

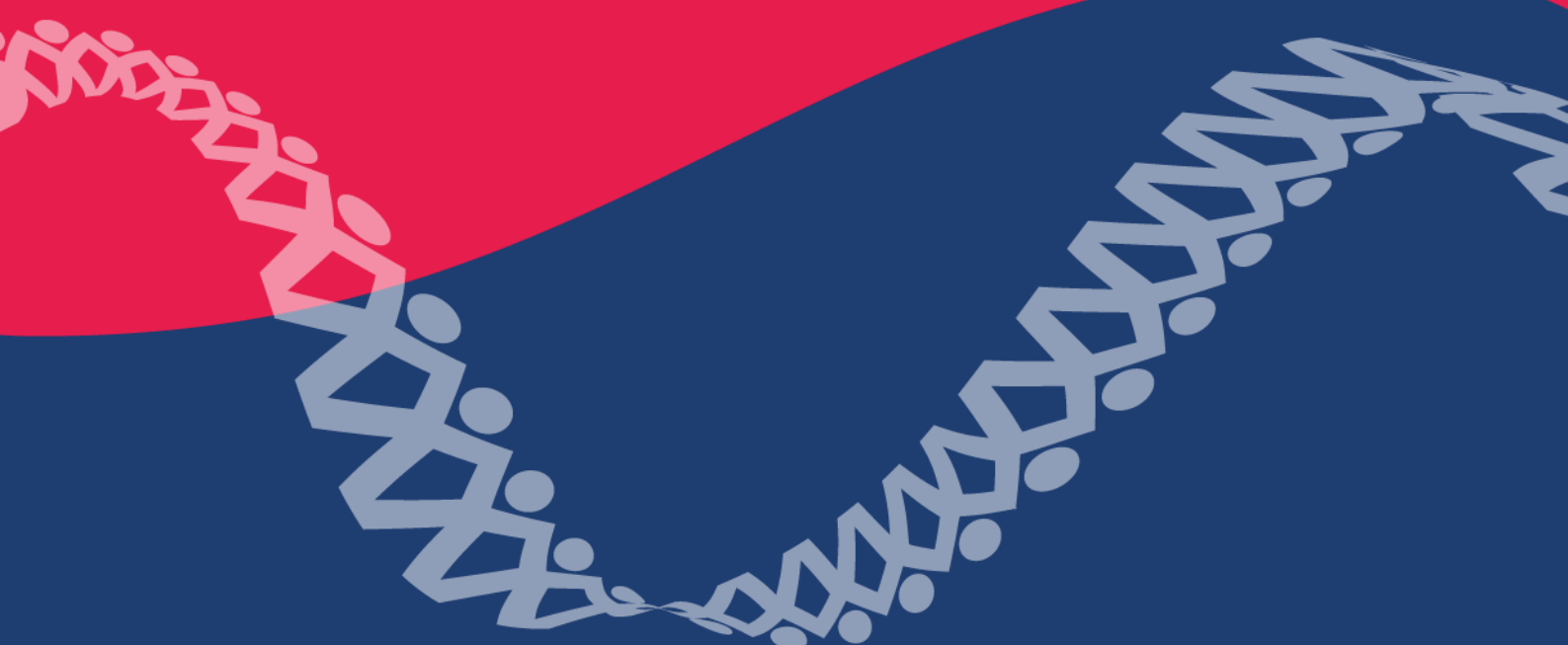
Health in All Policies: Health Lens Analysis Project

Learning or Earning

*Supporting vulnerable young people to
successfully transition from education to
further training and employment*

Project Proposal

February 2013



Health in All Policies

Learning or Earning Health Lens Project

PROJECT PROPOSAL

1. Project title

Learning or Earning Health Lens Project – Supporting vulnerable young people to successfully transition from education to further training and employment.

2. Project description

This project will contribute to the State Government's Seven Strategic Priorities for 'Growing Advanced Manufacturing' and 'Realising the Benefits of the Mining Boom' and potentially identify further opportunities to increase the number of young people undertaking vocational education and training under the **Skills for All** Initiative.

The project will address South Australia's Strategic Plan (SASP) **Target 54 Learning or earning**: Increase the proportion of 15-24 year olds engaged full-time in school, post-school education, training or employment (or combination thereof) to 85% by 2020 (baseline: 2003).

The project also has potential to influence the achievement of other SASP targets, such as:

- T16 Economic disadvantage**: By 2020, increase by 2 percentage points the share of total household income earned by low income South Australians (baseline: 2007-08)
- T36 Labour productivity**: Exceed Australia's average labour productivity growth rate through to 2020 (baseline: 2002-03)
- T47 Jobs**: Increase employment by 2% each year from 2010 to 2016 (baseline: January 2010)
- T49 Unemployment**: Maintain equal or lower than the Australian average through to 2020 (baseline: January 2004)
- T51 Aboriginal unemployment**: Halve the gap between Aboriginal and non-Aboriginal unemployment rates by 2018 (baseline: 2008)
- T55 Apprentices**: Increase the number of apprentice completions in trade occupations by 20% by 2020 (baseline: 2009)
- T89 SACE or equivalent**: Increase yearly the proportion of 15-19 year olds who achieve the SACE or comparable senior secondary qualification (baseline: 2003)
- T91 Non-school qualifications**: By 2014, equal or better the national average for the proportion of the labour force with non-school qualifications and maintain thereafter (baseline: 2002)

T93 Tertiary education and training: Increase the proportion of South Australians aged 15-64 participating in tertiary education and training to 17% by 2016 (baseline: 2009)

Skills-for-All aims to increase the number of people in employment, engage more people in training and increase the number of South Australians with post-school qualifications.

As part of Skills for All, clearer pathways between school and training will be established, giving students 16 and over and in years 11 and 12 opportunities to combine their South Australian Certificate of Education (SACE) studies with VET. The Training Guarantee for SACE students will allow high school students to start a qualification pathway at Certificate III or higher as part of the SACE and access a guaranteed funded place with a *Skills for All* provider to complete their qualification when they finish school.

Importantly Skills for All is also trialling additional learning support services which aims to support the most disadvantaged to enter training and successfully complete that training and gain employment.

This project also addresses outcomes and indicators outlined in the **Council of Australian Governments (COAG) National Partnership Agreement on Youth Attainment and Transitions**, such as the following:

Outcomes:

- Increased participation of young people in education and training.
- Young people make a successful transition from school to further education, training or full-time employment.
- Increased attainment of young people aged 15-24, including Indigenous youth.

Performance Indicators:

- Enrolment of full time equivalent students in years 11 and 12.
- 15-19 year olds without a year 12 certificate and not enrolled in school who are enrolled in a vocational education and training (VET) course at Certificate II level or higher.
- The proportion of young people aged 15-24 participating in post-school education, training or employment 6 months after leaving school.
- The proportion of young people aged 20-24 who have attained year 12 or equivalent.
- The proportion of young Indigenous people aged 20-24 who have attained year 12 or equivalent.

This project can also be aligned with **youthconnect** – South Australia's Youth Strategy 2010-2014.¹ While **youthconnect** focuses on South Australian young people aged 12-25 and is broader than the age group under consideration in this project, it still encompasses the desired cohort.

youthconnect also contains guiding principles under four broad policy areas: health & wellbeing; education, employment & skill development; engagement & participation; and better connection – with targets sitting under each broad policy

¹ Government of South Australia, *youthconnect* – South Australia's Youth Strategy 2010-2014:
<http://www.officeforyouth.sa.gov.au/LinkClick.aspx?fileticket=iMG1iscin3E=&tabid=710>

area. Both DFEEST and the DHA have responsibility for various targets within this strategy. A number of targets, including those led by other agencies, will impact on the achievability of SASP Target 54 Learning or Earning.

3. Background and context

Why Learning or Earning is a priority area for action

Young people who successfully engage in learning or earning experience better health, connections with their community and access to employment opportunities. We also know that young people, who complete year 12 or further training, are better equipped with the skills and tools needed to participate in the workforce and ultimately succeed in life.

Conversely, young people who are not fully engaged in education or work (or a combination of both) are at greater risk of unemployment, cycles of low pay and employment insecurity in the longer term.²

Young people are considered to be fully engaged if they are participating in full-time work, full-time education or a combination of part-time work and part-time study.

Being employed affects income, living standards, welfare dependency, social inclusion and social connectedness, and through them, social and economic wellbeing, for both individuals and their family members.³

Participation in education and training, and engaging in work, are also considered important aspects of developing individual capability and building a socially inclusive society.⁴

The South Australian government's vision is for a prosperous, strong community, in which all South Australians benefit from economic growth, by contributing to and gaining from the strength of our economy.

Increasing educational participation and improving transition to work outcomes for young Australians are keys to achieving this outcome and are objectives of the COAG National Partnership Agreement on Youth Attainment and Transitions. This agreement is aimed at providing measures to support engagement in education, training or employment of young people aged 15-24 years.

In January 2003 (baseline), South Australia's learning and earning ratio was 78.2% which is 6.8 percentage points below the target of 85%. Since the baseline, the learning and earning ratio in South Australia has increased steadily to late 2008 (the start of the GFC) to 80.7%. Since 2009 the youth learning and earning ratio has declined to 79.0% - 6.0 percentage points below the target.

² Pech (2009) Cited in: ABS Cat No.4102.0 - Australian Social Trends, Mar 2010

³ ABS 2010, Year Book Australia, 2009-10, cat. no. 1301.0, ABS, Canberra cited in ABS 4125.0 - Gender Indicators, Australia, Jul 2011

⁴ DEEWR (2009) Cited in: ABS Cat No.4102.0 - Australian Social Trends, Mar 2010

Links between education, employment and health & wellbeing

Overall, young Australians aged 15–24 years experience good health, with only 7% reporting fair or poor health.⁵ However the proportion of people reporting fair or poor health is not equal across the population and is significantly higher for those from Indigenous and low socioeconomic backgrounds.⁶ A significant proportion (12%) of young people aged 18–24 report experiencing high to very high psychological distress.⁷ These groups of young people are also more likely to have poorer education outcomes.

Though variably defined, wellbeing is a key indicator of health status. It has also become a focus of school and education policies, with numerous studies showing a relationship between educational attainment and wellbeing.⁸⁻⁹ In addition, the Australian Institute of Health and Welfare notes that the wellbeing of young people affects their educational outcomes, their transitions into full-time employment, their adult health and their family formation.¹⁰

An evidence review study by Feinstein et al (2006) found that there is considerable international evidence demonstrating a strong link between education and health, as well as to determinants of health such as health behaviours, risky contexts and preventative service use. Importantly, they note that education does not act on health in isolation from other factors. Income (which is clearly dependent on employment) is another very important factor. This makes it difficult to separate the independent effects of employment from the effects of income.

Feinstein et al found that

*'...people with more years of schooling tend to have better health and well-being and healthier behaviours. Education is an important mechanism for enhancing the health and well-being of individuals because it reduces the need to access health care and services, the associated costs of dependence, lost earnings and human suffering. It also helps promote and sustain healthy lifestyles and positive choices, supporting and nurturing human development, human relationships and personal, family and community well-being.'*¹¹

Analysis on data from the Household, Income and Labour Dynamics in Australia survey by Stanwick, Ong and Karmel (2006) also found that education impacted on health. People with degrees as their highest qualification were more likely to have better physical and mental health than those with only Year 11 and below (compulsory school level) attainment. Although the size of the effect is not as large as that for people with degrees, those individuals with diplomas/advanced

⁵ ABS 2009, *National health survey 2007–08* (re-issue), cat.no.4364.0, Canberra.

⁶ AIHW 2011, *Young Australians: their health and wellbeing 2011*, AIHW, Canberra.

⁷ ABS 2009, *National health survey 2007–08* (re-issue), cat.no.4364.0, Canberra.

⁸ Noble, T, McGrath, H, Wyatt, T, Carbines, R & Robb, L 2008, *Scoping study into approaches to student wellbeing*, report to the Department of Education, Employment and Workplace Relations, Australian Catholic University and Erebus International, Canberra.

⁹ Stanwick, J, Ong, K & Karmel, T 2006, *Vocational education and training, health and wellbeing: is there a relationship?* NCVER, Adelaide.

¹⁰ Trends in young people's wellbeing and the effects of the school-to-work transition, LSAY, Briefing Paper 27

¹¹ Feinstein, L, Sabates, R, Anderson, TM, Sorhaindo, A and Hammond, C (2006) What are the effects of education on health? MEASURING THE EFFECTS OF EDUCATION ON HEALTH AND CIVIC ENGAGEMENT: PROCEEDINGS OF THE COPENHAGEN SYMPOSIUM, OECD, <http://www.oecd.org/dataoecd/15/18/37425753.pdf>

diplomas as their highest qualification also tended to have better physical and mental health than people with only Year 11 and below attainment. These effects on health and wellbeing were larger for males than for females. The analysis also highlighted how education can indirectly affect health, particularly through its influence on employment and income.¹²

Empirical investigations often find that the effect of education on health is at least as great as the effect of income and/or employment.

Employment impacts on health and wellbeing in a variety of ways. For example, being unemployed has been demonstrated by a number of studies to have detrimental effects on both physical and mental health and wellbeing.

Cross-sectional population studies have reported higher levels of illness and poorer self-reported health in unemployed people, even after adjusting for the effects of social status and other variables. Several studies have also found higher rates of risk-taking behaviours, such as smoking and alcohol use and poorer diet among unemployed people.¹³

Links between education, VET, and mental health

Numerous Australian studies during the 1980s and early 1990s demonstrated the negative impacts of unemployment on the mental health of young people, and over the past few years the National Health Strategy and reports from the Australian Institute of Health and Welfare have documented poorer health outcomes among unemployed Australians using a wide range of health indicators.¹⁴

Cross-sectional and longitudinal studies have consistently found poorer psychological health in unemployed compared with employed people. In Australia, several longitudinal studies have shown poorer psychological health in unemployed compared with employed young people and that these differences first emerge after entry into the labour market. Furthermore, when unemployed young people find jobs their mental health improves.¹⁵ One study looked at the effects of learning on two measures of health; depression and obesity. The author found evidence of the effects of learning on depression and in particular found evidence that level 1 (lower-level) qualifications had a significant effect in reducing depression, by comparison with no qualifications.¹⁶

Literature examining the pathways between education and health has found positive effects of learning on increased levels of confidence and self-esteem or psychosocial health. Preston and Hammond (2002), in a survey of the views of further education practitioners found the most important non-economic benefit of

¹² Stanwick, J, Ong, K & Karmel, T 2006, *Vocational education and training, health and wellbeing: is there a relationship?* NCVER, Adelaide.

¹³ Mathers, CD and Schofield, DJ (1998) The health consequences of unemployment: the evidence, *The Medical Journal of Australia*, 168:178-182.

¹⁴ Mathers, CD and Schofield, DJ (1998) The health consequences of unemployment: the evidence, *The Medical Journal of Australia*, 168:178-182.

¹⁵ Morrell S, Taylor R, Quine S, et al. A cohort study of unemployment as a cause of psychological disturbance in Australian youth. *Soc Sci Med* 1994; 38: 1553-1564.

¹⁶ Feinstein L 2002, *Quantitative estimates of the social benefits of learning 2: health (depression and obesity)*, The Centre for Research on the Wider Benefits of Learning, London.

learning to be increased self-esteem.¹⁷ They also found wider social interaction and having more control over/being better able to manage one's life to be major benefits. In terms of which groups of students benefited the most, those in access and basic skills courses, as well as second chancers were thought to have been most likely to realise these benefits. Furthermore, the 'cultural' benefits of VET for early school leavers were reported as positive across a range of issues, such as an increased capacity to relate well to others and the development of support networks.¹⁸ Cultural benefits are referred to as wider non-economic benefits of education, such as those related to personal development and social integration, which contribute to mental health.

Education has a sustaining effect which allows people to better cope with life.¹⁹ Hammond (2002) described that self-esteem, being in control, gaining a sense of purpose and hope, gaining competencies, and social integration were immediate outcomes of education which help individuals to cope with difficult situations.²⁰ In addition, education and the learning environment can lead to greater levels of socialisation, which in turn can lead to higher levels of health and wellbeing, including mental health.²¹

A great deal of available research indicates that education has a positive effect on health and wellbeing, which has direct relevance to VET. Education provides more resources, be they income, a good job (and healthy work environment), social resources and health knowledge, to enable people to obtain better levels of health and wellbeing.

Existing Policies

The National Partnership Agreement on Youth Attainment and Transitions provides a framework for action on youth participation in education or training. The agreement includes a range of measures to strengthen education/training opportunities for young people, for example the Compact with Young Australians. The Compact has three requirements:

1. The National Youth Participation Requirement.
2. An entitlement to an education or training place for 15-24 year olds.
3. Youth subsidies are linked to education and/or training participation.

As of 1 January 2010, the National Youth Participation Requirement (NYPR) was activated in all Australian states and territories, and is now a requirement under state legislation. The NYPR includes:

- a mandatory requirement for all young people to participate in schooling (meaning in school or an approved equivalent) until they complete Year 10; and

¹⁷ Preston J & Hammond C 2002, *The wider benefits of further education: Practitioner views*, The Centre for Research on the Wider Benefits of Learning, London.

¹⁸ Teese R, Davies M and Walstab A 2002, *The cultural benefits of VET for early school leavers*, unpublished research report for the Australian National Training Authority, Brisbane.

¹⁹ Schuller T, Brassett-Grundy A, Green A, Hammond C & Preston J 2002, *Learning, continuity and change in adult life*, The wider benefits of learning research report no.3, The Centre for Research on the Wider Benefits of Learning, London.

²⁰ Hammond C 2002, 'What is it about education that makes us healthy? Exploring the education-health connection', *International Journal of Lifelong Education*, vol. 21, no. 6, pp. 551-71.

²¹ Feinstein et al. 2003, *The contribution of adult learning to health and social capital*, The Centre for Research on the Wider Benefits of Learning, London.

- a mandatory requirement for all young people that have completed Year 10, to participate full-time (defined as at least 25 hours per week) in education, training or employment, or a combination of these activities, until age 17.

The National Youth Participation Requirement therefore requires young people to complete Year 10 and then participate full time in education, training or employment until age 17, specified under the Compulsory Education Age legislation in South Australia.

This requirement presents challenges for tracking individuals under current reporting mechanisms. Once an individual completes Year 10, usually at the age of 16, they are then able to leave school and can either undertake employment and/or an approved learning or training program until they reach the age of 17. This creates an issue as there is no formal way of identifying if a young person continues with employment and/or education or training until the age of 17, once they have left school upon completion of Year 10. There is a need to explore the responsibilities around reporting to ensure methods are in place to find those young people that may become disengaged from learning or earning after completing Year 10, given the legislative requirements based on the NYPR.

Key Initiatives

There are a number of important state government initiatives that contribute to the learning or earning target. Together these strategies aim to support young people at risk of disengaging from learning or earning, including young people that may already be disengaged, and assist young people to benefit from the education and training opportunities available to them. These initiatives target vulnerable young people at different points along the schooling to further education, training and employment pathway and can be classified into the following broad categories:

1. *School focused support* – providing assistance to vulnerable young people to stay in school and achieve minimum education requirements.
2. *Transition services to young people* – providing effective career and transition services from school and onto further education, training or employment.
3. *Post school education and training opportunities* – focus on increased opportunities in the vocational education and training (VET) sector.

The current initiatives which target vulnerable young people at each point on the pathway are described below.

1. School Focused Support

ICAN or **Innovative Community Action Networks** target vulnerable young people still in school, with a focus on 12 to 19 year olds. It is a community driven initiative to tackle barriers in the community which make it difficult for young people to stay in school.

ICAN was implemented in 2004 from strategic directions that were put forward by the former South Australian Social Inclusion Board, as part of the Board's School Retention Action Plan. The aim of ICANs are to find new approaches to tackling

the local issues faced by young people who are having difficulty staying on at school or finding pathways into further education, training and employment.

ICANs are set up in areas of the State which have been identified as having issues with retention rates and difficulties with the engagement of some young people in school. The ICANs bring together young people, families, schools, community groups, businesses and different levels of government to find solutions to local issues preventing young people from continuing with their education. Driven by the community and supported by DECD and non-government agencies, each ICAN works to solve local issues that lead to disengagement from school through the leadership of the local ICAN committee. These committees support innovative projects in their local area where schools and communities work together to come up with local solutions to barriers that prevent young people from completing their schooling. For example, an ICAN initiative can range from providing transport for young mums to their school and providing them with on-site child care to ICAN funded homework clubs run by community organisations to provide academic, emotional and social support.

To further support ICAN schools, Flexible Learning Options (FLO) were introduced – a DECD enrolment strategy to successfully engage and retain identified students in ICAN secondary schools. FLO provides a more individualised structure to support ICAN schools. A FLO enrolment allows ICAN schools to provide students with individualised case management, a flexible learning plan and enrolment funding, and flexibility to engage accredited learning in a school and/or community learning environment.

ICANs can support the learning or earning target as they understand local issues which may be contributing to disengagement from school and promote community participation as a way of supporting youth at risk of leaving school.

2. Transition Services

Youth Connections is another initiative which contributes to the learning or earning target. The main objective of Youth Connections is to support young people at risk to attain Year 12 or equivalent and to help them make a successful transition from school and onto further education, training or employment. The program is funded under the National Partnership. Although Youth Connections has some overlap with ICAN in targeting similar age groups of vulnerable young people, it provides a more individualised approach and has a focus on older secondary students that are transitioning from school to further education, training or employment. The program ensures successful career and transition services are available to vulnerable young people and helps to re-connect them with education and training or employment options.

Youth Connections providers achieve outcomes through the provision of individualised case management that also incorporates improving the personal skills and wellbeing of the young person, building resilience and skills that promote positive choices. The providers also assist the education sector and other organisations to build their capacity to work with young people at risk of disengaging from learning or earning.

3. Post School

Skills for All was announced in February 2011 as the strategic direction for vocational education and training (VET) in SA (2011-2014). It was developed out of a need to address lower labour force participation rates and a lower proportion of the population with post-school qualifications, compared to the national average. It aims to increase the number of South Australians in training and in jobs.

Skills for All has the potential to greatly contribute to the Learning or Earning target given it provides an entitlement to a government subsidised training place for all eligible South Australians and the changes it will provide to the VET system, making it simpler to access, supporting more people to enter training in industries and fields of need (leading to viable employment options) and providing a more transparent approach to fees.

Skills for All includes the Training Guarantee for SACE Students (TGSS) which allows high school students to start a qualification pathway to Certificate III or higher as part of the SACE and access a guaranteed funded training place with a Skills for All training provider to complete their qualification when they finish school. This training guarantee is in addition to opportunities under School-Based Apprenticeships.

A pilot is also underway that enables ICAN students to undertake VET through Skills for All based on the assessment and referral by their ICAN case manager. Importantly they retain access to the case management support provided through the FLO arrangements as they undertake their VET choice.

Skills for All will also include Learner Support Services (LSS) which are being developed with the aim of improving equity and accessibility of accredited vocational training. LSS will address barriers to learning, support retention in training and assist students with complex support needs in order to complete their qualifications and transition to employment through the provision of learning case management.

Mapping out these programs and others that are in operation in South Australia will assist to identify where young people are at greater risk of disengaging from learning or earning, and may be missed under the current arrangements.

Also, Government needs to ensure that once certain programs end, others which are in place can capture those vulnerable young people and re-connect them to an appropriate learning or earning pathway – preferably in a seamless transition.

The mapping process will provide a clear account of current initiatives with the potential to aid future decision-making and policy development around initiatives like *Skills for All*.

Health in All Policies

The Health in All Policies (HiAP) concept is about promoting healthy public policy. HiAP is a collaborative process between the Department for Health and Ageing and other South Australian Government agencies to assist the achievement of their policy objectives and, in doing so, seeking to maximise the health and wellbeing benefit to the South Australian community.

HiAP is based on the premise that the health and wellbeing of individuals and populations is shaped by broad societal factors—collectively referred to as the determinants of health—that lie outside the influence of the health sector. A cross-government approach to improving societal health and wellbeing is therefore imperative.

The health lens analysis approach

The health lens analysis approach is part of the HiAP concept. The Department of Health has collaborated with a number of state government agencies and one local government to date on a range of specific health lens projects. In a number of these projects the Department of Further Education, Employment, Science and Technology has been involved either as a lead agency, in the case of *Broadband Use through Mobile Phones* and *International Student Health and Wellbeing*, or a project partner in the case of *Aboriginal Road Safety* and the *Healthy Weight Desktop Analysis* (TAFE SA).

The health lens analysis uses a range of rigorous and systematic methodologies and tools to examine the connections between *South Australia's Strategic Plan* targets, policies and strategies, and population health and wellbeing. Methodologies and tools will be adopted based on their ability to provide the most useful information at any particular point in the project or policy development cycle, the funding and resources available, and the availability of evidence (including data).

4. Project scope

The project will focus on vulnerable South Australian youth, aged 15-24 years. Within this broader scope, the project will consider both young people at risk of becoming disengaged (mostly within the school system), and those young people who have exited formal schooling and who are or are at risk of becoming disengaged from education, training and/or employment.

The agreed definition of 'vulnerable young people' for the purpose of this project is as follows:

Young people who, through a combination of their circumstances and adolescent risk-taking behaviour, are at risk of not realising their potential to achieve positive life outcomes.²²

5. Aims, objectives & outcomes

Goal

The overarching goal of the project is:

To increase the proportion of young people who successfully transition from education to the workforce and decrease the proportion of young people who are disengaged, and in doing so, contribute to the achievement of SASP Target 54: Learning or Earning.

²² Victorian Government, *Vulnerable Youth Framework Discussion Paper*, August 2008

Objectives

- Identifying transition points where young people are at risk of becoming disengaged.
- Identifying the precursors that lead to disengagement – what creates the risk?
- Identifying effective strategies to support young people who have disengaged to re-enter the education/ employment system.
- Identify opportunities to link current services, including developing referral mechanisms between current youth support programs to the Skills for All initiative.

Outcomes

- A series of recommendations to improve the successful transition of young people from education to employment and re-engage young people in learning or earning through the *Skills for All* initiative.

Output

- To map pathways, programs and the transition points between education/employment and health & wellbeing outcomes.
- To develop a data profile of vulnerable youth, aged 15-24 years, in South Australia.
- To develop methodology around how to identify young people between the ages of 16-17 and their 'participation status', particularly those that become disengaged after completing Year 10.
- A literature Review documenting the risk factors and protective factors for young people transitioning from school to work and summarise the evidence regarding effective interventions to support young people.
- A report capturing the opinions of young people both engaged and disengaged in education and employment.
- Record data on referral mechanisms to identify successful programs and outcomes.

6. Project plan and timeframes

The project plan and timeframes outlined below are intended to be indicative only. The project will follow an iterative process whereby the details of each step will be influenced by the previous, and therefore may require amendment once the project is underway.

Task	Lead	Timeframe
Finalise project proposal <ul style="list-style-type: none">• Agency Chief Executive approval• Noting by Growing advanced manufacturing Senior Officer Group	Project group	November 2012
Undertake a preliminary literature scan with the aim of: <ul style="list-style-type: none">• Identifying key transition points between education and work – what are they, how do they intersect and what systems are in place to support young people to successfully transition• What are the current programs/initiatives, what cohorts do they service and what are the linkages.• Who is at risk of not successfully transitioning- why, what are the underlying factors that increase risk of disengagement-at a population level- are there protective factors	Project group	2012-2013

Develop a set of indicators for data analysis <ul style="list-style-type: none"> Using available data, and informed by findings of literature scan describe the profile of young people who are at risk of not transitioning from education to work 	Project group	2013
Qualitative research <ul style="list-style-type: none"> Develop strategies to ensure young people's opinions and views are included in the project- consider conducting focus groups with disengaged youth 	Researchers	2013
Literature Review <ul style="list-style-type: none"> Identify and describe population level interventions and strategies for assisting young people to remain engaged, or become re-engaged, with the education/training or workforce sector- with a focus on supporting them to successfully transition from education to work. 	Project group	2012-2013
Develop and finalise recommendations <ul style="list-style-type: none"> Based on collated research findings Agency Chief Executive approval Executive Committee of Cabinet Chief Executives Group noting. 	Project group	
Develop final report <ul style="list-style-type: none"> Project team to draft final report, incorporating methodology, findings and recommendations. 	Project group	
Evaluation <ul style="list-style-type: none"> Researchers from Flinders University will undertake a project evaluation, including key informant interviews with project group members. 	Researchers	

7. Partnerships and project management

The Health Lens Project governance structure normally includes two groups:

- a higher level group will oversee the project's progress and provide guidance where necessary (i.e. executive level), and
- a project group will undertake the project work and draft recommendations etc. for revision by the higher level group (i.e. project/policy officer level).

The membership of higher level group normally comprises representatives from the partner agencies (i.e. those that have Chief Executive sign-off on the project proposal and recommendations). The project group will also comprise partner agency representatives; however members may also be drawn in from other relevant government and non-government agencies as the project develops.

The Project Management Group (in the first instance the Project Management Group will act as both the higher level and project working group):

Title	First	Last	Position	Organisation
Mr	Peter	Mylius-Clark	Director, Strategic Policy, Resources and Finance	DFEEST
Mr	Richard	Osborne	Manager, Strategic Policy, Resources and Finance	DFEEST
Ms	Heidi	Greaves	Senior Policy Officer, Quality, Tertiary Education, Science and Research	DFEEST
Ms	Ann	Kerr	Principal Policy Officer	DFEEST
Ms	Sarah	Marshall	Principal Policy Officer	DFEEST
Ms	Megan	Chomel	Senior Policy Officer	DFEEST
Ms	Carmel	Williams	Manager, Health in All Policies (HiAP)	DHA
Ms	Claudia	Galicki	Project Officer, HiAP	DHA

Informal (Corresponding) Members (option for DECD to become formal principal partner in future)

Title	First	Last	Position	Organisation
Mr	Kym	Clayton	Principal Policy Officer	DFEEST
Mr	John	Liddle	DECD	DECD
Ms	Pip	Duigan	DECD	DECD

8. Budget and resource provision

As with all health lens projects, both DFEEST and the DHA agree to contribute in-kind support through staff time.

- The requirements of staff involved in the project will vary depending on the intensity of certain stages in the project.

Both DFEEST and DHA also agree to contribute funding to any evidence gathering or research (e.g. data analysis, focus groups) that is required and agreed by the higher level group.