


Widening Participation Service Design

 innovation | participation | experience



Social Marketing Strategy for Widening Tertiary Education Participation in Low SES Communities: **Field Research**

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The project

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Glossary

Change agents: Individuals, groups or organisations that are key influencers of change for an issue or behaviour.

Cohorts: Groups that are under-represented in higher education are the focus of widening participation (WP) in this project, including those from low socio-economic (LSES) status backgrounds, people with a disability, Aboriginal and Torres Strait Islander peoples, and people from Culturally and Linguistically Diverse (CALD) 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, 2013)

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 (WP): Widening participation in higher education is an Australian Government strategic priority aimed at increasing the proportion of people from traditionally underrepresented groups (particularly LSES 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

ABS:	Australian Bureau of Statistics
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)
NSMC:	National Social Marketing Centre
NPP:	National Priorities Pool
MGB:	Model of Goal-directed Behaviour
PEST:	Political/Legal, Economic, Socio-cultural and Technological analysis
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 in tertiary education

Executive Summary

This report outlines the field research stage of the project – ‘Social Marketing Strategy for LSES 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 LSES students, families and communities*
- *increase knowledge of pathways to university amongst LSES students, families and communities*
- *increase numbers of applications to university and university pathways from people from a LSES 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 work was undertaken in 2015 and the first half of 2016. Academic researchers were drawn from two Queensland universities, QUT and University of Sunshine Coast (USC).

Approach

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.

This report is the third in the project with the first two being a Position Paper and a Survey of Expert Proxies. A fourth report follows this report which includes a proposed integrated marketing communication plan.

This research and strategy phase was conducted using a Service Design approach. 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.

Method

A qualitative approach was used consisting of interviews and participatory workshops. The purpose of the interviews was to elicit in depth understanding of the target markets to develop personas as well as identify appropriate underpinning theoretical frameworks for the next research stage. 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. The interviews identified two theoretical frameworks that represented the barriers and motivations being experienced by the target markets towards tertiary education; social support theory and stages of change framework. The interviews were followed by participatory workshops designed to elicit co-created social marketing strategies. The 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 (see Figure 1). These workshops elicited a variety of options that were both people-rich and digital for the development of the final social marketing strategy. Finally, 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.

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 (see Figure 1).

High school learners/leavers

- **Tasmanian Devil**
- **Bowerbird**
- **Frilled Neck Lizard**
- **Wallaby**

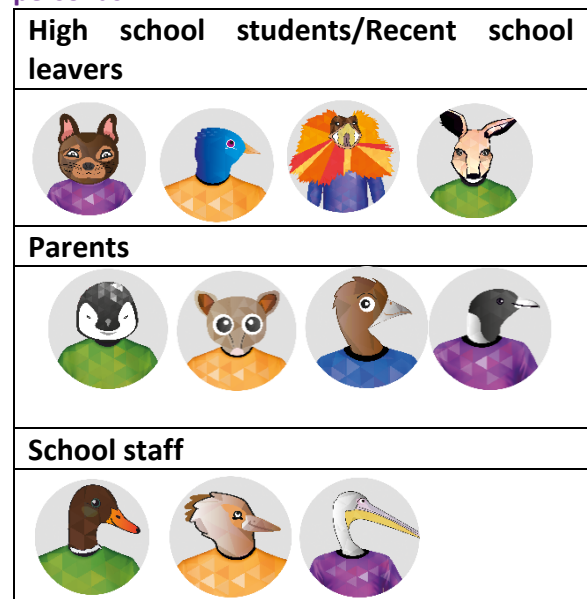
Parents

- **Penguin**
- **Possum**
- **Emu**
- **Magpie**

School staff

- **Wood Duck**
- **Kookaburra**
- **Pelican**

Figure 1 – Visual representations of the personas



Strategy Overview

This project was designed on the basis of three pillars: innovation, participation and experience.

Innovation in this project involves the introduction of something new in terms of ideas, methods and tools. A key factor for the methodology is the use of Service Design to collect data, while the theoretical underpinning is innovative in the interdisciplinary approach that is undertaken. The tool development incorporates new ways to promote WP in tertiary education by blending people-rich and digital solutions.

Participation is equally important for this project that places the emphasis on designing from the perspective of the user, which goes beyond consultation and testing. 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 attitudinal and behavioural goals of the project for increased participation in tertiary education by the target markets.

Finally, gathering the experiences of the target audiences (students, parents and school staff) are central to understanding the motivators and inhibitors regarding WP in tertiary education. Insights gained from life experiences play a major role in guiding the development of social marketing strategies to address the project goals.

Based on field work which included co-created Service Design workshops, we propose a persona-based national portal which has these characteristics:

- multi-modal; combines both people-rich and digital 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 leveraging the motivations to outweigh barriers. This proposition is based on the nine key barriers and five common motivations identified from the Position Paper and Survey of Expert Proxies. The portal is designed to shift the 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 digital portal 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 the findings.

Fifteen persona-specific 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 (IMC) Plan (separate document) provides strategic direction for the communication strategy and how it should be implemented, optimised and measured. This plan 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:

1. Acquire – acquisition through search strategy;
2. Engage – engage with user-generated content;
3. Retain and Convert – rewards; and
4. Advocate – use ‘shareability’ to grow advocacy.

Social marketing as a behaviour change approach

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 sustainable¹.”

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 2).

Figure 2 - MOA model



¹ Consensus definition by the International Social Marketing Association, the European Social

Marketing Association and the Australian Association of Social Marketers, 2013.

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 3). 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 3 – 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:

- 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).

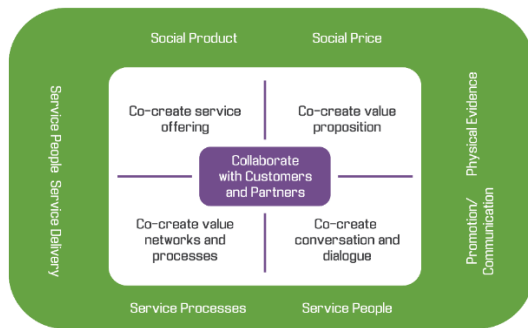
Help me – Social Marketing:

- 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, Wood & Previte, 2013) (see Figure 4).

Figure 4 - 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. renewable energy sources). 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 a digital 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.

Project approach: 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 WP 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 LSES 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. In brief:

- 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.

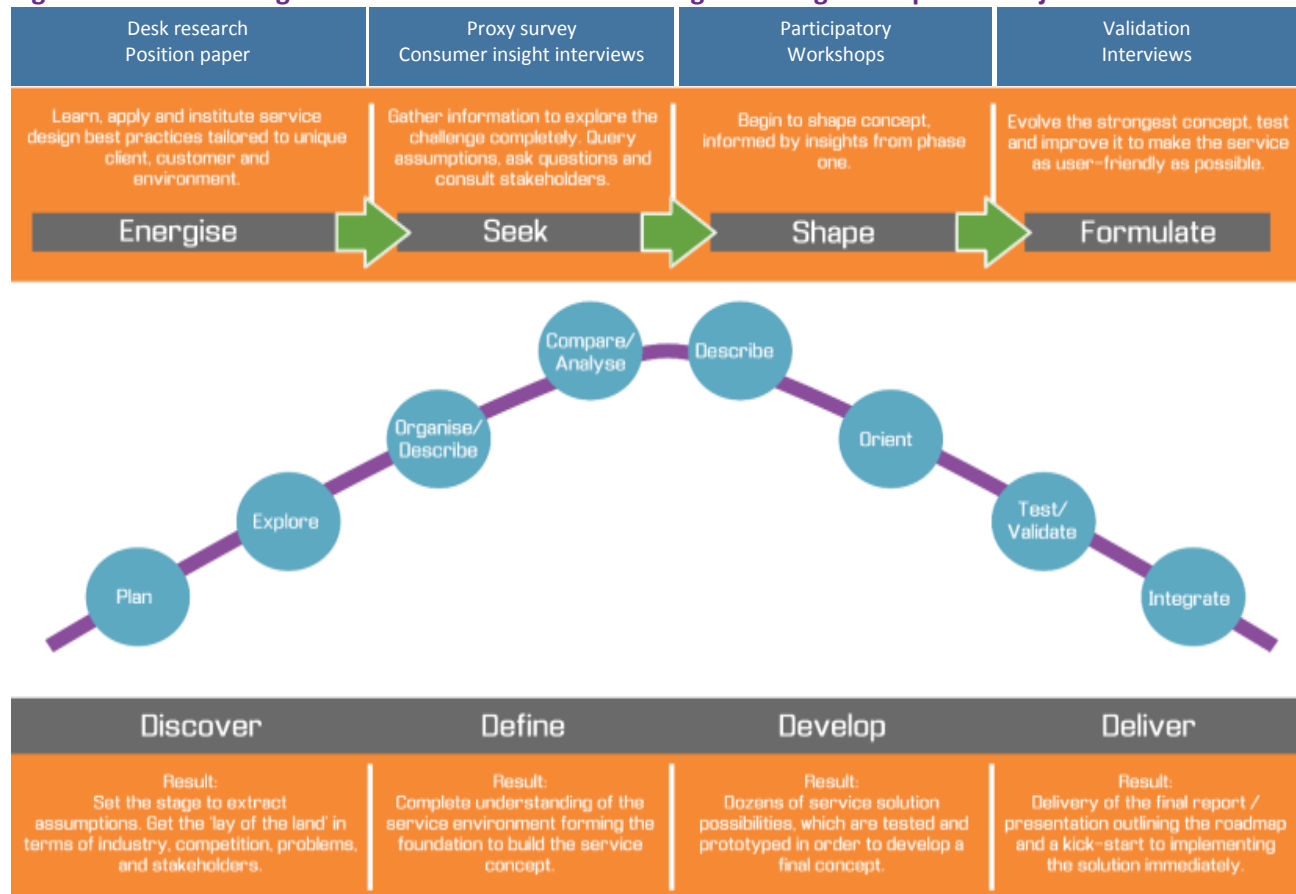
The Service Design process in this project aims to design new services (people-rich and digital) that complement and extend current WP activities to achieve the goal of increasing enrolment in tertiary education. Thus the Service Design philosophies for WP developed for this project are innovation, participation 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 5 - Service Design Process for the Social Marketing Widening Participation Project.

Figure 5 - 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 WP 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 WP 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 5. 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.

Phase 1: Energise

Background and Purpose

This project builds on the extensive WP outreach work underway across the country. Specifically, it is underpinned by conceptual frameworks about ‘what works’ derived from the Position Paper (deliverable 1) and reinforced by the survey of expert proxies. Thus, this strategy is

founded in and leverages the considerable body of knowledge and practices that have been employed in Australia to widen participation. As indicated, a social marketing approach is undertaken and an overview of social marketing is presented on page 7 of this document.

Importantly, Figure 6 details the approach employed provides the following benefits:

Figure 6 - Project approach benefits



- Complements and reinforces the grass-roots, experiential outreach work and is not stand-alone. The communication strategies within the social marketing strategy connects with the lived experience of the target markets (see Survey of Expert Proxies) to effectively engage them.



- Incorporates the four perspectives of cohort, place, research and practice. The target markets of students (current and recent-school leavers) and influencers (parents/carers, school staff and community leaders) have been included across rural, regional, remote, outer-suburban and metropolitan locations. Scientifically rigorous research methods have been used as well as past practice in the WP field.



- Takes a holistic view of the needs of prospective cohorts (incorporating awareness, aspiration, achievement, affordability and access) to develop strategies that go beyond informing and awareness raising to enabling cohorts to participate in the tertiary education sector.



- Adopts a truly national scope and proposes a digital platform to integrate the current activities in local practice. This platform addresses issues of remoteness, timeliness and comprehensiveness of information. In doing so, this strategy meets the needs of all target markets.



- Adopts ethical integrity as a fundamental approach and builds on the strengths of disadvantaged/under-represented cohorts.



- Utilises conceptual frameworks of behaviour change and psychology which reflect the fact 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.



- Envisions tertiary study to include programs at AQF6 and above. However, in practice funding for WP outreach does not include the Vocational Education and Training (VET) sector.

Source: QUT Response to project EOI Document, 2015

Phase 2: Seek Phase

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 1). 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 1 - Analysis of Marketing Environment

Trends/issues		Implications for this 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, Bednarz, Karmel & Lim (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 tertiary education (p. 82).	Redmond, Wong, Bradbury & Katz (2014)	WP should use a collaborative, longitudinal, intergenerational, whole-of-community approach in supporting individuals in their tertiary education 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, Larkin, Griew & Kelly (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, Bedford, Hartley, Klinger, Murray, O'Rourke & Schofield (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, Brown, Consensus man, Richardson, Friedman & Underwood (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, Deming, Jencks, Lopuch & Schueler (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 WP in tertiary education, and knowledge of these pathways needs to be shared with influencers (pp. 60–69).	Edwards et al. (2013); Gale, Hattam, Comber, Tranter, Bills, Sellar & Parker (2010); KPMG (2015a); Naylor, Baik & James (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, St Clair & Houston (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 tertiary education 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 tertiary education for regional, rural and remote, mature age, people with a disability, and people with life commitments.	Henry, Pooley & Omari (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 high-school 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 LSES 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 LSES 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.

The social marketing problem

WP seeks to address the educational disadvantage experienced by the following four cohorts (see Figure 7) who are chronically under-represented in Australian tertiary education (Koshy & Seymour, 2015). The current participation figures are from 2014 (Australian Department of Education and Training, 2015) with the exception of the national figure for Australians living in regional and remote areas (Australian Bureau of Statistics (ABS), 2013) and are derived from national undergraduate enrolment information in the absence of any available figures that represent the combined tertiary sector (Australian Qualifications Framework (AQF) 6 and above).

What we know

Educational disadvantage for all cohorts is the result of many factors, but principally is attributable to:

- living on a lower income;
- lower educational attainment (e.g. literacy, numeracy, early school leaving);
- being the first member of their family to undertake post-compulsory education;
- lacking a supportive home environment.

The implications of a disadvantaged background are:

- lack of finances to effectively participate in tertiary education;
- limited knowledge of the range of careers and which careers require a tertiary education;
- limited awareness of the value of and pathways into tertiary education;
- lower confidence about undertaking tertiary study (Gale & Parker, 2013).

What we don't know

The extensive WP research typically focuses upon grouping individuals based on 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, we know that new levels of insight can be gained by grouping individuals by multiple shared characteristics, such as psychographic and behavioural qualities. The target markets are the basis from which the personas are derived. A persona is a research-

In 2015, 19.3% of all Tertiary Admission Centre (TAC) applications (excluding WA) were from LSES applicants, compared with 49.3% from medium SES applicants and 29.9% from high SES applicants (based on the postcode measure of SES). To be represented in proportion to their population share, applications from low and high SES applicants should constitute 25% of the pool of applications, with applications from medium SES applicants constituting 50% (Koshy & Seymour, 2015).

The pattern of under-representation of LSES persons in applications and offers data translates into lower participation at university. In 2014 (latest published enrolment data), students from LSES postcodes constituted 17.5% of domestic undergraduate student enrolments (Department of Education and Training, 2015).

based profile which represents variations within a target group with distinct motivations and behaviours (Marshall et al., 2015; Neilsen, 2011; Sankupellay et al., 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. By focusing on these common denominators, thus moving beyond the demographic-focused lens, a strategy can be more widely applied in a manner that ameliorates location and time hurdles that have impeded prior WP efforts.

Thus, we pose the following research questions:

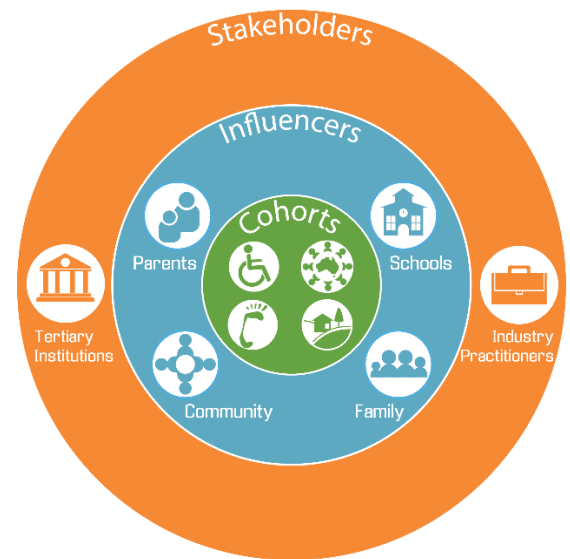
RQ1. What are the personas in under-represented market segments for tertiary education participation?

RQ2: How can co-creation of service solutions be used to develop a national strategy for increasing participation in tertiary education?

Target Markets

The importance of recognising that the decision to participate in tertiary education is essentially a career choice, which means that incorporating career development strategies and research findings into WP approaches requires the involvement of the government and industry as key stakeholders in this strategy. Employability is a central measure of success, according to Bennett et al. (2015) in their Equity Initiatives Framework, in the Attainment and Transition Out stage of the student lifecycle. Bennett et al. (2015) highlights engagement with industry practitioner groups and professional associations in this stage. It is therefore apparent that industry practitioners are critical stakeholders. Likewise, the involvement of the stakeholder group of tertiary institutions as the provider of study options is necessary. Tertiary institutions are important to bring about change (Behrendt et al, 2012; Edwards et al, 2013; Devlin, 2013; Gale, 2011) as they play a large role in student transition and success. These stakeholders have been considered as a secondary target market in this social marketing strategy. Their involvement in the strategy is defined in the section on national strategy and in the IMC plan. Figure 7 shows the layers of groups of interest in developing the social marketing plan.

Figure 7 - Groups of interest for social marketing plan



Based on the recommendations of the position paper, this fieldwork and strategy targeted the market using an across cohorts and places approach. Within all groups of people, and equally true for LSES, 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 (Lee & Kotler, 2015; Kotler & Armstrong, 2016). Traditional marketing approaches segment the market based on geographic, demographic, psychographic and behavioural dimensions. Social marketing uses alternate methods of segmentation which are established in order to persuade, or help with behaviour change (Lee & Kotler, 2015), motivations, barriers and benefits.

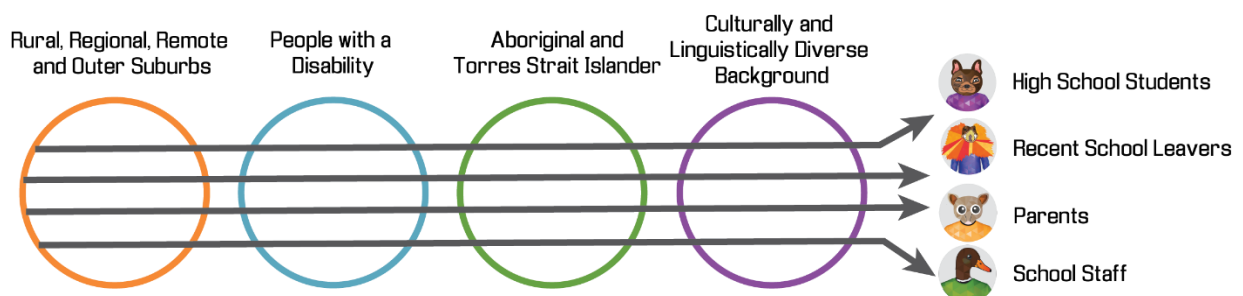
Segmenting across cohorts and places

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. 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 (see Figure 8).

A persona is a research-based profile which represents variations within a target group with distinct motivations and behaviours (Marshall et al., 2015; Neilsen, 2011; 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. By focusing on these common denominators, thus moving beyond the demographic-focused lens, a strategy can be more widely applied in a manner that ameliorates location and time hurdles that have impeded prior WP efforts. More details regarding personas will be provided in a later section.

Figure 8 – Across cohorts segmentation approach



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, 2016): (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

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 school students, recent school leavers, school staff and parents. The interviews also

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).

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 co-creation 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

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.

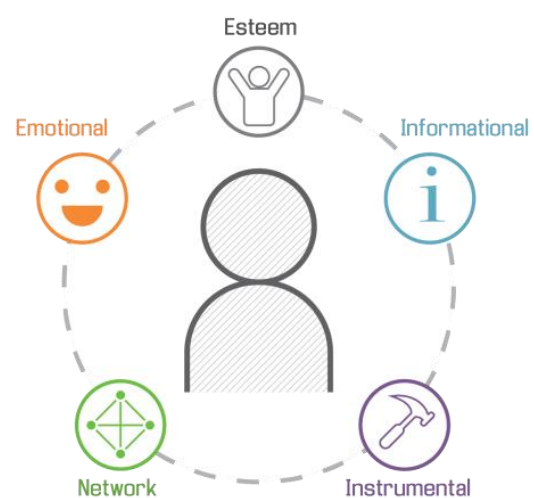
frameworks also ensure that social marketing strategies that are developed are in line with the Position Paper, by addressing persona-specific critical touchpoints related to aspirations and both the perceived and practical barriers encountered.

Five types of social support

There are five types of social support (Cutrona & Russell, 1990) (see Figure 9).

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 9 – 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, 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 person's behaviour in relation to actively seeking out and/or engaging with information related to tertiary study (see Figure 10).

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 10 - Stages of Change Framework



Research Method

The field research was informed by the Position Paper (Cupitt, Costello, Raciti & Eagle, 2016). The Position Paper reviewed and summarised knowledge, both theoretical and practice based, about WP 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, WP 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* LSES cohorts. This quantitative data was complemented by qualitative data from interviews and workshops with the purpose of examining the commonalities *across* the LSES 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.

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 et al., 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 LSES 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 and help with behaviour change (Lee & Kotler, 2015) by addressing the motivations, barriers and benefits of engaging in tertiary study.

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.

Interviews

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.

Several 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) (see Figure 9 and Figure 10).

The digital tools suggested by workshop participants were categorised as passive (unidirectional 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.

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.

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.

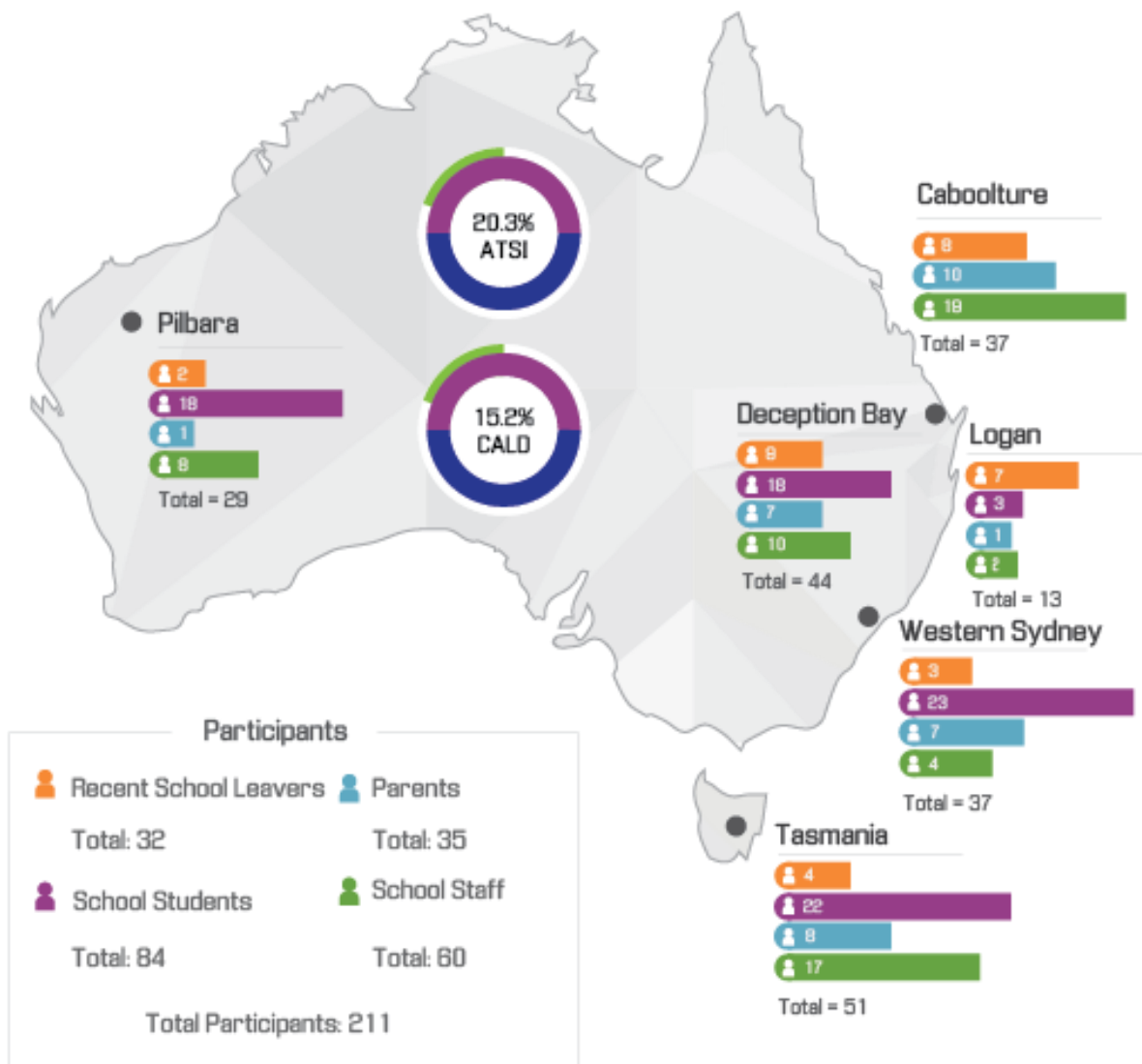
In all, 211 participants were engaged in the field research, with 39 individual interviews, 121 in workshops and 51 in validation interviews.

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 (see Figure 11).

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.

Figure 11 - Number of Participants in Primary Research in Each Location



Interview Procedure

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 LSES 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 they had achieved 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

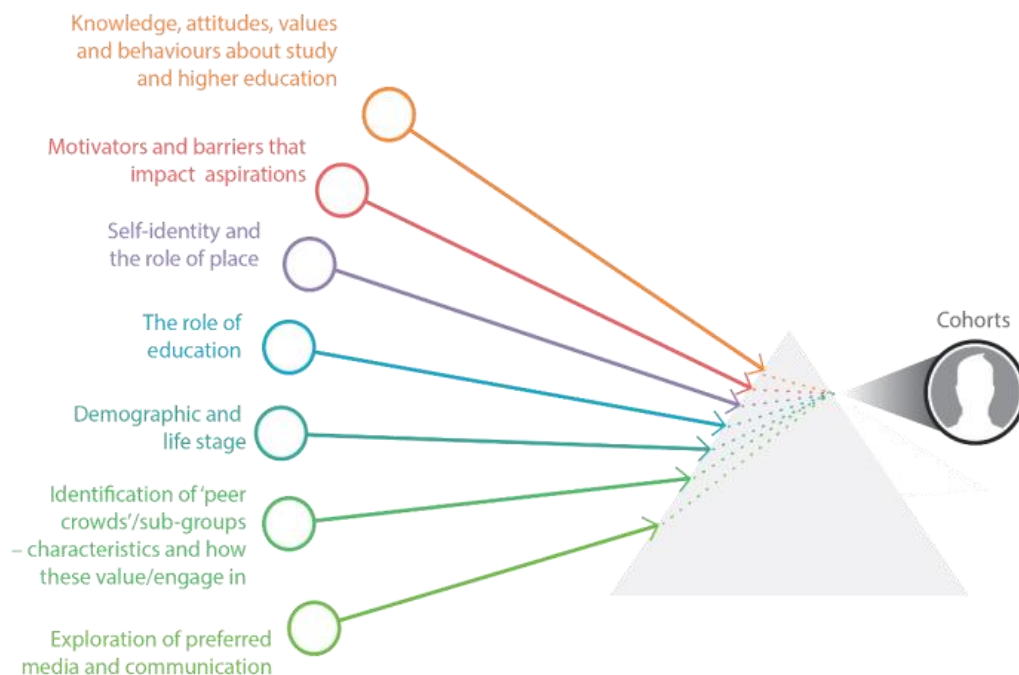
In all, four learner personas (high school and recent school leavers), four parent personas and three school staff personas were identified as outlined in the next three pages. The interviews and workshops revealed many shared needs and these have been used to underpin the strategy. Analysis of the data 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 LSES 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 13). This took a step further than the demographic groups of the LSES cohorts, which was the focus of the Survey of Expert Proxies (see Figure 12) - Image adapted from: Position Paper Personas

Figure 12 - Focus of the Survey of Expert Proxies



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. Each persona will be discussed in turn.

The key support mechanisms from social support theory and stages of change framework are used to profile each persona.

The profile also includes a summary of the key motivators and barriers for participating in tertiary education derived from the interview data.

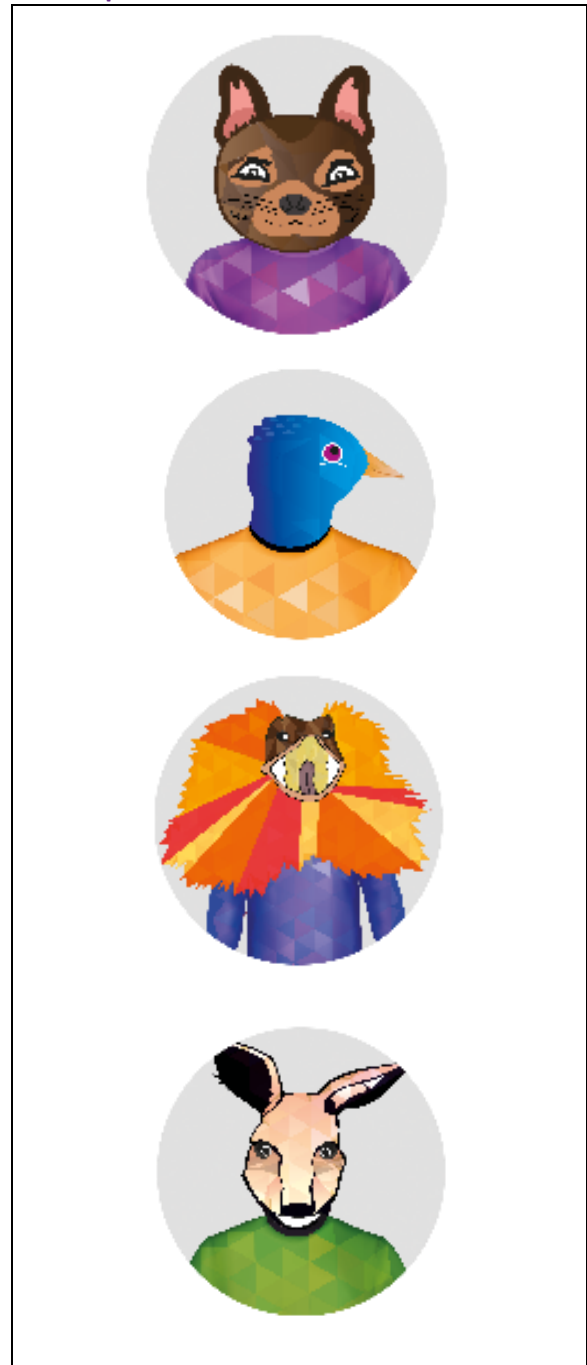
Finally, key messages are proposed for each persona when communicating the value proposition of applying for tertiary education.

High school student/recent school leaver personas

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 started with a career, and confidence about future study (see Figure 13). 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.

- **Tasmanian Devil**
- **Bowerbird**
- **Frilled Neck Lizard**
- **Wallaby**

Figure 13 - High school students/Recent school leavers personas



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 14).

In terms of the high school student Tasmanian Devil persona profile (Figure 15) 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 16), 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 14 – Tasmanian Devil Persona Psychological Characteristics



Tasmanian Devil Learner

A planned approach to future career

Career goal is to make money	●	●	●	●	●	Career goal of <i>life is a journey</i>
Decided on career path	●	●	●	●	●	Keeping options open
Likes to do things solo	●	●	●	●	●	Likes to do things with others
Sprinting through life	●	●	●	●	●	Strolling through life
Confident about going to study	●	●	●	●	●	Cautious about going to study

Figure 15 - Tasmanian Devil Persona Profile – High School Student
 Tasmanian Devil – High School Student

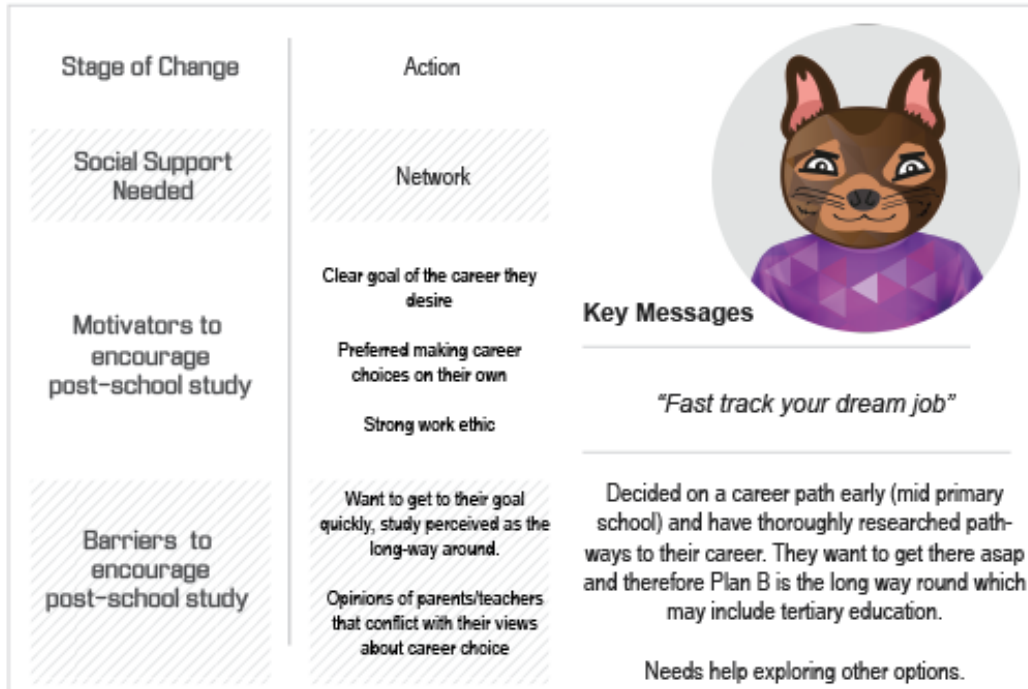
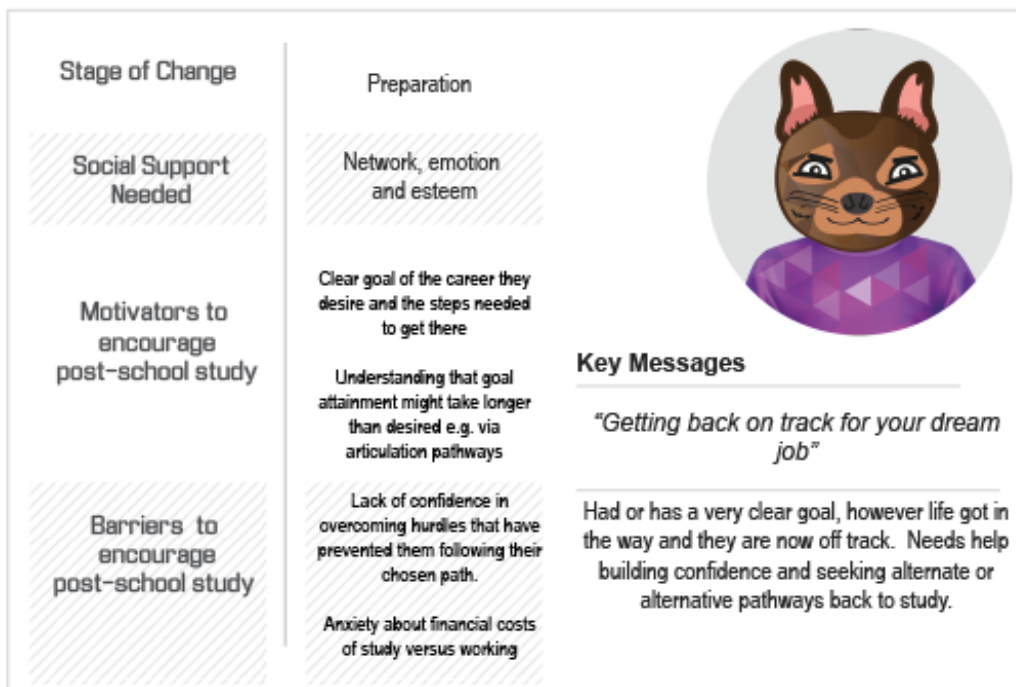


Figure 16 - Tasmanian Devil Persona Profile – Recent School Leaver
 Tasmanian Devil – Recent School Leaver



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 17).

The Bowerbird persona profile (see Figure 18) 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 19) 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 17 – Bowerbird Personal Psychological Characteristics



Bowerbird Learner

Seek to be successful but unsure of how to get there

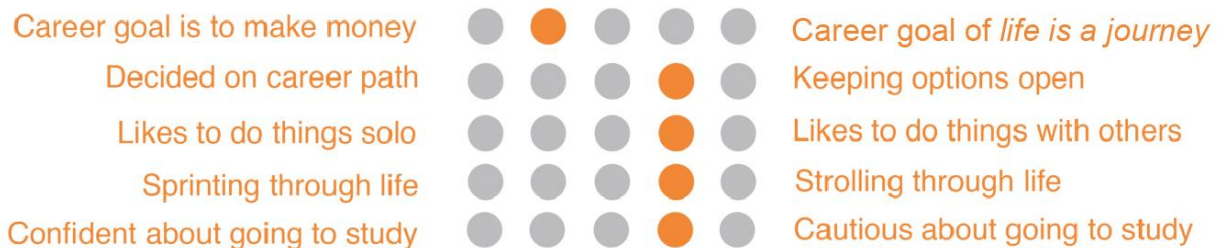


Figure 18 - Bowerbird Persona Profile – High School Student
Bowerbird – High School Student

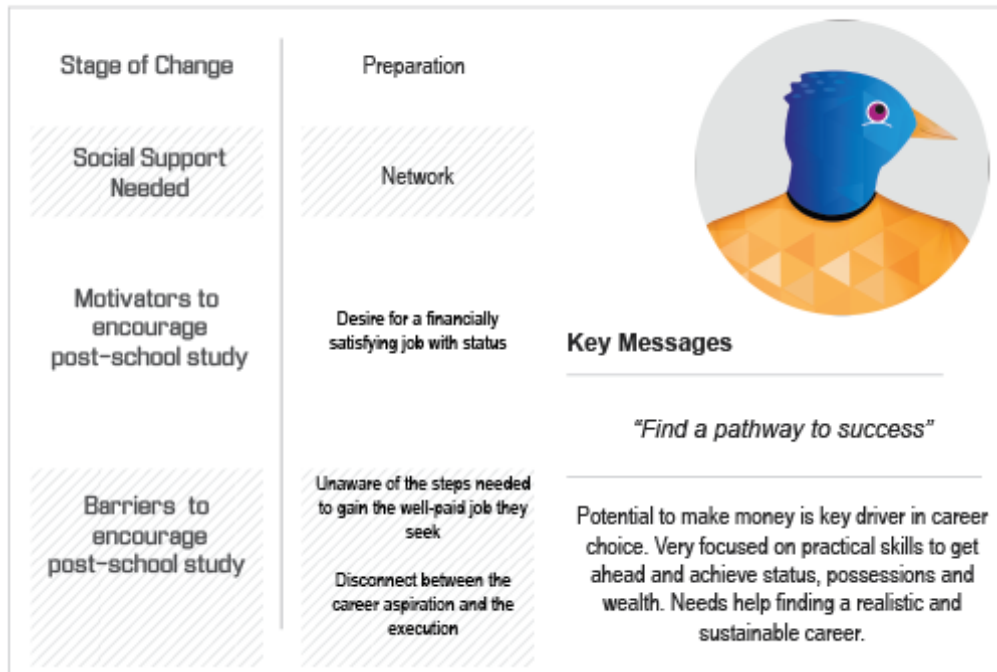
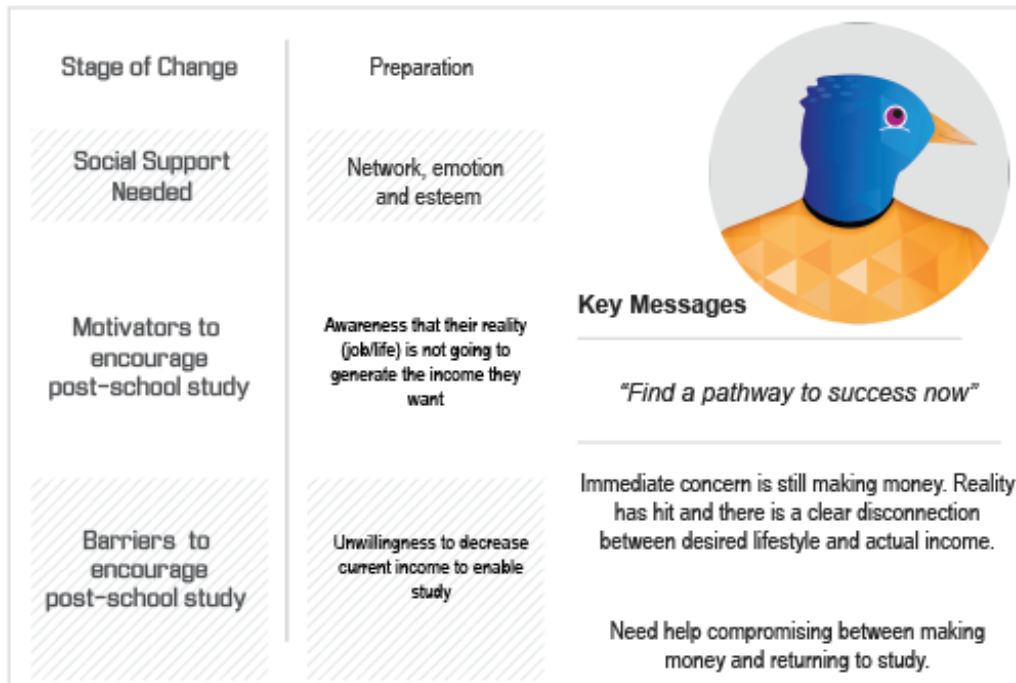


Figure 19 - Bowerbird Persona Profile – Recent School Leaver
Bowerbird – Recent School Leaver



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 20).

The Frilled Neck Lizards, while at high school (see Figure 21), 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 22) 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 20 – Frilled Neck Lizard Personal Psychological Characteristics



Frilled Neck Lizard Learner

Likes to do things on their own without too much planning

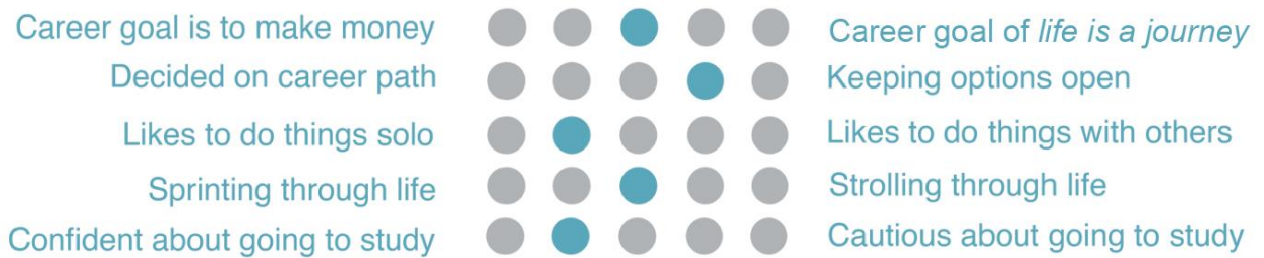


Figure 21 – Frilled Neck Lizard Persona Profile – High School Student

Frilled Neck Lizard – High School Student

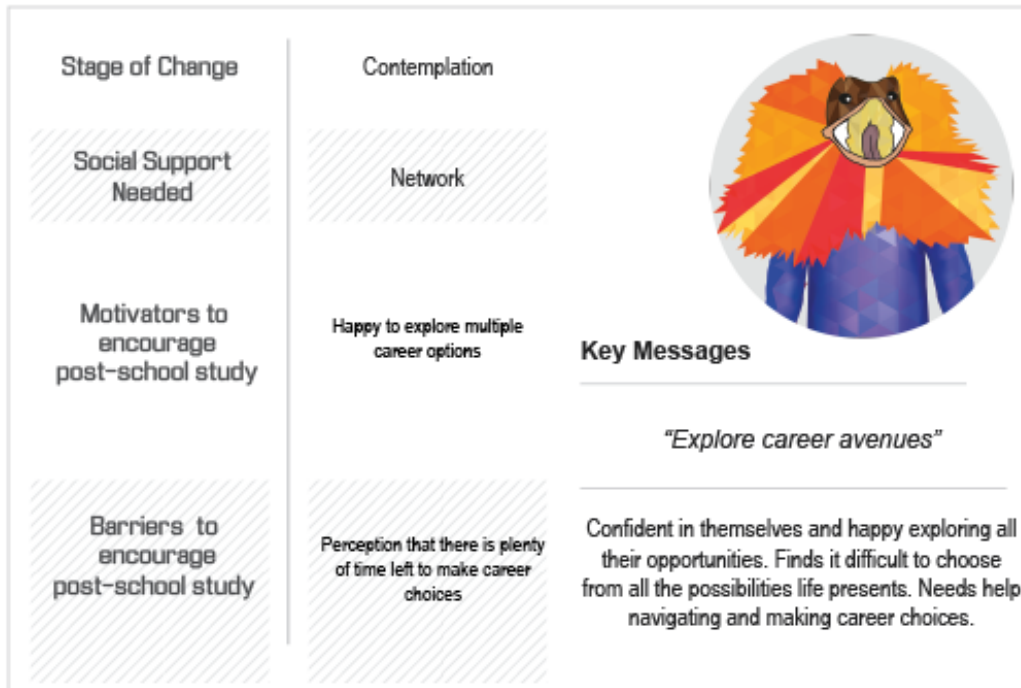
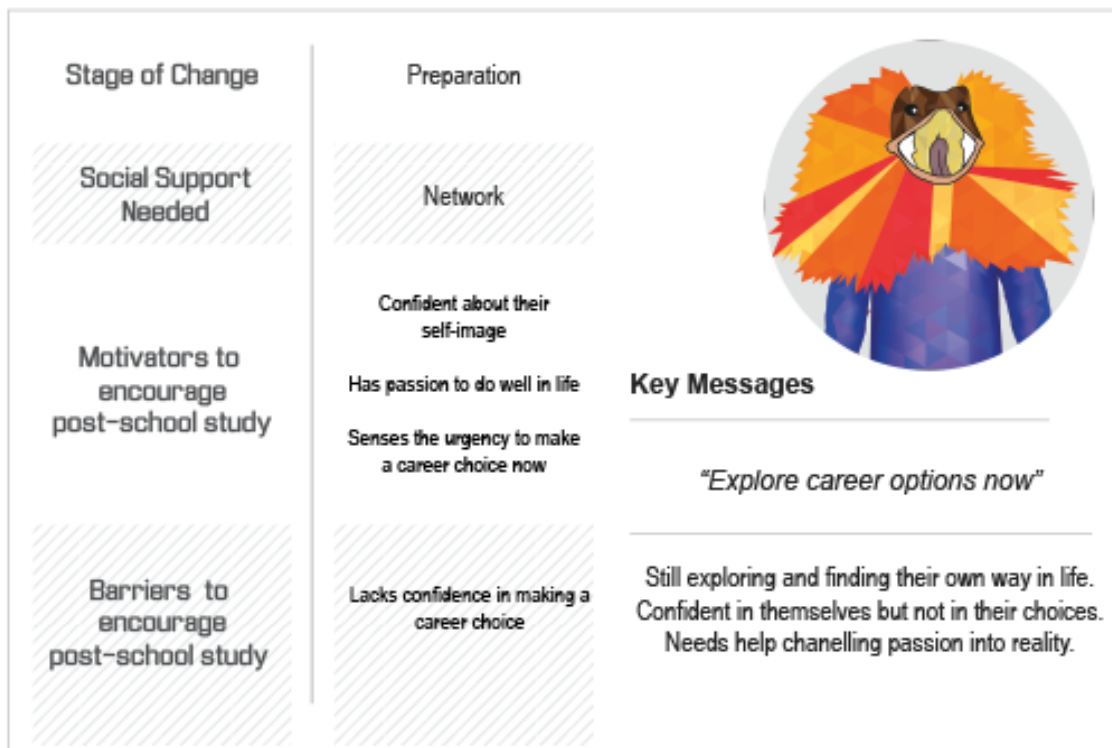


Figure 22 – Frilled Neck Lizard Persona Profile – Recent School Leaver

Frilled Neck Lizard – 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 23).

The Wallaby school student persona (see Figure 24) 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 their 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 25) 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 23 - Wallaby Learner Personal Psychological Characteristics



Wallaby Learner

Enjoying life is the most important goal

Career goal is to make money	●	●	●	●	●	Career goal of <i>life is a journey</i>
Decided on career path	●	●	●	●	●	Keeping options open
Likes to do things solo	●	●	●	●	●	Likes to do things with others
Sprinting through life	●	●	●	●	●	Strolling through life
Confident about going to study	●	●	●	●	●	Cautious about going to study

Figure 24 – Wallaby Persona Profile – High School Student

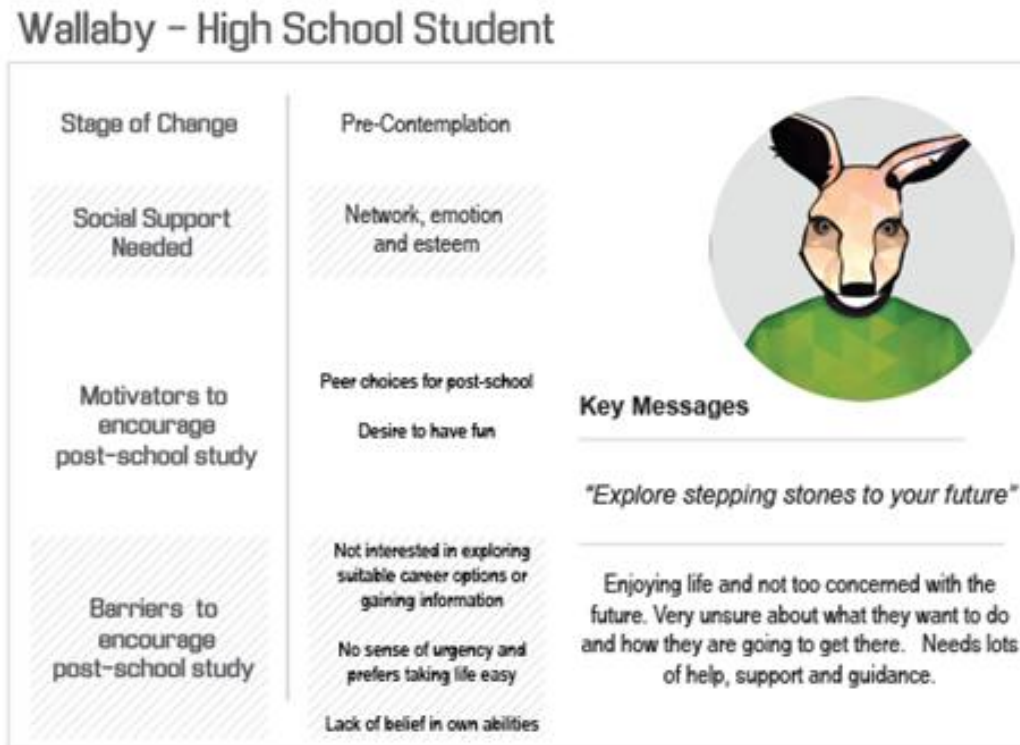
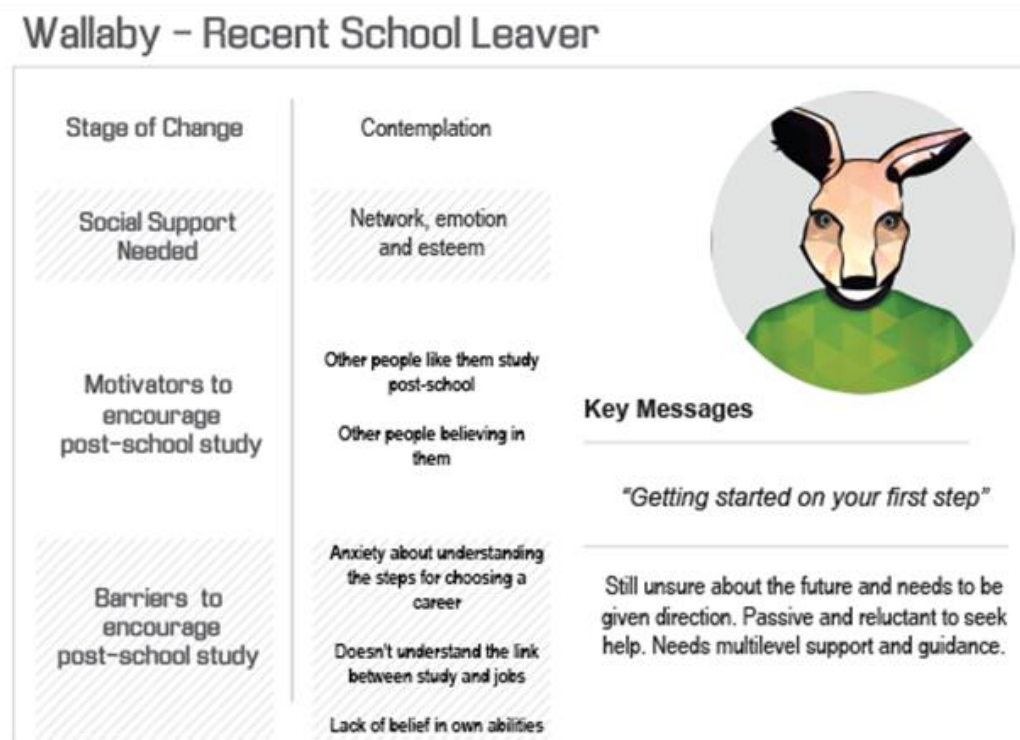


Figure 25 – Wallaby Persona Profile – Recent School Leaver

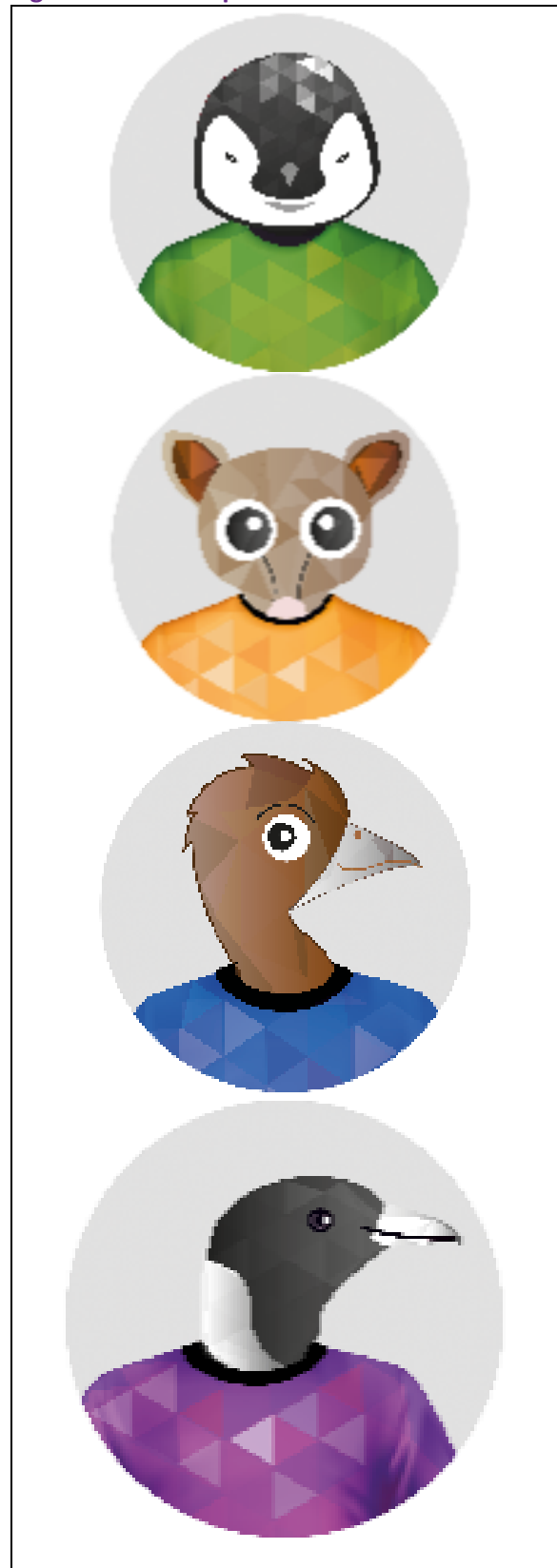


Parent personas

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 (see Figure 26).

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

Figure 26 - Parent personas



Penguin Parent

The Penguin persona (see Figure 27) 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. The Penguin parent (see Figure 28) 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 27 - Penguin Parent Personal Psychological Characteristics

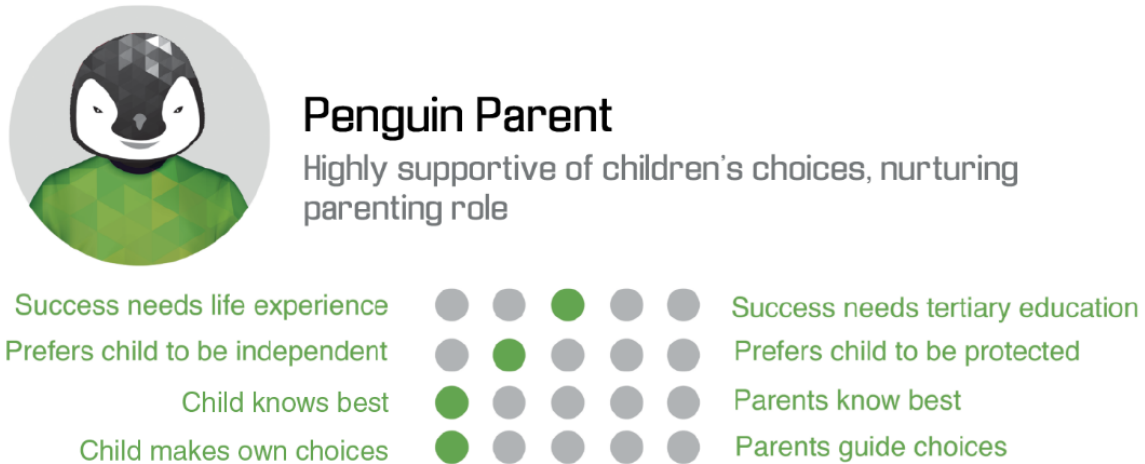
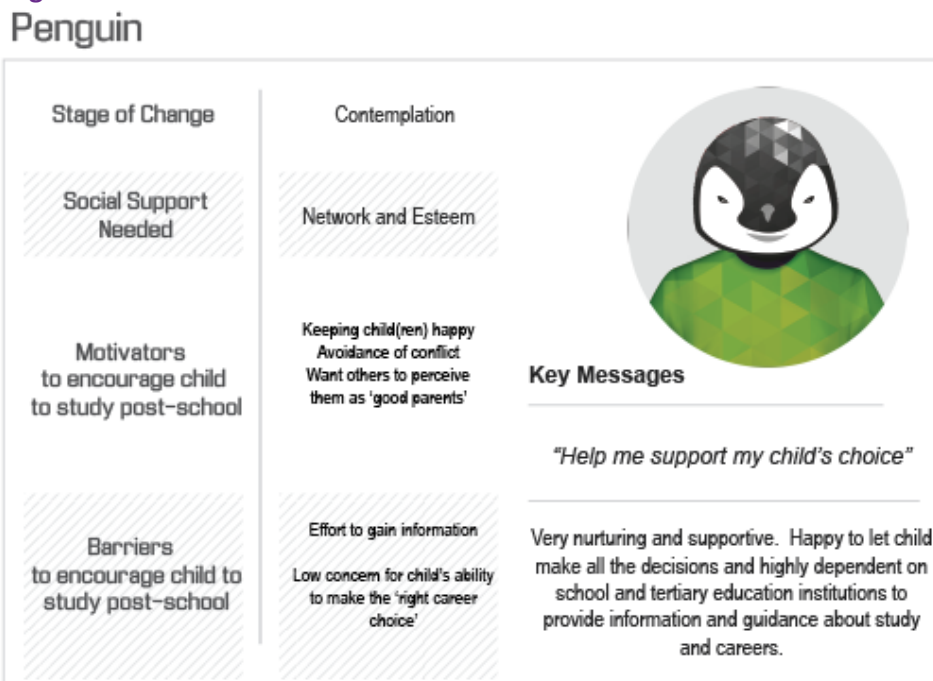


Figure 28 - Penguin Persona Profile



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 29). 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. 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 30).

Figure 29 - Possum Parent Personal Psychological Characteristics

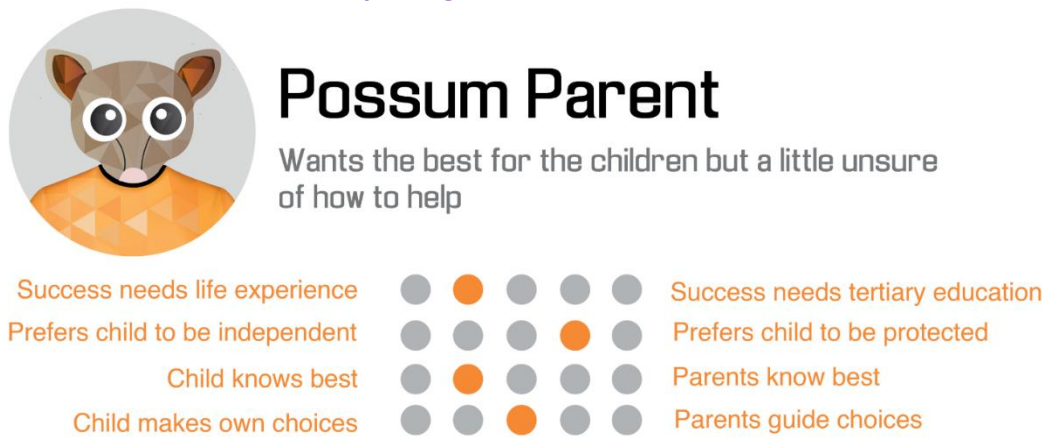
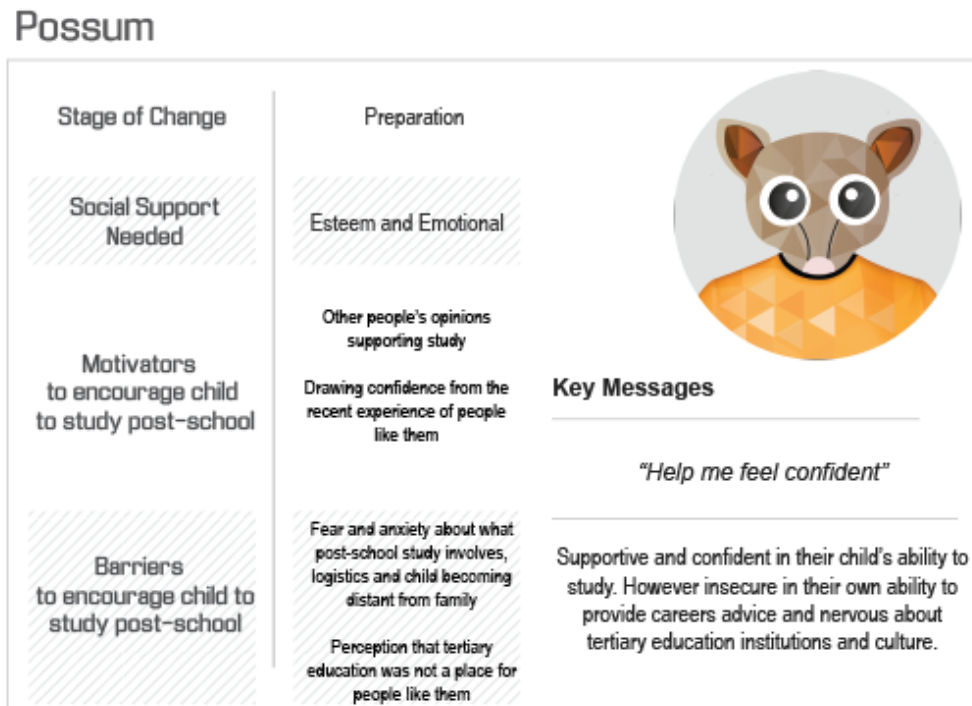


Figure 30 - Possum Persona Profile



Emu Parent

Emu parents are characterised by having a balanced approach to choices and a relaxed approach to parenting (see Figure 31). Their preference is for the child to be independent, but will work with them to make choices about applying for tertiary education.

The Emu parent is at the action stage of change and requires networks for social support (see

Figure 32). 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 31 - Emu Parent Personal Psychological Characteristics

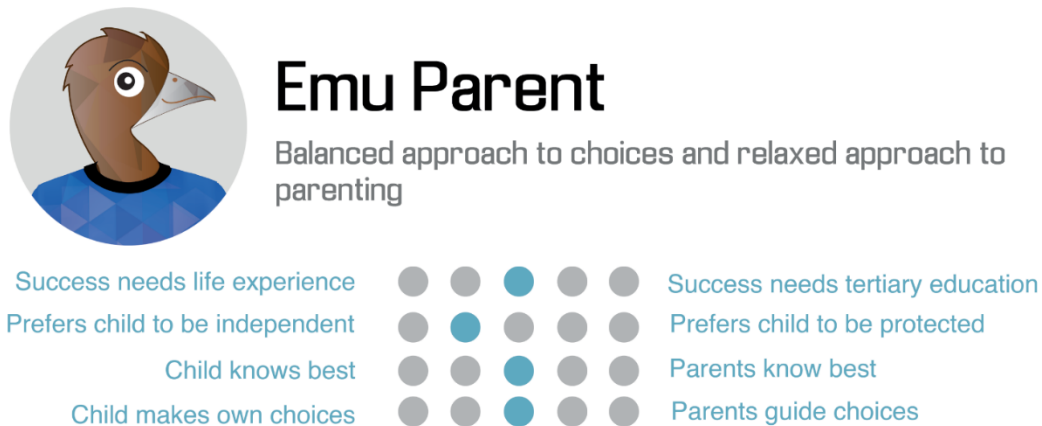
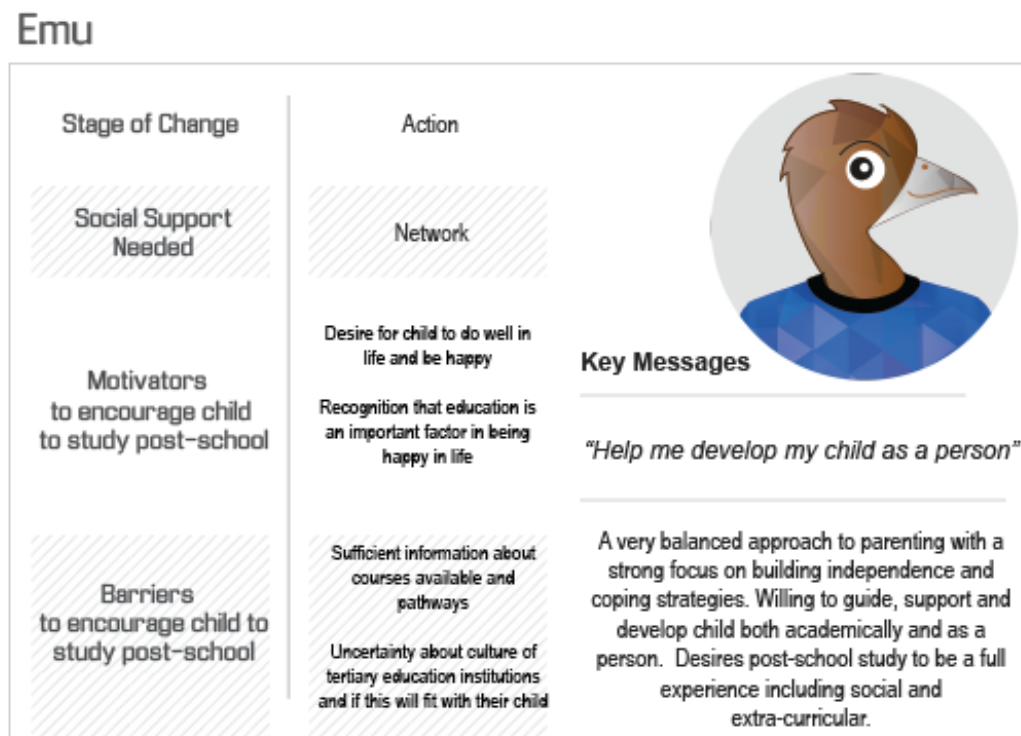


Figure 32 - Emu Persona Profile



Magpie Parent

Magpie parents are characterised by valuing education highly and seeking to guide children to success (see Figure 33). They consider that success requires tertiary education, and that parents know best and should guide choices, as the child needs to be protected.

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 34). 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 33 - Magpie Parent Personal Psychological Characteristics

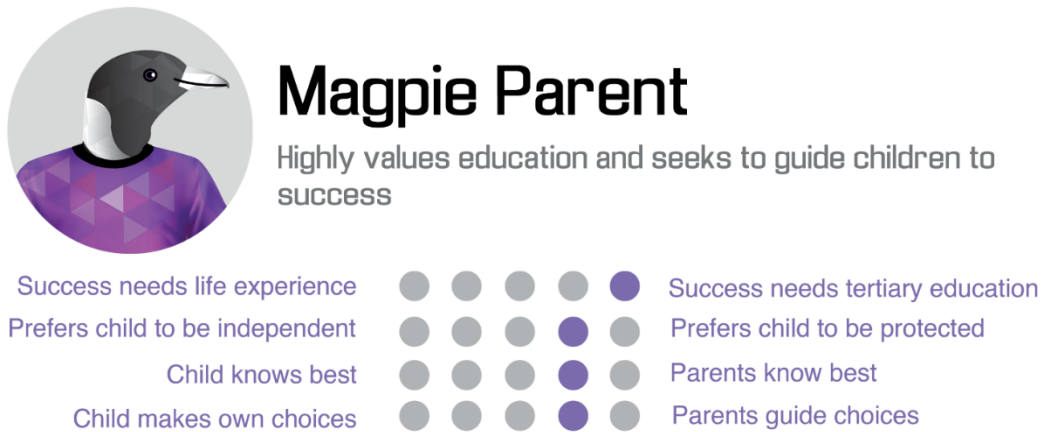
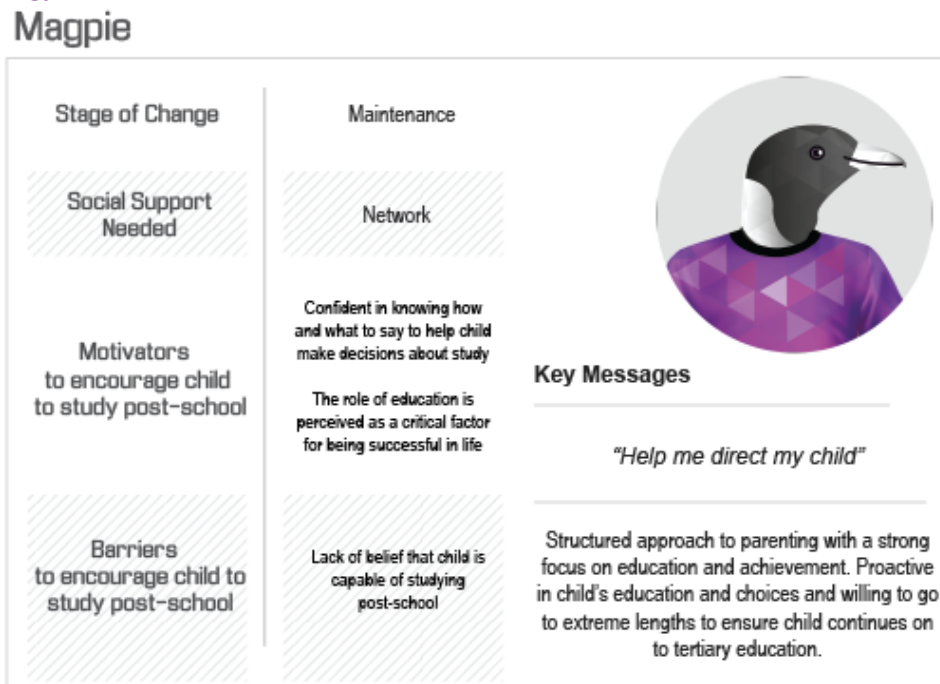


Figure 34 - Magpie Persona Profile

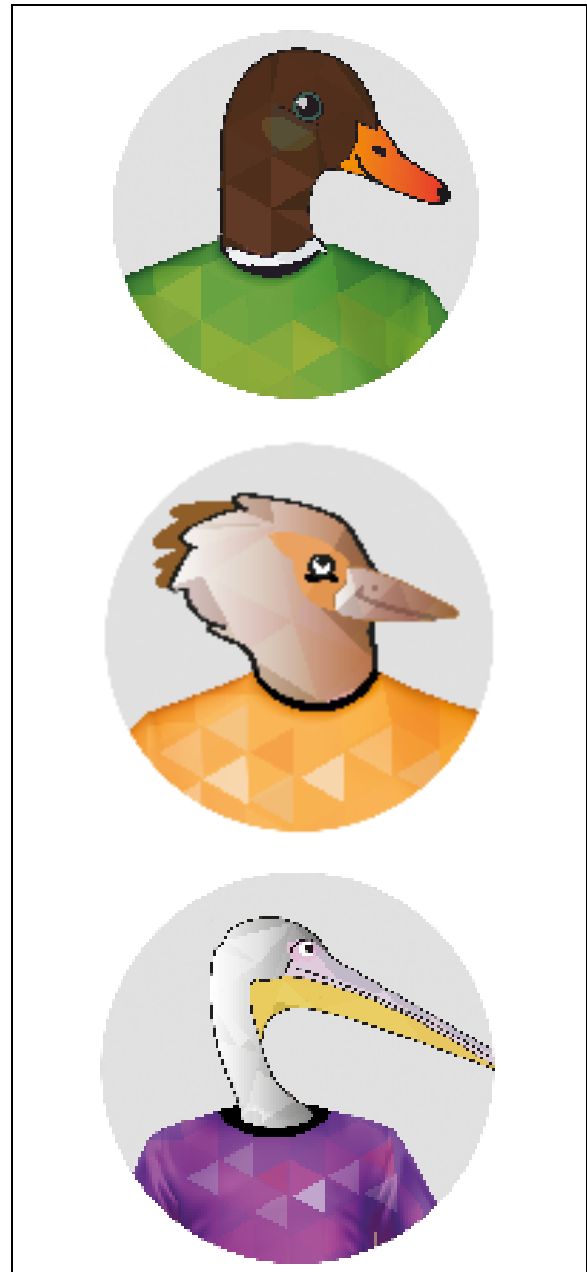


School Staff personas

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 (see Figure 35). 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**
- **Kookaburra**
- **Pelican**

Figure 35 - School staff personas



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 36). 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.

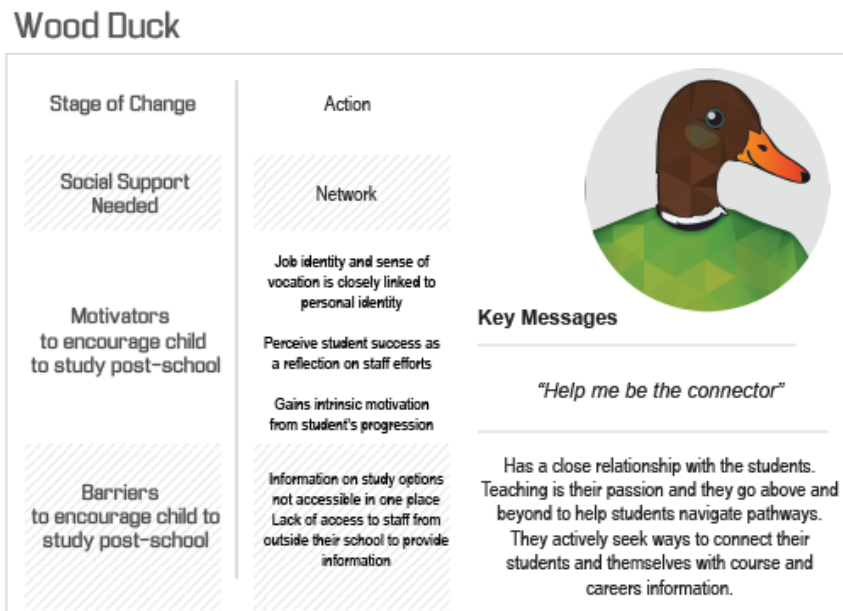
Wood Duck school staff are at the action stage of change and require networks for social support.

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 37).

Figure 36 – Wood Duck Staff Personal Psychological Characteristics



Figure 37 – 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 38). 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.

Kookaburra school staff are in the action stage of change and require networks for social support (see Figure 39). 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 38 - Kookaburra Staff Personal Psychological Characteristics

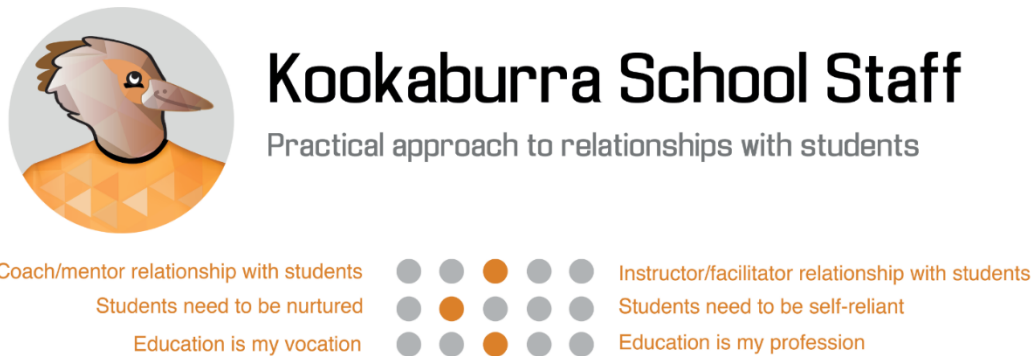
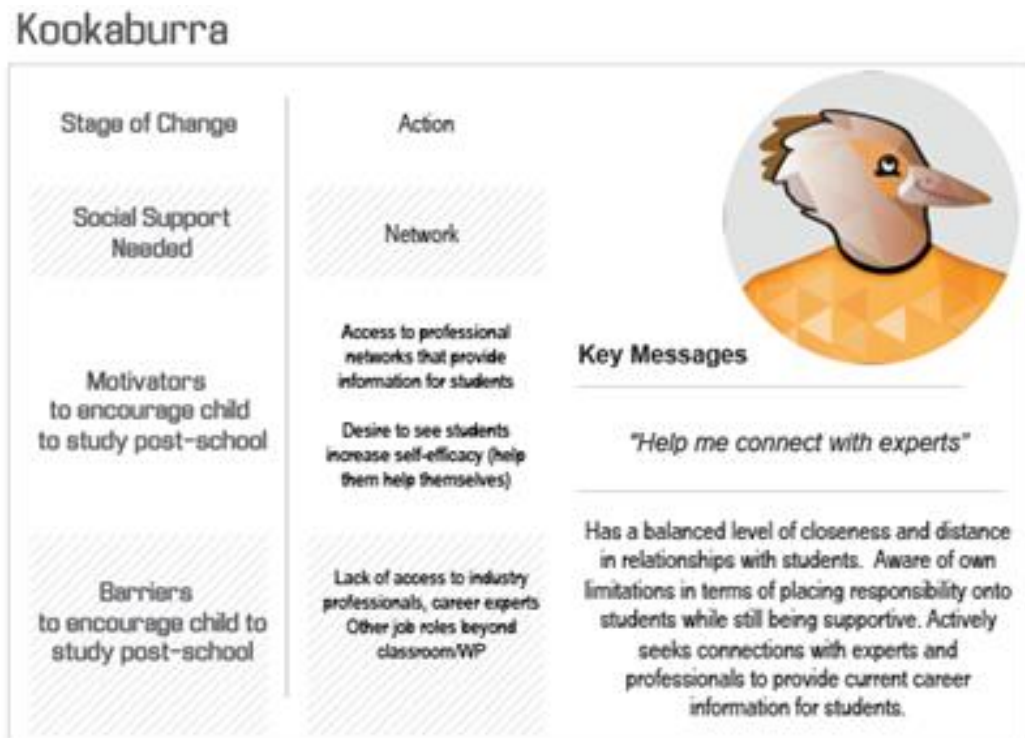


Figure 39 - Kookaburra Staff Persona Profile



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 40). Their role extends beyond the classroom and typically involves school administration and leadership. They therefore prefer to have a facilitator/instructor relationship with students

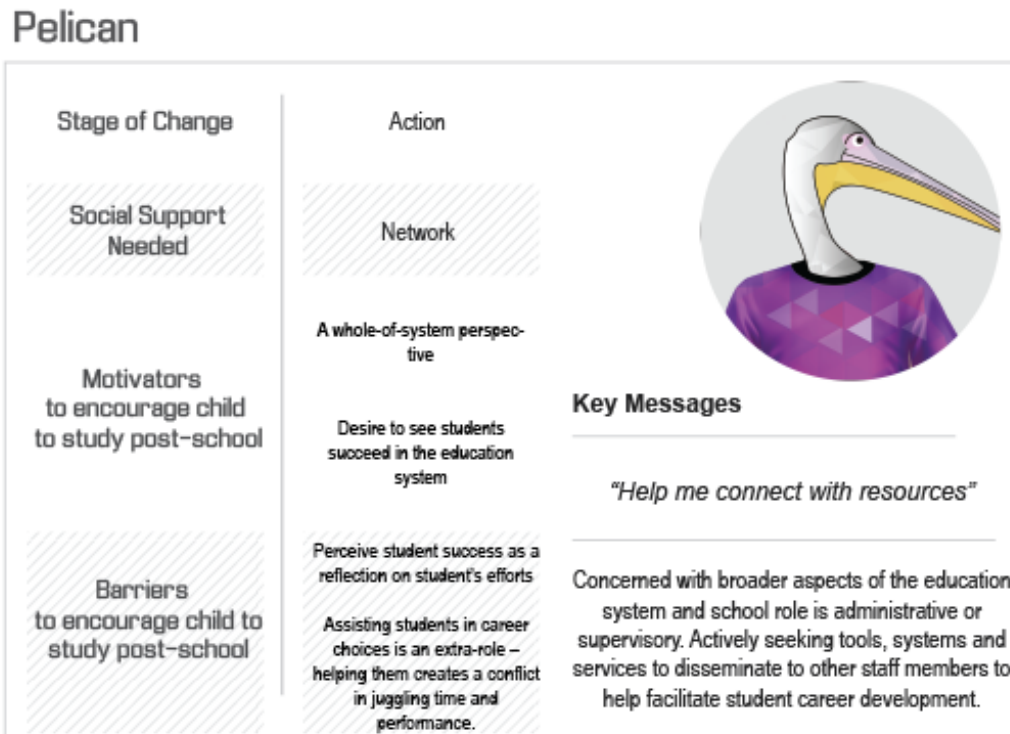
and consider that students need to be self-reliant.

Pelican Staff are at the action stage of change and require networks for social support (see Figure 41). 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 40 - Pelican Staff Personal Psychological Characteristics



Figure 41 - Pelican Staff Persona Profile



Participant Awareness of Current Widening Participation Activities

To identify any gaps in the WP 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 42. The interview data indicated that high school students were more aware of the current WP 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 strategy is inclusive of these two groups in addition to the core target market of students and school leavers.

Figure 42 - Current WP Activities



Participatory Workshops Procedure

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 44 - Collection of Ideas Sheets.

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.

Phase 3. Shape

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

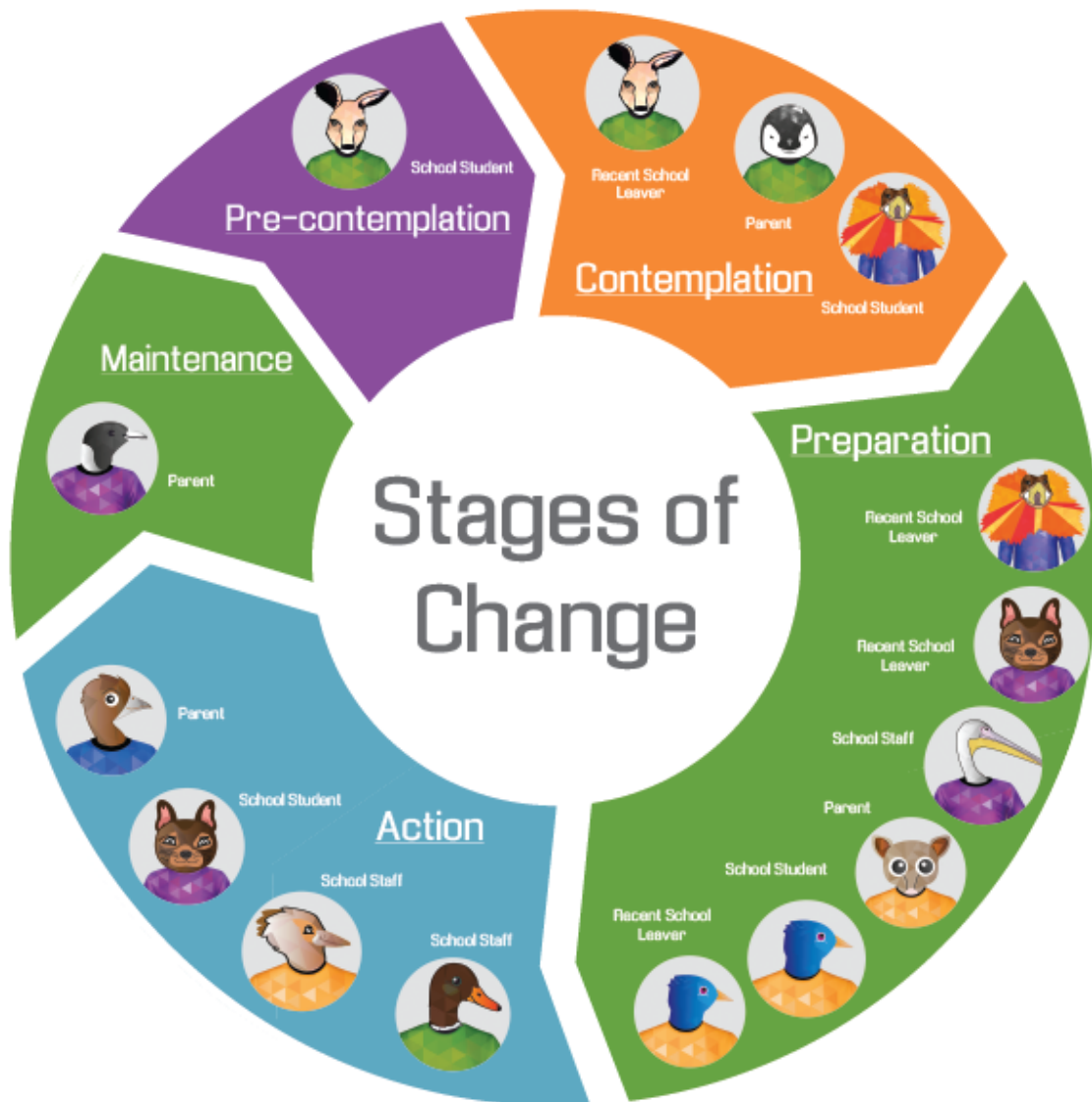
commitments as well as managing the stress and anxiety created by 'leaving their options too late'; the digital tools provided links to jobs, study and people 'like them' who could provide tips and advice

- 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 43. 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.

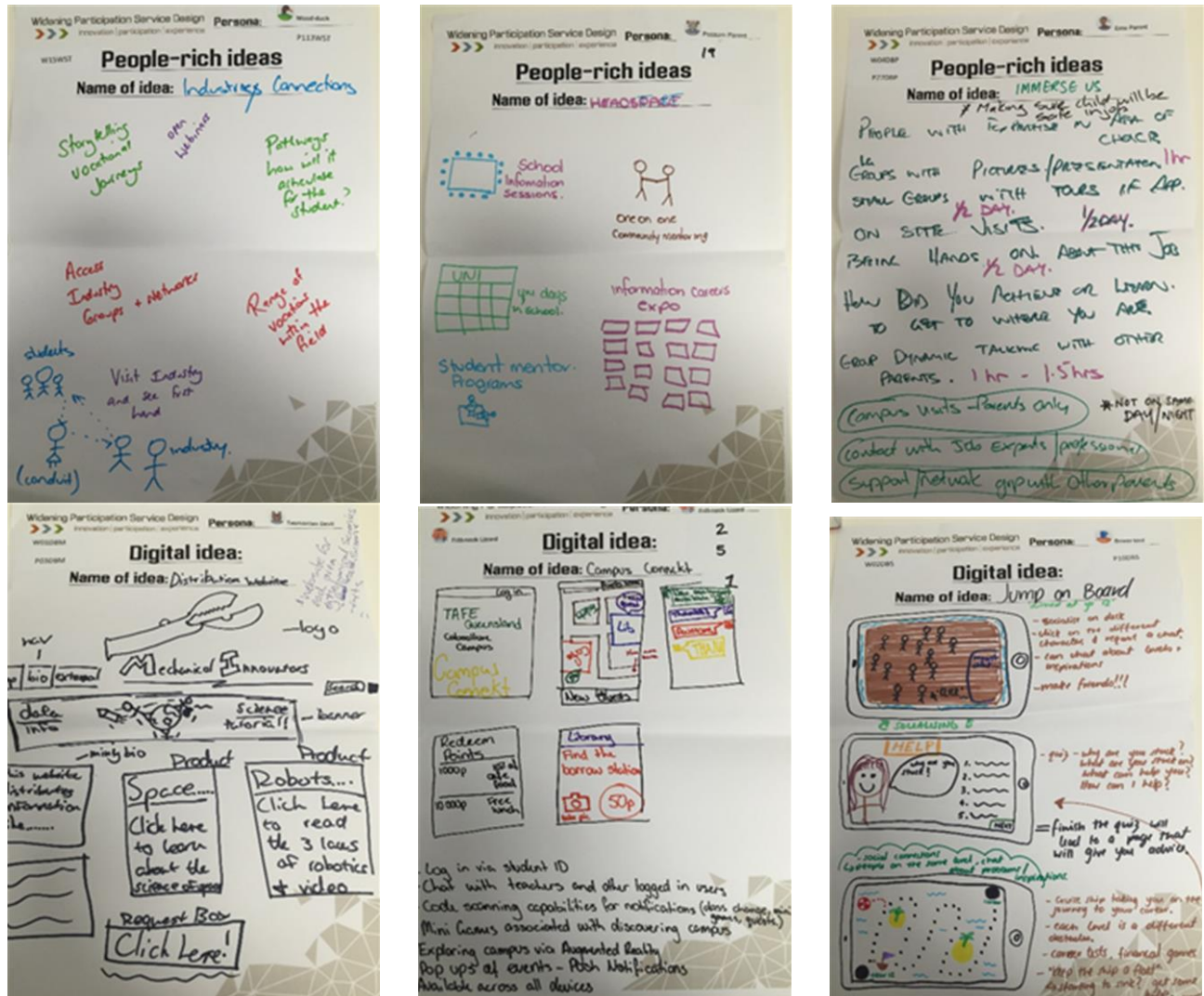
Figure 43 - Stage of Change for each Persona



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 44). All 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 44 - 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. The examples of these digital tools are presented in Figure 45 to Figure 51 and contain those that are purely online and those that link to people-rich activities.

Figure 45 - Online Tools

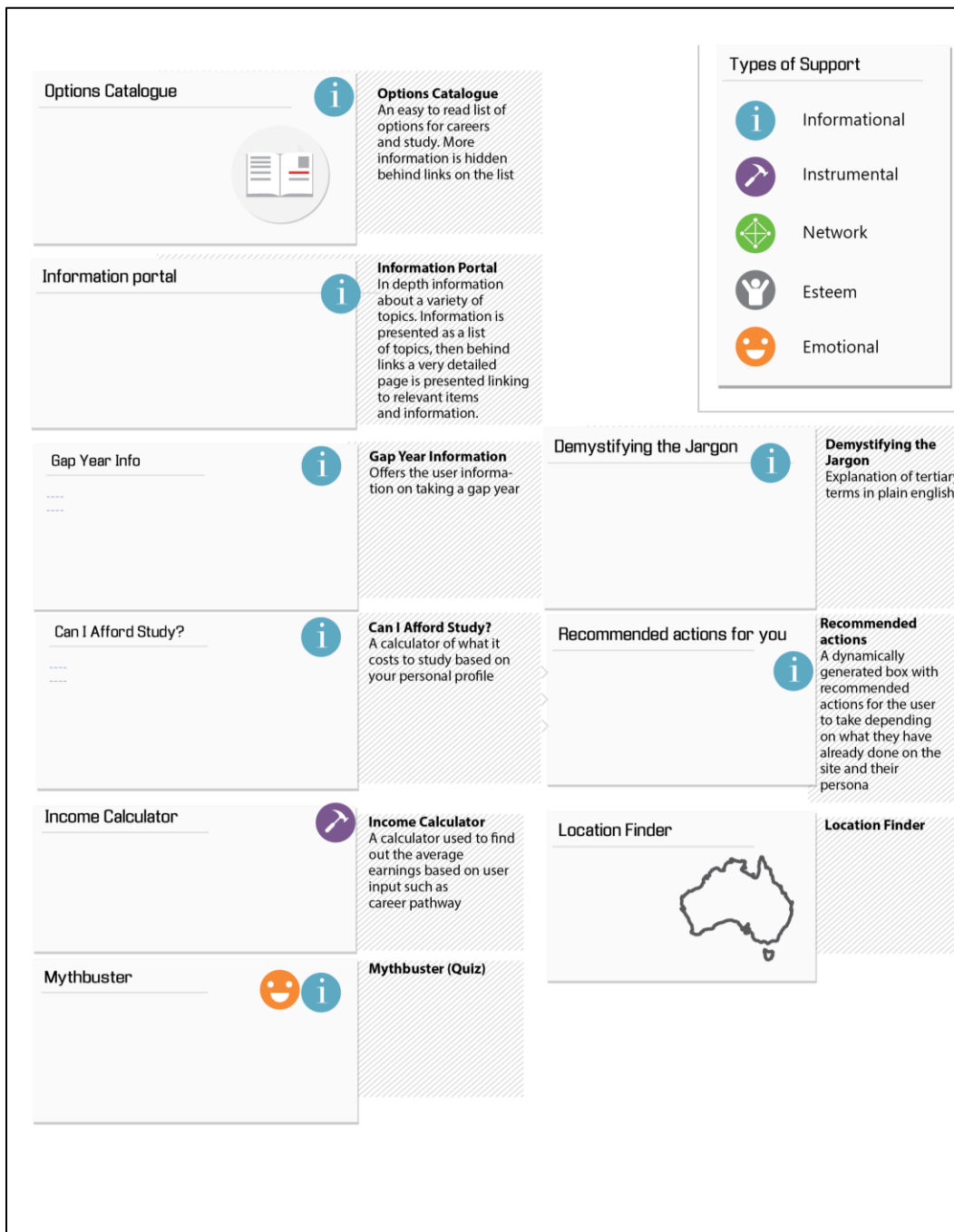


Figure 46 - Esteem Tools

Study/Career Checklist
 A checklist of things that need to be done
 Research universities
 Construct my pathway goals
 Select study preferences before cut off

Games
 Play games
 Play study survivor
 Play --
 View more...

Career Brainstorming
 Upcoming brainstorming sessions

21 FEB	Brisbane Career Brainstorming	+ Location: -- Time: --
1 MAR	Deception Bay Career Brainstorming	+ Location: -- Time: --
15 MAR	Gold Coast Career Brainstorming	+ Location: -- Time: --

[View bookings](#)

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

Figure 47 - Information Tools

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

Study Survivor
 A game for surviving study

Information Portals
 Browse Courses: Law, Business, IT, Mathematics, Art, Entertainment
 Browse Institutions

Live chat - Assistance
 I'm not sure what persona I am, can you help me find out? Thanks!
 Take the quiz [here](#). It's automatic.

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

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

Can I Afford Study?

Demystifying the Jargon

Gap Year Info

Figure 48 - Instrumental Tools

Pathway Building Tools
 Need help defining your path way?

Plan A
 Find out about building a Plan A

Plan B
 Develop your back-up plan

Profile Builder
 Create your CV

Income Calculator

Figure 49 - Network Tools

The screenshot displays a dashboard for network tools. It is organized into several sections:

- Meet a Mentor:** A section for connecting with a mentor in a specific career, featuring a circular icon with three people.
- The Mentors Mentor:** A section for connecting with local industry experts, listing Marty Smith (Advertising Manager) and Mary Mills (Petroleum Engineer) with 'Connect Now' buttons.
- Future Finder:** A section for finding a career to match your personality, showing a 'Current result' of 'Business Analyst' and buttons for 'Calculate Career Again' and 'Share result'.
- Chat with a Buddy:** A chat interface with a message: 'Hey! What jobs have you been looking at lately?' and a response: 'I was chatting with a concept artist the other day, wish I could do that.' There is a 'Me too!' button.
- Career Connect Profile:** A section for building a professional profile, showing progress bars for 'you havent set a goal yet', 'you havent listed your educational qualifications yet', and 'Connect with the industry?'. A progress indicator shows 'Your profile is 50% complete'.
- Parent to Parent Forum:** A section for recent topics, including 'Frequently Asked Questions - Read before posting', 'How do I ensure that my child will be safe at uni?', and 'New Industry Opportunities'.

Figure 50 - Emotional Tools

The screenshot displays a dashboard for emotional tools. It includes the following sections:

- Live chat - Assistance:** A chat window with a message: 'I'm not sure what persona I am, can you help me find out? Thanks!' and a response: 'Take the quiz here. It's automatic.'
- Tertiary Education Unmasked:** A section providing simple information about tertiary education to demystify the experience. It includes 'Alerts' for '2 Jobs in your local area that you havent viewed yet' and '4 Event Alerts: 4 upcoming events in your area'. There are also 'Useful Topics' for 'Key terms explained', 'Maps', 'Pathways', and 'More..'
- Chat with a Buddy:** A chat interface with a message: 'Hey! What jobs have you been looking at lately?' and a response: 'I was chatting with a concept artist the other day, wish I could do that.' There is a 'Me too!' button.
- Managing the Anxiety:** A section with a video thumbnail and the text 'Tips and hints' followed by three dots.

Figure 51 - Combination Tools

The screenshot displays a dashboard for combination tools. It features several sections:

- Live chat - Help Line:** A chat window with a message: 'Hey, I'm not sure what kind of options to start looking at... Can you help?' and a response: 'Sure, no problem. Ask me anything'.
- Event Calendar:** A calendar for the month of March, with an 'Upcoming events' section listing 'Careers expo Brisbane' and 'QUT open day'.
- Find a Buddy:** A section for finding someone like me, with a 'Find someone like me' button.
- Join a Group:** A section for finding a group of like-minded people, with a Facebook icon and a 'Join a Group' button.
- Success Stories:** A section featuring a video thumbnail titled 'How I did it' and a 'Listen to more stories' button.
- Career Quiz:** A section for seeing what career is best suited to you, with a 'Career Quiz' button.
- Mythbuster:** A section for mythbusting, with a 'Mythbuster' button and a question mark icon.

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 52). 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).

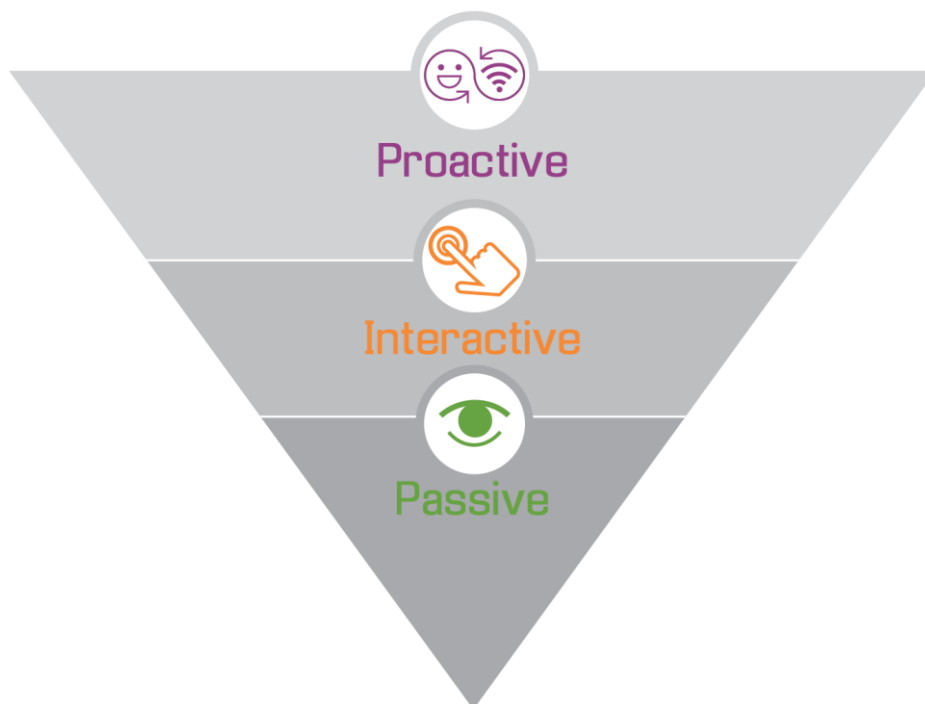
Passive features communicate information in a one-directional manner, examples of this are static website pages with content or videos that convey information. These are often termed as Web 1.0 features, which simply provide an information place for businesses to communicate with people. They only allow the user to search and read the material, thus providing limited user interaction (Aghaei, Nematbakhsh & Farsani, 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 52 - 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 1Table 2).

Recent School Leavers: Had preferences for the interactive level (see Table 3). 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 prefer 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 4). 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: Preferred all three levels, with a keen interest in proactive features (see Table 5). 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 2 - High School Learners – Framework of Digital Features



Tasmanian Devil



Bowerbird



Frisneck 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 3 - 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 4 - 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 5 - School Staff – Framework of Digital Features



Wood Duck

Kookaburra

Pelican

Passive	Wood Duck	Kookaburra	Pelican
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	Wood Duck	Kookaburra	Pelican
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	Wood Duck	Kookaburra	Pelican
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 53.

Figure 53 - 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

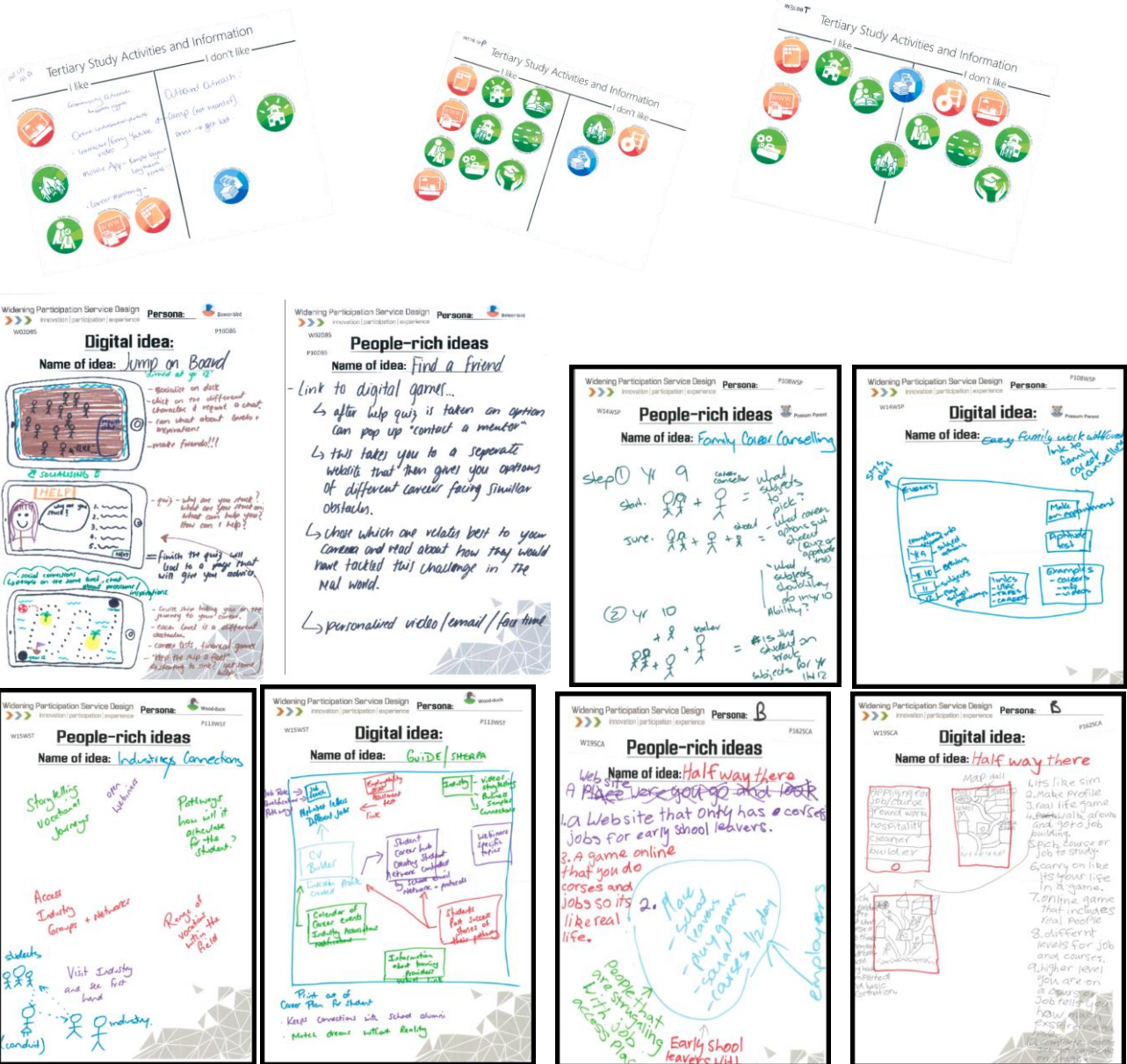
Short-term trial study programs

Participant preference for an integrated digital/people-rich solution

The interview and workshop data provided evidence that the LSES target markets prefer (1) a combination of digital and people-rich activities and (2) a digital platform to facilitate access to both types of activities.

The following are examples of the visualised ideas from participants that show the relationship between the digital and people-rich tools (see Figure 54).

Figure 54 – 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 Table 6 to 9. 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 6 - 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.					
 Fried 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 7 - 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”	Emotional	Esteem	Network	Instrumental	Informational
	People	Expo Invasion: Bring the experts to me in a random and unexpected way in my own environment					Informational
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.			Network	Instrumental	Informational
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”			Network	Instrumental	Informational
	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”			Network		Informational
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”		Esteem		Instrumental	
	People	Give it Go: Try different jobs and careers		Esteem			Informational

Table 8 - 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 9 - 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.					

Phase 4. Formulate

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 LSES 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 provided 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 (see page 27), 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 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

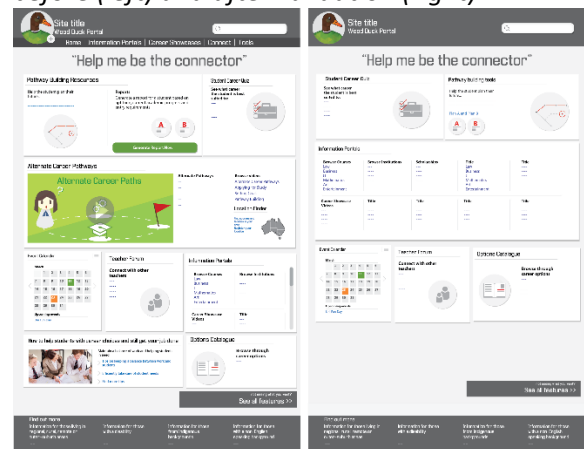
Participants were shown the homepage that had been developed to meet the information-

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 55. As can be seen, the key changes were an increased use of images and graphics and a reduction in text.

Figure 55 – Wood Duck homepage mock-ups before (left) and after validation (right)



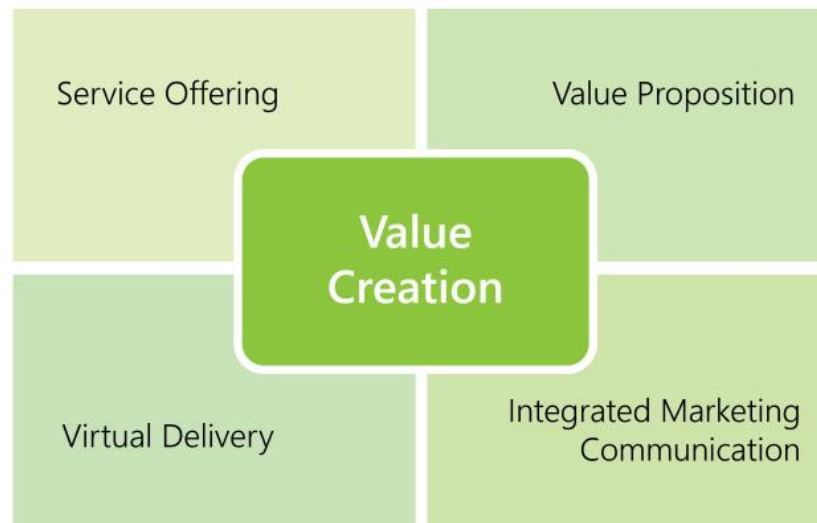
At the end of this field research, considering the preferences of the participants, the final versions of the 15 persona-specific portal homepage mock-ups were developed. These are shown in Figure 61 to Figure 75).

Co-created social marketing mix for widening participation

The social marketing mix 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 56).

These four components form the social marketing mix for the strategy. The core of the strategy is collaboration and automation to overcome inertia, confusion, fear and disinterest in the process of applying for tertiary education.

Figure 56 - Components of the Social Marketing Strategy



The Service Offering

The service offering represents the product of the social marketing mix (Russell-Bennett et al., 2013). 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.

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 LSES 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.

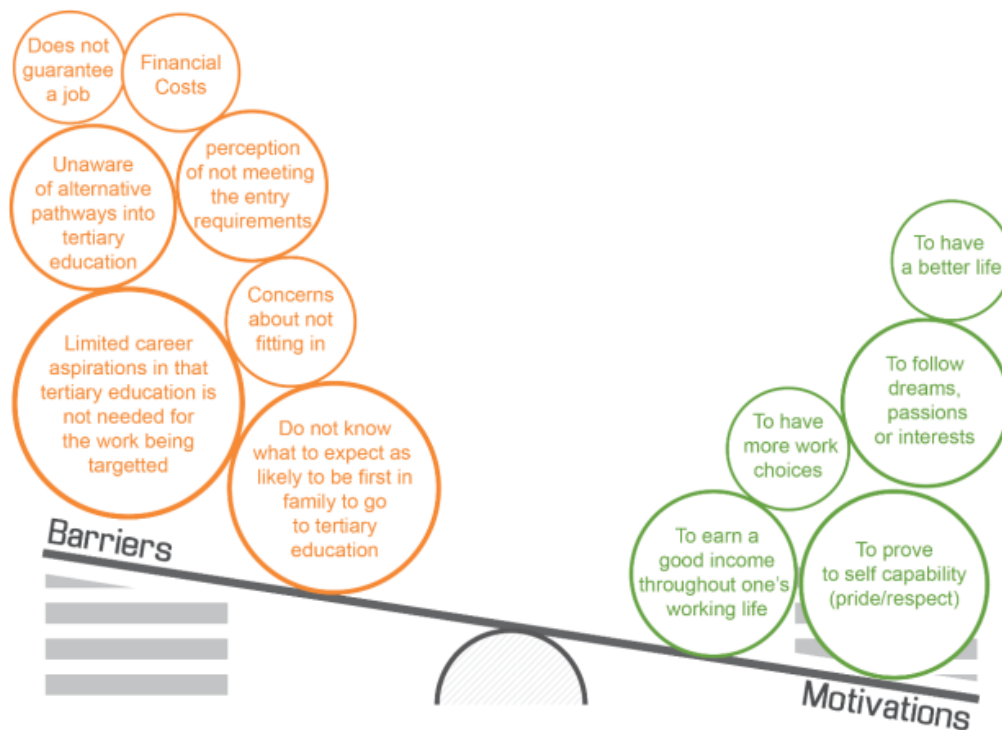
7. Do not know what to expect, as they are likely to be first in their family to go to tertiary education.
8. Limited career aspirations, in that tertiary education is not needed for the work they want to do.
9. Complexity and effort of finding relevant information.

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 57).

Figure 57 - 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, Waters & Saxton, 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, 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 58 - 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.

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.

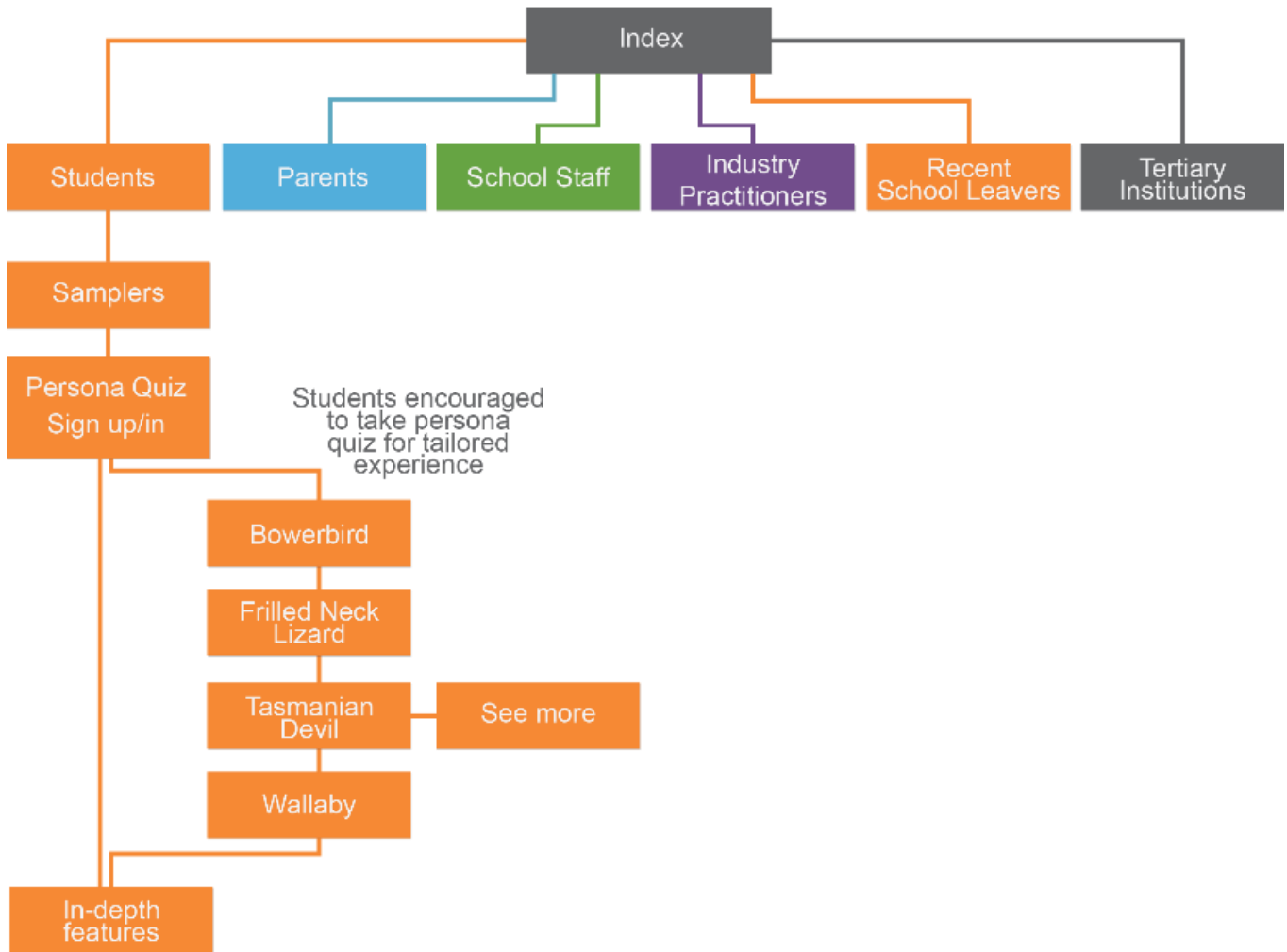
The third level contains the persona page based on the results of the persona quiz. This page displays the positioning statement at the top of the page (reflecting the key purpose of the

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 LSES 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 LSES groups as outlined in the Position Paper, with the primary research data from the interviews and workshops in this project.

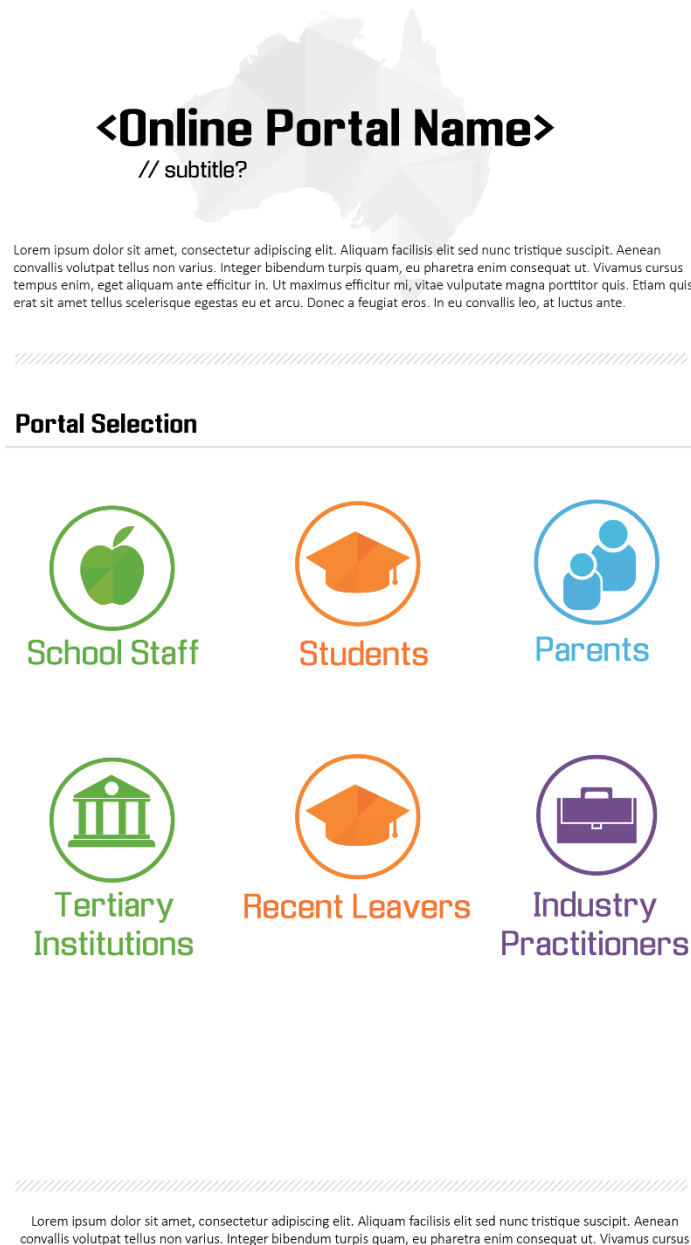
Figure 58 - Site Hierarchy



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 59 - Portal Screen). These allow for a tailored, personalised experience and the facilitation of content upload.

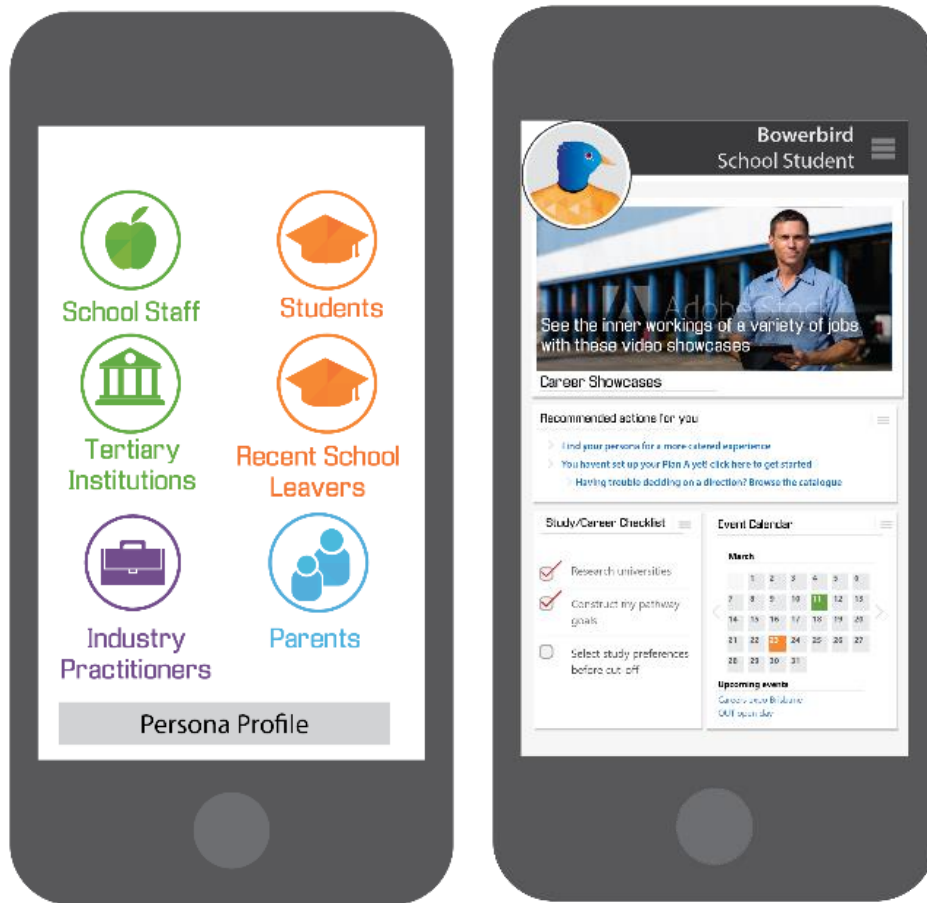
Figure 59 - Portal Screen



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 60 – 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 60 - 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 Figure 61 to Figure 75). This section commences with the student personas, followed by the recent school leaver personas.

Figure 61 - Persona Homepage mock-up - Tasmanian Devil School Student Portal



Site title
Tasmanian Devil Portal

Home
Information Portals
Career Showcases
Mentors
Tools



Fast track your dream job

Information Portals

Browse Courses

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

Browse Institutions


Scholarships

Title

Title

Location Finder

Find courses and facilities in your area
Register your location



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


Careers expo **Feb 28**
O&T open day


Skills Calculator

???

Pathway Building Tools

Visualise your career path





**A day in the life of:
A Police Officer**

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

[<link>](#)
[<link>](#)
[Find more](#)

Profile Builder


Plan B

Account for detours



Meet a Mentor

Connect with a mentor in a specific career




Options Catalogue

Browse through career options


Games

Career Quiz

Find the most suitable job for you




Share



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


Page 90

Figure 62 - 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>](#)
[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 6-8 Oct](#)
[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 pathway?




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 

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 63 - 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

[Find more](#)

Pathway Building Tools

Need help defining your path way?

Location Finder

Find courses and facilities in your area
Register your location

Meet a Mentor

Connect with a mentor in a specific career

Need assistance? Contact us here
Live chat

Information Portals

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

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

March						
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 linkdate
GfI 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 64 - 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 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
More videos on professional careers

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 decdding on a direction? Browse the catalogue

Options Catalogue
Browse through career options

Meet a Mentor
Connect with a mentor in a specific career

Plan A
Find out about building a Plan A

Gap Year Info

Profile Builder

Games

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

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 65 - Persona Homepage – Tasmanian Devil Recent School Leaver Portal



Site title
Tasmanian Devil Recent School Leaver Portal

Q

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


Title	Title	Title
----	----	----
----	----	----
----	----	----

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

- Careers 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 



Success Stories

[Listen to more stories](#)

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 66 - 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 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](#)

How I did it
 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

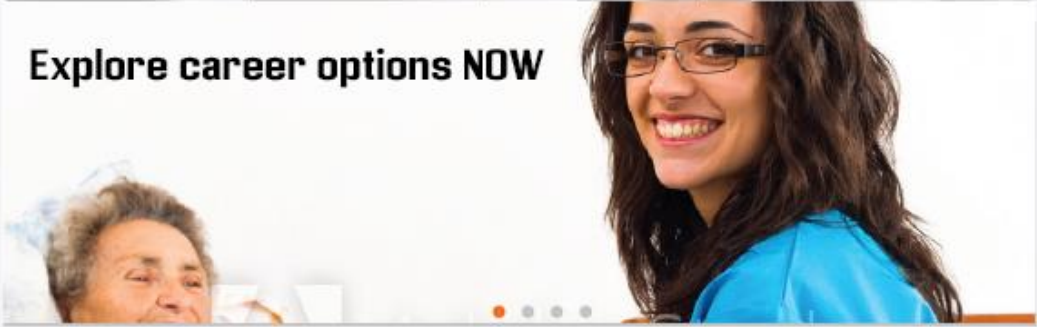
Figure 67 - Persona Homepage – Frilled Neck Lizard Recent School Leaver Portal



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
14	15	16	17	18	19
21	22	23	24	25	26
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](#).

How I did it



Success Stories

[Listen to more stories](#)

Need assistance? Contact us here

Live chat

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 68 - 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](#).

Location Finder
Find courses and facilities in your area
[Register your location](#)

How I did it
Success Stories
[Listen to more stories](#)

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 69 - 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 70 - Persona Homepage – Possum Parent Portal

Site title
Possum Portal

Home | Information Portals | Career Showcases | Connect | Tools

“Help me feel confident”

Support for Parents

Videos

- Prepare your child for study
- Helping your child think through tough choices
- Collaborate with your child

[Find more videos](#)

Forums

Emotional Support

Information Portals

Browse Courses

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

Browse Institutions

Scholarships

Title

Title

Location Finder

Find courses and facilities in your area
Register your location

Find a Parent Buddy

Talk to a parent like you

Parents like me - Video

Options Catalogue

Browse through career options

Mythbuster

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

Tertiary Education Unmasked

Key terms explained

Pathways

Maps

Checklist

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

Recommended for you

- > Career options and pathways
- > Establishing a Plan A with your child
- > Having trouble deciding on a direction? Browse the catalogue

Live chat - Help Line

Hey, I'm not sure what kind of options to start looking at... Can you help?


Sure, no problem. Ask me anything

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 71 - Persona Homepage – Emu Parent Portal



Site title
Emu Portal


🔍

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


“Help me develop my child as a person”

Pathway Building Tools


Want to help your child plan their future?



Find out more about studying post school (virtual tour/videos)



Location Finder






Find courses and facilities in your area
[Register your location](#)

Checklist

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

Webinars

Recommended For You

- [Connect with other parents](#)
- [Videos about university life](#)
- [A day in the life of a university student](#)

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

- [Parent Networking](#)
- [Immersive Workshops](#)

Parent to Parent Forum

Co-curricular Activities for My Child

- Sports
 - Swimming
- Other
 - Photography
- Clubs
 - Debating

Information portal


Browse Courses Law Business IT Mathematics Art	Browse Institutions --- --- --- ---	About Studying --- --- --- ---	Frequently Asked Questions --- --- --- ---
--	--	---	---

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>Information for those with a disability</p>	<p>Information for those from Indigenous backgrounds</p>	<p>Information for those with a non-English speaking background</p>
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Figure 72 - 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

Title


Title

Location Finder

Find courses and facilities in your area
Register your location




Options Catalogue



Browse through career options

Tracking progress calculator


- Skills
- Grades
- Interests



Goal setting

Pathway building tools

Want to help your child plan their future?



Aptitude Tests

Browse tests

- Numerical
- Abstract
- Verbal
- Mathematical

Checklist

- Research universities
- Browse the career catalogue
-

- Establish a plan A
- Construct a pathway
-

Event Calendar

March

1	2	3	4	5	6
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21	22	23	24	25	26
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 73 - 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...




Student Career Quiz

See what career the student is best suited to:



[Generate Report Now](#)

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	
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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 outar-suburb areas

Information for those with a disability

Information for those from Indigenous backgrounds

Information for those with a non-English speaking background


Figure 74 - 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>Scholarships</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>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>	<p>Location Finder</p> <p>Find courses and facilities in your area</p> <p>Register your location</p> 

Event Calendar

March


1	2	3	4	5	6
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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>
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Figure 75 - 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>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>
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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

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 >>

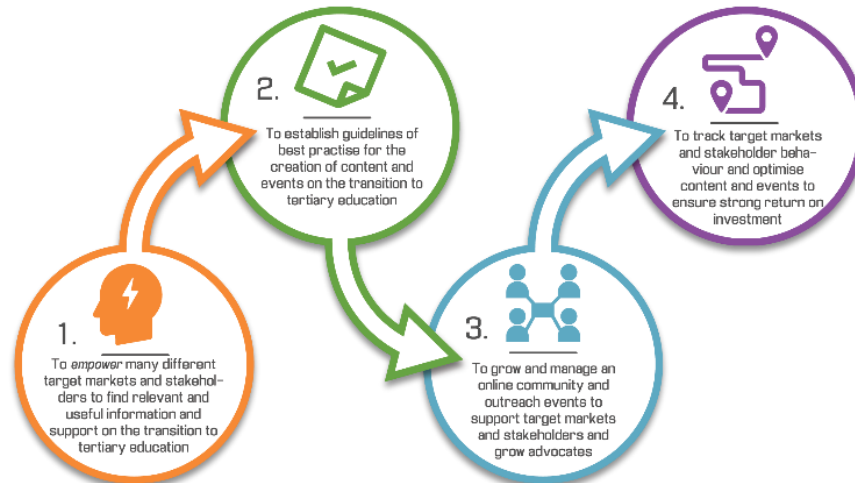
<p>Find out more</p> <p>Information for those living in regional, rural, remote or outer-suburb areas</p> <p>---</p> <p>---</p>	<p>Information for those with a disability</p> <p>---</p> <p>---</p>	<p>Information for those from Indigenous backgrounds</p> <p>---</p> <p>---</p>	<p>Information for those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

The social marketing campaign will be activated and optimised in an Integrated Marketing Communication (IMC) Plan. The role of this IMC Plan is to provide the strategic direction, based on research and consumer insight as reported in the accompanying strategy document. To bring together the cohorts experiencing disadvantage into the target markets (school students, parents, school staff, and recent school leavers), and provide them with relevant resources to foster wider participation in tertiary education, there needs to be unity of efforts and resources. The

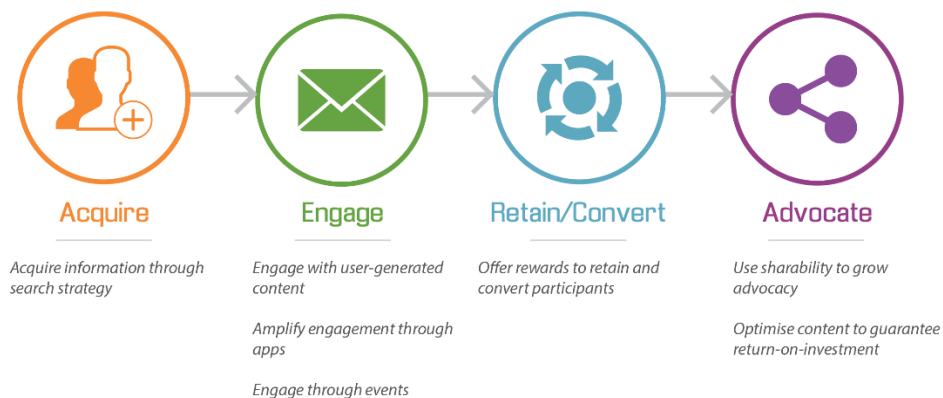
aim is to build and maintain an online sharing community, which can be personalised to provide the information or inspiration these cohorts desire. This requires the support of strong face-to-face, people-rich interaction through WP outreach programs and co-creating content with these cohorts along with the key stakeholders of tertiary institutions and industry practitioners. The objectives which are further elaborated on in the IMC plan are shown in Figure 76.

Figure 76 - IMC Plan Objectives



The objectives will be achieved by implementing four tactics: acquisition of users through a search strategy; engagement with user-generated content; rewards to retain and convert; and sharability to grow advocacy (see Figure 77). These are explained in the IMC plan.

Figure 77 - IMC Tactics for the Digital Portal



Evaluation

This project should 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 10). The specific measurement items for the outputs are contained in the IMC Plan.

Table 10 - 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 LSES 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 the 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.

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