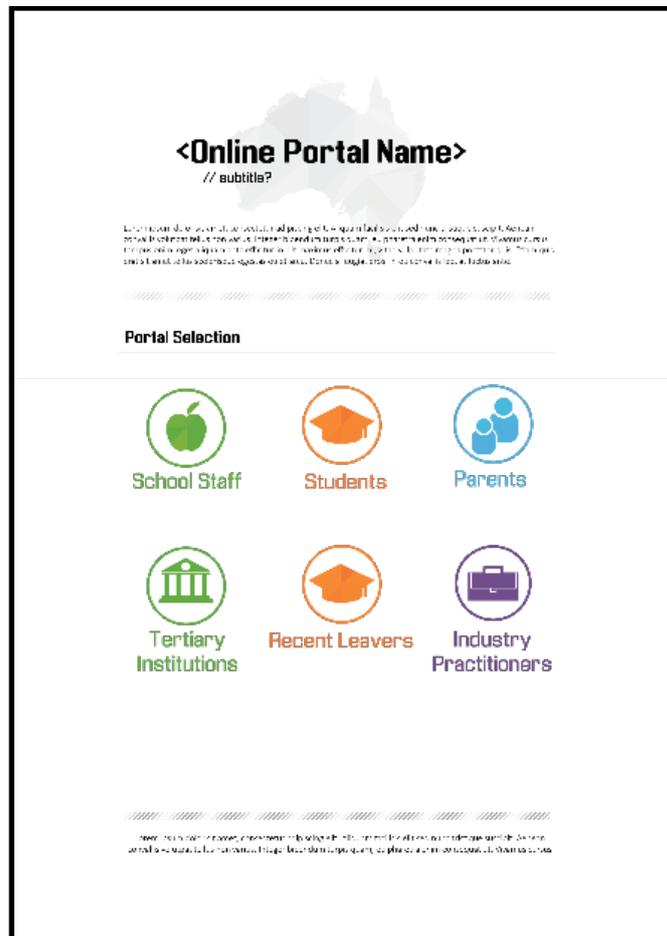
The screen resolution and bandwidth requirements of the website and app will be designed to accommodate the different platforms and internet access available to the low SES cohorts. The images used in the website/app mock-up pages in this strategy document would rotate on a carousel so that viewers see a variety of images each time they access the site, or over an extended session period. The images are indicative only, to represent the concept of the page. The actual images to be used would require market testing in the development phase of the website/app build.

The persona pages have been designed using the two underpinning theories – Social Support Theory (Cutrona & Russell, 1990) and the Stages-of-Change Framework (Prochaska, 2008) – to bring together the literature on motivations and barriers for low SES groups as outlined in the Position Paper, with the primary research data from the interviews and workshops in this project.

Homepage Screens

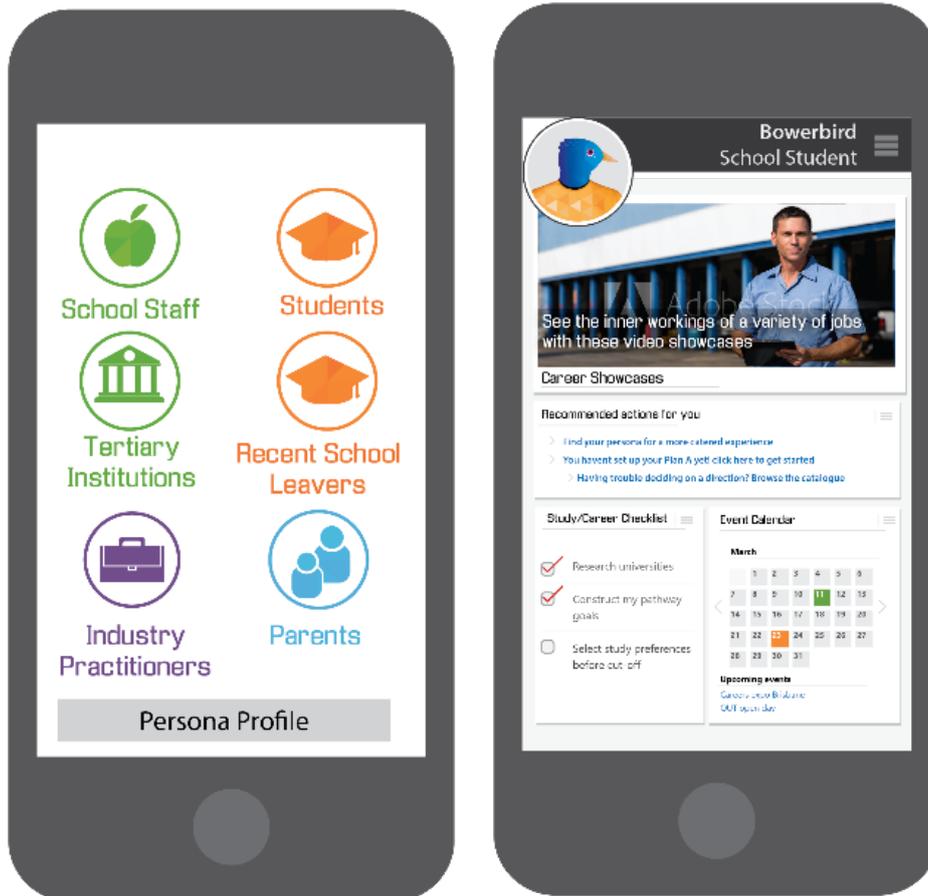
The homepage of the portal will have entry pathways for each of the four target markets and the two key stakeholder groups (see Figure 4 - Portal Screen). These allow for a tailored, personalised experience and the facilitation of content upload.

Figure 4 - Portal Screen



The homepage of the mobile/device app will have entry pathways for each of the four target markets (students, recent school leavers, parents and school staff) and the two key stakeholder groups (industry practitioners and tertiary institutions) (see Figure 5 – App Screen). It will also have the additional feature of registration. Once the app profile has been established by the user, the entry page that is viewable on opening the app will be level three. The user will have the option of changing the view to any of the six home portal pathways. This allows users to have multiple roles, for example both a teacher and a parent, or a parent and a recent school leaver.

Figure 5 - App Screen



Persona Homepages

Within the four target markets (high school students, recent school leavers, parents and school staff), personas were developed that represented the psychological motivations and barriers towards participation in tertiary education. A homepage for each of the personas was co-created with the research participants to identify the key tools required on the portal that addressed these motivations and barriers (See Figures 6–20). This section commences with the student personas, followed by the recent school leaver personas.

Figure 6 - Persona Homepage mock-up - Tasmanian Devil School Student Portal

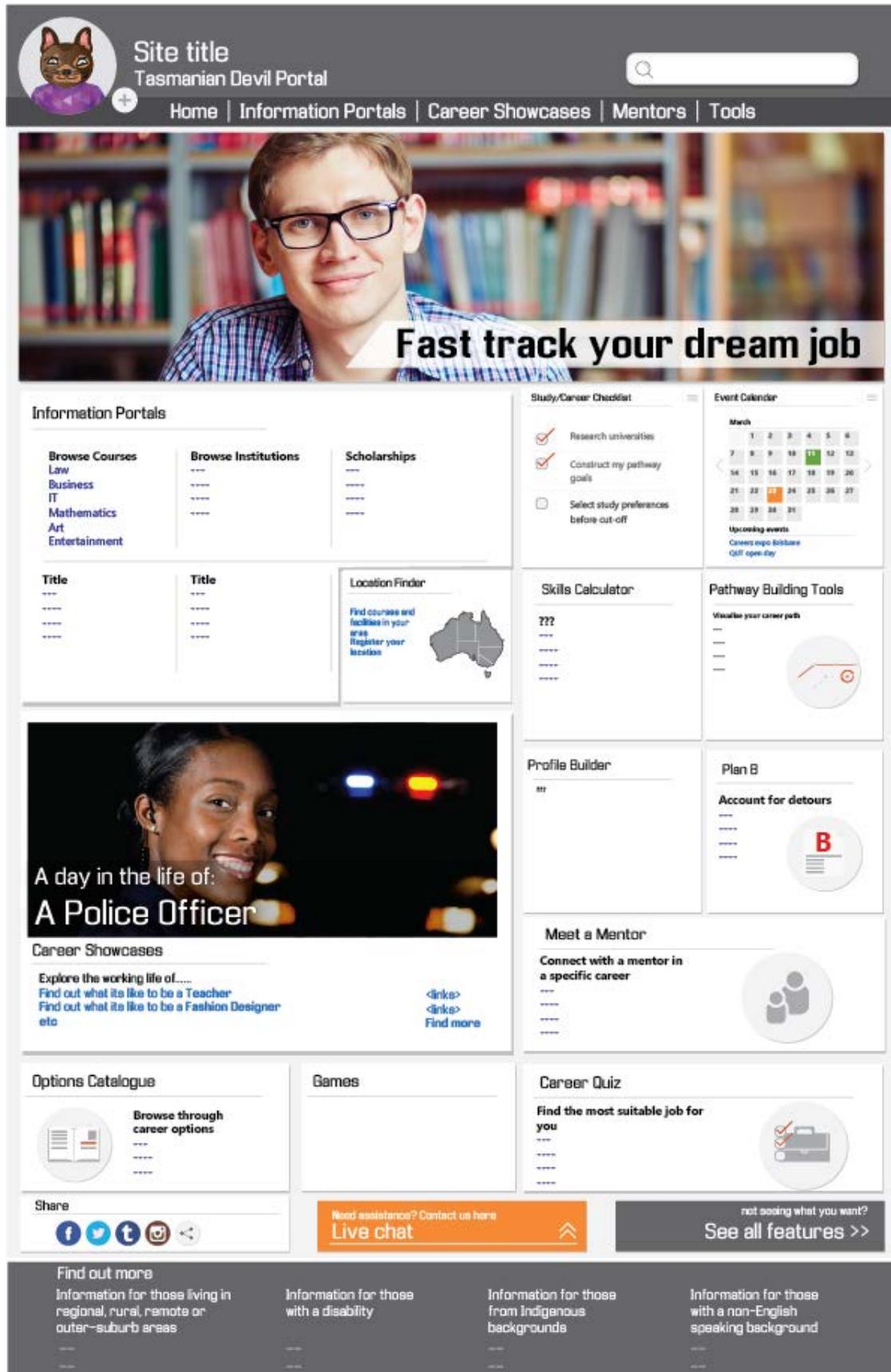


Figure 7 - Persona Homepage – Bowerbird School Student Portal

Site title
Bowerbird Portal

Home | Information Portals | Career Showcases | Mentors | Tools

Find a pathway to success

A day in the life of: An Engineer
Career Showcases
Explore the working life of.....
Find out what its like to be a Teacher
Find out what its like to be a Fashion Designer
etc
[links](#)
[links](#)
Find more

Study/Career Checklist

- Research universities
- Construct my pathway goals
- Select study preferences before cut-off

Event Calendar

March

1	2	3	4	5	6
7	8	9	10	11	12
13	14	15	16	17	18
19	20	21	22	23	24
25	26	27	28	29	30
31					

Upcoming events
Career expo @Bowerbird
QUT open day

Income Calculator
Find out what you will earn on average with your chosen pathway

Meet a mentor
Connect with a mentor in a specific career

Recommended actions for you

- > Find your persona for a more catered experience
- > You havent set up your Plan A yet! click here to get started
- > Having trouble deciding on a direction? Browse the catalogue

Games
Jump on Board!
Play Money Manager

Pathway building tools
Need help defining your path way?

Options Catalogue
Browse through career options

Plan B
Develop your back-up plan

Career Quiz
See what career is best suited to you

Information portal

Browse Courses
Law
Business
IT
Mathematics
Art
Entertainment

Browse Institutions

About Studying

Location Finder
Find courses and facilities in your area
Register your location

Share [f](#) [t](#) [t](#) [i](#) [s](#)

Need assistance? Contact us here
Live chat

Not seeing what you want?
See all features >>

Find out more
Information for those living in regional, rural, remote or outer-suburb areas

Information for those with a disability

Information for those from Indigenous backgrounds

Information for those with a non-English speaking background

Figure 8 - Persona Homepage – Frilled Neck Lizard School Student Portal

Site title
Frilled Neck Lizard Portal

Home | Information Portals | Career Showcases | Mentors | Tools

Explore Career Avenues

A day in the life of: A Musician
Career Showcases
Explore the working life of....
Find out what its like to be a Teacher
Find out what its like to be a Fashion Designer
etc

Pathway Building Tools
Need help defining your pathway?
.....

Location Finder
Find courses and facilities in your area
Register your location

Meet a Mentor
Connect with a mentor in a specific career
.....

Live chat
Need assistance? Contact us here

Options Catalogue
Browse through career options
.....

Plan B
Develop your back-up plan
.....

Gap year info
.....

Profile Builder
.....

Career Quiz
See what career is best suited to you
.....

Games

Mythbuster
How much do you really know about university?
Take the quiz now!

Study/Career Checklist

- Research universities
- Construct my pathway goals
- Select study preferences before cut-off

Event Calendar

Mark	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Upcoming events
Career expo Brisbane
QUT open day

Recommended actions for you

- Find your persona for a more catered experience
- You havent set up your Plan A yet! click here to get started
- Having trouble deciding on a direction? Browse the catalogue

not seeing what you want?
See all features >>

Find out more
Information for those living in regional, rural, remote or outer-suburb areas

Information for those with a disability

Information for those from Indigenous backgrounds

Information for those with a non-English speaking background

Figure 9 - Persona Homepage – Wallaby School Student Portal

Site title
Wallaby Portal

Home | Information Portals | Career Showcases | Mentors | Tools

Take the first step to your future

A day in the life of: Travel Agent

Pathway Building Tools
Need help defining your path way?

Career Quiz
Find out what career fits you

Mythbuster
How much do you really know about university? Take the quiz now!

Recommended actions for you

- Find your persona for a more catered experience
- You haven't set up your Plan A yet! click here to get started
- Having trouble deciding on a direction? Browse the catalogue

Options Catalogue
Browse through career options

Meet a Mentor
Connect with a mentor in a specific career

Information portal

- Browse Courses**
Law
Business
IT
Mathematics
Art
Entertainment
- Browse Institutions**
- About Studying**
- Location Finder**
Find courses and facilities in your area
Register your location

Live chat | **See all features >>**

Find out more
Information for those living in regional, rural, remote or outer-suburb areas

Information for those with a disability

Information for those from Indigenous backgrounds

Information for those with a non-English speaking background

Figure 10 - Persona Homepage – Tasmanian Devil Recent School Leaver Portal

Site title
Tasmanian Devil Recent School Leaver Portal

Home | Information Portals | Career Showcases | Mentors | Tools

Getting back on track for your dream job

Information Portals

Browse Courses
Law
Business
IT
Mathematics
Art
Entertainment

Browse Institutions

Scholarships

Alternative Pathways

Visualise your career path

Location Finder

Find courses and facilities in your area
Register your location

Financial Assistance

Look at the payment options available to you

Find a Buddy

Find someone like me

Profile Builder

Create your CV

Event Calendar

March

1	2	3	4	5	6
7	8	9	10	11	12
13	14	15	16	17	18
19	20	21	22	23	24
25	26	27	28	29	30
31					

Upcoming events
Career expo Brisbane
QUT open day

Skills Checklist

- ...
- ...
- ...

Professional Support

Information about surviving study

Study & Work Balance Tips

Find out the best ways to balance your work and study life [here](#).

Join a Group

Find a group of like-minded people

Need assistance? Contact us here
Live chat

not seeing what you want?
See all features >>

Find out more
Information for those living in regional, rural, remote or outer-suburb areas

Information for those with a disability

Information for those from Indigenous backgrounds

Information for those with a non-English speaking background

Figure 11 - Persona Homepage – Bowerbird Recent School Leaver Portal

Site title
Bowerbird Recent School Leaver Portal

Home | Information Portals | Career Showcases | Mentors | Tools

Find a pathway to success NOW

Blending work and study - 'Halfway There'
Find out how to balance your current work life and your study plans

Study Survivor
A game for surviving study

Pay Scales - Industry relations | **Financial Assistance**
Industry relations

Profile Builder
Create your CV

Skills Checklist | **Trade Simulation**

Join a Group
Find a group of like-minded people

One-month apprenticeship

Event Calendar
March

1	2	3	4	5	6
7	8	9	10	11	12
14	15	16	17	18	19
21	22	23	24	25	26
28	29	30	31		

Success Stories
Listen to more stories

Study & Work Balance Tips
Find out the best ways to balance your work and study life here.

Location Finder
Find courses and facilities in your area
Register your location

Need assistance? Contact us here
Live chat

not seeing what you want?
See all features >>

Find out more
Information for those living in regional, rural, remote or outer-suburb areas

Information for those with a disability

Information for those from Indigenous backgrounds

Information for those with a non-English speaking background

Figure 12 - Persona Homepage – Frilled Neck Lizard Recent School Leaver Portal

Site title
Frilled Neck Lizard Recent School Leaver Portal

Home | Information Portals | Career Showcases | Mentors | Tools

Explore career options NOW

New chances

- Find out how to balance your current work life and your study plans

Skills Checklist

-
-
-

Profile Builder

Create your CV

Professional Support

Information on how to handle studying again

Event Calendar

March

1	2	3	4	5	6
7	8	9	10	11	12
13	14	15	16	17	18
19	20	21	22	23	24
25	26	27	28	29	30
31					

Upcoming events

- Careers expo Brisbane
- QUT open day

Study & Work Balance Tips

Find out the best ways to balance your work and study life [here](#).

Location Finder

Find courses and facilities in your area
Register your location

Live chat

Need assistance? Contact us here

Join a Group

Find a group of like-minded people

not seeing what you want?
See all features >>

Find out more

- Information for those living in regional, rural, remote or outer-suburb areas
- Information for those with a disability
- Information for those from Indigenous backgrounds
- Information for those with a non-English speaking background

Figure 13 - Persona Homepage – Wallaby Recent School Leaver Portal

Site title
Wallaby Recent School Leaver Portal

Home | Information Portals | Career Showcases | Mentors | Tools

Take the first step NOW

Career Quiz

Find out what career fits you

Skills Checklist

- _____
- 3+ years retail experience
- Certificate III in Hospitality

Study Survivor

A game for surviving study

Profile Builder

Create your CV

Join a Group

Find a group of like-minded people

Articulation Pathways

Visualise your career path

Study & Work Balance Tips

Find out the best ways to balance your work and study life [here](#).

How I did it

Success Stories

[Listen to more stories](#)

Location Finder

Find courses and facilities in your area
Register your location

Need assistance? Contact us here
Live chat

Not seeing what you want?
See all features >>

Find out more

- Information for those living in regional, rural, remote or outer-suburb areas
- Information for those with a disability
- Information for those from Indigenous backgrounds
- Information for those with a non-English speaking background

Figure 14 - Persona Homepage – Penguin Parent Portal

Site title
Penguin Portal

Home | Information Portals | Career Showcases | Connect | Tools

“Help me support my child’s choices”

Recommended for you

- > Career options and pathways
- > What does my child want?

How can I help my child?

Tips for helping your child with deciding on their future

Quiz for My Child

- Skills
- Interests
- Grades
- Career preference

Map

Find...
University
TAFE
Defence Force

Options Catalogue

Browse through career options

Checklist

- Research universities
- Browse the career catalogue
- ...

Event Calendar

March

1	2	3	4	5	6
7	8	9	10	11	12
13	14	15	16	17	18
19	20	21	22	23	24
25	26	27	28	29	30
31					

Upcoming events
Festival
Open day

Tertiary Education Unmasked

Key terms explained

Pathways

Maps

Location Finder

Find courses and facilities in your area
Register your location

not seeing what you want?
See all features >>

Find out more
Information for those living in regional, rural, remote or outer-suburb areas

Information for those with a disability

Information for those from Indigenous backgrounds

Information for those with a non-English speaking background

Figure 15 - Persona Homepage – Possum Parent Portal

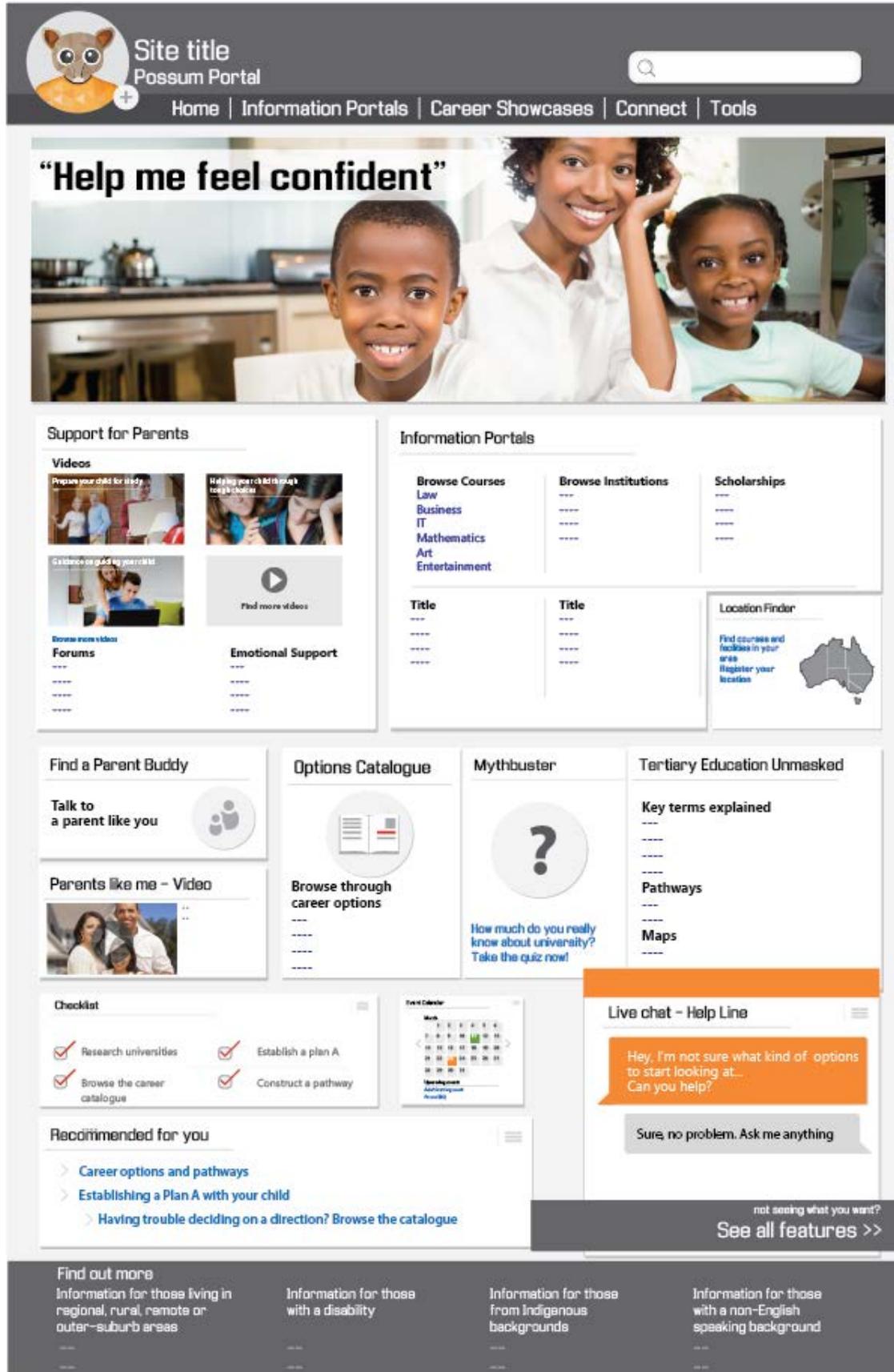


Figure 16 - Persona Homepage – Emu Parent Portal

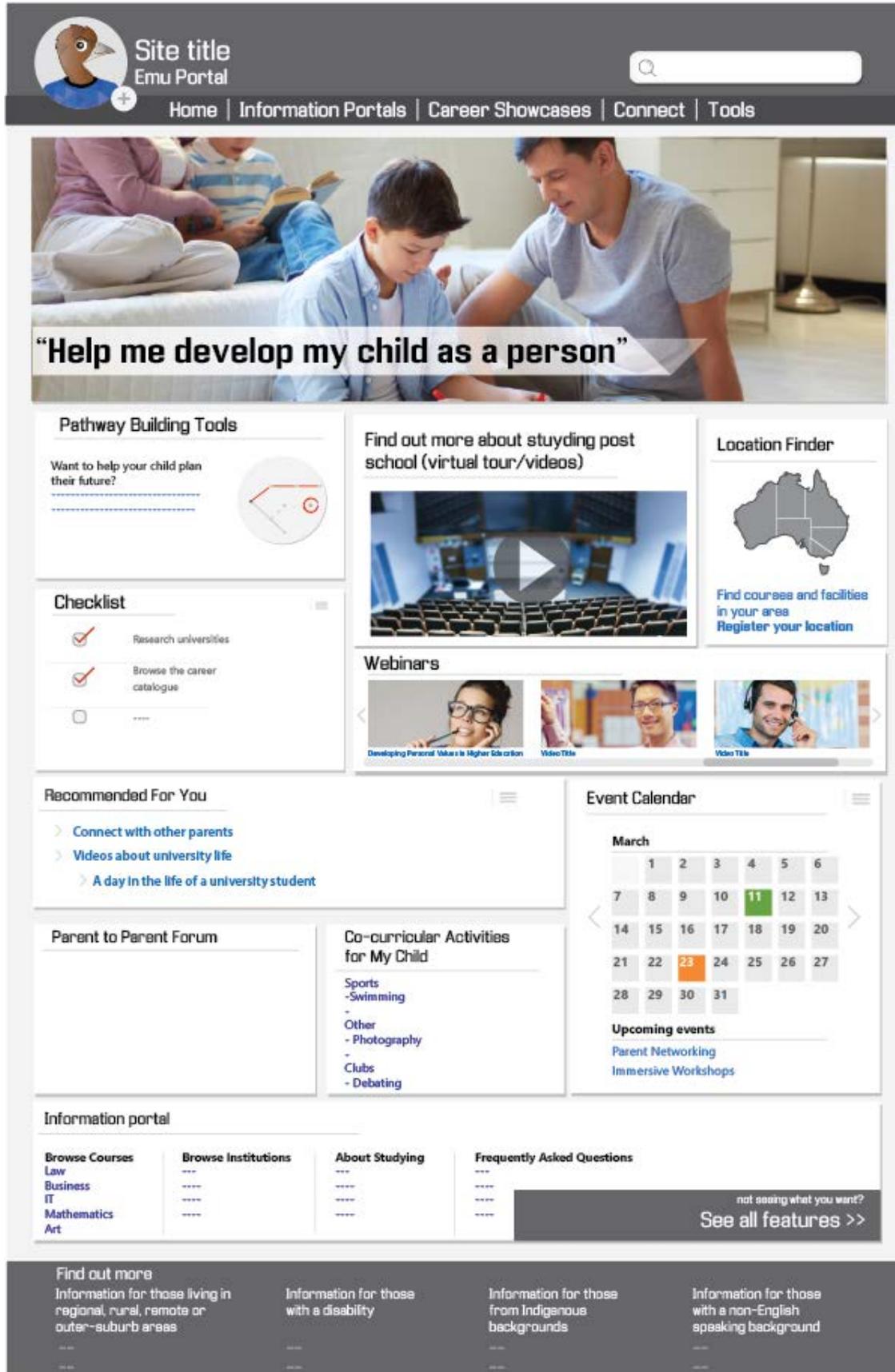


Figure 17 - Persona Homepage – Magpie Parent Portal

Site title
Magpie Portal

Home | Information Portals | Career Showcases | Connect | Tools

“Help me direct my child”

Information Portals

- Browse Courses**
 - Law
 - Business
 - IT
 - Mathematics
 - Art
 - Entertainment
- Browse Institutions**
- Scholarships**

Options Catalogue

Browse through career options

Pathway building tools

Want to help your child plan their future?

Tracking progress calculator

- Skills
- Grades
- Interests

Goal setting

Aptitude Tests

Browse tests

- Numerical
- Abstract
- Verbal
- Mathematical

Checklist

- Research universities
- Establish a plan A
- Browse the career catalogue
- Construct a pathway

Event Calendar

March

1	2	3	4	5	6
7	8	9	10	11	12
13	14	15	16	17	18
19	20	21	22	23	24
25	26	27	28	29	30
31					

Upcoming events

- Careers expo Brisbane
- QUT open day
- School tertiary expo

Tips for success

Parent to parent forum

not seeing what you want?
See all features >>

Find out more
Information for those living in regional, rural, remote or outer-suburb areas

Information for those with a disability

Information for those from Indigenous backgrounds

Information for those with a non-English speaking background

Figure 18 - Persona Homepage – Wood Duck School Staff Portal



Site title
Wood Duck Portal

[Home](#) | [Information Portals](#) | [Career Showcases](#) | [Connect](#) | [Tools](#)

“Help me be the connector”

Pathway Building Resources

Help the student plan their future...



Reports

Generate a report for a student based on aptitude, current academic progress and entry requirements

A

B

Generate Report Now

Student Career Quiz

See what career the student is best suited to:



Alternate Career Pathways



Alternate Pathways

-
-
-
-
-
-

Browse videos

- Alternate Career Pathways
- Applying for Study
- Setting Goals
- Pathway Building

Location Finder

Find courses and facilities in your area. Register your location



Event Calendar

March						
1	2	3	4	5	6	
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Upcoming events

Uni Fun Day

Teacher Forum

Connect with other teachers



Information Portals

Browse Courses

- Law
- Business
- IT
- Mathematics
- Art
- Entertainment

Browse Institutions

Career Showcase Videos

Title

How to help students with career choices and still get your job done



Maintain a balance of work and helping students in need

- > [Tips on keeping a balance between work and students](#)
- > [Efficiently take care of student needs](#)
- > [Find more tips](#)

Options Catalogue



Browse through career options

not seeing what you want?

[See all features >>](#)

Find out more

Information for those living in regional, rural, remote or outer-suburb areas

Information for those with a disability

Information for those from Indigenous backgrounds

Information for those with a non-English speaking background

Figure 19 - Persona Homepage – Kookaburra School Staff Portal



Site title
Kookaburra Portal

[Home](#) | [Information Portals](#) | [Career Showcases](#) | [Connect](#) | [Tools](#)

“Help me connect with experts”



A day in the life of:
An Engineer

Career Showcases

- Informational videos
Find out what its like to be a Teacher
- Find out what its like to be a Fashion Designer etc

Find an expert

Search Industry

Search Career

Connect with experts



Information Portals

<p>Browse Courses</p> <ul style="list-style-type: none"> Law Business IT Mathematics Art Entertainment 	<p>Browse Institutions</p> <p>---</p> <p>----</p> <p>----</p> <p>----</p>	<p>Scholarships</p> <p>---</p> <p>----</p> <p>----</p> <p>----</p>	<p>Title</p> <ul style="list-style-type: none"> Law Business IT Mathematics Art Entertainment
<p>Career Showcase Videos</p> <p>---</p> <p>----</p> <p>----</p>	<p>Title</p> <p>---</p> <p>----</p> <p>----</p>	<p>Title</p> <p>---</p> <p>----</p> <p>----</p>	<p>Title</p> <p>---</p> <p>----</p> <p>----</p>

Location Finder

Find courses and facilities in your area

Register your location



Event Calendar

March

1	2	3	4	5	6
7	8	9	10	11	12
14	15	16	17	18	19
21	22	23	24	25	26
28	29	30	31		

Upcoming events

Expert Expo

Pathway building resources

Want to help your student plan their future?



Courses Catalogue

Browse through course options

- QTAC
- VTAC
- UAC
-



Career Quiz

See what career is best suited to your student



Jobs, Careers & Work Experience

Summary on this section

- Videos
- Links
- Guides
-



How to help students with career choices and still get your job done



Explore articles on how to maintain a balance between helping students and work here

not seeing what you want?

See all features >>

<p>Find out more</p> <p>Information for those living in regional, rural, remote or outer-suburb areas</p> <p>---</p> <p>---</p>	<p>Information for those with a disability</p> <p>---</p> <p>---</p>	<p>Information for those from Indigenous backgrounds</p> <p>---</p> <p>---</p>	<p>Information for those with a non-English speaking background</p> <p>---</p> <p>---</p>
--	--	--	---

Figure 20 - Persona Homepage – Pelican School Staff Portal



Site title
Pelican Portal

[Home](#) | [Information Portals](#) | [Career Showcases](#) | [Connect](#) | [Tools](#)

“Help me connect with resources”

Information Portals

<p>Browse Courses</p> <ul style="list-style-type: none"> Law Business IT Mathematics Art Entertainment 	<p>Browse Institutions</p> <p>----</p> <p>----</p> <p>----</p> <p>----</p>	<p>Scholarships</p> <p>----</p> <p>----</p> <p>----</p> <p>----</p>	<p>Title</p> <ul style="list-style-type: none"> Law Business IT Mathematics Art Entertainment 	<p>Title</p> <p>----</p> <p>----</p> <p>----</p> <p>----</p>
<p>Career Showcase Videos</p> <p>----</p> <p>----</p> <p>----</p> <p>----</p>	<p>Title</p> <p>----</p> <p>----</p> <p>----</p> <p>----</p>	<p>Title</p> <p>----</p> <p>----</p> <p>----</p> <p>----</p>	<p>Title</p> <p>----</p> <p>----</p> <p>----</p> <p>----</p>	<p>Location Finder</p> <p>Find courses and facilities in your area Register your location</p> 

Event Calendar

March

1	2	3	4	5	6
7	8	9	10	11	12
14	15	16	17	18	19
21	22	23	24	25	26
28	29	30	31		

Upcoming events

Educators Conference

Virtual Tools and Videos



Access the latest in virtual reality training tools and online training videos

- > Workshop Safety Simulator
- > Introduction to Workshop Tools
- > Business Management Simulator
- > See more...

What's On

Upcoming conferences and events to help you as a teaching professional

Browse Events

- > Career Advancement Events
- > Training and Supplement Workshops
- > Expos For Students and Teachers
- > Browse By Expertise
- > See All

Upcoming Events

21 FEB	UpSkill Workshop Brisbane <small>Two day workshop hosted by the Australian Government...</small>	+
1 MAR	Industry Standard Conference <small>Keep your knowledge on the industry standard up to date...</small>	+
15 MAR	Career Expo Brisbane <small>Australia's largest free careers, employment, education and training events</small>	+

Options Catalogue

Browse through career options

How to help students with career choices and still get your job done



Maintain a balance of work and helping students in need

- > Tips on keeping a balance between work and students
- > Efficiently take care of student needs
- > Find more tips

Connect With Groups

Bringing student groups together



not seeing what you want?
See all features >>

Find out more

Information for those living in regional, rural, remote or outer-suburb areas

Information for those with a disability

Information for those from Indigenous backgrounds

Information for those with a non-English speaking background

Integrated Marketing Communication Plan

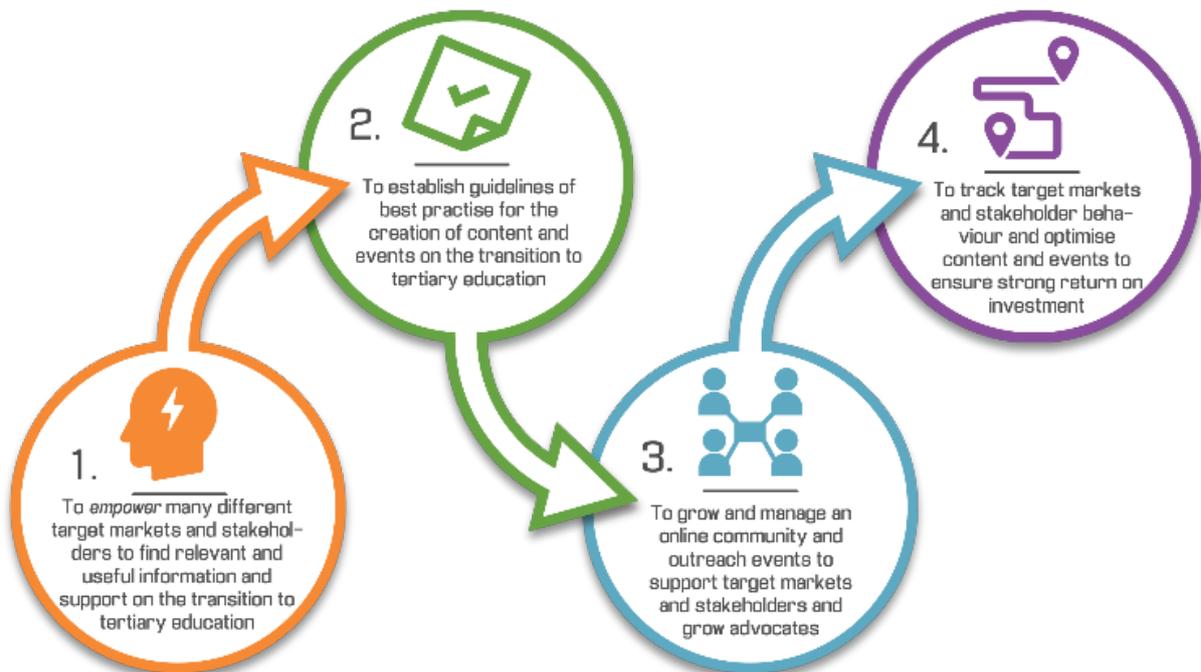
The social marketing strategy will be activated and optimised by implementing an IMC Plan. The purpose of this IMC Plan is to provide the strategic direction for the communication strategy, based on research and consumer insight. This begins with the definition of the IMC problem, the development of objectives to solve the problem, the ‘big idea’, the development of key messages and how the plan will be implemented, optimised and measured. Notably, this IMC Plan does not include the creative ideas or the media strategy as these are developed by an advertising agency and are not typically part of a strategic IMC plan. This is a digital IMC plan; digital is the appropriate strategy that is consistent with the principles outlined in the social marketing strategy and is the key mechanism for delivering a consistent experience across time and place nationally within the budget.

IMC Plan objectives

This IMC plan has four objectives (See Figure 21):

1. To empower target markets and stakeholders.
2. To create best practice guidelines for content management.
3. To grow and manage an online community.
4. To track and monitor.

Figure 21 - IMC Plan Objectives



IMC Strategy

Although a lot of effective WP resources have been developed, not all target markets are equally well-served, not all resources have been effectively evaluated and not all target markets are aware of where to go to find these resources.

To bring together the low SES cohorts into target markets of students, young adults, parents and teachers and provide them with relevant resources to foster wider participation in tertiary education, there is a need to unite efforts and resources. To build and maintain an online sharing community, which can be personalised to provide the information or inspiration these cohorts desire, and to support this with strong face-to-face, people-rich interaction through outreach programs means co-creating content with these cohorts and also with the key stakeholders of tertiary institutions and industry practitioners. This is not just a matter of building an online portal and creating links to existing information as that would be problematic from three perspectives. Firstly, the existing online resources (more than 80 by our count) are largely untested in terms of effectiveness in resonating with the cohorts, so they may not be helpful or may perhaps even be detrimental to the project objectives. Secondly, each of the stakeholder groups, and each of the personas within them, require personalised resources. Give the target markets access to 80 programs and they will look at none; but personalise the content delivered to them, based on their role and their persona, and users are likely to engage with the content and be converted to become long-term 'members' and perhaps even 'advocates'. Thirdly, the needs of users change over time, so the kind of information provided must change too. It is not enough to get people to an online portal, their online behaviour needs to be tracked, the content personalised and they need to be persuaded to become advocates to the next generation of portal users.

Therefore, the IMC strategy is the 'same but different'. The idea is to bring together the different stakeholders and the resources with one common, memorable portal, yet to personalise the information and experience for each of the users – same online portal, yet different information and experience for each of the stakeholders, site users and each of their personas.

The strength of this IMC Plan is its personalisation and targeting. Therefore, it does not need a large television advertising campaign to promote a website, but rather the activation of key influencers to direct our target market to the portal. This will be achieved in three ways:

1. To use search to direct people to the portal. The strong search component would direct those searching for possible courses or career information to the portal.
2. To activate influencers (school staff and WP outreach staff) to direct people to the portal.
3. To use events to direct people to the portal. When people attend events, they will be informed about the portal and encouraged to sign in.

Digital and people-rich tools per persona

This is not a one-size-fits-all program, but rather one common and easy-to-find portal tailored to very different needs. This is illustrated in Table 2 and Table 3, which identify the different personas, their different needs and desires, and suggest platforms and ideas to connect with them. For each persona, the key message is outlined along with the key content on the digital portal, an app version of the digital portal and people-rich activities. The information for this section was informed by the Position Paper and the primary data collected in this project via interviews and workshops.

Table 2 - Key Messages, Tools, Mode and Activities for School Student and School Leaver Personas

School Personas	Key Message	Mode	Example Features/Activities
	Fast track your dream job	Portal	Pathways to a dream job: An entertaining, engaging information portal that provides pathways, options, showcases career, has quizzes and provides a fast-track.
		App	Career Quiz: A career quiz to confirm career choices.
		People	Career Excursions: See careers in action and ask questions.
	Find a pathway to success	Portal	Pathways to Success: An entertaining, engaging information portal that provides pathways options and showcases careers.
		App	Career Extension: Careers that make money.
		People	Success Stories: Connect with successful professionals.
	Explore career avenues	Portal	Pathways to an Expert: An entertaining, engaging information portal that provides pathways options, showcases careers, has quizzes and provides a career plan
		App	JobTinder (Jinder): Job and applicant matching app.
		People	My Point of View: Direct contact with mentors and experts.
	Explore stepping stones to your future	Portal	Pathways to a Pathway: An entertaining, engaging information portal that provides options, and showcases careers
		App	Future Finder: Help me find a career, and share with friends.
		People	Career Brainstorming: One-on-one career counselling.
Recent Leaver Personas	Key Message	Mode	Example Features/Activities
	Getting back on track for your dream job	Portal	Uni/TAFE portal: Information about Uni/TAFE, options and stepping stones for people who take the long way around.
		App	Chat with a buddy: so I am not doing this alone.
		People	Expo Invasion: Bring experts to me on my turf in a random way.
	Find a pathway to success now	Portal	Uni/TAFE portal: Information about Uni/TAFE, options and stepping stones for people who take the long way around.
		App	SimCareer: Game to learn and simulate careers, and earn money.
		People	Half-way There: Info on jobs and money, not career focused.
	Explore career options now	Portal	Uni/TAFE portal: Information about Uni/TAFE options and pathways.
		App	Career Connect Profile: Build profile, connect with industry.
		People	New Chances: An interactive, engaging careers pros/cons.
	Getting started on your first step	Portal	Uni/TAFE portal: Information about Uni/TAFE, options and stepping stones for people who take the long way around.
		App	Run a Business: Grow confidence and give me control.
		People	Give it Go: Try different jobs and careers.

Table 3 - Key Messages, Tools, Mode and Activities for Parent and School Staff Personas

Parent			
Persona	Key Message	Mode	Example Features/Activities
	Help me support my child's choice	Portal	Understanding Uni: All encompassing, social media oriented, information-rich website that can be used by all.
		App	Practical Career Blog: In-depth entertaining social information.
		People	Festival Vibe: Socially engaging festival style info sessions.
	Help me feel confident	Portal	Uni Unmasked: Simple information about uni, job options with alerts/reminders. Advice/counselling for whole family.
		App	Organise me: Book appointments, remind me of events.
		People	Manage the Anxiety: Family nights with careers advisers
	Help me develop my child as a person	Portal	Virtual University / TAFE: Engaging, entertaining interactive experience providing information, pathways, connections with other parents and children.
		App	Goal Setting: Structured goal setting, action plan, reminders.
		People	Immerse us: Short intensive workshop parent/child/industry.
	Help me direct my child	Portal	Parent link: Career options, pathways, they want them and their child to be properly informed.
		App	Career Calculator: ATAR, Career choice, affordability, location.
		People	Connect parents with teachers/schools: Open Day for Early years school students.
Staff			
Persona	Key Message	Mode	Example Features/Activities
	Help me be the connector	Portal	One-Stop-Shop: Instant expert with all information on their phone for quick access. Know the student and culture best.
		App	Key Features: a more portable version of the website.
		People	Connector Fun Day: Connect me so I can connect students.
	Help me connect with experts	Portal	One-Stop-Shop: Instant expert with all information on their phone for quick access. Know the student and culture best.
		App	The Mentor's Mentor: Connects with local experts, mentors.
		People	Mentor Expo: Engaging with industry mentors, local experts.
	Help me connect with resources	Portal	One-Stop-Shop: Instant expert with all information on their phone for quick access. Know the student and culture best.
		App	Online catalogue of tools and programs.
		People	Specialist workshop: update on latest programs, tools, tech.

Participant ideas for communication mix

In the interviews and service design workshops, there was diversity in the level of use of communication platforms preferred by participants. For instance, some students, parents and teachers were keen users and regularly checked social media pages, while others rarely used them. Table 4 indicates the communication media preferences of the four target markets and their preferred source for delivering the message.

Table 4 - Communication Mix

Target Audiences	Communication Mix	Source of the Message
High School Students	<ul style="list-style-type: none"> • Social media: YouTube, Facebook, Instagram, Twitter • Face-to-face • Radio • Television • Pop-up ads • Blogs 	<ul style="list-style-type: none"> • High school students • University/TAFE students • Teachers • Industry Practitioners/professionals • Sports stars and celebrities
Recent School Leavers	<ul style="list-style-type: none"> • Social media: YouTube, Facebook, Instagram, Twitter • Blogs • Television • Radio • Newspaper 	<ul style="list-style-type: none"> • University/TAFE students • Past teachers • Industry Practitioners/professionals • Sports stars and celebrities
Parents/Carers/Community	<ul style="list-style-type: none"> • Schools apps • SMS • School newsletter • Email • Social media: YouTube, Facebook, Instagram, Twitter • Blogs 	<ul style="list-style-type: none"> • School/teachers • Parents and carers • Community leaders • Tertiary education institutions
School Staff	<ul style="list-style-type: none"> • Staff newsletter • Email • Social media: YouTube, Facebook, Instagram, Twitter • Workshops 	<ul style="list-style-type: none"> • School Principals • Departments of Education and Training
Industry Practitioners	<ul style="list-style-type: none"> • Articles and advertising in industry newsletters • Industry Association events • Employers in local communities • Appeals to Service Clubs: Lions, Rotary 	<ul style="list-style-type: none"> • Government • Tertiary education institutions
Tertiary Institutions	<ul style="list-style-type: none"> • Conferences • Academic journals • Email • Industry newsletters 	<ul style="list-style-type: none"> • Government • Departments of Education and Training

Paid, Owned and Earned Media

The IMC Plan brings together a mix of paid, owned and earned media (see Table 5) to connect with the target market and optimise the message and return on investment. Paid media is where the company pays to use the platform, such as advertising or paid search. Owned media is where the company owns or controls the channel, such as the proposed online portal and app. Earned media is what might traditionally be called public relations or, in social media, refers to the messages and endorsements earned by the company from consumers, influencers or the media. Translated into this plan, the key channel will be owned media, especially the development of the portal and its resources such as the app, videos and blogs. This is the main investment and the catalyst for change. The use of paid media, such as key events, will also launch and build awareness of the portal amongst the target market. In tandem with this, search and content creation will increase awareness of the portal and drive users to the URL.

Once they are users of the site, the strategy seeks to retain and convert them into advocates, through good community management and the promotion of user-generated content through competitions. The activity around the portal will also be amplified through social media posts by influencers, industry associations, industry professionals, schools and universities. In addition, the launch event will generate media publicity and ongoing events and competitions, and launches of tools such as apps will sustain media interest and keep the portal in the public eye.

Table 5 - Paid Owned and Earned Media Table

PAID	OWNED	EARNED
Search engine optimisation and paid search	Development and optimisation of portal	User-generated content from target markets
Content creation	Apps such as career quiz, job tinder, career calculator	School newsletters and posts
People-rich activities such as events, excursions, activities, workshops	Videos such as success stories and specialist workshops	Influencer blogs and social media posts
Facebook advertising	Blogs to showcase careers, profile mentors, parent support, practical career blog	Industry association posts

Implementation plan

The 'same but different' portal would be implemented in the following seven-phase process across a two-year period. The plan begins in Year 1 by establishing best practice for resource development, then building the portal and personalising to the needs of the different target markets. Users will be acquired using a search strategy and also through the power of influencers. Throughout this process, and ongoing throughout the life of the portal, the community needs to be managed to accommodate and anticipate the needs of its users, and user behaviour online will be tracked and resources optimised, in accordance with behaviour.

Phase 1: Establish guidelines of best practice

Phase 1 proposes to test some of the major existing WP resources to determine their relevance to the different stakeholders and different personas. This testing should result in chronicling best practice, therefore setting guidelines that can be adopted in the development of new material, and also shared to ensure future outreach programs meet best practice. The testing will also select programs for inclusion in the new portal.

Phase 2: Use best practice guidelines to develop additional resources and programs

By identifying what works best with each of the personas within the stakeholder groups, new content can be created and curated more effectively. The audit of existing resources and programs will also identify the need for content, highlighting which personas are devoid of relevant information and helping to prioritise new content creation.

Phase 3: Build and manage an online community

An online community both drives traffic to a website as well as engages. In this way the community is both an acquisition and retention strategy. An online community is a highly useful way to connect with personas that are disengaged from education and may not be highly motivated. An example of how an online community motivated low SES communities to engage with a topic they were not particularly interested in is the 'Reduce Your Juice' digital social marketing program (www.citysmart.reduceyourjuice.com.au).

Using existing resources that were shown to be useful via testing and developing new resources that meet best practice guidelines, an online community will be developed and promoted, using one URL for all target markets, personas and key stakeholders. The creation of an online community will bring together all stakeholders in the WP process to form an online community – not just a website. Therefore, building the portal is just the start, and not the outcome.

To manage the portal requires the appointment of a full-time community manager. The role of the community manager is to:

1. **Listen** – by tracking target market and stakeholder behaviour across all platforms to create a single integrated view.
2. **Learn** – by processing all of your target markets' and stakeholders' digital signals for a better understanding of their needs.
3. **Speak** – by managing, personalising and acting on conversations.

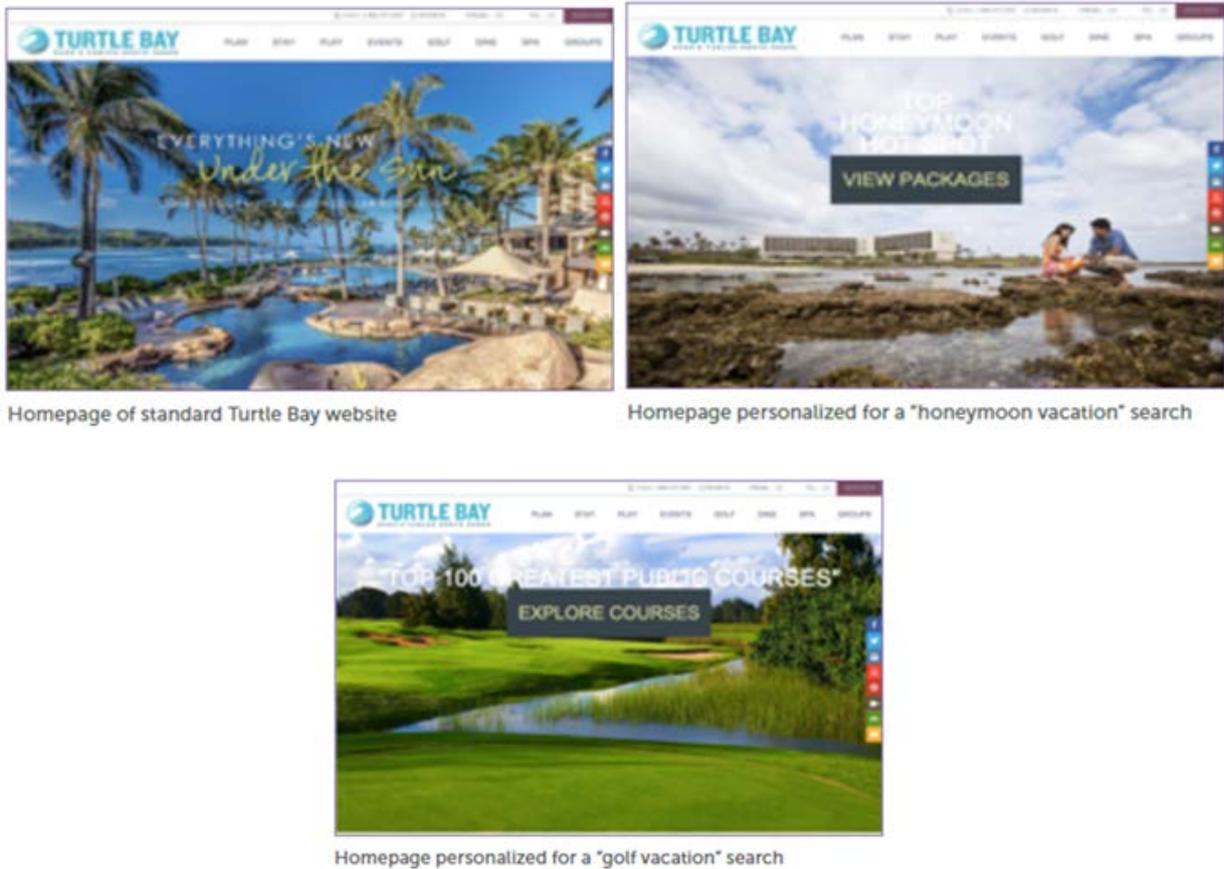
To do this, the community manager would identify influencers, seed content of new initiatives or resources, encourage and monitor user-generated content (which people consider to be more believable than marketing material), and to grow advocacy so that the students or the parents who first came to the portal for help are now helping other students or parents to support their transition into tertiary education. Similarly, through the use of a unique identifier, the community can track the transition from high school student to university graduate and encourage those who received help from the program to mentor new users some years later.

Additionally, because this URL will service multiple stakeholders with different agendas, it is important to have a community manager monitoring this asset and any subsequent social media, reacting to detractors and leveraging the conversation in a positive and timely way. The messages, sentiments and influencers in social media can help inform content creation. It is also recommended that social media listening (SML), using platforms such as Radian6, be used to track messages and sentiment to ensure the correct messages are being shared and to identify influencers. Therefore, it is not enough to create an online portal, it has to be managed to maintain its voice and relevancy within the community.

Phase 4: Personalising the content and the experience

Personalisation means that every persona will receive the content and experience they are seeking. The portal could be personalised to the user needs in two easy ways. Firstly, the portal could be personalised by search activity. For example, if someone searches 'Help for parents on tertiary education', the portal delivered to them could be visually-designed for parents, with a different look and feel, and featuring different resources. Similarly, if another person searches for 'Help for adult-entry to university', the website this person receives will look very different and contain very different resources, even though the URL might be exactly the same. In other words, the portal that a parent and an adult learner sees will look very different, and the content will need to be curated so it is relevant to their different needs (see Figure 22).

Figure 22 - Example Portals



A second way in which the portal can be personalised is through the log-in. On first entry, the user may take a quiz which identifies whether they are a student, parent or school staff and what needs they are hoping this website will address. Based on this information and the unique identifier of the log-in, the portal can be personalised to provide a visually-pleasing interface and deliver the required resources. Furthermore, this unique log-in can then be tracked to show the user behaviour online across time, and the profile could be updated as the school student goes to university. This can then provide better resources to the user, and also measure the functionality of the portal, identifying resources which are well used and those neglected. This will help in refining the content.

Phase 5: Acquire users through Search

While some target markets will be directed to the portal by their school (including WP outreach activities) or their peers, others will be unaware that it exists. Therefore, it is important to use 'Search' to activate users to the project portal. This should involve both organic search, through the identification of relevant keywords, and paid search, where ads for the portal appear at the top of the user's search activity.

The first point of call these days is online and a good search strategy will take people to the site. Parents will largely be attracted to the site by a strong search strategy, so if they are looking for information online, they will be directed to the site. The site would also be promoted in the people-rich events, and schools will be used as distribution channels to show parents the site at personalised parent-teacher sessions, or sessions provided by WP outreach.

There will also be events in the major capital cities to launch the portal to parents, school staff, school students and recent school leavers.

For parents who are not using search (possibly the Possums and Penguins) due to disinterest, fear or lack of awareness, it is critical that the gap is bridged between disinterested/disengaged and interested enough to be on a portal seeking answers. This may be achieved through leveraging existing or new people-rich activities. It is important to note that any new people-rich activities have not been costed in the budget as there are too many variables and combinations for this to occur. Some examples of the people-rich activities that can serve as a stimulus to drive traffic to the portal are:

- **key school events:** traditional ‘careers nights’ or more subtle, embedded opportunities e.g. having Student Ambassadors from similar backgrounds (as the prospective students) available to share their stories
- **non-school events:** embedding messages at sports events/community events and festivals and via booths at lifestyle and special interest expos
- **adding personal and community networks acquisition/tactics:** sharing an idea or an endorsement via friends, family, neighbours and colleagues (hyper-localised content) is an effective way to change attitudes/behaviours; this ‘sharable’ content would help to bridge the interest/disinterest gap and address myths through source credibility.

Phase 6: Identify advocates and influencers

Given this is an online site, the cohort of influencers will extend beyond their immediate community of parents, teachers and peers and into the areas of interest, or aspiration, in their lives. Therefore, it is important to research the kinds of influencers these personas would like to connect with. Our existing resources have identified a strong connection between young school leavers and gaming. Therefore, an influencer might be sought from the games industry. Industry groups are likely to be an important influencer group, as well as potential funders of the portal. By tracking user behaviour in the portal, analytic evidence will attest to the recruitment value of the portal to industry. Further, workshops can be conducted with industry associations to encourage collaboration on resources and events.

Phase 7: Optimise online behaviour

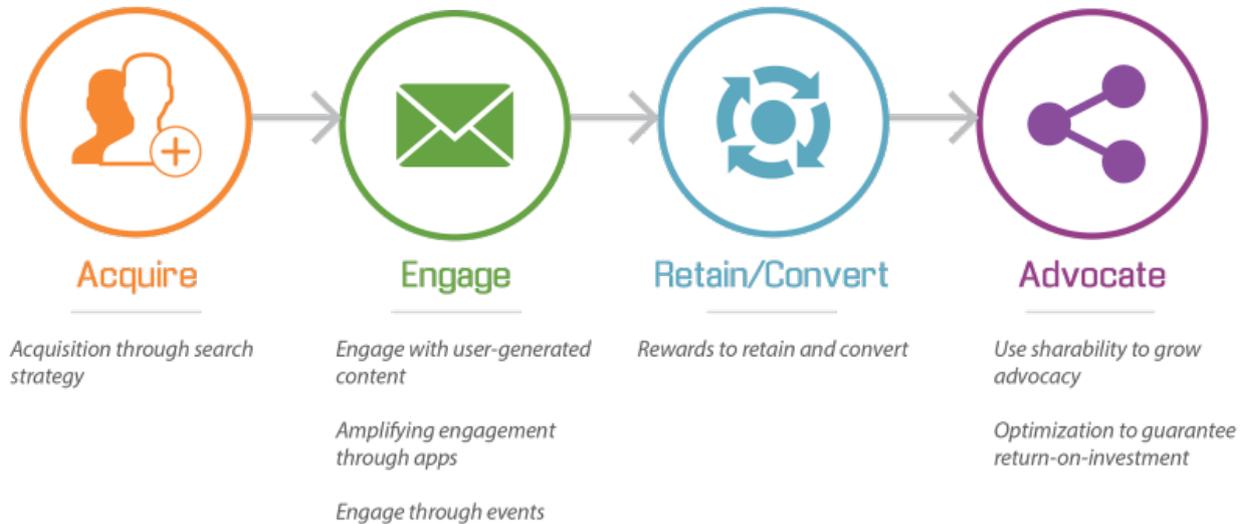
By having a log-on to the portal it is easy to track individual identifiers to see how the different stakeholders and their personas are using the site and the resources. Through this monitoring it is possible to:

- (1) Track stakeholder behaviour in the portal.** Using metrics such as resources accessed, time spent online and the time between visits will provide a clearer picture of the way in which the portal is being used. Also by monitoring the websites they used before and after, this will enhance the search strategy. Knowing this, the portal can be optimised to leverage the important aspects and to revisit areas from which users click away.
- (2) Track behaviour across time and at different stages of the decision cycle.** It is also possible to track which of the stakeholder groups are using the site and when, profiling use across different stakeholders and personas, and across time.
- (3) Identify the role of influencers.** It can also help to identify the power and the different types of influencers at different times across the transition to tertiary education; it identifies the type of influencer based on registration profile information (e.g. employer, tertiary institution, school).
- (4) Test the online resources.** Through analytic breakdowns of the way in which resources are used, it can be determined which resources work best for which personas at which time in the decision process. This allows for refinement of the guidelines of best practice for the development of resources.
- (5) Track the role of mobile devices.** By looking at the type of device from which the content is accessed, recommendations can be made as to how mobile devices can be better optimised.

IMC Tactics

Across the 7-phase implementation, four key tactics will be used to acquire new users through search strategy and lead generation, engage users, retain and convert users, and encourage advocacy. These are explained in the following tactical overview as shown in Figure 23.

Figure 23 - IMC Tactics for the Digital Portal.



Acquire: Acquisition through search strategy

The portal will be optimised using both Search Engine Optimisation (SEO) and paid search. SEO is organic or unpaid search, and its purpose is to develop the right keywords that the target market would use in trying to find out information about tertiary study. When they type in these search terms, our results should come out on top. This is an essential first step.

Building on this, paid search allows for secure placement at the top and right hand side of the search results. Here a similar strategy might be followed, responding to a user's search for help. Alternatively, paid search could be used creatively to catch our user's attention when they least expect it. For example, data collected for this project have shown that many school-leavers who have not gone on to tertiary study, up to three years out of high school, are regular gamers. Imagine if there was a release of a new game and the proposed portal came up beside their search results, suggesting gaming as a future career through tertiary study.

Engage: Engage with user-generated content

Once users have found the portal, they need to be engaged. One way to do this is to give them a voice through user-generated content (UGC). Encourage them to post their experiences, like "what I learned from visiting a university". Or to let students find out what the job is really like through a "Snapchat Takeover", where an employee provides a visual commentary about their job. UGC is more believable than marketing information, therefore projects which amplify the student or young adult voice, or the employer perspective, or the parent narrative, are very important. Of course, the UGC needs to be tracked in terms of viewing and sharing, to determine which kind of content has greatest impact and to ensure nothing offensive or detractive is posted. It could also identify people who could be asked to post in the future.

Amplifying engagement through apps

Research identified the need for personal connection. However, this is often outside the user's immediate community. Using an app-based solution, akin to Tinder, parents can be matched with other parents who can help them by supporting them through transition. A similar app could match students with people already working in their dream job to act as an industry mentor. Other kinds of apps could operate as a Career Calculator that suggests jobs that students may not have even thought of, yet may be relevant to their interests and skills. Or a translator app that converts university-speak into the vernacular of parents.

Engage through events

Removing the barriers to parents could involve a fun, no-pressure, parent-only tour of a university campus, which highlights any special support services and could be instrumental in growing their support of tertiary education. Casual interaction with staff and students, similar to their own, could also arm them with strategies to support their children. For those too distant from a campus, a virtual reality tour of universities could be developed and customised to their needs – a strategy already in use in a number of universities. Some universities, such as QUT and Curtin University, already do this and Griffith University has a video for parents on its website.

Another stakeholder group worthy of engagement is industry. Through workshops, industry associations can be introduced to the purpose and value of the portal and its potential to provide insight into their industry. Analytics can provide evidence of the volume of students looking for career opportunities. The workshop could then introduce collaborative and profile-building solutions such as the development of portal resources, in the form of videos or games to encourage recruitment.

Retain and Convert: Rewards to retain and convert

To retain users or convert visitors, there has to be some kind of reward. This could be informational, such as reviews of participation in transition events or information about accommodation options or emerging careers. It can also be entertaining, such as a career calculator or an app-based game. Another type of reward is economic, such as scholarship information. These rewards would be different for each of the target markets, and should be built into every interaction stage.

Advocate: Use Shareability to grow advocacy

Sharing is an endorsement and an entry into the networks of the users. This is a way to expand the reach of the portal to the attention of others in their social network, who may have similar interests. Shareability can be encouraged through curating great content, and through competitions in which there is some kind of prize. Self-enhancement is also an important trigger for sharing, so access to materials which make the sharer look smart, innovative, funny or first with news about a favourite celebrity are also important.

Optimisation to guarantee Return-On-Investment

By tracking the portal analytics for all of these activities one can learn what works best, in order to optimise the IMC activity and marketing dollar. These metrics can also provide evidence and incentive for stakeholders, such as industry groups or even universities, to invest in the portal, potentially turning the portal into an ongoing self-funded proposition.

In addition, at the end of the two-year IMC Plan, the IMC Objectives could be revisited and measured against the analytic evidence from online behaviour to benchmark the success of the IMC Plan.

Finally, SML can be used to manage and monitor online conversations to understand the life cycle of information, the spread of news, the influencers and the detractors, all in real time. Using industry standard software, such as Radian6, SML retrieves results from more than 150 million sites and sources including mainstream news, blogs, forums, comments, video and photo sharing sites, Twitter and public Facebook. SML not only helps identify key messages and sentiment, but also helps manage risk and avoid detractors.

The portal: meeting the needs of the cohorts

Each persona page would have a content menu specific to cohorts such as Aboriginal and Torres Strait Islander people, people with a disability, non-English speaking/CALD background people and rural/remote people. Each persona page should have content that is intuitive, personalised and convenient. The use of pictorial content has proven effective for people from CALD backgrounds who do not speak English at home, people with low literacy levels and young school students who may have limited/low literacy (Jae & Viswanathan, 2012). Digital content is best pitched at an average reading level, avoiding words with more than two syllables and words that may not be familiar to the target groups, including acronyms, and stating what may seem obvious or already known (Eagle et al., 2016). The Indigenous page would have strong links to 'Think your Way', the Commonwealth portal for Aboriginal and Torres Strait Islander people.

Evaluating the Strategy

This project will use the Logic Model approach to program evaluation developed by the United States Centre for Disease Control (CDC) (<http://www.cdc.gov/eval/resources/index.htm>). This framework is used for community mobilisation efforts, social marketing programs and research initiatives. Two fundamental principles of the Logic Model are:

1. The separation of process and outcome measures.
2. The use of benchmarks and baseline measures for comparison.

The Logic Model differentiates between process (inputs and outputs) and outcome (outcome and impact) evaluations. The proposed program evaluation measures for each of these four areas have been identified (see Table 6). The specific measurement items for the outputs are contained in the IMC Plan.

Table 6 - Inputs, Outputs, Outcomes and Impact table

Inputs	Outputs	Outcomes		Impact
What is invested	What is done	Short-term results	Medium-term results	Long-term results
<ul style="list-style-type: none"> • Staff • Volunteers • Time • Money • Research • Materials • Technology • Partners 	<ul style="list-style-type: none"> • Facilitate partnerships • Strategy design • Strategy training • Strategy delivery • Student-led initiatives • Program partnership 	<ul style="list-style-type: none"> • Program participation levels • Promotional materials distributed • Website hits • Program views • Program awards • Awareness, aspiration, interest and motivation to enrol in tertiary education • Knowledge and knowledge sharing • Participation in industry and sector events • Positive program feedback 	<ul style="list-style-type: none"> • Increased knowledge and skills in applying for tertiary education • Increase in positive emotion towards applying for tertiary education • Increased number of applications from low SES groups for tertiary education • Program retention and successful completion • Increase in recommendations of program participants to friends/family to apply for tertiary education 	<ul style="list-style-type: none"> • Increase in personal and community pride • Increase in participation by Australians enrolling in tertiary education • Increase in completions of tertiary education

Evaluating outcomes and impact

Public policy decisions must be based on high-quality objective data and this applies to the evaluation of social marketing program once it has been implemented through the release of the portal, app and IMC Plan. Many social marketing and communication programs are evaluated on the basis of outputs, such as awareness, website hits, advertising recall and attitudinal intentions. While these are useful measures they are not proxies for the outcomes and impact that the strategy seeks to achieve: to widen participation in tertiary study and increase participation by under-represented groups and the successful completion of these studies. Social marketing programs tend to be incorrectly evaluated using output measures only due to a lack of appropriate funding for the evaluation, the pursuit of convenience at the expense of scientific rigour and a lack of access to the appropriate data. Also, many agencies have short-term frames and limited budgets for evaluation.

The tension between rigour and convenience is paramount in evaluating complex social interventions (Brookings Institution, 1997). Where possible, the ideal approach would be to use semi-experimental or quasi-experimental studies. In quasi-experimental approaches there is a control or comparison group, and in the WP environment this could be achieved by selecting schools, communities and worksites that do not receive people-rich WP outreach. While there is more to gain by using this type of design, statistical analyses of these data often fail to account for the clustering effect because people are in, for example, one school or another, or work in one location rather than another. Failure to account for this effect strongly biases any findings of significance.

Monitoring the IMC Plan

The monitoring of the communication mix would occur within the broader social marketing program evaluation. Best practice standards would be used for each of the recommended communication elements with most data derived from analytics associated with the digital tools. Mixed-methods would be used to determine the impact of communication elements and key messages on the target markets and stakeholder groups in alignment with the overall evaluation process (see Table 7).

Table 7 - IMC Monitoring – Communication Mix

Communication Mix	Indicator	Details	Timing
Social media	Shares Likes Comments Views	Click-throughs Sentiment Conversation monitoring	During IMC
Public relations	Media coverage	Sentiment	Start, during and end campaign
Website	Google analytics Website sessions Pages visited	Visit duration Click throughs # reminders sent	During IMC
App	Downloads Sessions	Frequency of use	During IMC
Communication messages	Awareness Recall	Preference Association	Launch End IMC
Newsletters	Number of responses	Types of newsletter sources	During IMC
Word-of-mouth	Referrals	Sentiment	During IMC
Events	Attendance	Referrals	During IMC
Emails	Opens	Click throughs	During IMC
Facebook advertising	Facebook analytics	Click throughs	During IMC
Competition to generate user content	Number of entries	Quality of entries	Early IMC pre-launch
Google ad words	Liaise with Google to identify appropriate search terms		During IMC

Measurement

The aim of the IMC Plan is not just to deliver the resources that the target markets need, but to continually optimise the portal and the material it contains to grow use and advocacy. Therefore, monitoring needs to be ongoing, including measurement before and shortly after the launch of the portal followed by six-monthly reports on usability, engagement and people-rich participation. The results of this monitoring will shape the development of the portal, optimising the pages and resources that the target markets use and replacing those which are not as popular. The results will then inform the best practice guidelines. Ongoing monitoring would then be used to measure the success of the program/campaign objectives and establishes the portal as a learning community that continues to meet the needs of the different target markets and stakeholders (see Table 8).

Table 8 - Measurement of IMC components

Component	Measure	Timing
Objective 1 To empower many different stakeholders to find relevant and useful information and support on the transition to tertiary education	(1) Number of different personas that accessed the portal across time (2) Resources accessed across time	Reporting every 6 months
Objective 2 To establish guidelines of best practice for the creation of content and events on the transition to tertiary education	Set of best practice guidelines developed for the creation of content and events	6 months from start of project
Objective 3 To grow and manage an online community and outreach events to support stakeholders and grow advocates	(1) Appointment of community manager (2) Number of advocates (3) Management of detractors (4) Social media listening study	End of project
Objective 4 To track stakeholder behaviour and optimise content and events to ensure strong return on investment	Track online behaviour of: (1) different personas of students, young school leavers, parents and teachers; (2) industry, university and government influencers	End of project
Measurement of Portal Usability		
Search activity	Monitor SEO and paid search results	Before launch and then every 6 months
Behaviour in the portal	Time spent online, time per page, clicks on links, websites visited before and after	Ongoing with reports issued every 6 months
Information requests	Frequently asked questions by site users	Every 6 months
Device used to access portal	Desktop versus mobile	Every 6 months
Content created	Number of UGC, entries into competitions	Every 6 months
Use of resources	Download of app/s, views of videos, clicks on links	Every 6 months
Role of influencers	Number of influencers, activity and posts from influencers, users citing influencers	Every 6 months

Budget

The budget breakdown in Table 9 has been developed to build, test and implement Option 1 for a period of two years and does not exceed the amount specified in the commissioned project brief of \$2.5m. This budget is inclusive of the social marketing strategy and the IMC plan tactics. Part of the role of the project manager and community manager is to identify sources of funding to allow the portal to be self-sustaining over time with minimal management needed by the Department of Education and Training. The engagement of the target markets and stakeholders to co-create content and 'own' the site is a key element of achieving this long-term sustainability.

Table 9 - Option 1 Budget Breakdown

Item	Description	Cost Year 1	Cost Year 2	Total
Project manager	Qualified project manager	\$120,000	\$120,000	\$240,000
Social marketing consultants/researchers	Experts in social marketing	\$170,000	\$170,000	\$340,000
Evaluation officer	Qualified research officer	\$76,800	\$76,800	\$153,600
Community manager and portal manager	Experienced community manager	\$120,000	\$120,000	\$240,000
Design, development and testing of digital portal and brand design	Portal with persona-specific content that integrates local people-rich activities with national digital content	\$570,000	\$50,000	\$620,000
Preparation of digital material for portal and people-rich activities	Search for links to appropriate existing digital and people-rich resources and activities. Development of new digital tools to fill gaps	\$200,000	\$75,000	\$275,000
Evaluation, tracking and analytics	Establishment of scientifically-rigorous evaluation systems for multiple sources of data	\$100,000	\$100,000	\$200,000
IMC Launch event	Launch events in Canberra, Sydney, Melbourne, Perth, Brisbane, Adelaide, Hobart, Darwin	\$200,000	\$0	\$200,000
IMC Public relations and media	Social media, competitions, publicity to generate involvement/registrations for portal; success stories, outcomes of portal	\$40,000	\$50,000	\$90,000
IMC Digital Advertising	Facebook advertising, google ad words, newsletters	\$0	\$40,000	\$40,000
Travel	Event attendance, meetings	\$6,000	\$15,000	\$21,000
Workshops	Key stakeholders (industry and tertiary institutions) around the country (rural/remote/metro); travel, venue hire, workshop materials	\$40,000	\$20,000	\$60,000
Miscellaneous	Consumables, printing, telephony, computers	\$10,000	\$10,000	\$20,000
				\$2,499,600

Risk Management

The potential risks associated with this option, their probability and possible mitigation strategies are highlighted in Table 10.

Table 10 - Risk Management Table

Potential risks	Assess risk probability	Mitigation strategies
The portal is not developed in the immediate future due to lack of funding and/or restrictions on new Australian Government websites.	High	Alternative Options suggested in the Social Marketing Strategy report could be implemented as an alternative.
Stakeholders in Tasmania and other regional and remote locations do not engage with the web portal due to gaps in educational attainment (completion of Senior studies) or local emphasis on Certificate-level VET studies and employment.	Medium/Low	The target market and content is broader than tertiary education pathways. Content does meet user readiness, encouraging completion of Year 12, acknowledging the value of work and VET studies and providing relevant links and alternate pathways. Non-tertiary content could be provided by linking to other relevant sites.
Delayed commencement of portal implementation may negatively impact on strategy effectiveness.	Low	The focus of the digital solutions, such as the personas, have longevity. The user-generated content also does not date. Should web portal development take longer than anticipated, include stakeholder engagement/testing to refresh commitment and re-validate portal content and the IMC Plan.
The IMC Plan is not fully implemented, is poorly implemented or underfunded resulting in underutilisation of the web portal by co-contributors of content and/or end users.	Medium	Ensure the stakeholder engagement recommended in the IMC Plan is followed, and provide adequate ongoing funding and oversight to ensure stakeholder engagement is adequate and appropriate. Alternative Options are suggested which provide alternative approaches.
Sustainability: lack of communications support after initial launch to promote ongoing use of the site.	Low/Medium	Adequately fund and support the portal beyond the initial 2-year IMC Plan with the appointment of a full-time Content Manager to moderate and update content (a web portal has up to 5 years before needing a major review in line with new technologies and user preferences).
Inappropriate language and images uploaded in content co-creation.	Medium	Content Manager to refer questionable content to an equity person to moderate.
Moderate engagement with the portal by some pockets of Indigenous and minority groups.	Low/Medium	Involve Indigenous and other community leaders in key stakeholder consultations to ensure their communities' needs are incorporated, and involve and inform course, careers and employment advisers of Indigenous, migrant and low SES client groups to ensure suitability and grow awareness and engagement.
Change in programs, student fees and funding subsidies.	Low	The web portal leverages user-generated content including the existing web materials from tertiary education institutions (e.g. scholarships), capturing their updates. Requires some ongoing monitoring, content updates and maintaining of stakeholder contact and commitment. Proactive Web 3.0 approach embedded in the digital solutions means that much of the updates will occur via automated systems embedded in the web portal design.

Option 2: Parents as influencers

This option is national in scope but focussed on just one of the target markets.

The suggested audience focus for this option is parents of low SES school students. The ‘parent’ cohort (including care-givers, guardians, Elders) was selected as they, along with school staff, are the main influencers of young peoples’ study and career choices, but are an under-served cohort both in terms of WP people-rich engagement and digital resources. The messages for this audience could be persona-based, but the communication mix should be tailored to local circumstances. In essence this model proposes a strategy that is national in scope, but focussed on a single audience, with the exact approach to be determined by place-based outreach activity tailored to local circumstances, including the balance of people-rich and digital-rich means of engagement. The mechanism to enact this strategy is suggested as the NPP.

The strategies and tactics recommended in this option draw on what is already known from widening participation practice, research findings from the Position Paper and the Survey of Expert Proxies, as well as the primary field research outlined in Sections E and D respectively.

Stimulating activity through the National Priorities Pool

The Commonwealth could include in the next NPP call for applications, an initiative focused on parents as influencers of young low SES people. Akin to the 2014 ‘IT-based Solutions’ EOI process, universities, either individually or (preferably) in a consortium, could seek an NPP grant to:

Initiate or improve outreach programs focused on the parents/care-givers/Elders of school-age low SES people, to support them in their role as ‘influencers’ of young peoples’ post-school career/study choices.

Such outreach programs should:

- incorporate the findings from the ‘Social Marketing for Low SES Communities’ project, especially the four parent personas and their engagement preferences
- nest with existing WP initiatives and be sustainable after the grant period
- draw on existing best practice parent engagement programs (*note: these could be gathered and located on the NCSEHE website*)
- result in the parent/care-giver cohort having increased awareness, confidence and capability in their role as influencers, and an understanding of sources of choice-making assistance and practical supports available to school-age low SES people
- after implementation and evaluation, be shared nationally (*possibly via the NCSEHE website*) with findings discussed and synthesised for ongoing use.

The budget for such an approach can be determined by the Commonwealth either through establishing the overall size of the NPP available for this initiative and allowing a merit competition between proposals to determine the recipients, and/or through capping the amount available to each university or consortium.

The monitoring, evaluation and implementation plans would be localised and part of the merit assessment process, as would the budget and risk assessment, with the NPP quality assurance mechanisms determining the successful applicants.

Summary of key findings from this project for ‘parents as influencers’

- ‘Primary caregivers’ are the number one ‘most influential agent of change’ for all groups – Low SES, Aboriginal and Torres Strait Islander, CALD, Disability cohort. (Survey of Expert Proxies)
- ‘Family’ is the number one ‘trusted source of information about tertiary study for Aboriginal and Torres Strait Islander and Disability cohorts, and #3 for Low SES cohort. (Survey of Expert Proxies)
- The number one response for why interpersonal influencers (such as family) do not encourage participation is because they feel inadequate because they have not participated in tertiary education themselves. (Survey of Expert Proxies)
- Four parent personas were identified based around their motivational characteristics regarding success for their child, desired level of control, emotional factors and confidence. For each persona, the types of supports they need and their preferences for people-rich and digital engagement were established. (Field Research)
- Parents want help to feel better able to help their children with career conversations – currently feel inadequate and disconnected from these conversations. (Field Research)
- There are currently few university-led outreach programs and resources focused specifically on parents discussed in the peer-reviewed literature, or revealed by 18 universities that responded to a project enquiry about the cohort focus of their WP work. Positive parental expectations can ameliorate significant background disadvantage. However, without interventions aimed at parents, there is the strong possibility of a confounding effect that helps maintain the socio-economic and educational status quo of their children. (Position Paper)
- Targeting parents, in addition to students, has the potential to significantly raise student aspiration, motivation and self-confidence, and their awareness of higher education possibilities. (Position Paper)
- 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. (Position Paper)
- Best practice examples build in fostering the skills and capacity of influencers, disrupting deficit notions about students, are tailored to local needs, and involve community-wide capacity building. (Position Paper)
- Parents would like the school to invite them to participate in careers-related activities both with their children and separately as parents. (Field Research)
- Parents would like to see an overall plan of school engagement – from Year 6 onwards – so they can understand the bigger picture/planning required and be invited as welcome participants in each stage. (Field Research)
- Parents, in the workshops, designed people-rich activities that brought parents on campus for non-educational purposes to overcome uncertainty and myths, and build identity that tertiary institutions were for people ‘like them’. They designed three-way, face-to-face meetings between parents, teachers and students to facilitate career planning and realistic goal-setting. (Field Research)
- Low-tech, relationship-based strategies work best for engaging parents – online/digital elements are best used as resources during and after people-rich activities. (Position Paper)
- Parents want someone to ask – someone who understands them – and suggested other parents as mentors. (Field Research)
- ‘To be a good role model to the next generation’ was ranked higher for the Aboriginal and Torres Strait Islander cohort than for all other cohorts. (Survey of Expert Proxies)
- Parents told field researchers that they wanted more parent–child activities so ‘we can find out together’. (Field research)

Implications of findings for program designers in a national ‘parents as influencers’ strategy

1. **Rethink the groups.**

All strategies and tactics should be approached using the co-created value propositions and personas rather than broad cohort demographics which are a convenient but imprecise way to design engaging strategies. The ability to differentiate messages/engagement is a significant strength as it has, what social marketing research calls, ‘emotional resonance’. Consider the difference between a strategy that targets ‘low SES parents’ versus a differentiated parent strategy that has been co-created in partnership with the intended audience/s, understands their motivations/values, addresses their perceived and real barriers to engagement, psychological profile of needs and communication/tactic preferences.

2. **Don’t overstate university and VET sector influence – aim to empower the real influencers by establishing trust and shared value.**

Research and practice tell us that ‘primary caregivers’ are the most influential agent of change for all prospective student groups – universities aren’t influential in this space, and many of our parent groups actively distrust institutional messaging. Co-created value propositions/personas are a simple way to establish a shared understanding and a respectful, nuanced way to develop messaging that ‘talks’ directly to motivations/values as well as barriers/doubts that are often unconscious and/or unquestioned. This is supported by both research and practice, which tell us that low-tech, relationship-based strategies work best for engaging parents. ‘Going where they already are’ (community events etc.) is effective, but needs somewhere people-rich to send parents for follow-up information and advice, as trust is an issue – online/digital elements are best used as a resource to support people-rich activities, or as an alternative where face-to-face outreach is not possible or practicable, but where real people provide advice and support via blogs, videos, testimonials.

3. **Take a holistic strengths-based view of the needs of ‘parents as influencers’.**

This should incorporate awareness, aspiration, achievement, affordability and access to develop strategies that go beyond informing and awareness-raising. This requires more than inviting parents to sit in on advice-giving to students and sharing student resources, and involves developing information sessions and resources that are designed specifically for parents to prepare and inform them in their advice-giving roles, and to address their perceived barriers/resistance to tertiary study.

It is important that this option develops strengths-based, capacity-building, myth-busting strategies to empower individuals as agents of change by:

- connecting with their lived experience
- “reinforcing parents’ sense of self-efficacy” (Position Paper, from Kiyama, 2010, p. 24) – especially in relation to having careers conversations with their children (without needing to have all the answers)
- normalising help-seeking behaviour
- respectfully acknowledging that individual behaviours (such as the act of applying for tertiary study) are socially-constructed and that people’s choices are shaped by context, policy and history.

4. **Create opportunities for establishing local, co-created solutions.**

Run parallel school and non-school/community outreach programs that are informed by and tailored to suit the needs of the community, in order to increase the likelihood of either having impact.

Develop school strategies that:

- create a school culture that values and welcomes parental engagement
- develop and share high expectations about learning outcomes for all students
- build the capacity of parents to support their children's learning
- offer opportunities to parents for their own learning and development
- connect with parents in the early years (Position Paper, from DEEWR, 2011. p. 4)
- respectfully integrate the support of community leaders and members.

Develop non-school/community strategies that:

- value and engage with local issues/priorities and respectfully integrate the support of community leaders and members via personal and community networks
- take into account the socio-demographic make-up of the local community and provide opportunities for co-created value/local solutions
- find the strength/opportunity within each community/sub-group and consider how that can be used to aid understanding and engagement.

5. **Remember university/VET is not the destination.**

'To have a better life' was the number one motivational response for all cohorts (low SES, Indigenous, CALD, disability cohort) when asked about their motivations to participate in tertiary education.

An example of programs targeted at 'parents as influencers'

A differentiated schools/community engagement strategy might include the following activities. In each instance, messaging and interactions would be adapted to include elements that address the different parent persona's key motivations:

1. Penguin – *Help me support my child's choices.*
2. Possum – *Help me feel confident.*
3. Emu – *Help me develop my child as a person.*
4. Magpie – *Help me direct my child.*

Differentiated, place- and strengths-based engagement might include the following **school-led activities**:

- Annual workshops with parents/parent groups (in consultation with students, mentors, parents and staff) where parents are involved in determining the priorities for activities for the upcoming year. Also hold workshops in the community on the topics of:
 - confidence building: addressing fears and barriers of pursuing education and career options outside the immediate community
 - how to assist and support students in reaching their educational capacity, keeping their options open by appropriate subject selection and completing Year 12, and achieving their life goals/desired lifestyle
 - how to afford study: scholarships and Commonwealth supports
 - how to apply for study
 - what to expect (support that is available, what's uni like?)
 - how to have conversations with their children about careers.
- Co-creating resources with input from parents/caregivers to reflect local priorities/issues and which complement the students' in-class activities.
- School-based, parents-as-partners 'careers' program that is designed in consultation with students, mentors, parents and staff. The program is co-facilitated with 'parent leaders' for Year 9 and 10 parents. The aim is to support parents to have careers conversations and complement schools' career development activities. This could also have a 'train the trainer' element, where teams go to

neighbouring schools in the same community to help them establish the program in their school. This would provide specific insights into the challenges involved for many parents/caregivers, especially where issues of English as an additional language are concerned, as well as for bridging 'first-in-family' student issues.

- University experience days and camps for parents. Further embedding 'parent elements' in all widening participation activities, and running specific parents-as-influencer-focused activities are the ideal.
- Creating opportunities to bring parents together to mentor and support each other while also nominating a school-based contact for factual advice.
- If language/facility in English is a major challenge in the school/greater community, conduct a 'cultural analysis', which includes information relating to computers at home/knowledge of digital world and a survey of 'aspiration' with all Year 7–12 students in local schools. Use the findings to develop place-based solutions for the coming year.

Non-school/community strategies

Non-school community strategies might include:

- **Attendance at place-based and cohort-specific events** - (e.g. agricultural expos; sporting events; Indigenous, Pasifika and CALD celebrations; faith-based events; music festivals). Ideally, this would involve taking past students who are now at university back to their communities for local events/festivals/celebrations. This has proven to be highly effective at breaking down the initial barriers and addressing myths about who goes to university and who doesn't. It also provides an opportunity for the community to celebrate 'one of their own' succeeding. This could be expanded to develop a project to work with local parents/parent groups to deliver a whole-day careers expo for all the schools in a surrounding area/community, linking local businesses, the local council etc. Through the project, parents would co-create value around the options for students/families in their area, and possibly the solutions to any barriers.
- **Indigenous community outreach** – working with Indigenous officers in local councils, TAFE, schools and community, attendance at local sporting events, sponsoring local NGOs' Indigenous youth initiatives, providing free careers counselling to the community by an Indigenous careers adviser.

In each instance, parents can be directed to someone to talk to for further advice, and/or to online/digital elements as a follow-up to people-rich activities.

Option 3: Embedding Social Marketing project findings into existing resources and strategies

This option can complement Options 1 or 2, or stand alone.

It involves making the report of the Social Marketing project available across the sector and to Commonwealth Government departments, so that the findings related to the eleven personas can be adapted for use by practitioners and service-providers to develop their own local, strengths-based, capacity-building strategies. The core of these adaptations is to use the preferences for people-rich and digital engagement and the personas to modify resources or strategies so that they acknowledge the particular motivations, approaches to career decision-making, social support/information needs and key messages to address the barriers to empower each group.

The media, messages and means chosen would be determined by each user of the report depending on the particular resource or strategy they were modifying.

The budget for this option is essentially zero unless the Commonwealth wished to exert some quality control over users by developing a toolkit or similar, with examples of how to use the project findings.

Example of use by a WP practitioner:

- The High School student personas could be used to modify the design of on-campus days by differentiating the messages around career decisions. For example, in a room full of Year 9 students the messaging would cater for students with:
 - a clear goal of the career they desire (Tasmanian Devils)
 - no sense of urgency about choosing a career (Wallaby)
 - a desire to find a financially satisfying job with status (Bowerbird)
 - an open mind to exploring multiple career options (Frisled Neck Lizard).

Example of use by a website designer:

Web designers could use the personas to ensure they have incorporated messaging and tools that acknowledge the motivation/s and address the barrier/s for each persona relevant to their site. This project identifies preferences around online tools (e.g. online quizzes for Tasmanian Devil School Students, event calendars for Pelican School Staff, parent forums and videos for Possum Parents), and the important and differing social support roles that information (and its design) plays for each persona.

Example of use by a school careers adviser:

The School Staff personas could be used to tailor the development of resources and strategies within outreach activities that act as a lead-in to career conversations. For example, 'Wood Duck' school staff want help to 'be the connector'. They actively seek ways to connect their students and themselves with course and careers information. As such, developing pathway-building resources, establishing teacher forums and collating resources to help guide discussions with students about career choices would be especially useful for this group. Whereas, 'Kookaburra' school staff want to 'help connect with experts' and professionals beyond the school to feel confident that they are providing current career information to students.

Another example of use by a school careers adviser could be a simple persona selection activity that precedes student, parent and school staff information sessions, so they each understand their personal approach to career advice-giving and decision-making. This would be developed in line with the Australian Blueprint for Career Development.

Example of use by community organisation supporting young adults:

Depending on their focus and mission, community organisations could incorporate the persona-related findings to develop differentiated messages for their websites in order to tailor training opportunities, including career development workshops that precede career conversations with youth and care givers.

SECTION C - PRIMARY FIELD RESEARCH

Research Method

The field research was informed by the Position Paper (Cupitt, Costello, Raciti & Eagle, 2016) in Section E. The Position Paper reviewed and summarised knowledge, both theoretical and practice based, about widening participation and social marketing.

From the Position Paper, the barriers and motivations for all cohorts were distilled (Raciti et al., 2016, pp. 109-111: Table 16). These were then refined with feedback from a survey of experts acting as proxies for the cohort groups, comprising 228 equity, widening participation and social marketing practitioners from across the tertiary sector (see Survey of Expert Proxies), as well as the qualitative interviews in this report. These data identified nine key *barriers* to participation in tertiary education common to all the cohorts:

- financial costs
- study does not guarantee a job
- family (not wanting to leave family or having family commitments)
- did not think they met the entry requirements
- lack of awareness of alternative pathways into tertiary education
- concerns they would not fit in
- do not know what to expect as they are likely to be first in their family to go to tertiary education
- limited career aspirations in that tertiary education is not needed for the work they want to do
- complexity and effort of finding relevant information.

Furthermore, the most common *motivations* to participate in tertiary education across all cohorts included:

- to have a better life
- to follow dreams, passions or interests
- to have more work choices
- to earn a good income
- to prove they are capable.

The field research used a mixed-method approach and data were collected in two complementary ways to attend to the remit of the project. First, a quantitative, nationwide, online Survey of Expert Proxies examined differences *between* low SES cohorts. This quantitative data was complemented by qualitative data from interviews and workshops with the purpose of examining the commonalities *across* the low SES cohorts. Second, two qualitative stages were undertaken: the first was interviews to identify the personas and the second involved participatory workshops to co-create the national social marketing strategy.

Quantitative Method

Feedback from an expert panel comprising four WP equity practitioners, three social marketing academics and two WP experts informed the final survey which examined the following constructs:

- motivations
- barriers
- influencers and other trusted sources of information about tertiary study.

The Survey of Expert Proxies gathered information about expert practitioners’ knowledge, experiences and observations about decisions made by people from low SES backgrounds to participate in tertiary education. The quantitative, online survey was administered to a national sample comprised of:

- WP and equity practitioners
- education officers and careers advisers
- representatives from community organisations
- TAFE/VET representatives
- disability advisers.

Expert Proxy Survey participants were invited to take part in this research because they work closely with people from the low SES cohort groups. Proxies are a valuable source of information about WP projects, as demonstrated by Raciti, Powell, Czok and Copely (2014) in their research. Often overlooked, proxies possess extensive practitioner-based insights and are in a position to relay accurate observations about the topics of interest, particularly for hard-to-reach groups (Raciti et al., 2014).

Following confirmation of Human Ethics Approval, the survey was administered online to the project team’s professional network (including the 44-member project Reference Group). Participants were then asked to forward the survey to others in their network, hence employing a ‘snowball’ sampling technique. Participants were asked to select a low SES cohort with which they had the most experience, and complete the survey accordingly. Data were collected over a period of four weeks.

The online survey (n = 242) experienced approximately a one third dropout rate, which means that not all respondents completed the questionnaire. Fourteen surveys were removed because they were blank. To test the validity of the responses the sample was grouped into completed surveys (n = 172) and total surveys (n = 228), where completed surveys were identified as those who started and finished the survey. The two groups were analysed separately using frequency analysis, which determined little difference between the samples. Therefore, all surveys (n = 228) were used in the analysis to capture rich and meaningful data.

A summary of the key findings that were common across all cohorts is illustrated in Figure 24, with full details of the findings provided in Section E of this report, along with a more extensive exposition of the findings and copy of the survey test instrument.

Figure 24 – Key findings from Proxy Survey



Qualitative Method

The two specific qualitative methods used in this project were individual interviews and group workshops.

For this research the target markets across cohorts and places were: two influencer markets (parents and school staff) and two learner markets (high school students and recent school leavers/young adults). Drawn from the data collected across cohorts and places were personas with distinct needs for WP social marketing strategies.

This qualitative approach was used to elicit personas and co-create solutions with participants.

A persona is a research-based profile which represents variations within a target group with distinct motivations and behaviours (Marshall et al., 2015; Neilsen, 2013; Sankupellay, Niesel, Medland, & Mealy, 2015). Importantly, personas often transcend demographic characteristics, describing and categorising common attitudes, experiences and perspectives. As such, individuals of various demographics may share an attitude, be in a similar stage of the change process, or be seeking similar support. It is this attitude/ stage/need that is the more meaningful common predictor of behaviour and, if leveraged well, will bring about the desired change in behaviour.

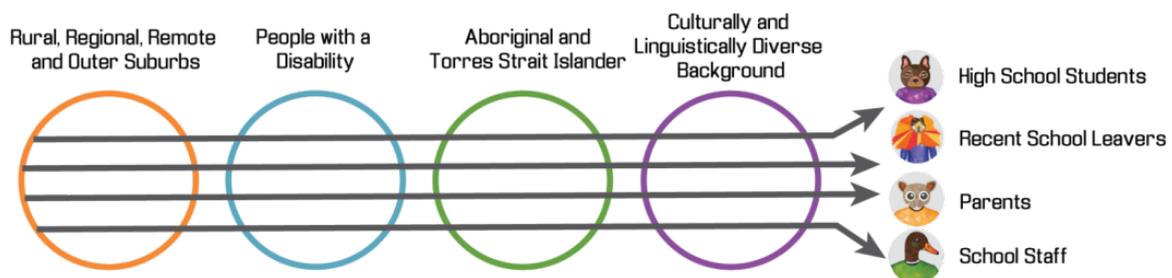
The qualitative approach is informed by phenomenology as both a philosophical framework and a methodology. In phenomenological research, participants' descriptions and accounts of their experiences are at the heart of the enquiry (Vagle, 2014). Methods are based on the principles of seeking meaning through exploring subjective accounts of phenomena from participants' perspectives, attempting to identify broad categories and common themes, and a commitment to collaborative engagement with participants (Giorgi, 1985; Merleau-Ponty et al., 1996; Schutz, 1967).

Within all groups of people, and equally true for low SES groups, heterogeneity exists for wants, needs, values, attitudes, motivations, barriers, resources and aspirations for enrolling in tertiary education. In order to create a social marketing plan that addresses the unique traits of different groups, market segmentation is required (Kotler & Armstrong, 2016; Lee & Kotler, 2015). Traditional marketing segments the market based on geographic, demographic, psychographic and behavioural dimensions. Social marketing uses alternate methods of segmentation which are established in order to persuade for behaviour change (Lee & Kotler, 2015) by addressing the motivations, barriers and benefits of engaging in tertiary study.

Segmenting across cohorts and places

The extensive WP research typically focuses upon grouping individuals on the basis of their demographic characteristics. This demographic-focused approach has produced a large body of work with insight that has advanced the practices of equity practitioners to date. In marketing theory and practice it has been found that new levels of insight can be gained by grouping individuals by multiple shared characteristics, such as psychographic and behavioural qualities. It is in the interplay between these characteristics of a target group, that a different and deeper understanding can be garnered. In social marketing effective behaviour change rests firstly upon identifying and selecting characteristics that are meaningful predictors of behaviour (Lee & Kotler, 2016). It is from this basis that new insights emerge and new strategies can be developed. The target markets are the basis from which the personas are derived (see Figure 25 - Cohorts Segments).

Figure 25 - Cohorts Segments



Service Design

Service Design is an interdisciplinary process to solve a problem, a new way of thinking and a set of evolving tools and techniques that can be applied to industries such as retail, banking, transportation, healthcare and education. Service design is user-centred, co-creative, sequenced, evidenced and holistic, with an ability to provide solutions. Importantly, service design can be harnessed for social impact. Using an iterative process and a combination of service design tools this project established new target markets for the widening participation agenda based on identifying the common motivators and barriers across cohort and influencer groups. In this project, a service design approach was used to generate imaginative, innovative and interesting social marketing strategies to increase participation amongst low SES communities and groups with low tertiary education participation.

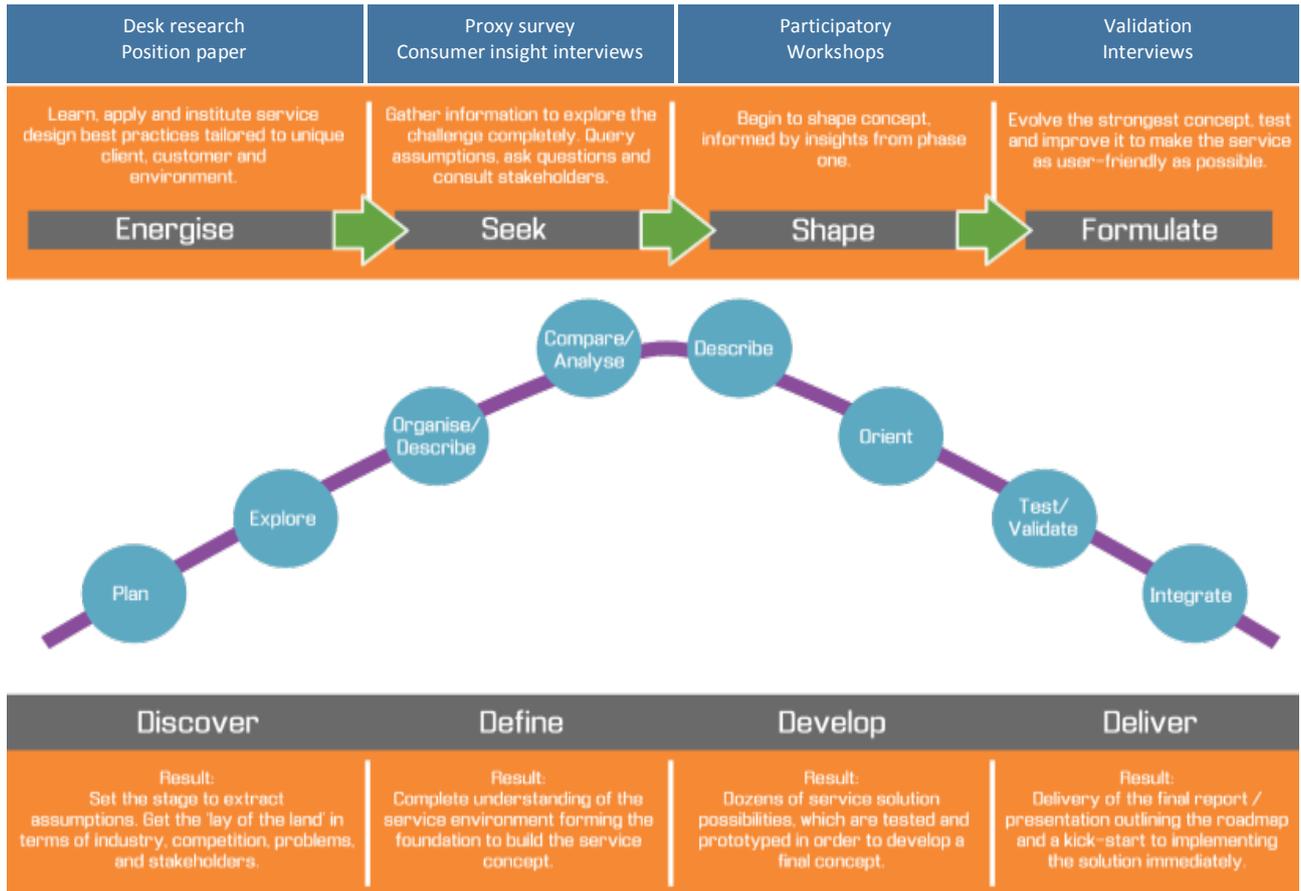
Service design is a co-creative process which involves key stakeholders as equal participants in all phases of the project process, commencing from identifying the problem to designing solutions that are customer-focused and holistic. Co-creative means involving the users of the strategy at all points of the strategy development and drawing on their creativity to develop innovative ideas. Holistic means adopting a broad scope to the problem inclusive of as many elements and factors as possible, rather than limiting the scope to a narrow focus. Customer-focused means placing the experience of the customer front and central in the research process of the project and the development of the strategy. The service design process in this project aims to design new services (people-rich and digital) that complement and extend current widening participation activities to achieve the goal of increasing enrolment in tertiary education. Thus the service design philosophies for widening participation developed for this project are *innovation, participation* and *experience*.

Rationale for selecting a service design process:

- growing evidence-base to demonstrate the effectiveness of service design to develop truly innovative solutions to complex problems
- integration of the consumer voice at all decision-points in the process to overcome myths and false assumptions that may exist about the cohorts of interest
- flexibility in the design process of solutions that reflect the lived experience of the target market to create effective engagement
- use of visual representation in the primary research processes, design process and reporting process overcomes barriers of cognitive ability, literacy level and cultural meaning to communicate in a more effective manner than words alone.

The service design process adopted in this project to develop a national social marketing strategy followed the Maastricht University Model (Mahr, Kalogeras, & Odekerken-Schroder, 2013), using the four phases shown in Figure 26 - Service Design Process for the Social Marketing Widening Participation Project.

Figure 26 - Service Design Process for the Social Marketing Widening Participation Project



1. **Phase 1. Energise.** In this phase the project plan was developed on the basis of the brief and the expression of interest proposal.
2. **Phase 2. Seek.** Desk research identified best practices in widening participation and past literature (the Position Paper) and was combined with qualitative interviews and quantitative proxy surveys to develop consumer insights, personas and identification of appropriate underpinning theories.
3. **Phase 3. Shape.** Participatory workshops where the personas co-created new ideas for widening participation that were both people-rich and digital.
4. **Phase 4. Formulate.** The research team validated the personas and co-created ideas with representatives of the target markets and experts using interviews.

The evidence-base for each stage of the project is shown in the blue boxes in Figure 26. The first phase (Energise) consists of desk research, largely derived from the Position Paper, and the second phase (Seek) builds on this desk research to involve primary research in the form of a Survey of Expert Proxies and consumer insight interviews. The third phase (Shape) integrates the desk research, Survey of Expert Proxies and consumer insight interviews in the form of participatory workshops to co-create the solutions for the social marketing strategy. The fourth and final phase (Formulate) consists of interviews to validate the relevance of the co-created solutions for the target markets and to develop the final version of the social marketing strategy and the IMC Plan.

Sample

Following Human Research Ethics Approval, participants were recruited from the following four target markets to provide primary research to develop personas and co-create the national social marketing strategy:

1. **High school students:** This cohort comprises students in low SES schools in Years 7 to 12.
2. **Recent school leavers:** Low SES adults who have left secondary school in the last five years, with or without completing Senior studies, and have not yet enrolled in tertiary education.
3. **School staff:** This cohort comprises school staff in low SES schools who advise students (and their parents) about their post-school options.
4. **Parents and community members:** This cohort comprises parents and community members who support young people on their post-school options.

The data were collected in three phases to provide a total sample size of 211 participants (see Figure 27 below):

1. Individual interviews to identify common motivations and barriers to elicit the personas (n =39).
2. Participatory workshops that were persona-based to elicit new ideas for widening participation in tertiary education (n = 121).
3. Validation interviews to confirm the proposed persona-specific solutions (n = 51).

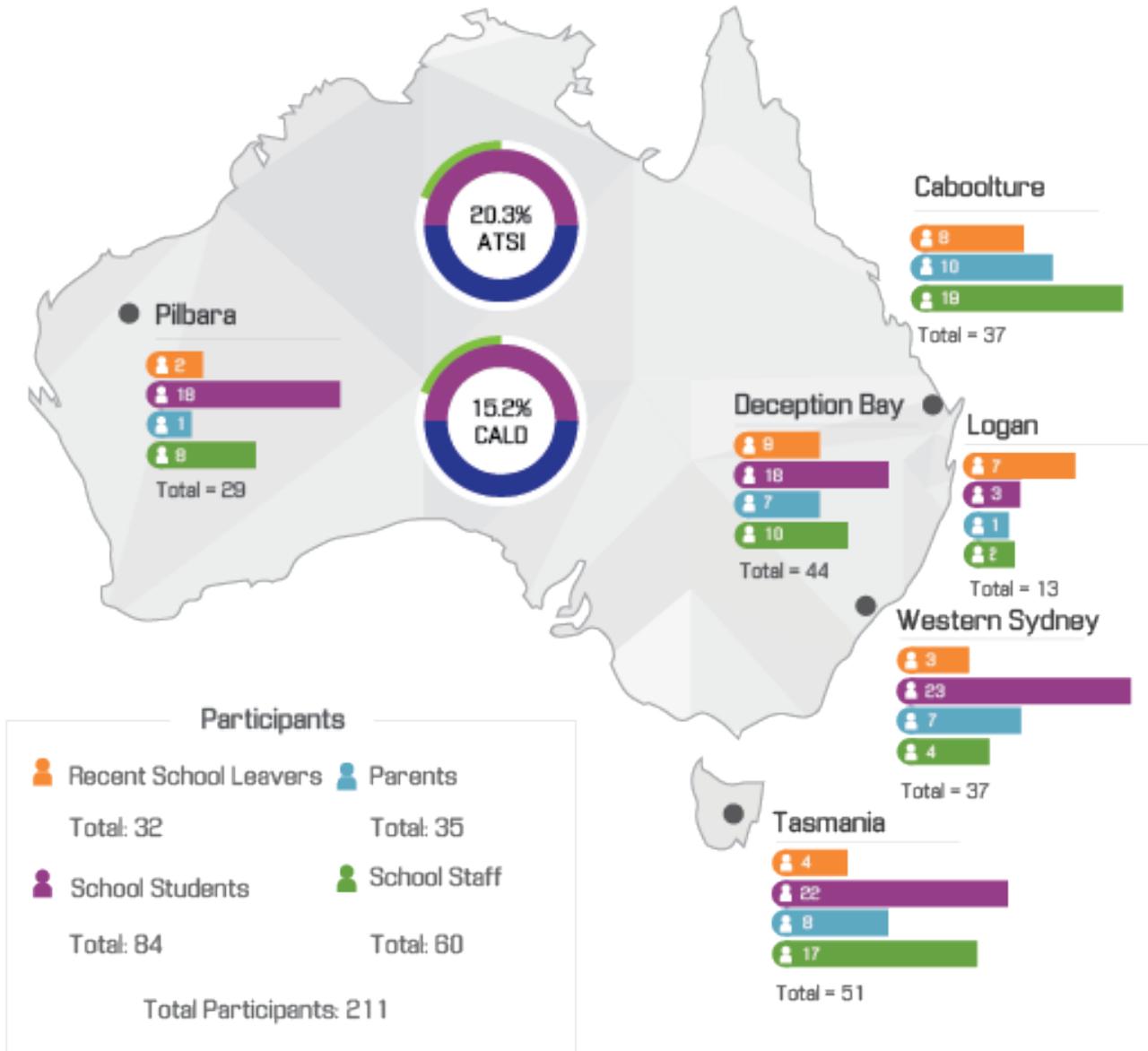
The sample characteristics showed an even distribution amongst males (47%) and females (53%), with key cohorts represented (e.g. Indigenous 20.3% and CALD 15.2%). Participants were recruited from the following geographical locations:

- urban (Western Sydney, NSW)
- outer urban (Caboolture, Logan, Deception Bay, QLD)
- inner regional, regional and remote (six locations in TAS)
- remote (Pilbara area, WA).

The number of participants drawn from each location, the target markets represented at each location and the proportion of participants from Aboriginal and Torres Strait Islander and CALD backgrounds are outlined in Figure 27.

The map outlines the sample size inclusive of the three phases of data collection: consumer insight interviews, participatory workshops and validation interviews. In Caboolture there were 37 participants (8 recent school leavers, 10 parents and 19 school staff), in Deception Bay there were 44 participants (9 recent school leavers, 18 school students, 7 parents and 10 school staff), in Logan there were 13 participants (7 recent school leavers, 3 school students, 1 parent and 2 school staff), in Western Sydney there were 37 participants (3 recent school leavers, 23 school students, 7 parents and 4 school staff), in the Pilbara area there were 29 participants (2 recent school leavers, 18 school students, 1 parent and 8 school staff) and in the six locations across Tasmania there were 51 participants (4 recent school leavers, 22 school students, 8 parents and 17 school staff).

Figure 27 - Number of Participants in Primary Research in Each Location



Interviews

Interviews seek to deepen information and understanding, allowing researchers to make sense of the multiple meanings and interpretations of a specific action, occasion, location or cultural practice (Johnson, 2002). The method permits the researcher to delve into the ‘hidden perceptions’ of their research participants (Marvasti, 2004). One marketing approach to phenomenological research is service design, which uses participatory design research techniques within a marketing framework; in this case, social marketing. In the interviews, participants were asked about their goals, aspirations, the role of tertiary education in their lives, the social media they use and their opinions about past WP activities, if known. The interviews were used as the first and third phases of data collection, initially to develop personas and elicit the value exchange, and finally to validate the personas and the national strategy that arose from the co-created ideas in the participatory workshops.

Interviews were undertaken in specifically-targeted localities to represent the target markets of school students, recent school leavers, parents and school staff. A team of researchers with specialist qualitative method and service design experience (including the lead researchers) visited high schools, TAFE and community groups to interview students, recent school leavers, parents, community leaders and school staff. The participants were selected and invited to attend by the liaison person at each location. Interviews were held for approximately one hour and were tape recorded with the permission of the participant for transcription purposes. In addition, an observer was situated in the interview room to take notes. The interviewer and observer discussed the notes immediately following the interview to ensure reliability and robustness of the data outcomes.

An innovative aspect of the consumer insight interview was the use of service design tools. After a profile questionnaire was completed by the participant the following stimuli were employed to elicit responses:

1. **Storyboard:** A blank storyboard for the participant to write or draw on was used to elicit information regarding their dreams and goals for happiness, as well as the motivations and barriers that impact on their aspirations to tertiary study, including: how our participants self-identify and the role ‘place’ plays; what they currently value, including current attitude towards education; what role education plays in their lives (or does not); and what they are currently doing (education, employment) and noting that they may be happy to continue doing it.
2. **Expectation map:** This activity employed a photo card pack of real people to gain an understanding of what types of people the participants thought did or did not undertake tertiary study. Participants divided the photos into two piles which were placed on two expectation maps. Participants provided rationales for their decisions and, in doing so, gave insights into their 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. At the completion of this exercise participants were told that all the people in the photo cards are current university students to debunk myths about who does and does not go to tertiary study.
3. **A day in the life:** The stimulus was a poster to identify peer crowds/sub-groups and how these groups value/engage in education and any patterns of social interaction. Participants were asked to tell the interviewer about a day they experienced in the previous week and draw a poster of the groups of people with whom they interacted.
4. **Emotions about studying (parents only):** The stimulus was a poster with a silhouette of a parent and a child with a thought bubble above each person. Participants were given two sets of stickers with 41 emotion descriptors on them (e.g. happy, hopeful, embarrassed, worried) and asked to select the emotions for each person on the poster that they were feeling about their child studying at a tertiary institution.

5. **Mobile ethnography:** The stimulus was the participant's mobile device to discuss their preferred media, and apps they use to communicate with peers and organisations. The participant was probed to identify the role that digital technology plays in their daily life and the influence of reference groups (peers and family).
6. **Widening participation activity sticker set:** The stimulus was a set of stickers showing the WP activities that government, schools, community groups, universities and TAFEs have done to assist people to think about future study options. Participants placed these stickers on a page in two groups: those activities of which they were aware and those of which they were not aware. They were then asked their opinions of the activities and why they stuck them in each group. This provided information about awareness and attitudes towards types of WP outreach and their preference for people-rich and digital activities.

All data from these tools (drawings, photo card sorting, and writing) were digitally recorded for analysis. The data collection via these individual interviews were then analysed using thematic analysis (Braun & Clarke, 2006) to elicit the deeper commonalities that exist across the cohorts. The personas emerged from this interview data. Subsequent validation interviews at various regional and remote locations with people from low SES backgrounds, Indigenous Australians, CALD and people with a disability were used to validate these personas. The personas central to this strategy are therefore generalisable on a national scale.

Interview Findings

Key themes were identified for each of the target markets and are summarised for influencers (school staff and parents), students (12–18 years) and recent school leavers. While these themes were within the four target markets there were also distinct differences within each target market which led to the development of the personas.

School staff themes:

- concern that resources are primarily targeted at students without sufficient complementary resources (digital and people-rich) for teaching staff
- perceived lack of support materials for school staff to help students access the relevant information in one single place for ease and convenience; this is particularly the case for teachers who did not have career advice as a primary part of their school role
- school staff feel that they are the experts and see their role as facilitating navigation for students and parents; specifically, they perceived their job role as helping students and parents connect with resources and workplace experts
- strong sense of responsibility for students' success and navigation of education pathways, but frustrated that information is not easily/quickly accessible to help them help the students
- mixed beliefs about capability of students to make decisions about their future
- not confident in students' ability to navigate tertiary education choices effectively
- strong desire for a connection between people-rich activities and digital tools, there was specific mention of the need to have a one-stop-shop where information and resources are easily accessible by school staff
- lack of support for students once they finish Year 12. They need opportunities to reconnect with key school staff when the need arises
- lack of belief of parents' ability to adequately support their children's career decision-making
- professional identity appears to be dependent on helping students beyond the classroom.

Parents themes:

- varied levels of confidence in their ability to help their child navigate tertiary education choice
- some parents who had not studied any form of tertiary education did not feel good enough and wanted more for their child, while others preferred the child to follow in their footsteps
- perceptions that university students are confident, creative and a separate/different type of person from themselves and their children (this suggests psychological distance and identity separation from those who attend university)
- mixed feelings about child's ability to navigate pathways, with some parents highly confident of their child's capabilities and others less so
- some parents were passionate about students needing role models and life mentors; mixed views on who should be the role model/mentor, with varying levels of parental involvement
- disparity amongst parents in terms of the level of involvement they are willing to have in assisting their child with career choices
- desire for information and functional resources that speak to them in terms they understand rather than in jargon
- an inside view of what jobs/careers are really like so young people can make informed decisions
- perceived lack of support that is personalised and available when needed
- desire for digital activities as this preserves anonymity
- desire for self-paced personalised information.

School Student themes:

- some had a clear plan/path for tertiary education after finishing school, while others were still searching
- some who wanted to go to university were unsure of pathways and daily logistics in managing tertiary study
- for some, relationships with boyfriend/girlfriend were important and this influenced their choice both positively and negatively; in many cases the boyfriend/girlfriend relationship over-rode the opinions of peers and parents
- level of peer influence was varied, with many students tolerant of a wide variety of post-school choices by their friends
- most did not even talk about tertiary education with their peers, as the conversations are more associated with their social life
- some perceived parents as unsupportive
- stage of career decision-making and preparation for post-school options was not dependent on year level, but rather was dependent on personal characteristics
- varying use of digital activities, some students use digital as a functional tool while others integrated digital into their daily lives
- appeared to be more influenced in their career choice by non-parent influencers such as an aunt/uncle or another trusted adult.

School Leaver themes:

- some want to study but are supporting their family and are prioritising short-term financial needs over the longer-term financial benefits of study
- believe money is an important barrier to tertiary education
- some have had their plans move ‘off track’ by life circumstances and are now unsure of how to change direction
- there is a sense of urgency as school has finished and they feel that time is running out to start the career/job track
- fear of leaving friends and family for study
- the types of support indicated were information that was timely, relevant and provided access to networks
- expressed a desire to connect digitally to ‘people like them’ who had been successful and had overcome obstacles
- digital activities that were preferred were more entertainment-based rather than functional.

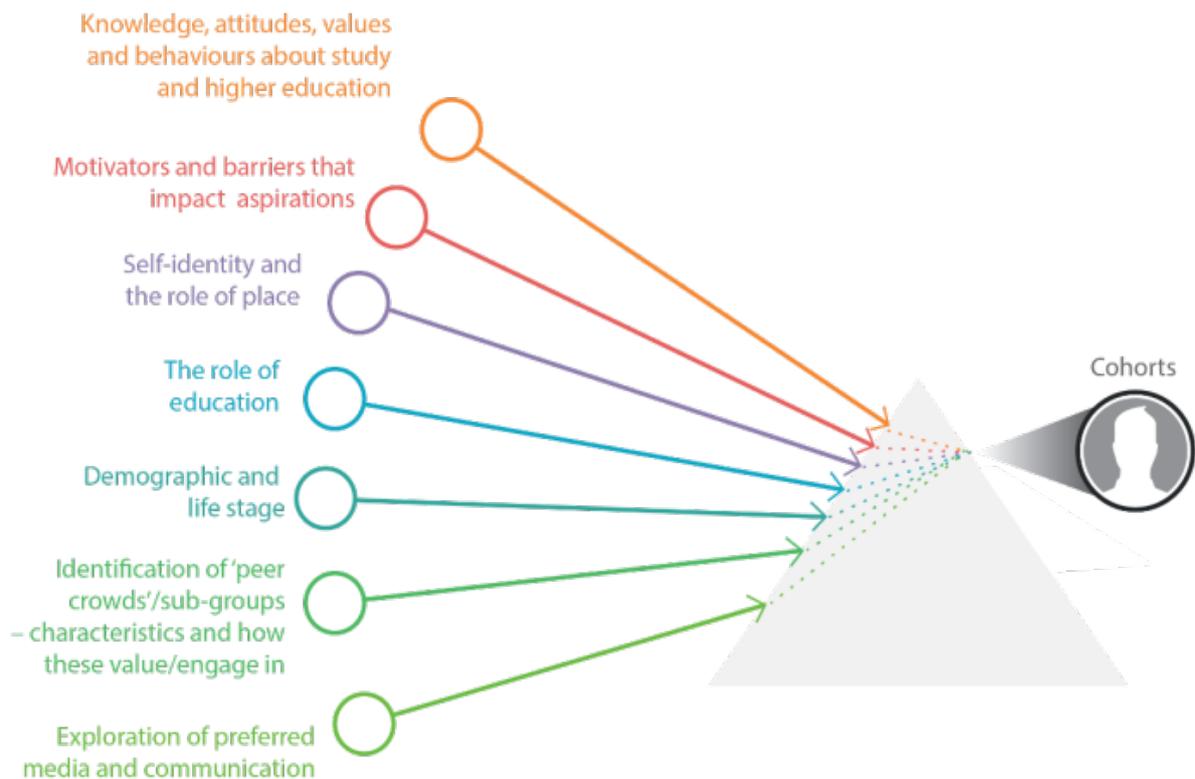
Personas

In all, four learner personas (high school and recent school leavers), four parent personas and three school staff personas were identified as outlined in the next three pages. The interviews and workshops revealed many shared needs and these have been used to underpin the strategy. Analysis of the data from the interviews provided the grounding for the development of the personas. The participant voice is critical to a deeper understanding of the motivations, barriers and benefits of tertiary education within the low SES cohort groups. Personas are the qualitative expression of participant voices distilled to the key characteristics, motivations, barriers and behaviours. The Position Paper recommended that the social marketing approach include the use of “planned cohort personas [which] emerge from the data collected from the cohorts and their influencers” to explore “the journey to higher education and the critical touchpoints related to aspirations and barriers encountered in different places/locales” (p.5). Hence the social marketing approach focused on the use of service design tools to develop cohort personas that can then be mapped to goals, behavioural determinants and the final social marketing strategy.

The personas contain visuals that are gender, ethnicity and age neutral. Australian animal images were selected as the visual device to avoid biases such as gender and age and yet still resonate with the participants. The animals were anthropomorphised to have sufficient human qualities to generate emotional transfer, while still retaining the animal characteristics.

The foundation for developing the personas was drawn from the Position Paper (p.108) and the interviews in order to group individual decision-making styles according to their shared attitudes, knowledge, personal values, perceptions and dreams (see Figure 28). This took a step further than the demographic groups of the low SES cohorts, which was the focus of the Survey of Expert Proxies.

Figure 28 - Image adapted from: Position Paper Personas



High school student/recent school leaver personas

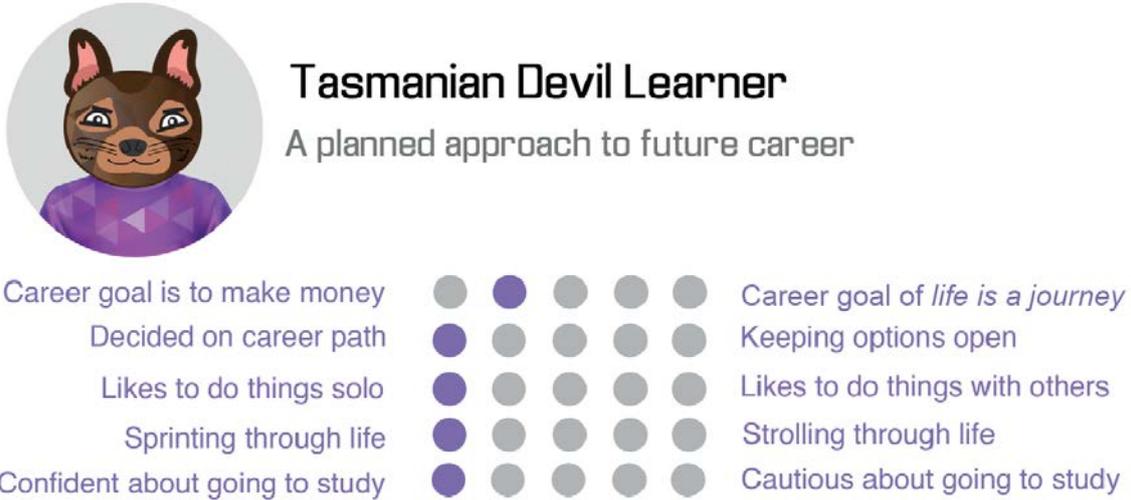
Based on the interview data, each of the personas has been visualised in two ways: 1) a continuum of psychological characteristics; and 2) key support mechanisms that create the persona-specific value propositions. The key psychological characteristics relevant to preparing and applying for tertiary education were: career goal (making money or life journey), stage of decision process, preference for doing things by themselves or with others, space and urgency of getting stated with a career, and confidence about future study. The high school students' temporal perception is aspirational as study options are in the future. Unlike the high school students, recent school leavers had the temporal perspective of the present, thus creating a sense of urgency for action. Each persona will be discussed in turn.

The key support mechanisms are used to profile each persona and reflect the theoretical constructs – the Stage of Change Framework and Social Support Theory, which are fully explained at the end of Section D. The profile also includes a summary of the key motivators and barriers for participating in tertiary education derived from the interview data. Finally, it is proposed that the key message be used when communicating the value proposition to each persona.

Tasmanian Devil

The Tasmanian Devil persona is characterised by a planned approach to their future career. They have a desire to work solo, sprint through life, are confident about going to study and have decided on a career path (as shown in Figure 29).

Figure 29 – Tasmanian Devil Persona Psychological Characteristics



In terms of the high school student Tasmanian Devil persona profile (see Figure 30) the stage of change for this group is preparation to apply for tertiary study; the social support required is network, emotion and esteem. Motivators to encourage post-school study are: clear goal of the career they desire and the steps needed to get there and strong work ethic. Barriers are they are time-sensitive and don't want to wait to achieve their goal; this means they may forego higher education for a quicker pathway. For the school leaver counterpart (see Figure 31), additional support is needed in terms of emotional and esteem as their confidence has been lost due to getting off track. Their motivators are the clear goal and an understanding that the goal attainment may take longer than desired. Barriers are lack of confidence in overcoming hurdles and anxiety about financial costs of study versus working and earning money.

Figure 30 - Tasmanian Devil Persona Profile – High School Student

Tasmanian Devil – High School Student

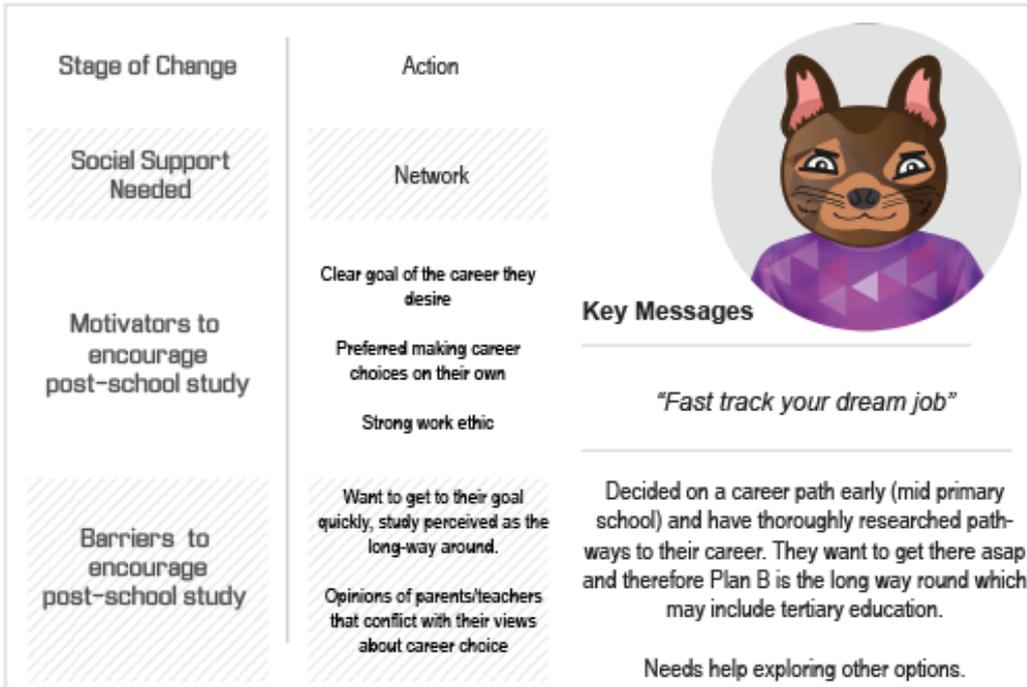
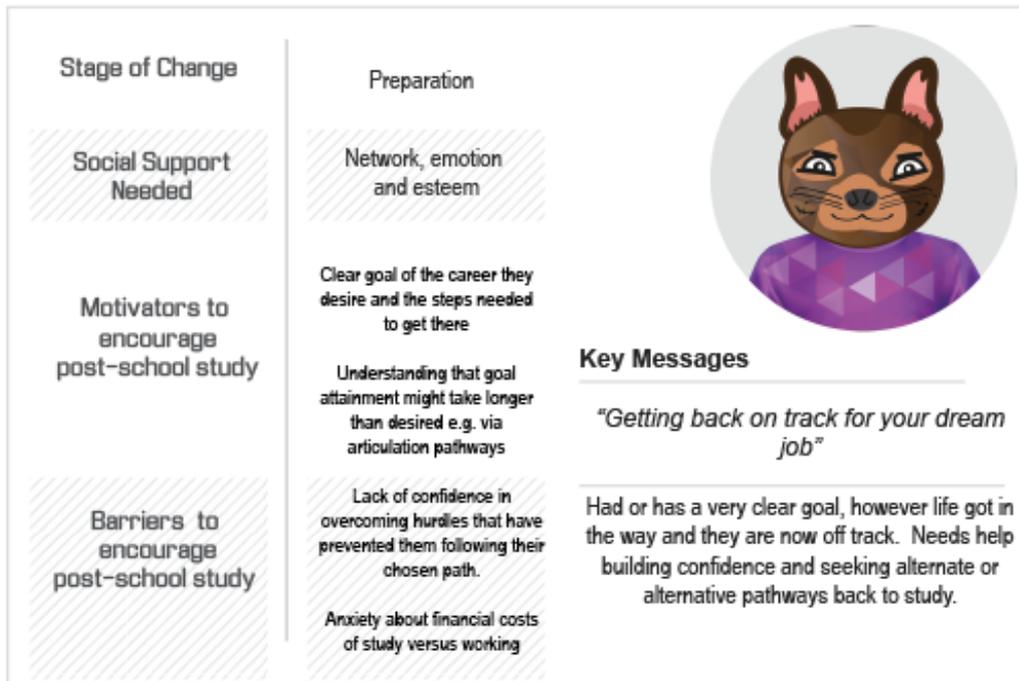


Figure 31 - Tasmanian Devil Persona Profile – Recent School Leaver

Tasmanian Devil – Recent School Leaver



Bowerbird

The Bowerbird persona is characterised by wanting to be successful but is unsure of how to achieve this goal. They have the desire to make money in their career but are cautious about study as a result of uncertainty. They prefer to keep their options open, with a tendency to stroll through life and like to work with others (see Figure 32).

Figure 32 – Bowerbird Personal Psychological Characteristics



The Bowerbird persona profile (see Figure 33) is at the preparation stage for applying for tertiary studies and needs networks for social support. Motivators to encourage post-school study are a desire for a satisfying financial job with status, while barriers are being unaware of the steps needed to gain the well-paid job they seek. Notably, there is a disconnect between the career aspirations and the execution of applying for tertiary study.

The school leaver counterpart (see Figure 34) needs additional social support of emotional and esteem due to the realisation that the reality and aspiration of their career goals are disconnected. The motivators are the self-awareness of this disconnect; however, the barrier of being unwilling to forego current income for future income as a result of study creates tensions.

Figure 33 - Bowerbird Persona Profile – High School Student

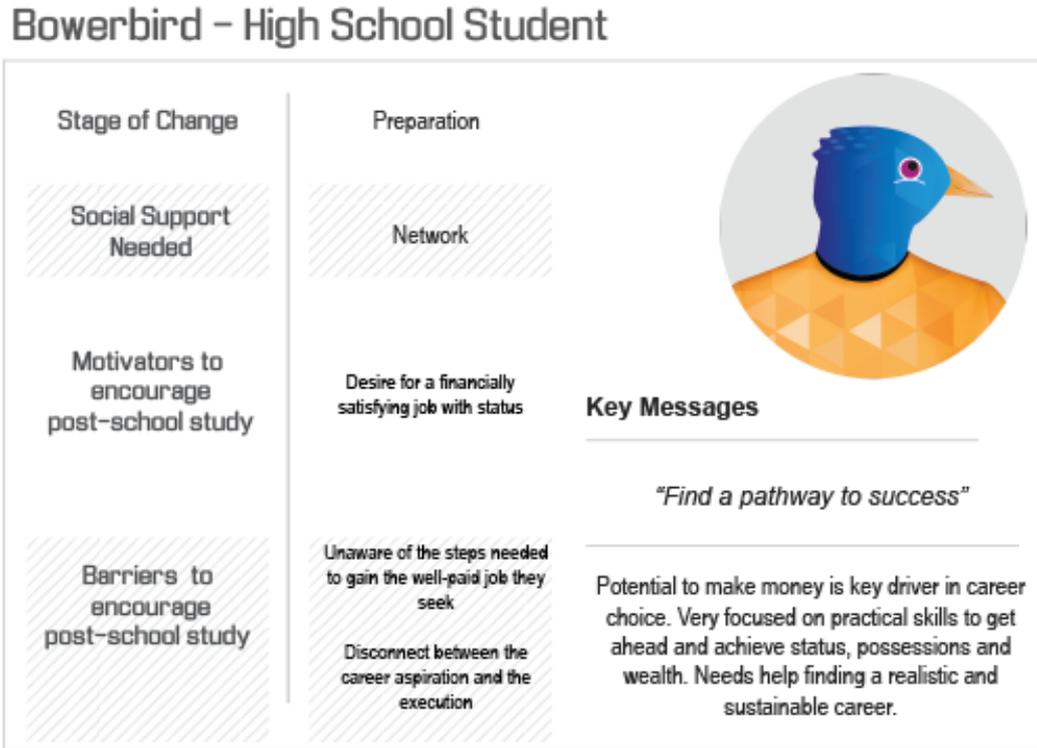
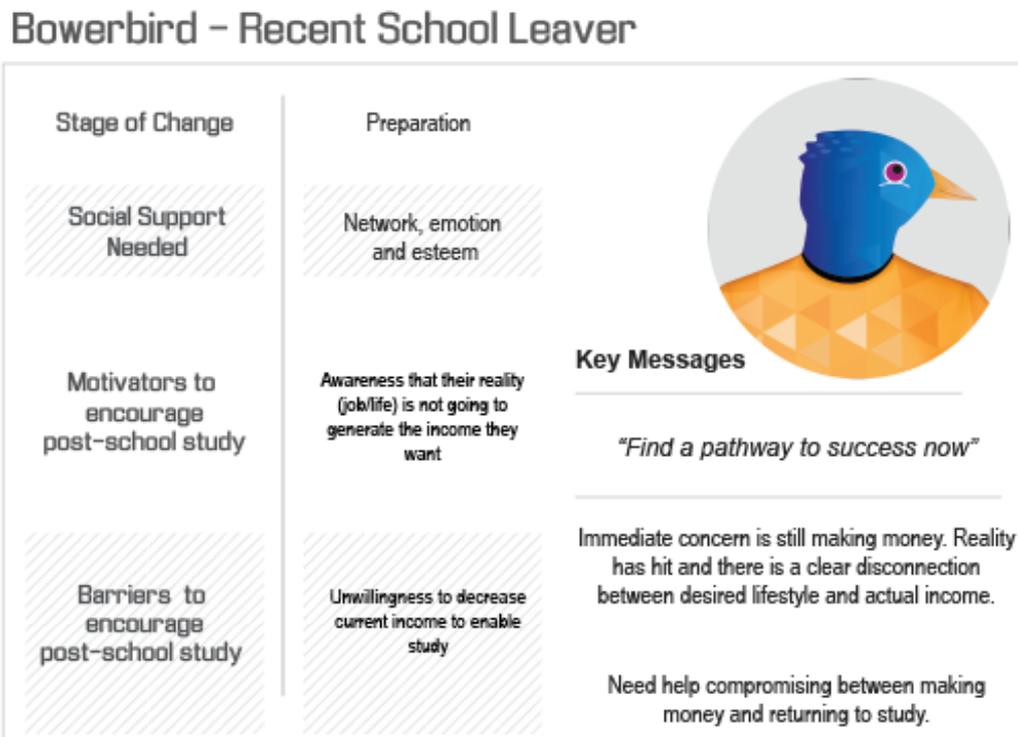


Figure 34 - Bowerbird Persona Profile – Recent School Leaver



Frilled Neck Lizard

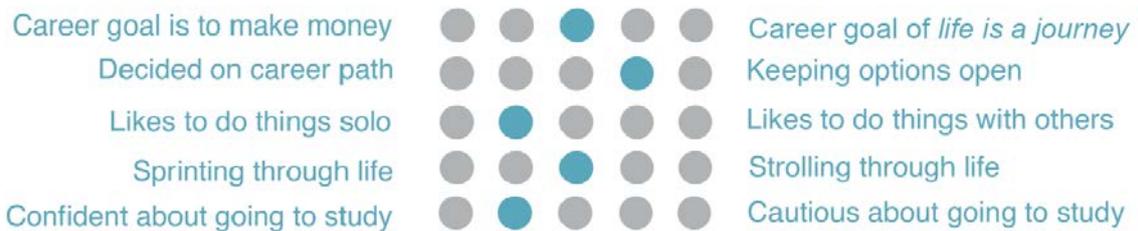
The Frilled Neck Lizard persona is characterised by preferring to work on their own without too much planning. They have a tendency to keep their options open and are reasonably confident about studying at a tertiary institution (see Figure 35).

Figure 35 – Frilled Neck Lizard Personal Psychological Characteristics



Frilled Neck Lizard Learner

Likes to do things on their own without too much planning



The Frilled Neck Lizards, while at high school (see Figure 36), are at contemplation stage for applying for tertiary study and need networks as their social support. This group are happy to explore multiple career options and, while still at school, have the perception that there is plenty of time left to make a career choice. Their school leaver counterparts (see Figure 37) are confident in their self-image but are unsure about their career choice and so are preparing to take action as they now realise that time is running out and sense the urgency to make a career choice now. The barrier to applying for study is a lack of confidence in making a career choice.

Figure 36 – Frilled Neck Lizard Persona Profile – High School Student

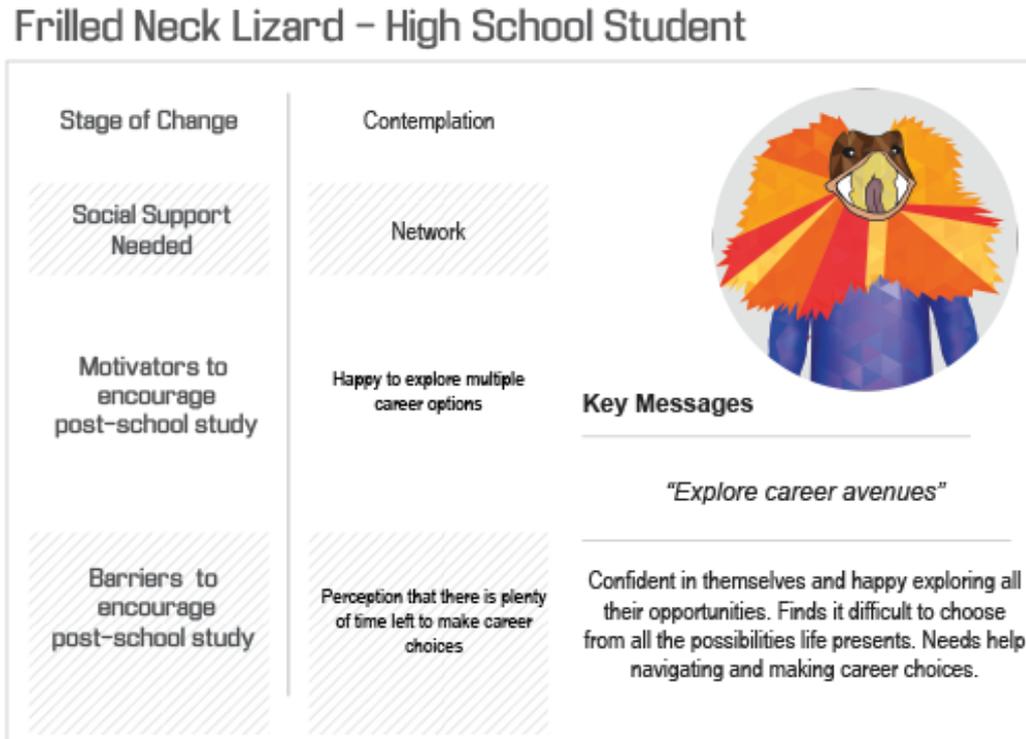
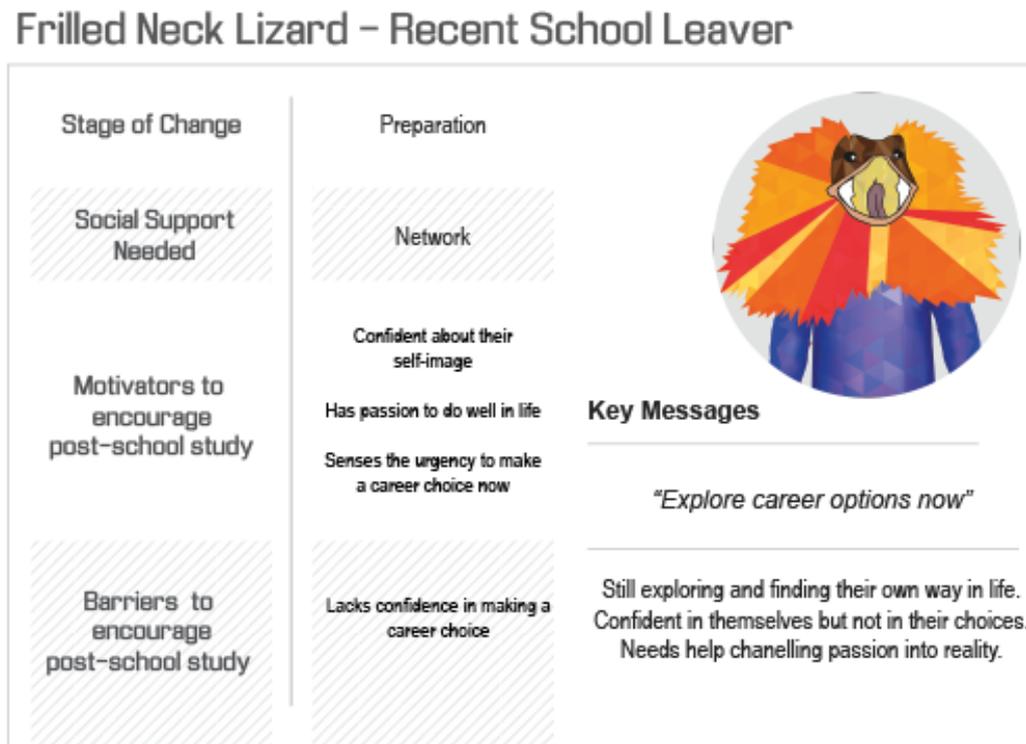


Figure 37 – Frilled Neck Lizard Persona Profile – Recent School Leaver



Wallaby

The Wallaby persona is characterised by viewing life as something to be enjoyed. They prefer to keep their options open, with the perception that a career is a life journey. They like to work with others and are social beings who like to stroll through life. Notably they are cautious about going to tertiary study possibly due to a lack of confidence (see Figure 38).

Figure 38 - Wallaby Learner Personal Psychological Characteristics



The Wallaby school student persona (see Figure 39) is at the pre-contemplation stage of change for applying for tertiary education and require social support in terms of networks, emotion and esteem. They are motivated by the peer choices on post-school study/career options and a desire to have fun. Their barriers are a lack of belief in their abilities and confusion about the link between study and jobs.

Their school leaver counterpart (see Figure 40) is in the contemplation stage due to the immediacy of finishing school and are motivated by people like them who are studying and the opinions of other people about their ability. Their barriers are anxiety about understanding the steps for choosing a career and a lack of belief in their ability.

Figure 39 – Wallaby Persona Profile – High School Student

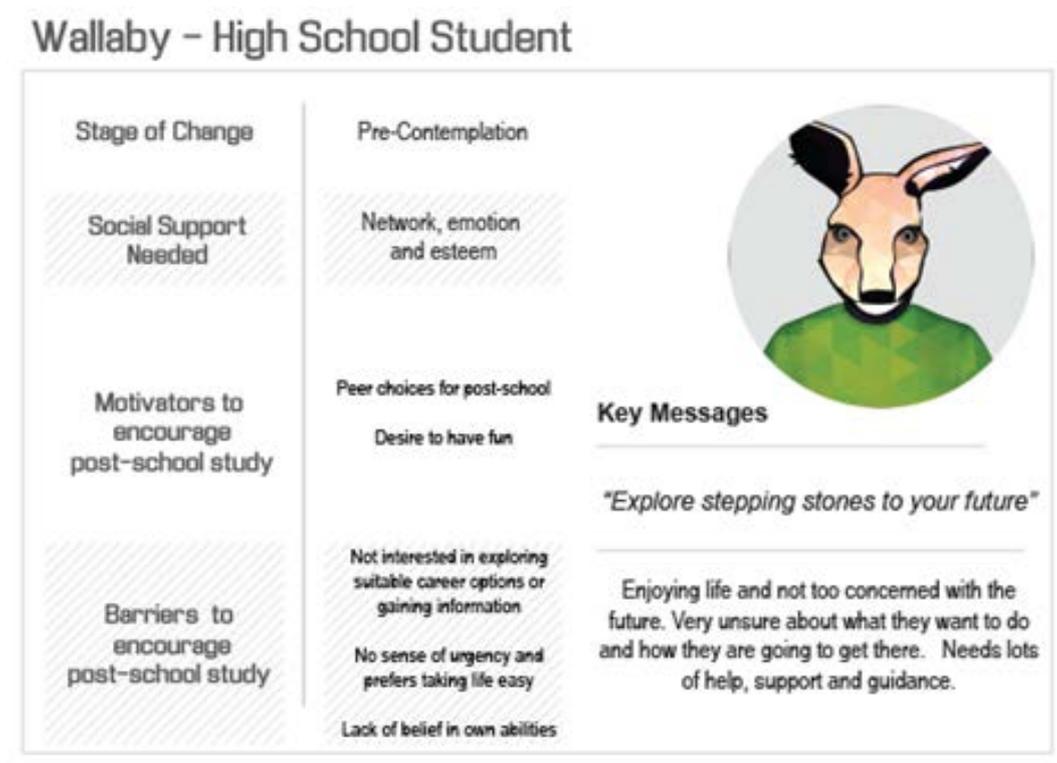
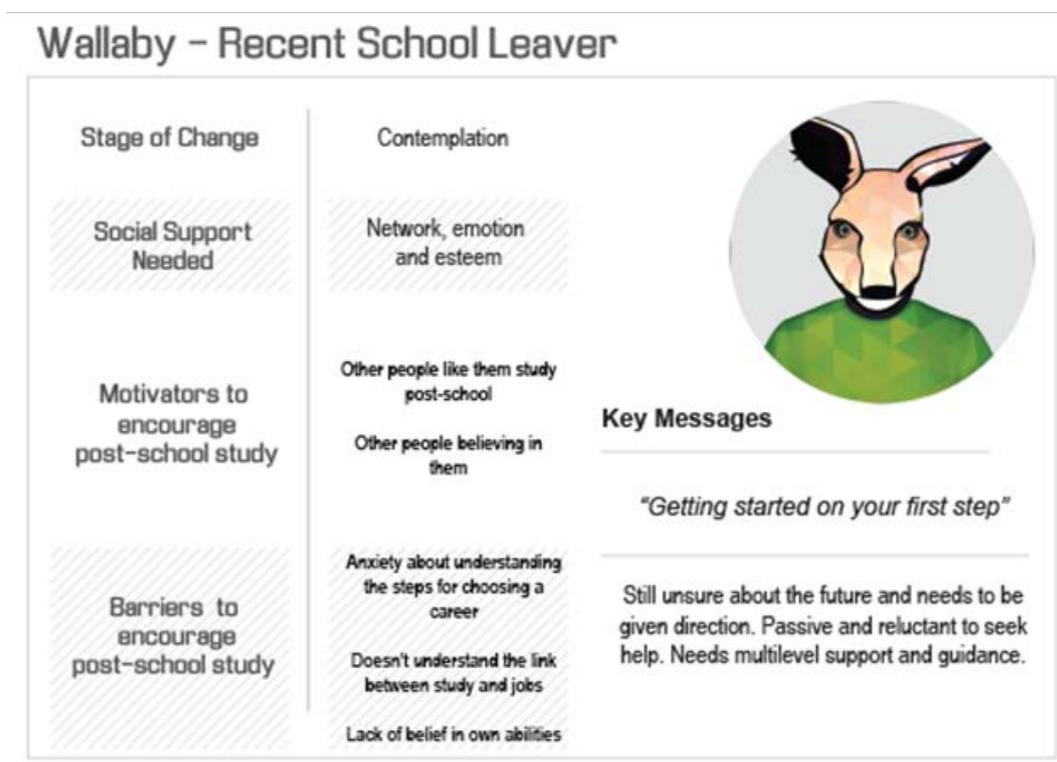


Figure 40 – Wallaby Persona Profile – Recent School Leaver



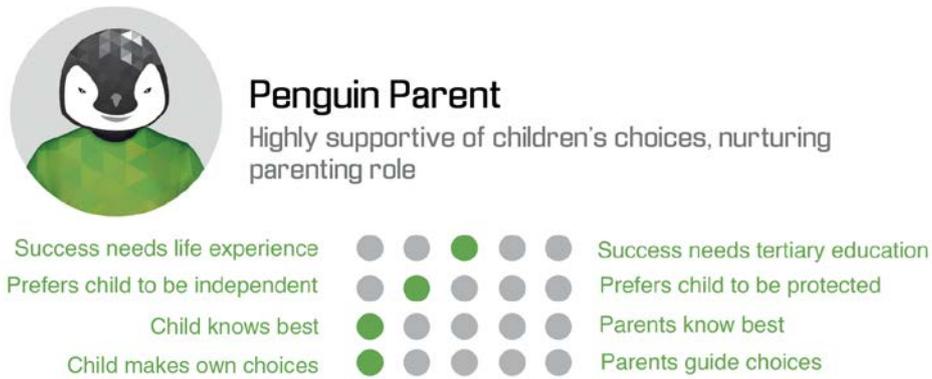
Parent personas

The key motivational characteristics of parent personas identified through the interviews are the basis of success for their child, parenting style, the role of child and parent in career decision-making, and the level of control. The descriptions of the personas also include any emotional factors that were identified in the interview process for a particular persona.

Penguin parents

The Penguin persona (see Figure 41) is characterised by being highly supportive of their children’s choices and preferring the child to be independent. In their view, the child knows best and can make his/her own choices.

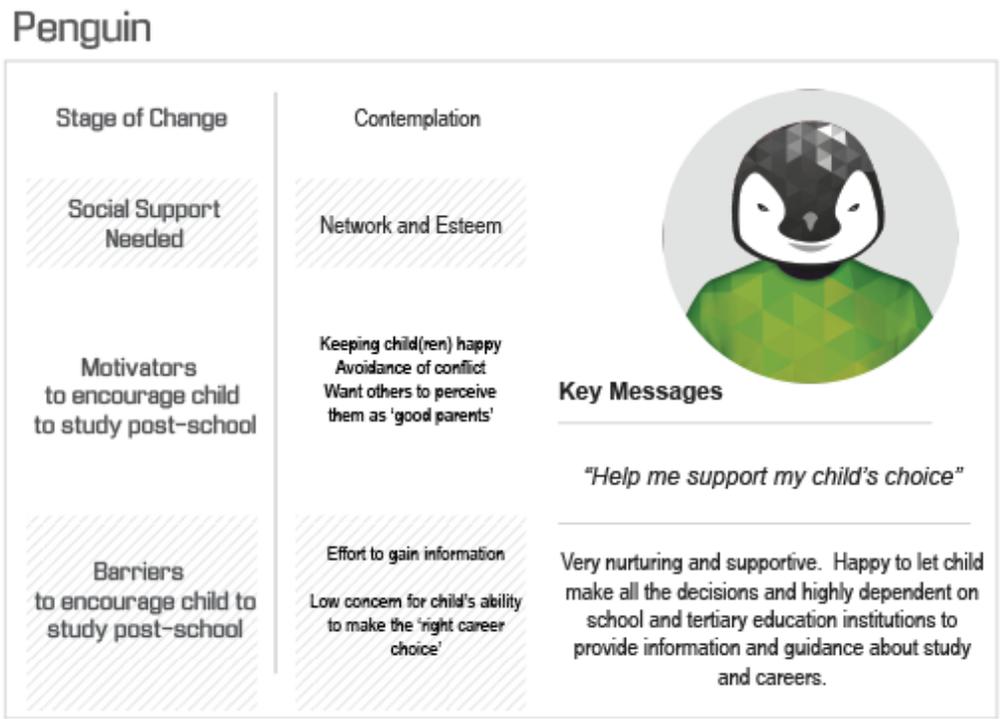
Figure 41 - Penguin Parent Personal Psychological Characteristics



Penguin Persona profile

The Penguin parent (see Figure 42) is at the contemplation stage of change and requires network and esteem for social support. Motivators to encourage child to study post-school are keeping children happy, avoidance of conflict and the desire for others to see them as good parents. A key barrier is the effort required to gain information about tertiary studies.

Figure 42 - Penguin Persona Profile



Possum Parent

The Possum parent is characterised by wanting the best for their children but are a little unsure of how to help (see Figure 43). This persona is of the opinion that success needs life experience rather than tertiary education. They consider that while children should drive the decisions around study and career choice, they still need protecting.

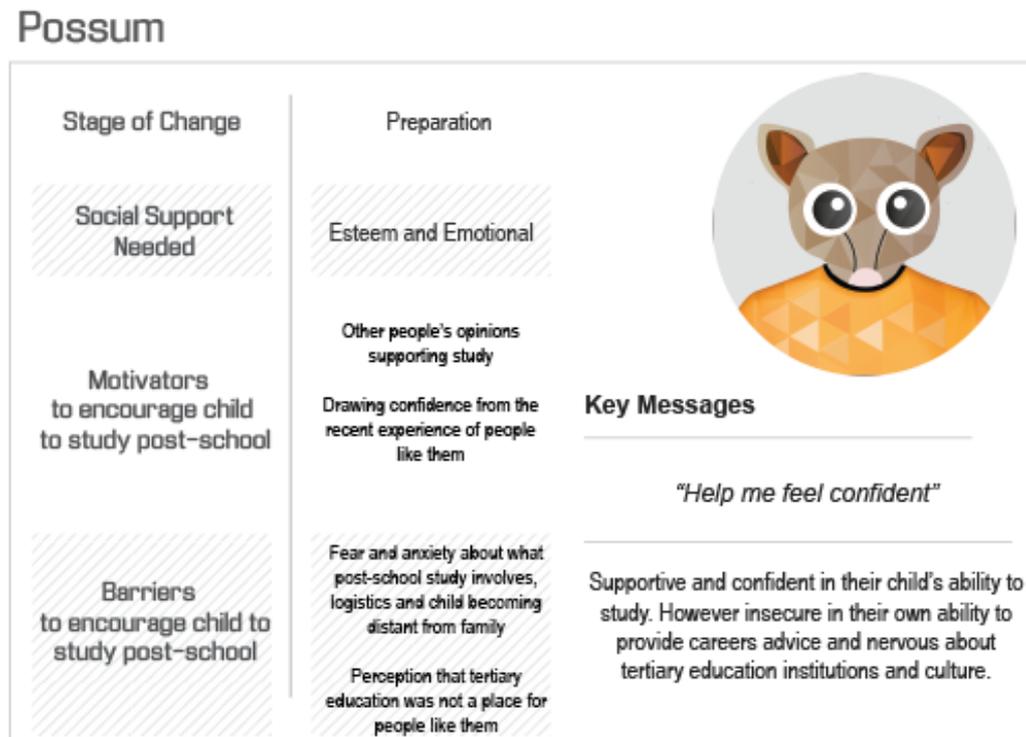
Figure 43 - Possum Parent Personal Psychological Characteristics



Possum Persona Profile

The Possum parent is at the preparation stage for their child applying for tertiary education and requires esteem, emotional and social support. Motivators are other people’s opinions about tertiary study and they draw from the experiences of other people like them. The barriers are fear and anxiety about what post-school study involves for their child and whether their child will become distanced (physically and emotionally) from the family. There can also be the perception that tertiary institutions are not a place for people like them (see Figure 44).

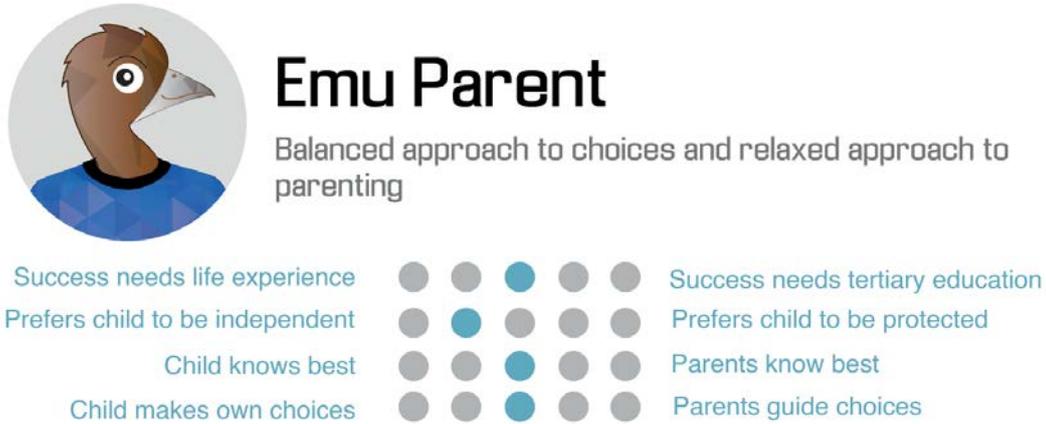
Figure 44 - Possum Persona Profile



Emu Parent Persona

Emu parents are characterised by having a balanced approach to choices and a relaxed approach to parenting (see Figure 45). Their preference is for the child to be independent, but will work with them to make choices about applying for tertiary education.

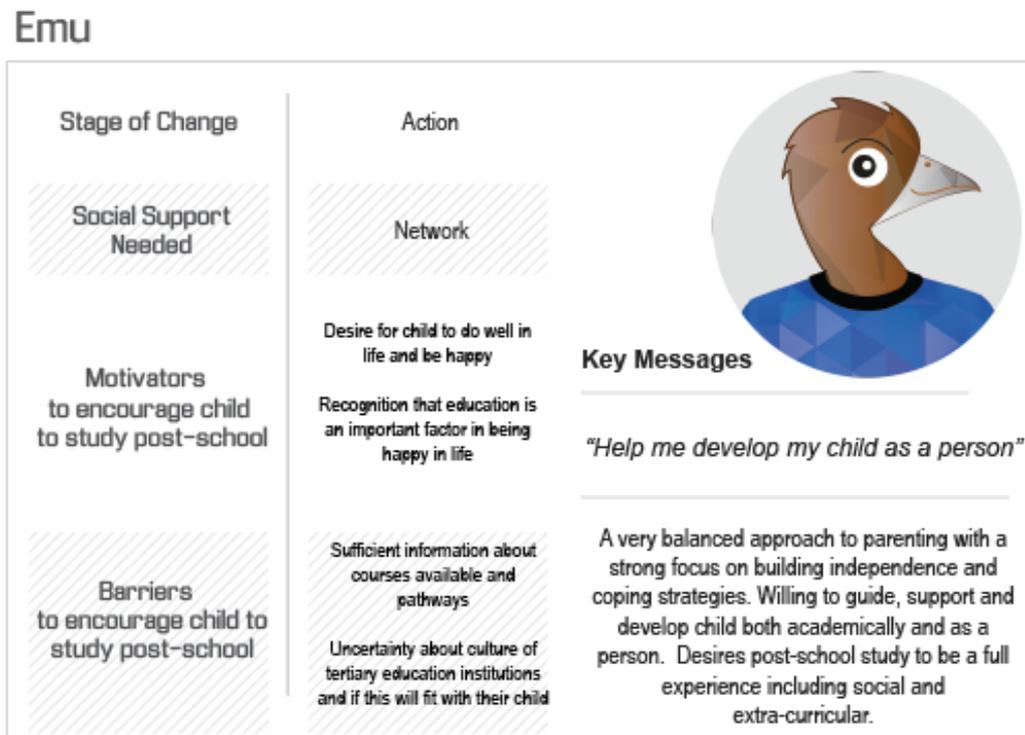
Figure 45 - Emu Parent Personal Psychological Characteristics



Emu Personal Profile

The Emu parent is at the action stage of change and requires networks for social support (see Figure 46). Motivators are the desire for the child to succeed in life and be happy. They recognise that education is an important factor in gaining this happiness. Barriers relate to insufficient information about courses available and pathways to tertiary education. This type of parent may be uncertain about whether the culture of tertiary education institutions will be a good fit for their child.

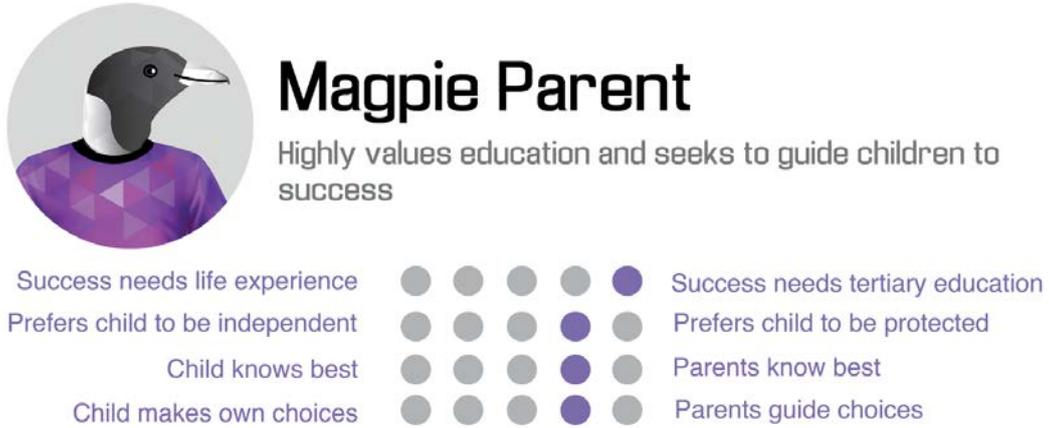
Figure 46 - Emu Persona Profile



Magpie Parent Persona

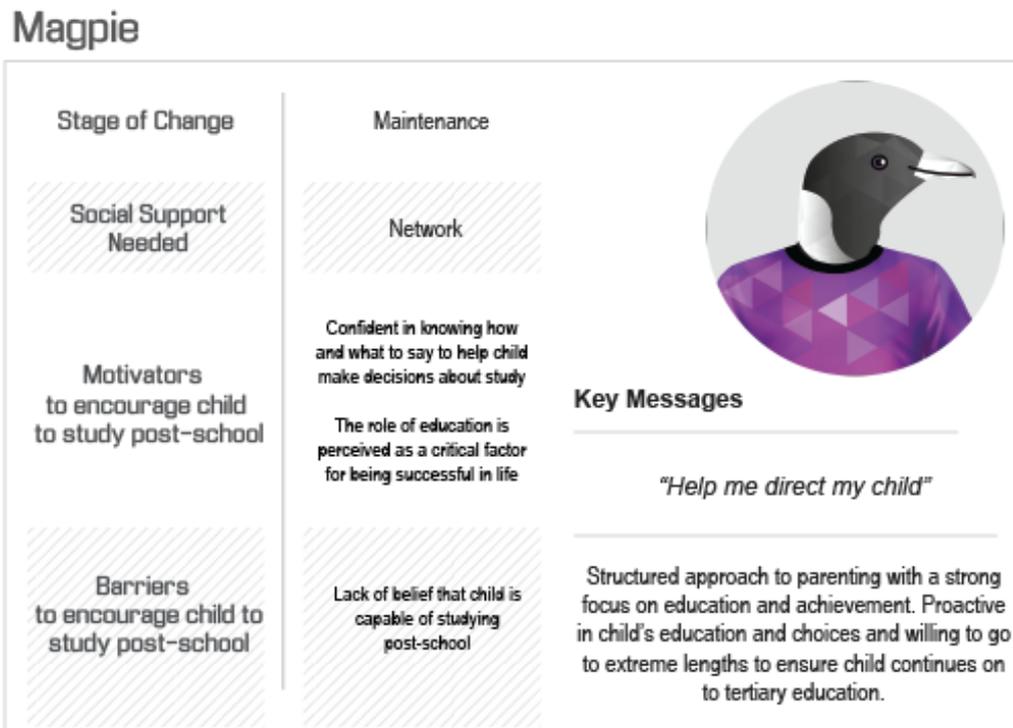
Magpie parents are characterised by valuing education highly and seeking to guide children to success (see Figure 47). They consider that success requires tertiary education, and that parents know best and should guide choices, as the child needs to be protected.

Figure 47 - Magpie Parent Personal Psychological Characteristics



The Magpie parent is at the maintenance stage in terms of the child applying for tertiary education and the social support required is networks (see Figure 48). Motivators are confidence in helping the child make decisions about study and the view that education is critical for success in life. The only barrier relates to whether the child is capable of studying post-school.

Figure 48 - Magpie Persona Profile



School Staff personas

The key motivational characteristics of school staff personas identified through the interviews is based on their relationship closeness to the students and their formal role within the school. The attributes of each persona are the closeness and formality of the relationship, teaching style, and the role of education in their personal identity. Birds were chosen for this cohort and ranged from birds close to the ground to those that soar in the sky with a ‘birds-eye view’.

Wood Duck school staff

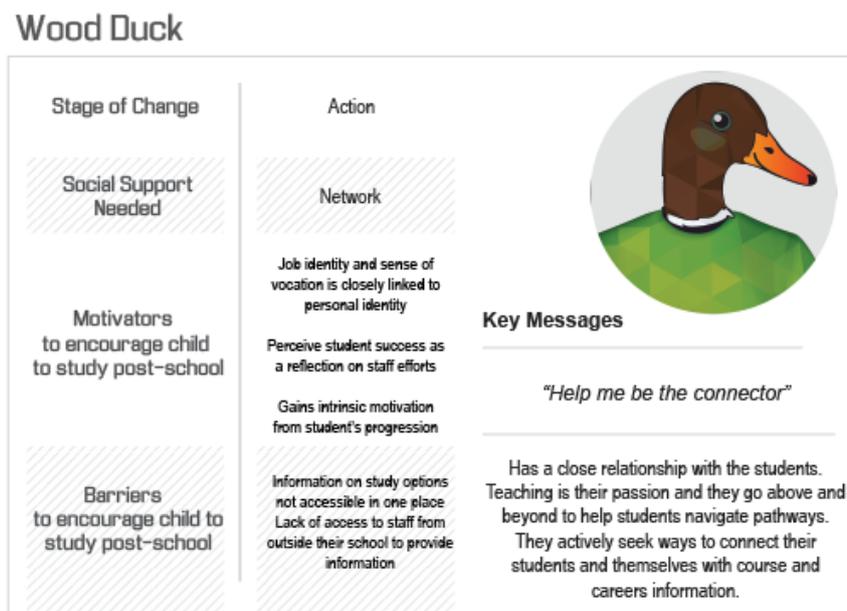
The Wood Duck is characterised by a close relationship with students and perform the role of a coach/mentor (see Figure 49). This persona has regular contact with students through their role as a classroom teacher or a career counsellor. For this persona, education is a vocation and they consider that students need to be nurtured.

Figure 49 – Wood Duck Staff Personal Psychological Characteristics



Wood Duck school staff are at the action stage of change and require networks for social support. Motivators encourage students to apply for tertiary education are intrinsic with the desire to see their mentees live to their potential. They have a perception that student success is a reflection of staff efforts. Barriers are that they are time poor, lack of access to industry contacts for students and difficulty navigating the plethora of information from different sources and institutions across the country (see Figure 51).

Figure 50 – Wood Duck Persona Profile



Kookaburra school staff

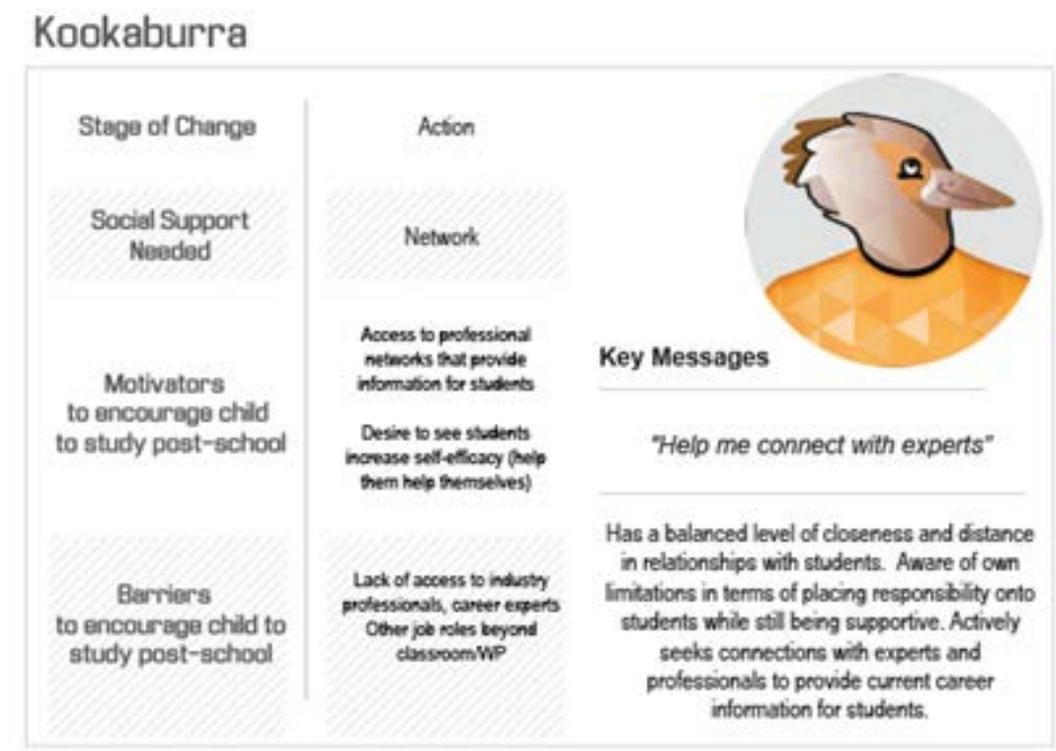
Kookaburra school staff are characterised by a practical approach to relationships with students and they consider that students need to be nurtured (see Figure 51). Their formal role in the school may involve classroom teaching but also includes subject or supervisory leadership. They tend to adopt a bigger picture view than Wood Ducks and this may create some distance in their relationship with the students.

Figure 51 - Kookaburra Staff Personal Psychological Characteristics



Kookaburra school staff are in the action stage of change and require networks for social support (see Figure 52). Motivators are access to professional networks to help them provide information to students and a desire to see students increase self-efficacy. Barriers are a lack of access to industry professionals and career experts and conflicting job roles.

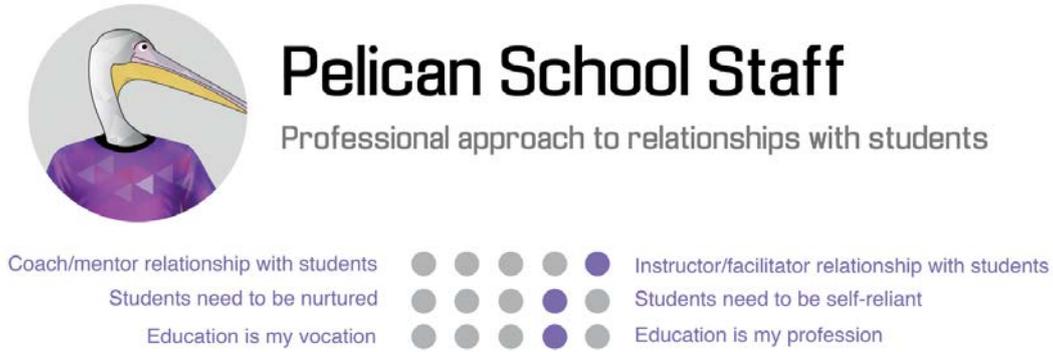
Figure 52 - Kookaburra Staff Persona Profile



Pelican school staff

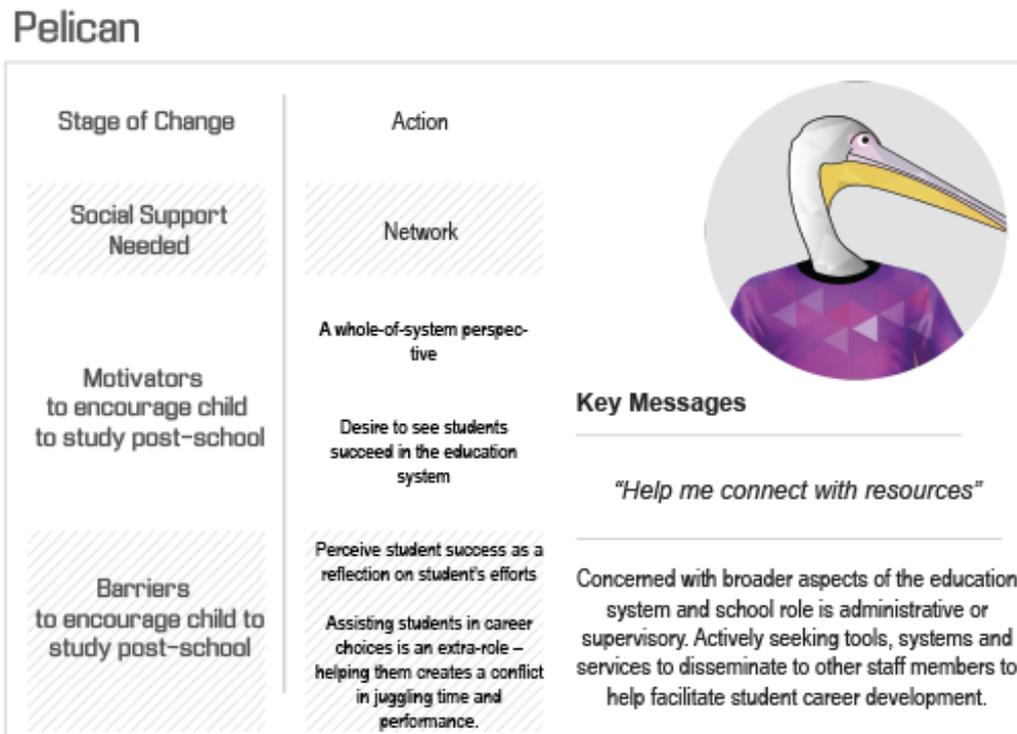
Pelican school staff are characterised by a professional approach to their relationship with students and view education as their profession rather than their vocation (see Figure 53). Their role extends beyond the classroom and typically involves school administration and leadership. They therefore prefer to have a facilitator/instructor relationship with students and consider that students need to be self-reliant.

Figure 53 - Pelican Staff Personal Psychological Characteristics



Pelican Staff are at the action stage of change and require networks for social support (see Figure 54 - Pelican Staff Persona Profile). Motivators are desire to see student cohorts succeed in the education system, while barriers are the time and effort taken to assist students in career choices.

Figure 54 - Pelican Staff Persona Profile



Participant Awareness of Current Widening Participation Activities

To identify any gaps in the Widening Participation program offerings, the researchers examined awareness levels by presenting stickers which summarised the key types of activities undertaken across Australia. This list consisted of 13 categories of activities that can be broadly classified as people-rich (green), digital (orange) or print-based (blue). There appears to be a dominance in people-rich activities, which may arise from the localised nature of WP activities. These activities are shown in Figure 55.

Figure 55 - Current WP Activities



The interview data indicated that high school students were more aware of the current widening participation activities than recent school leavers. The low awareness amongst the school leavers is likely to be due to the activities not holding any value or relevance to that group when they were at school. Of note is that school student Tasmanian Devils were aware of twice as many activity types as their Bowerbird school student counterparts attending the same school. This indicates that the less-engaged and more uncertain Bowerbirds need incentives or encouragement to engage in people-rich and digital activities. The data may also suggest that they are at different stages of readiness and receptiveness to information about applying for tertiary education. Activities may need to change to resonate more strongly with specific personas rather than offering a single one-size-fits-all approach.

The interview data also indicated that parents had low awareness of any parent-specific WP activities, while school staff were aware of activities designed for them. However, both influencer groups had lower levels of awareness compared to both the school students and recent school leavers. This illustrates a clear gap in the offering for parents and school staff. To this end the Option 1 strategy is inclusive of these two groups in addition to the core target market of students and school leavers.

Participatory Workshops

To develop innovative solutions, this project employed participatory workshops as the technique for eliciting ideas that reflected the voice of participants. As a user-centric method, participatory workshops place emphasis on designing from the perspective of the user, and go beyond consultation and testing. Specifically, this approach seeks the active contribution of users as co-designers in the creation of design proposals and alternatives throughout the design process (Blomberg, Giacomi, Mosher, & Swenton-Wall, 1993). More importantly, a process of mutual learning is necessary to generate knowledge and create a shared language between the researchers, users and designers. The intention of this real-time co-creation is to foster a strategy that is more likely to be effective in achieving the attitudinal and behavioural goals of increased participation in tertiary education by the target market.

Participatory workshops allow for accounts of reality formation to be stimulated and expressed in greater depth compared to an individual interview format. For example, the research setting of a group interview or workshop itself generates new data; there are ‘experiences’ that are only recognised once other people help to frame them this way. The group workshop does not then just ‘collect’ pre-existing ideas and viewpoints, but forms part of the process by which these views are produced (Green & Thorogood, 2014).

Students, school leavers, school staff and parents were invited to participate in these service design workshops that were target-market-specific. At the start of the workshop participants self-identified as one of the relevant personas based on viewing the images and descriptions. They then completed the workshop working with others who chose the same persona. Participants were asked to indicate their awareness of current WP activities and were then asked to imagine they were in charge and could develop any type of people-rich and digital solutions that would help people like them. Participants were provided with coloured pens and poster paper to record their ideas. The posters from all personas across all workshops were then analysed for common features that indicated preferences, both people-rich and digital. Samples of these ideas sheets/posters completed by workshop participants are shown in Figure 57.

The data from the participatory workshops are in the form of visualised posters. Content was analysed using a strategy which allowed the nature of the analysis to follow the structure of the data itself (Moustakas, 1994). This and the following page outlines the themes for each target market derived from the data.

Participatory Workshop Findings

Some key themes were identified for each of the target markets and are summarised for influencers (school staff and parents), school students (12–18 years) and recent school leavers.

School staff themes:

- higher needs for informational, network and instrumental social support compared to emotional and esteem
- stage of change was ‘action’ where school staff are motivated to seek information and assist parents and students
- designed digital tools that enabled school staff to be the connector of information with parents and students
- designed people-rich activities that linked school teachers to workplace experts and professional/mentor events
- preference for digital engagement that provided access to both people-rich and digital solutions.

Parent themes:

- higher needs for informational, network and instrumental social support compared to emotional and esteem; however, the Possum persona demonstrated high needs for emotional and esteem support
- stage of change was varied, with Penguin parents in contemplation, Possums in preparation, Emus in action and Magpies in maintenance, which indicates different barriers and motivations per persona to seek information to assist their children
- designed digital tools that demystified tertiary education terms and process, linked parents with parents 'like them' and provided access to career planning tools to assist their children
- designed people-rich activities that brought parents on campus for non-educational purposes to overcome uncertainty and myths, and build identity that tertiary institutions were for people 'like them'; designed three-way, face-to-face meetings between parents, school staff and students to facilitate career planning and realistic goal-setting
- preference for digital engagement that provided access to both people-rich and digital solutions.

School student themes:

- higher needs for informational, network and instrumental social support; however, Wallabies need emotional and esteem support
- stage of change varied, with Wallabies in pre-contemplation and contemplation stages, Frilled Neck Lizards in contemplation, Bowerbirds in preparation and Tasmanian Devils in action; this indicates different barriers and motivations per persona to seek information
- designed digital tools that were highly focused for the persona that knew their career goal (Tasmanian Devils) with broader content for personas that were uncertain of their options or had not commenced the decision-process; the digital tools were highly personalised to create relevance
- the use of storytelling through video and forums to bust myths and demonstrate the reality of tertiary study
- designed people-rich activities that linked students to different workplace experts and to students with similar career aspirations
- preference for digital engagement that provided access to both people-rich and digital solutions.

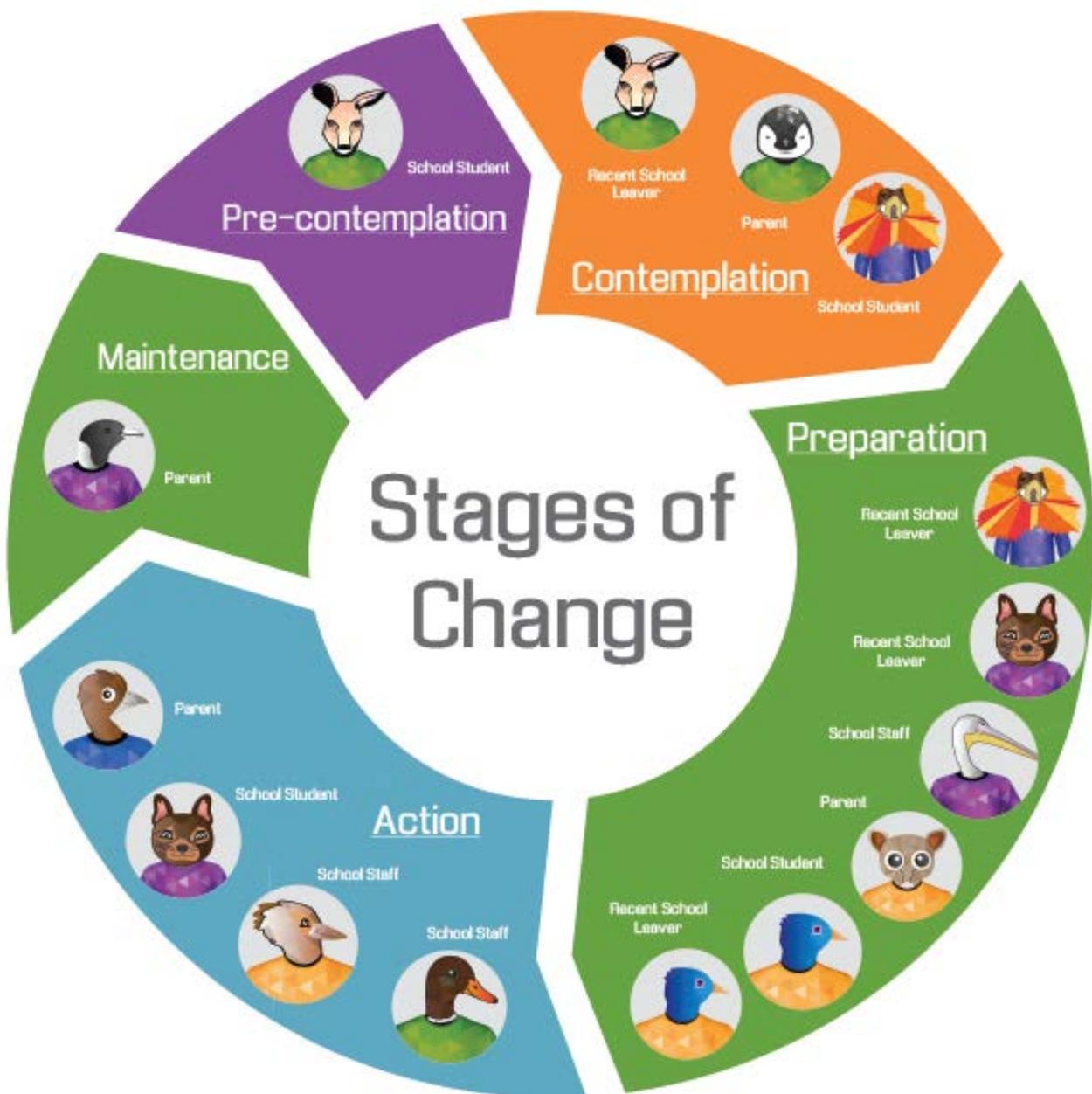
Recent school leaver themes:

- higher needs for informational, network and instrumental social support compared to emotional and esteem; however, the Tasmanian Devil and Wallaby personas demonstrated high needs for emotional and esteem support
- stage of change was different from their school student counterpart owing to the sense of urgency created by the completion of school, for instance where a school student Wallaby was in pre-contemplation, the recent school leaver was in contemplation; this indicates different barriers and motivations per persona to seek information
- designed digital tools that were short-term and oriented around earning an income or balancing work-life commitments as well as managing the stress and anxiety created by 'leaving their options too late'; the digital tools provided links to jobs, study and people 'like them' who could provide tips and advice
- designed people-rich activities that provided information about tertiary study in an incidental, stealthy manner that used daily activities that were important to the persona as a vehicle to deliver tertiary information; for instance the idea of an expo invasion, where a tertiary institution might have a booth related to the theme of the expo, thus bringing the information to the persona rather than expecting the persona to seek out the information at a tertiary expo
- preference for digital engagement that provided access to both people-rich and digital solutions.

Decision-making Stage

The data revealed that particular student personas were at different stages in the decision-making process for applying for tertiary study. Details of the personas in each stage are shown in Figure 56, and a full explanation of the Stages of Change Framework is contained at the end of Section D. The data also revealed that different parent and school staff personas were in different stages of decision-making related to assisting the students. The Wallaby school students were in the pre-contemplation phase, while the Wallaby school leavers, Penguin parents and Frilled Neck Lizard school students were in contemplation. The preparation stage was represented by Tasmanian Devil school students, Frilled Neck Lizard school leavers, Pelican school staff, Possum parents and Bowerbird school students and school leavers. The action stage was occupied by Emu parents, Tasmanian Devil school leavers, Kookaburra and Wood Duck school staff, while the Magpie parents were in the maintenance stage.

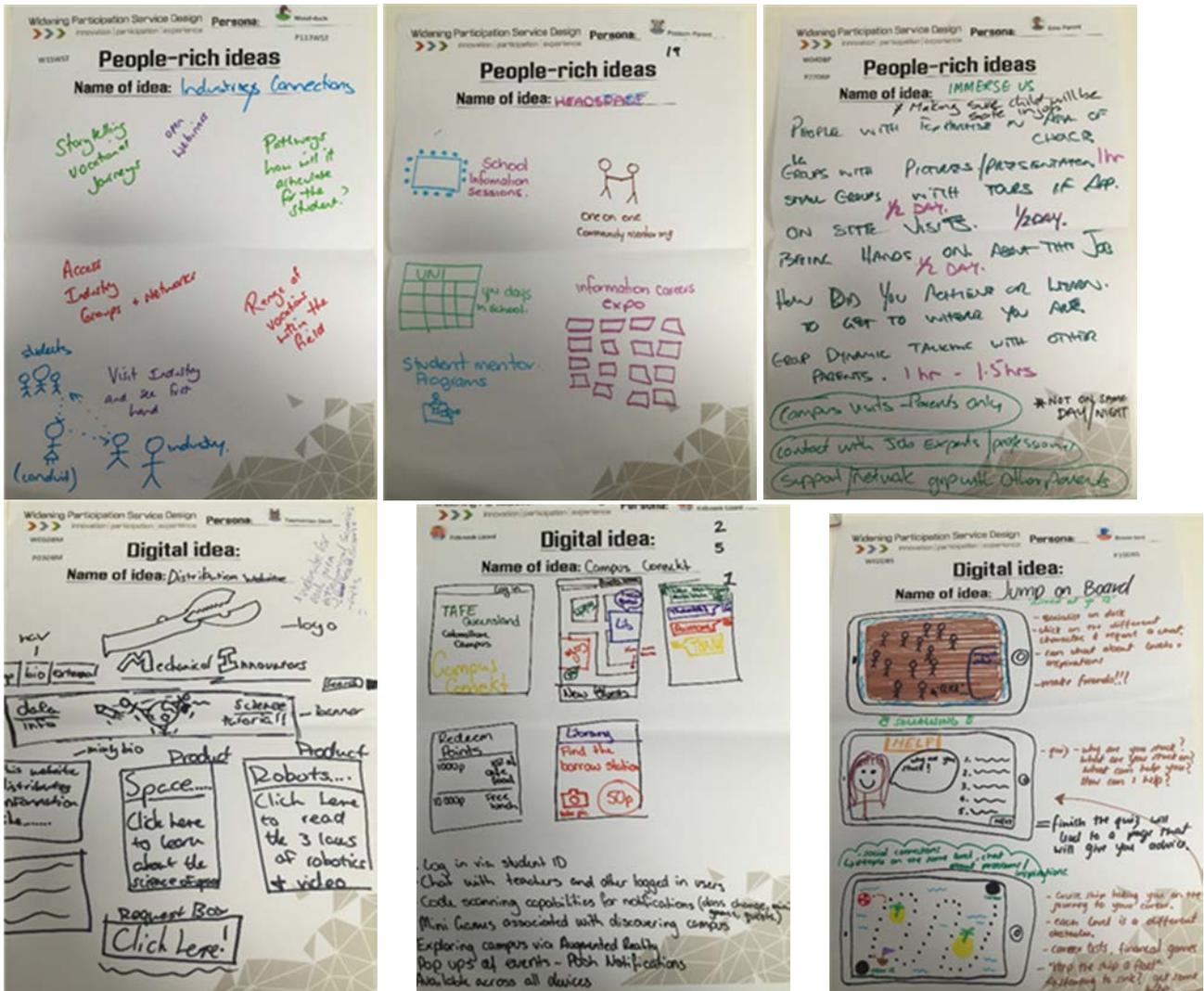
Figure 56 - Stage of Change for each Persona



Preference for a Digital Portal

There was a distinct preference for a digital platform that could link personas to people-rich activities as well as to digital tools (see Figure 57). All of the participants had access to the internet and all had a smartphone. This enabled them to provide ideas that were both web-based and mobile.

Figure 57 - Collection of Ideas Sheets



The interviews provided clear evidence that digital tools needed to be part of a national social marketing strategy. The following verbatim quotes illustrate this preference:

- "Online information is definitely something I do with the kids just because it's up to date, relevant, easily accessible. It's not something I use but I think probably using a mobile app is something that's sort of a one-stop-shop for all this sort of stuff and it would be good for the kids" **Male school staff member**
- "[I like] The interactivity ... but like being able for a student to say...like I have very little cultural capital; I don't know what jobs are out there in the world. What they can do as a student is they can go on something like a mobile app. They can click on their favourite subject like art ...click on that and then that page pops up and what it's currently got is what the job involves; what kind of skills you might need to do well at that job... If they can feel like they connect with someone doing the job that can help them maybe cement a longer-term goal of I want to do that" **Male school teacher**

- *“Online game simulations so fun online games about careers or what it’s like to be a uni student for example” **Male recent school leaver***
- *“Well it’s easy on a device because you can just download them with like iBooks and stuff like that” **Female high school student***
- *“You can just go online and getting it again you can print it off and then like having it there at your fingertips” **Female recent school leaver***
- *“I always prefer the online information because of the fact there are two sides to most stories online so you kind of look at both sides of the story and see where you’re coming from on it...” **Indigenous female parent***
- *“I normally do it all online ...I like to get all my information online because I just can’t go out...it makes it hard going out to get information even though I want to....” **Male parent of a child with a disability***

Preferences for Digital Tools

As the marketing environment highlighted the opportunity to address the barriers to preparing and applying for tertiary education through the socio-cultural and technology environments, the digital solutions identified were aligned with types of social support: informational, emotional, esteem, network and instrumental (see Section D for the theoretical frameworks that underpinned the research). The examples of these digital tools are presented in Figures 58–64 and contain those that are purely online and those that link to people-rich activities.

Figure 58 - Online Tools

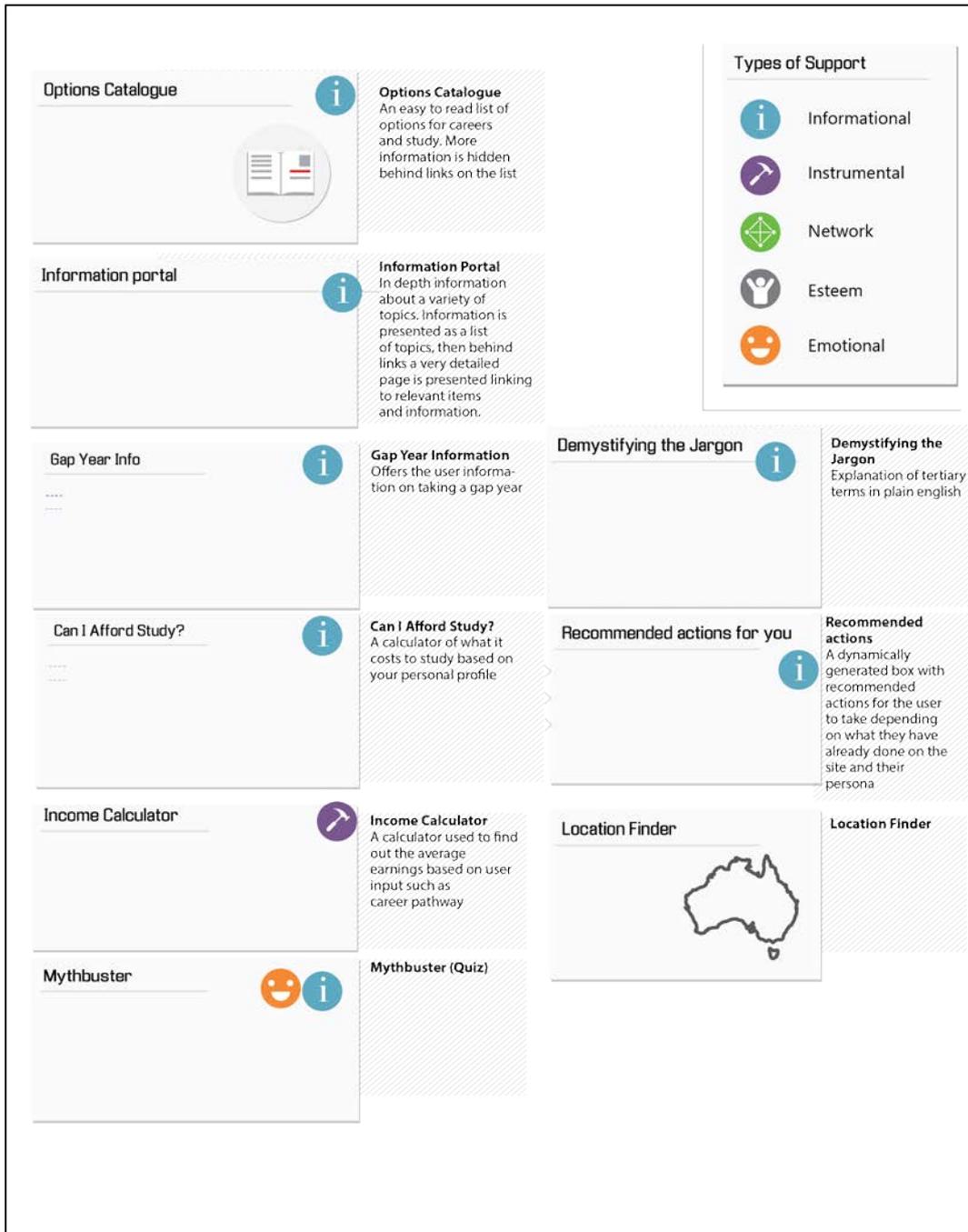


Figure 59 - Esteem Tools

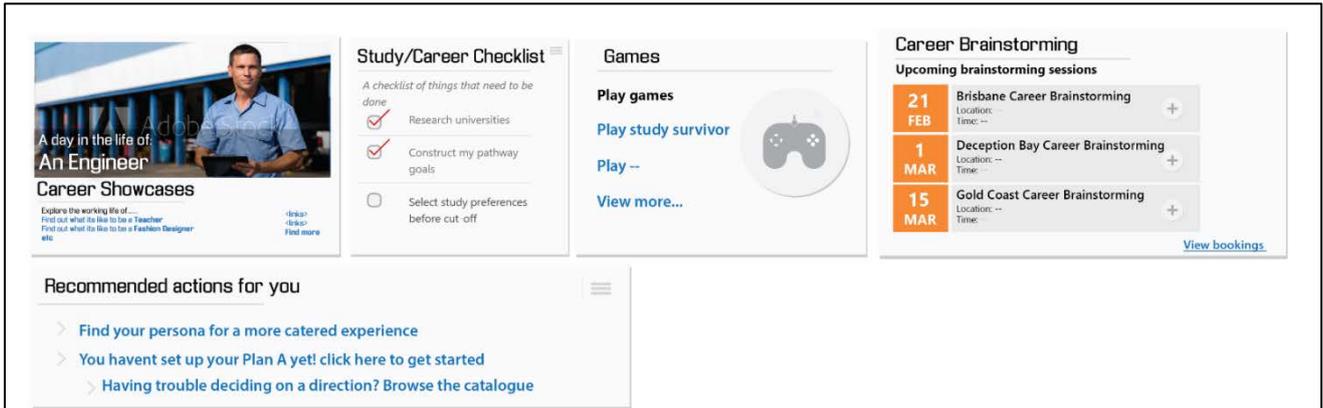


Figure 60 - Information Tools

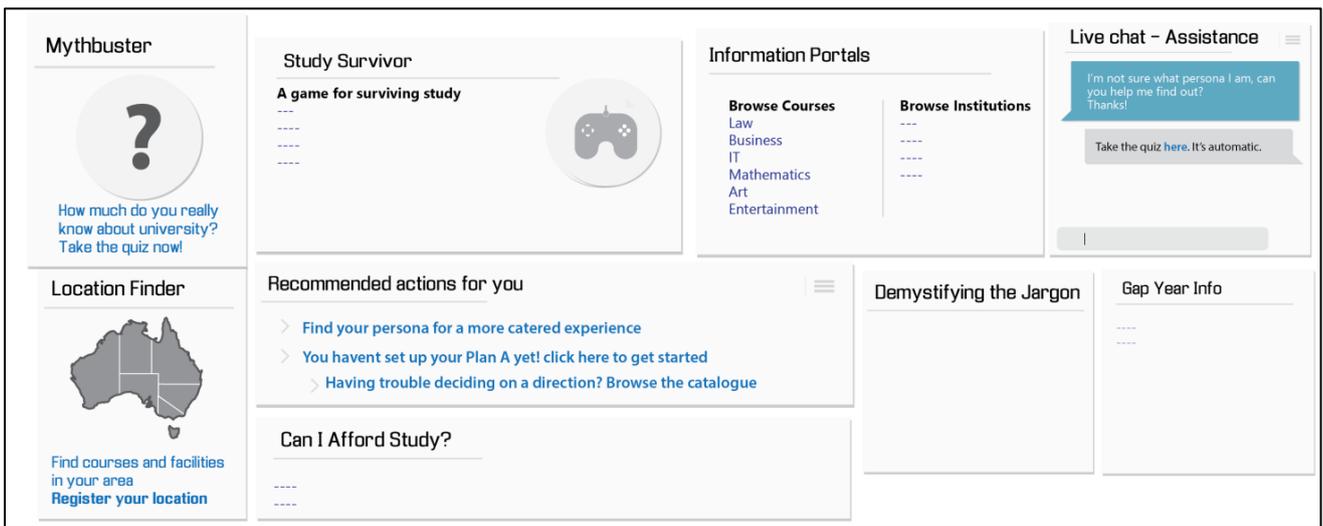


Figure 61 - Instrumental Tools

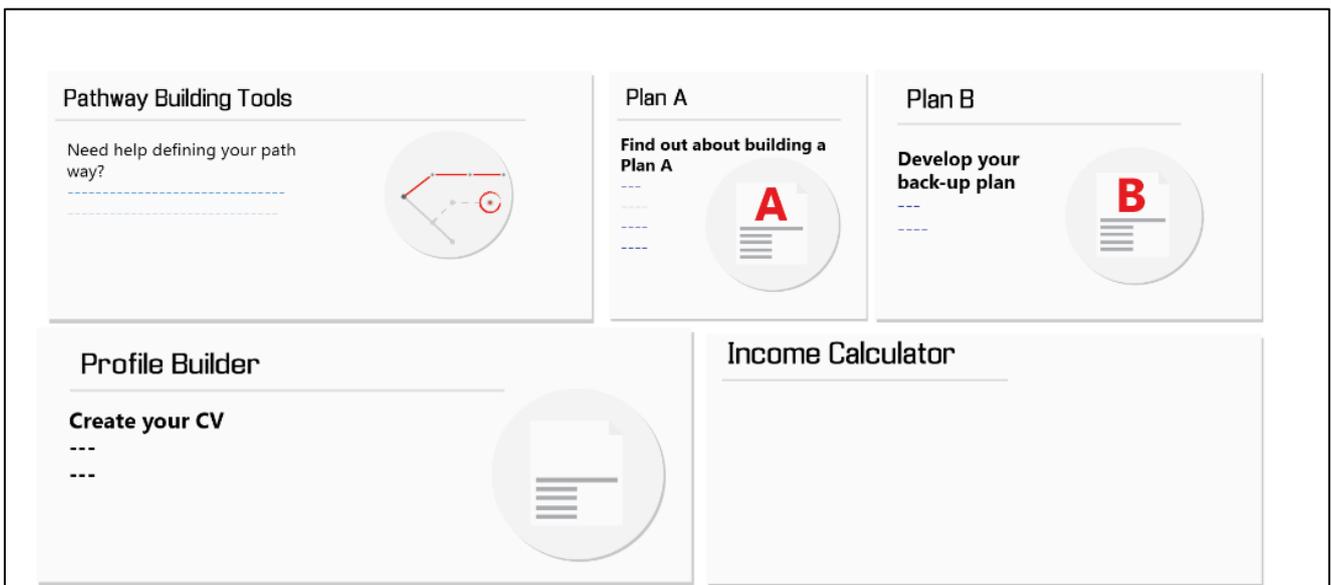


Figure 62 - Network Tools

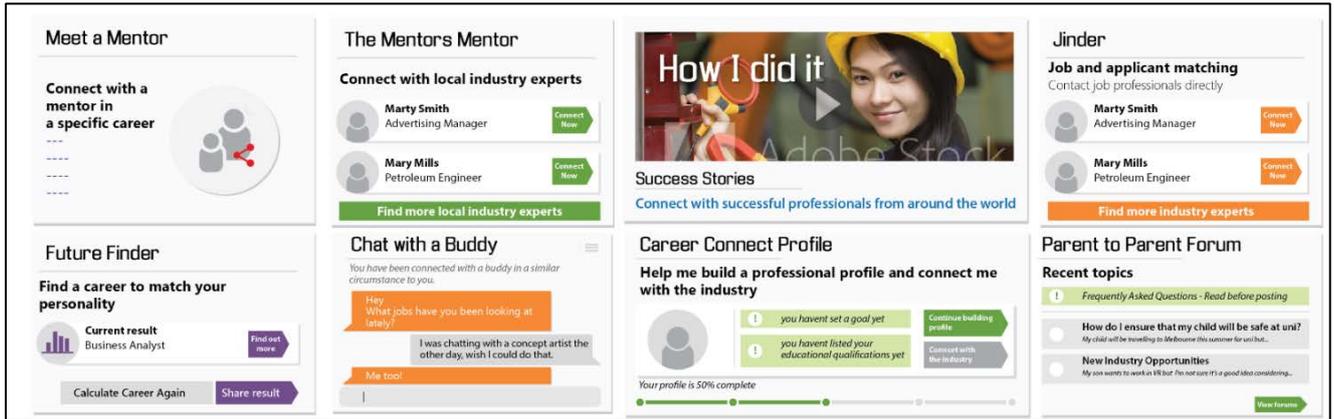


Figure 63 - Emotional Tools

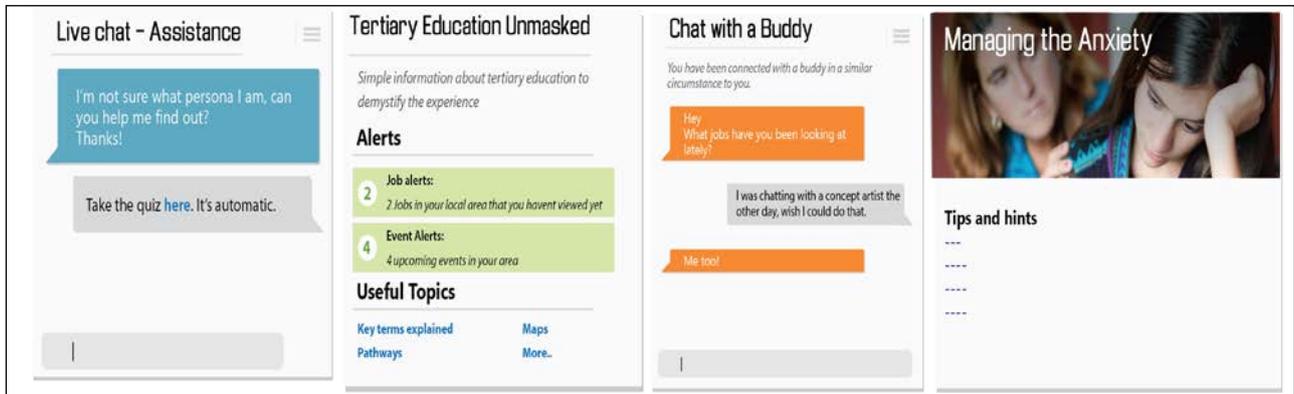
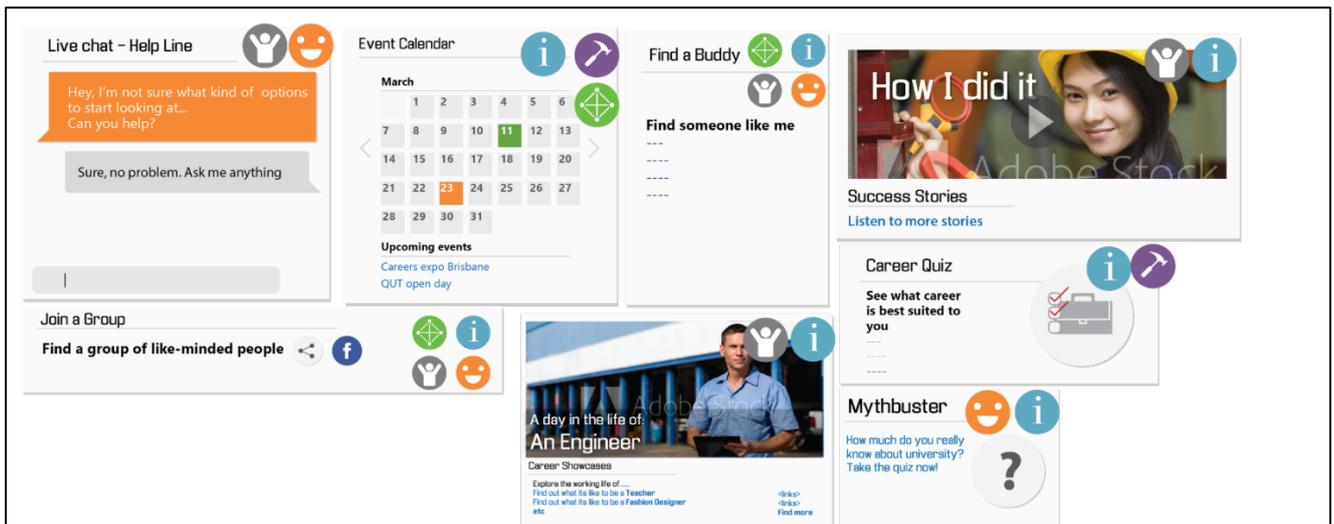


Figure 64 - Combination Tools



Classifying the Digital Tools

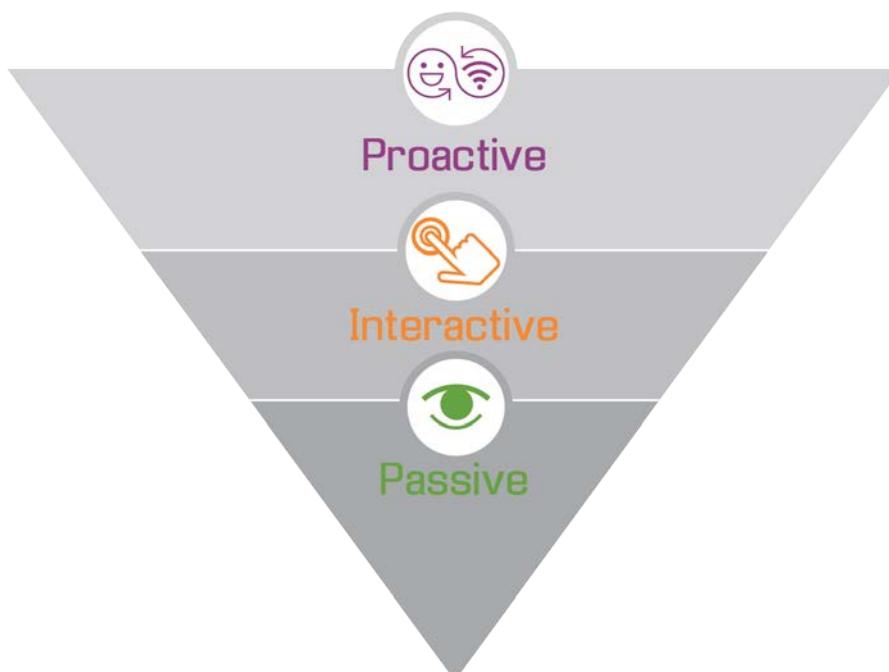
Qualitative analysis of the workshop data revealed three categories of digital features suggested by the workshop participants in their visualisations: passive (Web 1.0), interactive (Web 2.0) and proactive (Web 3.0) (see Figure 65). These categories have been developed into a framework, with the highest level being proactive due to the higher levels of engagement and motivation associated with these digital features and the lowest being the passive level (Kowalkiewicz, Rosemann, Reeve, Townson, & Briggs, 2016).

Passive features communicate information in a one-directional manner, examples of this are static website pages with content or videos that convey information. These are often termed as Web 1.0 features, which simply provide an information place for businesses to communicate with people. They only allow the user to search and read the material, thus providing limited user interaction (Aghaei et al., 2012). Websites that are passive often fail to engage people sufficiently and can be overlooked or ignored by people with low motivation.

Interactive features allow the user to both give and receive content in a timely and convenient format, relevant to themselves. These are often termed Web 2.0 features, which is about connecting people and making technology efficient for them to interact (Aghaei et al., 2012). Interactivity increases engagement, which in turn increases relevance and interest. This results in increased motivation.

Proactive features allow data derived from a digital tool, such as a website or app, that can be used to identify the user's future needs (Kowalkiewicz et al., 2016). The result is that the website or app anticipates the needs of the user and delivers services without needing to be asked. This is particularly useful in situations where a user is faced with large volumes of information, is not aware of what they need and doesn't have the motivation or ability to seek the right information or services.

Figure 65 - Framework of Digital Features



Using this framework of digital features, the visualised data were analysed to identify the preferences for each of the three features by the personas in each target market. The key differences across the four target markets were:

High School Learners: Had preferences for all three levels, with almost all digital solutions present in their visualisations (see Table 9).

Recent School Leavers: Had preferences for the interactive level (see Table 10). This may reflect the time-critical nature of their decision-making being more immediate than the school students who still have time on their side. This finding is consistent with the Position Paper, which identified that mature-age students tend to return to study online and have a preference for these types of technologies (Abbott-Chapman, 2011, p. 61).

Parents: Had a similar profile to the school students, with a preference for all three levels, although noticeably less preference for the interactive tools than the school students (see Table 11). This may reflect a lack of confidence in using these types of digital features and familiarity with Web 1.0. Parents have grown up in a different era to their children where digital media was not as embedded in schooling as it is for their children today (Watson, 2013, p. 74).

School Staff: Had a preference for all three levels, with a keen interest in proactive features (see Table 12). This may be due to the workload efficiencies that can be gained from the interactive and proactive tools that would enable them to support their students more effectively, without adding the burden of time. This finding is consistent with the findings of the US study cited in the Position Paper about the lack of material for educators which allows them to sufficiently support students (Shechtman, DeBarger, Dornsife, Rosier, & Yarnall, 2013, p. 83).

Table 11 - High School Learners – Framework of Digital Features

Tasmanian
Devil

Bowerbird

Fringed
Neck
Lizard

Wallaby

Passive				
Financial Assistance Information				
Videos/ Podcasts / Blog Storytelling				
Explanations of Tertiary Education Terms				
Study / Career Checklist				
Course Options Catalogue				
Jobs / Careers / Work Experience / Internships Catalogue				
Industry Professionals' Database				
FAQs / Tips/ Hints				
Links to Tertiary Institutions & Social Media Platforms				
Calendar of Events				
Tertiary Institutions Locations Map				
Interactive				
Registration for Local Events				
Profile / CV Builder				
Avatar Builder				
Goal Setting				
Career Quizzes / Calculator				
Pathway Builder				
Games				
Support Forum				
SMS / Call Chat				
Online Chat				
Live Webinar				
Virtual Reality Training / Tours				
Email / Private Messages				
Proactive				
Recommendations				
Assistant				
Autopilot				

Table 12 - Recent High School Leavers – Framework of Digital Features



Tasmanian
Devil



Bowerbird



Frisled
Neck
Lizard



Wallaby

Passive				
Financial Assistance Information				
Videos/ Podcasts / Blog Storytelling				
Explanations of Tertiary Education Terms				
Study / Career Checklist				
Course Options Catalogue				
Jobs / Careers / Work Experience / Internships Catalogue				
Industry Professionals' Database				
FAQs / Tips/ Hints				
Links to Tertiary Institutions & Social Media Platforms				
Calendar of Events				
Tertiary Institutions Locations Map				
Interactive				
Registration for Local Events				
Profile / CV Builder				
Avatar Builder				
Goal Setting				
Career Quizzes / Calculator				
Pathway Builder				
Games				
Support Forum				
SMS / Call Chat				
Online Chat				
Live Webinar				
Virtual Reality Training / Tours				
Email / Private Messages				
Proactive				
Recommendations				
Assistant				
Autopilot				

Table 13 - Parents – Framework of Digital Features



Penguin



Possum



Emu



Magpie

Passive				
Financial Assistance Information				
Videos/ Podcasts / Blog Storytelling				
Explanations of Tertiary Education Terms				
Study / Career Checklist				
Course Options Catalogue				
Jobs / Careers / Work Experience / Internships Catalogue				
Industry Professionals' Database				
FAQs / Tips/ Hints				
Links to Tertiary Institutions & Social Media Platforms				
Calendar of Events				
Tertiary Institutions Locations Map				
Interactive				
Registration for Local Events				
Profile / CV Builder				
Avatar Builder				
Goal Setting				
Career Quizzes / Calculator				
Pathway Builder				
Games				
Support Forum				
SMS / Call Chat				
Online Chat				
Live Webinar				
Virtual Reality Training / Tours				
Email / Private Messages				
Proactive				
Recommendations				
Assistant				
Autopilot				

Table 14 - School Staff – Framework of Digital Features



Wood Duck



Kookaburra



Pelican

Passive			
Financial Assistance Information			
Videos/ Podcasts / Blog Storytelling			
Explanations of Tertiary Education Terms			
Study / Career Checklist			
Course Options Catalogue			
Jobs / Careers / Work Experience / Internships Catalogue			
Industry Professionals' Database			
FAQs / Tips/ Hints			
Links to Tertiary Institutions & Social Media Platforms			
Calendar of Events			
Tertiary Institutions Locations Map			
Interactive			
Registration for Local Events			
Profile / CV Builder			
Avatar Builder			
Goal Setting			
Career Quizzes / Calculator			
Pathway Builder			
Games			
Support Forum			
SMS / Call Chat			
Online Chat			
Live Webinar			
Virtual Reality Training / Tours			
Email / Private Messages			
Proactive			
Recommendations			
Assistant			
Autopilot			

People-rich activities

The participants designed the people-rich activities they thought would be most useful to people like them about tertiary study. These people-rich activities were summarised into eight categories: buddy programs, phone a friend, professional support, physical centres off-campus, fun days, live chats, expo invasion and try-before-you-buy programs. These ideas were for all cohorts, high school students, recent school leavers, parents and school staff, and are shown in Figure 66.

Figure 66 - New People-rich Ideas



Buddy Program

Being matched with a buddy who is similar to you



Expo Invasion

Tertiary education information booths that provide career information and pathways within other expos.



Fun Days

Using tertiary campus for non-study purposes to welcome the general public and demystify myths



Live Chats

Face-to-face chats with an expert



Physical Centres Off-campus

Tertiary education support centres located in convenient areas for target cohorts



Phone a Friend

General hotline able to speak to a real person



Professional Support

Careers advice and counselling to deal with anxiety, stress and fear about tertiary education



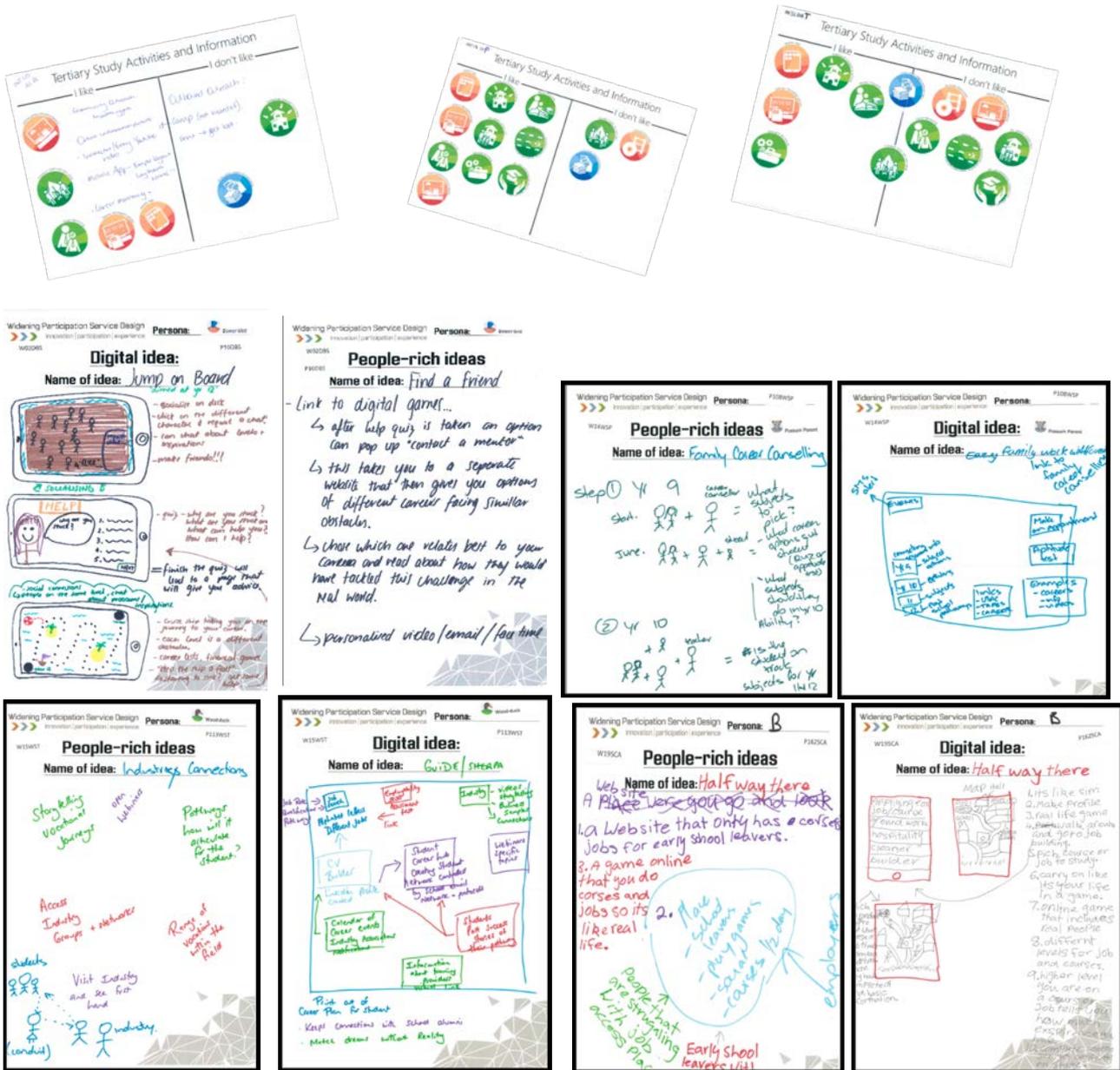
Try-before-you-buy Study Programs

Short-term trial study programs

Participant preference for an integrated digital/people-rich solution

The interview and workshop data provided evidence that the low SES target markets prefer a combination of digital and people-rich activities and that a digital platform is needed to facilitate access. The following are examples of the visualised ideas that show the relationship between the digital tools and the people-rich tools (see Figure 67).

Figure 67 – Examples of Participant Preferences



Preference for Types of Social Support

The visualisation data from the participants in the workshops were analysed and classified to identify the types of social support preferred by each persona (see Section D for details on Social Support Theory). The types of solutions developed by the participants were digital (websites and app) and people-rich. The synthesis of the visualisations is shown in Tables 15–18. The key positioning statement for each persona is shown in the first column.

Each of the themes in the tables is summarised here:

- The preferred types of social support by all high school learners are informational and instrumental, with network support as a minor third preference. Notably, Wallabies indicated a need for emotional and esteem social support. This need may arise from confusion and a lack of preparation for future career options.
- The preferred types of social support by all recent school leavers are informational and instrumental. The Wallabies indicated a need for esteem social support and no need for network support. This may be due to poor self-esteem arising from a perceived sense of failure and a withdrawal from networks. The Tassie Devils showed a need for emotional support unlike their student counterparts. This may be due to their circumstances which have taken them ‘off track’ from their original plan and the resulting stress created by attempts to regain lost momentum.
- The preferred types of social support by all parents are informational instrumental and network. The need for network support was far stronger than for students and school leavers. The Possum parents indicated a need for emotional and esteem support to address their fears and increase their confidence.
- The preferred types of social support by school staff are informational and instrumental. The Wood Ducks and Kookaburras indicated a need for network support.

Table 15 - Social Support Preference by School Learners

							
Persona	Idea	Description	Emotional	Esteem	Network	Instrumental	Informational
 Tassie Devil: School Students	Portal	Pathways to a dream job: An entertaining, engaging information portal that provides pathways, options, showcases careers, has quizzes and provides a fast track					
	App	Career Quiz: A career quiz app that confirms my career choices					
	People	Career Excursions: Seeing the careers in action and being able to ask questions of the professionals.					
 Bowerbird: School Students	Portal	Pathways to Success: An entertaining, engaging information portal that provides pathways options, showcases careers, has quizzes and provides a fast track					
	App	Career Extension: A game that offers insight into careers, shows how careers can be transformed and confirms "my career choices to make money"					
	People	Success Stories: An opportunity to connect with successful professionals from around the world.					
 Frilled Neck Lizard: School Students	Portal	Pathways to an Expert: An entertaining, engaging information portal that provides pathways, options, showcases career, has quizzes and provides a career plan					
	App	JobTinder (Jinder): Job and applicant matching app "which allows me to contact job professionals directly".					
	People	My Point of View: Direct contact with mentors and experts, with limited involvement of others or schools					
 Wallaby: School Students	Portal	Pathways to a Pathway: An entertaining, engaging information portal that provides pathways, options, showcases career, has quizzes and provides a path					
	App	Future Finder: an app "that helps me find a career". User to explain the person they are, then career options are suggested. Links into social network to enable content sharing					
	People	Career Brainstorming: events that offer one-on-one career counselling.					

Table 16 - Social Support Preference by Recent School Leavers

							
Persona	Idea	Description	Emotional	Esteem	Network	Instrumental	Informational
Tassie Devil: Adult Learners	Portal	Uni / TAFE portal: information about uni / TAFE pathways options and expo information					
	App	Chat with a buddy: An app "connecting me with a buddy in the same circumstance so I am not alone and we can face the challenges together"					
	People	Expo Invasion: Bring the experts to me in a random and unexpected way in my own environment					
Bowerbird: Adult Learners	Portal	Uni / TAFE portal: Information about uni / TAFE pathways options 'Half-way There' centre information					
	App	Sim Career: A game that simulates careers and jobs, "allowing me to earn money and learn about a profession"					
	People	Half-way There: "A centre that will provide me with information like courses, pathways, wages and jobs". Job- and money-focussed, not always career-focussed.					
Frisled Neck Lizard: Adult Learners	Portal	Uni / TAFE portal: Information about uni / TAFE pathways options New Chances information					
	App	Career Connect Profile: "Help me build a professional profile and connect me with the industry"					
	People	New Chances: "An interactive, engaging careers convention that is focused on adult learners and informs me of the positives and negatives of each career"					
Wallaby: Adult Learners	Portal	Uni / TAFE portal: Information about uni / TAFE pathways options					
	App	Run a Business: "Simulate running a business, having control of the entire thing to grow my confidence and try out different options"					
	People	Give it Go: Try different jobs and careers					

Table 17 - Social Support Preference by Parents

							
Persona	Ideas	Description	Emotional	Esteem	Network	Instrumental	Informational
 Magpie: Parents	Portal	Parent link: career pathways options “so my child and I are properly informed”					
	App	Career Calculator: utilising major details like ATAR, career choice, affordability, location					
	People	Connecting parents with schools: early year parent, careers open day with interactivity					
 Emu: Parents	Portal	Virtual University / VET: engaging, entertaining interactive experience providing information, pathways, connections with other parents and children					
	App	Goal Setting: structured goal setting, action plan and reminder app to be used for HE decision-making process and includes networks between professionals					
	People	Immerse us: short, intense workshops with parents, professionals and children					
 Possum: Parents	Portal	Uni Unmasked: simple information about university to demystify the experience, job options with alerts/reminders. Offer advice and counselling for the whole family.					
	App	Organise me: “an app to book appointments and remind me of events”					
	People	Managing the Anxiety: “schools to organise parent/teacher nights with careers counsellors to help us through the process”					
 Penguin: Parents	Portal	Understanding Uni: all-encompassing, social media-oriented, information-rich website that can be used by all					
	Blog	Practical Careers Blog: “provide me with in-depth entertaining information about careers and connect me socially”					
	People	Festival Vibe: “socially-engaging festival-style information sessions run by the school making it easy for me to attend”					

Table 18 - Social Support Preference by School Staff

							
Persona	Idea	Description	Emotional	Esteem	Network	Instrumental	Informational
 Wood Duck: School staff	Portal	One-Stop-Shop: one place to get all information available on the phone for quick access. "I want to be the instant expert, empowered by information, because I know the student best". Important to incorporate students' culture into it.					
	App	Key Features: a more portable version of the website					
	People	Connector Fun Day: "engaging, entertaining events that connect me with people in the industry so I can connect my students to them"					
 Kookaburra: School staff	Portal	One-Stop-Shop: one place to get all information available on the phone for quick access. "I want to be the instant expert, powered by information, because I know the student best."					
	App	The Mentors' Mentor: an app that supports the teacher by connecting them with local industry experts, mentors and careers information					
	People	Mentor Expo: fun and engaging story-telling event connecting the teachers with industry mentors and local experts					
 Pelican: School staff	Portal	One-Stop-Shop: "one place to get all information available on my phone for quick access. I want to be the instant expert, powered by information, because I know the student best."					
	App	Online catalogue of tools and programs					
	People	Educational conference/specialist workshop: update on latest programs, tools and technology to make their job easier.					

Validation Process

A validation process was undertaken after the interviews and workshops were completed and analysed. The purpose of the validation phase was to confirm the congruence of the website mock-ups for each persona. Validation interviews were undertaken in Tasmania across six high schools/colleges in rural, regional and remote locations. Tasmania was one of the states originally targeted for data collection. However, gaining access to students, school staff and parents through schools in low SES areas did not occur until after the initial data gathering in the form of interviews and workshops was completed and the portal option had emerged from the participant workshops. This provides the opportunity to use the Tasmanian participation for the validation phase.

Method

Participants were recruited in the same manner as the interviews and workshops (through schools) with the same ethics protocols. Participants were interviewed individually or in pairs by two members of the project team and were first taken through the persona selection process relevant to their target market (e.g. high school learner) and then asked where they were (or their students were) in the career decision-making process in relation to the stages of change. They were then given the portal mock-ups designed for all personas in the target market and asked to select the one that most represented their career decision-making or advice-giving style. They were then asked to comment on the features they liked/disliked and draw/write on the mock-up any changes, ideas or preferences they had about the design, layout and content of that homepage. The final step was to reveal which mock-up was designed for their persona and ascertain if the one selected was a match with their self-identified persona. In most cases the correct persona was selected and when a different one was chosen the participant disclosed that this persona was their second choice.

The Stages of Change Framework was explained to participants using the Stages of Change wheel image, and this was particularly relevant for students and young adults who could see that everyone goes through an evolutionary process in deciding about careers and courses, and they could easily identify where they were in this process. The Stages of Change were also readily understood by parents and school staff who observe students going through this decision-making process.

This process allowed research participants to identify their career decision-making style and their level of readiness in selecting a career and undertaking a course to achieve this.

A further exploration was done to reflect the perspective of learner or influencer. How they managed the process of decision-making or advice-giving were explored and they were asked what information and tools they needed to assist them in this process. All of this information was reported back to the research team and incorporated into modifications of the portal design.

Findings

Personas

The findings from this validation process are that the personas were just as relevant to Tasmanian participants as they were in the mainland states. All persona categories were tested with parents and community members, school staff, young adults who had left school and school students from Years 7–12. Participants found the personas easy to identify with, useful and that they provided insight and validation for career decision-making styles and preferences.

Portal Homepages

Participants were shown the homepage that had been developed to meet the information-seeking style of their persona, and the ability to arrange the tools on the homepage to suit their individual preference. The proposed key messages, images and tools were explained and participants provided detailed feedback on their suitability, which was reported back to the social marketing research team to refine the portal design.

Previously, participants in other states had not seen the developed homepage mock-ups. Instead they had participated in the design workshops that developed the look, feel and functionality of the homepage for their personas.

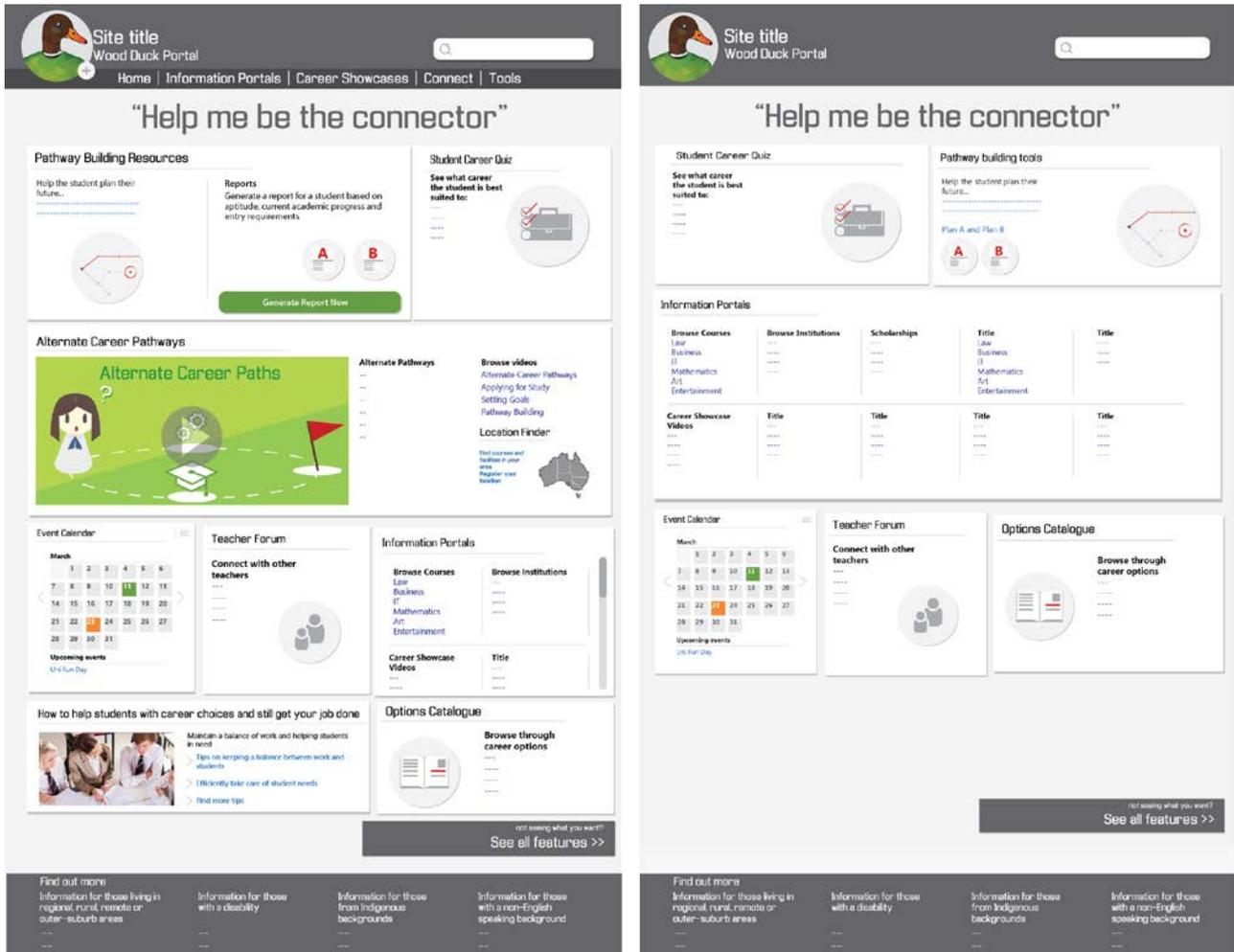
This validation process also confirmed that people-rich activities were important and should be linked to the portal and that the careers and employment focus was the crucial element.

Tasmanian participants were keen for the portal to focus beyond Higher Education courses and the careers requiring a university education. They asked for a portal that provided location-specific information about vocational training (traineeships and apprenticeships), the jobs outlook and available jobs for school leavers and graduates at all AQF levels. There was wide awareness that Tasmanians often leave school before completing Year 12, and that taking vocational and alternative pathways to university is the norm in their state. Many participants requested information on available pathways to university, the ATARs needed for these pathways, and a clear process for applying for tertiary study – much the same information that is provided by Tertiary Admission Centres (TAC) in other states. The lack of careers information and advice for the general public was also a common theme. In Tasmania the University of Tasmania acts like a TAC for itself, but this is not commonly known by Tasmanians, and school leavers consider attending universities in a number of mainland states, most commonly Victoria. Where VET studies and work are used as an incremental pathway Tasmanians need to navigate their own way through the maze of VET providers and employment.

Participant feedback on portals

The comments from the participants indicated the personas were easily recognised as representing the participant's self-image. The proposed mock-ups were considered to be well-matched by the participants to their personas with minor changes suggested. The comments confirmed that a digital portal was a critical solution that enabled convenient access to people-rich activities and the plethora of websites that are in existence. The participants also confirmed that a career and employment focus was the crucial element in motivating them to seek tertiary education options. As a result of this validation process the mock-ups were altered to reflect the feedback. An example of an original and revised mock-up for the Wood Duck persona is shown in Figure 68. As can be seen, the key changes were an increased use of images and graphics and a reduction in text.

Figure 68 – Wood Duck homepage mock-ups before (left) and after validation (right)



At the end of this field research, taking into account the preferences of the participants, the final versions of the 15 persona-specific portal homepage mock-ups were developed. These are shown in Section B (see Figures 6–20).

SECTION D - UNDERPINNING APPROACHES

Social marketing as a behaviour change approach

In order to provide a background to the social marketing approach employed in this project, a brief explanation of social marketing is required. Increasing participation in Australian tertiary education among under-represented cohorts is a cause to which social marketers can, and should offer, strategies. At the heart of social marketing efforts is enhancing the quality of life of individuals, communities and societies as a whole (Lee & Kotler, 2015; Rothschild, 1999). Social marketing draws on theories from psychology, sociology, behavioural science and communication, and applies proven approaches from commercial marketing. Notably, it seeks to encourage people to voluntarily change their behaviours for their own collective good and has been used to successfully address issues such as domestic violence, healthy eating, organ donation and gambling. The definition of social marketing used in this project is:

“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 programmes that are effective, efficient, equitable and sustainable.” (Consensus definition by the International Social Marketing Association, the European Social Marketing Association and the Australian Association of Social Marketers.)

Social marketing is a proven, effective approach to changing behaviours (Lee & Kotler, 2015). While communication-focused ‘awareness campaigns’ provide information to people about the value of changing their behaviour they do not always lead to people taking action (Carins & Rundle-Thiele, 2013). Legislation is another way to bring about behaviour change; however, it coerces people into changing their behaviour as opposed to encouraging voluntary behaviour change. Legislation may be effective for some causes, such as speeding and drink driving, but it is not always appropriate. Realising that factors in the broader environment influence people’s **motivation, opportunity and ability (MOA)** to adopt a desired behaviour, a social marketing approach works with participants and change agents in ways that improve peoples’ quality of life and enhance society as a whole (see Figure 69).

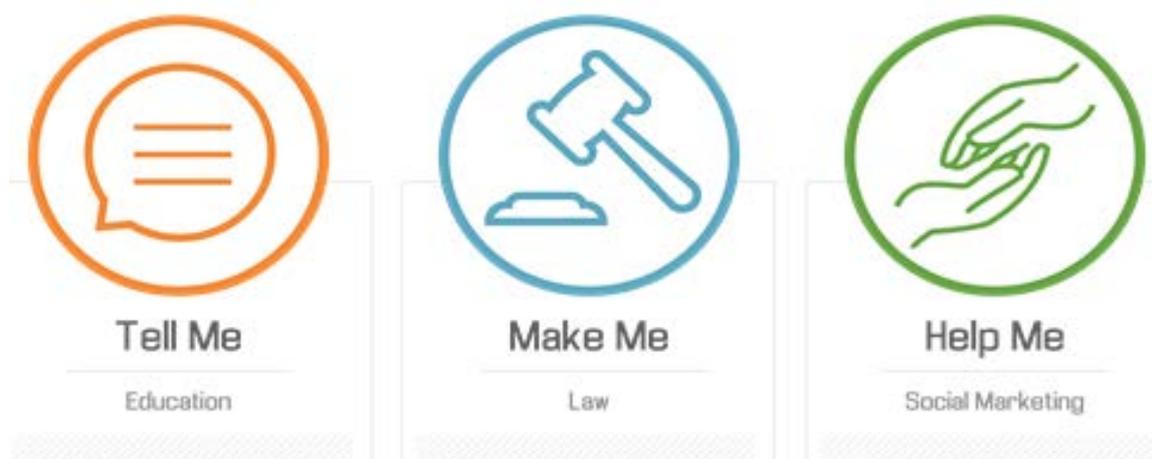
Figure 69 - MOA model



Three approaches to behaviour change

To put social marketing in context, effective social marketing programs work with two other approaches to enact behaviour: education and law (see Figure 70). Social marketing is not advertising, it is not social media and it does not measure success in terms of awareness, recall or attitude change. The key metric for a social marketing strategy is behaviour change (French & Blair-Stevens, 2006); for widening participation, the behaviour change is an increase from 17.9% to 25% in applications for tertiary education.

Figure 70 – Three approaches to behaviour change



Education – persuasively *tells* participants of the value of adopting a new behaviour.

Policy/Law – changes to legislation or policies to *make* participants change their behaviour.

Social Marketing – *helps* the participants to change their behaviour.

To illustrate the differences in applying these three approaches, the following outlines some example activities to widen participation in the tertiary sector.

Tell me – Education/Communication:

- awareness campaigns
- communication campaigns
- media campaigns
- events
- education provider outreach information sessions.

Make me – Policy/Law:

- social welfare benefits linked to work/study
- lower threshold for eligibility for financial support
- increased financial support
- different types of financial support (e.g. public transport, textbook allowances, accommodation subsidies, family visits allowance).

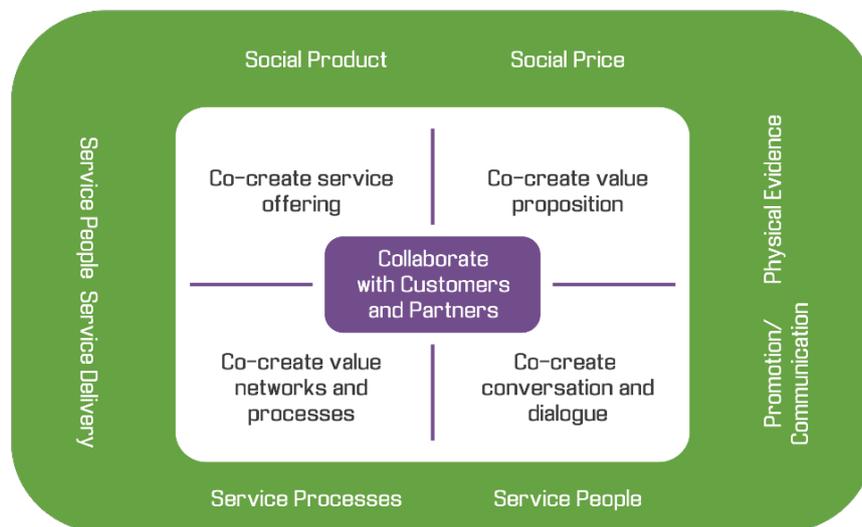
Help me – Social Marketing:

- services to improve ability to study
- student support services
- national bursaries or scholarships opportunities
- resources to enhance study (e.g. laptops, textbooks, tutors)
- mentors.

The social marketing mix

There are four central aspects of the social marketing mix in a service context: the service offering, the value proposition, the value networks and processes, and conversation and dialogue (Russell-Bennett et al., 2013b) (see Figure 71).

Figure 71 - Social Marketing Mix



The social marketing offering (the product) centres on the desired behaviour that, if adopted, will benefit a participant group (e.g. to increase physical activity, to reduce binge drinking). Desired behaviours that can be observed, and therefore measured and evaluated, are preferred. In adopting the desired behaviour, participants may engage with physical goods (e.g. sunscreen), services (e.g. medical screening), practices (e.g. less screen time) and/or new ideas (e.g. organ donation). Importantly, participants' perceptions, beliefs and attitudes are key contributors to the success of social marketing products. In the first instance, participants need to perceive their situation as one that puts them in harm's way, or will negatively impact their life, yet can be changed. From this point, the attributes and benefits that comprise the social marketing product can be developed around key participant questions (e.g. 'What's in it for me?'; 'So what?') and be designed to be more attractive and compelling than competing behaviours.

The notion of exchange is central to marketing efforts and this exchange is created through the value proposition (Lee & Kotler, 2015). Social marketing seeks to present a new behaviour to the participant group in an appealing way so that they exchange it for their existing behaviour. Essentially, what is being exchanged is 'value' in that participants see greater value in the new behaviour and voluntarily make changes. A personalised digital portal addresses the barriers to the behaviours in the journey towards enrolling in tertiary study and leverages the motivations of the target markets. The value proposition of a strategy reflects the value exchange derived by beneficiaries of the strategy (e.g. the benefits derived that reduce barriers and facilitate motivation to engage in tertiary education) (Lee & Kotler, 2015).

The value networks and processes represent the delivery nature of the service. This may be a retail or physical location, a delivery service or an online/virtual presence. The essential element of the marketing mix is that the delivery is convenient and facilitates access to the behaviour or goods/services to help the behaviour.

The final element is the creation of dialogue and conversation and represents the integrated marketing communication processes. Communication in the modern world is two-way and inevitably involves digital in some capacity. The ability for customers to co-create the message is an important aspect of a social marketing strategy.

Using theory in the design process

This project follows the Social Marketing Theory-based (SMT) approach to developing a strategy (Manikam & Russell-Bennett, 2016) which requires primary research to be conducted before underpinning theories can be selected to design the strategy. The purpose of this primary research is to identify the key barriers and motivators of the behaviour being targeted. The combination of primary research, prior literature, information from the energise phase and evidence from practice yields an insight-driven selection of theory that directly reflects the specific target markets of interest.

The use of underpinning theories provides a robust, evidence-based framework around which effective social marketing interventions, campaigns and tools can be designed. Social marketing programs are not always effective and this weakness can be partially attributed to their design. The eight benchmark criteria developed by French and Blair-Stevens (2006) outline the importance of a theory base for effective social marketing programs and this was adopted by the National Social Marketing Centre (NSMC) in the United Kingdom when showcasing best practice social marketing cases. This project followed the four stages in the SMT-based approach to developing a social marketing campaign (Manikam & Russell-Bennett, 2015): (1) information search, (2) review of theories used in past interventions/campaigns, (3) theory selection and (4) theory application in designing campaigns.

The Position Paper elaborated the role of theory for designing social marketing strategies and points out that very few past WP initiatives explicitly use theory to design specific interventions, with critics suggesting that many past interventions have been atheoretical (Armstrong & Cairnduff, 2012). The Position Paper made a review of relevant theories and identified two classes of theory that may be appropriate for designing this campaign: motivation-based theories and systemically-focused theories (pp. 24–25). A suggested theory that emerged from the literature review was the Model of Goal-Directed Behaviour (MGB) (Perugini & Bagozzi, 2001). However, the final selection of the underpinning theories required the additional information drawn from the consumer insight interviews in this project. There has been significant criticism of models such as the MGB. Central to this criticism is the misapplication of the model to contexts where behaviour cannot be explained by an increase in planning and attitudinal change. Research has consistently shown across multiple behaviours that, even where there are significant relationships between the antecedent factors and behaviour, the effect size is small (Webb & Sheeran, 2006). The contribution of the MGB lies in its ability to identify the cognitive, affective and past behaviours that motivate desires, intentions and subsequent behaviour. However, in the WP literature there is evidence which suggests that adequate support mechanisms, at the appropriate time and place, are a key factor to increasing participation in tertiary education (Edwards et al., 2013; Kiyama, 2010).

Underpinning Theories

The consumer insight interviews identified that a lack of different forms of support (including resources and social support) was a significant barrier for students, recent school leavers, school staff and parents (refer to summary of interview themes in Section C). The interviews also revealed that the stage of decision-making process created both barriers and motivators for seeking information and preparing for tertiary education. Thus the two underpinning theories that were selected for the 'shape' phase of the service design process were Social Support Theory (Cutrona & Russell, 1990) and the Stages-of-Change Framework (Prochaska 2008). The Stages of Change Framework and Social Support Theory in combination, help define and provide understanding of the psychographic differences between cohorts. These underpinning frameworks also ensure that social marketing strategies that are developed are in line with the Position Paper, by addressing persona-specific critical touchpoints related to aspirations and both the perceived and practical barriers encountered.

Social Support Theory

Social Support Theory (Cutrona & Russell, 1990) describes the structure, processes and functions of social relationships. This theory places emphasis on the role of external factors such as support, rather than an individual's cognitive abilities. These supports serve as a 'protective' factor to people's vulnerability on the effects of stress. In the context of WP, social support is used to define and categorise initiatives, activities and interventions needed by specific personas to make decisions regarding tertiary study.

Social support that can be provided by digital tools has recently been researched and shown to elicit co-created value (Loane, Webster, & D'Alessandro, 2014). Given that this program features co-creation through the use of participatory design and the role of customer value as the ultimate driver of behaviour; the research by Loane et al. (2014) provides evidence that a similar approach in WP is likely to be effective.

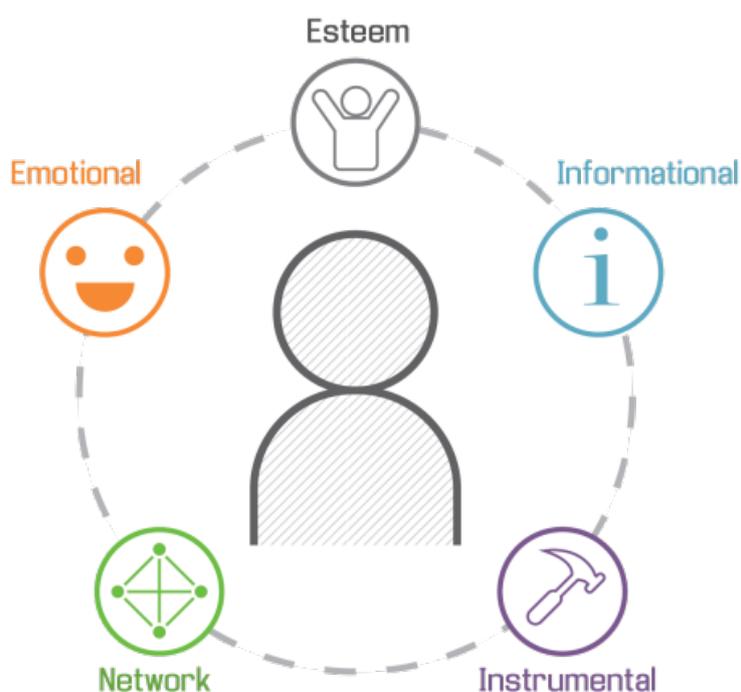
An observation by Loane et al. (2014) was the opportunity that online communities provide for disabled persons: "they enter a virtual world in which they are all competent, capable members of a social network who can both create and experience value by providing support to others" (p. 11). Similarly, those in remote areas can gain social support online in terms of decision-making for the future.

Five types of social support

There are five types of social support (Cutrona & Russell, 1990) (see Figure 72).

1. **Informational support** – advice and guidance concerning possible solutions to a problem (e.g. career pathway planning).
2. **Instrumental support** – tangible resources (e.g. assistive technologies).
3. **Network support** – groups with common interest and concerns (e.g. community groups).
4. **Esteem support** – bolstering of a person's sense of competence and self-esteem.
5. **Emotional support** – ability to turn to others for comfort and security (e.g. dedicated student support staff).

Figure 72 – Social Support Theory



Stages of Change

The Stages of Change Framework is a part of the trans-theoretical Model of Behaviour Change and assesses the readiness of a person to change a behaviour (Prochaska et al., 2008). The Stages of Change Framework proposes that behaviour change is a process that unfolds over time and through a succession of stages. In the WP context these stages reflect an individual persona's behaviour in relation to actively seeking out and/or engaging with information related to tertiary study (see Figure 73).

1. **Pre-contemplation:** not even thinking about study options and/or tertiary education.
2. **Contemplation:** starting to think about study options and/or tertiary education.
3. **Preparation:** looking for information and assistance for making decisions about tertiary education.
4. **Action:** actively seeking out and engaging with information and activities around tertiary education.
5. **Maintenance:** checking for the most current information about specific courses, careers and tertiary institutions.

Figure 73 - Stages of Change Framework



SECTION E - BACKGROUND RESEARCH AND APPENDICES

- 1. Position Paper**
- 2. Analysis of Marketing Environment**
- 3. Results of Survey of Expert Proxies**
- 4. References for Sections B and C**
- 5. Appendices for Project Report**

Appendix 1 – Governance Arrangements

Appendix 2 – Framework for Position Paper

2. Analysis of Marketing Environment

In social marketing, the first stage of developing a strategy consists of an analysis of the external environment to identify key factors that influence the behaviour being targeted in the program for the cohorts of interest. This analysis consists of four broad factors: Political/Legal, Economic, Socio-cultural and Technological (PEST) (see Table 19). For this project, the analysis identified the key trends in each of these factors that influence participation in tertiary education based on past research in the WP field and are specifically drawn from the project Position Paper. For ease of reference, page numbers from the Position Paper are provided. The key factors identified by the PEST analysis that provide opportunities to develop a national social marketing strategy are the socio-cultural and technological environments.

Table 19 - Analysis of Marketing Environment

Trends/issues	Implications for National Social Marketing Strategy	
Political / Legal		
Education institutions do not always have outreach programs for influencers yet parental and peer influence is profound (p. 81).	Gemici et al. (2014a)	WP should advocate for, inform schools of the importance of involving key influencers.
A holistic approach is more likely to support intergenerational and community access to TE (p. 82).	Redmond et al. (2014)	WP should use a collaborative, longitudinal, intergenerational, whole-of-community approach in supporting individuals in their TE aspirations.
Enactment of the National Congress of Australia's First Peoples 2013 National Education Policy (p. 91).	National Congress of Australia's First Peoples 2013 National Education Policy	WP should advocate for the pursuit of the right of Indigenous Australians to achieve their full potential and determination of their own futures; providing specific information and support.
Support for students from non-English speaking and/or culturally and linguistically diverse backgrounds (p. 55).	Harris & Marlow (2011); Hatoss & Huijser (2010); Bowden & Doughney (2010)	WP should provide information and support specific to people from CALD backgrounds.
Economic		
Money to participate in tertiary education is a significant issue (P. 75).	Flood (2013)	WP should provide clear and accurate information about the cost of participating in tertiary education including living expenses, highlighting sources of funding and financial support for school students, school leavers and influencers.
Accommodation expenses inhibit participation in tertiary education (Pp. 75, 96, 103) for non-metropolitan students.	Brett, Sheridan, Harvey & Cardak (2015); Behrendt et al. (2012)	WP should provide information about accommodation expenses and facilitate affordable accommodation options.
The need for paid employment inhibits participation in tertiary education (p. 5).	Abbott-Chapman (2011); Hodges et al. (2013)	WP should recognise that the need for paid employment competes with tertiary education aspirations, progression and success.
SES backgrounds influence aspirations to participate in tertiary education (p. 75).	Bowden & Doughney (2010)	WP should focus upon enhancing aspirations.

Trends/issues continued...	Implications for National Social Marketing Strategy ...	
Socio-cultural		
Awareness determines the decision to participate in tertiary education (p. 50).	Bradley, Noonan, Nugent, & Scales (2008)	WP should address misperceptions, mysteries and myths about tertiary education and effectively communicate the long term benefits.
Family responsibilities and commitments are greater and inhibit participation in tertiary education (p. 51).	Edwards et al. (2013); Hatoss & Huijser (2010)	WP should take into account that family responsibilities and commitments are more prevalent, influencing the decision to participate in tertiary education, and the support needed for individuals to succeed in tertiary education.
Previous school experiences influence the decision to participate in tertiary education (pp. 51, 82).	Dalley-Trim & Alloway (2010); Jennings et al. (2015)	WP should recognise that previous school experiences may perpetuate inequality and influence aspirations to participate in tertiary education. Thus, ensure that resources are accessible by school leavers and demystify perceptions about the types of people who participate in tertiary education.
Transitional pathways are critical to widening participation in tertiary education, and knowledge of these pathways needs to be shared with influencers (pp. 60–69).	Edwards et al. (2013); Gale et al. (2010b); KPMG (2015a); Naylor et al. (2013)	WP should enhance awareness of transitional pathways to tertiary education among school students, school leavers and influencers.
Place-based disadvantage results in lower participation rates in regional and remote areas (pp. 70–71).	Vinson, Rawsthorne, Beavis, & Ericson (2015); Kintrea et al. (2015)	WP should make information about participating in tertiary education more accessible with this information about the geographic locations of tertiary education providers, information about online education and financial assistance for relocation.
Technological		
Regional and remote students have a high uptake of technologically-driven distance education but have the lowest completion rates (p. 79).	Hodges et al. (2013)	WP programs should aim to manage the expectations of students about distance education and the reality of the commitment involved. WP programs should aim to incorporate information about the requirements and difficulties of the mode so they can set realistic expectations in a way suitable for the cohort. Blended learning is more effective than just online and information should be communicated about this to potential students.
The Behrendt Review (2012) recommends that TE interventions be promoted through Indigenous media and the MyUniversity websites (p. 96).	Behrendt et al. (2012)	WP should utilise generic websites and media channels specific to individual cohorts' needs to provide advice on TE and include more information directed specifically at Indigenous students, especially about alternate pathways (p. 74).
The use of ICT and digital communities aligns with Indigenous cultural philosophy and thus support educational success (p.101).	Townsend (2015)	WP should use social media to build awareness, leverage aspirations and communication pathways via a media that overcomes geographic constraints for Indigenous people, possibly other minority groups, and influencers such as parents and other role models.
Technology can be used to enhance the participation of people with a disability (p. 76).	Australian Youth Affairs Coalition (2011)	WP should use technology to enhance participation and success for people with a disability.
Online study is a rapidly growing mode which increases access to TE for regional, rural and remote, mature age, people with a disability, and people with life commitments.	Henry et al. (2014)	Access to technology helps overcome the place issues of remoteness and physical distance and lifestyle barriers of time, convenience and affordability.

This analysis of the marketing environment from the Position Paper highlights the importance of leveraging key influencers and role models as change agents, the importance of increasing access to the services that have been made available through policy and legislation, the need to demonstrate that a Senior education and post-school study are worthwhile, and the importance of technology as an enabler. This analysis identifies two key environments which provide the most opportunities for this social marketing strategy: the socio-cultural and technological environment.

Political/Legal

The influence of the political/legal environment for WP has been to place equity on the agenda of every tertiary institution and to place equity as a metric of success. Ensuring that people have access to support services arising from these policies is part of this social marketing strategy.

Economic

The influence of the economic environment for study post-school has been to position employment as a competitor to study rather than an outcome. For low SES families there is a very real need to contribute financially to the household as soon as possible, which can create tension if there is disagreement on this. Ensuring that people are aware of financial and concrete resources that will ease the financial burden of study and that they have a belief they can balance their financial and study priorities is part of this social marketing strategy.

Socio-cultural

The influence of the socio-cultural environment for WP is in the form of other people who act as change agents. Other people perform the role of opinion leaders, mentors and influencers in the decision to study or not to study. Harnessing the power of change agents to support and motivate people to study in the tertiary sector is an important aspect of this social marketing strategy.

Technological

The technological environment for WP is an enabler. Technology needs to be used beyond the communication mix to be a core aspect of the overall service delivered. School children are digital natives and parents and staff in low SES communities are also very familiar with technology. This can assist in addressing place-based disadvantage. Technology can be used as a central platform to bring people together at a national level, be a one-stop-shop for information, and facilitate interaction offline between the cohorts, industry, school staff and tertiary institutions.

RESULTS OF SURVEY OF EXPERT PROXIES

Associate Professor Maria Raciti
and Professor Lynne Eagle

Report produced by Mrs Rachel Hay

February - April 2016



University of the
Sunshine Coast

Contents

Introduction	131
Section A – About you, the practitioner	132
Section B – Motivations to participate in tertiary education	137
Section C – Barriers to participating in tertiary education	156
Section D – Influencers	166
Section E – Interpersonal influencers	167
Section F – School influencers	169
Section G – Tertiary education influencers	170
Section H – Other Comments	173
Appendix 1:	180
Appendix 2	174
Appendix 3	177
Appendix 4	178
Appendix 5	179

Introduction

This survey gathered information about expert practitioners' knowledge and experience about motivations, barriers and influencers affecting decisions about participating in further education. The information will help to encourage the participation of people from groups who do not traditionally participate, or have low-participation rates in tertiary education.

Participants were invited to take part in this research because they are experts who work with people from groups who do not traditionally participate or have low participation rates in tertiary education.

The following report gives a descriptive view of the responses for the purposes of initial analysis.

The survey was distributed online to equity practitioners, educators or educator partners, who worked at a university, at a TAFE or VET provider or at a high school, as well as other institutions. The survey was online for four weeks from the 14th of January 2014 until the 11th of February 2016.

The online survey (N242) experienced approximately a one third dropout rate, which means that not all respondents completed the questionnaire. Fourteen surveys were removed because they were blank. To test the validity of the responses, the sample was grouped into completed surveys (N172) and total surveys (N228), where completed surveys are identified as those who started and finished the survey. The two groups were analysed separately using frequency analysis, which determined little difference between the samples. Therefore, all surveys (N228) were used in the analysis to capture rich and meaningful data.

The survey contains eight sections as follows:

- Section A: About you
- Section B: Motivations to participate in tertiary education
- Section C: Barriers to participating in tertiary education
- Section D: Influencers
- Section E: Interpersonal influencers
- Section F: School influencers
- Section G: Tertiary education influencers
- Section H: Other comments

The authors acknowledge and thank Mary Kelly, Sandra Bridgland, Gabrielle O'Brien, Kate Flynn and Laura Boers (nee Pegg) from QUT.

SECTION A: ABOUT YOU, THE PRACTITIONER

Of the 228 respondents, 23% were male and 77% were female. Fifty eight percent of respondents identified their role as Equity Practitioners, 32% identified as Educators and 10% identified as educator partners. Table 1 shows a breakdown of the participants role by gender (two respondents did not state their gender).

Table 20: Cross tabulation showing male and female respondents and their role

	Are you male or female?		Total
	Male	Female	
Equity practitioner (58%)	31	100	131
Educator (32%)	17	56	73
Educator Partner (10%)	5	17	22
Total	53	173	226

Nearly 54% of respondents have been working as a practitioner for more than five years, 30% have been working for two to five years, and 16% have been working as a practitioner for less than two years (see Table 21).

Table 21: Number of years working as a practitioner

How long many years have you been in your current role

Less than 2 years	15.9%
2 to 5 years	29.6%
More than 5 years	54.4%

Seventy seven percent of practitioners work at a university, 17% work at a high school and 4% work as a practitioner at a TAFE or VET provider. Two percent of practitioners selected other and stated that they worked in a community service NFP, for a NGO provider, for a NFP organisation, or they worked in a regional office. Table 22 shows a breakdown of place of work and the number of years a practitioner has worked in their current or a similar role.

Table 22: Cross Tabulation of place of work and number of years working as a practitioner

As a practitioner, how many years have you been working in your current, or a similar role?

				Total
	< 2 years	2 to 5 years	> 5 years	
At a university (77.3%)	31	60	83	174
At a high school (16.9%)	3	5	30	38
At a TAFE/VET provider (3.6%)	1	0	7	8
Other (2.2%)	0	2	3	5
Total	35	67	123	225

The participants were asked if they personally identified with any of the study groups. They were asked to select all the groups that they identified with, they were also asked to nominate if they did not identify with any of the groups.

A multiple response analysis combined all of the responses and displayed the groups most identified with. Table 23 shows that the practitioners identified mostly with people from low socio-economic backgrounds (23.1%) and then with people from culturally and linguistically diverse backgrounds (14.8%). Nearly half of

the practitioners (47.7%) said that they did not identify with any of the groups. More practitioners identified with Aboriginal and Torres Strait Islander peoples (8.7%) than with people with disability (5.7%)

Table 23: Groups participants identified with

Do you personally identify as any of the following groups?	Responses	
	N	Percent
People from low socio-economic backgrounds	61	23.1%
People with a disability	15	5.7%
Aboriginal and/or Torres Strait Islander peoples	23	8.7%
People from culturally and linguistically diverse backgrounds	39	14.8%
I don't personally identify with any of these groups	126	47.7%
Total	264	100.0%

The next question asked about the practitioner's personal experience living in rural, regional, and urban areas. The majority of the respondents live in the urban locations (37.4%), closely followed by regional locations (30.8%), which is conducive to where education facilities are located. Nearly 23% of practitioners have experienced living in outer urban locations i.e. the outer suburbs and only 9.4% have lived in remote locations.

Table 24: Personal living experience

Do you have personal experience living in...	Responses		
	N	Percent	Percent of Cases
Remote locations (sparsely populated regions)	45	9.4%	20.0%
Regional locations (rural areas and towns)	148	30.8%	65.8%
Outer-urban locations (outer suburbs)	108	22.5%	48.0%
Urban locations (city and suburbs)	180	37.4%	80.0%
Total	481	100.0%	213.8%

A frequency analysis of Question 8 "In which Australian State or Territory do you primarily work as a practitioner?" highlights Queensland as the home of the study with 53% of practitioners working there. New South Wales has 23% of practitioners. Victoria 8%, Western Australia 7%, South Australia 4% Tasmania 1%, and the Australian Capital Territory 0.5%, which equates to one respondent, see Figure 74.

Figure 74: State or Territory primarily worked as a practitioner

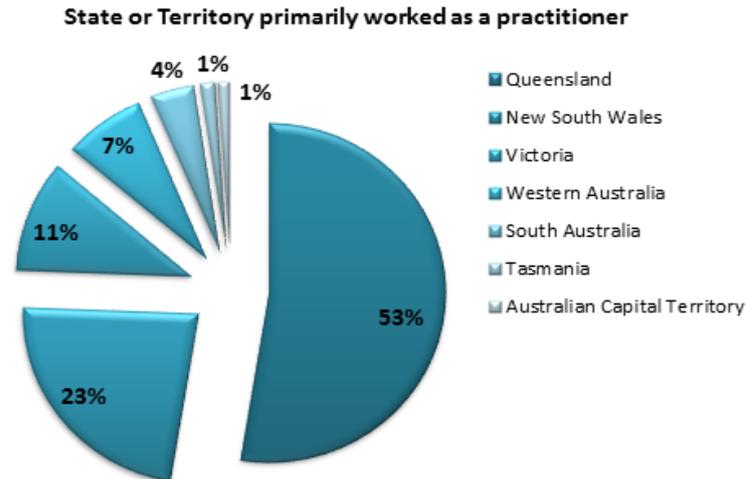


Table 25 below shows the level of involvement with the groups that each practitioner works with. For example, 31.9% of practitioners state that they have ‘no involvement’ with people from remote locations and only 7.4% of practitioners’ state that they have ‘high involvement’ with people from remote locations (L1). Whereas 32.4% of practitioners have a ‘moderate involvement’ with people from urban locations and 12.5% of practitioners have ‘low involvement’ with people from urban locations (L4). Sixty-nine percent of practitioners responded that they have ‘high involvement’ with people from LSES backgrounds, and only 1.9% have ‘no involvement’ (L5). More practitioners have ‘no involvement’ with school leavers in between study (31.0%) than have ‘high involvement’ (20.4%) (L11).

Table 25: Groups that Practitioners work with and their level of involvement

	No involvement	Low involvement	Moderate involvement	High involvement
L1 People from remote locations	31.9%	40.7%	19.9%	7.4%
L2 People from regional locations	15.7%	24.5%	32.9%	26.9%
L3 People from outer-urban locations	10.2%	14.4%	29.2%	46.3%
L4 People from urban locations	10.2%	12.5%	32.4%	44.9%
L5 People from LSES backgrounds	1.9%	5.1%	23.6%	69.4%
L6 People with a disability	11.6%	37.5%	25.9%	25.0%
L7 ATSI peoples	3.7%	31.0%	35.6%	29.6%
L8 People CALD backgrounds	13.4%	33.3%	31.0%	22.2%
L9 School students in Years 7 - 10	27.3%	8.8%	18.5%	45.4%
L10 School students in Years 11 - 12	18.1%	16.2%	16.7%	49.1%
L11 School leavers’ who have not yet gone on to tertiary study	31.0%	33.8%	14.8%	20.4%

In terms of people from culturally and linguistically diverse (CALD) backgrounds, practitioners were asked to list the groups that they work with. Table seven lists the groups and indicates the level of involvement that practitioners have with each group.

For example, the C1 practitioner works with a range of groups with a moderate level of involvement. Whereas, the C16 practitioner has high involvement with language groups and C30 has high involvement with refugee students mainly from Bhutan, African countries and middle-east countries (see, Table 26 for more levels of involvement with CALD groups).

Table 26: CALD groups that practitioners work with and their level of involvement

Please list the CALD groups that you work with?	No Inv.	Low Inv.	Moderate Inv.	High Inv.	Total
C1 A range of different groups	0	0	1	0	1
C2 African nations, Middle Eastern, Burmese, European	0	0	1	0	1
C3 Africans, Pacific Islanders, Asians	0	1	0	0	1
C4 Africa Afghanistan	0	1	0	0	1
C5 Arabic, Chinese, South American, Japanese	0	0	0	1	1
C6 Arabic, Pacifica	0	0	1	0	1
C7 CALD	0	0	1	0	1
C8 CALD (international students)	0	0	0	1	1
C9 Cultural	1	0	0	0	1
C10 ESL	0	1	0	0	1
C11 ESL students	0	0	0	1	1
C12 Humanitarian Visa holder and, NESB	0	0	0	1	1
C13 International and refugee students	0	1	0	0	1
C14 International students	0	0	0	1	1
C15 International students (global)	0	0	1	0	1
C16 Language groups? The most frequently occurring languages in our cohorts are Vietnamese, Arabic, Mandarin, and Farsi. Most students speak these languages at home.	0	0	0	1	1
C17LBOTE	0	0	1	0	1
C18 Maori & Pasifika	0	0	1	0	1
C19 Maori and Pasifika	0	0	0	1	1
C20 Mauri and Pacific Islander	0	0	0	1	1
C21 Migrants and refugees International students	0	0	0	1	1
C22 Mixed	0	0	1	0	1
C23 Maori, Polynesian	0	0	0	1	1
C24 Non-Austrian Citizens	0	1	0	0	1
C25 Non-English speaking background students	0	1	0	0	1
C26 Pacific Islander	0	1	0	1	2
C27 Pasifika , refugees from Afghanistan, Iraq, Myanmar & many countries in Africa	0	0	0	1	1
C28 Philippines, Islander	0	0	1	0	1
C29 Polynesian students	0	0	1	0	1
C30 Refugee background students mainly from Bhutan, African countries and middle-east countries	0	0	0	1	1
C31 Refugee communities, Pasifika	0	0	0	1	1
C32 Refugees	0	0	1	0	1
C32 Refugees & Asylum Seekers, CALD	0	0	0	1	1
C33 Refugees from all over the world	0	0	0	1	1

C34 Refugees, migrants	0	0	1	0	1
C35 Samoan	0	0	1	0	1
C36 University students	0	0	1	0	1
C37 Varies - high pacific islands	0	0	1	0	1
C38 Varies from year to year: Japanese; Vietnamese; Burmese; African; Sth American; Swedish; Sth African	0	1	0	0	1
C39 Various	0	2	0	0	2
C40 Various	0	1	0	0	1
C41 Various immigrant groups	0	0	1	0	1
C42 Western & South Western Sydney	0	0	0	1	1
C43 World Wide	0	0	0	1	1

Section A - Summary

Around three quarters of the practitioners who participated in the survey were female; the remaining 23% were male (only two respondents did not say whether they were male or female). More than half of the practitioners have been working for more than five years, 30% have worked for between two and five years. Sixteen percent have worked for less than two years as a practitioner. The vast majority (77%) work at a university, 17% work at high school level, and 3.6% are TAFE or VET providers. Two percent selected other and stated that they worked in a community service NFP, for a NGO provider, for a NFP organisation, or they worked in a regional office.

Just over half of the participants personally identified with the groups. The highest association was with LSES background groups (23.1%), followed by CALD groups (14.8%) then ATSI groups (8.7%), and groups with a disability (5.7%). However, 47.7% of practitioners said that they did not personally identify with any of the study groups. In terms of personal experience of practitioners living in rural, regional, and urban areas, the majority reported living in urban locations (37.4%). This was followed by regional locations (30.8%) and then outer urban locations (23%). Only 9.4% of practitioners have lived in remote locations. Fifty three percent of practitioners primarily worked in Queensland; New South Wales has 23% of practitioners, Victoria 8%, Western Australia 7%, South Australia 4% Tasmania 1%, and the Australian Capital Territory .5%, which equates to one person.

There are varying degrees of involvement between practitioners and groups. For example, 69.4% of practitioners have high involvement with LSES background groups, whereas 1.9% of practitioners have 'no involvement' with the group at all. Twenty seven percent of practitioners have 'no involvement' with school students in years 7-10 and only 8.8% have 'low involvement'. However, 45.4% of practitioners stated that they have 'high involvement' with year 7-10 school students. Practitioners listed a range of different CALD groups with different levels of involvement with each group (see Table 26). Some of the most mentioned were African nations, Middle Eastern, Pacifica, Maori, and Samoan as well as Asian nations.

SECTION B– MOTIVATIONS TO PARTICIPATE IN TERTIARY EDUCATION

Section B investigates each group's motivations to participate in tertiary education. This section asks the practitioner to draw on their experience with low socio-economic groups (LSES), culturally and linguistically diverse groups (CALD), people with disabilities and Aboriginal and Torres Strait Islander Peoples (ATSI).

Question 10 asks the participants to select the group with which they have the most experience.

Table 27 highlights LSES (64.7%) as the most common group experienced, followed by people with a disability (14.4%) and then ATSI (11.2%) and then CALD (9.3%) groups. Only one practitioner stated that they have 'no involvement' with any of these groups.

Table 27: Groups, which practitioners have the most experience with
Please select the group that you have the most experience with?

LSES Background	64.7%
People with a disability	14.4%
Aboriginal and/or Torres Strait Islander peoples	11.2%
CALD (culturally and linguistically diverse)	9.3%
No involvement with any of these groups	(1 person) 0.5%

Practitioners were asked to draw on their experience to identify and rank the common reasons that motivate people to participate in tertiary education (1 being most prevalent motivation and 12 being the least prevalent motivation). A descriptive analysis with means test measured the responses. Responses with a low mean and low standard deviation indicate the most common motivators. The opposite, high mean and high standard deviation, indicate the least common motivations to participate in tertiary education.

Table 28 lists three of the motivators for each of the four groups LSES, CALD, DISABILITY, and ATSI. When comparing motivating factors, 'to have a better life' ranks as the highest motivator for each of the four groups. For example, for low socio-economic groups (LSES) the most common motivator was 'to have a better life' (M=2.07; SD=1.72), this was followed by 'to earn a good income throughout their lives' (M=3.05; SD=1.55). The third highest motivator for LSES was 'to have more work choices' (M=3.19; SD=1.82). If you compare the motivating factors between groups, you can see that from practitioner's experience, each group is mostly motivated to participate in tertiary studies by the factor 'to have a better life'. An extended analysis follows in Table 29.

Table 28: Common reasons why people DO participate in tertiary education as ranked by respondents

	LSES		CALD		DISABILITY		ATSI	
	MEAN	SD	MEAN	SD	MEAN	SD	MEAN	SD
To have a better life (1)	(1) 2.07	1.72	(1) 2.10	1.59	(1) 2.35	1.92	(1) 2.87	1.87
To have more work choices (2)	(3) 3.19	1.82	(3) 3.90	2.36	(2) 2.73	1.22	(4) 4.78	2.41
To earn a good income throughout their working life (3)	(2) 3.05	1.55	(2) 3.50	1.54	(3) 3.69	1.91	(6) 5.35	2.57
<i>Note: (#)= denotes the rank</i>								

The responses for each of the four groups LSES, CALD, people with a Disability, and ATSI in Table 29 are based on the practitioners experience with each group. Comparing motivating factors practitioners ranked 'to have a better life' as the highest common reason for all four groups to choose to participate in tertiary

education. LSES and CALD groups rank ‘to earn a good income...’ as the second most motivating. Whereas the second most motivating for people with a disability was ‘more work choices’, for ATSI peoples it was ‘following dreams, passions or interests’. The third most motivating factor for LSES and CALD was ‘to have more work choices’, but for people with a disability it was ‘to earn a good income...’ and for ATSI peoples it was ‘to be a good role model for the next generation’. LSES and people with a disability groups are both motivated by the factor ‘to follow dreams, passions or interests’ (fourth) and ‘to prove themselves capable’ (fifth). The CALD group is motivated by family expectations (fourth) and then ‘dreams and passions’ (fifth). By contrast, practitioners thought ATSI peoples are motivated by ‘having more work choices’ (fourth) and then by ‘learning knowledge and skills to help their community’ (fifth). Interestingly, all groups were least motivated by the factor ‘because others beyond their family expect them to go (e.g., sporting clubs, church members) (eleventh most motivating factor). Other key motivators, which are discussed in the next section, are ranked at 12th least motivating.

Table 29: Common reasons why people DO participate in tertiary education as ranked by respondents

	LSES		CALD		DISABILITY		ATSI	
	MEAN	SD	MEAN	SD	MEAN	SD	MEAN	SD
To have a better life (1)	(1) 2.07	1.72	(1) 2.10	1.59	(1) 2.35	1.92	(1) 2.87	1.87
To have more work choices (2)	(3) 3.19	1.82	(3) 3.90	2.36	(2) 2.73	1.22	(4) 4.78	2.41
To earn a good income throughout their working life (3)	(2) 3.05	1.55	(2) 3.50	1.54	(3) 3.69	1.91	(6) 5.35	2.57
To prove to themselves that they are capable (4)	(5) 5.27	1.94	(7) 6.75	2.45	(5) 4.38	1.70	(7) 5.61	1.83
To prove to others that they are capable (pride/respect) (5)	(6) 6.21	1.76	(8) 6.85	1.87	(6) 6.00	1.94	(8) 6.04	1.82
To be a good role model to the next generation (6)	(7) 7.02	2.15	(9) 6.85	2.18	(8) 7.92	1.47	(3) 4.65	2.62
To follow dreams, passions or interests (7)	(4) 4.64	2.34	(5) 6.15	2.74	(4) 3.85	2.63	(2) 4.48	2.61
To keep up with their peer group (8)	(10) 8.46	2.04	(10) 9.50	1.73	(9) 8.27	1.82	(10) 9.70	1.43
Because their family expects them to go (9)	(9) 8.21	2.32	(4) 5.85	3.84	(10) 8.65	1.74	(9) 8.87	1.91
Because others beyond their family expect them to go (e.g. sporting club or church members) (10)	(11) 10.04	1.34	(11) 9.55	2.63	(11) 10.54	0.58	(11) 10.09	1.16
To learn knowledge and skills and use these to help others in their community (i.e. “to give back”) (11)	(8) 8.09	2.81	(6) 6.20	2.53	(7) 7.73	2.25	(5) 5.00	4.09
Other key motivators include: (12)	(12) 11.74	1.16	(12) 10.80	3.25	(12) 11.88	0.59	(12) 10.57	3.56
<i>Note: Other key motivators is discussed in the next section; (#) denotes the rank</i>								

Practitioners were asked to nominate other key motivators, the most cited motivator was ‘self-improvement or to challenge themselves’ and ‘to grow and rise above family expectations’. Practitioners thought that students were motivated by participating in uni life and to get away from welfare dependence, to grow

personally and to have a different job to what their family expected - see Table 30 for anecdotal comments from practitioners.

Table 30: Anecdotal comments from practitioners about other motivations to participate in tertiary education - Improving

Improve themselves, meet people, like learning/studying
To be part of a university life (such as clubs and extra-curriculums)
To challenge themselves
To get away from welfare dependence
To grow personally and professionally and to have challenges
To have a different job to what their family currently expect
To rise above family expectations

The second most cited 'other' motivator was to 'stop negative symptoms that they experience or protection from abuse... survival' and 'to stay out of prison/youth detention'. Equally important was that they attend tertiary education 'because they are not ready for work yet', and that 'they are not sure what else to do', see Table 31 for anecdotal comments from practitioners.

Table 31: Anecdotal comments from practitioners about other motivations to participate in tertiary education - Surviving

As medicine to help balance the negative symptoms they experience
Protection from abuse cycle
Survival
To stop coming back to prison/youth detention
Because they're not ready to work full time yet / don't know what else to do
Centrelink
Not sure what else to do
To avoid joining the workforce

The third most cited 'other' motivator was expectations, to keep busy, to go back to work, to earn money and to provide for parents and siblings, see Table 32 for anecdotal comments from practitioners.

Table 32: Anecdotal comments from practitioners about other motivations to participate in tertiary education - Expectations

To provide for their parents and siblings
Kids have been raised so now it's their turn, sick of their low paid job
Money
To keep busy (particularly mums with school-age children)

Finally other comments included 'being first in family' as a motivator, 'cultural expectations', 'encouragement from schools and teachers', and 'wanting to find a cure' or 'to give back', see Table 14 for anecdotal comments from practitioners.

Table 33: Anecdotal comments from practitioners about other motivations to participate in tertiary education - Other

Because they will be the first in their family to go to Uni
Cultural expectations, responsibility and role within family/community
Encouragement from teachers, Schools belief in their capabilities, love of learning
Leaving home to bigger places
Personal reasons i.e. parent or sibling having medical condition so wanting to 'find cure'
To give back, to have a meaningful engagement with community not available through employment
I wrote a conference paper on this and found that issues relating to self-identity scored highest; followed by career and knowledge; simply having time to do it figured highly too; many had a "disorienting dilemma" - a death, illness, job loss or something traumatic happen to them and finally there were external factors

Section B - Summary

Section B investigates each group's motivations to participate in tertiary education as identified by practitioners. Respondents had the most experience with LSES groups (64.7%), followed by people with disability (14.4%) and then ATSI peoples. Practitioners had the least amount of experience with the CALD group of people (9.3%).

When asked what motivated people to participate in tertiary education, 'to have a better life' was identified by all groups as the most motivating factor. To 'earn a good income' was identified by LSES and CALD as second most motivating. Whereas practitioners identified people with disabilities wanted 'to have more work choices' as their second most motivating. Practitioners identified 'to follow dreams, passions, or interests' second most motivating to ATSI peoples. The third most motivating factor for LSES and CALD was 'to have more work choices', but for people with a disability it was 'to earn a good income...' and for ATSI peoples it was 'to be a good role model for the next generation'. LSES groups and people with a disability groups are both motivated by 'to follow dreams, passions or interests' (fourth) and 'to prove themselves capable' (fifth). The CALD group is motivated by family expectations (fourth) and then 'dreams and passions' (fifth). By contrast, ATSI peoples are motivated by 'having more work choices' (fourth) and then 'learning knowledge and skills to help their community' (fifth). Interestingly, all groups were least motivated by the factor 'because others beyond their family expect them to go (e.g., sporting clubs, church members). Other comments listed 'improving themselves, surviving and living up to expectations' as motivators.

Section B – Additional analysis: One-way repeated measures ANOVA to compare respondents' responses on two or more different questions.

Section B ANOVA– Motivations to participate in tertiary education

Section B asks practitioners to draw on their experience with four groups (LSES, CALD, Disability, and ATSI) about their motivations to participate in tertiary education. The practitioners were asked to rank from 1 to 12 a list of common reasons as to why people DO participate in tertiary education, where 1 = most prevalent motivation and 12 = least prevalent motivation. A one-way repeated measures ANOVA was conducted to compare scores on 11 motivational reasons why people participate in tertiary education. The 12th reason asked practitioners to add other key motivators for participation and to rank them alongside the other common reasons. All R12 reasons remained ranked at the 12th position and therefore were omitted from the one-way repeated measures ANOVA (see

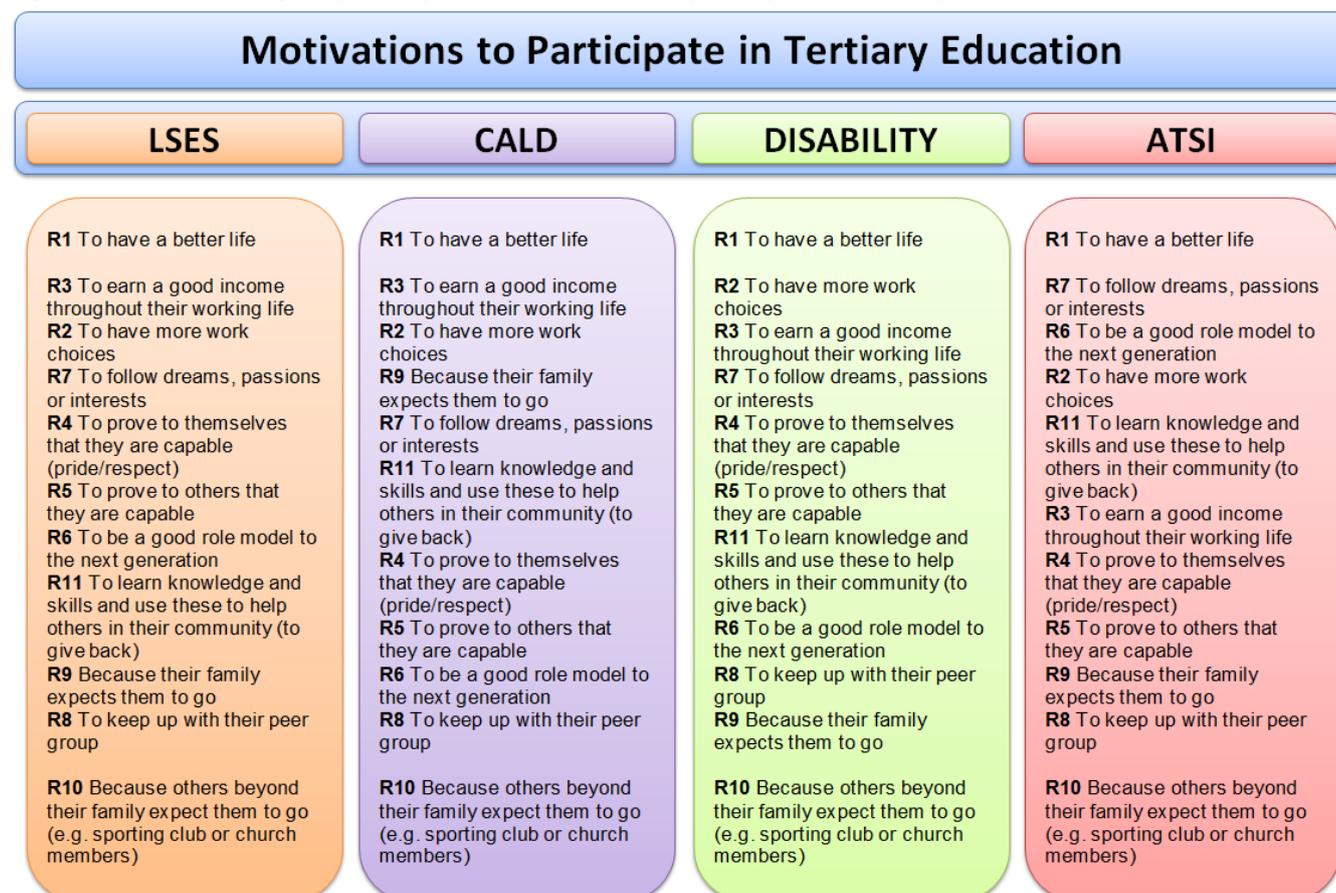
Table 365).

Table 34: Common reasons why people DO participate in tertiary education

-
- R1 To have a better life
 - R2 To have more work choices
 - R3 To earn a good income throughout their working life
 - R4 To prove to themselves that they are capable
 - R5 To prove to others that they are capable (pride/respect)
 - R6 To be a good role model to the next generation
 - R7 To follow dreams, passions or interests
 - R8 To keep up with their peer group
 - R9 Because their family expects them to go
 - R10 Because others beyond their family expect them to go (e.g. sporting club or church members)
 - R11 To learn knowledge and skills and use these to help others in their community (i.e. “to give back”)
 - R12 Other key motivators
-

Summary of ANOVA

A one-way repeated measures ANOVA was completed to compare scores on 11 motivational reasons why certain groups of people participate in tertiary education. The groups consisted of lower socio economic students (LSES), culturally and linguistically diverse groups (CALD), people with a disability (DISABILITY) and Aboriginal and Torres Strait Islander (ATSI) peoples. Figure 2 summaries the findings from a between groups analysis of motivations to participate in tertiary education.

Figure 75: A between groups analysis of motivations to participate in tertiary education

- **First and Last Level Motivators:** Overall the highest motivation to participate in tertiary study for all groups was R1 'to have a better life' and the least motivating reason was R10 'because others beyond their family i.e. sporting clubs, church members expected them to go onto tertiary education.
- **Second Level Motivators:** Both LSES and CALD groups were next motivated by R3 'to earn a good income throughout their working life', whereas people with a disability were motivated by R2 'to have more work choices' and ATSI peoples were motivated by R7 'to follow dreams, passions or interests'.
- **Third and Fourth Level Motivators:** Both LSES and CALD's third highest motivator was R2 'to have more work choices, whereas people with a disability were motivated by '... earning a good income throughout their working life' and ATSI peoples third motivator was R6 'to be a good role model to the next generation'. The fourth highest motivator for LSES and people with a disability was R7 'to follow dreams, passions or interests. Fourth for CALD was R9 'because their family expects them to go to tertiary education. While for ATSI peoples, the fourth motivator was R2 'to have more work choices'.
- **Fifth and Sixth Level Motivators:** Again, LSES and people with a disability agree that their fifth highest motivator to attend tertiary education is R4 'to prove to themselves that they are capable (pride/respect)'. CALD group's fifth highest motivator is R7 'to follow dreams, passions or interests. ATSI people's fifth highest motivator is R11 'to learn knowledge and skills and use these to help others in their community (to give back)'. LSES and people with a disability are next motivated by R5 'to prove to others that they are capable of participating in tertiary education. Whereas CALD groups are next motivated by R11 'learning knowledge and skills to use to help others in their community (to give back)' and ATSI people's sixth highest motivation is R3 'to earn a good income throughout their working life'.
- **Seventh and Eighth Level Motivators:** Both CALD and ATSI peoples are motivated by R4 'to prove to themselves that they are capable' (their seventh highest motivator). LSES groups are motivated 'to be a good role model' (R6) and people with a disability are motivated 'to learn knowledge and skills to use to help others in their community (to give back)' (R11) as their seventh highest motivator. For the eighth level motivator, CALD groups and ATSI peoples both want to prove to others that they are capable of participating in tertiary education, while people with a disability want to be a good role model to the next generation. LSES groups are motivated 'to learn knowledge and skills to use to help others in their community (to give back)' (R11).
- **Ninth Level Motivators:** LSES and ATSI peoples are less motivated to participate in tertiary education by R9 'because their family expects them to go', whereas CALD are less motivated by R6 'to be a good role model to the next generation'. People with a disability are less motivated to participate in tertiary education by R8 where keeping up with their peers is not motivating.
- **Tenth Level Motivators:** Finally, LSES and CALD groups and ATSI peoples are least motivated by keeping up with their peers (R8), whereas people with a disability are least motivated by R9 'because their family expects them to go.
- **Other Key Motivators (R12):** Practitioners were also asked to offer 'Other Key Motivator' (R12) and rank them in order. All of the R12 indicators were at level 12. The total sample of comments is displayed in Table 35. The key motivators are also listed in each associated group.

Table 35: Other Key Motivators for ALL groups about why people participate in tertiary education

- *As medicine to help balance the negative symptoms they experience*
- *Because they will be the first in their family to go to UNI*
- *Because they're not ready to work full time yet / don't know what else to do*
- *Centrelink*
- *Cultural responsibility and role within family/community*
- *I wrote a conference paper on this and found that issues relating to self-identity scored*

highest; followed by career and knowledge; simply having time to do it figured highly too; many had a "disorienting dilemma" - a death, illness, job loss or something traumatic happen to them and finally there were external factors

- *Improve themselves, meet people, like learning/studying*
 - *Kids have been raised so now it's their turn, sick of their low paid job*
 - *Leaving home to bigger places*
 - *Love of learning*
 - *Money*
 - *Personal reasons i.e. parent or sibling having medical condition so wanting to 'find cure'*
 - *Protection from abuse cycle*
 - *School belief in their capabilities*
 - *To avoid joining the workforce*
 - *To be part of a university life (such as clubs and extra-curriculums)*
 - *To challenge themselves*
 - *To get away from welfare dependence*
 - *To grow personally and professionally and to have challenges*
 - *To have a different job to what their family currently expect*
 - *To have a meaningful engagement with community not available through employment*
 - *To keep busy (particularly mums with school-age children)*
 - *To rise above family expectations*
 - *To stop coming back to prison/youth detention*
-

A narrative of the one-way repeated measures ANOVA for each of the groups follows.

LSES (lower socio economic student) Groups

A one-way repeated measures ANOVA was conducted to compare scores on 11 motivational reasons for lower socio economic students (LSES) to participate in tertiary education.

Table 36 shows the means within subjects of the motivation statements.

Table 36: Descriptive statistics for common reasons why LSES people participate in tertiary education

		Mean	Std. Deviation	N
R1	LSES - To have a better life	2.07	1.72	135
R3	LSES - To earn a good income throughout their working life	3.05	1.55	135
R2	LSES - To have more work choices	3.19	1.82	135
R7	LSES - To follow dreams, passions or interests	4.64	2.34	135
R4	LSES - To prove to themselves that they are capable	5.27	1.94	135
R5	LSES - To prove to others that they are capable (pride/respect)	6.21	1.76	135
R6	LSES - To be a good role model to the next generation	7.02	2.15	135
R11	LSES - To learn knowledge and skills and use these to help others in their community (i.e. "to give back")	8.09	2.81	135
R9	LSES - Because their family expects them to go	8.21	2.32	135
R8	LSES - To keep up with their peer group	8.46	2.04	135
R10	LSES - Because others beyond their family expect them to go (e.g. sporting club or church members)	10.04	1.34	135

Note: R# indicates the reason given as motivation to participate in tertiary education as listed in the survey.

There was a significant effect for motivation, Wilks' Lambda = .037, $F(10, 125)=329.21$, $p<0.0005$, multivariate partial eta squared = .96 (Table 37).

Table 37: Multivariate tests on motivation to participate in tertiary education

		Multivariate Tests ^a					Partial
Effect		Value	F	Hypothesis df	Error df	Sig.	Eta Squared
Motivations	Pillai's Trace	.963	329.206 ^b	10.000	125.000	.000	.963
	Wilks' Lambda	.037	329.206^b	10.000	125.000	.000	.963
	Hotelling's Trace	26.336	329.206 ^b	10.000	125.000	.000	.963
	Roy's Largest Root	26.336	329.206 ^b	10.000	125.000	.000	.963

a. Design: Intercept Within Subjects Design: Motivations

b. Exact statistic

Post hoc tests using the Bonferroni correction revealed that there was a statistical significance in the pairwise comparisons between the motivation reasons.

There is a significant difference in motivation to participate in tertiary education between R1 'to have a better life' ($p=0.0005$) and the other 10 reasons (

Table 36). There is also a significant difference in the reason R2 'to have more work choices' ($p=0.0005$). However, there is no significant difference between R2 'to have more work choices' and R3 'to earn a good income throughout their working life' ($p=1.000$). The means within subjects indicates that R3 'to earn a good income throughout their working life' ($M=3.05$; $SD=1.55$) is a higher motivating reason than R2 'to have more work choices' ($M=3.19$; $SD=1.82$), but that it is not statistically different to R2 'to have more work choices'.

Similarly, for lower socioeconomic students the motivation R4 'to prove to themselves that they are capable' is significantly different ($p=0.0005$), but there is no significance between R4 "proving to themselves" and R7 'to follow dreams, passions and interest' ($p=1.0000$). The means within subjects indicates that R7 'to follow dreams...' ($M=4.64$; $SD=2.34$) is a higher motivating reason than R4 'to prove to themselves that they are capable' ($M=5.27$; $SD=1.94$).

There is also a significant difference in motivation R5 'to prove to others that they are capable' and R6 'to be a good role model for the next generation' ($p=0.0005$) and the other reasons. This outcome agrees with the means within subjects, which places R5 'proving to others that they are capable' ($M=6.21$; $SD=1.76$) as the sixth most motivating reason, and R6 'to be a good role model...' ($M=7.02$; $SD=2.15$) as the seventh most motivating reason to participate in tertiary education.

'To keep up with their peer group' R8 ($p=0.0005$) is also significantly different to eight of the other reasons. However, two reasons – R9 'because their family expects them to go' and R11 'to learn knowledge and skills and use these to help others in their community (i.e. "to give back")' ($p=1.000$) – are not significantly different to R8 'to keeping up with their peer group'. The means within subjects indicates that R11 "leaning knowledge and skills to help others" ($M=8.09$; $SD=2.81$) is more motivating for participation than R9 'because the family expects them to go' ($M=8.21$; $SD=2.32$).

There is a significant difference in motivation for the reason R10 'because others beyond their family expect them to go (e.g. sporting club or church members)' ($p=0.0005$). A high means within subjects indicates that this reason is the least motivating for participation in tertiary education by lower socioeconomic students.

In summary, R1 'to have a better life' ($M=2.07$; $SD=1.72$), R3 'to earn a good income throughout their working life' ($M=3.05$; $SD=1.55$) and R2 'to have more work choices' ($M=3.19$; $SD= 1.82$) were the top three motivating reasons why practitioners felt that LSES participated in tertiary education (

Table 36). The least motivating were R9 'because their family expects them to go' (M=8.21; SD=2.32), R8 'to keep up with their peer group' (M=8.46; SD=2.04) and R10 'because others beyond their family expect them to go' (M=10.04; SD=1.34).

Level 12 key motivators (other reasons) for why lower socio economic student (LSES) groups participate in tertiary education are provided in Table 19 below.

Table 38: Other reasons why people from lower socio economic sectors DO participate in tertiary education as listed by practitioners

R12 LSES - Other key motivators include:-TEXT

- *Because they're not ready to work full time yet / don't know what else to do*
 - *Centrelink*
 - *I wrote a conference paper on this and found that issues relating to self-identity scored highest; followed by career and knowledge; simply having time to do it figured highly too; many had a "disorienting dilemma" - a death, illness, job loss or something traumatic happen to them and finally there were external factors*
 - *Improve themselves, meet people, like learning/studying*
 - *Kids have been raised so now it's their turn, sick of their low paid job*
 - *Leaving home to bigger places*
 - *Love of learning*
 - *Money*
 - *Not sure what else to do*
 - *Personal reasons i.e. parent or sibling having medical condition so wanting to 'find cure'*
 - *School belief in their capabilities*
 - *To avoid joining the workforce*
 - *To be part of a university life (such as clubs and extra-curriculums)*
 - *To have a different job to what their family currently expect*
 - *To keep busy (particularly mums with school-age children)*
 - *To rise above family expectations*
-

CALD (culturally and linguistically diverse) Groups

A one-way repeated measures ANOVA was conducted to compare scores on 11 motivational reasons for culturally and linguistically diverse groups to participate in tertiary education (Table 20).

Table 39: Descriptive statistics for common reasons why CALD people participate in tertiary education

		Mean	Std. Deviation	N
R1	CALD - To have a better life	2.10	1.59	20
R3	CALD - To earn a good income throughout their working life	3.50	1.54	20
R2	CALD - To have more work choices	3.90	2.36	20
R9	CALD - Because their family expects them to go	5.85	3.84	20
R7	CALD - To follow dreams, passions or interests	6.15	2.74	20
R11	CALD - To learn knowledge and skills and use these to help others in their community (i.e. "to give back")	6.20	2.53	20
R4	CALD - To prove to themselves that they are capable	6.75	2.45	20
R5	CALD - To prove to others that they are capable (pride/respect)	6.85	1.87	20
R6	CALD - To be a good role model to the next generation	6.85	2.18	20
R8	CALD - To keep up with their peer group	9.50	1.73	20
R10	CALD - Because others beyond their family expect them to go (e.g. sporting club or church members)	9.55	2.63	20

Note: R# indicates the reason given as motivation to participate in tertiary education as listed in the survey.

There was a significant effect for motivation, Wilks' Lambda = .046, $F(10, 10)=20.62$, $p<0.0005$, multivariate partial eta squared = .95 (Table 40).

Table 40: Multivariate tests on motivation to participate in tertiary education

		Multivariate Tests ^a					Partial Eta Squared
Effect		Value	F	Hypothesis df	Error df	Sig.	
Motivations	Pillai's Trace	.954	20.615 ^b	10.000	10.000	.000	.954
	Wilks' Lambda	.046	20.615^b	10.000	10.000	.000	.954
	Hotelling's Trace	20.615	20.615 ^b	10.000	10.000	.000	.954
	Roy's Largest Root	20.615	20.615 ^b	10.000	10.000	.000	.954

a. Design: Intercept Within Subjects Design: Motivations

b. Exact statistic

Post hoc tests using the Bonferroni correction revealed that there was a statistical significance in the pairwise comparisons between the motivation reasons.

There is a significant difference in motivation for CALD groups to participate in tertiary education between R1 'to have a better life' ($p=0.0005$) and the other reasons (Table 20). However, there is no significant difference between R2 'to have more work choices' ($p=0.559$), R3 'to earn a good income throughout their working life' ($p=0.406$) and R9 'because their family expects them to go' ($p=.062$) and R1 'to have a better life'. The means within subjects indicates that R3 'to earn a good income throughout their working life' ($M=3.50$; $SD=1.54$) and R2 'to have more work choices' ($M=3.90$; $SD=2.36$) are higher motivating reason than R9 'because their family expects them to go' ($M=5.85$; $SD=3.84$). However, these reasons are not statistically different to R1 'to have a better life' ($M=2.10$; $SD=1.59$).

While there is a significant difference between R2 'to have more work choices' and the other reasons, there is no significant difference between R7 'to follow dreams, passions or interests and R11 'to learn knowledge and skills and use these to help others in their community'. The means between subjects indicates that R7 'to follow dreams, passions or interests' (M=6.15; SD=2.74) is more motivating to participate in tertiary education than R11 'to learn knowledge and skills and use these to help others in their community' (M=6.20; SD=2.53).

There is a significant difference between R4 'to prove to themselves that they are capable' and R1, R2, and R3. However, there is no significant difference between R4 and the remaining motivations. The means between subjects highlights R4 'to prove to themselves that they are capable' (M=6.75; SD=2.45) is more motivating than R5 'to prove to others that they are capable' (M=6.85; SD=1.87) and R6 'to be a good role model to the next generation' (M=6.85; SD=2.18). R8 'to keep up with their peer group' (M=9.5; SD=1.73) and R10 'because others beyond their family expect them to go' (M=9.55; SD=2.63) are the least motivating reasons for CALD groups to participate in tertiary education.

In summary, R1 'to have a better life' (M=2.10; SD=1.59), R3 'to earn a good income throughout their working life' (M=3.50; SD=1.54) and R2 'to have more work choices' (M=3.90; SD= 2.36) were the top three motivating reasons why practitioners felt that CALD groups participated in tertiary education. The least motivating were R6 'to be a good role model to the next generation' (M=6.81; SD=2.18), R8 'to keep up with their peer group' (M=9.50; SD=1.73) and R10 'because others beyond their family expect them to go' (M=9.55; SD=2.63).

Level 12 key motivators (other reasons) for why culturally and linguistically diverse (CALD) groups participate in tertiary education are provided in Table 22 below.

Table 41: Other reasons why people from culturally and linguistically diverse groups DO participate in tertiary education as listed by practitioners

R12 CALD - Other key motivators include:-TEXT

As medicine to help balance the negative symptoms they experience

To challenge themselves

To give back

To grow personally and professionally and to have challenges

To have a meaningful engagement with community not available through employment

People with a Disability Groups

A one-way repeated measures ANOVA was conducted to compare scores on 11 motivational reasons for people with a disability groups to participate in tertiary education (Table 23).

Table 42: Descriptive statistics for common reasons why people with a disability participate in tertiary education

	Mean	Std. Deviation	N
R1 DISABILITY - To have a better life	2.35	1.92	26
R2 DISABILITY - To have more work choices	2.73	1.22	26
R3 DISABILITY - To earn a good income throughout their working life	3.69	1.91	26
R7 DISABILITY - To follow dreams, passions or interests	3.85	2.63	26
R4 DISABILITY - To prove to themselves that they are capable	4.38	1.70	26
R5 DISABILITY - To prove to others that they are capable (pride/respect)	6.00	1.94	26
R11 DISABILITY - To learn knowledge and skills and use these to help others in their community (i.e. "to give back")	7.73	2.25	26
R6 DISABILITY - To be a good role model to the next generation	7.92	1.47	26
R8 DISABILITY - To keep up with their peer group	8.27	1.82	26
R9 DISABILITY - Because their family expects them to go	8.65	1.74	26
R10 DISABILITY - Because others beyond their family expect them to go (e.g. sporting club or church members)	10.54	0.58	26

Note: R# indicates the reason given as motivation to participate in tertiary education as listed in the survey.

There was a significant effect for motivation, Wilks' Lambda = .006, $F(10, 16)=285.873$, $p<0.0005$, multivariate partial eta squared = .99 (Table 24).

Table 43: Multivariate tests on motivation to participate in tertiary education

		Multivariate Tests^a					
Effect		Value	F	Hypothesis df	Error df	Sig.	Partial Eta Squared
Motivations	Pillai's Trace	.994	285.873 ^b	10.000	16.000	.000	.994
	Wilks' Lambda	.006	285.873^b	10.000	16.000	.000	.994
	Hotelling's Trace	178.670	285.873 ^b	10.000	16.000	.000	.994
	Roy's Largest Root	178.670	285.873 ^b	10.000	16.000	.000	.994

a. Design: Intercept Within Subjects Design: Motivations

b. Exact statistic

Post hoc tests using the Bonferroni correction revealed that there was a statistical significance in the pairwise comparisons between the motivation reasons. There is a significant difference in motivation for people with a disability to participate in tertiary education between R1 'to have a better life' ($p=0.0005$) and the other motivational reasons. However, there is no significant difference between R2 'to have more work choices' ($p=1.000$), R3 'to earn a good income' ($p=1.000$) and R7 'to follow dreams, passions or interests' ($p=1.000$). The means within subjects indicates that R2 'to have better work choices' ($M=2.73$; $SD=1.22$) and R3 'to earn a good income throughout their working life' ($M=3.69$; $SD=1.91$) motivates people with a disability more than R7 'to follow dreams, passions or interests' ($M=3.85$; $SD=2.63$). However, these motivations are not statistically different to R1 'to have a better life' ($M=2.35$; $SD=1.92$).

There is no statistical difference between R2 'to have more work choices' and R4 'to prove to themselves that they are capable' ($p=0.072$). However, the means within subjects indicates that practitioners thought that people with a disability were less motivated 'to prove to themselves that they are capable' ($M=4.38$; $SD=1.70$), than they were motivated by 'more work choices' ($M=2.73$; $SD=1.22$). There is no statistical difference for people with a disability between R3 'to earn a good income throughout their working life' and R5 'to prove to others that they are capable' ($p=0.087$). The means between subjects highlights R3 'to earn a good income' ($M=3.69$; $SD=1.91$) as a higher motivator than R5 'to prove to others that they are capable' ($M=6.00$; $SD=1.94$).

There is a statistical difference between R6 'to be a good role model to the next generation' ($p=0.0005$) and R1, R2, R3, R4, R7, and R10 ($p=0.0005$). However, there is no statistical difference between R6 ($p=1.000$), R8 ($p=1.000$) and R9 ($p=1.000$) and to R6 'to be a good role model to the next generation'. The means within subjects highlights R6 'to be a good role model' ($M=7.92$; $SD=1.47$) as a higher motivator than R8 'to keep up with peer groups' ($M=8.27$; $SD=1.82$) and R9 'because their family expect them to' ($M=8.65$; $SD=1.74$) when considering why people with a disability attend tertiary education. The least motivating factor for people with a disability to attend tertiary study is R10 ($p=0.0005$) 'because others beyond their family expect them to go' ($M=10.54$; $SD=0.58$). Level 12 key motivators (other reasons) for why people with a disability participate in tertiary education are provided in Table 44.

Table 44: Other reasons why people with a disability DO participate in tertiary education as listed by practitioners

R12 DISABILITY - Other key motivators include:-TEXT

As medicine to help balance the negative symptoms they experience

To challenge themselves

To give back

To grow personally and professionally and to have challenges

To have a meaningful engagement with community not available through employment

Aboriginal and Torres Strait Islander Peoples

A one-way repeated measures ANOVA was conducted to compare scores on 11 motivational reasons for Aboriginal and Torres Strait Islander groups to participate in tertiary education (Table 45).

Table 45: Descriptive statistics for common reasons why Indigenous people participate in tertiary education

		Mean	Std. Deviation	N
R1	ATSI - To have a better life	2.87	1.87	23
R7	ATSI - To follow dreams, passions or interests	4.48	2.61	23
R6	ATSI - To be a good role model to the next generation	4.65	2.62	23
R2	ATSI - To have more work choices	4.78	2.41	23
R11	ATSI - To learn knowledge and skills and use these to help others in their community (i.e. "to give back")	5.00	4.09	23
R3	ATSI - To earn a good income throughout their working life	5.35	2.57	23
R4	ATSI - To prove to themselves that they are capable	5.61	1.83	23
R5	ATSI - To prove to others that they are capable (pride/respect)	6.04	1.82	23
R9	ATSI - Because their family expects them to go	8.87	1.91	23
R8	ATSI - To keep up with their peer group	9.70	1.43	23
R10	ATSI - Because others beyond their family expect them to go (e.g. sporting club or church members)	10.09	1.16	23

Note: R# indicates the reason given as motivation to participate in tertiary education as listed in the survey.

There was a significant effect for motivation, Wilks' Lambda = .017, $F(10, 13)=76.108$, $p<0.0005$, multivariate partial eta squared = .98 (Table 46).

Table 46: Multivariate tests on motivation to participate in tertiary education

		Multivariate Tests ^a					Partial Eta Squared
Effect		Value	F	Hypothesis df	Error df	Sig.	
Motivations	Pillai's Trace	.983	76.108 ^b	10.000	13.000	.000	.983
	Wilks' Lambda	.017	76.108^b	10.000	13.000	.000	.983
	Hotelling's Trace	58.544	76.108 ^b	10.000	13.000	.000	.983
	Roy's Largest Root	58.544	76.108 ^b	10.000	13.000	.000	.983

a. Design: Intercept Within Subjects Design: Motivations

b. Exact statistic

Post hoc tests using the Bonferroni correction revealed that there was a statistical significance in the pairwise comparisons between the motivation reasons. There is a significant difference in motivation for Aboriginal and Torres Strait Islander peoples to participate in tertiary education between R1 'to have a better life' ($p=0.0005$) and the other motivational reasons. However, there is no significant difference between R7 'to follow dreams, passions or interests' ($p=1.000$), R6 'to be a good role model to the next generation' ($p=1.000$), R11 'to learn knowledge and skills and use these to help others in their community' ($p=1.000$) and R2 'to have more work choices' ($p=.075$). The means within subjects indicates that R7 'to follow dreams, passions or interests' ($M=4.48$; $SD=2.61$) is a higher motivator than R6 'to be a good role model' ($M=4.65$; $SD=2.62$), R2 'to have more work choices' ($M=4.78$; $SD=2.41$) and R11 'to learn knowledge and skills and use these to help people' ($M=5.00$; $SD=4.09$). However, these motivations are not statistically different to R1 'to have a better life' ($M=2.35$; $SD=1.92$).

Similarly, for Aboriginal and Torres Strait Islander peoples the motivation S2 'to have more work choices' is significantly different ($p=0.0005$). However, there is no significant difference between R3 'to earn a good income throughout their working life' ($p=1.000$), R4 'to prove to themselves that they are capable' ($p=1.000$) and R5 'to prove to others that they are capable' ($p=1.0000$). The means within subjects indicates that R3 'to earn a good income throughout their working life' ($M=5.35$; $SD=2.57$) is a higher motivating reason than R4 'to prove to themselves that they are capable' ($M=5.61$; $SD=1.83$) and R5 'to prove to others that they are capable' ($M=6.04$; $SD=1.82$). There is also a significant difference between motivation R9 'because their family expects them to' ($p=0.0005$) and the other motivational reasons. The means within subjects supports the motivational reason R9 'because their family expects them to go' ($M=8.87$; $SD=1.91$) as a higher motivation than R8 'to keep up with their peer group' ($M=9.70$; $SD=1.43$). There is a significant difference in motivation for the reason 'because others beyond their family expect them to go (e.g. sporting club or church members)' ($p=0.0005$). A high means within subjects indicates that this reason is the least motivating for participation in tertiary education by Aboriginal and Torres Strait Islander peoples.

In summary, R1 'to have a better life' ($M=2.87$; $SD=1.87$), R7 'to follow dreams, passions or interests' ($M=4.48$; $SD=2.61$) and R6 'to be a good role model to the next generation' ($M=4.65$; $SD=2.62$) were the top three motivating reasons why practitioners felt that ATSI peoples participated in tertiary education. The least motivating were R9 'because their family expects them to go' ($M=8.87$; $SD=1.91$), R8 'to keep up with their peer group' ($M=9.70$; $SD=1.43$) and R10 'because others beyond their family expect them to go' ($M=10.09$; $SD=1.16$). Level 12 key motivators (other reasons) for why ATSI peoples participate in tertiary education are provided in Table 47 below.

Table 47: Other reasons why ATSI peoples DO participate in tertiary education as listed by practitioners

R12	DISABILITY - Other key motivators include:-TEXT
	Because they will be the first in their family to go to UNI
	Cultural responsibility and role within family/community
	Protection from abuse cycle
	To get away from welfare dependence.
	To stop coming back to prison/youth detention

SECTION C – BARRIERS TO PARTICIPATING IN TERTIARY EDUCATION

Practitioners were asked to respond to questions about common barriers surrounding beliefs about why people DO NOT participate in tertiary education. They were asked to rank a list of barriers from 1 – most prominent barrier to 8 – least prominent barrier. The first set of questions asks about personal beliefs, the second set asks about beliefs about the value of tertiary education, the third set of questions asks about awareness of barriers and the fourth set of questions asks about social norms surrounding non-participation.

Personal beliefs

When comparing PERSONAL BELIEFS, practitioners responded that non-participation was due to “[potential students] thinking that they are not smart enough’. This was the most common barrier and ranked first amongst all groups for non-participation. Practitioners also ranked ‘they think they will not fit in’ as the second most common barrier for non-participation in tertiary education by all groups. Practitioners ranked having low self-esteem as the third most common barrier for LSES, CALD and people with disability, whereas they ranked ‘they do not like to take risks’ as the third most common barrier for ATSI peoples. The fourth barrier for LSES and CALD groups was that ‘they are focused on the present more than the future’, for people with disability it was that ‘they do not like to take risks’ and for ATSI peoples, practitioners answered that ‘they fear failure’. ‘They fear failure was the fifth highest barrier for LSES, CALD and disability groups, but for ATSI peoples the fifth highest barrier was that ‘they have low self-esteem’. Practitioners were also asked to name any other barriers, which are discussed the following tables.

Table 48: Practitioner responses about personal beliefs surrounding non-participation in tertiary education

	LSES		CALD		DISABILITY		ATSI	
	MEAN	SD	MEAN	SD	MEAN	SD	MEAN	SD
They think they are not smart enough (1)	(1) 1.74	1.17	(1) 2.37	1.34	(1) 2.36	1.60	(1) 2.09	1.65
They think they will not fit in (2)	(2) 3.27	1.57	(2) 2.74	1.19	(2) 2.64	1.04	(2) 3.17	1.34
They have low self-esteem (3)	(3) 3.72	1.54	(3) 3.58	1.61	(3) 3.12	1.36	(5) 4.09	2.11
They do not like to take risks (risk-averse) (4)	(6) 5.11	1.50	(6) 5.47	1.54	(4) 4.80	1.08	(3) 4.74	1.45
They are focused on the present more than the future (5)	(4) 4.33	1.86	(4) 4.05	2.25	(6) 5.36	1.38	(6) 4.22	2.21
They fear failure (6)	(5) 4.63	1.79	(5) 5.42	1.22	(5) 4.40	2.02	(4) 4.91	1.62
They fear success - as they believe they will not be accepted back or fit in with family or community once they complete (7)	(7) 6.45	1.40	(7) 6.26	1.97	(7) 6.92	1.19	(7) 5.39	1.80
Other key barriers include: (8)	(8) 6.74	2.47	(8) 6.11	2.94	(8) 6.40	2.93	(8) 7.39	2.02

Note: Other key motivators is discussed in the next section; (#)=Rank

Practitioners highlighted 69 'OTHER' barriers to participation in tertiary education. A thematic analysis was completed, which resulted in 12 associated themes (Appendix 1 shows the 'OTHER' barriers listed by practitioners). Practitioners listed the largest barrier as 'practical hurdles (44.1%) such as cost, time management, and transport problems'. The second largest barrier was the 'low aspirations' (11.8%) of potential students. The third largest 'other' barrier was ranked as 'fear of discrimination' (8.8%) and the fourth 'other' was, 'the fear of leaving friends and family' (5.9%). 'Not being sure what they want to do' (4.4%), 'Not having a reference group' (4.4%), 'thinking that they don't need a degree' (4.4%), or 'not knowing that tertiary education was available to them' (4.4%) were equally ranked as 'other' barriers. Practitioners also listed students thinking it was 'too daunting' (2.9%), 'language difficulties' (2.9%), 'others don't believe in them' (2.9%) and commitment to family needs (2.9%) as least ranked 'other' barriers (see Table 30).

Table 49: Thematic responses to 'Other Barriers' surrounding beliefs about why people DO NOT participate in tertiary education

Thematic responses to 'Other Barriers' surrounding beliefs about why people DO NOT participate in tertiary education

Practical Hurdles - Time, Cost, Transport,	44.1%
Low Aspirations	11.8%
Fear of discrimination	8.8%
Fear of leaving family and friends	5.9%
Not sure what they want to do	4.4%
No reference group - no one has gone to uni before them	4.4%
Don't need a degree	4.4%
Did not know tertiary education was available to them	4.4%
It's too daunting	2.9%
Language difficulties	2.9%
Others don't believe in them	2.9%
Commitment to family needs	2.9%

Beliefs about the value of tertiary education

Practitioners were asked to draw on their experience to rank barriers surrounding BELIEFS ABOUT THE VALUE OF TERTIARY EDUCATION for why people DO NOT participate in tertiary education.

Practitioners ranked 'financial costs are too high for [the students] them' as the largest barrier to participating in tertiary education, which supports the 'Other' text from PERSONAL BELIEFS in Table 30 above. The second largest barrier identified for LSES groups and ATSI peoples was 'do not need a tertiary education for the work that they want to do'. However, for CALD groups the largest barrier was 'they have family commitments which constrain their ability to participate in tertiary study', for people with a disability practitioners ranked the second largest barrier as 'belief that tertiary education does not guarantee them a job.

Practitioners ranked LSES groups and ATSI peoples 'belief that tertiary education does not guarantee them a job' as the third highest barrier and for CALD groups that 'they do not want to study any more'. Practitioners observed that for people with a disability the third largest barrier was that 'they will need to have access to required resources that they don't currently have (e.g. computers)' which was CALD groups and ATSI peoples sixth largest barrier, see Table 31.

Table 50: Practitioner responses about beliefs about the value of tertiary education surrounding non-participation in tertiary education

	LSES		CALD		DISABILITY		ATSI	
	MEAN	SD	MEAN	SD	MEAN	SD	MEAN	SD
Belief that tertiary education does not guarantee them a job (1)	(3) 3.96	1.81	(5) 4.84	2.32	(2) 3.17	1.69	(3) 3.65	2.35
Do not need tertiary education for the work they want to do (2)	(2) 3.61	1.75	(4) 4.74	1.59	(5) 4.71	1.90	(2) 3.57	1.44
They do not want to study any more (3)	(4) 4.25	2.03	(3) 4.53	1.78	(6) 5.00	2.02	(5) 4.39	1.70
Financial costs are too high for them (4)	(1) 2.48	1.71	(1) 1.84	0.96	(1) 2.67	1.79	(1) 2.96	1.69
The time and effort required are too much for them (5)	(5) 4.55	1.89	(7) 5.05	1.51	(4) 3.96	1.92	(7) 5.65	1.07
They will need to have access to required resources that they don't currently have (e.g. computers) (6)	(7) 4.94	1.86	(6) 5.00	1.97	(3) 3.83	1.90	(6) 4.61	2.17
They have family commitments which constrain their ability to participate in tertiary study (7)	(6) 4.68	2.10	(2) 2.63	1.38	(7) 5.71	1.65	(4) 4.04	2.53
Other key barriers include: (8)	(8) 7.53	1.65	(8) 7.37	1.92	(8) 6.96	2.40	(8) 7.13	2.30

Note: Other key motivators is discussed in the next section; (#)=Rank

Practitioners also nominated OTHER barriers surrounding beliefs about the value of tertiary education, that reflect why people DO NOT participate in tertiary education (a full list of statements can be found in Appendix 2). A summary of practitioners 'other comments are listed in Table 51, an explanation of the thematic analysis and examples of practitioner comments follows.

Table 51: Thematic responses to 'Other Barriers' surrounding beliefs about the value of tertiary education about why people DO NOT participate in tertiary education

Thematic responses to 'Other Barriers' surrounding beliefs about the value of tertiary education about why people DO NOT participate in tertiary education

No previous experience, hence no value on TE	41.7%
Not enough flexibility in coursework	11.1%
Tertiary education is for others - smarter, wealthier	8.3%
Need to work	8.3%
Don't need a degree to do the work that I want to do	5.6%
Low family expectations	5.6%
Location of the university	5.6%
Accessibility	5.6%
They don't know what they want to do	2.8%
Low aspirations	2.8%
Others don't believe in them	2.8%

Nearly 42% of other responses reflected statements indicating that because there is no previous experience, there is no value in attending tertiary education, statements include:

- “lack of knowledge about tertiary education”,*
- “lack of awareness and understanding about choices available”*
- “have no idea what the value is, because they have zero experience of higher education”.*

The second highest ranked ‘other’ barrier as that there was not enough flexibility (11.1%), supporting comments include:

- “not enough flexibility in delivery of courses i.e. work commitments”*
- “accommodations [are] not made so that they can succeed”*
- “they [students] have personal and physical needs that constrain their ability to participate”.*

Ranking equally third, 17% of practitioners noted ‘tertiary education is for others’ (8.3%) and the ‘need to work’ (8.3%) as barriers to participating in tertiary education. Statements include:

- “Tertiary education just isn't for me”*
- “belief that tertiary education is for other people who are smarter, have more support and resources etc i.e. that it is beyond their reach - which is a realistic assessment for large numbers of our community”*
- “they believe [education] is for privileged people”.*

Statements about the need to work stem from new refugees and people with disability highlighting having to work as a barrier.

- “need for immediate income to survive in new country”*
- “people with disability have extra financial, personal and other commitments which constrain their ability to participate in tertiary study”*

Approximately 22% of practitioners cited not needing a degree (5.6%) to do the work that the student wanted to do, low family expectations (5.6%), the location of the university (5.6%) and accessibility (5.6%) as barriers. Anecdotal comments to support these statements include:

- “can make more money elsewhere (e.g. mines)”*
- “Many jobs in rural areas do not require a tertiary qualification and being over qualified can reduce chances of employment in rural areas”*
- “Low family expectation” and a “lack of family support”*
- “University is not accessible due to location, access to resources, information etc.”*
- “University courses are abstract and always not practical to the workplace, compared to TAFE courses”*
- “Low numeracy and literacy levels”*

The final ‘other’ barriers include students ‘not knowing what to do’ (2.8%), ‘low aspirations’ (2.8%), and that ‘others don’t believe in them’ (2.8%), supporting statements include:

- “They don't know EXACTLY what they want to do in life. They don't want to 'waste' money starting something and finding out they've made the wrong choice. High SES students are much less concerned about this aspect.”*
- “No one wants to employ a person with a disability so why try”*
- “Others believe that they do not have the potential to study at a tertiary level”*

Awareness

Practitioners were asked to rate from 1 most prevalent barrier to 8 least prevalent barrier common reasons surrounding AWARENESS as to why people DO NOT participate in tertiary education, they were also asked to list other reasons surrounding awareness for each of the four groups. A comparison of response means are shown Table 52.

When asked about how aware students were of information concerning participation in tertiary studies, practitioners ranked that ‘they [students] didn’t think they met the entry requirements’ as highest for LSES groups and ATSI peoples. CALD groups and people with disabilities ranked highest for ‘not being aware of alternative pathways into tertiary education’, this statement was ranked second for ATSI peoples and LSES groups. However, for CALD groups practitioners ranked that ‘they think they don’t meet the entry requirements’ and that people with disabilities ‘do not know about the support services that can help them’ as the second highest awareness factor.

The third ranked awareness factor for each group was ‘do not know about the support services that can help them’ for LSES and CALD, ‘think they don’t meet the entry requirements for people with disabilities and ‘the location of their place of residence reduces their physical access to tertiary education institutions’ for ATSI people.

Table 52: Practitioner responses about awareness surrounding non-participation in tertiary education

	LSES		CALD		DISABILITY		ATSI	
	MEAN	SD	MEAN	SD	MEAN	SD	MEAN	SD
Think they don’t meet the entry requirements (1)	(1) 2.57	1.65	(2) 2.72	1.78	(3) 2.88	1.42	(1) 2.64	1.76
Are not aware of alternative pathways into tertiary education (2)	(2) 2.70	1.45	(1) 2.22	1.44	(1) 2.42	1.59	(2) 3.00	1.63
Do not know about the support services that can help them (3)	(3) 4.02	1.45	(3) 3.50	1.42	(2) 2.67	1.37	(4) 3.95	1.46
They do not have the ‘navigational capabilities’/help-seeking behaviours to help them succeed at tertiary study (4)	(4) 4.33	1.81	(4) 4.11	1.71	(4) 4.04	2.03	(5) 4.41	1.94
The location of their place of residence reduces their physical access to tertiary education institutions (5)	(6) 4.68	1.96	(7) 6.17	0.99	(6) 5.50	1.56	(3) 3.91	2.04
They are not aware of all of the study options (e.g. programs) courses available in tertiary education (6)	(5) 4.34	2.04	(5) 4.17	1.65	(5) 4.88	1.33	(6) 5.18	1.65
There are confused because there is too much information about tertiary education study options (e.g. programs, courses) (7)	(7) 5.68	1.90	(6) 5.94	1.89	(7) 5.92	1.41	(7) 5.50	2.15
Other key barriers include: (8)	(8) 7.69	1.23	(8) 7.17	2.04	(8) 7.71	1.43	(8) 7.41	1.92

Note: Other key motivators is discussed in the next section; (#)=Rank

Practitioners ranked LSES and CALD groups and people with a disability as ‘not having the ‘navigational capabilities’/help-seeking behaviours to help them succeed at tertiary study’ as the fourth highest awareness factor. The awareness factor ‘do not know about the support services that can help them’ was ranked fourth highest for ATSI peoples. Similarly, LSES, CALD and people with a disability were not aware of all of their study options, which were ranked fifth by practitioners, where ‘they do not have the ‘navigational capabilities’/help-seeking behaviours to help them succeed at tertiary study was ranked fifth for ATSI peoples’, see Table 52.

The sixth highest awareness ranking for LSES and people with a disability is ‘the location of their place of residence reduces their physical access to tertiary education institutions’, whereas CALD groups are ‘confused because there is too much information about tertiary education study options (e.g. programs, courses) and ATSI peoples ‘are not aware of all of the study options (e.g. programs) courses) available in tertiary education’ as ranked by practitioners, see Table 52.

LSES, people with a disability and ATSI peoples ‘are confused because there is too much information about tertiary education study options (e.g. programs, courses) ranked as the seventh highest awareness factor, whereas for CALD groups ‘the location of their place of residence reduces their physical access to tertiary education institutions’ ranked seventh, see Table 52.

Practitioners offered 24 alternative awareness factors, which were thematically grouped into nine awareness factors for why people DO NOT participate in tertiary education. The ‘other’ awareness factors are discussed in Table 20 (a full list of statements can be found in Appendix 3).

Table 53: Thematic responses to ‘Awareness’ for why people DO NOT participate in tertiary education
Thematic responses to ‘Awareness’ for why people DO NOT participate in tertiary education

Tertiary education is for others	25.0%
Not aware of the value of tertiary education	20.8%
Access	16.7%
Application Process	8.3%
Support Systems	8.3%
Low expectations amongst peers	8.3%
Need to work	4.2%
They don't know what they want to do	4.2%
Fear of discrimination	4.2%

Twenty five percent of ‘other’ awareness factors are attributed to ‘tertiary education is for others’ implying that it is not for the associated reference group. The highest ranking statements supporting this factor include:

“They think that Tertiary Education is only relevant to academic high achievers”

“They don't know anyone "like them" who participates in tertiary education”

“They do not wish to be aware because they do not value education”

“Not a priority”

“Has not considered as an option”

“Believe only super-smart people can get into/succeed at uni”

Nearly 21% of ‘other’ responses ranked second by practitioners stated that groups were ‘not aware of the value of tertiary education’, with comments such as...

“They may not understand the benefits of study”

“They are not aware of the long-term value of higher education”

“Not aware that tertiary education is an option”
“Not aware of the connection between study options and careers/jobs”
“Aren't aware of the value of non-academic benefits of University”

The third ranking is access (16.7%), where groups did not have access to the right information, the following statements highlight the sub themes:

“Access to the right information about tertiary education study options”
“They have not taken necessary pre requisites in Year 11 & 12 i.e. Authority English a pre-requisite to all degrees at Griffith University”
“They do not have the navigational capabilities to navigate a pathway through senior secondary & into tertiary study”
“On a non-Op or VET pathway and have been told this won't lead to uni”

Ranked fourth equally are ‘application process’ (8.3%), ‘support systems’ (8.3%) and ‘low expectations amongst peers’ (8.3%), where groups either don’t know where to start, they have a lack of academic support and preparations or there is low expectations amongst cohorts, supporting statements are:

“Don't know where to start. Overwhelmed by information. Not computer literate”
“Application processes are complicated, NZ citizens' ineligibility for HECS-HELP”
“Lack of academic support and preparation”
“Assumption that support available is only for people with physical disabilities”
“Low expectations amongst cohorts”
“It is not a family expectation and so is not discussed or research acted upon to find answers”

Finally, practitioners highlighted the groups ‘need to work’ (4.2%), their ‘fear of discrimination’ (4.2%) and that the groups ‘don’t know what they want to do’ (4.2%) as equal fifth awareness factors.

“Need for immediate income and can't afford HECS debt”
“Too many white faces”
“They don't have a clear goal about what they want to do”

Social Norms

The next question asked practitioners about common reasons surrounding SOCIAL NORMS of why people DO NOT participate in tertiary education. They were asked to rank the barriers from 1 most prevalent to 9 least prevalent. Other barriers were also collected and will be discussed in Table 35.

In terms of social norms and non-participation, the highest rated social norm for LSES and people with a disability are ‘thinking that people from their background do not go on to tertiary education’. The social norm rated highest for ATSI peoples is ‘they do not want to move and leave their family’, whereas for many CALD groups practitioners rated the highest social norm as ‘they would be the first in their family to go to tertiary education’, highlighting barriers from social norms to participate in tertiary education.

The second highest ranking was the same for CALD groups and ATSI peoples that ‘they think that people from their background do not go on to tertiary education’, whereas for LSES groups the second ranking social norms factor was that ‘they would be the first in their family to participate in tertiary education’. People with a disability however, were ‘discouraged by their family’ from participating in tertiary education.

Table 54: Practitioner responses about social norms surrounding non-participation in tertiary education

	LSES		CALD		DISABILITY		ATSI	
	MEAN	SD	MEAN	SD	MEAN	SD	MEAN	SD
Their family discouraged them (1)	(3) 3.79	1.87	(4) 4.39	2.00	(2) 2.78	1.44	(5) 4.73	2.29
Their peers discouraged them (2)	(4) 4.64	1.80	(7) 5.22	2.16	(4) 4.35	1.87	(6) 4.77	2.00
They think that people from their background do not go on to tertiary education (3)	(1) 2.71	1.85	(2) 3.72	2.42	(1) 2.70	1.77	(2) 3.14	1.78
They do not want to move and leave their family (4)	(5) 4.65	1.85	(3) 4.22	2.44	(6) 5.00	1.81	(1) 2.82	1.56
They want to move away from their family (5)	(8) 6.91	1.20	(8) 6.83	1.38	(8) 6.78	1.28	(8) 6.64	1.59
They were advised by school staff (e.g. teachers or career officers) to look at other options (6)	(6) 4.80	2.32	(5) 4.39	2.33	(3) 3.48	2.13	(3) 3.73	2.19
They would be the first in their family to go to tertiary education (7)	(2) 3.71	2.31	(1) 3.56	2.15	(5) 4.74	1.94	(4) 4.68	2.23
Others around them got local jobs without tertiary education qualifications (8)	(7) 4.87	2.50	(6) 4.72	2.63	(7) 6.52	2.17	(7) 5.50	2.30
Other key barriers include: (9)	(9) 8.93	0.73	(9) 7.94	2.44	(9) 8.65	1.67	(9) 9.00	0.00

Note: Other key motivators is discussed in the next section; (#)=Rank

The third highest social norm, ranks both people with a disability and ATSI peoples as ‘advised by school staff (e.g. teachers or career officers) to look at other options, LSES groups were discouraged by their family and CALD groups ‘do not want to move and leave their family’.

Practitioners ranked the social norm ‘their peers discouraged them’ as fourth highest for LSES groups and people with a disability. For CALD groups the social norm ‘their family discouraged them’ was ranked fourth and for ATSI peoples the fourth highest social norm was ‘they would be the first in family to go to tertiary education’.

The fifth highest factor for social norms for people from LSES is that they do not want to move and leave their family. Practitioners highlight for CALD groups that ‘they were advised by school staff (e.g. teachers or career officers) to look at other options’ and for people with a disability, that ‘they would be first in family to go to tertiary education. For ATSI peoples, the factor ‘their family discouraged them’ was the fifth highest factor.

The sixth and seventh social norm that affects LSES groups are ‘advised by school staff (e.g. teachers or career officers) to look at other options’ (sixth) and ‘others around them got local jobs without tertiary education qualifications’ (seventh) respectively. Similarly, people with a disability and ATSI peoples also ranked ‘others around them got local jobs without tertiary education qualifications’ as the seventh highest social norm. CALD groups differ in their seventh social norm which was ‘their peers discouraged them’, which was ranked sixth for ATSI peoples. People with a disability sixth social norm are that ‘they do not want to move away from their family and CALD groups is that ‘others around them got local jobs without tertiary education qualifications’.

Interestingly, practitioners ranked ‘they want to move away from their family’ as the least factor that explains why the groups do not participate in tertiary education. This is conducive to the data so far.

In terms of the 'Other' factors, practitioners offered 12 alternative social norms factors, which were thematically grouped into five awareness factors for why people DO NOT participate in tertiary education. The 'other' awareness factors are discussed in Table 55 (a full list of statements can be found in Appendix 4).

When considering social norms it is clear that individual beliefs play a part in decision-making. Practitioners ranked individual beliefs (41.7%) as the highest social norm negatively affecting participation in tertiary education. Statements supporting individual beliefs include:

"Fear that their community/family would think they are 'uppity' i.e. think they are better than their peer group, family etc."

"It's considered "too hard"

"Their culture values sporting success over educational success"

"They think it's not cool to get a degree"

"Women should stay at home and raise children"

Table 55: Thematic responses to 'Social Norms' for why people DO NOT participate in tertiary education

Thematic responses to 'Social Norms' for why people DO NOT participate in tertiary education

Individual Beliefs	41.7%
Enrolment Preparation	25.0%
Fear of Discrimination	16.7%
Tertiary education is of others	8.3%
Need to work	8.3%

Secondly, participation is affected by the enrolment preparation, or the journey towards enrolment. Twenty five percent of practitioners highlighted enrolment preparation, as a barrier to participation in tertiary education.

"Ensuring other support are in place e.g. accommodation, personal care etc if relocation is required to access further education"

"Lack of academic support and preparation in pre-tertiary years"

"Schools streamline students in VET courses, based on teachers pre-conceive ideas of where ATSI go after high school"

Fear of discrimination was highlighted by 16.7% of practitioners as being a concern for the groups.

Statements supporting this factor include:

"Society's attitude towards people with a disability and their successful participation in tertiary studies"

"Communication without the support of an advocate"

Finally, tertiary education is for others (8.3%) and the need to work (8.3%) are highlighted in social norms as well, with practitioner statements as follows:

"Opinion that University is for 'smart' people"

"Need for earn an income immediately"

Section C - Summary

Section C considers barriers to participating in tertiary education. The first set of questions asks about personal beliefs, the second set asks about beliefs about the value of tertiary education, the third set of questions asks about awareness of barriers and the fourth set of questions asks about social norms surrounding non-participation.

When assessing PERSONAL BELIEFS, practitioners responded that non-participation was due to “[potential students] thinking that they are not smart enough’. This was the most common barrier and ranked first amongst all groups for non-participation. Amongst the top concerns were LSES, CALD groups and people with a disability thinking that they would not fit in and groups having low self-esteem. For ATSI peoples, it was that they don’t like to take risks.

When analysing BELIEFS ABOUT THE VALUE OF TERTIARY EDUCATION practitioners ranked high financial costs for all groups as the largest barrier, not needing a tertiary education for the work they wanted to do was a high response for LSES and ATSI peoples. CALD group’s largest barrier is that they have family commitments, which constrain their ability to participate in tertiary study. For people with a disability practitioners ranked the second largest barrier as ‘belief that tertiary education does not guarantee them a job.

When examining AWARENESS practitioners ranked that ‘they [students] didn’t think they met the entry requirements” as highest for LSES groups and ATSI peoples and ‘not being aware of alternative pathways into tertiary education’ for CALD groups and people with disabilities. The second highest boundary was ‘they think they don’t meet the entry requirements” for CALD groups, and do not know about the support services that can help them’ for people with disabilities. ATSI peoples and LSES groups rated ‘not being aware of alternative pathways into tertiary education’ as their second highest barrier. The third ranked awareness factor for each group was ‘do not know about the support services that can help them’ for LSES and CALD, ‘think they don’t meet the entry requirements for people with disabilities and ‘the location of their place of residence reduces their physical access to tertiary education institutions’ for ATSI people.

In terms of SOCIAL NORMS and non-participation, the highest rated social norm for LSES and people with a disability are ‘thinking that people from their background do not go on to tertiary education’. The social norm rated highest for ATSI peoples is ‘they do not want to move and leave their family’, whereas for many CALD groups practitioners rated the highest social norm as ‘they would be the first in their family to go to tertiary education’, highlighting barriers from social norms to participate in tertiary education. The second highest ranking was the same for CALD groups and ATSI peoples that ‘they think that people from their background do not go on to tertiary education’, whereas for LSES groups the second ranking social norms factor was that ‘they would be the first in their family to participate in tertiary education’. People with a disability however, were ‘discouraged by their family’ from participating in tertiary education. The third highest social norm, ranks both people with a disability and ATSI peoples as ‘advised by school staff (e.g. teachers or career officers) to look at other options, LSES groups were discouraged by their family and CALD groups ‘do not want to move and leave their family’.

In terms of other factors, the personal beliefs theme offered practical hurdles such as time, cost and transport and low aspirations as barriers. In the theme beliefs about the value of tertiary education, practitioners thought that not having, previous experience meant that there was little value placed on tertiary education, therefore no previous experience with higher education becomes a barrier. Other factors relating to awareness include groups thinking that tertiary education is for others. Not being aware of the value of education is highlighted here also. Social norms acknowledge individual beliefs, for example *“fear that their community/family would think they are 'uppity' i.e. think they are better than their peer group, family etc.”*.

SECTION D – INFLUENCERS

Section D – Summary

Section D asks the practitioner to draw from their experience and rank who can INFLUENCE others to participate in tertiary education. ‘Primary caregivers’ were ranked to have the most influence in all of the groups. LSES and people with a disability ranked ‘peers (e.g. classmates)’ as the second most influential. CALD groups look to ‘cultural community members (e.g. Elders; liaison officers) as their second most influential, and ATSI peoples ranked extended family (e.g. grandparents) as their second most influencer. ‘Peers (e.g. classmates)’ are influential towards CALD groups and ATSI peoples, and ‘school teachers’ are third most influential for LSES groups and people with a disability.

Practitioners were asked to draw from their experience about the top THREE TOP TRUSTED sources of information about tertiary study used by people when deciding whether to participate or not in tertiary education. Responses indicate that each group has different trusted sources. The three top sources for LSES is School staff, Education providers (e.g. TAFE, University etc.) and Family. For CALD groups the top three are Education providers (e.g. TAFE, University etc.), School staff, and Peers. For ATSI peoples, their top three trusted sources are Family, School staff and Education providers (e.g. TAFE, University etc.). However, for people with a disability, the rank was the same, first for School staff, Family, Education providers (e.g. TAFE, University etc.) and then second for the Internet.

SECTION E– INTERPERSONAL INFLUENCERS

Practitioners were asked to justify from their own experiences how interpersonal influencers (such as caregivers, extended family, and cultural community members) encourage people to participate in tertiary education.

Six statements measured awareness, social injustices, expectations, and opportunity. The questions are listed in table 25. Overall practitioners either agreed or strongly agreed with all six statements. Practitioners were not sure if they disagreed or agreed that they wanted to address social injustices via the transformative capability of education (2), nor were they sure about whether they influenced out of a sense of duty (3). They were also uncertain if they felt that they could make a difference (4) or if they believed they were doing the right thing (6). Only two statements had an element of disagreement. Around 19% of practitioners disagreed with the statement ‘They want to address social injustices via the transformative capability of education’ indicating that this was not a goal of influencers. Nearly 26% disagreed with the statement that they feel it is expected of them to be an influence.

Table 56: Practitioner responses about interpersonal influencers encouraging people to participate in tertiary education

In your experience, interpersonal influencers encourage people to participate in tertiary studies because...	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
They are aware of the long-term benefits of tertiary education (1)	0.5%	10.8%	13.5%	53.5%	21.6%
They want to address social injustices via the transformative capability of education (2)	2.7%	16.2%	30.8%	41.1%	9.2%
They feel it is expected of them (e.g. a sense of parental or civic duty) (3)	2.2%	25.4%	31.9%	35.1%	5.4%
They feel they can make a difference to the lives of others (4)	1.1%	7.6%	26.5%	48.6%	16.2%
They want others to take up the opportunity to go on to tertiary education because this was an opportunity not available to them. (5)	1.1%	3.2%	12.4%	48.6%	34.6%
They believe it’s the right thing to do (6)	1.1%	9.7%	29.7%	45.9%	13.5%

The next question asks practitioners to consider their experience and respond to why interpersonal influencers (such as caregivers, extended family and cultural community members) DO NOT encourage people to participate in tertiary education. Fourteen statements were considered with nearly all positively supported. For example, more than half of the respondents agreed or strongly agreed that ‘they need someone to help them so they can provide positive advice’ (1). Approximately 79% of practitioners agreed or strongly agreed with the statement that ‘they feel inadequate because they have not participated in tertiary education themselves’ (3) and 81% either agreed or strongly agreed that ‘they face more important challenges in their lives that take priority’ (10). In the most negative response, 44% of practitioners disagreed with the statement ‘they believe they should not influence the decision of others’ (12), indicating that they think they should be influencing the groups. Table 40 summarises the remaining responses.

Table 57: Practitioner responses about interpersonal influencers' not encouraging people to participate in tertiary education

In your experience, interpersonal influencers DO NOT encourage people to participate in tertiary education because...	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
They need someone to help them so they can provide positive advice (1)	1.1%	9.9%	29.1%	51.6%	8.2%
They did not know that they should (i.e. it is the role of the school) (2)	1.1%	14.8%	21.4%	53.8%	8.8%
They feel inadequate because they have not participated in tertiary education themselves (3)	0.0%	6.6%	14.8%	46.7%	31.9%
They had a bad education experience and believe that others will too (4)	1.6%	12.6%	20.3%	48.9%	16.5%
They do not value tertiary education (5)	3.8%	17.6%	25.8%	40.7%	12.1%
They do not know the benefits of tertiary education (6)	2.2%	14.8%	14.3%	53.3%	15.4%
They do not want those close to them (e.g. child) to leave home (7)	2.7%	19.2%	31.9%	39.6%	6.6%
They fear a change in their family dynamic (e.g. child will know more than them) (8)	3.8%	22.0%	29.1%	39.0%	6.0%
They are indifferent about tertiary education, neither encouraging nor discouraging (9)	1.6%	13.7%	32.4%	45.1%	7.1%
They face more important challenges in their lives that take priority (10)	0.5%	7.1%	11.0%	57.7%	23.6%
They believe that they cannot influence the decision of others (11)	3.3%	36.8%	35.7%	20.9%	3.3%
They believe they should not influence the decision of others (12)	5.49%	37.91%	37.36%	17.03%	2.20%
They don't have the 'navigational capability' to guide people into tertiary education (13)	0.55%	9.89%	14.84%	54.40%	20.33%
Due to the location of their place of residence, they are not familiar with tertiary education institutions (14)	0.0%	9.34%	17.03%	58.24%	15.38%

Section E - Summary

Section E asks the practitioner to justify from their own experiences how interpersonal influencers (such as caregivers, extended family, and cultural community members) DO encourage or DO NOT encourage people to participate in tertiary education. The first section uses six statements which measured awareness, social injustices, expectations, and opportunity. Overall practitioners either agreed or strongly agreed with all six statements. Practitioners were not sure if they disagreed or agreed that they wanted to address social injustices via the transformative capability of education, nor were they sure about whether they influenced out of a sense of duty. They were also uncertain if they felt that they could make a difference or if they believed they were doing the right thing. Only two statements had an element of disagreement.

The next question asks practitioners to consider their experience and respond to why interpersonal influencers (such as caregivers, extended family, and cultural community members) DO NOT encourage people to participate in tertiary education. Fourteen statements were considered with nearly all positively supported. The most positive was the statement about practitioners 'feeling inadequate because they have not participated in tertiary education themselves'. The most negative response, positively reinforced that practitioners should be influencing groups.

SECTION F – SCHOOL INFLUENCERS

Section F asks about school influencers, in particular, it asks practitioners, in their experience, if school influencers (such as teachers and career officers) DO or DO NOT encourage people to participate in tertiary education.

Section F – Summary

Section F asks about school influencers, in particular, it asks practitioners, in their experience, if school influencers (such as teachers and career officers) DO or DO NOT encourage people to participate in tertiary education. Overall, the response to the questions were positive, practitioners agreed that there were long term benefits of tertiary education, and that the transformative capability of education could address social injustices. They also agreed that it was the influencer's role to encourage participation. The second set of questions focussed on not encouraging entry into tertiary education. Practitioners agreed that they would not encourage students who did not have the academic capacity or determination to go onto tertiary education. Half of the practitioners would not encourage a student to enter tertiary education if they did not have the financial means, and around 26% said that they either would encourage students or would not know if they would or would not encourage them.

SECTION G – TERTIARY EDUCATION INFLUENCERS

Section G asks about how much people in certain groups are exposed to tertiary education influencers and it asks about tertiary education influencer’s encouragement towards people. Practitioners are asked to choose if they have had no experience, limited exposure, moderate exposure, or excessive exposure to education influencers. Seventy one percent of people from remote locations have had limited exposure to education influencers and 22% have had no exposure. Seven percent have had moderate exposure and less than 1% has had excessive exposure to education influencers. Around 46% of people from regional locations have had either limited or moderate exposure to education influencers and less than one percent has had excessive exposure. Seventy percent of people from outer-urban locations have had moderate exposure and 10.5% have had excessive exposure to education influencers, 14.4 % have had limited exposure. Almost 50% of people from urban locations have had excessive or moderate exposure to education influencers, whereas 2.8% have had limited exposure. Fifty four percent of people from LSES groups have moderate exposure to education influencers. Thirty seven percent of people with a disability, 43.6% of ATSI peoples, and 40% of CALD groups have also had moderate exposure to an educational influencer. Thirty nine percent of people from LSES groups have limited exposure to education influencer as have forty six percent of people with a disability. Forty five percent of ATSI peoples and 44.2% of CALD groups have a limited exposure to an educational influencer. Eleven percent in total of all groups combined has had excessive exposure to education influencers.

Table 58: Practitioner responses about how much people in allocated groups are exposed to tertiary education influencers

In your experience, how much are people in the following groups exposed to tertiary education influencers?

	No experience to draw from	Limited Exposure	Moderate Exposure	Excessive Exposure
People from remote locations (sparsely populated regions) (1)	22.1%	70.7%	6.6%	0.6%
People from regional locations (rural areas and towns) (2)	11.0%	45.9%	42.5%	0.6%
People from outer-urban locations (outer suburbs) (3)	5.0%	14.4%	70.2%	10.5%
People from urban locations (city and suburbs) (4)	4.4%	2.8%	47.0%	45.9%
People from low socio-economic (LSES) backgrounds (5)	3.3%	38.7%	54.1%	3.9%
People with a disability (6)	16.0%	46.4%	37.0%	0.6%
Aboriginal and/or Torres Strait Islander peoples (7)	7.2%	45.3%	43.6%	3.9%
People from culturally and linguistically diverse (CALD) backgrounds (8)	12.7%	44.2%	40.3%	2.8%
School students in Years 7 - 10 (9)	11.0%	37.0%	47.5%	4.4%
School students in Years 11 - 12 (10)	5.5%	6.6%	57.5%	30.4%
School-leavers who have not yet gone on to tertiary study (11)	14.9%	50.8%	32.0%	2.2%

Of students in year 7-10, 47.5% have had moderate exposure to an education influencer, and 37% have had limited exposure. Only 4.4% have had excessive exposure. Likewise 57% of year 11-12 students have had moderate exposure to an education influencer. However, 30.4% of year 11 and 12 students have had high exposure to an education influencer. Nearly seven percent had limited exposure. Nearly 51% of school-leavers who have not yet gone on to tertiary study have limited contact with education influencers and 32% have moderate engagement. Only 2.2% have excessive exposure. Eighty two percent of practitioners selected that they had no experience to draw from, see Table 58.

The next question asks if tertiary education influencers (such as university and TAFE/VET staff) DO encourage people to participate in tertiary education.

Fifty seven percent of tertiary education influencers strongly agree and 37% agree that they are aware of the long-term benefits of tertiary education, only 1% disagrees with the statement, 5% neither agree nor disagree. Forty percent of education influencers strongly agree and 38% agree that they want to address social injustices via the transformative capability of education. Seventeen percent neither agree nor disagree and 4.4% disagree. Forty nine percent of education influencers strongly agree and 41% agree that they believe education influencing is an important part of their job (i.e. professional duty). Forty four percent agree and 42% strongly agree that practitioners feel they can make a difference to the lives of others, 1.7% disagree and 11.6% neither agree nor disagree. Forty seven percent of education influencers strongly agree and 32.6% agree that they believe it is the right thing to do, 2.2% do not and 15% neither agree nor disagree that it's the right thing to do. Forty three percent agree and 38.7% strongly agree that such activities are respected in their profession, 2.2% disagree, 0.6% strongly disagree and 15.5% are unsure. Finally, 58% of education influencers strongly agree and 34.8% agree they have the 'navigational capability' to guide people into tertiary education, 1.7% disagree and 5.5% are unsure.

Table 59: Practitioner responses to the question - do tertiary education influencers encourage people to participate in tertiary education

In your experience, tertiary education influencers DO encourage people to participate in tertiary education because...	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
They are aware of the long-term benefits of tertiary education (1)	0.0%	1.1%	5.0%	37.0%	56.9%
They want to address social injustices via the transformative capability of education (2)	0.0%	4.4%	17.1%	38.1%	40.3%
They believe it is an important part of their job (i.e. professional duty) (3)	0.6%	1.7%	7.2%	41.4%	49.2%
They feel they can make a difference to the lives of others (4)	0.0%	1.7%	11.6%	44.8%	42.0%
They believe it's the right thing to do (5)	0.6%	3.3%	16.0%	47.5%	32.6%
Such activities are respected in their profession (6)	0.6%	2.2%	15.5%	43.1%	38.7%
They have the 'navigational capability' to guide people into tertiary education (7)	0.0%	1.7%	5.5%	34.8%	58.0%

The third tertiary education influencers question asks if tertiary education influencers (such as university and TAFE/VET staff) DO NOT encourage people to participate in tertiary education.

Thirty five percent of practitioners agree and 2.8 strongly agree that they would not encourage people to participate in tertiary education if they don't believe that the person has the academic results to enable them to enter tertiary education' meaning that they think that most, 38.3% disagree and 8.9% strongly disagree. Fifty one percent of practitioners disagree and 12.8% strongly disagree with the statement that they would not encourage a person that did not have the financial means to go on to tertiary education, 0.6% strongly agreed and 11.7% agreed that they would not encourage them to participate. Twenty four percent were unsure whether they would encourage or discourage. Fifty eight percent disagree and 12.2% strongly disagree with the statement they believe that they cannot influence the decision of others, whereas only 7.2% agree that they cannot influence, 22% are unsure. Fifty eight percent disagree and 12.2% strongly disagree that they should not influence the decision of others, 7.8% agree and 1.1% strongly agree that they should not influence the decisions of others. Seventy nine percent of practitioners disagree that they don't have the 'navigational capability' to guide people into tertiary education, 11% agree with the statement. Thirty eight percent of practitioners disagree and 17.8 strongly disagree that they don't believe their institution will be able to provide the right access and support to enter their institution, 21.7% agree and 1.1% strongly agree with the statement.

Table 60: Practitioner responses to the question - do tertiary education influencers NOT encourage people to participate in tertiary education

In your experience, tertiary education influencers DO NOT encourage people to participate in tertiary education because...	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
They don't believe that the person has the academic results to enable them to enter tertiary education (1)	8.9%	38.3%	17.2%	32.8	2.8%
They don't believe that the person has the financial means to go on to tertiary education (2)	12.8%	51.1%	23.9%	11.7%	0.6%
They believe that they cannot influence the decision of others (3)	12.2%	58.3%	22.2%	7.2%	0.0%
They believe they should not influence the decision of others (4)	12.2%	57.8%	21.1%	7.8%	1.1%
They don't have the 'navigational capability' to guide people into tertiary education (5)	21.7%	57.8%	9.4%	11.1%	0.0%
They don't believe their institution will be able to provide the right access and support to enter their institution (6)	17.8%	37.8%	21.7%	21.7%	1.1%

Section G - Summary

Section G asks about how much people in certain groups are exposed to tertiary education influencers and it asks about tertiary education influencer's encouragement towards people. Practitioners are asked to choose if they have had no experience, limited exposure, moderate exposure, or excessive exposure to education influencers.

In terms of exposure to tertiary education influencers, overall most people have limited or moderate exposure, with very few having excessive exposure. School students in year 11 and 12 have the most exposure and year 7 to 10 students and people from urban locations have the least exposure.

The second question asks if tertiary education influencers (such as university and TAFE/VET staff) DO encourage people to participate in tertiary education. Overall, most practitioners agree with the statements. They influence mostly because they are aware of the long-term benefits of tertiary education. They also believe that it is an important part of their job (i.e. professional duty) and that they have the 'navigational capability' to guide people into tertiary education.

The third tertiary education influencers question asks if tertiary education influencers (such as university and TAFE/VET staff) DO NOT encourage people to participate in tertiary education. Most of the practitioners disagreed with the statements. They believe that rather than not influencing that they positively influence and encourage students to participate regardless of financial means or academic results. They disagree with the statement that they do not have the 'navigational capability' to guide people into tertiary education and that they disagree that their institution will not be able to provide the right access and support to enter their institution.

SECTION H – OTHER COMMENTS

This final section asks the participants to add any other comments that are relevant to the study. The listed comments are found in Appendix 5.

Section H outlines comments from practitioners about the survey. Comments include the allocation of time to information sessions/training, students who have not even contemplated going to university and about attitudes to higher education. In addition, awareness and aspiration campaigns need to start earlier than high school and that carer responsibilities are not limited to parental responsibilities, but include care for younger siblings. The comments identify that continued education and funding are needed and that students from LSES will be the biggest hurdle in terms of student disposition and learning. The comments identify that labelling students normalises their deficit and places them at a greater disadvantage and that students attending outreach report that fitting into the tertiary setting as a barrier to them attending. A lack of financial support for part time students is highlighted as they are ineligible for Centrelink payments and that LSES students have not learned in a self-motivated environment. We need to positively influence school children and work with secondary schools. There is some feedback included about the survey itself. Those with disability need more scaffolding to realise employment. A major barrier is lack of self-esteem /self-belief. Indigenous students need to believe that they are able and welcome to participate in Tertiary Study, we need to understand the history more. Some feedback states it is difficult to answer some of these questions as the context varies significantly across cultural groups, different regional areas, whether a regional university campus is located nearby etc.

Other comments highlight that low socio-economic groups generally do not know that these education institutions will accept their enrolment application or how to access them. There is a lack of awareness of what jobs exist and what skills are required is a factor for low SES students. Comments state that there is social inequality in society is at the heart of unequal access to tertiary education. There are comments about students in Low SES areas only seeing the benefits of University study if they have strong mentors. Tertiary awareness in Yr. 7-8 can be very useful to give purpose & reference to their effort at schoolwork. The availability of suitable tertiary education is important - university is not suitable for everyone. The experiences of learners from CALD backgrounds are that they want to study and improve their lives in Australia but they cannot afford to immediately. There is a lack of direct marketing to people with disabilities about the support available to make decisions about and be successful with further education. Universities are not only a source for learning but also for the development of non-academic skills. Students should be made aware of the benefits of being involved in a University community.

Appendix 1 – Cross tabulation: PERSONAL BELIEFS and OTHER COMMENTS about why people DO NO participate

	Low Aspirations	Practical Hurdles - Time, Cost, Transport	Not sure what they want to do	Fear of leaving family and friends	Language difficulties	Others don't believe in them	No reference group - no one has gone to uni before them	Don't need a degree	Did not know tertiary EDU. was available to them	Too daunting	Commitment to family needs	Fear of Discrimination	Not sure what to do
Academic preparation	-	-	-	-	-	-	-	-	-	1	-	-	-
Accessing information, knowing where to go and understanding the Tertiary Education sector and terminology. Many find the application process daunting enough let alone starting study.	-	-	-	-	-	-	-	-	-	1	-	-	-
Can't afford it (financially)	-	1	-	-	-	-	-	-	-	-	-	-	-
Cost	-	1	-	-	-	-	-	-	-	-	-	-	-
Costs associated with study	-	1	-	-	-	-	-	-	-	-	-	-	-
Costs, not knowing what to expect, distance to travel, not knowing what they want to study	-	1	-	-	-	-	-	-	-	-	-	-	-
Don't see the benefit of further education	-	-	-	-	-	-	-	1	-	-	-	-	-
Fear of leaving home, family friends all that they know.	-	-	-	1	-	-	-	-	-	-	-	-	-
Fear of the unknown	-	-	-	1	-	-	-	-	-	-	-	-	-
Finance	-	1	-	-	-	-	-	-	-	-	-	-	-
Finances, family responsibility	-	1	-	-	-	-	-	-	-	-	-	-	-
Finances, lack of family support	-	1	-	-	-	-	-	-	-	-	-	-	-
Financial	-	1	-	-	-	-	-	-	-	-	-	-	-
Financial	-	1	-	-	-	-	-	-	-	-	-	-	-
Financial concerns	-	1	-	-	-	-	-	-	-	-	-	-	-
Financial- No money	-	1	-	-	-	-	-	-	-	-	-	-	-
It's for wealthy middle class students	-	-	-	-	-	-	-	-	1	-	-	-	-
It's too expensive. I didn't finish school. I'm too old.	-	1	-	-	-	-	-	-	-	-	-	-	-
Lack of exposure/No precedent/Foreign setting/Financial constraints	-	1	-	-	-	-	-	-	-	-	-	-	-
Lack of financial support	-	1	-	-	-	-	-	-	-	-	-	-	-
Language, community, poverty, substance abuse, lack of literacy and numeracy skills, homelessness, lack of knowledge, low expectations	-	-	-	-	1	-	-	-	-	-	-	-	-
Money (cost of uni and living as most of our students NEED to leave home for further education)	-	1	-	-	-	-	-	-	-	-	-	-	-
No one in their family has previously attended university	-	-	-	-	-	-	1	-	-	-	-	-	-
No role models so not considered as an option	-	-	-	-	-	-	1	-	-	-	-	-	-
Not a tangible option - to 'foreign'	-	-	-	-	-	-	-	-	1	-	-	-	-
Not realising this service (education) is accessible to them	-	-	-	-	-	-	-	-	1	-	-	-	-
Others don't believe in them	-	-	-	-	-	1	-	-	-	-	-	-	-
Poor educational self-scheme- 'I'm bad at it'	1	-	-	-	-	-	-	-	-	-	-	-	-

	Low Aspirations	Practical Hurdles - Time, Cost, Transport	Not sure what they want to do	Fear of leaving family and friends	Language difficulties	Others don't believe in them	No reference group - no one has gone to uni before them	Don't need a degree	Did not know tertiary EDU. was available to them	Too daunting	Commitment to family needs	Fear of Discrimination	Not sure what to do
The education system has communicated to them that high education is not for people like them i.e. rejecting what they've already been denied. The next 4 factors flow from this	1	-	-	-	-	-	-	-	-	-	-	-	-
They believe/have been told higher education is not for them	1	-	-	-	-	-	-	-	-	-	-	-	-
They can't afford it	-	1	-	-	-	-	-	-	-	-	-	-	-
They do not see how university will benefit them or their families	-	-	-	-	-	-	-	1	-	-	-	-	-
They do not think that tertiary education is possible because is such an impossible dream that only the wealthy and intelligent can attain.	1	-	-	-	-	-	-	-	-	-	-	-	-
They don't believe they need a degree for their chosen work path.	-	-	-	-	-	-	-	1	-	-	-	-	-
They don't even contemplate it as an option as they have no one in their family who has even thought of it	-	-	-	-	-	-	1	-	-	-	-	-	-
they fear losing friends/family	-	-	-	1	-	-	-	-	-	-	-	-	-
They think it will be continuing stress like school	-	-	1	-	-	-	-	-	-	-	-	-	-
They think it's too expensive	-	1	-	-	-	-	-	-	-	-	-	-	-
They won't be able to afford it	-	1	-	-	-	-	-	-	-	-	-	-	-
Time and money figure highly	-	1	-	-	-	-	-	-	-	-	-	-	-
Time management - think they don't have time	-	1	-	-	-	-	-	-	-	-	-	-	-
Time poor, the cost of study, may not be able to make it to campus, they feel "too old" to start over	-	1	-	-	-	-	-	-	-	-	-	-	-
Want to get a job straight away, don't know what they want to do after school, don't like formal study, friends aren't going, No one in family been to Uni	-	-	1	-	-	-	-	-	-	-	-	-	-
Discrimination and lack of acceptance of qualifications/experience	-	-	-	-	-	-	-	-	-	-	-	-	-
finances	-	1	-	-	-	-	-	-	-	-	-	-	-
Financial	-	1	-	-	-	-	-	-	-	-	-	-	-
how to finance TE	-	1	-	-	-	-	-	-	-	-	-	-	-
Not eligible for HECS-HELP - cannot afford to pay fees upfront (eg. NZ citizens)	-	1	-	-	-	-	-	-	-	-	-	-	-
personal belief system is such that it does not occur to them to consider tertiary education as among their options	-	-	-	-	-	-	-	-	-	-	-	-	1

	Low Aspirations	Practical Hurdles - Time, Cost, Transport	Not sure what they want to do	Fear of leaving family and friends	Language difficulties	Others don't believe in them	No reference group - no one has gone to uni before them	Don't need a degree	Did not know tertiary EDU. was available to them	Too daunting	Commitment to family needs	Fear of Discrimination	Not sure what to do
Their needs are tied in with the immediate needs of the family	-	-	-	-	-	-	-	-	-	-	1	-	-
They think or know their English is not good enough. They are participating in English classes to improve their language.	-	-	-	-	1	-	-	-	-	-	-	1	-
Financial	-	1	-	-	-	-	-	-	-	-	-	-	-
Lack of access and fear of Discrimination	-	-	-	-	-	-	-	-	-	-	-	1	-
Low aspirations and expectations	1	-	-	-	-	-	-	-	-	-	-	-	-
Low expectations of their potential limit the educational opportunities they have; limited reasonable adjustments that do not effectively facilitate their inclusion on the same basis as other students	-	-	-	-	-	-	-	-	-	-	-	1	-
other people's attitude towards people with a disability	-	-	-	-	-	-	-	-	-	-	-	1	-
Practical hurdles; cost, transport issues, lack of knowledge of support services available	-	1	-	-	-	-	-	-	-	-	-	-	-
that they can't cope with workload and disability	-	-	-	-	-	-	-	-	-	-	-	1	-
Their disability prevents them from achieving the educational background to successfully complete a course and their condition prevents them from progressing through a course	-	-	-	-	-	-	-	-	-	-	-	1	-
They are not sufficiently encouraged to have a go	-	-	-	-	-	1	-	-	-	-	-	-	-
They do not know that university is accessible	1	-	-	-	-	-	-	-	-	-	-	-	-
Unsure that the institution can accommodate their needs	1	-	-	-	-	-	-	-	-	-	-	-	-
commitments to provide or care for family, cost of relocating, lack of support from family, not aware of alternative entry pathways	-	-	-	-	-	-	-	-	-	-	1	-	-
financial	-	1	-	-	-	-	-	-	-	-	-	-	-
Have been told they won't succeed	1	-	-	-	-	-	-	-	-	-	-	-	-
socio-economic disadvantage	-	1	-	-	-	-	-	-	-	-	-	-	-
They are worried they don't enough money to apply and or study	-	1	-	-	-	-	-	-	-	-	-	-	-
They don't like to leave community	-	-	-	1	-	-	-	-	-	-	-	-	-

Appendix 2 - Cross tabulation of BELIEFS ABOUT THE VALUE OF TERTIARY EDUCATION and OTHER COMMENTS about why people DO NO participate in tertiary education

	Tertiary education for others won't need a degree to do the work that I want	Low aspirations	No previous experience, hence no value on TE	Low family expectations	Not flexible	They don't know what they want to do	Location of the university	Need to work	Accessibility	Others don't believe in them
Belief that tertiary education is for other people who are smarter, have more support and resources etc i.e. that it is beyond their reach - which is a realistic assessment for large numbers of our community	1	0	0	0	0	0	0	0	0	0
can make more money elsewhere (eg mines)	0	1	0	0	0	0	0	0	0	0
Do not know VETFEE help exists or how to access it	0	0	0	1	0	0	0	0	0	0
Have no idea what the value is - because there is zero experience of HE	0	0	0	1	0	0	0	0	0	0
Just don't know what Tertiary Education may offer them	0	0	0	1	0	0	0	0	0	0
lack of awareness and understanding about choices available	0	0	0	1	0	0	0	0	0	0
lack of knowledge about tertiary education	0	0	0	1	0	0	0	0	0	0
lack of knowledge about the benefits	0	0	0	1	0	0	0	0	0	0
Low family expectation	0	0	0	0	1	0	0	0	0	0
Many jobs in rural areas do not require a tertiary qualification and being over qualified can reduce chances of employment in rural areas.	0	1	0	0	0	0	0	0	0	0
not enough flexibility in delivery of courses i.e. work commitments	0	0	0	0	0	1	0	0	0	0
Not sure the benefits outweigh the costs e.g. financial, time, outcomes	0	0	0	1	0	0	0	0	0	0
Tertiary education is a foreign world to them	0	0	0	1	0	0	0	0	0	0
Tertiary education just isn't for me.	1	0	0	0	0	0	0	0	0	0
They believe is for privileged people	1	0	0	0	0	0	0	0	0	0
They do not value education for a variety of reasons	0	0	0	1	0	0	0	0	0	0
They don't know EXACTLY what they want to do in life.	0	0	0	0	0	0	0	0	0	0
They don't want to 'waste' money starting something and finding out they've made the wrong choice. High SES students are much less concerned about this aspect.	0	0	0	0	0	1	0	0	0	0
They don't really know what tertiary education will do for them	0	0	0	1	0	0	0	0	0	0
They simply don't even contemplate it as an option	0	0	0	1	0	0	0	0	0	0
University is too hard	0	0	0	0	0	1	0	0	0	0
lack of family support	0	0	0	0	1	0	0	0	0	0
Location	0	0	0	0	0	0	1	0	0	0
Need for immediate income to survive in new country	0	0	0	0	0	0	0	1	0	0
NZ citizens lack of access to HECS-HELP compounded by (mis)information surrounding the actual situation	0	0	0	1	0	0	0	0	0	0
Accommodations not made so that they can succeed	0	0	0	0	0	1	0	0	0	0
Impacts of their health may prevent them from being able to manage study	0	0	0	0	0	0	0	1	0	0
No one wants to employ a person with a disability, why try	0	0	1	0	0	0	0	0	0	0
Others believe that they do not have the potential to study at a tertiary level	0	0	0	0	0	0	0	0	0	1
People with disability have extra financial, personal and other commitments which constrain their ability to participate in tertiary study	0	0	0	0	0	0	0	1	0	0
They have personal and physical needs that constrain their ability to participate	0	0	0	0	0	1	0	0	0	0
University is not accessible due to location, access to resources, information etc	0	0	0	0	0	0	1	0	0	0
has not considered as an option for themselves	0	0	0	1	0	0	0	0	0	0
Have to leave community,	0	0	0	1	0	0	0	0	0	0
lack of role models; cultural clash	0	0	0	1	0	0	0	0	0	0
Low numeracy and literacy levels	0	0	0	0	0	0	0	0	1	0
University courses are abstract and always not practical to the workplace, compared to TAFE courses	0	0	0	0	0	0	0	0	1	0

Appendix 3 - Cross tabulation of AWARENESS and OTHER COMMENTS about why people DO NOT participate in tertiary education

	Access	Application Process	Not aware of the value of tertiary education	Support Systems	Tertiary education is for others	Low expectations amongst peers	Need to work	They don't know what they want to do	Fear of discrimination
has not considered as an option	0	0	0	0	1	0	0	0	0
Not a priority	0	0	0	0	1	0	0	0	0
Too many white faces	0	0	0	0	0	0	0	0	1
Access to the right information about tertiary education study options	1	0	0	0	0	0	0	0	0
Assumption that support available is only for people with physical disabilities	0	0	0	1	0	0	0	0	0
They don't have a clear goal about what they want to do	0	0	0	0	0	0	0	1	0
Application processes are complicated, NZ citizens' ineligibility for HECS-HELP	0	1	0	0	0	0	0	0	0
Aren't aware of the value of non-academic benefits of University	0	0	1	0	0	0	0	0	0
need for immediate income and can't afford HECS debt	0	0	0	0	0	0	1	0	0
they do not have the navigational capabilities to navigate a pathway through senior secondary & into tertiary study	1	0	0	0	0	0	0	0	0
Believe only super-smart people can get into/succeed at uni	0	0	0	0	1	0	0	0	0
Don't know where to start. Overwhelmed by information. Not computer literate.	0	1	0	0	0	0	0	0	0
it is not a family expectation and so is not discussed or research acted upon to find answers	0	0	0	0	0	1	0	0	0
lack of academic support and preparation	0	0	0	1	0	0	0	0	0
Low expectations amongst cohorts	0	0	0	0	0	1	0	0	0
Not aware of the connection between study options and careers/jobs	0	0	1	0	0	0	0	0	0
not aware that tertiary education is an option	0	0	1	0	0	0	0	0	0
On a non-Op or VET pathway and have been told this won't lead to uni	1	0	0	0	0	0	0	0	0
they are not aware of the long-term value of higher education	0	0	1	0	0	0	0	0	0
They do not wish to be aware because they do not value education	0	0	0	0	1	0	0	0	0
They don't know anyone "like them" who participates in tertiary education	0	0	0	0	1	0	0	0	0
They have not taken necessary pre requisites in Year 11 & 12 i.e. Authority English a pre-requisite to all degrees at Griffith University	1	0	0	0	0	0	0	0	0
they may not understand the benefits of study	0	0	1	0	0	0	0	0	0
They think that Tertiary Education is only relevant to academic high achievers	0	0	0	0	1	0	0	0	0

Appendix 4 - Cross tabulation of SOCIAL NORMS and OTHER COMMENTS about why people DO NOT participate in tertiary education

	Individual Beliefs	Fear of Discrimination	Enrolment preparation	Tertiary education is of others	Need to work
fear that their community/family would think they are 'uppity' i.e. think they are better than their peer group, family etc	1	0	0	0	0
it's considered "too hard"	1	0	0	0	0
lack of academic support and preparation in pre-tertiary years	0	0	1	0	0
They think its not cool to get a degree	1	0	0	0	0
Women should stay at home and raise children.	1	0	0	0	0
need for earn an income immediately	0	0	0	0	1
Opinion that University is for 'smart' people	0	0	0	1	0
their culture values sporting success over educational success	1	0	0	0	0
communication without the support of an advocate	0	1	0	0	0
Ensuring other support are in place e.g. accommodation, personal care etc if relocation is required to access further education	0	0	1	0	0
Societies attitude towards people with a disability and their successful participation in tertiary studies	0	1	0	0	0
Schools streamline students in VET courses, based on teachers pre-conceive ideas of where ATSI go after high school.	0	0	1	0	0

Appendix 5: Verbatim, anecdotal comments from participants about the study

- *As an educator in middle management, the biggest obstacle I find is allocating the time to include information sessions/uni visits/etc. to our school calendar. Just adding more activities which require the students to miss their normal lesson time, won't be able to be supported. I would strongly encourage you to consider developing a Tertiary Preparation Program, which also counts towards the student's QCE so that both priorities (Widening Participation + QCE attainment) can be address together. Articulated pathways for Diploma/Bachelor studies are very popular and I would recommend universities continue to explore these partnership arrangements with TAFE.*
- *At the end of 2015, I took a group of Year 8 and 9 students to QUT Caboolture and the overwhelming response was that they had never even contemplated going to Uni, it was not even an option when they thought of their future aspirations. .*
- *Attitudes to higher education in low SES communities are often the result of a range of inter-connected factors, including previous educational engagement and achievement, a young person's educational self-schema, leading to lower achievement over time. This coupled with a lack of practical knowledge/resources or networks to bridge this gap, young people are left unable to understanding how to chart the territory between where they are now to a future career and understand the study pathways to get them there.*
- *Awareness and aspiration need to start earlier than High School. Work especially awareness needs to start as early as kindergarten.*
- *Carer responsibilities are not limited to parental responsibilities. I sometimes have young students (around 20 years of age) who care for parents and siblings, and on occasion are the breadwinner in the family. I they are also first in family to attempt higher education; this is often seen as a waste of time by family and friends.*
- *Continued education and funding for more support networks*
- *For students from low socio economic areas I believe that the biggest hurdle is student disposition to learning and that this originates from their parents having poor experiences at school and not valuing education. It is a slow process changing student disposition but with support can be altered*
- *From my experiences and observations, the impact of the normalisation of deficit language and theorising on the motivations towards tertiary study is substantial. Labelling of people as 'disadvantaged' and from 'low SES' backgrounds steals hope from many of those labelled these terms. The experiences families have with educational institutions is also a key factor that shapes whether or not they will encourage further education for their family members. Family engagement and community engagement seems to be critical for the success of Maori and Pasifika students in particular*
- *High school students with disabilities attending our outreach events often report social acceptance/ fitting in the tertiary setting as a barrier to them attending, as well as navigating the admissions process and getting the necessary marks/OP/Rank to be admitted, being able to afford the costs of study and physically getting to and around university. Students, teachers, and parents are often unaware of the alternative pathways to gain acceptance into tertiary study.*
- *I believe that there are two major issues that prevent people from low socio-economic from participating or succeeding in tertiary education - the first is financial support. Students who are studying part time are not eligible for the same Centrelink benefits as full time students and may not be aware of the supports that are available to them. The second is that they often haven't studied in the self-motivated environment of tertiary education before and have not been given the skills to help them succeed in this area.*
- *I believe young people today don't know what they want to do but need all the information to make an informed decision about post schooling options. The students who I have engaged with either want a break, don't know what they want to do, want to find a job or move back home to their family. I believe that building them up in school with confidence, self-esteem, and getting them passing all their subjects is a step in the right direction into getting them to believe - that yeah I can do this, I am smart enough. Young people need people of influence who are patient, positive and speaks with them not to them. Sharing ideas and having conversations and then moving forward with options.*
- *I don't think some of the options on ATSI people were well informed. More options boxes should have been given.*
- *I felt that some of these questions were difficult to answer for the group LSES - because we don't take into account the cultural differences in the group LSES and the dynamics of the familial structure.*
- *I found some of the questions ambiguous for some questions and some options didn't fit the CALD group I work with*
- *I think even after 20 years as an equity practitioner it's difficult to comment on the internal motivators or de-motivators of students as these are often not shared because they are sub conscious influencers.*
- *I think it's incredibly important for universities to work with secondary schools and not just in the later years. There is research to suggest that starting the conversation about higher education should begin as early as Grade 5/6 - why therefore do so many institutions focus solely on the Year 11/12 cohorts for their activities. Long term encouragement toward higher education is extremely important - it's not enough to talk to students in Year 11/12.*
- *I think people with disability who are studying at university require more scaffolding to realize employment. The transition from study to work is difficult for everyone but I have met many students who believe that no one would want to employ them because of their disability. This assumption is totally disempowering. This is huge challenge to find the right kinds of supports to break through.*
- *If it is very difficult to generalise about the attitudes and behaviour of parents, teachers (schools) as it all depends on the individuals concerned. You might have some parents from low SES backgrounds who will encourage their children while others won't.*
- *In my experience at a Regional University Campus I have found that one of the most prevalent barriers in our area is lack of self-esteem/self-belief. University has a certain academic prestige associated with all promotion, which in a small town can induce strong thoughts of not being*

good enough, and questions like - how can a small town person succeed in such an environment? Another issue is fear of being judged if they do not succeed and the fear of seeking help. Country people are generally very proud and very independent; going into a world they are not familiar with can be very daunting. It is important that the people they are engaging with are understanding, supportive and can relate to their situation, this builds rapport which helps develop the trust of information and their own potential and also increase the chances of them seeking help and support.

- Indigenous students need to believe that they are able and welcome to participate in Tertiary Study, often they have very limited long term career goals which makes it difficult to engage them with further study. Family will often hold them back expecting them to stay close and within their control.
- It is very disappointing that initiatives that have worked well are discontinued after funding ceases
- It's difficult to answer some of these questions as the context varies significantly across cultural groups, different regional areas, whether a regional university campus is located nearby etc. For example, some cultures or regions value higher education more than others, no matter their socioeconomic status, and some community or religious leaders have much more influence in some cultures than in others. I have tried to average out, but by doing so, am aware that my answers may be a bit skewed.
- Lack of awareness of what jobs exist and what skills are a factor for low SES students. The school system over-emphasises academic achievement. Kids that aren't academic high-achievers start believing uni is not for them quite early on. Sadly, school staff reinforce this belief
- Low socio-economic groups generally do not know that these education institutions will accept their enrolment application or how to access them. Generally, they have to be shown or 'hand held'. Most do not know about VET Fee Help. Whether this is because of self-confidence / esteem issues (I don't have the confidence to self-research this) or lack of opportunity to access education possibilities is sometimes difficult to determine. Personally, I think the greatest barrier is self-confidence.
- Many Indigenous people come from families and/or communities that have suffered multi-generation trauma or dislocation from white society which builds a range of emotions (low self-esteem, low numeracy and literacy from disengaging from education system early in life) etc. Many horror stories are passed down through families and economic rationalism sees a further divide from services and education.
- More money for Aspiration!! We are limited by funding. Yet there are so many schools who would benefit from our program.
- PWD do not enter further education due to the lack of aspiration and forward career planning that happens from the start of their life. Families need to be educated on raising their expectation of their 'child'. That their child can go on to achieve in further education and subsequent employment. If employment is never a goal then further education will never be considered.
- Social inequality in society is at the heart of unequal access to tertiary education; hence, it is important that strategies address unequal education outcomes in the primary years to prepare people to have the capacity to access higher education.
- Some of my answers won't reflect accurately what I think e.g. What level of exposure to uni/TAFE etc. do I think people with a disability have depends on where they are, how old they are, if they have caring responsibilities etc. Hard to generalise for entire groups - this goes for all the named groups in this survey.
- Some of these questions were difficult to answer because they didn't all apply to my experience, and there wasn't always a "not relevant" option. I've responded as best as I could, with this in mind.
- Students in Low SES areas only see the benefits of University study if they have strong mentors, close relatives for whom they can see the physical benefits of the heightened opportunities in front of them. Otherwise it is not overly apparent...
- Tertiary awareness in Yr. 7-8 can be very useful to give purpose & reference to their effort at schoolwork. / Then renewed efforts of tertiary awareness in yr. 11 / Yr. 9 & 10 students are the least receptive to the tertiary message
- Thank you. These have been very pertinent questions to the survey topic
- The availability of suitable tertiary education is important - university is not suitable for everyone, TAFE may be more suitable for some. On-line learning is often not suitable due to the lack of support (witnessed friends attempting on-line learning after a family career break).
- The experiences of learners from CALD backgrounds are that they want to study and improve their lives in Australia but they cannot afford to immediately as their first priority is to provide housing and food (basic survival) for the family. In my experience, they highly value education and fully understand the importance of higher level qualifications.
- There is a lack of direct marketing to people with disabilities about the support available to make decisions about and be successful with further education. This is evident in all aspects of widening participation programs, careers fairs, role models etc. to mainstream diversity and alternate pathways. Disability services are an "add-on" not embedded in everyone's practice and so people with disabilities are disadvantaged by poor staff training and knowledge of how to access and what kind of support is available. Further education providers have a responsibility to educate staff to be more inclusive in their approach to families, carers, school staff, and prospective students.
- This should start earlier than year 7. We need to make tertiary institutions part of the solution to support student academic success so that they have REAL choices.
- Universities are not only a source for learning but also for the development of non-academic skills. Students should be made aware of the benefits of being involved in a University community.
- Universities possibly need more Disability Officers who can offer support for young undergraduates. People with a disability have case managers at secondary settings who assist them to be successful and who they can go to for assistance. Perhaps such a model like a buddy system could be set up at Uni/TAFEs especially for those people who have Asperger's Syndrome where organising oneself/ timetables/ deadlines etc. can be part of the disability characteristics.

- *We must be careful not to assume that the cause of (and solution to) non-participation in tertiary education lies with the individuals themselves who are missing out (i.e. that it's due to individual or social pathology) rather than recognising the multiple ways (overt and unconscious) that the education system communicates messages which exclude and discourage participation from the groups in our community least likely to have access to the benefits of tertiary education. It's those messages which we have to turn off and re-calibrate.*
- *within the VET sector the increasing cost has become a primary issue for many people, and the fear of loss of other financial incentives such as the Pensioner Education supplement and financial support through the Disability Employment Providers diminishes their want to try (expensive courses, that they may not be able to progress through the certificate levels, and expensive books that they can't afford)*
- *You might like to liaise with NAEAA (National Assn Enabling Educators Australia) who have biannual conferences, the last one was in Parramatta in November. Also the CEEHE (Centre for Excellence and Equity in Higher Ed) at UON who have an interest in this topic.*

4. References for Sections B and C

- Abbott-Chapman, J. (2011). Making the most of the mosaic: Facilitating post-school transitions to higher education of disadvantaged students. *The Australian Educational Researcher*, 38(1), 57-71.
- Aghaei, S., Nematbakhsh, M. A., & Farsani, H. K. (2012). Evolution of the world wide web: From WEB 1.0 TO WEB 4.0. *International Journal of Web & Semantic Technology*, 3(1), 1.
- Armstrong, D., & Cairnduff, A. (2012). Inclusion in higher education: issues in university–school partnership. *International Journal of Inclusive Education*, 16(9), 917-928.
- Australian Bureau of Statistics [ABS] (2016). Internet activity, Australia, June 2016 [online]. <http://www.abs.gov.au/ausstats/abs@.nsf/0/00FD2E732C939C06CA257E19000FB410?OpenDocument>
- Australian Youth Affairs Coalition [AYAC]. (2011). *Survey Results: Disability and Tertiary Education*. Retrieved from Australian Youth Affairs Coalition: [www.ayac.org.au/uploads/Report%20on%20Survey%20Results%20for%20Disability%20and%20Education%20\(Tertiary\).pdf](http://www.ayac.org.au/uploads/Report%20on%20Survey%20Results%20for%20Disability%20and%20Education%20(Tertiary).pdf)
- Beall, T., Wayman, J., D’Agostino, H., Liang, A., & Perellis, C. (2012). Social marketing at a critical turning point. *Journal of Social Marketing*, 2(2), 103-117.
- Behrendt, L., Larkin, S., Griew, R., & Kelly, P. (2012). *Review of higher education access and outcomes for Aboriginal and Torres Strait Islander people: Final report* (A. Government Ed.). Canberra, ACT: Department of Industry. *Innovation, Science, Research and Tertiary Education*.
- Biddle, N. and Cameron, T. (2012). *Potential factors influencing Indigenous education participation and achievement: NCVER Research Report*, National Centre for Vocational Education Research, Department of Industry, Innovation Science, Research and Tertiary Education, <www.ncver.edu.au/publications/2560.html> viewed 2 September 2014.
- Bodkin-Andrews, G., Harwood, V., McMahon, S., and Priestly, A. (2013). AIM(E) for completing school and university: Analysing the strength of the Australian Indigenous Mentoring Experience. In R.G. Craven & J. Mooney (eds), *Seeding Success in Indigenous Australian Higher Education*, Emerald Group Publishing Limited, Bingley, UK. pp. 113-134.
- Blomberg, J., Giacomi, J., Mosher, A., & Swenton-Wall, P. (1993). Ethnographic field methods and their relation to design. *Participatory design: Principles and practices*, 123-155.
- Bourdieu, P. (1977). Cultural reproduction and social reproduction. In Karabel, J. and Halsey, A. H., (Eds), *Power and Ideology in Education*. OUP, Oxford.
- Bowden, M. P., & Doughney, J. (2010). Socio-economic status, cultural diversity and the aspirations of secondary students in the Western Suburbs of Melbourne, Australia. *Higher Education*, 59(1), 115-129.
- Bradley, D., Noonan, P., Nugent, H., & Scales, B. (2008). *Review of Australian higher education: Final report*. Canberra: Commonwealth of Australia.
- Brett, M., Sheridan, A., Harvey, A., & Cardak, B. (2015). Four barriers to higher education regional students face and how to over them. Retrieved from theconversation.com/four-barriers-to-higher-education-regional-students-face-and-how-to-overcome-them-49138
- Braun V and Clarke V (2006). Using thematic analysis in psychology, *Qualitative Research in Psychology*, 3(2) 77-101.
- Brookings Institution. (1997). *Learning what works: Evaluating complex social interventions – report on symposium by The Brookings Institution*. Washington DC: The Brookings Institution.
- Carins, J.E. & Rundle-Thiele, S. (2013). Eating for the better: A social marketing review (2000-2012). *Public Health Nutrition*, 1-12
- Cronin, J. M., & McCarthy, M. B. (2011). Preventing game over: A study of the situated food choice influences within the videogames subculture. *Journal of Social Marketing*, 1(2), 133-153. doi:10.1108/20426761111114
- Cupitt, C., Costello, D., Raciti, M., and Eagle, L., (2016). *Social Marketing Strategy for Promoting Tertiary Education to Low SES Communities*. Retrieved from National Centre for Student Equity in Higher Education: Perth.

- Cutrona, C. E., & Russell, D. W. (1990). Type of social support and specific stress: Toward a theory of optimal matching.
- Dalley-Trim, L., & Alloway, N. (2010). Looking “outward and onward” in the outback: Regional Australian students’ aspirations and expectations for their future as framed by dominant discourses of further education and training. *The Australian Educational Researcher*, 37(2), 107-125.
- Eagle, L., Dahl, S., Hill, S., Bird, S., Spotswood, F., and Tapp, A. (2013). *Social Marketing*. Harlow, England: Pearson.
- Eagle, L., Dahl, S., Muscat, M., & Low, D. R. (2016). Not quite playing the game? Mobile applications for healthier lifestyles *Looking Forward, Looking Back: Drawing on the Past to Shape the Future of Marketing* (pp. 319-329): Springer.
- Edwards, D., Brown, J., Rothman, S., Richardson, S., Friedman, T., & Underwood, C. (2013). *Improving the Tertiary Education System, Participation and Results: Project Report*. Retrieved from Canberra.
- Fleming, M. J., and Grace, D. M. (2014). Increasing participation of rural and regional students in higher education. *Journal of Higher Education Policy and Management*, 36(5): 483-495.
<http://doi.org/10.1080/1360080X.2014.936089>
- Flood, J. (2013). Aboriginal women and higher education: A pilot study of what drives and sustains mature-age Aboriginal women to study at university. *Seeding Success in Indigenous Australian Higher Education (Diversity in Higher Education, Volume 14)*, 14, 209-223.
- French, J., & Blair-Stevens, C. (2006). *Social marketing national benchmark criteria*. UK: National Social Marketing Centre.
- Gale, T. (2011). New capacities for student equity and widening participation in higher education. *Critical Studies in Education*, 52(2), 109-113.
- Gale, T., Hattam, R., Comber, B., Tranter, D., Bills, D., Sellar, S., & Parker, S. (2010). *Interventions early in school as a means to improve higher education outcomes for disadvantaged students*. National Centre for Student Equity in Higher Education.
- Gemici, S., Bednarz, A., Karmel, T., & Lim, P. (2014a). *The factors affecting the educational and occupational aspirations of young Australians*. National Centre for Vocational Education Research.
- Gemici, S., Bednarz, A., Karmel, T., & Lim, P. (2014b). *The Factors Affecting the Educational and Occupational Aspirations of Young Australians - Support Document*
- Giorgi, A. (1985). *Phenomenology and psychological research*. Duquesne University Press.
- Glanz, K., and Bishop, D. B. (2010). The role of behavioral science theory in development and implementation of public health interventions. *Annual Review of Public Health*, 31, 399-418.
- Goh, K.-Y., Heng, C.-S., & Lin, Z. (2013). Social media brand community and consumer behavior: Quantifying the relative impact of user- and marketer-generated content. *Information Systems Research*, 24(1), 88-107. doi:doi:10.1287/isre.1120.0469
- Green, J., & Thorogood, N. (2014). *Qualitative methods for health research*. Sage.
- Guidry, J. P. D., Waters, R., & Saxton, G. D. (2014). Moving social marketing beyond personal change to social change: Strategically using twitter to mobilize supporters into vocal advocates. *Journal of Social Marketing*, 4(3), 240-260. doi:10.1108/JSOCM-02-2014-0014
- Harris, V., & Marlowe, J. (2011). Hard yards and high hopes: The educational challenges of African refugee university students in Australia. *International Journal of Teaching and Learning in Higher Education*, 23(2), 186-196.
- Hatoss, A., & Huijser, H. (2010). Gendered barriers to educational opportunities: Resettlement of Sudanese refugees in Australia. *Gender and Education*, 22(2), 147-160.
- Henry, M., Pooley, J. A., & Omari, M. (2014). Student motivations for studying online: A qualitative study.
- Hodges, B., Bedford, T., Hartley, J., Klinger, C., Murray, N., O'Rourke, J., & Schofield, N. (2013). *Enabling retention: Processes and strategies for improving student retention in university-based enabling programs: Final report 2013*. Australian Government Office for Learning and Teaching.
- Jae & Viswanathan, 2012
- Jardine, A. (2012). *Indicators of persistence and their influence on the first year experience of university students from low socio-economic backgrounds*. Thesis. Centre for the Study of Higher Education, The University of Melbourne.

- Jennings, J. L., Deming, D., Jencks, C., Lopuch, M., & Schueler, B. E. (2015). Do differences in school quality matter more than we thought? New evidence on educational opportunity in the twenty-first century. *Sociology of Education*, 88(1), 56-82.
- Johnson, 2002
- 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 and Education*, 9(5), 310-328. DOI: 10.1080/15348458.2010.517693.
- Kintrea, K., St Clair, R., & Houston, M. (2015). Shaped by place? Young people's aspirations in disadvantaged neighbourhoods. *Journal of Youth Studies*, 18(5), 666-684.
- Kiyama, J. M. (2010). College aspirations and limitations the role of educational ideologies and funds of knowledge in Mexican American families. *American Educational Research Journal*, 47(2), 330-356.
- Koshy, P. & Islam, A. (2015). *An evaluation of widening tertiary participation in Queensland*. Perth, National Centre for Student Equity in Higher Education (NCSEHE), Curtin University.
- Kotler, P., & Armstrong, G. (2016). *Principles of Marketing* (16th ed.). Pearson.
- Kowalkiewicz, M., Rosemann, M., Reeve, A., Townson, P., & Briggs, A. (2016). *The Proactive Organisation, PWC Chair in Digital Economy*. Retrieved from www.chairdigitaleconomy.com.au/wp-content/uploads/2016/03/RPT_ProactiveOrganisation_FIN.pdf.
- KPMG. (2015). *Evaluation of bridges to higher education, final report*. Retrieved from www.bridges.nsw.edu.au/data/assets/pdf_file/0007/898504/04302015Bridges_to_Higher_Education_Final_Report.pdf
- Lee, N. R., & Kotler, P. (2015). *Social marketing: Changing behaviors for good* (5th Ed.). SAGE Publications.
- Lee, N. R., & Kotler, P. (2016). *Social Marketing: Influencing Behaviours for Good* (4th edition). Sage.
- Lim, P., Gemici, S., and Karmel, T. (2013). *The impact of school academic quality on low socioeconomic status students*. Adelaide, NCVER.
- Loane et al. 2013
- Loane, S. S., Webster, C. M., & D'Alessandro, S. (2014). Identifying consumer value co-created through social support within online health communities. *Journal of Macromarketing*, 0276146714538055.
- Mahr, D., Kalogeras, N. & Odekerken-Schroder, G. (2013) A service science approach for improving healthy food experiences. *Journal of Services Management*, 24(4), 435-471
- Manikam, S., & Russell-Bennett, R. (2016). The social marketing theory-based (SMT) approach for designing interventions. *Journal of Social Marketing*, 6(1), 18-40.
- Marshall, R., Cook, S., Mitchell, V., Summerskill, S., Haines, V., Maguire, M., . . . Case, K. (2015). Design and evaluation: End users, user datasets and personas. *Applied Ergonomics*, 46, Part B, 311-317.
- Marvasti, 2004
- Merleau-Ponty et al., 1996
- Morrice, L. (2013). Refugees in higher education: Boundaries of belonging and recognition, stigma and exclusion. *International Journal of Lifelong Education*, 32(5), 652-668. DOI: 10.1080/02601370.2012.761288.
- Moustakas, C. E. (1994). *Phenomenological research methods*. Thousand Oaks, Calif: Sage
- McInerney et al., 2013
- Naylor, R., Baik, C., & James, R. (2013). Developing a critical interventions framework for advancing equity in Australian higher education. Retrieved July, 25, 2014.
- Nielsen, L. (2013). *Personas – Focused Design*. London: Springer.
- Pereira, R., Potier, B., & Smith, A. (2014). *UniPASS Facebook Groups: Initial Report*. Retrieved from Prochaska et al., 2008
- Perugini, M., & Bagozzi, R. P. (2001). The role of desires and anticipated emotions in goal-directed behaviours: Broadening and deepening the theory of planned behaviour. *The British Journal of Social Psychology*, 40, 79.
- Prochaska, J. O. (2008). Multiple health behavior research represents the future of preventive medicine. *Preventive medicine*, 46(3), 281-285.
- Raciti et al., 2016

- Raciti, M., Powell, B., Czok, C., & Copley, N. (2014). *Developing school-to-university pathways for Aboriginal and Torres Strait Islander peoples: A social marketing case study*. ANZMAC, Griffith University, Brisbane, December.
- Redmond, G., Wong, M., Bradbury, B., & Katz, I. (2014). *Intergenerational mobility: New evidence from Longitudinal Surveys of Australian Youth*. Commonwealth of Australia, Canberra
- Rothschild, M. L. (1999). Carrots, sticks, and promises: A conceptual framework for the management of public health and social issue behaviors. *The Journal of Marketing*, 24-37.
- Russell-Bennett, R., Previte, J., Gallegos, D., Hartel, C.E.J., Smith, G., & Hamilton, R. (2013a). A services approach to social marketing programs. In Rundle-Thiele, S.R., Kubacki, K. (eds.), *Contemporary Issues in Social Marketing*. Cambridge Scholars, London, pp. 41-58
- Russell-Bennett, R., Wood, M., & Previte, J. (2013b) Fresh ideas: Services thinking for social marketing, *Journal of Social Marketing* , 3(3), 223-238
- Sankupellay, M., Niesel, C., Medland, R., & Mealy, E. (2015). Personas of students accessing a peer-facilitated support for learning program. In *OzCHI '15 Proceedings of the Annual Meeting of the Australian Special Interest Group for Computer Human Interaction, ACM*, Melbourne, VIC, pp. 412-416
- Schutz, A. (1967). *The phenomenology of the social world*. Northwestern University Press.
- Sellar, S., Gale, T., & Parker, S. (2011). Appreciating aspirations in Australian higher education. *Cambridge Journal of Education*, 41(1), 37-52. DOI:10.1080/0305764X.2010.549457.
- Shechtman, N., DeBarger, A. H., Dornsife, C., Rosier, S., & Yarnall, L. (2013). Promoting grit, tenacity, and perseverance: Critical factors for success in the 21st century. *Washington, DC: US Department of Education, Department of Educational Technology*, 1-107.
- Stevens, K. (2008). The Management of Virtual Classes in School District Digital Intranets. In *Online and distance learning: Concepts, methodologies, tools, and applications*; 2817.
- Stewart, A. (2010). *Widening Participation? Yes We Can! Insights from Policy and Leading Practice in Three Countries: England, Ireland and USA*. The Equity Office, University of Queensland. Retrieved from: www.uq.edu.au/equity/docs/Report%20Study%20Tour%20FINAL.pdf.
- Townsend, P. B. (2015). Mob learning-digital communities for remote Aboriginal and Torres Strait Islander tertiary students. *Journal of Economic & Social Policy*, 17(2), 20.
- National Congress of Australia's First Peoples (2013). *National Education Policy*. Strawberry Hills, NSW, <http://nationalcongress.com.au/wp-content/uploads/2013/11/CongressEducationPolicyWeb.pdf>
- Vagle, M. D. (2014). *Crafting phenomenological research*. Routledge, London
- Vinson, T., Rawsthorne, M., Beavis, A., & Ericson, M. (2015). Dropping off the edge 2015: persistent communal disadvantage in Australia.
- Watson, S. (2013). New Digital Technologies: Educational Opportunities for Australian Indigenous Learners. *The Australian Journal of Indigenous Education*, 42(01), 58-67. doi:doi:10.1017/jie.2013.8
- Webb, T. L., & Sheeran, P. (2006). Does changing behavioral intentions engender behavior change? A meta-analysis of the experimental evidence. *Psychological Bulletin*, 132(2), 249.
- Xu, D., & Jaggars, S. S. (2014). Performance gaps between online and face-to-face courses: Differences across types of students and academic subject areas. *The Journal of Higher Education*, 85(5), 633-659. DOI: 10.1353/jhe.2014.0028.

Appendix 1

Social Marketing Strategy for Low-SES Communities – Research and Strategy Phase

Document 2:**Governance arrangements including****Terms of Reference for the Reference Group**

Background

The Queensland Widening Participation Consortium (ACU, CQU, GU, JCU, QUT, UQ, USQ, USC), through the lead university, QUT, will work collaboratively across Australia to research and then design a social marketing campaign for low-SES communities.

Funded by the National Priorities Pool 2014 of the Federal Government's Higher Education Participation and Partnerships Programme (HEPPP), this project will be undertaken during 2015 and aims *'to increase the number of domestic students from low SES backgrounds who access higher education in Australia'*.

The objectives of the campaign are to:

- Increase awareness of and aspiration to attend university amongst low SES students, families and communities
- Increase knowledge of pathways to university amongst low SES students, families and communities
- Increase numbers of applications to university and university pathways from people from a low SES background.'

Project milestones are outlined on page 4 of this document.

A final report is due to the Commonwealth by 31 March 2016.

Project Staffing

The Project Team consists of:

- Project Leader - Mary Kelly (QUT)
- Project Deputy Leaders - Kate Flynn (Social Marketing) and Gabrielle O'Brien (Widening Participation) (QUT)
- Project Manager - Sandra Bridgland (QUT)
- Project Administration Officer - Laura Pegg

Other project staff include:

- Desk research team - Prof Sue Trinidad, Dr Cathy Cupitt, Dr Diane Costello, Dr Maria Raciti, Prof Lynne Eagle
- Field research team - Prof Rebekah Russell-Bennett, Prof Judy Drennan, Dr Maria Raciti, Kara Burns, Mackenzie Geeves (Digital Designer), Natalie Sketcher (Digital Designer)

Governance

The Project Team will be assisted by:

Reference Group – a large group which includes people and organisations covering the four perspectives of place, cohorts, research and practice from across Australia. Reference Group members will meet periodically through 2015 to provide advice and guidance to the project. See terms of reference below, and membership on page 5.

Sub-committees of the Reference Group – the reference group will form agile sub-committees as needed throughout the project to focus on particular perspectives or tasks.

Queensland WP Consortium – will act as the back-up reference group between meetings and/or for urgent decisions.

Terms of Reference for the Reference Group

The Reference Group will:

- Provide advice and guidance to the Project Team about all aspects of the Project;
- Provide expert input in the areas of social marketing and widening participation from the perspectives of practitioners, researchers, cohorts and place/location;
- Actively participate in sub-committees as needed;
- Contribute to project activities, as appropriate, such as focus groups and consultations;
- Bring any concerns to the attention of the project team promptly;
- Contribute in good faith to building consensus around project activities and outcomes, and to the sustainability of project outcomes.

Meetings and communication protocols

- Regular meetings of the Reference Group will be held, anticipated as being every 6 weeks, by using distance technologies or face-to-face mode;
- Meetings of reference group sub-committees will be held as needed;
- The Project Manager will be the main point of contact and will refer concerns/enquiries to project leaders and others as appropriate;
- Reasonable travel and other costs incurred in undertaking project activities will be subsidised or reimbursed.

Project Milestones

Project Plan (from Conditions of Grant)

Timeframe	Milestones and Activities	Key Performance Indicators
STEP 1		
January to March 2015	<p>Establish reference group with special interest sub-groups. Recruit project staff and engage consultants/researchers for STEP 1.</p> <p>Draft detailed project plan.</p>	A Reference Group is established, and a detailed project plan developed.
April - June 2015	<p>Draw together and synthesise the four-fold perspectives on what prevents and enables the choice of applying to tertiary study, taking into account cohorts, places, research and practice. Undertake surveys, focus groups and/or interviews to fill any gaps in knowledge.</p> <p>Map and analyse the existing marketing-like artefacts, services and tools which have arisen from WP work.</p> <p>Assemble existing knowledge about the various cohorts' media preferences, audience segments and undertake surveys, focus groups and interviews, consistent with participatory social marketing principles and practice.</p>	The research phase is completed, and discussion papers produced.
July - August 2015	<p>Hold one-day forums in a number of locations to discuss the findings and any social marketing initiatives arising, as per the NPP brief.</p> <p>Consult the Department's Governance Committee about the findings and recommendations for Step 2.</p>	All stakeholders are able to participate in the forums and contribute to the development of the strategy.
STEP 2		
September - October 2015	<p>Engage consultants for STEP 2</p> <p>Undertake a major national 2/3-day stakeholder forum to develop the social marketing strategy, consistent with the parameters outlined in the NPP document (page 5)- audience, messages, stakeholders, communication mix, evaluation, and implementation plan, budget and risk management. Repeat the stakeholder forum (2-day duration) in one or two other locations, and test some of the ideas from the major forum.</p> <p>Undertake focus group testing with the target audience to ensure the social marketing strategy meets the needs and wants of the target audiences and has the potential to achieve the campaign objectives.</p> <p>Consult the Department's Governance Committee about the draft strategy and project plan.</p>	<p>Specialist consultants engaged.</p> <p>Stake-holder consultation is completed.</p> <p>Cohorts and influencers participate in the design phase.</p> <p>Consultation with the Department is completed</p>

November 2015	Present exposure draft of strategy at EPHEA Conference (9 - 12 Nov), 2015	
September 2016	Draft final report	Final report drafted
7 October 2016	Submit final report	Final report accepted by the Department

Appendix 2

Social Marketing Strategy for Low-SES Communities – Research and Strategy Phase

Document 3: Framework for Position Paper

Note: this document is one of three underpinning this project, as follows:

- Document 1: Contract and background
- Document 2: Governance arrangements
- **Document 3: Framework for Position paper**

Context:

This 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
- Increase numbers of applications to tertiary study and pathways courses from people from a low SES background.

The approach involves writing and research in Step 1, and strategy design in Step 2.

The aim of Step 1 is to develop insight-driven, issues-based profiles based on who low SES audiences are (cohort), where they are (place), and whose opinions they trust (key influencers).

For Step 1, the process is:

- Assemble and summarise what is known
- Fill gaps in knowledge
- Synthesise
- Consult
- Finalise

The outcome of Step 1 will be a comprehensive Position Paper, including a number of profiles/personas.

In Step 2, the social marketing strategy will be designed based on the comprehensive Position Paper from Step 1.

This Framework will:

- guide the writing and research work of Step 1 by outlining in detail what the project needs to know;
- provide a structure which can guide the distribution of the writing/research tasks;
- influence the shape and structure of the finalised Position Paper.

The definition of social marketing being used in this project is:

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 programmes that are effective, efficient, equitable and sustainable (consensus definition by iSMA, ESMA and AASM).

The behaviour at the centre of this social marketing strategy development is being interested in tertiary study and applying.

The cohorts of interest are:

the groups of low SES people who may benefit from the campaign, who may be typically the first in their family to participate in tertiary education including:

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

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

The place dimensions include:

1. people who are from urban and outer urban
2. regional, rural and remote areas – noting the distinct issues relating to northern and western Australia and Tasmania

The influencers include:

1. family members (parents, siblings, relations and Elders)
2. peers
3. schools (teachers, guidance officers)

Intermediaries will also be considered including careers advisers, community organisations with a focus on education (e.g. The Smith Family) and university admission centres.

A. Cohort Analysis

Awareness

1. What does current social marketing and widening participation research tell us about 'awareness' for this cohort?
2. What does current social marketing and widening participation practice tell us about 'awareness' for this cohort?
3. What social marketing and widening participation 'awareness' strategies, approaches, 'artefacts' have been developed for/with this cohort – and how do these link with existing services and partnerships?
4. Identify gaps in knowledge and advise on how they might be filled as part of Step 1 (e.g. focus groups)
5. Consider which awareness-based issues/ barriers or enablers can be addressed via social marketing, and those that can't.
6. Where possible, identify overlap (if any) with other cohorts
7. What can we conclude about 'awareness' for this cohort based on above? What works, what doesn't, insights gained re awareness for this cohort?

Aspiration

1. What does current social marketing and widening participation research tell us about 'aspiration' for this cohort?
2. What does current social marketing and widening participation practice tell us about 'aspiration' for this cohort?
3. What social marketing and widening participation 'aspiration' strategies, approaches, 'artefacts' have been developed for/with this cohort – and how do these link with existing services and partnerships?
4. Identify gaps in knowledge and advise on how they might be filled as part of Step 1 (e.g. focus groups)
5. Consider which aspiration-based issues/ barriers or enablers can be addressed via social marketing, and those that can't.
6. Where possible, identify overlap (if any) with other cohorts
7. What can we conclude about 'aspiration' for this cohort based on above? What works, what doesn't, insights gained re aspiration for this cohort?

Pathways

1. What does current social marketing and widening participation research tell us about 'pathways' for this cohort?
2. What does current social marketing and widening participation practice tell us about 'pathways' for this cohort?
3. What social marketing and widening participation 'pathways' strategies, approaches, 'artefacts' have been developed for/with this cohort – and how do these link with existing services and partnerships?
4. Identify gaps in knowledge and advise on how they might be filled as part of Step 1 (e.g. focus groups)
5. Consider which pathways-based issues/ barriers or enablers can be addressed via social marketing, and those that can't.
6. Where possible, identify overlap (if any) with other cohorts

7. What can we conclude about 'pathways' for this cohort based on above? What works, what doesn't, insights gained re pathways for this cohort?

B. 'Place' analysis

For each place map:

1. What does current social marketing and widening participation research tell us about the impact of this place on awareness, aspiration and pathways?
2. What does current social marketing and widening participation practice tell us about the impact of this place on awareness, aspiration and pathways?
3. How does this location/place influence the values, identity and behaviours of the various cohorts?
4. What social marketing and widening participation strategies, approaches, 'artefacts' have been developed for/with this place in mind – and how do they link with services?
5. Identify gaps in knowledge and advise on how they might be filled as part of Step 1 (e.g. focus groups)
6. Consider which placed-based issues/ barriers or enablers can be addressed via social marketing, and those that can't.
7. Where possible, identify overlap (if any) with other 'places'.
8. What can we conclude about 'awareness' in this 'place' based on above? What works, what doesn't, insights gained re awareness for each 'place'?

C. Key influencers and intermediaries analysis

For each cohort, identify who the major influencers and intermediaries are regarding tertiary study choice, and whose opinion they trust.

1. Do the influencers vary by place/location for each cohort?
2. Analyse the influencers'/intermediaries' level of awareness, aspiration and pathways knowledge; how they could be supported or influenced in their roles.
3. Map what social marketing/media/ artefacts/services they currently engage with.
4. Consider whether influencers could be a target audience for any social marketing strategy, and, if so, gather enough intelligence to develop a persona. This would also involve determining if there are specific issues/ barriers or enablers that influencers currently experience in relation to their engagement with tertiary education that can be addressed via social marketing, and those that can't.
5. Where possible, identify overlap (if any) with other cohorts, influencers or intermediaries.

D. Insight-driven persona for each cohort

The project will combine the findings from cohort, place and influencer analysis to develop an insight-driven profile ('persona') for each cohort, adding broader 'attitudinal' insights (see below),

	Place 1 Urban Caboolture QLD	Place 2 Outer urban W/Sydney NSW	Place 3 Inner regional Launceston TAS	Place 4 Regional/Remote Tom Price WA	Influencers Parents School staff
Cohort 1 Indigenous Australians					Care givers Elders Practitioners
Cohort 2 CALD					Community
Cohort 3 Disability					Disability Practitioners
Cohort 4 LSES					Equity Practitioners

and noting 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/psyche.

A profile will be informed by:

1. their 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 doesn't);
5. what they are currently doing (education, employment) and noting that they may be happy to continue doing it);
6. identify 'peer crowds'/sub-groups – characteristics and how these value/engage in education and any patterns of social interaction;
7. explore preferred media and communication use (broadly) and specifically in relation to education/pathways, including the most effective media and places 'life path points' (bus stops, restaurants, laundromats etc.) they can be reached.
8. a 'competitor analysis' to map counter campaigns/programs for our audiences' other options (i.e. work, ADF, Police force), including the value our cohorts place on these options.