



# **Taiwan Drug Free World Association**

## **Social Return on Investment Report**

September 2019



# SOCIAL VALUE

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## Summary

Since founded in 2015, the Taiwan Drug Free World Association (the Association) has been committed to anti-drug education and promotion in honor of the belief in "prevention is better than cure." The Anti-drug Lecturer Training Program offers intensive 8 hours training. The program combines both theory and practice and enables trainees to be capable of providing a 40-minute speech on stage to teenagers or any target audience despite their lack of experience in the beginning. It is our hope that through these anti-drug lecturers, anti-drug education will continue to be disseminated, from the north to the south, from communities where housewives are trained to companies and corporations where the sales representatives and administrators are trained, and to even military officers and legal affairs staff at military bases. Within just a couple of months, the number of trainees who have completed the program grew to several hundreds. Such an influence went viral over a few years. The Association, however, hopes to take advantage of more substantial and quantified data to help with continuous advancement in the planning and implementation of the "Anti-drug Lecturer Training Program". This is why the Social Return on Investment (SROI) methodology is introduced to review them.

This study adopts the SROI methodology to review the social impacts of the Anti-drug Lecturer Training Program between 2016 and 2018 from the perspective of stakeholders. Through interviews and questionnaires, it was found that trainees not only learned how to give an anti-drug speech but also had significantly grown in their awareness about drugs and hence were able to turn them down. In addition, the program helped enhance their ability to communicate and express themselves, boost their self-confidence, and increase their attachment to their work. The enterprise they belong would also have an improved corporate image. Additionally, the cost of educational training for employees and the operational cost were reduced. Changes for students, by the same token, include increased health awareness and increased sense of attachment to their school.

With the above-mentioned outcomes and input combined, we calculated and obtained the result that for each New Taiwan dollar invested, it would create social value worth around NT\$6.67. The sensitivity analysis results were between 5.33 and 15.46. We also discussed these results and get the feedback from stakeholders during the

research with the Taiwan Drug Free World Association to optimize improvement plans. It is our hope that with constant advancement and joint efforts, the social impacts may be maximized through the Anti-drug Lecturer Training Program to turn Taiwan to be the first drug-free island and purified land.

# **Part 1 Project Background**

## **1.1 The Founding of the Association**

The Taiwan Drug Free World Association is a nonprofit organization that offers teenagers truthful information about drugs so that they can make up their mind not to touch them when they are given a sufficient understanding. The hope is that every Taiwanese child can grow healthily in a drug-free environment.

Yu-chen Wu, M.D., the founder of the Association, has been working as counselor at the Daliao Prison for years since 2005. During the process, she saw countless women and families getting hurt and misplaced because of drugs and deeply felt that drugs were the culprit for crimes in society. Therefore, she decided to devote herself to education that helps prevent against drugs. In honor of her belief in "prevention is better than cure" from the perspective of a physician, she joined volunteers and visited places to look for outstanding teaching materials and effective anti-drug communication campaigns. After she approached the Drug Free World Organization, she decided to introduce this set of anti-drug materials that have benefited multiple countries and apply them domestically in depth.

The Taiwan Drug Free World Association was officially founded on October 4, 2015 by Yu-chen Wu, M.D. and other founding officers and volunteers. The founding purpose is to "reduce the demand for drugs and achieve the goal of eradicating drugs through preventive education against drugs." The Association believes that once a person gets correct knowledge about drugs, he/she will be autonomously capable to turn down the temptation from drugs. Therefore, the Association started to plan and hold the "Anti-drug Lecturer Training Program" to train a group of seed lecturers to spread out correct knowledge about drugs, fulfilling the purpose of the Taiwan Drug Free World Association.

The Anti-drug Lecturer Training Program covers knowledge about drugs, the possible disguise of drugs, and the impacts that drugs have on the human body. The program pass down knowledge about drugs in a clear and easy-to-understand way and to enable each trainee to get on the stage to present what he/she has learned through the program each day during the hands-on session designed for the program. The Anti-drug Lecturer Training Program consists of intensive 8-hour training. The

program combines both theory and practice and enables trainees to be capable of providing a 40-minute speech on stage to teenagers or any target audience despite their lack of experience in the beginning so that they can continue to pass down the correct knowledge about drugs.

In order to capture the actual impacts and benefits of the program, the Evaluation Social Return On Investment (SROI) methodology was further introduced in 2019 to summarize the changes that stakeholders such as the trainees, corporate representatives, and students have accomplished after attending the Anti-drug Lecturer Training Program between 2016 and 2018 to accordingly weigh the social impacts that the Taiwan Drug Free World Association has exercised. Meanwhile, the association also takes the feedback into consideration so that the implementation may be optimized. The hope is to maximize the resultant social impacts and to ultimately accomplish the goal of turning Taiwan into a drug-free island and purified land.

## 1.2 Scope of the SROI Project

The study focuses on the Anti-drug Lecturer Training Program and summarizes the impacts that the program has on different stakeholders. The scope of evaluation includes the Anti-drug Lecturer Training Program held by the Taiwan Drug Free World Association between 2016 and 2018, the trainees of the program and the National Chung Cheng University Service-oriented Learning - knowledge and education about drugs for the first semester of Academic Year 2018 and the participating students.

### 1. Anti-drug Lecturer Training Program

This study covers the Anti-drug Lecturer Training Program held by the Taiwan Drug Free World Association between January 1, 2016 and December 31, 2018 and the impacts and changes that it had brought for the trainees.

| Date      | Session No.   | Number of Participants |
|-----------|---|------------------------|
| 2016/1/17 | Taichung Anti-drug Lecturer Training                                | 22                     |
| 2016/1/20 | Linyuan 99th Brigade of Marine Corps<br>Anti-drug Lecturer Training | 52                     |
| 2016/2/21 | Chiayi Anti-drug Lecturer Training                                  | 22                     |
| 2016/2/28 | Taipei Anti-drug Lecturer Training                                  | 27                     |
| 2016/3/13 | Tainan Anti-drug Lecturer Training                                  | 16                     |



|           |  |    |
|-----------|--|----|
| 2016/4/12 | Niaosong Military Police Anti-drug Lecturer Training                       | 50 |
| 2016/6/5  | Yunlin Anti-drug Lecturer Training   | 22 |
| 2016/7/15 | Yuan's General Hospital Anti-drug Lecturer Training                        | 48 |
| 2016/8/28 | Taichung Anti-drug Lecturer Training                                       | 22 |
| 2017/3/6  | New Taipei Branch Anti-drug Lecturer Training                              | 35 |
| 2017/3/15 | Kaohsiung Yuan's General Hospital Advanced Anti-drug Lecturer Training     | 20 |
| 2017/4/18 | Powerchip Anti-drug Lecturer Training                                      | 21 |
| 2017/4/19 | Taipei Branch Anti-drug Lecturer Training                                  | 16 |
| 2017/4/24 | Military Police Command Anti-drug Lecturer Training                        | 57 |
| 2017/5/21 | National Yang-Ming University Anti-drug Lecturer Training                  | 7  |
| 2017/7/26 | New Taipei Branch Anti-drug Lecturer Training in the Daluzhou District     | 29 |
| 2017/8/19 | Magic Life Improvement Consulting Center Anti-drug Lecturer Training       | 24 |
| 2017/8/24 | Taichung New Government Building Branch Anti-drug Lecturer Training        | 14 |
| 2017/8/30 | Anti-drug Lecturer Training in Xinzhuang                                   | 21 |
| 2017/9/4  | Shuangho Branch Anti-drug Lecturer Training                                | 40 |
| 2017/9/6  | Kaohsiung Mercuries Life Insurance Co., Ltd. Anti-drug Lecturer Training   | 29 |
| 2017/9/11 | Taoyuan Anti-drug Lecturer Training  | 21 |
| 2017/9/15 | Tainan Branch Anti-drug Lecturer Training                                  | 18 |
| 2018/2/27 | Kaohsiung Taiwan Life Insurance Third Division Anti-drug Lecturer Training | 44 |
| 2018/3/13 | Tianmu Branch Second Round of Anti-drug Lecturer Training                  | 30 |
| 2018/8/13 | National Taipei University of Technology Anti-drug Lecturer Training       | 11 |
| 2018/8/15 | Tianmu Branch Second Round of Anti-drug Lecturer Training                  | 31 |

|            |   |    |
|------------|---|----|
| 2018/9/7   | Banqiao Branch Anti-drug Lecturer Training      | 30 |
| 2018/9/9   | Yuanlin Branch Anti-drug Lecturer Training      | 24 |
| 2018/9/25  | Houli Branch Anti-drug Lecturer Training        | 22 |
| 2018/10/16 | Air Force Academy Anti-drug Lecturer Training   | 45 |
| 2018/12/18 | Taichung Happy Life Anti-drug Lecturer Training | 20 |

Table 1: 2016-2018 Anti-drug Lecturer Training Program sessions

2. National Chung Cheng University Service-oriented Learning - knowledge and education about drugs

This study covers the National Chung Cheng University Service-oriented Learning - knowledge and education about drugs held between August 1, 2018 and January 31, 2019 at the National Chung Cheng University and the impacts and changes that it had brought for the students.

### 1.3 Methodology: SROI methodology

In this report, we have followed "A Guide to Social Return on Investment" (2012 edition; hereinafter referred to as the "SROI Guide") published by the British government, as the basis of our analytical framework. Based on the actual data from interviews with the stakeholders during the assessment period, the changes and impacts that occurred for the stakeholders during the period served as the basis for evaluation of the project's social impact. The analytical process consisted of six stages and strictly followed the seven major principles:

1. We carried out each step in accordance with the description and framework design of the SROI Guide:
  - (1) Establish a scope for the report and list the stakeholders.
  - (2) Through stakeholder engagement, list the impacts and changes that the project has brought for them.
  - (3) Design indicators to identify whether the impacts and changes have indeed occurred; after engaging with stakeholders again, select the appropriate financial proxy to measure impact and changes.
  - (4) Adjust the value of impact and changes through four adjusting factors.

- (5) Calculate the net present value of impact using the discount rate, and then calculate the SROI.
- (6) Confirm the results of the assessment and the SROI with the stakeholders again, and then disclose the final results in the report.

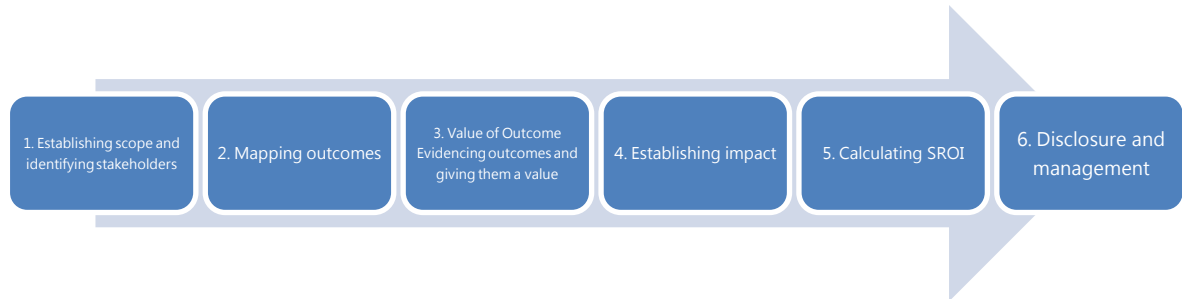


Figure 1: SROI calculation process

## 2. Seven major principles:

- (1) Involve stakeholders
- (2) Understand what changes
- (3) Value the things that matter
- (4) Only include what is material
- (5) Do not over-claim
- (6) Be transparent
- (7) Verify the result

Among the seven major principles, the most important and also the most special one in this methodology is "involve stakeholders". SROI emphasizes bottom-up collection of data and engagement and interaction with stakeholders directly through interviews and questionnaires, and understanding of how the stakeholders feel and their thoughts in order to keep track of the actual implementation accomplishments of the project and to accordingly find room for improvements, fulfill the purpose of management and maximize the social impact of an enterprise.

## 1.4 Limitations of the Study

Under the SROI framework, abstract, narrative or non-quantitative indicators such as confidence, joyfulness and family relationships must be priced. The assumed variables such as adjusting factors (such as Deadweight and Drop-off) are used the

generated values are derived from the perceptions of the stakeholders and are 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 will be 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 list the various hypotheses and sensitivity analysis used in the process. It is hoped that the users of the report will be able to understand the Anti-drug Lecturer Training 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.

We present the detailed elaboration on the limitation of the study in the below table.

| # | Item   | Description   | Potential Impact on SROI Results | Response Measures  |
|---|--|---|----------------------------------|--|
| 1 | The number of trainees who have served as volunteers | The association did not keep the record of the number of the volunteers in a systematic way. Therefore, there is certain level of inaccuracy in the number of the volunteers.   | Underestimated                   | As the current number of the volunteers is recorded conservatively, we raise the number of the volunteers in the sensitivity analysis.   |
| 2 | Non-responder Bias                                   | For those who haven't served as volunteers, they didn't stay in touch with the Association closely. As a result, it's comparably difficult to engage this subgroup. The number of the engagement is consequently lower. | Underestimated and Overestimated | In the sensitivity analysis, we adjust the percentage of changes of the outcomes of those who haven't served as volunteers by $\pm 10\%$ |

|   |  |  |                |   |
|---|--|--|----------------|---|
| 3 | The potential social cost of using drugs   | We use the fines of trying drugs as the financial proxy for “resist drug attemptation”. Nevertheless, it’s possible that people will become addicted to drugs after trying the drugs. The social cost will be much higher than the fine. | Underestimated | We use the individual costs of drug abusers from committing crimes as the financial proxy for the outcome “resist drug attemptation” in the sensitivity analysis. |
| 4 | Financial proxy for the outcome “Enhance the willingness to volunteer or to help others” | Though the financial proxy is determined by survey findings, it is a relatively high price for something that is not an actual behavior change but rather an intention to do something.  | Overestimated  | We lower the financial proxy of this outcome to half in the sensitivity analysis to avoid overestimation.   |

## **Part 2 Project Flow**

### **2.1 Stakeholder**

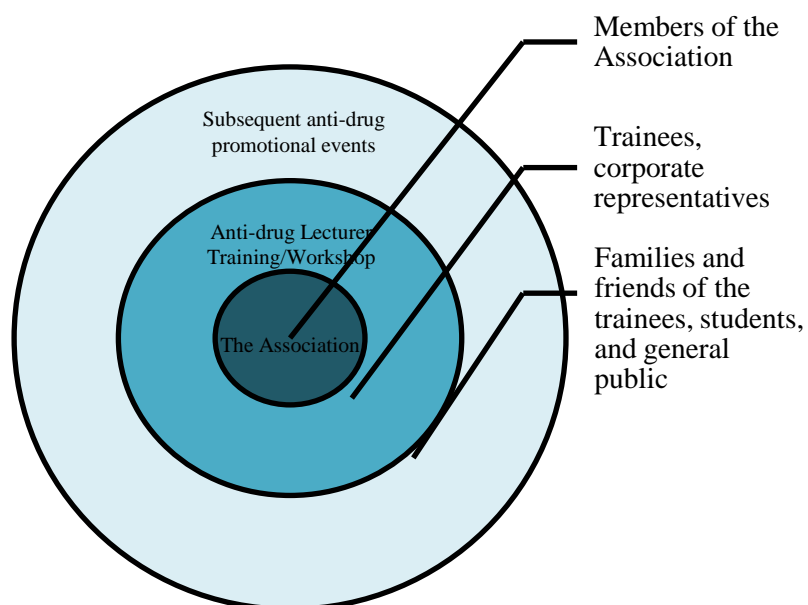
#### **2.1.1 Scope and Identification of Stakeholders**

This study aims to evaluate the social impacts brought about by the Anti-drug Lecturer Training Program and the National Chung Cheng University Service-oriented Learning - knowledge and education about drugs. The training lecturers program aims at cultivating a group of trainees with correct ideas and knowledge about drugs. The hope is that the trainees can practice and promote the ideas about turning down drugs and take action to reach out to the general public. Therefore, we first identified the scope of the stakeholder with the Association to make sure that we have the whole picture of all potential stakeholders. Afterwards, we referred to the guidelines of the AA1000 Stakeholder Engagement Standard 2015 to serve as the analytical background for stakeholders based on the aims and scope of the project. Then, we review the scope of stakeholders involved in the two events, we also consider the purpose of the events and the purpose of this study and accordingly decide the stakeholders that should be included as part of the evaluation.

Meanwhile, we refer to the definition of relevance in the International Accounting Standards while deciding the determination criteria for the scope of stakeholders to be included in this study: (1) Are they the primary stakeholders that the event or project intends to impact? (2) Are they stakeholders directly relevant to the event or project?

The scopes involved in the Anti-drug Lecturer Training Program and the National Chung Cheng University Service-oriented Learning - knowledge and education about drugs are summarized as follows:

1. Anti-drug Lecturer Training Program



Through the Anti-drug Lecturer Training Program organized by the Association in each year, the trainees get to learn the theory and practice within a day and continue to communicate and spread out the education received on the day of training by taking part in related subsequent anti-drug promotional events. The events involved as shown below and the stakeholders are summarized in the following table:

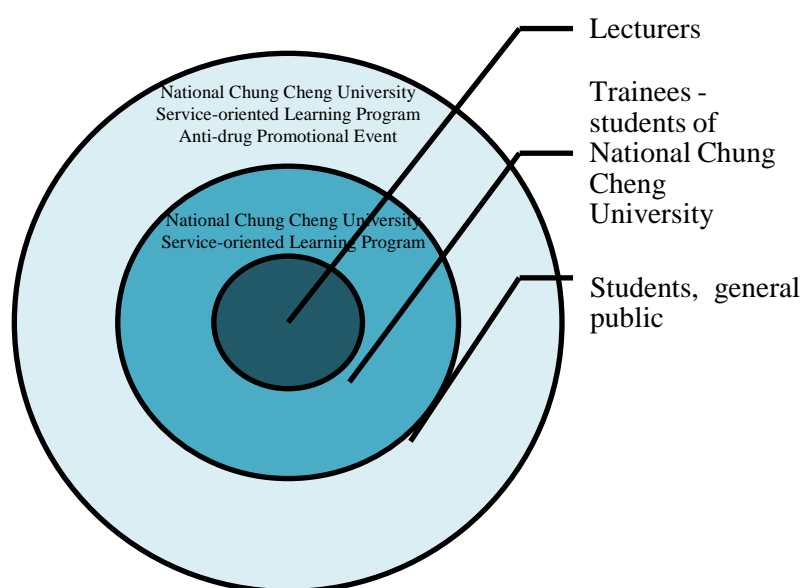
| Event / organization        | Stakeholder                | Description   | Level                                    | Relevance | Included or Not<br>(Refer to 2.1.2 for information on stakeholder engagement.) |
|-----------------------------|----------------------------|---|--|-----------|--|
| The Association             | Members of the Association | They are responsible for organizing the lecturer training program, are the fund providers and planners of the program, and train anti-drug lecturers. | Project implementer or resource provider | High      | No   |
| Anti-drug Lecturer Training | Trainees                   | They are the students attending the lecturer training program and are   | Level 1<br>(Directly impacted)           | High      | Yes  |

|   |                      |   |                                  |        |     |
|---|----------------------|---|----------------------------------|--------|-----|
| Program                                 |                      | the primary targets of influence for the program. The trainees can be the employees of an enterprise, military people, students, and corporate representatives.                                   |                                  |        |     |
|   | Enterprises          | They direct their employees to attend the lecturer training program and are the primary targets of influence for the program.   | Level 1<br>(Directly impacted)   | High   | Yes |
| Subsequent anti-drug promotional events | Families of trainees | They are the families of students attending the lecturer training program and are not the primary targets of influence for the program.   | Level 2<br>(Indirectly impacted) | Medium | No  |
|   | Friends of trainees  | They are the friends of students attending the lecturer training program and are not the primary targets of influence for the program.  | Level 2<br>(Indirectly impacted) | Medium | No  |
|   | Students             | They are the students influenced by students attending the lecturer training program during subsequent anti-drug promotional events and are not the primary targets of influence for the program. | Level 2<br>(Indirectly impacted) | Medium | No  |
|   | General public       | They are the general public influenced by students attending the lecturer training program  | Level 2<br>(Indirectly impacted) | Medium | No  |



|  |  |  |  |  |  |
|--|--|--|--|--|--|
|  |  | during subsequent anti-drug promotional events and are not the primary targets of influence for the program. |  |  |  |
|--|--|--|--|--|--|

2. National Chung Cheng University Service-oriented Learning - knowledge and education about drugs



| Event/<br>organization  | Stakeholder | Description  | Level   | Relevance | Included or<br>Not<br>(Refer to 2.1.2<br>for information<br>on stakeholder<br>engagement.) |
|---|-------------|--|---|-----------|--|
| National<br>Chung Cheng<br>University<br>Service-orient<br>ed Learning<br>Program | Lecturers   | They are responsible for teaching the service-oriented learning program and are the lecturers and planners of the program. | Project<br>implementer<br>or resource<br>provider | High      | Yes  |
|   | Trainees -  | They are the students  | Level 1   | High      | Yes  |

|   |  |   |                               |        |    |
|---|--|---|-------------------------------|--------|----|
|   | Students of National Chung Cheng University            | attending the service-oriented learning program and are the primary targets of influence for the program.   | (Directly impacted)           |        |    |
| National Chung Cheng University Service-oriented Learning Program Anti-drug Promotional Event | Families of National Chung Cheng University            | They are the families of students attending the service-oriented learning program and are not the primary targets of influence for the program.   | Level 2 (Indirectly impacted) | Medium | No |
|   | Friends of students of National Chung Cheng University | They are the friends of students attending the service-oriented learning program and are not the primary targets of influence for the program.  | Level 2 (Indirectly impacted) | Medium | No |
|   | Schools  | They are schools where students attending the service-oriented learning program belong and are not the primary targets of influence for the program; this refers to the National Chung Cheng University here. | Level 2 (Indirectly impacted) | Medium | No |
|   | General public   | They are the general public influenced by students attending the service-oriented learning program during subsequent  | Level 2 (Indirectly impacted) | Medium | No |

|  |  |  |  |  |  |
|--|--|--|--|--|--|
|  |  | anti-drug promotional events and are not the primary targets of influence for the program. |  |  |  |
|--|--|--|--|--|--|

Except for the project implementers or resources providers, Level 1 and Level 2 stakeholders, the peripherally impacted at Level 3 (including governments, hospitals, jails, and communities) are not directly exposed to events and are not the primary subjects expected to be influenced by the events. In light of relevance, the engagement events are not planned and analyzed further for stakeholders. For the purpose of the study and the event/project, we only included highly relevant stakeholders and the main stakeholder engagement method was one-to-one in-depth interviews, which was supported by a questionnaire survey. However, we also implemented different forms of engagement that are rolling and not one-off, hoping to correct our issues and our understanding of the event through different levels and forms of engagement with different subjects.

### 2.1.2 Stakeholder Engagement

We divided the stakeholder engagement process into three main phases: interview, questionnaire survey, and outcome verification. To ensure information transparency, this study also involved authentication and publishing a report, in hopes of facilitating more comprehensive communication with stakeholders.

| Phase | Tasks                 | Purpose   |
|-------|-----------------------|---|
| 1     | Interviews            | Interviews assisted to understand the extent of changes in stakeholders and include or exclude stakeholders based on the principle of materiality.  |
| 2     | Questionnaire Surveys | The questionnaire was designed based on outcomes identified during preliminary interviews, and was widely distributed to stakeholders to verify that the outcomes did indeed occur, financial proxies, and impact factors |
| 3     | Verifying Outcomes    | Whether or not the calculation results above (including outcome chain of events, not happening outcomes, financial proxies, relative value of outcomes, and impact factors) match stakeholders' experience is verified    |

| Phase | Tasks | Purpose  |
|-------|-------|--|
|       |       | through interviews with each type of stakeholder. Any concerns or contradictions between results during calculation are also clarified at this phase. For details, refer to "3.4 Qualification". |

Table 2: Illustration of the stakeholder engagement phase

After the stakeholder engagement process above, we proceeded with interviews and data collection to understand whether the stakeholders had experienced material changes and to decide to include or exclude them from the scope of calculation. The number of persons interviewed, the procedure, and the identification outcomes are explained as follows:

| Stakeholder  | Subgroup | Quantity | Number of persons engaged <sup>1</sup>                    |   | Total Number of people engaged <sup>2</sup> | Included or Not | Required Data Resolution | Description   |
|--|----------|----------|---|---|---|-----------------|--------------------------|---|
| The Association (Including members of the Association) | None     | 7        | Phase 1 (No. of persons interviewed)                      | 3 | 3   | No              | NA                       | The Taiwan Drug Free World Association is the funds provider and planner of the Anti-drug Lecturer Training Program and is the important stakeholder in this project. The chairman and the two members of the Association |
|  |          |          | Phase 2 (Number of copies of the questionnaire recovered) | 0 |   |                 |                          |   |
|  |          |          | Phase 3 (No. of persons interviewed)                      | 0 |   |                 |                          |   |

<sup>1</sup> For the number of persons engaged of all phases, please refer to Appendix 2.

<sup>2</sup> The interviewees may overlap with respondents of the questionnaire and the sum for Phase 3 does not equal to the total number of people engaged.

|          |   |     |   |     |     |     |   |   |
|----------|---|-----|---|-----|-----|-----|---|---|
|          |   |     |   |     |     |     |   | were interviewed and it was found that the possible changes for the Association is the overall enhanced name recognition and the enthusiasm and sense of accomplishment obtained from members of the Association. This outcome, however, 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". |
| Trainees | Those who have participated in anti-drug lectures as volunteers | 442 | Phase 1<br>(No. of persons interviewed)           | 15  | 130 | Yes | High: The stakeholder engagement frequency and sampling ratio should have | The trainees are directly impacted by the Anti-drug Lecturer Training Program. Due to the fact that during the  |
|          |   |     | Phase 2<br>(Number of copies of the questionnaire | 114 |     |     |   |   |

|  |  |     |  |    |    |     |   |   |
|--|--|-----|--|----|----|-----|---|---|
|  |  |     | recovered)   |    |    |     | a confidence interval (CI) of 95% or less and an error range of 10% or higher for the standard sample size. | interview, whether or not serving as volunteer in subsequent anti-drug lectures will make a difference in the significance of the outcome, we divided trainees into those who have participated in anti-drug lectures as volunteers and those who haven't participated in anti-drug lectures as volunteers to facilitate subsequent analyses. |
|  |  |     | Phase 3<br>(No. of persons interviewed)                      | 16 |    |     |   |   |
|  |  |     | Phase 1<br>(No. of persons interviewed)                      | 63 |    |     |   |   |
|  |  |     | Phase 2<br>(Number of copies of the questionnaire recovered) | 13 |    |     |   |   |
|  |  |     | Phase 3<br>(No. of persons interviewed)                      | 10 |    |     |   |   |
|  | Those who haven't participated in anti-drug lectures as volunteers | 448 |  |    | 83 | Yes |   | Additionally, we had tried to categorize the stakeholders into different kinds of small groups to try to avoid non responder bias. We divided the "trainees who have served as  |

|  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|
|  |  |  |  |  |  |  | <p>volunteers” into different kinds of subgroups, including those who volunteered as host, as the assistant host and as the organizer. After interviewing those trainees who have served as volunteers, we found that the outcomes they experience do not differ according to different position, namely different subgroups. As a consequence, “trainees who have served as volunteers are regarded as one subgroup without further division.</p> <p>We interviewed 15 volunteers in subsequent anti-drug lectures and 63 people who had not serve as</p> |
|--|--|--|--|--|--|--|--|

|  |   |    |  |    |    |     |  |   |
|--|---|----|--|----|----|-----|--|---|
|  |   |    |  |    |    |     |  | volunteer in anti-drug lectures in order to understand the changes that the lecturer training program had made to the trainees. The changes found during the interview were significant and hence they were included in the outcome analysis.   |
|  | Students of National Chung Cheng University | 51 | Phase 1<br>(No. of persons interviewed)                      | 1  | 51 | Yes | High: The stakeholder engagement frequency and sampling ratio should have a confidence interval (CI) of 95% or less and an error range of 5% or higher for the standard sample size. | The students of National Chung Cheng University are directly impacted by the service-oriented program. We interviewed 1 students of National Chung Cheng University who took part in the program in order to understand the changes that the service-oriented program had made to the students of |
|  |   |    | Phase 2<br>(Number of copies of the questionnaire recovered) | 51 |    |     |  |   |
|  |   |    | Phase 3<br>(No. of persons interviewed)                      | 0  |    |     |  |   |



|             |      |    |  |    |    |     |  |  |
|-------------|------|----|--|----|----|-----|--|--|
|             |      |    |  |    |    |     |  | National Chung Cheng University. The changes found during the interview were significant and hence they were included in the outcome analysis.   |
| Enterprises | None | 17 | Phase 1<br>(No. of persons interviewed)                      | 7  | 22 | Yes | High: The stakeholder engagement frequency and sampling ratio should have a confidence interval (CI) of 95% or less and an error range of 5% or higher for the standard sample size. | Enterprises are directly impacted by the Anti-drug Lecturer Training Program. We interviewed 7 senior managers of enterprises in order to understand the changes that the Lecturer Training Program had made to corporate culture. The changes found during the interview were significant and hence they were included in the outcome analysis. |
|             |      |    | Phase 2<br>(Number of copies of the questionnaire recovered) | 17 |    |     |  |  |
|             |      |    | Phase 3<br>(No. of persons interviewed)                      | 5  |    |     |  |  |

## 2.2 Inputs and Outputs

1. Project inputs: Resources stakeholders input for project activities.

| Stakeholder                               | Inputs          |  |  |           |
|---|-----------------|--|--|-----------|
| Category                                  | Item            | Description  | Source   | Amount    |
| <b>Taiwan Drug Free World Association</b> | Personnel input | Personnel input refers to the time spent by the Association's employer and the employees in preparing and participating in the training program and the time spent by the trainees in attending the training. Additionally, the senior management cost is also included in this input. | 1111 Head Hunter Job Salary Scale<br>Taiwan Drug Free World Association 2018 Balance Sheet<br>Taiwan Drug Free World Association Personnel Input Spreadsheet | 1,748,794 |
|   | Supplies input  | Supplies input refers to the products purchased for holding the training. Those products include brochures, tattoo stickers and little packs of toilet paper sent to the audience.   | Taiwan Drug Free World Association 2018 Balance Sheet  | 281,357   |
| <b>Branch</b>                             | Time input      | The time input refers to the time the volunteers spent on volunteering.  | 2018 Minimum wage as announced by the Labor Insurance Bureau   | 475,500   |
|   | Supplies input  | The item refers to the money those volunteers spent on purchasing the products used during the volunteering program, products such as candies, cookies and pencils given to the audience(e.g. elementary school students).   | Taiwan Drug Free World Association Branch Statistics   | 206,463   |
| <b>Total</b>                              |                 |  |  | 2,712,114 |

2. Project Outputs: Quantified outcomes of project activities (e.g. number of people, number of sessions)

| Stakeholder type                                     | Item                                 | Number of Participants                 |     | Quantity<br>(Number of sessions) |
|--|--------------------------------------|--|-----|----------------------------------|
| Taiwan Drug Free World Association, Head Association | Anti-drug Lecturer Training Workshop | those who have served as volunteers    | 442 | 32                               |
|  |                                      | those who haven't served as volunteers | 448 |                                  |
|  | Anti-drug promotional events         | 442                                    |     | 76                               |
| Branch   | Anti-drug promotional events         |  |     | 159                              |

## 2.3 Project Outcomes

Outcomes are the important changes or impacts of project activities on stakeholders. This study understands the process of changes in stakeholders through interviews and questionnaires and refers to publications of similar topics<sup>3</sup> to ensure that potential material or negative outcomes are not omitted. The above-mentioned discussion process with stakeholders and results are used to define the ultimate outcome by mapping outcomes based on the chain of events (See Appendix 3 for details).

### 2.3.1 Theory of Change

We developed a theory of change between stakeholders' inputs, outputs, and outcomes based on the stakeholder engagement process described above (see 2.1.2 Stakeholder Engagement for details), and learned about the relationships between those variables. We then used the outcome chain of events to define the final outcome. Among them, although the chains of events are identical for trainees who served as volunteers and who did not, some significant differences were found during the interview of Phase 1. Therefore, for the purpose of subsequent analyses, the two groups were calculated and evaluated separately. Respective stakeholders, chains of events and whether the outcomes were included or not are summarized in the following table:

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<sup>3</sup> Please refer to Appendix 3 References for details.

| Stakeholder  | Outcome chain of events   | Outcome   | Reason for inclusion (Y) or exclusion (N) |
|--|---|---|---|
| Trainees<br>-<br>Those who have participated in anti-drug lectures as volunteers | Receive anti-drug lecturer training → Understand the diversity of newly-emerging drug packaging which might lead to misuse → Understand the irreversible nature of drug abuse → Follow news about drug abuse closely → Understand drug users often commit crime (like stealing, violence) to obtain funds for illegal drugs which might lead to the negative social impacts → Emphasize the importance of drug awareness with friends and family members → Enhance alertness about drugs → Resist drug attemptation | Resist drug attemptation                          | Y   |
|  | Attend anti-drug lecturer training → Promote drug-free education in different areas → Lecture on related knowledge about drugs and engage the audience → Develop the ability to express oneself and respond to questions from the listeners and the ability to communicate → Improve communication and expression capabilities  | Improve communication and expression capabilities | Y   |
|  | Attend anti-drug lecturer training → Serve as a drug-free lecturer on campus → Kids spontaneously bring forth unprecedented questions → Enhance responsiveness → Enhance communication and expression capabilities  |   |   |
|  | Attend anti-drug lecturer training → Communicate anti-drug knowledge to kids → Train oneself to be patient as kids are relatively restless and uncontrolled → Increase patience and more willing to communicate with others in various ways → Enhance communication and expression capabilities   |   |   |

| Stakeholder | Outcome chain of events   | Outcome                                     | Reason for inclusion (Y) or exclusion (N)  |
|-------------|---|---|--|
|             | Attend anti-drug lecturer training → Increase the courage to get on the stage by constantly communicating on stage → It helps enhance stress tolerance and the speech can grow from a session with a few participants to one with relatively more participants → Increase self-confidence   | Increase self-confidence                    | Y  |
|             | There were not many public speaking opportunities → Attend anti-drug lecturer training → Train lecturers to design outstanding teaching materials → Lecturers feel comfortable → The fear about public speaking is reduced → Increase self-confidence   |   |  |
|             | Approach schools spontaneously while promoting drug-free education to hopefully provide drug-free education on campus → It will be turned down by some schools → As time goes by, the number of rejections increases and so does the number of accepting schools → Enhance the ability to get used to being rejected → Increase self-confidence |   |  |
|             | Attend anti-drug lecturer training → Promote drug-free education in different areas → Lecture on related knowledge about drugs and engage the audience → Listeners appear to be indifferent or ignoring → Feel disappointed and frustrated  | Feel disappointed and frustrated (negative) | Y. During the interview, trainees indicated that there were such changes. Even though less than 50% of the trainees indicated this outcome as is shown through the survey, we decided to include this negative outcome based on the principle of "do not |

| Stakeholder | Outcome chain of events   | Outcome                              | Reason for inclusion (Y) or exclusion (N) |
|-------------|---|--------------------------------------|---|
|             |   |                                      | over-claim".                              |
|             | Receive anti-drug lecturer training → Go places to promote drug-free education → Watch listeners learn things through the knowledge communicated → Feel inspired and self-value → Become a more energetic person → Become more passionate about work → Increase sense of attachment to work | Increase sense of attachment to work | Y   |
|             | Discuss with the team of volunteers a suitable approach prior to promoting drug-free education on campus → The team shares the same goal and the frequency of interaction increases → Enhance team harmony → Become a more energetic person → Increase sense of attachment to work          |                                      |   |
|             | Receive anti-drug lecturer training → Know other volunteers → Make like-minded friends → Improve interpersonal relations  | Improve interpersonal relations      | Y   |
|             | Receive anti-drug lecturer training → Share drug free knowledge with customers → Boost customer relationship → Improve interpersonal relations  |                                      |   |
|             | Attend anti-drug lecturer training → Serve as a drug-free lecturer on campus → Contact strange populations extensively → Develop the courage to deal with strange populations → Enhance social skills → Improve interpersonal relations   |                                      |   |
|             | Discuss with the team of volunteers a suitable approach prior to promoting drug-free education on campus → The team shares the same goal and the frequency of interaction increases → Enhance team harmony → Improve interpersonal relations  |                                      |   |
|             | Attend anti-drug lecturer training → By holding anti-drug-related events, the family has common topics to talk about and family members are interested in helping → Improve family relationship   | Improve family relationship          | Y   |

| Stakeholder                     | Outcome chain of events   | Outcome  | Reason for inclusion (Y) or exclusion (N) |
|---------------------------------|---|--|---|
|                                 | Attend anti-drug lecturer training → The teaching materials make one aware of the fact that children should be given the discretion over their decisions and the trainee become more empathetic while discussing with children and get to know what is on their mind → Improve family relationship  |  |   |
|                                 | Attend anti-drug lecturer training → Serve as a drug-free lecturer on campus → Students or teachers proactively respond regarding resistance against drugs → Believe in the possibility for the society to develop in many positive ways → Increase attention paid to issues in society → Feel that one is capable of bringing about positive impacts on society → Enhance sense of self value → Enhance the willingness to take part in volunteer events or to help others | Enhance the willingness to volunteer or to help others | Y   |
|                                 | Receive anti-drug lecturer training → Understand the impacts of drugs on one's body → Realize that many habits in life (e.g. dietary habits and medication) can apply the same idea as that for drugs → Become aware of the importance to correct the relatively undesirable lifestyle and medication → Adjust the original lifestyle and medication → Enhance awareness about health   | Enhance awareness about health                         | Y   |
|                                 | Attend anti-drug lecturer training → To arrange external communication itinerary, it is required to contact other units and centrally schedule and arrange time → Increase project management ability   | Increase project management ability                    | Y   |
|                                 | Attend anti-drug lecturer training → Get to know much about drugs → Be motivated to learn more → Enhance the learning motives   | Increase learning motivation                           | Y   |
| Trainees<br>- Those who haven't | Receive anti-drug lecturer training → Understand the diversity of newly-emerging drug packaging which might lead to misuse → Understand the irreversible nature of drug abuse → Follow news about drug abuse  | Resist drug attemptation                               | Y   |



| Stakeholder                                      | Outcome chain of events  | Outcome  | Reason for inclusion (Y) or exclusion (N) |
|--|--|--|---|
| participated in anti-drug lectures as volunteers | closely→ Understand drug users often commit crime(like stealing, violence) to obtain funds for illegal drugs which might lead to the negative social impacts→ Emphasize the importance of drug awareness with friends and family members→ Enhance alertness about drugs → Resist drug attemptation   |  |   |
|  | Attend anti-drug lecturer training →The lecture provides easy-to-practice skills of communicating and lecturing on stages→ Trainees can easily learn how to communicate and deliver the anti-drug promotion→ Trainees are required to practice to deliver anti-drug knowledge on stage during the lecture →Enhance communication and expression capacities through actual practice during the lecture→ Become more confident in communicating and expressing → Sharing the anti-drug knowledge with the family and friends→ Improve communication and expression capabilities                                | Improve communication and expression capabilities      | Y   |
|  | Receive anti-drug lecturer training → Recognize the importance of having the anti-drug awareness → Share drug free knowledge with customers and friends → The interaction with customers and friends enhanced→ Improve interpersonal relations   | Improve interpersonal relations                        | Y   |
|  | Attend anti-drug lecturer training → Understand the tremendous negative impact of using drugs → Recognize the importance of preventing people from trying drug → Regard the Association's promotion materials to be very effective→ Believe in the possibility of preventing people from trying drugs through the material → Believe in the possibility for the society to develop in many positive ways → Increase attention paid to issues in society → Feel that one is capable of bringing about positive impacts on society →Enhance the willingness to take part in volunteer events or to help others | Enhance the willingness to volunteer or to help others | Y   |

| Stakeholder                                 | Outcome chain of events  | Outcome   | Reason for inclusion (Y) or exclusion (N) |
|---|--|---|---|
|   | Receive anti-drug lecturer training → Understand the impacts of drugs on one's body → Realize that many habits in life (e.g. dietary habits and medication) can apply the same idea as that for drugs → Become aware of the importance to correct the relatively undesirable lifestyle and medication → Adjust the original lifestyle and medication → Enhance awareness about health  | Enhance awareness about health                    | Y   |
| Students of National Chung Cheng University | Receive anti-drug lecturer training → Understand the diversity of newly-emerging drug packaging which might lead to misuse → Understand the irreversible nature of drug abuse → Follow news about drug abuse closely → Understand drug users often commit crime (like stealing, violence) to obtain funds for illegal drugs which might lead to the negative social impacts → Emphasize the importance of drug awareness with friends and family members → Enhance alertness about drugs → Resist drug attempt | Resist drug attempt                               | Y   |
|   | Elect drug free program → Promote drug-free education in different areas → Lecture on related knowledge about drugs and engage the audience → Develop the ability to express oneself and respond to questions from the listeners and the ability to communicate → Improve communication and expression capabilities  | Improve communication and expression capabilities | Y   |
|   | Elect drug free program → Serve as a drug-free lecturer on campus → Kids spontaneously bring forth unprecedented questions → Enhance responsiveness → Enhance communication and expression capabilities  |   |   |
|   | Elect drug free program → Communicate anti-drug knowledge to kids → Train oneself to be patient as kids are relatively restless and uncontrolled → Increase patience and more willing to communicate with others in various ways → Enhance communication and expression capabilities   |   |   |
|   | Discuss with other classmates taking the same program a suitable approach  | Improve   | Y   |

| Stakeholder | Outcome chain of events  | Outcome  | Reason for inclusion (Y) or exclusion (N) |
|-------------|--|--|---|
|             | prior to promoting drug-free education on campus → The team shares the same goal and the frequency of interaction increases → Enhance familiarity with classmates → Improve interpersonal relations  | interpersonal relations                                |   |
|             | Elect drug free program → Serve as a drug-free lecturer on campus → Contact strange populations extensively → Develop the courage to deal with strange populations → Enhance social skills → Improve interpersonal relations   |  |   |
|             | Elect drug free program → Serve as a drug-free lecturer on campus → Students or teachers proactively respond regarding resistance against drugs → Believe in the possibility for the society to develop in many positive ways → Increase attention paid to issues in society → Realize the positive impacts that drug-free education has on society → Enhance the willingness to take part in volunteer events or to help others | Enhance the willingness to volunteer or to help others | Y   |
|             | Elect drug free program → Understand the impacts of drugs on one's body → Realize that many habits in life (e.g. dietary habits and medication) can apply the same idea as that for drugs → Become aware of the importance to correct the relatively undesirable lifestyle and medication → Adjust the original lifestyle and medication → Enhance awareness about health  | Enhance awareness about health                         | Y   |
|             | Elect drug free program → Serve as a drug-free lecturer on campus → Teachers and students respond well → Realize the positive impacts that drug-free education has on society → Realize that one is capable of making a difference → Enhance sense of self value → Increase self-confidence  | Increase self-confidence                               | Y   |
|             | Elect drug free program → Understand that the school devotes funds and aids to helping students receive service-oriented learning → Boost sense of attachment to the school  | Boost sense of attachment to the school                | Y   |
|             | Elect drug free program → Promote drug-free education in different areas → Lecture on related knowledge about drugs and engage the audience →  | Feel disappointed                                      | Y. During the interview, trainees         |

| Stakeholder | Outcome chain of events  | Outcome                                   | Reason for inclusion (Y) or exclusion (N)   |
|-------------|--|---|---|
|             | Listeners appear to be indifferent or ignoring → Feel disappointed and frustrated  | and frustrated (negative)                 | indicated that there were such changes. Even though less than 50% of the trainees indicated this outcome as is shown through the survey, we decided to include this negative outcome based on the principle of "do not over-claim". |
| Enterprises | Their employees take part in anti-drug lecturer training and multiple anti-drug training events and carry the title of lecturer → The personal image of each employee is enhanced → Customers trust them more because of their personal image of involving charity activities → The corporate image is enhanced  | Improve corporate image                   | Y   |
|             | Sponsor multiple anti-drug promotional events → Assisted schools and communities have improved impression about the enterprise → The corporate image is enhanced   |   | Y   |
|             | Their employees take part in anti-drug lecturer training → Learn the skills to give a lecture on the stage and the company can refer to the teaching material of the anti-drug lecturer training when preparing employee training material → Adjust the presentation template and revise it to be employee educational training program relevant to sales skills → Reduce the time and cost spent on curricular design → Reduce employee | Reduce employee educational training cost | Y   |

| Stakeholder | Outcome chain of events  | Outcome   | Reason for inclusion (Y) or exclusion (N) |
|-------------|--|---|---|
|             | educational training cost  |   |   |
|             | Their employees complete the drug-free lecturer training → Prepare the corporate "Anti-drug Agreement" to be signed by tenants → Effectively perceive the possibility of a tenant abusing substances or selling drugs in the rental property → Reduce the possibility of leasing a property to a drug abuser or drug dealer → Reduce the possibility for police to break in and accordingly the cost of compensation to be paid to the landlord → Reduce operational cost                                      | Reduce operational cost                                   | Y   |
|             | Employees take part in anti-drug lecturer training workshop → Employees with better work performance and motivation establish the branch of the Association under the branch of H&B → The image of that branch of H&B improved → The H&B Headquarter starts to hope to understand the significance and impacts of promoting anti-drug campaigns → The H&B Headquarter approves the value and positive social impacts brought about by the campaign → provide resources to support anti-drug promotional events | provide resources to support anti-drug promotional events | Y   |

### 2.3.2 Outcome Indicators

Indicators are used as the basis for measuring outcomes in the SROI methodology. We used the stakeholder engagement process in Phase one to understand the changes in stakeholders' behavior, mindset, and values as a result of this program, and identified different indicators on this basis. 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. In the questionnaire administered in the second phase, we take into consideration objective and subjective factors to design one or more indicators for cross referencing each outcome. Before administering the questionnaire, we fully discussed and evaluated the indicators' appropriateness with the Association. We verified the indicators' appropriateness with the Association again in the third phase, and used it as a basis for measuring outcomes. This is to provide complete and reliable evidence of stakeholders' outcomes. We summarized the facts that a certain outcome occurred in stakeholders based on interviews in the first phase and literature. We designed the facts as items in the questionnaire, which is used as an outcome indicator when stakeholders select any one of the items. We set a significance 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 except for negative outcomes. If less than 50% of respondents reply that the outcome had occurred, the outcomes are considered to be not occurred and will not be calculated.

| Stakeholder | Outcome   | Indicator   |
|-------------|---|---|
| Trainees    | Resist drug attemption                            | [Questionnaire]<br>1. The number of people having replied that they will absolutely not try drugs   |
|             | Improve communication and expression capabilities | [Questionnaire]<br>1. The number of people having replied that they can answer questions brought forth by other people without prior notice at ease<br>2. The number of people having replied that they are more patient than they were and are willing to accomplish the purpose of communication by trying different approaches<br>3. The number of people having replied that they know how to express what they think |
|             | Increase  | [Questionnaire]   |

| Stakeholder | Outcome                                     | Indicator   |
|-------------|---|---|
|             | self-confidence                             | <ol style="list-style-type: none"> <li>1. The number of people having replied that their fear about strangers has dropped</li> <li>2. The number of people having replied that their fear about public speaking has dropped</li> <li>3. The number of people having replied that they are respected because of their role in communicating anti-drug knowledge</li> </ol>   |
|             | Feel disappointed and frustrated (negative) | [Questionnaire] <ol style="list-style-type: none"> <li>1. The number of people having replied that they feel frustrated because of the indifferent response from the audience</li> <li>2. The number of people having replied that they will not take part in other volunteer events any more</li> <li>3. The number of people having replied that they will not recommend their friends and relatives to take part in anti-drug lecturer training and to serve as volunteer</li> </ol> |
|             | Increase sense of attachment to work        | [Questionnaire] <ol style="list-style-type: none"> <li>1. The number of people having replied that they like their work more</li> <li>2. The number of people having replied that they feel that their work becomes more meaningful</li> <li>3. The number of people having replied that they will recommend their friends or relatives to apply for jobs opened in their company</li> </ol>  |
|             | Improve interpersonal relations             | [Questionnaire] <ol style="list-style-type: none"> <li>1. The number of people having replied that their friendliness with coworkers has improved as a result of participating in anti-drug training or serving as volunteer</li> <li>2. The number of people having replied that they find like-minded people during volunteer events</li> </ol>   |
|             | Improve family relationship                 | [Questionnaire] <ol style="list-style-type: none"> <li>1. The number of people having replied that there are more common topics to talk about with their families</li> <li>2. The number of people having replied that they switch to interact with their kids in a way where their kids are respected in making a choice</li> <li>3. The number of people having replied that they start to do more things together with their kids</li> </ol>   |
|             | Enhance the willingness to volunteer or to  | [Questionnaire] <ol style="list-style-type: none"> <li>1. The number of people having replied that they are interested in other public interest events and are more willing to get involved</li> </ol>  |

| Stakeholder  | Outcome   | Indicator   |
|--|---|---|
|  | help others                                       | 2. The number of people having replied that they are willing to devote to volunteer events after work<br>3. The number of people having replied that they can and are more willing to reach out to friends and relatives in need of help  |
|  | Enhance awareness about health                    | [Questionnaire]<br>1. The number of people having replied that they begin to adjust their dietary habits<br>2. The number of people having replied that they begin to adjust their lifestyles<br>3. The number of people having replied that they begin to adjust their medication  |
|  | Increase project management ability               | [Questionnaire]<br>1. The number of people having replied that they are better at planning and arranging manpower<br>2. The number of people having replied that they are better at distributing resources<br>3. The number of people having replied that they are better at keeping track of time and work schedule  |
|  | Increase learning motivation                      | [Questionnaire]<br>1. The number of people having replied that they get to know a variety of drugs and feel the infinite nature of knowledge to accordingly become more motivated to learn<br>2. The number of people having replied that in order to pass down knowledge about drugs more completely to the audience, they will spontaneously enrich themselves and they are more motivated to learn<br>3. The number of people having replied that they become interested in learning and are more motivated to learn because of the interesting teaching materials and how the program takes place by participating in the anti-drug lecturer training |
| Trainees - Students of National Chung Cheng University | Resist drug attempt                               | [Questionnaire]<br>1. The number of people having replied that they will absolutely not try drugs   |
|  | Improve communication and expression capabilities | [Questionnaire]<br>1. The number of people having replied that they can answer questions brought forth by other people without prior notice at ease<br>2. The number of people having replied that they are more patient than they were and are willing to accomplish the purpose of communication by trying different approaches   |



| Stakeholder | Outcome  | Indicator  |
|-------------|--|--|
|             |  | 3. The number of people having replied that they know how to express what they think   |
|             | Improve interpersonal relations                        | [Questionnaire]<br>1. The number of people having replied that their familiarity with classmates is enhanced because of the collaboration during the service-oriented program<br>2. The number of people having replied that they are gradually gaining courage to begin a conversation with someone they do not know<br>3. The number of people having replied that they find like-minded people among their team in the service-oriented program |
|             | Enhance the willingness to volunteer or to help others | [Questionnaire]<br>1. The number of people having replied that they are interested in other volunteer clubs and are more willing to get involved<br>2. The number of people having replied that they are willing to devote to volunteer events besides studies<br>3. The number of people having replied that they can and are more willing to reach out to friends in need of help  |
|             | Enhance awareness about health                         | [Questionnaire]<br>1. The number of people having replied that they begin to adjust their dietary habits<br>2. The number of people having replied that they begin to adjust their lifestyles<br>3. The number of people having replied that they begin to adjust their medication   |
|             | Increase self-confidence                               | [Questionnaire]<br>1. The number of people having replied that their fear about strangers has dropped<br>2. The number of people having replied that their fear about public speaking has dropped<br>3. The number of people having replied that they are respected because of their role in communicating anti-drug knowledge   |
|             | Boost sense of attachment to the school                | [Questionnaire]<br>1. The number of people having replied that they feel affirmative and thankful for the resources invested in and the devotion of the school to the service-oriented program<br>2. The number of people having replied that they feel proud of communicating anti-drug knowledge on behalf of the school   |

| Stakeholder | Outcome                                     | Indicator   |
|-------------|---|---|
|             |   | 3. The number of people having replied that they refer senior high school graduates to choose their school  |
|             | Feel disappointed and frustrated (negative) | [Questionnaire]<br>1. The number of people having replied that they feel frustrated because of the indifferent response from the audience<br>2. The number of people having replied that they will not take part in other volunteer events any more<br>3. The number of people having replied that they will not recommend others to take the program   |
| Enterprises | Improve corporate image                     | [Questionnaire]<br>1. The number of people having replied that new customers start to spontaneously contact their company for service<br>2. The number of people having replied that customers spontaneously praise the company for its devotion to charity events<br>3. The number of people having replied that existing customers refer new customers to the company   |
|             | Reduce employee educational training cost   | [Questionnaire]<br>1. The number of people having replied that the presentation provided during anti-drug lecturer training is used as the template to produce the revised presentation during educational training to reduce the time and cost<br>2. The number of people having replied that they design educational training with reference to the interactive approach in the anti-drug lecturer training<br>3. The number of people having replied that they apply the lecturing techniques adopted by anti-drug lecturers in corporate education training |
|             | Reduce operational cost                     | [Questionnaire]<br>1. The number of people having replied that they can more effectively prevent against leasing or selling a property to a drug abuser<br>2. The number of people having replied that the cost incurred because of the change in manpower or counseling provided to employees has been reduced<br>3. The number of people having replied that chances for drug abusers to rent or purchase a property from the company are reduced   |
|             | Provide                                     | [Questionnaire]   |

| Stakeholder | Outcome   | Indicator   |
|-------------|---|---|
|             | resources to support anti-drug promotional events | <ol style="list-style-type: none"> <li>1. The number of people having replied that they will encourage more counterparts or branches to promote anti-drug promotional events</li> <li>2. The number of people having replied that they encourage more employees to devote to anti-drug promotional events</li> <li>3. The number of people having replied that they appropriate budget inside the company in support of anti-drug promotional events</li> </ol> |

Table 3: Overview of stakeholders and their outcomes and indicators

### 2.3.3 Financial proxy

During the previous phase, 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. We verified the appropriateness of the items with the Association. 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 Phase 2, and discussed them and verified with the Association in Phase 3 while issuing questionnaires to be completed by trainees in the new year of the same anti-drug lecturer training program to prevent the value of outcomes from being distorted. The logic for choosing a financial proxy is as follows:

| Stakeholder  | Outcome   | Calculating value (NTD) | Source  |
|--|---|-------------------------|---|
| Trainees - Those who have participated in anti-drug lectures as volunteers | Resist drug attemptation                          | 50,000                  | Narcotics Hazard Prevention Act announced by Ministry of Justice <sup>4</sup> |
|  | Improve communication and expression capabilities | 10,131                  | Survey findings, weighting average based on subjective feelings.              |
|  | Increase self-confidence                          | 6,430                   | Survey findings, weighting average based on subjective feelings.              |

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<sup>4</sup> In Taiwan, the narcotics are divided into four categories based on their extent of causing habitual usage, abusive usage, and danger to the society. Category one narcotics has the greatest negative impacts. According to Narcotics Hazard Prevention Act announced by Ministry of Justice, persons convicted of using Category one narcotics shall be punished with imprisonment by Article 10 and persons convicted of possessing or using Category three or Category four narcotics shall be punished with a fine of more than NTD\$10,000 and less than NTD\$50,000 by Article 11. Considering that the trainees basically would not have used drugs and have more opportunities to be exposed to Category three or four narcotics, they can directly avoid the NTD\$50,000 cap on fine by resisting drug attemptation. In the meantime, we will manage the higher social cost if using Category one or two narcotics in the sensitivity testing.

- In terms of deadweight in the outcome of resisting drug attemptation, it is extremely high meaning that trainees are relatively self-controlled. Thus, the training program claims fairly low portion of the outcome. After considering all impact factors, the social value of resisting drug attemptation per trainee per year is only NTD\$900.

| Stakeholder   | Outcome  | Calculating value (NTD) | Source   |
|---|--|-------------------------|--|
|   | Feel disappointed and frustrated (negative)            | 4,829                   | Survey findings, weighting average based on subjective feelings. |
|   | Increase sense of attachment to work                   | 28,031                  | Survey findings, weighting average based on subjective feelings. |
|   | Improve interpersonal relations                        | 4,211                   | Survey findings, weighting average based on subjective feelings. |
|   | Improve family relationship                            | 8,823                   | Survey findings, weighting average based on subjective feelings. |
|   | Enhance the willingness to volunteer or to help others | 7,953                   | Survey findings, weighting average based on subjective feelings. |
|   | Enhance awareness about health                         | 6,020                   | Survey findings, weighting average based on subjective feelings. |
|   | Increase project management ability                    | 6,387                   | Survey findings, weighting average based on subjective feelings. |
|   | Increase learning motivation                           | 3,446                   | Survey findings, weighting average based on subjective feelings. |
| Trainees - Those who haven't participated in anti-drug lectures as volunteers | Resist drug attemptation                               | 50,000                  | Narcotics Hazard Prevention Act announced by Ministry of Justice |
|   | Improve communication and expression capabilities      | 10,440                  | Survey findings, weighting average based on subjective feelings. |

| Stakeholder  | Outcome  | Calculating value (NTD) | Source   |
|--|--|-------------------------|--|
|  | Improve interpersonal relations                        | 2,815                   | Survey findings, weighting average based on subjective feelings. |
|  | Enhance the willingness to volunteer or to help others | 7,600                   | Survey findings, weighting average based on subjective feelings. |
|  | Enhance awareness about health                         | 3,625                   | Survey findings, weighting average based on subjective feelings. |
| Trainees - Students of National Chung Cheng University | Resist drug attempt                                    | 50,000                  | Narcotics Hazard Prevention Act announced by Ministry of Justice |
|  | Improve communication and expression capabilities      | 10,388                  | Survey findings, weighting average based on subjective feelings. |
|  | Improve interpersonal relations                        | 1,642                   | Survey findings, weighting average based on subjective feelings. |
|  | Enhance the willingness to volunteer or to help others | 5,555                   | Survey findings, weighting average based on subjective feelings. |
|  | Enhance awareness about health                         | 9,164                   | Survey findings, weighting average based on subjective feelings. |
|  | Increase self-confidence                               | 4,133                   | Survey findings, weighting average based on subjective feelings. |
|  | Boost sense of attachment to the school                | 7,074                   | Survey findings, weighting average based on subjective feelings. |

| Stakeholder | Outcome   | Calculating value (NTD) | Source   |
|-------------|---|-------------------------|--|
| Enterprises | Feel disappointed and frustrated (negative)               | 420                     | Survey findings, weighting average based on subjective feelings. |
|             | Improve corporate image                                   | 244,444                 | Survey findings, weighting average based on subjective feelings. |
|             | Reduce employee educational training cost                 | 13,571                  | Survey findings, weighting average based on subjective feelings. |
|             | Reduce operational cost                                   | 60,290                  | Survey findings, weighting average based on subjective feelings. |
|             | Provide resources to support anti-drug promotional events | 188,889                 | Survey findings, weighting average based on subjective feelings. |

## 2.4 Duration

Duration is the length of time the outcome lasts, and each outcome has a different duration. This project objectively determines the duration of each outcome based on the subjective prediction of stakeholders. Additionally, we verified the duration by interviewing trainees who have participated the program in 2016 and asked whether each outcome still lasted at the time of interview (the end of 2019). If this is the case, then the outcome is demonstrated to last for 4 year at minimum. We also engaged stakeholders in discussions in the 3 phases to verify that the report does not have any omissions or biases.

Based on our professional judgement, we made the following adjustment.

1. For those who haven't participated in anti-drug lectures as volunteers, all of the outcomes last 3 to 4 years from stakeholders' perspective. The duration of the outcome "Resist drug attemptation" is 4 years. We regard the length to be rational since the program raises the awareness of the danger and tremendous negative effects of trying drugs. Such awareness is vivid and conceptual, resulting in relatively long term impact of the stakeholders. However, the other outcomes should last under the precondition of continuous engagement. Since those who haven't participated in anti-drug lectures as volunteers, there are no further engagement after the training. As a consequence, we shorten the duration to be 2 years for each outcome based on the principle of "do not over-claim".
2. For those who have participated in anti-drug lectures as volunteers, all of the outcomes last 3 to 5 years from stakeholders' perspective. We noted that all of the outcomes were strengthened by participating volunteering work. Therefore, we have referred to another certified volunteering-related SROI report to make sure that there won't be overestimation for relatively long outcomes. According to the report, the outcomes of one-time volunteer program last for 3 years. In our case, those who have served as volunteers often participate in the subsequent anti-drug promotional events organized by the association or branch for more than one time. Most of them even continue to do volunteering work for 3 years. As a consequence, we regard the relatively long duration for those who have participated in anti-drug lectures as volunteers to be rational. We also conduct sensitivity analysis to adjust the duration to be 3 years (except for the outcome "Resist drug attemptation") based on the principle of "do not over-claim".
3. As for the outcome "Feel disappointed and frustrated", based on the interview, stakeholders experience this outcome at the initial stage of serving as volunteer.



As the times of serving as volunteer increase, they have developed a mindset of not being affected by the indifference of the audience. Consequently, we adjust the duration to be 1 year.

| Stakeholder  | Outcome  | Duration |
|--|--|----------|
| Those who have participated in anti-drug lectures as volunteers    | Resist drug attemptation                               | 5        |
|  | Improve communication and expression capabilities      | 5        |
|  | Increase self-confidence                               | 4        |
|  | Feel disappointed and frustrated (negative)            | 1        |
|  | Increase sense of attachment to work                   | 4        |
|  | Improve interpersonal relations                        | 4        |
|  | Improve family relationship                            | 4        |
|  | Enhance the willingness to volunteer or to help others | 4        |
|  | Enhance awareness about health                         | 5        |
|  | Increase project management ability                    | 4        |
|  | Increase learning motivation                           | 4        |
| Those who haven't participated in anti-drug lectures as volunteers | Resist drug attemptation                               | 4        |
|  | Improve communication and expression capabilities      | 2        |
|  | Improve interpersonal relations                        | 2        |
|  | Enhance the willingness to volunteer or to help others | 2        |
|  | Enhance awareness about health                         | 2        |
| Students of National Chung Cheng University                        | Resist drug attemptation                               | 5        |
|  | Improve communication and expression capabilities      | 4        |
|  | Improve interpersonal relations                        | 3        |
|  | Enhance the willingness to volunteer or to help others | 4        |
|  | Enhance awareness about health                         | 4        |
|  | Increase self-confidence                               | 3        |
|  | Boost sense of attachment to the school                | 3        |
|  | Feel disappointed and frustrated (negative)            | 1        |
|  | Improve corporate image                                | 3        |
|  | Reduce employee educational training cost              | 3        |
| Corporate representatives  | Reduce operational cost                                | 3        |

|  |   |   |
|--|---|---|
|  | Provide resources to support anti-drug promotional events | 4 |
|--|---|---|

## 2.5 Impact Factor

| Stakeholder  | Outcome  | Drop-off | Deadweight | Attribution |
|--|--|----------|------------|-------------|
| Those who have participated in anti-drug lectures as volunteers    | Resist drug attemptation                               | 9.55%    | 96.97%     | 39.09%      |
|  | Improve communication and expression capabilities      | 13.79%   | 83.57%     | 42.29%      |
|  | Increase self-confidence                               | 16.12%   | 81.80%     | 41.12%      |
|  | Feel disappointed and frustrated (negative)            | 39.06%   | 85.32%     | 37.50%      |
|  | Increase sense of attachment to work                   | 14.10%   | 87.96%     | 41.22%      |
|  | Improve interpersonal relations                        | 12.50%   | 86.81%     | 41.58%      |
|  | Improve family relationship                            | 15.22%   | 89.46%     | 40.22%      |
|  | Enhance the willingness to volunteer or to help others | 14.08%   | 87.58%     | 42.23%      |
|  | Enhance awareness about health                         | 11.32%   | 85.76%     | 41.32%      |
|  | Increase project management ability                    | 13.24%   | 82.23%     | 40.00%      |
|  | Increase learning motivation                           | 16.84%   | 84.61%     | 39.74%      |
| Those who haven't participated in anti-drug lectures as volunteers | Resist drug attemptation                               | 17.31%   | 94.71%     | 36.54%      |
|  | Improve communication and expression capabilities      | 27.08%   | 77.68%     | 37.50%      |
|  | Improve interpersonal relations                        | 20.00%   | 82.50%     | 47.50%      |
|  | Enhance the willingness to volunteer or to help others | 22.50%   | 85.53%     | 50.00%      |
|  | Enhance awareness about health                         | 15.00%   | 80.00%     | 32.50%      |
| Students of National Chung Cheng University                        | Resist drug attemptation                               | 13.02%   | 52.60%     | 44.79%      |
|  | Improve communication and expression capabilities      | 26.70%   | 47.16%     | 43.75%      |
|  | Improve interpersonal relations                        | 27.78%   | 46.11%     | 42.22%      |
|  | Enhance the willingness to volunteer or to help others | 22.06%   | 42.65%     | 42.42%      |

|                           |   |        |        |        |
|---------------------------|---|--------|--------|--------|
|                           | Enhance awareness about health                            | 19.23% | 52.56% | 42.11% |
|                           | Increase self-confidence                                  | 26.25% | 38.75% | 39.74% |
|                           | Boost sense of attachment to the school                   | 25.00% | 32.81% | 31.25% |
|                           | Feel disappointed and frustrated (negative)               | 50.00% | 43.75% | 43.75% |
| Corporate representatives | Improve corporate image                                   | 18.18% | 90.27% | 38.64% |
|                           | Reduce employee educational training cost                 | 22.92% | 27.08% | 47.92% |
|                           | Reduce operational cost                                   | 22.92% | 37.50% | 39.58% |
|                           | Provide resources to support anti-drug promotional events | 15.00% | 94.50% | 40.00% |

(1) Deadweight:

This refers to an outcome occurring regardless of the existence of a project. This study's deadweight is assessed individually for each outcome by the stakeholders, based on the statistical results of the survey. We use the mean of the result of the survey to complete the calculation.

(2) Attribution:

This refers to the probability that stakeholders would have the same outcome due to the intervention of other factors, even without this project. Unlike deadweight, attribution takes into account intervention from other projects, while deadweight is the probability that the outcome would naturally occur. The attribution of this project is assessed individually for each outcome by the stakeholders based on the statistical results of the survey. We use the mean of the result of the survey to complete the calculation.

(3) Drop-off:

This refers to the effect of an outcome deteriorating over time. It is observed 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. This project's drop-off is assessed individually for each outcome by the stakeholders, based on the statistical results of the survey. We use the mean of the result of the survey to complete the calculation. Meanwhile, the respondents indicated that if they continued to serve as volunteer from 2016 to 2018, related outcomes would continue or be reinforced and the drop-off may be zero. This is also included as part of the sensitivity analysis in this report.

(4) Displacement:

This factor represents the effects of the target project on other projects or stakeholder factors outside of the project. The SROI Guide also states that not every project contains this particular factor. In this project, outcomes of stakeholders are mostly enhancement of personal psychological quality or positive emotions. Such enhancement does not result in negative results for others and hence displacement is set to be zero.

## Part 3 Project Results

### 3.1 Results of calculation

We obtained the weighted average of statistical results of the survey to render hypotheses about the duration of each of the outcomes. If divided by the stakeholder, the obtained results and details are as follows. Related statistics such as the incidence, duration, valuation of outcome, deadweight, attribution, and drop-off in the table are presented in mean values and show the overall condition of the outcomes for the specific stakeholders.

| Stakeholder | Subgroup   | Outcome   | Total value of impact | Incidence | Duration | Valuation of outcome | Deadweight | Attribution | Drop-off |
|-------------|--|---|-----------------------|-----------|----------|----------------------|------------|-------------|----------|
| Trainees    | Those who have participated in anti-drug lectures as volunteer | Resist drug attemption                            | \$1,578,047           | 96.49%    | 5        | \$ 50,000            | 96.97%     | 39.09%      | 9.55%    |
|             |  | Improve communication and expression capabilities | \$1,472,169           | 93.86%    | 5        | \$ 10,131            | 83.57%     | 42.29%      | 13.79%   |
|             |  | Increase self-confidenc                           | \$874,946             | 93.86%    | 4        | \$ 6,430             | 81.80%     | 41.12%      | 16.12%   |

|   |  |             |        |   |           |        |        |        |
|---|--|-------------|--------|---|-----------|--------|--------|--------|
| s | e  |             |        |   |           |        |        |        |
|   | Feel disappointed and frustrated (negative)            | -\$27,193   | 14.04% | 1 | -\$ 4,829 | 85.32% | 37.50% | 39.06% |
|   | Increase sense of attachment to work                   | \$2,277,598 | 82.46% | 4 | \$ 28,031 | 87.96% | 41.22% | 14.10% |
|   | Improve interpersonal relations                        | \$374,391   | 80.70% | 4 | \$ 4,211  | 86.81% | 41.58% | 12.50% |
|   | Improve family relationship                            | \$462,004   | 60.53% | 4 | \$ 8,823  | 89.46% | 40.22% | 15.22% |
|   | Enhance the willingness to volunteer or to help others | \$718,150   | 90.35% | 4 | \$ 7,953  | 87.58% | 42.23% | 14.08% |

|          |  |                                     |             |        |   |           |        |        |        |
|----------|--|-------------------------------------|-------------|--------|---|-----------|--------|--------|--------|
|          |  | Enhance awareness about health      | \$717,474   | 83.33% | 5 | \$ 6,020  | 85.76% | 41.32% | 11.32% |
|          |  | Increase project management ability | \$718,106   | 74.56% | 4 | \$ 6,387  | 82.23% | 40.00% | 13.24% |
|          |  | Increase learning motivation        | \$355,970   | 83.33% | 4 | \$ 3,446  | 84.61% | 39.74% | 16.84% |
| Trainees | Those who haven't participated in anti-drug lectures as volunteers | Resist drug attemption              | \$2,074,223 | 91.78% | 4 | \$ 50,000 | 94.71% | 36.54% | 17.31% |

|  |    |   |             |        |   |           |        |        |        |
|--|----|---|-------------|--------|---|-----------|--------|--------|--------|
| Students of<br>National<br>Chung Cheng<br>University | NA | Improve<br>communication<br>and expression<br>capabilities      | \$776,534   | 69.86% | 2 | \$ 10,440 | 77.68% | 37.50% | 27.08% |
|  |    | Improve<br>interpersonal<br>relations                           | \$123,818   | 60.27% | 2 | \$ 2,815  | 82.50% | 47.50% | 20.00% |
|  |    | Enhance the<br>willingness to<br>volunteer or to<br>help others | \$289,491   | 67.12% | 2 | \$ 7,600  | 85.53% | 50.00% | 22.50% |
|  |    | Enhance<br>awareness<br>about health                            | \$213,116   | 53.42% | 2 | \$ 3,625  | 80.00% | 32.50% | 15.00% |
|  |    | Resist drug<br>attemptation                                     | \$2,354,507 | 94.12% | 5 | \$ 50,000 | 52.60% | 44.79% | 13.02% |
|  |    | Improve<br>communication<br>and expression<br>capabilities      | \$354,022   | 86.27% | 4 | \$ 10,388 | 47.16% | 43.75% | 26.70% |
|  |    | Improve   | \$51,798    | 90.20% | 3 | \$ 1,642  | 46.11% | 42.22% | 27.78% |



|                              |    |   |           |        |   |            |        |        |        |
|------------------------------|----|---|-----------|--------|---|------------|--------|--------|--------|
| Corporate<br>representatives | NA | interpersonal<br>relations                                      |           |        |   |            |        |        |        |
|                              |    | Enhance the<br>willingness to<br>volunteer or to<br>help others | \$184,633 | 70.59% | 4 | \$ 5,555   | 42.65% | 42.42% | 22.06% |
|                              |    | Enhance<br>awareness<br>about health                            | \$293,788 | 78.43% | 4 | \$ 9,164   | 52.56% | 42.11% | 19.23% |
|                              |    | Increase<br>self-confidence                                     | \$140,034 | 80.39% | 3 | \$ 4,133   | 38.75% | 39.74% | 26.25% |
|                              |    | Boost sense of<br>attachment to<br>the school                   | \$244,707 | 64.71% | 3 | \$ 7,074   | 32.81% | 31.25% | 25.00% |
|                              |    | Feel<br>disappointed<br>and frustrated<br>(negative)            | -\$658    | 9.80%  | 1 | \$ 420     | 43.75% | 43.75% | 50.00% |
|                              |    | Improve<br>corporate image                                      | \$391,775 | 64.71% | 3 | \$ 244,444 | 90.27% | 38.64% | 18.18% |
|                              | NA | Reduce<br>employee<br>educational                               | \$143,515 | 70.59% | 3 | \$ 13,571  | 27.08% | 47.92% | 22.92% |

|  |   |           |        |   |            |        |        |        |
|--|---|-----------|--------|---|------------|--------|--------|--------|
|  | training cost   |           |        |   |            |        |        |        |
|  | Reduce operational cost                                   | \$633,931 | 70.59% | 3 | \$ 60,290  | 37.50% | 39.58% | 22.92% |
|  | Provide resources to support anti-drug promotional events | \$290,921 | 88.24% | 4 | \$ 188,889 | 94.50% | 40.00% | 15.00% |
|  |   | -\$658    | 9.80%  | 1 | \$ 420     | 43.75% | 43.75% | 50.00% |

We discounted the value of the above outcomes according to the three-year postal fixed rate (1.05%) of the Postal Savings in January 2018, and divided it by the input. This revealed that the SROI of the Association's Anti-drug Lecturer Training Program was 6.67.

|   |            |
|---|------------|
| <b>Total impact</b>                       | 18,081,818 |
| <b>Total inputs</b>                       | 2,712,114  |
| <b>Social return on investment (SROI)</b> | 6.67       |

## 3.2 Sensitivity Analysis

SROI measures the monetary value of non-quantitative, narrative information. Hence, it will inevitably involve many hypotheses 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. This study involves many hypotheses and subjective information cover an extensive scope. To be rigorous and objective, we selected different opinions from stakeholder feedback and discussed them with stakeholders during outcome validation during Phase 3. Finally, we made the following adjustment decisions for the sensitivity analysis, and found that the range of SROI sensitivity analysis is between 5.33 and 15.46.

| Item | Adjustment   | SROI |
|------|--|------|
| 1    | Change in the number of outcomes   | 8.49 |
| 2    | Adjust the duration of the those who have served as volunteers to be 3 years (except for the outcome “Resist drug attemptation”) | 5.96 |
| 3    | Adjust the percentage of changes of the outcomes of those who haven’t served as volunteers by - 20%                              | 6.41 |

|   |  |       |
|---|--|-------|
| 4 | Change in the financial proxy variable of the outcome “Resist drug attemptation”                               | 15.46 |
| 5 | Change in the financial proxy variable of the outcome “Enhance the willingness to volunteer or to help others” | 6.45  |
| 6 | Adjust the input of the supplies   | 7.11  |
| 7 | Change in drop-off   | 7.54  |
| 8 | Adjust the SROI by - 20%   | 5.33  |

1. Change in the number of outcomes

Based on the statistical results of the Association and its branches, the ratio of those who have served as volunteers to the total number of trainee is 49.66%. Due to the fact that the main scope of operation of the Association is the Anti-drug Lecturer Training Program, after respective trainees return to their branches, the number of volunteers has been documented separately by each of the branches. The rigidity and truthfulness in the records at respective branches vary. Based on the findings from interviews between respective branches and the Association, a majority of trainees of the Anti-drug Lecturer Training Program served as volunteer. Therefore, in the sensitivity analysis, the ratio is increased to 90%.

2. We have also referred to other SROI report to make sure that there won't be overestimation for relatively long outcomes. According to the

report, the outcomes of the one-time volunteer program last for 3 years. In our case, those who have served as volunteers often serve more than one time. Most of them continue to do volunteer work for 3 years. As a consequence, we regard the relatively long duration for those who have participated in anti-drug lectures as volunteers to be rational. To avoid overestimation, we conduct sensitivity analysis to adjust the outcomes to be 3 years (except for the outcome “Resist drug attempt”).

3. Adjust the percentage of changes of the outcomes of those who haven’t served as volunteers

Compared with the engagement number of trainees who have served as volunteers, the engagement number of those who haven’t served as volunteers is comparatively lower. In order to avoid non-responder bias, we adjust the percentage of changes of the outcomes of those who haven’t served as volunteers by - 20%.

4. Change in the financial proxy variable of the outcome “Resist drug attempt”

Based on the individual costs for Class 2 drug abusers in *The Cost Effectiveness Analysis of Judicial Treatment for the Drug Abuser A case study of Taiwan Taipei District Prosecutors Office, and Sindian Drug Abuser Treatment Center of Agency of Corrections of Ministry of Justice*. For Class 2 drug abusers, there are the deferred prosecution and rehabilitation penalties. Based on this publication, those with deferred prosecution are relatively young and of higher education. Those with rehabilitation, on the other hand, stated relatively more records of judicial crimes. In other words, the individual costs of drug abuse vary from one person to another depending on their experience, education and lifestyle. While calculating the initial SROI, in order to comply with the principle of "Do not over-claim", we only adopted the fine of trying drugs as the financial proxy variable for turning down drugs. In order to understand the possible benefits of actual rejection of drugs, on the other hand, during sensitivity analysis, we take into consideration individual costs of drug abuse in the rehabilitation group and obtained the mean costs of drug abuse between the deferred prosecution group and the rehabilitation group to be the financial proxy variables of turning down drugs.

5. Change in the financial proxy variable of the outcome “Enhance the willingness to volunteer or to help others”

We lower the financial proxy of this outcome of those who haven't volunteered to half of the original averaged number to avoid overestimation. Though the financial proxy is determined by survey findings, it is a relatively high price for something that is not an actual behavior change but rather an intention to do something. We lower the financial proxy of this outcome to half to avoid overestimation.

6. Adjust the input of the supplies

The resources devoted to anti-drug volunteer events are flexibly adjusted by respective branches according to their own capability and condition. The Association does not govern the resources devoted to each anti-drug volunteer event by each branch. Therefore, the resources devoted vary from one branch to another and the rigidity and truthfulness of the records vary, too. During the interview, it is understood that many volunteers spent around NTD\$828 when volunteering, the value of resources devoted by some of the branches is NT\$ 160 per session and hence it is included as part of the sensitivity analysis.

7. Change in drop-off

The questions designed for drop-off in the survey are about related outcomes after the respondents finished serving as volunteer in the first anti-drug event. Many volunteers have continued to serve as volunteer after the first year. During the interview, the respondents indicated that if they continued to serve as volunteer, related outcomes should remain at the same extent and the drop-off should be zero. In light of the results of the interview, we included the change in drop-off as part of the sensitivity analysis

8. Adjust the SROI by - 20%

Before the engagement, we had set different subgroups to interview as so to grasp the whole picture of the impact. However, since there are still some stakeholders that we didn't engage, there could be non-responder bias.

### 3.3 Verification

During Phase 3 engagement, we once again interviewed corporate representatives and trainees to qualify and verify the above analysis results. The steps for engagement are as follows:

1. Outcome chain of events: We asked the stakeholders to validate the text of the chain of events, and deduce whether the process conformed to their experience. The chain of events was then amended based on their opinions, to ensure that we accurately understood and described the occurrence process of the outcomes. Based on the results of the interview, the chain of events documented this time is quite complete. The interviewed stakeholders indicated that their experience fell in line with the chain of events.
2. Results of calculation: We explained to the stakeholders the preliminary calculation results and the various steps of the impact map, in particular the duration and financial proxies, and asked the stakeholders to rank the importance of the outcomes again to determine whether they were consistent with the final calculation. In the event of major inconsistencies, further inquiries were made to determine the reasons, and review whether the calculation results needed to be adjusted. For the duration, most respondents agreed on the mean duration. As far as financial proxy variables are concerned, on the other hand, some respondents indicated disagreement on the presentation of valuation of outcomes in monetary value. We knew afterwards that the respondents inclined to not turning the value into monetized value. We consider this as the personal subjective opinions of the respondents and hence the financial proxy variables are not revised. We also verified whether if the value matched the value obtained within one year from completing the training programs, and the groups that were interviewed all verified that it was the value for one year.
3. Findings and suggestions: In the previous phases' engagement process, we proposed the findings and recommendations for project optimization based on the stakeholders' feedback conclusions and questionnaire results. During this engagement phase, we shared the findings and recommendations with the stakeholders, and invited them to verify, modify or supplement the findings. Related contents are already included in "3.5 Results Analysis, Recommendations and Conclusion".

### 3.4 Results Analysis, Recommendations and Conclusion

In order to analyze further the impacts of anti-drug lecturer training and anti-drug lectures on the stakeholders and maximize the benefits of resources in the future through analysis, we divided the outcomes from respective stakeholders by the sum of values of all outcomes. The respective values obtained are detailed in the table below. The results analysis, recommendations, and conclusion are also mainly based on this table.

| Trainees who have served as volunteers            | Ratio to value of all outcomes | Trainees who haven't served as volunteers              | Ratio to value of all outcomes | Students of National Chung Cheng University       | Ratio to value of all outcomes |
|---|--------------------------------|--|--------------------------------|---|--------------------------------|
| Increase sense of attachment to work              | 12.60%                         | Resist drug attemption                                 | 11.47%                         | Resist drug attemption                            | 13.02%                         |
| Resist drug attemption                            | 8.73%                          | Improve communication and expression capabilities      | 4.29%                          | Improve communication and expression capabilities | 1.96%                          |
| Improve communication and expression capabilities | 8.14%                          | Enhance the willingness to volunteer or to help others | 1.60%                          | Enhance awareness about health                    | 1.62%                          |
| Increase self-confidence                          | 4.84%                          | Enhance awareness about health                         | 1.18%                          | Boost sense of attachment to the school           | 1.35%                          |



|  |        |                                 |        |  |        |
|--|--------|---------------------------------|--------|--|--------|
| Enhance the willingness to volunteer or to help others | 3.97%  | Improve interpersonal relations | 0.68%  | Enhance the willingness to volunteer or to help others | 1.02%  |
| Enhance awareness about health                         | 3.97%  |                                 |        | Increase self-confidence                               | 0.77%  |
| Increase project management ability                    | 3.97%  |                                 |        | Improve interpersonal relations                        | 0.29%  |
| Improve family relationship                            | 2.56%  |                                 |        | Being disappointed and defeated (negative)             | 0.00%  |
| Improve interpersonal relations                        | 2.07%  |                                 |        |  |        |
| Increase learning motivation                           | 1.97%  |                                 |        |  |        |
| Being disappointed and defeated (negative)             | -0.15% |                                 |        |  |        |
| Subtotal   | 52.66% | Subtotal                        | 19.23% | Subtotal   | 20.04% |

#### 1. Significant accomplishments in resisting drug temptation

The sum for the outcome of resisting drug temptation among the various types of stakeholders accounts for 33.22% of all outcomes and appears to be the most significant among all outcomes. Among the respective types of stakeholders, resisting drug temptation is also the most or the second most significant among the outcomes of all three subgroups of stakeholders. It can be accordingly inferred that the accomplishments in anti-drug communication of the Anti-drug Lecturer Training Program are outstanding.

When further divided to trainees and the students of National Chung Cheng University, the ratio of the outcome of resisting drug attemptation among the students of National Chung Cheng University is found to account for 13.02% of overall outcomes and is greater than that among the trainees who have served as volunteers (8.73%) and the trainees who haven't served as volunteers (11.47%). We can infer accordingly that anti-drug communication has impacted college students who are known for their lack of stability and relatively more temptations in life the most significantly. In terms of deadweight in the outcome of resisting drug attemptation among the various types of stakeholders, on the other hand, it is above 95% for working people who are less impacted by external temptations or are relatively self-controlled against attempting drugs despite their non-participation in the lecturer training program. The deadweight among students is only 52.6%, indicating that students have relatively insufficient awareness of drugs and are highly malleable if correct knowledge about drugs is provided in a timely manner, which helps themselves and also other people. While promoting anti-drug lectures in the future, the Association, given limited time and related resources, can prioritize students in its anti-drug effort in order to render maximum benefits.

The current SROI being calculated takes into consideration the possibility of stakeholder engagement. Only the outcomes from participants in the Anti-drug Lecturer Training Program during participation or after having worked as volunteer are included. Those from the audience of anti-drug lectures are not. From the perspective of the significance in the outcome of resisting drug attemptation among participants in the Anti-drug Lecturer Training Program and volunteers to give anti-drug lectures, however, this significant outcome should also apply to the audience of anti-drug lectures. Between 2016 and 2018, the Association and its branches organized 235 sessions of the anti-drug lectures in total, with a combined audience size around 73,267 people. Therefore, it may be reasonably inferred that with the audience of anti-drug lectures is included in the calculation, that is, the outcome of resisting drug attemptation among the audience is included, from the perspective of SROI, the social impacts brought about by the Association and its branches through the Anti-drug Lecturer Training Workshop and the anti-drug lectures will be far greater than the conservative values currently obtained (those obtained by only including outcomes from trainees).

| Stakeholder type | Item | Number of Participants | Quantity (Number of |
|------------------|------|------------------------|---------------------|
|------------------|------|------------------------|---------------------|

|   |                              |   |     | sessions) |
|---|------------------------------|---|-----|-----------|
| Taiwan Drug Free<br>World<br>Association, Head<br>Association | Anti-drug Lecturer Training  | Trainee who have served as<br>volunteers    | 442 | 32        |
|   |                              | Trainee who haven't served as<br>volunteers | 448 |           |
|   | Anti-drug promotional events | 442   |     | 76        |
| Branch  | Anti-drug promotional events |   |     | 159       |

## 2. Significant outcomes in improving communication and expression capabilities of working people

The outcome of improving communication and expression capabilities among all types of stakeholders account for 14.39% of all outcomes. Among the respective types of stakeholders observed, the outcome of improving communication and expression capabilities rendered the second highest or the third highest results among all stakeholders. During the interview, we also became aware of the fact that the ability of the trainees to express themselves in front of a crowd and the perceived corporate image and personal image were all improved. We can accordingly infer that while expanding its collaborative enterprises in the future, the association may serve the above-mentioned outcome as substantial incentives to those industries with an emphasis on the communication skill or the consulting image (such as the insurance company).

## 3. Relatively significant accomplishments in increasing sense of attachment to work compared to increasing sense of attachment to the school

The outcome of increasing sense of attachment to work accounts for 12.60% among all outcomes. If the outcome of increasing sense of attachment to work is found to be the highest outcome among trainees who have served as volunteers. Among the students of National

Chung Cheng University, on the other hand, the outcome of increasing sense of attachment to the school is relatively insignificant. A possible reason inferred is that the program is required and that the school does not provide related supportive resources.

Therefore, it may be inferred that while the branch or the collaborator is devoted to anti-drug promotion, related resources are devoted and hence there will be relatively powerful internal cohesion and chances for such anti-drug promotional events to be continued in the future are higher, too. Therefore, if the focus is placed on the possibility of promoting anti-drug lectures over the long term, while establishing collaborative partnerships, the Association may call on the collaborators to devote related resources to strengthen the long-term enforcement capabilities.

#### 4. Higher valuation of outcomes, continuity of benefits, and percentage of outcomes among those who have served as volunteers than other stakeholders

For the valuation of the shared outcome, it is higher among volunteers than among non-volunteers. The drop-off is also lower. It can accordingly be inferred that for volunteers, the sense of the value of an outcome is higher and the drop-off is lower. In every outcome, the percentage is higher among volunteers than among non-volunteers. It can be accordingly inferred that the significance of the outcome after having worked as volunteer is higher. From the above observations, we can see that by actually working as volunteer significantly increases the valuation of an outcome, the percentage of the outcome, and the continuity of the benefits. If the ratio of trainees working as volunteers can be increased, the significance and continuity of various outcomes will be enhanced. The ratio of volunteers is also included as part of the sensitivity analysis in this report. If the ratio of volunteers is adjusted to 90%, the SROI will be increased from 6.67 to 8.49, which echoes to our observation.

|         | Financial Proxy                     |  | Drop-off                            |  | Incidence                           |  |
|---------|-------------------------------------|--|-------------------------------------|--|-------------------------------------|--|
| Outcome | Those who have served as volunteers | Those who haven't served as volunteers | Those who have served as volunteers | Those who haven't served as volunteers | Those who have served as volunteers | Those who haven't served as volunteers |

|   |           |           |        |        |        |        |
|---|-----------|-----------|--------|--------|--------|--------|
| Resist drug<br>attemptation                                     | \$ 50,000 | \$ 50,000 | 9.55%  | 17.31% | 96.49% | 91.78% |
| Improve<br>communication and<br>expression<br>capabilities      | \$ 10,131 | \$ 10,440 | 13.79% | 27.08% | 93.86% | 69.86% |
| Improve<br>interpersonal<br>relations                           | \$ 4,211  | \$ 2,815  | 12.50% | 20.00% | 80.70% | 60.27% |
| Enhance the<br>willingness to<br>volunteer or to help<br>others | \$ 7,953  | \$ 7,600  | 14.08% | 22.50% | 90.35% | 67.12% |
| Enhance awareness<br>about health                               | \$ 6,020  | \$ 3,625  | 11.32% | 15.00% | 83.33% | 53.42% |

The deadweight, however, is consistently higher among volunteers than among non-volunteers. It can be inferred accordingly that prior volunteers will have more abundant and impressive experiences in and feelings about life than non-prior volunteers. The existing outcomes in respective outcomes are hence higher among prior volunteers. In other words, the value brought about by the Anti-drug Lecturer Training Program is lower.

| Outcome | Deadweight for<br>trainees who<br>have served as | Deadweight for<br>trainees who<br>haven't served |
|---------|--|--|
|---------|--|--|

|  | volunteers | as volunteers |
|--|------------|---------------|
| Resist drug attemption                                 | 96.97%     | 94.71%        |
| Improve communication and expression capabilities      | 83.57%     | 77.68%        |
| Improve interpersonal relations                        | 86.81%     | 82.50%        |
| Enhance the willingness to volunteer or to help others | 87.58%     | 85.53%        |
| Enhance awareness about health                         | 85.76%     | 80.00%        |

6. The valuation of outcomes per person on average among the students of National Chung Cheng University is the highest of all stakeholders.

When analyzed by the nature of stakeholders, trainees who are working people and who are prior volunteers account for 51.10% of the overall valuation of outcomes. If by the mean valuation of outcomes per person, on the other hand, the students of National Chung Cheng University tops the list. It is mainly because of the consistently lower than 50% of the deadweight for outcomes among students and above 80% among the trainees who are working people. In other words, students are highly malleable and bring about a big influence through the lecturer program. We can accordingly know that the purpose of "reducing demand for drugs through preventive education against drugs" of the Association can be substantially fulfilled in practice.

| Group | Overall valuation of outcome | Ratio to value of all outcomes | Total no. of questionnaires | Mean valuation of outcome |
|-------|------------------------------|--------------------------------|-----------------------------|---------------------------|
|-------|------------------------------|--------------------------------|-----------------------------|---------------------------|

|   |    |           |        |     |    |        |
|---|----|-----------|--------|-----|----|--------|
| Corporate representatives                   | \$ | 1,460,142 | 8.08%  | 17  | \$ | 85,891 |
| Trainees & volunteers                       | \$ | 9,521,663 | 52.66% | 442 | \$ | 21,542 |
| Trainees & non- volunteers                  | \$ | 3,477,181 | 19.23% | 448 | \$ | 7,762  |
| Students of National Chung Cheng University | \$ | 3,622,831 | 20.04% | 51  | \$ | 71,036 |

7. Shorter duration among students than that of those who have served as volunteers from stakeholder's perspective

The duration of some outcomes among the students of National Chung Cheng University is relatively short compared to that of those who have served as volunteers. It is inferred according to the interviews that students are still developing their various values, competencies, and personalities and still require various types of stimulations and inputs in order for their values, competencies, and personalities to stabilize and become robust. Therefore, their duration in the four outcomes, namely "improve communication and expression capabilities", "increase self-confidence", "improve interpersonal relations", and "enhance awareness about health" is relatively short than that of those who have served as volunteers. This shows that while working with schools in the future, further thoughts may be placed on how to extend the duration of outcomes among the students through activity design.

| Outcome | Trainees who have served as volunteers | Students of National Chung Cheng University |
|---------|--|---|
|---------|--|---|

|  |   |    |
|--|---|----|
| Resist drug attempton                                  | 5 | 5  |
| Improve communication and expression capabilities      | 5 | 4  |
| Increase self-confidence                               | 4 | 3  |
| Increase sense of attachment to work                   | 4 | 3  |
| Improve interpersonal relations                        | 4 | 3  |
| Improve family relationship                            | 4 | NA |
| Enhance the willingness to volunteer or to help others | 4 | 4  |
| Enhance awareness about health                         | 5 | 4  |
| Increase project management ability                    | 4 | NA |
| Increase learning motivation                           | 4 | NA |



# Appendix 1 Interview Outline and Questionnaire

## Interview Outline

| Item / Stakeholder             | Anti-drug Lecturer Training Trainees   |
|--------------------------------|--|
| Defining the scope             | When did you take part in the training?  |
| Categorization of stakeholders | <ol style="list-style-type: none"> <li><b>1. What role do you play in this training (trainee, lecturer, paid staff of the Association or volunteer)? Can you briefly explain what you have done?</b></li> <li><b>2. For what reason did you take part in this training program?</b></li> <li><b>3. What kind of assistance did you receive or provide in this training?</b></li> </ol>   |
| Outcome                        | <ol style="list-style-type: none"> <li><b>1. According to your personal experience, what are the changes brought about by the training for you?</b> <ol style="list-style-type: none"> <li>a. Target: you, your friends and relatives, etc.</li> <li>b. Change: thoughts, behavior, mood, attitude about life, value, etc.<br/>Examples: Increased knowledge about drugs, increased assistance provided to others, refusing drug abuse, improved communication skills, etc.</li> </ol> </li> <li><b>2. Has the training impacted you or the people or things around you negatively?</b></li> </ol> |

|                      |   |
|----------------------|---|
| Degree of Importance | <ol style="list-style-type: none"> <li>1. Which of the above changes do you think are more important?</li> <li>a. What is the most important change? What is the second important change?</li> <li>b. Why do you think which of the above changes are particularly important?</li> </ol>  |
| Deadweight           | <ol style="list-style-type: none"> <li>1. Are there other trainings or projects similar to the ones provided by this organization? <ol style="list-style-type: none"> <li>a. If yes, what are the differences?</li> <li>b. If yes, what are the similarities?</li> </ol> </li> <li>2. <b>If there are no such training, what do you think will be the possibility for those changes you just mentioned to happen? (very likely/likely/unlikely/impossible)</b></li> </ol> |
| Attribution          | <ol style="list-style-type: none"> <li>1. <b>Are there other factors that contributed to the above changes taking place?</b></li> </ol>   |
| Drop-off/ Duration   | <ol style="list-style-type: none"> <li>1. <b>Based on your observations, how long have these changes lasted? Or how long do you think such changes may last?</b></li> </ol>   |
| Pricing              | <p><b>What are the value (one year duration) of the above changes in your heart?</b> (The directly resultant/saved monetary value/cost? Are there other valuable items that can render the same outcomes? What criteria/prices will you exchange for an opportunity to take part in the training compared to other artifacts or things?)</p>  |

## Questionnaire

### ✓ Trainees

| Item / Stakeholder | Anti-drug Lecturer Training Trainees   |         |  |
|--------------------|--|---------|--|
| Basic information  | <p>1. Why do you want to participate in the training? (Choose one or more answers)</p> <p><input type="checkbox"/> Required by the supervisor</p> <p><input type="checkbox"/> Invited by colleagues or friends</p> <p><input type="checkbox"/> To improve personal image</p> <p><input type="checkbox"/> Interested in issues about drugs</p> <p><input type="checkbox"/> Interested in charity events</p> <p>2. <u>Are you working as volunteer in drug free communication? (Select one)</u></p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> |         |  |
| Outcome Indicators | <p>1. Resist drug attemptation</p> <p>Did the following changes about "resist drug attemptation" occur after participating in the training? (Choose one or more answers)</p> <p><input type="checkbox"/> Because of taking this program and participating in anti-drug</p>   | Pricing | Narcotics Hazard Prevention Act announced by Ministry of Justice |

|  |   |  |   |
|--|---|--|---|
|  | <p>promotion, I promise myself that I will absolutely not try them.</p> <p><input type="checkbox"/> Other; please specify:</p> <hr/> <p><input type="checkbox"/> I do not have any of the above changes (please go to Question 2. Improve communication and expression capabilities)</p>  |  |   |
|  | <p>2. Improve communication and expression capabilities</p> <p>Did the following changes about "improve communication and expression capabilities" occur after participating in the training? (Choose one or more answers)</p> <p><input type="checkbox"/> The ability to answer questions brought forth by other people without prior notice at ease</p> <p><input type="checkbox"/> Becoming more patient than before and willing to accomplish the purpose of communication by trying different approaches</p> |  | <p>Which of the following activities do you think can also help you improve communication and expression capabilities (for 1 year duration)? (Select one)</p> <p><input type="checkbox"/> Above NT\$ 32,000; please provide the amount:</p> <hr/> <p><input type="checkbox"/> Taking part in a two-day professional presentation training program, around NT\$ 32,000</p> <p><input type="checkbox"/> Taking part in the host training program of 18 hours in total, around NT\$ 16,800</p> |

|  |  |  |   |
|--|--|--|---|
|  | <input type="checkbox"/> Knowing how to express one's own ideas<br><input type="checkbox"/> Other; please specify:<br><hr/> <input type="checkbox"/> I do not have any of the above changes (please go to Question 3. Increase self-confidence)  |  | <input type="checkbox"/> Attending a class on interpersonal relations and communication skills, around NT\$ 4,500<br><input type="checkbox"/> Buying a book on communication and expression skills, around NT\$ 550<br><input type="checkbox"/> Below NT\$ 550; please provide the amount:<br><hr/>   |
|  | <p>3. Increase self-confidence<br/>Did the following changes about "increase self-confidence" occur after participating in the training? (Choose one or more answers)</p> <input type="checkbox"/> Reduced fear about strangers after the training to deal with strangers face to face while serving as volunteer<br><input type="checkbox"/> Reduced fear about public speaking after the training to getting on the stage while serving as |  | <p>Which of the following activities do you think can also help you increase self-confidence (for 1 year duration)? (Select one)</p> <input type="checkbox"/> Above NT\$ 20,000; please provide the amount:<br><hr/> <input type="checkbox"/> Receiving psychological counseling of 10 hours, around NT\$20,000<br><input type="checkbox"/> Taking the self-confidence development program of 15 hours, |

|  |  |  |   |
|--|--|--|---|
|  | <p>volunteer</p> <p><input type="checkbox"/> Becoming respected by other people because of the role in communicating anti-drug knowledge while serving as volunteer</p> <p><input type="checkbox"/> Other; please specify: _____</p> <p><input type="checkbox"/> I do not have any of the above changes (please go to Question 4. Feel disappointed and frustrated)</p>  |  | <p>around NT\$ 12,000</p> <p><input type="checkbox"/> Receiving psychological counseling of one hour, around NT\$ 2,000</p> <p><input type="checkbox"/> Buying a book on the development of self-confidence, around NT\$ 300</p> <p><input type="checkbox"/> Below NT\$ 300; please provide the amount: _____</p>   |
|  | <p>4. Feel disappointed and frustrated (negative)</p> <p>Did the following changes about "feel disappointed and frustrated" occur after participating in the training? (Choose one or more answers)</p> <p><input type="checkbox"/> I feel frustrated because of the indifferent response from the audience while communicating anti-drug knowledge.</p> <p><input type="checkbox"/> I do not want to get involved in other volunteer events any more.</p> |  | <p>Which of the following activities do you think can make up for your changes regarding "feel disappointed and frustrated"(for 1 year duration)? (Select one)</p> <p><input type="checkbox"/> Above NT\$ 20,000; please provide the amount: _____</p> <p><input type="checkbox"/> A short trip to Southeast Asia with friends, around NT\$ 20,000</p> <p><input type="checkbox"/> Receiving psychological counseling of two hours, around NT\$</p> |

|  |   |  |   |
|--|---|--|---|
|  | <p><input type="checkbox"/> I will not recommend friends and relatives to take part in anti-drug lecturer training and to serve as volunteer.</p> <p><input type="checkbox"/> Other; please specify:<br/>_____</p> <p><input type="checkbox"/> I do not have any of the above changes (please go to Question 5. Increase sense of attachment to work)</p>   |  | <p>4,000</p> <p><input type="checkbox"/> Watching two movies about comedies, around NT\$ 780</p> <p><input type="checkbox"/> Having meals with friends and relatives to vent the disappointment and sense of frustration, around NT\$ 300</p> <p><input type="checkbox"/> Below NT\$ 300; please provide the amount:<br/>_____</p>  |
|  | <p>5. Increase sense of attachment to work</p> <p>Did the following changes about "increase attachment to work" occur after participating in the training? (Choose one or more answers)</p> <p><input type="checkbox"/> Liking one's own work more</p> <p><input type="checkbox"/> Feeling that one's own work is more meaningful than before</p> <p><input type="checkbox"/> Recommending friends or relatives to apply for jobs opened in one's own company</p> |  | <p>If there is one company today with all the conditions identical to those you currently work for (including the industry, company system, company scale, promotion system, software and hardware equipment, among others) except that the company does not take part in anti-drug promotional events. How much does the company have to offer above your current salary in order for you to work for them (for 1 year duration)? (Select one)</p> |

|  |  |  |  |
|--|--|--|--|
|  | <input type="checkbox"/> Other; please specify:<br><hr/> <input type="checkbox"/> I do not have any of the above changes (please go to Question 6. Improve interpersonal relations)  |  | <input type="checkbox"/> Above NT\$ 20,000; please provide the amount:<br><hr/> <input type="checkbox"/> Additional NT\$ 20,000 per month<br><input type="checkbox"/> Additional NT\$ 10,000 per month<br><input type="checkbox"/> Additional NT\$ 5,000 per month<br><input type="checkbox"/> Additional NT\$ 3,000 per month<br><input type="checkbox"/> Below NT\$ 3,000; please provide the amount:<br><hr/> |
|  | <p>6. Improve interpersonal relations</p> <p>Did the following changes about "improve interpersonal relations" occur after participating in the training? (Choose one or more answers)</p> <input type="checkbox"/> The friendliness with coworkers has improved as a result of participating in anti-drug training or serving as volunteer. |  | <p>Which of the following activities do you think can also help you improve interpersonal relations (for 1 year duration)? (Select one)</p> <input type="checkbox"/> Above NT\$ 20,000; please provide the amount:<br><hr/> <input type="checkbox"/> Receiving psychological counseling of ten hours, around NT\$ 20,000   |



|  |  |  |  |
|--|--|--|--|
|  | <input type="checkbox"/> I gradually gain courage to begin a conversation with someone I don't know because of the need to communicate anti-drug knowledge to kids and strangers.<br><input type="checkbox"/> I find like-minded people during lecturer training or volunteer events.<br><input type="checkbox"/> Other; please specify:<br><hr/> <input type="checkbox"/> I do not have any of the above changes (please go to Question 7. Improve family relationship) |  | <input type="checkbox"/> Attending a class on interpersonal relations, around NT\$ 4,500<br><input type="checkbox"/> Receiving psychological counseling of one hour, around NT\$ 2,000<br><input type="checkbox"/> Participating in a group game, around NT\$ 650<br><input type="checkbox"/> Having a meal with friends, around NT\$ 300<br>Below NT\$ 300; please provide the amount:<br><hr/> |
|  | 7. Improve family relationship<br>Did the following changes about "improved family relationship" occur after participating in the training?<br>(Choose one or more answers)<br><input type="checkbox"/> There are more common topics to talk about with the family.<br>Interaction with kids is switched to be in a way where their kids are   |  | Which of the following activities do you think can also help you improve family relationship (for 1 year duration)? (Select one)<br><input type="checkbox"/> Above NT\$ 20,000; please provide the amount:<br><hr/> <input type="checkbox"/> Domestic three-day family travel, NT\$ 20,000/trip  |

|  |  |  |  |
|--|--|--|--|
|  | <p>respected in making a choice.</p> <p><input type="checkbox"/> Starting to do more things together with the kids</p> <p><input type="checkbox"/> Other; please specify: _____</p> <p><input type="checkbox"/> I do not have any of the above changes (8. Enhance the willingness to volunteer or to help others)</p>   |  | <p><input type="checkbox"/> Attending a interpersonal communication course, NT\$ 4,500/class</p> <p><input type="checkbox"/> Receiving psychological counseling service, NT\$ 2,000/hour</p> <p><input type="checkbox"/> Taking part in indoor parent-child courses NT\$ 700/class (e.g., indoor DIY or baking class with children)</p> <p><input type="checkbox"/> Below NT\$ 700; please provide the amount: _____</p> |
|  | <p>8. Enhance the willingness to volunteer or to help others</p> <p>Did the following changes about "Enhance the willingness to volunteer or to help others" occur after participating in the training? (Choose one or more answers)</p> <p><input type="checkbox"/> Interested in other public interest events and willing to get involved</p> <p><input type="checkbox"/> Willing to devote to volunteer</p> |  | <p>Which of the following activities do you think can also help you enhance the willingness to volunteer or to help others (for 1 year duration)? (Select one)</p> <p><input type="checkbox"/> Above NT\$ 24,000; please provide the amount: _____</p> <p><input type="checkbox"/> Donating to charity groups, NT\$ 2,000 a month and around NT\$</p>  |

|  |  |  |   |
|--|--|--|---|
|  | <p>events after work</p> <p><input type="checkbox"/> Capable of reaching out to friends and relatives in need of help and more willing to do so</p> <p><input type="checkbox"/> Other; please specify: _____</p> <p><input type="checkbox"/> I do not have any of the above changes (please go to Question 9. Enhance awareness about health)</p>                    |  | <p>24,000 a year</p> <p><input type="checkbox"/> Donating to charity groups, NT\$ 1,000 a month and around NT\$ 12,000 a year</p> <p><input type="checkbox"/> Purchasing charity lottery once a week, NT\$ 50 per piece and around NT\$ 2,400 a year</p> <p><input type="checkbox"/> Donating two invoices with a prize of NT\$ 200, around NT\$ 400</p> <p><input type="checkbox"/> Below NT\$ 400; please provide the amount: _____</p> |
|  | <p>9. Enhance awareness about health</p> <p>Did the following changes about "enhance awareness about health" occur after participating in the training? (Choose one or more answers)</p> <p><input type="checkbox"/> The realization that the many unhealthy dietary habits are about the same while learning knowledge about drugs through the training and the</p> |  | <p>Which of the following activities do you think can also help you enhance awareness about health (for 1 year duration)? (Select one)</p> <p><input type="checkbox"/> Above NT\$ 24,000; please provide the amount: _____</p> <p><input type="checkbox"/> Two medical consultation and advice sessions a month for a year, around NT\$ 24,000</p>  |

|  |   |  |  |
|--|---|--|--|
|  | <p>review of one's own dietary habits</p> <p><input type="checkbox"/> The realization that many unhealthy lifestyles are about the same while learning knowledge about drugs through the training and the review of one's own lifestyles</p> <p><input type="checkbox"/> The realization that drug dependency is about the same while learning knowledge about drugs through the training (e.g. Painkillers) and the review of one's own medication</p> <p><input type="checkbox"/> Other; please specify:<br/>_____</p> <p><input type="checkbox"/> I do not have any of the above changes (please go to Question 10. Increase project management ability)</p> |  | <p><input type="checkbox"/> Purchasing health foods (one bottle every two months) for a year, around NT\$ 1,000 per bottle and around NT\$ 6,000 in total</p> <p><input type="checkbox"/> Subscribing health magazines for a year, around NT\$ 2,000</p> <p><input type="checkbox"/> Attending a class on health, around NT\$ 200</p> <p><input type="checkbox"/> Below NT\$ 200; please provide the amount:<br/>_____</p> |
|  | <p>10. Increase project management ability</p> <p>Did the following changes about "increase project management ability" occur after participating in the</p>  |  | <p>Which of the following ways do you think can bring about equivalent increase in the project management capability (for 1 year duration)? (Select one)</p>   |

|  |   |  |   |
|--|---|--|---|
|  | <p>training? (Choose one or more answers)</p> <p><input type="checkbox"/> Better at planning and arranging manpower</p> <p><input type="checkbox"/> Better at distributing resources</p> <p><input type="checkbox"/> Better at keeping track of time and work schedule</p> <p><input type="checkbox"/> Other; please specify: _____</p> <p><input type="checkbox"/> I do not have any of the above changes (please go to Question 11. Become more motivated to learn)</p> |  | <p><input type="checkbox"/> Above NT\$ 20,000; please provide the amount: _____</p> <p><input type="checkbox"/> Attending the WBSA Certified Business Planner, NT\$ 20,000</p> <p><input type="checkbox"/> Attending the project management international forum, NT\$ 6,000</p> <p><input type="checkbox"/> Attending the activity planning program, NT\$ 3,000</p> <p><input type="checkbox"/> Purchasing a book on activity planning, NT\$ 300</p> <p><input type="checkbox"/> Below NT\$ 300; please provide the amount: _____</p> |
|  | <p>11. Increase learning motivation</p> <p>Did the following changes about "become more motivated to learn" occur after participating in the training and working as volunteer? (Choose one or more answers)</p> <p><input type="checkbox"/> Getting to know a variety of</p>   |  | <p>Which of the following activities do you think can also help you become more motivated to learn (for 1 year duration)? (Select one)</p> <p><input type="checkbox"/> Above NT\$ 20,000; please provide the amount: _____</p>  |

|             |   |  |   |
|-------------|---|--|---|
|             | <p>drugs and feel the infinite nature of knowledge to accordingly become more motivated to learn by participating in the anti-drug lecturer training</p> <p><input type="checkbox"/> Spontaneously enriching oneself in order to pass down knowledge about drugs more completely to the audience and accordingly becoming more motivated to learn</p> <p><input type="checkbox"/> Becoming interested in learning and more motivated to learn because of the interesting teaching materials and how the program takes place by participating in the anti-drug lecturer training</p> <p><input type="checkbox"/> Other; please specify:<br/>_____</p> <p><input type="checkbox"/> I did not have any of the above changes (end of the questionnaire)</p> |  | <p><input type="checkbox"/> Being rewarded for learning, NT\$ 20,000</p> <p><input type="checkbox"/> Attending a class on interest exploring, around NT\$ 3,000</p> <p><input type="checkbox"/> Attending a workshop on health, around NT\$ 800</p> <p><input type="checkbox"/> Purchasing a book on interest exploring, around NT\$ 300</p> <p><input type="checkbox"/> Below NT\$ 300; please provide the amount:<br/>_____</p> |
| Attribution | Are there other factors at the same time besides the training (e.g. work, taking part in other public interest events, family interaction, etc.) that are helpful for you to have the above changes? (That is, the extent of contribution of the  |  |   |

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|            | <p>training to the above changes) (Choose one)</p> <p><input type="checkbox"/> 0%. It has nothing to do with other factors; all are contributions of this training.</p> <p><input type="checkbox"/> 25%. It has little to do with other factors; mostly are contributions of this training.</p> <p><input type="checkbox"/> 50%. Other factors and this training contribute half.</p> <p><input type="checkbox"/> 75%. Mostly are contributions of such other factors. This training only accounts for a small ratio.</p> <p><input type="checkbox"/> 100%. All are contributed from other factors; it has nothing to do with this training.</p>  |   |   |   |   |   |   |   |   |    |  |  |   |   |   |   |   |   |   |   |   |   |    |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |   |    |
| Deadweight | <p>How much did you already have of this outcome prior to participating in this training?</p> <table border="1"> <tr> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>0</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td> </tr> </table> <p>How much do you possess this outcome after participating in this training?</p> <table border="1"> <tr> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>0</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td> </tr> </table> |   |   |   |   |   |   |   |   |    |  |  | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |  |  |  |  |  |  |  |  |  |  |  | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
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| Duration   | <p>How long do you think the above changes will last? (Select one)</p> <p>Below a year. Please indicate the duration (number of months) you believe that it will last_____</p> <p><input type="checkbox"/> One year</p> <p><input type="checkbox"/> Two years</p> <p><input type="checkbox"/> Three years</p> <p><input type="checkbox"/> Four years</p> <p><input type="checkbox"/> Five years, inclusive</p>  |   |   |   |   |   |   |   |   |    |  |  |   |   |   |   |   |   |   |   |   |   |    |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |   |    |
| Drop-off   | <p>About the above changes, how much do you think they will drop off each year in the future? (Select one)</p> <p><input type="checkbox"/> They will not decrease year by year; they will stay the same every year.</p> <p><input type="checkbox"/> The effects will decrease by 25% each year.</p>   |   |   |   |   |   |   |   |   |    |  |  |   |   |   |   |   |   |   |   |   |   |    |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |   |    |

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|  | <input type="checkbox"/> The effects will decrease by 50% each year.<br><input type="checkbox"/> The effects will decrease by 75% each year.<br><input type="checkbox"/> The effects will completely disappear by the end of the first year. |
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✓ **Students of National Chung Cheng University**

| Item / Stakeholder | Students of National Chung Cheng University  |         |  |
|--------------------|--|---------|--|
| Basic information  | <p>1. Why do you want to take this program? (Choose one or more answers)</p> <p><input type="checkbox"/> Required by the supervisor</p> <p><input type="checkbox"/> Invited by colleagues or friends</p> <p><input type="checkbox"/> To improve personal image</p> <p><input type="checkbox"/> Interested in issues about drugs</p> <p><input type="checkbox"/> Interested in charity events</p> <p>2. Did you also participate in other similar courses, activities, or service-oriented clubs? (Choose one or more answers)</p> <p><input type="checkbox"/> <u>Yes, I also participated in other similar courses, activities, or service-oriented clubs.</u></p> <p><input type="checkbox"/> <u>No</u></p> |         |  |
| Outcome Indicators | 1. Resist drug attemptation<br>Did the following changes about "resist drug attemptation" occur after  | Pricing | Narcotics Hazard Prevention Act announced by Ministry of Justice |



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|  | <p>participating in the training? (Choose one or more answers)</p> <p><input type="checkbox"/> Because of taking this program and participating in anti-drug promotion, I promise myself that I will absolutely not try them.</p> <p><input type="checkbox"/> Other; please specify:<br/>_____</p> <p><input type="checkbox"/> I do not have any of the above changes (please go to Question 2. Improve communication and expression capabilities)</p> |  |  |
|  | <p>2. Did the following changes about "improve communication and expression capabilities" occur after electing this program and participating in the service-oriented program? (Choose one or more answers)</p> <p><input type="checkbox"/> The ability to answer questions brought forth by other people without prior notice at ease</p>   |  | <p>Which of the following activities do you think can also help you improve communication and expression capabilities (for 1 year duration)? (Select one)</p> <p><input type="checkbox"/> Taking part in a two-day professional presentation training program, around NT\$ 32,000</p> <p><input type="checkbox"/> Attending a class on interpersonal relations and</p> |

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|  | <input type="checkbox"/> Becoming more patient than before and willing to accomplish the purpose of communication by trying different approaches<br><input type="checkbox"/> Knowing how to express one's own ideas<br><input type="checkbox"/> Other; please specify:<br><hr/> <input type="checkbox"/> I do not have any of the above changes (please go to Question 3. Improve interpersonal relations) |  | communication skills, around NT\$ 4,500<br><input type="checkbox"/> Buying a book on communication and expression skills, around NT\$ 550<br><input type="checkbox"/> Other; please specify:  |
|  | 3. Did the following changes about "improve interpersonal relations" occur after electing this program and participating in the service-oriented program? (Choose one or more answers)<br><input type="checkbox"/> The familiarity with classmates is enhanced because of the collaboration during the service-oriented program.<br><input type="checkbox"/> I gradually gain courage to begin             |  | Which of the following activities do you think can also help you improve interpersonal relations (for 1 year duration)? (Select one)<br><input type="checkbox"/> Attending a class on interpersonal relations, around NT\$ 4,500<br><input type="checkbox"/> Receiving psychological counseling of one hour, around NT\$ 2,000<br><input type="checkbox"/> Participating in a group game, |

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|  | <p>a conversation with someone I don't know because of the need to communicate anti-drug knowledge to kids and strangers.</p> <p><input type="checkbox"/> I find like-minded people from the team in the service-oriented program.</p> <p><input type="checkbox"/> Other; please specify:</p> <hr/> <p><input type="checkbox"/> I do not have any of the above changes (Please go to Question 4. Enhance the willingness to volunteer or to help others)</p> |  | <p>around NT\$ 650</p> <p><input type="checkbox"/> Having a meal with friends, around NT\$ 300</p> <p><input type="checkbox"/> Other; please specify:</p>   |
|  | <p>4. Did the following changes about "Enhance the willingness to volunteer or to help others" occur after electing this program and participating in the service-oriented program? (Choose one or more answers)</p> <p><input type="checkbox"/> Interested in other volunteer clubs and willing to get involved</p> <p><input type="checkbox"/> Willing to devote to volunteer</p>  |  | <p>Which of the following activities do you think can also help you enhance the willingness to volunteer or to help others (for 1 year duration)? (Select one)</p> <p><input type="checkbox"/> Donating to charity groups, NT\$ 1,000 a month and around NT\$ 12,000 a year</p> <p><input type="checkbox"/> Purchasing charity lottery once a</p> |

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|  | <p>events besides studies</p> <p><input type="checkbox"/> Capable of reaching out to friends in need of help and more willing to do so</p> <p><input type="checkbox"/> Other; please specify:<br/>_____</p> <p><input type="checkbox"/> I do not have any of the above changes (please go to Question 5. Improve physical health)</p>   |  | <p>week (around 108 terms in total), NT\$ 50 per piece and around NT\$ 5,400 a year</p> <p><input type="checkbox"/> Donating one invoice with a prize of NT\$ 200 a month, around NT\$ 2,400 a year</p> <p><input type="checkbox"/> Other; please specify:</p>  |
|  | <p>5. Did the following changes about "improve physical health" occur after electing this program and participating in the service-oriented program? (Choose one or more answers)</p> <p><input type="checkbox"/> The realization that many unhealthy lifestyles are about the same while learning knowledge about drugs in class and the adjustment of one's own lifestyles</p> <p><input type="checkbox"/> The realization that drug dependency is about the same while</p> |  | <p>Which of the following activities do you think can also help you improve physical health (for 1 year duration)? (Select one)</p> <p><input type="checkbox"/> One-year membership of a fitness center, around NT\$ 20,000</p> <p><input type="checkbox"/> Purchasing health foods (one bottle every two months) for a year, around NT\$ 1,000 per bottle and around NT\$ 6,000 in total</p> <p><input type="checkbox"/> Subscribing health magazines for a year, around NT\$ 2,000</p> <p><input type="checkbox"/> Attending a class on health,</p> |

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|  | <p>learning knowledge about drugs in class (e.g. Painkillers) and the adjustment of one's own medication</p> <p><input type="checkbox"/> Other; please specify:</p> <p>_____</p> <p><input type="checkbox"/> I do not have any of the above changes (please go to Question 6. Increase self-confidence)</p>  |  | <p>around NT\$ 200</p> <p><input type="checkbox"/> Other; please specify:</p>   |
|  | <p>6. Did the following changes about "increase self-confidence" occur after electing this program and participating in the service-oriented program? (Choose one or more answers)</p> <p><input type="checkbox"/> Reduced fear about strangers after the training to deal with strangers face to face while providing service</p> <p><input type="checkbox"/> Reduced fear about public speaking after the training to getting on the stage while providing service</p> <p><input type="checkbox"/> Becoming respected by other</p> |  | <p>Which of the following activities do you think can also help you increase self-confidence (for 1 year duration)? (Select one)</p> <p><input type="checkbox"/> Taking the self-confidence development program of 15 hours, around NT\$ 12,000</p> <p><input type="checkbox"/> Receiving psychological counseling of one hour, around NT\$ 2,000</p> <p><input type="checkbox"/> Buying a book on the development of self-confidence, around NT\$ 300</p> <p><input type="checkbox"/> Other; please specify:</p> |

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|  | <p>people because of the role in communicating anti-drug knowledge while providing service</p> <p><input type="checkbox"/> Other; please specify:</p> <p>_____</p> <p><input type="checkbox"/> I do not have any of the above changes (please go to Question 7. Increase sense of attachment to the school)</p>   |  |  |
|  | <p>7. Did the following changes about "increase sense of attachment to the school" occur after electing this program and participating in the service-oriented program? (Choose one or more answers)</p> <p><input type="checkbox"/> Feeling affirmative and thankful for the resources invested in and the devotion of the school to the service-oriented program</p> <p><input type="checkbox"/> Feeling proud of communicating anti-drug knowledge on behalf of the school</p> |  | <p>Suppose that in reality, you are financially capable, how much are you willing to donate to your school after graduation with regard to the increased sense of attachment to the school (for 1 year duration)? (Select one)</p> <p><input type="checkbox"/> I will donate NT\$ 100,000 a year.</p> <p><input type="checkbox"/> I will donate NT\$ 50,000 a year.</p> <p><input type="checkbox"/> I will donate NT\$ 25,000 a year.</p> <p><input type="checkbox"/> I will donate NT\$ 10,000 a year.</p> <p><input type="checkbox"/> I will donate NT\$ 5,000 a year.</p> |

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|  | <input type="checkbox"/> Referring senior high school graduates to choose one's own school<br><input type="checkbox"/> Other; please specify:<br><hr/> <input type="checkbox"/> I do not have any of the above changes (please go to Question 8. Feel disappointed and frustrated)   |  | <input type="checkbox"/> Other; please specify:  |
|  | <p>8. Did the following changes about "feel disappointed and frustrated" occur after electing this program and participating in the service-oriented program? (Choose one or more answers)</p> <input type="checkbox"/> I feel frustrated because of the indifferent response from the audience while communicating anti-drug knowledge.<br><input type="checkbox"/> I do not want to get involved in other volunteer events any more.<br><input type="checkbox"/> I will not recommend others to take the program.<br><input type="checkbox"/> Other; please specify: |  | <p>Which of the following activities do you think can make up for your changes regarding "feel disappointed and frustrated"(for 1 year duration)? (Select one)</p> <input type="checkbox"/> Receiving psychological counseling of one hour, around NT\$ 2,000<br><input type="checkbox"/> Watching two movies about comedies, around NT\$ 780<br><input type="checkbox"/> Having meals with friends and relatives to vent the disappointment and sense of frustration, around NT\$ 300<br><input type="checkbox"/> Purchasing an inspirational book, |

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|             | <p>_____</p> <p><input type="checkbox"/> I did not have any of the above changes (end of this group of questions)</p>   |   | <p>around NT\$ 180 <input type="checkbox"/> Other; please specify:</p> |   |   |   |   |   |   |    |  |  |  |  |   |   |   |   |   |   |   |   |   |   |    |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |   |    |
| Attribution | <p>Are there other factors at the same time besides the training (e.g. work, taking part in other public interest events, family interaction, etc.) that are helpful for you to have the above changes? (That is, the extent of contribution of the training to the above changes) (Choose one)</p> <p><input type="checkbox"/> 0%. It has nothing to do with other factors; all are contributions of this training.</p> <p><input type="checkbox"/> 25%. It has little to do with other factors; mostly are contributions of this training.</p> <p><input type="checkbox"/> 50%. Other factors and this training contribute half.</p> <p><input type="checkbox"/> 75%. Mostly are contributions of such other factors. This training only accounts for a small ratio.</p> <p><input type="checkbox"/> 100%. All are contributed from other factors; it has nothing to do with this training.</p> |   |  |   |   |   |   |   |   |    |  |  |  |  |   |   |   |   |   |   |   |   |   |   |    |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |   |    |
| Deadweight  | <p>How much did you already have of this outcome prior to participating in this training?</p> <table border="1"> <tr> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>0</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td> </tr> </table> <p>How much do you possess this outcome after participating in this training?</p> <table border="1"> <tr> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>0</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td> </tr> </table>   |   |  |   |   |   |   |   |   |    |  |  |  |  | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |  |  |  |  |  |  |  |  |  |  |  | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
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| Duration    | <p>How long do you think the above changes will last? (Select one)</p> <p>Below a year. Please indicate the duration (number of months) you believe that it will last _____</p> <p><input type="checkbox"/> One year</p> <p><input type="checkbox"/> Two years</p>  |   |  |   |   |   |   |   |   |    |  |  |  |  |   |   |   |   |   |   |   |   |   |   |    |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |   |    |



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|          | <input type="checkbox"/> Three years<br><input type="checkbox"/> Four years<br><input type="checkbox"/> Five years, inclusive  |
| Drop-off | <p>About the above changes, how much do you think they will drop off each year in the future? (Select one)</p> <input type="checkbox"/> They will not decrease year by year; they will stay the same every year.<br><input type="checkbox"/> The effects will decrease by 25% each year.<br><input type="checkbox"/> The effects will decrease by 50% each year.<br><input type="checkbox"/> The effects will decrease by 75% each year.<br><input type="checkbox"/> The effects will completely disappear by the end of the first year. |

✓ **Enterprises**

| Item/Stakeholder  | Enterprises  |
|-------------------|--|
| Basic information | <p>1. Why are you willing to support anti-drug promotional events? (Choose one or more answers)</p> <input type="checkbox"/> Improved corporate image<br><input type="checkbox"/> Touched by the sincerity of the staff of the Taiwan Drug Free World Association<br><input type="checkbox"/> Passion about issues about drugs<br><input type="checkbox"/> Passion about charity events<br><input type="checkbox"/> Other; please specify: _____ |

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| Outcome Indicators | <p>1. Improve corporate image</p> <p>Did the following changes about "Improve corporate image" occur after participating in anti-drug promotional events? (Choose one or more answers)</p> <p><input type="checkbox"/> New customers start to spontaneously contact your company for service.</p> <p><input type="checkbox"/> Customers spontaneously praise the company for its devotion to charity events.</p> <p><input type="checkbox"/> Existing customers refer new customers to the company.</p> <p><input type="checkbox"/> Other; please specify: _____</p> <p><input type="checkbox"/> There are none of the above changes (Please go to Question 2.</p> | Pricing    | <p>Which of the following activities do you think can also help you improve corporate image (for 1 year duration)? (Select one)</p> <p><input type="checkbox"/> Above NT\$ 300,000; please provide the amount: _____</p> <p><input type="checkbox"/> Sponsoring charity events or improving annual sales NT\$ 300,000</p> <p><input type="checkbox"/> Sponsoring charity events or improving annual sales NT\$ 200,000</p> <p><input type="checkbox"/> Sponsoring charity events or improving annual sales NT\$ 100,000</p> <p><input type="checkbox"/> Below NT\$ 100,000; please provide the amount: _____</p> <p><input type="checkbox"/> Other; please specify: _____</p> |
|                    | Reduce employee educational training cost).  | Deadweight | a. What do you think was your corporate image prior to participating in anti-drug promotional events?   |

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|  |   |  | <p>0 (Extremely bad)~10 (Extremely good)</p> <p>b. What do you think is your corporate image after participating in anti-drug promotional events?</p> <p>0 (Extremely bad)~10 (Extremely good)</p>  |
|  | <p>2. Reduce employee educational training cost</p> <p>Did the following changes about "reduce employee educational training cost" occur after participating in anti-drug promotional events?</p> <p>(Choose one or more answers)</p> <p><input type="checkbox"/> The presentation provided during anti-drug lecturer training can be used as the template to produce the revised presentation during employee educational training to reduce the time and cost.</p> <p><input type="checkbox"/> Educational training is designed with reference to the interactive</p> |  | <p>What do you think is the approximate amount among the following options involved in the reduced employee educational training cost of the company by using or borrowing the template from the teaching materials in the completed lecturer training (for 1 year duration)? (Select one)</p> <p><input type="checkbox"/> Above NT\$ 20,000; please provide the amount:</p> <p>_____</p> <p><input type="checkbox"/> Reduce employee educational training cost by NT\$ 20,000</p> <p><input type="checkbox"/> Reduce employee educational training cost by NT\$ 10,000</p> |

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|  | <p>approach in the anti-drug lecturer training.</p> <p><input type="checkbox"/> Lecturers will refer to and apply the lecturing techniques adopted by anti-drug lecturers in corporate education training.</p> <p><input type="checkbox"/> Other; please specify:<br/>_____</p> <p><input type="checkbox"/> There are none of the above changes (Please go to Question 3. Reduce operational cost).</p>     |  | <p><input type="checkbox"/> Reduce employee educational training cost by NT\$ 5,000</p> <p><input type="checkbox"/> Reduce employee educational training cost by NT\$ 3,000</p> <p><input type="checkbox"/> Below NT\$ 3,000; please provide the amount:<br/>_____</p> <p><input type="checkbox"/> Other; please specify:</p>   |
|  | <p>3. Reduce operational cost</p> <p>Did the following changes about "reduce operational cost" occur after participating in anti-drug promotional events? (Choose one or more answers)</p> <p><input type="checkbox"/> Can more effectively prevent against leasing or selling a property to a drug abuser</p> <p><input type="checkbox"/> Can reduce chances for employees to try drugs to accordingly</p> |  | <p>Because of the participation in anti-drug promotional events and the attitude demonstrated by the company against drugs, transactions between drug abusers and the company may be avoided:</p> <p>a. How many transactions with drug abusers approximately do you think are avoided a year (for 1 year duration)? (Select one)</p> <p><input type="checkbox"/> Around 20</p> |

|  |   |  |  |
|--|---|--|--|
|  | <p>bring down the cost incurred because of the change in manpower or counseling provided to employees</p> <p><input type="checkbox"/> Drug abusers to rent or purchase a property from the company are reduced because of knowing that your company is promoting anti-drug promotional events.</p> <p><input type="checkbox"/> Other; please specify:<br/>_____</p> <p><input type="checkbox"/> There are none of the above changes (Please go to Question 4. Provide resources to support anti-drug promotional events).</p> |  | <p><input type="checkbox"/> Around 10</p> <p><input type="checkbox"/> Around 5</p> <p><input type="checkbox"/> Other; please specify the quantity_____</p> <p>b. Continued from the above question, how much cost do you think can be avoided by avoiding each transaction with drug abusers (for 1 year duration)? (You may have multiple selections.)</p> <p><input type="checkbox"/> Reduced break-ins by police during a crackdown and hence reduced door repairs, around NT\$ 16,000 each time</p> <p><input type="checkbox"/> Reduced chances of leasing a property to a drug abuser and hence reduced replacement of curtains for removal of the odors of drugs, NT\$ 4,000 each time</p> <p><input type="checkbox"/> Cost of showing new customers the property, around NT\$ 4,500 per unit</p> <p><input type="checkbox"/> Cost of signing the contract</p> |
|--|---|--|--|

|  |  |            |   |
|--|--|------------|---|
|  |  |            | again, around NT\$ 1,500 per unit<br><input type="checkbox"/> Other, please specify: _____  |
|  | 4. Provide resources to support anti-drug promotional events<br>Did the following changes about "Provide resources to support anti-drug promotional events" occur after participating in anti-drug promotional events? (Choose one or more answers)<br><input type="checkbox"/> Encouraging more counterparts or branches to promote anti-drug promotional events<br><input type="checkbox"/> Encouraging more employees to devote to anti-drug promotional events<br><input type="checkbox"/> Appropriating budget inside the company in support of anti-drug promotional events<br><input type="checkbox"/> Other; please specify: _____ |            | How much will you devote to anti-drug promotional events next year (for 1 year duration)? (Select one)<br><input type="checkbox"/> Above NT\$ 120,000; please provide the amount: _____<br><input type="checkbox"/> Investment of around NT\$ 120,000 in anti-drug lectures<br><input type="checkbox"/> Investment of around NT\$ 100,000 in anti-drug lectures<br><input type="checkbox"/> Investment of around NT\$ 80,000 in anti-drug lectures<br><input type="checkbox"/> Below NT\$ 80,000; please provide the amount: _____<br><input type="checkbox"/> Other; please specify: _____ |
|  | <input type="checkbox"/> Other; please specify: _____  | Deadweight | a. How willing were you to devote more resources to promoting   |

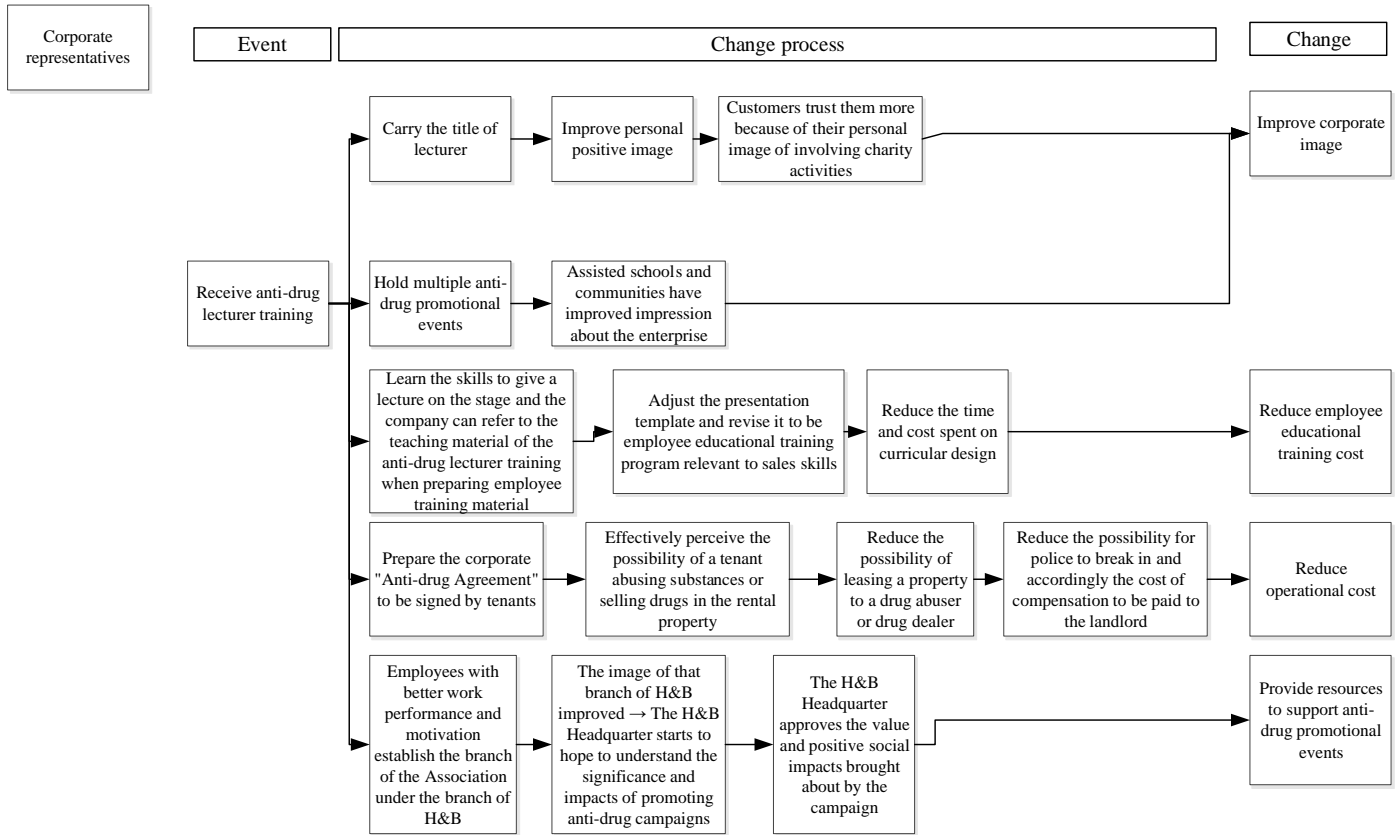
|             |   |  |   |
|-------------|---|--|---|
|             | <input type="checkbox"/> There are none of the above changes (end of survey)  |  | <p>anti-drug promotional events prior to participating in anti-drug promotional events?</p> <p>0 (Extremely unwilling to devote resources to promoting anti-drug lectures) ~10 (Extremely willing to devote resources to promoting anti-drug lectures)</p> <p>b. How willing are you to devote more resources to promoting anti-drug promotional events after participating in anti-drug promotional events?</p> <p>0 (Extremely unwilling to devote resources to promoting anti-drug lectures) ~10 (Extremely willing to devote resources to promoting anti-drug lectures)</p> |
| Attribution | <p>Are there other factors at the same time besides participating in anti-drug lectures (e.g. taking part in other public interest events, company management strategies, etc.) that are helpful for you to have the above changes? (That is, the extent of contribution of participating in anti-drug lectures to the above changes) (Choose one)</p> <p><input type="checkbox"/> 0%. It has nothing to do with other factors; all are contributions of participating in anti-drug lectures.</p> |  |   |

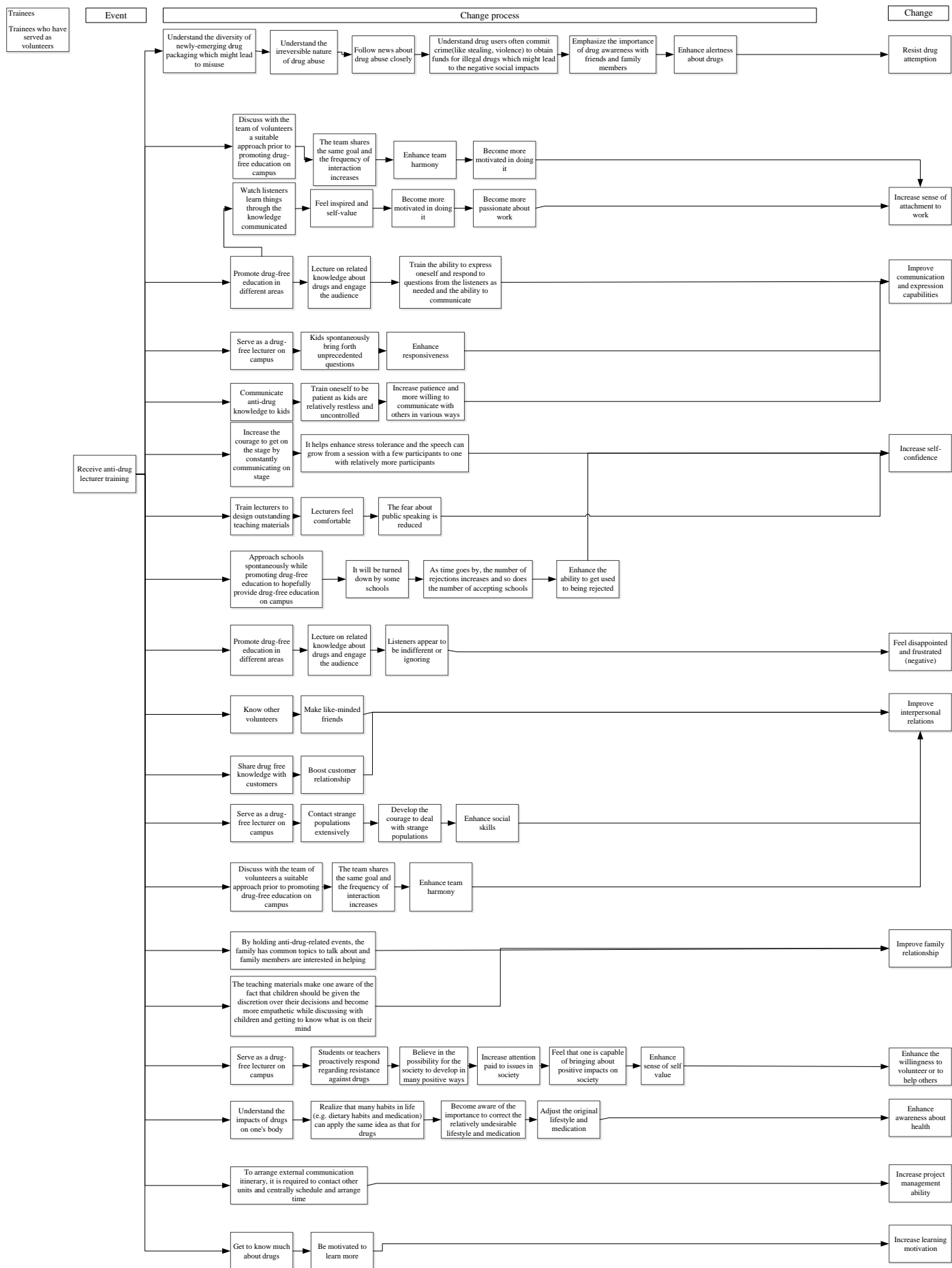
|            |  |
|------------|--|
|            | <input type="checkbox"/> 25%. It has little to do with other factors; mostly are contributions of participating in anti-drug lectures.<br><input type="checkbox"/> 50%. Other factors and participating in anti-drug lectures contribute half.<br><input type="checkbox"/> 75%. Mostly are contributions of such other factors. Participating in anti-drug lectures only accounts for a small ratio.<br><input type="checkbox"/> 100%. All are contributed from other factors; it has nothing to do with participating in anti-drug lectures.  |
| Deadweight | <p>What do you think are the approximate chances for the above changes to still occur without participating in anti-drug lectures? (Select one)</p> <input type="checkbox"/> 0%. Without participating in anti-drug lectures, changes are unlikely.<br><input type="checkbox"/> 25%. Without participating in anti-drug lectures, there are minimal probability for the same changes to occur.<br><input type="checkbox"/> 50%. Without participating in anti-drug lectures, there are still half the chances for the same changes to occur.<br><input type="checkbox"/> 75%. Without participating in anti-drug lectures, chances for the same changes to occur remain high.<br><input type="checkbox"/> 100%. Without participating in anti-drug lectures, changes will still occur. |
| Duration   | <p>How long do you think the above changes will last? (Select one)</p> <p>Below a year. Please indicate the duration (number of months) you believe that it will last_____</p> <input type="checkbox"/> One year<br><input type="checkbox"/> Two years<br><input type="checkbox"/> Three years<br><input type="checkbox"/> Four years<br><input type="checkbox"/> Five years, inclusive  |
| Drop-off   | <p>About the above changes, how much do you think they will drop off each year in the future? (Select one)</p> <input type="checkbox"/> They will not decrease year by year; they will stay the same every year.<br><input type="checkbox"/> The effects will decrease by 25% each year.   |

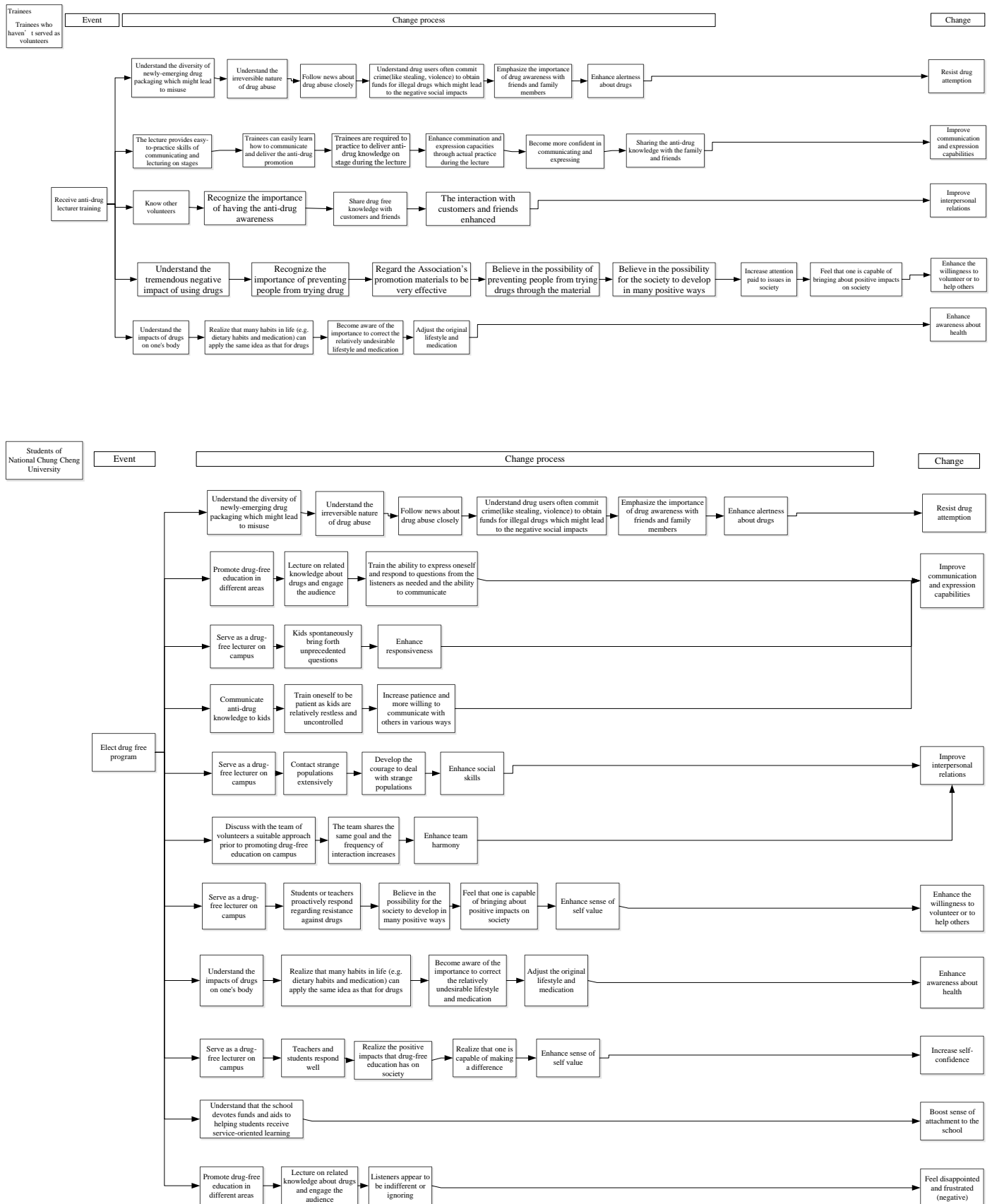


|  |  |
|--|--|
|  | <ul style="list-style-type: none"><li><input type="checkbox"/> The effects will decrease by 50% each year.</li><li><input type="checkbox"/> The effects will decrease by 75% each year.</li><li><input type="checkbox"/> The effects will completely disappear by the end of the first year.</li></ul> |
|--|--|

## Appendix 2 Chain of events







## Appendix 3    References

| Title  | Type of report                            |
|--|---|
| A Guide to Social Return on Investment (2012)  | Principle from Social Value International |
| Standard on Applying Principle 1:Involve Stakeholders (2018 draft)   | Principle from Social Value International |
| AA1000 Stakeholders engagement standards (2015)  | Principle from Accountability             |
| Cheng, K. P. The Cost Effectiveness Analysis of Judicial Treatment for the Drug Abuser A case study of Taiwan Taipei District Prosecutors Office, and Sindian Drug Abuser Treatment Center of Agency of Corrections of Ministry of Justice | Dissertation                              |
| Social Impact from CTBC's Sponsorship of Professional Baseball   | SROI Report                               |
| The social value of CLG Na Fianna  | SROI Report                               |