

# Social Return on Investment (SROI) Report of Criminon Program

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## 2015-2017



社團法人  
中華民國無犯罪促進會  
The Association For No Crime, R.O.C





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# Table of Contents

<b>ACKNOWLEDGMENTS .....</b>	<b>3</b>
<b>TABLE OF CONTENTS .....</b>	<b>4</b>
<b>SUMMARY .....</b>	<b>5</b>
<b>CAVEAT .....</b>	<b>6</b>
<b>CHAPTER 1 SROI FRAMEWORK.....</b>	<b>7</b>
<b>CHAPTER 2 PROJECT INFORMATION.....</b>	<b>11</b>
<b>CHAPTER 3 INVOLVE STAKEHOLDERS.....</b>	<b>18</b>
<b>CHAPTER 4 PROJECT INPUTS AND OUTPUTS.....</b>	<b>29</b>
<b>CHAPTER 5 PROJECT OUTCOMES .....</b>	<b>35</b>
<b>CHAPTER 6 SROI MODEL BUILDING.....</b>	<b>60</b>
<b>CHAPTER 7 CONCLUSION .....</b>	<b>79</b>
<b>APPENDIX 1 OUTLINE OF STAKEHOLDER INTERVIEW .....</b>	<b>96</b>
<b>APPENDIX 2 STAKEHOLDER ENGAGEMENT QUESTIONNAIRE .....</b>	<b>99</b>
<b>APPENDIX 3 IMPACT MAP.....</b>	<b>110</b>
<b>APPENDIX 4 REFERENCE INFORMATION FOR FINANCIAL PROXIES.....</b>	<b>111</b>
<b>APPENDIX 5 REFERENCES.....</b>	<b>116</b>



## Summary

The Association for No Crime, R.O.C. was established in 2009 with the purpose "to bring together different sectors and personages in promoting drug rehab education, promoting learning technologies, assisting with crime prevention, and correcting the values of criminals, so as to elevate the character of citizens, reduce crime, and promote a harmonious society." The association mainly provides Criminon Program to prison inmates, and uses course arrangements to sequentially help each inmate face difficulties in their past, present, and future. This way, inmates have ways to handle obstacles they encounter in life, and to regain and rebuild their self-respect, so that they become capable citizens when they return to society in the future.

We further adopted a commonly used methodology for evaluating social impact, Social Return On Investment (SROI), in 2017, to examine the results and effects of Criminon Program more comprehensively and in-depth, which examinations then provide a basis for future program planning and improvement. This program analyzes students that received training in Tainan, Pingtung, and Changhua Prisons from 2015 to 2017. We identified a number of rich outcomes after in-depth interviews and questionnaire surveys of stakeholders, such as: Students that took the programs gained better reading abilities, and the content of the courses helped them improve their relationships with their families and also increased their senses of identity. More importantly, students were less likely to become repeat offenders, resulting in a lower recidivism rate. Instructors were inspired by the positive changes among students, and they gained higher learning motivation, making them willing to engage in lifelong learning with related courses, and even pursue further education to have a greater impact on students.

We compiled a list of abstract outcomes and determined their monetized value. On this basis, we calculated that every NT\$1 input by this program will generate NT\$6.30 in social value. If uncertain factors are taken into consideration for sensitivity analysis, the result will be in the range NT\$4.38-11.73. We used findings from statistics of outcomes and observations during implementation of the SROI project as a basis for improving the program. For example, we considered how to achieve the purpose and effect of project management by having students who were released share their experiences, adjusting the student recruitment structure, encouraging students to continue reading and learning after class, and strengthening contact with students after program. We hope to more effectively allocate and manage our limited resources, and also increase the social value generated by the Criminon Program.



## Caveat

Students in prison were limited to the protective and conservative nature of prisons; while students released from prison often relocated around Taiwan, changed contact methods, or dedicated more time to work to make up for their past mistakes. When we conducted the sample survey, it's difficult for us to contact the main stakeholders, students, due to limited conditions mentioned above. Hence, the sample sizes of students were not too many. We interviewed 6 students, issued questionnaire to 67 students with 100% of questionnaires were recovered, and confirmed the results with 23 students.

Though the sample sizes might be relatively small, we did our best to engage as much as we could. We used maximum multivariate analysis to interview students of different crimes, length of sentences, prisons, etc. during the stakeholder engagement process, and the results of the engagement were similar. In addition, we found the similar results from students of different characteristics based on the questionnaire survey results. We also confirmed our outcome and conclusion with students, and they did agree. However, it should be noted that insufficient sample sizes could lead to the possibility of statistical inference uncertainty or increased variability.



# Chapter 1 SROI Framework

## 1.1 Purpose

The Association for No Crime, R.O.C. (hereinafter referred to as the "Association") was founded in Hualien in 2009. The Association's purpose is "to bring together different sectors and personages in promoting drug rehab education, promoting learning technologies, assisting with crime prevention, and correcting the values of criminals, so as to elevate the character of citizens, reduce crime, and promote a harmonious society." This is achieved through courses of the Criminon Program, Criminon instructor and volunteer lecturer training, and campus anti-drug campaigns. Our efforts have gained excellent responses from inmates, prisons, and teachers and students on campus.

From drug prevention to corrections, among the multitudes of people we contact with, we attach great importance to inmates. This is because any positive spiritual or behavioral changes not only improve their sense of identity and correct their anti-social personalities, but also affect family (e.g., family relations, family support) and social (e.g., reduce crime prevention and correction costs) factors. In the stories shared during graduation ceremonies, book reports, or letters, we witnessed the changes in many inmates. However, we want to understand exactly what effect the courses have on them, on the prison's edification and education work, and on Taiwan's recidivism rate. Lin Yin-Hsia, Senior Instructor of the Association, analyzed questionnaire surveys on programs offered in Tainan Prison in 2016 to understand students' feedback regarding the programs. We also invited Professor Lin Ming-Chieh of National Chung Cheng University to analyze the scores of students that took the courses at three different



prisons. The analysis determined how the number of participants in group counseling affected program results, and improvement recommendations were offered on this basis.

We further adopted a commonly used methodology for evaluating social impact: Social Return On Investment (SROI) in 2017. The scope of evaluation covers students that received training in Tainan, Pingtung, and Changhua Prisons from 2015 to 2017. We engaged PricewaterhouseCoopers Taiwan (PwC Taiwan) for assistance in undertaking SROI evaluation and preparing this SROI report. We hope to examine the program's results and effects more comprehensively and in more depth, through the rigorous evaluation methodology of having an attested, professional, experienced and impartial third party conduct in-depth interviews and questionnaire surveys on students, family and friends of students, instructors, and prison personnel. The results will provide a basis for future program planning and improvement.

In the future, we will continue to monitor the results of the Criminon Program and improve course content with a sincere, practical and humble attitude, in hopes of creating opportunities for more inmates to change.

## 1.2 Analytical Framework

Among the many methodologies for measuring social impact, the Social Return on Investment (SROI), which has been developed and promoted jointly by the British and Scottish governments, consists of six stages. The methodology specifically describes and measures the theory of change resulting from the inputs, outputs, and outcomes of charitable activities, with monetized value as a unified unit of measure. A characteristic of SROI is that it can define a general and relative monetized value for abstract concepts that were traditionally viewed as unable to be priced, such as confidence, independence, and contentment. Furthermore, the SROI measuring process takes stakeholders participating in the project into consideration, and measures the





changes and value perceived by stakeholders. It does not only consider economic return. The characteristics above are especially important in identifying the outcomes of charity events and policy promotion, and are why SROI is a widely recognized tool for cost-benefit analysis around the world today<sup>1</sup>.

In this report, we have followed the 2012 update to A Guide to Social Return on Investment (hereinafter, the "SROI Guide"), which was officially published by the British government, as the basis of our analytical framework. This report provides an evaluative SROI analysis, with data taken from the inputs, outputs and outcomes of the Criminon Program implemented by the Association in Tainan, Pingtung, and Changhua Prisons from 2015 to 2017. It measures the resulting social return on investment, which is subsequently used as the basis for the program's follow-up evaluation and performance management.

### **1.3 Limitations of the Study**

Under the SROI framework, abstract, narrative or non-quantitative indicators such as confidence, joyfulness and family relationships must be priced, and the assumed variables are used as adjusting factors (such as Deadweight and Drop-off). The generated values are derived from the perceptions of the stakeholders and not the traditional models of predictive financial analysis. As a result, the social return on investment figures calculated in this report should not be compared with figures from a different project. After all, the perceptions and resulting benefits to the beneficiaries are different. In view of the reasons stated above, apart from the SROI outcomes, we should publicly disclose the SROI report in a responsible manner and openly explain the outcomes as well as the processes of calculation and derivation. It is also necessary to

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<sup>1</sup>The United Nations Social Impact Fund (UNSIF) and Dow Jones Sustainability Indices (DJSI) both use SROI as a reference for evaluating projects or externality.



list the various assumptions and sensitivity analysis used in the process. It is hoped that the users of the report will be able to understand the Criminon Program and its social value with the complete information provided, from which the basis for activity management and maximizing social value and other decisions can be derived.



## Chapter 2 Project Information

### 2.1 Project Information

Overcrowding has always been an issue in Taiwan's prisons. When the number of inmates exceeds capacity, it not only directly causes issues with living space, healthcare, and hygiene, but also causes extensive discussion in society about the results of guidance, edification and education work. Taiwan's high recidivism rate has drawn attention to these issues, which have long caused headaches for both public and private sectors.

The Criminon Program was created in this background. The program has reached over 2,500 students since 2006. Unlike typical edification and education activities, the Association uses full-time instructors, systematic course content, and long-term and intensive classes for project implementation. The Association hopes to thus overcome prisons' dilemma of heavy edification and education workload, uneven volunteer quality, and having an abundance of courses but lack of a system.

- Full-time instructors

Charity is a flourishing culture in Taiwan, which has multitudes of charity organizations and volunteers. These have filled the gap for many social issues and resources, and prisons are no exception. Edification and education activities bring together large numbers of groups and volunteers with different expertise and religious backgrounds to dedicate their time and enthusiasm to providing inmates with a variety of courses and guidance. The spirit of these volunteers who do not shrink from hardships, and their dedication, are admirable. However, unlike community services and children's education, the first issue is that volunteers will encounter when facing



inmates from mixed backgrounds with a plethora of issues is whether or not they are mentally and physically equipped to handle things. Inadequate expertise and instability due to lack of control of volunteers have also discounted the quality of edification and education work. This takes a toll on both inmates and volunteers.

Criminon Program is taught by full-time instructors, who receive intensive courses for six months or more and complete internships with the assistance of senior instructors. Finally, the instructors achieve certification after being evaluated by the CEO of the association. Even they begin teaching courses, they periodically return to the Association to receive training or engage in information exchange and sharing remotely. The full training mechanism and support system allows this group of instructors to begin teaching courses in prison when they are prepared mentally and professionally and have the right work attitude. Even if they encounter frustrations, they can consult experienced instructors or seek assistance from the Association. The compensation system eliminates any worries of the instructors, so they are able to focus on preparing for courses, teaching, and inputs. They will not need to sacrifice their teaching quality or stability of involvement due to work or other factors in life.

- Systematic course content

Prisons have a variety of edification and education activities ranging from religious education, classified education, collective education to individual education, and further to counseling and drug rehab education for inmates sentenced for specific offenses, such as domestic violence, sexual assault, and drugs. It is often hard to find the right remedy due to the complex criminal background and psychological state of drug offenders.

The Criminon Program is a specialized drug offender rehabilitation and counseling program designed based on the basic living skills of students. Course content is highly



related to individual experience, and provides intensive training of abilities drug offenders lack, such as having them repeatedly practice self-restraint and communication abilities. These courses are much more demanding in terms of time and student involvement than regular edification and education courses. Instructors adjust their progress and demands based on students' individual conditions during the program. The general courses combined with personalized instructions allow inmates to fully train in areas they are most lacking in. The syllabi and descriptions of the courses are as follows:

Course	Course title	Course objectives	Course content
I	Facing problems and communication	<ol style="list-style-type: none"> <li>Increase confidence and have the ability to handle disputes and frustrations with verbal communication, and further improve interpersonal relations and reduce verbal and physical conflict.</li> <li>Increase students' ability to face problems, communicate, and control all things in their environments.</li> </ol>	Students are paired up for repetitive practice: <ul style="list-style-type: none"> <li>● Beginners TR0</li> <li>● TR0 Confronting</li> <li>● TR0 Bullbait</li> <li>● TR1 Dear Alice</li> <li>● TR2 Acknowledgments</li> <li>● TR2 1/2 Half-Acknowledgments</li> <li>● TR3 Duplicative question</li> <li>● TR4 Originations</li> </ul>
II	Enhance learning abilities	<ol style="list-style-type: none"> <li>Improve students' reading and learning techniques</li> <li>Students use the learning techniques in subsequent courses</li> </ol>	Carried out through reading and practice: <ol style="list-style-type: none"> <li>Identify and deal with learning barriers               <ul style="list-style-type: none"> <li>● Lack of actual objects</li> <li>● Gradient too steep</li> <li>● Wrong character</li> </ul> </li> <li>Learning technique practice</li> </ol>



		and daily life to gain new knowledge and develop new skills, so that they can learn successfully in any field.	<ul style="list-style-type: none"> <li>● Clearing characters method</li> <li>● Demonstration</li> <li>● Theory coach</li> <li>● Theory review</li> </ul>
III	The way to happiness	<p>1. Rebuild students' moral standards so they can more correctly assess their past, present, and future actions.</p> <p>2. Cause students to act in a way that is acceptable to society, let them feel capable and valuable when acting this way, and restore their confidence in themselves and their pride.</p>	<p>Use reading, discussion, writing, and practice to let students understand and follow the 21 rules below:</p> <ol style="list-style-type: none"> <li>1. Take care of yourself (disease, clean, teeth, diet, rest)</li> <li>2. Stay in control (don't do drugs, don't drink excessively)</li> <li>3. Do not have promiscuous sexual relations</li> <li>4. Love children and help them</li> <li>5. Respect and help your parents</li> <li>6. Set a good example (workplace, family, friends)</li> <li>7. Try to live in the truth (lies and concealment)</li> <li>8. Do not kill people</li> <li>9. Do not do anything illegal</li> <li>10. Support the government that is designed for the people and works for the people</li> <li>11. Do not hurt people with good intentions</li> <li>12. Protect and improve your environment (clothing, living space, environmental protection)</li> <li>13. Do not steal</li> <li>14. Be a trustworthy person</li> <li>15. Fulfill your duties</li> <li>16. Be a diligent person</li> <li>17. Be a capable person (observe, learn, practice)</li> </ol>



			<p>18. Respect the religious beliefs of others</p> <p>19. Try not to do things to others that you do not want others to do to you</p> <p>20. Treat others the way you want others to treat you (virtue)</p> <p>21. Flourish and prosper (response to frustration, mocking and attacks)</p>
IV	Course on social and anti-social personalities	<p>1. Students learn to identify personality traits and get closer to people with social personalities, and overcome the effects of anti-social personalities and oppressors on them.</p> <p>2. Students observe their own behavioral patterns and adopt a more social lifestyle. They use what they learned in class to handle the instability caused by oppression.</p>	<p>Carried out through reading, discussion, and demonstration:</p> <p>1. Understand the expression of two personality traits in life and how to safely react.</p> <p>2. Define the terms hostile, belittle, oppress, etc., and discuss the causes and types of potential sources of trouble (contact with oppressors and being negatively affected).</p> <p>3. Methods for resolving situations with potential sources of trouble</p> <ul style="list-style-type: none"> <li>● Discover</li> <li>● Handle (avoid hostility, use the "good roads, good weather" communication technique)</li> <li>● Isolate</li> </ul>

- Intensive classes over a long period of time

Every inmate has an entirely different personality and background, and also has different attitudes and motives for participating in edification and education courses. However, avoiding issues with "self" (including sentence and personality issues) and lack of trust in "people" (especially superiors such as officers and teachers) is a common trait, especially among drug offenders. How to give them a safe and stable environment, so they are willing to let down their defenses and anything that is holding them back,



and honestly face themselves when they need and accept the impact and influence of the course. The importance of this is not less than the course itself.

Criminon Program last at least three months with nearly 240 hours of classes planned. The stable learning environment provides a place for them to grow a sense of security, so students can slowly adjust their mindset at their own pace, practice the techniques they learned, and also build a trusting relationship with instructors. Changes in their learning attitudes and development of good habits come in time and yield different fruits later on in life. Instructors are both mentors and friends, and relationships last after courses end and even after being released from prison, just like family, providing nutrients on the path to change. Even though there are slight differences in the frequency of classes and length of Criminon programs at each prison, the completeness and length of courses is guaranteed. Compared with single, shorter edification and education activities, the depth and persistence of its influence is indisputable.

## 2.2 Report's Scope of Analysis

Criminon Program can be found around Taiwan, and prisons in Hualien, Taitung, Green Island, and Yilan all have completed or ongoing courses that have benefited countless inmates. Due to cost restraints and data accessibility, this SROI project evaluates changes in students at Tainan, Pingtung, and Changhua Prisons, which consistently and stably offered courses, or after release, from 2015 to 2017. We use stakeholder engagement procedures as the basis for measuring and calculating the SROI rate in this report. We also use sensitivity analysis to adjust the scope of inputs calculated, as well as the values of financial proxies and adjusting factors. This is to reduce the impact of scope selection or assumptions of uncertain factors on calculation





results.

In the future, we will continue to implement Criminon Program with the same level of enthusiasm, and will maintain a responsible attitude when tracking course results with the evaluation basis and experience of this project. By making the scope of measurement more thorough, we hope to provide more comprehensive and effective recommendations for program planning and execution.



## Chapter 3 Involve stakeholders

### 3.1 Engagement Process

Stakeholder involvement is an important and necessary stage in A Guide to Social Return on Investment. We use the subjective and objective changes in stakeholders as the basis for evaluating project outcomes and determining value.

We divided the stakeholder engagement process into the following four major stages: Define the group; conduct interviews; administer questionnaire; discuss conclusions. Learn what stakeholders truly feel and gain their feedback through actual contact and their full involvement, and also develop a theory of change between inputs, outputs, and outcomes.

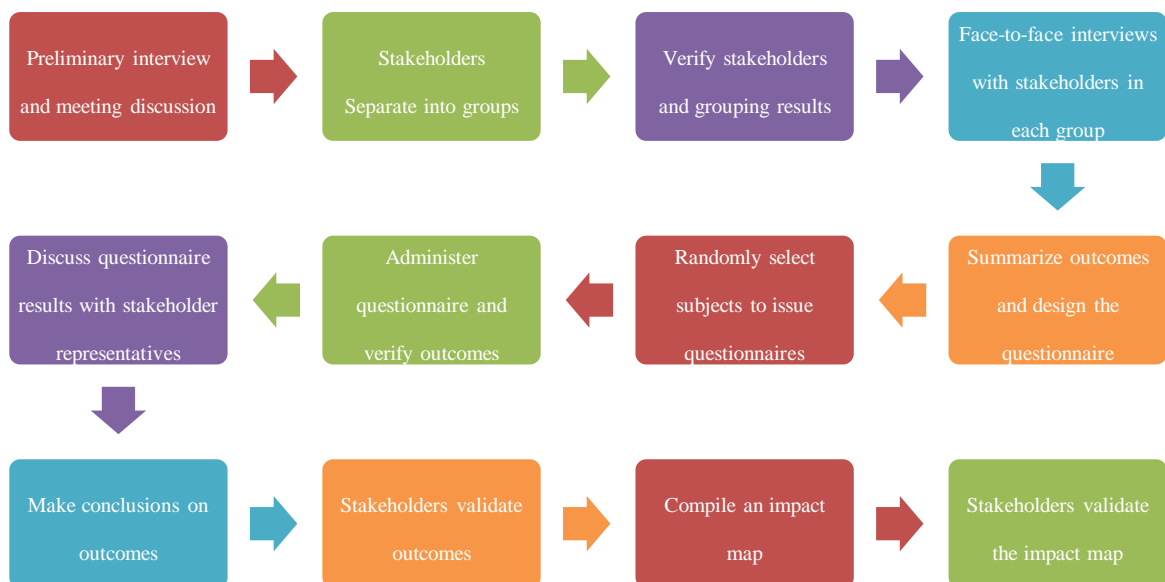


Figure 1 Stakeholder Engagement Flowchart



## 3.2 Stage 1 Define the group

Identifying stakeholders is the first step to SROI analysis. We must comprehensively consider all groups that may affect or be affected by the project, regardless whether positive or negative, active or passive, expected or unexpected, and direct or indirect, so as to identify the overall influence of the project on society. However, the project's scope of influence may be too broad, so we focus on important stakeholders based on the principles of materiality and "do not over-claim" according to A Guide to Social Return on Investment, so that the changes brought by the project can be truly presented.

We conducted preliminary interviews and met with the Association's personnel and experienced instructors for discussion and validation, with the help of our external consultants. This gave us a complete understanding of the project content and implementation methods, and we determined the following important stakeholder groups for the second stage of interviews:

### **Project implementation**

- The Association for No Crime, R.O.C.: Provides funding and planning of Criminon Program and trains instructors.
- Instructors: Paid employees of the Association who carry out Criminon Program in prison.

### **Direct beneficiaries of the project**

- Students: Main stakeholders; inmates participating in the Association's Criminon Program in prison.

### **Indirect beneficiaries of the project**

- Family members of students: May be affected by the changes in students.
- Prison personnel: The prison's counsel, members of Guard and Control Section,



and worksite controllers who may be affected when assisting with Criminon Program affairs or by changes in students.

### **3.3 Stage 2 Conduct interviews**

Our external consultants conducted further interviews (see Appendix 1 for the interview outline) with stakeholder groups identified in the previous stage. The true feelings of stakeholders, theory of change between inputs, outputs, and outcomes, and potential adjusting factors and financial proxies are learned through an impartial third party. Based on the principles of materiality and of "do not over-claim" in A Guide to Social Return on Investment, stakeholders who were not significantly impacted or too indirectly impacted were excluded. Only the family of students were excluded after the interview. The main reason was that they only felt the relationship with students became better. In order to avoid double-counting with the student's results and the number of the students' families was difficult to determine, we excluded the family of students in accordance with materiality and do not over-claim principle.

It is worth noting that students are not divided into different subgroups after we interviewed with them, and 3 reasons are listed below.

1. During the stakeholder engagement process, we used maximum multivariate analysis to interview students of different crimes, length of sentences, prisons, etc., and the results of the engagement were similar. The results of the questionnaires (see 3.4 Stage 3 Administer questionnaire for details) did also not show any differences.
2. The "Lower recidivism rate (limited to students released from prison)" outcome which the Association targets in this project did not be divided into different subgroups.
3. The location of the prison is not representative, because where the inmates



serve sentence do not represent where the crime was committed, the results of the stakeholder engagement also proved the conclusion.

The number of people interviewed, the interview process, and identification results are described below:

Stakeholder	Number of people	Group	No. of persons interviewed	Included/ Excluded	Interview process and reason for inclusion/exclusion
The Association for No Crime, R.O.C.	7	Personnel of the Association involved in the Criminon Program other than instructors are excluded	2	Y	The Association provides funding and planning of Criminon Program and is an important stakeholder in this project. After interviewing the CEO and 1 member of the Association, possible changes to the Association are as follows: Raise awareness of the Association, and related personnel will gain enthusiasm and a sense of achievement from work. However, this outcome is not the main objective of this project, and it is not easy to validate the outcome in other ways. Hence, we only include its inputs and not outcomes in our analysis, based on the principle "do not over-claim".
Instructor	4	Instructor	2	Y	This project is mainly implemented by instructors. We interviewed 1 experienced instructor each in Tainan Prison and Pingtung Prison. We also interviewed 1 retired instructor and 1 instructor in training without any experience in the field. We found that outcomes were not apparent in the instructor in training. Hence, instructors that have not completed training are not



					included in the outcome analysis based on the principle of materiality. Furthermore, instructors in Tainan Prison and Pingtung Prison had similar outcomes, so sub-groups are not divided; instructors are included in the analysis as a whole.
Students	499	Students in prison	4	Y	Students participating in the Criminon Program are the main beneficiaries. We conducted face-to-face interviews with 2 students each in Tainan Prison and Pingtung Prison (4 students in total) to comprehensively identify outcomes. The students all have different characteristics (e.g., age, educational background, motivation for participating in courses, reason for imprisonment, length of sentence, and number of programs taken). Due to the characteristics of prisons protecting inmates and their security, it was not easy to make contact or even interview the students, but we did our best. We issued official documents to the prisons to verify the students would have a counsel accompanying them, gained a letter of consent from the students beforehand, and confirmed the inmates' rights and obligations before conducting interviews. In the end, we gained consent from Tainan Prison and Pingtung Prison and had opportunities to interview students. For students who were released from prison, we selected 2 students who
		Students released from prison	2		



					completed the programs numerous years ago. One of the students was released, sentenced again, and released again (released after completing program in 2012, sentenced again after 1 year, and released again in 2017). We found similar outcomes among students in prison and released from prison, so sub-groups were not divided and all students that graduated from the program were included in analysis.
Family members of students	Assuming each student on average has 2.25 dependents, the 499 students have a total of approximately 1,123 family members.	Family members of students	2	N	Family members of students are indirect beneficiaries of this project. Considering that students released from prison can more easily make contact with their family and have a more significant effect, we interviewed the family members of two students released from prison. During the interviews we found that outcomes in family members were indirect and not apparent. The scope of influence was hard to define and only the outcome in students could be verified. There was little effect on family members, and the outcome of improved family relations is already included in the outcome of students. Therefore, this outcome was excluded to avoid repeated calculation based on the principles of materiality and "do not over-claim".
Prison personnel	69	Counsel	1	Y	Counsel, members of Guard and Control Section and worksite controllers are all



		Member of Guard and Control Section	1		prison personnel that students directly come in contact with. Before conducting interviews, we gained consent from the prison through official documents. Face-to-face interviews were conducted with a member of Guard and Control Section, counsel, and worksite administrator; during the interviews, we verified positive changes among students. The positive changes may help prison personnel with communication and management, but outcomes were not particularly apparent. Hence, we temporarily included prison personnel and verify if certain outcomes occurred when designing the questionnaire.
		Worksite administrator	1		

### 3.4 Stage 3 Administer questionnaire

After conducting interviews in the second stage, we summarized the feedback we gained from the interviews into a chain of events and four adjusting factors. We then designed four questionnaires for students in prison, students released from prison, instructors, and prison personnel. Before administering the questionnaires, we asked the Association's personnel and experienced instructors to help verify if the contents of the questionnaire are correct and appropriate. With regard to the questionnaire for students in prison, due to the characteristics of prisons protecting inmates and their security, it was not easy to make contact or ask the students to fill out questionnaires after courses ended, but we did our best. We issued official documents to the prison and attached the questionnaire. The questionnaire contained an item asking students if they





understand and agree that their responses will be used for research on treatment effectiveness. If they did not agree, we did not use the questionnaire, to ensure that the inmate's rights and interests were not harmed. Finally, we gained the prison's consent and obtained representative questionnaire samples. (See Appendix 2 for questionnaire content)

Some students were released after completing courses, so we divided students into two groups: students in prison and students released from prison. Considering that students may have been released a while after they completed the courses, it would be hard to ask students released from prison to remember changes they had undergone when they had just completed the courses. Hence, the questionnaire asks students released from prison to respond based on their condition at the time of filling out the questionnaire. The questionnaire intended for students in prison is administered to the students completed courses within one year, results are used as the basis for determining Drop-off for the first year after completing the program. The difference (measured in percentage) between responses of students released from prison and students in prison is used to determine the Drop-off for the two to three year (see Section 6.1 for an explanation of adjusting factors).

For questionnaire samples to truly represent project outcomes, we considered the population and feasibility of questionnaire recovery, and randomly selected equal numbers of samples from Changhua Prison, Tainan Prison, and Pingtung Prison, which are the scope of this project. The number of questionnaires issued are as follows, and 100% of questionnaires were recovered:

Target respondents	Number of questionnaires issued/Total number of stakeholders	Sample size description
Students	Students in 32/499	Questionnaires were issued to students who



	prison		were to be released within one year after completing courses during the project period. Considering the population and difficulty of making contact with students in prison, we issued a total of 32 questionnaires to three prisons (12 to Changhua Prison, 10 to Tainan Prison, and 10 to Pingtung Prison), and recovered 100% of the questionnaires.
	Students released from prison	35/499	Questionnaires were issued to students who had been released from prison within two to three years after completing courses. Considering the population, difficulty of contacting students released from prison, and feasibility of recovering questionnaires, we randomly issued 35 questionnaires. The Association's personnel gained responses from students released from prison over the phone and achieved a 100% recovery rate.
Instructors		4/4	There were 4 instructors responsible for implementing the Criminon Program during the project period: 2 in Changhua Prison, 1 in Tainan Prison, and 1 in Pingtung Prison. Due to the relatively low number of instructors and the relative ease with which they could be contacted, all questionnaires were issued and 100% were recovered.
Prison personnel (counsel, members of Guard and Control Section and worksite controllers)		9/69	A total of 69 counsels, members of Guard and Control Section, and worksite controllers were involved in the Criminon Program during the project period. Considering the relatively small population and feasibility of recovering questionnaires, 1 counsel, 1 member of Guard and Control Section and 1 worksite administrator were randomly selected at each prison, and a total of 9 questionnaires were issued to prison personnel (3 prisons * 3 people); all questionnaires were recovered.

Purpose of issuing questionnaires:

1. To verify the outcomes described.
2. To ensure that the principle of non-over-claiming has been observed, by adopting a census approach to measure the impact of each outcome on different stakeholders, which is then used as the basis for computing outcomes. Instructors further looked into extreme cases based on questionnaire results, to determine if there were groups and



outcomes not identified or which needed to be excluded.

3. To utilize the data as the basis for analysis of the following four major adjusting factors: Deadweight, Attribution, Drop-off, and Displacement.

4. To confirm that the evaluation indicators designed into the questionnaires are adequately representative to measure the outcomes. The outcomes of stakeholder engagement in stages one and two were verified through the questionnaires, and non-material outcomes in questionnaire responses were excluded.

5. To verify if there are either outcomes that were not identified in the interview process or other negative outcomes.

### **3.5 Stage 4 Discuss Conclusions**

In this stage we discuss the outcomes, indicators, and financial proxies determined in the three stages mentioned above with the Association's personnel, experienced instructors, and external consultants. This is to verify that there are no deviations or material differences in the outcomes, indicators, or financial proxies that we identified. Their opinions were used as reference in designing the subsequent sensitivity analysis.

With regard to conclusions concerning students, many factors made it difficult for us to contact students in prison who are in the scope of the project again and to contact students released from prison, including the protective and conservative nature of prisons towards students and protected inmates, students released from prison being scattered around Taiwan, students changing contact methods, or students dedicating even more time to work to make up for their past mistakes. Hence, we decided to verify students' results with 18 students in prison currently in the Program in June 2018 when they were in class. And we verified with 5 students released from prison. Most of them agreed with the results; however, less than 10 students in prison replied that partial financial proxies were underestimated and attributions were overestimated. For this, we



further analyzed and confirmed with experienced instructors, and we found out that those students who were still in the Program would be relatively focused and positive. Due to do not over-claim principle and students who still in the Program are out of the scope of this SROI project, we decided sticking to the financial proxies and attribution gathered from questionnaire survey, but we considered their responses in the sensitivity analysis (See Section 6.3).

Furthermore, in order to compensate for the small sample sizes we verified with, we double confirmed the students' results with their instructors. This is because instructors spent the long durations and most frequently made contact with students during the programs, and students in prison or released from prison were all willing to contact instructors and share their private affairs. It is easier for instructors to directly observe changes in students, and instructors have the best understanding of students other than students' family members. Hence, we had instructors verify conclusions.

We fully communicated with stakeholders throughout the entire engagement process, so as to ensure the information in the questionnaire results analysis report expresses what stakeholders truly feel. An external independent consultant verifies that material content was not left out.



# Chapter 4 Project Inputs and Outputs

## 4.1 Inputs

In the stakeholder engagement process, we first identify the stakeholder's inputs into the Criminon Program, i.e., the stakeholder's contributions to realize, implement, or participate in the program, including financial and non-financial resources. In this project, we identify two types of inputs: Funding and resource inputs and time inputs; the total value of inputs was NT\$9,128,684.

### I. Funding and Resource Inputs

The Association provides funding and planning for this program. After interviews with the Association's personnel, we learned that the Association mainly plans courses for the Criminon Program and also trains outstanding instructors to implement the courses in prison. Hence, the Association's main operating costs are inputs for this program. The funds and resources input include the Criminon Program expenses, instructor training expenses, subsidies, personnel costs, office expenses, and depreciation.

The Association is also implementing the Criminon Program in other prisons around Taiwan. This SROI project only covers Changhua Prison, Tainan Prison, and Pingtung Prison. Hence, when the amount of inputs is calculated as a proportion of the number of participants in the three prisons to all participants of the Criminon Program around Taiwan, the amount is as follows:

	2015	2016	2017	Total
Monetary	5,795,860	5,306,934	7,203,767	18,306,561



value input (NT\$) for Criminon Programs around Taiwan (before apportionment)				
Apportionment	183/340	188/414	168/427	-
Monetary value (NT\$) of inputs (after apportionment)	3,119,536	2,409,912	2,834,269	8,363,717

## II. Time inputs

The main stakeholders of the Criminon Program are the students. Besides good edification and education courses and instructors, the courses require students who are willing to input time to changing themselves in order to achieve edification and education effects. However, students must give up the time they spend in the worksite and their income from the worksite for at least 3 months to participate in the Criminon Program. Based on the questionnaire, we found that students' income on average decreased NT\$511 a month when participating in the Criminon Program. The opportunity cost of students for participating in the Criminon Program is their time cost, which is about NT\$1,533 (NT\$511\*3 months). During the courses, each person must input about 300 hours ((at least 4 hours of class a day + 1 hour moving between the worksite and classroom)\*5 days per week\*4 weeks/month\*3 months).

The total number of participants used in calculations is 499, which is the total number of students that graduated from the Criminon Programs at Changhua Prison, Tainan Prison, and Pingtung Prison from 2015 to 2017 (see 4.2 Outputs for details). The time inputs of students who did not complete the program are not included based on the principle of "do not over-claim". The total number of hours input by students was 149,700 hours (499 students \* 300 hours per person), and



the total monetary value of time inputs is NT\$764,967 (499 students \* NT\$1,533 per person).

Stakeholder	Participation headcount	Total number of hours	Monetary value (NT\$) of inputs
Students	499	149,700	764,967

The Criminon Program relies on instructors to provide edification and education in prison. Each instructor must participate in instructor training courses at the Association's Hualien Office that last on average about 3 months beforehand. After completing the training course, each instructor goes through an internship in prison that lasts about 3 months. Hence, each instructor must input about 960 hours of time before being able to operate independently (8 hours \*20 days a month\*(3+3) months). The greatest difference between instructors and volunteers is that instructors are paid. This way people who want to educate inmates do not need to worry about their livelihood and can be fully invested. Hence, the value of instructors' time inputs is their salaries, which was already included in funding inputs above, and the time inputs of instructors are not separately calculated, to prevent calculating them twice.

## 4.2 Outputs

Thanks to the inputs of the above-mentioned stakeholders and the prisons' cooperation and assistance, the Criminon Program has successfully completed courses, continues to offer new courses, and has continued to influence others afterwards.

Criminon Program courses, as well as the number of people that completed the courses from 2015 to 2017, are as follows:



Prison	Year	Session	Class	Number of graduates
Pingtung Prison	2015	13th	Criminon Class	19
		14th	Criminon Class	24
	2016	15th	Criminon Class	20
		16th	Criminon Class	22
	2017	17th	Criminon Class	21
		18th	Criminon Class	19
Changhua Prison	2015	2nd	Criminon Class	19
		3rd	Criminon Class	21
		4th	Criminon Class	14
	2016	5th	Criminon Class	17
		6th	Criminon Class	17
		7th	Criminon Class	19
	2017	8th	Criminon Class	18
		9th	Criminon Class	18
		10th	Criminon Class	20
	Tainan Prison	2015	1st	Drug Rehab Class
2015			Criminon Class	18
2nd			Drug Rehab Class	29
2016		1st	Drug Rehab Class	27
		2016	Criminon Class	19
		2nd	Drug Rehab Class	26
2017		1st	Drug Rehab Class	23
		2017	Criminon Class	14
		2nd	Drug Rehab Class	25
			24 classes in total	499

A student shared: "In the past, when I had money, I was afraid of running out of drugs. When I had drugs, I was afraid of running out of money, so I was never truly happy. I never wanted to face my problems, and it only gave me more and more problems that became more severe. I shut myself off from everyone because my family did not forgive me, and when I was just about to give up on myself, the prison opened a door and let me participate in Criminon program. I faced many of my problems in the courses, and also gave myself a chance to start over. I believe that I can truly face everything, abandon the wrong lifestyle of my past, and become truly happy."





Another student shared: "I was caught doing drugs and sentenced to prison. My mother would always bring my daughter to see me, but there was this one time that mother came alone. I was curious and asked her why didn't my daughter come. She only said that my daughter was in cram school and said to me: 'Your father is very disappointed in you.' I was caught off guard and didn't know what to say, but the words left a deep mark in my heart. Three months ago, I began participating in Criminon program. I learned to face my problems and communicate in the first course, so I began writing to my father, again and again, and then one day my father actually said to my mother: 'My son finally knows how to think.' Communicating like this brought me closer to my father after years of estrangement and disappointment. Today I am graduating from this program. I believe my prize from this course is not a higher score, sentence reduction, or parole, but winning back those most valuable family relations. I will continue to apply everything I learned in the courses in my life, so that my family can feel reassured. I believe that someone who cannot admit their mistakes will not be able to endure life."



Graduation ceremony for the 18th Criminon Class at Pingtung Prison in 2017



Students share their thoughts during the graduation ceremony for the 2nd Drug Rehab Class at Tainan Prison in 2017





Graduation ceremony for the 9th Criminon Class at Changhua Prison in 2017

# Chapter 5 Project Outcomes

## 5.1 Materiality of outcomes

According to Supplementary Guidance on Materiality, materiality is determining the relevance and significance of an outcome to an organization and its stakeholders. Relevance and significance are considered separately .

### I. Relevance

The first filter is Relevance. If an outcome is relevant then the significance of the issue needs to be considered. We assessed the relevance of outcomes based on stakeholders' feedback.

Before we interviewed with stakeholders, we referred to domestic and foreign relevant literatures<sup>2</sup> and other crime correction assured SROI

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<sup>2</sup> Better Outcomes for Women Offenders, National Offender Management Service, September 2015

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/457922/Better\\_Outcomes\\_for\\_Women\\_Offenders\\_September\\_2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/457922/Better_Outcomes_for_Women_Offenders_September_2015.pdf)

Nancy G. La Vigne, Ph.D., Rebecca L. Naser, Ph.D., Colleen Owens, The Criminon Program Evaluation: Phase I, URBAN INSTITUTE, Justice Policy Center , January 2006

[http://www.criminon.org/studies/urban\\_institute\\_phase1.pdf](http://www.criminon.org/studies/urban_institute_phase1.pdf)

Mark W. Lipsey, Nana A. Landenberger, Sandra J. Wilson, Effects of Cognitive Behavioral Programs for Criminal Offenders, THE CAMPBELL COLLABORATION

[https://campbellcollaboration.org/media/k2/attachments/1028\\_R.pdf](https://campbellcollaboration.org/media/k2/attachments/1028_R.pdf)

Evaluation of prisoner learning, Ipsos MORI Social Research Institute, Sheffield Hallam University, London Economics, 2018

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/708156/evaluation-of-prisoner-learning-initial-impacts-report.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/708156/evaluation-of-prisoner-learning-initial-impacts-report.pdf)



## Social Return on Investment (SROI) Report of Criminon Program

reports<sup>3</sup> to understand the probable outcomes, and we consulted the Association's personnel to understand expected outcomes of stakeholders. When interviewing with stakeholders, we confirmed each expected outcome with them and also observed whether there was any unexpected one. Some changes mentioned by relevant literatures and assured SROI reports did not mentioned by students, then we did not include the outcomes. We also asked stakeholders about unexpected changes in interviews and questionnaires. Therefore, the relevance of outcomes was considered before and during the interview.

We performed relevance assessment based on Relevance criteria of Supplementary Guidance on Materiality. The assessment table was listed below:

Stakeholder	Outcomes	Outcomes specified as	Relevance criteria				Conclusion
			Stakeholder	Policy based	Societal	Direct	

Talina Drabsch, Reducing the Risk of Recidivism, NSW PARLIAMENTARY LIBRARY RESEARCH SERVICE

<https://www.parliament.nsw.gov.au/researchpapers/Documents/reducing-the-risk-of-recidivism/FINAL%20and%20INDEX.pdf>

Min-Chieh Lin, Chien-Ling Chen, Tzung-Sian Lee, Efficacy Study of the CRIMINON Substance Abuse Inmate Program in Taiwan, Journal of Corrections, AGENCY OF CORRECTIONS, MINISTER OF JUSTICE, Jan 2017 <https://www.mjac.moj.gov.tw/HitCounter.asp?xItem=461871&ixCuAttach=158427>

The effect of character education curriculum on self-concept of junior high school students: based on a junior high school in Taichung country, thesis by Huang Ruiru <http://chur.chu.edu.tw/bitstream/987654321/807/1/GM096030120.pdf>

<sup>3</sup> The Social Return On Investment for CleanStart <http://www.socialvalueuk.org/app/uploads/2016/03/Cleanstart%20SROI%20FINAL%20FOR%20WEBSITE.pdf>

Forecast Social Return on Investment Analysis - The Bridge Project Western Australia

[http://www.socialvalueuk.org/app/uploads/2016/03/YMCA%20Bridge%20Project%20SROI%20Report%20v2%20\(logos%20and%20assurance%20statement\).pdf](http://www.socialvalueuk.org/app/uploads/2016/03/YMCA%20Bridge%20Project%20SROI%20Report%20v2%20(logos%20and%20assurance%20statement).pdf)

The social return on investment of a coaching course for (ex-) convict mums

[http://www.socialvalueuk.org/app/uploads/2016/03/SROI%20report%20A%20Balanced%20Family%20-%20May%202014%20\(incl.%20assurance%20statement\).pdf](http://www.socialvalueuk.org/app/uploads/2016/03/SROI%20report%20A%20Balanced%20Family%20-%20May%202014%20(incl.%20assurance%20statement).pdf)

Forecast of Social Return on Investment of Nineveh Ridge activities <http://www.socialvalueuk.org/app/uploads/2016/03/Final%20Nineveh%20Ridge%20SROI.pdf>



## Social Return on Investment (SROI) Report of Criminon Program

		material in literatures or other assured SROI reports*	behavior and concerns	performance	norms	short term financial impacts	norms	
Instructor	Improved interpersonal relations including family relations	V	Stakeholders thought it was important and confirmed that they reduced quarrel with people and family.	None	Society norm is to increase interpersonal relationship.	None	Other volunteer activities can also contribute to this.	Relevant
	Improved physical health	V	Stakeholders thought it was important and confirmed that they became healthier and focused more on balanced diet.	None	Society norm is to improve physical health and reduce medical treatment.	None	Other volunteer activities can also contribute to this.	Relevant
	Improved self-identity	V	Stakeholders thought it was important and confirmed that they felt more confident..	None	Society norm is to be confident to yourself.	None	Other volunteer activities can also contribute to this.	Relevant



## Social Return on Investment (SROI) Report of Criminon Program

	Becoming more enthusiastic towards work	V	Stakeholders thought it was important and confirmed that they were willing to dedicate into work.	None	Society norm is to work with enthusiasm.	None	Other volunteer activities can also contribute to this.	Relevant
	Increased learning motivation	V	Stakeholders thought it was important and confirmed that they wanted to learn more skills to create greater value for students.	None	Society norm is to live and learn.	None	Other volunteer activities can also contribute to this.	Relevant
	Helping others more	V	Stakeholders thought it was important and confirmed that they helped others more.	None	Society norm is to encourage people to help others more.	None	Other volunteer activities can also contribute to this.	Relevant
	(Negative outcome) Work-life imbalance		In discussion with stakeholders, their work-life was imbalanced due	None	None	None	Other volunteer activities can also contribute to this.	Relevant



## Social Return on Investment (SROI) Report of Criminon Program

			to that they dedicated personal time to understanding the situations of students released from prison.					
	(Negative outcome) Damaged vocal cords		In discussion with stakeholders, their vocal cords were damaged and they had to take more efforts to talk.	None	None	None	Other volunteer activities can also contribute to this.	Relevant
Students	Improved reading ability		Stakeholders thought it was important and confirmed that they could read easier and faster.	One of the aims of the Criminon Program is to improve students' reading ability.	Society norm is to live and learn.	None	Other edification and education courses also monitor this.	Relevant
	(Negative outcome) Nearsightedness or presbyopia		Stakeholders confirmed that their nearsightedness	None	None	None	Other edification and education	Relevant



## Social Return on Investment (SROI) Report of Criminon Program

			or presbyopia was getting worse.				courses also monitor this.	
Improved interpersonal relations including family relations	V	Stakeholders thought it was important and confirmed that they reduced quarrel with people and family.	One of the aims of the Criminon Program is to improve interpersonal and family relations.	Society norm is to maintain social order and reduce quarrel.	None	Other edification and education courses also monitor this.	Relevant	
Improved physical health	V	Stakeholders thought it was important and confirmed that they became healthier and focused more on balanced diet.	One of the aims of the Criminon Program is to improve physical health.	Society norm is to improve physical health and reduce medical treatment.	None	Other edification and education courses also monitor this.	Relevant	
Helping others more	V	Stakeholders thought it was important and confirmed that they helped others more.	One of the aims of the Criminon Program is to increase helping behavior.	Society norm is to encourage people to help others more.	None	Other edification and education courses also monitor this.	Relevant	





## Social Return on Investment (SROI) Report of Criminon Program

	Improved self-identity	V	Stakeholders thought it was important and confirmed that they felt more confident.	One of the aims of the Criminon Program is to improve self-identity.	Society norm is to be confident to yourself.	None	Other edification and education courses also monitor this.	Relevant
	Lower recidivism rate (Limited to students released from prison)	V	Stakeholders thought it was important and confirmed that they felt regret for their past and were unwilling to commit crime any more.	One of the aims of the Criminon Program is to lower recidivism rate.	Society norm is to reduce crime rate.	None	Other edification and education courses also monitor this.	Relevant
Prison personnel	Reduced stress		In discussion with other stakeholders, this was not seen as relevant to the course.	None	None	None	None	Not relevant
	(Negative outcome) Lower sense of honor		In discussion with other stakeholders, this was not seen as relevant	None	None	None	None	Not relevant



## Social Return on Investment (SROI) Report of Criminon Program

			to the course.					
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\*Outcomes Specified as Material in Literature or other assured SROI reports: Significant phenomena, conditions or outcomes shown in literature research, survey and other relevant SROI reports.

### II. Significance

Significance means that the real or potential scale of the outcome (both positive and negative) has passed a threshold that means it influences decisions and actions.

Stage 3 Administer questionnaire was the important stage for us to consider the significance of outcomes. When we analyzed the questionnaire statistics, we set a threshold of 50% to assess the expected or actual quantity of change, i.e., at least 50% of questionnaire respondents must reply that the outcome occurred for the outcome to be viewed as having occurred. If below 50%, it may provide evidence that the outcome is not significant. Then we further examine the occurrence rate and questionnaires to find out the reason and whether the results were reasonable. For example, we included the students' negative outcome of Nearsightedness or presbyopia due to 42% was close to 50%, so we still decided to include this negative outcome based on the principle of "do not over-claim". However, we excluded the instructors' negative outcomes of Work-life imbalance and Damaged vocal cords because only one instructor said she had such outcomes and the rate was only 25% which was far below 50%.

Next step we considered the significance of values of outcomes. We examined whether there were relatively low values of outcomes compared to both the other values of their outcomes, and by comparison with the values of outcomes of other stakeholders. We found the values of Improved



## Social Return on Investment (SROI) Report of Criminon Program

physical health outcome of instructors and students were relatively low. The outcomes may be not significant. We further considered the reasons and reasonableness. The financial proxy of Improved physical health outcome was family medicine clinic fee, which was relatively low compared to other outcomes'. It's very cheap to see a doctor in Taiwan due to health insurance popularization. However, instructors and students thought the outcome was really important for them. Therefore, the Improved physical health outcome was retained.

Last we considered adjusting factors, which would cause the outcome to be discounted, to reduce the risk of over claiming (See Section 6.1 Adjusting factors for details).

Stakeholder	Outcomes	Relative high quantity of change	Relative high values	Conclusion
Instructor	Improved interpersonal relations including family relations	V	V	Significant
	Improved physical health	V		Not significant but remained
	Improved self-identity	V	V	Significant
	Becoming more enthusiastic towards work	V	V	Significant
	Increased learning motivation	V	V	Significant
	Helping others more	V	V	Significant
	(Negative outcome) Work-life imbalance			Not significant
(Negative outcome) Damaged vocal cords			Not significant	
Students	Improved reading ability	V	V	Significant
	(Negative outcome) Nearsightedness or presbyopia	(Close to threshold)		Not significant but remained
	Improved interpersonal relations including family relations	V	V	Significant
	Improved physical health	V		Not significant but remained



	Helping others more	V	V	Significant
	Improved self-identity	V	V	Significant
	Lower recidivism rate (Limited to students released from prison)	NA	V	Significant

## 5.2 Changes in outcomes

We developed a theory of change between stakeholders' inputs, outputs, and outcomes based on the stakeholder engagement process described above (see Chapter 3 for details), and learned about the causal relationships. We then used the outcome chain of events to define the final outcome. We also referred to Tennessee Self-Concept Scale and relevant literatures<sup>4</sup> to understand what dimension of outcome would be, due to the Criminon Program is a self-behaviour perception program. Tennessee Self-Concept Scale is a self-personality trait scale widely used on the market and in psychology. We found that almost every outcomes were all included in different dimensions of Tennessee Self-Concept Scale. In addition, when interviewing with students, they put forward and discussed each outcome separately, rather than causal relationships.

With regard to students' outcome chain of events, even though students are divided into two groups for interviews and questionnaires due to

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<sup>4</sup> The effect of character education curriculum on self-concept of junior high school students: based on a junior high school in Taichung country, thesis by Huang Ruiru <http://chur.chu.edu.tw/bitstream/987654321/807/1/GM096030120.pdf>



## Social Return on Investment (SROI) Report of Criminon Program

their different statuses both in prison and after being released, we found that almost all the change outcomes, other than the recidivism rate (limited to those released from prison), were the same. Hence, we do not divide students into the sub-groups of students in prison and students released from prison, and instead compile statistics for all students as a single group. We compile separate individual outcomes for recidivism rates for students released from prison.

Furthermore, we also used questionnaires for instructors and prison personnel to verify if students' outcomes occurred. However, prison personnel are unable to provide detailed and accurate observations of outcomes for individual cases due to the large number of inmates. Prison personnel only had a general impression that there was a positive change in students. Hence, responses from prison personnel were not included when verifying students' outcome statistics. Instructors spend more time with students and can more easily observe changes in students. Hence, we believe that verification from instructors is more trustworthy. Moreover, the student outcomes verified by instructors in the questionnaire were the same as outcomes indicated by students in the questionnaire.

Stakeholder	Outcomes	Outcome chain of events	Reason for inclusion (Y) or exclusion (N)
Instructor	Improved interpersonal relations including family relations	Participate in instructor training courses and serve as an instructor → Learn how to face frustration and pressure, and learn communication skills → Apply the skills in life → Understand how to calmly face conflicts with others in life → Change how you communicate with people and family members (e.g., listen rather than scolding, truly care for them, have more meaningful conversations) → Mutual respect →	Y The change of behavior expressing interpersonal relations including family relations outcome is passively avoiding conflicts.



## Social Return on Investment (SROI) Report of Criminon Program

		Reduce conflicts → Improved interpersonal relations including family	
	Improved self-identity	Serve as an instructor → Spend intensive time with students → Build a trusting relationship with students → Care for each other, give recognition, and keep each other company → Instructor commits focus and emotions to students → Creates a sense of belonging → See students change because of the courses → Gain students' self-recognition and feedback → Become reassured of own abilities → Improve self-identity	Y The change of behavior expressing self-identity outcome is positively improving self-confidence and expressing oneself.
	Improved physical health	Participate in instructor training courses and serve as an instructor → Take health related courses (e.g., Health and hygiene "Take care of yourself" course and psychology "Handling potential sources of trouble" course) → Stronger positive attitude and health awareness → Apply in life → Take note of whether your diet is what your body needs, whether your diet is balanced, exercise more, and pay attention to psychological factors for stress handling → Improve physical health	Y
	Becoming more enthusiastic towards work	Serve as an instructor → See students change because of the courses → Give recognition for each student's lower violation rate in prison → Gain a sense of achievement and satisfaction → Become even more convinced of the value of working as an instructor → Increase the Association's solidarity and become more enthusiastic towards work	Y
	Increased learning motivation	Serve as an instructor → Spend intensive time with students → Build a trusting relationship with students → Care for each other, give recognition, and keep each other company → Instructor commits focus and emotions to students → Create a sense of belonging → Begin to question your abilities when	Y



## Social Return on Investment (SROI) Report of Criminon Program

		a student that was released is imprisoned again → Use the ability to face frustration and pressure learned from the instructor course, and then introspect and adjust → Wish to learn even more skills to create greater value and improve yourself (e.g., reading books related to personality & psychology) → Increase learning motivation	
	Helping others more	Serve as an instructor → See students change because of the courses → Gain students' self-recognition and feedback, and also give recognition for each student's lower violation rate in prison → Gain a sense of achievement and satisfaction → Become even more convinced of your ability to serve and move others → Help others more outside of work	Y
	(Negative outcome) Work-life imbalance	Serve as an instructor → Spend intensive time with students → Build a trusting relationship with students → Care for each other, give recognition, and keep each other company → Instructor commits focus and emotions to students → Creates a sense of belonging → Dedicate personal time to understanding the situations of students released from prison → Work-life imbalance	N Even though instructors did indicate this output during the interview, the questionnaire survey showed that less than 50% (only 25%) of instructors had this outcome, and the outcome was excluded based on the principles of materiality and "do not over-claim".
	(Negative outcome) Damaged vocal cords	Bad environment in prison classrooms (e.g., next to a worksite that is very loud, microphone was borrowed by someone else or broken) → Takes more effort to talk → Teaching the whole day → Hurts vocal cords over a long period of time → Damaged vocal cords	N Even though instructors did indicate this output during the interview, the questionnaire survey showed that less than 50% (only 25%) of instructors had this outcome, and the outcome was excluded based on the principles of materiality and "do not over-claim".
Students	Improved reading	Participate in Criminon Program → Constantly need to check	Y



## Social Return on Investment (SROI) Report of Criminon Program

	ability	the dictionary during class → Gain better understanding of books → Improve reading ability	
	(Negative outcome) Nearsightedness or presbyopia	Participate in Criminon Program → Constantly need to check the dictionary during class → Gain better understanding of books → Improve reading ability → Develop habits of and interest in reading → Reading increases → More severe nearsightedness  Participate in Criminon Program → Constantly need to read and check the dictionary during class → Older students cannot clearly read the words in the book because they are too small → Difficulty reading makes presbyopia more severe	Y Even though students did indicate this output during the interview, the questionnaire survey showed that less than 50% (only 42%) of students had this outcome, but 42% is close to 50%, and we still decided to include this negative outcome based on the principle of "do not over-claim".
	Improved interpersonal relations including family relations	Participate in Criminon Program → Learn what is right and wrong and how to face frustration and pressure, and learn communication skills → Apply the skills in life → Understand how to calmly face conflicts with others in life, and recognize how past behavior hurt family members and the care and effort of family members → Change how you communicate with people and family members (e.g., listen rather than scolding, truly care for them, have more meaningful conversations, break off any connection to bad friends after being released from prison, find a stable job to help improve family finances, and live a stable life) → Mutual respect → Reduce conflicts → Improved interpersonal relations including family	Y The change of behavior expressing interpersonal relations including family relations outcome is passively avoiding conflicts.
	Improved self-identity	Participate in Criminon Program → Learn what is right and wrong, and learn to face yourself → Begin to face your past and self-value → Recognize the positive changes made after learning → Have the courage to share your changes with	Y The change of behavior expressing self-identity outcome is positively improving self-confidence and expressing oneself





## Social Return on Investment (SROI) Report of Criminon Program

		others → Share on stage and gain recognition from other students → Gain a sense of honor → Improve self-identity	
	Improved physical health	Participate in Criminon Program → Take health-related courses (e.g., Health and hygiene "Take care of yourself" course and psychology "Handling potential sources of trouble" course) → Stronger positive attitude and health awareness → Apply in life → Take note of whether your diet is what your body needs, whether your diet is balanced, quit smoking, lose weight, exercise more, and pay attention to psychological factors for stress handling → Improve physical health	Y
	Helping others more	Participate in Criminon Program → Inspired by the help provided by courses → Gain a positive attitude → Become grateful to the Association and instructors for their selfless dedication → Also want to give back and help others → Increase intention to help others → Help others more (e.g., actively help others at the workplace, or serve as a teaching assistant in courses)	Y
	Lower recidivism rate (Limited to students released from prison)	Participate in Criminon Program → Learn what is right and wrong, self-identity, and how to face frustration and pressure → Understand how past behavior hurt family members → Recognize the care and effort of family members → Become aware that you should be responsible to family members → Gain a sense of responsibility → Break off any connection to bad friends after being released from prison, find a stable job and live a stable life → Re-enter family and society → Lower recidivism rate	Y
Prison personnel	Reduced stress	Inmates participate in Criminon Program → Learn what is right and wrong, how to face frustration and pressure, and	N Even though prison personnel did indicate



		<p>improve communication skills → With large amounts of repetitive work in the worksite, inmates know to calmly face any potential conflicts and use communication skills → Reduce conflicts with others → Improve order in the worksite → Help worksite controllers and members of Guard and Control Section maintain order → Reduce stress</p> <p>The Association and instructors have served in prisons for a long period of time and understand how prisons operate and the stress of being a counsel → Provide assistance to counsel at work (e.g., adjust course plans in coordination, summarize outcomes of students in prison) → Reduce work pressure → Reduce stress</p>	<p>this output during the interview, the questionnaire survey showed that less than 50% (only 0%) of prison personnel had this outcome, and the outcome was excluded based on the principles of materiality and "do not over-claim".</p>
	<p>(Negative outcome) Lower sense of honor</p>	<p>Inmates participate in Criminon Program → Cannot work in the worksite → Worksite outputs decrease → Lower worksite score → Lower worksite performance → Lower performance ranking compared with other worksites → Lower sense of honor</p>	<p>N Even though prison personnel did indicate this output during the interview, the questionnaire survey showed that less than 50% (only 0%) of prison personnel had this outcome, and the outcome was excluded based on the principles of materiality and "do not over-claim".</p>

### 5.3 Indicators

Indicators are used as the basis for measuring outcomes in the SROI methodology. We used the chain of events and stakeholder engagement process in stages one and two to understand the changes in stakeholders' behavior, mindset, and values as a result of the Criminon Program, and



## Social Return on Investment (SROI) Report of Criminon Program

identified different indicators on this basis. We also referred to other crime correction assured SROI reports to understand indicators for similar outcomes. However, the outcome of each stakeholder may vary in degree, perception, expression, or frequency due to individual circumstances, and it is not possible to measure an outcome using a single indicator. Besides, it's difficult for stakeholders to judge and express the extent of changes, even they all expressed a clear feeling of changes during the entire stakeholder engagement process. In the questionnaire administered in the third stage, we take into consideration objective and subjective factors to design one or more indicators for cross referencing each outcome rather than directly asking whether they had changes or not. For some outcomes in questionnaires, we also designed the level of changes (e.g., reducing times of visiting doctors) which were included in calculation of financial proxies (See Section 5.4 Financial proxy for details). Before administering the questionnaire, we fully discussed and evaluated the indicators' meanings and appropriateness with instructors and the Association's personnel. In addition, due to the rules of the prison, the instructors must be present when students filled in the questionnaires. Therefore, students could ask their instructors at any time without any difference in definitions and fully understood the indicator options listed on the questionnaires. We verified the indicators' appropriateness with the Association's personnel again in the fourth stage, and used it as a basis for measuring outcomes. This is to provide complete and reliable evidence of stakeholders' outcomes.

We set a threshold of 50% based on the principles of materiality and "do not over-claim", i.e., at least 50% of questionnaire respondents must reply that the outcome occurred for the outcome to be viewed as having occurred. Furthermore, we used the indicator relayed by the most people as the most suitable indicator for measuring the outcome in this SROI project.



## Social Return on Investment (SROI) Report of Criminon Program

It is worth noting that due to the personality traits of students, student who didn't want to change would maintain the status quo and not lead to other negative outcomes. In other words, students would change if they did want to change straightly from the heart, In addition, in the end of the questionnaire, stakeholders were asked to confirm whether there were any other changes not mentioned above or even negative changes. After reviewing the results of the questionnaires, all changes are fairly identified.

For the lowered recidivism rate outcome, a questionnaire is not suitable for evaluating the subjective perception of stakeholders regarding this outcome, so we adopted an objective survey scale. During early January 2018, we first asked counsels at prisons to verify if students on the list of graduates from 2015 to 2017 were still in prison (their original prison) or had been released from prison. The Association's personnel then contacted students who were released from prison or their family members by phone, so as to determine if the students were in prison again. Finally, statistics were provided to instructors at Changhua Prison, Tainan Prison, and Pingtung Prison to verify information for students they were still in contact with, and to determine if there were any issues with the statistics. Some of the students released from prison could not be contacted by the Association's personnel, possibly because they had changed contact methods. We temporarily categorized them as returning to prison based on the principle of conservatism, and included them in the sensitivity analysis in section 6.3.

Stakeholder	Outcomes	Indicator
Instructor	Improved interpersonal relations including family relations	[Questionnaire] 1. Number of instructors responding that they calmly faced conflicts with others 2. Number of instructors responding that they actively cared for people around them 3. Number of instructors responding that they had more knowledge and experience to share with friends or family members



## Social Return on Investment (SROI) Report of Criminon Program

	Improved physical health	[Questionnaire] 1. Number of instructors responding that it increased the frequency, length or intensity of exercise 2. Number of instructors responding that diet was balanced (e.g., drank fewer sugary drinks, paid more attention to nutrition) 3. Number of instructors responding that it relieved stress and achieve mental-physical balance
	Improved self-identity	[Questionnaire] 1. Number of instructors responding that they gained a sense of achievement and satisfaction because of the recognition from students 2. Number of instructors responding that their existence is valuable 3. Number of instructors responding that they believe they have the ability to positively change others 4. Number of instructors responding that they felt a strong sense of responsibility because they were trusted by students
	Becoming more enthusiastic towards work	[Questionnaire] 1. Number of instructors responding that they were cheerful at work 2. Number of instructors responding that they had better concentration at work and did not easily feel tired or want to rest 3. Number of instructors responding that they recognized the value of their work and are willing to continue working as an instructor in the short- to mid-term, so they will not easily quit their job
	Increased learning motivation	[Questionnaire] Number of instructors responding that they read more books to improve their professional competencies
	Helping others more	[Questionnaire] 1. Number of instructors responding that they will actively help their colleagues or prison personnel to complete their work progress 2. Number of instructors responding that they are serving as volunteers
Students	Improved reading ability	[Questionnaire] Number of students responding that they could read more easily and faster
	(Negative outcome)	[Questionnaire] Number of students responding that their vision had deteriorated



Nearsightedness or presbyopia	
Improved interpersonal relations including family relations	[Questionnaire] 1. Number of students responding that they had more knowledge and experience to share with children or family members 2. Number of students responding that they are willing to abide by the prison/society's rules of order (e.g., laws and regulations, work rules)
Improved physical health	[Questionnaire] Number of students responding that diet was balanced (e.g., (drank fewer sugary drinks, paid more attention to nutrition)
Helping others more	[Questionnaire] Number of students responding that they will actively help worksite members/colleagues complete their progress
Improved self-identity	[Questionnaire] Number of students responding that they are willing to face the mistakes they made in the past
Lower recidivism rate (Limited to students released from prison)	[Scale] Number of students who did not go back to prison after graduating

## 5.4 Financial proxy

During the previous stage, we used indicators to prove whether or not an outcome occurred. The next step is to put a price on each outcome using a financial proxy to define the financial value. It should be noted that this step prices the outcome and not the indicator, but indicators are also taken into consideration when choosing a financial proxy.



When we were interviewing stakeholders, we found that stakeholders usually have trouble directly giving their outcomes a monetary value (contingent valuation method), and could only compare it to something with a similar effect. Therefore, we listed all things that may have a similar effect in the questionnaire (revealed preference method) based on stakeholders' responses during the interviews, Taiwan's price levels, and information available on the Internet. In addition, we also referred to other crime correction assured SROI report. We verified the appropriateness of the items with the Association's personnel and experienced instructors. We also allowed stakeholders to provide a subjective value in the questionnaire if they did not agree with the price listed for an item. We first excluded extreme values to prevent any bias caused by individuals with an extreme subjective perception, and then we calculated the average value of the financial proxy to find the monetary values of

outcomes.

It is worth noting that the choice of financial proxy depends on the subjective judgment of the stakeholders. Even similar outcomes may have different prices due to the differences in stakeholders' subjective perceptions. Hence, we selected financial proxies based on stakeholders' responses in the questionnaire from stage three, and then we discussed the financial proxies with stakeholders, the Association's personnel and experienced instructors in stage four to prevent the value of outcomes from being distorted. The logic for choosing a financial proxy is as follows:

The financial proxies used in this report are on an annual basis. Then we further considered duration when calculating the total value of outcomes



## Social Return on Investment (SROI) Report of Criminon Program

Stakeholder	Outcomes	Financial proxy	Calculated value (NT\$)	Source
Instructor	Improved interpersonal relations including family relations	Domestic travel expenses with family	30,000	According to the 2016 Survey of travel by R.O.C. citizens, average spending per citizens is NT\$2,086 per trip * a small family of 4, or about NT\$10,000. A weighted average is calculated after considering the amount instructors are willing to spend on domestic travel with family.
		Interpersonal communication course fee	12,250	According to the Interpersonal Relationships and Communication Skills published by the Institute for Information Industry, each course is NT\$4,500, and a weighted average is calculated after considering the amount instructors are willing to spend on interpersonal communication courses.
	Improved physical health	Family medicine clinic fee	200	We found from the questionnaire that the frequency with which some instructors got sick decreased from 1.33 times a year to 0 times after becoming an instructor, and the average amount is calculated by multiplying the number of times by the registration fee of NT\$150 for a family medicine clinic
	Improved self-identity	1. Self-identity course fee 2. Work performance was recognized, amount of raise	23,500	Questionnaire results showed a similar ratio of instructors who were willing to take self-identity courses and those that gained recognition for their work performance and received a raise. Hence, a weighted average of the two financial proxies was calculated using the price of Carnegie self-identity courses quoted online and the raise instructors received due to recognition of their work performance.
	Becoming more enthusiastic towards work	Employee travel expenses to Tokyo	30,000	Average price of escorted tours to Tokyo available online
	Increased learning motivation	Amount willing to input on	78,571	Average amount instructors are willing to input on learning activities. It is worth noting that we found the financial proxy for increasing learning motivation had higher value to instructors compared with other outcomes.





## Social Return on Investment (SROI) Report of Criminon Program

		learning activities		After verifying with instructors that the price was reasonable, we found that the price was the amount they were willing to input into lifelong learning, and they were even willing to study abroad to contribute more to students of the Criminon Program. Thus we conservatively divided the average NT\$550,000 with instructors' 7 years duration (See Section 6.2 Calculating the Values of Outcomes to understand instructors duration) to calculate the annual value.
	Helping others more	Donate 1 month basic salary a year	22,000	The Ministry of Labor announced on its website on September 6th, 2017 that the minimum monthly salary will be NT\$22,000 starting on January 1st, 2018.
Students	Improved reading ability	Reading training course fee	57,279	The average amount students were willing to spend on reading training courses to improve their reading abilities
	(Negative outcome) Nearsightedness or presbyopia	Single eyeglass prescription fee	-2,400	We found from the questionnaire that the frequency with which students needed a new eyeglass prescription after completing the course increased from 0.37 times/year to 1.57 times/year. (The cost of getting new eyeglasses with thin aspherical lenses is about NT\$2,000 for a low to middle priced model, according to information online)
	Improved interpersonal relations including family relations	Domestic travel expenses with family	26,429	According to the 2016 Survey of travel by R.O.C. citizens, average spending per citizens is NT\$2,086 per trip * a small family of 4, or about NT\$10,000. A weighted average is calculated after considering the amount students are willing to spend on domestic travel with family.
		Interpersonal communication course fee	14,708	According to the Interpersonal Relationships and Communication Skills published by the Institute for Information Industry, each course is NT\$4,500, and a weighted average is calculated after considering the amount students are willing to spend on interpersonal communication courses.
	Improved physical health	Family medicine clinic	382	We found from the questionnaire that the frequency with which some students got sick decreased from 2.99 times a year to 0.44 times after



## Social Return on Investment (SROI) Report of Criminon Program

		fee		completing the course, and the average amount is calculated by multiplying the number of times by the registration fee of NT\$150 for a family medicine clinic.
	Helping others more	Amount of unified invoice winnings donated	2,400	<p>Calculations are based on monthly unified invoice winnings of NT\$200 * 12 (months) = NT\$2,400.</p> <p>On average, students were willing to donate NT\$90,562 of their unified invoice winnings; the relatively high amount was mainly due to several students filling in higher amounts of NT\$300,000-600,000 in the questionnaire. However, considering that the minimum monthly salary is only NT\$22,000, donating NT\$300,000 far exceeds the minimum annual salary and does not correspond to actual circumstances. Hence, we only use annual unified invoice winnings of NT\$2,400 as the financial proxy, based on the principle of conservatism.</p>
	Improved self-identity	Work performance was recognized, amount of raise	15,500	Average raise for students as a result of their work performance being recognized. All students have had or have a job, and got self-identity when work performance was recognized. Therefore, improved self-identity from the Program had similar effect compared to work performance was recognized. We also referred to other crime correction assured SROI report which had similar outcome and used the minimum monthly salary as financial proxy. Hence, it was appropriate to use the amount of raise when work performance was recognized as the financial proxy.
	Lower recidivism rate (Limited to students released from prison)	Drug abuser treatment center costs, individual costs, and social costs related to drug offenders	839,643	Based on the drug abuser treatment center costs, individual costs, and social costs (per person) on pages 319-320 of <i>The Cost-Effectiveness Analysis of Judicial Treatment for the Drug Abuser</i> , doctoral dissertation by Cheng Kai-Pao.





## Chapter 6 SROI Model Building

### 6.1 Adjusting factors

Before converting pricing outcomes into impact in the SROI model, the following four factors that will cause the outcome to be discounted, which are known as adjusting factors, must be taken into consideration. The resulting value must be appropriately discounted to prevent exaggeration of the outcome. Once these interfering factors are eliminated, the true social impact of the Criminon Program can be determined.

1. **Deadweight:** This refers to an outcome occurring regardless of the existence of a project.
2. **Attribution:** This refers to the probability that stakeholders would have the same outcome due to other factors, regardless of the existence of this project. Unlike Deadweight, Attribution is the probability of an outcome occurring when there is interference from other projects, while Deadweight is the probability that the outcome will naturally occur.
3. **Drop-off:** This refers to the effect of an outcome deteriorating over time. Experience indicates that the effectiveness of an outcome tends to decrease slowly over a period of time. Therefore when evaluating the benefits of a future outcome, the Drop-off must also be estimated.
4. **Displacement:** This factor represents the effects of the target project on other projects or stakeholder factors outside of the project. In the
5. **SROI Guide,** an example is that a street lighting program implemented in District A found a reduction in crime; however, District B reported



## Social Return on Investment (SROI) Report of Criminon Program

an increase in crime, possibly displaced from District A. The SROI Guide also states that not every project contains this particular factor. Based on our understanding from interviews with the Association's personnel, instructors, students, and prison personnel for this project, prisons do not have similar intensive self-identity courses, and other edification and education courses are still being carried out. The courses and the Criminon Program do not affect each other, so there is not any clear Displacement.

Adjusting factors are identified in the stakeholder engagement process in this project. During the stakeholder interviews in the second stage, we asked stakeholders if outcomes may have occurred regardless of participation in the Criminon Program, if other factors would have also caused the outcomes to occur, how long the impact of outcomes can last without Drop-off, and whether the change has any negative effects on others. We also used other questions to verify and clarify the impact of adjusting factors on outcomes. We designed the questions into the stakeholder questionnaire in stage three to further verify the probability that an adjusting factor will occur. Finally, the Association's personnel and experienced instructors verified the effect of adjusting factors on outcomes in stage four.

It should be noted that, in the description of the questionnaire during stage three, we asked students in prison who had completed the course within one year, as well as students released from prison who had completed the course within two to three years, to directly fill out the questionnaire according to their current circumstances. Statistics of questionnaire results show that if the occurrence percentage of an outcome

among students released from prison is lower than that of students in prison, the outcome's Drop-off will accelerate after two to three years. The occurrence percentage of outcomes among students released from prison is already affected by Drop-off, compared with students in prison. If



## Social Return on Investment (SROI) Report of Criminon Program

the occurrence percentage of outcomes in students released from prison and students in prison are directly averaged, then due to the multiplicative effects of Drop-off, outcomes will be underestimated. Hence, we only use responses from students in prisons to calculate the occurrence percentage of outcomes in all students. We then use questionnaire responses from students in prison as the basis for drop-off within one year. The difference in occurrence percentage of outcomes between students in prison and students released from prison based on questionnaire responses is used to determine the Drop-off from years two to three. If the occurrence percentage of an outcome among students released from prison is higher than that for students in prison, it means that the outcome will not drop off after two to three years. Based on the principle of "do not over-claim", we calculate the average occurrence percentage of the outcome based on questionnaire responses from students in prison and students released from prison. We use the questionnaire responses of students in prison as the basis for determining Drop-off within one year, while outcomes that persist into years two and three are viewed as no Drop-off.

In addition, for most of the results except for the Lower recidivism rate outcome we directly referred to research, we verified the probability of Deadweight through stakeholder questionnaires, we also referred to other crime correction assured SROI reports (See Section 5.1 Materiality of outcomes for references of other crime correction assured SROI reports) to understand the Deadweight of similar results. We made sure

Deadweight of each outcome was within or not far from the Deadweight range of other crime correction assured SROI reports, and no need to perform other procedures.

Stakeholder	Outcomes	Influencing factors	Description
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## Social Return on Investment (SROI) Report of Criminon Program

Instructor	Improved interpersonal relations including family relations	Deadweight	67%	After interviewing instructors, we found that instructors got along with people in general regardless of participation in the Criminon Program. Hence, we used the questionnaire to understand the possibility of outcomes similar to the close relationship between instructors and other people. Based on questionnaire responses, we set Deadweight at 67%.
		Attribution	5%	The Association and courses improved instructors' interpersonal relationships. Some instructors indicated that their other volunteer activities also contributed to this relationship. Hence, we used the questionnaire to understand the contribution of other factors and set Attribution at 5%.
		Drop-off	0%	After interviewing instructors, we found that improved interpersonal relationships will not deteriorate as time passes. Hence, we used questionnaire responses to verify that instructors' improved interpersonal relationship outcomes did not deteriorate with time, and we set Drop-off at 0%.
		Displacement	0%	Based on the interviews and instructors' questionnaire responses, we did not find any other stakeholders that were excluded or negatively affected by the instructors' improved interpersonal relationships. Hence, we set Displacement at 0%.
	Improved physical health	Deadweight	87%	After interviewing instructors, we found that instructors paid attention to their physical health regardless of participation in the Criminon Program. Hence, we used the questionnaire to understand the possibility of outcomes similar to the physical health of instructors. Based on questionnaire responses, we set Deadweight at 87%.
		Attribution	27%	The Association and courses improved instructors' physical health. Some instructors indicated that their other volunteer activities also contributed to the improvement in their physical health. Hence, we used the questionnaire to understand the contribution of other factors and set Attribution at 27%.
		Drop-off	0%	After interviewing instructors, we found that improved physical health did not deteriorate as time passes. Hence, we used questionnaire responses to verify that instructors' improved physical health outcomes did not deteriorate with time, and we set Drop-off at 0%.
		Displacement	0%	Based on the interviews and instructors' questionnaire responses, we did not find any



## Social Return on Investment (SROI) Report of Criminon Program

				other stakeholders that were excluded or negatively affected by the instructors' improved physical health. Hence, we set Displacement at 0%.
Improved self-identity	Deadweight	67%		After interviewing instructors, we found that instructors were confident in themselves regardless of participation in the Criminon Program. Hence, we used the questionnaire to understand the possibility of outcomes similar to the confidence of instructors. Based on questionnaire responses, we set Deadweight at 67%.
	Attribution	17%		The Association and courses improved instructors' self-identities. Some instructors indicated that support from family members or other activities also contributed. Hence, we used the questionnaire to understand the contribution of other factors and set Attribution at 17%.
	Drop-off	2%		After interviewing instructors, we found that improved self-identity decrease as time passes. Hence, we used questionnaire responses to verify that instructors' improved self-identity outcomes decreased with time, and we set Drop-off at 2%.
	Displacement	0%		Based on the interviews and instructors' questionnaire responses, we did not find any other stakeholders that were excluded or negatively affected by the instructors' improved self-identities. Hence, we set Displacement at 0%.
Becoming more enthusiastic towards work	Deadweight	70%		After interviewing instructors, we found that instructors were originally enthusiastic about work regardless of participation in the Criminon Program. Hence, we used the questionnaire to understand the possibility of outcomes similar to instructors' enthusiasm for work. Based on questionnaire responses, we set Deadweight at 70%.
	Attribution	5%		The Association and courses improved instructors' enthusiasm for work. Some instructors indicated that support from family and friends or other volunteer activities also contributed. Hence, we used the questionnaire to understand the contribution of other factors and set Attribution at 5%.
	Drop-off	2%		After interviewing instructors, we found that increased enthusiasm for work may decrease as time passes. Hence, we used questionnaire responses to verify that instructors' increased enthusiasm for work outcomes decreased with time, and we set Drop-off at 2%.
	Displacement	0%		Based on the interviews and instructors' questionnaire responses, we did not find any





## Social Return on Investment (SROI) Report of Criminon Program

				other stakeholders that were excluded or negatively affected by instructors' increased enthusiasm for work. Hence, we set Displacement at 0%.
Increased learning motivation	Deadweight	85%		After interviewing instructors, we found that instructors loved to learn regardless of participation in the Criminon Program. Hence, we used the questionnaire to understand the possibility of outcomes similar to instructors' desire to learn new things. Based on questionnaire responses, we set Deadweight at 85%.
	Attribution	22%		The Association and courses improved instructors' learning motivation. Some instructors indicated that support from family and friends or other volunteer activities also contributed. Hence, we used the questionnaire to understand the contribution of other factors and set Attribution at 22%.
	Drop-off	2%		After interviewing instructors, we found that increased learning motivation may decrease as time passes. Hence, we used questionnaire responses to verify that instructors' increased learning motivations outcomes decreased with time, and we set Drop-off at 2%.
	Displacement	0%		Based on the interviews and instructors' questionnaire responses, we did not find any other stakeholders that were excluded or negatively affected by instructors' increased learning motivations. Hence, we set Displacement at 0%.
Helping others more	Deadweight	67%		After interviewing instructors, we found that some instructors would help others regardless of participation in the Criminon Program. Hence, we used the questionnaire to understand the possibility of outcomes similar to instructors' desire to help others. Based on questionnaire responses, we set Deadweight at 67%.
	Attribution	7%		The Association and courses increased the amount that instructors helped others. Some instructors indicated that support from family and friends also contributed. Hence, we used the questionnaire to understand the contribution of other factors and set Attribution at 7%.
	Drop-off	0%		After interviewing instructors, we found that helping others does not decrease as time passes, and even increases as compared to when they first became instructors. Hence, we used questionnaire responses to verify that instructors' increased helping of others outcomes did not decrease with time, and we set Drop-off at 0%.



## Social Return on Investment (SROI) Report of Criminon Program

		Displacement	0%	Based on the interviews and instructors' questionnaire responses, we did not find any other stakeholders that were excluded or negatively affected by the increase in instructors helping others. Hence, we set Displacement at 0%.
Students	Improved reading ability	Deadweight	47%	After interviewing students, we found that some students originally had good reading ability regardless of participation in the Criminon Program. Hence, we used the questionnaire to understand the possibility of outcomes similar to students' reading abilities. Based on questionnaire responses, we set Deadweight at 47%.
		Attribution	16%	The Criminon Program improved students' reading abilities. Some students indicated that their other courses or study groups also contributed. Hence, we used the questionnaire to understand the contribution of other factors and set Attribution at 16%.
		Drop-off	17%	After interviewing students in prison, we found that reading ability deteriorates as time passes. Hence, we used the questionnaire responses of students in prison to determine that the improved reading ability outcome drops off by 17% in the first year.
			5%	After interviewing students released from prison, we found that reading ability deteriorates even faster because they need to spend more time at work or with their family. Hence, we used the questionnaire responses of students released from prison to determine that the improved reading ability outcome will drop off by 5% in years two and three as compared with year one.
		Displacement	0%	Based on interviews with students and observations of experienced instructors, we did not find any other stakeholders that were excluded or negatively affected by students' improved reading abilities. Hence, we set Displacement at 0%.
	(Negative outcome) Nearsightedness or presbyopia	Deadweight	0%	This is a negative outcome and we assume Deadweight is 0% to not over-claim the outcome.
		Attribution	36%	The Criminon Program caused students' nearsightedness or presbyopia to become more severe. Some students indicated that other activities (e.g., eye strain at work, watching too much TV, aging) also caused the same negative outcome. Hence, we



## Social Return on Investment (SROI) Report of Criminon Program

				used the questionnaire to understand the contribution of other factors and set Attribution at 36%.
		Drop-off	17%	Students began reading more as their reading ability improved, leading to more severe nearsightedness. If the improved reading ability outcome drops off, then it will also affect the outcome of more severe nearsightedness. Hence, we assume Drop-off is the same as the Drop-off in students' improved reading abilities. The Drop-off one year after courses end is 17%, and increases 5% in years two and three as compared with year one.
			5%	
		Displacement	0%	This is a negative outcome and we assume Displacement is 0% to not over-claim the outcome.
	Improved interpersonal relations including family relations	Deadweight	61%	After interviewing students, we found that some students got along with the people around them regardless of participation in the Criminon Program. Hence, we used the questionnaire to understand the possibility of outcomes similar to the close relationships between students and the people around them. Based on questionnaire responses, we set Deadweight at 61%.
		Attribution	16%	The Criminon Program improved students' interpersonal relationships. Some students indicated that their other courses also contributed. Hence, we used the questionnaire to understand the contribution of other factors and set Attribution at 16%.
		Drop-off	15%	After interviewing students in prison, we found that improved interpersonal relationships may deteriorate as time passes. Hence, we used questionnaire responses from students in prison to determine that the improved interpersonal relationships outcome drops off by 15% in the first year.
			0%	After interviewing students released from prison, their interpersonal relationships did not deteriorate, because they had more opportunities to apply what they learned from courses in life after being released, and their interpersonal relationships even improved, as compared with when they were in prison. Hence, we used questionnaire responses from students released from prison to verify that improved family relations outcomes did not drop off in years two and three after the course ended. However,



## Social Return on Investment (SROI) Report of Criminon Program

				we still made a conservative estimate that Drop-off increased 0% as compared with the first year and that the outcomes remained the same.
		Displacement	0%	Based on interviews with students and observations of experienced instructors, we did not find any other stakeholders that were excluded or negatively affected by students' improved interpersonal relationships. Hence, we set Displacement at 0%.
Improved physical health		Deadweight	56%	After interviewing students, we found that some students already paid attention to their physical health regardless of participation in the Criminon Program. Hence, we used the questionnaire to understand the possibility of outcomes similar to students' physical health. Based on questionnaire responses, we set Deadweight at 56%.
		Attribution	24%	The Criminon Program improved students' physical health. Some students indicated that their other courses also contributed. Hence, we used the questionnaire to understand the contribution of other factors and set Attribution at 24%.
		Drop-off	18%	After interviewing students in prison, we found that improved physical health may deteriorate as time passes. Hence, we used the questionnaire responses of students in prison to determine that the improved physical health outcomes will drop off by 18% in the first year.
			0%	After interviewing students released from prison, their improved physical health did not deteriorate because they were able to choose healthier foods and paid attention to the balance of their diet after being released, and their physical health even improved compared with when they were in prison. Hence, we used questionnaire responses from students released from prison to verify that the improved physical health outcomes did not drop off in years two and three after the course ended. However, we still made a conservative estimate that Drop-off increased 0% as compared with the first year, and that the outcome remained the same.
		Displacement	0%	Based on interviews with students and observations of experienced instructors, we did not find any other stakeholders that were excluded or negatively affected by students' improved physical health. Hence, we set Displacement at 0%.
Helping others more	Deadweight	55%	After interviewing students, we found that some students would help others regardless of participation in the Criminon Program. Hence, we used the	



## Social Return on Investment (SROI) Report of Criminon Program

				questionnaire to understand the possibility of outcomes similar to students' desire to help others. Based on questionnaire responses, we set Deadweight at 55%.
		Attribution	20%	The Criminon Program caused students to help others more. Some students indicated that their other courses also contributed. Hence, we used the questionnaire to understand the contribution of other factors and set Attribution at 20%.
		Drop-off	19%	After interviewing students in prison, we found that the amount they helped others may decrease as time passes. Hence, we used the questionnaire responses of students in prison to determine that the amount of increase in the outcome for helping others drops off by 19% in the first year.
			0%	After interviewing students released from prison, the amount they helped others did not decrease, because they had more ways and opportunities to help others after being released, and the amount they helped others even increased compared with when they were in prison. Hence, we used questionnaire responses from students released from prison to verify that the helping others more outcome did not drop off in years two and three after the course ended. However, we still made a conservative estimate that Drop-off increased 0% as compared with the first year, and that the outcome remained the same.
		Displacement	0%	Based on interviews with students and observations of experienced instructors, we did not find any other stakeholders that were excluded or negatively affected by students helping others more. Hence, we set Displacement at 0%.
	Improved self-identity	Deadweight	38%	After interviewing students, we found that some students were already confident and believed in themselves regardless of participation in the Criminon Program. Hence, we used the questionnaire to understand the possibility of outcomes similar to that for student confidence. Based on questionnaire responses, we set Deadweight at 38%.
		Attribution	26%	The Criminon Program improved students' self-identity. Some students indicated that their other courses also contributed to this. Hence, we used the questionnaire to understand the contribution of other factors and set Attribution at 26%.
		Drop-off	16%	After interviewing students in prison, we found that their self-identities may deteriorate as time passes. Hence, we used the questionnaire responses of students in



## Social Return on Investment (SROI) Report of Criminon Program

				prison to determine that their improved self-identity outcomes drop off by 16% in the first year.
			0%	After interviewing students released from prison, they were able to further improve their self-identities by accumulating successful life experiences after being released, which was not possible in prison. Hence, their self-identities did not deteriorate and even improved compared with when they were in prison. We used questionnaire responses from students released from prison to verify that improved self-identity outcomes did not drop off in years two and three after the course ended. However, we still made a conservative estimate that Drop-off increased 0% as compared with the first year, and that the outcome remained the same.
		Displacement	0%	Based on interviews with students and observations of experienced instructors, we did not find any other stakeholders that were excluded or negatively affected by students' improved self-identities. Hence, we set Displacement at 0%.
	Lower recidivism rate (Limited to students released from prison)	Deadweight and Attribution	96% ; 91% ; 78%	<p>Based on the stakeholder interviews and questionnaires, we found that other factors, such as family support, employment support, religious support, parole constraints, and counseling, may prevent recidivism among students, regardless of participation in the Criminon Program. Aside from the improvement in self-identity as strengthened by the Criminon Program, all of the other factors are included in the Ministry of Justice statistics as factors that will influence the recidivism rate. Deadweight and Attribution of the lowered recidivism rate outcome are obtained by comparing the two, and their cross-impact makes it difficult to separate them. We referred to the Analysis of Drug Trends announced by the Ministry of Justice in July 2016 for drug offenders' recidivism rate after being released from correctional facilities, and calculated the ratio of drug offenders that do not return to prison after being released (1 - recidivism rate), dividing it by the ratio of Criminon Program students who do not return to prison, to obtain the Deadweight and Attribution for the lowered recidivism rate outcome.</p> <p>It is worth noting that the ratio of students who do not return to prison will gradually decline as time passes, according to the Analysis of Drug Trends and our statistics for</p>



			<p>students released from prison. Hence, we compare the ratio by year to verify that the Deadweight and Attribution of the lowered recidivism rate outcome can be truly represented.</p> <p>For example, if we compare the ratio of drug offenders that do not go back to prison after three years with students that completed the Criminon Program in 2015, we can calculate that the Deadweight and Attribution of the lowered recidivism rate outcome among students after three years is 96%. Using the same process we can find that the ratio among students two and one year after completing the program is 91% and 78%, respectively.</p>	
		Drop-off	0%	<p>After discussion and verification with the Association's personnel and experienced instructors, the lowered recidivism rate is a one-time outcome because drug abuser treatment center costs, individual costs, and social costs are incurred once drug abusers return to prison. The lowered recidivism rate prevents the costs from being incurred and the outcome does not drop off with time. Hence, we set Drop-off at 0%.</p>
		Displacement	0%	<p>After interviewing students released from prison and discussing with the Association's personnel and experienced instructors, the ultimate goal of this project is to lower the recidivism rate. We did not find any other stakeholders that were excluded or negatively affected by students not going back to prison. Hence, we set Displacement at 0%.</p>

## 6.2 Calculating the Values of Outcomes

Based on the principle of "do not over-claim" and that data should be verifiable, we used questionnaire responses and information available online for assumptions of outcome duration. Among students released from prison that completed the questionnaire at the end of December 2017, several students who graduated from the program in December 2014 reported the outcome. Hence, we can assume that the duration of outcomes



for students is at least 3 years. Due to limitations on investigating the lowered recidivism rate of students, we can only verify if students returned to prison, but cannot verify when they were released or when they returned. Hence, we assume that students were released after completing the program and returned to prison in 2017. Whether or not students returned to prison is a true or false question, so the outcome is a one-time outcome. Considering that this is the first year of this SROI project and we are unable to trace subsequent developments, we make a conservative assumption that the outcome duration is only 1 year. With regard to outcome duration among instructors, we still made a reliable assumption that the outcome duration among instructors is 7 years, despite instructors responding that the outcomes can last a lifetime during interviews. This was calculated based on the average age of instructors (52.5 years old) who responded to the questionnaire at the end of 2017, and the average age of retirement found by the Directorate General of Budget, Accounting, and Statistics in a survey of employees in 2016 (there were still  $58-52=6$  years at the end of 2017 plus the year of the project, which is  $6+1=7$  years in total).

Due to outcome spillovers going beyond the duration analyzed by this report, we must give consideration to the time value of money. Hence, outcomes beyond the duration analyzed by this report must be calculated at a discounted value, and the discount rate is determined via interest rates resulting from different purposes and expected returns. A Guide to Social Return on Investment recommends using 3.5% as the discount rate, as recommended by the Green Book (public construction policy disclosures) announced by the UK Treasury. The discount rate used in this report is 1.04%, the one-year interest rate for fixed deposits offered by Chunghwa Post, as of December 2017. The main reason is that this is the interest rate used by the Ministry of Finance on tax refunds and late tax payments, which is implicit in the capital cost for the public sector. This interest





## Social Return on Investment (SROI) Report of Criminon Program

rate is therefore used as the discount rate to calculate present values in this report. Since the duration of some outcomes exceeds the duration analyzed by this report, outcomes lasting through 2018-2023 must be calculated at their discounted value for 2017.

We summarized the SROI analysis for the Criminon Program below (see Appendix 3 for a detailed impact map), in which the value of aggregate outcomes is NT\$60,026,684.

Stakeholder	Description of outcome	Number of outcomes	Valuation of outcome	Deadweight %	Attribution %	Drop-off %	Total impact
Instructor	Improved interpersonal relations including family relations	4	42,250	67%	5%	0%	461,874
	Improved physical health	4	200	87%	27%	0%	660
	Improved self-identity	4	23,500	67%	17%	2%	210,257
	Becoming more enthusiastic towards work	4	30,000	70%	5%	2%	279,291
	Increased learning motivation	4	78,517	85%	22%	2%	300,288



## Social Return on Investment (SROI) Report of Criminon Program

	Helping others more	4	22,000	67%	7%	0%		235,439
Student (in prison & released from prison)	Improved reading & ability	454	57,279	47.00%	16.00%	17%	5%	27,119,001
	(Negative outcome) Nearsightedness or presbyopia	210	(2,400)	0.00%	36.00%	17%	5%	(753,915)
	Improved interpersonal relations including family relations	424	41,137	61.00%	16.00%	15%	0%	14,414,092
	Improved physical health	374	382	56.00%	24.00%	18%	0%	116,452
	Helping others more	419	2,400	55.00%	20.00%	19%	0%	870,264
	Improved self-identity	439	15,500	38.00%	26.00%	16%	0%	7,781,978
	Lower recidivism rate	86	839,644	See Section 6.1 for detailed Deadweight and Attribution of Lower recidivism rate.		0%	0%	6,461,699



## Social Return on Investment (SROI) Report of Criminon Program

	(Limited to students released from prison)						
							\$ 57,497,380

Summarizing the aspects above, we divide the total present value of the aggregate outcomes by total value of inputs to calculate the SROI rate:  $\$57,497,380 / \$9,128,684 = 6.30$ .

### 6.3 Sensitivity analysis

SROI measures the monetary value of qualitative and narrative information. Hence, it will inevitably involve many assumptions and estimates. According to A Guide to Social Return on Investment, each analysis report must include a sensitivity analysis and disclose relevant information to ensure that results are objective and verifiable. Therefore, we sequentially adjusted the following conditions for the sensitivity analysis to ensure a rigorous and objective report. Based on the sensitivity analysis, we found the boundaries of this SROI report to be

4.38-11.73.

	Adjustment	Details	SROI rate
1	Value of inputs	Value of inputs excluding time inputs from students	6.87
2	Number of outcomes	Estimated ratio of students in prison not returning to prison	9.29
3-1	Number of outcomes,	Ratio of students released from prison that do not return increased 10%	7.10



## Social Return on Investment (SROI) Report of Criminon Program

3-2	Deadweight, and Attribution	Ratio of students released from prison that do not return decreased 10%	5.78
3-3		Students released from prison and that could not be contacted were included in the number of students that did not return to prison	11.45
4-1	Financial proxy	Individual and social costs excluded from the lower recidivism rate outcome	5.72
4-2		Financial proxies of students' outcomes except the lower recidivism rate outcome increased one times	11.73
5	Attribution	Attribution of students' Improved self-identity and Helping others more outcomes was decreased to 10%	6.49
6-1	Drop-off	0% Drop-off was adjusted to 10%	6.28
6-2		0% Drop-off was adjusted to 30%	6.25
7-1	Displacement	0% Displacement was adjusted to 10%	5.66
7-2		0% Displacement was adjusted to 30%	4.38
8-1	SROI Ratio	Increased by 10%	6.93
8-2		Decreased by 10%	5.67

1. Value of inputs: The original inputs included the value of time students spent participating in the programs, for which they would have otherwise received a wage for working in the worksite. However, students' wages may have decreased regardless, because even if they did not participate in the Criminon Program, they may have participated in other courses. Hence, the SROI rate rises to 6.87 after excluding students' time inputs.



## Social Return on Investment (SROI) Report of Criminon Program

2. Number of outcomes: The decrease in the recidivism rate was originally calculated based on the actual number of students released from prison, and does not take into consideration the outcomes of students in prison. Hence, if the ratio of students who did not return to prison each year is applied to students in prison when estimating the decrease in recidivism rate, the SROI rate rises to 9.29.
3. Number of outcomes, Deadweight, and Attribution: The decrease in recidivism rate was calculated based on the number of students who were released from prison and did not return to prison. If the ratio of students that do not return to prison is increased or decreased by 10%, this affects the number of outcomes and calculations for Deadweight and Attribution, changing the SROI rate to 7.10 and 5.78, respectively. Whether or not students returned to prison after being released was verified by the Association's personnel after contacting the student or family members. Some students could not be contacted after being released from prison. The original calculation assumed that students who could not be contacted after being released from prison had returned to prison based on the principle of "do not over-claim". If students released from prison could not be contacted, they are assumed to have not returned to prison, and are included in the number of outcomes that did not return to prison. Besides affecting the number of outcomes, this also affects calculations for Deadweight and Attribution, and the SROI rate rises to 11.45.
4. Financial proxy: When measuring the decrease in students' recidivism rate outcomes, drug abuser treatment center costs, individual costs, and social costs were all included in calculations. If only direct costs are considered and losses sustained by the individual, the individual's family,



## Social Return on Investment (SROI) Report of Criminon Program

and society are not considered, i.e., individual costs and social costs are excluded and only drug abuser treatment center costs are calculated, then the SROI rate decreases to 5.72. When verifying students' results with students in prison currently in the Program in June 2018, some of them said the values should be higher, even 1 to 10 times more. Thus we conservatively supposed the financial proxies of students' outcomes except for the lower recidivism rate outcome we directly referred to literature increased one times, then the SROI rate changes to 11.73.

5. Attribution: When verifying students' results with students in prison currently in the Program in June 2018, some of them said attribution of Improved self-identity and Helping others more outcomes was less. Few other factors would influence Improved self-identity and Helping others more outcomes, and should be decreased from 20% and 26% to 10%, then the SROI rate changes to 6.49.
6. Drop-off: In the stakeholder interviews and questionnaires, we found that the influence of some outcomes does not decline after the Criminon Program ends or with the passage of time. Hence, the outcomes' Drop-off is set at 0%. If Drop-off is adjusted from 0% to 10% and 30%, then the SROI rate changes to 6.28 and 6.25, respectively.
7. Displacement: Significant Displacement was not identified in the stakeholder interviews and questionnaires, and Displacement was thus set at 0%. If Displacement is adjusted from 0% to 10% and 30%, then the SROI rate changes to 5.66 and 4.38, respectively.
8. SROI Ratio: To obtain fair and objective results, we increased and decreased the SROI rate by 10% and obtained a reasonable range of 5.67 to 6.93.



## Chapter 7 Conclusion

### 7.1 Project Value Analysis

During the implementation of this project, we personally visited and listened to students and their instructors, which gave us a more in-depth understanding of the changes brought by the Criminon Program. Having been through the foregoing deduction process, we found that every NT\$1 that we input into the Criminon Program creates NT\$6.30 in social impact.

#### 1. Analysis by type of stakeholder:

We divided research results between the two types of stakeholders and found that the impact of outcomes comes mainly from students. This is mainly because students are the main beneficiaries of this project, and the number and scope of the effect is broad. Hence, the inputs and efforts of all stakeholders are aggregated to the highest value of outcomes. We identified a total of 7 outcomes in students, and the value of impact from these outcomes account for 97% of this project's overall value of impact. Instructors play an important role in this project. During the interviews, we found that instructors' enthusiasm for work and learning motivation were strengthened by teaching courses. Feedback from

students also gave the instructors even more positive values and attitudes. The value of impact from these outcomes accounts for 1% of this



## Social Return on Investment (SROI) Report of Criminon Program

project's overall value of impact.

Stakeholder	Outcomes	Value of impact	Subtotal	Percentage
Instructor	Improved interpersonal relations including family relations	461,874	<b>1,487,809</b>	<b>3%</b>
	Improved physical health	660		
	Improved self-identity	210,257		
	Becoming more enthusiastic towards work	279,291		
	Increased learning motivation	300,288		
	Helping others more	235,439		
Students	Improved reading ability	27,119,001	<b>56,009,571</b>	<b>97%</b>
	(Negative outcome) Nearsightedness or presbyopia	<b>(753,915)</b>		





## Social Return on Investment (SROI) Report of Criminon Program

Improved interpersonal relations including family relations	14,414,092		
Improved physical health	116,452		
Helping others more	870,264		
Improved self-identity	7,781,978		
Lower recidivism rate (Limited to students released from prison)	6,461,699		
<b>Total</b>		<b>57,497,380</b>	<b>100%</b>

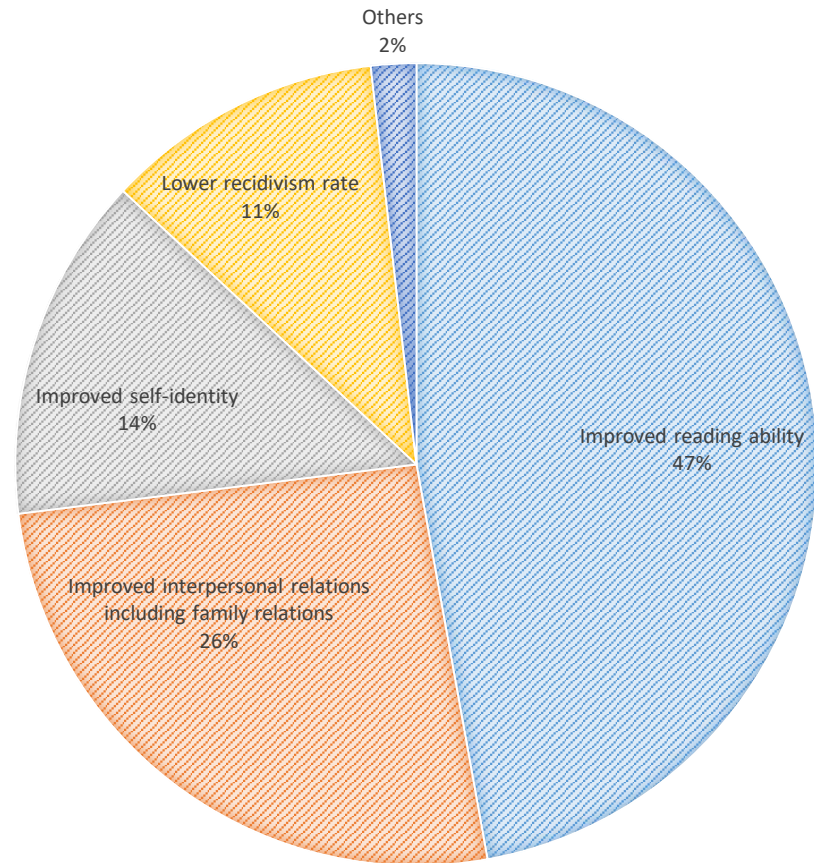


### 2. Analysis by type of outcome:

We divided research results by type of outcomes and made the following findings and conclusions:

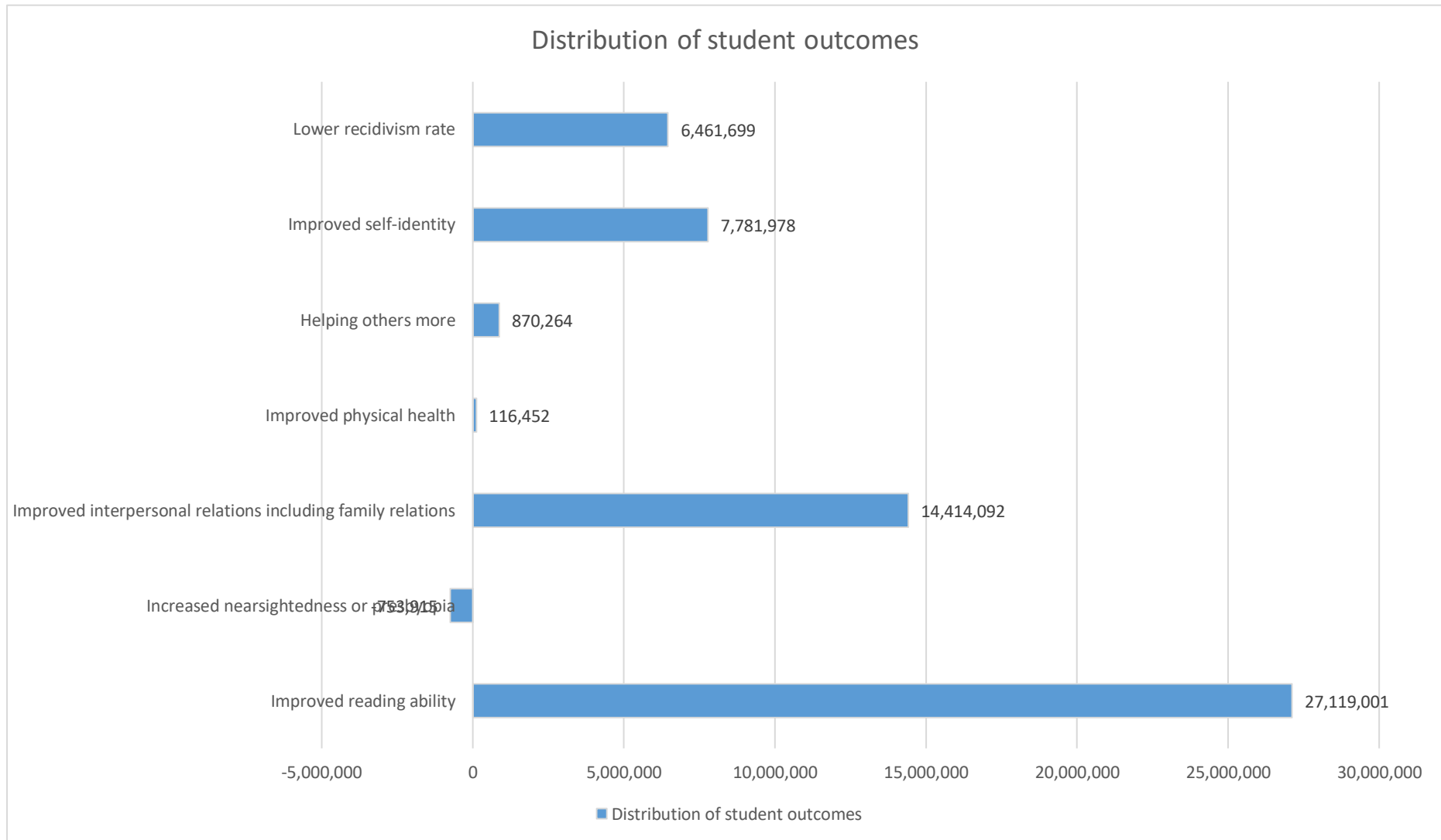


## Social Return on Investment (SROI) Report of Criminon Program



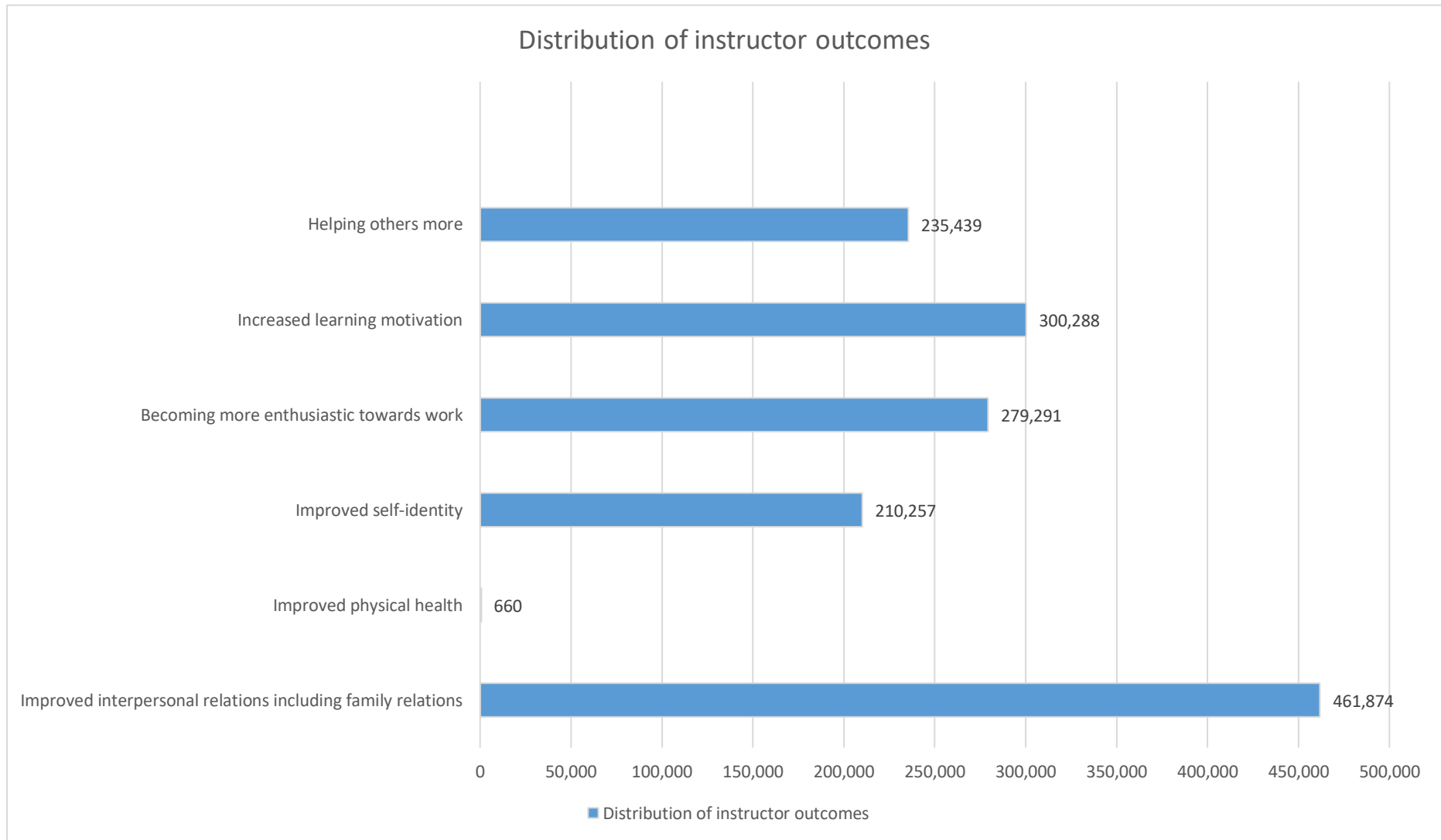


## Social Return on Investment (SROI) Report of Criminon Program





## Social Return on Investment (SROI) Report of Criminon Program





(1.) Improved reading ability: The basic course of the Criminon Program initially involves extensive reading. When students do not understand the meaning of a term, concept, or article, they train their patience, comprehension, concentration, and judgment by repeatedly looking up words in the dictionary. We learned from the questionnaire that students originally had trouble reading before participating in Criminon programs, but up to 91% of students began to read more easily and faster or gained inspiration from books after participating in programs. Nearly 70% of students responded that they read more books or a wider range of topics. These all indicate a significant improvement in reading ability after receiving instructions. Some students in prison indicated that they continued their good habits after graduation. They borrowed books on spiritual growth, began writing, or participated in other study groups or further education school courses to learn new knowledge, and it broadened their horizons. This was the most significant change among students out of all outcomes, and generated NT\$27,119,001 in value, accounting for 47% of the overall impact value.

(2.) Improved interpersonal relations including family relations: Inmates are under high pressure management while serving their sentences. They regularly engage in simple and repetitive labor, and often have conflicts with others due to their limited freedom. According to questionnaire results, 97% of students were willing to comply with the rules of the prison and social order after completing the program, 96% of students were willing to actively care for the people around them, and 90% of students were able to calmly face conflicts with others. Questionnaire results also showed that students had less frequent conflicts with the people around them after completing the program, decreasing from 2.53 times a week to 0.11 times a week. Counsel, worksite controllers, and members of Guard and Control Section in prison also observed this



change, and agreed that reduced conflicts with peers had the positive effect of making inmates more stable. In addition, quite a few students already had issues with family relations before going to prison. The reason was usually poor communication between students and their family members, due to them not showing each other understanding and sympathy. Their family relations were on the brink of entirely collapsing after being sentenced to prison. According to questionnaire results, 85% of students had more knowledge and experience to share with family members after participating in the Criminon Program, 84% of students more frequently contacted their family members, 78% of students listened instead of scolding and communicated more smoothly with family members, and 91% of students released from prison even shouldered the responsibility of improving their family's financial condition and taking care of family. Questionnaire results show that the frequency with which students in prison contact family members increased from 1.79 times a month to 3.42 times a month after completing the Criminon Program. If students released from prison lived with their families, the number of conflicts per month decreased from 5.51 times to 0.12 times. If students did not live with their families, the number of times they contacted family members increased from no contact to 1 time per month. Students that participated in the Criminon Program showed they understand how to make up for their past mistakes and improve their family relations. Counsel, worksite controllers, and members of Guard and Control Section in prison also observed this change, and agree that reduced conflicts with peers and positive interactions with family and family support had a positive effect on stabilizing inmates' conditions. Two stakeholder groups, students and instructors, both identified this outcome, accounting for 26% of all impact values.

(3.) Improved self-identity: Many people who were originally very positive became emotional after doing drugs, and some even became pessimistic



and felt inferior. They were afraid others would see they were doing drugs; they became hostile and unsociable, eventually giving up on themselves. According to questionnaire results, 88% of students were willing to face their past mistakes after participating in the Criminon Program, 85% of students believed they had made positive changes, and 82% of students recognized the value of their existence. Besides the above changes in improved self-identity, 82% of students were willing to share their changes with others. Every student needs to share their thoughts on stage during the graduation ceremony, regardless of length. These are all signs that they are willing to go outside of their comfort zones and bravely face themselves. Counsel, worksite controllers, and members of Guard and Control Section in prison also observed this change. Two stakeholder groups, students and instructors, both identified this outcome, accounting for 14% of all impact values.

(4.) Lower recidivism rate: The Association has worked with prisons for many years in implementing the Criminon Program, hoping to correct the deviant behavior and concepts of inmates and lower their motivation to commit crimes. Only then can the recidivism rate of inmates be lowered. After the Association's personnel contacted students released from prison by phone, we made the assumption that students who could not be contacted were released the year they completed the program and went back to prison in 2017. On this basis, the recidivism rate of students released from prison in years one to three are 14.29%, 42.86%, and 51.81%, respectively. All three were lower than the Ministry of Justice statistics for correctional facilities nationwide at 32.9%, 47.8%, and 53.5% respectively, meaning the Criminon Program achieved the core objective of preventing crime. The high recidivism rate among drug offenders is not only a huge burden on Taiwan's criminal justice system, but also greatly impacts individual health, family, and crime in society. Hence, if other factors, such as family, employment, and religion, are





## Social Return on Investment (SROI) Report of Criminon Program

excluded, the value of the Criminon Program effectively lowering recidivism rate is NT\$6,461,699, which accounts for 11% of the overall impact value.

(5.) Other outcomes: Other outcomes, such as helping others more and improved physical health, were common outcomes for students and instructors. According to questionnaire results, 84% of students actively helped worksite members or colleagues after completing the course. Furthermore, 84% of students paid more attention to keeping a balanced diet and indicated that the number of times they got sick decreased from 3 times a year to 0.44 times a year. It is worth noting that increased learning motivation had the highest value except for Improved interpersonal relations including family relations outcome among instructors' outcomes, accounting for 20% of instructors' outcomes. During the interviews, instructors indicated that they were greatly encouraged by students' trust in them and prison personnel's recognition of students' lower violation rates in prison. They believed that they would be able to create even greater value if they pursued further studies. Even if instructors begin to doubt their ability when they learn a student released from prison has returned to prison, this is a good opportunity to face setbacks in Criminon programs. After introspection and adjustment, instructors will want to learn more and improve themselves. This enthusiasm for lifelong learning responds to their original intention for becoming an instructor of Criminon courses. There was also the negative outcome of students having more severe nearsightedness and presbyopia, but the impact and ratio were both minimal, and the outcome was only included to provide complete information from the perspective of project management.



## 8.2 Follow-up Administration

Findings	Stakeholder	Description	Follow-up Administration
<p><b>Strong and persistent effects from outcomes</b></p>	<p>Students</p>	<ul style="list-style-type: none"> <li>• The ratio of students that signed up for courses due to introductions from students that graduated from the Criminon Program increased from 49% to 75% within three years.</li> <li>• The percentage of changes other than reading ability was higher among students released from prison than among students in prison, indicating that students had more opportunities to apply what they learned from the courses in life after leaving the closed environment of prison.</li> <li>• The impact among students in prison with remaining sentences of at least six years according to questionnaire results might decline while they were in prison.</li> </ul>	<ul style="list-style-type: none"> <li>• Some students released from prison were happy to serve as anti-drug volunteers when they were not at work, and even became teaching assistants in prison. We can consider how to utilize those who have been through the program to maximize the course's value by sharing their experience. This will also strengthen their introspection and help them gain a better understanding of themselves, giving them an opportunity to give back to society.</li> <li>• Student recruitment will be adjusted to target students who just entered prison or are about to be released. This will help them rebuild a correct self-identity and provide them with the opportunity to review the concepts they learned before returning to society, which will maximize the course's effects.</li> </ul>



<p><b>Improved reading ability is the more direct change among students, but it also has negative effects</b></p>	<p>Students</p>	<ul style="list-style-type: none"> <li>• 91% of students responded they could read more easily and faster</li> <li>• 91% of students responded they gain more inspiration from books</li> <li>• 69% of students responded they read books with a wider range of topics</li> <li>• 66% of students responded they read more books each month</li> <li>• Improved reading ability accounts for 47% of all outcomes</li> <li>• 42% of students responded that their nearsightedness and presbyopia became more severe</li> </ul>	<ul style="list-style-type: none"> <li>• We learned from the questionnaire that not all students originally had good reading ability (i.e., Deadweight), but they made significant progress after receiving instructions. More thought should be put into laying the foundation of literacy for beginners or eliminating learning barriers, e.g., we successfully obtained reading glasses in early February 2018 to help elderly students read books and materials, which benefited their learning outcomes.</li> <li>• Laying the foundation for reading is the same as broadening one's horizons, and encourages students to maintain the habit of reading, participate in study groups, or absorb new knowledge in adult education after the program ends, which will strengthen their thinking abilities.</li> </ul>
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<p><b>The one-year recidivism rate for students that completed the Criminon Program after their release is significantly lower than the Ministry of Justice's national statistics</b></p>	<p>Students</p>	<ul style="list-style-type: none"> <li>• Since we are unable to access the recidivism rate of students from the Ministry of Justice's prison system, we were only able to ask counsel in prisons to verify if a student was still in prison (original prison) or had been released from prison. We then asked the Association's personnel to contact students released from prison by phone.</li> <li>• Using the strictest assumption that students who could not be contacted all returned to prison, the one-year recidivism rate for students released from prison is 14.29%, significantly lower than the 32.9% in Ministry of Justice statistics.</li> <li>• Due to the influence of friends and economic situation as time passes, the recidivism rate for students released from prison increased to 42.86% and 51.81% during years two and three, respectively, slightly lower than the Ministry of Justice's statistics of 47.8% and 53.5%, respectively.</li> </ul>	<ul style="list-style-type: none"> <li>• Using this survey method, 37% of students released from prison could not be contacted, resulting in extremely high uncertainty. Using the most relaxed assumption that all students who could not be contacted did not return to prison, then students' recidivism rate within two years is 0%, and the recidivism rate in year three is only 13.25%. If we can gain approval from the Ministry of Justice to use the ID number of students released from prison to check for subsequent crimes in the criminal information search system, complemented by the Association's personnel making calls and visits to students released from prison, we will be able to more accurately grasp students' circumstances and review the effectiveness of the Criminon Program.</li> </ul>
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<p><b>Recidivism rate is affected by a variety of factors</b></p>	<p>Students Family members of students</p>	<ul style="list-style-type: none"> <li>The social cost of each drug offense reaches NT\$840,000 (see Section 5.3 for the description of the financial proxy for the lowered recidivism rate outcome). Aside from changes in self-identity, a variety of factors, such as family, employment, religious support, and parole, also affect the recidivism rate of students released from prison. The cross-impact of other factors is even harder to separate when students have been out of prison for a longer time. 22% of the effect still remained one year after being released from prison, but only 4% remained two to three years after being released from prison.</li> </ul>	<ul style="list-style-type: none"> <li>Our survey found that the main reasons students were able to re-enter society and not fall back to criminal habits were changes in self-identity (37%) and family support (30%). We suggest strengthening contact after programs, such as writing to students who have completed courses to show concern about their recent condition, calling students' family members to notify them of students' learning condition, continuing to show concern and making visits after students are released from prison, and working together with students' family members to provide students with support in different ways.</li> </ul>
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### 8.3 Conclusion

Since the Association for No Crime, R.O.C. was established in 2009, it has worked together with prisons to implement the Criminon Program in four ways, specifically: Helping students face their pasts and improving their communication skills; improving students' learning abilities;



## Social Return on Investment (SROI) Report of Criminon Program

helping students find the way to happiness; and identifying and handling anti-social personality traits. The Association hopes to use its influence to get all students who complete the program to understand how to face issues, understand how to learn, understand the right moral standards, and understand how to identify who their friends are. We encourage students to continue applying what they learned in life to make their lives better, and it also greatly benefits them as they return to their families and society.

In order to look deeper into the impact value created by the Criminon Program, we are using the SROI methodology in an attempt to more comprehensively view the engagement process of all affected groups, which we attach great importance to. This way we can fully grasp the positive, negative, and expected future effects on all stakeholders from students' participation in the program. We then collected and organized related data and evidence through a questionnaire, and converted the meaning and effects of the Criminon Program into monetary value. We found that every NT\$1 input into the program brings a social return of NT\$6.30. If uncertain factors are taken into consideration, then the expected return will be between NT\$4.38 and NT\$11.73.

Besides verifying that the resources input did not deviate from the goal, we discovered many unexpected outcomes and identified a few negative outcomes. We understand that numbers are not our ultimate focus, and we hope to understand the managerial implications brought by this program. Besides using the right techniques to teach students values and concepts during the duration of their courses, we will step up our



## Social Return on Investment (SROI) Report of Criminon Program

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care and follow-up efforts after students graduate to continue improving this program. We hope that participating in this program will become a turning point in each student's future lives, so that they will not return to their criminal habits and will truly re-enter society!



# Appendix 1 Outline of Stakeholder

## Interview

Students

### I. Project participation

1. When did you begin participating in the Criminon Program?
2. What made you participate in the Criminon Program?
3. Where did you learn about the Criminon Program?
4. Are you participating in other similar courses or activities?

### II. Changes in outcomes

1. Has participating in the Criminon Program influenced you personally (such as your thoughts, behaviors, physical conditions, or moods) or the people and things around you?
2. How long have these changes lasted?
3. Do you think you would have the same changes if you hadn't participated in the Criminon Program?
4. Are there any courses or activities other than the Criminon Program that can bring the same or similar changes? What is the percentage of contribution made by these changes compared with the Criminon Program?
5. Have the course(s) had a negative impact on you personally or anyone (or the environment or circumstance) around you?





Instructors and Prison personnel

**A. Your personal changes**

I. Project participation

1. Please describe the content of your work.
2. When did you first come in contact with the Association or the Criminon Program?
3. (Instructor) Do you have actual experience serving as an instructor? If yes, for how long?

II. Changes in outcomes

1. Has coming in contact with the Criminon Program influenced you personally (such as your thoughts, behaviors, physical conditions, or moods) or the people and things around you?
2. How long have these changes lasted?
3. Do you think you would have the same changes if you hadn't come in contact with the Criminon Program?
4. Are there any courses or activities other than the Criminon Program that can bring the same or similar changes? What is the percentage of contribution made by these changes compared with the Criminon Program?
5. Have the course(s) had a negative impact on you personally or anyone (or the environment or circumstance) around you?

**B. Changes in students you observed**

1. Based on your observations, has participating in the Criminon Program influenced students personally (such as thoughts, behaviors, physical conditions, or moods) or the people and things around them?



2. Based on your observations, do the above changes or influence vary with differences between students (see the following items listed below)?
3. -Differences: Gender, age, educational background, motive for participating in the program, reason for imprisonment, duration of sentence, or any other factors.
4. Based on your observations, how long have these changes lasted?
5. Do you think students would have the same changes if they did not participate in the Criminon Program? What is the probability of them making the same changes?
6. Are there any courses or activities other than this program that can bring the same or similar changes to students? What is the percentage of contribution made by these changes compared with this program?
7. Has the course had a negative impact on the student personally or anyone (or the environment or circumstance) around the student?



# Appendix 2 Stakeholder Engagement

## Questionnaire

### The Association's Criminon Program

#### Outcome Questionnaire (Students in prison/Students released from prison)

Hello. Criminon Programs have been implemented for several years now, and we hope to understand the changes brought by the program to you personally or the people around you through an interview and questionnaire. This will allow us to evaluate the social impact of the program and make further progress and improvements on this basis. This questionnaire is anonymous. Please answer according to your actual situation! Thank you!

#### Please select items that match your actual condition

##### I. Basic information

1. How old are you?  
\_\_\_\_\_ years old
2. What is your marital status?
  - Not married
  - Married
  - Divorced
3. Which family members are currently your dependents? (e.g. father/mother/1 son/1 daughter)
  - Please list your dependents: \_\_\_\_\_,  
people in total
  - No
4. Have you ever used drugs before?
  - Yes



- No
5. What are the total and remaining lengths of your prison sentence (number of years)? (only students still in prison are required to answer this question)
- Total length of sentence: \_\_\_\_\_years Remaining length of sentence years and \_\_\_\_\_months
6. How many times have you participated in the Criminon program?
- Once
- Twice
- Three or more times
7. When was the last time you completed a Criminon program?
- \_\_\_\_\_ (month), \_\_\_\_\_ (year)
8. How did you learn about Criminon program?
- A meeting held by The Association for No Crime, R.O.C.
- People around me introducing the program after participating in it themselves
- Never heard of it, an officer sent me
- Other; please specify: \_\_\_\_\_
9. Why do you want to participate in Criminon program? (Choose one or more answers)
- I wanted to make changes
- Interested or curious in course content
- Did not want to work in the worksite and wanted to do something else
- An officer sent me so I went without asking any questions
- Other; please specify: \_\_\_\_\_
10. Are you participating in other similar courses or activities?
- Yes; please describe the similar course or activity \_\_\_\_\_
- No

(only students released from prison need to answer questions 11 to 13)



11. When were you released from prison? If you are still on parole, when will it end?
- Released in \_\_\_\_ (mm) \_\_\_\_ (yyyy) Parole ends in \_\_\_\_ (mm) \_\_\_\_ (yyyy)
12. Are you currently employed?
- Yes, please describe the nature of your work: \_\_\_\_\_
- No
13. Based on your experience, what do you think is the reason why you successfully re-entered society and haven't fallen back to criminal habits? Please rank them according to their level of impact (1 represents the greatest impact)
- Change in self-identity
- Family support
- Religious support
- Employment support
- Constraints of parole
- Counseling or alternative treatment
- Other; please specify:

## II. Your changes

(The items for each outcome are similar, so only items for the first outcome are listed in this report)

### 1. Improved reading ability

a. After you began participating in Criminon program, did you experience any of the following changes related to improved reading ability? (Choose one or more answers)

- Could read more easily and faster
- Read more books each month
- I did not have any of the above changes



Other; please specify: \_\_\_\_\_

**b ‧ How was your reading ability before participating in Criminon program? (Select one)**

<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
<b>Very good</b>	<b>Not bad</b>			<b>Had some trouble</b>				<b>Very poor</b>		

**c ‧ Did any factors other than Criminon program contribute to the changes above (e.g. other courses, study group)?**

**(Select one)**

<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
<b>Completely due to other factors</b>						<b>Completely due to Criminon program</b>				

**d ‧ How much do you think you have changed since Criminon program ended? (Select one)**

<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
<b>No change at all</b>	<b>Kept some changes</b>				<b>Kept most changes</b>			<b>The same amount of change from when the course was first completed</b>		

**e ‧ If money wasn't an issue, how much would you be willing to spend on reading training courses to gain the same reading ability? (fill in the blank)**

I would be willing to spend NT\$\_\_\_\_\_ on reading training courses

**III. Other**



1 ․ **Did you have any other negative effects not mentioned above after participating in Criminon program? (Select one)**

- Yes; please specify \_\_\_\_\_
- No

2 ․ **Are you willing to actively contact The Association for No Crime, R.O.C. or instructor? (Select one)**

- Yes
- No, please specify the reason \_\_\_\_\_

3 ․ **Do you have any suggestions for The Association for No Crime, R.O.C. and its programs?**

- Yes; please specify \_\_\_\_\_
- No

This is the end of the questionnaire. Please check again to see if you missed any items. Your participation will allow us to provide even better service quality. If you are willing to provide this questionnaire for research, please select 1. If you are unwilling, please select 2. Thank you for your support and assistance.

1 I understand the description above and agree to provide the information I filled out for research on the effectiveness of treatment.

2 I do not agree to provide the information I filled out for research on the effectiveness of treatment.

**Thank you for spending time filling out this questionnaire. We wish you health, peace,**



## and a happy new year

### The Association's Criminon Program

#### Outcome Questionnaire (Instructors)

Hello. Criminon Programs have been implemented for several years now. You are a stakeholder of the program and your opinions are of utmost importance to us. We hope to understand the changes brought by the program to you personally or the people around you through an interview and questionnaire. This will allow us to evaluate the social impact of the program and make further progress and improvements on this basis. This questionnaire is anonymous. Please answer according to your actual situation! Thank you!

#### Please select items that match your actual condition

##### I. Basic information

- 1、 How old are you?  
\_\_\_\_\_years old
- 2、 When did you formally become an instructor?  
\_\_\_\_\_(mm) \_\_\_\_ (yyyy)
- 3、 Why did you want to become an instructor of Criminon program? (Choose one or more answers)
  - I originally paid attention to prison and drug-related issues
  - I want to help others
  - I want to achieve self-growth
  - I wanted to find something to do after retirement
  - Instructor is a paid position
  - Other; please specify: \_\_\_\_\_
4. What kind of personality traits do you think make you suited to being an instructor and serving until today? (Choose one or more answers)
  - Bravely take on challenges





- Optimistic
  - Ambitious
  - Happy to help others
  - Do not give up easily
  - Other; please specify: \_\_\_\_\_
5. Did you have any similar counseling experience before becoming an instructor?  
(Select one)
- Yes; please specify \_\_\_\_\_
  - No
6. Did you participate in similar counseling activities before becoming an instructor?  
(Select one)
- Yes; please describe the similar activity \_\_\_\_\_
  - No

## II. Changes in students

1. Do you think inmates had any of the following positive changes after participating in Criminon program? (Choose one or more answers)
- Improved reading ability
  - Improved family relations and interpersonal relations
  - Improved physical health
  - Helping others more
  - Improved self-identity
  - Inmates did not make any of the positive changes above
  - Other; please specify: \_\_\_\_\_
2. Do you think inmates had any of the following negative changes after participating in Criminon courses? (Choose one or more answers)
- Eyesight deteriorated due to increased reading as students improved their reading ability and gained interest in reading
  - Inmates did not have any of the negative changes above



Other; please specify: \_\_\_\_\_

(Please skip to 3. Your changes if you responded "Inmates did not make any of the change above" in 1. and 2.)

3. Do you think it is possible inmates would have had the changes above even if they did not participate in Criminon program? (Select one)

--	--	--	--	--	--	--	--	--	--	--

0      1      2      3      4      5      6      7      8      9      10  
Will still have changes without Criminon courses      Would not have had changes without Criminon courses

4. Do you think there were factors (e.g., other courses) other than Criminon program that allowed inmates to have the changes above? (Select one)

--	--	--	--	--	--	--	--	--	--	--

0      1      2      3      4      5      6      7      8      9      10  
Completely due to other factors      Completely due to Criminon courses

5. How much change do you think inmates still had one year after the Criminon program ended? (Select one)

--	--	--	--	--	--	--	--	--	--	--

0      1      2      3      4      5      6      7      8      9      10  
No change at all      The same amount of change from when the course was first completed

III. Your changes (Please answer the following questions based on your current condition)

**(The items for each outcome are similar, so only items for the first outcome are listed in this report)**

1. Improved family relations and interpersonal relations

a. Which of the following changes in your relationship with family members occurred after becoming an instructor? (Choose one or more answers)

Higher frequency of interaction/contact with children or family members



Listened instead of scolding and communicated more smoothly with children or family members

Had more knowledge and experience to share with children or family members

I did not have any of the above changes

Other; please specify: \_\_\_\_\_

b. Did you exhibit any of the following behavior that improved family relations after becoming an instructor? (Choose one or more answers)

Reduced conflicts: Originally had conflicts with family members \_\_\_\_\_ times a month Had conflicts with family members \_\_\_\_\_ times a month after becoming an instructor

Increased contact: Originally contacted family members (not living together) \_\_\_\_\_ times a month Contacted family members (not living together) \_\_\_\_\_ times a month after becoming an instructor

No

c. Which of the following changes in your relationship with the people around you (e.g., friends, colleagues) occurred after becoming an instructor? (Choose one or more answers)

I calmly faced conflicts with others

I am willing to actively care for people around me

I have more knowledge and experience to share with friends

I did not have any of the above changes

Other; please specify: \_\_\_\_\_

(If you responded "I did not make any of the above changes" for a. and c., please skip to 2. Improved physical health)

d. Did you exhibit any of the following behavior that improved interpersonal relationships after becoming an instructor? (Choose one or more answers)



Reduced conflicts: Originally had conflicts with others \_\_\_\_\_ times a month Had conflicts with others \_\_\_\_\_ times a month after becoming an instructor

Increased contact: Originally contacted friends \_\_\_\_\_ times a month Contacted friends \_\_\_\_\_ times a month after becoming an instructor

No

e. Did you get along with your family and friends before becoming an instructor?

(Select one)

--	--	--	--	--	--	--	--	--	--	--

**0      1      2      3      4      5      6      7      8      9      10**

**Originally had very good family and interpersonal relationships      Originally had very bad family and interpersonal relationships**

f. Did any factors (e.g., other volunteer activities) other than the Association for No Crime, R.O.C. and its courses contribute to the changes above? (Select one)

--	--	--	--	--	--	--	--	--	--	--

**0      1      2      3      4      5      6      7      8      9      10**

**Completely due to other factors      Completely due to Criminon courses**

g. How much change do you think is remaining from after you became an instructor? (Select one)

--	--	--	--	--	--	--	--	--	--	--

**0      1      2      3      4      5      6      7      8      9      10**

**No change at all      The same amount of change from when I first became an instructor**

h. Which of the following activities/courses do you think would provide the same improvement in your family relations? (Select one) (If you do not agree with the price of the items below, you can delete the price and specify a price you



agree with on the right)

- Domestic travel expenses with family, NT\$10,000 per trip
- Interpersonal communication course, NT\$4,500 per course
- Counseling services, NT\$2,000 per time
- Indoor parent-child courses NT\$700 per class (e.g., DIY or baking class with children)
- Other; please specify \_\_\_\_\_(Please describe the activity and its value \$)

i. Which of the following activities/courses do you think would provide the same improvement in your interpersonal relationships? (Select one) (If you do not agree with the price of the items below, you can delete the price and specify a price you agree with on the right)

- Interpersonal communication course, NT\$4,500 per course
- Counseling services, NT\$2,000 per time
- Gathering with friends, NT\$300 per time
- Other; please specify \_\_\_\_\_(Please describe the activity and its value \$)





## Appendix 4 Reference Information for Financial proxies

Stakeholder	Outcomes	Financial proxy	Calculated value (NT\$)	Source	
Instructor	Improved interpersonal relations including family relations	Domestic travel expenses with family	30,000	According to the 2016 Survey of travel by R.O.C. citizens, average spending per citizens is NT\$2,086 per trip * a small family of 4, or about NT\$10,000. A weighted average is calculated after considering the amount instructors are willing to spend on domestic travel with family.	<a href="http://admin.taiwan.net.tw/upload/statistic/20170904/4fd09aee-89fb-4cee-9726-cc084a9998ad.pdf">http://admin.taiwan.net.tw/upload/statistic/20170904/4fd09aee-89fb-4cee-9726-cc084a9998ad.pdf</a>
		Interpersonal communication course fee	12,250	According to the Interpersonal Relationships and Communication Skills published by the Institute for Information Industry, each course is NT\$4,500, and a weighted average is calculated after considering the amount instructors are willing to spend on interpersonal communication courses.	<a href="http://www.iiiedu.org.tw/ites/CHC.htm">http://www.iiiedu.org.tw/ites/CHC.htm</a>
	Improved physical health	Family medicine clinic fee	200	We found from the questionnaire that the frequency with which some instructors got sick decreased from 1.33 times a year to 0 times after becoming an instructor, and the average amount is calculated by multiplying	



## Social Return on Investment (SROI) Report of Criminon Program

				the number of times by the registration fee of NT\$150 for a family medicine clinic	
	Improved self-identity	1. Self-identity course fee 2. Work performance was recognized, amount of raise	23,500	Questionnaire results showed a similar ratio of instructors who were willing to take self-identity courses and those that gained recognition for their work performance and received a raise. Hence, a weighted average of the two financial proxies was calculated using the price of Carnegie self-identity courses quoted online and the raise instructors received due to recognition of their work performance.	<a href="http://www.carnegie.com.tw/course-online-reg.php?cid=2016CLCMP201&amp;sales=">http://www.carnegie.com.tw/course-online-reg.php?cid=2016CLCMP201&amp;sales=</a>
	Becoming more enthusiastic towards work	Employee travel expenses to Tokyo	30,000	Average price of escorted tours to Tokyo available online	<a href="https://www.liontravel.com/tourpackage/japan/?Sprima=00trsR1G01">https://www.liontravel.com/tourpackage/japan/?Sprima=00trsR1G01</a>
	Increased learning motivation	Amount willing to input on learning activities	78,571	Average amount instructors are willing to input on learning activities. It is worth noting that we found the financial proxy for increasing learning motivation had higher value to instructors compared with other outcomes. After verifying with instructors that the price was reasonable, we found that the price was the amount they were willing to input into lifelong learning, and they were even willing to study abroad to contribute more to students of the Criminon Program. Thus we conservatively divided the average NT\$550,000 with instructors' 7 years duration (See Section 6.2 Calculating	





## Social Return on Investment (SROI) Report of Criminon Program

				the Values of Outcomes to understand instructors duration) to calculate the annual value.	
	Helping others more	Donate 1 month basic salary a year	22,000	The Ministry of Labor announced on its website on September 6th, 2017 that the minimum monthly salary will be NT\$22,000 starting on January 1st, 2018.	<a href="https://www.mol.gov.tw/topic/3067/5990/13171/19154/">https://www.mol.gov.tw/topic/3067/5990/13171/19154/</a>
Students	Improved reading ability	Reading training course fee	57,279	The average amount students were willing to spend on reading training courses to improve their reading abilities	
	(Negative outcome) Nearsightedness or presbyopia	Single eyeglass prescription fee	-2,400	We found from the questionnaire that the frequency with which students needed a new eyeglass prescription after completing the course increased from 0.37 times/year to 1.57 times/year. (The cost of getting new eyeglasses with thin aspherical lenses is about NT\$2,000 for a low to middle priced model, according to information online)	<a href="https://www.owndays.com/tw/zh_tw/about/1ensrplsrv/">https://www.owndays.com/tw/zh_tw/about/1ensrplsrv/</a>
	Improved interpersonal relations including family relations	Domestic travel expenses with family	26,429	According to the 2016 Survey of travel by R.O.C. citizens, average spending per citizens is NT\$2,086 per trip * a small family of 4, or about NT\$10,000. A weighted average is calculated after considering the amount students are willing to spend on domestic travel with family.	<a href="http://admin.taiwan.net.tw/upload/statistic/20170904/4fd09ace-89fb-4cee-9726-cc084a9998ad.pdf">http://admin.taiwan.net.tw/upload/statistic/20170904/4fd09ace-89fb-4cee-9726-cc084a9998ad.pdf</a>
		Interpersonal communication course fee	14,708	According to the Interpersonal Relationships and Communication Skills published by the Institute for Information Industry, each course is NT\$4,500, and a	<a href="http://www.iiiedu.org.tw/ites/CHC.htm">http://www.iiiedu.org.tw/ites/CHC.htm</a>



## Social Return on Investment (SROI) Report of Criminon Program

				weighted average is calculated after considering the amount students are willing to spend on interpersonal communication courses.	
	Improved physical health	Family medicine clinic fee	382	We found from the questionnaire that the frequency with which some students got sick decreased from 2.99 times a year to 0.44 times after completing the course, and the average amount is calculated by multiplying the number of times by the registration fee of NT\$150 for a family medicine clinic.	
	Helping others more	Amount of unified invoice winnings donated	2,400	<p>Calculations are based on monthly unified invoice winnings of NT\$200 * 12 (months) = NT\$2,400.</p> <p>On average, students were willing to donate NT\$90,562 of their unified invoice winnings; the relatively high amount was mainly due to several students filling in higher amounts of NT\$300,000-600,000 in the questionnaire. However, considering that the minimum monthly salary is only NT\$22,000, donating NT\$300,000 far exceeds the minimum annual salary and does not correspond to actual circumstances. Hence, we only use annual unified invoice winnings of NT\$2,400 as the financial proxy, based on the principle</p>	



## Social Return on Investment (SROI) Report of Criminon Program

				of conservatism.	
	Improved self-identity	Work performance was recognized, amount of raise	15,500	Average raise for students as a result of their work performance being recognized	
	Lower recidivism rate (Limited to students released from prison)	Drug abuser treatment center costs, individual costs, and social costs related to drug offenders	839,643	Based on the drug abuser treatment center costs, individual costs, and social costs (per person) on pages 319-320 of <i>The Cost-Effectiveness Analysis of Judicial Treatment for the Drug Abuser</i> , doctoral dissertation by Cheng Kai-Pao.	<a href="https://www.tpi.moj.gov.tw/HitCounter.aspx?xItem=496471">https://www.tpi.moj.gov.tw/HitCounter.aspx?xItem=496471</a>

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