



SOCIAL RETURN ON INVESTMENT EVALUATION REPORT OF

RURAL UP PROGRAM



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Abstract

Rural Up Program was launched in 2011 for rural development. The program is designed to cultivate students and rural communities for co-creation, and give them opportunities to solve real problems by putting their own ideas into practice.

Through this program, students become practitioner in rural villages for two months who can observe the question behind question, apply essential methods, lead multi-disciplinary teams to address challenges, communicate efficiently and effectively, and implement sustainable approaches that enhance rural development.

The program has been held eight times as of 2018, with many student teams participating every year. The scope of this evaluation is the eighth Rural Up program. This study adopts the SROI methodology to review the social impact of the eighth Rural Up from March 1, 2018 to September 30, 2018. Following stakeholder engagement, the key stakeholders of the program were found to be students, the Soil & Water Conservation Bureau (SWCB) and communities. The benefits of the program's impact for the students were that they indeed absorbed relevant knowledge about farming/fishing village communities and that they began to think about the possibility of planning their careers in these communities. The organizer, Soil and Water Conservation Bureau, was able to get great public recognition via this program. From rural communities' perspective, the execution of students' creativity and ideas did change the villages on environment, community cohesion, community prestige and favorable image.

A comprehensive survey and analysis of this study shows that the Rural Up program has created the equivalent of NT\$1.80 in social value for every NT\$1 invested. The sensitivity analysis placed the result between NT\$1.44 and NT\$2.66. We also discussed the result and the stakeholder feedback received during the process of the study with the SWCB, the agency that subsidized the project, in order to look for ways to improve and optimize the project. This was intended to allow adjustments and corrections whenever needed during the implementation process, and to maximize the project's impact, social value, and benefits.

A. Introduction

I. Program Origin

Due to urbanization and flourishing industrial and commercial development since the early 20th century, with large concentrations of population in the cities, Taiwan has faced the serious problem of rural exodus. Hence, comparatively more elder people live in rural villages. The lack of infrastructure and public facilities has caused rural villages' development to lag behind, with significantly fewer amenities. Moreover, without strong support from government, rural villages have gradually lost their unique lifestyle and cultural features. In view of the fact that there were no long-term plans or systems to facilitate the holistic development of rural villages in Taiwan. The Rural Rejuvenation policy, as well as Rural Rejuvenation Act¹, was promulgated in 2010 for revitalizing rural villages and holistic development. This policy is designed to help rural village residents regain their dignity in local living, and to establish the new splendid rural village.

The Rural Rejuvenation Act is customized and enacted for rural communities, and contains a high degree of idealism. The key feature of the Act is bottom-up approach including collective participation, discussion, proposal and implementation. Local people's ideas and the rural village values can thus be respected, and local villagers can create their own ideal homes with their own hands.

Even the policy focus on the root communities, as well as empowerment for local residents. But most local young people move to urban areas for school or work, they have little interest in rural affairs. Consequently, many rural villages' residents are primarily elderly. These issues have resulted in a lack of creativity in rural communities, and a lack of imagination regarding community development. With labor shortages in rural communities increasing year after year, the farming population has become the minority in Taiwan's job market. To facilitate young people's understanding of, and willingness to go into, rural villages, to bridge urban-rural information gaps, and to address aging population issues, the government launched the first Rural Up program in 2011. Through this program, students have to propose and to carry out a project in rural villages. The program aims to encourage college students and teachers to team up and experience reality in a rural village. By utilizing their expertise at school, higher education is thus used to help village development. The program has been held eight times as of 2018, with many student teams participating every year. 63 student teams signed up for the eighth Rural Up in 2018.

The core of the program's system design is to allow student teams to jointly participate with rural community residents in a competitive incentive scheme (see Figure 1 for details). Through cooperation, they benefit from each other's resources (e.g., brainstorming, creativity, finance and space). While student teams are shaping creativity into reality and practicing what they've learned, they are also enjoying learning to listen to others. They link their own life experiences with the rural villages, and with what they feel for the land; they

¹References: <https://law.coa.gov.tw/glrnewsout/LawContent.aspx?id=GL000149>

drive the rural community residents to spontaneously work with them in solving community problems for communal development. Through such cooperation, positive influence is extended to different stakeholders. The traditional stereotypes of the rural villages are thus transformed, and the future of rural villages is expected.

II. Program Goal

In the past 30 years, people in the rural communities have been migrating to urban areas for jobs and modern life. Today, low income, aging population and land deterioration are common impressions and problems in the rural communities in Taiwan. Moreover, small scale farming seems to be the characteristic of Taiwan's agriculture, which means there is a lack of much motivation as well as abilities of innovation in rural area. This situation reflects indifference in higher education, too.

However, it doesn't mean we can ignore the importance of the rural area and agriculture; we need to put more cross border creativities into rural area. The objective of Rural up program is therefore to attract interdisciplinary students and professors in a way of residing in the rural community and involving in the real problems. Rural up creates a linkage between rural communities, academy, and government.

Rural up focuses on three main effects:

1. In the students' aspect: Rural up gave participatory students directly achievability, social/soft skills with different generations, competitiveness for society, and entrepreneurial/employment opportunities. For the sake of competition and honor, it raised strong learning motivation in process of stationed-in rural community, which stimulated academy offering more resources to students.
2. In the rural community aspect: Rural up brought creativities, knowledge, ideas, and practice from students. Cooperating with these active students had changed rural communities. In addition, mass youths blending into rural communities infused new vigor and energy to aged villagers.
3. In the social aspect: More and more diverse departments of university/college started to invest in rural innovation and development. The government benefited from people's satisfaction and implementation of rural policy.

To activate this virtuous cycle, Rural up offers a virtual/real platform and network for students, rural communities, and government officers. Under this actual circumstances and in the autonomic atmosphere, students' learning performance and outcome will thus be facilitated.

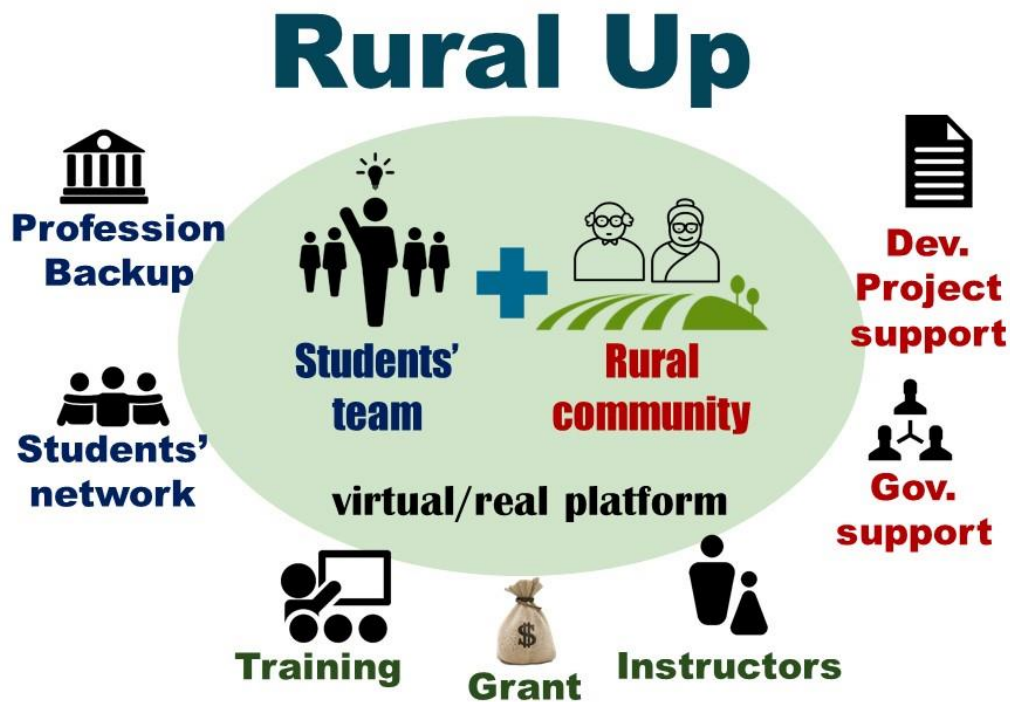


Fig. 1 Concept of Rural Up program

III. Scope of the Analysis: 2018's Eighth Rural Up

The Rural Up Program is held annually. From March to May, program presentations are given on school campuses. Mid-May is the deadline for students to have teamed up and made their proposals for the program. Each student team has a minimum of six and a maximum of ten people. Each team submits a **village stay proposal** and **self-introduction video**. Before submitting the proposal, each student team visits and does a survey of the rural village they have chosen to work with, so that they can submit a proposal that meets the village's requirements and which is feasible.

If there are more than 20 proposing teams, a review board is called to do submission review, and select 20 teams based on the content of project and presentations. Each team is given NT\$120,000 for execution of their project. A **Village-Stay Consensus Camp** is also held at the beginning of summer vacation. The purpose of this 3-day/2-night training camp is to familiarize every participating student with the program spirit, and basic knowledge and skills for village stay.

The actual execution period of village stay for each student team varies according to their project content and rural community. In general, the period goes from early July to late August during summer vacation. By cooperating with the rural community, the student team exploit their creativity and specialized skills to implement the ideas that they have proposed. Rural Up encourages teams to modify their proposals constantly in response to real issues in the rural villages. The main organizer provides a counselor (such role being

undertaken by an SWCB employee) for each village staying team, so that timely inquiry can be made. Counselors also sometimes help with coordination between villagers and students. In general, counselors are there mainly to give advice. They do not become over-involved in student teams carrying out their village stay projects. In addition, during the village stay period, the organizer chooses one day to pay each team a visit at their stay location. **Community visit** allows the organizer to understand the team and the community's circumstances, and assist the team and the community residents in reviewing the direction and vision of their project to achieve better village stay outcomes.

All teams have to present their results in early September through **Outcome Exhibition** including booth shows and presentations, to share their village stay outcomes. The judges, who have diverse backgrounds, assess and choose the teams and rural communities with outstanding performance that year. The award money is presented by the program's corporate sponsors.

The Rural Up program has already been implemented for eight years. Although there are slight adjustments to the activities involved each year, there is a fixed procedure for implementation of the main activities. Therefore, the activities involved in the eighth Rural Up program, from which the most data was able to be gathered, serves as the scope for evaluation. We focus on project input activities implemented from the March 1 to September 30, 2018, and conduct the impact assessment for this period.

Who engaged in the eighth Rural Up activities are the main stakeholders for measuring and calculating the SROI rate in this report, with additional feedback given by the stakeholders in previous years' Rural Up programs as supporting evidence. We also use sensitivity analysis to adjust some parameters, in order to reduce the impact of scope selection or assumptions of uncertain factors on calculation results.

A total of 63 teams signed up for the eighth Rural Up program. After judge review, 20 teams (see Table 1) and a total of 168 students were selected to do village stays and work with 20 rural communities. During the village stay duration, each team completed their proposed project (see Appendix 1 for details). Due to the diverse situations and perspectives of the rural villages, the executed outputs was different for each team during their stay.

Although 20 teams have different executed outputs, we still can categorized those similar outcomes into some certain types. Instead of distinguishing each plan separately, we have preliminarily divided the actual output of projects implementation from the student teams into six categories (see Figure 2 for details) to focus on and narrow down the program's impact basis.

Table 1 List of Eighth Rural Up Village Stay Student Teams

No.	Student Team	Schools Represented	No. of Members	Stay Location	Main Village Stay Implementation Plans ²
1	Sin-Sin Catalyst	National Central University	8	Yongxing Community, Xinwu Township, Taoyuan City	Design and plan community travel itineraries
2	River Never Stop	Department of Industrial Design, National United University	8	Fuji Community, Gongguan Township, Miaoli County	Revive community space; plan local markets
3	Harbor Keeper	Department of Industrial Design, National United University	8	Gangbei Community, North District, Hsinchu City	Improve community environment; design and plan community courses
4	Yao Chang	Center for Creative Leadership, Asia University	9	Wayao Community, Yuanzhang Township, Yunlin County	Build communal eating halls; design recipes and souvenirs using local food materials
5	Bad-land Reunion	Bioenvironmental Systems Engineering Department, National Taiwan University	8	Chongde Community, Tianliao District, Kaohsiung City	Revive community space; promote ecological engineering techniques
6	Damalu	Department of Visual Communication Design, Chaoyang University of Technology	6	Maxing Community, Xiushui Township, Changhua County	Build an interactive photography village; use images to record community's arts and culture scene
7	Mushroom Job!	Department of Safety Health and Environmental Engineering, National Yunlin University of Science and Technology	6	Dongguang Community, Yuchi Township, Nantou County	Build hydroelectric models; use black soldier flies to reduce agricultural waste
8	Chi-Ding for One	Department of Visual Communication Design, Chaoyang University of Technology	9	Qiding Community, Qiding Village, Zhunan Township, Miaoli County	Research and develop products using local food materials; plan local thanksgiving activities
9	Country Rangers	Northeastern University (USA); Le Cordon Bleu (Paris, France); University of California, Santa Cruz (USA); University of Maine (USA); Huafan	6	Jiangshan Village, Budai Township, Chiayi County	Research and develop recipes and products using local food materials; rejuvenate old houses in the community

² Please see Appendix 1 for each student team's detailed village stay plans

		University			
10	WayiJiao	Department of Food Science and Biotechnology, Da-Yeh University	8	Huanan Community, Gukeng Township, Yunlin County	Research and develop recipes and products using local materials; design and plan community travel itineraries; devise DIY activities
11	Naturalism	Department of Public Relations & Advertising, Kun Shan University	8	Yufeng Community, Shanshang District, Tainan City	Research and develop products using local materials; devise plans for local community activities
12	Yigalung	Department of Computer Science & Information Engineering, Chaoyang University of Technology	10	Dayi Community, Erlun Township, Yunlin County	Establish long-term care model platform; develop smart controls for agricultural equipment
13	Badoyao	General Education Center, National Taiwan Ocean University	9	Badouzi Community, Zhongzheng District, Keelung City	Rejuvenate community space; plan periodic community volunteer clinics
14	Leisurely Take	Chung Yuan Christian University; Chinese Culture University; National Chung Hsing University	7	Yongning Community, Yangmei District, Taoyuan City	Organize community bus stops
15	Cherish-Si	National Chin-yi University of Technology; Chaoyang University of Technology; Southern Taiwan University of Science and Technology; National Tainan Junior College of Nursing	9	Jiaxi Community, Dacun Township, Changhua County	Devise community courses; green and beautify community space
16	Go Spring Man	Department of Creative Product Design, Southern Taiwan University of Science and Technology	10	Daquan Community, Guangfu Township, Hualien City	Develop products using local plants; reduce agricultural waste; research and develop products using local materials
17	Cluster Girls	Department of Public Relations & Advertising, Kun Shan University	10	Qiding Community, Longqi District, Tainan City	Rejuvenate old community market space; organize holiday farmers' market; develop souvenirs and design travel itineraries
18	Oyster Man	Department of Marine Recreation, National Penghu University of	6	Caiyuan Community, Magong City, Penghu County	Restore local installation art; devise special marine education travel

		Science and Technology			itineraries
19	Rise corner	National Taichung University of Science and Technology; National Taipei University of Technology; Chaoyang University of Technology; Hsiuping University of Science and Technology; National Chin-yi University of Technology	10	Xinglong Community, Taiping District, Taichung City	Rejuvenate community space; produce ecological videos and community maps; plan ecological experience travel itineraries
20	Slow Snail	Department of Arts and Design, National Tsing Hua University	8	Yuanlin Community, Nanzhuang Township, Miaoli County	Hold aesthetic experience camps; design installation art and community guide maps
Total students participating in eighth Rural Up			168	-	-

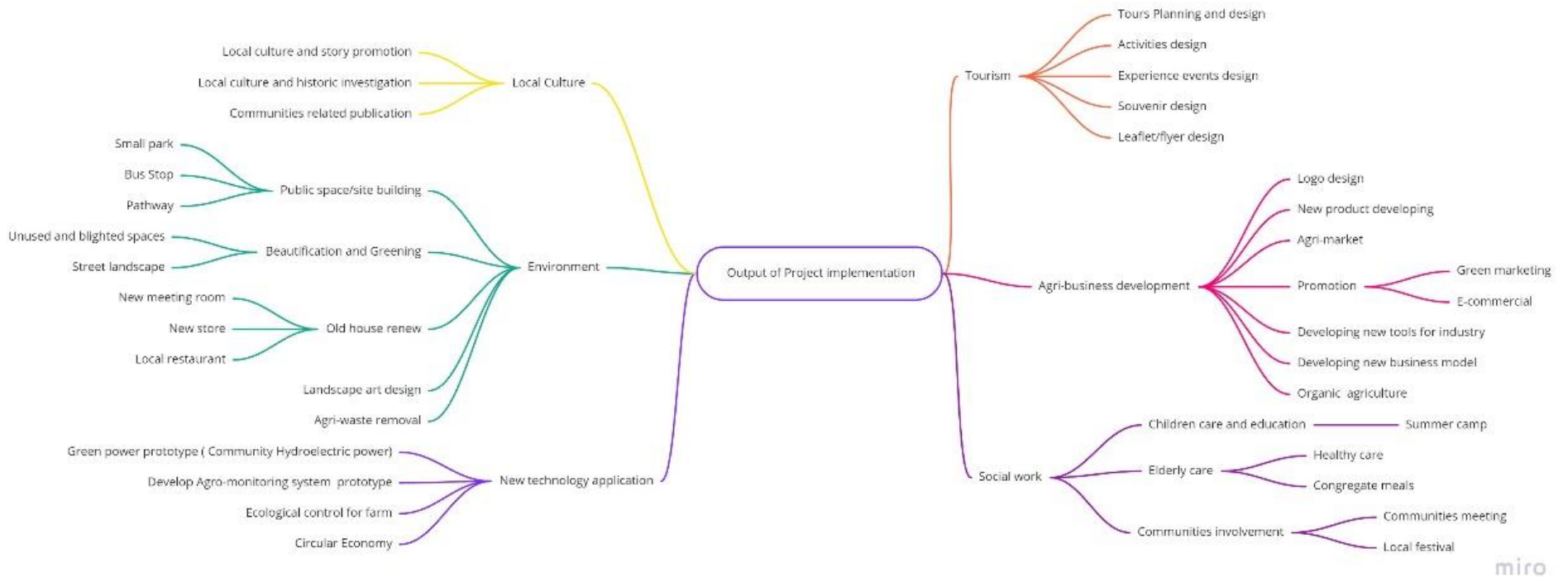


Fig. 2 Output of projects implementation from 20 student teams

B. Study Framework

I. Framework Description

In this report, we have followed “A Guide to Social Return on Investment³” (2012 edition; hereinafter referred to as the “SROI Guide”) published by the British government, as the basis of our analytical framework. Based on the actual data from interviews with the stakeholders during the assessment period, the changes and impacts that occurred for the stakeholders in that time served as the basis for evaluation of the project’s social impact. We carried out each step of the research analysis in accordance with the description and framework design of the SROI Guide:

1. Establish a scope for the report and list the stakeholders.
2. Through stakeholder engagement, list the impacts and changes that the project has brought about for them.
3. Design indicators to identify whether the impacts and changes have indeed occurred; after engaging with stakeholders again, select the appropriate financial proxy to measure impact and changes.
4. Adjust the value of impact and changes through four impact factors.
5. Calculate the net present value of impact using the discount rate, and then calculate the SROI ratio.
6. Confirm the results of the assessment and the SROI ratio with the stakeholders again, and then disclose the final results in the report.

II. Risk Analysis

To comply with the seven SROI measurement principles, we examined limitations of the study accordingly:

Principle	Limitations of the Study	Potential Risks for the Study	Response Method
1. Involve stakeholders	There stakeholders are large in number and diverse, and cannot all be contacted and engaged with.	SROI rate underestimation	<ol style="list-style-type: none"> 1. Use statistical sampling to lower risk of errors. 2. Place special focus on negative effects; if there is concern of negative effects, we take others’ perspectives into consideration, explain such in the report, and reflect the perspectives in the sensitivity analysis.

³ A Guide to Social Return on Investment, 2012, (<http://www.socialvalueuk.org>)

<p>2. Understand what changes</p>	<p>A small number of stakeholders cannot clearly express the impact or changes they have experienced.</p>	<ol style="list-style-type: none"> 1. Inadequate stakeholder representation 2. SROI ratio overestimation or underestimation 	<ol style="list-style-type: none"> 1. Using the literature as an aid, discuss with experts and scholars, and ask friends and relatives of the stakeholders regarding what they have observed. 2. Verify observations with stakeholders and conduct open discussions.
<p>3. Value the things that matter</p>	<p>Small number of stakeholders refuse to value outcomes.</p>	<p>SROI rate underestimation</p>	<p>Most stakeholders unwilling to value outcomes have an affective attitude towards valuating the outcomes. Even if the valued outcomes are accepted, they tend to be severely overvalued. The inclusion of such outcomes may exaggerate the SROI ratio. Therefore, without compromising statistical inference, we consider these to be extreme values and exclude their outcome valuation responses, but still reference other aspects of their responses.</p>
<p>4. Only include what is material</p>	<p>Stakeholders believe that all outcomes are important.</p>	<p>SROI rate underestimation</p>	<p>As stakeholders tend to deem all outcomes important, we use a questionnaire to design a threshold. Only outcomes meeting threshold are included in this report's value estimation, to prevent SROI rate</p>

			overestimation.
5. Do not over-claim	Some parameters are based on hypotheses.	SROI ratio overestimation or underestimation	<ol style="list-style-type: none"> 1. Sensitivity analysis performed on uncertain parameters. 2. Potential negative effects incurred by study are investigated more rigorously.
6. Be transparent	The information within the complete impact map of the report may not be completely presented due to layout restrictions.	Misunderstanding by report readers	Explanations given in study Appendix; excerpt of compiled results presented in main study text.
7. Verify the result	Due to time constraints, not all of the stakeholders in the study are invited to participate in the verification of results.	<ol style="list-style-type: none"> 1. Inadequate stakeholder representation 2. SROI ratio overestimation or underestimation 	<ol style="list-style-type: none"> 1. Use statistical sampling to lower risk of errors. 2. Through the four phases of engagement, we verify that the calculated parameters do not excessively deviate.

C. Case Analysis

I. Identifying Stakeholders

As the 8-year Rural Up implementation process has accumulated a great deal of experience, we listed and identified the stakeholders on a rolling basis. First, we organized the focus group discussion, inviting the main organizer (the SWCB), and scholars and students who have participated in the program to stakeholder identification meeting. We also referred to relevant literature and data such as the eighth Rural Up Outcome Portfolio⁴, the team outcome reports from the eighth Rural Up⁵, and the student and community questionnaire survey results from the previous Rural Up⁶. Through different research phases, we had discussions with the stakeholders and referred to relevant data and literature. We made the finest possible classifications in discussing with stakeholder groups, to avoid leaving out any type of stakeholder group. Following discussion on a rolling basis with stakeholders, the preliminary stakeholder group survey is as listed in Table 2.

Table 2 List of potential stakeholders in focus group survey

Aspect	Stakeholder	Reasons for inclusion as stakeholder
Student team aspect	Participating students	As key participants, the students were profoundly influenced by the program. The feedback from previous Rural Up programs also suggested that students were the most direct stakeholders.
	Team-leading teacher	Based on the past seven years of program implementation experience, many of the team-leading teachers spared no effort in dedicating themselves to leading students during their participation in the program, even though they received no remuneration for doing so. Therefore, team-leading teachers were indirect stakeholders.
	Student teams' schools	Based on the past seven years of program implementation experience, a few schools or departments (e.g., National United University in Miaoli, Kun Shan University in Tainan, and National Penghu University of Science and Technology)

⁴ Soil and Water Conservation Bureau, *The Eighth Rural Up Competition Outcome Portfolio*, 2019
(<https://ruralyoung.swcb.gov.tw/Upload/Download/4ba882a695cd41158f1871ab16b63281.pdf>)

⁵ Various teams, Eighth Rural Up Competition outcome reports, 2019
(<https://ruralyoung.swcb.gov.tw/Result/OutcomeList?seriesId=2>)

⁶ Soil and Water Conservation Bureau, *Promotion Plan to Assist Young People in Returning to and Staying in Rural Villages*, 2018.

		made adjustments to their courses or scholarship systems as a result of students' participation in Rural Up. In addition, the schools established deeper partnerships with the rural villages through their students' village stays.
	Participating students' family members	Based on the past seven years of program implementation experience, when students stayed in the rural villages, they lived independently during their 2-month participation in the Rural Up. Their parents responded that the program improved their children's independence and relationships with family members. The parents were indirect stakeholders.
Rural community aspect	Rural communities	As rural communities were the key implementation sites for the village stay projects, every substantial change generated by the projects took place in the rural communities. These changes were substantial and obvious. Rural communities were hence listed as direct stakeholders.
	Community cadres	Based on the past seven years of program implementation experience and each village stay proposal report, Community cadres served as the main contact with whom student teams interacted and had discussions. They were direct stakeholders.
	Community elders	Based on the village stay teams' outcome reports, there were quite a few mentions of care or enhancement of living quality for rural village elders (in projects such as River Never Stop, Yigalung, Damalu, Yao Chang, Slow Snail, Badoyao, Naturalism, Bad-land Reunion, Harbor Keeper, Cherish-Si, and Country Rangers). They were stakeholders directly influenced by the student team-executed village stay projects.
	Community farmers	Based on the village stay teams' outcome reports, there were quite a few mentions of helping farmers to improve production techniques, and to increase efficiency, sales channels and promotions (in projects such as River Never Stop, Yigalung, WayiJiao, Mushroom Job!, Naturalism, Cherish-Si, Country Rangers

		and Chi-Ding for One). They were stakeholders directly influenced by the student team-executed village stay projects.
	Community children	Based on the village stay teams' outcome reports, there were quite a few mentions about helping rural village children with after-school learning and child-care services (in projects such as Damalu, Mushroom Job!, Slow Snail and Bad-land Reunion). They were stakeholders directly influenced by the student team-executed village stay projects.
	Community elders' family members	Based on the village stay teams' outcome reports, there were quite a few mentions of care or enhancement of living quality for rural village elders, which further influenced the family caretakers (in projects such as Yigalung, Damalu, Yao Chang, Badoyao, Harbor Keeper, Cherish-Si, and Country Rangers). They were stakeholders indirectly influenced by the student team-executed village stay projects.
	Community visitors	Based on the village stay teams' outcome reports, there were quite a few mentions of assistance in promoting rural village sightseeing, improvement of spaces and the environment, and addition of experiential classes, which enhance visitors' sense of pleasure (in projects such as River Never Stop, WayiJiao, Cluster Girls, Rise Corner, Damalu, Slow Snail, Badoyao, Go Spring Man, Oyster Man, Sin-Sin Catalyst and Chi-Ding for One). Most of these sightseers were stakeholders indirectly influenced by the student team-executed village stay projects.
	Consumers of community products	Based on the village stay teams' outcome reports, there were quite a few mentions of enhanced product labels, quality and price, allowing consumers access to better information and products (in projects such as River Never Stop, WayiJiao, Cluster Girls, Yao Chang, and Naturalism). Most of these consumers were stakeholders indirectly influenced by the student team-executed village stay projects.

		projects.
	Local schools	Based on the village stay teams' outcome reports, there were two mentions of projects integrating local school education and space improvement (projects WayiJiao and Slow Snail). The schools were stakeholders directly influenced by the student team-executed village stay projects.
	Local young people	Based on the village stay teams' outcome reports, there were two mentions of co-creation with local young people (in projects WayiJiao and Bad-land Reunion). They were stakeholders indirectly influenced by the student team-executed village stay projects.
	Village stores and vendors	Based on the village stay teams' outcome reports, there were quite a few mentions of assistance in sales of village products (in projects such as River Never Stop, Cluster Girls and Slow Snail) They were stakeholders directly influenced by the student team-executed village stay projects.
Cooperation aspect	Corporate sponsors	Based on the Eighth Rural Up Outcome Portfolio, the main Rural Up program corporate sponsor (Sinyi Realty) has sponsored student teams with competition award money for four consecutive years (2015 to the present). The company gave positive feedback regarding program performance; Sinyi Realty was a stakeholder directly influenced by the program.
	Other sponsors	Every year the Rural Up program works with different organizations that provide supplies, advertising and transmission of knowledge. The organizations that worked with Rural Up 2019 were Group TRON, Love2fruit and the Taiwan Amoeba Design Association (TADA).
Judging aspect	Participating Judges	During different phases of the Rural Up program, Judges from interdisciplinary backgrounds have been invited. The interest that these Judges tended to express regarding innovation and spreading of knowledge in rural issues was reflective of their fields of expertise. They were stakeholders directly

		influenced by the program.
Public sector aspect	Soil and Water Conservation Bureau	The Soil and Water Conservation Bureau (SWCB) was the main planner and implementer of the Rural Up program. The SWCB input funds and resources to achieve its policy goals, and possible benefits such as increased name recognition and brand image. It was a stakeholder directly influenced by the program.
	SWCB employees (counselors)	These employees' inputs into the Rural Up program was serving as counselors; in addition to harmonizing issues between first-line students and communities, their involvement also changed their perspectives on their jobs. They were stakeholders indirectly influenced by the program.
	Other government departments	The issues presented in the student teams' proposed projects and implementations often involved current policy initiatives by other government sectors, including issues of long-term care, cultural preservation, and young entrepreneurs. For other government sectors, the Rural Up outputs not only served as a case study, but also had an expansion and promotion effect.

II. Stakeholder Engagement

Based on the preliminary list gathered from the previous section's stakeholder identification meeting, the first stakeholder engagement phase was conducted through telephone or face-to-face interviews with the participants in the first to eighth Rural Up programs. They were able to specify whether substantial changes were made based on their involvement experiences. During the interview, we verified the following key points:

1. Whether there were still important stakeholders left out
2. Whether concrete and complete information and quantities were able to be acquired from the listed stakeholders
3. Whether substantial and obvious changes in outcomes were able to be acquired from the listed stakeholders

Through first phase interviews, we verified the results with the various stakeholder categories. The list of stakeholders was revised accordingly as Table 3.

Table 3 List of first phase stakeholders

Aspect	Stakeholder	Reasons for inclusion or exclusion as stakeholder	No. of persons interviewed	Expected engagement population within scope of study	Included
Student team aspect	Students	Following first-phase engagement, all 31 of the students who had participated in Rural Up gave feedback that they left with fruitful results. In addition, concrete information was able to be gathered through the questionnaire filled in by the 168 participating students in the eighth Rural Up, and thus they were included.	31	168	Yes
	Team-leading teacher	Following first-phase engagement, five team-leading teachers responded that, after their participation in Rural Up, they were greatly inspired through connecting teaching with rural issues. In addition, concrete information was able to be gathered through the questionnaire filled in by the 20 team-leading teachers who had participated in the eighth Rural Up, and thus they were included.	5	20	Yes
	Student teams' schools	Following first-phase engagement, according to three school representatives, Rural Up program would not change department arrangement much. Therefore, given that no obvious, assessable change was made, this group was excluded. But for the long term perspective, we will trace those school or departments that participated the Rural Up Program several times.	3	26	No

	Students' family members	Following first-phase engagement, one student parent revealed that the Rural Up program did change their attitude towards the rural villages and the government. However, we took into consideration the principle Do Not Over-claim, and it was also practically challenging to interview the family members of all 168 students. Since time was limited, and this was not the study's main target group, they were thus excluded.	1	168 ⁷	No
Rural community aspect	Communities	The village stay projects conducted by 20 student teams made substantial changes to 20 rural communities. Through the interviews and questionnaire survey, we were able to observe substantial and obvious changes. This group was thus included as direct stakeholders.	13	20	Yes
	Community cadres	Every rural community had its own community development organization, and community cadres served as the main contacts for the village staying students. All these community cadres were able to clearly respond that the village stay projects helped with community management. Two supervisors from each community were interviewed and surveyed as stakeholders.	11	40	Yes
	Community elders	According to feedback given by community cadres who knew the elders in the community well, it would not have	NA	NA	No

⁷ There were 168 participating students in total, meaning that there were 168 families.

		<p>been easy to estimate the number of elders who were actually impacted by the village stay projects. In addition, the elders' responses showed that they may have mistaken the project outcomes for efforts made by community managers. Therefore, having considered that it was not easy to conduct practical interviews, and that there was no way to verify whether obvious changes were made, we thus excluded this group.</p>			
	Community farmers	<p>According to interviews with the farmers regarding their responses to the project outcomes, it would have taken time to verify whether changes were indeed brought about, as substantial changes were not easily estimated. Therefore, in consideration of the Do Not Over-claim principle and with no way to verify whether obvious changes were made, we thus excluded this group.</p>	1	NA	No
	Community children	<p>According to the feedback given by community cadres who knew the children in the community well, it would not have been easy to estimate the number of the children who were actually impacted by the village stay projects. In addition, it was relatively difficult to gain an understanding of the children's responses. Therefore, in consideration that it would not have been easy to conduct practical interviews, and that there was no way to verify whether obvious changes</p>	NA	NA	No

		were made, we thus excluded this group.			
	Community elders' family members	As the community elders' scope of influence was not included for evaluation, this group was excluded based on similar reasoning.	NA	NA	No
	Community visitors	According to feedback given by community cadres who knew the communities well, it would not have been easy to evaluate the impact of the project outcomes on visitors, nor to estimate the number of the impacted visitors. In addition, there was in practice a lack of records or data available for interviews. We thus excluded this group.	NA	NA	No
	Consumers of community products	According to the community cadres' interviews, they responded that it would not have been easy to evaluate the impact of the project outcomes on the consumers of community products, nor to estimate the number of impacted consumers. In addition, there was in practice a lack of records or data available for interviews. We thus excluded this group.	NA	NA	No
	Local schools	According to interviews with the school representatives, they responded that the village stay projects indeed provided the schools with a variety of teaching materials and methods, but it was not easy to estimate the effect of future application. In consideration that there was no way to verify whether obvious changes	1	NA	No

		were made, we thus excluded this group.			
	Local young people	According to interviews with the local youth teams, the village stay projects indeed facilitated many novel designs and ideas for them, but considering that there had not yet been actual application, that they were unable to answer about actual effects, and that there was no way to verify whether obvious changes were made, we thus excluded this group.	2	NA	No
	Village stores and vendors	According to feedback given by Community cadres who knew the community well, it would not have been easy to evaluate the impact of the project outcomes on the village stores and vendors, nor to estimate the number of impacted stores and vendors. In addition, there was in practice a lack of records or data available for interviews. We thus excluded this group.	2	NA	No
Cooperation aspect	Corporate sponsors	According to the interview with the manager of the Public Welfare Promotional Team in the Marketing Department at Sinyi Realty Inc., the cooperation with Rural Up increased the public recognition of the Community as One Family project executed by the company. The cooperation also reduced the workload for the company's planned campus promotion for their project. As substantial changes and measurements were able to be provided, this group was included as a stakeholder.	1	1	Yes

	Other sponsors	According to the interview with the founder of Love2fruit, which worked with Rural Up in 2018 and 2019, the response was that the change was not yet obvious enough to be evaluated due to short input durations. Considering the principle of Do Not Over-claim, we only calculated the resources that this sponsor input without evaluating the changes to their impacts.	1	NA	No
Judging aspect	Judges	According to interviews with two Judges who have participated for many years, the participation facilitated the judges' understanding of rural issues. They worked with enthusiasm and their knowledge of different cultures was enhanced. Because the impacted group's number of people and outputs were both clear, this group was included.	2	10	Yes
Public sector aspect	SWCB	The Soil and Water Conservation Bureau (SWCB) was the main planner and implementer of the Rural Up program. The Bureau input funds and resources to achieve its policy goals. It was a stakeholder directly impacted by the program and thus needed to be included.	1	1	Yes
	SWCB employees	According to interviews with three SWCB employees who served as counselors, the creativity and ideas generated in the village stay projects helped them conceive new ideas for SWCB initiatives. As substantial changes were able to be provided, the SWCB employees were	3	20	Yes

		included as stakeholders.			
	Other government departments	According to interviews with the representative of another government division, the village stay project outcomes included that department's current policy initiatives. Although the evaluation duration was short, obvious changes had already been seen, and thus this group was included.	1	3	YES

Based on the list of first phase interviewees and the study scope, we estimated the population to be engaged, and designed the questionnaire for the separate stakeholders, then conducted the questionnaire survey and interviews in the second phase. The questionnaire was widely distributed to all stakeholders, in order to fully understand the changes and impact they had experienced. The numbers of people surveyed are listed in Table 4.

Table 4 Table of Engaged Populations and Numbers of People within Scope of Study

Stakeholder	Population engaged	No. of persons interviewed	No. of persons surveyed	Total number of people engaged
Students	168	13	58	71
Team-leading teacher	20	14	6	20
Communities	20	5	6	11
Community cadres	40	9	6	15
Corporate sponsors	1	1	NA	1
Judges	10	6	4	10
Soil and Water Conservation Bureau	1	1	NA	1
SWCB employees	20	9	11	20
Other government departments	3	1	NA	1

This study had a large scope and number of stakeholders. Having discussed with experts and scholars, and considered the limited time and resources available, we believe, to an 85% confidence level, that the feedback retrieved from the many stakeholder groups through multiple engagement phases was representative. Finally, the results of the questionnaire survey were

verified with the stakeholders, the literature, and experts and scholars in the third phase, to confirm that the results were not biased and that they reflect the actual situation. For details, please refer to the section about the verification of outcomes in Chapter 4, Section 3.

Based on multiple phases of engagement verification, we discovered that the stakeholders showed no signs of significantly different change between groups. Therefore, we arrived at the judgment that it was not necessary to subgroup the stakeholders.

In summary, through rigorous examination of probability and statistics, we consider the engagement survey results to have sufficient confidence.

III. Program Inputs and Outputs

Based on the Rural Up program structure, we listed all involved stakeholders' inputs of funds, time or supplies. We paid particular attention to whether the inputs from different stakeholder groups were calculated repeatedly, especially with regard to the time input value calculations. The monetary value conversion method we used is clearly explained in the description field, as per Table 5.

Table 5 Table of Program-related Stakeholder Inputs

Stakeholder	Inputs			Monetization (NTD)	Description
	Funds (NTD)	Time	Supplies		
Students	-	6,720 days	-	0	Average time per village stay was 40 days; total number of days input was 6,720. As Rural Up took place during summer vacation, and students freely chose to participate in the program, their time inputs are not monetarily valued.
Team-leading teacher	-	1,600 hrs	-	1,272,000	Average time invested per teacher advisor was two weeks (ten days in total). Time input was calculated based on associate professor's hourly wage (NT\$795).
Rural communities	-	-	Accommodation/working space and utility expenses	960,000	Average time per village stay was 40 days; expenses per person per day were NT\$150 each day, with average of 8 people per team. On average, each community provided NT\$48,000 for working space and utility expenses. Estimated total NT\$960,000 for 20 communities.
Community cadres	-	3,200 hrs	-	480,000	Average time per village stay was 40 days. In addition to their daily routine work, each community cadre provided four hours to the student teams. Remainder of their time was spent normally. Each community spent

					approximately 160 hours on the student team; for 20 communities, thus, a total of 3,200 hours offered. According to 1111 Job Bank, the average monthly salary of a community executive secretary (CES) is NT\$31,654 to 36,172. In consideration that a rural area CES is elected once every three years, we did the calculation based on the monthly salary, about NT\$32,000 (average hourly wage NT\$150) for a CES with 1-3 years of experience.
Corporate sponsors	670,000	-	-	670,000	Paid for Outcome exhibition ceremony, and offered award money totaling NT\$670,000.
Other sponsors	-	-	40 boxes of daily necessities Super Dream-Walker Experience Group TRON Specialized Training Courses	210,000	Dounan Farmer's Association and Group TRON provided 40 boxes of daily necessities, including 1-2 months' worth of hand lotion, shampoo and conditioner travel packs, cookies, rice, bottles of sparkling water, dish detergent, instant noodles and mosquito repellent. Each box of daily necessities was estimated at NT\$2000; total value of 40 boxes was NT\$80,000. The Super Dream-Walker Experience was an award provided by Love2fruit. Ten students were selected out of all

					<p>village stay students to participate in the dining table activities designed by Love2fruit while learning practical operations. Each experience was NT\$2,000; total value was NT\$20,000.</p> <p>Group TRON Specialized Training Courses were provided by Group TRON. Ten students were selected out of all village stay students to participate in Group TRON's marketing masterclass. According to Group TRON, the masterclass costs NT\$200,000 per person, for a total value of NT\$2,000,000.</p>
Judges	-	320 hrs	-	0	As SWCB had already covered the judging fee, the cost of time invested by the judges was calculated within the amount of money SWCB had invested, to avoid double counting.
Soil and Water Conservation Bureau	10,400,000	-	-	10,400,000	<p>The SWCB organized activities such as Rural Up presentations on college campuses, project selection & screening, Consensus Camp, visit arrangements, outcome exhibition, and judges' review. These used a tender process, for an outsourced price of NT\$8,000,000.</p> <p>The SWCB also provided a village stay subsidy of NT\$120,000 to each selected</p>

					student team, a total of NT\$2,400,000 for 20 teams.
SWCB employees	-	-	-	0	As their work was part of their normal duties, their inputs were not separately calculated.
Total money input				15,902,000	-

Based on the Rural Up program structure and all the stakeholders involved, we have listed their outputs as per Table 6.

Table 6 Table of Program-related Stakeholder Outputs

Stakeholder	Outputs	Description
Students	1. Village stay proposal (including a self-introduction video) 2. Village stay proposal implementation tasks	Depends on specific implementation tasks per student team; please see Appendix 1 for details.
Team-leading teacher	Providing village stay advice	NA
Communities	Student teams' village stay proposal implementation tasks	Depends on specific implementation tasks per student team; please see Appendix 1 for details.
Community cadres	NA	NA
Corporate sponsors	18 Awards	Gold Award: One team (Includes student team, teacher advisor and community) Silver Award: Two teams (Includes student team, teacher advisor and community) Bronze Award: Three teams (Includes student team, teacher advisor and community) Innovation & Experimentation Award: Three teams

		Humanistic Care Award: Three teams Environmental Sustainability Award: Three teams Space Rejuvenation Award: Three teams
Other sponsors	<ol style="list-style-type: none"> 1. 40 boxes of daily necessities 2. Super Dream-Walker Experience for ten people 3. Group TRON Specialized Training Courses for ten people 	NA
Judges	<ol style="list-style-type: none"> 1. Written advice for 20 teams (not necessarily required) 	NA
Soil and Water Conservation Bureau(SWCB)	<ol style="list-style-type: none"> 1. 36 campus presentations 2. 2 selection & screening meetings 3. 1 Consensus Camp 4. 20 on-site visits 5. 1 outcome exhibition 	<ol style="list-style-type: none"> 1. 36 presentations; more than 1000 participants 2. 2 selection & screening meetings 3. 1 Consensus Camp; more than 186 participants 4. 20 on-site visits 5. 1 outcome exhibition; 600 participants
SWCB employees	NA	NA
Other government departments	NA	NA

IV. Assessing the Outcomes

(I) Stakeholder feedback and outcome chain of events

Through the engagement process described above, we have gained a better understanding of the changes to stakeholders. We employed the "chain of events" approach to explain the causality between the inputs, outputs and outcomes. Having identified the chain of reasoning with respect to the series of changes that the stakeholders have experienced, we defined them as the resulting outcomes. With a preliminary understanding of possible outcomes obtained through feedback in interviews with the stakeholders, we designed the indicators that might evidence actual outcome occurrence into the questionnaire surveys. The subjective and objective data gathered from the interviews and questionnaires were calculated as weighted averages. The inclusion or exclusion of the outcomes was determined based on four criteria, as per below and Table 7.

1. Subjective feedback: The stakeholders decided by themselves whether an outcome had actually occurred, and the extent to which it had changed. We included outcomes that showed changes of 50% or more in the shareholder feedback.
2. Objective indicators: Where stakeholder feedback showed that there were changes in two or more behaviors, and where our observations as bystanders showed those behaviors did in fact occur, and through reference to relevant data
3. References/discussion with experts and scholars: We referred to related literature as is listed in the Appendix, and discussed with experts and scholars.
4. In reference to the seven major SROI principles

We determined whether or not to include an outcome based on the four criteria above, while also seeking to understand those stakeholders who did not report the change in their feedback, where they all reported that they were not especially impressed or influenced by the program. We discovered that some of the stakeholders had already had similar experiences before the program. Be that as it may, these stakeholders still gave positive feedback regarding the implementation of the program. To make sure the

outcomes were not double-counted, we discussed the outcomes chains with the stakeholders to clarify the outcomes were specific. In addition, we observed the interviewee to make sure they didn't show ambiguous feeling about outcomes to each other.

Table 7 Stakeholders' Chain of Events and Outcome Identification

Stakeholder	Outputs	Chain of events	Defined outcome	Reason for inclusion in report/exclusion
Students	Village stay proposal Village stay proposal actual outputs	1. Find friends and form a team → Jointly complete village stay proposal → Sign in to join Rural Up → Get selected → Participate in Consensus Camp → Get to know members of different teams 2. Stay in village → Discover authentic problems and differences in community → Clarify problems through interactions with community residents → Build sense of trust with	Improved interpersonal relations	According to the SROI principle of materiality, the outcome was determined to be material and thus included. [Subjective feedback] According to the feedback from students after village stay, they mentioned that they really bonded with residents in rural communities, and that the bonds would not vanish even program had ended ⁹ . 83.62% of respondents replied that their improved interpersonal relations change showed an increase of at least 50%.

⁹ Soil and Water Conservation Bureau, *The Eighth Rural Up Competition Outcome Portfolio*, 2019 (<https://ruralyoung.swcb.gov.tw/Upload/Download/4ba882a695cd41158f1871ab16b63281.pdf>)

		<p>community residents</p> <p>3. Stay in village → Discover authentic problems and differences in community → Clarify problems through interactions with community residents → Amend and adjust proposal → Implement proposal → Implement project through teamwork → Lack of knowledge, technology and resources → Integrate community residents to complete project → Build sense of trust with community residents</p> <p>4. Stay in village → Discover authentic problems and differences in community → Clarify problems through interactions with community residents →</p>	<p>[Objective indicators]</p> <p><input type="checkbox"/> I got to know other teammates, and made friends from different places and departments. (58%)</p> <p><input type="checkbox"/> I got to know my teammates quickly during the village stay because of living together every day. (75.86%)</p> <p><input type="checkbox"/> During project implementation, I needed to communicate with community residents directly to understand what community issues were; thus, I tried to learn how to communicate in the language and ways that residents were used to (e.g., chatting with community's old folks in Taiwanese, and using simple words and sentences to convey meanings); this increased my empathy and ability to interact with residents and elders. (77.59%)</p> <p><input type="checkbox"/> After village stay, I periodically go</p>
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		<p>Amend and adjust proposal → Implement proposal → Complete project through teamwork → Outcome(s) are able to solve village's problem(s) → Gain recognition from residents → Build sense of trust with community residents⁸</p> <p>5. Implement proposal → Share experience with family → Increase interaction with family, with more to talk about</p> <p>6. Implement proposal → Share experience with peers and friends → Increase interactions with peers and friends</p>		<p>back to participate in community events, and to visit community residents and old folks; community residents are like my own family, and the community is like a second home to me. (62.07%)</p> <p>□After Rural Up, shared village stay experience with classmates or younger students at school; has provided additional discussion topics and increased interactions. (51.72%)</p>
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⁸ Tu, Hui and Lu, Chih-Hu (2016). *Conversations with College Youth in Rural Areas - A Case Study of the Lizuyuan Team's Entry for the 2014 "Touch Rural Village - How Touching" Contest. Studies in the Humanities and Social Science, Vol. 19: P.105-p.120*

	Village stay proposal actual outputs	1. Implement proposal → Complete project through teamwork → Outcome(s) are able to solve village's problem(s) → Gain recognition from residents → Increased self-confidence and sense of achievement → Confident in own ability to change society ¹⁰	Improved self-identity and self-validation	According to the SROI principle of materiality, the outcome was determined to be material and thus included. [Subjective feedback] 84.48% of respondents replied that their improved self-identity and self-validation change showed an increase of at least 50%. [Objective indicators] <input type="checkbox"/> I have affirmed my own abilities. (58.62%) <input type="checkbox"/> I have accumulated more practical experience, and improved my practical abilities. (84.48%) <input type="checkbox"/> I have become more certain of my ability to achieve my goals. (51.72%) <input type="checkbox"/> I have become more certain of my
	Award	2. Win award(s) after three-stage screening selection → Gain glory and public attention → Stand out in national competition		

¹⁰ Chen, Chun-Liang (2019). *The Key Success Factors for National Penghu University of Science and Technology Students to Participate Experiential Competition-Take College Student Stationed-in Rural Community as an Example*. Master Thesis, Master of Marketing and Distribution Management and Service Management, National Penghu University of Science and Technology.

				<p>ability to transform society through my strengths. (55.17%)</p> <p><input type="checkbox"/> I feel more capable and confident to solve all kinds of problems in life. (60.34%)</p>
	Village stay proposal actual outputs	<p>1. Stay in village → Discover authentic problems and differences → Clarify problems through interactions with community residents → Learn new knowledge & skills → Pay greater active attention to agricultural issues</p> <p>2. Stay in village → Discover authentic problems and differences in community → Want to learn more about rural villages' information and problems → Pay greater active</p>	Improved knowledge of agriculture/fishing	<p>According to the SROI principle of materiality, the outcome was determined to be material and thus included.</p> <p>[Subjective feedback]</p> <p>80.52% of respondents replied that after participating in Rural Up, their improved knowledge of agriculture/fishing change showed an increase of at least 50%.</p> <p>[Objective indicators]</p> <p><input type="checkbox"/> I understand Taiwan's agricultural products, planting seasons and methods more. (72.58%)</p> <p><input type="checkbox"/> I more actively pay active attention to and share about local culture and agricultural issues. (77.42%)</p>

		<p>attention to agricultural issues</p> <p>3. Stay in village → Discover authentic problems and differences in community → Clarify problems through interactions with community residents → Amend and adjust proposal → Implement proposal → Complete project through teamwork → Lack of knowledge, technology and resources → Learn new knowledge & skills → Pay greater active attention to agricultural issues</p>		<p>☐I have more discussions and sharing about local culture and agricultural issues with others. (70.97%)</p> <p>☐I understand Taiwan's local and agricultural issues more. (70.97%)</p>
	Village stay proposal actual outputs	<p>1. Implement proposal → Complete project through teamwork → Have ability to solve problems → Accumulate practical</p>	Clarified career planning and goals	<p>According to the SROI principle of materiality, the outcome was determined to be material and thus included.</p> <p>[Subjective feedback]</p>

	Super Dream-Walker Experience Courses	<p>experience from rural village project → Understand own professional abilities</p> <p>2. Implement proposal → Complete project through teamwork → Have ability to solve problems → Increase willingness to engage in agricultural work¹¹ → Understand own professional abilities</p> <p>3. Sponsors select ten students after outcome exhibition → Student is guided in latest rural experience service operations → In addition to teaching, there is also on-site practical experience → Teach course in rural village marketing, promotion,</p>	<p>81.03% the interviewees responded that they clarified their career planning and goals through Rural Up.</p> <p>[Objective indicators]</p> <p><input type="checkbox"/> I better understand my interest or not in agriculture/fishing work. (24.14%)</p> <p><input type="checkbox"/> I better understand my own personality, strengths and shortcomings, and have thought more deeply about appropriate professional development. (82.76%)</p> <p><input type="checkbox"/> I better understand whether I want to work or keep studying after graduation. (44.83%)</p> <p><input type="checkbox"/> Have thought more deeply about own plans and goals for the 3-5 years after graduation. (56.9%)</p> <p><input type="checkbox"/> Have thought more deeply about</p>
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¹¹ Tsai, Yun-Ling (2016). *A Study on Relationships of Personality Traits, Implementation Satisfaction, and Willingness to Farming -A Case of College Student Stationed-in Rural Community Project*. Master Thesis, Master's Program in the Department of applied economics, National Chung Hsing University.

	Group TRON Specialized Training Courses	management and service skills → High achievers can choose to join corporate team 4. Sponsors select ten students after outcome exhibition → Teach course in marketing, promotion, innovation and public relation skills → High achievers can choose to join corporate team		own plans and goals for the 10 years after graduation. (12.07%)
	Village stay proposal actual outputs	Stay in village → Complete project through teamwork → Have ability to solve problems → Understand that solving problems requires first understanding local cultural and social issues → Pay greater active attention to local cultural and social issues	Enhanced awareness of social care	According to the SROI principle of materiality, the outcome was determined to be material and thus included. [Subjective feedback] 94.83% of respondents replied that their awareness of social care was raised by over 50%. [Objective indicators]

				<input type="checkbox"/> I actively seek understanding of Taiwan's social issues at different levels. (77.59%) <input type="checkbox"/> I care more about the people and things around me (e.g., When I go home during New Year or festivals, I actively discover interesting people and things in the community, learn about community history, share the information with family and friends, or invite them to participate in events; I actively care for my grandparents or elders in the community; I do more volunteer community work).(65.52%)
Team-leading teacher	Provide advice for the	Lead student team in village stay → Students encounter	Enhanced teacher competencies ¹²	According to the SROI principle of materiality, the outcome was

¹² References: *R.O.C. Teachers' Professional Standards Guidelines*

[http://web.nutn.edu.tw/gac201/%E5%85%AC%E5%91%8A/%E6%95%99%E5%B8%AB%E5%B0%88%E6%A5%AD%E6%A8%99%E6%BA%96%E6%8C%87%E5%BC%95105-2-15\(1050018281%E5%87%BD\).pdf](http://web.nutn.edu.tw/gac201/%E5%85%AC%E5%91%8A/%E6%95%99%E5%B8%AB%E5%B0%88%E6%A5%AD%E6%A8%99%E6%BA%96%E6%8C%87%E5%BC%95105-2-15(1050018281%E5%87%BD).pdf)

	village stay	<p>practical problems and report back during implementation of project → Lead students to solve problems → Understand problems students encounter during practical implementation (Understand problems in student team interactions and in communications between student team and community) → Accumulate problems encountered by students during their work → Accumulate ability and experience to solve similar problems</p>	<p>determined to be material and thus included.</p> <p>[Subjective feedback] 100% of respondents indicated that there was indeed change in their teacher competencies, with a degree of change of 75%.</p> <p>[Objective indicators]</p> <ul style="list-style-type: none"> <input type="checkbox"/> I better understand what students might encounter during practical implementation. (83.3%) <input type="checkbox"/> I better understand how to work with students. (33.3%) <input type="checkbox"/> During the process, I actively assisted students to coordinate community affairs. (66.67%) <input type="checkbox"/> I have accumulated a lot of experience teaching and leading students during the process. (83.3%) <input type="checkbox"/> I feel that my passion for service in teaching has been inspired. (100%)
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				<input type="checkbox"/> Leading student participation in the competition/activity increased my teaching points. ¹³ (33.3%)
	Provide advice for the village stay	1. Lead student team in village stay → Understand students' problems, needs and resources during village stay → Gain better understanding of practical implementation in rural villages → Teaching or research goals are inspired → Gain more opportunities to have teaching projects invested in 2. Lead student team in village stay → Understand students' problems, needs	Obtain teaching-related resources	<p>According to the SROI principle of materiality, the outcome was determined to be material and thus included.</p> <p>[Subjective feedback] 100% of respondents indicated that there was indeed change in their access to teaching resources, with a degree of change of 67%.</p> <p>[Objective indicators] <input type="checkbox"/> I better understand rural village/community problems, requirements and resources. (83.3%) <input type="checkbox"/> I better understand communities</p>

¹³ References: Accreditation Regulations Governing Teacher Qualifications at Institutions of Higher Education

<http://edu.law.moe.gov.tw/LawContent.aspx?id=FL008629>

		<p>and resources during village stay → Gain better understanding of local area characteristics → Rural village can serve as site for future research or teaching → Gain more opportunities to have teaching projects invested in</p> <p>3. Lead student team in village stay → Increased work with and understanding of government organizations → Direct access to government information → Gain more opportunities to have teaching projects invested in</p>		<p>and agriculture. (83.3%)</p> <p><input type="checkbox"/>Increased interdisciplinary competencies (83.3%)</p> <p><input type="checkbox"/>I better understand fields that can be applied to my teaching activities. (83.3%)</p> <p><input type="checkbox"/>I have been inspired in/made adjustments to my research topics and goals. (100%)</p> <p><input type="checkbox"/>My teaching costs have been reduced. (0%)</p> <p><input type="checkbox"/>My willingness/opportunities to apply for government programs/research projects has been enhanced. (16.67%)</p>
	Provide advice for the village stay	<p>1. Lead student team in village stay → Understand students' problems, needs and resources during village</p>	Improved interpersonal relations	According to the SROI principle of materiality, the outcome was determined to be material and thus included.

	Community visits	<p>stay → Get to know people and resources in rural villages → Increase interactions with village residents</p> <p>2. Lead student team in village stay → Increased work with and understanding of government organizations → Get to know relevant government insiders and personnel → Increased chances for interaction with government officials</p> <p>3. Lead student team in village stay → Increased work with and understanding of government organizations → Get to know program's other corporate sponsors → Increased opportunities for interaction with corporate sponsors</p>	<p>[Subjective feedback] 100% of respondents indicated that their interpersonal relations were indeed enhanced after participating in Rural Up, with a degree of change of 79%.</p> <p>[Objective indicators] <input type="checkbox"/> I better understand the community and residents. (100%) <input type="checkbox"/> I better understand the SWCB and its business/projects. (100%) <input type="checkbox"/> Increased opportunities for interaction with other enterprises/committee members (100%) <input type="checkbox"/> I gained networking resources (50%)</p>
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Communities	Village stay proposal actual outputs	<ol style="list-style-type: none"> 1. Students make and implement plans → Environmental improvement → Implement community environment beautification → Spaces are beautified → Reduction in dirt and mess → Reduction in dirt and mess 2. Students make and implement plans → Environmental improvement → Unused public space improved → Increased public space for community use → Reduction in dirt and mess 3. Students make and implement plans → Environmental improvement → Landscape art design → Gain special 	Community environment becomes clean	<p>According to the SROI principle of materiality, the outcome was determined to be material and thus included.</p> <p>[Subjective feedback] 100% of respondents and the questionnaire indicated that they felt the community environment become clean due to the students' involvement, with a degree of change of 75%.</p> <p>[Objective indicators]</p> <ul style="list-style-type: none"> □ Students beautified the community space during their village stay and made the community environment a cleaner place. (54.5%) □ Students applied what they had learned to rejuvenate agricultural waste and reduce trash in the community. (27.2%)
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		<p>landmarks/landscapes → Reduction in dirt and mess</p> <p>4. Students make and implement plans → Environmental improvement → Old houses improved → Fewer scenes of dilapidated old houses → Reduction in dirt and mess</p> <p>5. Students make and implement plans → Environmental improvement → Agricultural waste removed → Reduction in dirt and mess</p>		
	Village stay proposal actual outputs	<p>1. Students make and implement plans → Local culture facilitation → Local culture and history investigation → Local</p>	Enhanced community prestige and favorable image	<p>According to the SROI principle of materiality, the outcome was determined to be material and thus included.</p> <p>[Subjective feedback]</p>

		<p>culture and story promotion → Community-related publications → More people know community's story</p> <p>2. Students make and implement plans → Environmental improvement → Landscape art design → Gain special landmarks/landscapes → Space attracts many out-of-towners → More people know the community's story</p> <p>3. Students make and implement plans → Environmental improvement → Old houses improved → Fewer scenes of dilapidated old houses → Gain additional usable space after cleaning up unused old houses →</p>	<p>Both 100% of respondents and the questionnaire indicated that they felt the enhancement of community prestige and favorable image due to the student's involvement, with a degree of change of 58%.</p> <p>[Objective indicators]</p> <ul style="list-style-type: none"> □Students beautified community spaces during their village stay, attracting more tourists to visit the community and participate in relevant events. (63.6%) □Students designed installation art during their village stay, beautifying the community and attracting visitors. (54.5%) □Students designed DIY products and relevant itineraries during their village stay to add value to/establish community management models. (54.5%) □Students promoted community affairs during their village stay,
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		<p>Space attracts many out-of-towners → More people know the community's story</p> <p>4. Students make and implement plans → Local Tourism development → Design brochures, design experiential activities, develop itineraries and local souvenirs, industrial promotion activities → Attract out-of-towners to visit → More people know the community's story</p>		<p>helping more community events and products be known to more people. (45.5%)</p> <p>□More travelers/communities/organizations have gotten to know our community. (45.5%)</p> <p>□More travelers/communities/organizations have come to the community to interact with us. (27.3%)</p>
	Village stay proposal actual outputs	<p>1. Students make and implement plans → New technology application → Find technologies that can be applied in rural villages → Threshold to technology lowered → Reduced trial and error costs after</p>	Increased community income	<p>According to the SROI principle of Do Not Over-claim, only the stated actual amount of the economic beneficiary's income was calculated.</p> <p>[Subjective feedback]</p> <p>All of the respondents and the questionnaire indicated that the</p>

		<p>introduction of technology</p> <p>2. Students make and implement plans → Local Tourism development → Design brochure, design experiential activities, develop itineraries and local souvenirs → Attract out-of-towners to visit → Establish management models</p> <p>3. Students make and implement plans → Agri-business development → Develop local produce and products, design packaging, develop agricultural products that are locally grown and processed, transform production methods → Industrial promotion activities → Conduct marketing via fairs</p>	<p>community income actually increased due to the student's involvement.</p> <p>[Objective indicators]</p> <p>□The community gained souvenir products as a result, which were actually sold to increase income. (27.7%)</p> <p>□The community gained itineraries/value-added itinerary activities, and visitors actually came to the community; the community thus gained income. (36.3%)</p>
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		or the Internet → Establish management models		
	Village stay proposal actual outputs	<ol style="list-style-type: none"> 1. Students make and implement plans → Social work → Communicate with key group in community → Care for the elderly; help children with homework and keep them company after school → Increased interaction between community members → People can feel that everyone is making an effort for the community 2. Students make and implement plans → Social work → Hold community events and festivals → Increased interaction between community members → People can feel 	Enhanced community cohesion.	<p>According to the SROI principle of materiality, the outcome was determined to be material and thus included.</p> <p>[Subjective feedback] 100% of respondents and the questionnaire indicated that they felt the enhanced community cohesion due to the students' involvement, with a degree of change of 75%.</p> <p>[Objective indicators]</p> <ul style="list-style-type: none"> □Community residents are more willing to participate in community activities; number of participants increased. (54.5%) □Community residents are willing to serve as community volunteers, working together to address community affairs. (81.8%) □Community residents feel pride as

		<p>that everyone is making an effort for the community</p> <p>3. Students make and implement plans → Requires community to work together for success → Achieve a goal together → Experience sense of achievement after achieving goal → Facilitates willingness to achieve next common goal → People can feel that community can change due to everyone's joint effort</p>		and identification with the community. (45.4%)
	Community visits	<p>Government officials pay direct visits to the community. → Government officials have a deeper understanding of community issues. → Government officials are able to provide suggestions/assistance.</p>	Increased opportunities for obtaining resources	<p>According to the SROI principle of materiality, the outcome was determined to be material and thus included.</p> <p>[Subjective feedback]</p> <p>100% of respondents and the questionnaire indicated that they felt</p>

		<p>→ Government officials have a concrete impression and understanding of the local area</p> <p>→ Gain advantages when proposing relevant projects</p>		<p>Increased opportunities for obtaining resources due to the students' involvement, with a degree of change of 75%.</p> <p>[Objective indicators]</p> <p>☐ There are more links for relevant projects between the community and the SWCB. (54.5%)</p> <p>☐ The community has more connections with other government projects through SWCB matchmaking. (36.4%)</p> <p>☐ The community has more interactions with other communities through interactions with the village stay students. (27.2%)</p>
Community cadres	Village stay proposal actual outputs	<p>Host village stay student teams</p> <p>→ Students make and implement plans → Discuss plans and goals with students</p> <p>→ Understand ideas proposed</p>	Enhanced creativity and management concepts	<p>According to the SROI principle of materiality, the outcome was determined to be material and thus included.</p> <p>[Subjective feedback]</p>

		<p>by students → Learn to internalize new concepts and methods → Accumulate ability and experience to solve similar problems</p>	<p>100% of respondents and the questionnaire indicated that their creativity and management ideas were enhanced due to the students' involvement, with a degree of change of 55%.</p> <p>[Objective indicators]</p> <ul style="list-style-type: none"> □ Gain creative ideas through interactions with students (e.g., value-added methods for produce; environmental improvement methods; technological applications). (67.4%) □ I better understand government plans and goals, through interactions with SWCB officials, and have thus adjusted directions/ideas for community operation. (83.4%) □ Interactions with Rural Up experts and committee members inspired concepts for community management. (33.3%)
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	<p>Village stay proposal actual outputs</p>	<p>Host village stay student teams → Students make and implement plans → Discuss plans and goals with students → Understand ideas proposed by students → Assist students in completing project → Feel respected by students and thus have sense of achievement → Got strong feeling of being needed → Enhanced passion for community affairs</p>	<p>Enhanced passion for service</p>	<p>According to the SROI principle of materiality, the outcome was determined to be material and thus included. [Subjective feedback] Both 100% of respondents and the questionnaire indicated that their passion for service was enhanced due to the students' involvement, with a degree of change of 50%. [Objective indicators] <input type="checkbox"/> Felt a sense of achievement after helping students implement the proposal. (83.5%) <input type="checkbox"/> Willing to do even more for the community. (60.8%) <input type="checkbox"/> Enhanced passion for community affairs (56.5%)</p>
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	<p>Village stay proposal actual outputs</p>	<ol style="list-style-type: none"> 1. Host village stay student teams → Students interact with community residents inside the community → Students from far away help community residents and cadres to interact differently → Some misunderstandings between different community factions are cleared up → Positive interactions created → Community residents interact and get along better 2. Government officials visit community and interact with community residents → Increased work with and understanding of government organizations → Get to know relevant government insiders and personnel → Increased 	<p>Improved interpersonal relations</p>	<p>According to the SROI principle of materiality, the outcome was determined to be material and thus included.</p> <p>[Subjective feedback]</p> <p>Both 100% of respondents and the questionnaire indicated that their interpersonal relations were enhanced due to the students' involvement, with a degree of change of 63%.</p> <p>[Objective indicators]</p> <ul style="list-style-type: none"> <input type="checkbox"/> I get along better with community residents. (33.3%) <input type="checkbox"/> I have enhanced impressions of and trust for students. (63.3%) <input type="checkbox"/> I have enhanced communication and interaction with students. (63.3%)
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		chances for interaction with government officials		
	Community visits	<ol style="list-style-type: none"> 1. Government officials visit community and interact with community residents → Increased work with and understanding of government organizations → Get to know relevant government insiders and personnel → Increased chances for interaction with government officials 2. Government officials visit community and interact with community residents 	Enhanced opportunities to obtain government resources	This “resources obtained” outcome is calculated within the community outcomes; it is thus only used as evidence here.

		<p>→ Increased work with and understanding of government organizations</p> <p>→ Get to know program's other corporate sponsors → Increased opportunities for interaction with corporate sponsors</p>		
	Village stay proposal actual outputs	<p>Host village stay student teams → Need to handle all kinds of student issues and troubles → Daily routine affected in coordination with students' village stay</p>	Causes physical and mental exhaustion	<p>In accordance with the SROI principle of Do Not Over-claim, this negative outcome was included.</p> <p>[Subjective feedback]</p> <p>Some respondents and the questionnaire feedback revealed that their physical and mental health was affected due to the students' involvement, with a degree of change of 17%.</p>
Judges	Village stay proposal	1. Review the village stay proposals submitted by students → Obtain judging	Increased personal income	According to the SROI principle of materiality, the outcome was determined to be material and

	Community visits	<p>fee</p> <p>2. Visit community to understand interactions between students and community → Understand community's actual circumstances → Give professional advice → Obtain judging fee</p>		<p>thus included.</p> <p>[Subjective feedback]</p> <p>Both 100% of respondents and the questionnaire indicated that their income increased due to their participation as Rural Up judges, with a degree of change of 100%.</p> <p>[Objective indicators]</p> <p>☐Actual amount of increased income</p>
	Community visits	<p>1. Visit community to understand interactions between students and community → Understand community's actual circumstances → Give professional advice → I better understand rural villages' actual development status. → Willing to support and purchase local produce</p>	Increased awareness of responsible consumption	<p>According to the SROI principle of materiality, the outcome was determined to be material and thus included.</p> <p>[Subjective feedback]</p> <p>Both 100% of respondents and the questionnaire indicated that their awareness of responsible consumption increased due to their participation as Rural Up judges, with a degree of change of 63%.</p> <p>[Objective indicators]</p> <p>☐Through actual observation, 70% of</p>
	Village-stay	<p>2. Village-stay outcome reports</p>		

		purchase local produce		
	Community visits	<p>1. Visit community to understand interactions between students and community → Understand community's actual circumstances → Give professional advice → I better understand rural villages' actual development status. → Gain knowledge of rural villages' issues in different domains</p> <p>2. Visit community to understand interactions between students and community → Feel students' enthusiasm and input → Witness creativity displayed by different student teams in rural villages → Connect with</p>	Increased interdisciplinary competencies	<p>According to the SROI principle of materiality, the outcome was determined to be material and thus included.</p> <p>[Subjective feedback] Both 100% of respondents and the questionnaire indicated that their knowledge of interdisciplinary fields increased due to their participation as Rural Up judges, with a degree of change of 50%.</p> <p>[Objective indicators] <input type="checkbox"/> I have increased imagination regarding potential development for rural villages and agriculture. (70%) <input type="checkbox"/> Increased opportunities for contact with rural villages and agriculture (50%) <input type="checkbox"/> I have increased willingness to assist in development of rural villages and agriculture. (100%)</p>

	<p>Village-stay outcome reports</p>	<p>students' creativity in various areas and expand competencies in different fields</p> <p>3. Review the village stay outcome reports submitted by students → Feel students' enthusiasm and input → Witness creativity displayed by different student teams in rural villages → Connect with students' creativity in various areas and expand competencies in different fields</p>		
	<p>Outcome exhibition</p>	<p>4. Review students' presentation and displays during outcome exhibition → Feel students' enthusiasm and input → Witness creativity displayed by different student teams in</p>		

		rural villages → Connect with students' creativity in various areas and expand competencies in different fields		
	Community visits	1. Visit community to understand interactions between students and community → Feel students' enthusiasm and commit → Introspect about own work attitudes → Change own work attitudes and ways of doing things	Increased passion for work	<p>According to the SROI principle of materiality, the outcome was determined to be material and thus included.</p> <p>[Subjective feedback] Both 100% of respondents and the questionnaire indicated that they changed their work attitudes and ways of doing things due to their participation as Rural Up judges, with a degree of change of 56%.</p> <p>[Objective indicators] <input type="checkbox"/> I have become more enthusiastic toward my work. (56%) <input type="checkbox"/> Increased intention to lead/teach youth. (80%) <input type="checkbox"/> I am more willing to input time into</p>
	Village-stay outcome reports	2. Review the village stay outcome reports submitted by students → Feel students' enthusiasm and input → Introspect about own work attitudes → Change own work attitudes and ways of doing things		

	Outcome exhibition	3. Review students' presentation and displays during outcome exhibition → Feel students' enthusiasm and commit → Introspect about own work attitudes → Change own work attitudes and ways of doing things		implementation of agriculture/fishing-related issues. (100%)
Corporate sponsors	Presentations Boxes of daily necessities	1. Organizer (SWCB) arranges presentations in different schools → Also promotes corporate sponsors' spirit and content during Rural Up promotion → Students gain corporate sponsors' sense of planning and spirit through promotion events 2. Organizer visits the communities → Provided boxes of daily necessities on behalf of corporate sponsors	Raise corporate prestige	According to the SROI principle of materiality, the outcome was determined to be material and thus included. [Subjective feedback] The interviewee clearly indicated that working with Rural Up increased the number of participants in corporate events. The cooperation was a good way to give back to society, and those businesses received CSR recognition as a result.

	Outcome exhibition	<p>after the visits → Daily necessities boxes contain toiletries and groceries for village stay → Built up product use experience and brand recognition through use → Students gain corporate sponsors' sense of planning and spirit</p> <p>3. Award winning teams → Corporate sponsors take stage to give awards and speeches → All present gain corporate sponsors' sense of planning and spirit</p>		
	Presentations	Organizer (the SWCB) arranges presentations at different schools → Presence of corporate sponsors not necessary, as organizer helps with promotion	Reduction of workload	<p>According to the SROI principle of materiality, the outcome was determined to be material and thus included.</p> <p>[Subjective feedback]</p> <p>The respondents clearly indicated that through working with Rural Up,</p>

		<p>and self-introduction videos → Students need to invite friends to click the Like button and share the videos during screening process → Students introduce Rural Up to friends on social media → Through social media, contact is made with many people who lack rural experience → The public understands the Rural Up spirit and gets to know the SWCB</p> <p>3. Students sign up, then submit village stay proposals and self-introduction videos → Village-stay proposals and videos are placed on official website for public viewing → The public understands the Rural Up spirit and gets to know the</p>	<p>has been widely recognized with numerous awards from all sectors of society for its effectiveness and design.</p> <p>[Objective indicators]</p> <ul style="list-style-type: none"> □ Increased number of times the Rural Up successes were shared externally (63 videos were shared 7291 times and liked 45,546 times) □ Increased number of times reported on by media: 104 times □ Students/community/general public have a better understanding of public sector's work/relevant duties (55.36%) □ Students/community/general public are more willing to interact with public sector (63.2%) □ Students/community/general public have a more favorable impression toward public sector (84.6%)
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		<p>with Community cadres → Student teams feel that counselors are able to solve many communication problems → Students feel that government has smooth communication with rural villages, showing that government is able to have good relationships with people</p> <p>6. Students make and implement plans → Encounter many problems during plan implementation → If students seek assistance from counselors, they usually get a response → Counselors provide relevant resources within the scope of their service → Student teams feel that counselors are able to solve</p>		
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	Community visits	<p>many practical problems → Students feel that government has great understanding of rural village issues, indicating that government has good grasp of rural villages' real circumstances</p> <p>7. Visit community to understand interactions between students and community → Student teams report village stay status to visiting government officials → Government officials offer suggestions or directions from which to seek resources → Student teams feel that government is able to solve many practical problems → Students feel that government has great</p>		
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	<p>Village-stay outcome reports</p> <p>Outcome exhibition</p>	<p>understanding of rural village issues, indicating that government has good grasp of rural villages' real circumstances</p> <p>8. Following village stay, students submit village stay outcome reports and videos → Village stay outcome reports and videos are placed on official website for public viewing → Students also introduce Rural Up to friends → Access to many people who lack rural experience through social media → The public understands the Rural Up spirit and gets to know the SWCB</p> <p>9. Student teams, school teachers, corporate sponsors, the press and</p>		
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		<p>general public attend outcome exhibition → Student teams illustrate and present village stay outcomes → Most participants feel that students' results are spectacular, and they exhibit great enthusiasm → Feel that Rural Up is meaningful → Feel that government is indeed able to solve rural village issues through policies</p> <p>10. Student teams, school teachers, corporate sponsors, the press and general public attend outcome exhibition → Student teams report and present village stay outcomes → Feel that venue is grand and solemn</p>		
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		<p>→ Feel that organizer takes competition very seriously</p> <p>→ Feel that government takes issues in youth returning to rural villages very seriously</p>		
	Village stay proposal actual outputs	<p>1. Students make and implement plans → Encounter many problems during plan implementation</p> <p>→ If students seek assistance from counselors, they usually get a response</p> <p>→ Counselors provide relevant resources within the scope of their service → Bring in resources from other departments → Through student teams, cross-department resources are integrated and put into practice in communities</p>	Improved efficiency for cross-department resource integration	<p>According to the SROI principle of materiality, the outcome was determined to be material and thus included.</p> <p>[Subjective feedback]</p> <p>The Rural Up community visits enabled the SWCB to more directly understand the rural villages' issues and needs. As our colleagues (counselors) were present on-site, they could directly integrate different needs, thus reducing time for joint investigation and verification by different divisions.</p>

	Community visits	2. Visit community to understand interactions between students and community → Student teams report village stay status to visiting government officials → Government officials offer suggestions or directions from which to seek resources → Bring in resources from other departments → Through student teams, cross-department resources are integrated and put into practice in communities		
SWCB employees	Village stay proposal actual outputs	1. Serve as a counselor → Counsel and assist village stay student team → Give student team advice on project implementation →	Improved interpersonal relations	According to the SROI principle of materiality, the outcome was determined to be material and thus included. [Subjective feedback]

		<p>Share work experiences in solving rural village problems → Get to know student team and team-leading teacher</p> <p>2. Serve as a counselor → Counsel and assist village stay student team → Give student team advice on project implementation → Share work experiences in solving rural village problems → Get to know student team and team-leading teacher → Be able to ask other counselors' advice if unable to solve problems → Improved interaction with cross-department colleagues → Improve awareness of and positive feelings for others</p>		<p>Both 100% of the respondents and the questionnaire indicated that their interpersonal relations were improved due to their participation as Rural Up counselors, with a degree of change of 50%.</p> <p>[Objective indicators]</p> <ul style="list-style-type: none"> ☐ Improved interaction and communication with students (90.9%) ☐ Improved interaction and communication with the community (45.5%) ☐ Improved interaction and communication with colleagues from other divisions (72.7%)
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	<p>Village stay proposal actual outputs</p>	<ol style="list-style-type: none"> 1. Serve as a counselor → Counsel and assist village stay student team → Give student team advice on project implementation → Share work experiences in solving rural village problems → Feel students' enthusiasm and input → Feel needed due to student team's dependence → Introspect about own work and attitudes toward it → Change own work attitudes and ways of doing things 2. Serve as a counselor → Counsel and assist village stay student team → Give student team advice on project implementation → Share work experiences in solving rural village problems → Feel students' 	<p>Increased passion for work</p>	<p>According to the SROI principle of materiality, the outcome was determined to be material and thus included.</p> <p>[Subjective feedback] All of the respondents and the questionnaire indicated that their passion for work was enhanced due to their participation as Rural Up counselors, with a degree of change of 55%.</p> <p>[Objective indicators]</p> <ul style="list-style-type: none"> □ Feel students' enthusiasm and input (90.9%) □ Introspect about own work and attitudes toward it (45.5%) □ Change own work attitudes and ways of doing things (27.3%) □ Adjust project implementation roles and methods (27.3%) □ Implemented plans/business in more smooth, efficient ways (27.3%)
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		<p>enthusiasm and input → Feel needed due to student team's dependence → Hope to help students understand that they are capable of solving problems → Actively seek understanding of cross-department skills and resources → Show more proactive work attitude</p>		
	Village stay proposal actual outputs	<p>Serve as a counselor → Counsel and assist village stay student team → Give student team advice on project implementation → Student team encounters problems → Need to spend extra time communicating with student team and showing them the way → Increased physical and mental burden when</p>	Increased physical and mental pressure	<p>In accordance with the SROI principle of Do Not Over-claim, this negative outcome was included. [Subjective feedback] Some of the respondents and feedback from the questionnaire indicated that they experienced more physical and mental pressure due to their participation as Rural Up counselors, with a degree of change</p>

		encountering difficult problems		of 30%. [Objective indicators] <input type="checkbox"/> Spent a lot of time communicating with the community (18.2%) <input type="checkbox"/> Spent a lot of time communicating with case officers/colleagues (9.0%) <input type="checkbox"/> Felt heavier workload during process (18.2%) <input type="checkbox"/> Adjusted project implementation roles and methods and thus increased own work efficiency (18.2%)
Other government departments	Village stay proposal actual outputs	1. Students stay in village → Implement proposal → Lack of knowledge, technology and resources → Actively seek external knowledge and resources → Discover that other government divisions also provide supplementary resources → Students	Enhanced policies promotion efficiency	According to the SROI principle of materiality, the outcome was determined to be material and thus included. [Subjective feedback] The Ministry of Education representative responded in the interview that they were able to make contact with many outstanding student teams through Rural Up; the

		<p>address lack of resources by applying for subsidy programs from other organizations → Authority concerned gains good implementation teams, and smoothly promotes business → Reduced waste of government resources → Enhanced policies promotion efficiency</p>		<p>student teams were perfect for the Ministry's goals, and indeed led and were in line with its policies.</p>
	<p>Village stay proposal actual outputs</p>	<p>Students stay in village → Implement proposal → Proposal content happens to align with other government division's primary policies → Complete project smoothly; output outcomes recognized by community → Through student participation in Rural Up, understand how to explain connections between</p>	<p>Enhanced public recognition of the policies</p>	<p>According to the SROI principle of materiality, the outcome was determined to be material and thus included. [Subjective feedback] The creative methods proposed by the 20 student teams became concrete success stories for the Ministry's policy promotion, which suggests that the implemented Rural Up proposals can indeed be used as</p>

		<p>implemented proposals and government policies → Promote policies through specific examples → Enhanced public recognition of the policies</p>		<p>examples for promoting the Ministry's policies.</p>
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(II) Financial proxy

We discussed valuation methods (financial proxies) for all outcomes with stakeholders in open and diverse ways. We also referred to relevant literature and met with experts and committee members for discussion, aiming to determine the optimal form of value conversion for each stakeholder group. After stakeholder engagement, we discovered that the Proxy Analogical Method was most easily understood and accepted by the stakeholders, while some of the outcomes were able to be converted from directly induced value and cost. We therefore used the Proxy Analogical Method and the Cost Valuation Method to design questionnaire questions about outcome-value conversion. We found one to four financial proxies or value ranges for each outcome, and provided one open-ended option that allowed stakeholders to provide a subjective value that most closely matched how they themselves valued the outcome. Finally, in order to avoid biased outcomes due to the choices of specific stakeholders, we calculated the outcome values given by different stakeholder groups with a weighted average. In addition, in the questionnaire and interview, we also asked each stakeholder to sort the outcomes according to the order of materiality, in order to validate whether the selected financial proxies really reflect the relative importance of each outcome in their minds. If there was any inconsistency, interviews were held to determine the reasons and amend the conclusion. For more details regarding the reference sources for each outcome's financial proxies and values, please refer to Table 8.

Table 8 List of sources for each outcome's financial proxies and values

Stakeholder	Outcomes	Financial proxy	Source
Students	Improved interpersonal relations	One-time cost of a commercially available interpersonal relations course	Asia Learning - Workplace Interpersonal Relations and Communication Training Course http://www.asia-learning.com/course/itemlist/85199 The Dale Carnegie Course Immersion Seminar https://www.carnegie.com.tw/course-for-personal-development-3Dale.php
	Improved self-identity and self-validation	One-time cost of a commercially available self-confidence course	Mr. P Confidence Coaching http://www.lovemrp.com/confidence-course.html
	Clarified career planning and goals	Average monthly salary of 6-month internship	Job Bank survey https://university.1111.com.tw/zone/university/discussTopic.asp?cat=University&id=137023
	Improved knowledge of agriculture/fishing	Average monthly salary of 2-month internship	Job Bank survey https://university.1111.com.tw/zone/university/discussTopic.asp?cat=University&id=137023
	Enhanced awareness of social care	Tuition for one semester, two credit-hour general education course on agricultural topics	University credit tuition http://iweb.ntnu.edu.tw/aa/tuition/105_stu_pay_std.pdf

Communities	Enhanced community prestige and favorable image	Public sector program - annual Rejuvenation of Rural Villages and Related Industries subsidy	Soil and Water Conservation Bureau, Council of Agriculture, Executive Yuan https://www.swcb.gov.tw/Laws/laws_more?id=7708a510eec344a48e6116feac8d8e12
	Community environment becomes clean	Labor costs to clean up community environment	ROC minimum wage/minimum hourly rate https://zh.wikipedia.org/zh-tw/%E4%B8%AD%E8%8F%AF%E6%B0%91%E5%9C%8B%E5%9F%BA%E6%9C%AC%E5%B7%A5%E8%B3%87
	Enhanced community cohesion.	One-time cost of an activity about neighborhood relationships	Neighborhoods/community activity execution subsidies https://wwwws.gov.taipei/Download.ashx?u=LzAwMS9VcGxvYWQvMzIwL3JlbGZpbGUvMTQwNjcvNzk4NjUoOS9iN2Y1M2IzMm1mMjEyLTRjNmItODc2YyoxYmU4ZmJlMzNiOTUucGRm&n=MTA45bm056ysMeasoemHjOmEsOacg%2BitsOiomOmMhC5wZGY%3D&icon=..pdf
	Increased opportunities for obtaining resources	Average amount of public sector subsidies applied for by community annually	Soil and Water Conservation Bureau, Council of Agriculture, Executive Yuan https://www.swcb.gov.tw/Laws/laws_more?id=7708a510eec344a48e6116feac8d8e12
	Increased	Actual increase in community income	Stakeholder interview feedback

	community income		
Community cadres	Enhanced creativity and management concepts	One-time cost of a commercially available management course	http://www.chiayi.gov.tw/Manasystem/Files/sexstars_plan/20060217165300.pdf
	Improved interpersonal relations	Average annual cost of banquet meetings and community activities	Government-subsidized community activities https://sa.hl.gov.tw/files/15106981362,c75161.php
	Enhanced passion for service	Community awards	Stakeholder interview feedback
	Causes physical and mental exhaustion	Consolation money to compensate for fatigue	Stakeholder interview feedback
Team-leading teacher	Enhanced teacher competencies	Average of budgets to teach a USR community interaction course and to implement a government academia-industry research project	https://www.ntu.edu.tw/about/doc/ntu_hesp.pdf
	Improved interpersonal relations	Average of costs to participate in academia-industry cooperative activity, participation in USR community course	Stakeholder interview feedback

		and implement small government projects	
	Obtain teaching-related resources	Average subjective value willingly paid	Stakeholder interview feedback
Judges	Increased personal income	Actual increase in income	Stakeholder interview feedback
	Increased passion for work	Costs to participate in local culture/agriculture/environment/production and marketing project	Budget Standards for Research Projects Commissioned by Ministry of the Interior gls.moi.gov.tw/Download.ashx?FileID=9
	Increased interdisciplinary competencies	Budget for local culture/agriculture/environment/production and marketing project undertaken by public sector	https://www.swcb.gov.tw/Laws/laws_more?id=7708a510eec344a48e6116feac8d8e12
	Increased awareness of responsible consumption	Average amount paid annually for responsible consumption of local agricultural/fishing products	Stakeholder interview feedback
Corporate sponsors	Raise corporate prestige	Annual budget for campus presentations and promotions	Stakeholder interview feedback
	Reduction of workload	Actual labor cost savings	Stakeholder interview feedback

SWCB employees	Improved interpersonal relations	Average annual expense/budget for banquets and visits	Stakeholder feedback from interviews/questionnaire
	Increased passion for work	Bonuses received	Stakeholder feedback in interviews/questionnaire
	Increased physical and mental pressure	Consolation money to relieve physical and mental pressure	Stakeholder feedback from interviews/questionnaire
SWCB	Enhanced public recognition of the organizer	Publicity expense necessary to achieve same effect	Stakeholder interview feedback
	Improved efficiency for cross-department resource integration	Cost savings of reduced joint investigation and verification	Stakeholder interview feedback
Other government departments	Enhanced public recognition of the policies	Advertising and promotion expenses	Stakeholder interview feedback
	Enhanced policies promotion	Expense to apply internal resources	Stakeholder interview feedback

	efficiency		
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(III) Impact factors and uncertain factors

To prevent exaggeration of the impact, in addition to the four SROI impact factors, we also took into account and analyzed several uncertain factors, which we will elaborate upon below.

1. Description of impact factors

Impact Factors	Description
Deadweight	This refers to the percent likelihood of changes and outcomes occurring regardless of the implementation of a project; in short, it is the chance of the outcomes happening even if the project had not taken place.
Displacement	This refers to the proportion to which the outcome of the project only came about because problems were transferred to other places.
Attribution	This refers to the proportion of changes and outcomes brought about by this project that were the result of the contributions from other factors; in short, it is the chance that one cannot claim credit for the occurrence of the outcome.
Drop-off	This refers to the rate at which the effects of the outcome diminish over time; in short, it is the rate at which benefits of the outcome decrease year by year.

During our contact with stakeholders through assessment and surveys, we found that stakeholders had limited understanding of the four impact factors. Therefore, we verified stakeholders' understanding of and feedback regarding the four impact factors through three phases:

- a. Preliminary understanding from interviews: We had a preliminary discussion with stakeholders regarding the concept of impact factors, in order to help them understand what the factors connote. We also discussed circumstances external to the program, and their degrees of impact, with stakeholders.
- b. Verification of questionnaire data and effect of impact factors: We designed the questionnaire based on the data gathered from interviews, and included examples of impact factors that stakeholders would be able to understand in the questionnaire. Stakeholders were able to easily answer the questions regarding the extents of the impact factors by choosing from the four scales and one open-ended option, as per Appendix 2.
- c. Data verification through interviews: In order to avoid biased results due to the choices of specific stakeholders, we calculated the data we received from the questionnaire as a weighted average to faithfully show how each stakeholder group felt about the four impact factors. In fact, when we collected and analyzed the questionnaires, we discovered that there was not much difference in feedback between this program's stakeholders belonging to the same group. Moreover, we also randomly selected 2-3 stakeholders from various groups to verify the data. We thus confirmed that the calculated results were in accordance with the true feelings of that group's stakeholders.

2. Description of uncertain factors

Stakeholder	Analysis of stakeholder feedback	Adjustment description
Students	<p>In general, students reported that if they had not participated in this program, there would still have been ample opportunities for them to achieve these outcomes, while some other factors also contributed to the outcomes during the same time period. Therefore, almost all outcomes were high in both deadweight and attribution factors, which were low only for the “a more favorable impression toward public sector” outcome. As it was found that students had few other opportunities to contact with and get to know the public sector during their school years, this outcome, therefore, was low, in accordance with actual situation.</p> <p>As for displacement factors, students reported that this program's outcomes did not affect other outcomes or cause any crowding-out effect, and therefore the displacement was 0% for all outcomes. This feedback reflected the actual situation. However, to avoid the risk of exaggeration, we still included it within the sensitivity analysis.</p> <p>Finally, as for the drop-off factor, from students’ feedback, all outcomes diminished over time. It was found and verified that most of the outcomes were cognitive, and that they indeed declined over time. The proportion of such feedback was thus verified as reflecting the actual situation¹⁴.</p>	The displacement factor was included within the sensitivity analysis.

¹⁴ Kao, Fang-Yi (2018). “Rural Up!”: A Study on the Sustainable Attitudes and Cognition of Native and Non-native College Students—Two Groups Resided in the Rural Villages of Penghu County as Examples. Master Thesis, Master of Department of Social and Regional Development, National Taipei University of Education.

Communities	<p>The Community cadres' responses regarding overall community change and outcomes were based on their understanding and perspectives. Overall, the community outcomes had relatively high deadweight factors. It was found that overall community change through this program could most likely have been achieved through other government projects or resources, and there were also other factors that contributed to the outcomes. The attribution factor was low only for "received labor support; decreased community work workload" and "enhanced community cohesion" outcomes, since few other resources or factors contributed to these two outcomes during the same time period.</p> <p>As for displacement factors, Community cadres clearly reported that this program's outcomes for the communities did not affect other outcomes or cause any crowding-out effect, and therefore the displacement was 0% for all outcomes. This feedback reflected the actual situation. However, to avoid the risk of exaggeration, we still included it within the sensitivity analysis.</p> <p>Finally, as for the drop-off factor, from the feedback of Community cadres, all community outcomes diminished over time¹⁵. After field visits and interaction with community residents, the proportion of such feedback showing this outcome decline was thus verified as reflecting the actual situation.</p>	The displacement factor was included within the sensitivity analysis.
Community cadres	The Community cadres' responses regarding the effect of impact factors were based on actual personal outcomes. There was some percentage of deadweight factor for most	<ul style="list-style-type: none"> ▪ Adjustment to the deadweight

¹⁵ Lai, Ya-Hsin (2016). *The Responsive Evaluation of "College Students-in-Residence Rural Village Competition"*. Master Thesis, Master's Program of landscape and recreation, National Chung Hsing University.

<p>outcomes. However, the deadweight percentage was relatively high only for the “causes physical and mental exhaustion” outcome. The Community cadres reported that if there had not been such a program, this outcome would not have resulted at all. After verification with the Community cadres, if there had not been such a program, the “causes physical and mental exhaustion” outcome might still have happened, although possibly to different extents and with different feelings. To address this finding, we slightly adjusted the deadweight factor for the “causes physical and mental exhaustion” outcome from 0% to 10% to avoid exaggeration of the final calculated values.</p> <p>In addition, the attribution factor rates were high for all the outcomes, according to the feedback of Community cadres. We found that the Community cadres had other projects, resources and activities during the same time period that could have contributed to the outcomes harvested in this program. This outcome was thus verified as reflecting the actual situation.</p> <p>As for displacement factors, Community cadres responded with certainty that the outcomes of this program did not affect other outcomes or cause any crowding-out effect, and therefore the displacement was 0% for all outcomes. This reflected the actual situation. However, to avoid the risk of exaggeration, we still included it within the sensitivity analysis.</p> <p>Finally, as for drop-off factors, the Community cadres gave feedback that all of the outcomes for the community diminished over time. Following the discussion with Community cadres, we validated that such drop-off proportion reflected the actual situation.</p>	<p>proportion of the “causes physical and mental exhaustion” outcome (0% → 10%)</p> <ul style="list-style-type: none"> ▪ The displacement factor was included within the sensitivity analysis.
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<p>Team-leading teacher</p>	<p>As the outcomes for team-leading teacher were low in deadweight, we sought to further understand the “enhanced teacher competencies” outcome. We found that the interaction between college/university teachers and students was not as frequent or close as that with junior and senior high school students. In addition, with fewer opportunities to serve as homeroom teachers, college/university teachers did not have much chance to actually get to know their students. Therefore, the teacher advisors all gave feedback that this outcome was relatively low in deadweight.</p> <p>Moreover, the outcomes reported by team-leading teacher were high in attribution because the teachers might be implementing other projects and competitions during the same time period. Therefore, the outcomes achieved could have been made possible by contributions from other factors.</p> <p>As for displacement factors, team-leading teacher responded with certainty that the outcomes of this program did not affect other outcomes or cause any crowding-out effect, and therefore the displacement was 0% for all outcomes. This reflected the actual situation. However, to avoid the risk of exaggeration, we still included it within the sensitivity analysis.</p> <p>Finally, as for drop-off factors, the team-leading teacher gave feedback that all of the outcomes for the community diminished over time. Following the discussion with team-leading teacher, we validated that such drop-off proportion reflected the actual situation.</p>	<p>The displacement factor was included within the sensitivity analysis.</p>
<p>Judges</p>	<p>The outcomes reported by the Judges were high in deadweight, because these Judges had a certain amount of resources and relevant opportunities of their own pertaining to</p>	<p>The displacement factor was included</p>

	<p>agricultural/fishing topics or domains. Therefore, even if they had not served as Rural Up judges, they would have many opportunities to achieve these outcomes.</p> <p>Feedback regarding the attribution proportion was also high for this group. Through an in-depth exploration, we found that the Judges also participated or served as judges in many other similar events or programs.</p> <p>Also, as for displacement factors, Judges responded with certainty that the outcomes of this program did not affect other outcomes or cause any crowding-out effect, and therefore the displacement was 0% for all outcomes. This reflected the actual situation. However, to avoid the risk of exaggeration, we still included it within the sensitivity analysis.</p> <p>And in terms of drop-off factors, the Judges gave feedback that all of the outcomes for the community diminished over time. Following the discussion with Judges, we validated that such drop-off proportion reflected the actual situation.</p>	<p>within the sensitivity analysis.</p>
<p>Corporate sponsors</p>	<p>The corporate sponsors reported that their outcomes were low in deadweight, as they did not have other opportunities or channels that would allow them access to campuses where they could make contact with youth students. Also in this program, the cooperation could have achieved the same effects without providing any labor at all. Thus, their reported deadweight for relation reduced workload during this time period was 0%. Following in-depth discussion with relevant stakeholders about the “reduction of workload” outcome, we found that some other government department programs were being promoted and presented on school campuses; corporate sponsors thus had some other opportunities to work with the public sector. To address this finding, we slightly</p>	<ul style="list-style-type: none"> ▪ Adjustment to the deadweight proportion of the “reduction of workload” outcome (0% → 10%) ▪ Adjustment to the attribution

	<p>adjusted the deadweight in relation to the “reduction of workload” outcome from 0% to 10% to avoid over-claiming in the final calculated values.</p> <p>As for attribution factors, corporate sponsors reported that there were no contributions from other factors. Following in-depth discussion with stakeholders about the “Raise corporate prestige” outcome, we found that the corporate sponsors had prepared some promotional/marketing materials in advance for the organizer to use. To address this finding, we slightly adjusted the deadweight in relation to the “Raise corporate prestige” outcome from 0% to 10% to avoid over-claiming in the final calculated values.</p> <p>As for displacement factors, corporate sponsors responded with certainty that the outcomes resulting from this program would not affect other outcomes or cause any crowding-out effect; the displacement was therefore 0% for all outcomes. Following in-depth exploration of how stakeholders used the sponsorship funding, we found that even if the corporations had not sponsored this program, the funding would still have been used for corporate marketing and promotion, which could also have the outcome of Raise corporate prestige. This reflected the actual situation. However, to avoid the risk of exaggeration, we still included it within the sensitivity analysis.</p> <p>As for drop-off factors, corporate sponsors reported that the outcomes would only last for one year, so there was no feedback regarding the drop-off proportion.</p>	<p>proportion of the “Raise corporate prestige” outcome (0% → 10%)</p> <ul style="list-style-type: none"> ▪ The displacement factor was included within the sensitivity analysis.
SWCB employees	SWCB employees gave feedback that the outcomes all had some degree of deadweight, attribution and drop-off. After gaining a better understanding of	The displacement factor was included

	<p>stakeholders, we validated that the reported proportions of these factors reflected the actual situation.</p> <p>Also, as for displacement factors, SWCB employees responded with certainty that the outcomes of this program did not affect other outcomes or cause any crowding-out effect, and therefore the displacement was 0% for all outcomes. This reflected the actual situation. However, to avoid the risk of exaggeration, we still included it within the sensitivity analysis.</p>	<p>within the sensitivity analysis.</p>
<p>SWCB</p>	<p>An SWCB official gave feedback from an organizational perspective on the extent of impact factors for the SWCB's outcomes. The feedback was that there was a very low deadweight factor, while there was no attribution. Following an in-depth exploration, it was found that all of the SWCB outcomes were achieved due to implementation/promotion of Rural Up. Therefore, the outcomes were not achieved from external disruptions or contributions during the same time period.</p> <p>As for displacement factors, the SWCB reported that there were no other effects that would change the outcomes or crowding-out effects. Therefore, the attribution for all the outcomes was 0%. After further discussion and validation of this feedback with stakeholders, we found that even if the SWCB grant had not been spent on Rural Up, it would have been used for other programs or promotions. Even if the money had been applied elsewhere, however, we believe that its final outcome was reflected in terms of “Enhanced public recognition of the organizer” and “Improved efficiency for cross-department resource integration”. To address this finding, we adjusted the displacement ratios for the “Enhanced public recognition of the organizer” and “Improved efficiency for</p>	<ul style="list-style-type: none"> ▪ Adjustment to the displacement ratios for the “Enhanced public recognition of the organizer” and “Improved efficiency for cross-department resource integration”

	<p>cross-department resource integration” outcomes from 0% to 10%, and we additionally included them within the sensitivity analysis.</p> <p>As for drop-off factors, the SWCB reported that the outcomes would only last for one year, so there was no feedback regarding the drop-off proportion.</p>	<p>outcomes (0% → 10%)</p>
<p>Other government departments</p>	<p>Other government departments reported that their outcomes had high rates of deadweight, because there were many other programs and activities through which the sponsored teams and students could accumulate experience that would still have the effect of concretely getting the sponsors’ policies out into the public sphere and helping the public understand the departments’ administrative procedures. Other government departments also had their own administrative procedures and work content for external promotion and internal optimization. Moreover, the sponsorship recipients also participated in or implemented other government departments’ programs or activities during the same time period. Therefore, in terms of attribution factors, there were other factors that contributed the outcomes for this group.</p> <p>As for displacement factors, since other government departments did not input relevant resources into this program, their outcomes were passively achieved due to spillover effects. Other government departments also responded with certainty that this program’s outcomes would not affect other outcomes or cause any crowding-out effect. The displacement was therefore 0% for all these outcomes. This reflected the actual situation. However, to avoid the risk of exaggeration, we still included it within the sensitivity analysis.</p>	<p>The displacement factor was included within the sensitivity analysis.</p>

	As for drop-off factors, other government departments reported that the outcomes would only last for one year, so there was no feedback regarding the drop-off proportion.	
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D. SROI Calculation

I. Results

Stakeholder		Outcomes	Number of Changes ¹⁶	Duration (Year)	Valuation of outcome (NT\$)	Value of outcome after deductions ¹⁷			
Name	Total number of stakeholder/unit					Discount rate (%)		1.047% ¹⁸	
						Year 1 (post-activity)	Year 2	Year 3	Year 4
Students	168	Improved interpersonal relations	140	2.37	16,000	469,163	333,150	236,569	0
		Improved self-identity and self-validation	142	2.56	12,000	287,310	200,091	139,349	0
		Clarified career planning and goals	136	2.04	136,176	4,390,749	2,715,332	1,679,218	0

¹⁶ We sought to understand those stakeholders who did not report the change in their feedback, where they all reported that they were not especially impressed or influenced by the program. We discovered that some of the stakeholders had already had similar experiences before the program. Be that as it may, these stakeholders still gave positive feedback regarding the implementation of the program.

¹⁷ We adjusted the value of impacts in line with the outcomes derived after the four impact factors.

¹⁸ The discount rate used in this report is the three-year interest rate for fixed deposits offered by Chunghwa Post, as of January 2018.

Stakeholder		Outcomes	Number of Changes ¹⁶	Duration (Year)	Valuation of outcome (NT\$)	Value of outcome after deductions ¹⁷					
Name	Total number of stakeholder/unit					Discount rate (%)		1.047% ¹⁸			
						Year 1 (post-activity)	Year 2	Year 3	Year 4		
		Improved knowledge of agriculture/fishing	135	2.75	45,392	1,254,146	799,211	509,301	0		
		Enhanced awareness of social care	159	2.62	2,780	86,593	58,868	40,020	0		
Communities	20	Enhanced community prestige and favorable image	12	1.50	220,000	1,069,444	623,843	0	0		
		Community environment becomes clean	15	0.70	96,000	420,000	0	0	0		
		Enhanced community cohesion	15	0.90	100,000	773,438	0	0	0		
		Increased opportunities for obtaining resources	11	1.38	200,000	366,667	305,556	0	0		
		Increased community income	1	1.00	150,000	37,500	0	0	0		

Stakeholder		Outcomes	Number of Changes ¹⁶	Duration (Year)	Valuation of outcome (NT\$)	Value of outcome after deductions ¹⁷					
Name	Total number of stakeholder/unit					Discount rate (%)		1.047% ¹⁸			
						Year 1 (post-activity)	Year 2	Year 3	Year 4		
Community cadres	40	Enhanced creativity and management concepts	22	1.75	2,927	16,767	8,384	0	0		
		Improved interpersonal relations	25	0.75	600	4,688	0	0	0		
		Enhanced passion for service	20	1.25	8,333	31,250	23,438	0	0		
		Causes physical and mental exhaustion	8	0.5	(2,500)	(4218.75)	0	0	0		
Team-leading teacher	20	Enhanced teacher competencies	13	2.25	34,167	194,323	170,033	148,778	0		
		Improved interpersonal relations	13	2.08	6,167	26,026	23,857	21,869	0		
		Obtain teaching-related resources	12	1.92	10,500	22,750	17,063	0	0		

Stakeholder		Outcomes	Number of Changes ¹⁶	Duration (Year)	Valuation of outcome (NT\$)	Value of outcome after deductions ¹⁷					
Name	Total number of stakeholder/unit					Discount rate (%)		1.047% ¹⁸			
						Year 1 (post-activity)	Year 2	Year 3	Year 4		
Judges	10	Increased personal income	1	1	262,500	262,500	0	0	0		
		Increased passion for work	10	4	103,750	97,266	72,949	54,712	41,034		
		Increased interdisciplinary competencies	10	4	73,000	91,250	79,844	69,863	61,130		
		Increased awareness of responsible consumption	10	4	58,875	73,594	64,395	56,345	49,302		
Corporate sponsors	1	Raise corporate prestige	1	1	1,000,000	810,000	0	0	0		
		Reduction of workload	1	1	219,462	197,516	0	0	0		
employee	SWCB	20	Improved interpersonal relations	11	1.10	711	1,662	1,154	0	0	

Stakeholder		Outcomes	Number of Changes ¹⁶	Duration (Year)	Valuation of outcome (NT\$)	Value of outcome after deductions ¹⁷					
Name	Total number of stakeholder/unit					Discount rate (%)		1.047% ¹⁸			
						Year 1 (post-activity)	Year 2	Year 3	Year 4		
		Increased passion for work	10	1.06	2,750	7,142	5,158	0	0		
		Increased physical and mental pressure	7	0.52	(5,444)	(8081.60)	0	0	0		
Soil and Water Conservation	1	Enhanced public recognition of the organizer	1	1	11,542,337	9,349,293	0	0	0		
		Improved efficiency for cross-department resource integration	1	1	40,000	32,400	0	0	0		
Other government	1	Enhanced public recognition of the policies	1	1	45,000	6,750	0	0	0		
		Enhanced policies promotion efficiency	1	1	450,000	67,500	0	0	0		
Present value by year						20,225,046	5,389,636	2,865,683	145,326		

Stakeholder		Outcomes	Number of Changes ¹⁶	Duration (Year)	Valuation of outcome (NT\$)	Value of outcome after deductions ¹⁷			
Name	Total number of stakeholder/unit					Discount rate (%)		1.047% ¹⁸	
						Year 1 (post-activity)	Year 2	Year 3	Year 4
PV						28,625,691			
Total inputs						15,902,000			
Net present value (PV - total input)						12,723,691			
Social return on investment (SROI)						1.80			

II. Sensitivity Analysis

Since the calculation of SROI takes qualitative and narrative information, which is not quantified, and assigns monetary value to it, there is a great deal of assumption and estimation involved. The SROI standards require that each analysis report include a sensitivity analysis and disclose relevant information, to ensure that the results are objective and verifiable.

The impact factors and financial proxies for this analysis report were calculated as weighted averages. In addition, we added 10% to or subtracted 10% from the original result of the SROI calculation, and adjusted the four impact factors to 10% and 30% if they originally fell below 10% for any of the outcomes.

Furthermore, we included those community residents who were difficult to engage with into the calculation. The number of significantly influential residents, as reported by Community cadres, was adopted for calculation. Also, we replaced the financial proxy for the community “Increased opportunities for obtaining resources” outcome with the average amounts for government grants

in various areas (culture, environment, technology, humanistic care, industry and tourism).¹⁹ We thus arrived at an SROI sensitivity analysis range between 1.44 and 2.66 for this project.

SROI	Adjustment	Details
1.98	SROI	Increased by 10%
1.62	SROI	Decreased by 10%
1.80	Deadweight	< 10% adjusted to 10%
1.80	Deadweight	< 10% adjusted to 30%
1.74	Attribution	< 10% adjusted to 10%
1.62	Attribution	< 10% adjusted to 30%
1.80	Drop-off	< 10% adjusted to 10%
1.80	Drop-off	< 10% adjusted to 30%
1.68	Displacement	0% adjusted to 10%
1.44	Displacement	0% adjusted to 30%
1.80	Stakeholders & Outcomes	Outcomes for “community resident” stakeholders were included.
2.66	Value of Outcome	The financial proxy for the community outcome “Increased

¹⁹ References: SWCB, Rural Rejuvenation Program https://www.swcb.gov.tw/Laws/laws_more?id=7708a510eec344a48e6116feac8d8e12 ; Environmental Protection Administration, Executive Yuan, R.O.C. (Taiwan) <http://www.khenvedu.com.tw/upload/CMS/20180919095829490.doc> ; Council of Agriculture, Executive Yuan, - Smart Agriculture 4.0 Industry Participation Grant Program https://www.coa.gov.tw/theme_data.php?theme=publication&id=3748 ; Department of Social Welfare, Taipei City Government, Senior Group Meal Pilot Subsidy Project for Village Offices <https://reurl.cc/Wpb9y>

		opportunities for obtaining resources” was replaced with the average amounts for government grants in various areas (culture, environment, technology, humanistic care, industry and tourism) (c. NT\$550,000).
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III. Verification

Based on the above engagement and calculation results, we once again contacted stakeholders to verify and validate the above analysis results. The steps for engagement were as follows:

1. Verification of the outcome chain of events: We asked the stakeholders to validate the text of the chain of events, and deduce whether the process conformed to their experience. The chain of events was then amended based on their opinions, to ensure that we accurately understood and described the occurrence process of the outcomes.
2. Verification of calculation results: We explained to the stakeholders the preliminary calculation results and the various steps of the impact map, in particular the duration and financial proxies, and asked the stakeholders to rank the importance of the outcomes again to determine whether they were consistent with the final calculation. In the event of major inconsistencies, further inquiries were made to determine the reasons, and review whether the calculation results needed to be adjusted.
3. Other suggestions: In the previous phases' engagement process, we proposed the findings and recommendations for project optimization based on the stakeholders' feedback conclusions and questionnaire results. During this engagement phase, we shared the findings and recommendations with the stakeholders, and invited them to validate, modify or supplement the findings and recommendations, and we then included them in the conclusions of the report.

The verification process is summarized below:

- **Students:** Face-to-face or telephone interviews were conducted during this phase. We described the chain of events and outcome calculation results, and asked them to provide feedback or discuss issues. Most interviewees did not express any opinions that were clearly different. During the verification process, although most students reported that their knowledge of the SWCB was enhanced because of the program, they confirmed that this impact was not a final outcome for them. The students' feedback should serve as supporting evidence for and thus be calculated into the SWCB's "Enhanced public recognition of the organizer" outcome.
- **Community members and Community cadres:** Face-to-face or telephone interviews were conducted during this phase for verification. There were no clear differences of opinion between most community members and Community cadres. Community cadres reported that they gained a deeper understanding of SWCB's duties and relevant responsibilities as a result of the student village stay program, but they also confirmed that this impact was not a final outcome for them. Therefore, this feedback should be supporting evidence for the SWCB's "Enhanced public recognition of the organizer" outcome. On the other hand, some Community cadres proposed recommendations to the organizer, i.e., a chance for the communities to participate in pre-village stay presentations for Rural Up student teams so that the communities to be stayed in could have a better understanding of how to receive or assist students, and an orientation for planning. We recorded these recommendations as feedback for the SWCB.
- **Team-leading teacher, Judges and corporate sponsors:** Telephone interviews were conducted during this phase. All interviewees verified the chain of events and outcome calculation results; none expressed any opinions that were clearly different or raised any objections.
- **SWCB, SWCB employees and other government departments:** Workshop verification was used during this phase. We described the chain of events and outcome calculation results. Their feedback expressed no clear differences from the actual situation; they also reported that the feedback generated through evaluation and engagement process will be able to help in

making adjustments to and optimizing future Rural Up programs.

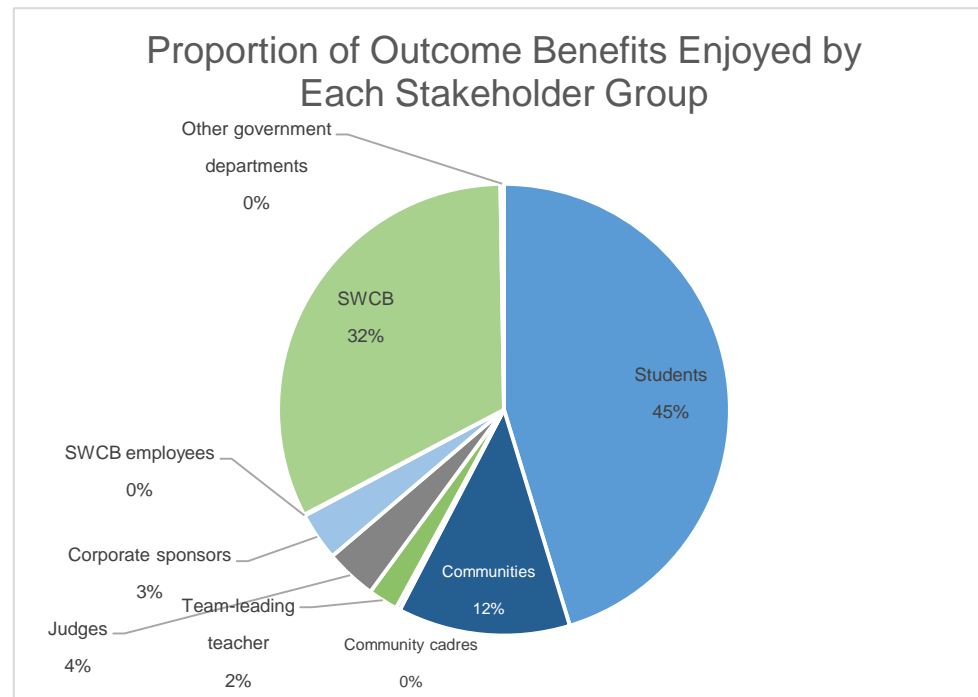
Based on a comprehensive survey of references, data and stakeholder opinions, through multiple rounds of stakeholder participation and discussion, and after final verification of calculation results and statistical analysis with stakeholders, we are confident that this report aggregates the shareholders' high level of consensus, opinions and feelings.

E. Conclusion

I. Results Analysis

Based on the evaluation process and surveys above, we have ascertained that every NT\$1 input into the Rural Up program brings a social impact of NT\$1.80. If sensitivity analysis is incorporated, the resulting SROI is between 1.44 and 2.66.

$$\text{SROI} = 1.80 (1.44 \sim 2.66)$$



Regarding the total outcome value of the program, the top three stakeholder beneficiaries are students (45%), the SWCB (32%) and communities (12%). The program's greatest beneficiaries are the main participants — students — who were able to practice and apply what they had learned in school in an authentic social domain. Within the program sphere, they were even inspired and experienced rapid personal growth. From student feedback, it would have been difficult for them to have learned in school the abilities they acquired through intensive study during their village stays. In general, the outcomes for students were positive, including clarified career planning and goals and improved knowledge of agriculture/fishing. Students' proposal implementations helped the SWCB to utilize various materials and media to do external promotion of SWCB policies. The sense of program stakeholders' recognition of and identification with Rural Up was clearly felt. With a real understanding of community and stakeholder needs, the SWCB was able to integrate public sector internal resources from and improve relevant efficiency. As the communities served as the program implementation sites, all of them responded that during the students' residency, they helped lighten the communities' routine workloads. With the added energy of young students, the communities felt different. Thanks to the implementation of students' creativity and ideas, the communities were also able to demonstrate some of what makes them special and make environmental changes.

II. Recommendations

The most important purpose of the Rural Up program is to motivate students to enter rural communities and get to know them. During each year's Rural Up implementation process, the SWCB reflects on and adjusts policy, counseling students on project implementation directions based on the previous year's experiences. The content and outcomes of the village stays have thus improved year by year, and student participation has also grown significantly year by year.

However, during this study's evaluation and survey engagement process, it was unfortunately noted that there were still community members and other relevant stakeholders who believed that the outcomes resulting from students' ideas and concepts during their two-month village stays would not produce lasting outcomes. Therefore, we recommend that the SWCB introduce the SROI system and concepts at the planning stage (such as campus presentation or Village-Stay Consensus Camp) of the program. This

will equip students, from the very beginning of the program application process, with an awareness of social impacts, and help project implementation student teams clarify and focus on project content and stakeholders to be affected.

Finally, we suggest the SWCB open the report not only in English on Social Value UK, but also Chinese edition on Rural Up website to every potential stakeholders. Considering the future data collection, we suggest SWCB the following perspectives:

1. From the every single year program perspective of view:

For better capture the change of stakeholders, the Rural Up Program is strongly recommended carried out a systematic pre-post survey for each “identified” stakeholders, the baseline (a pre questionnaire) can be conducted at the beginning stage, such as Village-Stay Consensus Camp. The post questionnaire test can be suggested at the stage of Outcome Exhibition.

2. From the program management perspective of view:

The comprehensive Rural Up Program’s impact evaluation needs sampling the stakeholder form each year’s stakeholders. This design can help SWCB to understand the long-term effect, including the students’ development or achievement. A long-term tracing for those identified stakeholders is important.

3. From the policy making perspective of view:

The database of value related to rural development in Taiwan need to be collected as soon as possible. The government invest huge of budgets on rural development, it means the outcome evaluation is urgently needed. The experiences of identifying chain of events of the Rural Up Program is quite important for those similar program. In addition, the database of values can support other similar programs to save lots of field investigation cost.

We also suggest the SWCB keep collecting relevant information throughout the implementation process and understand how stakeholders feel in different ways about students’ project implementation. Doing so will help SWCB, the program supporter, to possess relevant information and data, to have a concrete understanding of policy and program benefits. External and internal

communication will thus be adjusted and optimized, which will help the whole program be clearly understood and managed.

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Appendix 1 Eighth Rural Up Program: Student Team Tasks Implemented

No.	Student Team	School Represented and Stay Location	Tasks	References
1	Sin-Sin Catalyst	Sin-Sin Catalyst, student team from National Central University, was intended to integrate empty houses in Taoyuan's Yongxing Community, and connect the local ecology, environment and industry to create a community light travel experience as a special industry exclusive to Yongxing.	Designed Re: THE Deepest, an in-depth travel itinerary, by connecting local ecology, environment and industry. Developed a set of unique and representative Yongxing experiences to promote algal reef conservation.	<ol style="list-style-type: none"> 1. National Central University, <i>Sin-Sin Catalyst</i> (Eighth Rural Up team outcome report). Retrieved August 15, 2018, from the Rural Up official website: http://bit.ly/2YPDQaZ 2. Soil and Water Conservation Bureau (2018). <i>The Eighth Rural Up Competition Outcome Portfolio</i>. http://bit.ly/2N71MzB
2	River Never Stop	Staying in Fuji Community, Gongguan Township, Miaoli County, the River Never Stop student team from the Department of Industrial Design, National United University, hoped to use their	<ol style="list-style-type: none"> 1. Rejuvenated and reused old houses in the community, e.g., 94 Eco-Friendly House and Principal Chang's House. 2. Designed bus waiting bench, bus stop, and bus timetable to create a friendly community environment. 	<ol style="list-style-type: none"> 1. Department of Industrial Design, National United University, <i>River Never Stop</i> (Eighth Rural Up team outcome report). Retrieved August 15, 2018, from the Rural Up official website: http://bit.ly/2N6nzaB

		<p>design specializations to transform local farmer shops. The team aimed to increase the shops' connection with local culture and history to facilitate sustainable management for the shops.</p>	<ol style="list-style-type: none"> 3. Set up Convenient Nests to create beneficial cycles between swallow droppings and plant growth. 4. Organized Chuanlong Trail; maintained community ecological environment. 5. Designed eco-friendly farmer signs and a map of eco-friendly farmers to promote eco-friendly philosophies. 6. Designed date-picking implements to improve harvesting efficiency. 	<p>2. Soil and Water Conservation Bureau (2018). <i>The Eighth Rural Up Competition Outcome Portfolio</i>. http://bit.ly/2N71MzB</p>
3	Harbor Keeper	<p>Harbor Keeper, a student team from the Department of Industrial Design of National United University, hoped to find a place for herbs grown in Gangbei Community, Hsinchu City. They intended to work with community residents to experiment with manufacturing herbal products, use their own professional abilities to design a community logo, and</p>	<ol style="list-style-type: none"> 1. Transformed community herb garden into a place where senior citizens can relax and rest with family. 2. Organized herb revisits with community and made plans to improve activities. 3. Designed community brand Lingering Aroma. Developed herbal tea, herbal salt and herbal cooking to facilitate community industry development. 4. Developed courses, e.g., the POLY 	<ol style="list-style-type: none"> 1. Department of Industrial Design, National United University, <i>Harbor Keeper</i> (Eighth Rural Up team outcome report). Retrieved August 15, 2018, from the Rural Up official website: http://bit.ly/2NhKGiL 2. Soil and Water Conservation Bureau (2018). <i>The Eighth Rural Up Competition Outcome Portfolio</i>. http://bit.ly/2N71MzB

		establish a community fan page to build community consensus. They aspired to establish a business model for community herb tours and facilitate the community's sustainable development.	herbal house plaque DIY course; herbal knowledge; and fishing net knitting; helped to unite community residents and preserve community culture.	
4	Yao Chang	Yao Chang, a student team from Asia University, stayed in Wayao Community, Yuanzhang Township, Yunlin County, with the intent of helping promote local produce, Black Diamond peanuts and black garlic; and to promote the Happy Age eating hall, where senior citizens are able to enjoy meals together in the community activity center. Activities to facilitate health were also designed to monitor senior citizens' health.	<ol style="list-style-type: none"> 1. Using the Walaiyao brand, designed special recipes for black garlic, and using the concept of “we're planning for your health”, developed community souvenirs based on the spirit of reunion. 2. Set up communal eating halls to encourage senior citizens to get out, be more active and improve their health. 	<ol style="list-style-type: none"> 1. Center for Creative Leadership, Asia University, <i>Yao Chang</i> (Eighth Rural Up team outcome report). Retrieved August 15, 2018, from the Rural Up official website: http://bit.ly/2N6fany 2. Soil and Water Conservation Bureau (2018). <i>The Eighth Rural Up Competition Outcome Portfolio</i>. http://bit.ly/2N71MzB
5	Bad-land Reunion	The Bad-land Reunion, a student team from the	1. Rejuvenated the Ding Family historic home and turned it into a	1. Department of Bioenvironmental Systems Engineering, National

		<p>Department of Bioenvironmental Systems Engineering, National Taiwan University stayed in Chongde Community, Tianliao District, Kaohsiung City. They hoped to set up demonstration spaces to introduce three-in-one kitchen waste bin technology, establish a demonstration farm, and clean up the environment so that the community would be able to preserve cultural artifacts and have exhibition space. The team hoped to transform Chongde Community into a village with unique cultural characteristics.</p>	<p>community agricultural arts shop where local produce and specialties, e.g., jute rope, bamboo rafts, and broom corn can be displayed and sold. The building also serves as a base for homecoming youth.</p> <ol style="list-style-type: none"> 2. Integrated local specialty industries such as jute, broom corn and sugarcane, and set up crop areas and outdoor experience space. 3. Introduced three-in-one kitchen waste bin technology to promote ecological engineering techniques that integrate the Moon Landscape's geological characteristics, and established a demonstration farm to serve as part of a community travel itinerary. 	<p>Taiwan University, <i>Bad-land Reunion</i> (Eighth Rural Up team outcome report). Retrieved August 15, 2018, from the Rural Up official website: http://bit.ly/2N5OBPU</p> <ol style="list-style-type: none"> 2. Soil and Water Conservation Bureau (2018). <i>The Eighth Rural Up Competition Outcome Portfolio</i>. http://bit.ly/2N71MzB
6	Damalu	<p>Damalu, a student team from the Department of Visual Communication Design, Chaoyang University of Technology, stayed in Maxing</p>	<ol style="list-style-type: none"> 1. Listed and discovered Maxing Community's hidden artistic and cultural treasures. Formed links between its residents by marketing the community's goodness and 	<ol style="list-style-type: none"> 1. Department of Visual Communication Design, Chaoyang University of Technology, <i>Damalu</i> (Eighth Rural Up team outcome report). Retrieved August 15,

		<p>Community, Xiushui Township, Changhua County. They hoped to bring Maxing Community's arts and culture to the world. By means of an interactive photography village, visitors are able to interact with images, which adds entertainment and novelty. Through interaction, visitors learn the local stories of Maxing. Maxing Community's tourism value is thus increased, while the local economy stimulated.</p>	<p>beauty through image recordings, collection and preservation.</p> <ol style="list-style-type: none"> Used “An interactive photography village” as theme. Applied optical illusion, forced perspective, and interactive digital audio & video to make sightseeing more interesting. Used a “treasure hunting” concept to design picture books featuring local people, culture, land, products and scenery with community children. 	<p>2018, from the Rural Up official website: http://bit.ly/2YO8a5U</p> <ol style="list-style-type: none"> Soil and Water Conservation Bureau (2018). <i>The Eighth Rural Up Competition Outcome Portfolio</i>. http://bit.ly/2N71MzB
7	Mushroom Job!	<p>Mushroom Job!, a student team from the Department of Safety Health and Environmental Engineering, National Yunlin University of Science and Technology, stayed in Dongguang Community, Yuchi Township, Nantou County. They hoped to utilize their professional</p>	<ol style="list-style-type: none"> Used black soldier flies to treat mushroom stems and wood waste from polypropylene super sacks to reduce environmental damage from agricultural waste. Developed a micro-scale hydroelectric generator and showed community children how to transform flowing water into electricity, to promote knowledge 	<ol style="list-style-type: none"> Department of Visual Communication Design, Chaoyang University of Technology, <i>Chi-Ding for One</i> (Eighth Rural Up team outcome report). Retrieved August 15, 2018, from the Rural Up official website: http://bit.ly/2N7Hmqj Soil and Water Conservation

		knowledge and skills to find an environmentally friendly and sustainable way to deal with polypropylene super sack waste, and to promote awareness of environmental protection and disaster prevention.	of green energy. 3. Created a community QR code to help promote community philosophy.	Bureau (2018). <i>The Eighth Rural Up Competition Outcome Portfolio</i> . http://bit.ly/2N71MzB
8	Chi-Ding for One	Chi-Ding for One, a student team from the Department of Visual Communication Design, Chaoyang University of Technology, stayed in Qiding Community, Qiding Village, Zhunan Township, Miaoli County.	<ol style="list-style-type: none"> 1. Used the local specialty, watermelons, as the core for developing creative light specialty meals, e.g., watermelon tapioca pearls, rice balls, sushi, and chilled noodles, as a solution for bad and excess second-crop watermelons, and for integration into local tourism. 2. Created the Qiding Mobile Store, integrating features of community culture, to increase name recognition and community income. 3. Planned and organized thanksgiving activities at the Qiding Twin Tunnels. 	<ol style="list-style-type: none"> 1. Department of Visual Communication Design, Chaoyang University of Technology, <i>Chi-Ding for One</i> (Eighth Rural Up team outcome report). Retrieved August 15, 2018, from the Rural Up official website: http://bit.ly/2N7Hmqj 2. Soil and Water Conservation Bureau (2018). <i>The Eighth Rural Up Competition Outcome Portfolio</i>. http://bit.ly/2N71MzB

9	Country Rangers	<p>The Country Rangers team was composed of students from Northeastern University (USA); Le Cordon Bleu (Paris, France); the University of California, Santa Cruz (USA); the University of Maine (USA); and Huafan University. They stayed in Jiangshan Village, Chiayi. As local residents were often too busy to eat nutritiously, the team hoped to take a role as nutritional advisors, providing nutritious ready-to-use soup stock packs while getting to know local residents during the meal delivery process.</p>	<ol style="list-style-type: none"> 1. With community moms, used local organic ingredients to co-develop simple, fast, nutritious, delicious, ready-to-use soup stock packs for senior community residents. 2. Provided meals-on-wheels service for community seniors living alone; rejuvenated old community house as communal eating hall & kitchen and base for soup stock pack production. 3. Passed newly-developed recipes on to community moms for sustainable development of the program. 	<ol style="list-style-type: none"> 1. Country Rangers, <i>Country Rangers</i> (Eighth Rural Up team outcome report). Retrieved August 15, 2018, from the Rural Up official website: http://bit.ly/2N3J8bT 2. Soil and Water Conservation Bureau (2018). <i>The Eighth Rural Up Competition Outcome Portfolio</i>. http://bit.ly/2N71MzB
10	WayiJiao	<p>WayiJiao, a student team from the Department of Food Science and Biotechnology, Da-Yeh University, stayed in Huanan Community, Gukeng Township, Yunlin County.</p>	<ol style="list-style-type: none"> 1. Utilized local produce, e.g., dragon fruit, pineapples, guavas, bamboo shoots, and lemongrass (citronella grass), to develop products such as jam, sparkling beverages, citronella mosquito repellent, lemongrass 	<ol style="list-style-type: none"> 1. Department of Food Science and Biotechnology, Da-Yeh University, <i>WayiJiao × Zero Distance with the Land</i> (Eighth Rural Up team outcome report). Retrieved August 15, 2018, from the Rural Up

			<p>soap, and flavored bamboo shoots.</p> <ol style="list-style-type: none"> 2. Designed banana-based recipes, e.g., banana rolls, banana bud salad, banana spare-rib soup, banana mille-feuille and banana black sugar cake. 3. Created new community itineraries, incorporating experiential activities such as bamboo weaving, jam making, lemongrass soap making and banana tasting menus, to increase community income. 4. Integrated development and design of community souvenirs. 5. Promoted products in local markets and conducted market research and testing. 6. Taught residents how to process produce. 7. Designed jam packages and an easy water filter for emergency use. 	<p>official website: http://bit.ly/2YS6Vmm 2. Soil and Water Conservation Bureau (2018). <i>The Eighth Rural Up Competition Outcome Portfolio</i>. http://bit.ly/2N71MzB</p>
11	Naturalism	Naturalism, a student team from the Department of Public Relations & Advertising, Kun Shan	<ol style="list-style-type: none"> 1. Used dragon fruit to the full, developing products made from dragon fruit including food, daily necessities, and charms; increased 	<ol style="list-style-type: none"> 1. Department of Public Relations & Advertising, Kun Shan University, <i>Naturalism</i> (Eighth Rural Up team outcome report). Retrieved

		University, stayed in Yufeng Community, Shanshang District, Tainan City. They hoped to extend the outcomes from last year's Nature's Plans team to create new value.	<p>added value, expanded sales channels and explored new directions for an innovative dragon industry.</p> <p>2. Organized Pursuit of Peking Opera program to help use fruit to chase dreams; facilitated exposure and sales of community products to increase community cohesion, and to preserve community's Peking Opera culture.</p>	<p>August 15, 2018, from the Rural Up official website: http://bit.ly/2N79lX1</p> <p>2. Soil and Water Conservation Bureau (2018). <i>The Eighth Rural Up Competition Outcome Portfolio</i>. http://bit.ly/2N71MzB</p>
12	Yigalung	Yigalung, a student team from the Department of Computer Science & Information Engineering, Chaoyang University of Technology, stayed in Dayi Community, Erlun Township, Yunlin County. They hoped to combine agriculture with technology, and utilize Internet and sensor technology to reduce the labor required for farming.	<p>1. Established a long-term care demonstration platform through development of a smart disaster prevention system (home safety box), health and safety monitoring (smart wristband) and home safety monitoring (Internet camera).</p> <p>2. Developed smart controls for agricultural equipment, allowing farmers to do some farm work via Internet, anywhere, anytime.</p> <p>3. Developed a smart real-time agricultural pest concentration monitoring system that allows</p>	<p>1. Department of Computer Science & Information Engineering, Chaoyang University of Technology, <i>Yigalung</i> (Eighth Rural Up team outcome report). Retrieved August 15, 2018, from the Rural Up official website: http://bit.ly/2YQhmqw</p> <p>2. Soil and Water Conservation Bureau (2018). <i>The Eighth Rural Up Competition Outcome Portfolio</i>. http://bit.ly/2N71MzB</p>

			<p>trapping and controlling pests through a combination of technology and pheromones.</p> <p>4. Preserved community artifacts by means of photo, video or other electronic methods. Used drones to record community landscape from different perspectives. Organized travel brochure for community promotion.</p>	
13	Badoyao	<p>Badoyao, a student team from National Taiwan Ocean University, hoped to raise the community's attention to its own environment with the unique historical "coral stone houses" in Keelung's Badouzi fishing village. The team also hoped to create a circulation mechanism for ECO coins, and promote Food and Fish education to facilitate sustainable marine development.</p>	<ol style="list-style-type: none"> 1. Cleaned and refurbished coral stone houses; rejuvenated the space as Badouzi Coral Stone Volunteer Clinic. 2. Sought assistance from Tri-Service General Hospital; planned periodic community volunteer clinics. 3. Worked with community residents; electricians helped with historical object restoration. 4. Held occasional cultural events, e.g., Green-faced Lion and Shoulang Yam Ocean Water Dyeing, to promote local community tourism. 	<ol style="list-style-type: none"> 1. General Education Center, National Taiwan Ocean University, <i>Badouzi Journal</i> (Eighth Rural Up team outcome report). Retrieved August 15, 2018, from the Rural Up official website: http://bit.ly/2NhYPx 2. Soil and Water Conservation Bureau (2018). <i>The Eighth Rural Up Competition Outcome Portfolio</i>. http://bit.ly/2N71MzB

14	Leisurely Take	<p>Leisurely Take, a team composed of students from Chung Yuan Christian University; Chinese Culture University; National Chung Hsing University, stayed in Yongning Community, Yangmei District, Taoyuan City. Although Yongning Community residents enjoyed sports, they lacked a communal space for rest and recreation and thus seldom interacted with one another. The team planned to build a multi-functional bus waiting gazebo (Leisurely Pavilion), which would help people to interact with each other; and to record community characteristics, e.g., local cultural historical buildings and natural attractions, to give community residents conversation topics and</p>	<p>To address community needs, community residents were invited to clean up the Xiaoyangmei bus stop and spray-paint the exterior walls together, transforming the bus stop into Yongning Community's initial impression (Leisurely Pavilion) and a starting point for community change.</p>	<ol style="list-style-type: none"> 1. Interior Design Department, Chung Yuan Christian University, <i>Leisurely Take</i> (Eighth Rural Up team outcome report). Retrieved August 15, 2018, from the Rural Up official website: http://bit.ly/2N5ta0Y 2. Soil and Water Conservation Bureau (2018). <i>The Eighth Rural Up Competition Outcome Portfolio</i>. http://bit.ly/2N71MzB
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		generate connections between them.		
15	Cherish-Si	Cherish-Si, composed of students from National Chin-yi University of Technology; Chaoyang University of Technology; Southern Taiwan University of Science and Technology; National Tainan Junior College of Nursing, hoped to assist Jiayi Community in Changhua with an upgraded Long-term Care 2.0 plan, which would incorporate courses related to horticultural therapy, to establish more comprehensive long-term care service for community seniors.	<ol style="list-style-type: none"> 1. Used community agricultural waste (grapevines), to develop five-sense courses with themes such as making wreaths, wind chimes, aroma diffusers and rock gardens; added new value to waste and provided curricula with regional specialties. 2. Designed five-sense courses based on horticultural therapy concepts. Developed modular material kits, lesson plans, teaching manuals and videos, teacher training courses, and course posters to enable sustainable community program development. 3. Greened Jiayi activity center's outdoor space; planted edible plants and perennials to facilitate the elders' sensory experiences of the "edible," "visible," and "tangible", and reduced maintenance and management 	<ol style="list-style-type: none"> 1. Department of Landscape Architecture, National Chin-yi University of Technology, <i>Cherish-Si</i> (Eighth Rural Up team outcome report). Retrieved August 15, 2018, from the Rural Up official website: http://bit.ly/2Nd4OSK 2. Soil and Water Conservation Bureau (2018). <i>The Eighth Rural Up Competition Outcome Portfolio</i>. http://bit.ly/2N71MzB

			costs. 4. Designed retractable grape trellises to help seniors easily raise seedlings without squatting down.	
16	Go Spring Man	Go Spring Man, a student team from the Department of Creative Product Design, Southern Taiwan University of Science and Technology, stayed in Daquan Community, Guangfu Township, Hualien City.	<ol style="list-style-type: none"> 1. Rejuvenated betel nut leaf sheath reuse by developing utensils and cup sleeves; reduced agricultural waste and increased community income. 2. Developed and designed the Bubbling Spring Paddle Boat based on the philosophy of harmonious coexistence between human and nature; transparent boat bottom allows clearly seeing the underwater ecosystem. 3. Utilized Laso'ay Spring water and butterfly pea flowers to develop Blue Tear Raindrop Cakes that have a unique local flavor and add value to eco-tourism. 	<ol style="list-style-type: none"> 1. Department of Creative Product Design, Southern Taiwan University of Science and Technology, <i>Go Spring Man</i> (Eighth Rural Up team outcome report). Retrieved August 15, 2018, from the Rural Up official website: http://bit.ly/2N5KqTK 2. Soil and Water Conservation Bureau (2018). <i>The Eighth Rural Up Competition Outcome Portfolio</i>. http://bit.ly/2N71MzB
17	Cluster Girls	Cluster Girls, a student team from the Department of Public Relations & Advertising, Kun Shan	1. Rejuvenated the old Qiding market space; categorized local producers to invite bidding; organized holiday farmers' market, to expand sales	1. Department of Public Relations & Advertising, Kun Shan University, <i>Qiding Together</i> (Eighth Rural Up team outcome report). Retrieved

	<p>University, intended to rejuvenate the unused old market in Qiding, Tainan, and by doing so, to integrate relations between community residents, producers, returning young farmers, and tourists. The team planned to review community resources through field visits, connect up community attractions, plan small community trips, and manage the Qiding Together brand to attract more visitors while enticing existing visitors to stay longer.</p>	<p>channels for local producers and to serve as a gathering place for local residents and visitors.</p> <ol style="list-style-type: none"> 2. Integrated and shaped community brand Qiding Together, both online and offline; established Qiding Together fan page on the Facebook social platform to connect local producers with visitors, enhance community image and increase brand name recognition. 3. Developed Qiding Together gift bags to increase local producers' income. 	<p>August 15, 2018, from the Rural Up official website: http://bit.ly/2N73sZV</p> <ol style="list-style-type: none"> 2. Soil and Water Conservation Bureau (2018). <i>The Eighth Rural Up Competition Outcome Portfolio</i>. http://bit.ly/2N71MzB
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18	Oyster Man	<p>Oyster Man, a student team from National Penghu University of Science and Technology, stayed in Caiyuan Community, Penghu. They hoped to use the experiential economy and marine education travel itineraries, incorporated with tourist attractions on land, to increase tourists' duration of stay in the community, to promote the community-owned brand (Caiyuan Oysters), to expand sales channels, and to increase sales of oysters.</p>	<ol style="list-style-type: none"> 1. Restored installation art and devised special marine education travel itineraries, to increase tourists' duration of stay. 2. Developed DIY oyster-smoking experiential activity, using oysters too small to sell, to increase community income. 3. Transformed waste oyster shells into handmade, comforting aroma diffusers; produced net bags using waste fishing nets; introduced DIY itineraries to enrich travel experiences. 	<ol style="list-style-type: none"> 1. Department of Marine Recreation, National Penghu University of Science and Technology, <i>Oyster Man</i> (Eighth Rural Up team outcome report). Retrieved August 15, 2018, from the Rural Up official website: http://bit.ly/2N5FOgo 2. Soil and Water Conservation Bureau (2018). <i>The Eighth Rural Up Competition Outcome Portfolio</i>. http://bit.ly/2N71MzB
19	Rise corner	<p>Rise Corner, a team composed of students from National Taichung University of Science and Technology, National Taipei University of Technology, Chaoyang University of Technology, Hsiuping University of</p>	<ol style="list-style-type: none"> 1. Space rejuvenation: Worked alongside local carpenters and residents to rejuvenate and refurbish current community resources and spaces, and to create an overall visual design. 2. Ecological videos: Worked with Taiwan Natural Research Society to 	<ol style="list-style-type: none"> 1. Department of Multimedia Design, National Taichung University of Science and Technology, <i>Rise Corner</i> (Eighth Rural Up team outcome report). Retrieved August 15, 2018, from the Rural Up official website: http://bit.ly/2YU29ok

		<p>Science and Technology, and National Chin-yi University of Technology, stayed in Xinglong Community, Taiping District, Taichung City. They hoped to use a frame of continuity to integrate locally grown fruit and the rich natural ecology with community energy, in order to stimulate community economic development.</p>	<p>film living things that are relatively difficult to photograph. Set up standing signs with links to those videos on community ecological trails.</p> <ol style="list-style-type: none"> Created community postcards as promotional materials for ecological conservation. Designed a hand-drawn community map to improve upon issues with the old version. 	<ol style="list-style-type: none"> Soil and Water Conservation Bureau (2018). <i>The Eighth Rural Up Competition Outcome Portfolio</i>. http://bit.ly/2N71MzB
20	Slow Snail	<p>Slow Snail, a student team from the Department of Arts and Design, National Tsing Hua University, stayed in Yuanlin Community, Nanzhuang Township, Miaoli County. They hoped to create installation art that shows the characteristics and tells the stories of Yuanlin Community, by integrating local people, culture, land, products and scenery with</p>	<ol style="list-style-type: none"> Aesthetic experience camp: Held a six-day aesthetic experience camp and a rice-harvesting experiential activity, leading local children to reuse waste and turn it into art; get to know their hometown again through in-depth community field visits; and get inspired to draw a hometown landscape map. Installation art: Through interviews with community elders, developed installation art that is locally historic and practical, e.g., Memory 	<ol style="list-style-type: none"> Department of Arts and Design, National Tsing Hua University, <i>Slow Snail, Yuanlin Serendipity</i> (Eighth Rural Up team outcome report). Retrieved August 15, 2018, from the Rural Up official website: http://bit.ly/2YRSz59 Soil and Water Conservation Bureau (2018). <i>The Eighth Rural Up Competition Outcome Portfolio</i>. http://bit.ly/2N71MzB

	<p>their professional knowledge of the arts. The installation art would be used as a teaching aid for ecology education, and would be included in creative tour brochures and maps as a highlight with which the community can promote slow travel in the future.</p>	<p>Capsule Table, Carefree Chairs and Yuanlin Shengzhuru to build community cohesion.</p> <p>3. Community map and tour brochure: Designed community arts and culture roaming map and tour brochure to promote the beauty of the community.</p>	
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Appendix 2 Engagement Interview Outline and Questionnaire

➤ Engagement outline

1. Why did you want to participate in the Rural Up program?
2. Since participating in Rural Up events, have you personally experienced any changes or influences (such as your thoughts, behaviors, moods, and attitude toward life in general) or in the people and things around you (such as your friends, family, and communities)? Examples: Improved interpersonal relations and a passion for service, etc.
3. Which of the above changes do you think are more important?
4. How long did these changes last? Or how long do you think such changes may last?
5. If you hadn't participated in Rural Up events, do you think the chances of the aforementioned changes happening would have been high? (very likely/likely/unlikely/impossible)
6. Have there been any negative influences or emotions since participating in Rural Up events?
7. Do you have any other thoughts or suggestions regarding Rural Up?

➤ Questionnaire

I. Basic information

1. Your gender
2. Your department
3. What motivated you to participate in the Rural Up program?

II. Your changes (taking the outcome of “improved interpersonal relations” as an example, each outcome is inquired about with the following logic)

<p>[Subjective] Outcome Validation</p>	<p>During our observations and interviews, we noted the following influence maps and outcomes that the students participating in Rural Up experienced. These outcomes are listed as follows:</p>							
	<p>If it worsened, please specify</p>	<p>No, I didn't experience change because of this (0%)</p>	<p>Yes, I experienced change just a little bit because of this (25%)</p>	<p>Yes, I experienced change a bit because of this (50%)</p>	<p>Yes, I experienced change a lot because of this (75%)</p>	<p>Yes, I experienced change quite a lot because of this (100%)</p>	<p>Additional explanation</p>	
<p>a. Improved interpersonal relations</p>								
<p>[Objective] Outcome Indicators</p>	<p>1. Have any of the following changes occurred due to your participation in Rural Up that led you to have “improved interpersonal relations”? (Check all that apply.)</p> <p><input type="checkbox"/> I did not have this change.</p> <p><input type="checkbox"/> I got to know other teammates, and made friends from different places and departments.</p> <p><input type="checkbox"/> I got to know my teammates quickly during the village stay because of living together every day.</p> <p><input type="checkbox"/> During project implementation, I needed to communicate with community residents directly to understand what community issues were; thus, I tried to learn how to communicate in the language and ways that residents were used to (e.g., chatting with community's old folks in Taiwanese, and using simple words and sentences to convey meanings); this increased my empathy and ability to interact with residents and elders.</p>							

	<input type="checkbox"/> After village stay, I periodically go back to participate in community events, and to visit community residents and old folks; community residents are like my own family, and the community is like a second home to me. <input type="checkbox"/> After Rural Up, shared village stay experience with classmates or younger students at school; has provided additional discussion topics and increased interactions. <input type="checkbox"/> Other, please specify: _____
	<p>2. The following are specific descriptions (cognition, emotion, behavior) of “improved interpersonal relations.” Have you experienced the following changes since participating in Rural Up? (Check all that apply.)</p> <input type="checkbox"/> I did not have this change. <input type="checkbox"/> Got to know _____ new friends (how many) <input type="checkbox"/> Higher level of familiarity with teammates and better understanding of their different facets, for example: personality, expertise, interests, family background, strengths and shortcomings. <input type="checkbox"/> On a scale of 1 to 10, what was your previous level of familiarity with teammates? _____; what is your current level of familiarity with teammates? _____ <input type="checkbox"/> Higher level of familiarity with schoolmates, younger students at school, community residents and seniors; better understanding of their different facets, for example: personality, expertise, interests, family background, strengths and shortcomings. <input type="checkbox"/> Added chances to discuss a variety of topics with different friends. <input type="checkbox"/> Other; please specify: _____
Financial proxy	<p>3. Participation in Rural Up has helped you experience the effect of “improved interpersonal relations”. Which of the following descriptions do you think could have achieved approximately the same effect?</p> <input type="checkbox"/> About the same effect as participating in a university orientation camp (about three days/two nights) _____ time(s)

	<input type="checkbox"/> About the same effect as participating in a university club for ____ year(s) <input type="checkbox"/> About the same effect as interaction between family or friends during regular restaurant meals together (meal expense about NT\$_____ per year) <input type="checkbox"/> About the same effect as participating in a basic commercially available interpersonal relations course <input type="checkbox"/> About the same effect as participating in an advanced commercially available interpersonal relations course <input type="checkbox"/> Effect achieved by other _____ activity/course <input type="checkbox"/> Other, please specify: _____
Importance	4. The importance of this outcome in your mind: _____ points (0-10 points)
III. How long will these changes last, and have there been any other causes for these changes?	
Duration	1. When the team breaks up, how long do you think these changes you have gained through participating in Rural Up will last? <input type="checkbox"/> 4 years <input type="checkbox"/> 3 years <input type="checkbox"/> 2 years <input type="checkbox"/> 1 years <input type="checkbox"/> Other, please specify: _____
Drop-off	2. Continuing from the above question, if the change can last for more than a year, will the effects of the change decrease year by year? <input type="checkbox"/> 75%, it is possible that the effects of the change will decrease by a lot every year <input type="checkbox"/> 50%, it is possible that the effects of the change will decrease by half every year <input type="checkbox"/> 25%, it is unlikely that the effects of the change will decrease year by year <input type="checkbox"/> 0%, the effects of the change will not decrease year by year; they will stay the same every year

	<input type="checkbox"/> Other, please specify: _____
Deadweight	<p>3. If you hadn't participated in Rural Up, do you think it is likely you would still have had an opportunity to experience the same level of change through other channels or means (e.g., participating in other service learning courses/activities, summer internships, overseas volunteer work programs, other competitions)?</p> <input type="checkbox"/> 100%, I had many ways to gain the same change <input type="checkbox"/> 75%, I had other ways to gain the same degree of change <input type="checkbox"/> 50%, there's a 50% likelihood that I would experience the same change with other means as I did with Rural Up <input type="checkbox"/> 25%, the other ways are not bad but can't achieve the same effect as participation in Rural Up <input type="checkbox"/> 0%, the changes I experienced through participation in Rural Up are irreplaceable <input type="checkbox"/> Other, please specify: _____
Attribution	<p>4. In addition to participating in Rural Up, do you have other channels or means (e.g., participating in other service learning courses/activities, summer internships, overseas volunteer work programs, other competitions) that have helped you experience the following change? What is the degree of contribution of participating in Rural Up to this change?</p> <input type="checkbox"/> 100%, Rural Up takes full credit! <input type="checkbox"/> 75%, it was mostly due to Rural Up! <input type="checkbox"/> 50%, half of the contribution was due to Rural Up! <input type="checkbox"/> 25%, it was mostly due to other reasons! <input type="checkbox"/> 0%, the changes I experienced have nothing to do with Rural Up! <input type="checkbox"/> Other, please specify: _____
Other	<p>5. Have you experienced any changes or impact (positive or negative) that were not mentioned above? Please summarize the change(s) or impact. How did the change(s)/impact happen?</p>

IV. Other

Which of the following were your main implementation tasks during the 2018 village stay? (Check all that apply.)
 What was the level of impact that the student implementation tasks had on the community? (5 points for huge impact, 0 point for no impact)

Aspect	Small impact (The community was working on it already)						Huge impact
	0	1	2	3	4	5	
a. Culture (Example: Cultural promotion, online promotion of local culture, cultural and historical survey records)	0	1	2	3	4	5	
b. Environment (Example: Waste reuse, ecology, improvement of outdoor environment, rejuvenation of space)	0	1	2	3	4	5	
c. Technology (Example: Green energy generation, agriculture monitoring equipment, introduction of demonstration system for long-term care)	0	1	2	3	4	5	
d. Humanistic care (Example: Being with and educating school children, elderly long-term care and company, emotional connection and interaction activities for the community)	0	1	2	3	4	5	

e. Industry (Example: Community brand design, product/processed product research and development, promotion on Internet platforms, holding markets and fairs, optimizing production implements)	0	1	2	3	4	5
f. Tourism (e.g., Resources (community map, etc.), itinerary design, DIY activity design, souvenir design, leaflet and brochure design)	0	1	2	3	4	5


Appendix 3 Impact Map

Social Value UK 影响力地图

Spreadsheet for developing SROI analysis. See guidance tab for further details.

Stage 1		Stage 2			Stage 3										Stage 4			Stage 5						
Stakeholder		Inputs			Outputs	Outcomes										Deadweight% (c)	Attribution% (d)	Drop off% (f)	Impact (G)	Calculating Social Return				
Who do we have an effect on?	Total number of stakeholder	What do they invest?	What is the value of the inputs in currency(NT \$)	Source	Summary of activity in numbers	Chain of Events	Description	Indicator	Quantity	Duration	Financial Proxy	Value in currency (B)	Source	What would have happened without the activity?	Who else contributed to the change?	Does the outcome drop off in future years?	$G=A \cdot B \cdot (1-c) \cdot (1-d) \cdot (1-f)$	Discount rate%	Year 1	Year 2	Year 3	Year 4	Year 5	
						How would the stakeholder describe the changes?	outcome	How would you measure it?	How much change was there?	number of changes (A)(A)	How long does it last after end of activity?	What proxy would you use to value the change?	What is the value of the change?(NT\$)	Where did you get the information from?										
Students	168	Time	0.00		1. Village	1. Find friends and 1. Implement proposal	improved interpersonal improved self-identity	Subjective feedback	83.6%	140	2.37	Use-time cost of	16,000	Stakeholder interview	81%	46%	29%	489,162.63		489,163	333,150	236,999	0	0
						1. Stay in village 1. Stay in village →	Clarified career Improved knowledge of	Subjective feedback	81.0%	136	2.04	Average monthly	136,176	Stakeholder interview	62%	56%	30%	4,390,749.21		4,390,749	2,715,332	1,679,218	0	0
							Enhanced awareness of	Subjective feedback	80.5%	136	2.75	Average monthly	45,392	Stakeholder interview	39%	67%	36%	1,254,146.17		1,254,146	799,211	509,301	0	0
							Enhanced community	Subjective feedback	94.6%	159	2.62	Tuition for one	2,780	Stakeholder interview	47%	63%	32%	66,593.19		66,593	58,668	40,020	0	0
Communities	20	Supplies	960,000.00	Government	Student	1. Students make 1. Students make 1. Students make Government	Enhanced community Community environment Enhanced community Increased opportunities	Subjective feedback	56%	12	1.50	Public sector	220,000	Stakeholder interview	36%	33%	42%	1,069,444.44		1,069,444	623,843	0	0	
							Community environment	Subjective feedback	75%	15	0.70	labor costs to	96,000	Stakeholder interview	50%	42%	50%	420,000.00		420,000	0	0	0	
							Enhanced community	Subjective feedback	75%	15	0.90	Use-time cost of	100,000	Stakeholder interview	31%	26%	50%	773,437.50		773,438	0	0	0	
							Increased opportunities	Subjective feedback	55%	11	1.38	Average amount	200,000	Stakeholder interview	67%	50%	17%	366,666.67		366,667	305,556	0	0	
							Increased community	Subjective feedback	36%	8	1.00	Actual increase	150,000	Stakeholder interview	50%	50%	0%	37,500.00		37,500	0	0	0	
Community cadres	40	Time	480,000	Government	NA	1. Host village stay 1. Host village stay	Enhanced creativity and Improved interpersonal	Subjective feedback	55%	22	1.75	Use-time cost of	2,927	Stakeholder interview	36%	58%	50%	16,767.36		16,767	8,364	0	0	
							Enhanced passion for	Subjective feedback	63%	26	0.75	Average annual	600	Stakeholder interview	25%	58%	50%	4,667.50		4,668	0	0	0	
							Guests physical and	Subjective feedback	50%	20	1.25	Community awards	8,333	Stakeholder interview	63%	50%	25%	31,250.00		31,250	23,438	0	0	
								Subjective feedback	19%	6	0.5	Consolation	(2,500)	Stakeholder interview	10%	75%	25%	(42,167.5)		(42,167.5)	0	0	0	
Team-teaching	20	Time	1,272,000	Government	Province	1. Lead student team 1. Lead student	Enhanced teacher Improved interpersonal	Subjective feedback	13	2.25	Average of	34,167	Stakeholder interview	25%	42%	13%	194,322.92		194,323	170,033	146,778	0	0	
							Obtain teaching-related	Subjective feedback	13	2.08	Average of costs	8,167	Stakeholder interview	29%	54%	8%	26,026.53		26,026	23,657	21,989	0	0	
								Subjective feedback	12	1.90	Average	10,500	Stakeholder interview	46%	67%	25%	22,750.00		22,750	17,063	0	0		
Judges	10	Time	0	the cost of	1. Written	1. Review the 1. Visit community 1. Visit community 1. Visit community	Increased personal Increased passion for Increased Increased awareness of	Subjective feedback	1	4	Actual increase	262,500	Stakeholder interview	0%	0%	0%	262,500.00		262,500	0	0	0		
							Increased passion for	Subjective feedback	10	4	Costs to	103,750	Budget Standards for	75%	63%	25%	97,265.63		97,266	72,949	54,712	41,034	0	
							Increased	Subjective feedback	10	4	Budget for local	73,000	Stakeholder interview	75%	50%	13%	91,260.00		91,260	79,844	69,963	61,130	0	
							Increased awareness of	Subjective feedback	10	4	Average amount	56,875	Stakeholder interview	75%	50%	13%	73,593.75		73,594	64,395	56,345	49,302	0	
Corporate	1	Funds	670,000	Stakeholder	18 Awards	1. Organizer (SVC) Organizer (the	Raise corporate prestige Reduction of workload	Subjective feedback	1	1	Annual Budget	1,000,000	Stakeholder interview	10%	10%	0%	610,000.00		610,000	0	0	0		
								Subjective feedback	1	1	Actual labor	219,462	Stakeholder interview	10%	0%	0%	197,515.80		197,516	0	0	0		
SVC employees	20				NA	1. Serve as a 1. Serve as a Serve as a	Improved interpersonal Increased passion for Increased physical and	Subjective feedback	11	1.10	Average annual	711	Stakeholder	50%	58%	31%	1,662.22		1,662	1,154	0	0		
							Increased passion for	Subjective feedback	10	1.06	Bonuses received	2,750	Stakeholder	45%	53%	28%	7,142.36		7,142	5,158	0	0		
							Increased physical and	Subjective feedback	7	0.52	Consolation	(5,444)	Stakeholder	41%	64%	46%	(6,061.60)		(6,061.60)	0	0	0		
Soil and Water	1	Funds	10,400,000	Stakeholder	1.36	1. Organizer 1. Students make	Enhanced public Improved efficiency for	Subjective feedback	1	1	Publicity	11,542,337	Stakeholder interview	10%	0%	0%	9,349,292.97		9,349,293	0	0	0		
							Improved efficiency for	Subjective feedback	1	1	Cost savings of	40,000	Stakeholder interview	10%	0%	0%	32,400.00		32,400	0	0	0		
Other government	1	Time	0	the cost of	NA	1. Students stay in 1. Students stay in	Enhanced public Enhanced policies	Subjective feedback	1	1	Advertising and	45,000	Stakeholder interview	75%	40%	0%	6,750.00		6,750	0	0	0		
							Enhanced policies	Subjective feedback	1	1	Expense to apply	450,000	Stakeholder interview	75%	40%	0%	67,500.00		67,500	0	0	0		
									0									0.00	0.00	0.00	0.00	0.00	0.00	
Total input			15,902,000																20,435,366.05	20,435,366.05	5,502,323.80	2,956,025.04	151,466.37	0.00

Global Value Exchange



total	20,435,366.05	20,435,366.05	5,502,323.80	2,956,025.04	151,466.37	0.00
Present value of each year	20,225,046	5,389,636	2,865,683	145,326	0	
Total Present Value (PV)	\$28,625,691					
Net Present Value (NPV)	\$12,723,691					
Social Return	1.80					