

Enhancing multi-sector engagement

Join us on **4 November** for insights from the Thriving Queensland Kids Partnership evaluation



Agenda



Snapshot of evaluation findings



What we learned from conducting this evaluation



How TQKP is using findings



Key takeaways



Q&A

Acknowledgement of Country



We recognise the diversity of Aboriginal and Torres Strait Islander peoples across this country and acknowledge their sovereignty was never ceded.

We pay our respects to Elders past and present, and acknowledge their continued custodianship and care for the many lands and waterways that support life.

We acknowledge the untold histories and the injustices of the past and the present. We respect the value and ongoing contribution that Aboriginal and Torres Strait Islander peoples make to our communities and to wider Australia.

We also acknowledge the talent and artistry of Emma Walke, who designed the artwork for our acknowledgment of Aboriginal and Torres Strait Islander peoples. The design shows a story of connection to country and people, representing the breadth of work we do with Aboriginal and Torres Strait Islander communities across Australia. The colours represent the land, and the lines in between represent the water that connects us all.

Quick intro to TQKP, ARTD, PRF

PRF – the evaluation commissioner and a funder of TQKP

PRF is a philanthropic foundation that works for a future where people and places have what they need to thrive.

With organisations and communities, PRF invests in, builds, and influences the conditions needed to stop disadvantage in Australia.

ARTD & ISSR– the evaluation team

ARTD Consultants- Evaluation consultancy working with government agencies and non-government organisations to make evidence-informed policy decisions; co-design service models and delivery strategies; plan for, track and evaluate outcomes; and continuously improve performance.

The University of Queensland's Institute for Social Science Research (ISSR) - works with government and the private and not-for-profit sectors to undertake solution-focused social science research and evaluation that contributes to achieving positive social impact in a changing environment.

TQKP – the evaluand

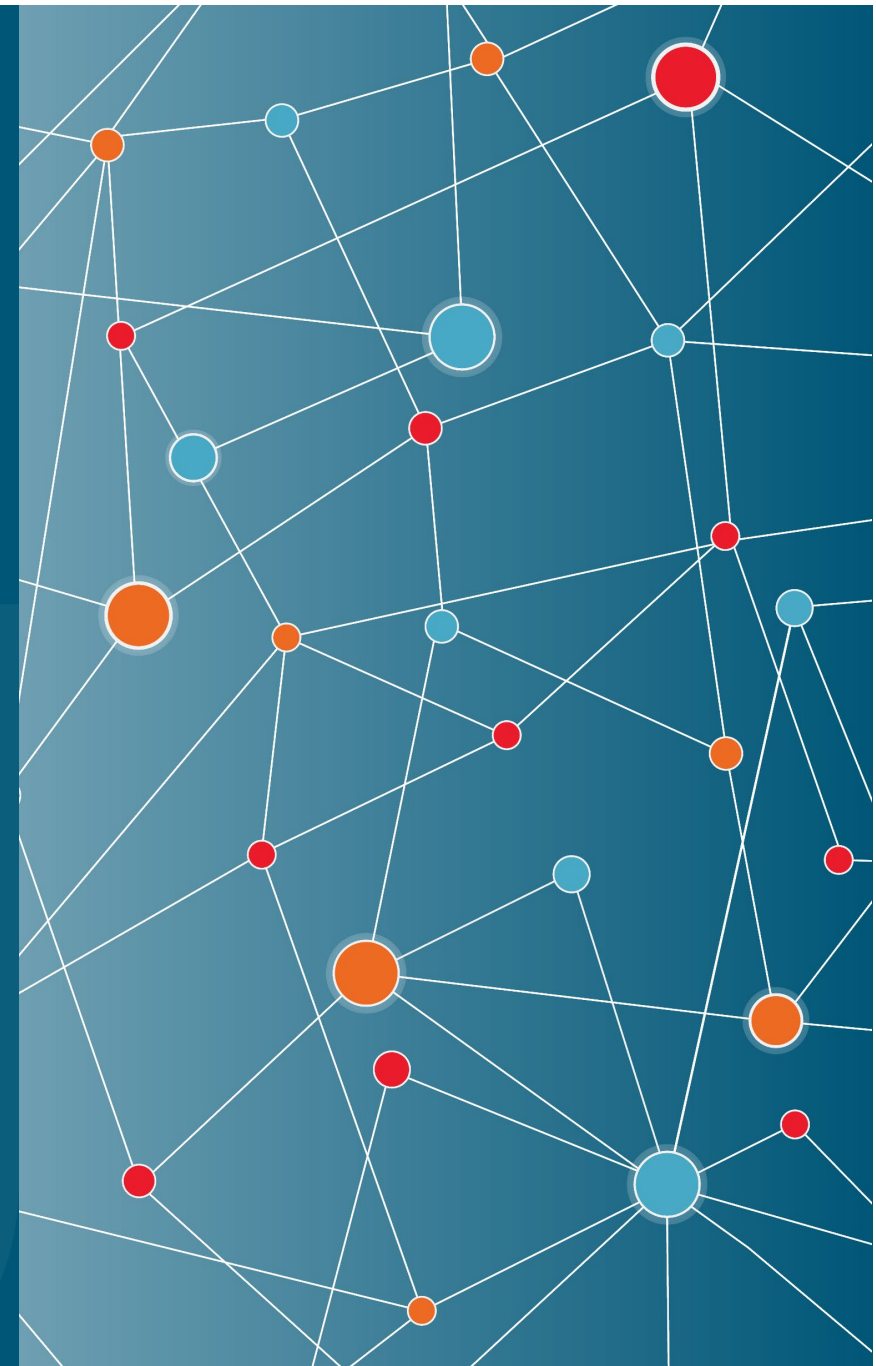
An **intermediary and coalition** of leaders, organisations, practitioners and academics from across Queensland who work with the shared purpose of improving the conditions for children and young people to thrive.



TQKP's portfolio of 11 Initiatives

1. Thriving Kids Brain Builders Initiative
2. Thriving Kids Data Roadmap
3. Thriving Aboriginal and Torres Strait Islander Children Initiative
4. Childhood Builders Initiative
5. Thriving Kids Integrated Service Systems Collaborative
6. Thriving Kids Strategic Framing Initiative
7. Thriving Queensland Kids Country Collaborative Initiative
8. Early Childhood Development Better Systems Roadmap
9. Thriving Places, Thriving Kids Network
10. Investment Reform for Thriving Kids
11. Thriving Kids in Disasters

Snapshot of evaluation findings



What we did

Evaluation conducted between July 2022 and May 2024

Two overarching key evaluation questions (KEQs)

1. What methods are working best for engaging multi-sector (government, academic, not-for-profit) organisations as partners in TQKP?
2. How should TQKP improve the use of data and evidence in the system?

Approach

Draws on Developmental Evaluation approaches and a systems perspective

Developmental Evaluation elements

- Evaluation aims to nurture learning
- Methodological flexibility eclecticism, and adaptability
- Systems thinking
- Creative and critical thinking balance & high tolerance for ambiguity
- Develops measures and tracking mechanisms quickly as outcomes emerge; measures can change during the evaluation as the process unfolds
- Group reflections on 'what, so what, now what?'

Systems perspective elements

Attentive in methods and analysis to:

- stocks and flows in the system (resources, information, capacity and connectedness of system actors, workforce)
- feedback loops (balancing and reinforcing)
- goals of the sub-systems
- shifts in systems leverage points
- external and systems factors which may create barriers to change (such as policy resistance)

Methodology

Convergent parallel mixed methods: qualitative and quantitative data collected and analysed separately, then triangulation between datasets, against KEQs

Methods

Bellwether interviews

Understanding policy decisionmakers' attention on an issue and willingness to invest the concerted effort over long periods as well as political factors

Backbone team interviews

Understanding the progress of key initiatives and trends

Document/data review

Understanding the progress of key initiatives and activities facilitated by TQKP

Environment scan

Understanding what else is happening in the system

Sensemaking workshops

Supporting analysis and synthesis

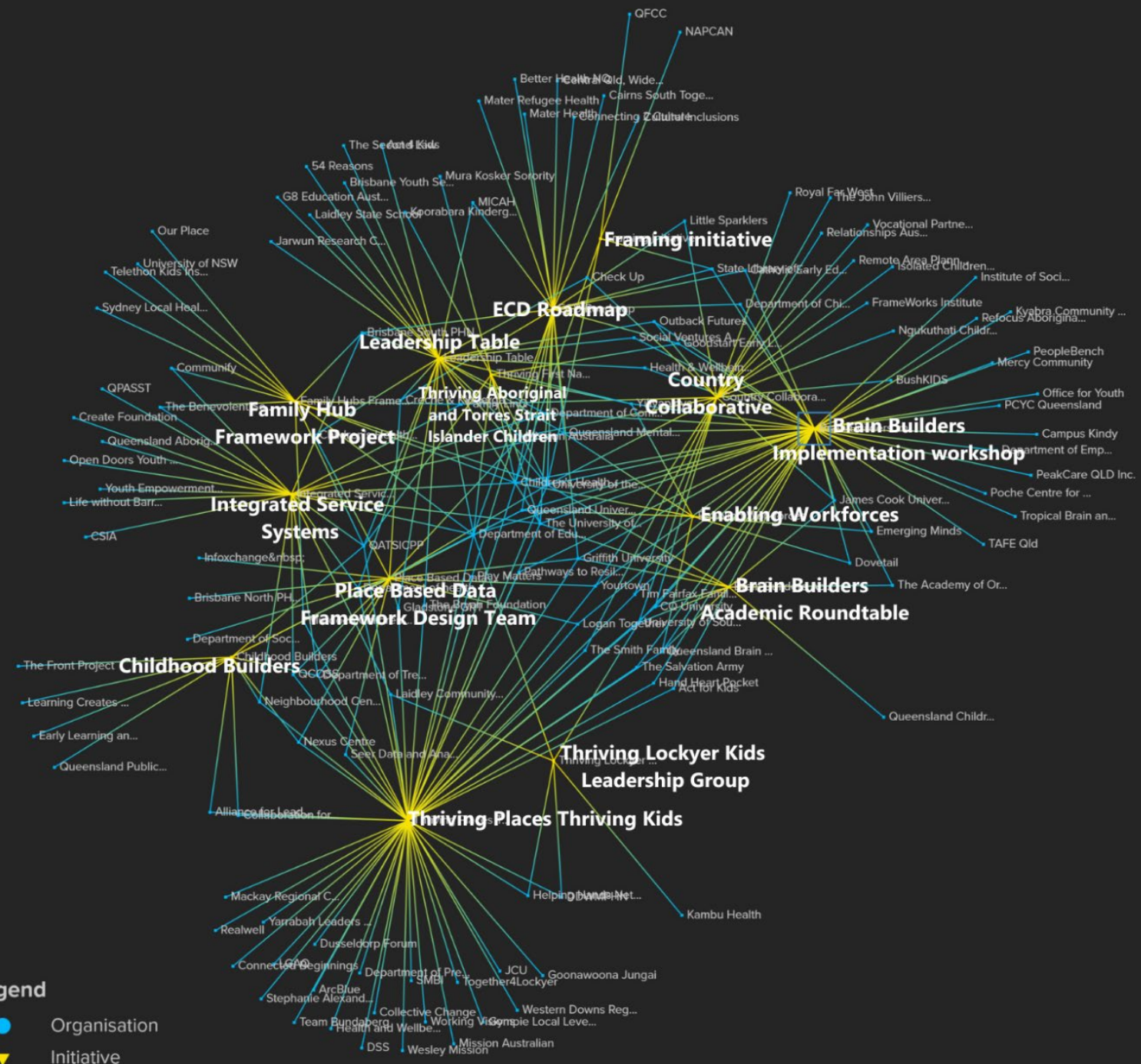
What methods are working best for engaging multi-sector (government, academic, not-for-profit) organisations as partners in TQKP?

1

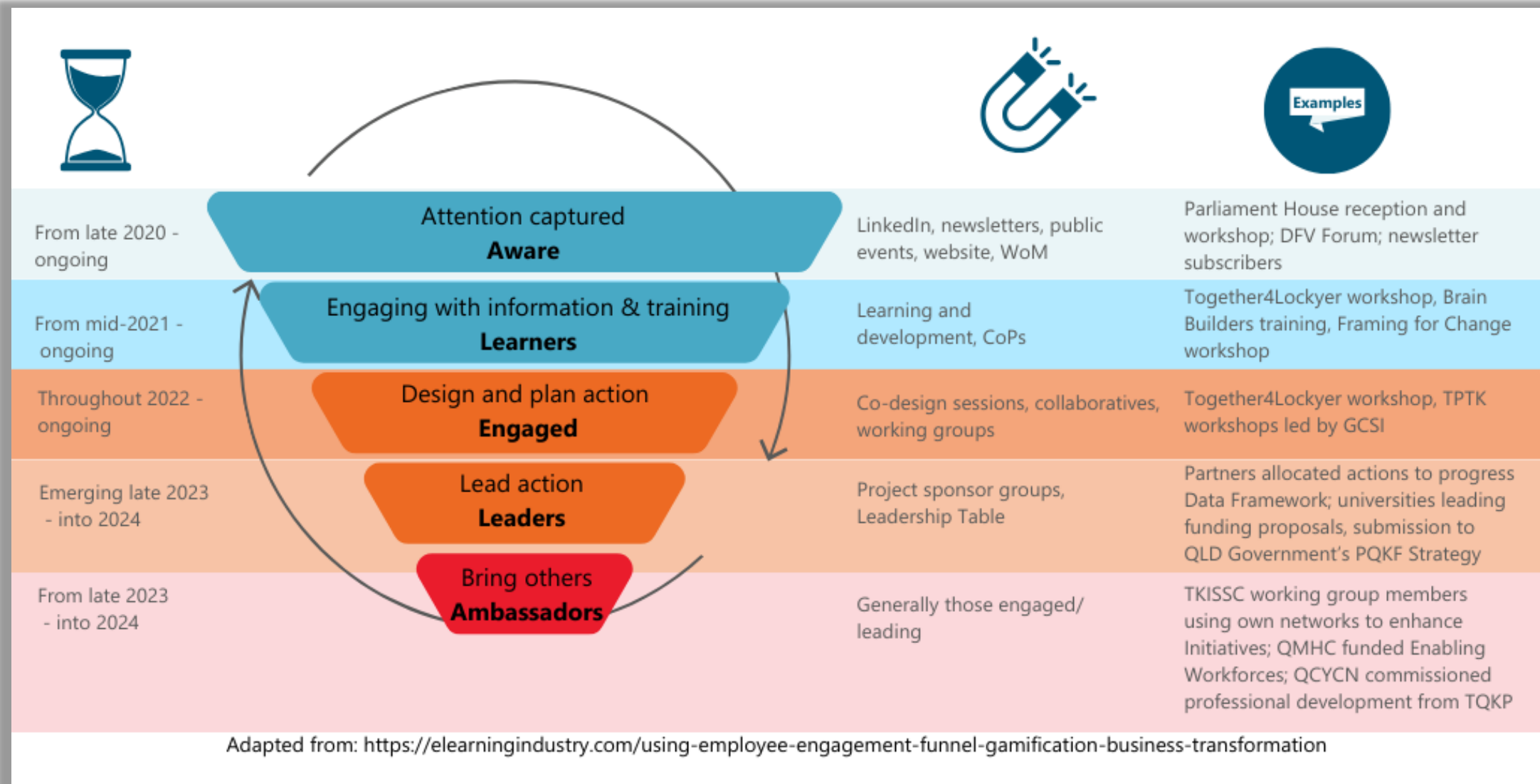
A diversity of system actors are engaging deeply and are more connected

Types of organisations engaged with TQKP

1. Peak body
2. University
3. Queensland Government
4. Statutory body
5. Neighbourhood Centre
6. PHN
7. Social enterprise
8. Place-based initiative
9. Philanthropic body
10. Education and ECD providers
11. Nonprofit service provider
12. Aboriginal Community
13. Controlled Organisations
14. Nonprofit skills and training provider
15. Federal Government
16. Hospital and Health service
17. Local Government
18. Consultant
19. Other collaboratives
20. Research Institute
21. Hub
22. Nonprofit research organisations
23. Software and data company



System actor engagement funnel



What approaches are used by TQKP to catalyse the network, and which should be replicated in future endeavours?

2

Tailoring engagement approaches to sectors and taking a co-design approach to all they do is working to engage partners

- **Tailoring their approach** to align with different interests and ways of working is supporting deep engagement of partners to overcome potential barriers to engaging in cooperative or collaborative efforts.
- **Co-design and collaboration on Initiatives** and other activities is working to achieve **strong engagement** from multi-sector organisations, including in **Initiatives led by staff embedded within other organisations** (QFCC and QATSICPP).

There are 3 things which TQKP is intentional about doing, which work to **increase their reach and potential for catalytic action**.



1. Having partners lead Initiatives, with a TQKP lead embedded in other organisations.
2. Being responsive and opportunistic to what's capturing the interest of the system or sub-systems enables TQKP to capitalise on areas where energy and focus lies, and 'plug in' to existing networks and resources.
3. TQKP takes an approach of being open to all, while also strategically targeting key systems actors (including through snowballing – asking key people to bring in others).

What approaches are used by TQKP to align the values of various organisations worked well? What should be used in the future?

3

Co-design, the systems levers and The Nest Framework are helping align the values of system actors

- **Systems levers** are helping people **understand systems thinking and apply it** to their own context.
- **The Nest Framework** is providing a shared language around wellbeing domains for children and is used by systems actors to help **shape practice and outcomes frameworks**.
- **Co-production processes** are providing a container for trusting relationships to be built, for people to hear each other's views and to come to a **consensus**.

How effective are TQKP's communication methods at building knowledge and awareness and a pathway to action?

4

Engagement methods and learning and development is working to build knowledge and a pathway to action

What's working to build knowledge and a pathway to action is:

- The **system levers** and **The Nest Framework**
- **Co-design** approach to Initiatives
- TQKP's **learning and development** activities. The Framing Initiative and Brain Building/Development Modules both stand out as having a measurable effect on **knowledge and confidence**, and in **shifting mindsets and practices**.

How should TQKP improve the use of data and evidence in the system?

5

Improving data and evidence in the system requires capability building and working at the sub-system scale

TQKP takes a two-pronged approach



Activities with a focus on building better data and evidence systems

- Place-Based Data Framework – which is mapping data gaps, identifying areas for collective action and co-developing actions which are led by partner organisations
- ECD Better Systems Roadmap – which proposes investment in data dashboard for Queensland, Nest as common outcomes framework, rolling program review
- Family Hubs Framework – which provides a section on evaluation and reporting requirements and data management to guide practice
- Country Collaborative data action circle – which is working on a plan for shared language, exploring shared measurement and building capacity
- Thriving Aboriginal and Torres Strait Islander Children's Initiative – which has delivered data dashboards for each community QATSICPP is consulting with (drawing together datasets from multiple sources, including health, child protection and education participation).



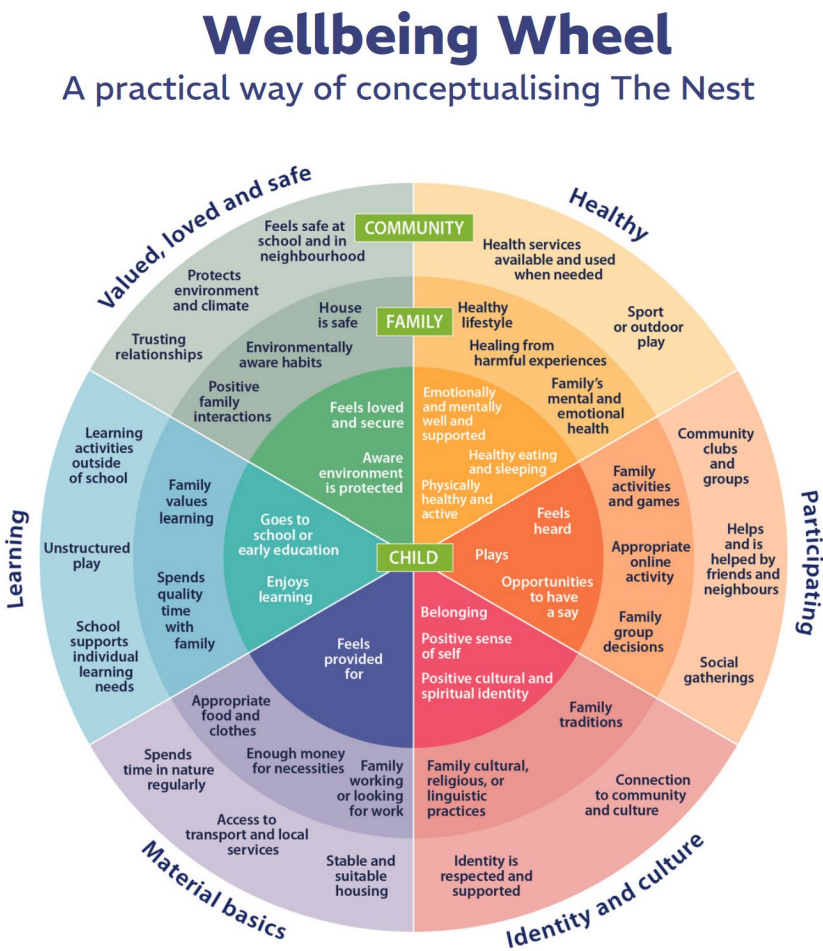
Training and capacity building in data and evidence across Initiatives and activities

TQKP takes an approach to all Initiatives of providing:

- training and capacity building in existing evidence
- ways for people to reflect on their own experience and anecdotal/practice data as well as learn from each other
- opportunities to put learnings into practice (i.e. use data and evidence in decision making).

What approaches worked (or are working) best for synchronising partners' measurements of outputs and outcomes?

6 Shared dimensions of measurement rather than collective measures is a more feasible goal for a system of this scale

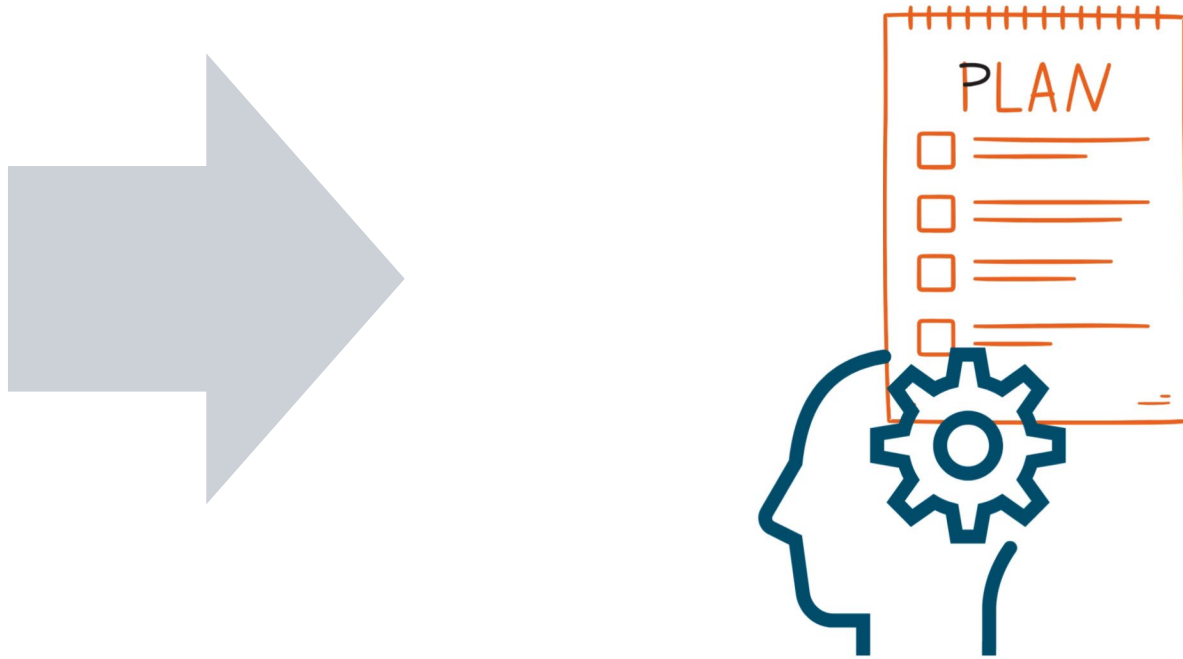


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What we learned from conducting this evaluation



What should the role of evaluators be in a formational phase?



What should the role of evaluators be in a formational phase?



Defining the system which TQKP works to influence was critical to being able to answer the KEQs

Wellbeing Wheel

A practical way of conceptualising The Nest

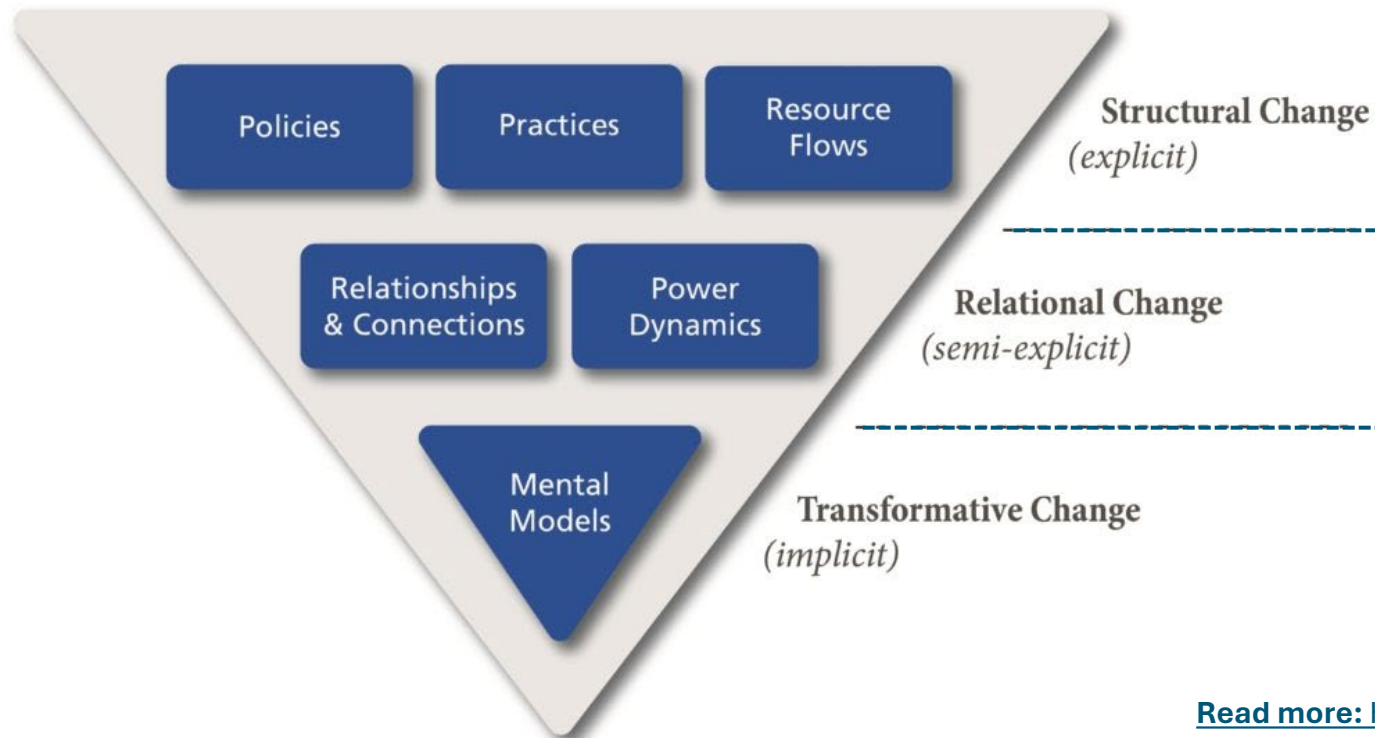


*TQKP works to influence all service systems, organisations, individuals and communities which impact on any of the domains of child wellbeing defined in The Nest. It also explicitly takes an 'open arms' approach, which means that the **boundaries of the 'system' which TQKP works to influence are to a large extent defined by the sectors and actors in the system who are willing to work with them.** This means that the boundaries of the system are likely to continuously grow and shift as actors move in and out of engagement with TQKP, or in and out of roles which permit them to collaborate with TQKP.*

What our experience on this and other evaluations of systems change initiatives tells us...



Six Conditions of Systems Change



Evaluation questions

- the appropriateness, efficiency and effectiveness of what was funded or done.
- how the quality of relationships between system actors have changed amongst those in the system, and how the system has grown over time.
- how mental models or deeply held beliefs, values and assumptions are changing

Source: https://www.fsg.org/resource/water_of_systems_change/

Read more: [How I ate an elephant – evaluating system change in bite size chunks | ARTD](#)
Watch: [How Andrew Ate an Elephant: Discover the Art of Systems Thinking with Andrew Hawkins - a journey you can't unsee \(Online 19 July 2024\)-Special Interest Group \(SIG\) - Australian Evaluation Society](#)

What we learned from participating in this evaluation



Thriving Queensland
Kids **Partnership**

connect • catalyse • learn

- Adopting a collaborative approach is key
- Investing time in establishing & nurturing relationships is important
- Value of collaboration that challenges, extends & enhances our work
- Importance of co-design & adaptation
- Continuous learning environment



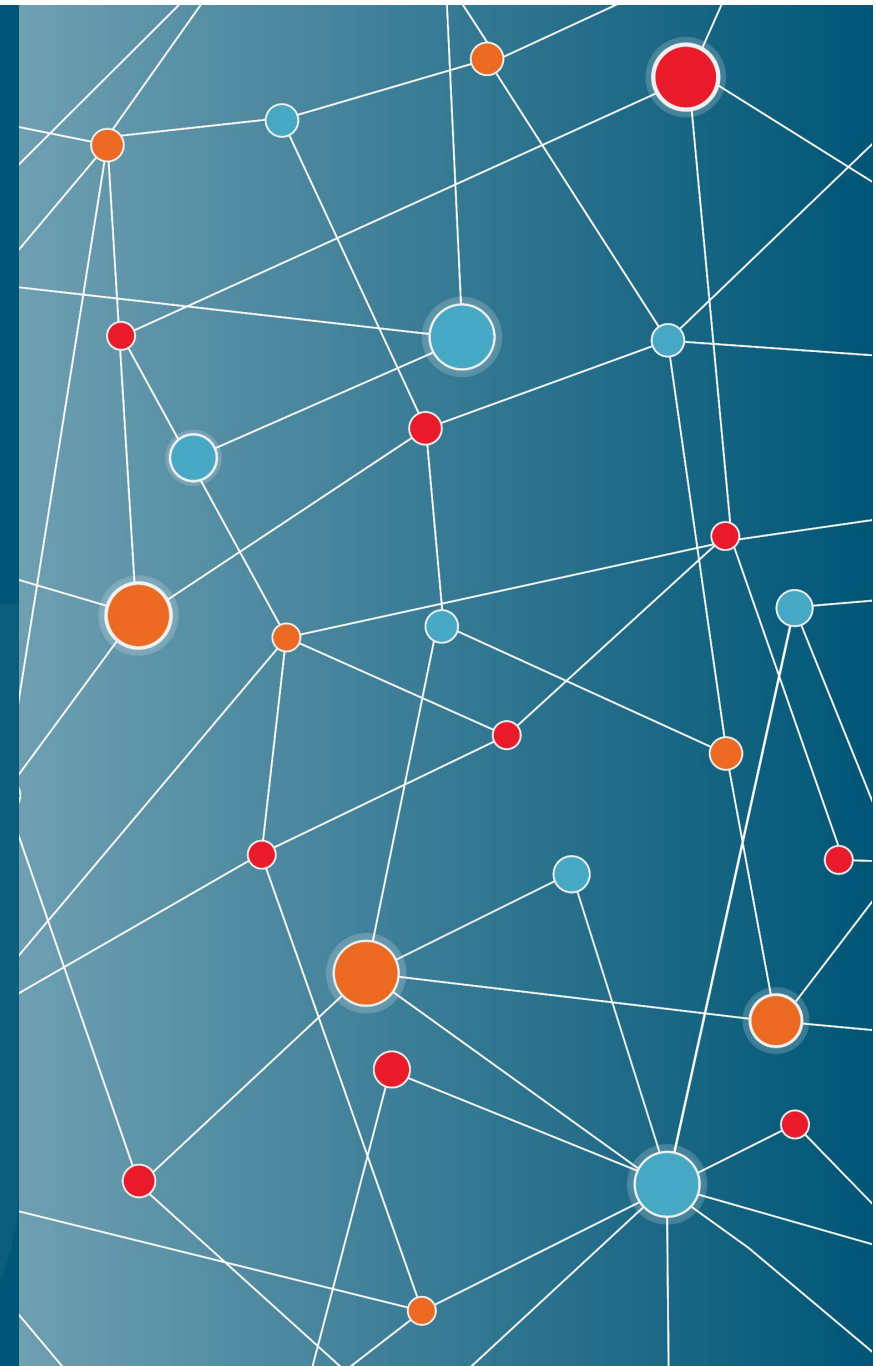
What we learned as the evaluation commissioner

PRF

- Developing a stakeholder map to boost networking opportunities.
- Supporting early mapping and engagement of key stakeholders.
- Setting realistic expectations around timelines to engage key stakeholders.



How TKQP is using findings



ARTD findings and recommendations in TQKP's work

WHAT WE WILL DO TO ACHIEVE OUR VISION

Our 6 system change levers

TQKP has identified 6 ways that systems need to change in order for all Queensland children and young people to thrive. We call them our 6 system change levers.

As more people engage with TQKP and pull collectively on these 6 levers over the long-term, the more systems will change. This is how we will achieve our vision of all children and young people in Queensland thriving.

By pulling on **this** system lever...



ENGAGED KIDS, FAMILIES AND COMMUNITIES



CONCERTED LEADERSHIP



SMARTER INVESTMENT



INTEGRATED AND EQUITABLE DELIVERY



STRONGER WORKFORCES



CONNECTED LEARNING

...we move **from** this system behaviour...

Children, young people, families, caregivers and communities are often seen as service users.

Poor coordination and integration is created by multiple strategies, programs, entities and disciplines. Collaborative efforts are stymied by the complexity and competition of entrenched, siloed ways of thinking and doing.

Investment is not at scale, according to need, coordinated, flexible or long-term, leading to waste, duplication and inefficiency. 'Locked in' investments are not necessarily required to prove their value or supported to stay aligned to best evidence or practice.

Families are required to access multiple and often disconnected services, repeatedly telling their story and navigating different tools, messages and plans. Their holistic needs and aspirations are often not adequately met, especially for those experiencing vulnerability.

Strong organisational and professional cultures can create hard to change and responsibility often not systematically applied and apply new knowledge common frames and to

Science, evidence and data is often poorly translated into systems and services. A 'bias to do no harm' disincentivises genuine improvement.

...to this **new** system behaviour...

Children, young people, families and communities are listened to and part of decision making about what enables them to thrive. Interactions with systems builds their agency and power, and positively shapes their lives and communities.

Children, young people, families and leaders of communities and organisations have the capabilities, vehicles and investment needed to collaborate with shared purpose, across systems.

Investment (both assets and resources) is: fair, sufficient, and collaboratively used; focused on results and capabilities; and driven by evidence and the experience and aspirations of children, young people, families and communities.

Families and caregivers are seamlessly navigating systems and services to access the support they need at the right time, right place and in the right way.

The workforces that help build thriving



Thiving Queensland Kids Partnership
connect • catalyse • learn



every child thriving
aracy



Title: TQKP Phase 3 General Core Proposal 2025-2030

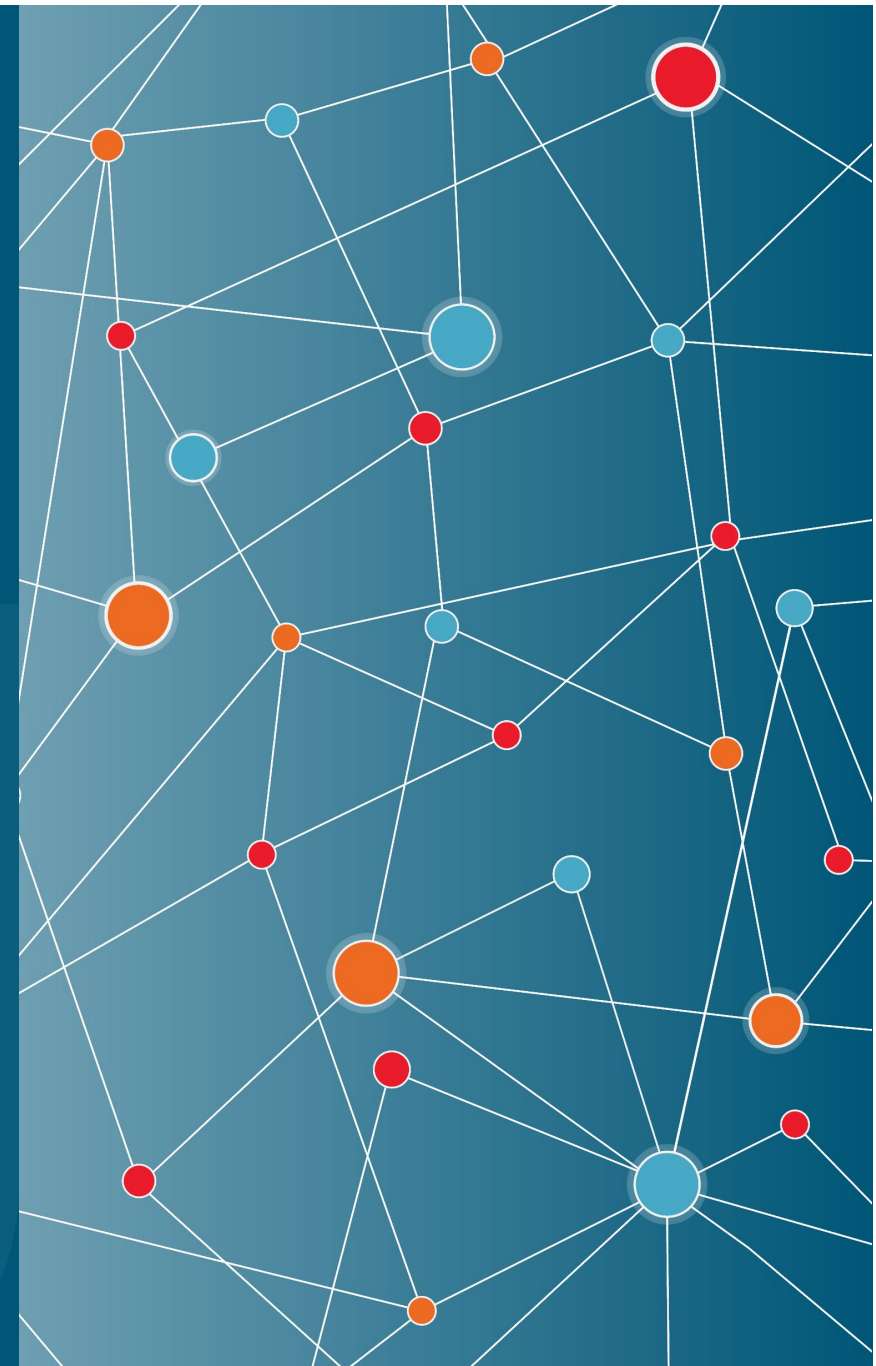
1. **Short Description:** TQKP Phase 3 – the enabling infrastructure for stewarding systems and co-producing transformative change

This proposal requests investment for the core enabling infrastructure for a third phase of the Thiving Queensland Kids Partnership.

2. **Project start and end dates:**

1 July 2025 to 30 June 2030

What's next for the evaluation?

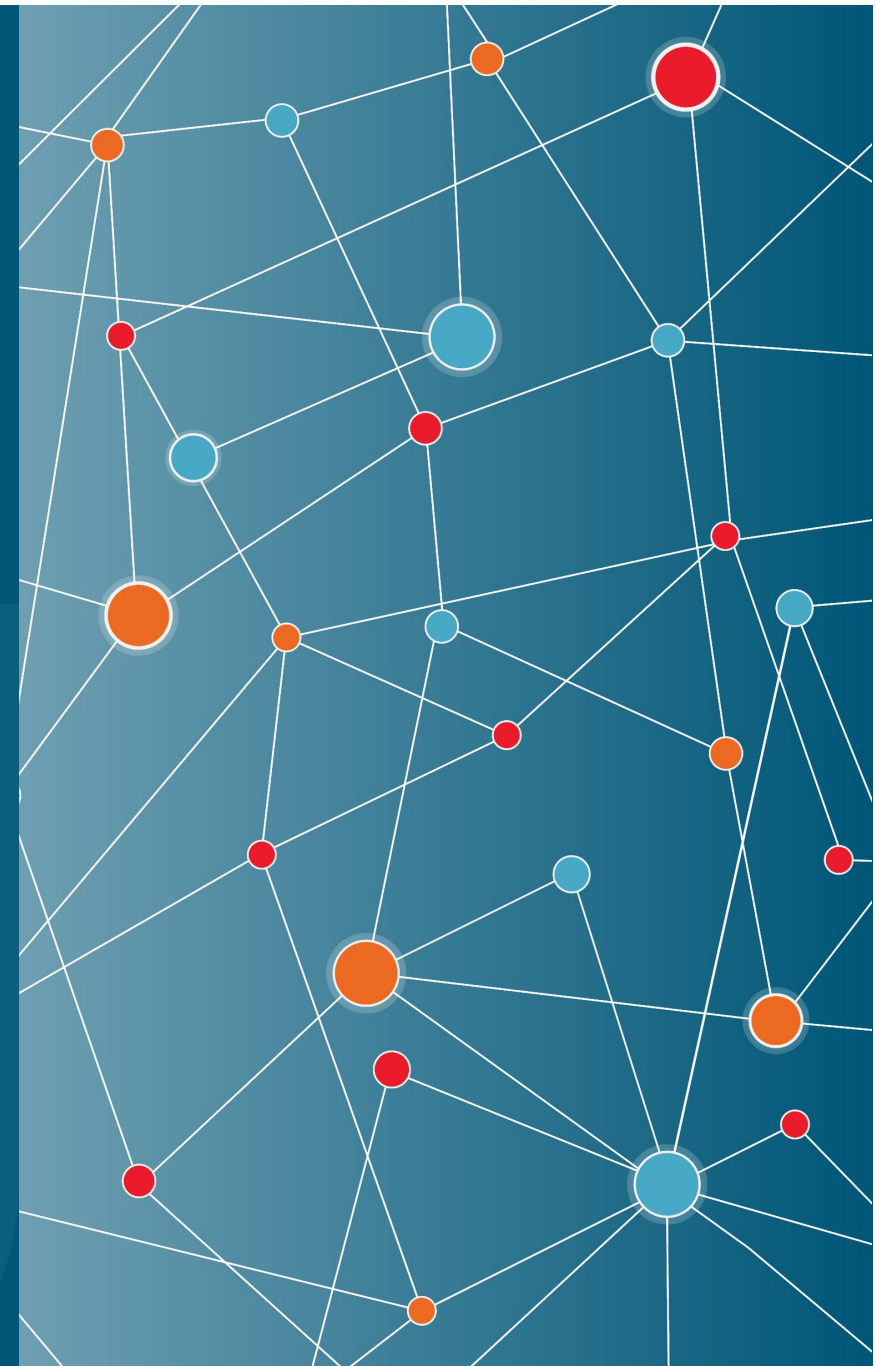


Evaluation report 2: Progressing Systems change (October 2025)

Two more KEQs:

1. Overall, what evidence is emerging that organisations and parts of the system will be enabled to make sustainable changes for children, youth and families?
2. Do the agreed-upon measures of outputs and outcomes for TQKP best capture the progress of TQKP?
 - a. How well is the Innovation and Development program of work for TQKP working to facilitate change within parts of the system?
 - b. What are the barriers and facilitators for TQKP's program of work to achieving large scale systems change?

Questions?



Key takeaways

- Identify what's in your sphere of influence to change and your strategies to change it – this makes it easier to understand what's working
- Find a way to describe the boundaries and levels of your system – it will make your evaluation findings much more likely to be representative of reality
- Ensure early deliverables for evaluators on systems change projects and initiatives in formative stages are things designed to help clarify thinking, interrogate logics and assumptions, rather than on planning the evaluation
- Spend time building relationships between evaluator and evaluand early in the evaluation, including opportunities to 'learn together'

Connect with us



Contact for questions: kate.sunners@artd.com.au

