



中國信託金控
CTBC HOLDING

臺灣夢

兒少社區陪伴扎根計畫

**Social Return on Investment (SROI) Report of
Taiwan Dream Project on Dahu Community
Supported by CTBC Holding and CTBC
Charity Foundation**

November 2017

The Project is funded by the annual Charity Campaign-Light Up a Life, supported by CTBC Charity Foundation, sponsored by CTBC Bank, a subsidiary of CTBC Financial Holding.



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Report Summary

Taiwan Dream Project (“the Project”) is supported by the annual CTBC Financial Holding charity campaign, Light Up a Life, and the goal of the project is guaranteeing the rights of underprivileged children. Since 2015, when this Project was started, the project has cared for children living in remote rural areas of Taiwan. The project’s concept is “the community’s children is our children,” and the goal is to use the power of local community residents to provide adequate companionship after class, comprehensive array of courses, and healthy meals to skip-generation families, new immigrant parent, and single parent with relatively limited resources in the community. Dahu community, Bitou Township in Changhua County is the first of the 18 Taiwan Dream Project sites. With the effort of village head and local residents, and support by local governments and businesses, comprehensive array of courses with local characteristics were developed. Furthermore, the volunteer team is increasing in number and many stories of changes in children had been seen. These are indicative of the success of the Project.

For this Report, SROI methodology was used to understand and analyze the effects of the Taiwan Dream Project on the Dahu community. After conducting face-to-face interviews and questionnaire surveys on community residents and related groups, we have identified a number of rich outcomes. For example, after participating in the Project, schoolchildren’s learning effectiveness improved, and their community identity and self-esteem increased as well. Parents share changes in the family atmosphere as their children changed. The Project also effectively reduced economic and child care burden of the families. Volunteers indicated they were happy and felt a sense of accomplishment when they kept the children company during the process. The village head of the Community Development Association and project personnel were pleased to say that the Taiwan Dream Project gave the community a sense of cohesion, as well as attracted a wide range of external resources.

When we converted these outcomes into concrete figures and currency, we discovered that for every dollar inputted into this Project, 4.26 dollar in social value was created. When sensitivity analysis was conducted on uncertainties, the predictive results were between 3.61 to 4.76. Based on the outcomes data and observations made during the implementation process of the SROI, we also plan to increase the number of localized courses, enhance volunteer participation and depth of involvement, and expand the scope of the Project to include family care in the future, etc. These will be

used as a direction for optimizing and advancing the Project in the future. We hope that by using this SROI report, we can achieve welfare management objectives and results.

Part I Description of SROI Framework

1.1 Project Objectives

CTBC Financial Holding (“CTBC” or “We”) has long cared about poverty and underprivileged children in Taiwan. In 1985, the founder of CTBC Financial Holding, Jeffrey Koo Sr., started the Light Up a Life charity campaign. “Turn on a light, light up a life” was used as the theme for the campaign, which has the goal of providing underprivileged children with basic happiness. The CTBC Charity Foundation was established in 2004 as charity fundraiser for children and families in need. In addition to continuing the annual Light Up a Life charity, the foundation also collaborated with professional social welfare units and government agencies to develop the CTBC Poverty Alleviation Program (which helps economically underprivileged families escape the poverty trap), the CTBC Youth Baseball Project (which enhances baseball development and talent cultivation in remote rural areas), and the Taiwan Dream Project (which is analyzed in this report and supports after class companionship for community children). CTBC also created The Good Deed Leave Program (volunteer leave) in Taiwan, CTBC care volunteer day, and financial management volunteer method in combination with introduction of the financing profession and financing resources to strengthen corporate volunteer culture. The objective is to help combat education problems and family difficulties caused by economic gap and resource inequality in Taiwan society.

Corporate sustainable management relies on performance tracking to formulate improvement strategies in response to an ever changing market and stakeholders’ needs. Social problems often involve a more complex scope, diverse groups, and information gap. Thus, only effective management measurement mechanism and sufficient communication with stakeholders can ensure that resources placed in charity activities are actually used for social needs, and can bring the maximum benefit and effect. CTBC used the Taiwan Dream Project (“Project” or “Dream Project”) to continuously become involved in various townships and villages, and to produce and witness many touching changes. However, we deeply believe that a “touching culture” is not only built on abstract feelings and qualitative outcomes. In 2017, we introduced international performance measurement methodology - Social Return on Investment (“SROI”

or "SROI project"). The team also communicated with stakeholders using an honest, solid, and humble attitude so that our "touching culture" not only has a management measurement basis and improvement strategy, but can also be effectively expanded and delivered. Through the announcement of this report, we hope to invite more enterprises to involve in this culture, and create positive change in our society together.

1.2 Analysis Framework

Many methodologies can be used to measure social impact and social value. The British and Scottish governments co-developed and promoted a method called social return on investment (SROI). This method uses a comprehensive six stage method to specifically depict and measure the inputs, output, and outcomes (the theory of change) produced by charity activity. Results are expressed using currency as a universal measurement unit. The unique thing about SROI is that it can define a generalized definition and corresponding monetary value for abstract items that traditionally cannot be priced, such as self-confidence, independence, and contentment. On the other hand, the SROI measurement process takes into account stakeholders who participated in the project, and measures the changes and values perceived by these stakeholders instead of only being limited to economic return. These characteristics are especially important for identifying outcomes of charity activities and policy promotions. SROI is one of the internationally recognized and commonly used tool for conducting benefit analysis¹.

The analysis framework of this report is based on the Guide to Social Return on Investment (2012 edition; hereafter referred to as "the SROI Guide") issued by the SROI Network. This report is an evaluative SROI that was conducted for the Taiwan Dream Project site at the Dahu community, Bitou Township in Changhua County ("Site" or "Dream Project site") from June 1, 2016 to June 30, 2017, a 13-month duration. The scope of this SROI includes the inputs, output, and the outcomes of the Taiwan Dream Project, and measures the SROI rate produced by the Project, which is used to track project outcomes and for better performance management.

1.3 Research Limitations

Under the SROI framework, abstract items such as confidence, happiness, and family relationship and descriptive non-quantified indicators must be priced. Hypothetical changes are used as adjusting factors (such as deadweight, drop-off, etc.).

¹ For example, the 2017 Dow Jones Sustainability Index assessment already included SROI as a reference method for evaluating external factors.

The source of this value is the stakeholder's feelings, which means that this is a non-traditional predictive financial analysis model. Thus, the SROI number calculated by this report should not be compared with the values of different projects. After all, the feelings of stakeholders who received help and the benefits they obtained are all different. In view of the aforementioned reasons, we have publicly described the SROI report, as well as its results and calculation process. We have also listed various assumptions and sensitivity analysis used during the process. This is in hope that the user of this report can understand the Taiwan Dream Project and its social value based on complete information. The information can serve as a reference for activity management and decision making for maximizing social value.

Part II Project Introduction

2.1 Taiwan Dream Project

Of the 368 townships and villages in Taiwan, 75 are underprivileged. In recent years, the wealth gap between cities and townships has widened. The number of skip-generation and new immigrant families has increased, and unequal education resource topics have impacted Taiwan society. Those who being mostly impacted are children from these underprivileged areas. According to a survey report co-published by the CTBC Charity Foundation and the Child Welfare League Foundation in 2016², Taiwan's rural schoolchildren are facing the problem of parenting and lack of learning and after class resources. Of these children, 20% comes from skip-generation families. Overall, 30% of these children do not have anyone to help them with classwork after class and as high as 70% of these children go to bed hungry or can only eat instant noodles, canned foods, or snacks to fill their stomach. In a situation where children lack basic physical needs and care, education, which is the most direct channel for these children to escape their difficulty and poverty trap, can be affected. The 2012 international PISA report³ states that the academic education performance of Taiwan students corresponds closely to the student families' socioeconomic background. The effect of students' family socioeconomic background in Taiwan is higher than that of the other OECD national average. In Taiwan, the learning result gap of the best performing student and the worst performing student is equivalent of seven years.

When visiting actual rural sites, we discovered that many children in Taiwan have no one to look after them after class because their parents are working in another region or their caretaker lack the ability to care for the children. These children can only wander around in the community and become so-called "rural street kids". In addition to safety, health, and after class learning concerns, they also lack stable psychological support and companionship. As a result, these children are at risk of future deviant behavior that can potentially increase social cost. These rural communities often have established community development associations, but these associations lack a source of stable funding. Thus, even if association members have the intent to do something, they still face insufficient resources. These associations do not have the funding to hire

² Child Welfare League Foundation website:
http://www.children.org.tw/news/activity_detail/1692

³ Taiwan PISA 2016 report:
<http://pisa.nutn.edu.tw/download/data/TaiwanPISA2012ShortReport.PDF>

professional teachers and social workers, and cannot sustainably operate.

Therefore, CTBC began the trial operation of the Taiwan Dream Project starting in November 2015. Through introductions by the Ministry of Health and Welfare and local Department of Social Welfare, and working with community development associations across Taiwan, CTBC provided subsidies, introduced professional training, and implemented regular counseling and visitations to help communities establish after class Dream Project sites. We expect to empower the community’s strength, and use the spirit of “the community’s children is our children” to call on community residents to mutually bear the responsibility to teach and accompany these children. This Project helped set up neighborhood network , developed community volunteer cultivation, and introduced local business resources so that these children can learn and grow up in a safe, resource rich, and caring environment. This reduced the parents’ care stress and burden, and consequently increased the community’s overall cohesion and resource stability.

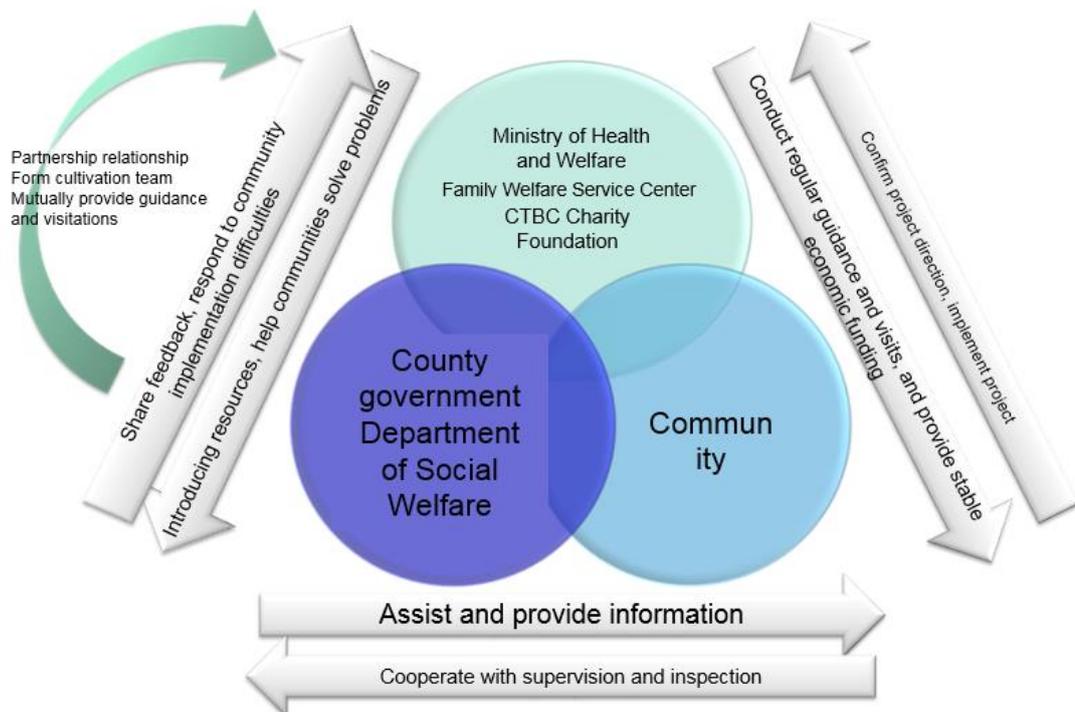


Figure: Taiwan Dream Project collaboration team framework and their responsibility

An old proverb states “it takes a village to raise a child.” This means that although it is the parent’s responsibility to raise and educate their children, society and the country must also be involved. CTBC hopes to use injection of business resources as a starting point for Taiwan Dream Project sites, and call on community residents and local businesses to take up responsibility and guard Taiwan’s next generation together. The rise of local communities can also provide a positive bottom-up power for Taiwan

society. Together, we can create change and alleviate the urban-rural gap in Taiwan.

2.2 Scope of Report Analysis: Dahu Community Development Association, Changhua County Bitou Township

Taiwan Dream Project began in November 2015. During the first stage, a total of 16 communities were selected across Taiwan. One project site per county/city was selected to stabilize and adjust the project base. The Dream Project was increased to 18 sites during the first year (June 2016 – June 2017).



Figure: Taiwan Dream Project community distribution

To ensure the subject accuracy and effects of the resource inputs, these 18 communities not only establish after class companionship system, but also comply with established conditions, such as supporting at least 15 community elementary school

children (including schoolchildren from underprivileged families), implementing at least three times a week, providing diverse courses and nutritionally balanced meals, and spending effort increasing the children's self-confidence and community recognition, etc. to be qualified for the Taiwan Dream Project. CTBC provides community development associations with stable funding support, which mainly supports project staff salaries and implementation costs. Cost items are also adjusted according to the needs of each site. In addition, cultivation teams provide professional training to association project personnel and volunteers so that Dream Project sites operation and implementation has stable quality and performance.

By using the schoolchildren melancholy scale, BMI value tracking, care result performance scale, project personnel regular feedback, and irregular visits, we participate with and track changes in these communities and schoolchildren, and provide resources and assistance in time. After a year of effort in various communities, our hard work has bear fruit. Different sites have developed different styles and characteristics according to local culture and background, and stood tall in the townships and villages across Taiwan like strong trees. For example, Chung Chang community (Shueishang Township in Chiayi County) combined the local funeral industry into the traditional music course, Tung Yueh community (Nan'ao Township in Yilan County) inherited Atayal cultural dance performance and implemented "young villager tour guide" training, and Kao Yuan community(Longtan District in Taoyuan City) provided nutritionally balanced dinner in response to dual-wage earner family.

Of the sites, this SROI analysis is focused on Dahu community, Bitou Township in Changhua County. With the village head's insistence and enthusiastic leadership, not only the Site develops comprehensive array of courses that integrated local Hakka culture, dance, sports, and agriculture experience, but more and more residents and parents are also volunteering at the Site. Furthermore, local businesses, medical units, community colleges, and religious groups are pitching in to help, and provide sponsorships, venues, resources, and professional knowledge courses for community activities and management teams. The Site is used as the core to develop thriving local strengths.

Thus, when we made the decision to introduce performance measurement methodology, we used Taiwan Dream Project in Dahu Community as the scope for this analysis report. In addition to reflecting how Taiwan Dream Project used community empowerment to support child care, we also hope to understand the Project's success factors through interviews so that we can replicate more successful cases and improve the Project. We believe that through optimization of the Taiwan Dream Project, we can bring more positive changes to the lives of children. The evaluative duration of this report is the first phase of this project (June1, 2016 – June30, 2017, a 13-month

duration.). We used stakeholder engagement process as the basis for this SROI report. We also used sensitivity analysis to adjust the inputs, quantities of outcome, financial proxy, and adjusting factors to reduce impact from scope selection or assumption of uncertain factors on calculation results.

Part III Stakeholder Participation

3.1 Participation Process

One of the most obvious SROI characteristic is that it values stakeholder participation, and uses their subjective feeling and objective change as basis for evaluating the project outcomes performance and determining value. Thus, the project implementation process must use workshops, interviews, scale test results, and questionnaires to sufficiently communicate with stakeholder. This also often decreases the distance between the project planners, beneficiaries, and other related persons, which reducing communication cost and resource waste during the process caused by information gap. Except for step 5 in the six stages of the SROI analysis framework, in which calculation is analyzed based on information collected from previous stages, all other steps rely on sufficient participation from the stakeholders to understand changes brought on by projects' inputs, outputs, and outcomes(theory of change).

3.2 First Stage - Defining Stakeholders

In addition to beneficiaries, the SROI also considers groups that are directly or indirectly affected by the activities. Thus, SROI can comprehensively identify the impact on society produced by the overall project. However, because the impact scope produced by an activity is far-reaching, the SROI guide has established a selection principle. Materiality and Do Not Over-claim are used as principles to determine real produced outcomes and changes in stakeholders.

Dahu area's Dream Project site has gathered participation and inputs from many different groups. After workshop discussions and an initial interview, and with confirmation of the Community Development Association ("Association") and CTBC Charity Foundation ("Foundation") personnel, we have concluded 10 important stakeholder groups. These are divided into three categories based on their involvement in the Project:

1. Project supporter:
 - CTBC: CTBC Financial Holding, CTBC Commercial Bank, and CTBC Charity Foundation. These are the main funding and planning supporter for the Dream Project site.
 - Competent authority and local government: Ministry of Health and

Welfare (Department of Social Assistance and Social Work), Changhua County government, Family Welfare Service Center, Department of Culture Affairs, Bitou Township Office, and the Bitou Township Farmer's Association. Their main role is to assist with organizing activities and provide service funding, and to manage and support the Community Development Association.

- Activity Sponsors: local businesses, academic units, medical care and health units, religious charity groups, and elected representatives. They provide funding sponsor and resource support for activities.
- Cultivation team: Taiwan Care Management Association. Guide and assist community cadre, volunteers, and project personnel. Optimize project structure.

2. Project implementer:

- Community Development Association: Dahu Community Development Association, Bitou Township in Changhua County. Main members are the village head, the director, and Taiwan Dream Project personnel. They are the main implementers of the Project, and are responsible for managing and maintaining Dream Project site.
- Volunteers: volunteer team is made up of community residents. They assist with children's classwork, course implementation, support activities, and food preparations.
- Hired external teachers ("Site teachers"): external teachers hired for the Site courses. They teach painting, basketball, calligraphy, dance, and other courses.
- School faculty: Dahu Elementary School principal and teachers. They professionally provide educational consultation to the Association, and some teachers also join the Project as volunteers.

3. Project beneficiaries:

- Site schoolchildren: they participate in the Dream Project's after class companionship course.
- Parents: parents of Site schoolchildren. Some also participate as volunteers.

3.3 Second Stage - Interview

We referenced the Project plan, initial interview conclusion, different responsibilities in the project, the Association and Foundation project personnel

experience, and the community feedback for the aforementioned groups, as well as information accessibility, to further understand the interview content and possible output, outcomes, and adjusting factors for each stakeholder. Some indirect stakeholders with less impact were eliminated based on this project’s objectives and the Materiality and Do Not Over-claim principles required by the SROI Guide.

We interviewed with the Project personnel, village head and CTBC foundation personnel to understand the combination of each stakeholder group and to identify subgroups. We selected at least one sample to interview from every subgroup to make sure we understand the whole pictures of changes of the groups. We also asked the Project personnel and village head of their observation on stakeholders above to make sure we didn’t omitted any outcomes.

The interview process, number of people, and identification results are as follows:
(For interview outlines, please see Appendix 1)

| Stakeholder | Total number of people | Groups | Number of people interviewed | Included / Eliminated | Interview process and reasons for inclusion/elimination |
|-------------|------------------------|-----------------------------------|------------------------------|-----------------------|--|
| CTBC | 6 | CTBC Charity Foundation personnel | 6 | V | CTBC is Taiwan Dream Project’s main funding and project overall planning provider, and an important stakeholder for this Project. Interview with six Foundation personnel showed that they received a sense of achievement from their work and feel enthusiastic about the work they were doing. However, the outcomes are neither significant nor to be the objective of the Project. Thus, their inputs are included, but they are not included in the |

| Stakeholder | Total number of people | Groups | Number of people interviewed | Included / Eliminated | Interview process and reasons for inclusion/elimination |
|-----------------------|------------------------|---|------------------------------|-----------------------|---|
| | | | | | engagement outcomes analysis. |
| Schoolchildren | 44 | Regular students, new immigrants, physically or mentally disabled/attention deficit, mid to low income family, single-parent family, skip-generation families | 11 | V | Schoolchildren who participate in the Site activities are the main beneficiaries. To comprehensively identify outcomes, one or two schoolchildren were selected from each sub-group for interview. We found that regardless of the sub-group, interviews had similar outcomes. Therefore, we no longer use sub-groups, and directly include schoolchildren into the overall analysis. |
| Parents | 10 | Not served as volunteers | 4 | V | Parents are the beneficiaries of this Project. They were divided into two sub-groups (based on whether they served as volunteers). Interviews showed that in addition to reduced care and economic burden, parents also received indirect outcomes as a |
| | 15 | Served as volunteers | 4 | V | |

| Stakeholder | Total number of people | Groups | Number of people interviewed | Included / Eliminated | Interview process and reasons for inclusion/elimination |
|--|------------------------|---|------------------------------|-----------------------|---|
| | | | | | result of changes in the schoolchildren. Thus, they are included in the analysis. |
| Volunteers | 18 | Volunteers | 3 | V | Volunteers are implementers of this Project. Interviews showed that they received significant outcomes such as voluntary and language skills and psychological satisfaction. Thus, they are included in the analysis. The interview included one return volunteer, who was once schoolchildren of the Site but served as volunteer now after graduated. Her outcomes is similar to other volunteers; hence, is included in the group. |
| Hired external teachers(Site teachers) | 10 | Dynamic courses: Painting, Hakka dance, agricultural counseling, basketball, and ecology teacher. | 2 | V | Hired external teachers are implementers of the Project. By interviewing basketball and calligraphy teachers, outcomes showed that they received significant outcomes such as improvement in teaching skills during the teaching process. |

| Stakeholder | Total number of people | Groups | Number of people interviewed | Included / Eliminated | Interview process and reasons for inclusion/elimination |
|--|------------------------|---|------------------------------|-----------------------|---|
| | | Static courses: English, calligraphy, art, Hakka speaking | | | Thus, they are included in the analysis. |
| Community Development Association | 3 | Director, village head, project personnel | 3 | V | Community Development Association is an implementer of this Project. Interview of Association members and other stakeholders showed significant outcomes such as increase in community cohesion and external resources. Thus, they are included in the analysis. |
| School faculty | 3 | Principal, teachers | 2 | X | Dahu Elementary School assists with the implementation of this Project and is an indirect beneficiary. The principal and teachers provide professional and time support, and the Project also ease their stress in class since the behavior change of the schoolchildren after the Project. However, interviews showed that |

| Stakeholder | Total number of people | Groups | Number of people interviewed | Included / Eliminated | Interview process and reasons for inclusion/elimination |
|---|------------------------|--|------------------------------|-----------------------|--|
| | | | | | this outcomes is more indirectly, and the scope is difficult to define; thus, they are eliminated based on the principle of Do Not Over-claim. |
| Cultivation team | 22 | Taiwan Care Management Association staff | 1 | X | The cultivation team assists with the training of the Project's volunteers. Interviews showed that they received outcomes such as a sense of achievement in seeing the project take root in the community. However, the cultivation team is eliminated because they also counsel other communities at the same time and the scope of effect is difficult to define. Thus, they are eliminated based on the principle of Do Not Over-claim. |
| Competent authority and local government | 5 (unit) | Ministry of Health and Welfare (Department of Social Assistance and Social | Na | V | Considering information accessibility and the materiality of the organization's influence on Dahu community, as well as interview with |

| Stakeholder | Total number of people | Groups | Number of people interviewed | Included / Eliminated | Interview process and reasons for inclusion/elimination |
|--------------------------|------------------------|--|------------------------------|-----------------------|--|
| | | Work), Changhua County Government , Family Welfare Service Center, Department of Culture Affairs, Bitou Township Office, Bitou Township Farmer's Association. | | | the Association project personnel who actually contacted with competent authority, only inputs from these stakeholders are included, but they are not included in the outcomes analysis. |
| Activity sponsors | 22 (unit) | Local businesses, academic units, medical care and health units, religious charity groups, civil representati ves | Na | V | Considering the impact significance of information accessibility and the units on Dahu community, and after conducting discussion with the Association project personnel who actually interacted with activity sponsors, only inputs from these stakeholders are included in the inputs, but they are not included in the outcomes analysis. |

| Stakeholder | Total number of people | Groups | Number of people interviewed | Included / Eliminated | Interview process and reasons for inclusion/elimination |
|--|------------------------|---|------------------------------|-----------------------|--|
| <p>Schoolchildren not from the Site</p> | <p>-</p> | <p>Dahu Elementary School schoolchildren who have not participated in the Site activities</p> | <p>Na</p> | <p>X</p> | <p>Interview with the Dahu Elementary School principal and teachers showed that due to the resources of the Site, the school can work with the Association to apply the diverse contents in classes, so that schoolchildren that have not participated in the Site activities can have an opportunity to participate with the different courses as well. In addition, since the Site reduced the responsibility of the school regarding after class companionship, the school can concentrate resources on supporting class course so that schoolchildren that are behind in class can benefit.</p> <p>However, this scope is broad, and the impact is more indirect, they are eliminated based on the principle of Do Not Over-claim.</p> |

3.4 Third Stage - Questionnaire

After the first and second stage interviews, we designed questionnaires (for schoolchildren, parents, volunteers, and hired external teachers) based on interview feedback, chain of event, and the four major adjustment factors. After Foundation and Association project personnel confirmed the accuracy and comprehensiveness of the questionnaires, the questionnaires were issued. The number of questionnaires issued is as follows:

| Subject issued | | Number obtained/total number of people |
|-------------------------|--------------------------|--|
| Schoolchildren | | 39/44 |
| Parents | Served as volunteers | 15/15 |
| | Not served as volunteers | 10/10 |
| Volunteers | | 17/18 |
| Hired external teachers | | 10/10 |

We expected to achieve the following objectives with the questionnaires:

1. Confirm the described outcomes.
2. Conform the Do Not Over-claim principle. Use survey method to measure the impact level of each outcomes on different stakeholders and use this as the basis for calculating outcomes. For unanswered questionnaires or questionnaires with extreme results, Association project personnel conducted further interviews to determine whether there are unidentified groups or outcomes.
3. Serve as basis for deadweight, attribution, displacement, and drop-off.
4. Confirm that the measurement indicators designed in the questionnaire can sufficiently represent and measure outcomes.
5. Use questionnaire design to confirm the negative outcomes identified during the interview process.

3.5 Fourth Stage – Verification

In this stage we identified appropriate financial proxies according to the outcomes and indicators determined in the previous three stages. The results were discussed with the different group stakeholders that were previously interviewed to confirm that the outcomes, indicators, and financial proxies we identified do not have deviations or major differences. We then discuss the report conclusion with the stakeholders. Because

schoolchildren outcomes accounted for 59% of the total outcomes, and because some interview questions were difficult for the children to understand and determine (and five schoolchildren did not return the first questionnaire survey), in order to make sure outcomes were identified more completely, a second questionnaire was issued. The parents of the schoolchildren filled in the questionnaire based on the changes and adjustment factors they observed in their children. Overall, 25 parents of all schoolchildren answered the questionnaire. This included parents of more than one child who participate in the Site activities. We also asked the Project personnel, who is like the mother in the Site and know each of children well, to confirm that these five children's experiences were similar as the group.

Interview with parents, the Association project personnel, and the Foundation personnel helped to confirm the inputs, outcomes, indicators, financial proxies, adjusting factors, SROI value, and overall outcome value distribution in the impact map. The opinions of these personnel were considered in the design of the follow-up sensitivity analysis.

Part IV Inputs and Output

4.1 Inputs

During the stakeholder engagement process, we first identified the different stakeholder for the Taiwan Dream Project and the different type of inputs to trigger the change. Then we calculated the activity inputs value and direct output based on previous experience and objective factors. There are three inputs characteristic types in the Project, including funding inputs, resource inputs, and time inputs. The total input amounted to NTD 2,140,779. These are categorized below according to identified stakeholder category:

1. Funding and resource inputs

CTBC worked with other 30 organizations, including competent authorities, businesses, and local charity and religious organizations. In addition to funding support, they also provided resources (such as toothbrush, calligraphy brush, foreign cuisine, cups, and activity presents), professional courses and lecturers (such as Dream-building lectures, volunteer training, and art courses). The converted currency value is as follows.

| Stakeholder type | Input currency value *(NTD) |
|---|--------------------------------|
| CTBC | 1,000,000 |
| Competent authority (Changhua County Government, Bitou Township Office) | 245,400 |
| Activity sponsors | 214,700 |
| Total | 1,460,100 |

*Contribution in kind are converted to currency value according to their buying price; and the professional courses and lectures value are priced referring to the hourly-pay of lecture by the government.

2. Time inputs

In addition to abundant external resource inputs, the Site operation also requires inputs of time and work by individuals. Volunteers, Site teachers, and Association and Foundation personnel worked hard together to create an ideal environment for the children. Notably, volunteers inputted the most time, a total of 3,854 hours. In second is the Association. Comparable to many rural after class companionship systems, which require external donation to support labor costs and personnel hired by the organization to take care of the children, Taiwan Dream Project hopes to establish a local, independent support and care system to prevent impact from external resource uncertainty and fluidity. This expectation was fully realized and demonstrated in the Dahu area.

| Stakeholder type | | Number of participants in 2016 | Total man-hours | Input currency value (NTD) |
|-----------------------------------|------------------------|--------------------------------|-----------------|-----------------------------|
| Volunteers | Parents volunteers | 15 | 2,556 | 427,427 |
| | Non-parents volunteers | 18 | 1,298 | 175,252 |
| Site teachers | | 10 | 1,068 | - |
| Community development association | Village head | 1 | 375 | - |
| | Director | 1 | 375 | - |
| | Project personnel | 1 | 1,203 | - |
| CTBC charity foundation personnel | | 6 | 234 | 78,000 |
| Total | | 52 | 7,109 | 680,679 |

* The value of volunteers' inputs was measured using the average hourly-pay of daycare teacher in Taiwan (2016).

*The value of CTBC charity foundation personnel's inputs was measured using the hourly-pay of CTBC volunteer leave.

*Schoolchildren do not have productivity, and their time inputs does not create other external or opportunity costs. Thus, they are not included in the calculation.

*The salaries of Site teachers and Community Development Association personnel have been included in the funding inputs. To prevent double counting, their time value is not included in the calculation.

4.2 Outputs

Through stakeholder inputs, the Dream Project site is able to attract resources from different areas, and contributed to the development of a sound system that include diverse after class companionship solutions, comprehensive array of lectures and activities, and professional volunteer training.

1. Diverse after class companionship programs:

Combination of existing community resources and local culture produced diverse courses that cultivated localization and community recognition. There were a total of 1,063 classes (1,068 hours) over the duration of the project. Course content is described below:

(1) Localized course:

- Ecology course: teachers within the community to ecological expertise lead children in learning about plants and how to explain ecological and plant characteristics.



- Hakka culture course: Dahu community is a Hakka settlement.



Community volunteers were invited to serve as lecturers to teach children how to speak Hakka, play Hakka drum, dance Hakka dance, and create traditional Hakka artwork and foods. These courses are excellent for cultural inheritance.

- Happy farm: Dahu community residents mainly make a living from agriculture. This course cultivates the children's agricultural skills. They learn agricultural techniques, plant vegetables and rice. Children can learn to understand their parents' hard work, and start to hold a responsible attitude.



- (2) English time: because the community does not have sufficient English learning resources, elementary school English teachers are invited to motivate the children's learning interest by dividing them into different levels and teaching and interacting with them.



- (3) Reading time: community volunteers invite Fo Guang Shan book truck to come and provide children with more book selections. Volunteers also lead the children in cultivating interest in reading.



- (4) Integrated course: include table games, art, calligraphy, cooking, and interaction activities between different generations. The purpose is for the children can express their creativity and learn to concentrate. These activities can also stimulate their thinking, teach them self-discovery, and how to take care of themselves. Cross-generation interaction activities can teach children to keep elders company and to respect elders, which can increase emotional attachment.



- (5) Basketball: use the school's basketball court so that children have time to play sports. Basketball competitions are also regularly organized to teach

the children teamwork and athletic spirit. This allows the children to develop both mentally and physically.



2. Lectures and activities:

- (1) Link various units in the community to provide an art performance platform for children, so they can display the outcomes of their daily practices. This can increase their stage experience and enhance their self-confidence.



- (2) Robotics team: we hope to use this team to integrate science, technology, skills, engineering, and math in the course design. Children can design on their own and link what they have learned with their creativity.

- (3) Dream-building lecture: children in the community lack imagination and dream for the future. Community residents in different professions are invited to share their profession with the children so that the children know multiple choices they have.



3. Volunteer training: CTBC held a two-day volunteer training for the project personnel and key implementers. The total duration was 20 hours, and the goal was to promote professional childcare knowledge.



Part V Project Outcomes

5.1 Outcomes

Through the aforementioned stakeholder engagement, we were able to grasp stakeholders' changes. We used the Theory of Change to describe the relationship between stakeholder inputs/output and actual outcomes. The chain of event was used to define the final outcomes. Although parents were divided into volunteer and non-volunteer groups during the interview and questionnaire process, their changes were similar. Thus, when parents also served as volunteers, the personnel number and change outcomes were simultaneously added to the two groups. In addition, we discovered during the interview stage that schoolchildren's sub-group (different family backgrounds or health status) outcomes did not have significant differences. Therefore, a single group was used to conduct the outcomes investigation and calculation.

For stakeholders who did not have the same outcomes in their interview or questionnaire reply, Association project personnel conducted additional interview to understand why they did not have the outcomes or why their outcomes was not significant. For example, one schoolchildren questionnaire showed that no outcome occurred. Inquiry by Association project personnel showed that the child had good performance and demonstrated diverse change in outcomes at the Site. However, during the questionnaire survey period, there was a conflict between family members, which affected the child's overall status and he even had melancholy tendencies. As the family problem eased, and the child continued to participate at the Site, things gradually returned to normal. No other negative outcomes were identified from him.

1. Schoolchildren

| Outcomes | | Chain of event | Reason for inclusion or elimination |
|-------------------|-------------------------------------|--|-------------------------------------|
| Individual aspect | Increase in learning effectiveness | <p>1. With assistance from Site volunteers and companionship from classmates or other seniors→ schoolchildren completed class work effectively and efficiently→ their learning process became more stable→ their learning efficiency increased.</p> <p>2. With encouragement from Site volunteers and teachers→ schoolchildren feel supportive when facing learning difficulties and reduce their tendency of rejection → the experiences enhanced their learning motivation→ their learning effectiveness improved.</p> | Included. |
| | Enhancement in self-identification. | <p>1. Schoolchildren participated in courses such as robotics and dance→ they built up competencies and had chance to perform on stage or joined competition→ they got appreciation from friends and other residents →increased their sense of achievement and they also felt more confident about their own capabilities and possibilities→ enhanced their self-identification.(e.g. they were more willing to learn different things)</p> <p>2. Schoolchildren participated in localized courses →they learned more about the community, Hakka culture and local industries→ they discovered</p> | Included. |

| Outcomes | | Chain of event | Reason for inclusion or elimination |
|---------------|--|---|--|
| | | beauties and intelligences of local people and their ancestors→ they are more proud of their identity → enhanced their self-identification. | |
| | Positive emotional change | Schoolchildren were taken care by volunteers, Guided by site teachers and accompanied by other children at the Site→ decreased loneliness and alienation that the children might otherwise felt if they were alone at home after class or when they did not have companionship. →allowed their emotions to become more positive and stable. | Eliminated. Although parents and schoolchildren indicated that there were changes during the interview, and the questionnaire survey indicated that 91% of participants agree, the positive change in emotion can be an event chain that increased other outcomes. Thus, it is eliminated based on the principle of Do Not Over-claim. |
| Social aspect | Improvement of social skills | Schoolchildren increased their experiences of group activities→ they learned to interact or cooperate with children in other grade levels→ their friend-making and social skills improved. | Included. |
| | Enhancement in relationships with family members | Siblings also participated in the Site course or activities →the number of mutual topics and interests between schoolchildren and their siblings increased→ enhanced sense of intimacy with siblings and decreased conflicts in the family → enhanced their relationships with family members. | Included. |

| Outcomes | | Chain of event | Reason for inclusion or elimination |
|---------------|------------------------------|---|-------------------------------------|
| Health aspect | Increase in physical fitness | Schoolchildren participated in the Site's basketball course or dance course→ they started to motivate an interest in sports and to cultivate exercise habits. →their physical fitness increased. | Included. |
| | Eyesight maintenance | Before Taiwan Dream Project, schoolchildren often watched TV or played mobile games at home to kill time after school→ due to comprehensive courses and activities provided by the Site, they had other choices.→ decreased the time of using electronic products. →prevented them from getting myopia and keeps their eyesight from deteriorating. | Included. |

2. Parents

| Outcomes | | Chain of event | Reason for inclusion or elimination |
|----------------------------|--------------------------------|--|-------------------------------------|
| Reduction of family burden | Reduction of economic burden | <p>1. Schoolchildren participated in the Site course or activities→ did not need to go to daycare or talent class after school→ saved on tuitions and reduced economic burden.</p> <p>2. Schoolchildren stayed at the Site after school with proper care from volunteers and Site teachers→ Parents did not need to sacrifice work to take care of their children at home → increased revenue and reduced economic burden</p> | Included. |
| | Reduction of child care burden | <p>Schoolchildren participated in the Site→ the Site enhance character education in daily courses and activities(e.g. loyalty card to reward good behavior)→ they were required to finish cleaning works, bring their own stuffs and set example for junior children at the Site with assistance of Site teachers and volunteers (e.g. by keep reminding them or explaining to them the purpose of doing instead of giving order)→ they learned to be more responsible about their behaviors and their own task when they were at home (e.g. they will help with house chores proactively)→ Reduced family's amount of time and effort to care for them.</p> | Included. |

| Outcomes | | Chain of event | Reason for inclusion or elimination |
|---|---|---|-------------------------------------|
| Improvement of interpersonal relationships and confidence | Expand social network | Though Dahu is a small community, most of the residents can only knew each other at community activities which might only held once a year. → After the start of Taiwan Dream Project, parents came to the Site to pick up their kids, or joined activities of the Site such as Hakka dance performance. →they the chances to meet and interact with other parents and even became friends. →expanded their social network. | Included. |
| | Enhancement in confidence in child upbringing | Participation in the Site courses or activities can produce positive changes on children's behavior and mood, and can correct previous behavioral problems.→ parenting became smoother. →enhanced parents' confidence in child upbringing Changes in the children were also recognized by family members and friends→ improved the parents' childrearing confidence. | Included. |
| | Enhancement in parent-child relations | Children had rich experiences and happy time when participated in the Site courses or activities→ children were more willing to share their experiences and mood with parents, and even served as little teachers to teach their parents what | Included. |

| Outcomes | | Chain of event | Reason for inclusion or elimination |
|----------|--|---|-------------------------------------|
| | | they have learned(e.g. Hakka language).→These interactions can result in closer parent-child relations. | |

3. Volunteers

| Outcomes | | Chain of event | Reason for inclusion or elimination |
|---|---|--|-------------------------------------|
| Improvement of satisfaction and professional skills | Obtainment of happiness and sense of accomplishment | Volunteers participated in schoolchildren’s learning courses and activities at the Site→ established trusting relationship with schoolchildren and witnessed their positive changes and progress. →volunteers felt a sense of happiness and achievement during the process. | Included. |
| | Learn new skills and knowledge | Volunteers assisted with and participated in the Site courses→ enabled them to learn new skills during the process (e.g. Hakka language). | Included. |
| | Enhancing knowledge of education/service | Volunteers were required to participate in volunteers training and meetings→ increased service and education knowledge Volunteers accumulated practical experiences while assisting with and participating in the Site courses and activities→ developed more mature attitude towards volunteer services and childrearing skills. | Included. |

4. Site teachers

| Outcomes | | Chain of event | Reason for inclusion or elimination |
|---|---|--|-------------------------------------|
| Increase in teaching experience and the sense of accomplishment | Achieve a sense of achievement and satisfaction | Teach at the Site→ watched schoolchildren make advances and become interested in learning→ obtained a sense of achievement | Included. |
| | Improvement of teaching skills and experience | Teach at the Site→ discovered the needs of schoolchildren at the Site→ tried out new teaching methods or tools during courses in response to the needs (for example, teaching a simpler fonts during calligraphy class to decrease the children’s frustration)→ improved teaching skills and increased experience. | Included. |

5. Community Development Association

| Outcomes | | Chain of event | Reason for inclusion or elimination |
|--|--------------------------------|--|-------------------------------------|
| Increase in community cohesion and resources | Increase in community cohesion | <p>1. The Site served as the schoolchildren’s learning space→ With inputs by volunteers and parents, the children’s performance and behavior began to improve→ More and more people became willing to contribute to the Site and community activities and the Site also provided a space for community residents to interact→ community cohesion increases.</p> <p>2. As the Site began to organize localized courses→ residents of all ages got together to</p> | Included. |

| Outcomes | | Chain of event | Reason for inclusion or elimination |
|----------|--------------------------------|--|-------------------------------------|
| | | understand community industry and culture→ community cohesion increases. | |
| | Increase in external resources | With funding and support from CTBC→ Community Development Association can organize Dream Project site and many other activities→ The community then warmed up and schoolchildren’s performance effectiveness improved→ As the children improved, they gained recognition from government agencies and local businesses, and these agencies and businesses became more willing to contribute resource to the community (such as funding and lecture courses) | Included. |

Unexpected and negative outcomes of Stakeholders

| Outcomes | | Chain of event | Reason for inclusion or elimination |
|---------------------|---|---|-------------------------------------|
| Unexpected outcomes | Willingness and passion for helping others | Volunteers and volunteering parents set an example at the Site→ schoolchildren learned the meaning and importance of helping others. →they became willing to proactively help others (e.g. helping junior children in the Site). And their willingness to serve as volunteers in the future also increased.(e.g. some of them became volunteers after graduated) | Included. |

| Outcomes | | Chain of event | Reason for inclusion or elimination |
|-------------------|--------------------------------|---|--|
| Negative outcomes | Affect gastrointestinal health | Schoolchildren ate snacks prepared for them at the Site→ they were too full to eat dinner when they got home. →they became hungry late at night and have midnight snacks.→ if this situation occurred in the long-run, it could be detrimental to the children’s gastrointestinal health. . | Included. Although only 17% of schoolchildren had this negative impact, we considered significance and Do Not Over-claim principles, and decided to include this negative impact. |

5.2 Indicators Selection

The second stage interview gave us an understanding of stakeholders’ change in behavior, state of mind, and value perspective after participating in Dream Project site activities. The level and frequency of these changes differed depending on stakeholder group and the interviewee’s individual situation. To ensure that the included outcomes indeed occurred, and to prevent exaggeration, we identified different indicators during the stakeholder interview. These indicators were included in the third stage questionnaire engagement topic as a basis for confirming the occurrence of outcomes.

To prevent indicators design from being suggestive and leading to biased results, we also balanced subjective and objective measurement indicators for mutual reference and corroboration. Indicators selection and their appropriateness have been fully discussed by Association and Foundation project personnel who understand the community better. For example, because some schoolchildren are more junior, in addition to interview them, we also consulted parents and volunteers for their observations, as well as used professional testing and data analysis such as the melancholy scale and schoolwork performance to confirm the occurrence of the outcomes. We used a weighted average⁴ to involve all stakeholders (include those who only experience little changes) and their level of changes into consideration into the analysis to achieve the objective of comprehensive case management and to avoid over claiming. We view indicators survey results

⁴ About “weighted average”, we used the concept of FTEs(Full time employee equivalents).

with questionnaire number ratio over 50% as outcomes that indeed occurred⁵. Instead of questionnaire, other data results and interviews were used to determine whether outcomes occurred and outcomes quantity calculation. Logic for choosing what indicators to use for outcomes quantity calculation was as follows: stakeholders' subjective determination → other stakeholders' objective determination → other data source (such as scale and monetary amount).

1. Schoolchildren

| Outcomes | Indicators |
|------------------------------------|---|
| Increase in learning effectiveness | [Questionnaire] Number of parents who responded a positive enhancement in the children's learning effectiveness [Scale] Number of students who showed improvements in test results (in Chinese, English, and mathematics.) |
| Enhancement in self-identification | [Questionnaire] 1. Number of schoolchildren who responded a positive increase in self-confidence 2. Number of schoolchildren who responded that they liked to learn different things increasingly. 3. Number of parents/volunteers who responded a positive increase in the self-confidence of the schoolchildren [Scale] Number of schoolchildren who showed improvements in the depression indicators charts |

⁵ In addition to "Improvement of parent-child relations" in the parents' outcomes, we also considered the children's willingness to share and reduce of conflict between family members, and conducted a two-way positive/negative evaluation. The results were 44.74% and 83%, respectively. Based on the Do Not Over-claim principle, we chose the positive indicator result (44.74%) to calculate the result quantity.

| Outcomes | Indicators |
|--|--|
| Improvement of social skills | [Questionnaire] 1. Number of schoolchildren who responded that they either made new friends at the Site or became closer with their classmates. 2. Number of parents who responded that their children showed a positive enhancement in social skill. |
| Enhancement in relationships with family members | [Questionnaire] Number of schoolchildren who responded a positive enhancement in their relationships with siblings. |
| Willingness and passion for helping others | [Questionnaire] 1. Number of schoolchildren who responded that they had started to offer assistance to others. 2. Number of schoolchildren who responded that they wanted to assist others like the volunteers on the Site. |
| Increase in physical fitness | [Questionnaire] 1. Number of schoolchildren who responded that they grew fonder of exercising and exercised more frequently upon coming to the Site. 2. Number of parents who responded a positive enhancement in the children's physical conditions. [Quantitative measures] Number of individuals who showed improvements in BMI ratio inspection. |
| Eyesight maintenance | [Questionnaire] |

| Outcomes | Indicators |
|--------------------------------|--|
| | <p>1. Number of schoolchildren who responded a decrease in using cell phones or watching TV.</p> <p>2. Number of parents who responded that children's eye vision did not deteriorate as they have reduced usage of electronic devices.</p> <p>[Scale]</p> <p>Number of individuals who show improvements in eye test.</p> |
| Affect gastrointestinal health | <p>[Questionnaire]</p> <p>1. Number of schoolchildren who responded that they skipped dinner because they were still full from the afternoon snacks.</p> <p>2. Number of parents who responded an impact on the gastrointestinal health of their children.</p> |

2. Parents

| Outcomes | Indicators |
|---|---|
| Reduction of economic burden | [Questionnaire] Number of parents who responded that the Site alleviated the financial burden on their families. |
| Reduction of child care burden | [Questionnaire] 1. Number of parents who responded that children became better behaved and more independent. 2. Number of schoolchildren who responded that they were more likely to help with house chores proactively |
| Expansion of social network | [Questionnaire] Number of parents who responded an enhancement to their interpersonal relationships. |
| Enhancement in confidence in child upbringing | [Questionnaire] Number of parents who responded a boost to their confidence in raising their children |
| Enhancement in parent-child relations | [Questionnaire] Ratio of parents who responded a positive increase in the willingness to share in their children or a reduction of family conflicts |

3. Volunteers

| Outcomes | Indicators |
|---|--|
| Obtainment of happiness and sense of accomplishment | [Questionnaire] Number of volunteers who responded that they had received |

| Outcomes | Indicators |
|--|---|
| | sense of happiness and accomplishment |
| Learning new skills and knowledge | [Questionnaire] Number of volunteers who responded that they had learned new skills/techniques. |
| Enhancing knowledge of education/service | [Questionnaire] Number of volunteers who responded a positive increase in knowledge or experiences of education/service. |

4. Site teachers

| Outcomes | Indicators |
|---|---|
| Achieve a sense of achievement and satisfaction | [Questionnaire] Number of teachers who responded that they received sense of accomplishment and satisfaction through teaching. |
| Improvement of teaching skills and experience | [Questionnaire] Number of teachers who responded to have increased teaching skills and experience through teaching. |

5. Community Development Association

| Outcomes | Indicators |
|--------------------------------|--|
| Increase in community cohesion | [Questionnaire] 1. Number of schoolchildren who responded to be proud of being a part of the Dahu community. 2. Number of parents who responded that they were more willing to provide inputs to community activities. 3. Number of volunteers who responded that they were more |

| Outcomes | Indicators |
|--------------------------------|--|
| | willing to provide inputs for community service. |
| Increase in external resources | [Statistical analysis] 1. External sponsorship/funds (including material goods) 2. Number of external sponsors |

5.3 Financial Proxies

Besides understanding the level of occurrence for each outcomes through indicators, we have also attempted to define the financial value of each outcomes through financial proxies. Since stakeholders in this Report include schoolchildren, who are juvenile, as well as grandparents, it is considerably more difficult to assign a monetary value (Contingent Valuation Method, CVM) for the outcomes that have occurred given their ability to comprehend such matters and the cost of communications required. Therefore, we asked stakeholders about the substitutes of the Project and the cost of them,(e.g. Parents will pay for local day care to make sure children finish school work efficiently→ Financial Proxy for the outcome: Increasing learning effectiveness) and have used the existing data on outcomes in the community, local pricing levels, and values of potential substitutes as the fixed price, and to avoid errors or misrepresentation of the outcomes values, we have subsequently sought for verification through professional judgment from project personnel in the Association as well as interviews with several stakeholders to confirm with our choices. For instance, for the outcome ‘increase in external resources’, the financial proxies was determined as the funds from sponsors received by the Association after the initiation of the Taiwan Dream Project. Moreover, for ‘learning new skills and knowledge,’ an outcome of the volunteers, the actual payment made to instructors of the courses they participated in was used as the financial proxies. The choosing criteria are as follows:

| # | Financial Proxy | Rationale | Discussion with Stakeholders |
|---|----------------------------------|---|--|
| 1 | Costs of House Cleaning Service | Average Costs in Bitou Township | We used Cleaning service platform site to search for companies in Bitou Township and collected average cost provided of cleaning service. We also consulted Project personnel about the average fee and frequency of service needed to confirm the realness of data. |
| 2 | Costs of daycare or Talent class | Average Costs in Changhua or Taichung region. | According to parents, there are no daycare system or talent class provided in Bitou Township, so their children need to go to Changhua or even Taichung city town without |

| | | |
|---|----------------------------------|--|
| | | Taiwan Dream Project to get the same outcomes such as Increase in learning effectiveness or Enhancement in diverse competencies and interest. As a result, we surveyed (through internet or phone interview) for costs information of daycare in Changhua or Taichung region and used it as financial proxies. |
| 3 | Training Camp or courses tuition | Average Costs in Taiwan. |
| 4 | Average monthly salary | Country average cost (Data collected from Directorate General of Budget, Accounting and Statistics, Executive Yuan, The Ministry of Education, and United Daily News, etc.) |

(Please refer to Appendix 3 for the complete data sources.)

1. Schoolchildren

| Outcomes | Financial proxies | Calculation value (NTD) | Data source |
|------------------------------------|--|--------------------------------|---|
| Increase in learning effectiveness | Daycare cost/month | NTD 4,600/month (10 months) | The average costs of daycare in Changhua region, tuitions divided into those paid monthly and for the summer session. |
| | Daycare cost/month during the summer break | NTD 6,800/month (3 months) | |
| Enhancement in self- | Talent class tuition | NTD 9,590/month | Data collected from the Internet |

| Outcomes | Financial proxies | Calculation value (NTD) | Data source |
|--|---------------------------------|-----------------------------------|---|
| identification | | (10 months) | (average tuition for dance, painting, robot-building lessons, 10 months per year) - Dance 2,000/month - Painting 3,400/month - Calligraphy 750/month - Basketball 1,440/month - Robot building 2,000/month |
| Improvement of social skills | Character training camp tuition | NTD 3,000/session (2 sessions) | Character training camp tuition in Taichung region (2 sessions a year, one in summer break and one in winter break) |
| Enhancement in relationships with family members | Group training tuition | NTD 1,440/month (10 months) | Basketball lessons with siblings (NTD1,440 per month,10 months a year) |
| Willingness and | Average monetary | NTD 21,663/year | The average monetary donation |

| Outcomes | Financial proxies | Calculation value (NTD) | Data source |
|------------------------------|------------------------------------|---------------------------|---|
| passion for helping others | donation per person in the country | | per person in Taiwan (NTD 48,790 per person/month*12 months* average monetary donation rate 3.7%) |
| Increase in physical fitness | Cost of pediatric care | NTD 150/visit (13 months) | Interviews revealed the frequency of some schoolchildren catching colds has declined from 2-4 times/month to once/month after their participation in the Site activities (the statutory maximum registration fee per visit to a pediatrician is NTD 150, and the total is calculated based on one visit per month). |
| Eyesight maintenance | Eyesight correction cost | NTD 400/visit (12 months) | Average cost of regular examination for |

| Outcomes | Financial proxies | Calculation value (NTD) | Data source |
|--------------------------------|------------------------|---------------------------|---|
| | | | amblyopia/myopia correction per visit (NTD 400/visit, once a month for one year) |
| Affect gastrointestinal health | Cost of pediatric care | NTD 150/visit (13 months) | The statutory maximum registration fee per visit to a pediatrician is NTD 150, and the total is calculated based on one visit per month |

2. Parents

| Outcomes | Financial proxies | Calculation value (NTD) | Data source |
|---|--|-------------------------------------|---|
| Reduction of economic burden | Daycare cost/month | NTD 4,600/month (10 months) | The average costs of daycare in Changhua region, tuitions divided into those paid monthly and for the summer session |
| | Daycare cost/month during the summer break | NTD 6,800/month (3 months) | |
| Reduction of child care burden | Cost of House Cleaning Service/month | NTD 1,680/month (13 months) | The house cleaning service cost in Bitou township area .(NTD 280/per hour, 1.5 hours/once, once a week) |
| Expansion of social network | Community activity cost | NTD 200/per month (13 months) | Average NTD200 per meal with friends, once a month for the whole duration. |
| Enhancement in confidence in child upbringing | Parent education course tuition | NTD 9,600/semester (2 semesters) | Data collected from the Internet (a parent education course NTD 1,200 per class, 8 classes per session and 2 sessions a year) |

| | | | |
|---------------------------------------|----------------------------|-----------------------------------|--|
| Enhancement in parent-child relations | Parent-child activity cost | NTD 4,800/session (2 sessions) | Indoor parent-child activity average cost (NTD 600 per class, 8 classes per session and 2 sessions a year) |
|---------------------------------------|----------------------------|-----------------------------------|--|

3. Volunteers

| Outcomes | Financial proxies | Calculation value (NTD) | Data source |
|---|-------------------------|---------------------------------|---|
| Obtainment of happiness and the sense of accomplishment | Work performance bonus | NTD 39,238/month (1.58month) | In Taiwan, the average pay was NTD 39,238 and the average performance bonus was 1.58 months in 2016 |
| Learning new skills and knowledge | Skill training tuition | NTD 492/month (9 months) | The Hakka Language Heritage Teacher training course is NTD 1,600 per class (around 13 children per class and each one pays NTD 123), one class per week for 9 months. |
| Enhancing knowledge of education/service | Volunteer training cost | NTD 211,200/year | Site volunteer training cost (per year) |

4. Site teachers

| Outcomes | Financial proxies | Calculation value (NTD) | Data source |
|---|---------------------------|-----------------------------------|--|
| Achieve a sense of achievement and satisfaction | Teacher performance bonus | NTD 41,905/year | The Ministry of Education issues one-month salary for performance bonus. The average monthly salary of junior high and elementary school deputy teachers is NTD 41,905/year. |
| Improvement of teaching skills and experience | Teacher workshop cost | NTD 3,000/session (3 sessions) | The average cost of elementary school teacher workshop is NTD 3,000 per session (for one day), and 3 sessions are held each year. |

5. Community Development Association

| Outcomes | Financial proxies | Calculation value (NTD) | Data source |
|--------------------------------|---|---------------------------------|---|
| Increase in community cohesion | Cost to hire personnel of the Association | NTD 30,000/month (13 months) | Average monthly salary of association personnel |
| Increase in external resources | Amount funded by external sponsors | NTD 876,880/year | The amount funded by external sponsors during the reporting period. |

Part VI. Building the SROI Model

6.1 Adjusting Factors

In an SROI model, before the pricing outcomes are converted into impacts, four factors need to be considered. They are called adjusting factors, including deadweight which is the change that will happen anyway; attribution, meaning acknowledgement of contributions of other people or groups; displacement which is associated with whether the social change due to the intervention will displace something else or has some sort of unintended consequence; and drop off, referring to how a change resulting from a program will diminish over time. By understanding the impact on the four abovementioned aspects and reducing the outcomes values by an appropriate percentage, exaggeration of the outcomes can be prevented. Thus, the social impact may be truthfully presented and the uncontrollable factors in a project can be identified to establish references for decision making in selection of project plans and objects.

When surveying the stakeholders in this project, we included the adjusting factors in the questions to be adopted in interviews and the questionnaire to find out and calculate, for stakeholders, how many of the changes were caused by the Taiwan Dream Project and how long such outcomes were expected to last. The details are as follows:

- (1) Deadweight means a certain change that will happen whether there is a project or not. The deadweight in this project is established in accordance with the assessment of individual outcomes by stakeholders in the interviews and on the questionnaire. The assessment results and explanations are as follows:

| Stakeholder | Outcomes | | Factor | Description |
|----------------|-------------------|------------------------------------|--------|--|
| Schoolchildren | Individual aspect | Increase in learning effectiveness | 10% | The deadweight of the outcomes of changes happening to the schoolchildren was established mainly through direct interviews with the schoolchildren and their parents. Most interviewees expressed they would not have signed up for daycare even if the Taiwan Dream Project had not existed. The children would stay home or wander on the street. However, since these children were still in school, their learning results could improve as learning experience accumulated. |

| Stakeholder | Outcomes | | Factor | Description |
|-------------|---------------|--|--------|---|
| | | | | Hence, based on the parents' responses during interviews, the deadweight is set at 10%. |
| | | Enhancement in self-identification. | 0% | The interviews with the parents indicated they thought the Site courses were lively and diverse. Child psychology was also taken into account in the design and it made the schoolchildren able to learn more about the community and themselves. In consequence, they became more active and confident. Without the Taiwan Dream Project, the schoolchildren would not have the opportunity to have diversified courses or stimulation and undergo similar changes. Therefore, according to the interview results, the deadweight is 0% and included in the subsequent sensitivity analysis. |
| | Social Aspect | Improvement of social skills | 30% | When interviewed, the parents expressed the opportunity for the schoolchildren to interact with other schoolchildren of different age had increased because of the group exercise at the Site; however, normal school life could also lead to similar outcomes. Hence, based on the parents' responses, the deadweight is set at 30%. |
| | | Enhancement in relationships with family members | 40% | Some parents expressed during interviews that without the Taiwan Dream Project, enhancement in relationships with family members could also happen as schoolchildren grew more and more empathetic. Based on the parents' responses, the deadweight is set at 40%. |
| | | Willingness and passion for helping others | 10% | When interviewed, the parents expressed the schoolchildren developed the spirit and enthusiasm to help others after seeing the examples set by the Site volunteers. However, one parent who had done similar voluntary work responded during the interview that his |

| Stakeholder | Outcomes | | Factor | Description |
|-------------|---|--------------------------------|--------|---|
| | | | | child could have the same outcomes. Therefore, based on the response, the deadweight is set at 10%. |
| | Health aspect | Increase in physical fitness | 60% | When interviewed, the parents expressed the schoolchildren were energetic and restless as they were growing up; therefore, their physical fitness was increasing. Based on the parents' responses, the deadweight is set at 60%. |
| | | Eyesight maintenance | 13% | When interviewed, some of the schoolchildren replied that their parents restricted the amount of time they could use electronic products. Hence, the deadweight is set at 13%. |
| | | Affect gastrointestinal health | 0% | This is a negative indicators. Therefore, it is presumed to be 0% in order not to over-claim the outcomes. |
| Parents | Reduction of family burden | Reduction of economic burden | 0% | When interviewed, the parents expressed without the Taiwan Dream Project, their economic and childcare burden would increase. Therefore, the deadweight is set at 0% and will be taken into account in subsequence sensitivity analysis. |
| | | Reduction of childcare burden | 10% | When interviewed, the parents expressed as the schoolchildren were in the learning stage and they could develop independences and sense of responsibilities as daily experiences accumulated. Hence, based on the parents' responses, the deadweight is set at 10%. |
| | Improvement of interpersonal relationships and confidence | Expansion of social network | 21% | Some parents expressed that without the Taiwan Dream Project, they might still make friends with neighbors and expand their social networks, but the process might be more difficult and slower. Hence, the deadweight is set at 21%. |

| Stakeholder | Outcomes | | Factor | Description |
|-------------|---|---|--------|---|
| | | Enhancement in confidence in child upbringing | 21% | Some parents expressed even without the Taiwan Dream Project, their confidence in child upbringing could still increase as their children grew more mature, but the process might be more difficult and slower. Hence, the deadweight is set at 21%. |
| | | Enhancement in parent-child relations | 25% | Some parents expressed even without the Taiwan Dream Project, parent-child relations could still improve as their children grew more mature and learned to behave. Therefore, the deadweight is set at 25%. |
| Volunteers | Improvement of satisfaction and professional skills | Obtainment of happiness and the sense of accomplishment | 40% | The questionnaire indicated close to 40% of the volunteers had participated in other service activities and achieved similar outcomes before the Taiwan Dream Project was launched. For this reason, we set the deadweight at 40%. |
| | | Learning new skills and knowledge | 20% | Some volunteers expressed that even without the Taiwan Dream Project, it would still be possible for them to learn new skills and knowledge in everyday life. Therefore, the deadweight is set at 20% in accordance with their responses. |
| | | Enhancing knowledge of education/service | 20% | To join the Taiwan Dream Project, volunteers had to attend child education training. Except for those who are interested in education courses and had related experiences before, most of people didn't think similar changes would be possible without the Taiwan Dream Project. Therefore, the deadweight is set at 20% in accordance with their responses. |

| Stakeholder | Outcomes | | Factor | Description |
|-----------------------------------|---|---|--------|--|
| Site teachers | Increase in teaching experience and the sense of accomplishment | Achieve a sense of achievement and satisfaction | 72% | As indicated in the questionnaire results, besides participating in the Taiwan Dream Project, the teachers also continued to teach at other places. In other words, they could achieve similar outcomes even without the Taiwan Dream Project. Hence, the deadweight is set at 72%. |
| | | Improvement of teaching skills and experience | 72% | As indicated in the questionnaire results, besides participating in the Taiwan Dream Project, the teachers also continued to teach at other places. In other words, they could achieve similar outcomes even without the Taiwan Dream Project. Hence, the deadweight is set at 72%. |
| Community Development Association | Increase in community cohesion and resources | Increase in community cohesion | 0% | The interview with the village head revealed that before participating in the Taiwan Dream Project, the residents of the community lacked the motivation to communicate, interact and make joint efforts; therefore, it was difficult to bind together and utilize the strength of the community residents. For this reason, the deadweight is set at 0% in accordance with the reply of the village head. |
| | | Increase in external resources | 23% | Before the Taiwan Dream Project, funding for the Community Development Association all came from the township office. Therefore, the deadweight is set at 23% as it is the ratio of the amount acquired from the township office in the year before to the total funds raised this year. |

(2) Displacement: This factor is associated with the effect of the project on the stakeholders outside the project or of other projects. In the SROI Guide, the example is installation of more street lights in Area A to reduce the crime rate, but the crime rate in Area B increases as a result. It is noted that this factor

does not necessary exist in every project. In the Taiwan Dream Project, a local community is the core of development program, and enterprises and organizations around the community are urged to participate to help the schoolchildren. There is no significant displacement expected. Hence, the issue will be discussed in the sensitivity analysis. It will not be taken into account in outcomes calculation.

- Schoolchildren, parents and volunteers: Although the original intention of the Taiwan Dream Project was to help the underprivileged children in the community, the Dahu Community Development Association did not want these children to be labeled. Plus, during the trial operation, the Site was well reputed and more and more people wanted to participate. As a result, all schoolchildren, parents and volunteers were accepted without threshold or quota limitation. The interviews conducted and the observations of the Community Development Association personnel participating in the project showed no displacement had occurred as a consequence of any outcomes.
- Site teachers: Dahu Community is a bit remote and there are no daycare or talent classes available in the area. Most of the teachers went to teach in the community because they had been touched by the enthusiasm of the village head and stories about the children. No significant displacement has occurred between teachers or to other teachers.
- The Community Development Association: The local government and private enterprises were willing to provide resources to start an After-class companionship program for the schoolchildren. Interviews conducted revealed that there were community development associations in other towns and townships nearby, but none of them had launched After-class companionship program like the scale of Dahu had. Hence, no significant displacement has occurred.

(3) Attribution:

This refers to the probability of occurrence of similar results to stakeholders as a consequence of other factors even if the project had not been launched. Different from deadweight, the outcomes occur naturally. In this Project, the question about attribution asked to the schoolchildren was answered by the parents, while the same question asked to the Association was obtained directly through interviews.

| Stakeholder | Outcomes | | Factors | Description |
|----------------|-------------------|--|---------|---|
| Schoolchildren | Individual aspect | Increase in learning effectiveness | 26.67% | Determined according to the replies from the parents on the questionnaire based on their observations of their children |
| | | Enhancement in self-identification | 30.91% | |
| | Social aspect | Improvement of social skills | 26.36% | |
| | | Enhancement in relationships with family members | 36.84% | |
| | | Willingness and passion for helping others | 35.83% | |
| | Health aspect | Increase in physical fitness | 28.18% | |

| Stakeholder | Outcomes | | Factors | Description |
|-------------|---|---|---------|---|
| | | Eyesight maintenance | 37.78% | |
| | | Affect gastrointestinal health | 30% | Determined according to the replies from the parents on the questionnaire based on their observations of their children |
| Parents | Reduction of family burden | Reduction of economic burden | 0.00% | Determined according to the results of interviews and the questionnaire |
| | | Reduction of childcare burden | 33.64% | Determined according to the replies from the parents on the questionnaire based on their observations of their children |
| | Improvement of interpersonal relationships and confidence | Expansion of social network | 46.19% | Determined according to the results of interviews and the questionnaire |
| | | Enhancement in confidence in child upbringing | 46.19% | |
| | | Enhancement in parent-child relations | 35.53% | |
| Volunteers | Increase satisfaction and professional skills | Obtainment of happiness and the sense of accomplishment | 41.13% | Determined according to the results of interviews and the questionnaire |
| | | Learning new skills and knowledge | 41.13% | |

| Stakeholder | Outcomes | | Factors | Description |
|-----------------------------------|---|---|---------|---|
| | | Enhancing knowledge of education/service | 41.13% | |
| Site teachers | Increase in teaching experience and the sense of accomplishment | Achieve a sense of achievement and satisfaction | 40.00% | Determined according to the results of interviews and the questionnaire |
| | | Improvement of teaching skills and experience | 45.00% | |
| Community Development Association | Increase in community cohesion and resources | Increase in community cohesion | 10.00% | Determined according to the results of interviews and the questionnaire |
| | | Increase in external resources | 0.00% | |

(4) Drop off:

This refers to how a change resulting from a program will diminish over time. Experience shows the effects of outcomes often decline gradually as time passes. Hence, when evaluating the effects of outcomes in the future, the drop-off factor has to be taken into consideration. In this Project, the results of the interviews and questionnaire indicate the outcomes of changes in stakeholders did not decrease in intensity during the 13 months covered in the report. On the contrary, as new habits took form and the atmosphere of the community became different, the outcomes of changes even grew more significant. Nonetheless, as it was only the first year of the Project, and during the communications with stakeholders, there were no strong or obvious evidence that can prove the continuance of outcomes over one year. So we decided the duration as one year according to the principle of Do not overclaim.. With all the above mentioned combined, the drop off in this project is set as 0. The process of evaluation is as follows:

| Stakeholder | Outcomes | | Factors | Description |
|----------------|-------------------|--|---------|--|
| Schoolchildren | Individual aspect | Increase in learning effectiveness | 0% | After-class companionship and diverse courses were continued the entire year at the Site and various training camps were also organized for summer and winter breaks to provide diverse learning resources for schoolchildren who consequently became willing to try different courses and stayed in the programs. The changes in schoolchildren continued to happen and the effects never diminished. |
| | | Enhancement in self-identification | 0% | |
| | Social aspect | Improvement of social skills | 0% | |
| | | Enhancement in relationships with family members | 0% | |
| | | Willingness and passion for helping others | 0% | |

| Stakeholder | Outcomes | | Factors | Description |
|-------------|---|---|---------|--|
| | Health aspect | Increase in physical fitness | 0% | Exercises courses were provided at the Site the entire year and different training camps were also organized for summer and winter breaks to make schoolchildren have less time to play with their cell phones at home and more opportunities to exercise and develop the habit of exercising. As a result, they began to take the initiative to engage in athletic activities in their free time. |
| | | Eyesight maintenance | 0% | |
| | | Affect gastrointestinal health | 0% | |
| Parents | Reduction of family burden | Reduction of economic burden | 0% | All the Site activities were free of charge and continued all year round, and the effects never diminished. |
| | | Reduction of childcare burden | 0% | Schoolchildren were required to finish cleaning works, bring their own stuffs and set example for junior children at the Site with assistance of Site teachers and volunteers which help they learned to be more responsible about their behaviors and their own task when they were at home. Such changes in schoolchildren continued to happen and the effects never diminished. |
| | Improvement of interpersonal relationships and confidence | Expansion of social network | 0% | Parents met other parents and the volunteers through the Site activities and their circles of friends expanded. At the same time, the positive changes in their children also improved their confidence in child upbringing and their parent-child relations. The changes would only increase as their experience accumulated. |
| | | Enhancement in confidence in child upbringing | 0% | |

| Stakeholder | Outcomes | | Factors | Description |
|-----------------------------------|---|---|---------|--|
| | | Enhancement in parent-child relations | 0% | |
| Volunteers | Improvement of satisfaction and professional skills | Obtainment of happiness and the sense of accomplishment | 0% | By participating in the Site activities, volunteers obtained happiness and the sense accomplishment. The effect increased as their bond with children grew tighter. During the process, they also learned different skills and voluntary services and teaching expertise. These skills and expertise became more and more proficient as their voluntary service experience increased. The effect did not diminish as time went by. |
| | | Learning new skills and knowledge | 0% | |
| | | Increase in education and service knowledge or experience | 0% | |
| Site teachers | Increase in teaching experience and the sense of accomplishment | Achieve a sense of achievement and satisfaction | 0% | Interviews with the teachers indicated that they believed their teaching skills would improve as their experience accumulated. As they became closer to the schoolchildren, they were able to observe the schoolchildren's progress and give feedback on the courses. Consequently, the teachers' sense of accomplishment and satisfaction also gradually increased. The effect did not diminish as time went by. |
| | | Improvement of teaching skills and experience | 0% | |
| Community Development Association | Increase in community | Increase in community cohesion | 0% | Interviews indicated the Dream Project site had successfully united the strength of the residents of the community. More and more residents and parents were willing to participate and contribute their efforts. The |

| Stakeholder | Outcomes | | Factors | Description |
|-------------|------------------------|--------------------------------|---------|--|
| | cohesion and resources | Increase in external resources | 0% | level of cohesion increased over time and the endeavor made at the Site had been noticed and attracted more external groups and organization to provide funding and resources. The effects of such changes did not diminish as time went by. |

6.2 Calculation of Outcomes Values

As described in the above text, we identified and confirmed the changes in stakeholders and the outcomes as well as defined the indicators for outcomes measurement, the financial proxies and the adjusting factors. The total outcomes amounted to NTD 9,123,685. The results of SROI analysis of the Dahu Community Dream Project Site are as shown in the table below:

| Stakeholder (# of people) | Expected/unexpected change | Outcomes description | Quantity (A) | Financial proxies | Outcomes price | Deadweight % (c) | Attribution % (d) | Affect = $A*(1-c)*(1-d)$ |
|---------------------------|----------------------------|------------------------------------|--------------|-----------------------------|----------------|------------------|-------------------|--------------------------|
| Schoolchildren (44) | Individual aspect | Increase in learning effectiveness | 40 | Daycare cost/month | 46,000.00 | 10.00% | 26.67% | 1,219,680.00 |
| | | | | Daycare cost/summer session | 20,400.00 | 10.00% | 26.67% | 540,901.57 |

| Stakeholder (# of people) | Expected/unexpected change | Outcomes description | Quantity (A) | Financial proxies | Outcomes price | Deadweight % (c) | Attribution % (d) | Affect = A*(1-c)*(1-d) |
|---------------------------|----------------------------|--|--------------|---|----------------|------------------|-------------------|------------------------|
| | | Enhancement in self-identification | 39 | Talent class tuition | 95,900.00 | 0.00% | 30.91% | 2,616,348.72 |
| | Social aspect | Improvement of social skills | 44 | Character training camp tuition | 6,000.00 | 30.00% | 26.36% | 136,080.00 |
| | | Enhancement in relationships with family members | 44 | Group training tuition | 14,400.00 | 40.00% | 36.84% | 240,101.05 |
| | | Willingness and passion for helping others | 41 | Average monetary donation per person in the country | 21,663.00 | 10.00% | 35.83% | 508,108.37 |
| | | Increase in physical fitness | 42 | Pediatric care cost | 1,950.00 | 60.00% | 28.18% | 23,576.35 |
| | Health aspect | Eyesight maintenance | 37 | Eyesight correction cost | 4,800.00 | 13.00% | 37.78% | 96,277.56 |

| Stakeholder (# of people) | Expected/unexpected change | Outcomes description | Quantity (A) | Financial proxies | Outcomes price | Deadweight % (c) | Attribution % (d) | Affect = A*(1-c)*(1-d) | | | | | | | |
|---------------------------|---|--------------------------------|--------------|--------------------------------------|----------------|------------------|-------------------|------------------------|---|----|---------------------------------|--------|--------|--------|------------|
| | | Affect gastrointestinal health | 8 | Pediatric care cost | 1,950.00 | 0.00% | 30.00% | -10,445.22 | | | | | | | |
| Parents (25) | Reduction of family burden | Reduction of economic burden | 23 | Daycare cost/month | 46,000.00 | 0.00% | 0.00% | 1,040,476.19 | | | | | | | |
| | | | | Daycare cost/summer session | 20,400.00 | | | 461,428.57 | | | | | | | |
| | | Reduction of childcare burden | 24 | Cost of House Cleaning Service/month | 21,840.00 | 10.00% | 33.64% | 311,932.17 | | | | | | | |
| | Improvement of interpersonal relationships and confidence | Expansion of social network | 21 | Community activity cost | 2,600 | 21.00% | 46.19% | 23,552.30 | | | | | | | |
| | | | | | | | | | Enhancement in confidence in child upbringing | 18 | Parent education course tuition | 19,200 | 21.00% | 46.19% | 150,886.44 |
| | | | | | | | | | | | | | | | |

| Stakeholder (# of people) | Expected/unexpected change | Outcomes description | Quantity (A) | Financial proxies | Outcomes price | Deadweight % (c) | Attribution % (d) | Affect = A*(1-c)*(1-d) |
|---------------------------|---|---|--------------|---------------------------|----------------|------------------|-------------------|------------------------|
| Volunteers (33) | Improvement of satisfaction and professional skills | Obtainment of happiness and the sense of accomplishment | 25 | Work performance bonus | 61,996.04 | 40.00% | 41.13% | 557,142.80 |
| | | Learning new skills and knowledge | 18 | Skill training cost | 4,430.77 | 20.00% | 41.13% | 37,097.02 |
| | | Enhancing knowledge of education/service | 25 | Volunteer training cost | 211,200 | 20.00% | 41.13% | 75,082.59 |
| Site teachers (10) | Increase in teaching experience and sense of accomplishment | Achieve a sense of achievement and satisfaction | 7 | Teacher performance bonus | 41,905 | 72.00% | 40.00% | 46,464.26 |
| | | Improvement of teaching skills and experience | 7 | Teacher workshop cost | 9,000 | 72.00% | 45.00% | 9,563.40 |

| Stakeholder (# of people) | Expected/unexpected change | Outcomes description | Quantity (A) | Financial proxies | Outcomes price | Deadweight % (c) | Attribution % (d) | Affect = A*(1-c)*(1-d) |
|-----------------------------------|--|--------------------------------|--------------|---|----------------|------------------|-------------------|------------------------|
| Community Development Association | Increase in community cohesion and resources | Increase in community cohesion | 88 | Cost to hire personnel of the Association | 390,000 | 0.00% | 10.00% | 302,649.41 |
| | | Increase in external resources | 1 | Amount funded by external sponsors | 876,880 | 23.00% | 0.00% | 675,197.60 |

The SROI ratio of this Project, total value of input divided by the total outcome, is: NTD 9,114,019 / NTD 2,140,779 = 4.26.

6.3 Sensitivity analysis

Measurement of SROI is conducted by monetizing qualitative, narrative and other non-quantitative information; therefore, use of many hypotheses and estimates is unavoidable. To make the results more objective and verifiable, it is specified in the SROI Guide that sensitivity analysis has to be included in each analytic report and related information must be disclosed. For this reason, we have made the following adjustments to test the sensitivity of this report in order to make the contents more precise and objective. The test indicates that the SROI ranges between 3.61 and 4.76.

- Financial proxies: Originally, the Character training camp tuition was adopted in measurement of the outcomes of “Improvement of social skills.” of schoolchildren. However, if the tuition for the Dale Carnegie Course for Teens (NTD 29,000/semester) is adopted, the SROI will increase to 4.5.
- The quantity of outcomes: The quantity of outcomes of changes in schoolchildren is determined mainly according to the parents’ observations. If the quantity of outcomes increases/decreases by 20%, the SROI will become 4.76/3.75.

- The value of inputs, Analysis 1: The original inputs includes the increased funds raised through participants joining the Taiwan Dream Project and the manpower put in by CTBC. If the increased funds raised are not put in the project right away and, instead, the NT\$200,000 subsidy from the township office is used as the inputs from sponsors and the manpower will still have other work without the Taiwan Dream Project (in other words, the inputs value being zero), the SROI will become 4.42.
- The value of inputs, Analysis 2: Since the volunteers are mainly to accompany children when they do their classwork and look after them, it will be appropriate to adopt the average monthly salary of daycare teachers, whose work is similar, as the financial proxies of the inputs, However, when the average hourly wage of NTD 245 and the lowest hourly wage of NTD 126 in 2016 in Taiwan are adopted, the SROI will become 3.76 and 4.57.
- Deadweight: The results of the interviews and questionnaire suggest that without the Taiwan Dream Project, some of the outcomes would not exist and the corresponding deadweights are therefore set at 0. If the 0 deadweights are changed to become 10% and 30%, the SROI will become 4.05 and 3.63.
- Attribution: The results of the interviews and questionnaire suggest that some of the outcomes are entirely attributed to the Taiwan Dream Project; therefore, the attribution is set at 0. If it is changed to 10% and 30%, the SROI will become 4.16 and 3.95.
- Drop off: The results of the interviews and questionnaire suggest that no significant drop off can be identified because the Site activities take place continuously and the stakeholders continue to participate. If the drop off is set at 10% and 30%, the SROI will become 4.65 and 3.61 .
- Displacement: According to the interviews and questionnaire, no significant displacement is identified. If the 0 displacement is changed to 10% and 30%, the SROI will become 4.65 and 3.61.
- Direct adjustments of SROI values: To assure the results are more just and objective, 10% is added to and subtracted from the SROI value established after calculation and the SROI will become 4.68 and 3.83

| SROI after analysis | Adjustment items | Adjustment content |
|---------------------|-------------------|---|
| 4.50 | Financial proxies | Schoolchildren outcomes: "Improvement of social skills." financial proxies changed to "Carnegie youth preparatory course fee" (NTD 29,000/semester) |
| 4.76 | Outcomes quantity | Schoolchildren change quantity increased by 20% |
| 3.75 | Outcomes quantity | Schoolchildren change quantity decreased by 20% |

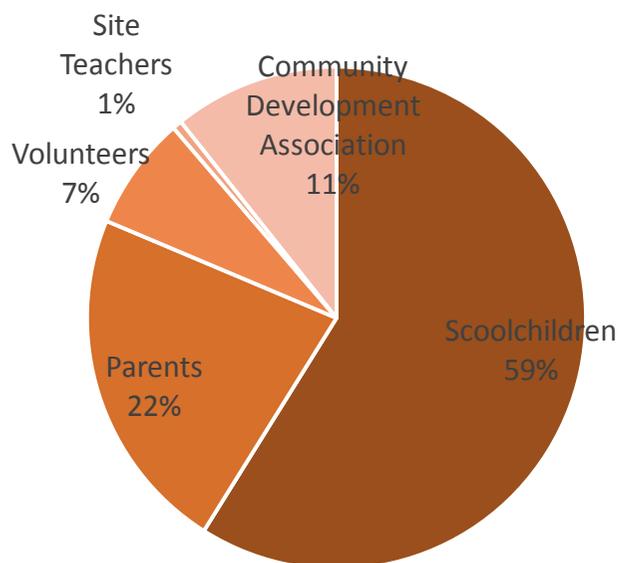
| SROI after analysis | Adjustment items | Adjustment content |
|---------------------|-------------------------|---|
| 4.42 | The value of the inputs | Only counting subsidies from the township office, and not including foundation personnel salary |
| 3.76 | The value of the inputs | Volunteer input hours is calculated based on the 2016 Taiwan average hourly salary (NTD 245) |
| 4.57 | The value of the inputs | Volunteer input hours is calculated based on the 2016 Taiwan minimum hourly salary (NTD 126) |
| 4.05 | Deadweight | After understanding, factor that has been set at 0% is adjusted to 10% |
| 3.63 | Deadweight | After understanding, factor that has been set at 0% is adjusted to 30% |
| 4.16 | Attribution | After understanding, factor that has been set at 0% is adjusted to 10% |
| 3.95 | Attribution | After understanding, factor that has been set at 0% is adjusted to 30% |
| 4.65 | Drop-off | After understanding, factor that has been set at 0% is adjusted to 10% |
| 3.61 | Drop-off | After understanding, factor that has been set at 0% is adjusted to 30% |
| 4.65 | Displacement | After understanding, factor that has been set at 0% is adjusted to 10% |
| 3.61 | Displacement | After understanding, factor that has been set at 0% is adjusted to 30% |
| 4.68 | SROI itself | Increase 10% |
| 3.83 | SROI itself | Decrease 10% |

Chapter 7 Conclusion

7.1 Project Value Analysis

1. Distribution of the Project's Comprehensive Outcomes

Distribution of Outcomes



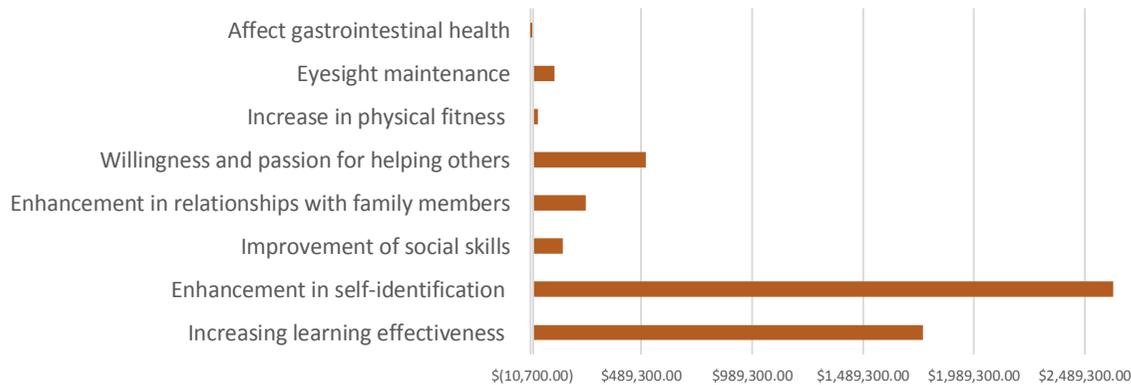
Top 3 Outcomes Distribution:

1. Schoolchildren: as the core service subject in the Taiwan Dream Project, their outcomes have been a combination of inputs and effort from all stakeholders, demonstrating the highest value.
2. Parents: Parents were indirect beneficiaries of the Project. Parents enjoyed outcomes including reduction in family expenses and pressure in child-rearing, enhancement in parent-child relations whether they served as volunteers or not, showing high and irreplaceable values. They were the second greatest beneficiaries in this Project.
3. Community:
One of Taiwan Dream Project's core objectives was to assist communities. The two outcomes of the community accounted for 10% of the project's total outcomes, making it the third largest stakeholder after schoolchildren and parents. In particular, the two outcomes from the community showed positive correlation with the outcomes from the other stakeholders, showing an

interrelation and influence between the various stakeholders. For instance, when parents broaden their social network, besides receiving more friendship and broadening their vision, the relationship they foster with the other parents will also make a community more close-knit, and the more cohesion there is in a community, there will be more opportunities and atmosphere for the residents to enhance their interpersonal relations.

1. Distribution of Outcomes for Individual Stakeholders

Distribution of Results: School Children



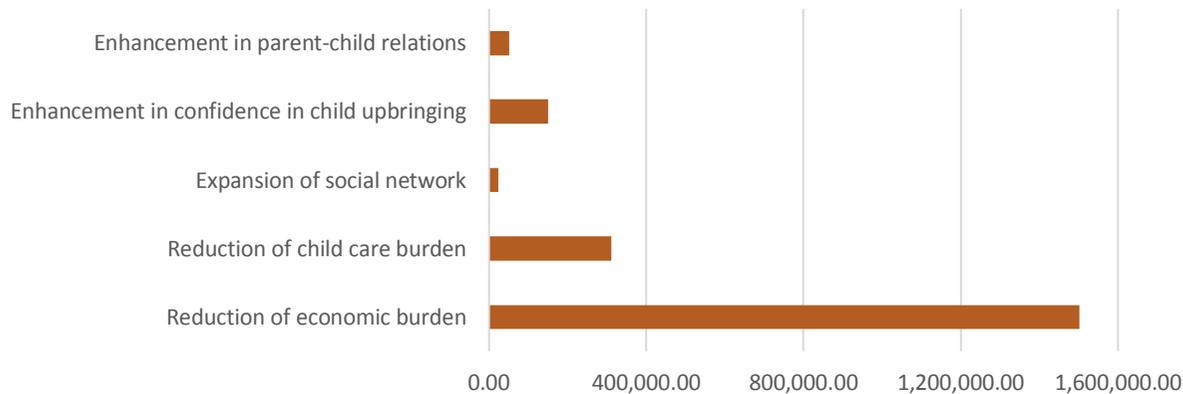
Distribution Ratio:

| Categories of Outcomes | Ratio of Distribution: |
|------------------------|------------------------|
| Individual aspect | 81% |
| Social aspect | 16% |
| Health aspect | 2% |

Schoolchildren were the greatest beneficiaries from this Project. In their outcomes, the 'Individual aspect' showed the greatest change in values, in which 'Enhancement in self-identification' (49%), showed the greatest increase, and accounted for 29% of the total outcomes. This showed talent classes and localized courses directly

influenced the children and produced significant benefits. In particular, ‘Willingness and passion for helping others’ was number three on the list of outcomes; though this was not one of the anticipated outcomes, but nevertheless, it showed significant benefits of the Project.

Distribution of Results: Parents



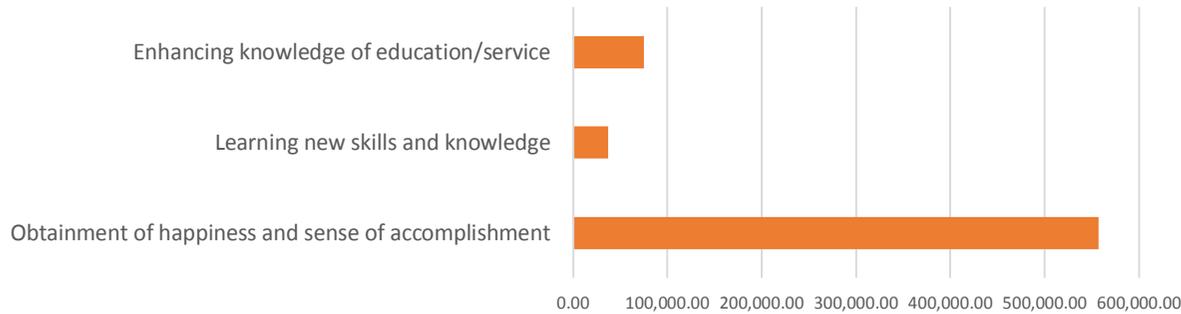
Distribution Ratio:

| Categories of Outcomes | Ratio of Distribution: |
|---|------------------------|
| Reduction of family burden | 89% |
| Improvement of interpersonal relationships and confidence | 11% |

Parents were the second greatest beneficiaries in this Project. The Site was capable of bringing direct outcomes including lowering financial and caretaking burden for the parents. By communicating with parents through questionnaire and interview, significant influence has also been observed, in which the outcomes accounted for 11% of the total outcomes of

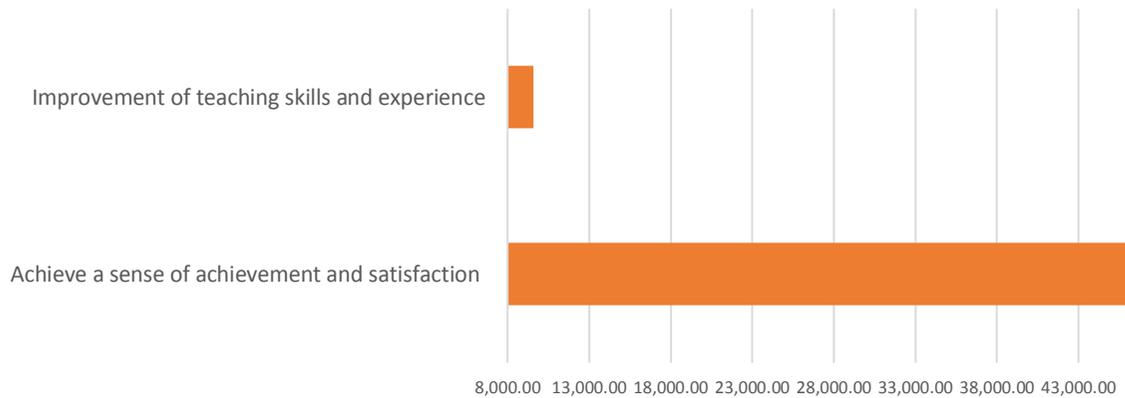
the Project. Additionally, as other outcomes were mostly changes observed in schoolchildren and parents only played an indirect role; hence, the outcomes are relatively insignificant.

Distribution of Results: Volunteer



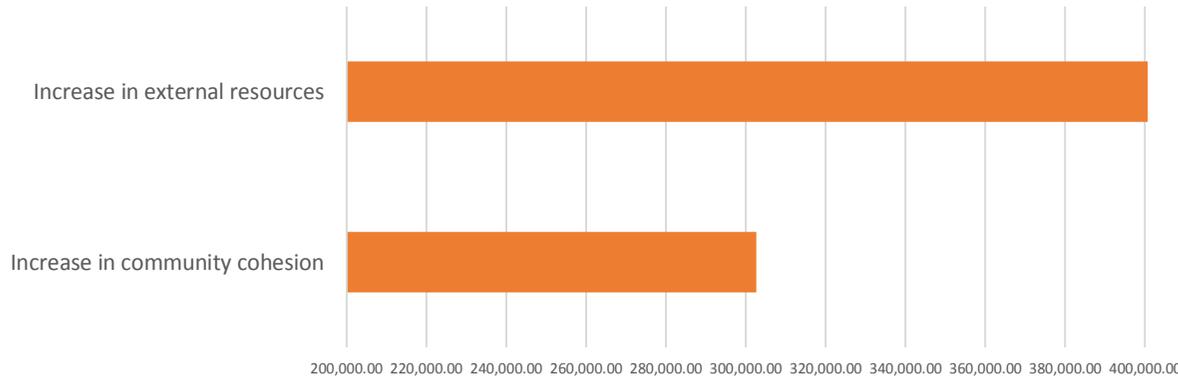
In terms of volunteers' outcomes, satisfaction and sense of accomplishment from service was the primary outcomes, accounting for 83% of total volunteers' outcomes, and 6% in total Project outcomes. This corresponded to the original intention of volunteer service, and though the other two outcomes were more limited due to the volunteers' past or other service experiences with voluntary service; nevertheless, these outcomes did enrich the volunteering process.

Distribution of Results: Site Teachers



Teachers were facilitators in this Project. And since the outcomes from their teaching mostly led to enhancement of the quality of their courses and effectiveness, thus feeding into the outcomes of the schoolchildren, their own outcomes were insignificant compared to the other stakeholders. During the interviews, the teachers in the Site shared their satisfaction in teaching due to the passion of the students, assistance from volunteers, and support from the parents. This also enhanced their willingness to continue sharing inputs with the Dream Project site. 'Achieve a sense of achievement and satisfaction' accounted for 83% of total teachers' outcomes.

Distribution of Results: Community Development Association



The two outcomes identified by the community also corresponded with Taiwan Dream Project's goal of empowering community strength. In terms of 'Increase in external resources,' the Site secured 4.4 times of funding compared to the previous year after inputs from Taiwan Dream Project.

Moreover, sponsors also expanded from local governments to 31 organizations including businesses and local organizations. This outcomes accounted for 69% of total outcomes for Community Development Association, and 7% of total Project outcomes. Additionally, community cohesion can be shown through the questionnaires and increase in inputs from the other stakeholders.

7.2 Subsequent Management

| Findings | Stakeholder | Explanation | Subsequent Management |
|----------|-------------|-------------|-----------------------|
|----------|-------------|-------------|-----------------------|

| | | | |
|---|-----------------------|---|--|
| <p>Unexpected Outcomes: Demonstration of passion and willingness for volunteering</p> | <p>Schoolchildren</p> | <ul style="list-style-type: none"> • Seeing the volunteers and parents in action at the Site, schoolchildren have learned the significance and importance of helping others, and are more willing to proactively offer assistance to others. Their willingness for future volunteering activities is also increased. • Interview for those who came back as volunteers can also serve as evidence. Unfortunately, this willingness for action can only be implemented after the schoolchildren graduate, and it might be harder for them to give back to the community since they would have left the Site by then (total 2 students; and approximately 6 to 8 6th graders). | <ul style="list-style-type: none"> • Propose to incorporate volunteering activities during courses or activities to foster the willingness to help in the schoolchildren. • Provide opportunities for the schoolchildren to undertake community service in action. |
| <p>Possible directions: significant family influence</p> | <p>Schoolchildren</p> | <ul style="list-style-type: none"> • During the questionnaire interview, the response rate of some schoolchildren was subjected to strong negative influence due to family circumstances (e.g. quarrels), causing a decrease in the quantity of outcomes. • Through sensitivity analysis, the quantity of students had decreased by 20%, and SROI would be decreased to 3.75, posing a considerable influence. • The success of the Site or otherwise would be strongly impacted by family factors. | <ul style="list-style-type: none"> • With the gradually stabilizing funding and personnel resources for the Site, we will expand the course assistance to incorporate family caring. |

| | | | |
|--|---------------------------------|--|---|
| <p>Unexpected outcomes: Volunteers reaped more benefits from the process of accompanying the schoolchildren.</p> | <p>Volunteers</p> | <ul style="list-style-type: none"> • Questionnaires indicated that 40% of all volunteers had past volunteering experiences, hence outcomes of ‘learning new skills and knowledge’ (6%) or ‘enhancing knowledge of education/service’ (11%) were not significant. • However, the process of accompanying the children helped the volunteers reap more sense of satisfaction and accomplishment (83%). | <ul style="list-style-type: none"> • Increase the role and participation level of volunteers. For instance, volunteers could be asked to share about experiences in their lives, or serve as teachers for cooking and photography courses etc. during the Dream-building lectures or special courses. |
| <p>Event planning: the combined outcomes of being parents and volunteers had the maximum benefits.</p> | <p>Parents & volunteers</p> | <ul style="list-style-type: none"> • Parents who also served as volunteers would achieve the synergistic outcomes of parents on top of volunteers. | <ul style="list-style-type: none"> • Encourage more parent to participate in long-term or short-term volunteering. This will help parents to also enjoy the outcomes of volunteers, including achieving more satisfaction and sense of accomplishment, and to learn new skills and knowledge, as well as knowledge on education and service. • For parents who can’t participate in the Project due to busy schedules, we will try to design a mechanism so that they will have more chances to observe changes in their children. For instance, asking children to bring regular |

| | | | |
|---|---------------------------------------|--|---|
| | | | <p>outcomes reports, behind-the-scene tidbits, or communications book, so that volunteers or teachers can communicate with their parents. This will help the parents to enhance their confidence in child-rearing and parent-child relations.</p> |
| <p>Course planning: the localized courses had led to many positive outcomes</p> | <p>Schoolchildren & community</p> | <ul style="list-style-type: none"> • In capturing the chain of events, we realized that participation in localized courses (such as Hakka language and dancing, and farming experience) had led to many positive outcomes, including: <ol style="list-style-type: none"> 1. Schoolchildren: <ul style="list-style-type: none"> → Leading to development of diverse capabilities in the schoolchildren. → Enhancing recognition for the local community and thus increasing the schoolchildren's confidence so they would no longer feel ashamed about their upbringing and environment. 2. Community: <ul style="list-style-type: none"> → Enhancing community cohesion | <ul style="list-style-type: none"> • Increase frequency and content of the localized courses and strengthen ties with the local industries. |

7.3 Conclusion

Taiwan Dream Project site at the Dahu community, Bitou Township in Changhua County was the very first site for the CTBC Taiwan Dream Project. Since commencement of the Project in July 2016, many touching moments have been created under the collective efforts from various public and private institutions including the Community Development Association, the residents and CTBC, the local government, schools, and business groups. The positive changes seen in the schoolchildren have resounded with the increase in community cohesion, and more and more people are willing to dedicate themselves to child-caring and community works, creating a wide net of love and warmth. This helping net helps to support underprivileged families and unequal distribution of resources in remote rural areas, fostering a vitality and persistence in the community. These outcomes have led us to understand that the initial intent of the Taiwan Dream Project on “providing the grounds for children to dream” can be realized.

Through SROI, we have attempted to capture any positive, negative, and unexpected possible influences on the local community and all possible stakeholders prior to and after the initiation of the Project. During the distribution process of questionnaires and interviews, we have examined and reviewed the meaning and effectiveness of the Taiwan Dream Project through the perspectives of the schoolchildren, parents, and volunteers and more, and attempted to materialize the change in terms of currency. We have checked the Project outcomes against the objectives of the Taiwan Dream Project to ensure that our resources remained aligned to the objectives. Moreover, the dedication from the residents have helped to achieve changes and outcomes far surpassing our objectives, proving that the objectives we have set for the Project could respond to local needs and solve social problems in practice.

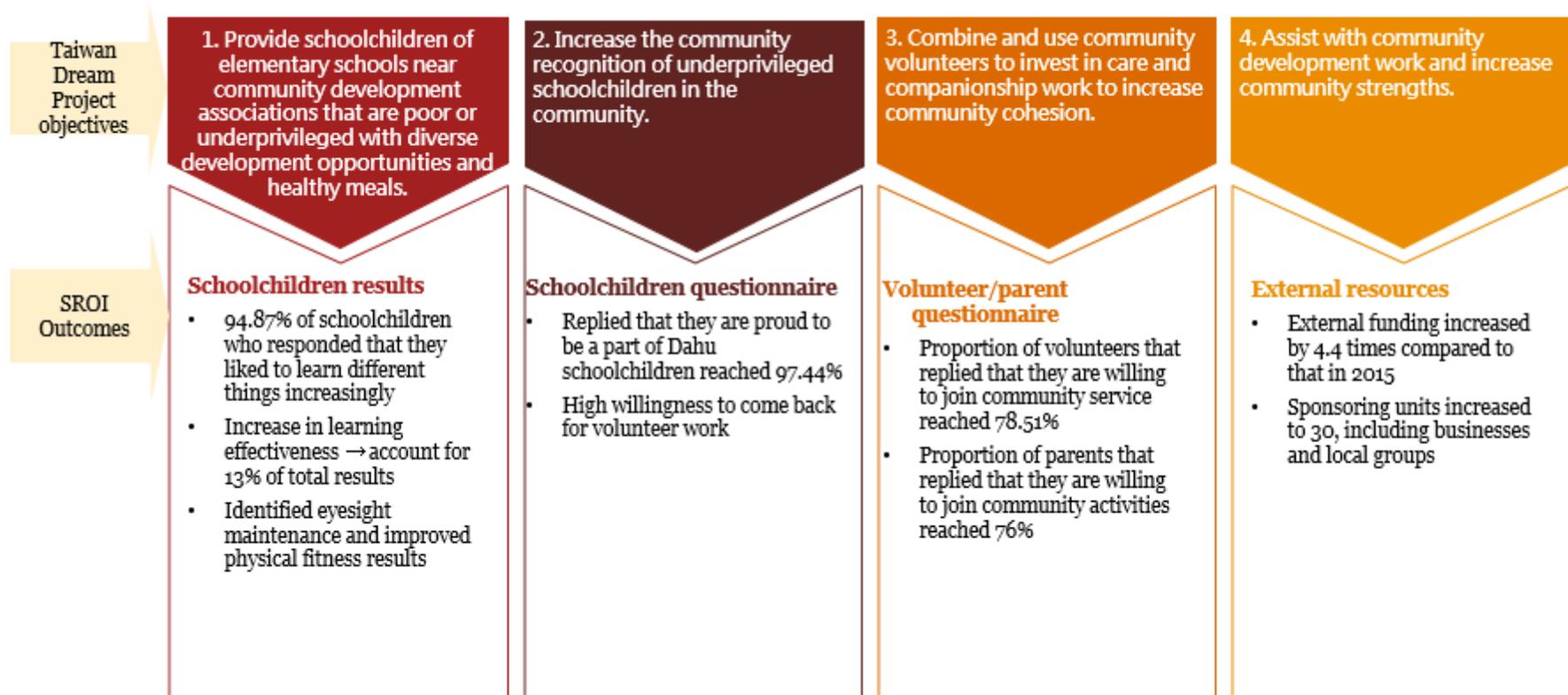


Figure: Objectives of Taiwan Dream Project vs. Outcomes from SROI

Besides the anticipated outcomes, we have also found many unexpected positive outcomes, and identified a limited number of negative outcomes. Through confirmation with the stakeholders, and discussion and research with CTBC Charity Foundation and project team from the Community Development Association, five major changes and suggestions have been proposed. Hopefully the social value from the inputs of each resource can be maximized through more proactive management, and more stories of change can be written at Dahu community. Furthermore, that Dahu can become a point of reference for the operations and management of other communities.

We believe that this report is only the beginning of our commitment for welfare management. In the future, besides continuing to track and to optimize the

development of Taiwan Dream Project, we also plan to expand this concept into other projects, and we anticipate to respond to needs and to create changes through effective management, so that the power of kindness and generosity can be sustainable and everlasting.

Appendix 1 Summary of Interview with stakeholders

A. Participation in Project

1. When did you start to participate in the Taiwan Dream Project? How long did you participate in the Project?
2. What role did you play or what did you do in the Project?
3. How did you hear about the Taiwan Dream Project? Have you also participated in other similar projects or activities?
4. Why did you want to participate in Taiwan Dream Project?

B. Outcomes

1. Did you experience any changes (way of thinking, action, health conditions or moods) personally or did you bring such changes to those around you after participating in Taiwan Dream Project?
2. How long did these changes last?
3. Do you think you will experience these changes if you hadn't participated in Taiwan Dream Project?
4. Are there other ways to receive the same or similar resources or opportunities besides Taiwan Dream Project?
5. Did Taiwan Dream Project cause any negative influences whether to you personally or to those around you?

Appendix 2 Questionnaire Outlines

➤ Schoolchildren(Parents as Proxies)

| A. Participation in Project (schoolchildren) | | | |
|--|---|---|--|
| 1 | When did you start to participate in the Taiwan Dream Project? How often did you come here a week? | | |
| 2 | What did you do in the Taiwan Dream Project? What kinds of classes did you participate in the Taiwan Dream Project? | | |
| 3 | Who brings you to or tells you the Taiwan Dream Project? | | |
| 4 | Why did you want to participate in Taiwan Dream Project? | | |
| B. Understand the change | | | |
| 1 | schoolchildren | Where did you go or what did you do after school before you participated in Taiwan Dream Project? (What kinds of classes did you participate and what did you do if you went to daycare or talent class after school? (What's the difference with the Taiwan Dream Project?) | |
| | | Is there any change in behavior or mood after you participated the Taiwan Dream Project? (For example: improve school performance, make new friends and feel happier, have nutritional dinner and become healthier, etc.) | |
| | | Did Taiwan Dream Project cause any negative influences whether to you personally or to those around you? (For example: the classes in the Taiwan Dream Project are too hard or too boring, or want to go home to do other things, etc.) | |
| 2 | parents | According to your observation, did your children experience any changes (way of thinking, action, health conditions or moods) or did they bring such changes to those around them after participating in Taiwan Dream Project? | |
| 3 | schoolchildren, parents | Duration | How long did these changes last? |
| 4 | schoolchildren | Deadweight | Do you think you will experience these changes if you hadn't participated in Taiwan Dream Project? |

| | | |
|--|----------------|---|
| | | (For example: You've always worked very hard so your grades are improving.) |
| | parents | According to your observation, did you think your children will experience these changes if they hadn't participated in Taiwan Dream Project? |
| 5 | schoolchildren | Are there any other ways to receive the same or similar resources and opportunities besides Taiwan Dream Project? (For example: Going to daycare or talent class will also make your grades improve.) |
| | parents | Attribution According to your observation, are there other ways that your children will receive the same or similar resources or opportunities besides Taiwan Dream Project? |
| 6 | schoolchildren | Did Taiwan Dream Project cause any negative influences whether to you personally or to those around you? |
| | parents | According to your observation, did Taiwan Dream Project cause any negative influences whether to your children or to those around them? |
| C. Confirm Outcomes | | |
| We asked parents questions below to confirm each outcome("the outcome") of children. We also asked children these questions but with simpler descriptions which are not listed here. | | |
| 1 | Outcomes | According to your observation, did your children experience the outcome? <input type="checkbox"/> Yes <input type="checkbox"/> No |
| 2 | Deadweight | Without Taiwan Dream Project, how possible that your children still experience the outcome? a. highly possible b. possible c. not possible d. highly impossible |
| 3 | Attribution | Since there might have other reasons contributed to the outcome, to what extent do you think that these changes are directly due to Taiwan Dream Project? Please tick one box. |

| | | | | | | | | | | | | | | |
|--|-----------------------------|---|---|---|---|---|---|---|---|---|---|----|--|--|
| | | | | | ✓ | | | | | | | | | |
| | contribution of the Project | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | | |

➤ Others(Adult Stakeholders : Parents, volunteers and site teachers)

| A. Participation in Project | | | |
|--|---|----------|--|
| 1 | When did you start to participate in the Taiwan Dream Project? How long did you participate in the Project? | | |
| 2 | What role did you play or what did you do in the Project? | | |
| 3 | How did you hear about the Taiwan Dream Project? Have you also participated in other similar projects or activities? | | |
| 4 | Why did you want to participate in Taiwan Dream Project? | | |
| B. Understand Outcomes | | | |
| 1 | Did you experience any changes (way of thinking, action, health conditions or moods) personally or did you bring such changes to those around you after participating in Taiwan Dream Project? | | |
| 2 | Duration How long did these changes last? | | |
| 3 | Deadweight Do you think you will experience these changes if you hadn't participated in Taiwan Dream Project? | | |
| 4 | Attribution Are there other ways to receive the same or similar resources or opportunities besides Taiwan Dream Project? | | |
| 5 | Did Taiwan Dream Project cause any negative influences whether to you personally or to those around you? | | |
| C. Confirm Outcomes | | | |
| We asked stakeholders questions below to confirm each outcome ("the outcome"). | | | |
| 1 | <table border="1" style="width: 100%;"> <tr> <td style="width: 20%;">Outcomes</td> <td> (statement of outcome) How much did you agree or disagree with the statement of outcome above? a. Agree b. Slightly Agree </td> </tr> </table> | Outcomes | (statement of outcome) How much did you agree or disagree with the statement of outcome above? a. Agree b. Slightly Agree |
| Outcomes | (statement of outcome) How much did you agree or disagree with the statement of outcome above? a. Agree b. Slightly Agree | | |

| | | | | | | | | | | | | | | | | | | | | | | | | | | |
|-----------------------------|-------------|--|---|-------------------------------------|---|---|-------------------------------------|---|---|---|----|--|--|--|-----------------------------|---|---|---|---|---|---|---|---|---|---|----|
| | | <p>c. Slightly disagree</p> <p>d. Disagree</p> | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | Deadweight | <p>Without Taiwan Dream Project, how possible that you will still experience the outcome?</p> <p>a. highly possible</p> <p>b. possible</p> <p>c. not possible</p> <p>d. highly impossible</p> | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | Attribution | <p>Since there might have other reasons contributed to the outcome, to what extent do you think that the outcome is directly due to Taiwan Dream Project? Please tick one box.</p> <table border="1"> <tr> <td></td> <td></td> <td></td> <td></td> <td><input checked="" type="checkbox"/></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>contribution of the Project</td> <td>0</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>6</td> <td>7</td> <td>8</td> <td>9</td> <td>10</td> </tr> </table> | | | | | <input checked="" type="checkbox"/> | | | | | | | | contribution of the Project | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| | | | | <input checked="" type="checkbox"/> | | | | | | | | | | | | | | | | | | | | | | |
| contribution of the Project | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | | | | | | | | | | | | | | | |

Appendix 3 Impact Map

| Stakeholders | | Inputs | | The Outcomes (what changes) | | | | | | | | | Deadweight% | Displacement% | Attribution% | Drop off % | Impact | Calculating Social Return | | | |
|---|----------------------------|----------------------|--|---|------------------------------------|--|---|--|--|---|--|--|---|--|---|--|--|--|--------|-----------------|------------|
| Who do we have an effect on? Who has an effect on us? | Number of the stakeholders | What do they invest? | What is the value of the inputs in currency (NT\$) | Description | Indicator | Source | Quantity | Duration | Financial Proxy | Value in currency(unit) | Frequency | Value in currency(total) | Source | What would have happened without the activity? | What activity did you displace? | Who else contributed to the change? | Does the outcome drop off in future years? | Quantity times financial proxy, less deadweight, displacement, attribution and dropoff | | | |
| | | Time | \$ | How would the stakeholder describe the changes? | How would you measure it? | Where did you get the information from? | How much change was there? | number of changes | How long does it last after end of activity? | What proxy would you use to value the change? | What is the value of the change? (NT\$) | What is the frequency of the change during the duration? | What is the total value of the change? (NT\$) | Where did you get the information from? | | | | | | | |
| Schoolchildren | 44 | | | Individual aspect | Increasing learning effectiveness | Questionnaire | Number of parents who responded a positive enhancement in the children's learning effectiveness (Scale) | 91% | 40 | 1 | Daycare cost/month | \$ 4,600.00 | 10.00 | \$ 46,000.00 | The average costs of daycare in Changhua region, tuition divided into those paid monthly and for the summer session. | 10.00% | 0.00% | 26.67% | 0.00% | \$ 1,219,680.00 | |
| | | | | | | Questionnaire | Number of students who showed improvements in test results (in Chinese, English, and mathematics.) | | | | Daycare cost/month during the summer break | 6,800.00 | 3.00 | 20,400.00 | | 10.00% | 0.00% | 26.67% | 0.00% | 540,901.57 | |
| | | | | | Enhancement in self-identification | Questionnaire | 1. Number of schoolchildren who responded a positive increase in self-confidence. 2. Number of schoolchildren who responded that they liked to learn different things increasingly 3. Number of parents who responded a positive increase in the self-confidence of schoolchildren | 89.74% | 39 | 1 | Talent class tuition/month | 9,590.00 | 10.00 | 95,900.00 | Data collected from the Internet (average tuition for dance, painting, robot-building lessons, 10 months per year) Dance 2,000/month Painting 3,400/month Calligraphy 750/month Basketball 1,440/month Robot building 2,000/month | 0.00% | 0.00% | 30.91% | 0.00% | 2,616,348.72 | |
| | | | | | | Questionnaire | 1. Number of schoolchildren who responded that they either made new friends at the Site or became closer with their classmates. 2. Number of parents who responded that their children showed a positive enhancement in social skill. | 100.00% | 44 | 1 | Character training camp tuition | 3,000.00 | 2.00 | 6,000.00 | Character training camp tuition in Taichung region (2 sessions a year, one in summer break and one in winter break) | 30.00% | 0.00% | 26.36% | 0.00% | 136,080.00 | |
| | | | | | Social aspect | Enhancement in relationships with family members | Questionnaire | Number of schoolchildren who responded a positive enhancement in their relationships with siblings. | 100.00% | 44 | 1 | Group training tuition | 1,440.00 | 10.00 | 14,400.00 | Basketball lessons with siblings (NTD)1,440 per month, 10 months a year | 40.00% | 0.00% | 36.84% | 0.00% | 240,101.05 |
| | | | | | | Willingness and passion for helping others | Questionnaire | 1. Number of schoolchildren who responded that they had started to offer assistance to others. 2. Number of schoolchildren who responded that they wanted to assist others like the volunteers on the Site. | 92.31% | 41 | 1 | Average monetary donation per person in the country | 21,660 | 1.00 | 21,662.70 | The average monetary donation per person in Taiwan (NTD)48,790 per person/month*12 months* average monetary donation rate 3.7% | 10.00% | 0.00% | 35.83% | 0.00% | 508,108.37 |
| | | | | Health aspect | Increase in physical fitness | Questionnaire | 1. Number of schoolchildren who responded that they grew fonder of exercising and exercised more frequently upon coming to the Site. 2. Number of parents who responded a positive enhancement in the children's physical conditions. (Quantitative measures) Number of individuals who showed improvements in BMI ratio inspection. | 95.65% | 42 | 1 | Cost of pediatric care | 150.00 | 13.00 | 1,950.00 | Interviews revealed the frequency of some schoolchildren catching colds has declined from 2.4 times/month to once/month after their participation in Site activities (the statutory maximum registration fee per visit to a pediatrician is NTD 150, and the total is calculated based on one visit per month). | 60.00% | 0.00% | 28.18% | 0.00% | 23,576.35 | |
| | | | | | Byesight maintenance | Questionnaire and scale | 1. Number of schoolchildren who responded a decrease in using cell phones or watching TV. 2. Number of parents/volunteers who responded that children's eye vision did not deteriorate as they have reduced usage of electronic devices. (Scale) Number of individuals who show improvements or maintains in eye | 84.21% | 37 | 1 | Byesight correction cost | 400.00 | 12.00 | 4,800.00 | Average cost of regular examination for amblyopia/myopia correction per visit (NTD 400/visit, once a month for one year) | 13.00% | 0.00% | 37.78% | 0.00% | 96,277.56 | |
| | | | | | Affect gastrointestinal health | Questionnaire | 1. Number of schoolchildren who responded that they skipped dinner because they were still full from the afternoon snacks. 2. Number of parents who responded an impact on the gastrointestinal health of their children. | 17.39% | 8 | 1 | Cost of pediatric care | 150.00 | 13.00 | 1,950.00 | The statutory maximum registration fee per visit to a pediatrician is NTD 150, and the total is calculated based on one visit per month | 0.00% | 0.00% | 30.00% | 0.00% | -10,445.22 | |

| Stakeholders | | Inputs | | The Outcomes (what changes) | | | | | | | | | | Deadweight% | Displacement% | Attribution% | Drop off % | Impact | Calculating Social Return | | |
|---|----------------------------|--|--|---|---|---|--|-------------------|--|---|--|--|---|---|--|--|-------------------------------------|--|--|-----------------|-----------|
| Who do we have an effect on? Who has an effect on us? | Number of the stakeholders | What do they invest? | What is the value of the inputs in currency (NT\$) | Description | | Indicator | Source | Quantity | Duration | Financial Proxy | Value in currency(amt) | Frequency | Value in currency(total) | Source | What would have happened without the activity? | What activity did you displace? | Who else contributed to the change? | Does the outcome drop off in future years? | Quantity times financial proxy, less deadweight, displacement, attribution and dropoff | | |
| | | | | How would the stakeholder describe the changes? | How would you measure it? | Where did you get the information from? | How much change was there? | number of changes | How long does it last after end of activity? | What proxy would you use to value the change? | What is the value of the change? (NT\$) | What is the frequency of the change during the duration? | What is the total value of the change? (NT\$) | Where did you get the information from? | | | | | | | |
| Parents | 25 | none | 0 | Reduction of economic burden | Reduction of economic burden | (Questionnaire) Number of parents who responded that the Site alleviated the financial burden on their families. | Questionnaire | 90.48% | 23 | 1 | Daycare cost/month | \$ 4,600.00 | 10.00 | \$ 46,000.00 | The average costs of daycare in Changhua region, tuition divided into three paid monthly and for the summer session | 0.00% | 0.00% | 0.00% | 0.00% | 1,040,476.19 | |
| | | | | | Reduction of child care burden | (Questionnaire) 1.Number of parents who responded that children became better behaved and more independent. 2.Number of schoolchildren who responded that they were more likely to help with house chores proactively | Questionnaire | 95.65% | 24 | 1 | Daycare cost/month during the summer break | 6,800.00 | 3.00 | 20,400.00 | | 0.00% | 0.00% | 0.00% | 0.00% | 461,428.57 | |
| | | | | | Reduction of family burden | (Questionnaire) 1.Number of parents who responded that children became better behaved and more independent. 2.Number of schoolchildren who responded that they were more likely to help with house chores proactively | Questionnaire | 95.65% | 24 | 1 | Cost of House Cleaning Service/month | 1,680.00 | 13.00 | 21,840.00 | The house cleaning service cost in Bitou township area.(NTD 280/per hour, 1.5 hours/once,once a week) | 10.00% | 0.00% | 33.64% | 0.00% | 311,932.17 | |
| | | | | | Improvement of interpersonal relationships and confidence | Expansion of social network | (Questionnaire) Number of parents who responded an enhancement to their interpersonal relationships. | Questionnaire | 85.24% | 21 | 1 | Community activity cost | 200.00 | 13.00 | 2,600.00 | Average NTD200 per meal with friends, once a month for the whole duration. | 21.00% | 0.00% | 46.19% | 0.00% | 23,553.30 |
| | | | | | Enhancement in confidence in child upbringing | (Questionnaire) Number of parents who responded a boost to their confidence in raising their children | Questionnaire | 73.95% | 18 | 1 | Parent education course tuition | 9,600.00 | 2.00 | 19,200.00 | Data collected from the Internet (a parent education course NTD 1,200 per class, 8 classes per session and 2 sessions a year) | 21.00% | 0.00% | 46.19% | 0.00% | 150,886.44 | |
| | | | | | Enhancement in parent-child relations | (Questionnaire) Ratio of parents who responded a positive increase in the willingness to share in their children or a reduction of family conflicts | Questionnaire | 44.74% | 11 | 1 | Parent-child activity cost | 4,800.00 | 2.00 | 9,600.00 | Indoor parent-child activity average cost (NTD 600 per class, 8 classes per session and 2 sessions a year) | 25.00% | 0.00% | 35.53% | 0.00% | 51,918.28 | |
| Volunteers | 33 | Time | 603678.9 | Improvement of satisfaction and professional skills | Obtainment of happiness and sense of accomplishment | (Questionnaire) Number of volunteers who responded that they had received sense of happiness and accomplishment | Questionnaire | 77.10% | 25 | 1 | Work performance bonus | 39,238.00 | 1.58 | 61,996.04 | In Taiwan, the average pay was NTD 39,238 and the average performance bonus was 1.58 months in 2016. | 40.00% | 0.00% | 41.13% | 0.00% | 557,142.80 | |
| | | | | | Learning new skills and knowledge | (Questionnaire) Number of volunteers who responded that they had learned new skills/techniques. | Questionnaire | 53.87% | 18 | 1 | Skill training tuition | 492.31 | 9.00 | 4,430.77 | The Hakka Language Heritage-Teacher training course is NTD 1,600 per class (around 13 children per class and each one pays NTD 123), one class per week for 9 months. | 20.00% | 0.00% | 41.13% | 0.00% | 37,097.02 | |
| | | | | | Enhancing knowledge of education/service | (Questionnaire) Number of volunteers who responded a positive increase in knowledge or experiences of education/service. | Questionnaire | 75.48% | 25 | 1 | Volunteer training cost | 211,200.00 | 1.00 | 211,200.00 | Site volunteer training cost (per year) | 20.00% | 0.00% | 41.13% | 0.00% | 75,082.59 | |
| Site teachers | 10 | Time | 0 | Increase in teaching experience and the sense of accomplishment | Achieve a sense of achievement and justification | (Questionnaire) Number of teachers who responded that they received sense of accomplishment and satisfaction through teaching. | Questionnaire | 66.00% | 7 | 1 | Teacher performance bonus | 41,905.00 | 1.00 | 41,905.00 | The Ministry of Education issues one-month salary for performance bonus. The average monthly salary of junior high and elementary school deputy teachers is NTD 41,905/year. | 72.00% | 0.00% | 40.00% | 0.00% | 46,464.26 | |
| | | | | | Improvement of teaching skills and experience | (Questionnaire) Number of teachers who responded to have increased teaching skills and experience through teaching. | Questionnaire | 69.00% | 7 | 1 | Teacher workshop cost | 3,000.00 | 3.00 | 9,000.00 | The average cost of elementary school teacher workshops is NTD 3,000 per session (for one day), and 3 sessions are held each year. | 72.00% | 0.00% | 45.00% | 0.00% | 9,563.40 | |
| Community Development Association | 1 (unit) | Time (Village head, project personnel) | 0 | Increase in community cohesion | Increase in community cohesion | (Questionnaire) 1. Number of schoolchildren who responded to be proud of being a part of the Dahu community. 2. Number of parents who responded that they were more willing to provide inputs to community activities. 3. Number of volunteers who responded that they were more willing to provide inputs for the community service. | Questionnaire | 90.17% | 88 | 1 | Cost to hire personnel of the Association | 30,000.00 | 13.00 | 390,000.00 | Average monthly salary of association personnel | 0.00% | 0.00% | 10.00% | 0.00% | 302,649.41 | |
| | | | | | Increase in external resources | (Statistical analysis) 1. External sponsorship/funds (including material goods) 2. Number of external sponsors | Community Development Association | 100% | 1 | 1 | Amount funded by external sponsors | 876,880.00 | 1 | 876,880.00 | The amount funded by external sponsors during the reporting period. | 23.00% | 0.00% | 0.00% | 0.00% | 675,197.60 | |
| CTBC Financial Holding | 1 (unit) | Funding | 100000 | | | | | | | | | | | | | | | | | | |
| Activity sponsors | 30 (unit) | Funding and resources | 460100 | | | | | | | | | | | | | | | | | | |
| CTBC Foundation personnel | 6 | Time | 78000 | | | | | | | | | | | | | | | | | | |
| | | | \$ 2,140,778.90 | | | | | | | | | | | | | | | | | \$ 9,114,019.42 | \$ 4.36 |

Appendix 4 Reference Information for Financial proxies

| Outcomes | Financial proxies | Data source | | |
|------------------------------------|--|--|--|---|
| Increasing learning effectiveness | Daycare cost/month | The average costs of daycare in Changhua region, tuitions divided | Website of Daycare in Changhua (Ligen Daycare) | http://lijen.kidschool.org.tw/main.php?fid=01&page_name=news_detail&news_id=185 |
| | Daycare cost/month during the summer break | into those paid monthly and for the summer session. | Website of Daycare in Changhua (Cheermay Daycare) | http://cheermay.com/ht/m3-1.html |
| Enhancement in self-identification | Talent class tuition | Data collected from the Internet (average tuition for dance, painting, robot-building lessons, 10 months per year) - Dance 2,000/month - Painting 3,400/month - Calligraphy 750/month - Basketball 1,440/month - Robot building 2,000/month | Mei Dance Taichung classroom(NTD 250 per class, 8 classes per month) | http://www.meidance.com/S_ChildDance-01.htm#兒童律動(6~10歲) |
| | | | TungHai University (located in Taichung)painting class(NTD 250 per class, 8 classes per month) | http://eec.thu.edu.tw/classlist_1.aspx?id=AC314&id1=AC3&id2=105&id3=15&id4=A |
| | | | National Changhua Art Center calligraphy class (NTD 1,500 per session, lasted for | https://event.culture.tw/CHCSEC/portal/Registration/C0103MAction?actId=50284 |

| Outcomes | Financial proxies | Data source | | |
|------------------------------|---------------------------------|---|---|---|
| | | | two months) | |
| | | | Changhua Civil Sport Center Basketball group lessons (on holiday) (NTD 2,880 per session, lasted for two months) | http://www.chnsports.com.tw/class.php?getDate=ball&getTime=1 |
| | | | National Changhua University of Education College 2016 Robot building summer camp (NTD 500 per class, four classes pre month) | http://cee.ncue.edu.tw/front/newscontent.php?news=10&index=0&id=188 |
| Improvement of social skills | Character training camp tuition | Character training camp tuition in Taichung region (2 sessions a year, one in summer break and one in winter break) | Character training camp (in Taichung) | http://www.ikt.org.tw/?p=77 |

| Outcomes | Financial proxies | Data source | | |
|--|---|---|--|--|
| Enhancement in relationships with family members | Group training tuition | Basketball lessons with siblings (NTD1,440 per month,10 months a year) | Changhua Civil Sport Center Basketball group lessons (on holiday) | http://www.chnsports.com.tw/class.php?getDate=ball&getTime=1 |
| Willingness and passion for helping others | Average monetary donation per person in the country | The average monetary donation per person in Taiwan (NTD 48,790 per person/month*12 months* average monetary donation rate 3.7%) | Directorate General of Budget, Accounting and Statistics, Executive Yuan | https://www.dgbas.gov.tw/ct.asp?xItem=40964&ctNode=5624&mp=1 https://apatw.gitbooks.io/observation2014/content/TW/donation.html |
| Increase in physical fitness | Cost of pediatric care | Interviews revealed the frequency of some schoolchildren catching colds has declined from 2-4 times/month to once/month after their participation in the Site activities (the statutory maximum registration fee per visit to a pediatrician is NTD | The statutory maximum registration fee per visit | http://edu.law.moe.gov.tw/LawContentDetails.aspx?id=FL009424 https://udn.com/news/story/6885/2062100 |

| Outcomes | Financial proxies | Data source | | |
|---|--|---|---|---|
| | | 150, and the total is calculated based on one visit per month). | | |
| Eyesight maintenance | Eyesight correction cost | Average cost of regular examination for amblyopia/myopia correction per visit (NTD 400/visit, once a month for one year) | Average cost of regular examination for amblyopia/myopia correction per visit | http://www.eyedrlin.com.tw/front/bin/ptlist.phtml?Category=132818 |
| Affect gastrointestinal health | Cost of pediatric care | The statutory maximum registration fee per visit to a pediatrician is NTD 150, and the total is calculated based on one visit per month | The statutory maximum registration fee per visit | |
| Reduction of economic and child care burden | Daycare cost/month | The average costs of daycare in Changhua region, tuitions divided into those paid monthly and for the summer session | Website of Daycare in Changhua (Ligen Daycare) | http://lijen.kidschool.org.tw/main.php?fid=01&page_name=news_detail&news_id=185 |
| | Daycare cost/month during the summer break | | Website of Daycare in Changhua (Cheermay Daycare) | http://cheermay.com/ht/m3-1.html |

| Outcomes | Financial proxies | Data source | | |
|---|--------------------------------------|---|---|---|
| | Cost of House Cleaning Service/month | The house cleaning service cost in Bitou township area.(NTD 280/per hour, 1.5 hours/once, once a week) | House Cleaning Service Platform(Pro 360 Websites) | https://www.pro360.com.tw/unmarkhire/29420/6cf250958b7392e5cf5a0faf59f53c |
| Expansion of social network | Community activity cost | Average NTD 200 per meal with friends, once a month for the whole duration. | Phone Interview | |
| Enhancement in confidence in child upbringing | Parent education course tuition | Data collected from the Internet (a parent education course NTD 1,200 per class, 8 classes per session and 2 sessions a year) | Parenting Common Wealth education lectures | https://shopping.parenting.com.tw/event/2017/adultclass/ |
| Enhancement in parent-child relations | Parent-child activity cost | Indoor parent-child activity average cost (NTD 600 per class, 8 classes per session and 2 sessions a year) | Parent-child activity Websites | https://play.niceday.tw/category/2 |

| Outcomes | Financial proxies | Data source | | |
|---|-------------------------|---|--|--|
| Obtainment of happiness and sense of accomplishment | Work performance bonus | In Taiwan, the average pay was NTD 39,238 and the average performance bonus was 1.58 months in 2016 | Directorate General of Budget, Accounting and Statistics, Executive Yuan | http://news.ltn.com.tw/news/business/breakingnews/2012276 https://finance.technews.tw/2017/04/24/tw-2016-year-end-bonuses-average-1-58-months/ |
| Learning new skills and knowledge | Skill training tuition | The Hakka Language Heritage Teacher training course is NTD 1,600 per class (around 13 children per class and each one pays NTD 123), one class per week for 9 months. | Community Development Association | |
| enhancing knowledge of education/service | Volunteer training cost | Site volunteer training cost (per year) | Community Development Association | |

| Outcomes | Financial proxies | Data source | | |
|---|---|--|---|--|
| Achieve a sense of achievement and satisfaction | Teacher performance bonus | The Ministry of Education issues one-month salary for performance bonus. The average monthly salary of junior high and elementary school deputy teachers is NTD 41,905/year. | The Ministry of Education and United Daily News | |
| Improvement of teaching skills and experience | Teacher workshop cost | The average cost of elementary school teacher workshop is NTD 3,000 per session (for one day), and 3 sessions are held each year. | Phone interview | |
| Increase in community cohesion | Cost to hire personnel of the Association | Average monthly salary of association personnel | Community Development Association | |
| Increase in external resources | Amount funded by external sponsors | The amount funded by external sponsors during the reporting period. | Community Development Association | |

