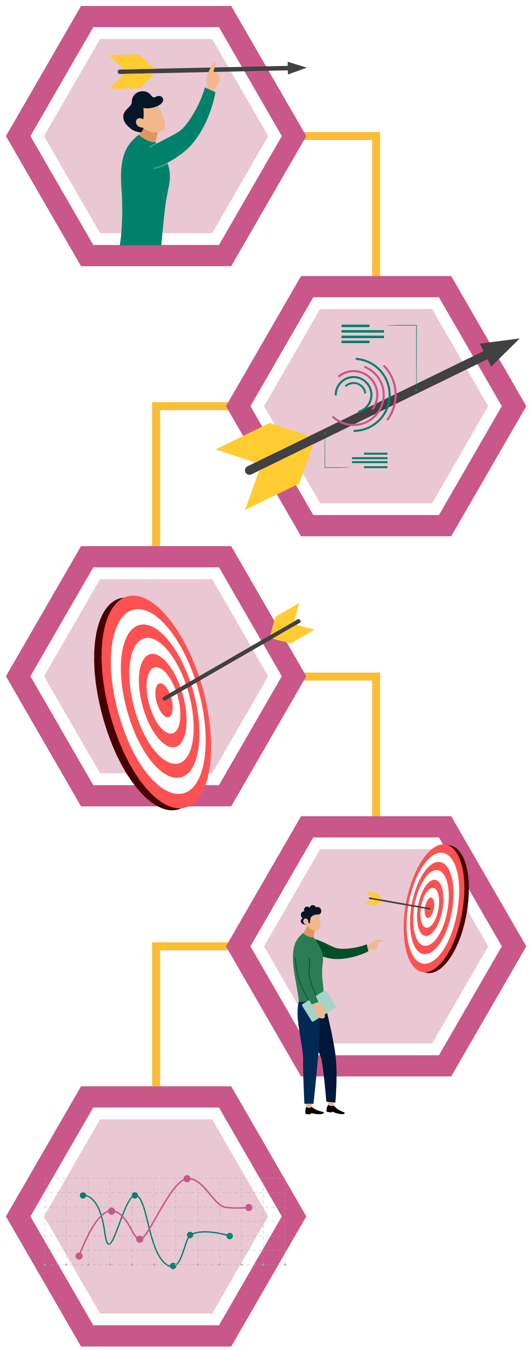
**Temasek Trust** Corporate Giving Practice Guide

# From Strategy to Programmes

**Designing and evaluating outcome-focused programmes**



*The Temasek Trust Corporate Giving Workshops bring grantmaking practitioners together to share good practices of grantmaking. Discussions at the workshops have been incorporated into this series of Practice Guides that can help continue the conversation and inform more grantmakers.*

# From Strategy to Programmes

A giving strategy with clear outcomes is akin to a dartboard with a striking bull's-eye. It is also the exact point where your giving programmes, represented by arrows, should aim at. Thus, executing a giving programme well and aligning it to the giving strategy is like hitting the bull's-eye.

This guide offers tools on designing programmes (or arrows!) that are on point. It also carries tips on evaluating if your programmes are really moving towards the target. Indeed, there is an extent as to how much programmes can be realistically tracked and measured, so find out where you should draw the boundaries. Let's get started!

# Applying Strategy to Programme

## To execute well means understanding the why and how of the giving programme

**Key ideas**

a. Translating strategy into programmes.
b. Keeping an eye on objectives, giving intent, activities, partners, process and resources.

*"The essence of strategy is choosing what not to do."*

*Michael Porter*

### Guiding questions

Check this list when translating your giving strategy into programmes. Each question is further elaborated in this chapter.

- ☑ 1. **WHERE** are you going? **(objectives)**
- ☑ 2. **WHY** are you going there? **(intent)**
- ☑ 3. **WHAT** will you do to get there? **(activities)**
- ☑ 4. **WHO** will you work with? **(partners)**
- ☑ 5. **HAVE** you got adequate resources to get there? **(inputs)**
- ☑ 6. **HOW** will what you do actually get you there? **(how change occurs)**

### 1. WHERE are you going?

| Social outcomes | Corporate objectives |
|---|---|
| ▸ **What benefits will it bring to society?**<br>▸ **Who will benefit from it?**<br><br>• Meaningful change often requires a wide range of activities and/or deep investments.<br>• Define your desired scale of change, but recognise the relationship between intent and scope of activities. | ▸ **What's in it for your organisation?**<br><br>• For example, consider branding, public relations, staff engagement or team bonding objectives.<br>• Don't be afraid to articulate corporate goals; it's better to be clear about them because they will affect the design of your strategy. |

## 2. WHY are you going there?

Having stated your goals, it is now important to consider whether they are actually worthwhile to have in light of your context and circumstances.

| Social outcomes | Corporate objectives |
|---|---|
| ▸ **Is this issue worth intervening in?**<br>▸ **Is it the right problem for you to address?**<br>▸ **Do you have a good enough understanding of the problem?**<br><br>• Some problems may indeed be important and the needs significant, but existing services and abundant resources may have been put in place to address those needs, so the actual gaps may be low.<br>• Knowing the needs is not sufficient; you have to know the gaps. | ▸ **Are there other and possibly better ways to achieve your corporate objectives?**<br><br>• For example, a retreat may be a more effective means of team bonding compared to volunteering.<br>• Be clear about the core vs. peripheral objectives, so that you can design your giving strategy to focus on what matters most. |

## 3. WHAT will you do to get there?

- **Do you know which solutions work, and which has the potential to work?**
- **What activities, programmes, interventions and approaches will you undertake?**
- **What are your internal resources and capabilities?**

- It will be good to leverage your niche and unique expertise to make the change that only you can.

## 4. WHO will you work with?

- **Do you know who can provide what solutions?**
- **What can diverse community assets bring to the table?**

- Diversity can be a strength and a source of innovation. Work with a range of community assets, because innovative ideas usually come from outside your usual suspects.

## 5. HAVE you got adequate resources to get there?

- **What are the inputs required to execute the activities that you want to conduct?**

- The inputs could be the manpower, funding, space or expertise required.
- If you need to equip yourself or your partners with capabilities that they do not have yet, create a runway for this first before expecting outcomes.

## 6. HOW will what you do actually get you there?

- **How will everything that you do add up to produce the intended change?**

- You can better understand this by crafting hypotheses and assumptions about how your programme is supposed to work.
- The Theory of Change in the next chapter is a tool to help you plot a set of hypotheses and assumptions. Be brutally honest, because if something doesn't even work in theory, it will surely fail in reality.

> **"While we always want to reach for the sky and aspire to make a very big impact in the area of gifting, we need to look internally and ask if:**
> 1. **We have the resources**
> 2. **We have the expertise to deliver the impact"**
>
> *Ms Sheryl Lee,*
> *Manager (Asset Development),*
> *Mandai Park Development Pte Ltd*

CASE STUDY

# Wildlife Reserves Singapore

### HOW PROGRAMME ALIGNS WITH STRATEGY

**The Strategy**

Wildlife Reserves Singapore (WRS) is keenly aware of the region's extraordinary biodiversity, and how this biodiversity is being severely threatened by human activities. The scale and scope of current wildlife conservation efforts are not enough to save species on the brink of extinction.

Therefore, as a world-leading zoological institution within Southeast Asia, WRS focuses its efforts on protecting and saving the most threatened species in the region. Here is how one of its programmes stays on point to this strategy.

1. **Having highly focused programmes with clear targets**
   One of its programmes is protecting the highly threatened elephants and its habitat at the Way Kambas National Park in Sumatra, Indonesia. The programme stays highly focused on elephants and has two clear objectives:
   - To effectively mitigate and reduce Human Elephant Conflict and its damaging impact on local communities surrounding the Park.
   - To contribute to a sustainable coexistence between elephants and local communities.
2. **Understanding the impact and results well**
   To understand whether the desired impact has been achieved, WRS ensures that measures to monitor and evaluate the programme have been built into the programme. For example, in the elephant programme, annual reports from the team on the ground enable WRS to evaluate and compare results year to year. The latest results reflect the following impact:
   - The number of wild elephants crossing the Way Kambas National Park's border has reduced by than 70%.
   - Actual loss of crops has dropped by more than 90%.
   - Illegal activities within the park has fallen by more than 80%.

The results are also communicated to internal and external stakeholders to build confidence in the programme and grow its impact. Further, being able to tell a story and show the impact of the conservation action on the ground is important in gaining long-term organisational commitment to conservation efforts.

# Designing Outcome-focused Programmes

## Be sure your programmes are set up to tell you the results

**Key ideas**

a. Begin with the end in mind
b. The Theory of Change

*"However beautiful the strategy, you should occasionally look at the results."*

*Sir Winston Churchill*

## Begin with the end in mind

How will everything you do add up to produce the change that you want?

### Let's begin with the end in mind.

Clarity of the following is useful:

- What really matters **(impact)**.
- What milestones will take you there (**outputs, outcomes** – initial outcomes, intermediate outcomes and longer-term outcomes).
- What success looks like at each stage.
- What information is meaningful **(indicators)**.

One of the most effective ways of expressing these ideas is to create your Theory of Change to depict the connections between the strategy, resources, programme and anticipated outcomes.

### What the Theory of Change model does:

- It is a key tool in understanding the causal story to be told by your programme.
- It facilitates conversations on the strategy and how to make it happen.
- It helps you communicate the key information in one map to your stakeholders.
- It helps determine what is meaningful to evaluate.

# Developing a Theory of Change

**Developing a Theory of Change is like creating a roadmap to outline the steps that you plan to take to achieve impact.**

| INPUTS | PROGRAMMES | OUTPUTS | OUTCOMES | IMPACT |
|---|---|---|---|---|
| Resources needed to operate the programme. | Interventions/activities that use inputs to fulfill the objectives. | Products of programmes. | **Initial** \| **Intermediate** \| **Longer-term**<br>Benefits for participants, organisations and communities during or after their involvement in the programme. Outcomes can be categorised as initial, intermediate and longer-term. | Broader changes that occur within the organisation and community as a result of programme outcomes. |
| **The theory of change can be assessed with *if-then* statements.** | ***If*** you have the necessary resources, ***then*** you can use them to implement the programme. | ***If*** your programmes are fully implemented and of high quality, ***then*** the number of services/products will be delivered. | ***If*** you achieve the planned outputs, ***then*** the participants will benefit in certain ways. | ***If*** these benefits to participants are achieved, ***then*** certain changes in organisations, communities or systems will occur. |

## STEP 1: Define the **Inputs, Programmes, Outputs, Outcomes and Impact**

AN EXAMPLE IS PROVIDED HERE.

| INPUTS | PROGRAMMES | OUTPUTS | OUTCOMES | IMPACT |
|---|---|---|---|---|
| • Teachers<br>• Funds | • Vocational training for persons with disabilities | • No. of persons with disabilities | **Initial:** Persons with disabilities acquire work skills<br>**Intermediate:** They are work-ready<br>**Longer-term:** They secure jobs | • They have career advancement and are financially independent |

## STEP 2: Define the **Outcome Indicators** and **Outcome Targets**

**Outcome indicators** are specific items of information that track a programme's progress. They are observable, measurable changes that show the achievement of an outcome.

**Outcome targets** are the intended level of achievements. Specifying targets help to clarify scale.

**Be sure that the indicators are SMART:**
Specific, Measurable, Attainable, Realistic, Time-bound.

AN EXAMPLE IS PROVIDED HERE.

| INPUTS | PROGRAMMES | OUTPUTS | OUTCOMES | IMPACT |
|---|---|---|---|---|
| • Trained staff<br>• Funds | | • 100 person with disabilities<br>• 3,000 hours of instruction for each person with disabilities | **Initial:** 90% of each batch are awarded certificates upon completion of 2-year programme<br>**Intermediate:** 70% of those awarded certificates get job interviews within 6 months of programme completion<br>**Longer-term:** 70% of those who get job interviews are offered jobs within 6 months of programme completion; 50% of those who get jobs have an income of at least $X | • 30% of those who get jobs stay in them beyond 6 months |

## STEP 3: Start **Tracking and Measurement**

Here are questions to ask when you start the programme measurement process.

**HOW** can information and analyses be presented for better programme design, decisions and learning?
**WHAT** templates and reports need to be done and submitted?
**WHO** can collect the data and in a systematic way?
**WHERE** are the sources of data?
**WHEN** should data be collected, and reports be submitted and discussed?

Adapted from *Funding for Impact: How to Design Strategic Grantmaking Programmes* by TCC Group.

CASE STUDY

## SP Group

### THE THEORY OF CHANGE AS A FOUNDATION

*Q&A with Amelia Champion,*
*Head, Corporate Affairs*

SP Group (SP) was invited to try the Theory of Change on one of their programmes for senior citizens. This programme improves the quality of life of senior citizens (longer-term outcome) by reducing isolation, forming a community with and among them, and having them live safely and independently (intermediate outcomes). The staff volunteers, known as SP Heartworkers, ensure that the senior citizens are safe and healthy, and that they are empowered with skills and social support (initial outcomes). These outcomes are achieved through twice-a-week lunches, digital clinics, energy efficiency and gas safety awareness and outings (activities).

We ask Amelia about her experience of relooking at the programme through its Theory of Change.

**Q: How did you and your team feel after sitting down together to map the Theory of Change onto your senior citizens programme?**
Our focus has become clearer after we think "backwards" – first by identifying the programme's longer-term outcomes, followed by the intermediate and then the initial outcomes. This was done with the objectives of our community partner in mind. In every programme, there are many good things that we can do. But by being clear of the outcomes at every stage, we stay focused.

**Q: What are your thoughts after putting your Theory of Change into practice?**
I find that it lays the foundation for our programme to be on target. In fact, it's not too late to start using it at any phase of a programme. Our programme has been running for more than a year before we applied the Theory of Change.

In reality, many things can happen on the ground. For example, the indicators that we formulated can be adjusted to help us capture the results more accurately. During the programme's implementation, we also encounter other possibilities or outcomes that had not been apparent or planned initially. Hence, in practice, the Theory of Change can be dynamic: adjustments can be made, and we should be open if we later find it useful to refine our outcomes and indicators.

**Q: Will you recommend the Theory of Change as a tool for planning or evaluation to others?**
Yes. I intend to use it when I embark on a new programme with a different form of outreach and with social service users of a different demographic group.

**"The Theory of Change framework is very useful for planning new programmes and partnerships, and for helping us distill and articulate our purpose."**

*Ms Ariel Tee, Executive,*
*Group Corporate Communications,*
*Keppel Corporation Limited*

**"The Theory of Change is a structured way of translating corporate giving strategies into programmes."**

*Ms Jeiel Tan, Manager,*
*Employee Engagement, Human Resources Division,*
*Singapore Airlines*

**"There is no perfect framework, but it is useful to use the Theory of Change as a starting point to help us view our programmes, assess if they will help us reach our giving goals and make the necessary refinements."**

*Strategic Relations Department, ST Telemedia*

TIPS

**Tips on developing a Theory of Change:**

- Ensure that indicators are results-focused.
- Be targeted, be sharp. Less is better!
- Resist the temptation to collect data you may not need.
- Ensure that the indicators are relevant and SMART; and that the data can be generated at a reasonable cost.

# Is the Programme Working?

## How to tell if the programme is making the impact you planned

**Key ideas**

a. Types of evaluation
b. Choosing what to track and measure
c. Knowing how to monitor

**How do you know whether you are making progress?**

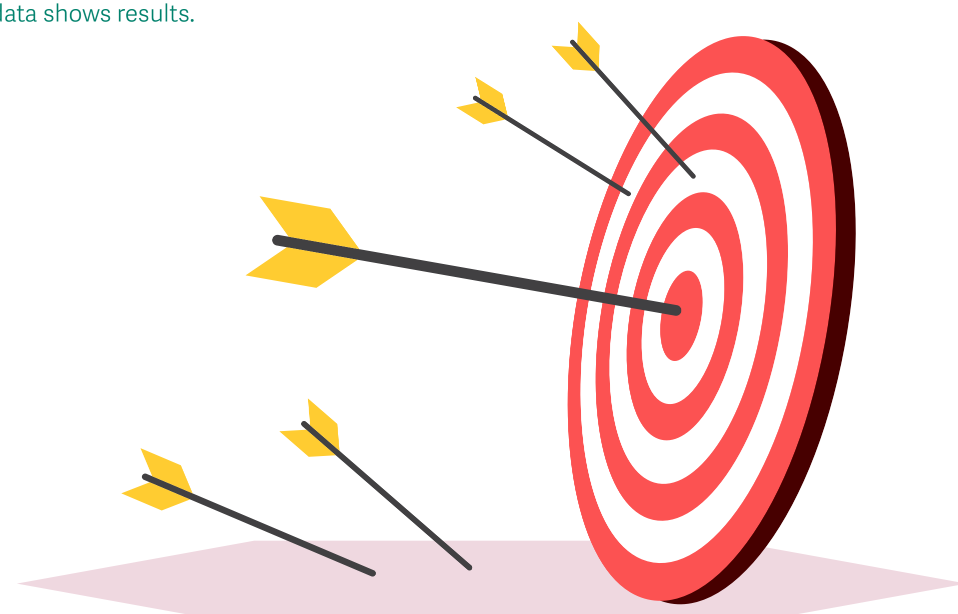
Have you considered how routine monitoring or evaluation can be carried out?

For example, you may consider formative evaluation (for learning and improvement) or summative evaluation (to attribute effects to your programme).

It is not necessary to carry out expensive and rigorous evaluation studies until your programme is stable, and after administrative data shows results.

*"It's not enough to be busy, so are the ants. The question is, what are we busy about?"*

*Henry David Thoreau*





## Types of evaluation

There are many definitions of evaluation.
They fall broadly into two categories, formative and summative.

| **Programme Stage** | **When designing the programme** | **Programme begins** | **Established programme** | **Concluded programme** |
|---|---|---|---|---|
| | **FORMATIVE** | | **SUMMATIVE** | These build on data collected in earlier stages |
| **Questions Asked** | • Is the proposed programme feasible?<br>• Will it fulfill the corporate giving intent? | • Is the programme happening as planned?<br>• Is the programme effective? | • Is the programme achieving the effects on the target population; i.e. the initial, intermediate and longer-term outcomes? | • Is the programme making an impact in the community? |
| **Type of Evaluation** | • Needs Assessment | • Process Evaluation | • Outcome Evaluation | • Impact Evaluation |
| **Why It Is Useful** | • Allows for changes to be made to the plan before implementation begins.<br>• Maximises the potential of the programme and its success. | • Provides an early warning for any problems that may occur.<br>• Allows monitoring of programme; i.e. plans and activities are working. | • Shows that the programme is effective in meeting the objectives. | • Provides evidence for use in policy and funding decisions. |

## Choosing what to track and measure

**Consider these when choosing what to track and measure based on the Theory of Change:**

1. Have clarity on the intent of giving and which outcomes and indicators really matter.

2. Consider the grantees. Evaluation can be unnerving.
   a. Assure grantees that evaluation is not a staff performance exercise. It focuses on the programme and is a learning process for all.
   b. Grantees may have several funders with different data collection and reporting requirements.

3. Walk the fine line between asking for too much or too little by keeping these in mind:
   a. Balance between practicality and rigour, and also scale.
   b. Right-size the expectations according to grants.
   c. Consider resources needed to gather information.
   d. Leverage on others who are collecting community-wide national information.

## Knowing how to monitor

**Consider these when deciding on how to monitor:**

1. Design your programme evaluation hand-in-hand with grantees. Have mutual agreement on:
   a. Outcomes, indicators, targets and measurement methods.
   b. Format, frequency and purpose of reports and site visits/observations.
   c. Take the opportunity to sharpen the Theory of Change or the programme design.

4. See it an an art and a science. Balance between being engaged and empowering partners to do their work.

5. Develop paper monitoring based on reports from partners, for example:
   a. Attendance sheets
   b. Observations and assessments by facilitators
   c. Feedback forms
   d. Focused group discussions

5. Carry out site-visits, where you can personally experience the community and impact.

## Guiding questions

Does your monitoring and evaluation process answer the following adequately?

- ☑ 1. Is your organisation asking the right questions?
- ☑ 2. Has your organisation decided how to use the information?
- ☑ 3. Are the reports helping your organisation and your grantees learn how to sharpen programmes for better outcomes and impact?
- ☑ 4. Does the monitoring or evaluation allow for adjustments and learning?
- ☑ 5. Does the funder-grantee relationship facilitate trust, and honest and safe discussion?

**TIPS**

**Participants of our *From Strategy to Programmes* workshop also contributed these pointers on quality monitoring and evaluation.**

- Be clear about what your organisation wants to achieve in its giving programmes.
- Make it easy for grantees to report by offering templates.
- Contextualise the reporting, for example, the report has to be done but the way it is done can vary from grantee to grantee, and from country to country.
- Focus on both quantitative and qualitative reports – these help both parties to learn.
- Fund reporting and monitoring efforts if necessary.

# What Is the Evaluation for?

## Audience is key.
## Who matters to you most?

### Your organisation's stakeholders

Identify the audience of the evaluation findings as they determine the purpose and scope of the evaluation. The following tool will help.

| Primary Audience | Purpose |
|---|---|
| 1. **Company, funder of the giving programme** | • Account for resources (funds and manpower)<br>• Understand if the programme is achieving its outcomes and in turn, the intent of giving<br>• Sharpen the programme to meet community needs and achieve the purpose of giving<br>• Facilitate better grantmaking decisions |
| 2. **Grantee organisations** | • Understand if the programme is achieving its outcomes<br>• Strengthen the programme model to meet community needs, replicate and scale up |
| 3. **Other grantmakers and players in the same space** | • Share good practices and lessons<br>• Mobilise resources and form partnerships for collaborations |
| 4. **Regulatory partners**<br>5. **Community** | • Demonstrate value of funder and the programme to the community |



# The Evaluation Extent

## How far and for how long should the giving programme be evaluated?

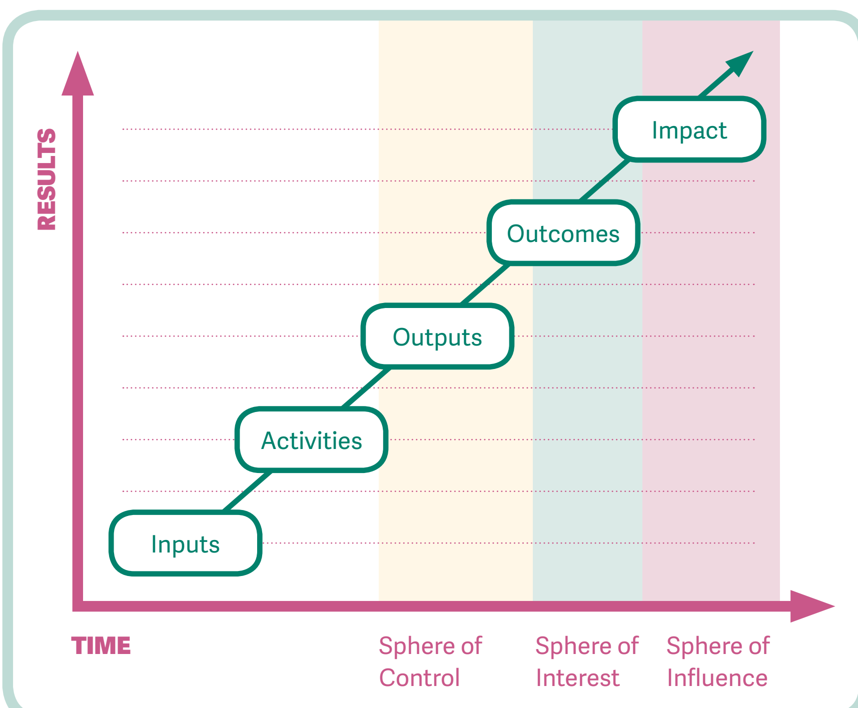
**Key ideas**

a. Attribution and contribution
b. When is evaluation not worth the cost?

## Attribution and contribution: The spheres of control, interest and influence

- Understanding the outcomes and impact of your programmes is critical to assessing your giving strategy. It also helps you to account to the business for the social investment.

- However, the success of your programme depends on many factors.
  - The higher-order the outcomes, the less control you usually have.
  - Higher-order outcomes usually require a significant amount of time and resources to realise.




## When is evaluation not worth the cost?

Evaluation is not worth the cost when it does not answer the right questions for the community and the business. Hence, it is important to decide on what really matters.

**Here are parameters that can help you decide on how long your programme should be evaluated:**

### Your picture of success

- As an example, imagine that your programme helps to enroll girls in school.

- Decide which success indicators matter most to you given your strategy and resources:
  - Completion of basic education; or
  - Enrollment into universities; or
  - Getting good jobs thereafter.

### The level of control over the conditions for success

- The challenge of evaluation is attribution (programme caused the outcomes) vs. contribution (programme helped to cause the outcomes), especially in the spheres of interest and influence in the results chain.

- For example, we have better control over how many persons with disabilities complete their training (attribution) than how many job offers they get (contribution).

### Partners and ecosystem

- No one giving programme can solve all the problems. It is essential to work with others who give to downstream or upstream programmes.

- For such collaborations, it is essential to understand the sphere of control for your programme and how the other complementary programmes contribute to the collective impact after or before your programme.

CASE STUDY

# Temasek Foundation

## HOW AN IMPACT STUDY HELPS TO BETTER EVALUATE PROGRAMMES

Temasek Foundation's (TF) programmes are made possible through philanthropic endowments gifted by Temasek. TF supports a diverse range of programmes that uplift lives and advance communities in Singapore and beyond by:

- Strengthening social resilience
- Fostering international exchange and regional capabilities
- Advancing science and nature

**Regular Evaluation Efforts**

Since 2007, TF's programme evaluation framework has been guided by its Theory of Change. TF measures the initial outcomes, such as learning and application by the participants and their efforts to share with fellow professionals; and the intermediate outcome of organisational changes implemented.

**What About Impact?**

TF had wanted to understand the impact of these programmes in the organisations and communities beyond the regular evaluation efforts.

In 2015, TF selected some signature programmes for impact studies. Of these were TF's nursing programmes. A consultant was engaged as an external independent evaluator for an impact study of three nursing programmes in China, Indonesia and Thailand. These programmes had concluded for a year or two at the time. They included a mix of content such as nursing management, nursing educationcurriculum and pedagogy and nursing skills and practice.

The one-year study with the consultant was designed to measure factors of satisfaction, scalability and sustainability of organisational enhancements, brand perception and impact of the programme (in areas such as better patient care and increased efficiency).

**What Did the Study Find?**

As the study was conducted in three different countries, TF was careful not to compare the findings and remain sensitive to the different systems, policies and environments.

The aggregated results were generally positive, including:

- Better patient care quality and safety, such as decrease in fall rates.
- Sustained improvement to pedagogy, curriculum, standard operating procedures and policies in the 12 months leading up to the study
- Continued impact on the community as participants went on to share what they had learnt at various platforms including conferences and association meetings.

**How the Impact Study Helped TF**

a. It was useful that the study was pitched as a learning opportunity for all (i.e. TF itself, the participating organisations and nursing institutions). TF offered further workshops to address the needs that were identified from the study.
b. The study helped TF account to the TF Board, learn to enhance its programme design and re-engage with the partner organisations.



CASE STUDY

# Temasek Foundation

## KEEPING STAKEHOLDERS IN MIND

In the impact study of the three nursing programmes in China, Indonesia and Thailand, it was crucial to involve three key stakeholder groups at the beginning of the study:

1. **TF Board: to account for the grants**
   The Board is always keen to know the impact of TF's programmes. It was engaged from the beginning to discuss:
   - The scope of the study.
   - The appointment of the consultant and other external evaluators.
   - The funds needed to conduct the study.

2. **Grantee Partners (Hospitals and Nursing Institutions): to understand what makes for good impact**
   The grantee partners in the three countries selected for the study were another key stakeholder. TF met them individually and in groups before and during the study to learn together.
   In addition:
   - They gave good support for the study, which included focused group discussions and surveys of participants of the programmes.
   - The study and discussions gave grantee organisations the opportunity to identify emerging needs and new areas of learning; these needs included patient safety, pain management and specialisations such as gerontology and palliative care.

   The hospitals and nursing institutions were receptive to the study. They also participated in follow-up workshops organised by TF after the study and welcomed further exchange and collaboration.

3. **Colleagues: to improve philanthropic practice**
   The findings were shared with TF colleagues to understand:
   - How future programme models can be strengthened with impact and sustainability in view.
   - How cultural factors affect programme outcomes.
   - How connections with leaders and related organisations bolster sustainability of learning and application.

Our workshop, *From Strategy to Programmes*, was held in Singapore in March 2019.

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- SP Group
- ST Engineering
- ST Telemedia
- Standard Chartered Bank
- Surbana Jurong
- Wildlife Reserves Singapore

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