



Universal Global Scientific Industrial Co., Ltd.

Philanthropic Library

Evaluative Social Return on Investment Report

November 2019

SOCIAL VALUE

INTERNATIONAL

Statement of Report Assurance

Social Value International certifies that the report “Philanthropic Library Social Return on Investment Report”, published on 3 February 2020, satisfies the requirements of the assurance process.

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

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

Awarded 3 February 2020



Ben Carpenter
Chief Executive Officer
Social Value International



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

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

Acknowledgments

We would like to thank Eliza Li, the Partner of PwC Taiwan, and members of her team, Alfred Du, Stacey Kuo, and Elisa Huang for their assistance in evaluating our project and preparing the SROI report accordingly. We also greatly appreciate our stakeholders for contributing their valuable time and experiences for the analysis in this report.

Table of Contents

Summary.....	5
Part 1 Project Background.....	7
1.1 Project Information	7
1.2 Scope of the Evaluative SROI Project	8
1.3 Outputs	9
1.4 Methodology: SROI methodology	11
1.5 Limitations of the Study.....	12
Part 2 Project Flow	13
2.1 Stakeholders	13
2.1.1 The Scope and the Identification of the Stakeholders	13
2.1.2 Stakeholder Engagement	19
2.2 Inputs.....	42
2.3 Project Outcomes	44
2.3.1 Theory of Change	44
2.3.2 The Approach to Measuring Outcomes and Sampling Stakeholders	50
2.3.2 Outcome Indicators.....	51
2.4 Financial proxies	55
2.5 Impact Factors.....	72
Part 3 Project Results	80
3.1 Results.....	80
3.2 Verification	83
3.3 Sensitivity Analysis.....	84
3.4 Risk Analysis	87
3.5 Results Analysis, Recommendations and Conclusion	90
Appendix 1 Interview Outline and Questionnaire.....	93
Interview Outline.....	93
Questionnaire.....	96
Appendix 2 Stakeholder Engagement.....	124

Appendix 3 Outcome chain of events 126

Appendix 4 Value Map 131

Appendix 5 References 134

Summary

In the 3C era, no age group in Taiwan reads enough. Many studies have pointed out that reading and competitiveness are highly correlated. Lin Chiao-Min mentioned in *New Books: Recent Publications* that reading is the foundation for gaining knowledge, and further connected reading to competitiveness. Chiang I-Chih and Wang I-Fen made it clear from the beginning in *Global Views Monthly* that reading equals competitiveness. Universal Global Scientific Industrial Co., Ltd. (below, “USI”) is a tech company that not only contributes to technological advancement, but also hopes to contribute to Taiwan's reading environment and guide the next generation to create Taiwan's long-term competitiveness. Shortly after the 1999 Jiji Earthquake¹, as the biggest enterprise in the Nantou country, USI was approached by a group of teachers in Nantou to assist reconstructing the library. USI then started to donate the money in building up the libraries and reading facilities. One main facility is the establishment of the Philanthropic Library. At first, the Philanthropic Library is nothing more than a mechanism of circulating the books around schools. As times went by, the mechanism becomes mature and thus facilitates the establishment of Taiwan Reading and Culture Foundation (below, “the Foundation”). Years after the 1999 Jiji Earthquake, USI continues to donate money to the foundation. In addition to offering books, USI anticipated to raise the awareness of reading among teachers, parents and students. As a consequence, USI came out with the idea of Meet the Author and Parent-Child Reading. USI then discussed with the Foundation. After the foundation acknowledged the worth of the event, USI denoted the money and the Foundation took care of the execution of the event. Through those events, it’s hoped that teachers, parents and students will come to realize the important of reading and thus use the resources in the Philanthropic Library actively.

This study adopts the SROI methodology to review, from the perspective of stakeholders, USI's social impact in increasing children's reading activity in 2018. The three campaigns include the Philanthropic Library, Meet the Author, and Parent-Child Reading. After engaging stakeholders (mainly through interviews and questionnaires), this study found that children who read Philanthropic Library books experienced outcomes such as improved critical thinking abilities, gained confidence, broadened horizons, improved focus, and greater emotional stability. The Meet the Author events broadened students' horizons, while the author gained inspiration and a sense of achievement from interacting with students in Lanyu. Changes for children who participated in Parent-Child Reading included reading more books in the future, better reading comprehension, and higher focus when reading. Furthermore, parents and children reading together during the event also improved the quality of their family reading time, and helped parents understand more methods and general knowledge about teaching children.

¹ The 1999 Jiji earthquake occurred in [Jiji](#) (Chi-Chi), [Nantou County, Taiwan](#) on Tuesday, 21 September 1999. It was the second-deadliest quake in recorded history in Taiwan, after the [1935 Shinchiku-Taichū earthquake](#).

With the above-mentioned outcomes and input combined, we calculated and obtained the result that for each New Taiwan dollar invested, it would create social value worth around NT\$3.07. The sensitivity analysis results were between 2.63 and 3.37. We also discussed these results and feedback from stakeholders during the research process with the relevant stakeholders, to optimize improvement plans. We hope to maximize the social impact through the Philanthropic Library, Meet the Author, and Parent-Child Reading, hoping that families and children in Taiwan can gradually gain stronger conceptions of reading and develop critical thinking to further improvement in Taiwan's society.

Part 1 Project Background

1.1 Project Information

In addition to the books themselves, the accompany of teachers and parents is essential to getting children into the habit of reading². Therefore, USI directs its efforts to book donation, guiding teachers to accompany children in reading, and guiding parents to accompany children in reading. Philanthropic Library donates books for children in counties and cities in Taiwan. Meet the Author guides teachers to accompany children in reading. During these events, author demonstrate teachers how to lead children to discuss the contents of the book and raise children's interest in reading. Parent-Child Reading guides parents to accompany their children in reading. During the event, the teacher uses her own self-developed teaching materials, showing parents how to guide their children to read entire books, one step at a time and in interesting ways. The three campaigns are described in detail below:

Philanthropic Library

USI assisted in the establishment of the Taiwan Reading and Culture Foundation in 2005, which jointly implements the Campus Reading Promotion Project and established the first Philanthropic Library in Nantou County's Hushan Elementary School. The news of establishment quickly spread among teachers; they signed petitions that allowed Philanthropic Libraries to be established in numerous townships. The mechanism of Philanthropic Library is as below:

Since it's unnecessary and nearly impossible to establish the Philanthropic Library in every school, certain schools are picked to be established the Philanthropic Library. And those Philanthropic Libraries served as hubs for storing the exchanging the books. In the Libraries, there are many bins of books. Each bin contains around 20-30 same books. Every teacher can borrow those bins online and the bins will be delivered (delivery fee is sponsored mostly by HCT Logistics and partially by Ministry of Education, the Ministry of Culture) to the where the teacher is. Since there are 20-30 same books in the bin, teachers may then have their students to all read the same book. Such mechanism allows teachers to make the books in the Philanthropic Library to be a useful teaching material since every student may read the same book.

After more than a decade of effort, Nantou County became the first in Taiwan to have "a library in every township". In addition to meeting remote and underprivileged Nantou populations' needs for reading resources, the project was also expanded to elementary schools in remote areas of other

² Chang Li-Huei (2009), Observations and Reflections on Reading Promotion in Taiwan. *Interdisciplinary Journal of Taiwan Library Administration* Volume 5 Issue 4

counties/cities and offshore islands. USI further assisted the establishment of the first Philanthropic Library for Diverse New Immigrant Culture in Nantou County in October 2017. The books in the library introduce folk customs, culture, and local stories of Southeast Asia. Circulation of the book bins helps the library to communicate diverse cultural values. As of August 2019, 303 libraries have been established with over 730,000 books read by a total of over 50 million people.

Meet the Author

To broaden children's horizons and help they develop interests in reading, different types of reading activities have been developed in addition to book donations. USI established a Philanthropic Library in Lanyu³ in 2014 and organizes Meet the Author events there every year.

During the event, the invited author will visit Lanyu and meet the students in every school. The author shares his reading experience with students, reads them stories, and chats with them about writing. Through the event, it's expected that students in Lanyu will be more interested in reading, writing and exploring the world beyond outside Lanyu.

Parent-Child Reading

In addition to offshore island reading education, USI encourages employees and their family members to develop the habit of reading, with an emphasis on preschool reading education. With the donation from USI, the Foundation organized the Parent-Child Reading event in Caotun Township. This event, led by an experienced teacher who specializes in teaching reading, guides parents and children to experience the joy of reading together. This investment in local education makes reading a part of daily life, so that children have books to read, like to read books, and get in the habit of reading books.

1.2 Scope of the Evaluative SROI Project

The study analyzes Philanthropic Library, Meet the Author and Parent-Child Reading, and summarizes the impacts that these programs have on different stakeholders. The scope of our assessment is as follows:

1. Philanthropic Library: Students who read books from the Philanthropic Library, from September 1, 2018 to August 31, 2019.
2. Meet the Author: Students, teachers, and the author participating in the activity held on April 30 and May 1, 2019
3. Parent-Child Reading: Children and parents who participated in the event on July 20th, 2019.

³ Lanyu is an indigenous people's habitat off the southeastern coast of Taiwan. Given that it's an offshore island, Lanyu is also an underprivileged place in terms of education.

1.3 Outputs

1. Philanthropic Library: The below table lists the number of students that read the books from the Philanthropic Library during the timeframe of September 1, 2018 to August 31, 2019.

Timeframe	Borrowing school and grade	Number of students reading Philanthropic Library books
From September 1, 2018 to August 31, 2019	Taoyuan City Bade District Jiadong Elementary School 1st Grade	26
	New Taipei City Lujiang Elementary School 1st & 2nd Grade	29
	Kaohsiung City Zuoying District Fushan Elementary School 3rd Grade	27
	Tainan City Yuwen Elementary School 3rd Grade	29
	New Taipei City Yongfu Elementary School 1st Grade	29
	Kaohsiung City Zuoying District Shengli Elementary School 5th Grade	26
	Yunlin County Dongxing Elementary School 5th Grade	23
	Changhua County Hubei Elementary School 5th Grade	29
	Changhua City Nanguo Elementary School 2nd Grade	450
	Yunlin County Feisha Elementary School 4th Grade	6
	Changhua County Qingshan Elementary School 1st Grade	23
	Nantou County Guoxing Elementary School 6th Grade	18
	Pingtung County Xinyuan Elementary School 3rd Grade	18
	Miaoli County Qiaole Elementary School 1st Grade	16
	Lanyu Township Yayo Elementary School (Grade 1 st -3 rd)	2
Lanyu Township Yayo Elementary School (Grade 4 th -6 th)	29	

Timeframe	Borrowing school and grade	Number of students reading Philanthropic Library books
Total number of students who read the Philanthropic Library		780
Total number of schools involved		15
Total number of teachers involved		19

2. Meet the Author: The below table lists the number of students that participated in the event.

Time interval	Stakeholder	Number of people
April 30 to May 1, 2019	Author	1
Total number of the author who participated in the event		1
Time interval	Stakeholder	Number of people
April 30, 2019	Dongqing Elementary School Students	39
	Dongqing Elementary School Teachers	6
	Yayo Elementary School Students	54
	Yayo Elementary School Teachers	5
May 1, 2019	Iraraley Elementary School Students	20
	Iraraley Elementary School Teacher	6
	Lanyu Elementary School Students	23
	Lanyu Elementary School Teachers	6
	Lanyu Senior High School Students	21
Total number of the students who participated in the event		157
Total number of the teachers who participated in the event		23⁴

3. Parent-Child Reading: The below table lists the number of the participating children and parents.

Stakeholder	Subgroup	Number of people
Teacher	NA	1
Total number of the teacher who participated in the event		1
Stakeholder	Subgroup	Number of people
Children	Preschool	53
	Lower grades	22
Total number of the students who participated in the event		75
Stakeholder	Subgroup	Number of people
Parents	NA	58 ⁵
Total number of the parents who participated in the event		58

⁴ After the engagement, we found out that there are barely impacts happen to the teacher. The teachers of the Meet the Author are therefore not included in the value map.

⁵ The number includes 27 USI employees.

1.4 Methodology: SROI methodology

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

1. We carried out each step in accordance with the description and framework of A Guide to Social Return on Investment:
 - (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 rate.
 - (6) Confirm the results of the assessment and the SROI rate with the stakeholders again, and then disclose the final results in the report.

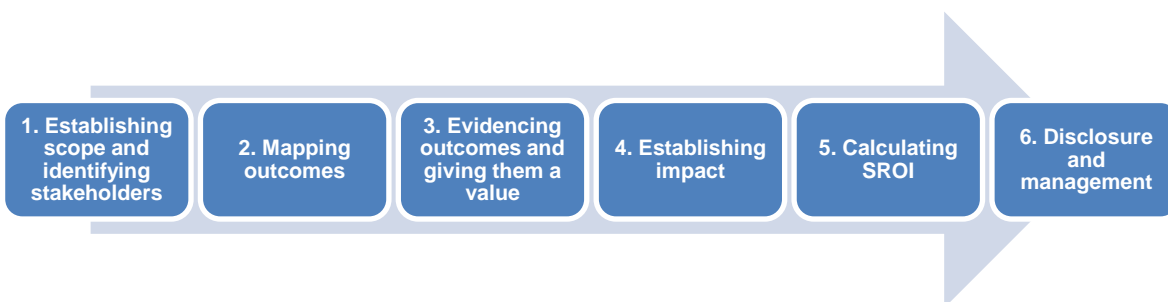


Figure 1: SROI calculation process

2. Seven major principles:
 - (1) Involve stakeholders
 - (2) Understand what changes
 - (3) Value the things that matter
 - (4) Only include what is material
 - (5) Do not over-claim

- (6) Be transparent
- (7) Verify the result

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

1.5 Limitations of the Study

Under the SROI framework, abstract, narrative or non-quantitative indicators such as confidence, joyfulness and family relationships must be valued. Using the assumed variables as impact factors (such as Deadweight and Drop-off), the generated values are derived from the perceptions of the stakeholders and not the traditional models of predictive financial analysis. As a result, the social return on investment figures calculated in this report should not be compared with figures from a different project. After all, the perceptions and resulting benefits to the beneficiaries will be different. In view of the reasons stated above, apart from the SROI outcomes, we should publicly disclose the SROI report in a responsible manner and openly explain the outcomes as well as the processes of calculation and derivation. It is also necessary to list the various assumptions and sensitivity analysis used in the process. It is hoped that the users of the report will be able to understand the benefits from reading promotion and its social value with the complete information provided, from which the basis for activity management and maximizing social value and other decisions can be derived. Please see [3.2 Sensitivity Analysis](#) for details on the risk analysis in this study.

Part 2 Project Flow

2.1 Stakeholders

2.1.1 The Scope and the Identification of the Stakeholders

The purpose of this study is to assess the social impacts of the Philanthropic Library, Meet the Author, and Parent-Child Reading programs. The purpose of the Philanthropic Library is to promote reading and strengthen the reading ability of elementary school students around Taiwan. The purpose of Meet the Author is to author broaden students' horizons and raise their interest in reading with the author's leading. The purpose of Parent-Child Reading is to guide parents and children to read together, thus improving family relationships, improving parents' guided reading abilities, and raising children's interest in reading. Therefore, when we reviewed the scope of stakeholders involved in the three programs, we also considered the purpose of the events and the purpose of this study, and accordingly decide which stakeholders should be included within the assessment.

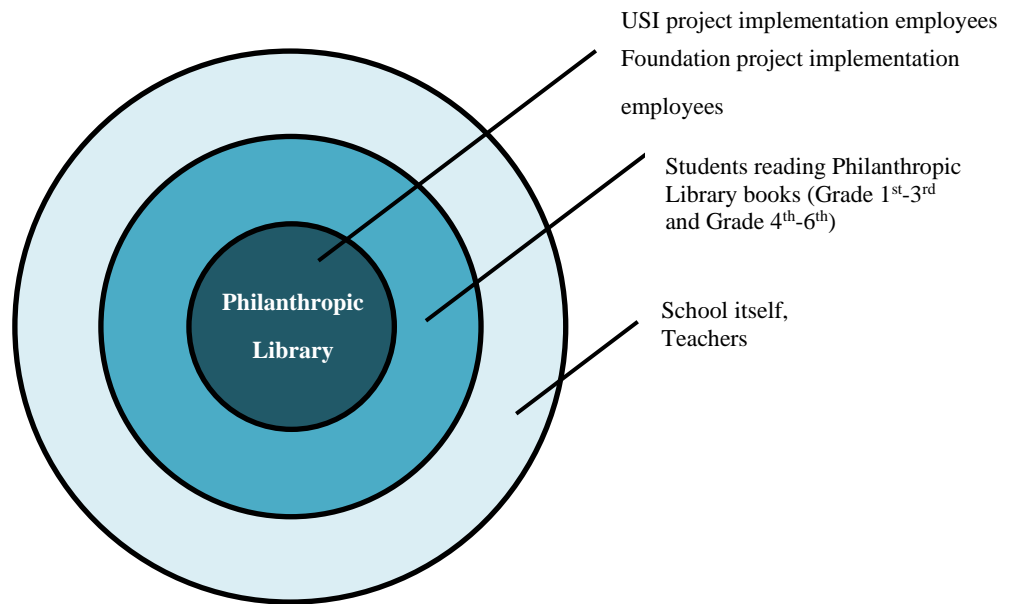
At the same time, we referred to the conditions below when deciding the determination criteria for the scope of stakeholders to be included in this study: (1) Are they the primary stakeholders that the event or project intends to impact? (2) Are they stakeholders directly relevant to the event or project? The relevance of respective levels according to said criteria are determined follows:

Level	Definition	Relevance
Project implementer or resource provider	Primary implementer or resource provider in the event or project. In this study, refers to Universal Global Scientific Industrial Co., Ltd. and the Taiwan Reading and Culture Foundation.	High
Level 1 (Directly impacted)	Those who change because of having been impacted by the project implementer or resource provider; they are the primary targets that the event or project intends to influence. In the Philanthropic Library project, this includes students reading Philanthropic Library books. In the Meet the Author activity, this includes students participating in the event and the author. In	High

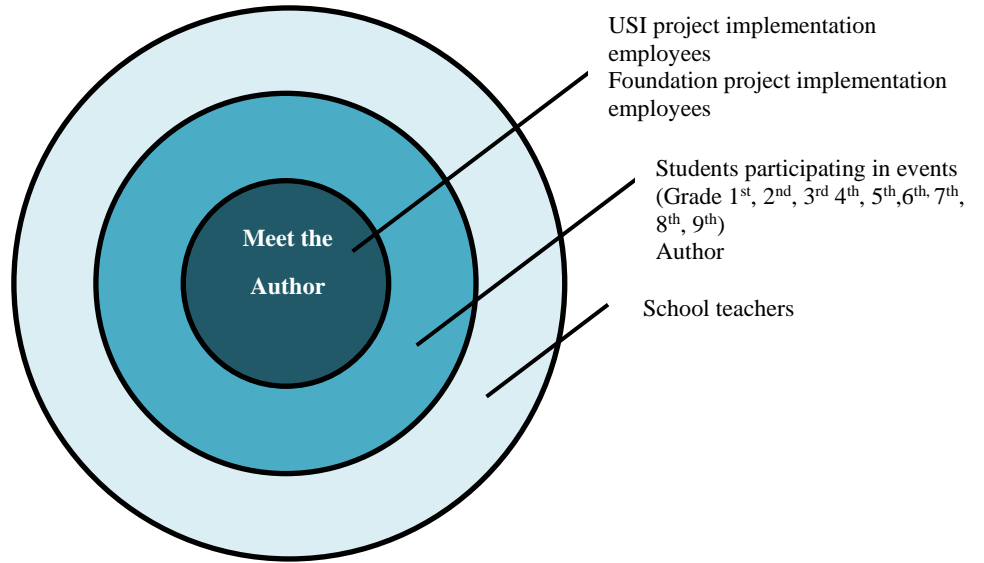
Level	Definition	Relevance
	the Parent-Child Reading activity, these include parents and children participating in the event.	
Level 2 (Indirectly impacted)	Those who experience change because of having been impacted by stakeholders of Level 1. They may not be the primary targets whom the event or project intends to influence. In the Philanthropic Library project, this includes teachers who borrow the books for their students and the school itself. In the Meet the Author activity, this includes teachers accompanying the students o during the event.	Medium or Low

The scope of the Philanthropic Library, Meet the Author, and Parent-Child Reading programs is determined based on the definitions above, and described below:

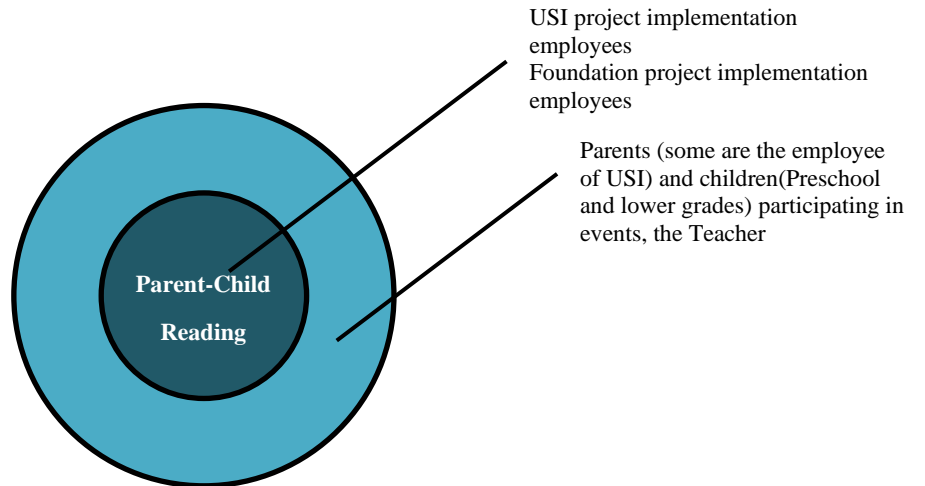
1. Philanthropic Library



2. Meet the Author



3. Parent-Child Reading



The programs and stakeholders involved are summarized in the following table:

Program/ organization	Stakeholder	Description	Level	Relevance	Included or Not (Please refer to 2.1.2 Stakeholder Engagement)
Philanthropic Library	USI project implementation employees	Donate funds and contact the foundation	Resource provider	Low	No
	Foundation project implementation employees	Plan and implement the circulation of Philanthropic Library around Taiwan.	Project implementation	Low	No
	Students reading Philanthropic Library books (Grade 1 st -3 rd)	Read books from the Philanthropic Library that are borrowed by their teachers. Students reading Philanthropic Library books are the main stakeholders that the project intends to influence. Therefore, we included students to determine their outcomes resulting from the Philanthropic Library based on the principle of materiality.	Level 1 (Directly impacted)	High	Yes
	Students reading Philanthropic Library books (Grade 4 th -6 th)	Read books from the Philanthropic Library that are borrowed by their teachers. Students reading Philanthropic Library books are the main stakeholders that the project intends to influence. Therefore, we included students to	Level 1 (Directly impacted)	High	Yes

Program/ organization	Stakeholder	Description	Level	Relevance	Included or Not (Please refer to 2.1.2 Stakeholder Engagement)
		determine their outcomes resulting from the Philanthropic Library based on the principle of materiality.			
Philanthropic Library	Teachers	Borrow books from the foundation for students to read. The teacher is not the main target to be influenced. We thus exclude teachers.	Level 2 (Indirectly impacted)	Low	No
	School itself	Approve the school to engage in Philanthropic Library	Level 2 (Indirectly impacted)	Low	No
Meet the Author	USI project implementation employees	Donate funds for organizing events, contact the foundation, and provide guidance during events.	Resource provider	Low	No
	Foundation project implementation employees	Plan events and handle contacts during event planning.	Project implementation	Low	No
	Students participating in events (Grade1 st -9 th)	Students participating in events were intended during event design and planning as major stakeholders. Hence, we include the students based on the principle of materiality.	Level 1 (Directly impacted)	High	Yes
	Author	The author serves as lecturers on event days. Even though the author was not a stakeholder	Level 1 (Directly impacted)	High	Yes

Program/ organization	Stakeholder	Description	Level	Relevance	Included or Not (Please refer to 2.1.2 Stakeholder Engagement)
		whom the program was originally intended to influence, the author was significantly influenced because he is the speaker of the event that he interacted with students a lot. And interaction with students bring certain impact on the author. We thus include author based on the principle of materiality.			
Meet the Author	Teachers	Accompany students on event days	Level 2 (Indirectly impacted)	Medium	No
Parent-Child Reading	USI project implementation employees	Donate funds for organizing events and contact the foundation.	Resource provider	Low	No
	Foundation project implementation employees	Plan events, handle contacts during event planning, and provide guidance and assistance during the event.	Project implementation	Low	No
	Parents (some of them are also the employee of USI) and children	Parents and children were the stakeholder whom the program was originally intended to influence. Hence, we include the parent based on the principle of materiality.	Level 1 (Directly impacted)	High	Yes

Program/ organization	Stakeholder	Description	Level	Relevance	Included or Not (Please refer to 2.1.2 Stakeholder Engagement)
Parent-Child Reading	Teacher	Design the event, instruct parents and students on co-reading and arrange interactive activities which enhance the interaction between parents and students Even though the teacher was not a stakeholder whom the program was originally intended to influence, the teacher was significantly influenced because she was the speaker of the event that she interacted with children a lot. And interaction with children bring certain impact on the teacher. We thus include teacher based on the principle of materiality.	Level 1 (Directly impacted)	High	Yes

Due to the different characteristics of the three events, the scope of stakeholder engagement varies by relevance. For the purpose of the study and the event/project, we only included highly relevant stakeholders; the main stakeholder engagement method was one-to-one in-depth interviews, which was supported by a questionnaire survey. However, we also implemented different forms of engagement that are rolling and not one-off, hoping to correct our problems and our understanding of the program through different levels and forms of engagement with different subjects.

2.1.2 Stakeholder Engagement

We divided the stakeholder engagement process into three phases: interviewing, the questionnaire survey and verification. In compliance with the principle of “Be transparent”, this study also involved

authentication and publishing a report, in hopes of facilitating more comprehensive communication with stakeholders.

Phase	Task	Purpose
1	Interviews	<p>Through interviews, we were able to understand the extent of changes experienced by stakeholders, and then include or exclude stakeholders based on the principle of materiality.</p> <p>Since the phase 1 interview conducted based on open-ended questions, the feedbacks we got from the stakeholders are presented in clear orders. We construct the chain of events based on the logic that the stakeholders share. We verified with stakeholders to make sure our understandings toward how the impacts happen are correct. Such verification is also fundamental in constructing the questionnaire distributed in the phase 3 engagement.</p>
2	Questionnaire Surveys	The questionnaire was designed based on outcomes identified during preliminary interviews; questionnaires were widely distributed to stakeholders to validate the outcomes, the financial proxies, and the impact factors.
3	Verifying Outcomes	Whether or not the calculation results above (including outcome chain of events, not happening outcomes, financial proxies, relative value of outcomes, and impact factors) match stakeholders' experience is verified through interviews with each type of stakeholder. Any concerns or contradictions between results during calculation are also clarified at this phase.

Table 2: Explanation of stakeholder engagement phases

The number of persons interviewed, the procedure, and the identification outcomes are explained as follows:

Project	Stakeholder	Number	Number of People Engaged ⁶	Included or not	Description	Subgroup Explanation
Philanthropic Library	USI project implementation employees	1	1	No	Project implementation employees and planners at USI are important stakeholders for this project. After interviewing, potential changes for implementation employees included greater passion for work, greater sense of achievement, and stronger identification with the Company. However, these outcomes were not the main objectives of this project. Hence, we only included their inputs, but not outcomes, in our analysis.	NA
	Foundation project implementation employees	12	1	No	Project implementation employees and planners at the foundation are important stakeholders for this project. After interviewing, potential changes for implementation employees included greater passion for work, greater sense of achievement, and stronger identification with the foundation. However, these outcomes were not the main objectives of this project. Hence, we only included their inputs, but not outcomes, in our analysis.	NA
	Students reading Philanthropic	649	136	Yes	Students reading Philanthropic Library books are the main stakeholders that the project intends to influence.	Reading is very important to the students, no matter what grades the students is in. However, levels of

⁶ Please refer to [Appendix 2](#) for the number of stakeholders engaged in each phase.

Project	Stakeholder	Number	Number of People Engaged ⁶	Included or not	Description	Subgroup Explanation
	Library books (Grade 1 st -3 rd)				Therefore, we included students to determine their outcomes resulting from the Philanthropic Library.	importance differ among students. When interviewing teachers, many
Philanthropic Library	Students reading Philanthropic Library books (Grade 4 th -6 th)	131	101	Yes	<p>During the interview, based on open-ended questions, we asked students how they feel about reading, their feeling during and after the reading. Most students shared with us certain categories of books that they are interested in. We then asked what they learned from the book and if they act differently after reading those books. Despite the differences among the categories of books that the students read, most of the students replied that they learned new vocabularies and knowledge in the books. And the below is the record which helps us to come out with the outcomes of the project.</p> <p>Improved Critical Thinking</p> <p>Many students share with us that they are better at writing and communicating with others because they learned new vocabularies and sentence constructing from the books. We clarified those experience with their teachers and got positive feedback from the teachers. After validating with teachers and referring</p>	<p>of lower grades are in the stage of all-round development. On the contrary, students of higher grades face more specific academic performance requirement. And reading ability is the key to great academic performances, resulting in that the impacts happen on the students of higher grades have higher value.</p> <p>Given the difference contexts mentioned above, we then categorize the students into grade 1st-3rd and 4th-6th.</p>

Project	Stakeholder	Number	Number of People Engaged ⁶	Included or not	Description	Subgroup Explanation
					<p>to existing literature, it's reasonable to define those outcomes as improving critical thinking.</p> <p>Increase Self-Confidence Students mentioned that they get to know things that their classmates don't know from the books, gaining the confidence consequently. Additionally, many teachers mentioned that because of the improved writing skills and reading skills, students make progress in school work, which also helps increase their self-confidence.</p> <p>Improved Focus We conclude this outcome first from the interview with teachers and validate the outcome with the students. Many teachers mentioned that reading helps to improve focus on students. We further consult students if they feel like being able to read for longer hours gradually. Most of the student affirm that they are able to read longer hours and do not like to be disturbed when reading. We then summarize the outcome to be "improved focus."</p>	

Project	Stakeholder	Number	Number of People Engaged ⁶	Included or not	Description	Subgroup Explanation
					<p>Broaden Horizon Noteworthy, students mentioned that they enjoy the content of the books, which they didn't know in the past. If asked whether the content helps them to score higher in school work, they said that sometimes extracurricular reading doesn't really help with the schoolwork. They however still enjoy the content. As a consequence, aside from the above-mentioned outcome, we single out the outcome "broaden horizon."</p> <p>Higher Emotional Stability This is the outcome with the lowest percentage of change(averaged). It's because that it happens to children with special circumstances. Many teachers share with us that the power of reading is that books can narrate a situation to students as a friend. For example, if the student suffers from the divorce of the parents, a book with the same context will make the student realize that he/she is not alone and thus gain better emotional stability. What we heard from the students is that they learn how to act more maturely from books. Since not most of the children experience</p>	

Project	Stakeholder	Number	Number of People Engaged ⁶	Included or not	Description	Subgroup Explanation
					special situation like the divorce of the parents, not all the students demonstrate this outcome.	
Philanthropic Library	Teachers	20	19	No	<p>The teacher's primary role is to borrow books from the Philanthropic Library for students to read. Borrowing books does not have any material effect on the teacher and is thus not included.</p> <p>The other main purpose of engaging teachers is to affirm the experience experienced by the students. Through interviewing teachers, we not only narrow down the impact felt by the students but get those impact quantified.</p>	NA
	Schools itself (We interviewed the principals of the schools to understand the impact brought to the schools.)	15	6	No	<p>We anticipated that there might be some impacts brought to the school due to the Philanthropic Library. For example, the school might become more well-known among the located district and the parents will prefer to send their children to those schools. However, after interviewing with the principals and teachers, they all address they the students are the main beneficiaries of the Philanthropic Library. They also made it clear that there are nearly changes happen to the school end. We then conclude that there is barely impact happen to the school.</p>	NA

Project	Stakeholder	Number	Number of People Engaged ⁶	Included or not	Description	Subgroup Explanation
Meet the Author	USI project implementation employees	1	1	No	Project implementation employees and planners at USI are important stakeholders for this project. After interviewing, potential changes for implementation employees included greater passion for work, greater sense of achievement, and stronger identification with the Company. However, these outcomes were not the main objectives of this project. Hence, we only included their inputs, but not outcomes, in our analysis.	NA
	Foundation project implementation employees	12	1	No	Project implementation employees and planners at the foundation are important stakeholders for this project. After interviewing, potential changes for implementation employees included greater passion for work, greater sense of achievement, and stronger identification with the foundation. However, these outcomes were not the main objectives of this project. Hence, we only included their inputs, but not outcomes, in our analysis.	NA
	Students participating in events (Grade 1 st)	23	23	Yes	Students participating in events were intended during event design and planning as major stakeholders. We interviewed the students who have participated in the event last year. When asked how they feel about the event, most students replied that it was interesting to hear stories and news from the author. During the	The event is held on the school basis. In other words, students from same school of all grade will attend the same session of Meet the Author. Since the author spoke to all grades of student in a single session, it's
	Students participating in	23	23			

Project	Stakeholder	Number	Number of People Engaged ⁶	Included or not	Description	Subgroup Explanation
	events (Grade 2 nd)				<p>event, we also did the poll to all the participating students to see if they learn new ideas and look forward to the event next year. We got an overwhelming positive feedback, we then conclude that the event helps students to understand what they did not know in the past. In other words, the event broadens the horizon of the students.</p> <p>Students of 6th grade show low interest into the event. And according to the result of our survey, there is an incidence rate lower than 25%. We thus consider that there is no outcome happening to this subgroup.</p> <p>Students participating in events were intended during event design and planning as major stakeholders. We interviewed the students who have participated in the event last year. When asked how they feel about the</p>	<p>nearly impossible to satisfy all the needs from different grades of students. The content that the author shared was relatively easy. Thus, students of lower grades participated in the event more actively. On the contrary, students of higher grades would find the content of the session to be too easy. They thus gained less impacts from the event.</p> <p>Based on the major difference mentioned above, we thus divide the students into 9 groups: 1st to 9th grades.</p>
Meet the Author	Students participating in events (Grade 3 rd)	22	22			
	Students participating in events (Grade 4 th)	23	23	Yes		
	Students participating in events (Grade 5 th)	25	25	Yes		
	Students participating in events (Grade 6 th)	20	20	No		
	Students participating in events (Grade 7 th)	7	7	Yes		

Project	Stakeholder	Number	Number of People Engaged ⁶	Included or not	Description	Subgroup Explanation
Meet the Author	Students participating in events (Grade 8 th)	7	7	Yes	event, most students replied that it was interesting to hear stories and news from the author. During the event, we also did the poll to all the participating students to see if they learn new ideas and look forward to the event next year. We got an overwhelming positive feedback, we then conclude that the event helps students to understand what they did not know in the past. In other words, the event broadens the horizon of the students.	
	Students participating in events (Grade 9 th)	7	7	No	Students of 9 th grade show low interest into the event. And according to the result of our survey, there is an incidence rate lower than 25%. We thus consider that there is no outcome happening to this subgroup.	
	Author	1	1	Yes	Even though the author was not a stakeholder whom the program was originally intended to influence, the author was significantly influenced because he is the speaker of the event that he interacted with students a lot. And interaction with students bring certain impact on the author. In addition, being in Lanyu gives the author many opportunities to further explore the place, giving him inspiration	NA

Project	Stakeholder	Number	Number of People Engaged ⁶	Included or not	Description	Subgroup Explanation
					<p>Visiting Lanyu gave the author an opportunity to experience stuffs that he had never tried in the past. For example, the author tried diving in Lanyu this time. Additionally, since the author had taught in Lanyu for 2 years, visiting Lanyu this time gave him an opportunity to observe the changes that happened in Lanyu. According to the author, observing these changes brings great inspiration to the author. As a result, we conclude that the event brings inspiration to the author.</p> <p>Aside from the inspiration, during the event, the students reacted to author's questions and activity actively. As students actively engaged in the event, the author then realized that the students did learn new stuffs from his sharing. In other words, the design of the event proved useful in engaging students and delivering knowledge to students. To teachers, sense of accomplishment comes from the knowledge growth of the students and the efficacy of his/her teaching. De facto, the author then got the sense of achievement from the event. Therefore, the author's outcomes were included.</p>	

Project	Stakeholder	Number	Number of People Engaged ⁶	Included or not	Description	Subgroup Explanation
Meet the Author	Teachers	27	26	No	Before the event, the teachers led students to first read works by the author, so that students would quickly get on track and understand what the author had to share. The teachers also accompanied students on the day of the event and listening to the author also helped teachers improve their teaching effectiveness. However, during the phase 2 engagement, many teachers replied that, although the event broaden their horizon in teaching methods, they don't strongly feel that it of great importance and significance. As a result, we regard the outcome to be insignificant and thus exclude the teacher from the stakeholder list.	NA
Parent-Child Reading	USI project implementation employees	1	1	No	USI project implementation employees and planners are important stakeholders for this project. After interviewing, potential changes for implementation employees included greater passion for work, greater sense of achievement, and stronger identification with the Company. However, these outcomes were not the main objectives of this project. Hence, we only included their inputs, but not outcomes, in our analysis.	NA

Project	Stakeholder	Number	Number of People Engaged ⁶	Included or not	Description	Subgroup Explanation
Parent-Child Reading	Foundation project implementation employees	12	1	No	Project implementation employees and planners at the foundation are important stakeholders for this project. After interviewing, potential changes for implementation employees included greater passion for work, greater sense of achievement, and stronger identification with the foundation. However, these outcomes were not the main objectives of this project. Hence, we only included their inputs, but not outcomes, in our analysis.	NA
	Parents	58	32	Yes	Better quality of reading within the family Parents were directly influenced by Parent-Child Reading. From the perspective of parents, they hoped to learn techniques for teaching their children to read. Through the engagement process, parents told us that they learn how to lead their children to read from the event. Many of them will practice those skills when their family read together, resulting in the improvement in reading quality in the family. . Learn more methods and general knowledge about teaching children During the event, the parent will have the chance of getting to know and talk with other parents. Parents will share their teaching method with each other,	NA

Project	Stakeholder	Number	Number of People Engaged ⁶	Included or not	Description	Subgroup Explanation
					<p>making the parents more informative on the teaching method. Many parents told us that they did have conversation with other parents during the event. And those conversation did help them to adjust or improve their teaching method. We thus conclude that this is a significant outcome.</p> <p>Increased sense of attachment to the company. This Parent-Child Reading is open to the employees of USI mainly, with a few quotas available to non-employees. In the phase 1 interviews, those who have participated in the previous year's event, they told us they feel better connected to USI because of this meaningful event. To increase the reliability of financial proxies used for calculation and impact factors, we interviewed USI human resources managers, using the managers' in-depth understanding of the Company's benefits and employee care to assess the occurrence of "Increased identification with the Company", financial proxies, and impact factors.</p>	
Parent-Child Reading	Children (Pre-school)	53	0	Yes	Children were directly influenced by Parent-Child Reading. The children are divided into two age groups:	Different from the event Meet the Author, the event Parent-Child

Project	Stakeholder	Number	Number of People Engaged ⁶	Included or not	Description	Subgroup Explanation
Parent-Child Reading	Children (Lower grade)	22	20	Yes	<p>Preschool and lower grades. Children in the Preschool Group were too young and could not be engaged. Changes for children in the Preschool Group were determined by engaging their parents (20).</p> <p>Increased quantity of future reading</p> <p>When interviewing the parents, the parents shared with us the impact that had on the children, according to their observation toward their kids after the kids participated in the event. The parents told us that the event gave the children an impression that reading is an important part of the life. For kids those who can't read on their own, they will ask their parents to read more stories to them after the event. And for those who can read by themselves (though with certain help from their parents), they tend to read more books after the event.</p> <p>As for engaging children, since they are too young to express their feelings eloquently, we would need to conduct the engagement in yes-or-no questions. The below questions are designed based on the interviews with their parents.</p>	<p>reading hold 2 separate sessions for children of different ages. Since most of the pre-school children are very young (some of them are even in the stage of developing self-awareness) and lower grades students are old enough to understand what the event is and how they feel about certain things, we thus categorize the children into 2 groups.</p>

Project	Stakeholder	Number	Number of People Engaged ⁶	Included or not	Description	Subgroup Explanation
					<p>(1) Today was really fun, and I still want to read more books!</p> <p>(2) I want to hear more 14 forest mice⁷ stories!</p> <p>(3) I ask my parents after the event to borrow more books from the libraries or read me more books.</p> <p>The above questions actually demonstrate their interest in reading. And we assert that interest in books is not the end outcome. The true end outcome will be to read more books. We also verified this outcome during the phase 3 engagement. We asked those children who attended the Parent-Child Reading this year if they found the event interesting and if they ask their parents to borrow more books or read more books for them. We receive positive feedback on those questions. It is thus concluded that it's reasonable to include this outcome.</p> <p>Improved reading comprehension</p> <p>During the event, the teacher will lead the students to read. Children then are better at constructing their reading, resulting in better understanding toward the</p>	

⁷ The 14 Forest Mice children was read on Parent-Child Reading program event days. We asked the children if they were interested in the other books of the series (there is a series of the Forest Mice) and used this as an indicator for assessing "Increased quantity of future reading."

Project	Stakeholder	Number	Number of People Engaged ⁶	Included or not	Description	Subgroup Explanation
					<p>books. In phase 1 engagement, the parents shared with us that children are better at constructing their understanding when reading. After the event, the children did apply the methodologies when reading other books.</p> <p>As for engaging children, since they are too young to express their feelings eloquently, we would need to conduct the engagement in yes-or-no questions. The below questions are designed based on the interviews with their parents.</p> <p>(1) "Going to the event made reading seem even more fun!"</p> <p>(2) Replied: "Today's event made me even better at reading!"</p> <p>The above questions actually demonstrate their improved ability in reading. We also verified this outcome during the phase 3 engagement. We asked those children who attended the Parent-Child Reading this year if they found the event made reading more easily and if they think they are better at reading. We receive positive feedback on those questions. It is thus</p>	

Project	Stakeholder	Number	Number of People Engaged ⁶	Included or not	Description	Subgroup Explanation
					<p>concluded that the event resulted in improved reading comprehension.</p> <p>More focused when reading</p> <p>During the event, the leading teacher conducted the event in an interactive way. The teacher will ask the children certain questions and have those kids look for clues in the book. The interaction requires intense level of concentration. As a consequence, the parents told us that their children did develop more consistent focus after the event.</p> <p>During the phase 2 engagement, based on the observation of the parents, we transform those outcomes to be easy-to-understand questions to validate if those outcomes did happen on kids. As for the outcome “Increased quantity of future reading”, we asked the children if they did feel that reading become more interesting and they will want to read more after the event. As for the outcomes “Improved reading comprehension”, we asked the children if they feel that reading is easier after the leading of the teacher. As for the outcome “More focused when reading”, we asked</p>	

Project	Stakeholder	Number	Number of People Engaged ⁶	Included or not	Description	Subgroup Explanation
					<p>the children if they fully devoted to the event without being distracted.</p> <p>For the 3 outcomes above, we got overwhelming positive feedback from the children. We then conclude that those outcomes did happen to the students.</p> <p>Since preschool children are too young to be engaged, we only asked those questions to children of lower grade. After validating the existence of the outcomes, we engage their parents in determining the financial proxies and impact factors.</p>	
Parent-Child Reading	Teacher	1	1	Yes	<p>The teacher is the one that leads the event. The teacher designs the interaction activity before the event. And on the day of the event, the teacher instructs the children and parents on co-reading.</p> <p>During the phase 1 interview, the teacher told us that she did have pressure when preparing the event. But as the event went well, all the pressure is relieved, and she feel a sense of accomplishment in terms of completing the event nicely. Since it's the teacher's first time to lead the Parent-Child Reading, she encountered situation that she had never met in the past. However,</p>	NA

Project	Stakeholder	Number	Number of People Engaged ⁶	Included or not	Description	Subgroup Explanation
					she handled those situations calmly and nicely with instant response. She told us that such experience enhanced her teaching skills. Last but not the least, the teacher shared with us that interacting the children makes her feel happy. Consequently, participating in this event makes the teacher feel happy.	

And the below table explains how we ensure the materiality.

When engaging the stakeholder, we have constantly emphasized and validate the materiality with them.

Project	Stakeholder	Description
Philanthropic Library	Students reading Philanthropic Library books (Grade 1 st -3 rd)	<p>During the second phase engagement, we ask students if they experience the following feeling when reading to understand the materiality of the outcomes.</p> <p>Improved critical thinking ability</p> <p>'I do discuss the content in the book with my friends, my parents or my teachers.</p> <p>'I learn how to solve problems with what I learned from the book.</p>
	Students reading Philanthropic Library books (Grade 4 th -6 th)	<p>Increased self-confidence</p> <p>'I do successfully challenge my parents or my teachers with the knowledge I learned from reading.</p> <p>'I am praised because I learn new vocabularies and new way of expressions through reading.</p> <p>Improved focus</p> <p>'I like to read alone and not be bothered.</p> <p>'When I am reading, I am very focused.</p> <p>Broadened horizons</p>

Project	Stakeholder	Description
		<p>'I learn a lot of new ideas and knowledge from books, which I didn't know in the past. Higher emotional stability 'When I read, I am quite calm. However, my emotional varies a lot when I watch TV or play video games. 'When I met something that made my upset, I can look for solutions in books.</p> <p>For those questions, around 80% of the students replied that they strongly remember those experience. We then conclude that those outcomes are of great significance to the students.</p>
	Teachers	<p>The teacher's primary role is to borrow books from the Philanthropic Library for students to read. Borrowing books does not have any material effect on the teacher and is thus not included.</p> <p>The main purpose of engaging teachers is to affirm the experience experienced by the students. The teacher affirmed that the outcome mentioned above are what experienced by the students when reading. It can then be concluded that such outcome complies with the materiality.</p>
Meet the Author	Students participating in events (Grade 1 st -9 th)	<p>During the second phase engagement, we ask students if they experience the following feeling when participating in the Meet the Author event.</p> <p>Broadened horizons</p> <p>'To me, the information that the author shared is interesting. 'Through the author's sharing, I knew a lot of things that I didn't know in the past. 'I would like to know more about the content of topic that the author shared.</p> <p>For those questions, around 80% of the students replied that they strongly feel the same way. We then conclude that the outcome is of great significance to the students.</p>

Project	Stakeholder	Description
	Author	<p>We first conducted interview with the author. The interview was conducted based on open-ended questions (Please refer to Appendix 1 for interview outlines). We let the author to share with us his experience of visiting Lanyu and leading the event.</p> <p>After the interview, we summarize the main point mentioned by the author. Based on the main points, the chain of events is resulted. And during phase 2 and 3 engagement, the author confirms that those outcomes are the main and the most important outcome to him. We then conclude that the listed outcomes comply with the principle of materiality.</p>
Parent-Child Reading	Parents	<p>We first conducted interview with parents who have attended the event in the past. The interview was conducted based on open-ended questions (Please refer to Appendix 1 for interview outlines). We let the parents to share with us their experience and observation through participating.</p> <p>After the interview, we summarize the main point mentioned by the parent. Based on the main points, the chain of events is resulted. And during phase 2 and 3 engagement, the parents confirm that those outcomes are the main and the most important outcome to parents and children. We then conclude that the listed outcomes comply with the principle of materiality.</p>
	Children (Pre-school)	<p>The children are divided into two age groups: Preschool and lower grades. Children in the Preschool Group were too little to be engaged. We asked the children in the Preschool Group if they strongly experience the below listed feeling in the event.</p> <p>*Increased quantity of future reading</p> <p>Today was really fun, and I still want to read more books!</p> <p>I want to hear more 14 forest mice⁸ stories!</p> <p>*Improved reading comprehension</p>
	Children (Lower grade)	

⁸ The 14 Forest Mice children was read on Parent-Child Reading program event days. We asked the children if they were interested in the other books of the series(there is a series of the Forest Mice) and used this as an indicator for assessing "Increased quantity of future reading."

Project	Stakeholder	Description
		<p>Going to class made reading seem even more fun!</p> <p>Today's class made me even better at reading!</p> <p>*More focused when reading</p> <p>I was very focused in answering teachers' questions in class today!</p> <p>I was very focused listening to teachers in class today!</p> <p>For those questions, around 80% of the children replied that they strongly feel the same way. We then conclude that the outcome is of great significance to the children.</p>
<p>Parent-Child Reading</p>	<p>Teacher</p>	<p>We first conducted interview with the teacher. The interview was conducted based on open-ended questions (Please refer to Appendix 1 for interview outlines). We let the teacher to share with us her experience of leading the event.</p> <p>After the interview, we summarize the main point mentioned by the teacher. Based on the main points, the chain of events is resulted. And during phase 2 and 3 engagement, the teacher confirms that those outcomes are the main and the most important outcome to him. We then conclude that the listed outcomes comply with the principle of materiality.</p>

2.2 Inputs

1. Project inputs: All the relevant resources stakeholders input for project activities.

Project	Stakeholder	Inputs		
	Category	Item	Source	Amount
Philanthropic Library	USI ⁹	Material input	USI statistics	101,017
	USI	Time input	USI statistics	49,120
	HCT Logistics	Sponsoring the delivery fee	Foundation statistics	14,876 ¹⁰
	Ministry of Education			
	Ministry of Culture			
	USI			
Meet the Author	Teachers	Time input	Hourly wage of elementary school substitute teachers and part-time teachers, as announced by the Executive Yuan Engagement with teachers	8,640
	USI foundation	Material input (Books, author's travel expenses & lecture fee)	Foundation statistics	84,482
	USI	Time input	USI statistics	14,560
	Foundation	Time input	Foundation statistics	7,584
	Author	Time input (Pre-event preparation)	Engagement with the author Hourly wage of elementary school substitute teachers and part-time teachers, as announced by the Executive Yuan	3,200
Parent-Child Reading	USI	Time input	USI employees' time inputs for preparation	10,360
		Monetary input	Foundation statistics	4,850

⁹ The time input of the Foundation is actually included in the USI material input. The fact is that the money donated to the Foundation (USI material input) is allocated to the human cost of the Foundation. In other words, the time input from the Foundation is not omitted.

¹⁰ The total number of the sponsored and actual delivery fee is 12,188,163. This amount is the total delivery fee for all the Philanthropic Library in Taiwan. Since the scope of this report covers only 15 schools, we calculate the proportion according. According to the statistics, there are around 630,860 students who read the books from Philanthropic Library in 2018. In this report we cover only 770 students. The calculation will be $(12,188,163/630,860)*770=14,876$ (rounded to the digit.)

Parent-Child Reading	USI & Foundation	(Hourly wage paid to teachers)		
		Material input (Book expenses for event days)	Foundation statistics	10,000
	Foundation	Time input (Overtime)	Engagement with foundation	7,268
	Teachers	Time input	Engagement with teachers Hourly wage of elementary school substitute teachers and part-time teachers, as announced by the Executive Yuan	5,120
	Teachers	Material input (Teaching materials for event days)	Engagement with the teacher	988
	Library employees	Time input	Engagement with foundation	3,160
Total				325,225

2.3 Project Outcomes

Outcomes are the important changes or impacts from project activities for stakeholders. Through interviews and questionnaires, this study gives an understanding of the process of changes experienced by stakeholders. Reference was also made to publications on similar topics¹¹, to ensure that potential material or negative outcomes were not omitted. The above-mentioned discussion process with stakeholders and results were then used to define the ultimate outcomes and to compile the chain of events (see [Appendix 3](#) for details).

2.3.1 Theory of Change

We developed a theory of change between stakeholders' inputs, outputs, and outcomes, based on the stakeholder engagement process described above (see [2.1.2 Stakeholder Engagement](#) for details), and learned about the causality between them.

We then used the outcome chain of events to define the final outcome. After stakeholder engagement, we referenced the literature to validate that the outcomes were indeed possible.

The book *Reading: Helping Your Child Learn 27 Key Abilities* by Sung I-Hui mentions that reading develops readers' expression ability, the ability to face frustration, and self-exploration ability. According to the author, students who read tend to have more diverse material for writing. When they write, the example and narration they put down are more precise. The author also mentioned that those who excels in writing must have done a lot of reading. We can infer backward that reading will facilitate writing ability. Based on our engagement with the teachers, many of the teachers share with us that students did make improvement on writing after certain amount of reading. And they also demonstrate greater self-confidence when abilities are improved.

The author also mentioned that those who read tend to be more curious than those who don't. And curiosity will push the students to know more things and broaden their horizons.

Remarkably, the author shared her own teaching experience in the book that there was a rebellious student motivated to read because the teacher came to his help on the right time and shared with him a specific motto from the book. The student then proactively asks to read that book. During the process, the student gradually becomes calmer when dealing with life difficulties. We can then infer that reading has its function of stabilizing one's emotion. Confidence and emotional stability resembled the feedback we obtained from stakeholder engagement, so we included the two outcomes above into the outcomes.

As for the aspect of critical thinking, the author points out that those who read usually demonstrate better academic performance than those who don't. The standards behind those academic performance is the student's ability to comprehend an article, to get the answers with all the clues and to combine the knowledge learnt from different subjects. Those standards are very good proofs toward the improvement in critical thinking ability.

¹¹ Please refer to [Appendix 4 References](#) for details.

The book *Reading Literacy*, published by Maurice Huang, also mentions and agrees about the benefits of reading in putting our minds in calm. In the book, the author mentioned that there are two main stages happening in student's reading curve. Before the kids turn 4 years old, kids are actually developing the ability to read. After 8 years old, this is the very first stage that children start to learn knowledge from the books, rather than merely developing the ability to read. The second stage will last for several years. In such stage, the children will be able to deal with longer article and to understand the emotion that the books try to express. All those abilities will need to be based on the ability to stay focus. We then become certain that the outcome is indeed a result generated from reading. We found during interviews with both teachers and students that students became more focused through reading. This outcome coincides with putting minds in calm, mentioned in the literature. Furthermore, reading develops readers' ability to combine information into meaning, and develops their thinking ability. This matches the "Improved critical thinking abilities" feedback we obtained during the engagement process.

Additionally, in the phase 3 engagement, we reaffirm the chain of events with the teacher to see if reading brings the mentioned outcomes to the students and to see if some student would not achieve the end outcome. According to your engagement with teachers, they consistently express that those end outcomes are formed gradually. During the forming process, it's likely that some students will not achieve the end outcomes immediately after the reading. However, since the scope of the analysis is one year, the teacher affirmed that one year is quite enough for students to develop the end outcomes. We then conclude that the listed outcomes are a proper tool in measuring the impacts.

As for Parent-Child Reading, we referenced papers published by Chang Chien-Ju and Liu Huei-Mei in the *Bulletin of Educational Psychology*. The papers mention that Parent-Child Reading improves children's reading skills and knowledge. In the paper, the author refers to 2003 report of US Department of Education and points out that kids that have gone through more parent-child reading activities demonstrate better reading comprehension and knowledge. Additionally, the authors conducted a survey on a child. They realize that when kids are participating the parent-child reading activity, they tend to ask more questions. By doing so, it will help the student to avoid distraction and develop concentration. The author did find the improvement in focus after the event. Furthermore, it also increases children's vocabulary. The literature supports our engagement results. In the process of engaging parents and children, we found that participating in the Parent-Child Reading program improved children's comprehension abilities.

Respective stakeholders and chains of events are summarized in the following table:

Overall, during all phases of engagement, we continually confirm with stakeholders if they experience negative feelings resulted from the three programs. However, during all phases of engagement, none of the stakeholder has feedback to us the negative feeling. We then conclude that there are no negative outcomes from those three projects. And to comply with the principle of Do-not-overclaim, we adjust the SROI by \pm to prevent possible overestimation.

Project	Stakeholder	Outcome chain of events	Outcome
Philanthropic Library	Students (Grade 1 st -3 rd and Grade 4 th -6 th)	Read books from the Philanthropic Library → Teachers read and design lessons on author's (author') works → Students better understand the contents of books → Truly understand book content → Higher interest in reading → Improved reading abilities → Increased number of books read → Develop the logical thinking → Enhance the logical thinking → Improved critical thinking abilities	Improved critical thinking abilities
		Read books from the Philanthropic Library → Teachers read and design lessons on author's (author') works → Students better understand the contents of books → Truly understand book content → Having the sense of achievement in reading → Higher interest in reading → Improved reading abilities → Learning new vocabularies and the way to describe things → Improved oral expression ability → To express personal thoughts in class more often → Getting recognition from the teachers → Increased self-confidence	Increased self-confidence
		Read books from the Philanthropic Library → Teachers read and design lessons on author's (author') works → Students better understand the contents of books → Truly understand book content → Higher interest in reading → Improved reading abilities → Learning new vocabularies and the way to describe things → Improved writing abilities → Having better performance in doing homework → Learning new vocabularies and the way to describe things → Higher confidence	
		Read books from the Philanthropic Library → Teachers read and design lessons on author's (author') works → Students better understand the contents of books → Students become interested in certain topics shared → Gain knowledge on diverse topics → Want to learn more background information about contents shared → Develop habit of active learning → Proactively and continuously absorbing the news → Broadened horizons	Broadened horizons
		Read books from the Philanthropic Library → Teachers read and design lessons on author's (author') works → Students better understand the contents of books → Truly understand book content → Higher interest in reading → Improved reading abilities → Willing to read proactively → Broadened horizons	Broadened horizons
		Read books from the Philanthropic Library → Teachers read and design lessons on author's (author') works → Students better understand the contents of books → Truly understand book content	Improved focus

Project	Stakeholder	Outcome chain of events	Outcome
		→ Higher interest in reading → Improved reading abilities → Spending more time on reading → Reading requires full attention → Improved focus	
		Read books from the Philanthropic Library → Teachers read and design lessons on author's (author') works → Students better understand the contents of books → Truly understand book content → Think about own situation in life → Learn manners for life → Gets along better with others → Having less fights with others → Higher emotional stability	Higher emotional stability
		Read books from the Philanthropic Library → Teachers read and design lessons on author's (author') works → Students better understand the contents of books → Truly understand book content → Think about own situation in life → Better ability to handle events → Gets along better with others → Having less fights with others → Higher emotional stability	Higher emotional stability
	Students ¹² (Grade 1 st -5 th , 7 th -8 th)	Teachers read and design lessons on author's (author') works → Author shares experiences → Students become interested in certain topics shared → Gain knowledge on diverse topics → Want to learn more background information about contents shared → Develop habit of active learning → Broadened horizons	Broadened horizons
Meet the Author		Previously taught in Lanyu for 2 years → Feels that Lanyu is different from Taiwan and has indigenous culture not influenced by Han culture → Wants to self challenge to truly understand indigenous culture → Voluntarily serves as lecturer for Meet the Author → Shares inspiration for writing and literary creation with students in Lanyu → Experiences local life in Lanyu (observing local life, stargazing at night, experiencing diving) → Gains/accumulates inspiration	Gained/accumulated inspiration
	Author	Previously taught in Lanyu for 2 years → Feels that Lanyu is different from Taiwan and has indigenous culture not influenced by Han culture → Wants to self challenge to truly understand indigenous culture → Voluntarily serves as lecturer for Meet the Author → Shares inspiration for writing and literary creation with students in Lanyu → Elementary school students respond well to content shared → Author interacts well with elementary school students → Elementary school students are interested in the things shared by the author →	Greater sense of accomplishment

¹² During the phase 2 engagement, students in 6th grade and 9th grade show 0% percentage of change. The 0% percentage of change corresponds to our observation during the event: Students from 6th grade and 9th grade participate the event passively. Consequently, those two group are not included in the impact map.

Project	Stakeholder	Outcome chain of events	Outcome
		Gains recognition from elementary students' responses → Author feels that own in-depth understanding of Lanyu's indigenous culture is recognized by students → Feels cheerful → Self-validation and self-actualization → Greater sense of accomplishment	
		Previously taught in Lanyu for 2 years → Feels that Lanyu is different from Taiwan and has indigenous culture not influenced by Han culture → Wants to self challenge to truly understand indigenous culture → Voluntarily serves as lecturer for Meet the Author → Shares inspiration for writing and literary creation with students in Lanyu → Junior high school students don't respond as well to content shared → Author adjusts ways of sharing content during sharing process → Junior high school students become more responsive and interact more → Author understands how to interact with junior high school students → Accumulates teaching and sharing experience → Improved teaching and sharing skills → Greater sense of accomplishment	Greater sense of accomplishment
Parent-Child Reading	Children (Preschool and lower grade)	Participate in Parent-Child Reading → Receive books from the event as a gift → Books used in the event were strictly selected and able to increase children's interest in reading → Receive guided, accompanied reading → Children's awareness of reading grows → Increased quantity of future reading	Increased quantity of future reading
		Participate in Parent-Child Reading → Children need to search for clues in books to answer teachers' questions → Answer questions proposed by the teacher → Gain recognition from the teacher → Increased passion and interest in reading → Increased quantity of future reading	Increased quantity of future reading
		Participate in Parent-Child Reading → Children need to search for clues in books to answer teachers' questions → Answer questions proposed by the teacher → Gain recognition from the teacher → Increased passion for and interest in reading → Improved imagination and observation when reading books → Improved reading comprehension	Improved reading comprehension
		Participate in Parent-Child Reading → Children need to search for clues in books to answer teachers' questions → Children need to stay focused to find clues → Cultivate the ability to focus → More focused when reading	More focused when reading
	Parents ¹³	Participate in Parent-Child Reading → Learn storytelling skills → Teach children how to read in an	Better quality of reading within the family

¹³ 27 of the parents that participated in events were USI employees.

Project	Stakeholder	Outcome chain of events	Outcome
		interactive way → Apply techniques learned to family life → Increased depth and frequency of book reading → Better quality of reading within the family	
Parent-Child Reading		Participate in Parent-Child Reading → Become acquainted with other parents → Exchange thoughts on guided reading for children through the project → Share experiences and methods with other families → Learn more methods and general knowledge about teaching children	Learn more methods and general knowledge about teaching children
		Participate in Parent-Child Reading → Recognize program value → Increase sense of attachment with the Company	Increased sense of attachment to the Company
		Lead Parent-Child Readings → Event design and preparation → Feel pressure → Achieve expected results through preparation and going all out on event days → Gain a sense of accomplishment	Gain a sense of accomplishment
		Lead Parent-Child Readings → Come in contact with children participating in the program → Lead children to experience reading → Children show interest in reading through the process → Gain a sense of accomplishment	Gain a sense of accomplishment
	Teachers	Lead Parent-Child Readings → Come in contact with children participating in the program → Lead children to experience reading → Encounter different responses from children during the program → Quickly adjust approach during the program → Improved teaching skills	Improved teaching skills
		Lead Parent-Child Readings → Come in contact with children participating in the program → Lead children to experience reading → experience leading kindergarten children to read for the first time → Learn techniques for teaching kindergarten children → Improved teaching skills	Improved teaching skills
		Lead Parent-Child Readings → Come in contact with children participating in the program → Enjoy interacting with children → Gained a sense of happiness	Gained a sense of happiness

2.3.2 The Approach to Measuring Outcomes and Sampling Stakeholders

Project	Stakeholder	Sampling Method
Philanthropic Library	Students (Grade 1 st -3 rd)	Since students of different ages might have difference outcomes, when we do the sampling, we try to sample the same number of students from 2 groups.
	Students (Grade 4 th -6 th)	
	Teachers	Sampling percentage: 95%
Meet the Author	Students (Grade 1 st -9 th)	Sampling percentage: 100%
	Teachers	Sampling percentage: 96%
	Author	Sampling percentage: 100%
Parent-Child Reading	Children (preschool)	Since the preschool children are too little to be engaged, all of the engagements are represented by their parents. When we did the sampling, we tried to maximize the diversity of the parent, including the gender of their children and the age of their children, to get an overall picture of the chain of event to avoid the bias.
	Children (lower grade)	Sampling percentage: 100%
	Parents	Sampling percentage: 55% When we did the sampling, we tried to maximize the diversity of the parent, including the gender of their children and the age of their children etc., to get an overall picture of the chain of event to avoid the bias.
	USI employee	Sampling percentage: 30% We include employee from different department and different length of serving. However, the found that those differences did not affect the level

		of change resulted from participating the event. As a result, though having a comparatively low sampling percentage, we still have confident that the engagement and the calculating results are reliable.
	The teacher	Sampling percentage: 100%

2.3.2 Outcome Indicators

Indicators are used as the basis for measuring outcomes in the SROI methodology. We used the stakeholder engagement process in phase one to understand the changes in stakeholders' behavior, mindsets, and values as a result of this program, and identified different indicators on this basis. However, the outcomes for each stakeholder may vary in degree, perception, expression, or frequency due to individual circumstances, and it is not possible to measure an outcome using a single indicator. In the questionnaire administered in phase two, we took into consideration objective and subjective factors to design one or more indicators for cross referencing each outcome. Before administering the questionnaire, we fully discussed and evaluated the indicators' appropriateness with USI and the foundation. We assessed the indicators' appropriateness with USI and the foundation again before releasing the questionnaires and used it as a basis for measuring outcomes. This is to provide complete and reliable evidence of stakeholders' outcomes. In order to Not Over-claim and guarantee materiality, we calculated the average of stakeholders' selections for each indicator. If the probability of occurrence was less than 50%, we deemed the outcome to have not occurred. An outcome of the Philanthropic Library is used as an example here. "Improved critical thinking abilities" is an outcome for students from the Philanthropic Library. To determine whether the outcome occurred, during stakeholder engagement, we asked the teachers the possibility that reading will improve students' critical thinking abilities. We gave teachers 6 options: Reading will not improve students' critical thinking abilities (probability 0%); students' critical thinking abilities will slightly improve (probability 25%); students' critical thinking abilities will improve somewhat (probability 50%); students' critical thinking abilities will improve a lot (probability 75%); students' critical thinking abilities will improve greatly (probability 100%); or Other (open-ended option). If stakeholder response to the indicator was that it was less than 50%, this means that the probability was lower than 50%, and we therefore deemed the outcome not to have occurred and did not include it in the calculations.

		Do you think that reading will improve students' critical thinking abilities?
Outcome	Indicator	No. Reading will not improve students' critical thinking abilities (0%) Yes. Students' critical thinking abilities will slightly improve. (25%)

	<p>Yes. Students' critical thinking abilities will improve somewhat. (50%)</p> <p>Yes. Students' critical thinking abilities will improve a lot. (75%)</p> <p>Yes. Students' critical thinking abilities will improve greatly. (100%)</p> <p>Other</p>
--	--

Project	Stakeholder	Outcome	Indicator
Philanthropic Library	Students (Grade 1 st -6 th)	Improved critical thinking abilities	[Questionnaire for teachers] 1. Replied: "Writing ability improved." 2. Replied: "More quickly understood course knowledge and book content." 3. Replied: "More frequently asked questions about course content or teacher's instructions." 4. Replied: "Willing to propose views and ideas different from teachers'."
			[Engagement with students] 1. Replied: "Books teach me the right thing to do in my life, so I know how to handle things." 2. Replied: "I will use knowledge from books to discuss what is right or wrong with my teachers and parents."
		Increased self-confidence	[Questionnaire for teachers] 1. Replied: "More willing to answer questions." 2. Replied: "More frequently expressed own opinions." 3. Replied: "Displayed better problem-solving ability when difficulties were encountered." 4. Replied: "More willing to propose ideas different from teachers'."
			[Engagement with students] 1. Replied: "My teachers and parents said that I'm better able to talk and express my opinions." 2. Replied: "I feel that reading will make me more successful." 3. Replied: "I have shared thing that I learned from a book with my teachers or parents something and they didn't know those things." 4. Replied: "Reading is interesting, so I will discuss things I read with classmates."
Broadened horizons	[Questionnaire for teachers] 1. Replied: "Students learned knowledge not taught in class." 2. Replied: "Students were able to interact with people in a more mature way."		

Project	Stakeholder	Outcome	Indicator
			3. Replied: "Students have clearer ideas for the future." [Engagement with students] 1. Replied: "I feel that reading will help me learn many things that I originally didn't know."
Philanthropic Library	Students (Grade 1 st -6 th)	Improved focus	[Questionnaire for teachers] 1. Replied: "Students were more patient when they encountered problems (such as math problems)." 2. Replied: "Students were able to focus for a longer period of time in class."
			[Engagement with students] 1. Replied: "I don't like it when people bother me while I'm reading." 2. Replied: "I don't use my mobile phone or watch TV while I'm reading."
		Higher emotional stability	[Questionnaire for teachers] 1. rarely have extreme emotional reactions 2. Able to solve interpersonal conflicts in a more mature way
			[Engagement with students] 1. Replied: "I don't feel sad when I'm reading but do when I'm playing video games or watching TV!" 2. Replied: "I learn from books about how to get along with others, so now I tell my classmates or parents when something happens that makes me sad or happy."
Meet the Author	Students	Broadened horizons	[Questionnaire for teachers] 1. Replied: "Students learned knowledge not taught in class." 2. Replied: "Students were able to interact with people in a more mature way." 3. Replied: "Students have clearer ideas for the future." [Engagement with students] 1. Replied: "I feel that what the author shared broadened my horizons." 2. Replied: "I want to know more about things the author mentioned."
	Author	Gained/accumulated inspiration	[Questionnaire] 1. Replied: "After leaving Lanyu, many of my source materials and inspirations came from the Meet the Author program." 2. Replied: "I came in contact with many things that I had never come in contact with before visiting Lanyu for the Meet the Author program." 3. Replied: "My memory of Lanyu is somewhat different from the Lanyu I visited this time."

Project	Stakeholder	Outcome	Indicator
		Gain a sense of accomplishment	[Questionnaire] 1. Replied: "Gained a sense of accomplishment because children listened attentively." 2. Replied: "Gained a sense of accomplishment from sharing things with children that they originally didn't know."
Parent-Child Reading	Children (preschool and lower grades)	Increased quantity of future reading	[Questionnaire for parents] 1. Replied: "Read at least two more books each month." [Student engagement questionnaire] 1. Replied: "Today was really fun, and I still want to read more books!" 2. Replied: "I want to hear more 14 forest mice stories! "
		Improved reading comprehension	[Questionnaire for parents] 1. More than 50% of students replied that they may have experienced this change [Student engagement questionnaire] 1. Replied: "Going to class made reading seem even more fun!" 2. Replied: "Today's class made me even better at reading!"
		More focused when reading	[Questionnaire for parents] More than 50% of students replied that they may have experienced this change [Student engagement questionnaire] 1. Replied: "I was very focused in answering teachers' questions in class today!" 2. Replied: "I was very focused listening to teachers in class today!"
		Better quality of reading within the family	[Questionnaire for parents] More than 50% of students replied that they may have experienced this change
		Learn more methods and general knowledge about teaching children	[Questionnaire for parents] More than 50% of students replied that they may have experienced this change
		Enhance sense of attachment to the company	[Questions for the employees] This event is very unique that my children and I benefit from it a lot. I am very satisfied with the event.
	Teacher	Gain a sense of accomplishment	[Questionnaire] 1. Replied: "Gained a sense of accomplishment because children listened attentively."

Project	Stakeholder	Outcome	Indicator
			2. Replied: "Gained a sense of accomplishment from sharing things with children that they originally didn't know." 3. Replied: "I saw parents and children focusing on the event or reading under my lead, and I felt a sense of accomplishment."
Parent-Child Reading	Teacher	Improves teaching skills	[Questionnaire] 1. Replied: "I encountered situations when teaching that I had never encountered before." 2. Replied: "I adjusted my methods of leading the event according to different situations during events." 3. Replied: "Following the program, I'm more certain of my ability to lead reading events."
		Gained a sense of happiness	[Questionnaire] 1. Raised parents and children's interest in reading and felt happy because children will gain chances to develop continued reading habits. 2. Gained a deeper belief in the importance of education and gained a sense of happiness from the satisfaction of dedicating time and effort to education. 3. I'm interested in education and reading, so engaging in education and reading makes me happy. 4. Other; please specify:

Table 3: Overview of stakeholders and their outcomes and indicators

2.4 Financial proxies

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

When we were interviewing stakeholders, we found that stakeholders usually have trouble directly giving their outcomes a monetary value (contingent valuation method) and could only compare it to something with a similar effect. Therefore, we listed all things that may have a similar effect in the questionnaire (revealed preference method). Those revealed preference are designed and chose based on feedback from the stakeholders during the interview. During the phase 1 engagement, we ask the stakeholder to suggest activities that may lead to the same outcomes. We further design the options

of financial proxies based on stakeholders' suggestion so as to approximate the true value of the outcomes. We also allowed stakeholders to provide a subjective value in the questionnaire if they didn't agree with the price listed for an item. We first excluded extreme values to prevent any bias caused by individuals with an extremely subjective perception, and then we calculated the average value of the financial proxy to find the monetary values of outcomes. In addition, we also asked each stakeholder in the questionnaire and interview to sort the outcomes according to the order of importance, in order to validate whether the selected financial proxies really reflect the relative importance of each outcome in their minds.

It is worth noting that the choice of financial proxy depends on the subjective judgment of the stakeholders. Even similar outcomes may have different valuations due to the differences in stakeholders' subjective perceptions. Hence, we settle down financial proxies based on stakeholders' responses in the questionnaire from phase two to prevent the value of outcomes from being distorted. And during the phase 3 engagement, we affirm the calculated financial proxies with the stakeholder to prevent potential overclaiming. Additionally, we also check with the stakeholders to see if the calculated financial proxies stand for the importance of the outcomes. If the stakeholder feedbacks an overclaiming or incorrect level of importance, we will adjust the data accordingly. But during our phase 3 engagement, most of the stakeholders feedback that they accept those financial proxies to correctly reflect the outcomes value and the level of importance. Only the author and the teacher of Parent-Child Read feedback that the original value are too low to represent the outcomes' value. We adjust the value accordingly and the value was confirmed by the stakeholders. The logic behind the financial proxy is as follows:

Project	Stakeholder	Subgroup	Outcome	Calculating Value	Source
Philanthropic Library	Students	Grade 1 st -3 rd	Improved critical thinking abilities	\$13,550	The financial proxy is the average of all the financial proxies that the teachers from grade 1 st -3 rd choose.
			Improved self-confidence	\$14,718	
			Broadened horizons	\$13,483	
			Improved focus	\$7,613	
			Higher emotional stability	\$10,331	
		Grade 4 th -6 th	Improved critical thinking abilities	\$9,100	The financial proxy is the average of all the financial proxies that the teachers from grade 4 th -6 th choose.
			Improved self-confidence	\$12,033	
			Broadened horizons	\$9,427	
			Improved focus	\$8,200	
			Higher emotional stability	\$11,842	

Project	Stakeholder	Subgroup	Outcome	Calculating Value	Source
Meet the Author	Students	Students (Grade 1st)	Broadened horizons	\$2,167	The financial proxy is the average of all the financial proxies that the teachers choose. The event Meet the author is held in 5 schools (4 elementary schools and 1 junior high school), which means that basically there will be 4 different group of students of the same grades but are from different schools. Take students of grade 1 st for example, there will be 4 first grade teachers. We calculate the
		Students (Grade 2nd)		\$210	
		Students (Grade 3rd)		\$9,280	

Project	Stakeholder	Subgroup	Outcome	Calculating Value	Source
Meet the Author	Students	Students (Grade 4th)	Broadened horizons	\$20,245	average financial proxies chosen by the 1 st grade teacher and use it as the final financial proxy to stand for the value for 1 st grade students. The same method applied to all the other grades.
		Students (Grade 5th)		\$3,095	
		Students (Grade 7th)		\$160	
		Students (Grade 8th)		\$160	
	Author	NA	Gained/accumulated inspiration	189,900	The author chooses a financial proxy from our lists. The author is fully aware that he should choose a financial proxy that can result in the same level of change.
		NA	Gain a sense of accomplishment	100,000	
	Parent-Child Reading	Children	Preschool	Increased quantity of future reading	\$950
Improved reading comprehension				\$1,265	
More focused when reading				\$1,240	
Lower grade		Increased quantity of future reading	\$1,550	Those financial proxies are the average of all the financial proxies chose by the parents. (The original	

Project	Stakeholder	Subgroup	Outcome	Calculating Value	Source
Parent-Child Reading	Parents	NA	Improved reading comprehension	\$1,717	reveal preference financial proxies that the parents choose from are in the table “Reveal Preference Financial Proxies.”
			More focused when reading	\$1,717	
		USI employee	Better quality of reading within the family	\$1,494	Those financial proxies are the average of all the financial proxies chose by the parents. (The original reveal preference financial proxies that the parents choose from are in the table “Reveal Preference Financial Proxies.”
			Learn more methods and general knowledge about teaching children	\$1,306	
			Enhance sense of attachment to the company	\$1,000	
	Teacher	NA	Gained a sense of accomplishment	\$1,920	This is the direct feedback from the teacher. The teacher didn’t find a corresponding financial proxy among the list we provide. The teacher estimates that this outcome matches the value of accompanying a kid to read for around 6 hours. An hourly rate for the

Project	Stakeholder	Subgroup	Outcome	Calculating Value	Source
Parent-Child Reading	Teacher				teacher is 320. We thus get the financial proxies of $320 \times 6 = 1920$
			Improved teaching skills	\$5,240	The teacher chooses a financial proxy from our lists. The teacher is fully aware that she should choose a financial proxy that can result in the same level of change.
			Gained a sense of happiness	\$2,666	This is the direct feedback from the teacher. The teacher didn't find a corresponding financial proxy among the list we provide. The teacher estimates that this outcome matches the value of taking drum classes for 6 months. The tuition is around \$2,666. We then use \$2,666 as the financial proxy.

Revealed Preference Financial Proxies

Project	Stakeholder	Outcome	Financial proxy	Calculated SROI (NTD)	Source
Philanthropic Library	Students	Improved critical thinking abilities	Participation in logical thinking summer camp	\$19,800	https://www.accupass.com/event/1903251000049763985100?gclid=Cj0KCQjwt_nmBRD0ARIsAJYs6o19oxpNiRqgL9Wq_cEFZd_h4IBDcRvbWQfJqmkyK11HWBp_2YVhp4TkaAu0fEALw_wcB
			Participation in 10 writing classes	\$4,500	https://www.mdnkids.com/2008courses/writing.html#1
			Participation in 5 debate classes	\$3,800	https://www.sce.pccu.edu.tw/class_detail.aspx?id=8B87sample

Project	Stakeholder	Outcome	Financial proxy	Calculated SROI (NTD)	Source
Philanthropic Library	Students		Participation in 15 oral expression classes	\$3,500	https://event.culture.tw/CKSMH/portal/Registration/C0103MAction?_useLanguage=tw&actId=60305&request_locale=tw
		Increased self-confidence	Participation in Dale Carnegie Generation. Next course	\$27,000	https://www.carnegie.com.tw/course-for-kids.php
			Participation in five-day broadcast anchor camp	\$14,800	http://campaign.tvbs.com.tw/project/kidsAnchor2014/
			Participation in three-day outdoor physical challenge camp	\$5,200	https://www.mowgli.com.tw/outdoor.php
		Broadened horizons	Participation in Southeast Asia study tour	\$25,000	https://www.backpacker-studio.com.tw/tw/school/?kind=10&features=
			Participation in three-day science camp	\$5,980	https://www.mowgli.com.tw/mit-nt.php
			Visit to National Museum of Natural Science	\$260	https://www.nmns.edu.tw/web/visit/price.htm
			30 minutes of teacher sharing news	\$13,120	Elementary and junior high school teacher wages: https://www.upmedia.mg/news_info.php?SerialNo=43923
		Improved focus	Participation in 10 weekend courses to train children's focus	\$10,800	https://www.ctpa.org.tw/712kids201803.html
			Participation in two-day meditation camp	\$8,800	http://www.satdharma.com/meditation/contact/

Project	Stakeholder	Outcome	Financial proxy	Calculated SROI (NTD)	Source
Philanthropic Library	Students		Student participation in 10 <i>go</i> classes	\$4,000	https://www.gostar.tw/2015/02/routine.html
		Higher emotional stability	Teacher having heart-to-heart chat with children for 30 minutes every week	\$13,120	Elementary school teacher wages: https://www.upmedia.mg/news_info.php?SerialNo=43923
			Participation in 10 painting classes	\$4,500	http://www.youyouart.net/19977222352418032026200133854229677.html
			Participation in 10 soccer classes	\$2,500	http://young.ymca.org.tw/Sport_child_11.html
Meet the Author	Students	Broadened horizons	Participation in Southeast Asia study tour	\$25,000	https://www.backpacker-studio.com.tw/tw/school/?kind=10&features=
			Participation in three-day science camp	\$5,980	https://www.mowgli.com.tw/mit-nt.php
			Visit to National Museum of Natural Science	\$260	https://www.nmns.edu.tw/web/visit/price.htm
			30 minutes of teacher sharing news	\$160	Elementary and junior high school teacher wages: https://www.upmedia.mg/news_info.php?SerialNo=43923
	Author	Gained/accumulated inspiration	10-day trip to Northern Europe	\$189,900	https://www.lionbobby.com/travel/detail?NormGroupID=457385cc-f184-4078-8ef6-6ff9212739d8&GroupID=19ED516AY-LB&GoDate=2019/05/16

Project	Stakeholder	Outcome	Financial proxy	Calculated SROI (NTD)	Source
Meet the Author	Author		6-day trip to InterContinental Fiji Golf Resort & Spa	\$67,500	https://travel.liontravel.com/detail? NormGroupID=b95ca7a4-7527-4d8b-b1f2-c064e82a3389&GroupID=19PJ515FJI-T
			5-Day trip to Cebu	\$25,800	https://vacation.eztravel.com.tw/pkgfrn/introduction/VDR0000001925/CEBBRB90512A
			3-Day Paiwan Indigenous Culture experience	\$9,200	https://www.greenlifetravel.com.tw/tour_list.php?id=15
		Gain a sense of accomplishment	Receiving an Excellent Teacher Award and school awarding a gift certificate.	\$20,000	http://ww5.tcjhs.tn.edu.tw/dacheng/attachments/783_%E5%84%AA%E8%89%AF%E6%95%99%E5%B8%AB%E5%B8%AB%E9%90%B8%E7%8D%8E%E8%A6%81%E9%BB%9E_102.doc
			First place in writing contest teachers' division	\$1,000	http://www.axes.hcc.edu.tw/files/16-1142-197116.php
Parent-Child Reading	Children	Increased quantity of future reading	I think the change "Increased quantity of future reading" brought to children by the program is worth about NT\$100; the value isn't very high.	\$100	For the questionnaire distributed to parents of children participating in Parent-Child Reading, we learned beforehand that parents didn't have much time to fill out questionnaires while they were with their children, so we used the more intuitive value approach to design financial proxies for the Parent-Child Reading.
			I think the change "Increased quantity of future reading" brought by	\$500	For the questionnaire distributed to parents of children participating in Parent-Child Reading, we learned beforehand that parents didn't have much time to fill out questionnaires while they were with their children,

Project	Stakeholder	Outcome	Financial proxy	Calculated SROI (NTD)	Source
Parent-Child Reading	Children		the program to children is worth about NT\$500; there is some value.		so we used the more intuitive value approach to design financial proxies for the Parent-Child Reading.
			I think the change "Increased quantity of future reading" brought by the program to children is worth about NT\$1,000; it has value.	\$1,000	For the questionnaire distributed to parents of children participating in Parent-Child Reading, we learned beforehand that parents didn't have much time to fill out questionnaires while they were with their children, so we used the more intuitive value approach to design financial proxies for the Parent-Child Reading.
			I think the change "Increased quantity of future reading" brought by the program to children is worth about NT\$3,000; there is considerable value.	\$3,000	For the questionnaire distributed to parents of children participating in Parent-Child Reading, we learned beforehand that parents didn't have much time to fill out questionnaires while they were with their children, so we used the more intuitive value approach to design financial proxies for the Parent-Child Reading.
			I think the change "Increased quantity of future reading" brought by the program to children is worth about NT\$5,000; it is very valuable.	\$5,000	For the questionnaire distributed to parents of children participating in Parent-Child Reading, we learned beforehand that parents didn't have much time to fill out questionnaires while they were with their children, so we used the more intuitive value approach to design financial proxies for the Parent-Child Reading.

Project	Stakeholder	Outcome	Financial proxy	Calculated SROI (NTD)	Source
Parent-Child Reading	Children	Improved reading comprehension	I think the change "Increased quantity of future reading" brought to children by the program is worth about NT\$100; the value isn't very high.	\$100	For the questionnaire distributed to parents of children participating in Parent-Child Reading, we learned beforehand that parents didn't have much time to fill out questionnaires while they were with their children, so we used the more intuitive value approach to design financial proxies for the Parent-Child Reading.
			I think the change "Increased quantity of future reading" brought by the program to children is worth about NT\$500; there is some value.	\$500	For the questionnaire distributed to parents of children participating in Parent-Child Reading, we learned beforehand that parents didn't have much time to fill out questionnaires while they were with their children, so we used the more intuitive value approach to design financial proxies for the Parent-Child Reading.
			I think the change "Increased quantity of future reading" brought by the program to children is worth about NT\$1,000; it has value.	\$1,000	For the questionnaire distributed to parents of children participating in Parent-Child Reading, we learned beforehand that parents didn't have much time to fill out questionnaires while they were with their children, so we used the more intuitive value approach to design financial proxies for the Parent-Child Reading.
			I think the change "Increased quantity of future reading" brought by the program to children is worth about NT\$3,000;	\$3,000	For the questionnaire distributed to parents of children participating in Parent-Child Reading, we learned beforehand that parents didn't have much time to fill out questionnaires while they were with their children, so we used the more intuitive value approach to design financial proxies for the Parent-Child Reading.

Project	Stakeholder	Outcome	Financial proxy	Calculated SROI (NTD)	Source
Parent-Child Reading	Children		there is considerable value.		
			I think the change "Increased quantity of future reading" brought by the program to children is worth about NT\$5,000; it is very valuable.	\$5,000	For the questionnaire distributed to parents of children participating in Parent-Child Reading, we learned beforehand that parents didn't have much time to fill out questionnaires while they were with their children, so we used the more intuitive value approach to design financial proxies for the Parent-Child Reading.
		More focused when reading	I think the change "Increased quantity of future reading" brought to children by the program is worth about NT\$100; the value isn't very high.	\$100	For the questionnaire distributed to parents of children participating in Parent-Child Reading, we learned beforehand that parents didn't have much time to fill out questionnaires while they were with their children, so we used the more intuitive value approach to design financial proxies for the Parent-Child Reading.
			I think the change "Increased quantity of future reading" brought by the program to children is worth about NT\$500; there is some value.	\$500	For the questionnaire distributed to parents of children participating in Parent-Child Reading, we learned beforehand that parents didn't have much time to fill out questionnaires while they were with their children, so we used the more intuitive value approach to design financial proxies for the Parent-Child Reading.
		I think the change "Increased quantity of future reading" brought by	\$1,000	For the questionnaire distributed to parents of children participating in Parent-Child Reading, we learned beforehand that parents didn't have much time to fill out questionnaires while they were with their children,	

Project	Stakeholder	Outcome	Financial proxy	Calculated SROI (NTD)	Source
Parent-Child Reading	Children		the program to children is worth about NT\$1,000; it has value.		so we used the more intuitive value approach to design financial proxies for the Parent-Child Reading.
			I think the change "Increased quantity of future reading" brought by the program to children is worth about NT\$3,000; there is considerable value.	\$3,000	For the questionnaire distributed to parents of children participating in Parent-Child Reading, we learned beforehand that parents didn't have much time to fill out questionnaires while they were with their children, so we used the more intuitive value approach to design financial proxies for the Parent-Child Reading.
			I think the change "Increased quantity of future reading" brought by the program to children is worth about NT\$5,000; it is very valuable.	\$5,000	For the questionnaire distributed to parents of children participating in Parent-Child Reading, we learned beforehand that parents didn't have much time to fill out questionnaires while they were with their children, so we used the more intuitive value approach to design financial proxies for the Parent-Child Reading.
	Parents	Better quality of reading within the family	I think the change "Increased quantity of future reading" brought to children by the program is worth about NT\$100; the value isn't very high.	\$100	For the questionnaire distributed to parents of children participating in Parent-Child Reading, we learned beforehand that parents didn't have much time to fill out questionnaires while they were with their children, so we used the more intuitive value approach to design financial proxies for the Parent-Child Reading.

Project	Stakeholder	Outcome	Financial proxy	Calculated SROI (NTD)	Source
Parent-Child Reading	Parents	Better quality of reading within the family	I think the change "Increased quantity of future reading" brought by the program to children is worth about NT\$500; there is some value.	\$500	For the questionnaire distributed to parents of children participating in Parent-Child Reading, we learned beforehand that parents didn't have much time to fill out questionnaires while they were with their children, so we used the more intuitive value approach to design financial proxies for the Parent-Child Reading.
			I think the change "Increased quantity of future reading" brought by the program to children is worth about NT\$1,000; it has value.	\$1,000	For the questionnaire distributed to parents of children participating in Parent-Child Reading, we learned beforehand that parents didn't have much time to fill out questionnaires while they were with their children, so we used the more intuitive value approach to design financial proxies for the Parent-Child Reading.
			I think the change "Increased quantity of future reading" brought by the program to children is worth about NT\$3,000; there is considerable value.	\$3,000	For the questionnaire distributed to parents of children participating in Parent-Child Reading, we learned beforehand that parents didn't have much time to fill out questionnaires while they were with their children, so we used the more intuitive value approach to design financial proxies for the Parent-Child Reading.
			I think the change "Increased quantity of future reading" brought by the program to children is	\$5,000	For the questionnaire distributed to parents of children participating in Parent-Child Reading, we learned beforehand that parents didn't have much time to fill out questionnaires while they were with their children,

Project	Stakeholder	Outcome	Financial proxy	Calculated SROI (NTD)	Source
Parent-Child Reading	Parents		worth about NT\$5,000; it is very valuable.		so we used the more intuitive value approach to design financial proxies for the Parent-Child Reading.
			I think the change "Increased quantity of future reading" brought to children by the program is worth about NT\$100; the value isn't very high.	\$100	For the questionnaire distributed to parents of children participating in Parent-Child Reading, we learned beforehand that parents didn't have much time to fill out questionnaires while they were with their children, so we used the more intuitive value approach to design financial proxies for the Parent-Child Reading.
		Learn more methods and general knowledge about teaching children	I think the change "Increased quantity of future reading" brought by the program to children is worth about NT\$500; there is some value.	\$500	For the questionnaire distributed to parents of children participating in Parent-Child Reading, we learned beforehand that parents didn't have much time to fill out questionnaires while they were with their children, so we used the more intuitive value approach to design financial proxies for the Parent-Child Reading.
			I think the change "Increased quantity of future reading" brought by the program to children is worth about NT\$1,000; it has value.	\$1,000	For the questionnaire distributed to parents of children participating in Parent-Child Reading, we learned beforehand that parents didn't have much time to fill out questionnaires while they were with their children, so we used the more intuitive value approach to design financial proxies for the Parent-Child Reading.
			I think the change "Increased quantity of future reading" brought by	\$3,000	For the questionnaire distributed to parents of children participating in Parent-Child Reading, we learned beforehand that parents didn't have much time to fill out questionnaires while they were with their children,

Project	Stakeholder	Outcome	Financial proxy	Calculated SROI (NTD)	Source
Parent-Child Reading	Parents		the program to children is worth about NT\$3,000; there is considerable value.		so we used the more intuitive value approach to design financial proxies for the Parent-Child Reading.
			I think the change "Increased quantity of future reading" brought by the program to children is worth about NT\$5,000; it is very valuable.	\$5,000	For the questionnaire distributed to parents of children participating in Parent-Child Reading, we learned beforehand that parents didn't have much time to fill out questionnaires while they were with their children, so we used the more intuitive value approach to design financial proxies for the Parent-Child Reading.
	Teacher	Gained a sense of accomplishment	Win the first place in a lecture planning contest	\$30,000	http://teachtaiwan.cw.com.tw/doc2/#1489546331027-bbfbfa9d-efe0
			Winning the Best Teacher Award	\$20,000	http://ww5.tcjhs.tn.edu.tw/dacheng/attachments/783_%E5%84%AA%E8%89%AF%E6%95%99%E5%B8%AB%E5%B8%AB%E9%90%B8%E7%8D%8E%E8%A6%81%E9%BB%9E_102.doc
			Accompanying a child to read through a book	\$320	https://www.upmedia.mg/news_info.php?SerialNo=43923
		Improved teaching skills	Participated in a three-day story telling training camp	\$5,240	https://blog.xuite.net/tulip0908/blog/142332757-%E6%95%85%E4%BA%8B%E8%80%81%E5%B8%AB%E5%9F%B9%E8%A8%93%28108%E5%B9%B4%E8%AA%B2%E7%A8%8B%E5%85%AC%E5%91%8A%29

Project	Stakeholder	Outcome	Financial proxy	Calculated SROI (NTD)	Source
Parent-Child Reading	Teacher	Gained a sense of happiness	Participated in a three-day Flipped Classroom Training	\$4,200	https://www.beclass.com/rid=22414715c92eaa15f62c
			Buying a book related to Flipped Classroom	\$447	https://search.books.com.tw/redirect/move/key/%E5%B8%AB%E8%B3%87%E5%9F%B9%E8%A8%93/area/mid/item/0010659484/page/1/idx/10/cat/001/pdf/1
			Went to Cebu to swim with whale sharks	\$25,800	https://vacation.eztravel.com.tw/pkgfrn/introduction/VDR0000001925/CEBBRB90512A
			Received a coupon worth \$5,000	\$5,000	
			Participated in an activity to cook with the children for 2 hours	\$1,600	https://www.joyinkitchen.com/class/148

2.5 Impact Factors

During phase one interviews, we asked stakeholders about the possible values of impact factors for each outcome, to gain a preliminary understanding of the impact factors for each stakeholder outcome. When distributing questionnaires in phase two, we designed different degrees of impact factors for stakeholders to choose from in the questionnaire. Based on our preliminary understanding of the impact factors from phase one, we eliminated extreme values from the questionnaires and calculated the mean values for the impact factors to best represent the actual situation.

Project	Stakeholder	Outcome	Total impact value	Incidence	Duration	Valuation of outcome	Drop-off	Deadweight	Attribution	
									1 ¹⁴	2
Philanthropic Library	Students (Grade 1 st -3 rd)	Improved critical thinking abilities	\$71,864	58.00%	1	\$13,550	41.00%	50.00%	44.00%	94.91%
		Improved self-confidence	\$59,938	53.00%	1	\$14,718	38.00%	50.00%	53.00%	94.91%
		Broadened horizons	\$81,411	71.00%	1	\$13,483	41.00%	50.00%	48.00%	94.91%
		Improved focus	\$44,802	61.00%	1	\$7,613	43.75%	50.00%	41.00%	94.91%
		Higher emotional stability	\$51,023	53.00%	1	\$10,331	39.00%	50.00%	43.00%	94.91%
	Students (Grade 4 th -6 th)	Improved critical thinking abilities	\$24,051	75.00%	2	\$9,100	38.00%	50.00%	46.00%	93.77%
		Improved self-confidence	\$24,421	56.00%	2	\$12,033	33.00%	50.00%	46.00%	93.77%
		Broadened horizons	\$24,894	79.00%	2	\$9,427	46.00%	50.00%	46.00%	93.77%
		Improved focus	\$12,134	73.00%	1	\$8,200	33.00%	50.00%	50.00%	93.77%
		Higher emotional stability	\$12,259	56.00%	1	\$11,842	38.00%	50.00%	54.00%	93.77%

¹⁴ There were two types of attribution that affected the Philanthropic Library project. Changes for students as a result of the Philanthropic Library were mainly the result of two factors: Guidance of parents or teachers, and books. We first needed to eliminate the contribution of guidance from parents and teachers; this is Attribution 1. In addition, USI was not the only financial donor during this period of time; contributions from sources other than USI-donated books are Attribution 2.

Project	Stakeholder	Outcome	Total impact value	Incidence	Duration	Valuation of outcome	Drop-off	Deadweight	Attribution
Meet the Author	Students (Grades 1)	Broadened horizons	\$ 10,455	55.56%	1	\$2167	33.33%	25.00%	50.00%
	Students (Grades 2)		\$520	41.67%	1	\$210	37.50%	50.00%	50.00%
	Students (Grades 3)		\$29,060	66.67%	1	\$9,280	25.00%	43.75%	62.50%
	Students (Grades 4)		\$65,745	50.00%	1	\$20,245	31.25%	37.50%	56.25%
	Students (Grades 5)		\$17,769	58.33%	1	\$3,095	18.75%	43.75%	31.25%
	Students (Grades 7)		\$260	66.67%	2	\$160	25.00%	25.00%	75.00%
	Students (Grades 8)		\$260	66.67%	2	\$160	25.00%	25.00%	75.00%
	Author	Gained/accumulated inspiration	\$317,158	100.00%	3	\$189,900	0.00%	25.00%	25.00%
		Gained a sense of accomplishment	\$64,950	100.00%	3	\$100,000	50.00%	50.00%	25.00%

Project	Stakeholder	Outcome	Total impact value	Incidence	Duration ¹⁵	Valuation of outcome	Drop-off	Deadweight	Attribution
Parent-Child Reading	Children (Preschool)	Increased quantity of future reading	\$7,710	61.11%	0.5	950	40.79%	50.00%	48.75%
		Improved reading comprehension	\$11,453	65.00%	0.75	1265	35.53%	47.50%	48.75%
		More focused when reading	\$10,692	65.00%	0.75	1240	35.53%	48.75%	50.00%
	Children (Lower grades)	Increased quantity of future reading	\$5,308	61.36%	0.5	1550	20.83%	59.09%	39.58%
		Improved reading comprehension	\$6,759	64.58%	0.75	1717	20.83%	54.55%	37.50%
		More focused when reading	\$7,175	70.83%	0.5	1717	20.83%	60.42%	33.33%
	Parents	Better quality of reading within the family	\$18,330	71.88%	0.75	1494	26.56%	51.56%	39.06%
		Learn more methods and general knowledge about teaching children	\$13,762	67.97%	0.5	1306	28.13%	50.78%	44.53%
		Increased sense of attachment to the Company	\$2,639	88.00%	0.25	1000	0.00%	88.89%	0.00%
	Teachers	Gained a sense of accomplishment	\$190	100.00%	1	1920	75.00%	90.00%	0.00%

¹⁵ As most of the children who participated in the Parent-Child Reading activities were in relatively young age ranges, the outcome is not expected to be long-lasting. To uphold the principle of “Do not over-claim”, the “quarter” is used as the unit.

	Improved teaching skills	\$519	100.00%	1	5240	75.00%	90.00%	0.00%
	Gained a sense of happiness	\$264	100.00%	1	2666	75.00%	90.00%	0.00%

(1) Deadweight:

This refers to an outcome occurring regardless of the existence of a project. This study's deadweight is assessed individually for each stakeholder outcome, based on the statistical results of the questionnaire survey, where the calculation is based on the mean.

Originally, the project “Philanthropic Library” has the average deadweight of around 39.30%. Philanthropic Library is unique in that each book bin is composed of 20-30 same books. The mechanism serves as a great tool that the teacher can use to promote and execute extracurricular reading activity with the whole class. During our phase 3 interviews, many teachers mentioned that without the Philanthropic Library, there are certain chances (around 50%) that they will be able to find similar resources in achieving the mentioned outcome. Considering what the teachers had shared with us and referring to other SROI reports, we adjust the deadweight that is under 50% to be 50%.

As for the Parent-Child Reading activity and Meet the Author, they have the deadweight of around 65.13% and 39.36%. During the phase 3 engagement, we reconfirm the deadweight with parents who have participated in the Parent-Child Reading event. Many of them feedback that in a remote county like Nantou, it’s rare that they will have the opportunity to attend co-reading event like this. They also mentioned that what they learned from the event can’t be easily replaced by the knowledge in the book. We thus consider the deadweight on Parent-Child Reading reasonable. As for the Meet the Author event, since Lanyu is an isolated region and is under privilege in term of education, such event has its irreplaceability. We also refer to assured SROI report “CTBC Foundation for Arts and Culture 2018 Love & Arts for Dreams Initiatives Project "Dream Action" Social Return on Investment Report”, the report has a deadweight around 43%. Given that the CTBC report also measures changes in the remote country and since 39.36% is very close to 43%, we regard this deadweight to be reasonable and make no further changes.

(2) Attribution:

Unlike deadweight, attribution takes into account intervention from other projects, while deadweight is the probability that the outcome would naturally occur. The attribution of this project is assessed individually for each stakeholder outcome, based on the statistical results of the questionnaire survey, where the calculation is based on the mean.

As for the attribution of the Philanthropic Library, the average attribution is around 47.10%. The reason is that while reading did result in those outcomes, without the accompany of the parents, those outcomes might not be achieved. During the stakeholder engagement, we also had made it clear to the stakeholder that we were estimating the impact of the Philanthropic Library alone. So, the stakeholders have already taken into account the other reading resources. During the phase 3 engagement, most teachers confirmed that the role of accompanying from adults attributed around 50% of the outcomes. We thus regard 47.10% to be reasonable. Moreover, since Philanthropic Library is supported by many enterprises other than USI, we set the other attribution rate to deduct the financial support from other enterprises. As a consequence, we deem such design to be reasonable and do not make further adjustment.

As for the attribution of Meet the Author, the average attribution is 47.73%. However, during the engagement with the students, most of them share with us that they learn new knowledge and ideas from the sharing of the author. In other words, the event will take most of the credit in broadening the horizon. It's reasonable to believe that the current attribution factor is higher than what it actually is. And to comply with the principle of Do-not-overclaim, we will adjust the attribution factor to be 30% in the sensitivity analysis.

(3) Drop-off:

This refers to the effect of an outcome deteriorating over time. It is observed that the effectiveness of an outcome tends to decrease slowly over a period of time. Therefore, when assessing benefits of a future outcome, the drop-off must also be estimated. This project's drop-off is assessed individually for each stakeholder outcome, based on the statistical results of the questionnaire survey, where the calculation is based on the mean.

(4) Displacement:

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

(5) Duration:

Duration stands for the period of time that the outcome will last after the project ends. In this report, we calculate the duration on yearly basis. This project's duration is assessed individually for each stakeholder outcome, based on the statistical results of the questionnaire survey, where the calculation is based on the mean. During phase 3 verification, the stakeholders confirm that the current mean duration matches with their experience. We thus made no further adjustment to the duration.

For a more detailed explanation on how the data are derived, please refer to the below table.

Project	Philanthropic Library	Meet the author		Parent-Child Reading				
Stakeholder	Students	Students	Author	Children (Preschool)	Children (Lower grades)	Parent	Teacher	Employees of USI
Deadweight	As for those three factors, we engage the teachers in determining the	As for those three factors, we engage the teachers in determining the	As for the three factors, we distribute the questionnaire to the author. For the	As for those three factors, we engage the parents in determining the quantitative value. The reason is that engaging children to get the quantitative data on those	As for those three factors, we engage the parents in determining the quantitative value. The reason is that engaging children to get the quantitative data on those	As for the three factors, we distribute the questionnaire to the parent. For the	As for the three factors, we distribute the questionnaire to the teacher. For the	After validating the outcomes with the employees, we consult the factors with the supervisor of the human resources department. The reason for
Attribution	quantitative value. The reason is that engaging students to get the quantitative data on those factors will	quantitative value. The reason is that engaging students to get the quantitative data on	specific question that we ask the author, please refer to Appendix 1 for further information.	factors will prove unreliable and distorted. We calculate the factors for the outcomes of students based on the mean of the data provided by the parents. For the specific question that we ask the parents, please refer to Appendix 1 for further information.	factors will prove unreliable and distorted. We calculate the factors for the outcomes of students based on the mean of the data provided by the parents. For the specific question that we ask the parents, please refer to Appendix 1 for further information.	specific question that we ask the parent, please refer to Appendix 1 for further information.	specific question that we ask the teacher, please refer to Appendix 1 for further information.	consulting those factors with the supervisor is because the supervisor is in charge of holding all kinds of employee welfare event. He is familiar with the efficacy, the cost and employee's feedback concerning all kinds of activity. We thus consider that consulting this supervisor will give as a more accurate
Drop-off	prove	those factors						
Duration	unreliable and distorted. We calculate the	will prove unreliable and distorted.						

	<p>factors for the outcomes of students based on the mean of the data provided by the teacher. For the specific question that we ask the teachers, please refer to Appendix 1 for further information.</p>	<p>We calculate the factors for the outcomes of students based on the mean of the data provided by the teacher. For the specific question that we ask the teachers, please refer to Appendix 1 for further information.</p>						<p>estimation toward the four factors. As for the questions of consulting the supervisor, please refer to Appendix 1 questionnaire.</p>
--	--	---	--	--	--	--	--	---

Part 3 Project Results

3.1 Results

We obtained the weighted average of the questionnaire survey statistical results to render hypotheses about the duration of each outcome. If delineated by stakeholder, the obtained results and details are as follows. Statistics in the table such as incidence, duration, outcome valuation, deadweight, attribution, and drop-off are calculated as mean values, to show the overall outcome status for the specific stakeholder.

Project	Stakeholder	Outcome	Number of Outcome	Total impact value	Incidence	Duration	Valuation of outcome	Drop-off	Deadweight	Attribution	
										1 ¹⁶	2
Philanthropic Library	Students (Grade 1 st -3 rd)	Improved critical thinking abilities	376	\$71,864	58.00%	1	13550	41.00%	50.00%	44.00%	94.91%
		Improved self-confidence	344	\$59,938	53.00%	1	14718	38.00%	50.00%	53.00%	94.91%
		Broadened horizons	461	\$81,411	71.00%	1	13483	41.00%	50.00%	48.00%	94.91%
		Improved focus	396	\$44,802	61.00%	1	7613	43.75%	50.00%	41.00%	94.91%
		Higher emotional stability	344	\$51,023	53.00%	1	10331	39.00%	50.00%	43.00%	94.91%
Philanthropic Library	Students (Grade 4 th -6 th)	Improved critical thinking abilities	98	\$24,051	75.00%	2	9100	38.00%	50.00%	46.00%	93.77%
		Improved self-confidence	73	\$24,421	56.00%	2	12033	33.00%	50.00%	46.00%	93.77%
		Broadened horizons	103	\$24,894	79.00%	2	9427	46.00%	50.00%	46.00%	93.77%
		Improved focus	96	\$12,134	73.00%	1	8200	33.00%	50.00%	50.00%	93.77%

¹⁶ There were two types of attribution that affected the Philanthropic Library project. Changes for students as a result of the Philanthropic Library were mainly the result of two factors: Guidance of parents or teachers, and books. We first needed to eliminate the contribution of guidance from parents and teachers; this is Attribution 1. In addition, USI was not the only financial donor during this period of time; contributions from sources other than USI-donated books are Attribution 2.

		Higher emotional stability	73	\$12,259	56.00%	1	11842	38.00%	50.00%	54.00%	93.77%
Project	Stakeholder	Outcome	Number of Outcome	Total impact value	Incidence	Duration	Valuation of outcome	Drop-off	Deadweight	Attribution	
Meet the Author	Students (Grades 1)	Broadened horizons	13	\$10,455	55.56%	1	2167	33.33%	25.00%	50.00%	
	Students (Grades 2)		10	\$520	41.67%	1	\$210	37.50%	50.00%	50.00%	
	Students (Grades 3)		15	\$29,060	66.67%	1	\$9,280	25.00%	43.75%	62.50%	
	Students (Grades 4)		12	\$65,745	50.00%	1	20245	31.25%	37.50%	56.25%	
	Students (Grades 5)		15	\$17,769	58.33%	1	\$3,095	18.75%	43.75%	31.25%	
	Students (Grades 7)		5	\$260	66.67%	2	\$160	25.00%	25.00%	75.00%	
	Students (Grades 8)		5	\$260	66.67%	2	\$160	25.00%	25.00%	50.00%	
	Author		Gained/accumulated inspiration	1	\$317,158	100.00%	3	\$189,900	0.00%	25.00%	25.00%
		Gained a sense of accomplishment	1	\$64,950	100.00%	3	\$100,000	50.00%	50.00%	25.00%	

Project	Stakeholder	Outcome	Number of Outcome	Total impact value	Incidence	Duration	Valuation of outcome	Drop-off	Deadweight	Attribution
Parent-Child Reading	Children (Preschool)	Increased quantity of future reading	32	\$7,710	61.11%	0.5	950	40.79%	50.00%	48.75%
		Improved reading comprehension	34	\$11,453	65.00%	0.75	1265	35.53%	47.50%	48.75%
		More focused when reading	34	\$10,692	65.00%	0.75	1240	35.53%	48.75%	50.00%
	Children (Lower grades)	Increased quantity of future reading	14	\$5,308	61.36%	0.5	1550	20.83%	59.09%	39.58%
		Improved reading comprehension	14	\$6,759	64.58%	0.75	1717	20.83%	54.55%	37.50%
		More focused when reading	16	\$7,175	70.83%	0.5	1717	20.83%	60.42%	33.33%
	Parents	Better quality of reading within the family	42	\$18,330	71.88%	0.75	1494	26.56%	51.56%	39.06%
		Learn more methods and general knowledge about teaching children	39	\$13,762	67.97%	0.5	1306	28.13%	50.78%	44.53%
		Increased sense of attachment to the Company	24	\$2,639	88.00%	0.25	1000	0.00%	88.89%	0.00%
	Teachers	Gained a sense of accomplishment	1	\$190	100.00%	1	1920	75.00%	90.00%	0.00%
		Improved teaching skills	1	\$519	100.00%	1	5240	75.00%	90.00%	0.00%
		Gained a sense of happiness	1	\$264	100.00%	1	2666	75.00%	90.00%	0.00%

We discounted the value of the above outcomes according to the three-year postal fixed rate (1.04%) of the Postal Savings in January 2019 and divided it by the input. This revealed that the SROI of USI’s contributions to promoting reading was 3.07.

Total impact	997,777
Total inputs	325,225
Social Return on Investment (SROI)	3.07

3.2 Verification

In the Phase 3 engagement process, we once again interviewed (1) Meet the author: students, teachers and the author (2) Philanthropic Library: School principals, teachers and students (3) Parent-Child Reading: the parents and the children to verify and validate the above results. The steps for engagement are as follows:

1. 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. Results calculation: We explained to the stakeholders the preliminary calculation results and the various steps of the impact map, in particular the duration and financial proxies, and asked the stakeholders to rank the importance of the outcomes again to determine whether they were consistent with the final calculation. In the event of major inconsistencies, further inquiries were made to determine the reasons, and review whether the calculation results needed to be adjusted.
3. Findings and suggestions: In the previous phases' engagement process, we proposed the findings and recommendations for project optimization based on the stakeholders' feedback conclusions and questionnaire results. During this engagement phase, we shared the findings and recommendations with the stakeholders, and invited them to validate, modify or supplement the findings and recommendations, and we then included them in the

conclusions of the report. At the same time, we also shared the conclusions with USI project implementation employees and Foundation project implementation employees and provided discussion regarding the underlying logic and methodology.

Main engagement process adjustments are as follows:

· When confirming the materiality and the financial proxy of outcomes to the author, the author regards the 1st version of financial proxy to be too low to present the outcomes value. We then further consult what kind of activity and what value best represent the outcomes that happen to the author. As for the outcome of Gained/accumulated inspiration, the author said since this experience is extraordinary special to him, the value equates going to a quite remote foreign country. He made it clear that the experience can be presented by the value of travelling to visit a country in the Antarctic. We then adjust the financial proxy accordingly. And as for the outcome “Gained a sense of accomplishment”, when we told the author that the revealed preference financial proxy that he chooses worth NTD\$1000. He regards the value to be too low. He later on told us that such sense of achievement may be of the same level when he won a writing award in the past, which worth around NTD\$100,000. We then adjust the financial proxy accordingly.

· When confirming the financial proxy of the outcomes with the teacher, the teacher thought that the current financial proxy is too low to present their true value. (In the phase 2 engagement, we design revealed preference but not showing the value of those preference to the teacher. By not showing the prices, we hope that such mechanism will make the stakeholder to make more objective decision when deciding on the financial proxies.) We further ask the teacher the kind of activity that will result in the same outcomes. We adjust the financial proxies to be the cost of those activities and reconfirm with the teacher concerning the appropriateness of the new proxies.

· When validating the deadweight of the Philanthropic Library, most teachers, especially those in the urban areas, share with us that there are actually many other means of achieving those outcomes, they regard that there will be around 50% of the possibility that those outcomes will happen anyway despite of the suspension of the Philanthropic Library. We then adjust all the deadweight that is under 50% to be 50% in order to approximate the reality.

3.3 Sensitivity Analysis

SROI measures the monetary value of qualitative, narrative information. Hence, it will inevitably involve many hypotheses and estimates. According to *A Guide to Social Return on Investment*, each analysis report must include a sensitivity analysis and disclose relevant information to ensure that results are objective and verifiable. This study involves many hypotheses and subjective information and covers an extensive scope. To be rigorous and objective, we selected different opinions from stakeholder feedback and discussed them with stakeholders during outcome validation during phase three. Finally, we made the following adjustment decisions for the sensitivity analysis and found that the range of the SROI sensitivity analysis for this project is between 2.63 and 3.37.

Adjustment No.	Adjustment	Details	SROI
1	Outcome incidence	Calculate the outcome incidence for Meet the Author based on students' feedback results.	3.15
2	Financial proxies	Changed financial proxy for "Broadened horizons" in Meet the Author to participation in three-day science camp.	2.88
3	Deadweight	Adjusted outcome deadweight for Parent-Child Reading to 70%.	2.99
4	Attribution	Adjust the attribution of Meet the Author to be 30%	3.21
5	Displacement (All)	0% adjusted to 10%	2.76
6	SROI	Increased by 10%	3.37
7	SROI	Decreased by 10%	2.76
8	Deadweight and Attribution	Increase the deadweight and attribution of all the projects by 10%	2.63

1. Outcome incidence

To uphold the principle of Do Not Over-claim for the Meet the Author outcome incidence, we started by doing an initial engagement with the children so as to check whether the outcome occurred for them or not. First, we validated that if the outcome incidence in the children's feedback was higher than 50%. If it's higher than 50%, this was regarded the outcome having occurred. We then used the incidences given by teachers in the questionnaire as a weighted average, to serve as the basis of calculation. The reason for this method is that teachers provide more precise and objective observations of the changes experienced by

the children. However, the children who provided positive feedback on event days exhibited fairly high levels of participation. Therefore, we conducted a sensitivity analysis of using children's feedback, which has the incidence rate of 68%, to calculate the incidence rate. The overall value thus increased to 3.15.

2. Financial proxies

With regard to the "Broadened horizons" outcome, certain teachers chose "Participation in Southeast Asia study tour" as the financial proxy. The original purpose for designing this financial proxy was only to provide respondents with options that had different values. However, based on our event day observations and engagement with the children, we believe that this financial proxy may be overestimated. Therefore, we re-validated with certain teachers in the phase two engagements so as to check whether their choice remained "Participation in Southeast Asia study tour". Among the teachers we engaged, most changed their choices to lower financial proxies. We therefore deduced that if we re-engaged all the teachers who chose this financial proxy, they might also choose lower-value options. This was therefore included within the sensitivity analysis. The overall value dropped to 2.88 after calculations.

3. Deadweight

During interviews with Parent-Child Reading project stakeholders, most parents stated that in addition to the Parent-Child Reading activities organized by USI, local libraries also organize such activities. In addition, most school arrange homework that asks parents to read with their children. In the phase one interviews, we thus discovered the reason that the Parent-Child Reading activities organized by USI only accounted for a small portion of Parent-Child Reading interactions. Therefore, we adjusted the deadweight to 70%. The overall value dropped to 2.99 after calculations.

4. Attribution

According to the engagement, many of the stakeholder replied that the outcome "Broaden Horizon" comes mainly from the event. And the current survey result of attribution is around 50%. In order to comply with the principle of Do-Not-Overclaim, we adjust the attribution to be 30% in the sensitivity analysis to see how the lowering of the attribution will affect the value of SROI.

5. Displacement

During all phases of engagement, we had confirmed that there are no negative impacts resulted from the projects. However, there might be some hidden negative outcomes that is hard to discover. For example, the author will need to travel from Taiwan to Lanyu. There is certainly CO₂ emission during the transportation. We thus adjust the displacement to be 10% in the sensitivity analysis.

6, 7 Adjusting the SROI by $\pm 10\%$

According to our risk analysis, there are certain risks that we unavoidable, resulting in possible overestimation or underestimation. We thus adjust our final SROI value by $\pm 10\%$ to respond to the potential risks.

8. Deadweight and attribution

As for our projects, the deadweight and attribution are sensitive factors that make significant impact to the value. Consequently, in order to avoid possible bias when engaging with stakeholders, we adjust increase the deadweight and attribution by 10% of all the projects to estimate a potential value.

3.4 Risk Analysis

An SROI report must be established based on the seven principles. Although we completed the report based on the principle of high stakeholder engagement, certain parameters are based on the literature, hypothesis, or stakeholders' subjective judgment. We analyzed risks that are relatively likely to occur within this project, and therefore of necessity describe how we lowered these risks to a tolerable level using our methods and professional judgment.

Principle	Limitations of the Study	Potential Risks for the Study	Response Method
1. Involve stakeholders	In the Philanthropic Library project, we were only able to engage some of the students.	Inadequate stakeholder representation	We made up for the limited ability to engage all students by instead engaging the teachers.
2. Understand what changes	Young elementary school children who participated in the Meet the Author activity had insufficient memory of the activity; during engagement, they were susceptible to the excitement of nearby classmates, and thus changed their own statements.	SROI rate overestimation	We engaged the accompanying teachers in the Meet the Author activity, as well as the participating students. Based on the teachers' knowledge of the students, we used the results of the teacher engagement as the basis for calculation and included the student engagement results within the sensitivity analysis.
	We use the Likert Scale as the main reference to see if the changes happen to the stakeholders.	Since Likert Scale provides limited choices to stakeholders when they fill out the questionnaire, there could be overestimation or	To adjust the potential overestimation or underestimation, we adjust the final SROI value by $\pm 10\%$ in the sensitivity analysis.

Principle	Limitations of the Study	Potential Risks for the Study	Response Method
	<p>Feedback from the stakeholders might be unreliable under certain cases.</p>	<p>underestimation toward the final SROI result.</p> <p>Since reading is a relatively common activity, we need to be very careful in estimating the impact. During phase 1 engagement, we engage stakeholders to see what the impacts are. During phase 2 and 3 engagement, we confirm with stakeholders to validate the outcomes. However, to have an accurate feedback, we might need to engage the stakeholders more than 2 times to affirm the outcomes. As a consequence, given that there are only 3 phases of engagement, there might be potential overestimation or underestimation of the outcomes.</p>	<p>To adjust the potential overestimation or underestimation, we adjust the final SROI value by $\pm 10\%$ in the sensitivity analysis.</p>
<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</p>

Principle	Limitations of the Study	Potential Risks for the Study	Response Method
			overvalued. The inclusion of such outcomes may exaggerate the SROI rate. Therefore, without compromising statistical inference, we considered these to be extreme values and excluded their outcome valuation responses, but still referenced other aspects of their responses.
4. Only include what is material	Stakeholders believe that all outcomes are important.	SROI rate underestimation	As stakeholders tend to deem all outcomes important, we used a questionnaire to set a threshold. Only outcomes meeting the threshold were included in this report's value estimation, to prevent SROI rate overestimation.
5. Do not over-claim	Some parameters are based on hypotheses.	SROI ratio overestimation or underestimation	Sensitivity analysis performed on uncertain parameters.
6. Be transparent	The complete impact map may not be completely presented in the report due to layout restrictions.	Misunderstanding by report readers	Explanations given in study Appendix and excerpts of compiled results presented in main study text.
7. Verify the result	Due to time and geographical constraints, not all of the stakeholders in the study were invited to participate in the result validation.	Inadequate stakeholder representation	We engaged the teachers of students whom we could not engage through questionnaires. The teachers had a very good handle on the children's learning status and performance. Therefore, we were able to make up for the risk of inadequate stakeholder representation by instead engaging the teachers.

3.5 Results Analysis, Recommendations and Conclusion

In order to analyze further the impacts of the three reading promotion projects for stakeholders and maximize the benefits of resources in the future through analysis, we divided the outcomes for the respective stakeholders by the total sum values for all project outcomes. The respective values obtained are detailed in the table below. The results analysis, recommendations, and conclusion are also mainly based on this table.

1. It could be a powerful way of benefiting children

For this study, the Philanthropic Library population only included engaged schools. However, the Philanthropic Library actually covers all of Taiwan; students all over Taiwan receive help from the resources provided by the Philanthropic Library. Therefore, if expanding the population counting base to all elementary school students in Taiwan, the total impact value may reach \$329,016,730. Certain hypotheses are as followed:

First, our hypothesis is that the outcome valuation, incidence and impact factors of all schools are the same as for the schools we engaged. Furthermore, the population used for calculation is the total students of schools which have records of borrowing books from Philanthropic Library. It could be an overestimation because some classes in the school might not have borrowed books from the Library while being included in the calculation. However, we still include this analysis in the report to serve as a basis for decisions and follow-up in future ongoing SROI rate calculations.

Meet the Author

Stakeholder	Outcome	Proportion of total project outcome value	Stakeholder	Outcome	Proportion of total project outcome value	Stakeholder	Outcome	Proportion of total project outcome value	Stakeholder	Outcome	Proportion of total project outcome value
Grades 1, 2, and 3	Broadened horizons	7.90%	Grades 4, 5, and 6	Broadened horizons	16.50%	Grades 7, 8 and 9	Broadened horizons	0.1%	Author	Gained/accumulated inspiration	62.65%
										Gained a sense of accomplishment	12.83%
Subtotal		7.90%	Subtotal		16.50%	Subtotal		0.1%	Subtotal		75.48%

1. Based on outcomes for students alone, the total outcome value for the middle grades was the highest. This is followed by the lower grades, with the junior high school student outcomes the lowest.

Based on outcomes for students alone, the total outcome value for the middle grades were the highest. This is followed by the lower grades, with the outcomes for junior high school students again the lowest. Based on individual student outcomes, the average value was NT\$589 for the lower grades, NT\$1,740 for the middle grades, and NT\$37 for junior high school students. This finding corresponds to our onsite observations. Children in the lower grades change their minds easily, and do not have long attention spans. Therefore, they may exhibit excitement at the start of an activity but then lose focus as the activity duration increases. For junior high school students, the content of the Meet the Author activity were simpler and easier to understand. The activity did not interest them, and the outcomes for junior high school students were thus less significant. In the future, projects should be differentiated by age group to maximize benefits for participants.

2. Parent Child Reading

Subgroup	Outcome	Duration
Preschool	Increased quantity of future reading	0.5
	Improved reading comprehension	0.75
	More focused when reading	0.75
Lower grade	Increased quantity of future reading	0.5
	Improved reading comprehension	0.75
	More focused when reading	0.5
Parent	Better quality of reading within the family	0.75
	Learn more methods and general knowledge about teaching children	0.5

According to the parents who participated in the event, many of the parents regard the event to be extremely helpful. However, given it's a one-time event, the duration for the outcomes are limited. Many of the parents mentioned that the mechanism of the event is very special and helpful: Apart from merely reading the stories to the children, the event combines the instructions to parents on how to lead the children to read, the instructions to children to enhance their reading ability and the opportunity for a family to practice co-reading together. Accordingly, if the event can be held on a regular basis, we may expect higher social impact toward the parents and students.

Appendix 1 Interview Outline and Questionnaire

Interview Outline

Item/Stakeholder	Philanthropic Library (Teachers/Students)
Categorization of stakeholders	<ol style="list-style-type: none"> 1. What role did you play in the use of the Philanthropic Library? Can you briefly explain what you did? 2. For what reason did you use the books in the Philanthropic Library?
Outcomes	<ol style="list-style-type: none"> 1. In your personal experience, what have been the changes brought about by the Philanthropic Library for you? <ol style="list-style-type: none"> a. Beneficiaries: You, students, students' parents, etc. b. Changes: Thoughts, behavior, mood, attitude about life, values, etc. Examples: Improvements in students' reading capabilities, independent thinking capabilities, etc. 2. Has the training impacted you or the people or things around you negatively?
Degree of Importance	<p>Which of the above changes do you think are more important?</p> <ol style="list-style-type: none"> a. What is the most important change? What is the second important change? b. Which of the above changes do you think are especially important?
Deadweight	<ol style="list-style-type: none"> 1. Do you have access to other, similar resources? <ol style="list-style-type: none"> a. If yes, how are they different? b. If yes, how are they similar? 2. If there had been no Philanthropic Library, how likely do you think it would be that those changes you just mentioned would have happened? (very likely/likely/unlikely/impossible)
Attribution	<p>Are there other factors that contributed to the above changes taking place?</p>
Drop-off/ Duration	<p>Based on your observations, how long have these changes lasted? Or how long do you think these changes will last?</p>

Valuation	In your view, what is the value of the above changes? (Value/cost directly created/saved? Could other valuable items render the same outcomes? Compared to other products or things, what criteria/prices would you exchange for the opportunity to take part in this training?)
-----------	---

Item/Stakeholder	Meet the Author (Students /Teachers/Author)
Categorization of stakeholders	<p>1. What role did you play in the Meet the Author activity? Can you briefly explain what you did?</p> <p>2. For what reason did you take part in the Meet the Author activity?</p>
Outcomes	<p>1. In your personal experience, what have been the changes brought about by this activity for you?</p> <p style="margin-left: 20px;">a. Beneficiaries: You, students, students' parents, etc.</p> <p style="margin-left: 20px;">b. Changes: Thoughts, behavior, mood, attitude about life, values, etc.</p> <p style="margin-left: 40px;">Examples: Broadened perspectives, learning teaching skills, etc.</p> <p>2. Has the activity impacted you or the people or things around you negatively?</p>
Degree of Importance	<p>Which of the above changes do you think are more important?</p> <p style="margin-left: 20px;">a. What is the most important change? What is the second important change?</p> <p style="margin-left: 20px;">b. Which of the above changes do you think are especially important?</p>
Deadweight	<p>1. Do you have access to other, similar activities?</p> <p style="margin-left: 20px;">a. If yes, how are they different?</p> <p style="margin-left: 20px;">b. If yes, how are they similar?</p> <p>2. If there had been no Meet the Author activity, how likely do you think the changes you just mentioned would have happened?</p> <p style="margin-left: 40px;">(very likely/likely/unlikely/impossible)</p>
Attribution	Are there other factors that contributed to the above changes taking place?
Drop-off/ Duration	Based on your observations, how long have these changes lasted? Or how long do you think these changes will last?

Valuation	In your view, what is the value of the above changes? (Value/cost directly created/saved? Could other valuable items render the same outcomes? Compared to other products or things, what criteria/prices would you exchange for the opportunity to take part in this training?)
-----------	---

Item/Stakeholder	Parent-Child Reading (parents)
Categorization of stakeholders	<ol style="list-style-type: none"> 1. What role did you play in the Parent-Child Reading activity? Can you briefly explain what you did? 2. For what reason did you take part in the Parent-Child Reading activity?
Outcomes	<ol style="list-style-type: none"> 1. In your personal experience, what have been the changes brought about by this activity for you? <ol style="list-style-type: none"> a. Beneficiaries: You, your children, your spouse, etc. b. Changes: Thoughts, behavior, mood, attitude about life, values, etc. Examples: Broadened perspectives, learning skills for teaching reading, promoting children’s reading habits, etc. 2. Has the training impacted you or the people or things around you negatively?
Degree of Importance	<p>Which of the above changes do you think are more important?</p> <ol style="list-style-type: none"> a. What is the most important change? What is the second important change? b. Which of the above changes do you think are especially important?
Deadweight	<ol style="list-style-type: none"> 1. Do you have access to other, similar programs? <ol style="list-style-type: none"> a. If yes, how are they different? b. If yes, how are they similar? 2. If there had been no Parent-Child Reading activity, how likely do you think it would be that those changes you just mentioned would have happened? (very likely/likely/unlikely/impossible)
Attribution	Are there other factors that contributed to the above changes taking place?
Drop-off/ Duration	Based on your observations, how long have these changes lasted? Or how long do you think these changes will last?
Valuation	In your view, what is the value of the above changes? (Value/cost directly created/saved? Could other valuable items render the same outcomes? Compared to other products or things, what criteria/prices would you exchange for the opportunity to take part in this training?)

Questionnaire

✓ Philanthropic Library

Item/Stakeholder		Teachers
Basic information		Which county/city and elementary school do you teach in?
		Please specify the number of students in the class you led (as homeroom teacher/subject teacher) during the 2018 school year (September 2018 to June 2019). Explanation 1: If the number of students in the class is 20, please directly specify the number “20”. Do not fill out the unit (e.g., “20 people”). Explanation 2: If you are a subject teacher, please specify the total number of students in classes you taught that used Philanthropic Library book bins. For instance, if you taught 5 classes with a total of 120 students, please fill in “120”.
Deadweight		To develop students’ reading habits, in addition to the book resources themselves, the guidance of both parents and teachers is essential. To what degree does the guidance of parents and teachers contribute to developing students’ reading habits, in your opinion? (e.g., if you believe that 40% of developing reading habits relies on book resources, and 60% relies on the guidance of parents or teachers, please move the slider to the “60%” position.)
Outcome 1: Improved critical thinking abilities	Indicator	Do you think reading improves students’ critical thinking abilities? No. Reading will not improve students' critical thinking abilities. (0%) Yes. Students' critical thinking abilities will slightly improve. (25%) Yes. Students' critical thinking abilities will improve somewhat. (50%) Yes. Students' critical thinking abilities will improve a lot. (75%) Yes. Students' critical thinking abilities will improve greatly. (100%) Other
	Sample outcome ratio	After one year of continuous reading, what specific behaviors did the students exhibit in terms of “improved critical thinking abilities”? (Select all that apply.) Writing ability improved.

Item/Stakeholder		Teachers
		<p>More quickly understood course knowledge and book content.</p> <p>More frequently asked questions about course content or teacher's instructions.</p> <p>Willing to propose views and ideas different from teacher's.</p> <p>Other</p>
	Financial proxies	<p>In your opinion, what would the improvements in students' critical thinking abilities over a year of reading equate to, in terms of the effects of the activities listed below?</p> <p>Student participation in one logical thinking summer camp (5 days)</p> <p>Student participation in debate course (12.5 hours)</p> <p>Student participation in <i>Mandarin Daily News</i> writing class (10 session, 2 hours per session)</p> <p>Student participation in basic verbal expression class (15 session, 2.5 hours per session)</p> <p>Other</p>
Outcome 2: Improved self-confidence	Indicator	<p>Do you think reading improves students' confidence?</p> <p>No. Reading will not improve students' confidence. (0%)</p> <p>Yes. Students' confidence will slightly improve. (25%)</p> <p>Yes. Students' confidence will improve somewhat. (50%)</p> <p>Yes. Students' confidence will improve a lot. (75%)</p> <p>Yes. Students' confidence will improve greatly. (100%)</p> <p>Other</p>
	Sample outcome ratio	<p>After one year of continuous reading, what specific behaviors did the students exhibit in terms of "improved self-confidence"? (Select all that apply.)</p> <p>More willing to answer questions.</p> <p>More frequently expressed own opinions.</p> <p>Displayed better problem solving ability when difficulties were encountered.</p> <p>More willing to propose ideas different from teacher's.</p> <p>Other</p>

Item/Stakeholder		Teachers
	Financial proxies	<p>In your opinion, what would the improvements in students' self-confidence over a year of reading equate to, in terms of the effects of the activities listed below?</p> <p>Student participation in a an internationally-famous confidence-building program (6 sessions, 3.5 hours per session)</p> <p>Student participation in one TVBS broadcast anchor camp (5 days, no overnights)</p> <p>Student participation in outdoor physical challenge camp (3 days, 2 nights)</p> <p>Other</p>
Outcome 3: Broadened horizons	Indicator	<p>Do you think reading improves students' world-views?</p> <p>No. Reading will not improve students' world-views. (0%)</p> <p>Yes. Students' world-views will slightly improve. (25%)</p> <p>Yes. Students' world-views will improve somewhat. (50%)</p> <p>Yes. Students' world-views will improve a lot. (75%)</p> <p>Yes. Students' world-views will improve greatly. (100%)</p> <p>Other</p>
	Sample outcome ratio	<p>After one year of continuous reading, what specific behaviors did the students exhibit in terms of "broadened horizons"? (Select all that apply.)</p> <p>Students learned knowledge not taught in class.</p> <p>Students were able to interact with people in a more mature way.</p> <p>Students have clearer ideas for the future.</p> <p>Other</p>
	Financial proxies	<p>In your opinion, what would students' broadened horizons over a year of reading equate to, in terms of the effects of the activities listed below?</p> <p>Participation in a 4-week Southeast Asia study tour</p> <p>Student participation in 2019 science camp (3 days, 2 nights)</p> <p>One annual visit to National Museum of Natural Science</p> <p>30 minutes of teacher sharing news every week</p> <p>Other</p>

Item/Stakeholder		Teachers
Outcome 4: Improved focus	Indicator	<p>Do you think reading improves students' focus?</p> <p>No. Reading will not improve students' focus. (0%)</p> <p>Yes. Students' focus will slightly improve. (25%)</p> <p>Yes. Students' focus will improve somewhat. (50%)</p> <p>Yes. Students' focus will improve a lot. (75%)</p> <p>Yes. Students' focus will improve greatly. (100%)</p> <p>Other</p>
	Sample outcome ratio	<p>After one year of continuous reading, what specific behaviors did the students exhibit in terms of "improved focus"? (Select all that apply.)</p> <p>Students were more patient when they encountered problems (such as math problems).</p> <p>Students were able to focus for a longer period of time in class.</p> <p>Other</p>
	Financial proxies	<p>In your opinion, what would the improvements in students' focus over a year of reading equate to, in terms of the effects of the activities listed below?</p> <p>Student participation in children's concentration training weekend classes (10 sessions, 2 hours per session)</p> <p>Student participation in mediation camp (2 days)</p> <p>Student participation in 10 <i>go</i> classes each year</p> <p>Other</p>
Outcome 5: Higher emotional stability	Indicator	<p>Do you think reading improves students' emotional stability?</p> <p>No. Reading will not improve students' emotional stability. (0%)</p> <p>Yes. Students' emotional stability will slightly improve. (25%)</p> <p>Yes. Students' emotional stability will improve somewhat. (50%)</p> <p>Yes. Students' emotional stability will improve a lot. (75%)</p> <p>Yes. Students' emotional stability will improve greatly. (100%)</p> <p>Other</p>

Item/Stakeholder		Teachers
	Sample outcome ratio	<p>After one year of continuous reading, what specific behaviors did the students exhibit in terms of “higher emotional stability”? (Select all that apply.)</p> <p>More rarely have extreme emotional reactions</p> <p>Able to solve interpersonal conflicts in a more mature way</p>
	Financial proxies	<p>In your opinion, what would the improvements in students’ emotional stability over a year of reading equate to, in terms of the effects of the activities listed below?</p> <p>Teacher having heart-to-heart chat with children for 30 minutes every week</p> <p>Student participation in 10 sessions of hour soccer training class, one hour each</p> <p>Student participation in 10-session water coloring class</p> <p>Other</p>
Duration		<p>If, after a year of reading, the students stopped, how long do you think these changes would last?</p> <p>One year</p> <p>Two years</p> <p>Three years</p> <p>Other</p>
Deadweight		<p>Had there not been this reading program, what are the possibilities of the students exhibiting the same degree of changes?</p> <p>There is a high chance that students could gain the same degree of change via other means. (75%)</p> <p>There is 50% chance that students could gain the same degree of change via other means. (50%)</p> <p>There is a low chance that students could gain the same degree of change via other means. (25%)</p> <p>Impossible; there is no chance that students could gain the same degree of change via other means. (0%)</p> <p>Other</p>
Attribution		<p>What percentage of the changes caused by reading can be attributed to reading?</p> <p>Reading takes full credit! (100%)</p> <p>It was mostly due to reading! (75%)</p> <p>Reading takes half of credit. (50%)</p> <p>It was mostly due to other reasons. (25%)</p>

Item/Stakeholder		Teachers
		It had nothing to do with reading! (0%) Other
Drop-off		If such changes for students can last for more than a year, how much will the effects decrease year by year? Will decrease a lot every year. (75%) Will decrease by half every year. (50%) Will not decrease much. (25%) Will not decrease at all. (0%)
Item/Stakeholder		Students
Outcome 1: Improved critical thinking abilities	Indicator	Books teach me the right thing to do in my life, so I know how to handle things.
		I will use knowledge from books to discuss what is right or wrong with my teachers and parents.
Outcome 2: Improved self-confidence	Indicator	My teachers and parents said that I'm better able to talk and express my opinions.
		I feel that reading will make me more successful.
		I have asked my teachers or parents something I learned from a book and which they didn't know.
Outcome 3: Broadened horizons	Indicator	Reading is interesting, so I will discuss things I read with classmates.
		I feel that reading will help me learn many things that I originally didn't know.
Outcome 4: Improved focus	Indicator	I don't like it when people bother me while I'm reading.
		I don't play with my mobile phone or watch TV while I'm reading.
Outcome 5: Higher emotional stability	Indicator	I don't feel sad when I'm reading, but do when I'm playing video games or watching TV!
		The teacher used books to share how to get along with others, so now I tell my classmates or parents when something happens that makes me sad or happy.

✓ **Meet the Author**

Item/Stakeholder		Teachers
Outcome 1: Broadened horizons	Indicator	Through our interviews and research, we discovered that the Meet the Author activity can give students “Broadened horizons”. Do you agree that the Meet the Author activity gives students “Broadened horizons”? No, I do not agree that the students improved because of it. (0%) (Please go to the next section of questions) Yes, I agree that the students improved slightly. (25%) Yes, I agree that the students improved by half. (50%) Yes, I agree that the students improved a lot. (75%) Other; please specify: _____
	Sample outcome ratio	After the Meet the Author activity, what specific behaviors did the students exhibit in terms of “Broadened horizons”? (Check all that apply) Students learned knowledge not taught in class. Students were able to interact with people in a more mature way. Students have clearer ideas for the future. Other
	Duration	How long do you think the above changes will last? (Select one) (Up to) one year Two years Three years Other
	Drop-off	Will the change “Broadened horizons” decrease year by year? (Select one) The impact of the change will not drop off year by year; it will stay the same every quarter. The impact will drop off by 25% each year. The impact will drop off by 50% each year. The impact will drop off by 75% each year. The impact will completely disappear by the end of the first year.
	Deadweight	Would it be possible for students to “Broaden their horizons” without the Meet the Author activity? 75% There is a high chance that students could gain the same degree of change via other means.

Item/Stakeholder		Teachers
		<p>50% There is 50% chance that students could gain the same degree of change via other means.</p> <p>25% There is only a low chance that students could gain the same degree of change via other means.</p> <p>0% Impossible; there is no chance that students could gain the same degree of change via other means.</p> <p>Other; please specify: _____</p>
	Attribution	<p>Were there other factors that broadened children’s horizons during the same time period as the Meet the Author activity? (Select one)</p> <p>100% The Meet the Author activity takes full credit!</p> <p>75% It was mostly due to the Meet the Author activity!</p> <p>50% Other factors and the Meet the Author activity each contributed half!</p> <p>25% The changes experienced by the children were mostly due to other reasons!</p> <p>0% The changes experienced by the students had nothing to do with the Meet the Author activity!</p>
	Financial proxies	<p>What other things could have allowed the students to experience the same degree of the “Broadened horizons” change as the Meet the Author activity did? (Select one)</p> <p>Participation in a 4-week Southeast Asia study tour</p> <p>Participation in a science camp (3 days, 2 nights)</p> <p>Annual visit to the National Museum of Natural Science</p> <p>30 minutes of teacher sharing news every week</p> <p>Other amount and activity; please specify activity and amount _____</p>
Outcome 2: Improved teaching effectiveness	Indicator	<p>Through our interviews and research, we discovered that the Meet the Author activity can give teachers “Improved teaching effectiveness”. Do you agree that the Meet the Author activity gave teachers “Improved teaching effectiveness”?</p> <p>No, I do not agree that it improved. (0%) (End of questionnaire)</p> <p>Yes, I agree that it improved slightly. (25%)</p> <p>Yes, I agree that it improved by half. (50%)</p> <p>Yes, I agree that it improved a lot. (75%)</p> <p>Other; please specify: _____</p>

Item/Stakeholder	Teachers
Sample outcome ratio	<p>After the Meet the Author activity, what specific changes listed below have you experienced in terms of “Improved teaching effectiveness”? (Check all that apply)</p> <p>Learned more class management skills.</p> <p>Learned more techniques to encourage students to read.</p> <p>Other; please specify: _____</p> <p>I did not have any of the above changes.</p>
Duration	<p>How long do you think the “Improved teaching effectiveness” changes will last? (Select one)</p> <p>One year</p> <p>Two years</p> <p>Three years</p> <p>Other</p>
Drop-off	<p>In your opinion, how much will the “Improved teaching effectiveness” changes drop off each year? (Select one)</p> <p>The impact of the change will not drop off year by year; it will stay the same every quarter.</p> <p>The impact will drop off by 25% each year.</p> <p>The impact will drop off by 50% each year.</p> <p>The impact will drop off by 75% each year.</p> <p>The impact will completely disappear by the end of the first year.</p>
Deadweight	<p>Without the Meet the Author program, is it possible that you could have experienced the “Improved teaching effectiveness” change through other methods or channels?</p> <p>75%. There are many opportunities, methods, and channels through which I could achieve improved teaching effectiveness.</p> <p>There is a 50% chance that, without the Meet the Author program, my teaching effectiveness could be improved.</p> <p>There is only a 25% chance that, without the Meet the Author program, my teaching effectiveness could be improved.</p> <p>0%. There are no other chances; the Meet the Author program was the only way to achieve improved teaching effectiveness.</p> <p>Other; please specify: _____</p>
Attribution	<p>Were there methods or channels during the same time period other than the Meet the Author program (e.g., participation in seminars or discussions with colleagues) that gave you “Improved teaching effectiveness”? (Select one)</p>

Item/Stakeholder		Teachers
		<p>100% The Meet the Author program takes full credit!</p> <p>75% It was mostly due to the Meet the Author program!</p> <p>50% Other factors and the Meet the Author program each contributed half!</p> <p>25% The changes experienced by the children were mostly due to other reasons!</p> <p>0% The changes experienced by the students had nothing to do with the Meet the Author program!</p>
	Financial proxies	<p>What other things could have allowed you to experience the same degree of the “Improved teaching effectiveness” change as the Meet the Author program did? (Select one)</p> <p>Participation in one-year seminar on class management (2 credits)</p> <p>Participation in the National College Instruction Workshop once a year</p> <p>Other amount and activity; please specify activity and amount _____</p>

Item/Stakeholder		Students
Outcome 1: Broadened horizons	Indicator	<p>I feel that what the author shared broadened my horizons.</p> <p>I want to learn more about the author’s works.</p>

Item/Stakeholder		Author
Outcome 1: Gained/accumulated inspiration	Indicator	<p>Through our interviews and research, we discovered that the Meet the Author activity was able to help you “Gain/accumulate inspiration”. Do you agree that the Meet the Author activity has helped you “Gain/accumulate inspiration”?</p> <p>No, I do not agree that it improved. (0%) (Skip to question 2., Gained a sense of accomplishment)</p> <p>Yes, I agree that it improved slightly. (25%)</p> <p>Yes, I agree that it improved by half. (50%)</p> <p>Yes, I agree that it improved a lot. (75%)</p>
	Sample outcome ratio	<p>Via the Meet the Author program, what specific changes listed below have you experienced in terms of “Gained/accumulated inspiration”? (Check all that apply)</p> <p>After leaving Lanyu, many of my source materials and inspirations came from the Meet the Author activity</p> <p>I came in contact with many things that I had never come in contact with before visiting Lanyu for the Meet the Author activity.</p>

Item/Stakeholder		Author
		<p>My memory of Lanyu is somewhat different from the Lanyu I visited this time.</p> <p>Other; please specify: _____</p> <p>I did not have any of the above changes.</p>
	Financial proxies	<p>What other things could have allowed you to experience the same degree of the “Gained/accumulated inspiration” change as the Meet the Author activity did? (Select one)</p> <p>[Travel] Extremely Scandinavia 10-day summer ecology and nature trip to Lapland with brown bear cabin, forest exploration, sauna boat & fishing, handicraft classroom, and culinary experience.</p> <p>6-day trip to InterContinental Fiji Golf Resort & Spa.</p> <p>5-day fun stay to swim with whales and sharks in Cebu.</p> <p>[Alangyi Historical Trail Ulaljuc Paiwan guide - local Paiwan experience]</p> <p>Other amount and activity; please specify activity and amount _____</p>
Outcome 2: Gained a sense of accomplishment	Indicator	<p>Through our interviews and research, we discovered that the Meet the Author program was able to help you “gain a sense of accomplishment”. Do you agree that the Meet the Author program has helped you “gain a sense of accomplishment”?</p> <p>No, I do not agree that it improved. (0%) (End of questionnaire)</p> <p>Yes, I agree that it improved slightly. (25%)</p> <p>Yes, I agree that it improved by half. (50%)</p> <p>Yes, I agree that it improved a lot. (75%)</p> <p>Other; please specify: _____</p>
	Sample outcome ratio	<p>Via the Meet the Author program, what specific experiences listed below have you had in terms of “gaining a sense of accomplishment”? (Check all that apply)</p> <p>Gained a sense of accomplishment because children listened attentively.</p> <p>Gained a sense of accomplishment from sharing things with children that they originally didn't know.</p> <p>Other; please specify: _____</p> <p>I did not have any of the above changes.</p>
	Financial proxies	<p>What other things could have allowed you to experience the same degree of the “Gained a sense of accomplishment” change as the Meet the Author program did? (Select one)</p>

Item/Stakeholder		Author														
		Receiving an Excellent Teacher Award once a year, and school awarding a gift certificate. First place in writing contest teachers' division, once a year. Other amount and activity; please specify activity and amount _____														
Duration		How long do you think the above changes for you will last? (Check one) 6 months One year Two years Three years Other (please specify)														
Drop-off		Continuing from the above question, if the change can last for more than a year, will the impact of the change decrease year by year? "75% The impact of the change will decrease by a lot every year." "50% The impact of the change will decrease by half every year." "25% It is unlikely that the impact of the change will decrease year by year." "0% The impact of the change will not decrease year by year; it will stay the same every year." Other (please specify)														
Deadweight		If there had been no Meet the Author program, how likely do you think it would have been for the following outcomes for you to occur? <table border="1" data-bbox="472 1019 2051 1254"> <thead> <tr> <th>75%</th> <th>50%</th> <th>25%</th> <th>0%</th> <th></th> </tr> </thead> <tbody> <tr> <td>I could gain the same degree of change through many other ways.</td> <td>I could gain the same degree of change through some other ways.</td> <td>It is unlikely that I could gain the same degree of change in other ways.</td> <td>It is impossible that I could gain the same degree of change in other ways.</td> <td>Other (please specify)</td> </tr> </tbody> </table>					75%	50%	25%	0%		I could gain the same degree of change through many other ways.	I could gain the same degree of change through some other ways.	It is unlikely that I could gain the same degree of change in other ways.	It is impossible that I could gain the same degree of change in other ways.	Other (please specify)
75%	50%	25%	0%													
I could gain the same degree of change through many other ways.	I could gain the same degree of change through some other ways.	It is unlikely that I could gain the same degree of change in other ways.	It is impossible that I could gain the same degree of change in other ways.	Other (please specify)												
Attribution		Were there methods or channels during the same time period other than participating in the Meet the Author program that helped you attain these changes? (Check one contribution level at right)														

Item/Stakeholder	Author				
	<p>100%</p> <p>The Meet the Author program takes full credit!</p>	<p>75%</p> <p>It was mostly due to the Meet the Author program!</p>	<p>50%</p> <p>Other factors and the Meet the Author program each contributed half!</p>	<p>25%</p> <p>It was mostly due to other reasons!</p>	<p>0%</p> <p>The changes I experienced had nothing to do with the Meet the Author program!</p>

✓ **Parent-Child Reading**

Item/Stakeholder	Parents					
Indicator	Based on your observations, it is possible the following changes happened for you and your children following the Parent-Child Reading activity?					
		Increased quantity of future reading, due to children being inspired to read.	With teacher guidance, children gain increased imagination and observations about what they read in books, and thus gain improved reading comprehension.	Children need to search for clues in books to answer teachers' questions, and thus are more focused when reading.	Parents learned good guided reading abilities, thus resulting in a better quality of reading within the family.	Due to participating in the activity and becoming acquainted with other parents, parents learned more methods and general knowledge about teaching children.
	No possibility of such changes (0 books)					
	Slight possibility of such changes (1 additional book per month)					
Possibility of such changes (2 additional books per month)						

Item/Stakeholder	Parents					
	Possibility of significant changes (3 additional books per month)					
	Possibility of very significant changes (4 additional books per month)					
	Other (please specify in blank)					
Duration		Increased quantity of future reading, due to children being inspired to read.	With teacher guidance, children gain increased imagination and observations about what they read in books, and thus gain improved reading comprehension.	Children need to search for clues in books to answer teachers' questions, and thus are more focused when reading.	Parents learned good guided reading abilities, thus resulting in a better quality of reading within the family.	Due to participating in the activity and becoming acquainted with other parents, parents learned more methods and general knowledge about teaching children.
	1 month					
	3 months					
	7 months					
	9 months					

Item/Stakeholder	Parents					
	12 months					
	Other (please specify duration of lasting effects in blank)					
Drop-off		Increased quantity of future reading, due to children being inspired to read.	With teacher guidance, children gain increased imagination and observations about what they read in books, and thus gain improved reading comprehension.	Children need to search for clues in books to answer teachers' questions, and thus are more focused when reading.	Parents learned good guided reading abilities, thus resulting in a better quality of reading within the family.	Due to participating in the activity and becoming acquainted with other parents, parents learned more methods and general knowledge about teaching children.
	Very significant drop off within one quarter. (100%)					
	Significant drop off each quarter. (75%)					
	Partial drop off each quarter. (50%)					

Item/Stakeholder	Parents					
	Slight drop off each quarter. (25%)					
	No quarterly drop off. (0%)					
	Other					
Financial proxies	<p>If you were a highly specialized social value valuator, what value would you attribute to the changes you and your child experienced as a result of this activity? (Select one)</p> <p>For example: In terms of improved reading comprehension, if you feel that the activity has improved your children’s reading comprehension equivalent to the impact of a one-session reading class, and that one-session reading class costs approximately NT\$500, you would choose “NT\$500”.</p> <p>★ As described above, this section of questions seeks to identify the value of the impact brought on by the activity (e.g., the activity has improved your child’s reading comprehension equivalent to the impact of a one-session reading class that costs approximately NT\$500), rather than the value of the impact itself (i.e., not the value of “improved children's reading comprehension”).</p>					
	Outcome	Activity				
	Increased quantity of future reading, due to children being inspired to read.	I think the change "Increased quantity of future reading" brought to children by the program is worth about NT\$100; the value isn't very high.				
		I think the change "Increased quantity of future reading" brought by the program to children is worth about NT\$500; there is some value.				
		I think the change "Increased quantity of future reading" brought by the program to children is worth about NT\$1,000; it has value.				
		I think the change "Increased quantity of future reading" brought by the program to children is worth about NT\$3,000; there is considerable value.				
I think the change "Increased quantity of future reading" brought by the program to children is worth about NT\$5,000; it is very valuable.						

Item/Stakeholder	Parents	
		Other _____
	With teacher guidance, children gain increased imagination and observations about what they read in books, and thus gain improved reading comprehension.	I think the change “Improved reading comprehension” brought to children by the program is worth about NT\$100; the value isn't very high.
		I think the change “Improved reading comprehension” brought by the program to children is worth about NT\$500; there is some value.
		I think the change “Improved reading comprehension” brought by the program to children is worth about NT\$1,000; it has value.
		I think the change “Improved reading comprehension” brought by the program to children is worth about NT\$3,000; there is considerable value.
		I think the change “Improved reading comprehension” brought by the program to children is worth about NT\$5,000; it is very valuable.
		Other _____
		Children need to search for clues in books to answer teachers' questions, and thus are more focused when reading.
	I think the change “More focused when reading” brought by the program to children is worth about NT\$500; there is some value.	
	I think the change “More focused when reading” brought by the program to children is worth about NT\$1,000; it has value.	
	I think the change “More focused when reading” brought by the program to children is worth about NT\$3,000; there is considerable value.	
	I think the change “More focused when reading” for children is approximately NT\$5000 and it has some value.	
	Other _____	
		I think the change “Better quality of reading within the family” brought to children by the program is worth about NT\$100; the value isn't very high.

Item/Stakeholder	Parents	
	Parents learned good guided reading abilities, thus resulting in a better quality of reading within the family.	<p>I think the change “Better quality of reading within the family” brought by the program to children is worth about NT\$500; there is some value.</p> <p>I think the change “Better quality of reading within the family” brought by the program to children is worth about NT\$1,000; it has value.</p> <p>I think the change “Better quality of reading within the family” brought by the program to children is worth about NT\$3,000; there is considerable value.</p> <p>I think the change “Better quality of reading within the family” brought by the program to children is worth about NT\$5,000; it is very valuable.</p> <p>Other _____</p>
	Due to participating in the activity and becoming acquainted with other parents, parents learned more methods and general knowledge about teaching children.	<p>I think the change “Learn more methods and general knowledge about teaching children” brought to children by the program is worth about NT\$100; the value isn't very high.</p> <p>I think the change “Learn more methods and general knowledge about teaching children” brought by the program to children is worth about NT\$500; there is some value.</p> <p>I think the change “Learn more methods and general knowledge about teaching children” brought by the program to children is worth about NT\$1,000; it has value.</p> <p>I think the change “Learn more methods and general knowledge about teaching children” brought by the program to children is worth about NT\$3,000; there is considerable value.</p> <p>I think the change “Learn more methods and general knowledge about teaching children” brought by the program to children is worth about NT\$5,000; it is very valuable.</p> <p>Other _____</p>
Deadweight	If there had been no Parent-Child Reading program, how likely do you think it would have been that the following outcomes would've occurred? (Select one)	

Item/Stakeholder	Parents					
	Examples: Even if the Parent-Child Reading activity hadn't been held, I would still read with my children at home, so the children would have improved reading comprehension.					
		Increased quantity of future reading, due to children being inspired to read.	With teacher guidance, children gain increased imagination and observations about what they read in books, and thus gain improved reading comprehension.	Children need to search for clues in books to answer teachers' questions, and thus are more focused when reading.	Parents learned good guided reading abilities, thus resulting in a better quality of reading within the family.	Due to participating in the activity and becoming acquainted with other parents, parents learned more methods and general knowledge about teaching children.
	"100% Even if the Parent-Child Reading activity had not been held, my children would definitely still experience these changes."					
	"75% There is a high chance that the children could still experience these changes."					

Item/Stakeholder	Parents					
	"50% There is a half chance that my children could experience these changes without the Parent-Child Reading program."					
	"25% There is only a small chance that my children could still experience these changes without the Parent-Child Reading program."					
	"0% Only the Parent-Child Reading activity could cause these changes for the children."					
	Other (please specify in the blank)					
Attribution	If your child has experienced the following changes, how much do you think the Parent-Child Reading activity contributed to such changes?					

Item/Stakeholder	Parents					
		Increased quantity of future reading, due to children being inspired to read.	With teacher guidance, children gain increased imagination and observations about what they read in books, and thus gain improved reading comprehension.	Children need to search for clues in books to answer teachers' questions, and thus are more focused when reading.	Parents learned good guided reading abilities, thus resulting in a better quality of reading within the family.	Due to participating in the activity and becoming acquainted with other parents, parents learned more methods and general knowledge about teaching children.
	"100% The Parent-Child Reading activity takes full credit!"					
	"75% It was mostly due to the Parent-Child Reading activity!"					
	"50% Other factors and the Parent-Child Reading activity each contributed half!"					
	"25% The outcomes for my					

Item/Stakeholder	Parents					
	children were mostly due to other reasons!"					
	"0% The outcomes for my children had nothing to do with the Parent-Child Reading activity!"					
	Other (please specify in the blank)					

Item/Stakeholder	Children (Lower grades)	
Outcome 1: Increased quantity of future reading	Indicator	Today was really fun, and I still want to read more books! I want to hear more 14 forest mice stories!
Outcome 2: Improved reading comprehension	Indicator	Going to class made reading seem even more fun! Today's class made me even better at reading!
Outcome 3: More focused when reading	Indicator	I was very focused in answering teachers' questions in class today! I was very focused listening to teachers in class today!

Item/Stakeholder	The supervisor of the human resource department ¹⁷	
Outcome:	Indicator	For the employee, this event is very unique that the employee will benefit from it a lot. For the employee, this event has a very high rate among the participating employee.

¹⁷ We distribute the questionnaire to the supervisor of the human resource department in order to get the data

Enhance sense of attachment to the company	Percentage of Change	Can you let us know the percentage of participating employees who express satisfaction toward the event?				
	Duration	Based on your understanding toward employees' expectation toward the welfare events held by the company, how long will employee's satisfaction last?				
	Financial proxies	Based on the feedback from the employee, what will be the estimated cost of holding an event like this that will achieve the same efficacy?				
	Deadweight	If the company didn't hold the event "Parent-child reading", what is the possibility that such satisfaction will happen anyway?				
		75% Employee can gain the same degree of change through many other ways.	50% Employee can gain the same degree of change through some other ways.	25% It is unlikely that Employee can gain the same degree of change in other ways.	0% It is impossible that Employee can gain the same degree of change in other ways.	Other (please specify)
	Attribution	Were there factors during the same time period other than the Parent-Child Reading program that helped the employee achieve these changes? (Check one contribution level at right)				
		100% The Parent-Child Reading program takes full credit!	75% It was mostly due to the Parent-Child Reading program!	50% Other factors and the Parent-Child Reading program each contributed half!	25% It was mostly due to other reasons!	0% The changes I experienced have nothing to do with the Parent-Child Reading program!
Drop-off	Continuing from the above question, if the change can last for more than a year, will the impact of the change decrease year by year?					
	75% The impact of the change will decrease by a lot every year.	50% The impact of the change will decrease by half every year.	25% It is unlikely that the impact of the change will decrease year by year.	0% The impact of the change will not decrease year by year; it will stay the same every year.	Other (please specify)	

Item/Stakeholder		Teachers
Outcome 1: Gained a sense of accomplishment	Indicator	<p>Through our interviews and research, we discovered that the Parent-Child Reading activity was able to help you “gain a sense of accomplishment”. Do you agree that the Parent-Child Reading activity has helped you “gain a sense of accomplishment”?</p> <p>No, I do not agree that it improved. (0%)</p> <p>Yes, I agree that it improved slightly. (25%)</p> <p>Yes, I agree that it improved by half. (50%)</p> <p>Yes, I agree that it improved a lot. (75%)</p> <p>Other; please specify: _____</p>
	Sample outcome ratio	<p>Via the Parent-Child Reading program, what specific experiences listed below have you had in terms of “gaining a sense of accomplishment”? (Check all that apply)</p> <p>Gained a sense of accomplishment because children listened attentively.</p> <p>Gained a sense of accomplishment from sharing things with children that they originally didn't know.</p> <p>I saw parents and children focusing on the event or reading under my lead, and I felt a sense of accomplishment.</p> <p>Other; please specify: _____</p> <p>I did not have any of the above changes.</p>
	Financial proxies	<p>What other things could have allowed you to experience the same degree of the “Gained a sense of accomplishment” change as the Parent-Child Reading program did? (Select one)</p> <p>Winning first prize in a creative education plan contest.</p> <p>Winning an Excellent Teacher Award. The school rewarding me with a gift certificate.</p> <p>Reading one entire book with one child in one hour.</p> <p>Other amount and activity; please specify activity and amount _____</p>
Outcome 2: Improved teaching skills	Indicator	<p>Through our interviews and research, we discovered that the Parent-Child Reading program was able to give you “Improved teaching skills”. Do you agree and believe that the Parent-Child Reading program has given you “Improved teaching skills”?</p> <p>No, I do not agree that it improved. (0%) (Skip to question 2., Gained a sense of accomplishment)</p> <p>Yes, I agree that it improved slightly. (25%)</p>

Item/Stakeholder		Teachers
		<p>Yes, I agree that it improved by half. (50%)</p> <p>Yes, I agree that it improved a lot. (75%)</p> <p>Other; please specify: _____</p>
	Sample outcome ratio	<p>Via the Parent-Child Reading program, what specific changes listed below have you experienced in terms of “Improved teaching skills”? (Check all that apply)</p> <p>I encountered situations when teaching that I had never encountered before.</p> <p>I adjusted my methods and response speed to different situations during events.</p> <p>Following the program, I'm surer of my ability to lead reading events.</p> <p>Other; please specify: _____</p>
	Financial proxies	<p>What other things could have allowed you to experience the same degree of the “Improved teaching skills” change as the Parent-Child Reading program did? (Select one)</p> <p>Participation in a three-day story-telling training camp.</p> <p>Participation in a three-day revolutionized learning camp</p> <p>Purchase of one book on teaching skills</p> <p>Other amount and activity; please specify activity and amount _____</p>
Outcome 3: Gained a sense of happiness	Indicator	<p>Through our interviews and research, we discovered that the Parent-Child Reading program was able to help you “gain a sense of happiness”. Do you agree that the Parent-Child Reading program has helped you “gain a sense of happiness”?</p> <p>No, I do not agree that it improved. (0%) (End of questionnaire)</p> <p>Yes, I agree that it improved slightly. (25%)</p> <p>Yes, I agree that it improved by half. (50%)</p> <p>Yes, I agree that it improved a lot. (75%)</p> <p>Yes, I agree that it improved hugely. (100%)</p> <p>Other; please specify: _____</p>
	Sample outcome ratio	<p>Via the Parent-Child Reading program, what specific experiences listed below have you had in terms of “gaining a sense of happiness”? (Check all that apply)</p>

Item/Stakeholder		Teachers				
		<p>Raised parents and children's interest in reading, and felt happy because children will gain chances to develop continued reading habits.</p> <p>Gained a deeper belief in the importance of education, and gained a sense of happiness from the satisfaction of dedicating time and effort to education.</p> <p>I'm interested in education and reading, so engaging in education and reading makes me happy.</p> <p>Other; please specify: _____</p>				
	Financial proxies	<p>What other things could have allowed you to experience the same degree of the "Gained a sense of happiness" change as the Parent-Child Reading program did? (Select one)</p> <p>5-day fun stay to swim with whales and sharks in Cebu.</p> <p>Receive a gift certificate for NT\$5000.</p> <p>Participate in a 2-hour family cooking activity.</p> <p>Other amount and activity; please specify activity and amount _____</p>				
Duration		How long do you think the above changes for you will last? (Check one)				
		6 months	One year	Two years	Three years	Other (please specify)
Drop-off		Continuing from the above question, if the change can last for more than a year, will the impact of the change decrease year by year?				
		<p>75%</p> <p>The impact of the change will decrease by a lot every year.</p>	<p>50%</p> <p>The impact of the change will decrease by half every year.</p>	<p>25%</p> <p>It is unlikely that the impact of the change will decrease year by year.</p>	<p>0%</p> <p>The impact of the change will not decrease year by year; it will stay the same every year.</p>	Other (please specify)
Deadweight		If there had been no Parent-Child Reading program, how likely do you think it would have been for the following outcomes for you to occur? (Check one possibility on the right)				

Item/Stakeholder	Teachers				
	75% I could gain the same degree of change through many other ways.	50% I could gain the same degree of change through some other ways.	25% It is unlikely that I could gain the same degree of change in other ways.	0% It is impossible that I could gain the same degree of change in other ways.	Other (please specify)
Attribution	Were there factors during the same time period other than the Parent-Child Reading program that helped you achieve these changes? (Check one contribution level at right)				
	100% The Parent-Child Reading program takes full credit!	75% It was mostly due to the Parent-Child Reading program!	50% Other factors and the Parent-Child Reading program each contributed half!	25% It was mostly due to other reasons!	0% The changes I experienced have nothing to do with the Parent-Child Reading program!

Appendix 2 Stakeholder Engagement

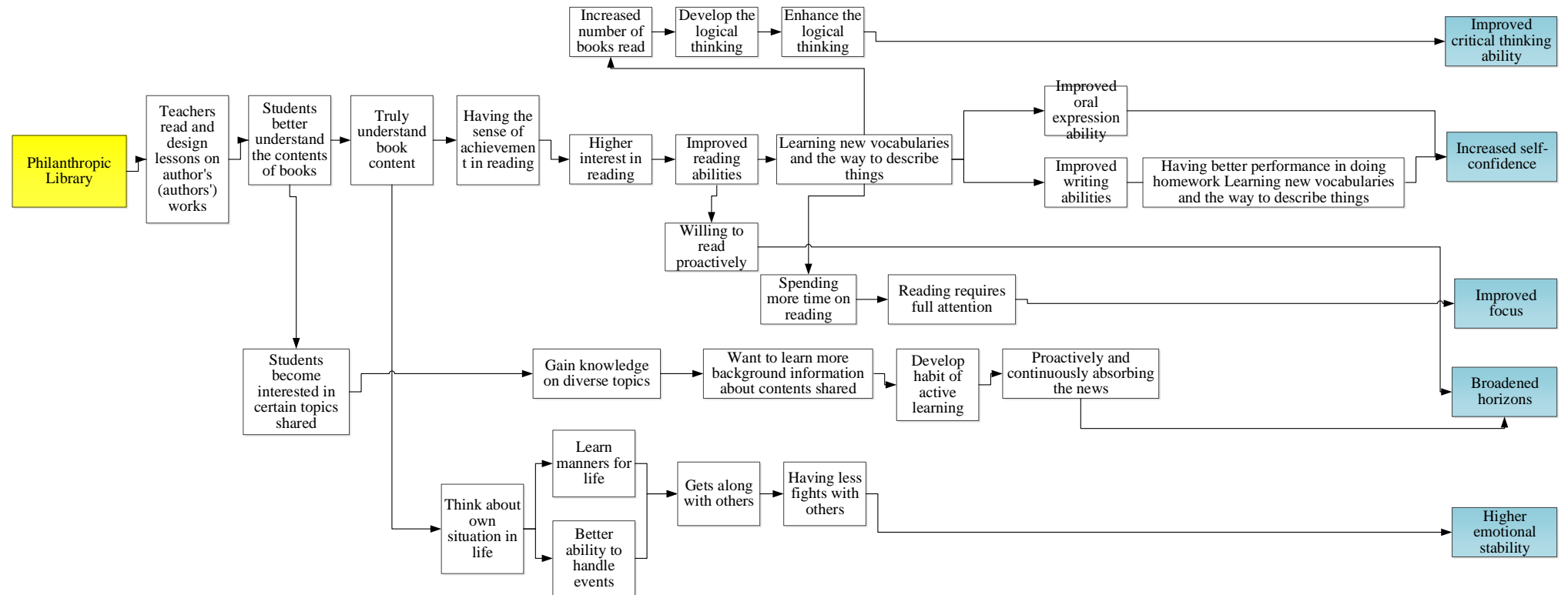
Project	Stakeholder	Phase 1 (No. of persons interviewed)	Phase 2 (Number of copies of the questionnaire recovered)	Phase 3 (No. of persons interviewed)	Phase 4 (No. of persons validated)	Total number of people engaged	Total parent population
Philanthropic Library	Students (Grade 1 st -3 rd)	0	68	34	34	136	649
	Students (Grade 4 th -6 th)	12	68	16	17	101	131
	Teachers	5	19	NA	4	19	20 ¹⁸
	Principals	6	NA	NA	NA	6	15
Meet the Author	Teachers	6	26	0	2	26	27
	Students (Grade 1 st -3 rd)	0	68	NA	6	68	68
	Students (Grade 4 th -6 th)	12	68	NA	2	68	68
	Students (Junior High School)	3	21	NA	0	21	21
	Author	1	1	NA	1	1	1
	Parents	7	32	NA	3	32	58

¹⁸ Engagement with teachers was mostly to validate the impacts of the Philanthropic Library for students. All the students' leading homeroom teachers within the scope of these calculations responded to the questionnaire. This allowed us to indirectly engage all students.

Parent-Child Reading	USI employee	7	1	NA	NA	8	27
	Children (Preschool)	0	0	NA	0	0	53
	Children (Lower Grade)	0	20	NA	2	20	22
	Teachers	1	1	NA	1	1	1

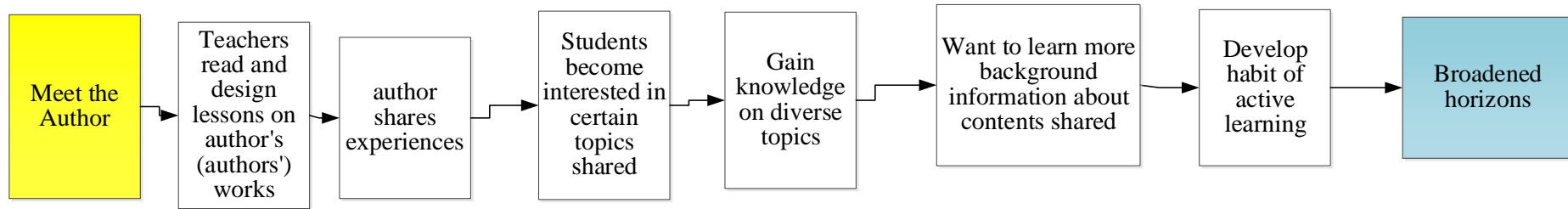
Appendix 3 Outcome chain of events

✓ Philanthropic Library

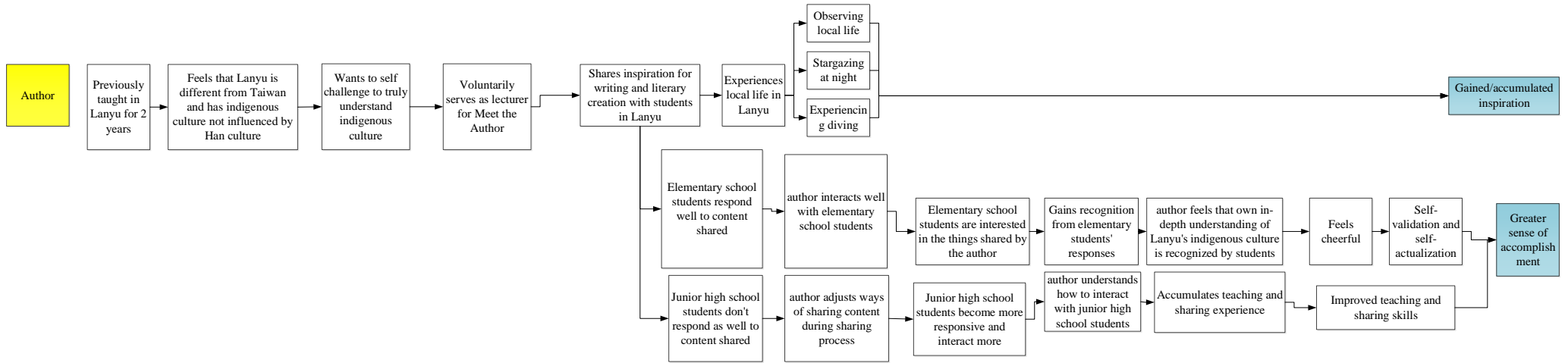


✓ **Meet the Author**

Students

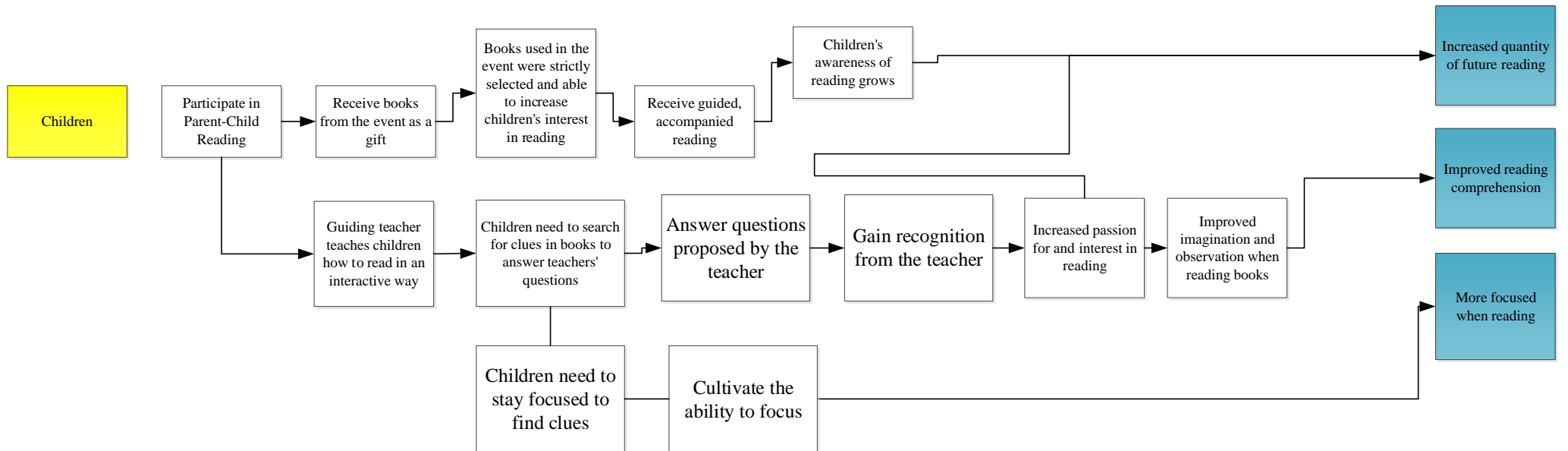


Author

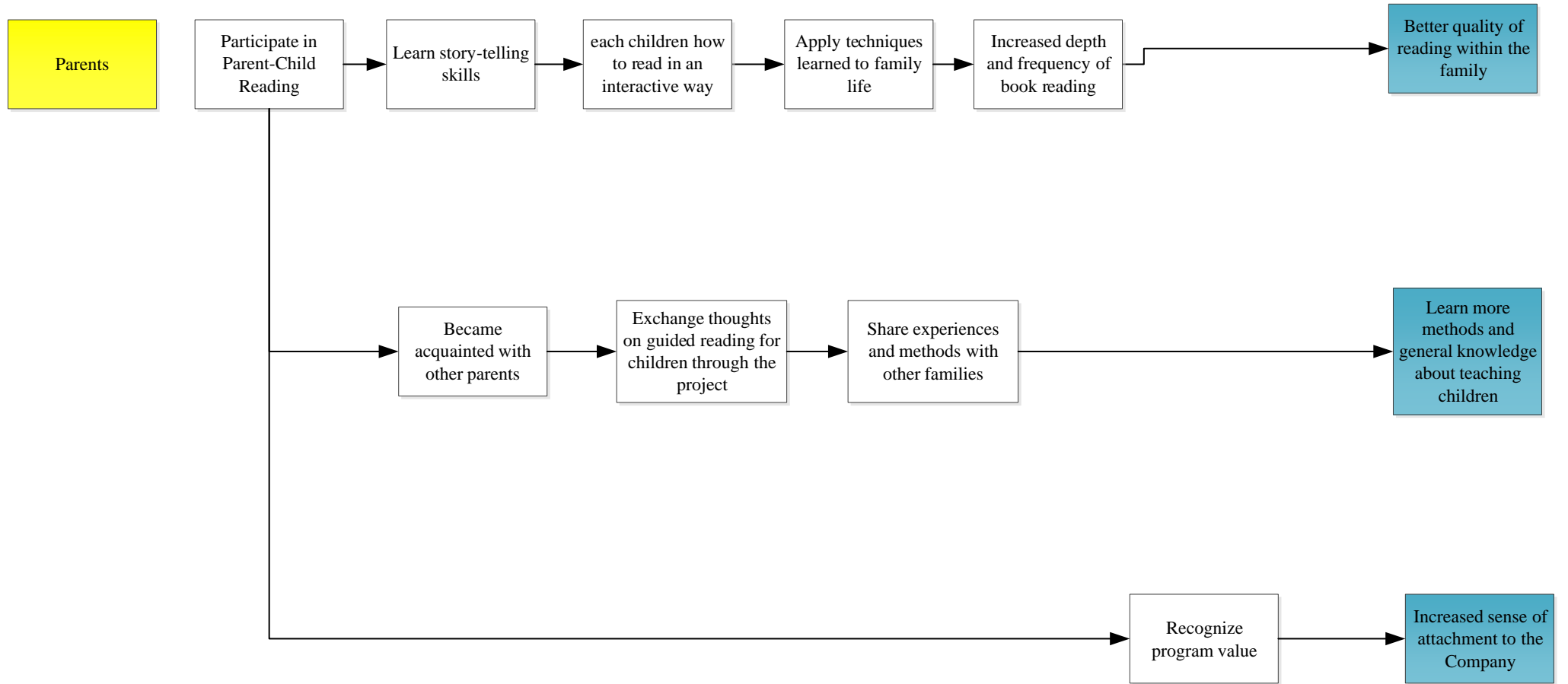


✓ Parent-Child Reading

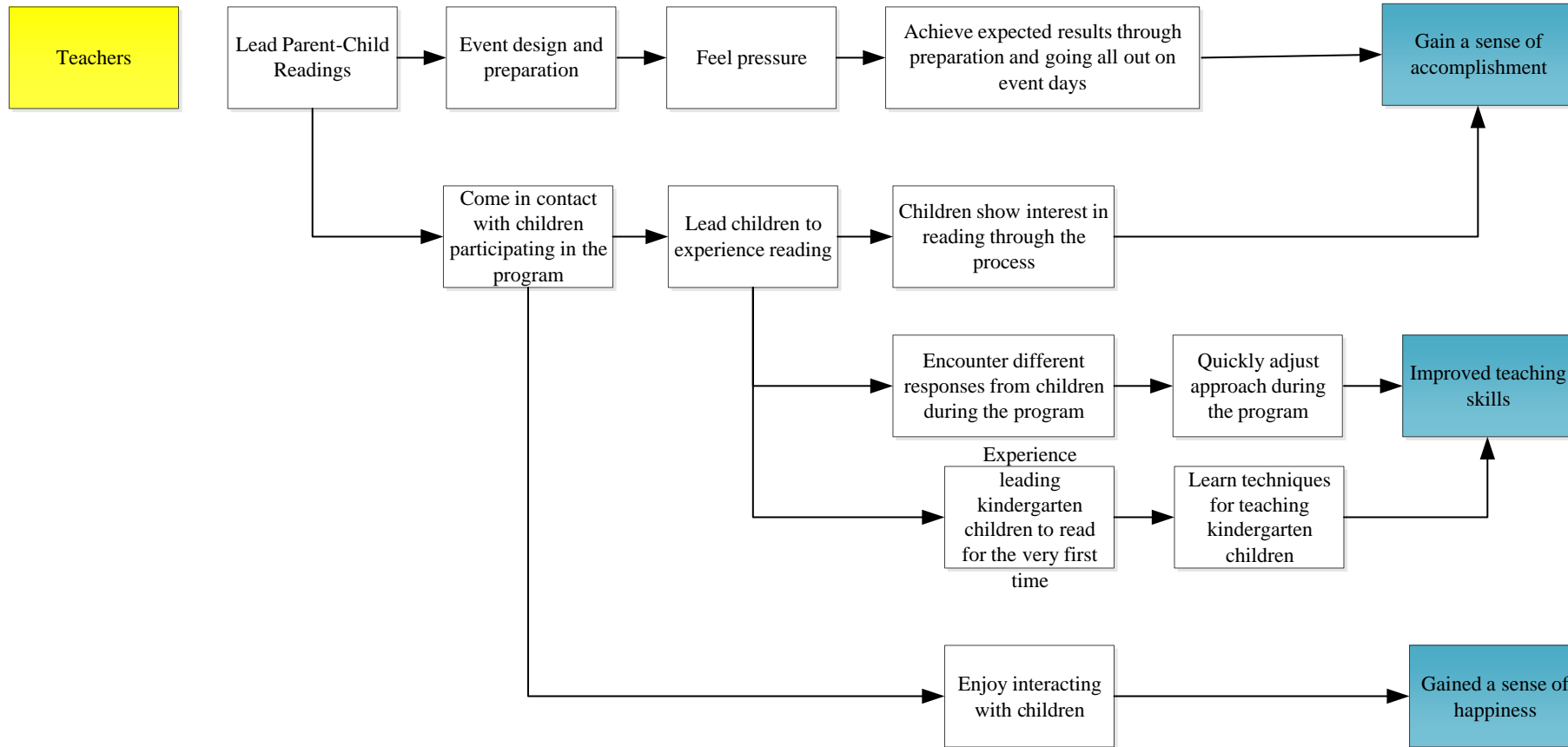
Children



Parents



Teachers



Appendix 4 Value Map

Philanthropic Library

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

SROI - Impact Map

Step 1		Step 2		Step 3				Step 4					Step 5					Total Value of the Outcome (Before discounting)	Total Value of the Outcome (After discounting)						
Stakeholder	Input	Input value (ITV)	Description	Indicator	Quantity	Duration	Financial proxy	Value of Outcome (VTO)	Source	Deadweight % (d)	Displacement % (e)	Attribution % (f)	Attribution % (g)	Drop-off % (h)	Impact (i)	Calculating social return on investment (SROI)									
Category	Subgroup	Total Parent Population	What do stakeholders input?	How do stakeholders describe outcomes?	How are outcomes measured and evidenced?	Percentage of changes	No. of outcomes (A)	How long did outcomes last after the project concludes?	What financial proxy is used to price outcomes?	How is data obtained	Proportion of changes that would have occurred if the activity was not organized	Proportion of changes that displace the outcome of the scope of the activity	Proportion of changes that were the result of the contributions from other factors	Proportion of changes that were the result of the contributions from other factors	Proportion of outcomes brought by the activity that diminish over time	$Q=A*(1-d)*(1-e)*(1-f)$	Year1	Year2	Year3	Year4	Year5	discount rate	1.04%		
Student	1st-3rd grade	849		Improved critical thinking ab	1. Questionnaire for teachers 2. E1: "Writing ability improved." 3. E2: "More quickly understood course knowledge and book content." 4. E3: "More frequently asked questions about course content or teacher's instructions." 5. E4: "Willing to propose views and ideas different from teachers." 6. Engagement with students 1. E1: "Books teach me the right thing to do in my life, so I know how to handle things." 2. E2: "I will use knowledge from books to discuss what is right or wrong with my teachers and parents." 3. Questionnaire for teachers	58.00%	376	1	13550	Interviews, questionnaires	55.00%	0%	48.40%	94.91%	41.00%	\$ 60,215	\$ 60,215	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 60,215	\$ 59,598	
		849		Improved self-confidence	1. E1: "More willing to answer questions." 2. E2: "More frequently expressed own opinions." 3. E3: "Displayed better problem solving ability when difficulties were encountered." 4. E4: "More willing to propose ideas different from teachers." 5. Engagement with students 1. E1: "My teachers and parents said that I'm better able to talk and express my opinions." 2. E2: "I feel that reading will make me more successful." 3. E3: "I have shared thing that I learned from a book with my teachers or parents something and they didn't know those things." 4. E4: "Reading is interesting, so I will discuss things I read with classmates." 5. Questionnaire for teachers	53.00%	344	1	14718		55.00%	0%	58.30%	94.91%	38.00%	\$ 48,359	\$ 48,359	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 48,359	\$ 47,861
		849		Broadened horizons	1. E1: "Students learned knowledge not taught in class." 2. E2: "Students were able to interact with people in a more mature way." 3. E3: "Students have clearer ideas for the future." 4. Engagement with students 1. E1: "I feel that reading will help me learn many things that I originally didn't know." 2. Questionnaire for teachers	71.00%	461	1	13483		55.00%	0%	52.80%	94.91%	41.00%	\$ 67,199	\$ 67,199	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 67,199	\$ 66,507
		849		Improved focus	1. E1: "Students were more patient when they encountered problems (such as math problems)." 2. E2: "Students were able to focus for a longer period of time in class." 3. Engagement with students 1. E1: "I don't like it when people bother me while I'm reading." 2. E2: "I don't use my mobile phone or watch TV while I'm reading." 3. Questionnaire for teachers	61.00%	398	1	7613		55.00%	0%	45.10%	94.91%	43.75%	\$ 37,910	\$ 37,910	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 37,910	\$ 37,520
		849		Higher emotional stability	1. E1: "I rarely have extreme emotional reactions." 2. E2: "I am able to solve interpersonal conflicts in a more mature way." 3. Engagement with students 1. E1: "I don't feel sad when I'm reading, but do when I'm playing video games or watching TV!" 2. E2: "I learn from books about how to get along with others, so now I tell my classmates or parents when something happens that makes me sad or happy." 3. Questionnaire for teachers	53.00%	344	1	10331		55.00%	0%	47.30%	94.91%	39.00%	\$ 42,898	\$ 42,898	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 42,898	\$ 42,457
Student	4th-6th grade	131		Improved critical thinking ab	1. E1: "Writing ability improved." 2. E2: "More quickly understood course knowledge and book content." 3. E3: "More frequently asked questions about course content or teacher's instructions." 4. E4: "Willing to propose views and ideas different from teachers." 5. Engagement with students 1. E1: "Books teach me the right thing to do in my life, so I know how to handle things." 2. E2: "I will use knowledge from books to discuss what is right or wrong with my teachers and parents." 3. Questionnaire for teachers	75.00%	98	2	9100	Interviews, questionnaires	55.00%	0%	50.60%	93.77%	38.00%	\$ 12,351	\$ 12,351	\$ 7,657	\$ -	\$ -	\$ -	\$ -	\$ 20,008	\$ 19,802	
		131		Improved self-confidence	1. E1: "More willing to answer questions." 2. E2: "More frequently expressed own opinions." 3. E3: "Displayed better problem solving ability when difficulties were encountered." 4. E4: "More willing to propose ideas different from teachers." 5. Engagement with students 1. E1: "My teachers and parents said that I'm better able to talk and express my opinions." 2. E2: "I feel that reading will make me more successful." 3. E3: "I have shared thing that I learned from a book with my teachers or parents something and they didn't know those things." 4. E4: "Reading is interesting, so I will discuss things I read with classmates." 5. Questionnaire for teachers	56.00%	73	2	12033		55.00%	0%	50.60%	93.77%	33.00%	\$ 12,165	\$ 12,165	\$ 8,151	\$ -	\$ -	\$ -	\$ -	\$ 20,316	\$ 20,107	
		131		Broadened horizons	1. E1: "Students learned knowledge not taught in class." 2. E2: "Students were able to interact with people in a more mature way." 3. E3: "Students have clearer ideas for the future." 4. Engagement with students 1. E1: "I feel that reading will help me learn many things that I originally didn't know." 2. Questionnaire for teachers	79.00%	103	2	9427		55.00%	0%	50.60%	93.77%	46.00%	\$ 13,447	\$ 13,447	\$ 7,262	\$ -	\$ -	\$ -	\$ -	\$ 20,709	\$ 20,496	
		131		Improved focus	1. E1: "Students were more patient when they encountered problems (such as math problems)." 2. E2: "Students were able to focus for a longer period of time in class." 3. Engagement with students 1. E1: "I don't like it when people bother me while I'm reading." 2. E2: "I don't use my mobile phone or watch TV while I'm reading." 3. Questionnaire for teachers	73.00%	96	1	8200		55.00%	0%	55.00%	93.77%	33.00%	\$ 9,931	\$ 9,931	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 9,931	\$ 9,829	
		131		Higher emotional stability	1. E1: "I rarely have extreme emotional reactions." 2. E2: "I am able to solve interpersonal conflicts in a more mature way." 3. Engagement with students 1. E1: "I don't feel sad when I'm reading, but do when I'm playing video games or watching TV!" 2. E2: "I learn from books about how to get along with others, so now I tell my classmates or parents when something happens that makes me sad or happy." 3. Questionnaire for teachers	56.00%	73	1	11842		55.00%	0%	59.40%	93.77%	38.00%	\$ 9,840	\$ 9,840	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 9,840	\$ 9,738	
																\$ 337,385	\$ 333,912								

Meet the Author

Worksheet for developing SROI analysis. See guidance tabs for further details.

SROI - Impact Map																										
Stage 1		Stage 2			Stage 3							Stage 4					Stage 5									
Stakeholder		Input			Outcome							Calculating social return on investment (SROI)					Total Value of the Outcome (Before discounting)		Total Value of the Outcome (After discounting)							
Category	Subgroup	Total Parent Population	What do stakeholders input?	Input value (NT\$)	Description	Indicator		Quantity		Duration	Financial proxy	Pricing (f)	Source	Deadweight % (c)	Displacement % (d)	Attribution % (e)	Drop-off % (f)	Impact (g)	Calculating social return on investment (SROI)					Total Value of the Outcome (Before discounting)	discount rate	1.04%
					How do stakeholders describe outcomes?	How are outcomes measured and evidenced?		Percentage of changes	No. of outcomes (A)	How long did outcomes last after the project concluded?	What financial proxy is used to price outcomes?	Value of Outcome (NT\$)	How is data obtained	Proportion of changes that would have still occurred if the activity was not organized	Proportion of changes that displace the problem to outside of the scope of the activity	Proportion of changes that were the result of the contributions from other factors	Proportion of outcomes brought by the activity that diminish over time	$G=A*B*(1-c)^i*(1-d)^j*(1-e)^k$	Year1	Year2	Year3	Year4	Year5			
Student	1st grade	23			Broadened horizons			55.56%	13	1	Take the average of all the replied proxies	2167	Interviews, questionnaires	27.50%	0%	55.00%	33.33%	\$ 9,191	\$ 9,191	\$ -	\$ -	\$ -	\$ -	\$ 9,191	\$ 9,096	
	2nd grade	23			Broadened horizons			41.67%	10	1	Take the average of all the replied proxies	\$ 210	Interviews, questionnaires	55.00%	0%	55.00%	37.50%	\$ 425	\$ 425	\$ -	\$ -	\$ -	\$ -	\$ 425	\$ 421	
	3rd grade	22			Broadened horizons	1.Questionnaire for teachers 2.Replied: "Students learned knowledge not taught in class." 3.Replied: "Students were able to interact with people in a more mature way." 3.Replied: "Students have clearer ideas for the future."		66.67%	15	1	Take the average of all the replied proxies	\$ 9,280	Interviews, questionnaires	48.13%	0%	68.75%	25.00%	\$ 22,566	\$ 22,566	\$ -	\$ -	\$ -	\$ -	\$ 22,566	\$ 22,333	
	4th grade	23			Broadened horizons	1.Engagement with students 1.Replied: "I feel that what the author shared broadened my horizons." 2.Replied: "I want to know more about things the author mentioned"		50.00%	12	1	Take the average of all the replied proxies	20245	Interviews, questionnaires	41.25%	0%	61.88%	31.25%	\$ 54,415	\$ 54,415	\$ -	\$ -	\$ -	\$ -	\$ 54,415	\$ 53,855	
	5th grade	25			Broadened horizons			58.33%	15	1	Take the average of all the replied proxies	\$ 3,095	Interviews, questionnaires	48.13%	0%	34.38%	18.75%	\$ 15,804	\$ 15,804	\$ -	\$ -	\$ -	\$ -	\$ 15,804	\$ 15,642	
	7th grade	7			Broadened horizons			66.67%	5	2	Take the average of all the replied proxies	\$ 160	Interviews, questionnaires	27.50%	0%	82.50%	25.00%	\$ 102	\$ 102	\$ 76	\$ -	\$ -	\$ -	\$ 178	\$ 176	
	8th grade	7			Broadened horizons			66.67%	5	2	Take the average of all the replied proxies	\$ 160	Interviews, questionnaires	27.50%	0%	82.50%	25.00%	\$ 102	\$ 102	\$ 76	\$ -	\$ -	\$ -	\$ 178	\$ 176	
	Author	NA	1	Time input (Pre-event preparation)	3,200	Gained/accumulated inspiration	1.Replied: "After leaving Lanyu, many of my source materials and inspirations came from the Meet the Author program." 2.Replied: "I came in contact with many things that I had never come in contact with before visiting Lanyu for the Meet the Author program." 3.Replied: "My memory of Lanyu is somewhat different from the Lanyu I visited this time."		100.00%	1	3	Take the average of all the replied proxies	\$ 189,900	Interviews, questionnaires	27.50%	0%	27.50%	0.00%	\$ 99,816	\$ 99,816	\$ 99,816	\$ 99,816	\$ -	\$ -	\$ 299,449	\$ 296,366
1			Gained a sense of accomplishment			1.Replied: "Gained a sense of accomplishment because children listened attentively." 2.Replied: "Gained a sense of accomplishment from sharing things with children that they originally didn't know."		100.00%	1	3	Take the average of all the replied proxies	\$ 100,000	Interviews, questionnaires	55.00%	0%	27.50%	50.00%	\$ 32,625	\$ 32,625	\$ 16,313	\$ 8,156	\$ -	\$ -	\$ 57,094	\$ 56,506	
																						\$ 459,298	\$ 454,571			

Parent-Child Reading

ROI analysis. See guidance tab for further details.

SROI - Impact Map

Stage 1		Stage 2		Stage 3					Stage 4					Stage 5					Total Value of the Outcome (Before discounting)		Total Value of the Outcome (After discounting)				
Stakeholder		Input		Outcome					Calculating social return on investment (SROI)					Total Value of the Outcome (Before discounting)		Total Value of the Outcome (After discounting)									
Category	Subgroup	Total Parent Population	What do stakeholders input?	Input value (NTS)	Description	Indicator	Quantity		Financial proxy	Pricing (B)	Source	Displacement % (c)	Displacement % (d)	Attribution % (e)	Drop-off % (f)	Impact (G)	G=A*B*(1-c)*(1-d)*(1-e)	Year 1	Year 2	Year 3	Year 4	Year 5	Total Value of the Outcome (Before discounting)	discount rate	1.04%
							Percentage of changes	No. of outcomes (A)																	
Children		53			Increased quantity of future reading	1. Questionnaire for parents 2. Replied: "Read at least two more books each month." 3. Student engagement questionnaire 1. Replied: "Today was really fun, and I still want to read more books!" 2. Replied: "I want to hear more 14 forest mice stories!"	61.11%	32	0.5	Take the average of all the replied proxies	950	Interviews, questionnaires	55.00%	0%	53.63%	40.79%	\$ 6,344	\$ 6,344	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 6,344	\$ 6,279
Children	Preschool	53			Improved reading comprehension	1. Questionnaire for parents 2. More than 50% of students replied that they may have experienced this change 3. Student engagement questionnaire 1. Replied: "Going to class made reading seem even more fun!" 2. Replied: "Today's class made me even better at reading!"	65.00%	34	0.75	Take the average of all the replied proxies	1265	Interviews, questionnaires	52.25%	0%	53.63%	35.53%	\$ 9,524	\$ 9,524	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 9,524	\$ 9,426
Children		53			More focused when reading	1. Questionnaire for parents 2. More than 50% of students replied that they may have experienced this change 3. Student engagement questionnaire 1. Replied: "I was very focused in answering teachers' questions in class today!" 2. Replied: "I was very focused listening to teachers in class today!"	65.00%	34	0.75	Take the average of all the replied proxies	1240	Interviews, questionnaires	53.63%	0%	55.00%	35.53%	\$ 8,798	\$ 8,798	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 8,798	\$ 8,708
Children		22			Increased quantity of future reading	1. Questionnaire for parents 2. Replied: "Read at least two more books each month." 3. Student engagement questionnaire 1. Replied: "Today was really fun, and I still want to read more books!" 2. Replied: "I want to hear more 14 forest mice stories!"	61.36%	14	0.5	Take the average of all the replied proxies	1550	Interviews, questionnaires	65.00%	0%	43.54%	20.83%	\$ 4,288	\$ 4,288	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 4,288	\$ 4,244
Children	Lower grade	22			Improved reading comprehension	1. Questionnaire for parents 2. More than 50% of students replied that they may have experienced this change 3. Student engagement questionnaire 1. Replied: "Going to class made reading seem even more fun!" 2. Replied: "Today's class made me even better at reading!"	64.58%	14	0.75	Take the average of all the replied proxies	1717	Interviews, questionnaires	60.00%	0%	41.25%	20.83%	\$ 5,649	\$ 5,649	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 5,649	\$ 5,591
Children		22			More focused when reading	1. Questionnaire for parents 2. More than 50% of students replied that they may have experienced this change 3. Student engagement questionnaire 1. Replied: "I was very focused in answering teachers' questions in class today!" 2. Replied: "I was very focused listening to teachers in class today!"	70.83%	16	0.5	Take the average of all the replied proxies	1717	Interviews, questionnaires	66.46%	0%	36.67%	20.83%	\$ 5,836	\$ 5,836	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 5,836	\$ 5,776
Parent	NA	58			Better quality of reading within the family	1. Questionnaire for parents 2. More than 50% of students replied that they may have experienced this change	71.88%	42	0.75	Take the average of all the replied proxies	1494	Interviews, questionnaires	56.72%	0%	42.97%	26.56%	\$ 15,489	\$ 15,489	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 15,489	\$ 15,329
Parent	NA	58			Learn more methods and general knowledge about teaching	1. Questionnaire for parents 2. More than 50% of students replied that they may have experienced this change	67.97%	39	0.5	Take the average of all the replied proxies	1306	Interviews, questionnaires	55.86%	0%	48.98%	28.13%	\$ 11,470	\$ 11,470	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 11,470	\$ 11,352
Employees of USI	NA	27			Enhance sense of attachment to the company	Interview with the supervisor from Human Resource Department	88.00%	24	0.25	Take the average of all the replied proxies	1000	Interviews	97.78%	0%	0.00%	0.00%	\$ 533	\$ 533	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 533	\$ 528
Teacher	NA	1	Time	5120	Gained a sense of accomplishment	1. Replied: "Gained a sense of accomplishment because children listened attentively." 2. Replied: "Gained a sense of accomplishment from sharing things with children that they originally didn't know." 3. Replied: "I saw parents and children focusing on the event or reading under my lead, and I felt a sense of accomplishment."	100.00%	1	1	Take the average of all the replied proxies	1920	Interviews, questionnaires	99.00%	0%	0.00%	75.00%	\$ 19	\$ 19	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 19	\$ 19
		1	Material	988	Improved teaching skills	1. Replied: "I encountered situations when teaching that I had never encountered before." 2. Replied: "I adjusted my methods of leading the event according to different situations during events." 3. Replied: "Following the program, I'm more certain of my ability to lead reading events."	100.00%	1	1	Take the average of all the replied proxies	5240		99.00%	0%	0.00%	75.00%	\$ 52	\$ 52	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 52	\$ 52
		1			Gained a sense of happiness	1. Baised parents and children's interest in reading, and felt happy because children will gain chances to develop continued reading habits. 2. Gained a deeper belief in the importance of education, and gained a sense of happiness from the satisfaction of dedicating time and effort to education. 3. In interested in education and reading, so engaging in education and reading makes me happy. 4. Other, please specify	100.00%	1	1		2666		99.00%	0%	0.00%	75.00%	\$ 27	\$ 27	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 27	\$ 26
																						\$ 68,029	\$ 67,329		

Appendix 5 References

名稱	報告類型
A Guide to Social Return on Investment(2012)	Principle from Social Value International ¹⁹
Standard on Applying Principle 1:Involve Stakeholders(2018 draft)	Principle from Social Value International
AA1000 Stakeholders engagement standards (2015)	Principle from Accountability
New Books: Recent Publications. (2008)	Monthly Magazine
It is believed globally that reading is to cultivate competitiveness.	Magazine
Observation and reflection toward Taiwan's promotion of reading	Quarterly Magazine
How to motivate children to read?	Magazine
Big reading-Let children learn 27 key abilities	Book
Reading literacy: Huang Guozhen's reading comprehension class: From message to meaning to execute deep thinking	Book
Review and prospect of parent-child reading	Essay
CTBC Foundation for Arts and Culture 2018 Love & Arts for Dreams Initiatives Project "Dream Action" Social Return on Investment Report	SROI Report

¹⁹<http://www.socialvalueuk.org/app/uploads/2016/03/The%20Guide%20to%20Social%20Return%20on%20Investment%202015.pdf>