



# Tzu Chi Foundation

## Analysis Report of “Banqiao Jing Si Hall” Social Return on Investment (SROI)

August 2020

Author:

Tzu Chi Foundation

# SOCIAL VALUE

INTERNATIONAL

## Statement of Report Assurance

Social Value International certifies that the report "Analysis Report of "Banqiao Jing Si Hall" Social Return on Investment (SROI)", published on 27 August 2020, satisfies the requirements of the assurance process.

The assurance process seeks to assess whether or not a report demonstrates a satisfactory understanding of, and is consistent with, the Principles of Social Value. Reports are independently reviewed by qualified assessors and must demonstrate compliance with the Social Value report assurance standard in order to be certified. The Social Value report assurance standard can be downloaded from the website [socialvalueint.org](http://socialvalueint.org).

Assurance here is against the Principles of Social Value only and does not include verification of stakeholder engagement, report data and calculations.

Awarded 27 August 2020



Ben Carpenter

Chief Executive Officer



Social Value UK carries out the assurance service on behalf of Social Value International. Social Value International is the global network focused on social impact and social value. We are the global network for those with a professional interest in social impact and social value. We work with our members to increase the accounting, measuring and managing of social value from the perspective of those affected by an organisation's activities, through the standardised application of the Principles of Social Value. We believe in a world where a broader definition of value will change decision making and ultimately decrease inequality and environmental degradation.

Disclaimer: Social Value International will not be responsible for any actions that an organisation takes based upon a report that has been submitted for assurance. An assured report does not grant Accredited Practitioner status to the author/ authors of the report unless it is part of a full application for Accredited Practitioner status.

## Description

I.	Analytical Structure and Description of SROI .....	6
1.1	Description of SROI	6
1.2	The analytical principles of SROI	6
1.3	SROI analysis steps	7
1.4	limitation on the SROI analysis	8
II.	Project Introduction.....	9
2.1	Contents and objectives of the project	9
2.1.1	Poverty Relief and Provide Aid in the Education of Young Students	9
2.1.2	Compassion for Humanity and Disaster Relief	9
2.1.3	Welfare Services and Physical and Mental Health Care	10
2.1.4	Community Care and Putting Localization into Practice	10
2.1.5	Provide Guidance to Volunteers for Cultivation and Empowerment	11
2.1.6	Promotion of Values and Pass on the Philosophy	11
2.1.7	The activity types of Tzu Chi's Banqiao Jing Si Hall in 2018	<b>Error! Bookmark not defined</b>
2.2	Description of SROI analysis scope	12
2.2.1	Poverty Relief and Provision of Aid in the Education of Young Students	12
2.2.2	Compassion for Humanity and Disaster Relief	12
2.2.3	Welfare Services and Physical and Mental Health Care	12
2.2.4	Community Care and Putting Localization into Practice	13
2.2.5	Provide Guidance to Volunteers for Cultivation and Empowerment	13
2.2.6	Promotion of Values and Passing on the Philosophy	13
2.3	Related SROI Literature Research	13
III.	Stakeholder involvement.....	16
3.1	Identification of stakeholders	16
3.1.1	Poverty Relief and Provide Aid in the Education of Young Students	16
3.1.2	Compassion for Humanity and Disaster Relief	17
3.1.3	Welfare Services and Physical and Mental Health Care	19
3.1.4	Community Care and Putting Localization into Practice	20
3.1.5	Provide Guidance to Volunteers for Cultivation and Empowerment	22
3.1.6	Promotion of Values and Passing on the Philosophy	23
3.2	Stakeholder Engagement Map	23
3.2.1	Poverty Relief and Providing Aid in the Education of Young Students	24
3.2.2	Compassion for Humanity and Disaster Relief	26
3.2.3	Welfare Services and Physical and Mental Health Care	27
3.2.4	Community Care and Putting Localization into Practice	30
3.2.5	Provide Guidance to Volunteers for Cultivation and Empowerment	33
3.2.6	Promotion of Values and Pass on the Philosophy	35
3.3	Engagement results of stakeholders - interviews	37
3.3.1	Poverty Relief and Provide Aid in the Education of Young Students	39
3.3.2	Compassion for Humanity and Disaster Relief	40
3.3.3	Welfare Services and Physical and Mental Health Care	41
3.3.4	Community Care and Putting Localization into Practice	43
3.3.5	Provide Guidance to Volunteers for Cultivation and Empowerment	45
3.3.6	Promotion of Values and Pass on the Philosophy	46
3.4	Engagement results of stakeholders – survey questionnaire	47
IV.	Map of impacts .....	50
4.1	Investment	50
4.1.1	Poverty Relief and Provide Aid in the Education of Young Students	50

4.1.2 Compassion for Humanity and Disaster Relief	50
4.1.3 Welfare Services and Physical and Mental Health Care	51
4.1.4 Community Care and Putting Localization into Practice	52
4.1.5 Provide Guidance to Volunteers for Cultivation and Empowerment	52
4.1.6 Promotion of Values and Passing on the Philosophy	53
4.2 Output	53
4.2.1 Poverty Relief and Provide Aid in the Education of Young Students	53
4.2.2 Compassion for Humanity and Disaster Relief	54
4.2.3 Welfare Services and Physical and Mental Health Care	54
4.2.4 Community Care and Putting Localization into Practice	55
4.2.5 Provide Guidance to Volunteers for Cultivation and Empowerment	55
4.2.6 Promotion of Values and Pass on the Philosophy	56
4.3 Map of impacts	57
4.3.1 Poverty Relief and Providing Aid in the Education of Young Students	57
4.3.2 Compassion for Humanity and Disaster Relief	59
4.3.3 Welfare Services and Physical and Mental Health Care	60
4.3.4 Community Care and Putting Localization into Practice	62
4.3.5 Provide Guidance to Volunteers for Cultivation and Empowerment	65
4.3.6 Promotion of Values and Pass on the Philosophy	67
V. SROI Results Analysis .....	69
5.1 Establishment of evaluation indicators and financial proxy indicators	69
5.1.1 Poverty Relief and Providing Aid in the Education of Young Students	69
5.1.2 Compassion for Humanity and Disaster Relief	74
5.1.3 Welfare Services and Physical and Mental Health Care	76
5.1.4 Community Care and Putting Localization into Practice	83
5.1.5 Provide Guidance to Volunteers for Cultivation and Empowerment	88
5.1.6 Promotion of Values and Passing on the Philosophy	92
5.2 Sensitivity factors and project's outcome value quantification	95
5.2.1 Poverty Relief and Provide Aid in the Education of Young Students	97
5.2.2 Compassion for Humanity and Disaster Relief	99
5.2.3 Welfare Services and Physical and Mental Health Care	101
5.2.4 Community Care and Putting Localization into Practice	103
5.2.5 Provide Guidance to Volunteers for Cultivation and Empowerment	105
5.2.6 Promotion of Values and Passing on the Philosophy	107
5.3 SROI analysis results	109
5.3.1 Poverty Relief and Provide Aid in the Education of Young Students	109
5.3.2 Compassion for Humanity and Disaster Relief	109
5.3.3 Welfare Services and Physical and Mental Health Care	109
5.3.4 Community Care and Putting Localization into Practice	109
5.3.5 Provide Guidance to Volunteers for Cultivation and Empowerment	109
5.3.6 Promotion of Values and Pass on the Philosophy	109
5.4 Sensitivity analysis	110
VI. Description of SROI analysis results.....	112
6.1 Description of SROI analysis results	112
6.1.1 Poverty Relief and Provide Aid in the Education of Young Students	113
Analysis based on the type of stakeholders	113
Analysis based on the beneficial results	113
6.1.2 Compassion for Humanity and Disaster Relief	114
Analysis based on the type of stakeholders	114
Analysis based on the beneficial results	114

6.1.3 Welfare Services and Physical and Mental Health Care	115
Analysis based on the type of stakeholders	115
Analysis based on the beneficial results	115
6.1.4 Community Care and Putting Localization into Practice	116
6.1.5 Provide Guidance to Volunteers for Cultivation and Empowerment	117
6.1.6 Promotion of Values and Pass on the Philosophy	118
Annex 120	
Annex 1 Example of questions for the interview	120
Annex 2 Sample Questionnaire	125

# I. Analytical Structure and Description of SROI

## 1.1 Description of SROI

The analysis of Social Return on Investment (SROI<sup>1</sup>) is derived and extended from Cost Benefit Analysis (CBA) and applies the Theory of Change as its core for the measurement of changes and impact on the stakeholders from the implementation of a project. The results of the measurement will be represented with a monetary value. For example: a project with an SROI ratio of 3.5 indicates that every dollar invested in the project will create a value of 3.5 dollars for the stakeholders and provide social benefits.

The evaluation of SROI includes two types such as the "forecast type" and "evaluation type" depending on the type of project. The "forecast type" mainly evaluates projects that are still in the planning phase prior to the project implementation, to understand the possible social impact and benefit of the project in advance. The "evaluation type" assesses the implemented projects to practically understand the social impact and benefit created by the investment of the project.

## 1.2 The analytical principles of SROI

An SROI analysis focuses on the measurement of intangible value of a project and monetization. Therefore, the entire evaluation process must follow the seven principles below to ensure that the entire analysis process and results fulfill the evaluation foundation of SROI that is a conservative evaluation without over-claims. The relevant principles are explained below:

- Principle 1- Involve stakeholders:

Identify stakeholders and involve stakeholders in the SROI analysis process, to effectively understand the impact and value created by the project.

- Principle 2- Understand what changes

Articulate how change is created and evaluate its impact through evidence gathered (including positive and negative changes as well as those that are intended and unintended).

- Principle 3- Value the things that matter

Financial proxy indicators should be used in order to recognize the value of the outcomes and to give a voice to those excluded from the markets but who are affected by activities.

- Principle 4- Only include what is material

Determine what information and evidence must be included in the accounts to give a true and fair picture, such that stakeholders can draw reasonable conclusions about impact.

---

<sup>1</sup> In general, Social Return on Investment (SROI) was interpreted as the social return on investment of public welfare; however, this project of the Tzu Chi Foundation focuses on the impact of charity and public welfare, so the interpretation was adjusted to the impact on public welfare society.

- Principle 5- Verify the results

The SROI analysis inevitably involves subjectivity and thus appropriate independent assurance is required to help assess whether or not the SROI analysis and decision were reasonable.

- Principle 6- Be transparent

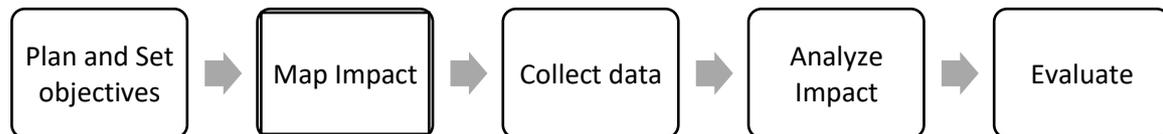
Document and explain the identified stakeholders, outcomes, financial proxy indicators and benchmarks in the analysis process. The result of analysis will be more credible when the processes are more transparent.

- Principle 7- Do not over-claim

Exclude the unnecessary factors and only claim the impact caused by the activity.

### 1.3 SROI analysis steps

The SROI analysis process includes five major steps. The main structure is as shown in the following diagram and the brief description is as follows.



- Plan and Set objectives

In the beginning phase of the project, the SROI projects will be identified and prioritized for the implementation of the SROI evaluation; in general, the selection is based on the potential impact, sufficiency in data and long-term planning of the projects. For the identified projects, conduct the analysis of potential changes created by the overall project objectives (what problem this project is solving), key stakeholders and projects, then establish a Stakeholder Engagement Map to focus on the evaluation of possible impact on stakeholders created by the projects.

- Map Impacts

After confirming the implementation scope of the project, the inputs, outputs, results and impact of the project shall be identified. The inputs of the project, such as the dedicated resources of the project, including money and time; the outputs of the project, including activities created by the inputs; the results of the project refer to the immediate effects such as improvement of a family's financial situation; the impact of the project refers to the direct or indirect impact in the long-term implementation of the project, such as enhancement of self-confidence and sense of spiritual satisfaction. Then establish an impact map of the project, through the indicator evaluation on the inputs, outputs, results and impact.

- Collect data

Collect relevant data, supporting information and financial proxy indicators required for evaluation based on the preliminary analysis framework confirmed in the preceding step 1 and step 2. The data collection methods include but are not

limited to questionnaires, telephone interviews, interviews, analysis of secondary data, etc. and the corresponding financial proxy indicators will be stipulated according to the results of data collection, to evaluate the results of SROI.

- Analyze Impacts

This stage aims to identify other factors that affect the results of the project and conduct the sensitivity analysis to prevent over-claim. These factors include the unnecessary factors, substitution factors and attribution factors, etc. Moreover, calculate the future impact of the project as a concern of the decline factors and evaluate the annual cost-benefit discount base period to calculate the SROI.

- Evaluate

Review and verify whether or not the overall benefits created by the project are in accordance with the expected proposal according to the qualitative and quantitative information feedback from the stakeholders of the project as well as the evaluation process and results of the SROI project and propose the direction of improvement for the overall project based on the social benefits identified by the SROI results.

## 1.4 limitation on the SROI analysis

The overall evaluation process of SROI and the evaluation and calculation of social value include the subjective feelings and judgments of stakeholders. The evaluation method is not a conventional predictive model of financial analysis. This project collected the level of changes of impact from the project according to the interviews of the main group, one-on-one interviews and questionnaire surveys and conducted relevant evaluation based on the conservative principles; however, the results may be different due to the differences in the involved parties or the implementation procedures of projects and different financial proxy indicators will be adopted due to differences in the content and nature of projects. Therefore, the SROI values of different types of projects or the same types of projects without identical or the same implementation procedures or project nature cannot be directly compared.

## II. Project Introduction

### 2.1 Contents and objectives of the project

The Tzu Chi Foundation (hereinafter referred to as Tzu Chi) was founded in 1966 by Master Cheng Yen in Hualien. The Tzu Chi Foundation is a Buddhist charity foundation and it focuses on humanitarianism with global presence. It upholds the Buddha's belief of "unconditional compassion and universal sympathy" and gradually develops the "Four endeavors, eight footprints" of charity, medical care, education, humanities, international disaster relief, bone marrow donation, community volunteers, and environmental protection. This project uses the activities of "Banqiao Jing Si Hall" in 2018 as the scope of evaluation and conduct classification and calculation based on the six major aspects: "Poverty Relief and Provide Aid in the Education of Young Students," "Compassion for Humanity and Disaster Relief," "Welfare Services and Physical and Mental Health Care," "Community Care and Putting Localization into Practice," "Provide Guidance to Volunteers for Cultivation and Empowerment" and "Promotion of Values and Pass on the Philosophy." The contents and objectives of the related activities are described in 2.1.1~2.1.6.

#### 2.1.1 Poverty Relief and Provide Aid in the Education of Young Students

Tzu Chi provides short-term, mid-term, and long-term assistance to the poor in economic terms and practically carries out the caring for "holistic person, holistic family, and holistic process." Tzu Chi looks forward to achieving spiritual prosperity as well as self-reliance and escape from poverty. Education and escape from poverty are the most important. Connect school education and home education as well as establish a support network through scholarships, after-school counseling and camp activities, to help the students to grow up and study without worries.

The contents of "Poverty Relief and Provide Aid in the Education of Young Students" activities conducted by Tzu Chi include: community visits and scholarships for young students. Community visits include charitable care services such as caring for socially underprivileged groups, evaluating and improving the living environment of the care receiver families, and establishing home medical visits for elders who live alone, to provide suitable assistance for individual cases and help them to be self-reliance in the future. The scholarships for young students is aimed at escaping from poverty through education. Connect school education and home education as well as establish a support network through scholarships and curriculum counseling, to help the students to grow up and learn.

#### 2.1.2 Compassion for Humanity and Disaster Relief

Tzu Chi upholds the principles of "direct, significant, respect, practical, and timely" to provide emergency disaster relief domestically and internationally, as well as adopts scientific methods to assess the subjective and objective factors of disasters to plan the short-term, mid-term and long-term assistance and reconstruction. Tzu Chi deeply understands that emergency rescue and humanitarianism are regardless of race, belief and skin color. Tzu Chi is looking forward to establishing a global village of love with its belief in "gratefulness, respect, and love."

The content of “Compassion for Humanity and Disaster Relief” activities conducted by Tzu Chi includes: emergency assistance in the event of a disaster, all necessary emergency assistance such as various resources and materials for living, emergency fund, clean-up for the environment and compassionate companionship will be provided to assist the people in needs to restore their lives.

### 2.1.3 Welfare Services and Physical and Mental Health Care

Taiwanese society is facing three major challenges such as low birth rate, heterogenization and aging society, which will impact and cause changes in the social, economic and family structure. For the aspect of caring for the society, Tzu Chi upholds the hierarchy of demands and assists children, teenagers and the elderly through diverse programs in response to the current social conditions through the learning of love and belongingness as well as dignity and self-realization.

The contents of “Welfare Services and Physical and Mental Health Care” activities conducted by Tzu Chi include: children’s growth and adolescent care, youth care and welfare for the elderly. Children’s growth and youth care activities include the parent-child development class, DaAi mama and Tzu Chi Basketball 2 and other activities to help children and youngsters learn about love and belongingness. The mutual learning courses in the parent-child development class can enhance the parent-child interaction, family integration and promote the character education; DaAi mama is able to enrich the morning time at schools and enhance children's humanistic cultivation; with the Tzu Chi Basketball, children can not only enhance their physical strength, but also learn and cooperate with others through competitions. The youth care activities include the activities of Tzu Chi youth club 3 and the development camps for college students. It is expected to motivate the group learning and peer learning for young people, so that they can find the value of belongingness and self-realization. The welfare activities for the elderly have diverse service programs in response to the ageing society, such as local community care bases for assisting the elderly to join various activities to promote their health as well as gain love and dignity.

### 2.1.4 Community Care and Putting Localization into Practice

Tzu Chi believes that charitable activities need to be practically implemented in the community. Tzu Chi recruit’s community volunteers, promotes community participation, proposes service plans, and integrates with community resources to develop community activities. Tzu Chi also finds the marginal man in the community and looks forward to assisting underprivileged groups to find their confidence and dignity.

---

<sup>2</sup> Tzu Chi Basketball: Tzu Chi youth association of basketball family. To guide young people to understand and appreciate the DaAi spirit and gratitude culture of Tzu Chi when developing their physical strength, and attract more young people to join the true, kind and beautiful family of Tzu Chi, as well as to spread the seeds of love and form a cycle of love and kindness.

<sup>3</sup> Tzu Chi Youth Club: Tzu Chi Youth Association for college students. It consists of students from universities and colleges around the world. With the same philosophy and life direction, walking into the crowd with persistent and dedicating oneself to refreshing the campus, as well as creating a bright future for the society.

The contents of “Community Care and Putting Localization into Practice” activities conducted by Tzu Chi include: activities such as community consultation, development courses, institutional care, environmental promotion, and guiding and leading public activities. The community consultation is expected to promote the mutual-assistance concept of "good neighbors and neighborhoods with the love of mutual assistance" in the community, to activate the momentum in the community so that the communities are able to help themselves and assist each other. The development course includes spiritual growth lectures, development classes of new immigrants, etc., to enhance the community residents’ self-confidence and sense of achievement as well as expand their social circle of friends. Institutional care is based on the regular visits at the nursing home and veterans’ home, etc. to provide them with the institutional assistance in human resources, as well as positive life prospect and dignity through courses and companions. Environmental promotion focuses on the promotion of environmental protection and education, and it is expected to motivate more people to join the environmental protection activities and pass on the importance of environmental protection. The guiding and leading public activities include the drum team practice, sign language practice, and humanistic activities, etc., to facilitate community residents to join and enrich their lives.

#### 2.1.5 Provide Guidance to Volunteers for Cultivation and Empowerment

Volunteers are important helpers of charity and community services. From these services, the volunteers are able to learn the appreciation and respect for life and they are the intangible and importance assets of Tzu Chi. The volunteers participate in diverse activities and dedicate their strengths to the activities, so that they will be able to realize the value of life and implement the concept of "learning by doing" and "realizing by learning."

The contents of “Provide Guidance to Volunteers for Cultivation and Empowerment” activities conducted by Tzu Chi include: organization and operation of volunteers, recruitment and training of volunteers, development and knowledge learning of volunteers, and volunteer care. Volunteers are important helpers of charity services and they are deemed as the intangible and importance assets of Tzu Chi. Through various volunteer activities, the volunteers will be able to learn the appreciation and respect for life as they take the opportunity to serve others , to implement the philosophy of equality in life, as well as to attract more people to join the volunteers to spread the seeds of love and create a positive cycle in the society.

#### 2.1.6 Promotion of Values and Pass on the Philosophy

On the basis of Buddha dharma, Tzu Chi implements charity as its core and looks forward to passing the exemplary values through various religious and humanistic activities, to inspire the goodness in the hearts of people, as well as to be grateful, pay gratitude and benefit others.

The contents of “Promotion of Values and Pass on the Philosophy” activities conducted by Tzu Chi include: dharma study, morning meeting of volunteers, dharma teachings<sup>4</sup>, auspicious month and bathing the Buddha. It is expected that these

---

<sup>4</sup> Dharma teachings: It was started by the Tzu Chi Youth to watch the morning program of "Meditation

activities not only pass on the concept of religion, but also to present the beauty of humanity, to be grateful to our parents and all living beings, as well as to inspire love and kindness in our society.

## 2.2 Description of SROI analysis scope

Tzu Chi entrusted KPMG to implement an "evaluation type" SROI method by using the main activities conducted in the "Banqiao Jing Si Hall" by Tzu Chi as the scope of evaluation in order to understand the social benefits created by the long-term promotion of Tzu Chi's charity events. The activities include six aspects of activities such as "Poverty Relief and Provide Aid in the Education of Young Students." "Compassion for Humanity and Disaster Relief", "Welfare Services and Physical and Mental Health Care," "Community Care and Putting Localization into Practice," "Provide Guidance to Volunteers for Cultivation and Empowerment" and "Promotion of Values and Pass on the Philosophy" which focus on the evaluation of changes that these abovementioned activities bring to the main stakeholders. This project uses the year 2018 as the evaluation year and forecasts the impact values of each activity for the next three years (including 2018). The SROI of each activity is calculated respectively and they are used to summarize and analyze the overall SROI results for Tzu Chi's "Banqiao Jing Si Hall." The relevant evaluation results will be used as an important reference for the subsequent implementation of Tzu Chi's charity events in Banqiao Jing Si Hall. Please refer to 2.2.1~2.2.6 for the analysis scope of individual activities.

### 2.2.1 Poverty Relief and Provision of Aid in the Education of Young Students

The analysis scope of this activity is mainly based on the community visits and scholarships conducted by Tzu Chi's Banqiao Jing Si Hall in 2018 and the targets are the families with long-term social assistance, home caring households and students with scholarships for underprivileged families who are under the assistance of foundations, staff members, volunteers and care program of individual cases.

### 2.2.2 Compassion for Humanity and Disaster Relief

The analysis scope of this activity is mainly based on the disaster relief and the short-term, mid-term and long-term rehabilitation and reconstruction conducted by Tzu Chi's Banqiao Jing Si Hall in 2018. The targets are mainly based on foundations, staff members, volunteers and households for social assistance.

### 2.2.3 Welfare Services and Physical and Mental Health Care

The analysis scope of this activity is mainly based on the parent-child development class, Tzu Chi youngster class, Tzu Chi Basketball, teams of summer camp, DaAi mama, youth development camp for university and college students, Tzu

---

of morning thought" broadcasted by DaAi TV and discuss the program with others online. Master Cheng Yen admires young people who cherish their time for dharma study and name this activity as "Dharma teachings and practice at dawn." The master also expected the volunteers would get up early to practice dharma in Buddhist rite in the community and also used "Dharma teachings and practice at dawn" for advocacy.

Chi youth club activities, care service for elderly who live alone, community care bases, long-term care 2.0 and home care improvement, etc. conducted by Tzu Chi's Banqiao Jing Si Hall in 2018. The targets are mainly based on foundations, staff members, volunteers, as well as children, teenagers, young people and elderly who participated in the abovementioned activities.

#### 2.2.4 Community Care and Putting Localization into Practice

The analysis scope of this activity is mainly based on the community visits, mental health seminars, visits at the nursing home and veterans' home, care for underprivileged groups, environmental protection station and environmental education, and various types of guiding and leading public activities (such as drum team practice, sign language practice, etc.) organized by Tzu Chi's Banqiao Jing Si Hall in 2018. The targets are mainly based on foundations, staff members, volunteers, community residents who participated in the abovementioned activities, care receivers in institutions and the public or groups who visit the environmental protection station.

#### 2.2.5 Provide Guidance to Volunteers for Cultivation and Empowerment

The analysis scope of this activity is mainly based on various volunteer training programs and volunteer care activities conducted by Tzu Chi's Banqiao Jing Si Hall in 2018, such as the cooperation and mutual assistance association, tea party, training, knowledge learning and educational training, mental care, etc. The targets are mainly based on foundations, staff members and volunteers.

#### 2.2.6 Promotion of Values and Passing on the Philosophy

The analysis scope of this activity is mainly based on the events conducted by Tzu Chi's Banqiao Jing Si Hall in 2018, such as the morning meeting of volunteers, dharma study, dharma teachings, auspicious month and bathing the Buddha. The main targets are volunteers and community residents.

### 2.3 Related SROI Literature Research

In addition to conducting the SROI evaluation for the above six types of activities based on the SROI analysis steps, this evaluation also refers to the certified SROI reports or research reports that are similar to the six major activities of Tzu Chi's Banqiao Jing Si Hall in the Social Value UK database; these reports are used as reference for the overall assessment and the relevant reference information of research papers are as shown in the following table.

Table 2.3-1. The reference information of relevant SROI researches in this project

Research institute/ project and organization name	Documents and researches/ project name	Author	Overview of the contents	Date

Women's Resource Center	Hidden Value: Demonstrating the extraordinary impact of women's voluntary and community organizations	Michelle Myall and Sara de Benedictis	SROI Project: Assisting women in underprivileged groups to enhance their social status and economic condition	2011
The Sage Gateshead	Adult and Community Learning Fund: Forecast of SROI of Silver Lining at The Sage Gateshead	Shaun Hegarty	SROI Project: Helping the Elderly with Dementia to Learn New Things through Music Teaching and Increase the Opportunity for them to be in Contact with People	2012
Nineveh Ridge	Forecast of Social Return on Investment of Nineveh Ridge activities (April 2011 to March 2012)	Chris Leck	SROI Project: Supporting the Underprivileged People in the Society to Learn Agriculture on the Farm	2012
Policy Press	Valuing the social? The Nature and Controversies of Measuring Social Return on Investment (SROI)	Malin Arvidson, Fergus Lyon, Stephen McKay and Domenico Moro	Provide viewpoints on SROI methodology and applications	2013
Blue Teapot Theatre Company	Ability not Disability: Arts, Bravery and Changing Views in Ireland	Gardner C., Isard, P.	SROI Project: Helping People with Mental Disabilities to Participate in Arts Performance and Interaction	2014
St Giles Trust	St Giles Trust – An analysis of economic impact	Frontier Economics	SROI project: Training consultants to help the released prisoners return to the society, such as: house renting, job searching and education	2016
Women's Property Initiatives	Visible Changes: A Social Return on Investment evaluation of women's community housing	Suzi Young	SROI Project: Providing affordable housing renting services for low-income women and single mothers	2016

Le Chéile Mentoring and Youth Justice Support Services	Reducing Youth Crime in Ireland: An Evaluation of Le Chéile Mentoring	Dr Kieran O'Dwyer	SROI Project: Provide counseling and companionship services to young people with a criminal record	2017
--	---	-------------------	--	------

### III. Stakeholder involvement

#### 3.1 Identification of stakeholders

Stakeholder involvement is a very important process for SROI evaluation. This project’s identification process of stakeholders is based on the discussion by the implementation units in the foundation. Moreover, the stakeholders identification process also includes interviewing with the staff of Tzu Chi Foundation and interviewing with the activities’ participants to collect the opinions of stakeholders. Starting with the implementation process of the project, the stakeholders involved in the implementation process of the project are discussed, and then the core stakeholders will be identified according to the level and importance of project participation by each of the stakeholders. Stakeholders can be divided into the "activity initiators" (project initiators), "activity implementers" (the implementation units of the project), and "activity beneficiaries" based on their characteristics. Please refer to 3.1.1 ~ 3.1.6 for the identification of stakeholders involved in the related activities conducted by Tzu Chi's "Banqiao Jing Si Hall."

##### 3.1.1 Poverty Relief and Provide Aid in the Education of Young Students

The core stakeholders in this activity include the foundation, staff members, volunteers, care-receiver households, students and families of the students. Besides, we identified “social workers” as a subgroup in this activity. After the interview, we confirmed that their outcomes are the same as the outcomes to “staff members”. The identification results of stakeholders are as shown in the table below.

Table 3.1.1-1. The core stakeholders for the activity of “Poverty Relief and Provide Aid in the Education of Young Students”

Major stakeholders			Reason for inclusion
Activity initiator	Tzu Chi Foundation	Foundation	An activity initiator that is responsible for all the events, activity planning and funding regarding “Poverty Relief and Provide Aid in the Education of Young Students.”
Activity implementer		Staff members (subgroup: social workers)	The participants who are directly involved in the implemented activities and facing the beneficiaries of the activities such as an implementer of charity visits and scholarship delivery.
Beneficiaries of the activity	Community visits	Care-receiver households	
	Scholarships for	Students	

	young students	Families of the students	volunteers.
--	----------------	--------------------------	-------------

Four main types of stakeholders in the activities of “Poverty Relief and Provide Aid in the Education of Young Students” are not included in the analysis, including the chiefs of villages, community residents, policemen and school teachers. The reasons that they are not included in the analysis are shown in Table 3.1.1-2.

Table 3.1.1-2. The stakeholders in the activities of “Poverty Relief and Provide Aid in the Education of Young Students” that are not included in the analysis.

Stakeholders not included in the analysis		Reason for exclusion
External participants	Chiefs of villages	They are the co-implementers of community visits, but they only assist in informing those who are in needs of caring. Their roles do not directly affect the implementation of activities in this project, and thus they are not deemed as stakeholders.
	Community residents	They are the indirect beneficiaries of the activity, but the scope of residents is too broad and thus it is difficult to understand and calculate the impact. However, their roles do not directly affect the implementation of activities in this project. in addition, although they are the beneficiaries, they are not directly involved in Tzu Chi’s community visits and scholarships, so they are not deemed as stakeholders.
	Policemen	They are the co-implementers of community visits, but they are less relevant to the implementation of the activities. Their roles do not directly affect the implementation of activities in this project, and thus they are not deemed as stakeholders.
	School teachers	They are the co-implementers of scholarship for students, but they only assist in informing students. Their roles do not directly affect the implementation of activities in this project, and thus they are not deemed as stakeholders.

### 3.1.2 Compassion for Humanity and Disaster Relief

The core stakeholders in the activity of “Compassion for Humanity and Disaster Relief” include foundations, staff members, volunteers, chiefs of villages and care-receiver households. The identification results of stakeholders are as shown in Table 3.1.2-1 below.

Table 3.1.2-1. The core stakeholders of “Compassion for Humanity and Disaster Relief.”

Major stakeholders			Reason for inclusion
Activity initiator	Tzu Chi Foundation	Foundation	An activity initiator that is responsible for all the events, activity planning and funding regarding “Compassion for Humanity and Disaster Relief.”
Activity implementer		Staff members	The participants who are directly involved in the implemented activities of disaster relief and facing the beneficiaries of the activities.
		Volunteers	
Beneficiaries of the activity	Emergency relief	Care-receiver households	Direct beneficiaries of emergency relief services and activities

### 3.1.3 Welfare Services and Physical and Mental Health Care

The stakeholders of this activity are based on foundations, staff members, volunteers, chiefs of villages, children and teenagers, young people (college and university students), the elderly and families of the elderly.

Table 3.1.3-1. The core stakeholders of “Welfare Services and Physical and Mental Health Care.”

Major stakeholders			Reason for inclusion
Activity initiator	Tzu Chi Foundation	Foundation	An activity initiator that is responsible for all the events, activity planning and funding regarding “Welfare Services and Physical and Mental Health Care.”
Activity implementer		Staff members	A direct activity participant who is responsible for activity invitation, content design, participation in companionship event and plays a key role of service delivery in the activity.
		Volunteers	
		External unit	
Beneficiaries of the activity	Children and teenager care	Chiefs of villages	A direct beneficiary who participates in Tzu Chi's children's development as well as the adolescent and youth care activities.
		Lecturer	
		Children	
	Youth care	Adolescent	
		Parents	
	Elderly welfare	Youth (College and university)	
Senior citizens			
	Families of the elderly		

Two main types of stakeholders in "Welfare Services and Physical and Mental Health Care" are not included in the analysis. They are other charity institutions and school staff members. The reasons for exclusion are explained in Table 3.1.3-2.

Table 3.1.3-2. The stakeholders of “Welfare Services and Physical and Mental Health Care” who are not included in the analysis.

Stakeholders not included in the analysis		Reason for exclusion
External participants	Other charity institutions	They are responsible for conducting the elderly care activities with the Tzu Chi Foundation. However, their roles do not directly affect the implementation intention of the project initiator; moreover, although they are the project implementer, they are not directly involved in the operations of the Tzu Chi and thus they are not included in the analysis.
	School staff members	They are mainly responsible for conducting the activities of children and adolescent care with the Tzu Chi Foundation. However, their roles do not directly affect the implementation intention of the project initiator; moreover, although they are the project implementer, they are not directly involved in the operations of the Tzu Chi and thus they are not included in the analysis.

### 3.1.4 Community Care and Putting Localization into Practice

The core stakeholders of this activity are based on foundations, staff members, volunteers, lecturers, community residents, visiting groups, recycling vendors, nursing homes and veterans' home. Besides, we identified "new immigrants" as a subgroup in this activity. After the interview, we confirmed that their outcomes are the same as the outcomes to "community residents". The identification results of stakeholders are as shown in Table 3.1.4-1 below.

Table 3.1.4-1. The core stakeholders of "Community Care and Putting Localization into Practice."

Major stakeholders			Reason for inclusion
Activity initiator	Tzu Chi Foundation	Foundation	An activity initiator that is responsible for all the events, activity planning and funding regarding "Community Care and Putting Localization into Practice."
Activity implementer	Tzu Chi Foundation	Staff members	The participants who are directly involved in the implemented activities of activity invitation, content design, participation in community care and implementation of localization and they play a key role of service provider in the activities.
		Volunteers	
	External unit	Lecturer	

Major stakeholders			Reason for inclusion
Activity initiator	Tzu Chi Foundation	Foundation	An activity initiator that is responsible for all the events, activity planning and funding regarding “Community Care and Putting Localization into Practice.”
Activity implementer  Beneficiaries of the activity	Tzu Chi Foundation	Staff members	The participants who are directly involved in the implemented activities of activity invitation, content design, participation in community care and implementation of localization and they play a key
		Volunteers	
	Community	Community residents (subgroup: new immigrants)	The participants who are the direct beneficiaries in the activities of community consultation, development courses, guidance activities, and promotion of environmental protection.
		Visiting groups	
		Recycling vendor	
Institution	Nursing homes	The participants who are the direct beneficiaries and they are the main participants in the care activities provided by institutions.	
	Veterans’ homes		

Two main types of stakeholders in the “Community Care and Putting Localization into Practice” are not included in the analysis. They are school staff members and other charity institutions. The reasons for inclusion are as shown in Table 3.1.4-2.

Table 3.1.4-2. The stakeholders of “Community Care and Putting Localization into Practice” who are not included in the analysis

Stakeholders not included in the analysis		Reason for exclusion
Activity implementer	Chiefs of villages	They are mainly responsible for conducting the community care activities with the Tzu Chi Foundation. However, their roles do not directly affect the implementation intention of the project initiator; moreover, although they are the project implementer, they are not directly involved in the operations of the Tzu Chi and thus they are not included in the analysis.

Stakeholders not included in the analysis		Reason for exclusion
Activity implementer	Chiefs of villages	They are mainly responsible for conducting the community care activities with the Tzu Chi Foundation. However, their roles do not directly affect the implementation intention of the project initiator; moreover, although they are the project implementer, they are not directly involved in the operations of the Tzu Chi and thus they are not included in the analysis.
	Human medical association	They are mainly responsible for conducting the health promotion activities with the Tzu Chi Foundation. However, their roles do not directly affect the implementation intention of the project initiator; moreover, although they are the project implementer, they are not directly involved in the operations of the Tzu Chi and thus they are not included in the analysis.

### 3.1.5 Provide Guidance to Volunteers for Cultivation and Empowerment

The core stakeholders of “Provide Guidance to Volunteers for Cultivation and Empowerment” include foundations, staff members, and volunteers. The identification results of stakeholders are as shown in Table 3.1.5-1 below.

Table 3.1.5-1. The core stakeholders of “Provide Guidance to Volunteers for Cultivation and Empowerment”

Major stakeholders		Reason for inclusion
Activity initiator	Tzu Chi Foundation	Foundation An activity initiator that is responsible for all the events, activity planning and funding regarding “Provide Guidance to Volunteers for Cultivation and Empowerment”
Activity implementer		Staff members The participants who are directly involved in the implemented activities of activity invitation, content design, participation in community care and implementation of localization and they play a key role of service provider in the activities.
		Volunteers

“Provide Guidance to Volunteers for Cultivation and Empowerment” does not include the medical staff members who assisted in the training courses. The main reason is that although they are the co-implementers of the project, they are not directly involved in the operations of Tzu Chi and thus they are not included in the analysis.

Table 3.1.5-2. The stakeholders of “Provide Guidance to Volunteers for Cultivation

and Empowerment” who are not included in the analysis

Stakeholders not included in the analysis		Reason for exclusion
Activity implementer	Medical personnel	They are mainly responsible for conducting the medical- related education and training with the Tzu Chi Foundation. However, their roles do not directly affect the implementation intention of the project initiator; moreover, although they are the project implementer, they are not directly involved in the operations of the Tzu Chi and thus they are not included in the analysis.

### 3.1.6 Promotion of Values and Passing on the Philosophy

The core stakeholders of “Promotion of Values and Passing on the Philosophy” are foundations and volunteers

and community residents. The identification results of main stakeholders are as shown in Table 3.1.6-1 below.

Table 3.1.6-1, The core stakeholders of “Promotion of Values and Passing on the Philosophy”

Major stakeholders			Reason for inclusion
Activity initiator	Tzu Chi Foundation	Foundation	An activity initiator that is responsible for all the events and activity planning regarding “Promotion of Values and Pass on the Philosophy”
Activity implementer		Volunteers	The participants who are directly involved in the implemented activities of “Promotion of Values and Passing on the Philosophy” and facing the beneficiaries of the activities.
Beneficiaries of the activity	Tzu Chi Foundation	Volunteers	The participants who are the direct beneficiaries and they are the participants of “Promotion of Values and Passing on the Philosophy” activities.
	Community	Community residents	

## 3.2 Stakeholder Engagement Map

After identifying the main stakeholders who are involved in each of the activities based on the aforementioned contents, it is necessary to conduct an engagement with the stakeholders to verify the changes caused by each activity in order to further understand and confirm the changes that impact the stakeholders after participating in the activities. Before conducting the engagement, the project is required to review the main objectives of each activity in advance and identify the expected changes in the project by the core stakeholders, to generate a Stakeholder

Engagement Map as a guide for subsequent engagement. The Stakeholder Engagement Map for each of the main activities is described in 3.2.1-3.2.6.

### 3.2.1 Poverty Relief and Providing Aid in the Education of Young Students

The "Stakeholder Engagement Map" of "Poverty Relief and Provide Aid in the Education of Young Students" is as follows:

Table 3.2-1. The Stakeholder Engagement Map of "Poverty Relief and Providing Aid in the Education of Young Students"

Major stakeholders		Reason for inclusion	Core objectives of the project	Expected changes
Tzu Chi Foundation	Foundation	An activity initiator that is responsible for all the events, activity planning and funding regarding "Poverty Relief and Provide Aid in the Education of Young Students."	Implement the care of "holistic person, holistic family and holistic process" to the poor in economic terms. Value the importance of education and escape from poverty, and integrate school and family education to establish a support network.	<ul style="list-style-type: none"> <li>● Enhance the sense of organizational identification</li> <li>● Improve communication and coordination ability</li> <li>● Enhance the sense of spiritual satisfaction/accomplishment</li> <li>● Improve interpersonal relationships</li> </ul>
	Staff members (social workers)	The participants who are directly involved in the implemented activities and facing the beneficiaries of the activities such as an implementer of charity visits and scholarship	Provide short-term, mid-term, and long-term assistance to the poor in economic terms and offer scholarships and subsidies to help children and teenagers for their education.	<ul style="list-style-type: none"> <li>● Enhance the sense of organizational identification</li> <li>● Improve communication and coordination ability</li> </ul>
	Volunteers			

Major stakeholders		Reason for inclusion	Core objectives of the project	Expected changes
		delivery.		<ul style="list-style-type: none"> <li>• Enhance the sense of spiritual satisfaction/ accomplishment</li> <li>• Improve interpersonal relationships</li> </ul>
Community visits	Care-receiver households	As direct beneficiary who are the targets for the community visits and receivers of scholarships for young students conducted by the volunteers.	Provide financial and material supplies assistance to poor families in the community, as well as provide companionship and care	<ul style="list-style-type: none"> <li>• Reduce the sense of social isolation</li> <li>• Improve financial status for the family</li> <li>• Increase the opportunity of receiving material supplies</li> <li>• Improve interpersonal relationships</li> <li>• Enhance self-confidence</li> </ul>
Scholarships for young students	Students/families		Value the importance of education and escape from poverty and assist the students of poor families to ensure their basic	<ul style="list-style-type: none"> <li>• Enhance self-confidence</li> <li>• Improve financial status for the family</li> <li>• Learn new</li> </ul>

Major stakeholders		Reason for inclusion	Core objectives of the project	Expected changes
			rights of attending schools for their education.	knowledge and enhance ability

### 3.2.2 Compassion for Humanity and Disaster Relief

The Stakeholder Engagement Map of “Compassion for Humanity and Disaster Relief” is as follows:

Table 3.2.2-1. The Stakeholder Engagement Map of “Compassion for Humanity and Disaster Relief”

Major stakeholders		Reason for inclusion	Core objectives of the project	Expected changes
Tzu Chi Foundation	Foundation	An activity initiator that is responsible for all the events, activity planning and funding regarding “Compassion for Humanity and Disaster Relief.”	Provide a human-oriented care that is "practical, direct, significant, timely and respectful" for the assessment and assistance of emergency relief, settlement and care arrangements, reconstruction and rehabilitation for domestic and overseas disasters.	<ul style="list-style-type: none"> <li>• Enhance the sense of organizational identification</li> <li>• Enhance the sense of spiritual satisfaction</li> </ul>
	Staff members	The participants who are directly	Practical implementation of	<ul style="list-style-type: none"> <li>• Enhance</li> </ul>

	Volunteers	involved in the implemented activities of disaster relief and facing the beneficiaries of the activities.	emergency relief, settlement and care arrangement for disasters, and assistance in reconstruction and rehabilitation for the community.	<p>the sense of organizational identification</p> <ul style="list-style-type: none"> <li>● Enhance the sense of spiritual satisfaction</li> </ul>
Emergency relief	Care-receiver households	Direct beneficiaries of emergency relief services and activities	With Tzu Chi's emergency relief, settlement and care arrangement, and assistance in reconstruction and rehabilitation, people are expected to restore their original lives and obtain spiritual support and encouragement.	<ul style="list-style-type: none"> <li>● Improve financial status for the family</li> <li>● Increase the opportunity of receiving material supplies</li> <li>● Enhance self-confidence</li> </ul>

### 3.2.3 Welfare Services and Physical and Mental Health Care

The Stakeholder Engagement Map of "Welfare Services and Physical and Mental Health Care" is as follows:

Table 3.2.3-1. The Stakeholder Engagement Map of "Welfare Services and Physical and Mental Health Care"

Major stakeholders		Reason for inclusion	Core objectives of the project	Expected changes
Tzu Chi Foundation	Foundation	An activity initiator that is responsible for all the events, activity planning and funding regarding	Coordinate all parties to plan welfare service programs to assist children, teenagers and the elderly in learning about love	<ul style="list-style-type: none"> <li>● Enhance the sense of organizational identification</li> <li>● Enhance the sense of spiritual</li> </ul>

Major stakeholders		Reason for inclusion	Core objectives of the project	Expected changes
		“Welfare Services and Physical and Mental Health Care.”	and belongingness, dignity and self-realization.	satisfaction/ accomplishment <ul style="list-style-type: none"> <li>• Improve communication and coordination ability</li> <li>• Improve interpersonal relationships</li> </ul>
	Staff members	An activity initiator who is responsible for coordinating all implementers of the activities and continuously maintain the operations of the activities.	Facilitate the promotion and implementation of community care activities, as well as the external promotion of the foundation and recognition of internal core concepts and value.	
	Volunteers	A direct activity participant who is responsible for activity invitation, content design, participation in companionship event and plays a key role of service delivery in the activity.	The society is facing three major challenges such as low birth rate, heterogenization and aging society, which will impact and cause changes in the social, economic and family structure. For the aspect of social care, assist children, teenagers and the elderly in learning about love and belongingness, dignity and self-realization through the promotion of diverse programs.	
External unit	Chiefs of villages	A direct activity participant who is responsible for activity invitation, content design, participation in companionship event and plays a key role of service delivery in the activity.	The society is facing three major challenges such as low birth rate, heterogenization and aging society, which will impact and cause changes in the social, economic and family structure. For the aspect of social care, assist children, teenagers and the elderly in learning about love and belongingness, dignity and self-realization through the promotion of diverse programs.	<ul style="list-style-type: none"> <li>• Enhance the sense of spiritual satisfaction/ accomplishment</li> <li>• Improve interpersonal relationships</li> </ul>
	Lecturer			
Children and teenager care	Children	A direct beneficiary who participates in Tzu Chi's	Through the related activities of care for children, adolescent and youth, to care	<ul style="list-style-type: none"> <li>• Improve relationships with family</li> </ul>
	Adolescent			

Major stakeholders		Reason for inclusion	Core objectives of the project	Expected changes
	Parents	children's development as well as the adolescent and youth care activities.	for students and cultivate our next generation to have positive value and viewpoint. With the positive feedback from students, it is expected to create a more positive and interactive atmosphere.	<ul style="list-style-type: none"> <li>members</li> <li>● Improve interpersonal relationships</li> <li>● Learn new knowledge and enhance ability</li> <li>● Enhance the sense of spiritual satisfaction/ self-confidence</li> </ul>
Youth care	Youth (College and university)			<ul style="list-style-type: none"> <li>● Improve interpersonal relationships</li> <li>● Learn new knowledge and enhance ability</li> <li>● Enhance the sense of spiritual satisfaction/ self-confidence</li> </ul>
Elderly welfare	Senior citizens	A direct beneficiary who participants in elderly welfare and care activities.	Through participating in elderly care activities (food delivery, senior lecture, health care, etc.) to respond to Taiwan's aging society, to bring a deeper sense of belongingness and dignity to the elderly with companionship and care.	<ul style="list-style-type: none"> <li>● Reduce the sense of social isolation</li> <li>● Improve interpersonal relationships</li> <li>● Improve financial status for the family</li> <li>● Learn new knowledge and enhance ability</li> <li>● Enhance the sense of spiritual satisfaction/ self-confidence</li> <li>● Improve personal health condition</li> <li>● Increase the</li> </ul>
	Families of the elderly			

Major stakeholders		Reason for inclusion	Core objectives of the project	Expected changes
				opportunity of receiving material supplies

### 3.2.4 Community Care and Putting Localization into Practice

The Stakeholder Engagement Map of “Community Care and Putting Localization into Practice” is as follows:

Table 3.2.4-1. The Stakeholder Engagement Map of “Community Care and Putting Localization into Practice”

Major stakeholders		Reason for inclusion	Core objectives of the project	Expected changes
Tzu Chi Foundation	Foundation	An activity initiator that is responsible for all the events, activity planning and funding regarding “Community Care and Putting Localization into Practice.”	Coordinate various parties to plan related community activities with localization, assist community residents and underprivileged groups to join local communities, enhance the sense of belongingness and dignity, and pursue self-realization.	<ul style="list-style-type: none"> <li>● Enhance the sense of organizational identification</li> <li>● Improve communication and coordination ability</li> <li>● Enhance the sense of spiritual satisfaction/ accomplishment</li> <li>● Improve interpersonal relationships</li> </ul>
Tzu Chi Foundation	Staff members	The participants who are directly	In response to the needs of different	<ul style="list-style-type: none"> <li>● Enhance the</li> </ul>

Major stakeholders		Reason for inclusion	Core objectives of the project	Expected changes
	Volunteers	involved in the implemented activities of activity invitation, content design, participation in community care and implementation of localization and they play a key role of service provider in the activities.	aspects of the society, the local volunteers of the foundation construct a mutual-help community network, to inspire people's compassion and love and initiate the mutual-help function of the community	<p>sense of organizational identification</p> <ul style="list-style-type: none"> <li>• Improve communication and coordination ability</li> <li>• Enhance the sense of spiritual satisfaction/ accomplishment</li> <li>• Improve interpersonal relationships</li> </ul>
External unit	Lecturer			<ul style="list-style-type: none"> <li>• Enhance the sense of spiritual satisfaction/ accomplishment</li> <li>• Improve interpersonal relationships</li> </ul>
Community	Community residents (new immigrants)	The participants who are the direct beneficiaries in the activities of community consultation, development courses, guidance activities, and promotion of environmental protection.	Through the related activities of community care, as well as the community interaction, mental health seminars, guiding and leading public activities and promotion of environmental protection, to create a positive interaction atmosphere for the community.	<ul style="list-style-type: none"> <li>• Reduce the sense of social isolation</li> <li>• Improve financial status for the family</li> <li>• Learn new knowledge and enhance ability</li> <li>• Enhance the sense of spiritual satisfaction/ self-confidence</li> <li>• Increase the opportunity of</li> </ul>

Major stakeholders		Reason for inclusion	Core objectives of the project	Expected changes
				receiving material supplies
	Visiting groups			<ul style="list-style-type: none"> <li>• Learn new knowledge and enhance ability</li> <li>• Improve interpersonal relationships</li> <li>• Deepen the environmental awareness</li> </ul>
	Recycling vendor			<ul style="list-style-type: none"> <li>• Deepen the environmental awareness</li> <li>• Improve the efficiency of resource recycling</li> </ul>
Institution	Nursing homes	The participants who are the direct beneficiaries and they are the main participants in the care activities provided by institutions.	Through the caring activities with various types of institutions, we expect to bring a deeper sense of belongingness and dignity to the elderly and veterans with companionship and care.	<ul style="list-style-type: none"> <li>• Reduce the sense of social isolation</li> <li>• Improve interpersonal relationships</li> <li>• Learn new knowledge and enhance ability</li> <li>• Enhance the sense of spiritual satisfaction/ self-confidence</li> </ul>
	Veterans home			

Major stakeholders		Reason for inclusion	Core objectives of the project	Expected changes
				<ul style="list-style-type: none"> <li>● Increase the opportunity of receiving material supplies</li> </ul>

### 3.2.5 Provide Guidance to Volunteers for Cultivation and Empowerment

The Stakeholder Engagement Map of “Provide Guidance to Volunteers for Cultivation and Empowerment” is as follows:

Table 3.2.5-1. The Stakeholder Engagement Map of “Provide Guidance to Volunteers for Cultivation and Empowerment”

Major stakeholders		Reason for inclusion	Core objectives of the project	Expected changes
Tzu Chi Foundation	Foundation	An activity initiator that is responsible for all the events, activity planning and funding regarding “Provide Guidance to Volunteers for Cultivation and Empowerment” as well as continuously maintain the operations of the activities.	Promote the physical and mental health of volunteers and inspire their interests and potentials, to value the importance of physical and mental development and self-recognition.	<ul style="list-style-type: none"> <li>● Enhance the sense of organizational identification</li> <li>● Increase communication and coordination ability</li> <li>● Enhance the sense of spiritual satisfaction/ achievement/ self-confidence</li> </ul>
	Staff members	The participants	Facilitate the operations and	<ul style="list-style-type: none"> <li>● Enhance the sense of</li> </ul>

	Volunteers	<p>who are directly involved in the implemented activities of activity invitation, content design, participation in community care and implementation of localization and they play a key role of service provider in the activities.</p>	<p>collaborations between the volunteers and the foundation through volunteer cultivation and empowerment, enhance volunteers' knowledge and ability of related applications, and provide practical care to volunteers, so that volunteers will be able to demonstrate their strengths.</p>	<p>organizational identification</p> <ul style="list-style-type: none"> <li>● Increase communication and coordination ability</li> <li>● Learn new knowledge and enhance ability</li> <li>● Enhance the sense of spiritual satisfaction/ achievement/ self-confidence</li> <li>● Improve interpersonal relationships</li> </ul>
--	------------	---	---	---

### 3.2.6 Promotion of Values and Pass on the Philosophy

The Stakeholder Engagement Maps of “Promotion of Values and Pass on the Philosophy” are as follows:

Table 3.2.6-1. The Stakeholder Engagement Maps of “Promotion of Values and Pass on the Philosophy”

Major stakeholders		Reason for inclusion	Core objectives of the project	Expected changes
Tzu Chi Foundation	Foundation	An activity initiator that is responsible for all the events, activity planning and funding regarding “Promotion of Values and Pass on the Philosophy.”	Promote humanistic activities with exemplary values, to inspire the goodness in the hearts of people, as well as to be grateful, express gratitude and benefit others.	<ul style="list-style-type: none"> <li>● Enhance the sense of organizational identification</li> <li>● Increase communication and coordination ability</li> <li>● Enhance the sense of spiritual satisfaction</li> <li>● Improve interpersonal relationships</li> <li>● Obtain inspiration or encouragement on spiritual aspect</li> </ul>
	Volunteers	The participants who are directly involved in the implemented activities of “Promotion of Values and Passing on the Philosophy” and facing the beneficiaries of the activities.	Deliver the exemplary values through various humanistic activities, and pass Tzu Chi’s philosophy and values to the general public	

Community	Community residents	The participants who are the direct beneficiaries and they are the participants of "Promotion of Values and Passing on the Philosophy" activities.	Inspire the goodness in the hearts of people, as well as to be grateful, pay gratitude and benefit others through the morning meeting of volunteers, ceremony of bathing the Buddha, auspicious month and dharma teachings.	<ul style="list-style-type: none"> <li>● Enhance the sense of spiritual satisfaction</li> <li>● Improve interpersonal relationships</li> <li>● Obtain inspiration or encouragement on spiritual aspect</li> </ul>
-----------	---------------------	--	---	---

### 3.3 Engagement results of stakeholders - interviews

This project conducted interviews with core stakeholders based on the six major types of activities arranged by Banqiao Jing Si Hall, to verify the possible changes in the internal and external core stakeholders after participating in related activities of Banqiao Jing Si Hall and respond to the contents of the Stakeholder Engagement Map, as well as to verify the most substantial feedbacks from the participants of each activity. The interview arrangements of each activities and the interview information are described in the following sections 3.3.1-3.3.6. In addition, this project plans to conduct interviews for main groups based on the staff members of the stakeholders' foundation and volunteers of Banqiao Jing Si Hall who participated in the six major types of activities, to get feedbacks from staff members and volunteers on the changes caused by the various activities. The detailed description is as shown in Table 3.3-1.

Table 3.3-1. The interview information of common stakeholders for charity events conducted by Banqiao Jing Si Hall

The interviewed core stakeholders		Interviewees	Interview method	Interview date
Internal	Staff members of the foundation	11 staff members of the foundation	Interview	2019/ 6/ 25
	Banqiao volunteers	42 volunteers of Banqiao Jing Si Hall	Interview	2019/ 6/ 25

Through the feedbacks of stakeholders in the interview, this project further verify that the six major charity events conducted by Banqiao Jing Si Hall have created impact on the staff members of the foundation and volunteers of Jing Si Hall. For the staff members and volunteers, the significant changes include enhancing the sense of spiritual satisfaction, improving interpersonal interactions, enhancing communication and coordination capabilities, enhancing the sense of organizational identification, improving family relationships, and learning new knowledge and cultivating abilities. The six types of charity events have also enhanced the public image of Tzu Chi Foundation. The feedbacks of interviewees are shown in Table 3.3-2:

Table 3.3-2. Summary of interviews on staff members and volunteers participated in the six major types of charity events arranged by Banqiao Jing Si Hall

Interview targets	Feedback	Corresponding changes of the activity
Staff members of the foundation	<ul style="list-style-type: none"> <li>Very impressed during the community visits; I feel that my</li> </ul>	<ul style="list-style-type: none"> <li>Enhance the sense of spiritual</li> </ul>

Interview targets	Feedback	Corresponding changes of the activity
Volunteers at Banqiao Jing Si Hall	<p>ability not only can help families with financial difficulties, but also can help the society.</p> <ul style="list-style-type: none"> <li>● Create a close interactive relationship with others through the charity events conducted by Banqiao Jing Si Hall</li> <li>● When conducting the charity activities, the staff members and volunteers need to coordinate with each other to provide the most suitable assistance.</li> <li>● Help the underprivileged people in the society through the charity events organized by Tzu Chi, and gain positive feedback toward Tzu Chi from the general public.</li> <li>● Through the activities conducted by Tzu Chi, I am able to better understand Tzu Chi's philosophy and thus I can pass on love and care in my family.</li> <li>● Learn various professional skills and inspire interests and potentials through the cultivating and empowering activities</li> <li>● Through the participation in bathing the Buddha, auspicious month and dharma teachings, I was able to understand the importance of having goodness in hearts and doing good things for others, to inspire more people with love and practically implement the goodness everywhere in the world.</li> </ul>	<p>satisfaction</p> <ul style="list-style-type: none"> <li>● Improve interpersonal relationships</li> <li>● Improve communication and coordination ability</li> <li>● Enhance the sense of Tzu Chi (organizational) identification</li> <li>● Improve family relationship</li> <li>● Learn new knowledge and improve ability</li> <li>● Obtain inspiration or encouragement on spiritual aspect</li> </ul>

By using open-ended question in the stakeholder engagement - interviews, we had identified one unexpected outcome, " Improve relationships with family members " in the activity "Provide Guidance to Volunteers for Cultivation and Empowerment". We also revised the expected outcome based on the stakeholders' feedback in the interview. This means that all the outcomes were based on the interviewees' directly feedback. Besides, we didn't receive related negative outcomes. We used the chain of event to explain our process of defining the outcome, please refer to Appendix 4 Chain of events.

### 3.3.1 Poverty Relief and Provide Aid in the Education of Young Students

The interviewees of "Poverty Relief and Provide Aid in the Education of Young Students" included the representatives of the care-receiver households in the community visits, and the student representatives who received the scholarships. They were asked about the related changes in situation with the assistance of activities organized by Tzu Chi Foundation and scholarships. The interview information of stakeholders regarding related activities of "Poverty Relief and Provide Aid in the Education of Young Students" are described in Table 3.3.1-1.

Table 3.3.1-1. Interview information of stakeholders regarding "Poverty Relief and Provide Aid in the Education of Young Students"

The interviewed core stakeholders		Interviewees	Interview method	Interview date
External	Care-receiver households	2 representatives of community visit	Interview	2019/ 6/ 26
	Students who receive the scholarship	1 student representative of scholarship receiver	Interview	2019/ 6/ 26
		1 student representative of scholarship receiver	Phone calls	2019/ 6/ 26

Through the feedbacks of stakeholders in the interview, this project takes one step further to verify the changes caused by the activities of "Poverty Relief and Provide Aid in the Education of Young Students." The following Table 3.3.1-2 displays the feedbacks from the interviewees:

Table 3.3.1-2. Summary of stakeholders' interview information regarding "Poverty Relief and Provide Aid in the Education of Young Students"

Interview targets	Feedback	Corresponding changes of the activity
Community visits Representative of care-receiver households	<ul style="list-style-type: none"> <li>Escape from the negative feeling and emotion due to family situation through the long-term companionship of Tzu Chi.</li> <li>With the long-term companionship of Tzu Chi, I always feel the warmth of the society and I want to give back to the community. I will participate in other charity events organized by Tzu Chi, and I feel that I have contribution to the society.</li> <li>With the help from Tzu Chi's volunteers and social workers, I am able to go out and participate</li> </ul>	<ul style="list-style-type: none"> <li>Reduce the sense of social isolation</li> <li>Enhance self-confidence</li> <li>Improve interpersonal relationships</li> <li>Improve financial status for the family</li> <li>Increase the opportunity of receiving material supplies</li> </ul>

Interview targets	Feedback	Corresponding changes of the activity
	<p>in the activities.</p> <ul style="list-style-type: none"> <li>• Tzu Chi provides funeral subsidy and monthly living allowances</li> <li>• Tzu Chi provides the after-school tutoring classes for children and participates in the parent-child development classes</li> </ul>	
<p>Scholarship for young students Representative of scholarship receiver</p>	<ul style="list-style-type: none"> <li>• Cannot continue their schools due to financial difficulties of their native families; Tzu Chi provides them with scholarships.</li> <li>• Will be able to pay for study and research materials with scholarships and living allowances.</li> <li>• Can continue further studies, obtain professional knowledge and skills, and enhance self-achievement.</li> </ul>	<ul style="list-style-type: none"> <li>• Improve financial status for the family</li> <li>• Learn new knowledge and enhance ability</li> <li>• Enhance self-confidence/achievement</li> </ul>

### 3.3.2 Compassion for Humanity and Disaster Relief

The collected information from the interviewees of "Compassion for Humanity and Disaster Relief" are the feedbacks from the care-receiver households after receiving the immediate assistance provided by Tzu Chi. The main interview information from the core stakeholders are as shown in Table 3.3.2-1.

Table 3.3.2-1. Interview information of stakeholders regarding "Compassion for Humanity and Disaster Relief"

The interviewed core stakeholders		Interviewees	Interview method	Interview date
External	Care-receiver households	2 representatives of care-receiver households	Interview	2019/ 6/ 26

With the feedbacks of stakeholders in the interview, this project takes one step further to verify the changes in the activities of "Compassion for Humanity and

Disaster Relief.” As for care-receiver households, the changes such as improving the financial status in the family and enhancing the opportunity to obtain resources and materials are quite significant. The following are the feedbacks from the interviewees (refer to Table 3.3.2-2):

Table 3.3.2-2. Summary of interview information regarding “Compassion for Humanity and Disaster Relief”

Interview targets	Feedback	Corresponding changes of the activity
Representative of care-receiver households	<ul style="list-style-type: none"> <li>Receive the timeliest financial aid and care through Tzu Chi’s assistance in “Compassion for Humanity and Disaster Relief”.</li> <li>Obtain the most needed resources and materials immediately with the disaster relief.</li> </ul>	<ul style="list-style-type: none"> <li>Improve financial status for the family</li> <li>Increase the opportunity of receiving material supplies</li> </ul>

### 3.3.3 Welfare Services and Physical and Mental Health Care

The interviewees of "Welfare Services and Physical and Mental Health Care" included representatives of children, teenagers, young people (college and university students) and village chiefs who assisted at the bases of community care. The information on the core stakeholders for the changes caused by the "Welfare Services and Physical and Mental Health Care" activities are collected. The interview information of stakeholders regarding “Welfare Services and Physical and Mental Health Care” are described in Table 3.3.3-1.

Table 3.3.3-1. Interview information of stakeholders regarding “Welfare Services and Physical and Mental Health Care” activities

The interviewed core stakeholders		Interviewees	Interview method	Interview date
External	Children and teenagers	1 representative of children and teenagers, respectively	Phone calls	2019/ 6/ 26
	Youth (College and university students)	3 students from college and university	Phone calls	2019/ 6/ 26
	Chiefs of villages	2 representatives of village chiefs	Phone calls	2019/ 6/ 26

With the feedbacks of stakeholders in the interview, this project takes one step further to verify the effectiveness in the activities of “Welfare Services and Physical and Mental Health Care.” The interviewees' feedbacks are described in Table 3.3.3-2:

Table 3.3.3-2. Summary of interview information regarding “Welfare Services and Physical and Mental Health Care”

Interview targets	Feedback	Corresponding changes of the activity
<p>Children and teenagers Representative of children and teenagers</p>	<ul style="list-style-type: none"> <li>● Character education and filial piety courses/ activities, etc. for learning to get along with parents.</li> <li>● Participate in children and adolescent courses provided by Tzu Chi and take the opportunity to learn new skills.</li> <li>● Participate in related courses and activities regarding interaction with friends to expand the interpersonal relationship.</li> <li>● Anti-drug education and character education of Jing Si Aphorism for learning knowledge not taught in schools</li> <li>● Participate in the promotion of environmental education and practical activities in the environmental protection and recycling station, to enhance the awareness of environmental protection</li> </ul>	<ul style="list-style-type: none"> <li>● Improve family relationship</li> <li>● Enhance self-confidence/ achievement</li> <li>● Improve interpersonal relationships</li> <li>● Learn new knowledge and enhance ability</li> <li>● Enhance environmental awareness</li> </ul>
<p>Youth College and university students</p>	<ul style="list-style-type: none"> <li>● Participate in volunteer services for home care and institutional care held by the clubs, to accompany the elderly and care-receiver households and contribute to society.</li> <li>● Administrative tasks and assignments such as activities and course planning, and processing for club activities and development camps. Need to frequently conduct meetings for affair communication and coordination.</li> <li>● Assist in conducting the environmental protection courses on campus</li> </ul>	<ul style="list-style-type: none"> <li>● Improve interpersonal relationships</li> <li>● Enhance the sense of spiritual satisfaction</li> <li>● Improve communication and coordination ability</li> <li>● Enhance environmental awareness</li> <li>● Learn new knowledge and enhance ability</li> </ul>

Interview targets	Feedback	Corresponding changes of the activity
Elderly care activities - Chiefs of villages	<ul style="list-style-type: none"> <li>• Need to coordinate and communicate with the staff members of Tzu Chi during the process of activity planning.</li> <li>• Obtain more opportunities to interact with the elderly by participating activities together.</li> </ul>	<ul style="list-style-type: none"> <li>• Improve communication and coordination ability</li> <li>• Enhance the sense of organizational identification</li> <li>• Improve interpersonal relationships</li> </ul>

### 3.3.4 Community Care and Putting Localization into Practice

The interviewees of "Community Care and Putting Localization into Practice" included community residents, representatives of the group visiting the recycling station, and representatives of veterans' home. The information on the core stakeholders based on the changes caused by the "Community Care and Putting Localization into Practice" activities are collected. Due to factors such as other core stakeholders in this activity have difficulty in time arrangement and a smaller number of participants, this project will collect the information on changes caused by the activities with questionnaires in the following stages. The interview information of stakeholders regarding "Community Care and Putting Localization into Practice" activities are described in Table 3.3.4-1.

Table 3.3.4-1. Interview information of stakeholders regarding "Community Care and Putting Localization into Practice"

The interviewed core stakeholders		Interviewees	Interview method	Interview date
External	The residents participated in community care activities	2 representatives of community residents (new immigrants development class, drum team practice)	Interview	2019/ 6/ 26
	Groups that visit the recycle station	1 principal and 2 teachers from the Overseas Chinese Senior High School	Interview	2019/ 6/ 26
	Veterans' homes	1 person who is in charge of veterans' home	Interview	2019/ 6/ 26

With the feedbacks of stakeholders in the interview, this project takes one step further to verify the effectiveness in the activities of "Community Care and Putting Localization into Practice." For the community residents who participated in "Community Care and Putting Localization into Practice" activities, the most significant changes are the enhancement of interpersonal interactions, learning new knowledge and ability enhancement, and the enhancement of self-confidence. For

the groups visiting the recycling station, the most impressive experience from the “Community Care and Putting Localization into Practice” activities are learning the relevant knowledge regarding environmental protection and classification of recycling. In addition, as the process of visiting the environmental protection and recycling station includes interesting practice and event about environmental protection, thus the enhancement of environmental protection awareness brought by the activities are more significant. As for the veterans’ home, the most significant changes after receiving the helps from Tzu Chi are that the veterans are able to reduce their sense of social isolation. At the same time, the veterans’ social relationship and self-confidence are significant improved with the companion and care of Tzu Chi’s volunteers. The summary of interview information is described in the following table 3.3.4-2.

Table 3.3.4-2. Summary of interview information regarding “Community Care and Putting Localization into Practice” activities

Interview targets	Feedback	Corresponding changes of the activity
<p>The guiding and leading public activities – Representative of community residents</p>	<ul style="list-style-type: none"> <li>● Participate in courses for new immigrants and drum team practice. After completing these courses, their self-confidence and sense of achievement are enhanced.</li> <li>● Have the opportunity to know more neighbors and friends by participating in the guiding and leading public activities organized by Tzu Chi.</li> <li>● Learn English and how to a drum through the course arrangements.</li> </ul>	<ul style="list-style-type: none"> <li>● Enhance self-confidence</li> <li>● Improve interpersonal relationships</li> <li>● Learn new knowledge and enhance ability</li> </ul>
<p>Groups that visit the recycling station – Principal of the Overseas Chinese Senior High School</p>	<ul style="list-style-type: none"> <li>● Visited the recycling station of Tzu Chi’s Banqiao Jing Si Hall, volunteers explained the classification process and methods for recycling in the station, and participated in</li> </ul>	<ul style="list-style-type: none"> <li>● Learn new knowledge and enhance ability</li> <li>● Enhance environmental awareness</li> </ul>

Interview targets	Feedback	Corresponding changes of the activity
	<p>environmental protection awareness seminars. The students were able to learn new knowledge regarding environmental protection.</p> <ul style="list-style-type: none"> <li>● Joined the practical practice in the recycling station to have an in-depth understanding about recycling and waste classification.</li> </ul>	
<p>Targets of institutional care— The person who is change of the veterans' home</p>	<ul style="list-style-type: none"> <li>● Tzu Chi visits Banqiao veterans' home to care for veterans and provide them with manpower assistance. Tzu Chi offers them free haircuts on a monthly basis and assists in repairing materials and equipment.</li> <li>● Tzu Chi's volunteers accompany and care for veterans, and arrange activities to enhance the interaction amongst the veterans as well between the volunteers and veterans.</li> </ul>	<ul style="list-style-type: none"> <li>● Increase the opportunity of receiving material supplies</li> <li>● Improve interpersonal relationships</li> <li>● Reduce veterans' sense of social isolation</li> <li>● Enhance the sense of spiritual satisfaction/ self-confidence</li> </ul>

### 3.3.5 Provide Guidance to Volunteers for Cultivation and Empowerment

The activities in “Provide Guidance to Volunteers for Cultivation and Empowerment” are mainly the training courses for internal volunteers. Therefore, the main participants are the volunteers and the staff members and senior volunteers of the foundation are responsible for the activity planning. The

verification of effectiveness for this activity is conducted through the interview of volunteers and staff members in the main groups. The related interview information has been explained in the preceding Table 3.3-1. In addition, the feedbacks on the changes by staff members and volunteers who participated in “Provide Guidance to Volunteers for Cultivation and Empowerment” activities have been summarized in the preceding Table 3.3-2; thus it will not be repeated here in the section.

### 3.3.6 Promotion of Values and Pass on the Philosophy

The participants of "Promotion of Values and Pass on the Philosophy" activities are mainly the community residents. To collect the information on the changes in core stakeholders for “Promotion of Values and Pass on the Philosophy” activities, we conduct interviews with community residents who participated in this type of activities. The interview information is as shown in Table 3.3.6-1.

Table 3.3.6-1. Interview information of stakeholders regarding “Promotion of Values and Pass on the Philosophy”

The interviewed core stakeholders		Interviewees	Interview method	Interview date
External	Community residents	2 representatives of community residents	Interview	2019/ 6/ 26

On the basis of feedbacks from the interview of stakeholders, this project further verified the key changes after the implementation of the "Promotion of Values and Pass on the Philosophy" activities. As a result of participating in activities such as bathing the Buddha, dharma teachings, and morning meetings of volunteers, the most significant changes for the interviewees are that they have a better understanding on Tzu Chi’s philosophy; on the other hand, the other significant change from the interviewees’ feedbacks is the inspiration and encouragement on the spiritual aspect. The summary of feedbacks from the interviewees is described in the following table 3.3.6-2:

Table 3.3.6-2. Summary of interview information regarding “Promotion of Values and Pass on the Philosophy”

Interview targets	Feedback	Corresponding changes of the activity
-------------------	----------	---------------------------------------

<p>Participate in humanistic activities such as bathing the Buddha - representatives of community residents</p>	<ul style="list-style-type: none"> <li>● Understand to be grateful, pay gratitude and benefit others through the participating in activities, and enhance physical and mental strength.</li> <li>● Make friends and share life experiences with each other by participating in activities.</li> <li>● Understand the importance of having goodness in hearts and doing good things for others through the exemplary learning, to inspire more people with love and practically implement the goodness everywhere in the world.</li> <li>● Coordinate various parties to plan and implement activities such as the ceremony of bathing the Buddha, auspicious month and dharma teachings.</li> <li>● Enhance the understanding on the core objectives of the organization by participating in activities.</li> </ul>	<ul style="list-style-type: none"> <li>● Enhance the sense of spiritual satisfaction</li> <li>● Improve interpersonal relationships</li> <li>● Obtain inspiration or encouragement on spiritual aspect</li> <li>● Improve communication and coordination ability</li> <li>● Enhance the sense of organizational identification</li> </ul>
---	---	---

### 3.4 Engagement results of stakeholders – survey questionnaire

To be able to manage the results of the activity after the interview, we designed a corresponding SROI survey questionnaire to collect feedback from the stakeholders. In addition to further verifying the occurrence of the expected changes for the activities, we also designed corresponding topics to understand the level of changes in stakeholders and collect the related information regarding sensitivity factors to be used as a reference for subsequent analysis. The design of relevant survey questionnaires is based on the characteristics of each activity and they are submitted to stakeholders who participate in these activities. In general, the

sampling number of questionnaires for each activity is collected to retain a confidence level of 95% with the maximum sampling error is below  $\pm 10\%$ . The targets for submitting the questionnaire are the key stakeholders identified in the aforementioned activities. There are 14 types of stakeholders and the detail is as shown in Table 3.4- 1.

Table 3.4-1 Stakeholders of submitting questionnaire

Type of activities	Poverty Relief and Providing Aid in the Education of Young Students	Compassion for Humanity and Disaster Relief	Welfare Services and Physical and Mental Health Care	Community Care and Putting Localization into Practice	Provide Guidance to Volunteers for Cultivation and Empowerment	Promotion of Values and Passing on the Philosophy
Type of stakeholders	Volunteers					
	Staff members			Community residents		
	Care-receiver households	Care-receiver households	Chiefs of villages	Community residents		
	Students		Children and teenagers	Visiting groups		
			College and university students	Recycling vendor		
			Senior citizens	Nursing homes		
				Veterans' homes		

On the basis of the statistics of the project, the total number of core stakeholders who participated in the six main activities is 34,818. This project submitted a total of 311 questionnaires with 225 returned and valid questionnaires. The sampling number of questionnaires is retained at confidence level of 95% with the maximum sampling error is below  $\pm 10\%$ . Please refer to Appendix 3.4-1 for the contents of questionnaires submitted to the stakeholders of different activities.

### 3.5 Materiality

When analyzing the results of the survey questionnaires, we also used the analysis to look at the materiality. To decide what changes/outcomes are material to the stakeholders, we had set a question in the questionnaire to get this result (e.g.

Do you think that participation in the activities conducted by Tzu Chi helped you increase the recognition of Tzu Chi?). We collect all the answers from this type of questions to decide whether the changes and impacts has actually material or not and we set the threshold at 50% for this project. If less than 50% of activity participants replied there were no such changes from the activity, the outcomes would be excluded from the calculation. After analyzing all the questionnaires collected, we found that all the changes/outcomes we set are all material to the stakeholders according to the criteria we set. Therefore, we included all the changes/outcomes in the results analysis process.

Table 3.5-1 Demonstration for defining Materiality  
(take Category 1 for example)

Activities	Stakeholders	Outcomes	Percent
		Description of the change	How many people think the change happened
community visits and scholarships for young students	Volunteers	Enhance the sense of organizational identification	100%
		Improve communication and coordination ability	99%
		Enhance the sense of spiritual satisfaction	99%
		Improve interpersonal relationships	100%
	Staff members (Social workers)	Enhance the sense of organizational identification	100%
		Improve communication and coordination ability	100%
		Enhance the sense of spiritual satisfaction	100%
		Improve interpersonal relationships	80%
	Care-receiver households	Reduce the sense of social isolation	50%
		Enhance self-confidence	50%
		Improve interpersonal relationships	50%
		Improve financial status for the family	100%
Students	Improve financial status for the family	100%	
	Learn new knowledge and enhance ability	89%	
	Enhance self-confidence	100%	

## IV. Map of impacts

### 4.1 Input

#### 4.1.1 Poverty Relief and Provide Aid in the Education of Young Students

The input of "Poverty Relief and Provide Aid in the Education of Young Students" include the funds invested by the foundation (funds for the poor and scholarships, etc.) and the cost of labor time for the staff members and volunteers. The information is organized in the following table.

Table 4.1.1-1 Input of "Poverty Relief and Provide Aid in the Education of Young Students"

Core stakeholders	Input item	Input amount (dollars)
Tzu Chi Foundation	Expenditure of this activity <sup>1</sup>	12,434,705
Tzu Chi's staff members	Total cost of personnel's time <sup>2</sup>	459,030
Tzu Chi's volunteers	Total cost of personnel's time <sup>3</sup>	3,169,180
Total input amount (dollars)		\$16,062,915

Note:

1. Tzu Chi Foundation's expenditure of this activity (\$12,434,705) breakdown: winter gathering costs (\$10,466,352)+ scholarship and related events for young students' costs (\$1,117,524)+financial aids for students(\$850,829).
2. Total cost of personnel's time = Total hours put in "Poverty Relief and Provide Aid in the Education of Young Students" by Tzu Chi's staff members in the year 2018 x NTD165 per hour (the weighted average of hourly wages is based on the calculation of wages and number of staff members at all levels). The input hours of Tzu Chi's staff members in this activity are 2,782 hours.
3. Total cost of personnel's time = Total hours put in "Poverty Relief and Provide Aid in the Education of Young Students" by Tzu Chi's volunteers in the year 2018 x NTD140 per hour (it is calculated based on Taiwan's minimum hourly wage in 2018). The input hours of Tzu Chi's volunteers in this activity are 22,637 hours.

#### 4.1.2 Compassion for Humanity and Disaster Relief

The input of "Compassion for Humanity and Disaster Relief" include the funds invested by the foundation (as emergency relief funds) and the cost of labor time for the staff members and volunteers. The information is organized in the following table.

Table 4.1.2-1 Input of "Compassion for Humanity and Disaster Relief" activities

Core stakeholders	Input item	Input amount (dollars)
Tzu Chi Foundation	Expenditure of this activity <sup>1</sup>	245,000
Tzu Chi's staff members (social workers)	Total cost of personnel's time <sup>2</sup>	8,250
Tzu Chi's volunteers	Total cost of personnel's time <sup>3</sup>	24,780

Core stakeholders	Input item	Input amount (dollars)
Total input amount (dollars)		\$278,030

Note:

1. Tzu Chi Foundation's expenditure of this activity (\$245,000) breakdown: emergency financial aids for people in need (\$245,000).
2. Total cost of personnel's time = Total hours put in "Compassion for Humanity and Disaster Relief" by Tzu Chi's staff members in year 2018 x NTD165 per hour (the weighted average of hourly wage is based on the calculation of wages and number of staff members at all levels). The input hours of Tzu Chi's staff members in this activity are 50 hours.
3. Total cost of personnel's time = Total hours put in "Compassion for Humanity and Disaster Relief" by Tzu Chi's volunteers in the year 2018 x NTD140 per hour (it is calculated based on Taiwan's minimum hourly wage in 2018). The input hours of Tzu Chi's volunteers in this activity are 177 hours.

#### 4.1.3 Welfare Services and Physical and Mental Health Care

The input of "Welfare Services and Physical and Mental Health Care" include the funds invested by the foundation (funds for children development and adolescent care, youth care and elderly welfare activities) and the cost of labor time for the chiefs of villages, staff members and volunteers. The information is organized in the following table.

Table 4.1.3-1 Input of "Welfare Services and Physical and Mental Health Care" activities

Core stakeholders	Input item	Input amount (dollars)
Tzu Chi Foundation	Expenditure of this activity <sup>1</sup>	545,866
Tzu Chi's staff members	Total cost of personnel's time <sup>2</sup>	66,000
Tzu Chi's volunteers	Total cost of personnel's time <sup>3</sup>	47,847,983
Chiefs of villages	Total cost of personnel's time <sup>4</sup>	141,000
Total input amount (dollars)		\$48,600,849

Note:

1. Tzu Chi Foundation's expenditure of this activity (\$545,886) breakdown: children's camp costs (\$32,142)+ local community care (in Banqiao Jing Si Hall) costs (\$123,918)+ local community care (in area outside Banqiao Jing Si Hall) costs (\$389,806).
2. Total cost of personnel's time = Total hours put in "Welfare Services and Physical and Mental Health Care" by Tzu Chi's staff members in year 2018 x NTD165 per hour (the weighted average of hourly wage is based on the calculation of wages and number of staff members at all levels). The input hours of Tzu Chi's staff members in this activity are 400 hours.
3. Total cost of personnel's time = Total hours put in "Welfare Services and Physical and Mental Health Care" by Tzu Chi's volunteers in year 2018 x NTD140 per hour (it is calculated based on Taiwan's minimum hourly wage in 2018). The input hours of Tzu Chi's volunteers in this activity are 341,771.31 hours.
4. Total cost of personnel's time = Total hours put in "Welfare Services and Physical and Mental Health Care" by the chiefs of villages in year 2018 x NTD187.5 per hour (the average hourly wage is calculated based on monthly subsidy of 45,000 dollars for village affairs in Taiwan and a total of 240 working hours per month).

The input hours of chiefs of villages in this activity are 752 hours.

#### 4.1.4 Community Care and Putting Localization into Practice

The input of “Community Care and Putting Localization into Practice” include the cost of labor time for staff members and volunteers. The information is organized in the following table.

Table 4.1.4-1. Input of “Community Care and Putting Localization into Practice” activities

Core stakeholders	Input item	Input amount (dollars)
Tzu Chi’s staff members	Total cost of personnel’s time <sup>1</sup>	115,500
Tzu Chi’s volunteers	Total cost of personnel’s time <sup>2</sup>	45,500,420
Total input amount (dollars)		\$45,615,920

Note:

1. Total cost of personnel’s time = Total hours put in “Community Care and Putting Localization into Practice” by Tzu Chi’s staff members in year 2018 x NTD165 per hour (the weighted average of hourly wage is based on the calculation of wages and number of staff members at all levels). The input hours of Tzu Chi’s staff members in this activity are 700 hours.
2. Total cost of personnel’s time = Total hours put in “Community Care and Putting Localization into Practice” by Tzu Chi’s volunteers in year 2018 x NTD140 per hour (it is calculated based on Taiwan’s minimum hourly wage in 2018). The input hours of Tzu Chi’s volunteers in this activity are 325,003 hours.

#### 4.1.5 Provide Guidance to Volunteers for Cultivation and Empowerment

The input of “Provide Guidance to Volunteers for Cultivation and Empowerment” include the funds invested by the foundation and the cost of labor time for staff members and volunteers. The information is organized in the following table.

Table 4.1.5-1 Input of “Provide Guidance to Volunteers for Cultivation and Empowerment” activities

Core stakeholders	Input item	Input amount (dollars)
Tzu Chi Foundation	Expenditure of this activity <sup>1</sup>	6,029,370
Tzu Chi’s staff members	Total cost of personnel’s time <sup>2</sup>	152,460
Tzu Chi’s volunteers	Total cost of personnel’s time <sup>3</sup>	12,696,670
Total input amount (dollars)		\$18,878,500

Note:

1. Tzu Chi Foundation’s expenditure of this activity (\$6,029,370) breakdown: 411 staff members’ health check costs (\$6,029,370).
2. Total cost of personnel’s time = Total hours put in “Provide Guidance to Volunteers for Cultivation and

Empowerment” by Tzu Chi’s staff members in year 2018 x NTD165 per hour (the weighted average of hourly wage is based on the calculation of wages and number of staff members at all levels). The input hours of Tzu Chi’s staff members in this activity are 924 hours.

3. Total cost of personnel’s time = Total hours put in “Provide Guidance to Volunteers for Cultivation and Empowerment” by Tzu Chi’s volunteers in year 2018 x NTD140 per hour (it is calculated based on Taiwan’s minimum hourly wage in 2018). The input hours of Tzu Chi’s volunteers in this activity are 90,690.5 hours.

#### 4.1.6 Promotion of Values and Passing on the Philosophy

The input of “Promotion of Values and Pass on the Philosophy” include the cost of labor time for volunteers. The information is organized in the following table.

Table 4.1.6-1 Input of “Promotion of Values and Pass on the Philosophy” activities

Core stakeholders	Input item	Input amount (dollars)
Tzu Chi’s volunteers	Total cost of personnel’s time <sup>1</sup>	5,854,660
Total input amount (dollars)		\$5,854,660

Note:

1. Total cost of personnel’s time = Total hours put in “Promotion of Values and Pass on the Philosophy” by Tzu Chi’s volunteers in year 2018 x NTD140 per hour (it is calculated based on Taiwan’s minimum hourly wage in 2018). The input hours of Tzu Chi’s volunteers in this activity are 41,819 hours.

## 4.2 Output

### 4.2.1 Poverty Relief and Provide Aid in the Education of Young Students

The output of “Poverty Relief and Provide Aid in the Education of Young Students” in 2018 was to conduct community visits, including 175 reported households, 70 long-term care households, 207 home care households, 238 winter care households, as well as award scholarships to 168 students. The information is organized in the following table.

Table 4.2.1-1 Output of “Poverty Relief and Provide Aid in the Education of Young Students” activities

Core stakeholders		Output in 2018
Tzu Chi	Tzu Chi Foundation	<ul style="list-style-type: none"> <li>• Conduct community visits, including 175 reported households, 70 long-term care households, 207 home care households, 238 winter care households.</li> <li>• Award scholarships to 168 students.</li> </ul>
	Staff members	
	Volunteers	
Care-receiver households		
Student/ family who receives the scholarship		

#### 4.2.2 Compassion for Humanity and Disaster Relief

The output of "Compassion for Humanity and Disaster Relief" in 2018 was to subsidize a total of nine disaster cases. The information is summarized in the table below.

Table 4.2.2-1 Output of "Compassion for Humanity and Disaster Relief" activities

Core stakeholders		Output in 2018
Tzu Chi	Tzu Chi Foundation	<ul style="list-style-type: none"> <li>Subsidized a total of nine disaster cases</li> </ul>
	Staff members (social workers)	
	Volunteers	
Care-receiver households		

#### 4.2.3 Welfare Services and Physical and Mental Health Care

The output of "Welfare Services and Physical and Mental Health Care" in 2018 was to organize activities regarding children development and adolescent care, including 12 parent-child development classes, 1 children's camp, 7 Tzu Chi adolescent classes, 625 DaAi mama sessions, 50 Tzu Chi Basketball sessions, 23 youth care activities, and 213 welfare activities for the elderly at community care bases. The information is summarized in the table below.

Table 4.2.3-1 Output of "Welfare Services and Physical and Mental Health Care" activities

Core stakeholders		Output in 2018
Tzu Chi	Tzu Chi Foundation	<ul style="list-style-type: none"> <li>12 parent-child development classes, with a total of 48 hours</li> <li>1 children's camp, with a total of 16 hours</li> <li>7 Tzu Chi adolescent classes, with a total of 36 hours</li> <li>DaAi mama 625 sessions, with a total of 512.28 hours</li> <li>Tzu Chi Basketball 50 sessions, with a total of 200 hours</li> <li>23 Youth care activities (social club activities), with a total of 49.5 hours</li> <li>213 sessions at community care bases, with a total of 852 hours</li> </ul>
	Staff members (social workers)	
	Volunteers	
Children (1-12 years old) teenagers (junior and senior high school students)		
Youth		
Chiefs of villages		
Senior citizens		

#### 4.2.4 Community Care and Putting Localization into Practice

The output of “Community Care and Putting Localization into Practice” in 2018 was to organize activities include volunteers of full-day community consultation service for 356 days, 9 sessions of Jing Si Hall consultation service, 4 sessions of spiritual seminars at Jing Si Books, 12 sessions of development class for new immigrants, and 8 parent-child training courses for volunteers at Jing Si Books, 213 sessions at community care bases, institutional care such as visiting the home of veterans for 12 times and visiting the nursing home for 28 times, guiding and leading public activities such as 34 sessions of drum practice and 3 sessions of sign language practice, 22 sessions of family tea lover party, 5 filial piety grateful and thanksgiving activities and a total of 799 hours for environmental protection station and environmental education activities. The information is summarized in the table below.

Table 4.2.4-1 Output of “Community Care and Putting Localization into Practice” activities

Core stakeholders		Output in 2018
Tzu Chi	Tzu Chi Foundation	<ul style="list-style-type: none"> <li>• Full-day community consultation service for 356 days, with a total of 6586 hours</li> <li>• 9 sessions of Jing Si Hall consultation service, with a total of 13.5 hours</li> <li>• 4 sessions of spiritual seminars at Jing Si Books, with a total of 8 hours</li> </ul>
	Staff members	
	Volunteers	
Community residents (new immigrants)		<ul style="list-style-type: none"> <li>• 12 sessions of development class for new immigrants, with a total of 30 hours</li> </ul>
Veterans’ homes		<ul style="list-style-type: none"> <li>• 8 parent-child training courses for volunteers at Jing Si Books, with a total of 16 hours</li> </ul>
Nursing homes		<ul style="list-style-type: none"> <li>• Institutional care: visit the home of veterans for 12 times, with a total of 30hours; visit the nursing home for 28 times, with a total of 56 hours</li> </ul>
Recycling vendor		
People/ groups participated in environmental protection activities		<ul style="list-style-type: none"> <li>• Guide and lead the public activities: 34 sessions of drum practice, with a total of 68 hours; 3 sessions of sign language practice, with a total of 6 hours</li> <li>• 22 sessions of family tea lover party, with a total of 44 hours</li> <li>• 5 filial piety gratefulness and thanksgiving activities, with a total of 10 hours</li> <li>• A total of 799 hours for environmental protection station and environmental education activities</li> </ul>

#### 4.2.5 Provide Guidance to Volunteers for Cultivation and Empowerment

The output of “Provide Guidance to Volunteers for Cultivation and Empowerment” in 2018 was to organize activities include 14 volunteer training sessions, 1 spiritual seminar in Hualien (3 days and 2 nights), 6 volunteer training

sessions, 8 sessions of community volunteer course, 1 global four-in-one supervisory staff training camp (5 days), 1 overseas certification camp (5 days), 8 sessions of visiting and cultivation, 12 sessions of visiting and monthly meeting, 66 sessions of the large-scale advancement day, education and training such as 11 sessions of education and training for visiting volunteers, medical volunteers, bone marrow donation and multimedia and graphic design course, and medical examination for 411 volunteers. The information is summarized in the table below.

Table 4.2.5-1 Output of “Provide Guidance to Volunteers for Cultivation and Empowerment” activities

Core stakeholders		Output in 2018
Tzu Chi	Tzu Chi Foundation	<ul style="list-style-type: none"> <li>• 14 volunteer training sessions, with a total of 80 hours</li> </ul>
	Staff members (social workers)	<ul style="list-style-type: none"> <li>• 1 spiritual seminar in Hualien (3 days and 2 nights), with a total of 48 hours</li> <li>• 6 volunteer training sessions, with a total of 12 hours</li> </ul>
	Volunteers	<ul style="list-style-type: none"> <li>• 8 sessions of community volunteer course, with a total of 28 hours</li> <li>• 1 global four-in-one supervisory staff training camp (5 days), with a total of 80 hours</li> <li>• 1 overseas certification camp (5 days), with a total of 80 hours</li> <li>• 8 sessions of visiting and cultivation, with a total of 16 hours</li> <li>• 12 sessions of visiting and monthly meeting, with a total of 24 hours</li> <li>• 66 sessions of the large-scale advancement day, with a total of 66 hours</li> <li>• Education and training: 11 sessions of education and training for visiting volunteers, medical volunteers, bone marrow donation, and multimedia and graphic design course, with a total of 33 hours</li> <li>• Medical examination for 411 volunteers</li> </ul>

#### 4.2.6 Promotion of Values and Pass on the Philosophy

The output of “Promotion of Values and Pass on the Philosophy” in 2018 was to organize activities such as 1 session of bathing the Buddha, 10 sessions of the auspicious month, 515 sessions of volunteer’s morning meeting, and 264 sessions of dharma teachings. The information is summarized in the table below.

Table 4.2.6-1 Output of “Promotion of Values and Pass on the Philosophy” activities

Core stakeholders	Output in 2018
-------------------	----------------

Core stakeholders	Output in 2018
Tzu Chi's volunteers	<ul style="list-style-type: none"> <li>• 1 session of bathing the Buddha, with a total of 4 hours</li> <li>• 10 sessions of the auspicious month, with a total of 20.5 hours</li> </ul>
Community residents	<ul style="list-style-type: none"> <li>• 515 sessions of volunteer's morning meeting, with a total of 955 hours</li> <li>• 264 sessions of dharma teachings, with a total of 264 hours</li> </ul>

### 4.3 Impact Maps

According to 3.2-3.4, after identifying core stakeholders' expected outcomes in each activity, we conducted stakeholder engagement – interviews to verify the expected outcomes, and to identify any unexpected outcomes of core stakeholders after participating in related activities of Banqiao Jing Si Hall. We revised the outcomes that were considered based on the core stakeholders' feedback after the interview. Subsequently, we conducted stakeholder engagement – survey questionnaire to further verify the outcomes whether had happened and were material or not. Based on the results from the aforementioned identification of stakeholders and engagement of stakeholders (interviews and questionnaires), this project is able to verify the expected outcomes of each activity on the stakeholders, and further understand the actual impact on stakeholders due to these outcomes. This assessment presents the chain of events for each activity through the impact map, to explain the causality between the inputs, outputs, outcomes of each activity and how an impact is created; we also refer to the SROI analysis principles for the reference of whether to include the outcomes for analysis.

#### 4.3.1 Poverty Relief and Providing Aid in the Education of Young Students

The impact on core stakeholders due to Tzu Chi's "Poverty Relief and Provide Aid in the Education of Young Students" activities is described below, and the impact map of the project is summarized in the following table.

Table 4.3.1-1. Impact map of "Poverty Relief and Provide Aid in the Education of Young Students"

Core stakeholders	Inputs	Outputs	Outcomes	Chain of events and description of the impact	whether to include the outcomes
Tzu Chi Foundation	<ul style="list-style-type: none"> <li>• Project expenditure (\$12,434,705)</li> <li>• Total cost of time for staff</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct community visits, including 175 reported households, 70</li> </ul>	Enhance the core philosophy and value of the foundation	Provide funding and guideline for "Poverty Relief and Provide Aid in the Education of Young Students" activities	Yes

Core stakeholders	Inputs	Outputs	Outcomes	Chain of events and description of the impact	whether to include the outcomes
Tzu Chi staff members (social workers)	<ul style="list-style-type: none"> <li>members (\$459,030)</li> <li>Total cost of time for volunteers (\$3,169,180)</li> </ul>	<ul style="list-style-type: none"> <li>long-term care households, 207 home care households, 238 winter care households.</li> <li>Award scholarships to 168 students.</li> </ul>	Enhance the sense of organizational identification	The long-term organizational identification can be enhanced through the participation in "Poverty Relief and Provide Aid in the Education of Young Students" activities.	Yes
			Improve communication and coordination ability	Improve the self-ability and enhance the long-term personal sense of achievement after participating in the activities	
			Enhance the sense of spiritual satisfaction		
			Improve interpersonal relationships		
Tzu Chi's volunteers			Enhance the sense of organizational identification	The long-term organizational identification can be enhanced and the motivation for continuous participation will be increased through the participation in "Poverty Relief and Provide Aid in the Education of Young Students" activities.	Yes
			Improve communication and coordination ability	Improve the self-ability and enhance the long-term personal sense of achievement after participating in the activities	
			Enhance the sense of spiritual satisfaction		
			Improve interpersonal relationships		
Care-receiver households			Reduce the sense of social isolation	Practically implement the companion care	Yes

Core stakeholders	Inputs	Outputs	Outcomes	Chain of events and description of the impact	whether to include the outcomes
			Enhance self-confidence	and relief for the poor people and family.	
			Improve interpersonal relationships		
			Improve financial status for the family		
Students/ families			Improve financial status for the family	Value the importance of education to escape from poverty, as well as provide subsidies and scholarships	Yes
			Learn new knowledge and enhance ability		
			Enhance self-confidence		

#### 4.3.2 Compassion for Humanity and Disaster Relief

The impact on core stakeholders due to the “Compassion for Humanity and Disaster Relief” activities is described below, and the impact map of the project is summarized in the following table.

Table 4.3.2-1 Impact map of “Compassion for Humanity and Disaster Relief”

Core stakeholders	Inputs	Outputs	Outcomes	Chain of events and description of the impact	whether to include the outcomes
Tzu Chi Foundation	<ul style="list-style-type: none"> <li>Project expenditure (\$245,000)</li> <li>Total cost of time for staff members (\$8,250)</li> <li>Total cost of time for volunteers (\$24,780)</li> </ul>	<ul style="list-style-type: none"> <li>Subsidized a total of nine disaster cases</li> </ul>	Enhance the core philosophy and value of the foundation	Provide funding and guideline for “Compassion for Humanity and Disaster Relief” activities	Yes
Tzu Chi staff members (Sub-group: social workers)			Enhance the sense of organizational identification	Provide a human-oriented care that is "practical, direct, significant, timely and respectful" for the assessment and assistance of	Yes

Core stakeholders	Inputs	Outputs	Outcomes	Chain of events and description of the impact	whether to include the outcomes
			Enhance the sense of spiritual satisfaction	emergency relief, settlement and care arrangements, reconstruction and rehabilitation for domestic and overseas disasters.	
Tzu Chi's volunteers			Enhance the sense of organizational identification	Provide a human-oriented care that is "practical, direct, significant, timely and respectful" for the assessment and assistance of emergency relief, settlement and care arrangements, reconstruction and rehabilitation for domestic and overseas disasters.	Yes
			Enhance the sense of spiritual satisfaction	emergency relief, settlement and care arrangements, reconstruction and rehabilitation for domestic and overseas disasters.	
Care-receiver households			Improve financial status for the family	With the emergency relief, settlement and care arrangement, and assistance in reconstruction and rehabilitation, people are expected to restore their original lives and obtain spiritual support and encouragement.	Yes

#### 4.3.3 Welfare Services and Physical and Mental Health Care

The impact on core stakeholders due to the “Welfare Services and Physical and Mental Health Care” activities is described below, and the impact map of the project is summarized in the following table.

Table 4.3.3.-1 Impact map of “Welfare Services and Physical and Mental Health Care”

Core stakeholders	Inputs	Outputs	Outcomes	Chain of events and description of the impact	whether to include the outcomes
-------------------	--------	---------	----------	---	---------------------------------

Core stakeholders	Inputs	Outputs	Outcomes	Chain of events and description of the impact	whether to include the outcomes
Tzu Chi Foundation	<ul style="list-style-type: none"> <li>Project expenditure (\$545,866)</li> <li>Total cost of time for staff members (\$66,000)</li> <li>Total cost of time for volunteers (\$47,847,983)</li> <li>Total cost of time for village chiefs (\$141,000)</li> </ul>	<ul style="list-style-type: none"> <li>12 parent-child development classes, with a total of 48 hours</li> <li>1 children's camp, with a total of 16 hours</li> <li>7 Tzu Chi adolescent classes, with a total of 36 hours</li> <li>DaAi mama 625 sessions, with a total of 512.28 hours</li> <li>Tzu Chi Basketball 50 sessions, with a total of 200 hours</li> <li>23 Youth care activities (social club activities), with a total of 49.5 hours</li> <li>213 sessions at community care bases, with a total of</li> </ul>	Enhance the core philosophy and value of the foundation	Provide funding and guideline for "Welfare Services and Physical and Mental Health Care" activities	Yes
Tzu Chi's staff members			Enhance the sense of organizational identification	Plan and implement activities related to children's development, youth care and elderly welfare	Yes
			Improve interpersonal relationships		
			Improve communication and coordination ability		
			Enhance the sense of spiritual satisfaction		
Tzu Chi's volunteers			Enhance the sense of organizational identification	Plan and implement activities related to children's development, youth care and elderly welfare	Yes
			Improve interpersonal relationships		
			Improve communication and coordination ability		
			Enhance the sense of spiritual satisfaction		
Children (1-12 years old) teenagers (junior and senior high school students)			Improve relationships with family members	Enhance related abilities and knowledge as well as self-development through the children development and adolescent care activities (parent-child development classes, Tzu Chi adolescent classes, DaAi mama, etc.)	Yes
			Enhance self-confidence/achievement		
			Improve interpersonal relationships		
			Learn new knowledge and enhance ability		
			Enhance environmental awareness		
Youth (University)			Improve interpersonal relationships	Enhance related abilities and	Yes

Core stakeholders	Inputs	Outputs	Outcomes	Chain of events and description of the impact	whether to include the outcomes	
students)		852 hours	Enhance self-confidence/ achievement	knowledge as well as self-development through the youth care activities (Tzu Chi youth activities)		
			Improve communication and coordination ability			
			Enhance environmental awareness			
			Learn new knowledge and enhance ability			
Senior citizens				Improve physical health	Obtain love and belongingness, dignity and self-realization through the elderly care activities (community care base, health care, etc.)	Yes
			Reduce the sense of social isolation			
			Enhance the sense of spiritual satisfaction			
Chiefs of villages				Improve communication and coordination ability	Conduct the community care base activities and elderly care activities with Tzu Chi	Yes
			Improve interpersonal relationships			
			Enhance the sense of organizational identification			

#### 4.3.4 Community Care and Putting Localization into Practice

The impact on core stakeholders due to the “Community Care and Putting Localization into Practice” activities is described below and the impact map of the project is summarized in the following table.

Table 4.3.4-1 Impact map of “Community Care and Putting Localization into Practice”

Core stakeholders	Inputs	Outputs	Outcomes	Chain of events and description of the impact	whether to include the outcomes
-------------------	--------	---------	----------	---	---------------------------------

Core stakeholders	Inputs	Outputs	Outcomes	Chain of events and description of the impact	whether to include the outcomes
Tzu Chi Foundation	<ul style="list-style-type: none"> <li>Total cost of time for staff members (\$115,500)</li> <li>Total cost of time for volunteers (\$45,500,420)</li> </ul>	<ul style="list-style-type: none"> <li>Full-day community consultation service for 356 days, with a total of 6586 hours</li> </ul>	Enhance the core philosophy and value of the foundation	Provide funding and guidelines for “Community Care and Putting Localization into Practice” activities	Yes
Tzu Chi’s staff members		<ul style="list-style-type: none"> <li>9 sessions of Jing Si Hall consultation service, with a total of 13.5 hours</li> </ul>	Enhance the sense of organizational identification	Conduct and implement institutional care, development courses and related guidance and leading public activities	Yes
		<ul style="list-style-type: none"> <li>4 sessions of spiritual seminars at Jing Si Books, with a total of 8 hours</li> </ul>	Improve interpersonal relationships		
		<ul style="list-style-type: none"> <li>12 sessions of development class for new immigrants, with a total of 30 hours</li> </ul>	Improve communication and coordination ability		
<ul style="list-style-type: none"> <li>8 parent-child training courses for volunteers at Jing Si Books, with a total of 16 hours</li> </ul>		Enhance the sense of spiritual satisfaction/self-confidence			
Tzu Chi’s volunteers		<ul style="list-style-type: none"> <li>Institutional care: visit the home of veterans for 12 times, with a total of 30hours; visit the nursing home for 28 times, with a total of 56 hours</li> </ul>	Enhance the sense of organizational identification	Conduct and implement institutional care, development courses and related guidance and leading public activities	Yes
		<ul style="list-style-type: none"> <li>Guide and lead the</li> </ul>	Improve interpersonal relationships		
			Improve communication and coordination ability		
			Enhance the sense of spiritual satisfaction/self-confidence		
Community residents (Sub-group: new immigrants)				Enhance self-confidence	Enhance related abilities and self-development through Tzu Chi’s community

Core stakeholders	Inputs	Outputs	Outcomes	Chain of events and description of the impact	whether to include the outcomes
		public activities: 34 sessions of drum practice, with a total of 68 hours; 3 sessions of sign language practice, with a total of 6 hours	Learn new knowledge and enhance ability	consultation, development courses and guiding and leading public activities	
Institution - Nursing home		<ul style="list-style-type: none"> <li>• 22 sessions of family tea lover party, with a total of 44 hours</li> <li>• 5 filial piety gratefulness and thanksgiving activities, with a total of 10 hours</li> <li>• A total of 799 hours for environmental protection station and environmental education activities</li> </ul>	Reduce the sense of social isolation	Find self-confidence and dignity through educational programs and interactive activities organized by Tzu Chi	Yes
			Improve interpersonal relationships		
			Enhance the sense of spiritual satisfaction/ self-confidence		
Institution - Veterans home			Improve interpersonal relationships	Find self-confidence and dignity through educational programs and interactive activities organized by Tzu Chi	Yes
			Reduce the sense of social isolation		
Recycling vendor			Enhance environmental awareness	Thanks to the cooperation with Tzu Chi, the quality of recycled materials has been improved and the spirit of environmental protection can be better understood	Yes
			Improve the efficiency of resource recycling		
The visiting people/ groups			Enhance environmental awareness	Implement the environmentally friendly recycling, Learn the concept of environmental protection by	Yes
			Learn new knowledge and enhance ability		

Core stakeholders	Inputs	Outputs	Outcomes	Chain of events and description of the impact	whether to include the outcomes
				visiting the environmentally friendly recycling station at Tzu Chi's Banqiao Jing Si Hall	

#### 4.3.5 Provide Guidance to Volunteers for Cultivation and Empowerment

The impact on core stakeholders due to the “Provide Guidance to Volunteers for Cultivation and Empowerment” activities is described below, and the impact map of the project is summarized in the following table.

Table 4.3.5-1 Impact map of “Providing Guidance to Volunteers for Cultivation and Empowerment”

Core stakeholders	Inputs	Outputs	Outcomes	Chain of events and description of the impact	whether to include the outcomes
Tzu Chi Foundation	<ul style="list-style-type: none"> <li>Project expenditure (\$6,029,370)</li> <li>Total cost of time for staff members (\$152,460)</li> <li>Total cost of time for volunteers (\$12,696,670)</li> </ul>	<ul style="list-style-type: none"> <li>14 volunteer training sessions, with a total of 80 hours</li> <li>1 spiritual seminar in Hualien (3 days and 2 nights), with a total of 48 hours</li> <li>6 volunteer training sessions, with a total of 12 hours</li> <li>8 sessions of community volunteer course, with a total of 28 hours</li> <li>1 global four-</li> </ul>	Enhance the core philosophy and value of the foundation	Provide funding and guideline for “Provide Guidance to Volunteers for Cultivation and Empowerment” activities	Yes
Tzu Chi's staff members			Enhance the sense of organizational identification	Facilitate the operations and collaborations between the volunteers and the foundation through volunteer cultivation and empowerment, enhance volunteers' knowledge and ability of related applications, and provide practical care to	Yes
			Improve interpersonal relationships		
			Improve communication and coordination ability		
			Enhance the sense of spiritual satisfaction/ achievement/ self-confidence		
Learn new knowledge and enhance ability					

Core stakeholders	Inputs	Outputs	Outcomes	Chain of events and description of the impact	whether to include the outcomes
		in-one supervisory staff training camp (5 days), with a total of 80 hours	Improve relationships with family members	volunteers, so that volunteers will be able to demonstrate their strengths.	
Tzu Chi's volunteers		<ul style="list-style-type: none"> <li>• 1 overseas certification camp (5 days), with a total of 80 hours</li> <li>• 8 sessions of visiting and cultivation, with a total of 16 hours</li> <li>• 12 sessions of visiting and monthly meeting, with a total of 24 hours</li> <li>• 66 sessions of the large-scale advancement day, with a total of 66 hours</li> <li>• Education and training:</li> </ul>	Enhance the sense of organizational identification	Inspire interests and potentials, and learn the necessary knowledge and skills through volunteer cultivation and empowerment; promote physical and mental health through the care for volunteers, and gain self-development and recognition.	Yes
			Improve interpersonal relationships		
			Improve communication and coordination ability		
			Enhance the sense of spiritual satisfaction/ achievement/ self-confidence		
			Learn new knowledge and enhance ability		

Core stakeholders	Inputs	Outputs	Outcomes	Chain of events and description of the impact	whether to include the outcomes
		11 sessions of education and training for visiting volunteers, medical volunteers, bone marrow donation, and multimedia and graphic design course, with a total of 33 hours <ul style="list-style-type: none"> <li>• Medical examination for 411 volunteers</li> </ul>	Improve relationships with family members		

#### 4.3.6 Promotion of Values and Pass on the Philosophy

The impact on core stakeholders due to the “Promotion of Values and Pass on the Philosophy” activities is described below, and the impact map of the project is summarized in the following table.

Table 4.3.6-1 Impact map of “Promotion of Values and Passing on the Philosophy”

Core stakeholders	Inputs	Outputs	Outcomes	Chain of events and description of the impact	whether to include the outcomes

Tzu Chi's volunteers	<ul style="list-style-type: none"> <li>Total cost of time for volunteers (\$5,854,660)</li> </ul>	<ul style="list-style-type: none"> <li>1 session of bathing the Buddha, with a total of 4 hours</li> <li>10 sessions of the auspicious month, with a total of 20.5 hours</li> <li>515 sessions of volunteer's morning meeting, with a total of 955 hours</li> <li>264 sessions of dharma teachings, with a total of 264 hours</li> </ul>	<ul style="list-style-type: none"> <li>Enhance the sense of organizational identification</li> <li>Improve interpersonal relationships</li> <li>Improve communication and coordination ability</li> <li>Enhance the sense of spiritual satisfaction</li> <li>Obtain inspiration or encouragement on spiritual aspect</li> </ul>	Inspire the goodness in the hearts of people, as well as to be grateful, expressing gratitude and benefit others through the ceremony of bathing the Buddha, auspicious month and dharma teachings.	Yes
Community residents			<ul style="list-style-type: none"> <li>Enhance the sense of spiritual satisfaction</li> <li>Improve interpersonal relationships</li> <li>Obtain inspiration or encouragement on spiritual aspect</li> </ul>	To learn to be grateful, express gratitude and benefit others through the ceremony of bathing the Buddha, auspicious month and dharma teachings.	Yes

## v. SROI Results Analysis

### 5.1 Establishment of evaluation indicators and financial proxy indicators

After the identification and engagement of stakeholders, impact marking and data collection, the next step of SROI analysis is to quantify the outcomes of related activities, which is the establishment of evaluation indicators and financial proxy indicators. The evaluation indicators are mainly used as the basis for the measurement of result occurrence and improvement level of results. This part of information mainly refers to the research papers and the analytical results of questionnaire survey of each activity.

For the selection and establishment of financial proxy indicators, the six main activities involved in the project of Tzu Chi's Banqiao Jing Si Hall are mainly based on three types of monetization methods, which are the Revealed Preference Method, Stated Preference Method and Well-being Valuation Method. If the financial proxy indicators of related activities adopt the Revealed Preference Method, then the selection of related indicators shall refer to the opinions of stakeholders and the main consideration shall be the correlation between the contents of indicators and the contents of activities; and the conservative principle shall be used as the selection criteria for the indicators. A valuation method best suited for each outcome was selected according to stakeholder's feedback gathers through the interview process and questionnaire. In order to determine which financial proxy can represent the outcomes suitably, the final selection of financial proxies were also engaged and confirmed by the stakeholders.

#### 5.1.1 Poverty Relief and Providing Aid in the Education of Young Students

The evaluation indicators and financial proxy indicators of this activity are summarized in the following table.

Table 5.1.1-1. Financial proxy indicators for "Poverty Relief and Provide Aid in the Education of Young Students" activities

The stakeholders	Outcomes	Evaluation indicators	Financial proxy indicators (TWD)	Source of data	Applicability of the indicator	Methodology
Tzu Chi's staff members (social workers)	Enhance the sense of organizational identification	Enhancement level of organizational identification	Value of trust/belongingness enhancement (Well-being valuation model) 2640 pounds/ year	Social Value: Understanding the wider value of public policy interventions	Researches on related investments in community well-being in Manchester, UK. This analysis uses the full-year value of well-being for the enhancement of trust and belongingness.	Well-being Valuation Method

The stakeholders	Outcomes	Evaluation indicators	Financial proxy indicators (TWD)	Source of data	Applicability of the indicator	Methodology
	Improve communication and coordination ability	Enhancement level of communication and coordination ability	Course fee for communication and coordination at workplace, 4500 dollars/class (7 hours)	2019 Interpersonal relationship and communication skill course at the Institute for Information Industry	Cost of participating in the course of communication and coordination at workplace	Revealed Preference Method
	Enhance the sense of spiritual satisfaction	Enhancement level of spiritual satisfaction	Value of self-confidence/self-esteem enhancement (Well-being valuation model) 1056 pounds/ year	Social Value: Understanding the wider value of public policy interventions	Researches of related investments in individual spiritual well-being in Manchester, UK. This analysis uses the full-year value of well-being for the enhancement of self-confidence and self-esteem.	Well-being Valuation Method
	Improve interpersonal relationships	Enhancement level of interpersonal relationship	Value of interpersonal enhancement (Well-being valuation model) 2640 pounds/ year	Social Value: Understanding the wider value of public policy interventions	Researches on related investments in community well-being in Manchester, UK. This analysis uses the full-year value of well-being for the enhancement of interpersonal relationship.	Well-being Valuation Method

The stakeholders	Outcomes	Evaluation indicators	Financial proxy indicators (TWD)	Source of data	Applicability of the indicator	Methodology
Tzu Chi's volunteers	Enhance the sense of organizational identification	Enhancement level of organizational identification	Value of trust/belongingness enhancement (Well-being valuation model) 2640 pounds/ year	Social Value: Understanding the wider value of public policy interventions	Researches on related investments in community well-being in Manchester, UK. This analysis uses the full-year value of well-being for the enhancement of trust and belongingness.	Well-being Valuation Method
	Improve communication and coordination ability	Enhancement level of communication and coordination ability	Course fee for communication and coordination at workplace, 4500 dollars/ class (7 hours)	2019 Interpersonal relationship and communication skill course at the Institute for Information Industry	Cost of participating in the course of communication and coordination at workplace	Revealed Preference Method
	Enhance the sense of spiritual satisfaction	Enhancement level of spiritual satisfaction	Value of self-confidence/self-esteem enhancement (Well-being valuation model) 1056 pounds/ year	Social Value: Understanding the wider value of public policy interventions	Researches of related investments in individual spiritual well-being in Manchester, UK. This analysis uses the full-year value of well-being for the enhancement of self-confidence and self-esteem.	Well-being Valuation Method

The stakeholders	Outcomes	Evaluation indicators	Financial proxy indicators (TWD)	Source of data	Applicability of the indicator	Methodology
	Improve interpersonal relationships	Enhancement level of interpersonal relationship	Value of interpersonal enhancement (Well-being valuation model) 2640 pounds/ year	Social Value: Understanding the wider value of public policy interventions	Researches on related investments in community well-being in Manchester, UK. This analysis uses the full-year value of well-being for the enhancement of interpersonal relationship.	Well-being Valuation Method
Care-receiver households	Reduce the sense of social isolation	Decrease level of the sense of social isolation	Value of reducing the sense of isolation (Well-being valuation model) 2,640 pounds/ year	Social Value: Understanding the wider value of public policy interventions	Researches on related investments in individual spiritual well-being in Manchester, UK. This analysis uses the full-year value of well-being for the reducing of the sense of isolation.	Well-being Valuation Method
	Enhance self-confidence	Enhancing level of self-confidence	Value of self-confidence/ self-esteem enhancement (Well-being valuation model) 1056 pounds/ year	Social Value: Understanding the wider value of public policy interventions	Researches of related investments in individual spiritual well-being in Manchester, UK. This analysis uses the full-year value of well-being for the enhancement of self-confidence and self-esteem.	Well-being Valuation Method

The stakeholders	Outcomes	Evaluation indicators	Financial proxy indicators (TWD)	Source of data	Applicability of the indicator	Methodology
	Improve interpersonal relationships	Enhancement level of interpersonal relationship	Value of interpersonal enhancement (Well-being valuation model) 2640 pounds/ year	Social Value: Understanding the wider value of public policy interventions	Researches on related investments in community well-being in Manchester, UK. This analysis uses the full-year value of well-being for the enhancement of interpersonal relationship.	Well-being Valuation Method
	Improve financial status for the family	Enhancing level of financial situation in the family	On the basis of the financial data provided by Tzu Chi Foundation, the average person per year is 19,228 dollars	Tzu Chi Foundation	Tzu Chi Foundation's subsidies for the care-receiver households	Stated Preference Method
Students / families	Improve financial status for the family	Enhancing level of financial situation in the family	On the basis of the financial data provided by Tzu Chi Foundation, the average is 13,581 dollars a year per person	Tzu Chi Foundation	The scholarships provided by Tzu Chi Foundation	Stated Preference Method
	Learn new knowledge and enhance ability	Enhancement level of learning new knowledge and ability	The Ministry of Science and Technology subsidizes the college and university students of 6,000 dollars for a case study	Ministry of Science and Technology, ROC	Research expense of an assistant in domestic university	Revealed Preference Method

The stakeholders	Outcomes	Evaluation indicators	Financial proxy indicators (TWD)	Source of data	Applicability of the indicator	Methodology
	Enhance self-confidence	Enhancing level of self-confidence	Value of self-confidence/self-esteem enhancement (Well-being valuation model) 1056 pounds/ year	Social Value: Understanding the wider value of public policy interventions	Researches of related investments in individual spiritual well-being in Manchester, UK. This analysis uses the full-year value of well-being for the enhancement of self-confidence and self-esteem.	Well-being Valuation Method

### 5.1.2 Compassion for Humanity and Disaster Relief

The evaluation indicators and financial proxy indicators of this activity are summarized in the table below.

Table 5.1.2-1 Financial proxy indicators for “Compassion for Humanity and Disaster Relief” activities

The stakeholders	Outcomes	Evaluation indicators	Financial proxy indicators (TWD)	Source of data	Applicability of the indicator	Methodology
Tzu Chi staff members (social workers)	Enhance the sense of organizational identification	Enhancement level of organizational identification	Value of trust/belongingness enhancement (Well-being valuation model) 2640 pounds/ year	Social Value: Understanding the wider value of public policy interventions	Researches on related investments in community well-being in Manchester, UK. This analysis uses the full-year value of well-being for the enhancement of trust and belongingness.	Well-being Valuation Method

The stakeholders	Outcomes	Evaluation indicators	Financial proxy indicators (TWD)	Source of data	Applicability of the indicator	Methodology
	Enhance the sense of spiritual satisfaction	Enhancement level of spiritual satisfaction	Value of self-confidence/self-esteem enhancement (Well-being valuation model) 1056 pounds/ year	Social Value: Understanding the wider value of public policy interventions	Researches of related investments in individual spiritual well-being in Manchester, UK. This analysis uses the full-year value of well-being for the enhancement of self-confidence and self-esteem.	Well-being Valuation Method
Tzu Chi's volunteers	Enhance the sense of organizational identification	Enhancement level of organizational identification	Value of trust/belongingness enhancement (Well-being valuation model) 2640 pounds/ year	Social Value: Understanding the wider value of public policy interventions	Researches on related investments in community well-being in Manchester, UK. This analysis uses the full-year value of well-being for the enhancement of trust and belongingness.	Well-being Valuation Method
	Enhance the sense of spiritual satisfaction	Enhancement level of spiritual satisfaction	Value of self-confidence/self-esteem enhancement (Well-being valuation model) 1056 pounds/ year	Social Value: Understanding the wider value of public policy interventions	Researches of related investments in individual spiritual well-being in Manchester, UK. This analysis uses the full-year value of well-being for the enhancement of self-confidence and self-esteem.	Well-being Valuation Method
Care-receiver households	Improve financial status for the family	Enhancing level of financial situation in the family	On the basis of the financial data provided by Tzu Chi Foundation, the annual investment is 245,000 dollars	Tzu Chi Foundation	Tzu Chi Foundation's subsidies for the care-receiver households	Stated Preference Method

### 5.1.3 Welfare Services and Physical and Mental Health Care

The evaluation indicators and financial proxy indicators of this activity are summarized in the table below.

Table 5.1.3-1 Financial proxy indicators for “Welfare Services and Physical and Mental Health Care” activities

The stakeholders	Outcomes	Evaluation indicators	Financial proxy indicators (TWD)	Source of data	Applicability of the indicator	Methodology
Tzu Chi’s staff members	Enhance the sense of organizational identification	Enhancement level of organizational identification	Value of trust/belongingness enhancement (Well-being valuation model) 2640 pounds/year	Social Value: Understanding the wider value of public policy interventions	Researches on related investments in community well-being in Manchester, UK. This analysis uses the full-year value of well-being for the enhancement of trust and belongingness.	Well-being Valuation Method
	Improve interpersonal relationships	Enhancement level of interpersonal relationship	Value of interpersonal enhancement (Well-being valuation model) 2640 pounds/year	Social Value: Understanding the wider value of public policy interventions	Researches on related investments in community well-being in Manchester, UK. This analysis uses the full-year value of well-being for the enhancement of interpersonal relationship.	Well-being Valuation Method
	Improve communication and coordination ability	Enhancement level of communication and coordination ability	Course fee for communication and coordination at workplace, 4500 dollars/class (7 hours)	2019 Interpersonal relationship and communication skill course at the Institute for Information Industry	Cost of participating in the course of communication and coordination at workplace	Revealed Preference Method

The stakeholders	Outcomes	Evaluation indicators	Financial proxy indicators (TWD)	Source of data	Applicability of the indicator	Methodology
	Enhance the sense of spiritual satisfaction	Enhancement level of spiritual satisfaction	Value of self-confidence/ self-esteem enhancement (Well-being valuation model) 1056 pounds/year	Social Value: Understanding the wider value of public policy interventions	Researches of related investments in individual spiritual well-being in Manchester, UK. This analysis uses the full-year value of well-being for the enhancement of self-confidence and self-esteem.	Well-being Valuation Method
Tzu Chi's volunteers	Enhance the sense of organizational identification	Enhancement level of organizational identification	Value of trust/ belongingness enhancement (Well-being valuation model) 2640 pounds/year	Social Value: Understanding the wider value of public policy interventions	Researches on related investments in community well-being in Manchester, UK. This analysis uses the full-year value of well-being for the enhancement of trust and belongingness.	Well-being Valuation Method
	Improve interpersonal relationships	Enhancement level of interpersonal relationship	Value of interpersonal enhancement (Well-being valuation model) 2640 pounds/year	Social Value: Understanding the wider value of public policy interventions	Researches on related investments in community well-being in Manchester, UK. This analysis uses the full-year value of well-being for the enhancement of interpersonal relationship.	Well-being Valuation Method

The stakeholders	Outcomes	Evaluation indicators	Financial proxy indicators (TWD)	Source of data	Applicability of the indicator	Methodology
	Improve communication and coordination ability	Enhancement level of communication and coordination ability	Course fee for communication and coordination at workplace, 4500 dollars/class (7 hours)	2019 Interpersonal relationship and communication skill course at the Institute for Information Industry	Cost of participating in the course of communication and coordination at workplace	Revealed Preference Method
	Enhance the sense of spiritual satisfaction	Enhancement level of spiritual satisfaction	Value of self-confidence/ self-esteem enhancement (Well-being valuation model) 1056 pounds/year	Social Value: Understanding the wider value of public policy interventions	Researches of related investments in individual spiritual well-being in Manchester, UK. This analysis uses the full-year value of well-being for the enhancement of self-confidence and self-esteem.	Well-being Valuation Method
Children (1-12 years old) teenagers (junior and senior high school students)	Improve relationships with family members	Enhancing level of family relationships	Value of family relationship improvement (Well-being valuation model) 2640 pounds/year	Social Value: Understanding the wider value of public policy interventions	Researches on related investments in family well-being. This analysis uses the full-year value of well-being for the enhancement of family relationship.	Well-being Valuation Method
	Enhance self-confidence/ achievement	Enhancement level of self-confidence/ achievement	Value of increase self-confidence/ self-esteem (Well-being valuation model) 1056 pounds/year	Social Value: Understanding the wider value of public policy interventions	Researches of related investments in individual spiritual well-being in Manchester, UK. This analysis uses the full-year value of well-being for the increase of	Well-being Valuation Method

The stakeholder s	Outcomes	Evaluation indicators	Financial proxy indicators (TWD)	Source of data	Applicability of the indicator	Methodology
					self-confidence and self-esteem.	
	Improve interpersonal relationships	Enhancement level of interpersonal relationship	Value of improve relationship (Well-being valuation model) 2640 pounds/year	Social Value: Understanding the wider value of public policy interventions	Researches on related investments in community well-being in Manchester, UK. This analysis uses the full-year value of well-being for the improve relationship.	Well-being Valuation Method
	Learn new knowledge and enhance ability	Enhancement level of learning new knowledge and ability	The hourly fee (including the insurance premium) for the anti-drug promotion and implementation plan on campus , 9172 dollars/ 20 hours per person	K-12 Education Administration, MOE	The changes caused by this project are similar to those changes brought about by anti-drug education promotion, so the cost of the plan is used as the financial proxy indicator	Revealed Preference Method

The stakeholders	Outcomes	Evaluation indicators	Financial proxy indicators (TWD)	Source of data	Applicability of the indicator	Methodology
	Enhance environmental awareness	Enhancement level of environmental awareness	Environmental Education Promotion Subsidy the Environmental Protection Bureau, New Taipei City (fee of human affairs) 1000 dollars/ hour per person	Environmental Protection Bureau of New Taipei City	The changes caused by this project are similar to those changes brought by the environmental education activity and plan, so the cost of the plan is used as the financial proxy indicator	Revealed Preference Method
Youth(University students)	Improve interpersonal relationships	Enhancement level of interpersonal relationship	Value of interpersonal enhancement (Well-being valuation model) 2640 pounds/ year	Social Value: Understanding the wider value of public policy interventions	Researches on related investments in community well-being in Manchester, UK. This analysis uses the full-year value of well-being for the enhancement of interpersonal relationship.	Well-being Valuation Method
	Enhance self-confidence/ achievement	Enhancement level of self-confidence/ achievement	Value of self-confidence/ self-esteem enhancement (Well-being valuation model) 1056 pounds/ year	Social Value: Understanding the wider value of public policy interventions	Researches of related investments in individual spiritual well-being in Manchester, UK. This analysis uses the full-year value of well-being for the enhancement of self-confidence and self-esteem.	Well-being Valuation Method

The stakeholders	Outcomes	Evaluation indicators	Financial proxy indicators (TWD)	Source of data	Applicability of the indicator	Methodology
	Improve communication and coordination ability	Enhancement level of communication and coordination ability	Course fee for communication and coordination at workplace, 4500 dollars/class (7 hours)	2019 Interpersonal relationship and communication skill course at the Institute for Information Industry	Cost of participating in the course of communication and coordination at workplace	Revealed Preference Method
	Enhance environmental awareness	Enhancement level of environmental awareness	Environmental Education Promotion Subsidy the Environmental Protection Bureau, New Taipei City (fee of human affairs) 1000 dollars/hour per person	Environmental Protection Bureau of New Taipei City	The changes caused by this project are similar to those changes brought by the environmental education activity and plan, so the cost of the plan is used as the financial proxy indicator	Revealed Preference Method
	Learn new knowledge and enhance ability	Enhancement level of learning new knowledge and ability	The hourly fee (including the insurance premium) for the anti-drug promotion and implementation plan on campus, 9172 dollars/ 20 hours per person	K-12 Education Administration, MOE	The changes caused by this project are similar to those changes brought about by anti-drug education promotion, so the cost of the plan is used as the financial proxy indicator	Revealed Preference Method
Senior citizens	Improve physical health	Enhancement level of physical health	Pay the personal expense at the National Taiwan University Hospital The initial consultation fee of health consultation, 1000/ once per person	National Taiwan University Hospital	The initial consultation fee of health consultation at large-scale medical institutions in Taiwan	Revealed Preference Method

The stakeholders	Outcomes	Evaluation indicators	Financial proxy indicators (TWD)	Source of data	Applicability of the indicator	Methodology
	Reduce the sense of social isolation	Decrease level of the sense of social isolation	Value of reducing the sense of isolation (Well-being valuation model) 2,640 pounds/ year	Social Value: Understanding the wider value of public policy interventions	Researches on related investments in individual spiritual well-being in Manchester, UK. This analysis uses the full-year value of well-being for the reducing of the sense of isolation.	Well-being Valuation Method
	Enhance the sense of spiritual satisfaction	Enhancement level of spiritual satisfaction	Value of self-confidence/ self-esteem enhancement (Well-being valuation model) 1056 pounds/ year	Social Value: Understanding the wider value of public policy interventions	Researches of related investments in individual spiritual well-being in Manchester, UK. This analysis uses the full-year value of well-being for the enhancement of self-confidence and self-esteem.	Well-being Valuation Method
Chiefs of villages	Improve communication and coordination ability	Enhancement level of communication and coordination ability	Course fee for communication and coordination at workplace, 4500 dollars/ class (7 hours)	2019 Interpersonal relationship and communication skill course at the Institute for Information Industry	Cost of participating in the course of communication and coordination at workplace	Revealed Preference Method

The stakeholders	Outcomes	Evaluation indicators	Financial proxy indicators (TWD)	Source of data	Applicability of the indicator	Methodology
	Improve interpersonal relationships	Enhancement level of interpersonal relationship	Value of interpersonal enhancement (Well-being valuation model) 2640 pounds/year	Social Value: Understanding the wider value of public policy interventions	Researches on related investments in community well-being in Manchester, UK. This analysis uses the full-year value of well-being for the enhancement of interpersonal relationship.	Well-being Valuation Method
	Enhance the sense of organizational identification	Enhancement level of organizational identification	Value of trust/belongingness enhancement (Well-being valuation model) 2640 pounds/year	Social Value: Understanding the wider value of public policy interventions	Researches on related investments in community well-being in Manchester, UK. This analysis uses the full-year value of well-being for the enhancement of trust and belongingness.	Well-being Valuation Method

#### 5.1.4 Community Care and Putting Localization into Practice

The evaluation indicators and financial proxy indicators for this activity are summarized as follows.

Table 5.1.4-1 Financial proxy indicators for “Community Care and Putting Localization into Practice” activities

The stakeholders	Outcomes	Evaluation indicators	Financial proxy indicators (TWD)	Source of data	Applicability of the indicator	Methodology
------------------	----------	-----------------------	----------------------------------	----------------	--------------------------------	-------------

The stakeholders	Outcomes	Evaluation indicators	Financial proxy indicators (TWD)	Source of data	Applicability of the indicator	Methodology
Tzu Chi's staff members	Enhance the sense of organizational identification	Enhancement level of organizational identification	Value of trust/ belongingness enhancement (Well-being valuation model) 2640 pounds/ year	Social Value: Understanding the wider value of public policy interventions	Researches on related investments in community well-being in Manchester, UK. This analysis uses the full-year value of well-being for the enhancement of trust and belongingness.	Well-being Valuation Method
	Improve interpersonal relationships	Enhancement level of interpersonal relationship	Value of interpersonal enhancement (Well-being valuation model) 2640 pounds/ year	Social Value: Understanding the wider value of public policy interventions	Researches on related investments in community well-being in Manchester, UK. This analysis uses the full-year value of well-being for the enhancement of interpersonal relationship.	Well-being Valuation Method
	Improve communication and coordination ability	Enhancement level of communication and coordination ability	Course fee for communication and coordination at workplace, 4500 dollars/ class (7 hours)	2019 Interpersonal relationship and communication skill course at the Institute for Information Industry	Cost of participating in the course of communication and coordination at workplace	Revealed Preference Method
	Enhance the sense of spiritual satisfaction/ self-confidence	Enhancement level of spiritual satisfaction/ confidence	Value of self-confidence/ self-esteem enhancement (Well-being valuation model) 1056 pounds/ year	Social Value: Understanding the wider value of public policy interventions	Researches of related investments in individual spiritual well-being in Manchester, UK. This analysis uses the full-year value of well-being for the enhancement of self-confidence and self-esteem.	Well-being Valuation Method

The stakeholders	Outcomes	Evaluation indicators	Financial proxy indicators (TWD)	Source of data	Applicability of the indicator	Methodology
Tzu Chi's volunteers	Enhance the sense of organizational identification	Enhancement level of organizational identification	Value of trust/ belongingness enhancement (Well-being valuation model) 2640 pounds/ year	Social Value: Understanding the wider value of public policy interventions	Researches on related investments in community well-being in Manchester, UK. This analysis uses the full-year value of well-being for the enhancement of trust and belongingness.	Well-being Valuation Method
	Improve interpersonal relationships	Enhancement level of interpersonal relationship	Value of interpersonal enhancement (Well-being valuation model) 2640 pounds/ year	Social Value: Understanding the wider value of public policy interventions	Researches on related investments in community well-being in Manchester, UK. This analysis uses the full-year value of well-being for the enhancement of interpersonal relationship.	Well-being Valuation Method
	Improve communication and coordination ability	Enhancement level of communication and coordination ability	Course fee for communication and coordination at workplace, 4500 dollars/ class (7 hours)	2019 Interpersonal relationship and communication skill course at the Institute for Information Industry	Cost of participating in the course of communication and coordination at workplace	Revealed Preference Method
	Enhance the sense of spiritual satisfaction/ self-confidence	Enhancement level of spiritual satisfaction/ confidence	Value of self-confidence/ self-esteem enhancement (Well-being valuation model) 1056 pounds/ year	Social Value: Understanding the wider value of public policy interventions	Researches of related investments in individual spiritual well-being in Manchester, UK. This analysis uses the full-year value of well-being for the enhancement of self-confidence and self-esteem.	Well-being Valuation Method

The stakeholders	Outcomes	Evaluation indicators	Financial proxy indicators (TWD)	Source of data	Applicability of the indicator	Methodology
Community residents (Sub-group: new immigrants)	Enhance self-confidence	Enhancing level of self-confidence	Value of self-confidence/ self-esteem enhancement (Well-being valuation model) 1056 pounds/year	Social Value: Understanding the wider value of public policy interventions	Researches of related investments in individual spiritual well-being in Manchester, UK. This analysis uses the full-year value of well-being for the enhancement of self-confidence and self-esteem.	Well-being Valuation Method
	Improve interpersonal relationships	Enhancement level of interpersonal relationship	Value of interpersonal enhancement (Well-being valuation model) 2640 pounds/year	Social Value: Understanding the wider value of public policy interventions	Researches on related investments in community well-being in Manchester, UK. This analysis uses the full-year value of well-being for the enhancement of interpersonal relationship.	Well-being Valuation Method
	Learn new knowledge and enhance ability	Enhancement level of learning new knowledge and ability	Information Center of Discovery Education (activities), 2000 dollars/ 6 hours per person	Information Center of Discovery Education	Expenses for participating in the learning course of discovery education	Revealed Preference Method
Institution - Nursing home	Reduce the sense of social isolation	Decrease level of the sense of social isolation	Value of reducing the sense of isolation (Well-being valuation model) 2,640 pounds/year	Social Value: Understanding the wider value of public policy interventions	Researches on related investments in individual spiritual well-being in Manchester, UK. This analysis uses the full-year value of well-being for the reducing of the sense of isolation.	Well-being Valuation Method

The stakeholders	Outcomes	Evaluation indicators	Financial proxy indicators (TWD)	Source of data	Applicability of the indicator	Methodology
	Improve interpersonal relationships	Enhancement level of interpersonal relationship	Value of interpersonal enhancement (Well-being valuation model) 2640 pounds/year	Social Value: Understanding the wider value of public policy interventions	Researches on related investments in community well-being in Manchester, UK. This analysis uses the full-year value of well-being for the enhancement of interpersonal relationship.	Well-being Valuation Method
	Enhance the sense of spiritual satisfaction/self-confidence	Enhancement level of spiritual satisfaction/confidence	Value of self-confidence/self-esteem enhancement (Well-being valuation model) 1056 pounds/year	Social Value: Understanding the wider value of public policy interventions	Researches of related investments in individual spiritual well-being in Manchester, UK. This analysis uses the full-year value of well-being for the enhancement of self-confidence and self-esteem.	Well-being Valuation Method
Institution - Veterans home	Improve interpersonal relationships	Enhancement level of interpersonal relationship	Value of interpersonal enhancement (Well-being valuation model) 2640 pounds/year	Social Value: Understanding the wider value of public policy interventions	Researches on related investments in community well-being in Manchester, UK. This analysis uses the full-year value of well-being for the enhancement of interpersonal relationship.	Well-being Valuation Method
	Reduce the sense of social isolation	Decrease level of the sense of social isolation	Value of reducing the sense of isolation (Well-being valuation model) 2,640 pounds/year	Social Value: Understanding the wider value of public policy interventions	Researches on related investments in individual spiritual well-being in Manchester, UK. This analysis uses the full-year value of well-being for the reducing of the sense of isolation.	Well-being Valuation Method

The stakeholders	Outcomes	Evaluation indicators	Financial proxy indicators (TWD)	Source of data	Applicability of the indicator	Methodology
Recycling vendor	Enhance environmental awareness	Enhancement level of environmental awareness	Environmental Education Promotion Subsidy the Environmental Protection Bureau, New Taipei City (fee of human affairs) 1000 dollars/ hour per person	Environmental Protection Bureau of New Taipei City	The changes caused by this project are similar to those changes brought by the environmental education activity and plan, so the cost of the plan is used as the financial proxy indicator	Revealed Preference Method
	Improve the efficiency of resource recycling	Enhancement level of efficiency of resource recycling	Resource recycling benefit by the recycling vendor Recycling benefit is 8595836.4 dollars throughout the year	Tzu Chi Foundation	The recycling benefit based on the statistics of Tzu Chi Foundation	Stated Preference Method
The visiting people/groups	Enhance environmental awareness	Enhancement level of environmental awareness	Environmental Education Promotion Subsidy the Environmental Protection Bureau, New Taipei City (fee of human affairs) 1000 dollars/ hour per person	Environmental Protection Bureau of New Taipei City	The changes caused by this project are similar to those changes brought by the environmental education activity and plan, so the cost of the plan is used as the financial proxy indicator	Revealed Preference Method
	Learn new knowledge and enhance ability	Enhancement level of learning new knowledge and ability	Fee of environmental tour at the Taipei Water Park, 250 dollars/ 1.5 hours per person	Taipei Water Park	The changes caused by this project are similar to those changes brought by environmental tours and activities, so the cost of the environmental tours is used as the financial proxy indicator	Revealed Preference Method

### 5.1.5 Provide Guidance to Volunteers for Cultivation and Empowerment

The evaluation indicators and financial proxy indicators of this activity are summarized in the following table.

Table 5.1.5-1 Financial proxy indicators for “Providing Guidance to Volunteers for Cultivation and Empowerment” activities

The stakeholders	Outcomes	Evaluation indicators	Financial proxy indicators (TWD)	Source of data	Applicability of the indicator	Methodology
Tzu Chi's staff members	Enhance the sense of organizational identification	Enhancement level of organizational identification	Value of trust/belongingness enhancement (Well-being valuation model) 2640 pounds/ year	Social Value: Understanding the wider value of public policy interventions	Researches on related investments in community well-being in Manchester, UK. This analysis uses the full-year value of well-being for the enhancement of trust and belongingness.	Well-being Valuation Method
	Improve interpersonal relationships	Enhancement level of interpersonal relationship	Value of interpersonal enhancement (Well-being valuation model) 2640 pounds/ year	Social Value: Understanding the wider value of public policy interventions	Researches on related investments in community well-being in Manchester, UK. This analysis uses the full-year value of well-being for the enhancement of interpersonal relationship.	Well-being Valuation Method
	Improve communication and coordination ability	Enhancement level of communication and coordination ability	Course fee for communication and coordination at workplace, 4500 dollars/ class (7 hours)	2019 Interpersonal relationship and communication skill course at the Institute for Information Industry	Cost of participating in the course of communication and coordination at workplace	Revealed Preference Method

The stakeholders	Outcomes	Evaluation indicators	Financial proxy indicators (TWD)	Source of data	Applicability of the indicator	Methodology
	Enhance the sense of spiritual satisfaction/ achievement/ self-confidence	Enhancement level of spiritual satisfaction/ achievement/ self-confidence	Value of self-confidence/ self-esteem enhancement (Well-being valuation model) 1056 pounds/ year	Social Value: Understanding the wider value of public policy interventions	Researches of related investments in individual spiritual well-being in Manchester, UK. This analysis uses the full-year value of well-being for the enhancement of self-confidence and self-esteem.	Well-being Valuation Method
	Learn new knowledge and enhance ability	Enhancement level of learning new knowledge and ability	The total cost of the care service training fee of Taipei City and the disaster prevention and professional training fee of the Ministry of the Interior in 2019 is calculated according to the weighted number of involved volunteers , 134.5 dollars/ hour per person	iFull Family Care Association  Fire Training Center, Ministry of the Interior	Fees for attending the care service training and disaster prevention training	Revealed Preference Method
	Improve relationships with family members	Enhancing level of family relationships	Value of family relationship enhancement (Well-being valuation model) 2640 pounds/ year	Social Value: Understanding the wider value of public policy interventions	Researches on related investments in family well-being. This analysis uses the full-year value of well-being for the enhancement of family relationship.	Well-being Valuation Method

The stakeholders	Outcomes	Evaluation indicators	Financial proxy indicators (TWD)	Source of data	Applicability of the indicator	Methodology
Tzu Chi's volunteers	Enhance the sense of organizational identification	Enhancement level of organizational identification	Value of trust/ belongingness enhancement (Well-being valuation model) 2640 pounds/ year	Social Value: Understanding the wider value of public policy interventions	Researches on related investments in community well-being in Manchester, UK. This analysis uses the full-year value of well-being for the enhancement of trust and belongingness.	Well-being Valuation Method
	Improve interpersonal relationships	Enhancement level of interpersonal relationship	Value of interpersonal enhancement (Well-being valuation model) 2640 pounds/ year	Social Value: Understanding the wider value of public policy interventions	Researches on related investments in community well-being in Manchester, UK. This analysis uses the full-year value of well-being for the enhancement of interpersonal relationship.	Well-being Valuation Method
	Improve communication and coordination ability	Enhancement level of communication and coordination ability	Course fee for communication and coordination at workplace, 4500 dollars/ class (7 hours)	2019 Interpersonal relationship and communication skill course at the Institute for Information Industry	Cost of participating in the course of communication and coordination at workplace	Revealed Preference Method

The stakeholders	Outcomes	Evaluation indicators	Financial proxy indicators (TWD)	Source of data	Applicability of the indicator	Methodology
	Enhance the sense of spiritual satisfaction/ achievement/ self-confidence	Enhancement level of spiritual satisfaction/ achievement/ self-confidence	Value of self-confidence/ self-esteem enhancement (Well-being valuation model) 1056 pounds/ year	Social Value: Understanding the wider value of public policy interventions	Researches of related investments in individual spiritual well-being in Manchester, UK. This analysis uses the full-year value of well-being for the enhancement of self-confidence and self-esteem.	Well-being Valuation Method
	Learn new knowledge and enhance ability	Enhancement level of learning new knowledge and ability	The total cost of the care service training fee of Taipei City and the disaster prevention and professional training fee of the Ministry of the Interior in 2019 is calculated according to the weighted number of involved volunteers , 134.5 dollars/ hour per person	iFull Family Care Association Fire Training Center, Ministry of the Interior	Fees for attending the care service training and disaster prevention training	Revealed Preference Method
	Improve relationships with family members	Enhancing level of family relationships	Value of family relationship enhancement (Well-being valuation model) 2640 pounds/ year	Social Value: Understanding the wider value of public policy interventions	Researches on related investments in family well-being. This analysis uses the full-year value of well-being for the enhancement of family relationship.	Well-being Valuation Method

### 5.1.6 Promotion of Values and Passing on the Philosophy

The evaluation indicators and financial proxy indicators of this activity are summarized in the following table.

Table 5.1.6-1 Financial proxy indicators for “Promotion of Values and Passing on the Philosophy” activities

The stakeholders	Outcomes	Evaluation indicators	Financial proxy indicators (TWD)	Source of data	Applicability of the indicator	Methodology
Tzu Chi's volunteers	Enhance the sense of organizational identification	Enhancement level of organizational identification	Value of trust/belongingness enhancement (Well-being valuation model) 2640 pounds/year	Social Value: Understanding the wider value of public policy interventions	Researches on related investments in community well-being in Manchester, UK. This analysis uses the full-year value of well-being for the enhancement of trust and belongingness.	Well-being Valuation Method
	Improve interpersonal relationships	Enhancement level of interpersonal relationships	Value of interpersonal enhancement (Well-being valuation model) 2640 pounds/year	Social Value: Understanding the wider value of public policy interventions	Researches on related investments in community well-being in Manchester, UK. This analysis uses the full-year value of well-being for the enhancement of interpersonal relationship.	Well-being Valuation Method
	Improve communication and coordination ability	Enhancement level of communication and coordination ability	Course fee for communication and coordination at workplace, 4500 dollars/class (7 hours)	2019 Interpersonal relationship and communication skill course at the Institute for Information Industry	Cost of participating in the course of communication and coordination at workplace	Revealed Preference Method

The stakeholders	Outcomes	Evaluation indicators	Financial proxy indicators (TWD)	Source of data	Applicability of the indicator	Methodology
	Enhance the sense of spiritual satisfaction	Enhancement level of spiritual satisfaction	Value of self-confidence/ self-esteem enhancement (Well-being valuation model) 1056 pounds/ year	Social Value: Understanding the wider value of public policy interventions	Researches of related investments in individual spiritual well-being in Manchester, UK. This analysis uses the full-year value of well-being for the enhancement of self-confidence and self-esteem.	Well-being Valuation Method
	Obtain inspiration or encouragement on spiritual aspect	The level of getting inspired or encouraged at the spiritual level	Value of obtaining the happiness (Well-being valuation model) 51.71 British pounds/ hour	Quantifying the Value of Emotions Using a Stated Preference Method	Researches of related investments in emotions and feelings in UK. This analysis uses the full-year value of well-being for obtaining the happiness.	Well-being Valuation Method
Community residents	Enhance the sense of spiritual satisfaction	Enhancement level of spiritual satisfaction	Value of self-confidence/ self-esteem enhancement (Well-being valuation model) 1056 pounds/ year	Social Value: Understanding the wider value of public policy interventions	Researches of related investments in individual spiritual well-being in Manchester, UK. This analysis uses the full-year value of well-being for the enhancement of self-confidence and self-esteem.	Well-being Valuation Method

The stakeholders	Outcomes	Evaluation indicators	Financial proxy indicators (TWD)	Source of data	Applicability of the indicator	Methodology
	Improve interpersonal relationships	Enhancement level of interpersonal relationship	Value of interpersonal enhancement (Well-being valuation model) 2640 pounds/ year	Social Value: Understanding the wider value of public policy interventions	Researches on related investments in community well-being in Manchester, UK. This analysis uses the full-year value of well-being for the enhancement of interpersonal relationship.	Well-being Valuation Method
	Obtain inspiration or encouragement on spiritual aspect	The level of getting inspired or encouraged at the spiritual level	Value of obtaining the happiness (Well-being valuation model) 51.71 British pounds/ hour	Quantifying the Value of Emotions Using a Stated Preference Method	Researches of related investments in emotions and feelings in UK. This analysis uses the full-year value of well-being for obtaining the happiness.	Well-being Valuation Method

## 5.2 Sensitivity factors and project's outcome value quantification

The sensitivity analysis was included in the calculation process of SROI for the six main charity events of Tzu Chi's "Banqiao Jing Si Hall" in 2018, to calculate the actual value of each activity due to the change more accurately. Exclude the benefits due to redundant calculation or indirect benefits caused by this change, to fulfill the SROI analysis principles of not over-claim on the result. There are four main sensitivity analysis factors for the six types of activities conducted by Banqiao Jing Si Hall:

1. Deadweight factor: A measure of the amount of outcome that would have happened even if the activities conducted by Tzu Chi's Banqiao Jing Si Hall had not taken place. The numbers of deadweight in this project were acquired from the results of questionnaire (Appendix 3).
2. Attribution factor: Discuss the outcomes contributed by the activities conducted by Tzu Chi's Banqiao Jing Si Hall. The numbers of attribution in this project were acquired from the results of questionnaire (Appendix 3).

3. Displacement factor: Discuss whether or not the activities conducted by Tzu Chi's Banqiao Jing Si Hall will result in other significant negative effect. For the displacement factor of this project, when interviewing with the stakeholders we asked them open-ended questions to see if there are any negative effect caused by the activities. However, there were not any negative impacts caused by the activities from each category confirmed by the stakeholders interviewed.
4. Drop-off factor: Discuss the deterioration of an outcome over time. For the drop-off factor of this project, the numbers were judged by the project conductor, KPMG, based on the knowledge of the whole project and references since we found it hard for stakeholders to express their actual feeling of how the outcomes deteriorate over time. The drop-off was categorized into 6 scales as shown in the table below (0%, 20%, 40%, 60%, 80% and 100%). However, this could be an improvement item for the future evaluation to find out a better way to get more stakeholders involved in the assessment of drop-off factor.

Definition	Scale
1. The outcome does not reduce over time	0%
2. The outcome would reduce a little	20%
3. The outcome drops off by a low extent	40%
4. The outcome drops off by a high extent	60%
5. The outcome drops off significantly	80%
6. The outcome drops off completely and no outcome will be left in the next year	100%

This project initially verified the existence of sensitivity factors in each activity by interviewing stakeholders. Then the sensitivity factors in each activity are included in the relevant questions of the questionnaire with the design of the questionnaire. The level of each sensitivity analysis factor is calculated according to the results of the questionnaire. The analysis is conducted in the most conservative way in the process, to avoid making too many assumptions. Please refer to 5.2.1 ~ 5.2.6 for the level of sensitivity analysis factor in the six main activities. Please refer to the appendix 3 for the details of the questionnaire.

The calculation formula for the outcome value of each activity is described as follows:

- Outcome value = (quantity x indicator value x attribution) x (1 — deadweight — displacement)
- Value in 2018 = outcome value x outcome duration (if <1, not applicable to the project)
- Value in 2019 = Value in 2018 x (1- drop-off factor)
- Value in 2020 = Value in 2019 x (1- drop-off factor)
- Value in 2018-2020 = Value in 2018 + [(Value in 2019)/ (1 + discount rate)] + [(Value in 2020)/ (1 + discount rate)<sup>2</sup>]
- The discount rate is based on the deposit interest rate of one-year term at

1.03% for the five major banks in Taiwan in 2018.

Tzu Chi's "Banqiao Jing Si Hall" charity events mainly include six types. This project included the consideration of external redundant factors in the process of SROI analysis for each activity in order to understand and evaluate the overall SROI results for the charity events conducted by "Banqiao Jing Si Hall." The so-called external redundant factor refers to the proportion of external stakeholders involved in redundant events for each type of activities.

This evaluation mainly uses the questionnaires to find out whether the relevant stakeholders have participated in other types of activities organized by "Banqiao Jing Si Hall". The proportion of time invested in each type of activities is also included in the questionnaire. Based on this, the redundant factor of each activity can be calculated, which can be used to exclude the possibility of redundant calculation. Please refer to Section 5.3 for detailed explanation of the overall SROI outcome for the charity events conducted by "Banqiao Jing Si Hall".

### **5.2.1 Poverty Relief and Provide Aid in the Education of Young Students**

In the engagement process of stakeholders as aforementioned, this project verified the changed results of stakeholders through interviewing with stakeholders and designed a questionnaire based on the results. The questionnaires include questions regarding sensitivity factors, such as improving self-confidence; the enhanced level of self-confidence after participating in this activity was asked in the questionnaires, the enhanced level of self-confidence in daily life without participating in this activity, and the expected duration for the changes, etc.; the sensitive factors such as attribution factor, deadweight factor and drop-off factor are responded respectively. This project submitted questionnaires to stakeholders such as the staff members, volunteers, care-receiver households, and students who receive scholarships, and conducted analysis on the project's outcome value according to the statistical results of the questionnaires, as shown in Table 5.2.1-1 below.

Table 5.2.1.1 Value Map of “Poverty Relief and Provide Aid in the Education of Young Students” activities

Stakeholders		Indicator and source	Quantity (scale)	Duration of outcomes	Outcomes start	Express the relative importance (value) of the outcome		Deadweight %	Displacement %	Attribution %	Drop off %	Impact calculation
Who do we have an effect on?	How many in group?	Describe how you will measure the described outcome (including any sources used)	Number of people experiencing described outcome	How long (in years) does the outcome last for?	Does the outcome start in Period of activity or in the Period after?	Valuation approach (monetary)	Monetary valuation	What will happen/what would have happened without the activity?	What activity would/did you displace?	Who else contributed to the change?	Does the outcome drop off in future years?	Number of people (quantity) times value, less deadweight, displacement and attribution
Who has an effect on us?						(N.B. If your analysis does not use monetary valuation of outcomes, please use the Value Map (non-SROI) tab of this spreadsheet)						
Volunteers	1509	Enhancement level of organizational identification-Interview, Questionnaire	1509	2.54	Period of activity	Researches on related investments in community well-being in Manchester, UK. Value of trust/belongingness enhancement (Well-being valuation model) 2640 pounds/year	53616.18	51%	0%	15%	49%	29,508,187.50
		Enhancement level of communication and coordination ability-Interview, Questionnaire	1509	2.45	Period of activity	Course fee for communication and coordination at workplace, 4500 dollars/glass (7 hours)	4500.00	51%	0%	14%	49%	2,844,879.80
		Enhancement level of spiritual satisfaction-Interview, Questionnaire	1509	2.43	Period of activity	Researches on related investments in community well-being in Manchester, UK. Value of self-confidence/self-esteem enhancement (Well-being valuation model) 2640 pounds/year	21446.47	55%	0%	14%	49%	12,412,238.50
Staff members (Social workers)	9	Enhancement level of interpersonal relationship - Interview, Questionnaire	9	2.42	Period of activity	Researches on related investments in community well-being in Manchester, UK. Value of interpersonal enhancement (Well-being valuation model) 2640	53616.18	55%	0%	13%	49%	31,608,622.57
		Enhancement level of organizational identification-Interview, Questionnaire	9	3.00	Period of activity	Researches on related investments in community well-being in Manchester, UK. Value of trust/belongingness enhancement (Well-being valuation model) 2640 pounds/year	53616.18	40%	0%	34%	40%	191,877.89
		Enhancement level of communication and coordination ability-Interview, Questionnaire	9	2.10	Period of activity	Course fee for communication and coordination at workplace, 4500 dollars/glass (7 hours)	4500.00	59%	0%	29%	40%	11,804.65
		Enhancement level of spiritual satisfaction-Interview, Questionnaire	9	1.65	Period of activity	Researches on related investments in community well-being in Manchester, UK. Value of self-confidence/self-esteem enhancement (Well-being valuation model) 2640 pounds/year	21446.47	51%	0%	32%	60%	64,496.34
Care-receiver households	1967	Enhancement level of interpersonal relationship - Interview, Questionnaire	7	2.25	Period of activity	Researches on related investments in community well-being in Manchester, UK. Value of interpersonal enhancement (Well-being valuation model) 2640	53616.18	61%	0%	34%	40%	98,818.33
		Decrease level of the sense of social isolation-Interview, Questionnaire	984	3.00	Period of activity	Researches on related investments in community well-being in Manchester, UK. Value of reducing the sense of isolation (Well-being valuation model) 2,640	53616.18	44%	0%	61%	20%	11,516,562.71
		Enhancing level of self-confidence-Interview, Questionnaire	984	3.00	Period of activity	Researches on related investments in community well-being in Manchester, UK. Value of self-confidence/self-esteem enhancement (Well-being valuation model) 2640	21446.47	36%	0%	54%	20%	6,209,663.12
		Enhancement level of interpersonal relationship-Interview, Questionnaire	984	3.00	Period of activity	Researches on related investments in community well-being in Manchester, UK. Value of interpersonal enhancement (Well-being valuation model) 2640	53616.18	36%	0%	54%	20%	15,524,157.80
Students	349	Enhancing level of financial situation in the family-Interview, Questionnaire	1967	3.00	Period of activity	Tzu Chi Foundation* is subsidizes for the care-receiver households	19228.00	36%	0%	57%	20%	10,408,470.20
		Enhancing level of financial situation in the family-Interview, Questionnaire	349	0.29	Period of activity	The scholarships provided by Tzu Chi Foundation	13581.00	33%	0%	31%	100%	2,191,195.21
		Enhancement level of learning new knowledge and ability-Interview, Questionnaire	311	0.91	Period of activity	The Ministry of Science and Technology subsidizes the college and university students of 6,000 dollars for a case study	6000.00	58%	0%	45%	100%	430,505.46
Tzu Chi Foundation	1	Enhancing level of self-confidence-Interview, Questionnaire	349	1.06	Period of activity	Researches on related investments in community well-being in Manchester, UK. Value of self-confidence/self-esteem enhancement (Well-being valuation model) 2640	21446.47	55%	0%	58%	100%	1,414,630.77
		(Not counted in the SROI calculation due to the possibility of double counting of benefits of staff members and volunteers)										
<b>Total</b>							124,436,312.70					124,436,312.70
<b>Present value of each year</b>												0.00
<b>Total Present Value (PV)</b>												0.00
<b>Net Present Value (PV minus the investment)</b>												254,509,521.28
<b>Social Return (Value per amount invested)</b>												238,448,696.28
												15.94

Calculating Social Return						
Discount rate		3.5%				
Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	
29,508,187.50	17,704,812.43	10,622,847.46	0.00	0.00	0.00	0.00
2,844,879.80	1,706,927.99	1,024,158.79	0.00	0.00	0.00	0.00
12,412,238.50	7,447,343.10	4,468,405.86	0.00	0.00	0.00	0.00
31,608,622.57	18,965,293.54	11,379,178.12	0.00	0.00	0.00	0.00
191,877.89	115,126.61	69,075.97	0.00	0.00	0.00	0.00
11,804.65	7,082.79	4,249.67	0.00	0.00	0.00	0.00
64,496.34	25,799.34	0.00	0.00	0.00	0.00	0.00
98,818.33	59,291.00	35,574.60	0.00	0.00	0.00	0.00
11,516,562.71	9,213,250.17	7,370,600.14	0.00	0.00	0.00	0.00
6,209,663.12	4,967,730.50	3,974,184.40	0.00	0.00	0.00	0.00
15,524,157.80	12,419,326.24	9,935,460.99	0.00	0.00	0.00	0.00
10,408,470.20	8,326,776.16	6,661,420.92	0.00	0.00	0.00	0.00
2,191,195.21	0.00	0.00	0.00	0.00	0.00	0.00
430,505.46	0.00	0.00	0.00	0.00	0.00	0.00
1,414,630.77	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00
124,436,312.70	80,958,059.85	55,545,252.92	0.00	0.00	0.00	0.00
124,436,312.70	78,221,120.63	51,852,687.95	0.00	0.00	0.00	0.00
						254,509,521.28
						238,448,696.28
						15.94

## 5.2.2 Compassion for Humanity and Disaster Relief

In the engagement process of stakeholders as aforementioned, this project verified the changed results of stakeholders through interviewing with stakeholders and designed a questionnaire based on the results. The questionnaires include questions regarding sensitivity factors, such as the level of change from the project, the level of change without the project, and the expected duration for the changes, etc. This project submitted questionnaires to stakeholders such as the staff members, volunteers and care-receiver households, and conducted analysis on the project's outcome value according to the statistical results of the questionnaires, as shown in Table 5.2.2-1 below.

Table 5.2.2-1 Value Map of “Compassion for Humanity and Disaster Relief” activities

Who and how many?		How much?		How long?		How valuable?		How much caused by the activity?				Still material?
Stakeholders		Indicator and source	Quantity (scale)	Duration of outcomes	Outcomes start	Express the relative importance (value) of the outcome		Deadweight %	Displacement %	Attribution %	Drop off %	Impact calculation
Who do we have an effect on?	How many in group?	Describe how you will measure the described outcome (including any sources used)	Number of people experiencing described outcome.	How long (in years) does the outcome last for?	Does the outcome start in Period of activity or in the Period after?	Valuation approach (monetary)	Monetary valuation	What will happen/what would have happened without the activity?	What activity would/did you displace?	Who else contributed to the change?	Does the outcome drop off in future years?	Number of people (quantity) times value, less deadweight displacement and attribution
Who has an effect on us?						Describe the monetary valuation approach used to express the relative importance (value) of each outcome (N.B. If your analysis does not use monetary valuation of outcomes, please use the Value Map (non-SROI) tab of this spreadsheet)	How important is the outcome to stakeholders (expressed in monetary terms)?					
Volunteers	177	Enhancement level of organizational identification-Interview, Questionnaire	177	2.85	Period of activity	Researches on related Investments in community well-being in Manchester, UK Value of trust/belongingness enhancement (Well-being valuation model) 2640 pounds/ year	53616.18125	47%	0%	87%	40%	635,575.47
		Enhancement level of spiritual satisfaction-Interview, Questionnaire	170	2.48	Period of activity	Researches on related Investments in community well-being in Manchester, UK Value of self-confidence/ self-esteem enhancement (Well-being valuation model) 1056 pounds/ year	21446.4725	51%	0%	89%	40%	197,065.07
Staff members (Sub-group: social workers)	3	Enhancement level of organizational identification-Interview, Questionnaire	3	3.00	Period of activity	Researches on related Investments in community well-being in Manchester, UK Value of trust/belongingness enhancement (Well-being valuation model) 2640 pounds/ year	53616.18125	34%	0%	88%	20%	13,221.75
		Enhancement level of spiritual satisfaction-Interview, Questionnaire	3	1.65	Period of activity	Researches on related Investments in community well-being in Manchester, UK Value of self-confidence/ self-esteem enhancement (Well-being valuation model) 1056 pounds/ year	21446.4725	29%	0%	88%	60%	5,525.72
Care-receiver households	52	Enhancing level of financial situation in the family-Interview, Questionnaire	52	0.25	Period of activity	Tzu Chi Foundation's subsidies for the care-receiver households	245000	50%	0%	85%	100%	984,454.55
Tzu Chi Foundation	1	(Not counted in the SROI calculation due to the possibility of double counting of benefits of staff members and volunteers)										
<b>Total</b>												1,835,842.56
<b>Present value of each year</b>												
<b>Total Present Value (PV)</b>												1,835,842.56
<b>Net Present Value (PV minus the investment)</b>												2,617,505.22
<b>Social Return (Value per amount invested)</b>												1.43

Calculating Social Return							
Discount rate		3.5%					
Year 0	Year 1	Year 2	Year 3	Year 4	Year 5		
635,575.47	381,345.28	228,807.17	0.00	0.00	0.00		
197,065.07	117,710.01	70,310.01	0.00	0.00	0.00		
13,221.75	10,577.40	8,461.92	0.00	0.00	0.00		
5,525.72	2,210.29	0.00	0.00	0.00	0.00		
984,454.55	0.00	0.00	0.00	0.00	0.00		
<b>Total</b>							1,835,842.56
<b>Present value of each year</b>							
<b>Total Present Value (PV)</b>							1,835,842.56
<b>Net Present Value (PV minus the investment)</b>							2,617,505.22
<b>Social Return (Value per amount invested)</b>							1.43

### 5.2.3 Welfare Services and Physical and Mental Health Care

In the engagement process of stakeholders as aforementioned, this project verified the changed results of stakeholders through interviewing with stakeholders and designed a questionnaire based on the results. The questionnaires include questions regarding sensitivity factors, such as the level of change from the project, the level of change without the project, and the expected duration for the changes, etc. This project submitted questionnaires to stakeholders such as the staff members, volunteers, children and teenagers, college and university students, chiefs of villages and the elderly, and conducted analysis on the project's outcome value according to the statistical results of the questionnaires, as shown in Table 5.2.3-1 below.

Table 5.2.3-1 Value Map of “Welfare Services and Physical and Mental Health Care” activities

Who and how many?		How much?		How long?		How valuable?		How much caused by the activity?				Still material?	Calculating Social Return								
Stakeholders		Indicator and source	Quantity (scale)	Duration of outcomes	Outcomes start	Express the relative performance (value) of the outcome		Deadweight %	Displacement %	Attribution %	Drop off %	Impact calculation	Discount rate		3.3%						
Who do we have an effect on?	How many in group?	Describe how you will measure the described outcome (including any sources used)	Number of people experiencing described outcome	How long (in years) does the outcome last for?	Does the outcome start in Period of activity or in the Period after?	Valuation approach (monetary)	Monetary valuation	What will happen when you displace?	Who else contributed to the change?	Does the outcome drop off in future years?	Number of people (quantity) times value, less deadweight, displacement and attribution	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5				
Who has an effect on us?						Research on related investments in community well-being in Manchester, UK. Value of trust belongingness enhancement (Net-being valuation model) 2040 pounds/year															
Volunteers	4955	Enhancement level of organizational identification-Interview, Questionnaire	4955	2.4	Period of activity	Research on related investments in community well-being in Manchester, UK. Value of increase self-confidence satisfaction (Net-being valuation model) 1050 pounds/year	535.71	43%	0%	87.5%	40%	17,479,381.53	17,479,381.53	16,962,423.88	8,362,483.41	0.00	0.00	0.00	0.00	0.00	0.00
		Enhancement level of interpersonal relationship-Interview, Questionnaire	4955	2.5	Period of activity	Research on related investments in community well-being in Manchester, UK. Value of increasing relationship (Net-being valuation model) 2642 pounds/year	595.71	47%	0%	86.6%	40%	18,465,741.41	18,465,741.41	14,681,844.63	8,445,102.90	0.00	0.00	0.00	0.00	0.00	0.00
		Enhancement level of communication and coordination ability-Interview, Questionnaire	4955	2.5	Period of activity	Course fee for communication and coordination at workplace, 4300 dollars/class (2 hours)	4300	48%	0%	87.5%	40%	9,388,484.20	9,388,484.20	3,333,895.50	488,324.34	0.00	0.00	0.00	0.00	0.00	0.00
Staff members (Social workers)	5	Enhancement level of organizational identification-Interview, Questionnaire	5	3.0	Period of activity	Research on related investments in community well-being in Manchester, UK. Value of trust belongingness enhancement (Net-being valuation model) 2040 pounds/year	536.10	51%	0%	87.32%	30%	16,690.26	16,690.26	13,320.21	10,896.17	0.00	0.00	0.00	0.00	0.00	0.00
		Enhancement level of interpersonal relationship-Interview, Questionnaire	5	1.5	Period of activity	Research on related investments in community well-being in Manchester, UK. Value of increasing relationship (Net-being valuation model) 2642 pounds/year	536.10	26%	0%	86.47%	60%	23,083.60	23,083.60	9,233.44	0.00	0.00	0.00	0.00	0.00	0.00	
		Enhancement level of communication and coordination ability-Interview, Questionnaire	5	2.0	Period of activity	Course fee for communication and coordination at workplace, 4300 dollars/class (2 hours)	4300	30%	0%	90.10%	40%	1,448.20	1,448.20	668.90	0.00	0.00	0.00	0.00	0.00	0.00	
		Enhancement level of spiritual satisfaction-Interview, Questionnaire	5	1.8	Period of activity	Research on related investments in community well-being in Manchester, UK. Value of self/homofunctional well-being enhancement (Net-being valuation model) 1050 pounds/year	2144.0	22%	0%	89.96%	60%	8,733.40	8,733.40	3,493.38	0.00	0.00	0.00	0.00	0.00	0.00	
Children (1-12 years old) Teenagers ( junior and senior high school students )	13045	Enhancing level of family relationships-Interview, Questionnaire	13021	2.1	Period of activity	Research on related investments in family well-being. This analysis uses the future value of well-being for the enhancement of family relationship	536.10	58%	0%	88.00%	40%	90,242,964.04	90,242,964.04	54,145,418.43	32,487,201.08	0.00	0.00	0.00	0.00	0.00	0.00
		Enhancement level of self-confidence/ achievement-Interview, Questionnaire	11741	2.3	Period of activity	Research on related investments in individual spiritual well-being in Manchester, UK. Value of increase self-confidence satisfaction (Net-being valuation model) 1050 pounds/year	2144.0	54%	0%	97.00%	40%	49,804,516.99	49,804,516.99	25,882,711.40	17,329,626.54	0.00	0.00	0.00	0.00	0.00	
		Enhancement level of interpersonal relationship-Interview, Questionnaire	13045	2.3	Period of activity	Research on related investments in community well-being in Manchester, UK. Value of increasing relationship (Net-being valuation model) 2642 pounds/year	536.10	50%	0%	85.00%	40%	110,100,130.76	110,100,130.76	66,095,481.48	36,837,288.90	0.00	0.00	0.00	0.00	0.00	
		Enhancement level of learning new knowledge and ability-Interview, Questionnaire	13045	2.0	Period of activity	The hourly fee including the insurance premium for the self-drop promotion and implementation plan on campus, 9172 dollars/20 hours per person	9172	58%	0%	84.00%	40%	18,090,889.48	18,090,889.48	10,874,333.69	0.00	0.00	0.00	0.00	0.00	0.00	
		Enhancement level of environmental awareness-Interview, Questionnaire	13045	2.2	Period of activity	Environmental Education Promotion (Including the Environmental Protection Bureau, New Taipei City (No. of human jobs)	1000	58%	0%	44.00%	40%	3,088,194.00	3,088,194.00	1,840,910.40	1,534,948.24	0.00	0.00	0.00	0.00	0.00	
Youth (University students)	268	Enhancement level of interpersonal relationship-Interview, Questionnaire	268.0	3.0	Period of activity	Research on related investments in community well-being in Manchester, UK. Value of increasing relationship (Net-being valuation model) 2642 pounds/year	536.10	44%	0%	75.00%	30%	2,011,679.12	2,011,679.12	1,609,343.30	1,287,474.84	0.00	0.00	0.00	0.00	0.00	
		Enhancement level of self-confidence/ achievement-Interview, Questionnaire	268	1.5	Period of activity	Research on related investments in individual spiritual well-being in Manchester, UK. Value of increase self-confidence satisfaction (Net-being valuation model) 1050 pounds/year	2144.0	71%	0%	72.00%	60%	468,709.38	468,709.38	196,683.82	0.00	0.00	0.00	0.00	0.00		
		Enhancement level of communication and coordination ability-Interview, Questionnaire	268	2.789833333	Period of activity	Course fee for communication and coordination at workplace, 4300 dollars/class (2 hours)	4,300.00	61%	0%	78.00%	40%	103,474.80	103,474.80	62,084.88	37,290.93	0.00	0.00	0.00	0.00	0.00	
		Enhancement level of environmental awareness-Interview, Questionnaire	268	2.8975	Period of activity	Environmental Education Promotion (Including the Environmental Protection Bureau, New Taipei City (No. of human jobs)	1,000.00	48%	0%	69.00%	40%	43,201.60	43,201.60	25,920.96	15,952.94	0.00	0.00	0.00	0.00	0.00	
		Enhancement level of learning new knowledge and ability-Interview, Questionnaire	268	2.3925	Period of activity	The hourly fee including the insurance premium for the self-drop promotion and implementation plan on campus, 9172 dollars/20 hours per person	9,172.00	84%	0%	86.00%	40%	133,720.42	133,720.42	80,232.20	48,139.30	0.00	0.00	0.00	0.00	0.00	
Chiefs of villages	9	Enhancement level of communication and coordination ability-Interview, Questionnaire	9	1.5	Period of activity	Course fee for communication and coordination at workplace, 4300 dollars/class (2 hours)	4,300.00	30%	0%	90.00%	60%	283.50	283.50	113.40	0.00	0.00	0.00	0.00	0.00		
		Enhancement level of interpersonal relationship-Interview, Questionnaire	9	3	Period of activity	Research on related investments in community well-being in Manchester, UK. Value of increasing relationship (Net-being valuation model) 2642 pounds/year	53,616.10	100%	0%	93.00%	20%	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00		
		Enhancement level of organizational identification-Interview, Questionnaire	9	1.5	Period of activity	Research on related investments in community well-being in Manchester, UK. Value of trust belongingness enhancement (Net-being valuation model) 2040 pounds/year	53,616.10	30%	0%	90.00%	60%	3,377.82	3,377.82	1,351.13	0.00	0.00	0.00	0.00	0.00		
Senior citizens	5531	Enhancement level of physical health-Interview, Questionnaire	5501	1.718933333	Period of activity	The personal expense of the National Taiwan University Hospital. The total consultation fee of health examination, 1000 yuan per person	1,000.00	59%	0%	68.00%	60%	228,837.80	228,837.80	90,739.12	0.00	0.00	0.00	0.00	0.00	0.00	
		Decrease level of the sense of social isolation-Interview, Questionnaire	9149.76	1.725	Period of activity	Research on related investments in individual spiritual well-being in Manchester, UK. This analysis uses the future value of well-being for the reducing of the sense of isolation. Value of Reduced self/homofunctional well-being calculation model(2.646)	53,616.10	96%	0%	88.00%	60%	8,241,863.20	8,241,863.20	3,298,866.29	0.00	0.00	0.00	0.00	0.00	0.00	
		Enhancement level of spiritual satisfaction-Interview, Questionnaire	5501	1.725	Period of activity	Research on related investments in community well-being in Manchester, UK. Value of self/homofunctional well-being enhancement (Net-being valuation model) 1050 pounds/year	21,440.47	96%	0%	83.00%	60%	3,025,213.68	3,025,213.68	1,210,085.47	0.00	0.00	0.00	0.00	0.00	0.00	
Tzu Chi Foundation	1	(Not counted in the SROI calculation due to the possibility of double counting of benefits of staff members and volunteers)			Period of activity						0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
<b>Total</b>												329,861,984.12	189,923,675.54	108,489,479.08	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Present value of each year</b>												329,861,984.12	189,298,237.52	101,273,289.92	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Total Present Value (PV)</b>												620,433,511.57									
<b>Net Present Value (NPV minus the investment)</b>												371,832,862.17									
<b>Social Return (Ratio per amount invested)</b>												12.77									

#### 5.2.4 Community Care and Putting Localization into Practice

In the engagement process of stakeholders as aforementioned, this project verified the changed results of stakeholders through interviewing with stakeholders and designed a questionnaire based on the results. The questionnaires include questions regarding sensitivity factors, such as the level of change from the project, the level of change without the project, and the expected duration for the changes, etc. This project submitted questionnaires to stakeholders such as the staff members, volunteers, community residents (including new immigrants), institutional care (nursing home and veterans' home), recycling vendors and visiting groups, and conducted analysis on the project's outcome value according to the statistical results of the questionnaires, as shown in Table 5.2.4-1 below.

Table 5.2.4-1 Value Map of “Community Care and Putting Localization into Practice” activities

Stakeholders		Indicator and source	Quantity (scale)	Duration of outcomes	Outcomes start	Valuation approach (monetary)	Monetary valuation	Deadweight %	Displacement %	Attribution %	Drop off %	Impact calculation	Discount rate					
Who do we have an effect on?	How many in group?	Describe how you will measure the described outcome (including any sources used)	Number of people experiencing described outcome.	How long (in years) does the outcome last for?	Does the outcome start in Period of activity or in the Period after?	Describe the monetary valuation approach used to express the relative importance (value) of each outcome. (N.B. If your analysis does not use monetary valuation of outcomes please use the Value Map (non-SROI) tab of this spreadsheet)	How important is the outcome to stakeholders (expressed in monetary terms)?	What will happen what would have happened without the activity?	What activity would did you displace?	Who else contributed to the change?	Does the outcome drop off in future years?	Number of people (quantity) times value, less deadweight, displacement and attribution	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
Volunteers	2563	Enhancement level of organizational identification-Interview, Questionnaire	2563	2.60	Period of activity	Researches on related investments	53616.18125	49%	0%	82%	40%	12,390,149.99	12,390,149.99	7,415,089.99	4,449,853.94	0.00	0.00	0.00
		Enhancement level of interpersonal relationship-Interview, Questionnaire	2537	2.63	Period of activity	Researches on related investments	53616.18125	49%	0%	83%	40%	11,858,097.57	11,858,097.57	7,114,868.54	4,268,915.13	0.00	0.00	0.00
		Enhancement level of communication and coordination-Interview, Questionnaire	2512	2.69	Period of activity	Course fee for communication and coordination at workplace. 4500	4500	54%	0%	83%	40%	860,248.12	860,248.12	515,148.87	309,689.32	0.00	0.00	0.00
Staff members	2	Enhancement level of spiritual satisfaction-Interview, Questionnaire	2	3.90	Period of activity	Researches on related investments	21446.4725	81%	0%	82%	40%	4,872,602.00	4,872,602.00	2,924,261.26	1,784,136.75	0.00	0.00	0.00
		Enhancement level of interpersonal relationship-Interview, Questionnaire	2	2.04	Period of activity	Researches on related investments	53616.18125	6%	0%	91%	40%	3,722.91	7,447.17	4,468.30	2,680.08	0.00	0.00	0.00
Community	3159	Enhancement level of communication and coordination ability-Interview, Questionnaire	2	2.32	Period of activity	Course fee for communication and coordination at workplace. 4500	4500	32%	0%	91%	40%	547.22	547.22	328.33	197.00	0.00	0.00	0.00
		Enhancement level of spiritual satisfaction-Interview, Questionnaire	2	1.91	Period of activity	Researches on related investments in community well-being in	21446.4725	12%	0%	89%	60%	4,009.88	4,009.88	1,803.95	0.00	0.00	0.00	0.00
Nursing homes	288	Enhancement level of self-conscience assessment-Interview, Questionnaire	3159	1.27	Period of activity	Researches on related investments in community well-being in	21446.4725	68%	0%	81%	80%	4,119,163.92	4,119,163.92	823,832.78	0.00	0.00	0.00	0.00
		Enhancement level of interpersonal relationship-Interview, Questionnaire	288	0.31	Period of activity	Researches on related investments in community well-being in	53616.18125	66%	0%	68%	100%	1,680,030.87	1,680,030.87	0.00	0.00	0.00	0.00	0.00
Veterans' homes	1701	Enhancement level of spiritual satisfaction-Interview, Questionnaire	288	0.31	Period of activity	Researches on related investments in community well-being in	21446.4725	63%	0%	75%	100%	571,334.03	571,334.03	0.00	0.00	0.00	0.00	0.00
		Enhancement level of interpersonal relationship-Interview, Questionnaire	1701	3.00	Period of activity	Researches on related investments in community well-being in	53616.18125	56%	0%	59%	20%	16,452,682.82	16,452,682.82	13,162,146.26	10,529,717.01	0.00	0.00	0.00
Recycling vendor	16	Decrease level of the sense of social isolation-Interview, Questionnaire	1701	3.00	Period of activity	Researches on related investments in community well-being in	53616.18125	56%	0%	59%	20%	16,452,682.82	16,452,682.82	13,162,146.26	10,529,717.01	0.00	0.00	0.00
		Enhancement level of environmental awareness-Interview, Questionnaire	16	0.31	Period of activity	Environmental Education	1000	56%	0%	59%	100%	2,886.40	2,886.40	0.00	0.00	0.00	0.00	0.00
People/groups participated in environmental protection activities	799	Enhancement level of efficiency of resource recycling-Interview, Questionnaire	16	0.31	Period of activity	Resource recycling driven by the recycling vendor	8595836.4	56%	0%	59%	100%	24,811,022.10	24,811,022.10	0.00	0.00	0.00	0.00	0.00
		Enhancement level of environmental awareness-Interview, Questionnaire	727	1.28	Period of activity	Environmental Education	1000	88%	0%	57%	80%	37,517.84	37,517.84	7,503.57	0.00	0.00	0.00	0.00
Tzu Chi Foundation	1	Enhancement level of learning new knowledge and ability-Interview, Questionnaire	799	1.11	Period of activity	Promotion Subsidy the fee of environmental fee at the Taipei Water Park, 250 dollars/ 1.5 hours per person	250	79%	0%	62%	80%	15,143.05	15,143.05	3,028.61	0.00	0.00	0.00	0.00
		(Not counted in the SROI calculation due to the possibility of double counting of benefits of staff members and volunteers)											0.00	0.00	0.00	0.00	0.00	0.00
<b>Total</b>												105,433,410.84	45,255,451.10	31,847,089.50	0.00	0.00	0.00	
<b>Present value of each year</b>												105,433,410.84	43,725,073.53	29,729,598.82	0.00	0.00	0.00	
<b>Total Present Value (PV)</b>																		178,888,083.20
<b>Net Present Value (PV minus the investment)</b>																		133,272,163.20
<b>Social Return (Value per amount invested)</b>																		3.92

### 5.2.5 Provide Guidance to Volunteers for Cultivation and Empowerment

In the engagement process of stakeholders as aforementioned, this project verified the changed results of stakeholders through interviews with stakeholders and designed a questionnaire based on the results. The questionnaires include questions regarding sensitivity factors, such as the level of change from the project, the level of change without the project, and the expected duration for the changes, etc. This project submitted questionnaires to stakeholders such as the staff members and volunteers, and conducted an analysis on the project's outcome value according to the statistical results of the questionnaires, as shown in Table 5.2.5-1 below.

Table 5.2.5-1 Value Map of “Provide Guidance to Volunteers for Cultivation and Empowerment” activities

Who and how many?		How much?		How long?		How valuable?		How much caused by the activity?					Still material?
Stakeholders		Indicator and source		Quantity (scale)	Duration of outcomes	Outcomes start	Express the relative importance (value) of the outcome		Deadweight %	Displacement %	Attribution %	Drop off %	Impact calculation
Who do we have an effect on?	How many in group?	Describe how you will measure the described outcome (including any sources used)		Number of people experiencing described outcome.	How long (in years) does the outcome last for?	Does the outcome start in Period of activity or in the Period after?	Valuation approach (monetary) Describe the monetary valuation approach used to express the relative importance (value) of each outcome. (N.B. If your analysis does not use monetary valuation of outcomes, please use the Value Map (non-SROI) tab of this spreadsheet)	Monetary valuation	What will happen/what would have happened without the activity?	What activity would/ did you displace?	Who else contributed to the change?	Does the outcome drop off in future years?	Number of people (quantity) times value, less deadweight, displacement and attribution
Volunteers	1932	Enhancement level of organizational identification-Interview, Questionnaire		1932	2.6	Period of activity	"Social Value: Understanding the wider value of public policy interventions"	53616	56%	0%	86%	40%	7,119,215.04
		Enhancement level of interpersonal relationship-Interview, Questionnaire		1910	2.4	Period of activity	"2019 Interpersonal relationship and communication skill course at the Institute for Information Industry"	4500	49%	0%	86%	40%	529,719.12
		Enhancement level of communication and coordination ability-Interview, Questionnaire		1889	2.4	Period of activity	"Social Value: Understanding the wider value of public policy interventions"	21448	52%	0%	86%	40%	2,792,530.19
		Enhancement level of spiritual satisfaction-Interview, Questionnaire		1889	2.4	Period of activity	"Social Value: Understanding the wider value of public policy interventions"	53616	51%	0%	84%	40%	7,805,355.02
		Enhancement level of learning new knowledge and ability-Interview, Questionnaire		1912.68	3.0	Period of activity	"Social Value: Understanding the wider value of public policy interventions"	53616	47%	0%	85%	40%	8,004,540.28
		Enhancing level of family relationships-Interview, Questionnaire		1901.088	2.0	Period of activity	"2019 Interpersonal relationship and communication skill course at the Institute for Information Industry"	4500	48%	0%	86%	40%	538,972.96
Staff members	5	Enhancement level of organizational identification-Interview, Questionnaire		5	2.0	Period of activity	"Social Value: Understanding the wider value of public policy interventions"	21448	52%	0%	84%	20%	8,223.94
		Enhancement level of interpersonal relationship-Interview, Questionnaire		5	2.0	Period of activity	"Social Value: Understanding the wider value of public policy interventions"	53616	19%	0%	77%	40%	44,523.81
		Enhancement level of communication and coordination ability-Interview, Questionnaire		5	3.0	Period of activity	"Social Value: Understanding the wider value of public policy interventions"	53616	32%	0%	74%	40%	47,276.18
		Enhancement level of spiritual satisfaction-Interview, Questionnaire		5	3.0	Period of activity	"Social Value: Understanding the wider value of public policy interventions"	21448	15%	0%	75%	60%	22,930.00
		Enhancement level of learning new knowledge and ability-Interview, Questionnaire		5	3.0	Period of activity	"Social Value: Understanding the wider value of public policy interventions"	53616	23%	0%	87%	40%	25,990.44
Tzu Chi Foundation	1	(Not counted in the SROI calculation due to the possibility of double counting of benefits of staff members and volunteers)				Period of activity	Tzu Chi Foundation	19228	19%	0%	79%	60%	16,330.51
<b>Total</b>													27,155,607.48
Present value of each year													
Net Present Value (PV)													
Net Present Value (PV minus the investment)													51,778,216.94
Social Return (Value per amount invested)													2.74

Calculating Social Return						
Discount rate 3.6%						
Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	
7,119,215.04	4,271,529.02	2,562,917.41	0.00	0.00	0.00	0.00
529,719.12	377,931.47	226,688.88	0.00	0.00	0.00	0.00
2,792,530.19	1,676,518.11	1,005,310.87	0.00	0.00	0.00	0.00
7,805,355.02	4,683,213.91	2,809,927.81	0.00	0.00	0.00	0.00
8,004,540.28	4,802,724.17	2,981,634.50	0.00	0.00	0.00	0.00
538,972.96	383,383.78	0.00	0.00	0.00	0.00	0.00
8,223.94	6,579.15	0.00	0.00	0.00	0.00	0.00
44,523.81	26,714.28	0.00	0.00	0.00	0.00	0.00
47,276.18	28,365.71	17,019.42	0.00	0.00	0.00	0.00
22,930.00	9,172.00	3,668.80	0.00	0.00	0.00	0.00
25,990.44	15,594.27	9,356.56	0.00	0.00	0.00	0.00
16,330.51	6,632.20	2,612.88	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00
27,155,607.48	16,287,157.18	9,519,147.14	0.00	0.00	0.00	0.00
27,155,607.48	15,736,383.75	8,886,225.71	0.00	0.00	0.00	0.00

### 5.2.6 Promotion of Values and Passing on the Philosophy

In the engagement process of stakeholders as aforementioned, this project verified the changed results of stakeholders through interviews with stakeholders and designed a questionnaire based on the results. The questionnaires include questions regarding sensitivity factors, such as the level of change from the project, the level of change without the project, and the expected duration for the changes, etc. This project submitted questionnaires to stakeholders such as the staff members and volunteers, and conducted analysis on the project's outcome value according to the statistical results of the questionnaires, as shown in Table 5.2.6-1 below.

Table 5.2.6-1 Value Map of “Promotion of Values and Pass on the Philosophy”

Stage 1		How much?					How long?		How valuable?		Stage 4				
Who and how many?		Indicator and source		Quantity (scale)	Duration of outcomes	Outcomes start	Express the relative importance (value) of the outcome		How much caused by the activity?		Still material?				
Stakeholders							Valuation approach (monetary)	Monetary valuation	Deadweight %	Displacement %	Attribution %	Drop off %	Impact calculation		
Who do we have an effect on?	How many in group?	Describe how you will measure the described outcome (including any sources used)		Number of people experiencing described outcome.	How long (in years) does the outcome last for?	Does the outcome start in Period of activity or in the Period after?	Describe the monetary valuation approach used to express the relative importance (value) of each outcome. (N.B. If your analysis does not use monetary valuation of outcomes, please use the Value Map (non-SROI) tab of the spreadsheet)	How important is the outcome to stakeholders (expressed in monetary terms)?	What will happen/what would have happened without the activity?	What activity would/did you displace?	Who else contributed to the change?	Does the outcome drop off in future years?	Number of people (quantity) times value less deadweight, displacement and attribution		
Volunteers	487	Enhancement level of organizational identification-Interview, Questionnaire		487	2.6	Period of activity	Researches on related investments in	53616.18	56.00%	0%	86%	40%	1,677,109.26		
		Enhancement level of interpersonal relationship-Interview, Questionnaire		481	2.6	Period of activity	Researches on related investments in	53616.18	52.00%	0%	87%	40%	1,633,129.38		
		Enhancement level of communication and coordination-Interview, Questionnaire		478	2.4	Period of activity	Course fee for communication and	4500.00	11.00%	0%	87%	40%	139,212.61		
		Enhancement level of spiritual satisfaction-Interview, Questionnaire		477.26	2.6	Period of activity	Researches on related investments in	21446.47	52.00%	0%	86%	40%	683,362.10		
Community resident	2483	The level of getting inspired or encouraged at the spiritual level-Interview, Questionnaire		482.13	2.6	Period of activity	Researches of related investments in emotions and feelings in UK. Value of obtaining the happiness (Well-being valuation model)	1050.19	48.00%	0%	85%	40%	39,796.83		
		Enhancement level of spiritual satisfaction-Interview, Questionnaire		2483	1.2	Period of activity	Researches on related investments in community well-being in Manchester. UK Value of self-confidence/ self-esteem enhancement (Well-being valuation model)	21446.47	63.00%	0%	44%	80%	11,033,729.70		
		Enhancement level of interpersonal relationship-Interview, Questionnaire		2483	1.8	Period of activity	Researches on related investments in community well-being in Manchester. UK Value of interpersonal enhancement (Well-being valuation model)	53616.18	80.00%	0%	47%	60%	14,111,671.67		
Tzu Chi Foundation		The level of getting inspired or encouraged at the spiritual level-Interview, Questionnaire		2483	0.9	Period of activity	Researches of related investments in emotions and feelings in UK. Value of obtaining the happiness (Well-being valuation model)	1050.19	73.00%	0%	44%	100%	394,271.15		
		(Not counted in the SROI calculation due to the possibility of double counting of benefits of volunteers)					51.71 British pounds/ hour								
<b>Total</b>													29,612,282.70		
<b>Present value of each year</b>															
<b>Total Present Value (PV)</b>													40,927,781.03		
<b>Net Present Value (PV minus the investment)</b>													35,073,121.03		
<b>Social Return (Value per amount invested)</b>													8.99		

Calculating Social Return						
Discount rate		3.6%				
Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	
1,577,109.26	946,265.56	567,799.33	0.00	0.00	0.00	0.00
1,633,129.38	979,877.63	887,926.58	0.00	0.00	0.00	0.00
139,212.61	83,527.56	50,116.54	0.00	0.00	0.00	0.00
683,362.10	410,017.26	245,010.36	0.00	0.00	0.00	0.00
39,796.83	23,878.10	14,326.86	0.00	0.00	0.00	0.00
11,033,729.70	2,206,745.94	0.00	0.00	0.00	0.00	0.00
14,111,671.67	5,644,668.67	0.00	0.00	0.00	0.00	0.00
394,271.15	0.00	0.00	0.00	0.00	0.00	0.00
29,612,282.70	10,294,980.71	1,466,139.86	0.00	0.00	0.00	0.00
29,612,282.70	9,846,841.27	1,368,657.06	0.00	0.00	0.00	0.00
						40,927,781.03
						35,073,121.03
						8.99

### 5.3 SROI analysis results

After considering the redundant factor of impact and including the related evaluation, the overall SROI results of Tzu Chi's Banqiao Jing Si Hall in 2018 are calculated based on the current value in 2018-2020, the net investment is NT 1,149,154,619; and the net outcome is NT 135,012,844, and the overall SROI is 8.51. The calculation method is described as follows. Please refer to Section 5.3.1 to 5.3.6 for the individual SROI result for the six main activities.

The calculation of overall SROI for Tzu Chi's Banqiao Jing Si Hall in 2018:

$$\frac{\text{The outcome of each activity of Tzu Chi's Banqiao Jing Si Hall in 2018 } \sum_{n=1}^6 (X_n)}{\text{The net input of Tzu Chi's Banqiao Jing Si Hall in 2018}}$$

X = Outcome value of individual activity

#### 5.3.1 Poverty Relief and Provide Aid in the Education of Young Students

After completing the sensitivity analysis and quantifying the outcome value of the project, the current value in 2018-2020 is divided by the total value of input to obtain the final SROI of "Poverty Relief and Provide Aid in the Education of Young Students":  $254,509,521.28 / 16,062,915 = 15.84$

#### 5.3.2 Compassion for Humanity and Disaster Relief

After completing the sensitivity analysis and quantifying the outcome value of the project, the current value in 2018-2020 is divided by the total value of input to obtain the final SROI of "Compassion for Humanity and Disaster Relief":  $2,617,505.22 / 278,030 = 9.41$

#### 5.3.3 Welfare Services and Physical and Mental Health Care

After completing the sensitivity analysis and quantifying the outcome value of the project, the current value in 2018-2020 is divided by the total value of input to obtain the final SROI of "Welfare Services and Physical and Mental Health Care":  $620,433,511.57 / 48,600,849 = 12.77$

#### 5.3.4 Community Care and Putting Localization into Practice

After calculating the overall input of this project and completing the sensitivity analysis and quantifying the outcome value, the current value in 2018-2020 is divided by the total value of input to obtain the final SROI of "Community Care and Putting Localization into Practice":  $178,888,083.20 / 45,615,920 = 3.92$

#### 5.3.5 Provide Guidance to Volunteers for Cultivation and Empowerment

After quantifying the outcome value by establishing financial proxy indicators and adjusting with sensitivity factors, the current value of the project in 2018-2020 is divided by the total value of input to obtain the final SROI of "Provide Guidance to Volunteers for Cultivation and Empowerment":  $51,778,216.94 / 18,878,500 = 2.74$

#### 5.3.6 Promotion of Values and Pass on the Philosophy

After quantifying the outcome value with financial proxy indicators and analyzing with sensitivity factors, the current value of this type of activities in 2018-2020 is divided by the total value of input to obtain the final SROI of "Promotion of

Values and Pass on the Philosophy:”  $40,927,781.03 / 5,854,660 = 6.99$

## 5.4 Sensitivity analysis

The overall evaluation process of SROI includes the subjective judgment of stakeholders. The evaluation method is not a conventional predictive model of financial analysis. Although this project collected information regarding the level of change that impact the stakeholders of the project based on interviews and questionnaires, as well as conducted relevant evaluations according to the conservative principle, the different SROI results may be obtained due to differences in the involved subjects, or the differences in the use of financial proxy indicators for the outcome of the project. To understand the sensitivity of SROI values for the six main activities of this project, as well as to disclose information in a conservative and objective manner, this project uses the major changes involved in the six main activities (largest input which is the cost of time for volunteers, deadweight which the numbers seems to be relatively high in the project, and displacement which the stakeholders’ didn’t think there were negative impacts from the activities) for the test of sensitivity analysis. The range of SROI sensitivity analysis for each activity can be obtained through the calculation of SROI for each category of activity with the way of excluding the cost of time for volunteers, adjusting the deadweight down to 10%, and adjusting the displacement up from 0 to 10% as shown in Table 5.4-1 below. With the sensitivity analysis, the overall SROI value fall between 5.23 to 45.46.

Table 5.4-1 Sensitivity analysis results for the six main activities

Category of activities	SROI Value	Adjusted content
I. Poverty Relief and Provide Aid in the Education of Young Students	12.68	Adjust the major cost of input and exclude the major cost (cost of time for volunteers)
Compassion for Humanity and Disaster Relief	10.34	
Welfare Services and Physical and Mental Health Care	824.10	
Community Care and Putting Localization into Practice	1548.81	
Provide Guidance to Volunteers for Cultivation and Empowerment	8.38	
Promotion of Values and Pass on the Philosophy	NA	Adjust the major cost of input and exclude the major cost (cost of time for volunteers). AS the foundation has no other cost of input, thus the calculated value is infinite (it is not applicable).

Category of activities	SROI Value	Adjusted content
Overall SROI	50.37	Adjust the major cost of input and exclude the major cost (cost of time for volunteers)

Category of activities	SROI Value	Adjusted content
I. Poverty Relief and Provide Aid in the Education of Young Students	15.88	Adjust the the deadweight down to 10%
Compassion for Humanity and Disaster Relief	16.47	
Welfare Services and Physical and Mental Health Care	32.27	
Community Care and Putting Localization into Practice	7.84	
Provide Guidance to Volunteers for Cultivation and Empowerment	5.03	
Promotion of Values and Pass on the Philosophy	23.32	
Overall SROI	17.87	Adjust the the deadweight down to 10%

Category of activities	SROI Value	Adjusted content
I. Poverty Relief and Provide Aid in the Education of Young Students	9.16	Adjust the the displacement up to 10%
Compassion for Humanity and Disaster Relief	8.47	
Welfare Services and Physical and Mental Health Care	11.49	
Community Care and Putting Localization into Practice	3.53	

Category of activities	SROI Value	Adjusted content
Provide Guidance to Volunteers for Cultivation and Empowerment	2.47	
Promotion of Values and Pass on the Philosophy	6.29	
Overall SROI	7.04	Adjust the the displacement up to 10%

## vi. Description of SROI analysis results

### 6.1 Description of SROI analysis results

The overall SROI results of Tzu Chi 's "Banqiao Jing Si Hall" in 2018 was 8.51(calculated according to the current value in 2018-2020), the net investment was NT 1,149,154,619, and the net outcome was NT 135,012,844.

The analysis results of these six types of activities for the current value of net input and current value of net outcome are presented in Table 6.1-1. The SROI values of the six main activities are between 2.74 and 15.84. The main benefits are improving interpersonal relationships, improving relationships with family members, and increasing mental satisfaction/ self-confidence or self-achievement (Figure 6.1-1). Please refer to 6.1.1~6.1.6 for the detailed description of SROI results for the six main activities.

Table 6.1-1 The analysis results of Tzu Chi's "Banqiao Jing Si Hall" project

Analysis results		Current value of net outcomes (2018-2020) (dollars)	Current value of net inputs (2018-2020) (dollars)	SROI value
The overall results of Tzu Chi's "Banqiao Jing Si Hall" project		\$1,149,154,619	\$135,012,844	8.51
Results of the six main activities	Poverty Relief and Provide Aid in the Education of Young Students	\$254,509,521.28	\$16,062,915	15.84
	Compassion for Humanity and Disaster Relief	\$2,617,505.22	\$278,030	9.41
	Welfare Services and Physical and Mental Health Care	\$620,433,511.57	\$48,600,849	12.77
	Community Care and Putting Localization into Practice	\$178,888,083.20	\$45,615,920	3.92
	Provide Guidance to Volunteers for Cultivation and Empowerment	\$51,778,216.94	\$18,878,500	2.74

	Promotion of Values and Pass on the Philosophy	\$40,927,781.03	\$5,854,660	6.99
--	--	-----------------	-------------	------

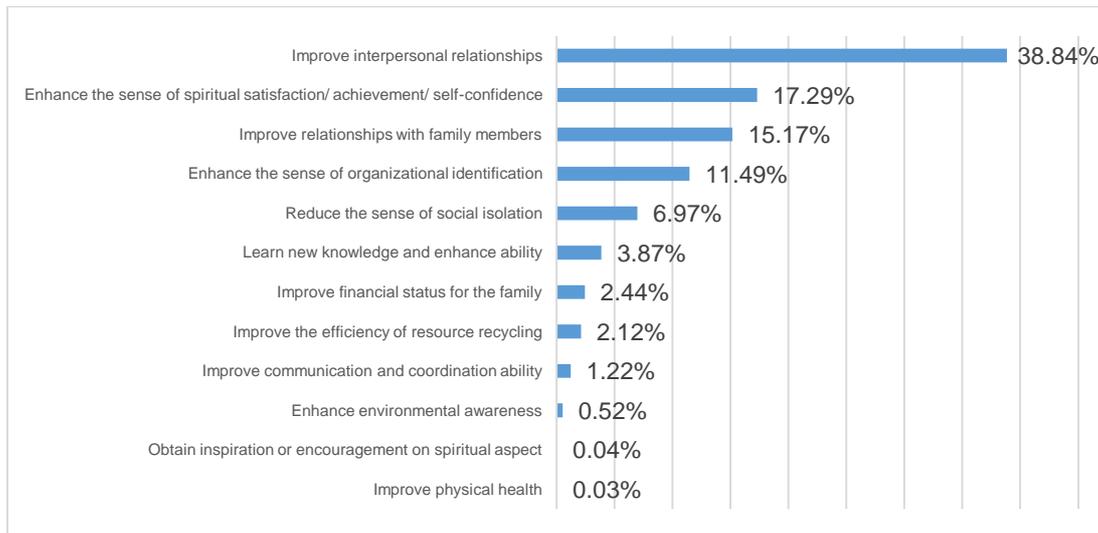


Figure 6.1-1 The benefit ratio of the six main categories

### 6.1.1 Poverty Relief and Provide Aid in the Education of Young Students

#### Analysis based on the type of stakeholders

From the distribution of overall social benefits based on the main stakeholders of the project, it can be seen that the volunteers are the major beneficiaries of “Poverty Relief and Provide Aid in the Education of Young Students”, which accounts for 57.4%; care-recipient households, students who receive scholarships and staff members are the secondary beneficiaries, which accounts for 40.8%, 1.5%, and 0.3% of the total, respectively. We can see that the beneficial results of this project are mainly implemented in the volunteers of the community.

#### Analysis based on the beneficial results

To view the distribution of various beneficial results based on the entire project, as shown in Figure 6.1.1-1, we can see that the main outcome is improving interpersonal relationships, which accounts for 38.3%; enhancing the sense of organizational identification and reducing the sense of isolation are the secondary outcome, which account for 22.3% and 10.8%, respectively. We can see that the outcome of the activities in “Poverty Relief and Provide Aid in the Education of Young Students” is implemented in the expected stakeholders such as the care-recipient households and students from poor families.

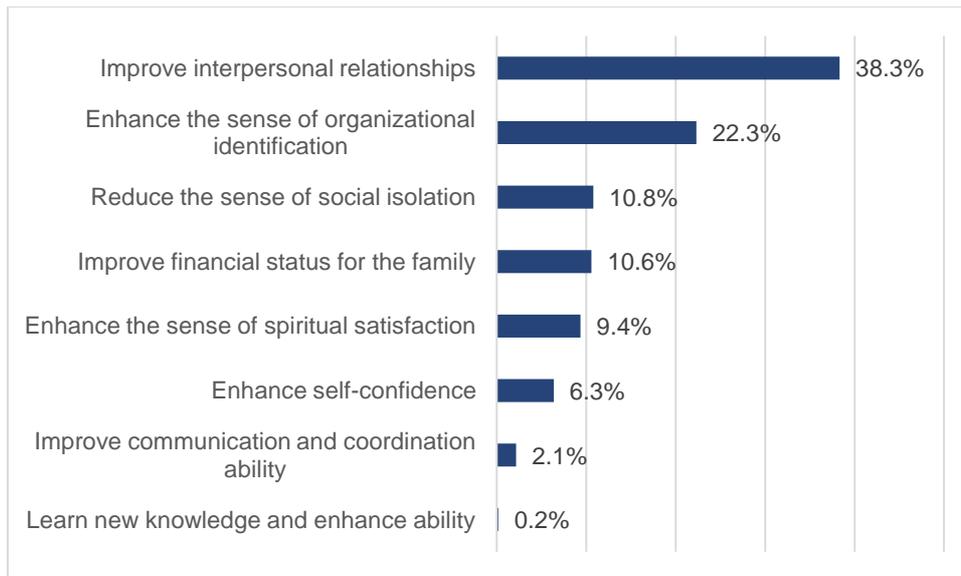


Figure 6.1.1-1. SROI benefit distribution of “Poverty Relief and Provide Aid in the Education of Young Students” - by the type of beneficial results

## 6.1.2 Compassion for Humanity and Disaster Relief

### Analysis based on the type of stakeholders

From the distribution of overall social benefits based on the main stakeholders of the project, it can be seen that volunteers are the major beneficiaries of “Compassion for Humanity and Disaster Relief”, which accounts for 61.4%; the care-receiver households and staff members of foundation are the secondary beneficiaries, which accounts for 37.1% and 1.5%, respectively. We can see that the beneficial results of this project are implemented in the volunteers participating in this type of activity. It is fortunate that there were not many disasters happened in the area around Banqiao Jing Si Hall in 2018, the thus main outcomes were implemented in the volunteers who participated in this type of activities.

### Analysis based on the beneficial results

To view the distribution of various beneficial results based on the entire project, as shown in Figure 6.1.2-1, we can see that the main outcome is enhancing the organizational identification, which accounts for 48.1%; improving the financial status of the family and enhancing the sense of spiritual satisfaction are the secondary outcome, which account for 37.1% and 14.8%, respectively. The volunteers assist in the implementation of emergency relief, as they gradually realize the charity philosophy of Tzu Chi Foundation by helping the care-receiver households and their sense of identification for Tzu Chi is enhanced; at the same time, their spiritual mind is inspired and fulfilled by helping others.

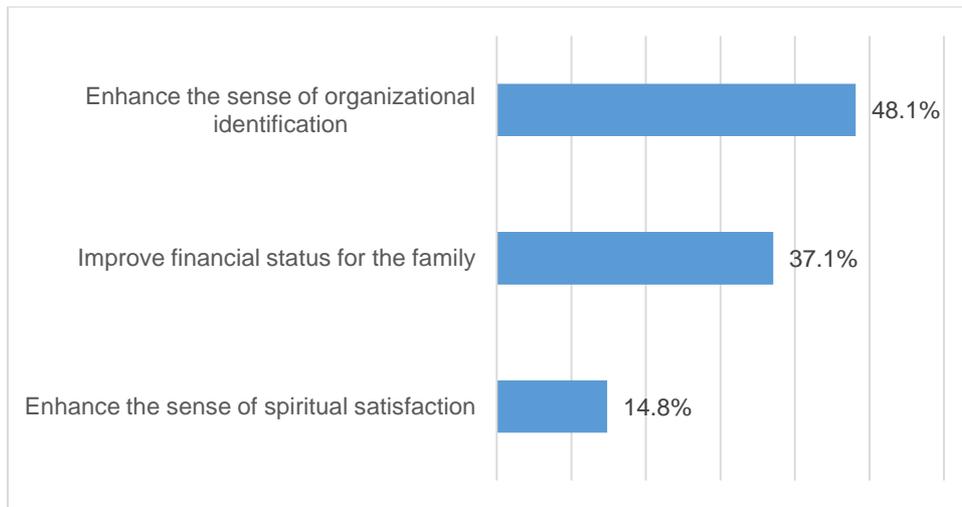


Figure 6.1.2-1 SROI benefit distribution of “Compassion for Humanity and Disaster Relief” - by the type of beneficial results

### 6.1.3 Welfare Services and Physical and Mental Health Care

#### Analysis based on the type of stakeholders

From the distribution of overall social benefits based on the main stakeholders of the project, it can be seen that children and teenagers are the major beneficiaries of “Welfare Services and Physical and Mental Health Care,” which accounts for 82.8%; volunteers, elderly, college and university students and staff members are the secondary beneficiaries, which accounts for 13.7%, 2.54%, 0.96%, and 0.01% of the total, respectively. We can see that the beneficial results of this project are implemented in the children and teenagers who participated in these activities.

#### Analysis based on the beneficial results

To view the distribution of various beneficial results based on the entire project, as shown in Figure 6.1.3-1, we can see that the main outcome is improvement of interpersonal relationships, which accounts for 40.5%; improvement of relationships with family members is the secondary outcome, which account for 27.9%; followed by enhancement of self-confidence/ achievement, which account for 15.5%; other outcomes include improvement of organizational identification, learning new knowledge and enhancing ability, reducing the sense of social isolation, etc., which account for 16.1%.

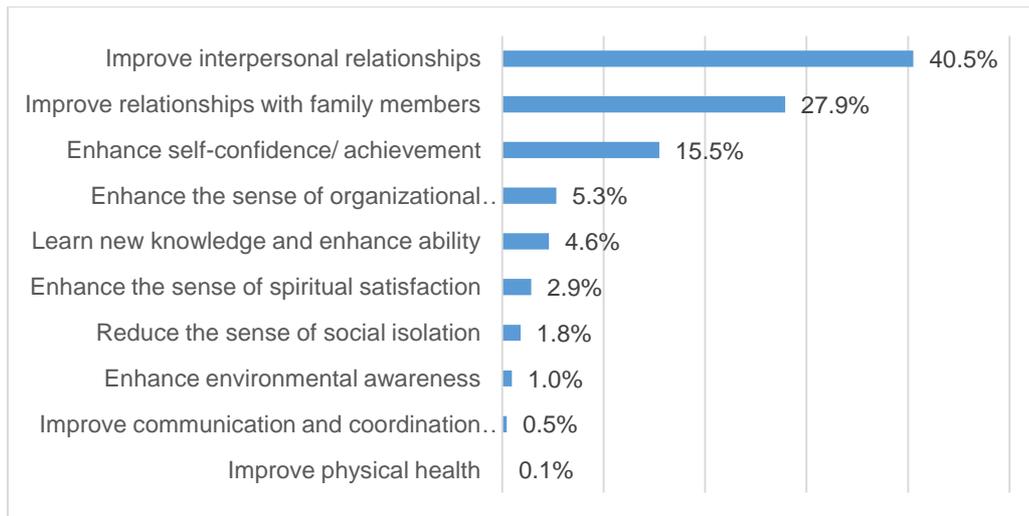


Figure 6.1.3-1 SROI benefit distribution of “Welfare Services and Physical and Mental Health Care” - by the type of beneficial results

#### 6.1.4 Community Care and Putting Localization into Practice

➤ Analysis based on the type of stakeholders

From the distribution of overall social benefits based on the main stakeholders of the project, it can be seen that the veterans from the Veterans’ Home are the major beneficiaries of “Community Care and Putting Localization into Practice”, which accounts for 44%; volunteers, recycling vendors, and community residents are the secondary beneficiaries, which accounts for 32.2%, 13.6%, and 7.9%, respectively; others such as the elderly in the nursing homes, visiting groups, and staff members of the foundation account for 2.3%, 0.03%, 0.02%, respectively.

➤ Analysis based on the beneficial results

To view the distribution of various beneficial results based on the entire project, as shown in Figure 6.1.4-1, we can see that the main outcome is improvement of interpersonal relationships, which accounts for 40.61%; followed by the reduced social isolation through participation in community care activities, which accounts for 23.08%; followed by the enhancement of resource recycling efficiency by working at Banqiao Jing Si Hall environmentally friendly recycling station, which accounts for 13.59%; and the increased identification for Tzu Chi accounts for 13.28%.

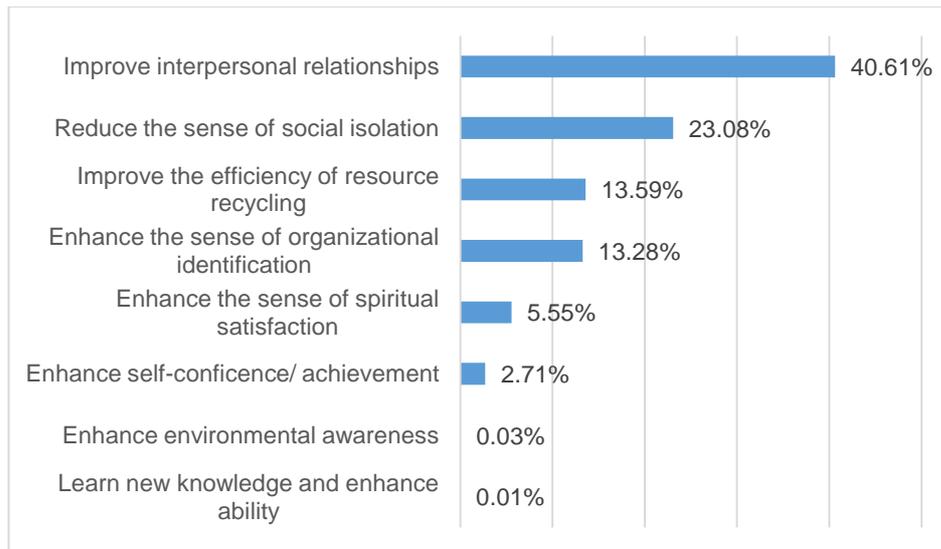


Figure 6.1.4-1 SROI benefit distribution of “Community Care and Putting Localization into Practice” - by the type of beneficial results

### 6.1.5 Provide Guidance to Volunteers for Cultivation and Empowerment

➤ Analysis based on the type of stakeholders

From the distribution of overall social benefits based on the type of stakeholders, it can be seen that volunteers are the major beneficiaries in “Provide Guidance to Volunteers for Cultivation and Empowerment” activities, which account for 99.5% of the overall benefits; followed by the staff members of the foundation who assist in planning and implementation of volunteer training, which account for 0.5% of the overall benefits.

➤ Analysis based on the beneficial results

Based on the perspective of all beneficial items created by the project, as shown in Figure 6.1.5-1, it can be seen that learning new knowledge and enhance ability, which accounts for 29.7% of the entire project; followed by enhancing the sense of spiritual satisfaction/ achievement/ self-confidence, which accounts for 29%; followed by enhancement of the sense of identification for Tzu Chi by participating in volunteer training, which accounts for 26.4%; the improvement of communication and coordination ability and the improvement of interpersonal relationships account for 10.5% and 2.5%, respectively.

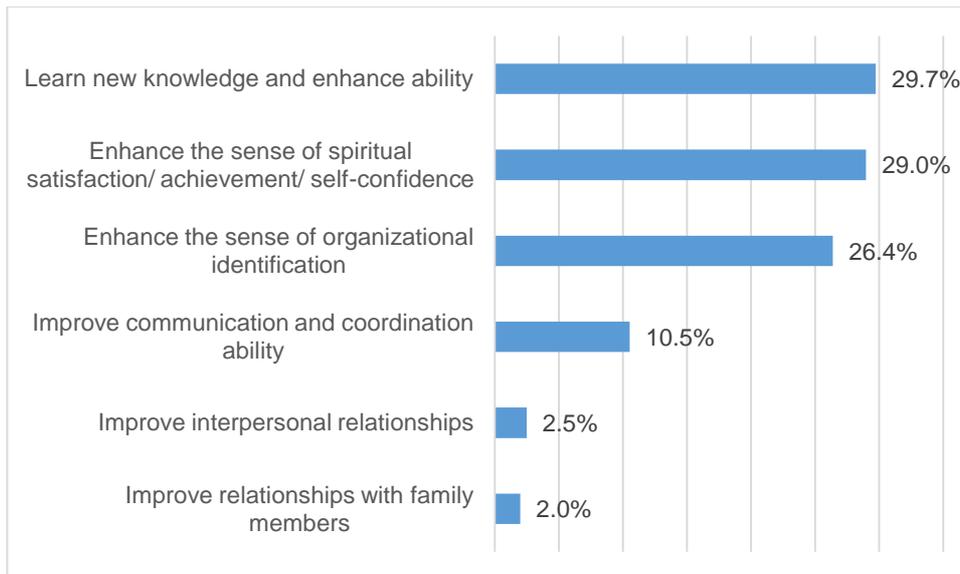


Figure 6.1.5-1 SROI benefit distribution of “Provide Guidance to Volunteers for Cultivation and Empowerment” - by the type of beneficial results

### 6.1.6 Promotion of Values and Pass on the Philosophy

➤ Analysis based on the type of stakeholders

From the distribution of overall social benefits based on the main stakeholders of the project, it can be seen that the community residents are the major beneficiaries of “Promotion of Values and Pass on the Philosophy,” which accounts for 80.7%; the volunteers who assist in the implementation are the secondary beneficiaries, which accounts for 19.3%.

➤ Analysis based on the beneficial results

Based on the perspective of all beneficial items created by the project, as shown in Figure 6.1.6-1, it can be seen that improvement of interpersonal relationships is the most significant outcome of this project, which accounts for 55.5% of the entire project; followed by the enhancement of spiritual satisfaction, which accounts for 35.2%; followed by enhancement of the sense of identification for Tzu Chi by participating in value advocacy activities, which accounts for 7.5%; obtained mental inspiration or encouragement and improvement of communication and coordination ability account for 1.1% and 0.7%, respectively.

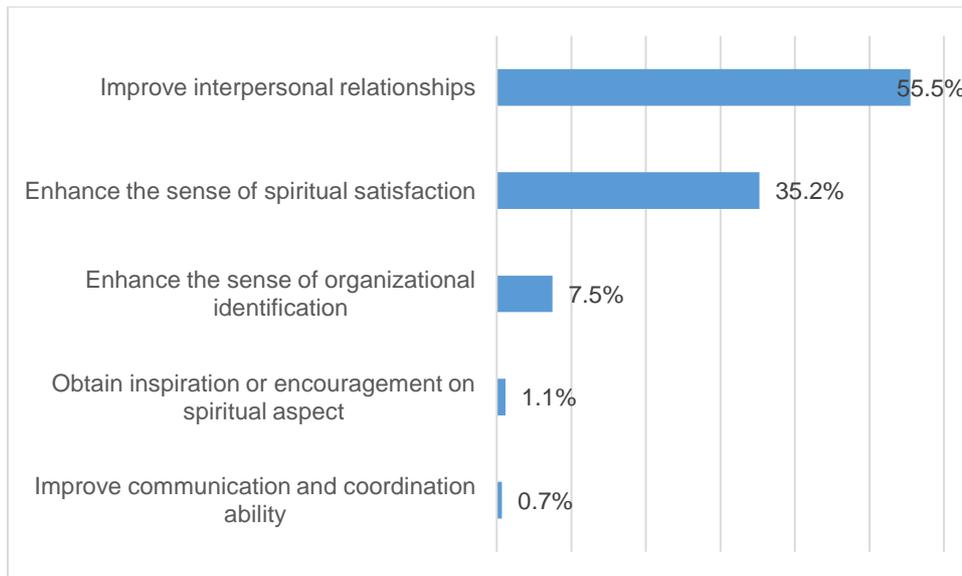


Figure 6.1.6-1 SROI benefit distribution of “Promotion of Values and Pass on the Philosophy” - by the type of beneficial results

## 6.2 Verification of the Results

After the outcomes and the SROI results were analyzed and calculated, a meeting was organized with the main stakeholders which were the staff of the Tzi Chi foundation and some representatives of volunteers to discuss about the outcomes and results. In the meeting, the process of analysis and calculation were explained and to see if there are any opinions regarding the results. And after a few of conversations and discussion, we reached a consensus of the current results displayed in section 5.3 in this report.

## Appendix

### Appendix 1 Example of questions for the interview

#### I. Collection of interviewee's basic background information

- Explanation:  
The first part of the question is to understand the basic background of the respondent and use it as a reference for subsequent evaluations.
- Question:
  1. What business/ industry are you currently engaged in?
  2. What are the main activities of Tzu Chi that you have been involved?  
(verify which events in the six main types of activities in the project)
  3. Have you been engaged in any activity conducted by charity institutions other than Tzu Chi in the past?

#### II. Interaction between the interviewee and the poverty relief activities conducted by Banqiao Jing Si Hall

- Explanation:  
The second part of the questions focus on understanding the process of establishing the relationship between the interviewee and the poverty relief activities conducted by Banqiao Jing Si Hall. This information will be used as background information for the subsequent measurement of outcomes.
- Questions:
  1. How did you get to know about Tzu Chi or someone directly refer to Tzu Chi? (If so, can you tell us who your reference is?)
  2. How did you get the opportunity to know about Tzu Chi? (Event)
  3. When did you start to be engaged in activities of Tzu Chi? (Timeline)
  4. What kind of help did Tzu Chi offer you? (living materials, relief or companion)
  5. How often or how much time a week on average you are engaged in activities of Tzu Chi?
  6. What are the differences between Tzu Chi and other charity organization that you know of?

### III. Impacts on stakeholders

- Explanation:

The third part of the questions are mainly based on the questions for us to understand the outcomes brought to the interviewees after engaging in the activities of Tzu Chi, which will be used as the subject for subsequent evaluation of the project.

- Questions:

1. What was your mindset before engaging in the activities of Tzu Chi? For example: low self-confidence, financial difficulty in the family, social isolation
2. What are your changes before and after engaging in the activities of Tzu Chi?
3. In the caring process of Tzu Chi, what are the activities or feelings that impress you the most? How does this care affect you?
4. In general, what are the main impact on you when engaging in the activities of Tzu Chi? The impact may be positive or negative. Positive impacts include enhancement of self-confidence and happiness, enhancement of professional knowledge and skills, and improvement of financial status of the family. Negative impacts include interpersonal isolation due to overuse of the Internet.
5. What are the major changes you have after receiving the care and help from Tzu Chi? For example: improving financial status of the family, reducing social isolation, etc.
6. Continuing from the above question, which is most significant impact on you?
7. How many of your friends or neighbors have been receiving the care and help from Tzu Chi or engaging in the activities of Tzu Chi?

### IV. Information acquisition of various changes

- Explanation:  
In the fourth part, we will ask some questions to understand the changes that Tzu Chi may have brought you. Please recall before answering the questions. Some of your answers will be on a scale of scores (0- 10 points), please answer the question based on your direct feeling for the question, and we will also provide instructions during the process.

→ Reduce social isolation

No.	Question	Purpose of this question
1	<ul style="list-style-type: none"> <li>➤ Do the care and companionship from Tzu Chi help you reduce the feeling of social isolation? What is the reduced level? (may answer questions on a scale of scores)</li> <li>➤ What is the reason for reducing the feeling of isolation? For example: with the companionship of Tzu Chi's volunteers, don't you feel lonely anymore; or, with the companionship and care of Tzu Chi's volunteers, will you be able to go out and participate in the activities with other people?</li> </ul>	- verification of changes

→ Improve financial situation of the family

2	<ul style="list-style-type: none"> <li>➤ With the companionship of Tzu Chi, did it help improve your family's financial situation? What is the level of improvement? (may answer questions on a scale of scores)</li> <li>➤ What is the reason for improving the family's situation? For example: with Tzu Chi's subsidy, your family's situation is improved, so that you can get substantial subsidy to improve the quality of life</li> <li>➤ Is it convenient for you to tell us the amount of Tzu Chi's subsidy?</li> </ul>	- verification of changes
---	--	---------------------------

→ Increase the opportunity of obtaining the material supplies

3	<ul style="list-style-type: none"> <li>➤ Does Tzu Chi provide substantial help to you? What is the level of the help? For example: what kind of substantial help is obtained (acquisition of material supplies, including: food, clothing, daily necessities, etc.) (may answer questions on a scale of scores)</li> <li>➤ What are the material supplies that you have obtained? For example: materials supplies that were previously unavailable due to financial difficulties (such as blankets, warm clothing, etc.)</li> </ul>	- verification of changes
→ Improve the interpersonal relationships		
4	<ul style="list-style-type: none"> <li>➤ With the companionship of Tzu Chi, did it increase your willingness to interact with others? What is the level of the increment? (may answer questions on a scale of scores)</li> <li>➤ What do you think is the reason for improving the interaction with others? For example: with the companionship of Tzu Chi, your self-confidence in interpersonal interactions is increased, which will make it easier for you to participate in the community activities.</li> <li>➤ What is the reason for improving your interpersonal relationships? For example, participating in x x activities gives you the opportunity to interact with others and complete xx things</li> </ul>	- verification of changes
→ Improve self-confidence		

5	<ul style="list-style-type: none"> <li>➤ With the companionship and care of Tzu Chi, does it help increase your self-confidence? What is the enhanced level of self-confidence? (may answer questions on a scale of scores)</li> <li>➤ What is the reason for increasing self-confidence? For example: With the companion and assistance of Tzu Chi, you are able to have life goals or hopes, as well as feel the meaning of life with expectations for the future; or with the help of Tzu Chi, you find life values and goals, as well as self-confidence</li> <li>➤ When engaging in the activities of Tzu Chi, what are the key activities that have significantly helped you feel hope for the future and enhance your confidence?</li> </ul>	- verification of changes
→ Others		
6	<ul style="list-style-type: none"> <li>➤ One last question for the interview, what is your expectations on the companionship and care of Tzu Chi in the future?</li> <li>➤ Have you ever pro-actively walked in the Tzu Chi's Jing Si Hall to participate in other types of community activities?</li> <li>➤ Is there any other additional information that you want to mention?</li> </ul>	Collection of additional information

## Appendix 2 Sample Questionnaire

### Target of the questionnaire - volunteers

#### Description of the questionnaire

Implementation unit	Tzu Chi Foundation, KPMG Sustainability Consulting Co., Ltd.
Purpose of the questionnaire	Tzu Chi Foundation has been committed to promoting charity activities for a long time and the "public welfare charity activity" is one of the main activities for long-term promotion. This study aims to evaluate the outcomes brought about by the Tzu Chi Foundation to relevant units and participants, so we use this questionnaire to understand your thoughts for Tzu Chi's activities and it will be used as a reference for the quantification of outcomes/ impacts on you.
Length of the questionnaire	This questionnaire has a maximum of 42 questions (may skip questions depending on the status of answering process), and the estimated time to complete the questionnaire is 30 minutes.
Background of activities	To implement the core values and philosophy of "external of practice kindness, compassion, joy and giving, and internal cultivation of sincerity, integrity, faith and honesty," the Tzu Chi Foundation invites the internal volunteers of Tzu Chi to actively conduct poverty relief and community care or the promotion of welfare services, to pass on the core value and environmental protection concept of Tzu Chi. In recent years, Tzu Chi has also been dedicated to promoting relevant humanistic affairs and developing charity events with localization. Tzu Chi is committed to its core concepts and values of "kindness, compassion, joy and giving" and "sincerity, integrity, faith and honesty," the number of volunteers' working hours and served beneficiaries has accumulated to a considerable amount, and the number is still growing. With these services, Tzu Chi Foundation hopes to continue to inspire the public in the society for their love and care as well as the awareness of environmental protection, to achieve the objective of society in harmony and may the world be free of all disasters.
Declaration of data usage	All of the information collected in this questionnaire is only for the use of KPMG Sustainability Consulting team to assist the Tzu Chi Foundation in conducting social impact assessment. It will not be used for any other purposes, and the personal information of the questionnaire respondents will not be released internally or

Implementati on unit	Tzu Chi Foundation, KPMG Sustainability Consulting Co., Ltd.
	externally with the above declaration.

### Basic information

Topic	Answer
What is your gender? (Required)	<input type="checkbox"/> Male <input type="checkbox"/> Female <input type="checkbox"/> Not willing to tell
What is your age? (Required)	<input type="checkbox"/> 12 years old or under <input type="checkbox"/> 12-18 years old <input type="checkbox"/> 19-25 years old <input type="checkbox"/> 26-65 years old <input type="checkbox"/> 65 years old or over
What is your current status? (Required)	<input type="checkbox"/> Student <input type="checkbox"/> On job (full-time/ part-time) <input type="checkbox"/> Retired <input type="checkbox"/> Others, please specify:
Where is your main residence? (Required)	
How long have you been living there? (Required)	
Name	

### Activity participation information

Please indicate the activities and the percentage of hours you participated in all activities (for the following items, the total of the participated percentage of hours is 100%)

Checkbox	Please indicate the percentage of hours you participated in all activities in 2018 (%)	Activities	Description of the activities
		I. Poverty Relief and Providing Aid in the Education of Young Students	Community visit, scholarship for young students
		II. Compassion for Humanity and Disaster Relief	Emergency relief: Major disaster relief, rehabilitation and reconstruction
		III. Welfare Services and Physical and Mental Health Care	<p>Children development: Parent-child development class</p> <p>Youth Care: Tzu Chi children class (Tzu Chi Basketball, summer camp, class consultation, DaAi mama)</p> <p>Youth Care: Youth Development Camp for college and university students, Tzu Chi youth club</p> <p>Welfare for elderly: Community care base (meal delivery, elderly class, health care, telephone care and home visits for elderly who live alone), long-term care 2.0, home improvement</p>

		IV. Community Care and Putting Localization into Practice	<p>Community consultation</p> <p>Development course: Mental health seminar, development class for new immigrants</p> <p>Institutional care: nursing homes, prisons, veterans' home</p> <p>Guiding and leading public activities: Reading session, drum team practice, sign language practice, end-of-year blessing session, community/ family tea lovers party, filial piety and thanksgiving activities, morning meeting of volunteers, dharma study class</p> <p>Promotion of environmental protection: environmentally friendly station, environmental education/ visiting activities</p>
		V. Provide Guidance to Volunteers for Cultivation and Empowerment	<p>Organization and operation of volunteers: Cooperation and mutual assistance association, friendship association, tea party</p> <p>Recruitment and training of volunteers: The advancement day, practice and training</p> <p>Volunteer development and knowledge learning: Various education and training courses</p>
		VI. Promotion of Values and Pass on the Philosophy	Auspicious month, bathing the Buddha, and dharma teachings
		Others	The activities conducted by Tzu Chi but not included in the above six

			main activities Charity activities other than activities conducted by Tzu Chi
--	--	--	---

Please indicate the total of hours for participation in the above activities (2018): (please fill in the total weekly hours on average for activities participation)

### Survey of change information (with a total of seven changes)

The first outcome; increased recognition of Tzu Chi

Topic	Answer
1. Do you think that participation in the activities conducted by Tzu Chi helped you increase the recognition of Tzu Chi?	<input type="checkbox"/> Yes <input type="checkbox"/> No (If you choose this option, please skip to Question 7)
2. Continuing from the above question, on a scale of 0-10, what is the increased level of organizational identification after participating in activities conducted by Tzu Chi?	_____ point
3. Does "your increased recognition of Tzu Chi" come from activities other than the six main activities conducted by Tzu Chi? For example: Through programs on DaAi TV, Tzu Chi activities shared by friends, etc.	<input type="checkbox"/> Yes, please give an example: _____, what is the percentage of contribution from other activities: ___% (please fill in the percentage) <input type="checkbox"/> No

Topic	Answer
<p>4. What is the percentage of “your increased recognition of Tzu Chi” in each of Tzu Chi's six main activities? (add up to 100%)</p> <p>➤ Instructions for answering:</p> <ul style="list-style-type: none"> <li>• If only three activities are filled in the "Activity Participation Survey" on P.2, then this question can only allocate the percentage to these three corresponding activities. For example, if the first, second, and fifth activity on P.2 are filled in as the participation activity, then this question can only allocate the percentage to the first, second, and fifth activity (you can allocate the percentage to all three filled corresponding activities, or less than these three activities)</li> </ul>	<p>[I. Poverty Relief and Provide Aid in the Education of Young Students] _____%</p> <p>[II. Compassion for Humanity and Disaster Relief] _____%</p> <p>[III. Welfare Services and Physical and Mental Health Care] _____%</p> <p>[IV. Community Care and Putting Localization into Practice] _____%</p> <p>[V. Provide Guidance to Volunteers for Cultivation and Empowerment] _____%</p> <p>[VI. Promotion of Values and Pass on the Philosophy] _____%</p>

Topic	Answer
<p>5. On a scale of 0-10 for the evaluation of six main activities conducted by Tzu Chi, how many points will you rate the increased recognition of Tzu Chi in each activity?</p> <p>➤ Instructions for answering:</p> <ul style="list-style-type: none"> <li>● If only three activities are filled in the "Activity Participation Survey" on P.2, then this question can only allocate the percentage to these three corresponding activities. For example, if the first, second, and fifth activity on P.2 are filled in as the participation activity, then this question can only allocate the percentage to the first, second, and fifth activity (you can allocate the percentage to all three filled corresponding activities, or less than these three activities)</li> <li>● The points for the corresponding items should be less than or equal to the points in question 2. For example, if you fill in a score of 8 points in question 2 "On a scale of 0-10, what is the increased level of organizational identification after participating in activities conducted by Tzu Chi? ", then you can only give a maximum of 8 points or less for the corresponding items of this question.</li> </ul>	<ol style="list-style-type: none"> <li>1. If you did not participate in [I. Poverty Relief and Provide Aid in the Education of Young Students], how many points will you rate the increased organizational identification? _____ point</li> <li>2. If you did not participate in [II. Compassion for Humanity and Disaster Relief], how many points will you rate the increased organizational identification? _____ point</li> <li>3. If you did not participate in [III. Welfare Services and Physical and Mental Health Care], how many points will you rate the increased organizational identification? _____ point</li> <li>4. If you did not participate in [IV. Community Care and Putting Localization into Practice], how many points will you rate the increased organizational identification? _____ point</li> <li>5. If you did not participate in [V. Provide Guidance to Volunteers for Cultivation and Empowerment], how many points will you rate the increased organizational identification? _____ point</li> <li>6. If you did not participate in [VI. Promotion of Values and Pass on the Philosophy], how many points will you rate the increased organizational identification? _____ point</li> </ol>

Topic	Answer
<p>6. How long can you continue to feel the sense of increased recognition of Tzu Chi after participating in the six main activities of Tzu Chi?</p> <p>➤ Instructions for answering:</p> <ul style="list-style-type: none"> <li>• If only three activities are filled in the "Activity Participation Survey" on P.2, then this question can only allocate the percentage to these three corresponding activities. For example, if the first, second, and fifth activity on P.2 are filled in as the participation activity, then this question can only allocate the percentage to the first, second, and fifth activity (you can allocate the percentage to all three filled corresponding activities, or less than these three activities)</li> </ul>	<ol style="list-style-type: none"> <li>1. How long can you continue to feel the sense of increased recognition of Tzu Chi after participating in [I. Poverty Relief and Providing Aid in the Education of Young Students]? <ul style="list-style-type: none"> <li><input type="checkbox"/> Less than 3 months</li> <li><input type="checkbox"/> 3-6 months</li> <li><input type="checkbox"/> 6 months to one year</li> <li><input type="checkbox"/> 1-2 years</li> <li><input type="checkbox"/> 2-3 years</li> <li><input type="checkbox"/> More than 3 years</li> </ul> </li> <li>2. How long can you continue to feel the sense of increased recognition of Tzu Chi after participating in [II. Compassion for Humanity and Disaster Relief]? <ul style="list-style-type: none"> <li><input type="checkbox"/> Less than 3 months</li> <li><input type="checkbox"/> 3-6 months</li> <li><input type="checkbox"/> 6 months to one year</li> <li><input type="checkbox"/> 1-2 years</li> <li><input type="checkbox"/> 2-3 years</li> <li><input type="checkbox"/> More than 3 years</li> </ul> </li> <li>3. How long can you continue to feel the sense of increased recognition of Tzu Chi after participating in [III. Welfare Services and Physical and Mental Health Care]? <ul style="list-style-type: none"> <li><input type="checkbox"/> Less than 3 months</li> <li><input type="checkbox"/> 3-6 months</li> <li><input type="checkbox"/> 6 months to one year</li> <li><input type="checkbox"/> 1-2 years</li> <li><input type="checkbox"/> 2-3 years</li> <li><input type="checkbox"/> More than 3 years</li> </ul> </li> <li>4. How long can you continue to feel the sense of increased recognition of Tzu Chi after participating in [IV.</li> </ol>

Topic	Answer
	<p>Community Care and Putting Localization into Practice]?</p> <p><input type="checkbox"/> Less than 3 months</p> <p><input type="checkbox"/> 3-6 months</p> <p><input type="checkbox"/> 6 months to one year</p> <p><input type="checkbox"/> 1-2 years</p> <p><input type="checkbox"/> 2-3 years</p> <p><input type="checkbox"/> More than 3 years</p> <p>5. How long can you continue to feel the sense of increased recognition of Tzu Chi after participating in [V. Providing Guidance to Volunteers for Cultivation and Empowerment]?</p> <p><input type="checkbox"/> Less than 3 months</p> <p><input type="checkbox"/> 3-6 months</p> <p><input type="checkbox"/> 6 months to one year</p> <p><input type="checkbox"/> 1-2 years</p> <p><input type="checkbox"/> 2-3 years</p> <p><input type="checkbox"/> More than 3 years</p> <p>6. How long can you continue to feel the sense of increased recognition of Tzu Chi after participating in [VI. Promotion of Values and Pass on the Philosophy]?</p> <p><input type="checkbox"/> Less than 3 months</p> <p><input type="checkbox"/> 3-6 months</p> <p><input type="checkbox"/> 6 months to one year</p> <p><input type="checkbox"/> 1-2 years</p> <p><input type="checkbox"/> 2-3 years</p> <p><input type="checkbox"/> More than 3 years</p>

The second outcome: enhanced communication and coordination ability

Topic	Answer
-------	--------

Topic	Answer
<p>7. Do you think that participation in activities conducted by Tzu Chi helped you enhance your communication and coordination ability?</p>	<p><input type="checkbox"/> Yes  <input type="checkbox"/> No (If you choose this option, please skip to Question 13)</p>
<p>8. Continuing from the above question, on a scale of 0-10, what is the enhanced level of your communication and coordination ability after participating in activities conducted by Tzu Chi?</p>	<p>_____ point</p>
<p>9. Does "your enhanced communication and coordination ability" come from activities other than the six main activities conducted by Tzu Chi? For example: activities conducted by other organizations, etc.</p>	<p><input type="checkbox"/> Yes, please give an example: __, what is the percentage of contribution from other activities: __% (please fill in the percentage)  <input type="checkbox"/> No</p>
<p>10. What is the percentage of "your enhanced communication and coordination ability" in each of Tzu Chi's six main activities? (add up to 100%)</p> <p>➤ Instructions for answering:</p> <ul style="list-style-type: none"> <li>• If only three activities are filled in the "Activity Participation Survey" on P.2, then this question can only allocate the percentage to these three corresponding activities. For example, if the first, second, and fifth activity on P.2 are filled in as the participation activity, then this question can only allocate the percentage to the first, second, and fifth activity (you can allocate the percentage to all three filled corresponding activities, or less than these three activities)</li> </ul>	<p>[I. Poverty Relief and Provide Aid in the Education of Young Students] _____%  [II. Compassion for Humanity and Disaster Relief] _____%  [III. Welfare Services and Physical and Mental Health Care] _____%  [IV. Community Care and Putting Localization into Practice] _____%  [V. Provide Guidance to Volunteers for Cultivation and Empowerment] _____%  [VI. Promotion of Values and Pass on the Philosophy] _____%</p>

Topic	Answer
<p>11. On a scale of 0-10 for the evaluation of six main activities conducted by Tzu Chi, how many points will you rate the enhanced level of your communication and coordination ability in each activity?</p> <ul style="list-style-type: none"> <li>➤ Instructions for answering: <ul style="list-style-type: none"> <li>● If only three activities are filled in the "Activity Participation Survey" on P.2, then this question can only allocate the percentage to these three corresponding activities. For example, if the first, second, and fifth activity on P.2 are filled in as the participation activity, then this question can only allocate the percentage to the first, second, and fifth activity (you can allocate the percentage to all three filled corresponding activities, or less than these three activities)</li> <li>● The points for the corresponding items should be less than or equal to the points in question 8. For example, if you fill in a score of 8 points in question 8 "On a scale of 0-10, what is the enhanced level of your communication and coordination ability after participating in activities conducted by Tzu Chi? ", then you can only give a maximum of 8 points or less for the corresponding items of this question.</li> </ul> </li> </ul>	<ol style="list-style-type: none"> <li>1. If you did not participate in [I. Poverty Relief and Provide Aid in the Education of Young Students], how many points will you rate the enhanced level of your communication and coordination ability? _____ point</li> <li>2. If you did not participate in [II. Compassion for Humanity and Disaster Relief], how many points will you rate the enhanced level of your communication and coordination ability? _____ point</li> <li>3. If you did not participate in [III. Welfare Services and Physical and Mental Health Care], how many points will you rate the enhanced level of your communication and coordination ability? _____ point</li> <li>4. If you did not participate in [IV. Community Care and Putting Localization into Practice], how many points will you rate the enhanced level of your communication and coordination ability? _____ point</li> <li>5. If you did not participate in [V. Provide Guidance to Volunteers for Cultivation and Empowerment], how many points will you rate the enhanced level of your communication and coordination ability? _____ point</li> <li>6. If you did not participate in [VI. Promotion of Values and Pass on the Philosophy], how many points</li> </ol>

Topic	Answer
	<p>will you rate the enhanced level of your communication and coordination ability? _____ point</p>
<p>12. How long can you continue to enhance your communication and coordination ability after participating in the six main activities of Tzu Chi?</p> <p>➤ Instructions for answering:</p> <ul style="list-style-type: none"> <li>• If only three activities are filled in the "Activity Participation Survey" on P.2, then this question can only allocate the percentage to these three corresponding activities. For example, if the first, second, and fifth activity on P.2 are filled in as the participation activity, then this question can only allocate the percentage to the first, second, and fifth activity (you can allocate the percentage to all three filled corresponding activities, or less than these three activities)</li> </ul>	<ol style="list-style-type: none"> <li>1. How long can you continue to enhance your communication and coordination ability after participating in [I. Poverty Relief and Provide Aid in the Education of Young Students]?</li> </ol> <p><input type="checkbox"/> Less than 3 months</p> <p><input type="checkbox"/> 3-6 months</p> <p><input type="checkbox"/> 6 months to one year</p> <p><input type="checkbox"/> 1-2 years</p> <p><input type="checkbox"/> 2-3 years</p> <p><input type="checkbox"/> More than 3 years</p> <ol style="list-style-type: none"> <li>2. How long can you continue to enhance your communication and coordination ability after participating in [II. Compassion for Humanity and Disaster Relief]?</li> </ol> <p><input type="checkbox"/> Less than 3 months</p> <p><input type="checkbox"/> 3-6 months</p> <p><input type="checkbox"/> 6 months to one year</p> <p><input type="checkbox"/> 1-2 years</p> <p><input type="checkbox"/> 2-3 years</p> <p><input type="checkbox"/> More than 3 years</p> <ol style="list-style-type: none"> <li>3. How long can you continue to enhance your communication and coordination ability after participating in [III. Welfare Services and Physical and Mental Health Care]?</li> </ol> <p><input type="checkbox"/> Less than 3 months</p> <p><input type="checkbox"/> 3-6 months</p> <p><input type="checkbox"/> 6 months to one year</p>

Topic	Answer
	<p data-bbox="890 286 1054 320"><input type="checkbox"/> 1-2 years</p> <p data-bbox="890 333 1054 367"><input type="checkbox"/> 2-3 years</p> <p data-bbox="890 380 1174 414"><input type="checkbox"/> More than 3 years</p> <p data-bbox="839 434 1337 703">4. How long can you continue to enhance your communication and coordination ability after participating in [IV. Community Care and Putting Localization into Practice]?</p> <p data-bbox="890 719 1187 752"><input type="checkbox"/> Less than 3 months</p> <p data-bbox="890 766 1085 799"><input type="checkbox"/> 3-6 months</p> <p data-bbox="890 813 1214 846"><input type="checkbox"/> 6 months to one year</p> <p data-bbox="890 860 1054 893"><input type="checkbox"/> 1-2 years</p> <p data-bbox="890 907 1054 940"><input type="checkbox"/> 2-3 years</p> <p data-bbox="890 954 1174 987"><input type="checkbox"/> More than 3 years</p> <p data-bbox="839 1008 1337 1276">5. How long can you continue to enhance your communication and coordination ability after participating in [V. Provide Guidance to Volunteers for Cultivation and Empowerment]?</p> <p data-bbox="890 1292 1187 1326"><input type="checkbox"/> Less than 3 months</p> <p data-bbox="890 1339 1085 1373"><input type="checkbox"/> 3-6 months</p> <p data-bbox="890 1386 1214 1420"><input type="checkbox"/> 6 months to one year</p> <p data-bbox="890 1433 1054 1467"><input type="checkbox"/> 1-2 years</p> <p data-bbox="890 1480 1054 1514"><input type="checkbox"/> 2-3 years</p> <p data-bbox="890 1527 1174 1561"><input type="checkbox"/> More than 3 years</p> <p data-bbox="839 1581 1337 1850">6. How long can you continue to enhance your communication and coordination ability after participating in [VI. Promotion of Values and Pass on the Philosophy]?</p> <p data-bbox="890 1865 1187 1899"><input type="checkbox"/> Less than 3 months</p> <p data-bbox="890 1912 1085 1946"><input type="checkbox"/> 3-6 months</p> <p data-bbox="890 1960 1214 1993"><input type="checkbox"/> 6 months to one year</p>

Topic	Answer
	<input type="checkbox"/> 1-2 years <input type="checkbox"/> 2-3 years <input type="checkbox"/> More than 3 years

### III. Enhance the sense of spiritual satisfaction/ achievement/ self-confidence

Topic	Answer
13. Do you think that participation in activities conducted by Tzu Chi helped you enhance your sense of spiritual satisfaction/ achievement/ self-confidence?	<input type="checkbox"/> Yes <input type="checkbox"/> No (If you choose this option, please skip to Question 19)
14. Continuing from the above question, on a scale of 0-10, what is the enhanced level of your sense of spiritual satisfaction/ achievement/ self-confidence after participating in activities conducted by Tzu Chi?	_____ point
15. Does "your enhanced sense of spiritual satisfaction/ achievement/ self-confidence" come from activities other than the six main activities conducted by Tzu Chi? For example: activities conducted by other organizations, etc.	<input type="checkbox"/> Yes, please give an example: __, what is the percentage of contribution from other activities: __% (please fill in the percentage) <input type="checkbox"/> No

Topic	Answer
<p>16. What is the percentage of "your enhanced sense of spiritual satisfaction/ achievement/ self-confidence" in each of Tzu Chi's six main activities? (add up to 100%)</p> <p>➤ Instructions for answering:</p> <ul style="list-style-type: none"> <li>• If only three activities are filled in the "Activity Participation Survey" on P.2, then this question can only allocate the percentage to these three corresponding activities. For example, if the first, second, and fifth activity on P.2 are filled in as the participation activity, then this question can only allocate the percentage to the first, second, and fifth activity (you can allocate the percentage to all three filled corresponding activities, or less than these three activities)</li> </ul>	<p>[I. Poverty Relief and Provide Aid in the Education of Young Students] _____%</p> <p>[II. Compassion for Humanity and Disaster Relief] _____%</p> <p>[III. Welfare Services and Physical and Mental Health Care] _____%</p> <p>[IV. Community Care and Putting Localization into Practice] _____%</p> <p>[V. Provide Guidance to Volunteers for Cultivation and Empowerment] _____%</p> <p>[VI. Promotion of Values and Pass on the Philosophy] _____%</p>
<p>17. On a scale of 0-10 for the evaluation of six main activities conducted by Tzu Chi, how many points will you rate "your enhanced sense of spiritual satisfaction/ achievement/ self-confidence" in each activity?</p> <p>➤ Instructions for answering:</p> <ul style="list-style-type: none"> <li>• If only three activities are filled in the "Activity Participation Survey" on P.2, then this question can only allocate the percentage to these three corresponding activities. For example, if the first, second, and fifth activity on P.2 are filled in as the participation activity, then this question can only allocate the percentage to the first, second, and fifth activity (you can allocate the percentage to all three filled corresponding activities, or less than these three activities)</li> <li>• The points for the corresponding items should be less than or equal to the points in question 14. For example, if</li> </ul>	<ol style="list-style-type: none"> <li>1. If you did not participate in [I. Poverty Relief and Provide Aid in the Education of Young Students], how many points will you rate "your enhanced sense of spiritual satisfaction/ achievement/ self-confidence"? _____ point</li> <li>2. If you did not participate in [II. Compassion for Humanity and Disaster Relief], how many points will you rate "your enhanced sense of spiritual satisfaction/ achievement/ self-confidence"? _____ point</li> <li>3. If you did not participate in [III. Welfare Services and Physical and Mental Health Care], how many points will you rate "your enhanced sense of spiritual satisfaction/ achievement/ self-confidence"? _____ point</li> </ol>

Topic	Answer
<p>you fill in a score of 8 points in question 14 "On a scale of 0-10, what is the level of your enhanced sense of spiritual satisfaction/ achievement/ self-confidence after participating in activities conducted by Tzu Chi? ", then you can only give a maximum of 8 points or less for the corresponding items of this question.</p>	<p>4. If you did not participate in [IV. Community Care and Putting Localization into Practice], how many points will you rate "your enhanced sense of spiritual satisfaction/ achievement/ self-confidence"? _____ point</p> <p>5. If you did not participate in [V. Provide Guidance to Volunteers for Cultivation and Empowerment], how many points will you rate "your enhanced sense of spiritual satisfaction/ achievement/ self-confidence"? _____ point</p> <p>6. If you did not participate in [VI. Promotion of Values and Pass on the Philosophy], how many points will you rate "your enhanced sense of spiritual satisfaction/ achievement/ self-confidence"? _____ point</p>
<p>18. How long can you continue to enhance your communication and coordination ability after participating in the six main activities of Tzu Chi?</p> <p>➤ Instructions for answering:</p> <ul style="list-style-type: none"> <li>• If only three activities are filled in the "Activity Participation Survey" on P.2, then this question can only allocate the percentage to these three corresponding activities. For example, if the first, second, and fifth activity on P.2 are filled in as the participation activity, then this question can only allocate the percentage to the first, second, and fifth activity (you can</li> </ul>	<p>1. How long can you continue to enhance your sense of spiritual satisfaction/ achievement/ self-confidence after participating in [I. Poverty Relief and Provide Aid in the Education of Young Students]?  <input type="checkbox"/> Less than 3 months  <input type="checkbox"/> 3-6 months  <input type="checkbox"/> 6 months to one year  <input type="checkbox"/> 1-2 years  <input type="checkbox"/> 2-3 years  <input type="checkbox"/> More than 3 years</p> <p>2. How long can you continue to enhance your sense of spiritual satisfaction/ achievement/ self-</p>

Topic	Answer
<p>allocate the percentage to all three filled corresponding activities, or less than these three activities)</p>	<p>confidence after participating in [II. Compassion for Humanity and Disaster Relief]?</p> <p><input type="checkbox"/> Less than 3 months</p> <p><input type="checkbox"/> 3-6 months</p> <p><input type="checkbox"/> 6 months to one year</p> <p><input type="checkbox"/> 1-2 years</p> <p><input type="checkbox"/> 2-3 years</p> <p><input type="checkbox"/> More than 3 years</p> <p>3. How long can you continue to enhance your sense of spiritual satisfaction/ achievement/ self-confidence after participating in [III. Welfare Services and Physical and Mental Health Care]?</p> <p><input type="checkbox"/> Less than 3 months</p> <p><input type="checkbox"/> 3-6 months</p> <p><input type="checkbox"/> 6 months to one year</p> <p><input type="checkbox"/> 1-2 years</p> <p><input type="checkbox"/> 2-3 years</p> <p><input type="checkbox"/> More than 3 years</p> <p>4. How long can you continue to enhance your sense of spiritual satisfaction/ achievement/ self-confidence after participating in [IV. Community Care and Putting Localization into Practice]?</p> <p><input type="checkbox"/> Less than 3 months</p> <p><input type="checkbox"/> 3-6 months</p> <p><input type="checkbox"/> 6 months to one year</p> <p><input type="checkbox"/> 1-2 years</p> <p><input type="checkbox"/> 2-3 years</p> <p><input type="checkbox"/> More than 3 years</p> <p>5. How long can you continue to enhance your sense of spiritual satisfaction/ achievement/ self-</p>

Topic	Answer
	<p>confidence after participating in [V. Provide Guidance to Volunteers for Cultivation and Empowerment]?</p> <p><input type="checkbox"/> Less than 3 months</p> <p><input type="checkbox"/> 3-6 months</p> <p><input type="checkbox"/> 6 months to one year</p> <p><input type="checkbox"/> 1-2 years</p> <p><input type="checkbox"/> 2-3 years</p> <p><input type="checkbox"/> More than 3 years</p> <p>6. How long can you continue to enhance your sense of spiritual satisfaction/ achievement/ self-confidence after participating in [VI. Promotion of Values and Pass on the Philosophy]?</p> <p><input type="checkbox"/> Less than 3 months</p> <p><input type="checkbox"/> 3-6 months</p> <p><input type="checkbox"/> 6 months to one year</p> <p><input type="checkbox"/> 1-2 years</p> <p><input type="checkbox"/> 2-3 years</p> <p><input type="checkbox"/> More than 3 years</p>

#### IV. Improve interpersonal relationships

Topic	Answer
<p>19. Do you think that participation in activities conducted by Tzu Chi helped you enhance your interpersonal relationships?</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No (If you choose this option, please skip to Question 25)</p>
<p>20. Continuing from the above question, on a scale of 0-10, what is the enhanced level of your interpersonal relationships after participating in activities conducted by Tzu Chi?</p>	<p>_____ point</p>

Topic	Answer
<p>21. Does "your enhanced interpersonal relationships" come from activities other than the six main activities conducted by Tzu Chi? For example: activities conducted by other organizations, etc.</p>	<p><input type="checkbox"/> Yes, please give an example: __, what is the percentage of contribution from other activities: __% (please fill in the percentage)</p> <p><input type="checkbox"/> No</p>
<p>22. What is the percentage of "your enhanced interpersonal relationships" in each of Tzu Chi's six main activities? (add up to 100%)</p> <p>&gt; Instructions for answering:</p> <ul style="list-style-type: none"> <li>• If only three activities are filled in the "Activity Participation Survey" on P.2, then this question can only allocate the percentage to these three corresponding activities. For example, if the first, second, and fifth activity on P.2 are filled in as the participation activity, then this question can only allocate the percentage to the first, second, and fifth activity (you can allocate the percentage to all three filled corresponding activities, or less than these three activities)</li> </ul>	<p>[I. Poverty Relief and Provide Aid in the Education of Young Students] _____%</p> <p>[II. Compassion for Humanity and Disaster Relief] _____%</p> <p>[III. Welfare Services and Physical and Mental Health Care] _____%</p> <p>[IV. Community Care and Putting Localization into Practice] _____%</p> <p>[V. Provide Guidance to Volunteers for Cultivation and Empowerment] _____%</p> <p>[VI. Promotion of Values and Pass on the Philosophy] _____%</p>

Topic	Answer
<p>23. On a scale of 0-10 for the evaluation of six main activities conducted by Tzu Chi, how many points will you rate "your enhanced interpersonal relationships" in each activity?</p> <p>➤ Instructions for answering:</p> <ul style="list-style-type: none"> <li>• If only three activities are filled in the "Activity Participation Survey" on P.2, then this question can only allocate the percentage to these three corresponding activities. For example, if the first, second, and fifth activity on P.2 are filled in as the participation activity, then this question can only allocate the percentage to the first, second, and fifth activity (you can allocate the percentage to all three filled corresponding activities, or less than these three activities)</li> <li>• The points for the corresponding items should be less than or equal to the points in question 20. For example, if you fill in a score of 8 points in question 20 "On a scale of 0-10, what is the level of your enhanced interpersonal relationships after participating in activities conducted by Tzu Chi? ", then you can only give a maximum of 8 points or less for the corresponding items of this question.</li> </ul>	<ol style="list-style-type: none"> <li>1. If you did not participate in [I. Poverty Relief and Provide Aid in the Education of Young Students], how many points will you rate your enhanced interpersonal relationships? _____ point</li> <li>2. If you did not participate in [II. Compassion for Humanity and Disaster Relief], how many points will you rate your enhanced interpersonal relationships? _____ point</li> <li>3. If you did not participate in [III. Welfare Services and Physical and Mental Health Care], how many points will you rate your enhanced interpersonal relationships? _____ point</li> <li>4. If you did not participate in [IV. Community Care and Putting Localization into Practice], how many points will you rate your enhanced interpersonal relationships? _____ point</li> <li>5. If you did not participate in [ V. Provide Guidance to Volunteers for Cultivation and Empowerment], how many points will you rate your enhanced interpersonal relationships? _____ point</li> <li>6. If you did not participate in [VI. Promotion of Values and Pass on the Philosophy], how many points will you rate your enhanced interpersonal relationships? _____ point</li> </ol>

Topic	Answer
<p>24. How long can you continue to enhance your interpersonal relationships after participating in the six main activities of Tzu Chi?</p> <p>➤ Instructions for answering:</p> <ul style="list-style-type: none"> <li>• If only three activities are filled in the "Activity Participation Survey" on P.2, then this question can only allocate the percentage to these three corresponding activities. For example, if the first, second, and fifth activity on P.2 are filled in as the participation activity, then this question can only allocate the percentage to the first, second, and fifth activity (you can allocate the percentage to all three filled corresponding activities, or less than these three activities)</li> </ul>	<ol style="list-style-type: none"> <li>1. How long can you continue to enhance your interpersonal relationships after participating in [I. Poverty Relief and Providing Aid in the Education of Young Students]? <ul style="list-style-type: none"> <li><input type="checkbox"/> Less than 3 months</li> <li><input type="checkbox"/> 3-6 months</li> <li><input type="checkbox"/> 6 months to one year</li> <li><input type="checkbox"/> 1-2 years</li> <li><input type="checkbox"/> 2-3 years</li> <li><input type="checkbox"/> More than 3 years</li> </ul> </li> <li>2. How long can you continue to enhance your interpersonal relationships after participating in [II. Compassion for Humanity and Disaster Relief]? <ul style="list-style-type: none"> <li><input type="checkbox"/> Less than 3 months</li> <li><input type="checkbox"/> 3-6 months</li> <li><input type="checkbox"/> 6 months to one year</li> <li><input type="checkbox"/> 1-2 years</li> <li><input type="checkbox"/> 2-3 years</li> <li><input type="checkbox"/> More than 3 years</li> </ul> </li> <li>3. How long can you continue to enhance your interpersonal relationships after participating in [III. Welfare Services and Physical and Mental Health Care]? <ul style="list-style-type: none"> <li><input type="checkbox"/> Less than 3 months</li> <li><input type="checkbox"/> 3-6 months</li> <li><input type="checkbox"/> 6 months to one year</li> <li><input type="checkbox"/> 1-2 years</li> <li><input type="checkbox"/> 2-3 years</li> <li><input type="checkbox"/> More than 3 years</li> </ul> </li> <li>4. How long can you continue to enhance your interpersonal</li> </ol>

Topic	Answer
	<p>relationships after participating in [IV. Community Care and Putting Localization into Practice]?</p> <p><input type="checkbox"/> Less than 3 months</p> <p><input type="checkbox"/> 3-6 months</p> <p><input type="checkbox"/> 6 months to one year</p> <p><input type="checkbox"/> 1-2 years</p> <p><input type="checkbox"/> 2-3 years</p> <p><input type="checkbox"/> More than 3 years</p> <p>5. How long can you continue to enhance your interpersonal relationships after participating in [V. Provide Guidance to Volunteers for Cultivation and Empowerment]?</p> <p><input type="checkbox"/> Less than 3 months</p> <p><input type="checkbox"/> 3-6 months</p> <p><input type="checkbox"/> 6 months to one year</p> <p><input type="checkbox"/> 1-2 years</p> <p><input type="checkbox"/> 2-3 years</p> <p><input type="checkbox"/> More than 3 years</p> <p>6. How long can you continue to enhance your interpersonal relationships after participating in [VI. Promotion of Values and Pass on the Philosophy]?</p> <p><input type="checkbox"/> Less than 3 months</p> <p><input type="checkbox"/> 3-6 months</p> <p><input type="checkbox"/> 6 months to one year</p> <p><input type="checkbox"/> 1-2 years</p> <p><input type="checkbox"/> 2-3 years</p> <p><input type="checkbox"/> More than 3 years</p>

V. Learn new knowledge and enhance ability

Topic	Answer
<p>25. Do you think that participation in activities conducted by Tzu Chi helped you learn new knowledge and enhance ability?</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No (If you choose this option, please skip to Question 31)</p>
<p>26. Continuing from the above question, on a scale of 0-10, what is your enhanced level of new knowledge and ability after participating in activities conducted by Tzu Chi?</p>	<p>_____ point</p>
<p>27. Does "learn new knowledge and enhance ability" come from activities other than the six main activities conducted by Tzu Chi? For example: activities conducted by other organizations, etc.</p>	<p><input type="checkbox"/> Yes, please give an example: __, what is the percentage of contribution from other activities: __% (please fill in the percentage)</p> <p><input type="checkbox"/> No</p>
<p>28. What is the percentage of "learn new knowledge and enhance ability" in each of Tzu Chi's six main activities? (add up to 100%)</p> <p>➤ Instructions for answering:</p> <ul style="list-style-type: none"> <li>• If only three activities are filled in the "Activity Participation Survey" on P.2, then this question can only allocate the percentage to these three corresponding activities. For example, if the first, second, and fifth activity on P.2 are filled in as the participation activity, then this question can only allocate the percentage to the first, second, and fifth activity (you can allocate the percentage to all three filled corresponding activities, or less than these three activities)</li> </ul>	<p>[I. Poverty Relief and Provide Aid in the Education of Young Students] _____%</p> <p>[II. Compassion for Humanity and Disaster Relief] _____%</p> <p>[III. Welfare Services and Physical and Mental Health Care] _____%</p> <p>[IV. Community Care and Putting Localization into Practice] _____%</p> <p>[V. Provide Guidance to Volunteers for Cultivation and Empowerment] _____%</p> <p>[VI. Promotion of Values and Pass on the Philosophy] _____%</p>

Topic	Answer
<p>29. On a scale of 0-10 for the evaluation of six main activities conducted by Tzu Chi, how many points will you rate "learn new knowledge and enhance ability" in each activity?</p> <p>➤ Instructions for answering:</p> <ul style="list-style-type: none"> <li>• If only three activities are filled in the "Activity Participation Survey" on P.2, then this question can only allocate the percentage to these three corresponding activities. For example, if the first, second, and fifth activity on P.2 are filled in as the participation activity, then this question can only allocate the percentage to the first, second, and fifth activity (you can allocate the percentage to all three filled corresponding activities, or less than these three activities)</li> <li>• The points for the corresponding items should be less than or equal to the points in question 26. For example, if you fill in a score of 8 points in question 26 "On a scale of 0-10, what is the level of learn new knowledge and enhance ability after participating in activities conducted by Tzu Chi?", then you can only give a maximum of 8 points or less for the corresponding items of this question.</li> </ul>	<ol style="list-style-type: none"> <li>1. If you did not participate in [I. Poverty Relief and Provide Aid in the Education of Young Students], how many points will you rate your enhanced interpersonal relationships? _____ point</li> <li>2. If you did not participate in [II. Compassion for Humanity and Disaster Relief], how many points will you rate "learn new knowledge and enhance ability"? _____ point</li> <li>3. If you did not participate in [III. Welfare Services and Physical and Mental Health Care], how many points will you rate "learn new knowledge and enhance ability"? _____ point</li> <li>4. If you did not participate in [IV. Community Care and Putting Localization into Practice], how many points will you rate "learn new knowledge and enhance ability"? _____ point</li> <li>5. If you did not participate in [V. Provide Guidance to Volunteers for Cultivation and Empowerment], how many points will you rate "learn new knowledge and enhance ability"? _____ point</li> <li>6. If you did not participate in [VI. Promotion of Values and Pass on the Philosophy], how many points will you rate "learn new knowledge and enhance ability"? _____ point</li> </ol>

Topic	Answer
<p>30. How long can you continue to “learn new knowledge and enhance ability” after participating in the six main activities of Tzu Chi?</p> <p>➤ Instructions for answering:</p> <ul style="list-style-type: none"> <li>• If only three activities are filled in the "Activity Participation Survey" on P.2, then this question can only allocate the percentage to these three corresponding activities. For example, if the first, second, and fifth activity on P.2 are filled in as the participation activity, then this question can only allocate the percentage to the first, second, and fifth activity (you can allocate the percentage to all three filled corresponding activities, or less than these three activities)</li> </ul>	<ol style="list-style-type: none"> <li>1. How long can you continue to “learn new knowledge and enhance ability” after participating in [I. Poverty Relief and Providing Aid in the Education of Young Students]? <ul style="list-style-type: none"> <li><input type="checkbox"/> Less than 3 months</li> <li><input type="checkbox"/> 3-6 months</li> <li><input type="checkbox"/> 6 months to one year</li> <li><input type="checkbox"/> 1-2 years</li> <li><input type="checkbox"/> 2-3 years</li> <li><input type="checkbox"/> More than 3 years</li> </ul> </li> <li>2. How long can you continue to “learn new knowledge and enhance ability” after participating in [II. Compassion for Humanity and Disaster Relief]? <ul style="list-style-type: none"> <li><input type="checkbox"/> Less than 3 months</li> <li><input type="checkbox"/> 3-6 months</li> <li><input type="checkbox"/> 6 months to one year</li> <li><input type="checkbox"/> 1-2 years</li> <li><input type="checkbox"/> 2-3 years</li> <li><input type="checkbox"/> More than 3 years</li> </ul> </li> <li>3. How long can you continue to “learn new knowledge and enhance ability” after participating in [III. Welfare Services and Physical and Mental Health Care]? <ul style="list-style-type: none"> <li><input type="checkbox"/> Less than 3 months</li> <li><input type="checkbox"/> 3-6 months</li> <li><input type="checkbox"/> 6 months to one year</li> <li><input type="checkbox"/> 1-2 years</li> <li><input type="checkbox"/> 2-3 years</li> <li><input type="checkbox"/> More than 3 years</li> </ul> </li> <li>4. How long can you continue to “learn new knowledge and</li> </ol>

Topic	Answer
	<p>enhance ability” after participating in [IV. Community Care and Putting Localization into Practice]?</p> <p><input type="checkbox"/> Less than 3 months</p> <p><input type="checkbox"/> 3-6 months</p> <p><input type="checkbox"/> 6 months to one year</p> <p><input type="checkbox"/> 1-2 years</p> <p><input type="checkbox"/> 2-3 years</p> <p><input type="checkbox"/> More than 3 years</p> <p>5. How long can you continue to “learn new knowledge and enhance ability” after participating in [V. Providing Guidance to Volunteers for Cultivation and Empowerment]?</p> <p><input type="checkbox"/> Less than 3 months</p> <p><input type="checkbox"/> 3-6 months</p> <p><input type="checkbox"/> 6 months to one year</p> <p><input type="checkbox"/> 1-2 years</p> <p><input type="checkbox"/> 2-3 years</p> <p><input type="checkbox"/> More than 3 years</p> <p>6. How long can you continue to “learn new knowledge and enhance ability” after participating in [VI. Promotion of Values and Passing on the Philosophy]?</p> <p><input type="checkbox"/> Less than 3 months</p> <p><input type="checkbox"/> 3-6 months</p> <p><input type="checkbox"/> 6 months to one year</p> <p><input type="checkbox"/> 1-2 years</p> <p><input type="checkbox"/> 2-3 years</p> <p><input type="checkbox"/> More than 3 years</p>

VI. Obtain inspiration or encouragement on spiritual aspect

Topic	Answer
<p>31. Do you think that participation in activities conducted by Tzu Chi helped you obtain inspiration or encouragement on the spiritual aspect?</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No (If you choose this option, please skip to Question 37)</p>
<p>32. Continuing from the above question, on a scale of 0-10, what is the level of obtaining inspiration or encouragement on the spiritual aspect after participating in activities conducted by Tzu Chi?</p>	<p>_____ point</p>
<p>33. Does "obtaining inspiration or encouragement on spiritual aspect" come from activities other than the six main activities conducted by Tzu Chi? For example: activities conducted by other organizations, etc.</p>	<p><input type="checkbox"/> Yes, please give an example: __, what is the percentage of contribution from other activities: __% (please fill in the percentage)</p> <p><input type="checkbox"/> No</p>
<p>34. What is the percentage of "obtain inspiration or encouragement on spiritual aspect" in each of Tzu Chi's six main activities? (add up to 100%)</p> <p>➤ Instructions for answering:</p> <ul style="list-style-type: none"> <li>• If only three activities are filled in the "Activity Participation Survey" on P.2, then this question can only allocate the percentage to these three corresponding activities. For example, if the first, second, and fifth activity on P.2 are filled in as the participation activity, then this question can only allocate the percentage to the first, second, and fifth activity (you can allocate the percentage to all three filled corresponding activities, or less than these three activities)</li> </ul>	<p>[I. Poverty Relief and Provide Aid in the Education of Young Students] _____%</p> <p>[II. Compassion for Humanity and Disaster Relief] _____%</p> <p>[III. Welfare Services and Physical and Mental Health Care] _____%</p> <p>[IV. Community Care and Putting Localization into Practice] _____%</p> <p>[V. Provide Guidance to Volunteers for Cultivation and Empowerment] _____%</p> <p>[VI. Promotion of Values and Pass on the Philosophy] _____%</p>
<p>35. On a scale of 0-10 for the evaluation of six main activities conducted by Tzu Chi, how many points will you rate "obtain inspiration or encouragement</p>	<p>1. If you did not participate in [I. Poverty Relief and Provide Aid in the Education of Young Students],</p>

Topic	Answer
<p>on spiritual aspect” in each activity?</p> <ul style="list-style-type: none"> <li>➤ Instructions for answering: <ul style="list-style-type: none"> <li>• If only three activities are filled in the "Activity Participation Survey" on P.2, then this question can only allocate the percentage to these three corresponding activities. For example, if the first, second, and fifth activity on P.2 are filled in as the participation activity, then this question can only allocate the percentage to the first, second, and fifth activity (you can allocate the percentage to all three filled corresponding activities, or less than these three activities)</li> <li>• The points for the corresponding items should be less than or equal to the points in question 32. For example, if you fill in a score of 8 points in question 32 “On a scale of 0-10, what is the level of obtaining inspiration or encouragement on spiritual aspect after participating in activities conducted by Tzu Chi? “, then you can only give a maximum of 8 points or less for the corresponding items of this question.</li> </ul> </li> </ul>	<p>how many points will you rate “obtain inspiration or encouragement on spiritual aspect”? _____ point</p> <ol style="list-style-type: none"> <li>2. If you did not participate in [II. Compassion for Humanity and Disaster Relief], how many points will you rate “obtain inspiration or encouragement on spiritual aspect”? _____ point</li> <li>3. If you did not participate in [III. Welfare Services and Physical and Mental Health Care], how many points will you rate “obtain inspiration or encouragement on spiritual aspect”? _____ point</li> <li>4. If you did not participate in [IV. Community Care and Putting Localization into Practice], how many points will you rate “obtain inspiration or encouragement on spiritual aspect”? _____ point</li> <li>5. If you did not participate in [V. Provide Guidance to Volunteers for Cultivation and Empowerment], how many points will you rate “obtain inspiration or encouragement on spiritual aspect”? _____ point</li> <li>6. If you did not participate in [VI. Promotion of Values and Pass on the Philosophy], how many points will you rate “obtain inspiration or encouragement on the spiritual aspect”? _____ point</li> </ol>

Topic	Answer
<p>36. How long can you continue to “obtain inspiration or encouragement on spiritual aspect” after participating in the six main activities of Tzu Chi?</p> <p>➤ Instructions for answering:</p> <ul style="list-style-type: none"> <li>• If only three activities are filled in the "Activity Participation Survey" on P.2, then this question can only allocate the percentage to these three corresponding activities. For example, if the first, second, and fifth activity on P.2 are filled in as the participation activity, then this question can only allocate the percentage to the first, second, and fifth activity (you can allocate the percentage to all three filled corresponding activities, or less than these three activities)</li> </ul>	<ol style="list-style-type: none"> <li>1. How long can you continue to “obtain inspiration or encouragement on spiritual aspect” after participating in [I. Poverty Relief and Providing Aid in the Education of Young Students]? <ul style="list-style-type: none"> <li><input type="checkbox"/> Less than 3 months</li> <li><input type="checkbox"/> 3-6 months</li> <li><input type="checkbox"/> 6 months to one year</li> <li><input type="checkbox"/> 1-2 years</li> <li><input type="checkbox"/> 2-3 years</li> <li><input type="checkbox"/> More than 3 years</li> </ul> </li> <li>2. How long can you continue to “obtain inspiration or encouragement on spiritual aspect” after participating in [II. Compassion for Humanity and Disaster Relief]? <ul style="list-style-type: none"> <li><input type="checkbox"/> Less than 3 months</li> <li><input type="checkbox"/> 3-6 months</li> <li><input type="checkbox"/> 6 months to one year</li> <li><input type="checkbox"/> 1-2 years</li> <li><input type="checkbox"/> 2-3 years</li> <li><input type="checkbox"/> More than 3 years</li> </ul> </li> <li>3. How long can you continue to “obtain inspiration or encouragement on spiritual aspect” after participating in [III. Welfare Services and Physical and Mental Health Care]? <ul style="list-style-type: none"> <li><input type="checkbox"/> Less than 3 months</li> <li><input type="checkbox"/> 3-6 months</li> <li><input type="checkbox"/> 6 months to one year</li> <li><input type="checkbox"/> 1-2 years</li> <li><input type="checkbox"/> 2-3 years</li> <li><input type="checkbox"/> More than 3 years</li> </ul> </li> </ol>

Topic	Answer
	<p>4. How long can you continue to “obtain inspiration or encouragement on spiritual aspect” after participating in [IV. Community Care and Putting Localization into Practice]?</p> <p><input type="checkbox"/> Less than 3 months</p> <p><input type="checkbox"/> 3-6 months</p> <p><input type="checkbox"/> 6 months to one year</p> <p><input type="checkbox"/> 1-2 years</p> <p><input type="checkbox"/> 2-3 years</p> <p><input type="checkbox"/> More than 3 years</p> <p>5. How long can you continue to “obtain inspiration or encouragement on spiritual aspect” after participating in [V. Provide Guidance to Volunteers for Cultivation and Empowerment]?</p> <p><input type="checkbox"/> Less than 3 months</p> <p><input type="checkbox"/> 3-6 months</p> <p><input type="checkbox"/> 6 months to one year</p> <p><input type="checkbox"/> 1-2 years</p> <p><input type="checkbox"/> 2-3 years</p> <p><input type="checkbox"/> More than 3 years</p> <p>6. How long can you continue to “obtain inspiration or encouragement on spiritual aspect” after participating in [VI. Promotion of Values and Pass on the Philosophy]?</p> <p><input type="checkbox"/> Less than 3 months</p> <p><input type="checkbox"/> 3-6 months</p> <p><input type="checkbox"/> 6 months to one year</p> <p><input type="checkbox"/> 1-2 years</p> <p><input type="checkbox"/> 2-3 years</p> <p><input type="checkbox"/> More than 3 years</p>

## VII. Improve relationships with family members

Topic	Answer
<p>37. Do you think that participation in activities conducted by Tzu Chi helped you improve your relationships with family members?</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No (If you choose this option, this questionnaire ends here)</p>
<p>38. Continuing from the above question, on a scale of 0-10, what is the improved your level of relationships you're your family members after participating in activities conducted by Tzu Chi?</p>	<p>_____ point</p>
<p>39. Does "improved relationships with family members" come from activities other than the six main activities conducted by Tzu Chi? For example: activities conducted by other organizations, etc.</p>	<p><input type="checkbox"/> Yes, please give an example: __, what is the percentage of contribution from other activities: __% (please fill in the percentage)</p> <p><input type="checkbox"/> No</p>
<p>40. What is the percentage of "improve relationships with family members" in each of Tzu Chi's six main activities? (add up to 100%)</p> <p>&gt; Instructions for answering:</p> <ul style="list-style-type: none"> <li>• If only three activities are filled in the "Activity Participation Survey" on P.2, then this question can only allocate the percentage to these three corresponding activities. For example, if the first, second, and fifth activity on P.2 are filled in as the participation activity, then this question can only allocate the percentage to the first, second, and fifth activity (you can allocate the percentage to all three filled corresponding</li> </ul>	<p>[I. Poverty Relief and Provide Aid in the Education of Young Students] _____%</p> <p>[II. Compassion for Humanity and Disaster Relief] _____%</p> <p>[III. Welfare Services and Physical and Mental Health Care] _____%</p> <p>[IV. Community Care and Putting Localization into Practice] _____%</p> <p>[V. Provide Guidance to Volunteers for Cultivation and Empowerment] _____%</p> <p>[VI. Promotion of Values and Pass on the Philosophy] _____%</p>

Topic	Answer
<p>activities, or less than these three activities)</p>	
<p>41. On a scale of 0-10 for the evaluation of the six main activities conducted by Tzu Chi, how many points will you rate “improved relationships with family members” in each activity?</p> <p>➤ Instructions for answering:</p> <ul style="list-style-type: none"> <li>• If only three activities are filled in the "Activity Participation Survey" on P.2, then this question can only allocate the percentage to these three corresponding activities. For example, if the first, second, and fifth activity on P.2 are filled in as the participation activity, then this question can only allocate the percentage to the first, second, and fifth activity (you can allocate the percentage to all three filled corresponding activities, or less than these three activities)</li> <li>• The points for the corresponding items should be less than or equal to the points in question 38. For example, if you fill in a score of 8 points in question 38 “On a scale of 0-10, what is the level of improved relationships with family members after participating in activities conducted by Tzu Chi? “, then you can only give a maximum of 8 points or less for the corresponding items of this question.</li> </ul>	<ol style="list-style-type: none"> <li>1. If you did not participate in [I. Poverty Relief and Provide Aid in the Education of Young Students], how many points will you rate “improved relationships with family members”? _____ point</li> <li>2. If you did not participate in [II. Compassion for Humanity and Disaster Relief], how many points will you rate “improved relationships with family members”? _____ point</li> <li>3. If you did not participate in [III. Welfare Services and Physical and Mental Health Care], how many points will you rate “improved relationships with family members”? _____ point</li> <li>4. If you did not participate in [IV. Community Care and Putting Localization into Practice], how many points will you rate “improved relationships with family members”? _____ point</li> <li>5. If you did not participate in [V. Provide Guidance to Volunteers for Cultivation and Empowerment], how many points will you rate “improved relationships with family members”? _____ point</li> <li>6. If you did not participate in [VI. Promotion of Values and Pass on the Philosophy], how many points will you rate “improved relationships with family members”? _____ point</li> </ol>

Topic	Answer
<p>42. How long can you continue to improve relationships with family members after participating in the six main activities of Tzu Chi?</p> <p>➤ Instructions for answering:</p> <ul style="list-style-type: none"> <li>• If only three activities are filled in the "Activity Participation Survey" on P.2, then this question can only allocate the percentage to these three corresponding activities. For example, if the first, second, and fifth activity on P.2 are filled in as the participation activity, then this question can only allocate the percentage to the first, second, and fifth activity (you can allocate the percentage to all three filled corresponding activities, or less than these three activities)</li> </ul>	<ol style="list-style-type: none"> <li>1. How long can you continue to "improve relationships with family members" after participating in [I. Poverty Relief and Providing Aid in the Education of Young Students]? <ul style="list-style-type: none"> <li><input type="checkbox"/> Less than 3 months</li> <li><input type="checkbox"/> 3-6 months</li> <li><input type="checkbox"/> 6 months to one year</li> <li><input type="checkbox"/> 1-2 years</li> <li><input type="checkbox"/> 2-3 years</li> <li><input type="checkbox"/> More than 3 years</li> </ul> </li> <li>2. How long can you continue to "improve relationships with family members" after participating in [II. Compassion for Humanity and Disaster Relief]? <ul style="list-style-type: none"> <li><input type="checkbox"/> Less than 3 months</li> <li><input type="checkbox"/> 3-6 months</li> <li><input type="checkbox"/> 6 months to one year</li> <li><input type="checkbox"/> 1-2 years</li> <li><input type="checkbox"/> 2-3 years</li> <li><input type="checkbox"/> More than 3 years</li> </ul> </li> <li>3. How long can you continue to "improve relationships with family members" after participating in [III. Welfare Services and Physical and Mental Health Care]? <ul style="list-style-type: none"> <li><input type="checkbox"/> Less than 3 months</li> <li><input type="checkbox"/> 3-6 months</li> <li><input type="checkbox"/> 6 months to one year</li> <li><input type="checkbox"/> 1-2 years</li> <li><input type="checkbox"/> 2-3 years</li> <li><input type="checkbox"/> More than 3 years</li> </ul> </li> <li>4. How long can you continue to "improve relationships with family members" after participating in [IV.</li> </ol>

Topic	Answer
	<p>Community Care and Putting Localization into Practice]?</p> <p><input type="checkbox"/> Less than 3 months</p> <p><input type="checkbox"/> 3-6 months</p> <p><input type="checkbox"/> 6 months to one year</p> <p><input type="checkbox"/> 1-2 years</p> <p><input type="checkbox"/> 2-3 years</p> <p><input type="checkbox"/> More than 3 years</p> <p>5. How long can you continue to “improve relationships with family members” after participating in [V. Providing Guidance to Volunteers for Cultivation and Empowerment]?</p> <p><input type="checkbox"/> Less than 3 months</p> <p><input type="checkbox"/> 3-6 months</p> <p><input type="checkbox"/> 6 months to one year</p> <p><input type="checkbox"/> 1-2 years</p> <p><input type="checkbox"/> 2-3 years</p> <p><input type="checkbox"/> More than 3 years</p> <p>6. How long can you continue to “improve relationships with family members” after participating in [VI. Promotion of Values and Passing on the Philosophy]?</p> <p><input type="checkbox"/> Less than 3 months</p> <p><input type="checkbox"/> 3-6 months</p> <p><input type="checkbox"/> 6 months to one year</p> <p><input type="checkbox"/> 1-2 years</p> <p><input type="checkbox"/> 2-3 years</p> <p><input type="checkbox"/> More than 3 years</p>

## Appendix 3 Questionnaire Results Analysis

(Sample - Questionnaire for Volunteers)

To clarified that the outcomes from each category's activities would not be double counted which helps to meet the criteria of do not overclaim.	Please indicate the percentage of hours you participated in all activities in 2018 (%)	Activities
		I. Poverty Relief and Providing Aid in the Education of Young Students
		II. Compassion for Humanity and Disaster Relief
		III. Welfare Services and Physical and Mental Health Care
		IV. Community Care and Putting Localization into Practice
		V. Provide Guidance to Volunteers for Cultivation and Empowerment
		VI. Promotion of Values and Pass on the Philosophy
Percentage of changes (above 50% will be counted as material)	<p>1. Do you think that participation in activities conducted by Tzu Chi helped you enhance your communication and coordination ability?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>2. Continuing from the above question, on a scale of 0-10, what is the enhanced level of your communication and coordination ability after participating in activities</p>	

	<p>conducted by Tzu Chi? _____ point</p>
Attribution	<p>3. Does " your enhanced communication and coordination ability" come from activities other than the six main activities conducted by Tzu Chi? For example: activities conducted by other organizations, etc.</p> <p><input type="checkbox"/> Yes, please give an example: _____, what is the percentage of contribution from other activities: __ % (please fill in the percentage)</p> <p><input type="checkbox"/> No</p> <p>4. What is the percentage of "your enhanced communication and coordination ability" in each of Tzu Chi's six main activities? (add up to 100%)</p> <ul style="list-style-type: none"> <li>• [I. Poverty Relief and Provide Aid in the Education of Young Students] _____%</li> <li>• [II. Compassion for Humanity and Disaster Relief] _____%</li> <li>• [III. Welfare Services and Physical and Mental Health Care] _____%</li> <li>• [IV. Community Care and Putting Localization into Practice] _____%</li> <li>• [V. Provide Guidance to Volunteers for Cultivation and Empowerment] _____%</li> <li>• [VI. Promotion of Values and Pass on the Philosophy] _____%</li> </ul>
Deadweight	<p>5. On a scale of 0-10 for the evaluation of six main activities conducted by Tzu Chi, how many points will you rate the enhanced level of your communication and coordination ability in each activity?</p> <p>5-1. If you did not participate in [I. Poverty Relief and Provide Aid in the Education of Young Students], how many points will you rate the enhanced level of your communication and coordination ability? _____ point</p> <p>5-2. If you did not participate in [II. Compassion for Humanity and Disaster Relief], how many points will you rate the enhanced level of your communication and coordination ability? _____ point</p> <p>5-3. If you did not participate in [III. Welfare Services and Physical and Mental Health Care], how many points will you rate the enhanced level of your communication and coordination ability? _____ point</p> <p>5-4. If you did not participate in [IV. Community Care and Putting Localization into Practice], how many points will you rate the enhanced level of your communication and coordination ability? _____ point</p>

	<p>5-5. If you did not participate in [V. Provide Guidance to Volunteers for Cultivation and Empowerment], how many points will you rate the enhanced level of your communication and coordination ability? _____ point</p> <p>5-6. If you did not participate in [VI. Promotion of Values and Pass on the Philosophy], how many points will you rate the enhanced level of your communication and coordination ability? _____ point</p>
Duration	<p>6. How long can you continue to enhance your communication and coordination ability after participating in the six main activities of Tzu Chi?</p> <p>6-1. How long can you continue to enhance your communication and coordination ability after participating in [I. Poverty Relief and Provide Aid in the Education of Young Students]?</p> <p><input type="checkbox"/> Less than 3 months</p> <p><input type="checkbox"/> 3-6 months</p> <p><input type="checkbox"/> 6 months to one year</p> <p><input type="checkbox"/> 1-2 years</p> <p><input type="checkbox"/> 2-3 years</p> <p><input type="checkbox"/> More than 3 years</p> <p>6-2. How long can you continue to enhance your communication and coordination ability after participating in [II. Compassion for Humanity and Disaster Relief]?</p> <p><input type="checkbox"/> Less than 3 months</p> <p><input type="checkbox"/> 3-6 months</p> <p><input type="checkbox"/> 6 months to one year</p> <p><input type="checkbox"/> 1-2 years</p> <p><input type="checkbox"/> 2-3 years</p> <p><input type="checkbox"/> More than 3 years</p> <p>6-3. How long can you continue to enhance your communication and coordination ability after participating in [III. Welfare Services and Physical and Mental Health Care]?</p> <p><input type="checkbox"/> Less than 3 months</p> <p><input type="checkbox"/> 3-6 months</p> <p><input type="checkbox"/> 6 months to one year</p> <p><input type="checkbox"/> 1-2 years</p> <p><input type="checkbox"/> 2-3 years</p> <p><input type="checkbox"/> More than 3 years</p> <p>6-4. How long can you continue to enhance your communication and coordination ability after participating in [IV. Community Care and Putting Localization into</p>

	<p>Practice]?</p> <p><input type="checkbox"/> Less than 3 months</p> <p><input type="checkbox"/> 3-6 months</p> <p><input type="checkbox"/> 6 months to one year</p> <p><input type="checkbox"/> 1-2 years</p> <p><input type="checkbox"/> 2-3 years</p> <p><input type="checkbox"/> More than 3 years</p> <p>6-5. How long can you continue to enhance your communication and coordination ability after participating in [V. Provide Guidance to Volunteers for Cultivation and Empowerment]?</p> <p><input type="checkbox"/> Less than 3 months</p> <p><input type="checkbox"/> 3-6 months</p> <p><input type="checkbox"/> 6 months to one year</p> <p><input type="checkbox"/> 1-2 years</p> <p><input type="checkbox"/> 2-3 years</p> <p><input type="checkbox"/> More than 3 years</p> <p>6-6. How long can you continue to enhance your communication and coordination ability after participating in [VI. Promotion of Values and Pass on the Philosophy]?</p> <p><input type="checkbox"/> Less than 3 months</p> <p><input type="checkbox"/> 3-6 months</p> <p><input type="checkbox"/> 6 months to one year</p> <p><input type="checkbox"/> 1-2 years</p> <p><input type="checkbox"/> 2-3 years</p> <p><input type="checkbox"/> More than 3 years</p>
--	---

(Sample questionnaire results analysis – Category 1 volunteer as example)

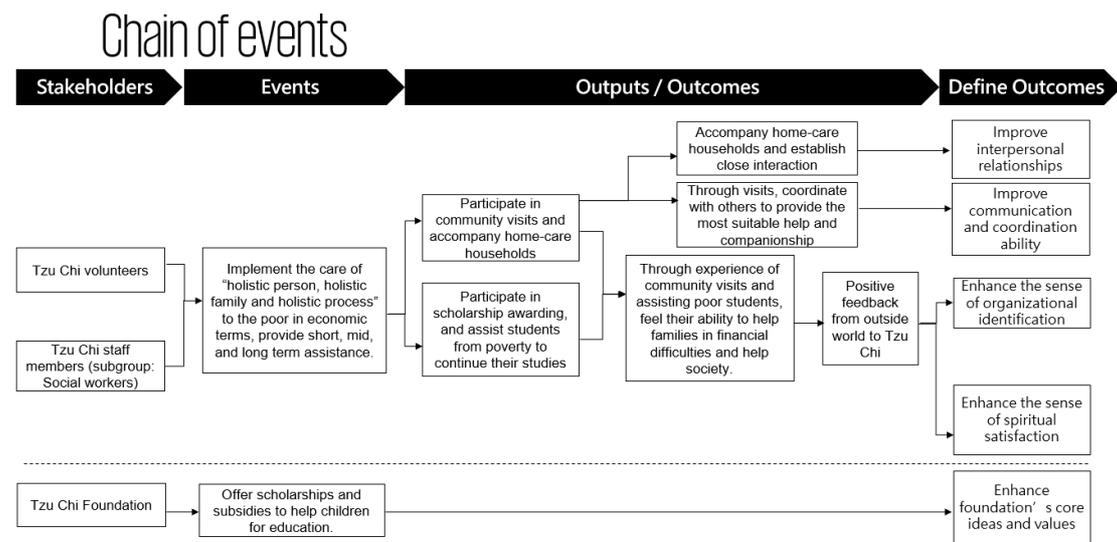
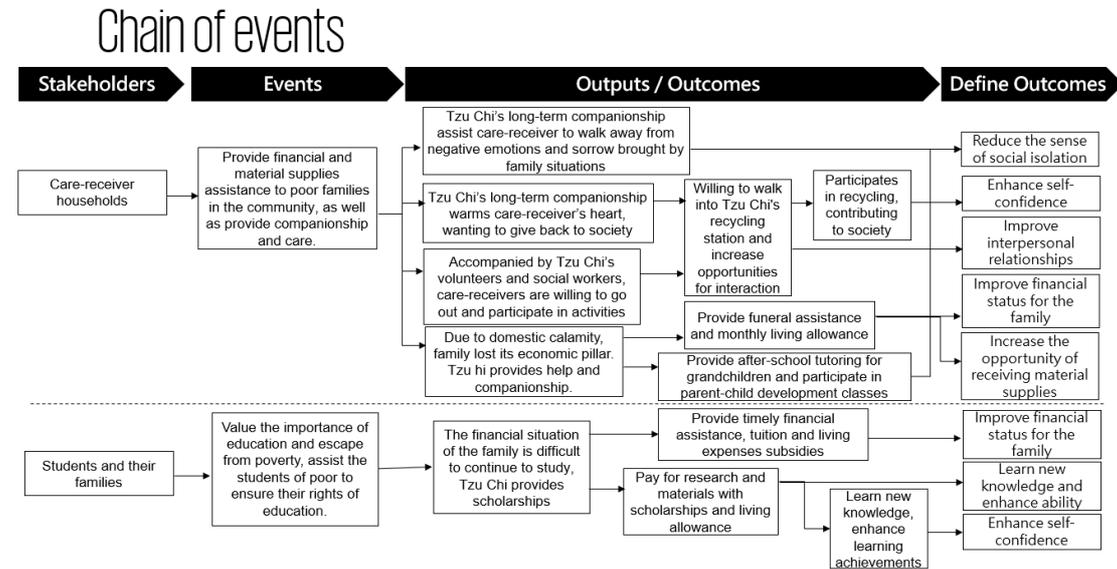
After we received all the replied questionnaire, we integrated all the survey results into an excel sheet and calculated the mean value of each risk factor as demonstrated below (Attribution, Deadweight, Duration etc.).

Enhance the sense of organizational identification of Category 1 activities								
questionnaire number	Change/no change	Participate in category 1 activities	How much points do you value the change	Percentage	change value of category 1 activities	Duration (months)	Attribution	DW
1	Yes	Yes	6	17	1.02	36	4	0.67
2	Yes	Yes	6	6.25	0.375	36	3	0.50
3	Yes	No	9	NA	NA	NA	NA	NA
4	Yes	No	8	0	0	NA	NA	NA
5	Yes	Yes	10	15	1.5	36	10	1.00
6	Yes	Yes	7	6	0.42	4.5	1	0.14
7	Yes	Yes	7	70	4.9	36	2	0.29
8	Yes	No	8	NA	NA	NA	NA	NA
9	Yes	Yes	8	31	2.48	36	2	0.25
10	Yes	Yes	8	20	1.6	36	8	1.00
11	Yes	Yes	8	16	1.28	36	2	0.25
12	Yes	Yes	10	20	2	36	6	0.60
13	Yes	Yes	10	11.11	1.111	36	7	0.70
14	Yes	Yes	10	10	1	36	8	0.80
15	Yes	Yes	5	15	0.75	36	5	1.00
16	Yes	No	10	0	0	NA	NA	NA
17	Yes	Yes	8	10	0.8	36	5	0.63
18	Yes	Yes	7	20	1.4	36	2	0.29
19	Yes	Yes	10	20	2	36	NA	NA
20	Yes	Yes	8	10	0.8	36	NA	NA

Enhance the sense of organizational identification of Category 1 activities	Percentage	Original Value	Total Value of change	Duration (total months)	Deadweight(%)
	100%	570	116.87	2106	57%
	Mean Value	Mean value of change	Mean duration(months)		
	8.14	1.67	30.52		
		Attribution=Mean value of change by participants/11 (scale 0-11)			
		0.15			

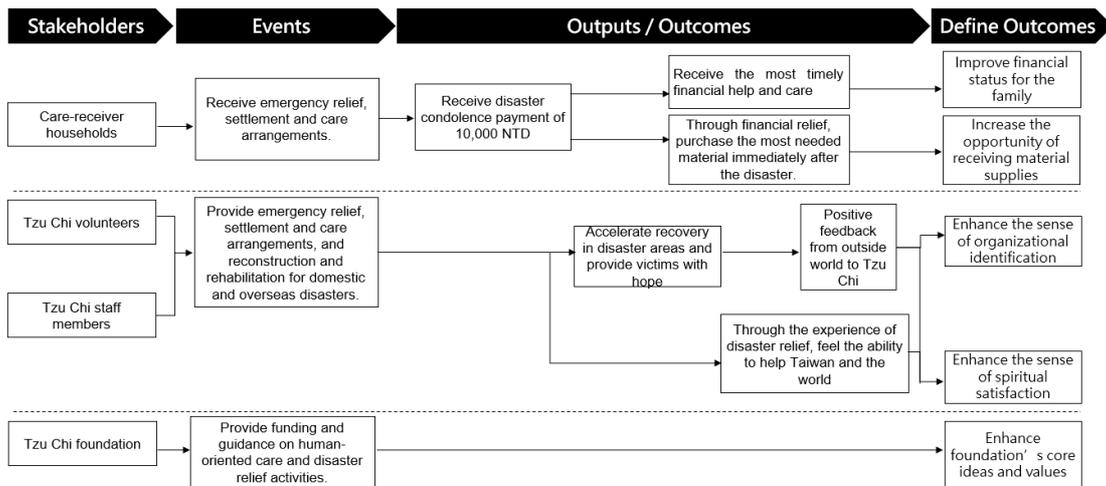
## Appendix 4 Chain of Events

### Category 1 Poverty Relief and Provide Aid in the Education of Young Students



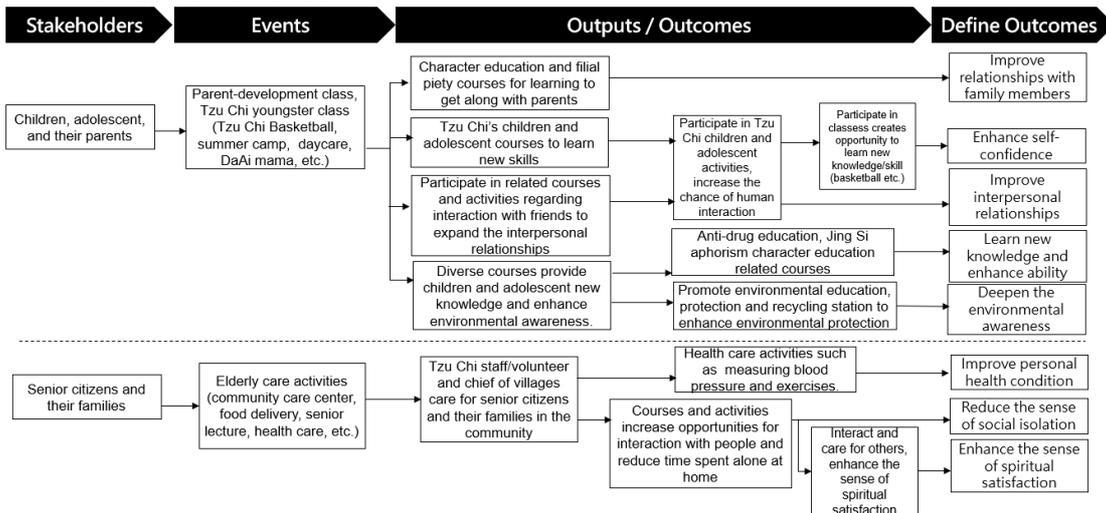
### Category 2 Compassion for Humanity and Disaster Relief

# Chain of events

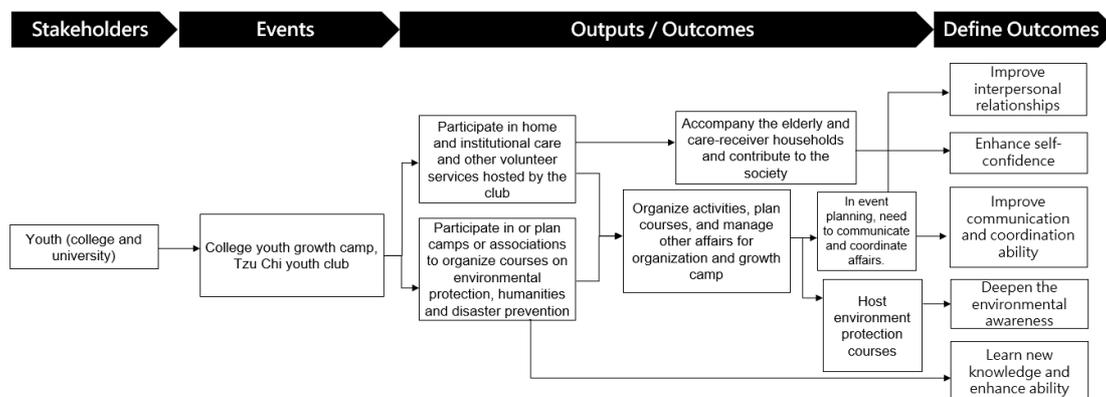


## Category 3 Welfare Services and Physical and Mental Health Care

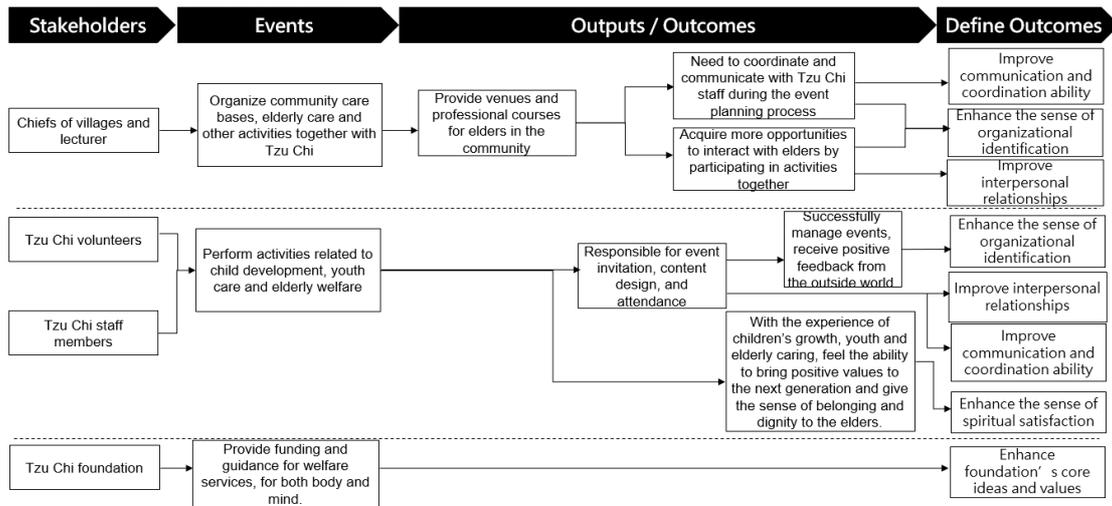
# Chain of events



# Chain of events

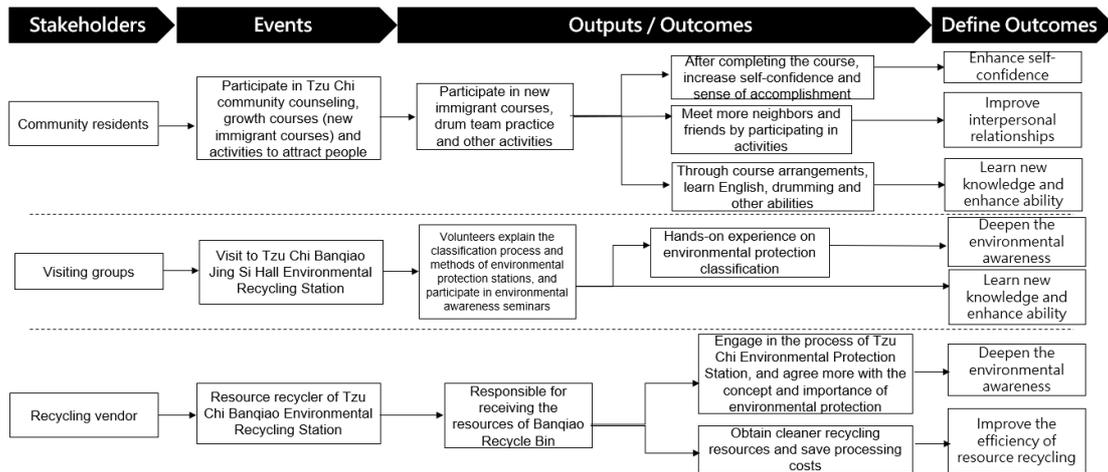


# Chain of events

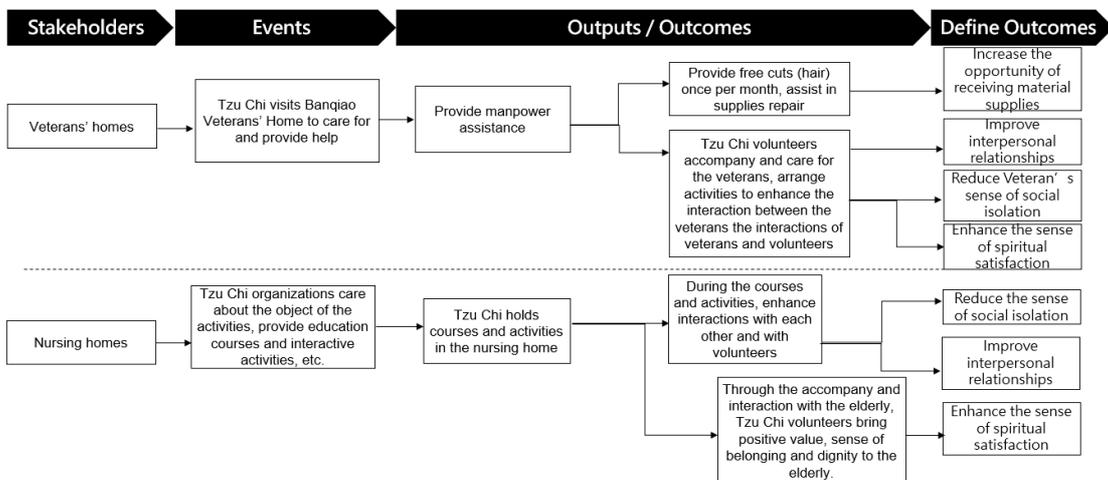


## Category 4 Community Care and Putting Localization into Practice

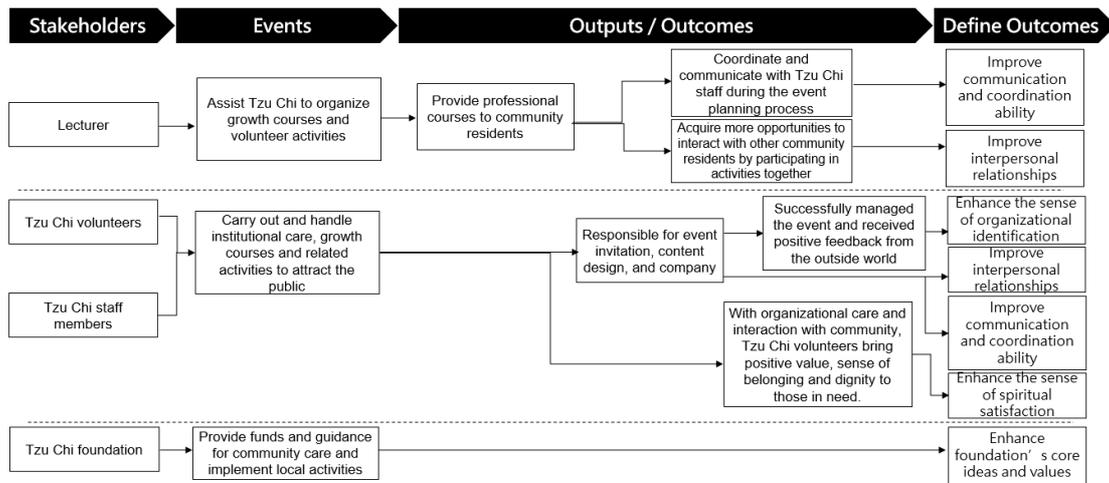
### Chain of events



### Chain of events

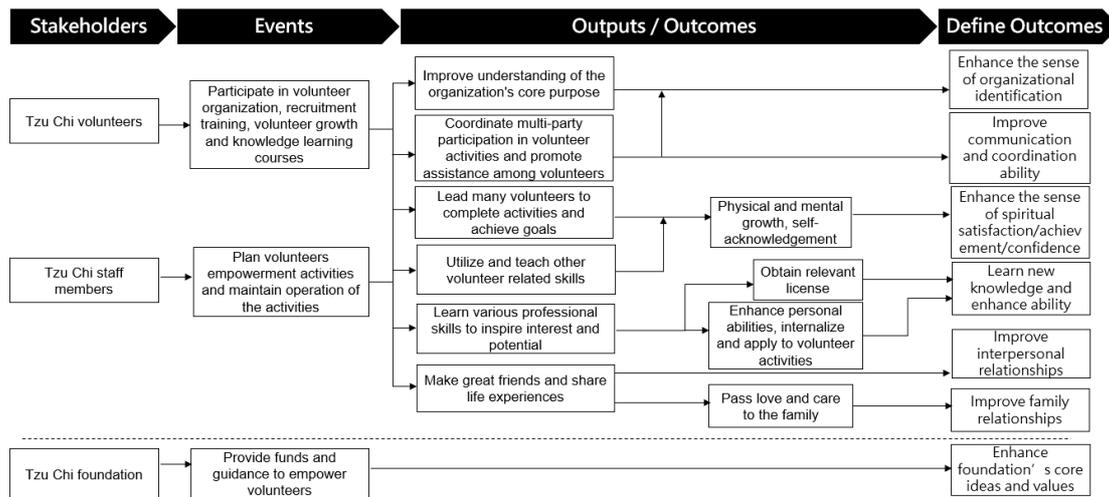


# Chain of events



## Category 5 Provide Guidance to Volunteers for Cultivation and Empowerment

### Chain of events



## Category 6 Promotion of Values and Pass on the Philosophy

# Chain of events

