Figure 1. Four-level ESME employment system

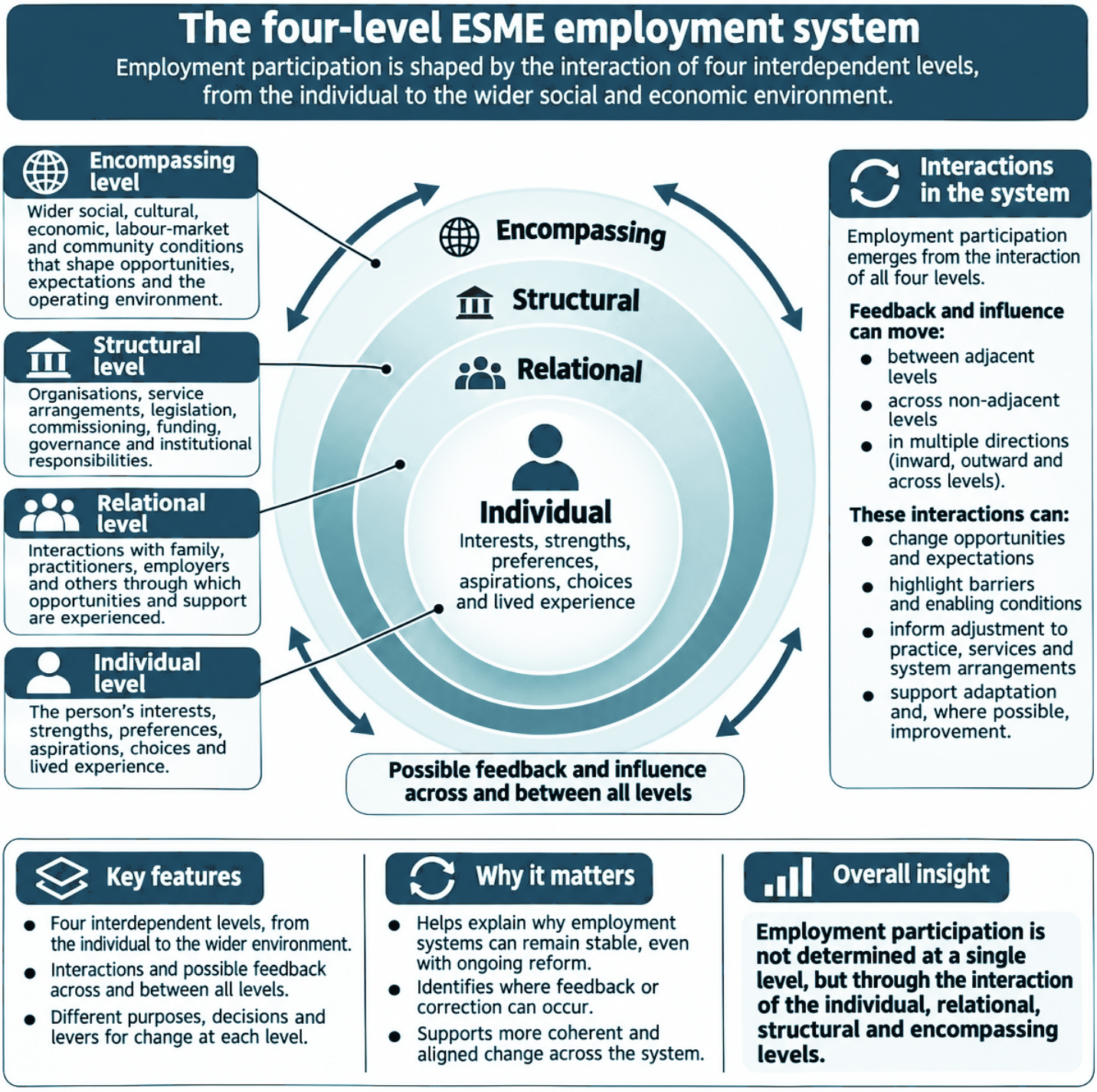


Figure 1. The four-level ESME employment system.

Note. The figure shows the four interdependent levels in ESME and the possible flows of feedback and influence across and between levels.

Figure 2. Employers as active participants in the employment system

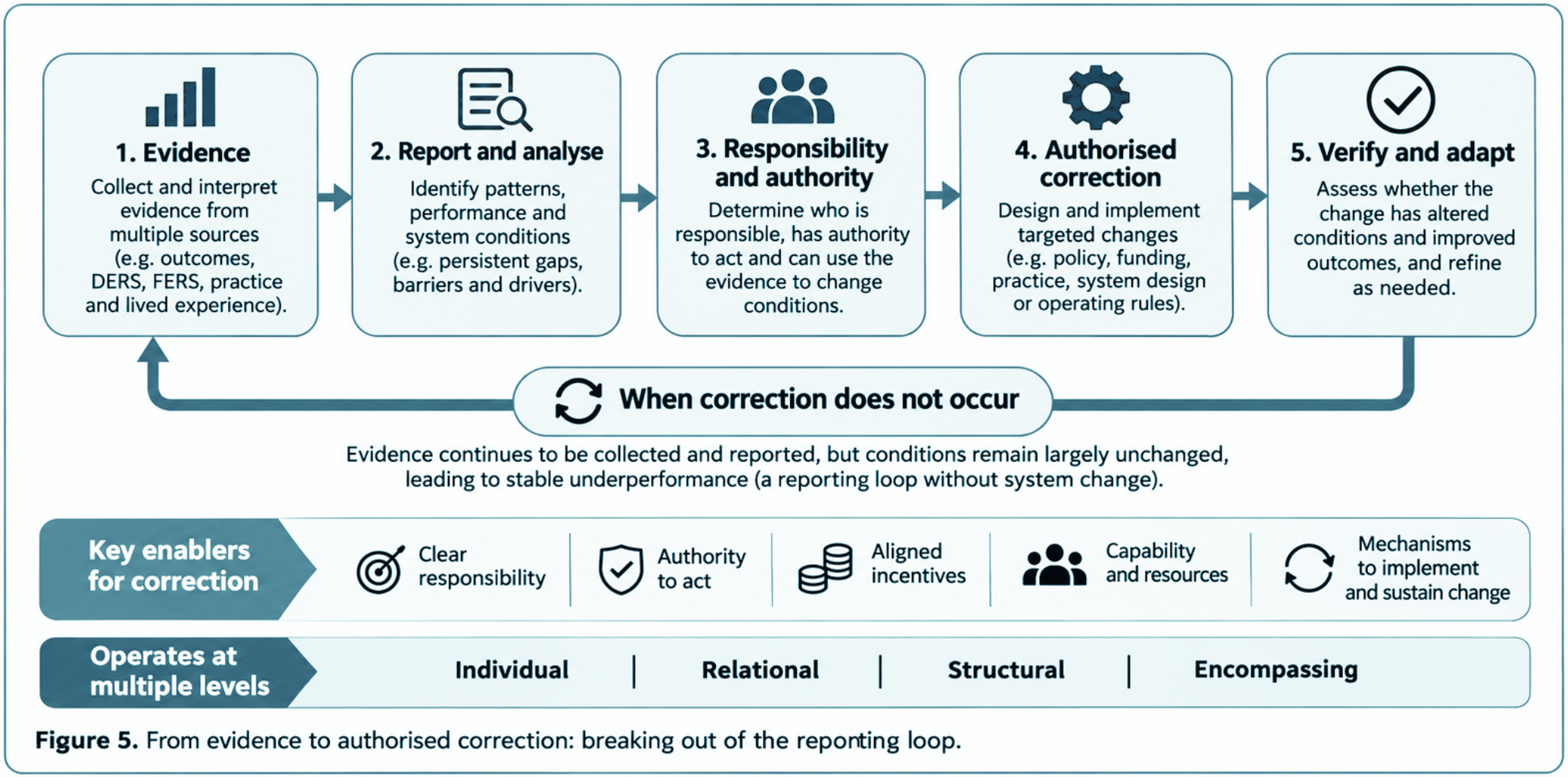


Figure 5. From evidence to authorised correction: breaking out of the reporting loop.

Figure 3. Fidelity, quality, participant experience and outcomes: distinct evidence questions

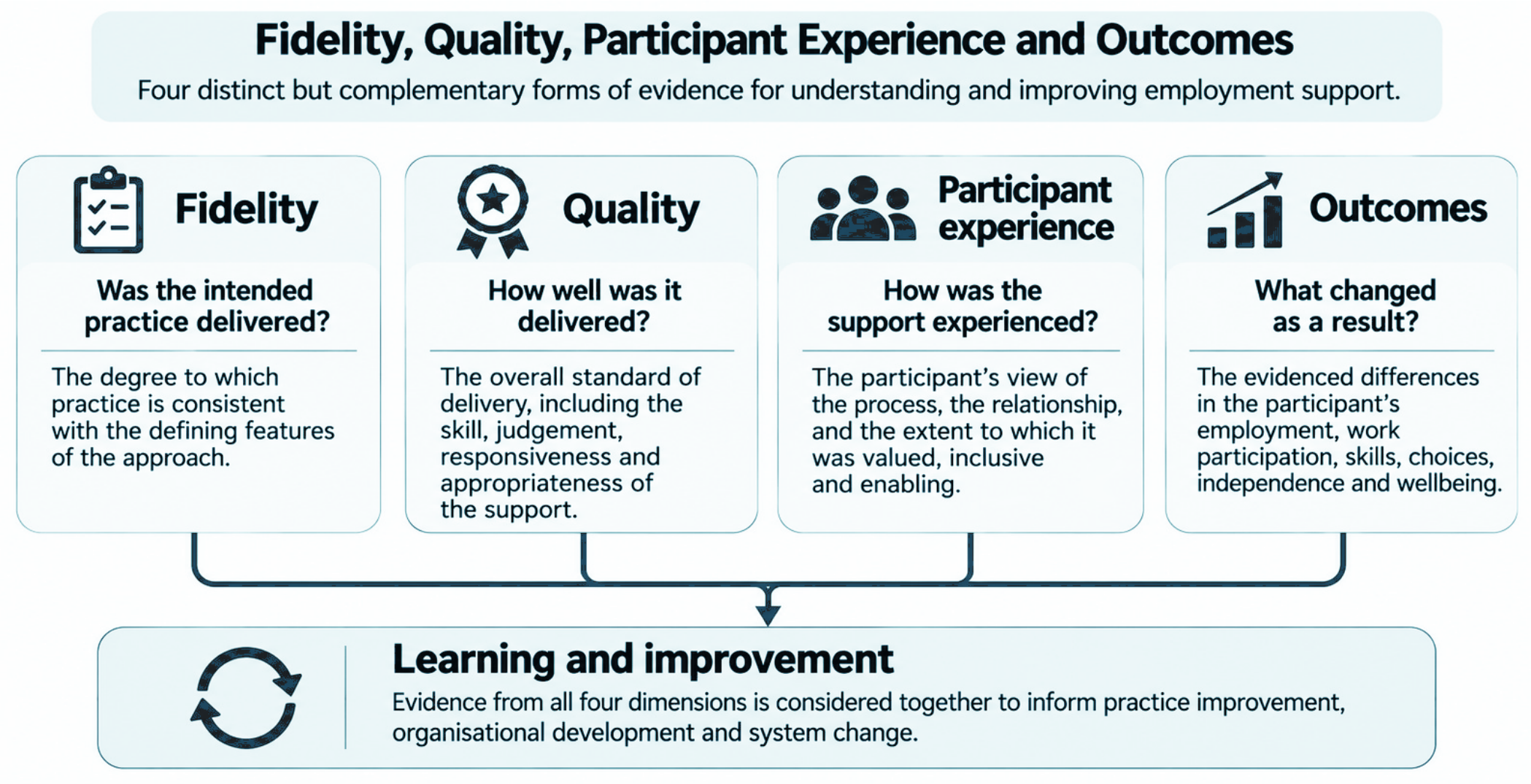


Figure 4. From evidence to system change

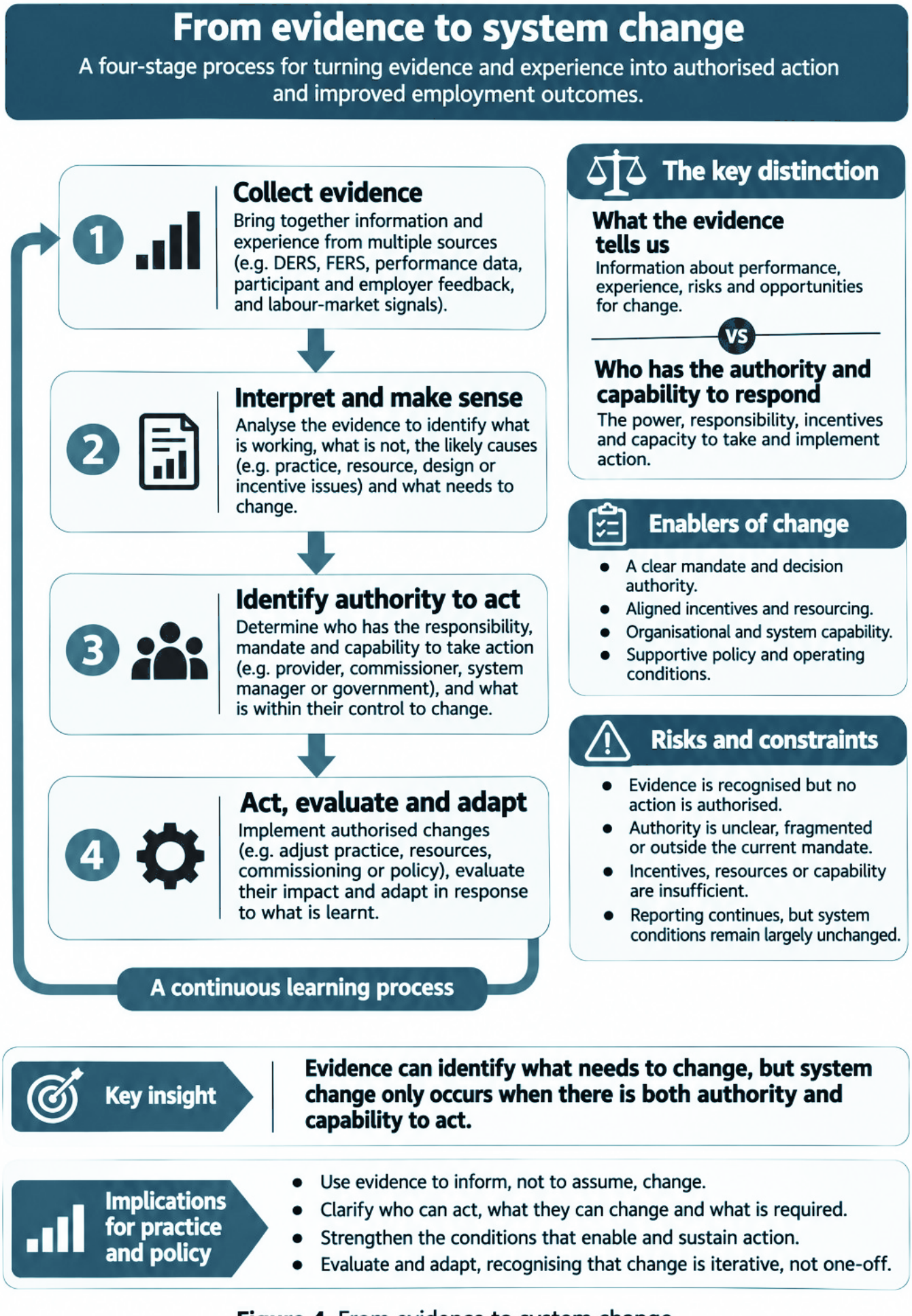


Figure 4. From evidence to system change.

Figure 5. Reporting cycle versus authorised correction

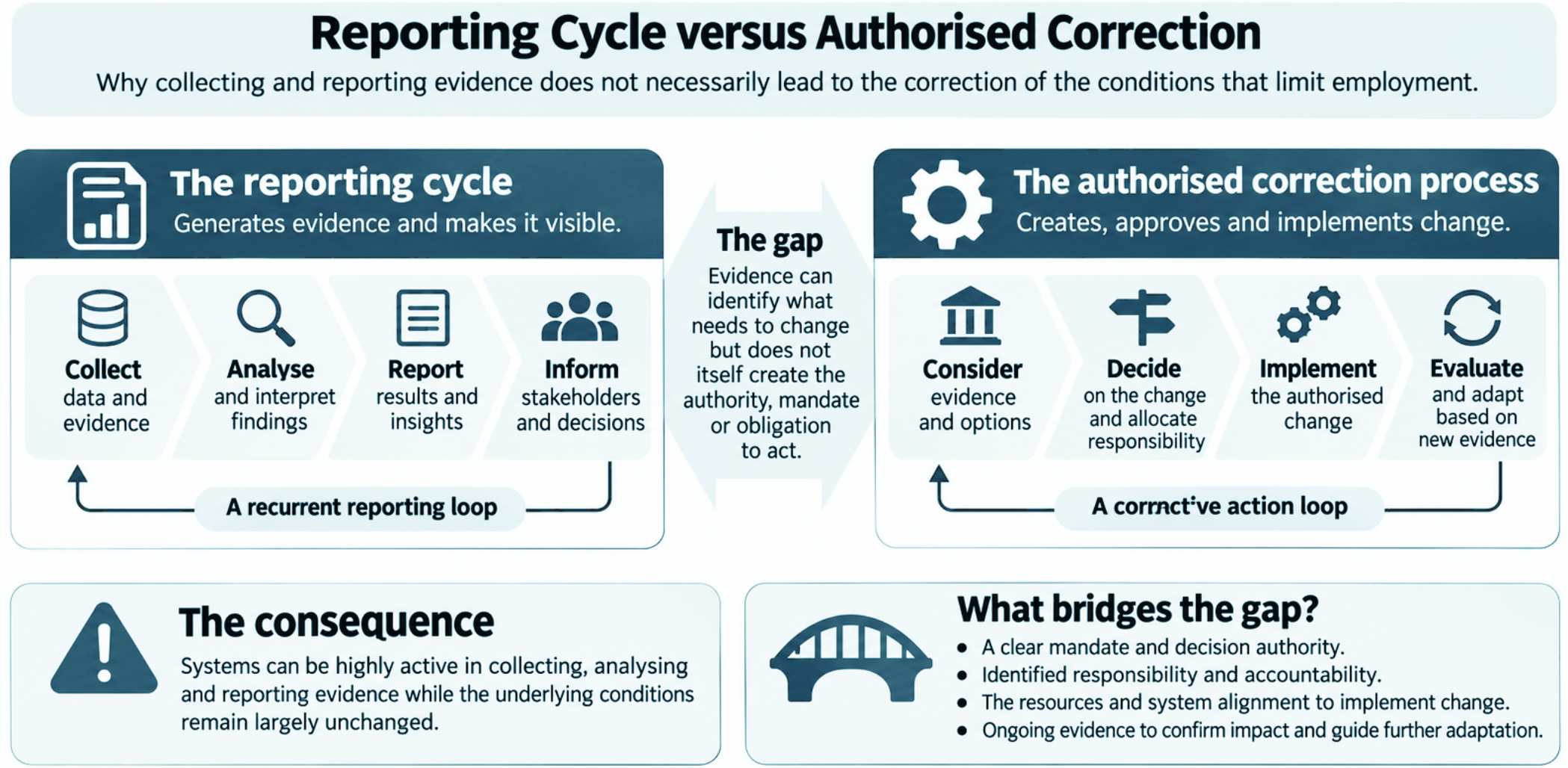


Figure 6. Commissioning and financing: contrasting designs

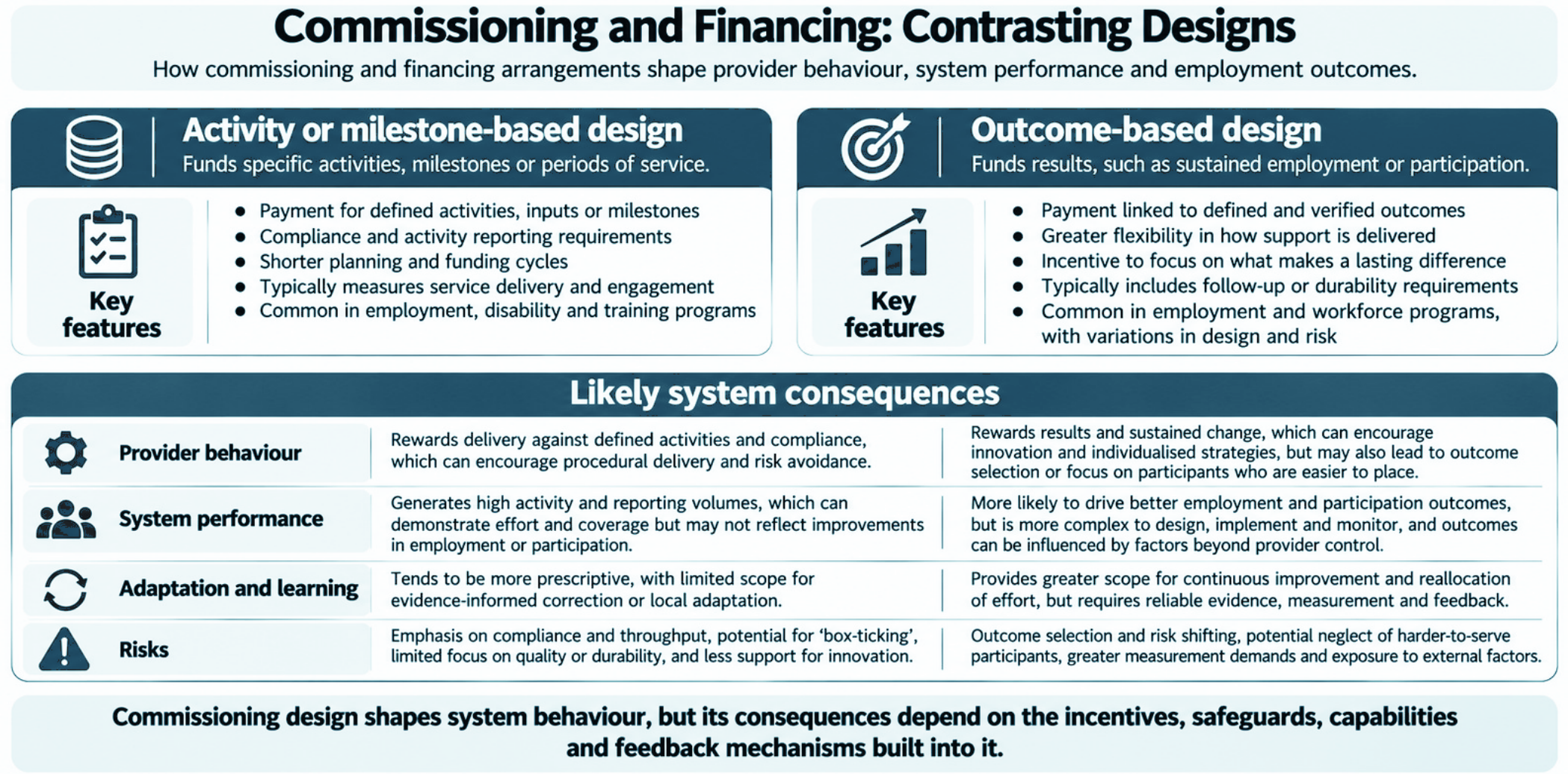


Figure 7. Exploring possible changes in employment-system arrangements

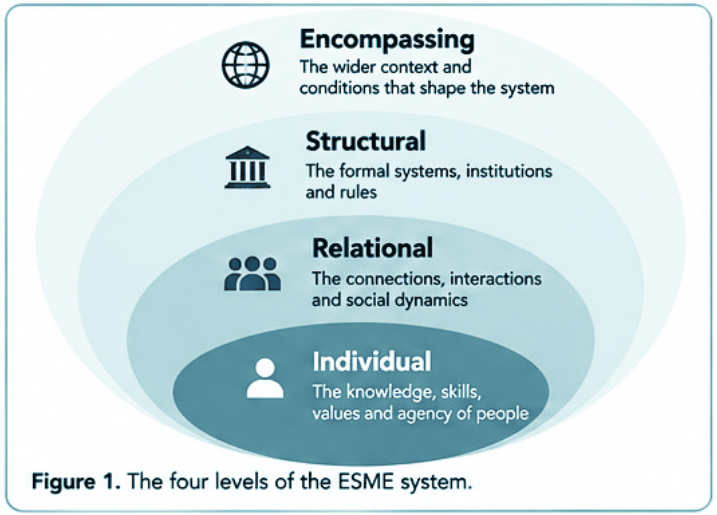


Figure 1. The four levels of the ESME system.

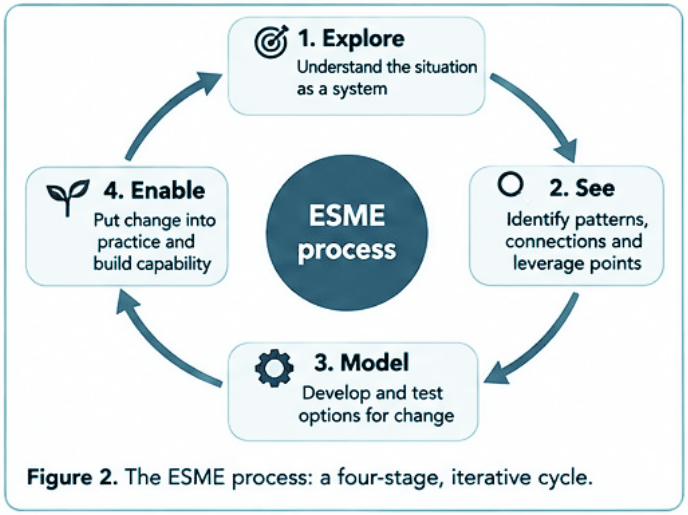


Figure 2. The ESME process: a four-stage, iterative cycle.

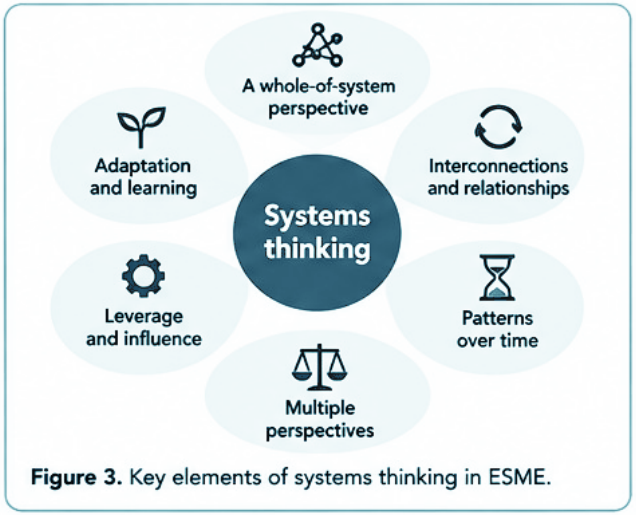


Figure 3. Key elements of systems thinking in ESME.

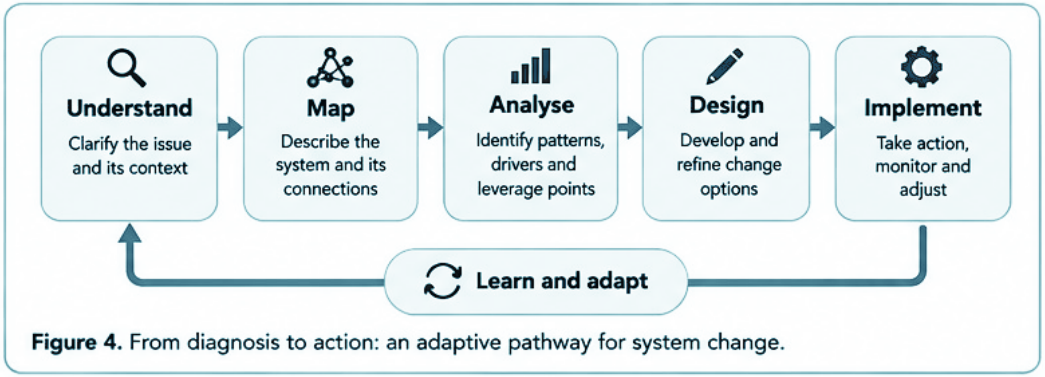


Figure 4. From diagnosis to action: an adaptive pathway for system change.

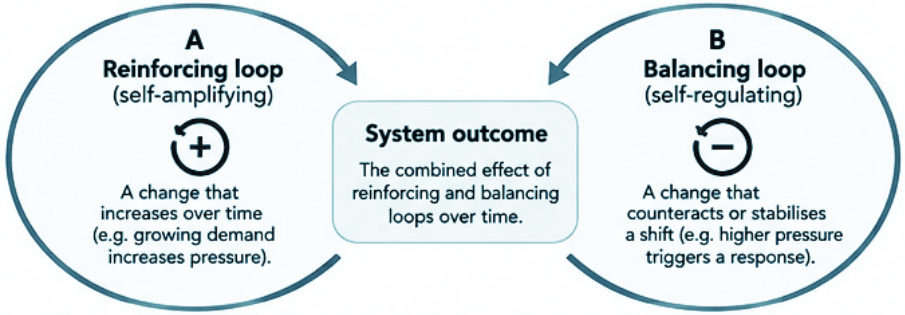


Figure 5. Reinforcing and balancing feedback loops and their effect on system outcomes.

Aspect	Traditional approaches	ESME (systems approach)
Focus	A single issue, program or part of the problem.	The whole system, including its connections and wider context.
Change logic	Linear and sequential (plan → implement → result).	Iterative and adaptive (explore → see → model → enable → learn).
View of causality	Direct and simple cause–effect.	Multiple, interacting and often non-linear causes.
Role of people	Recipients or implementers of solutions.	Active participants and co-creators of change.
Timeframe	Short-term, often focused on immediate results.	Longer-term, recognising that system change takes time and adaptation.
Measures of success	Narrow, output- or target-based indicators.	Broader system outcomes, including capability, relationships and long-term resilience.

Figure 6. Traditional and ESME approaches compared.

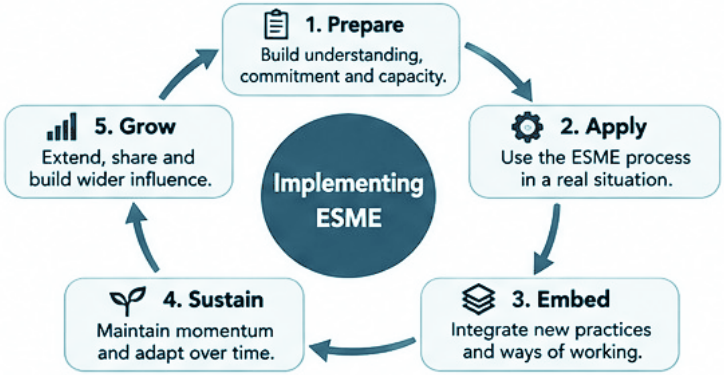


Figure 7. The ESME implementation cycle.