

# Taiwan Women Career Development Association's SROI Research Report



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## Taiwan Women Career Development Association's SROI Research Report

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Signed

Mr Ben Carpenter  
Chief Executive Officer  
Social Value International



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# Abstract

Taiwan Women Career Development Association (TWCDA) heard the voices of women who left their workplace for family. Many women want to go back to their workplaces, fight for their own, and rebuild their profession while they still have the energy to fulfill their self-worth and show the women power. Therefore, "Women Reemployment Career Preparation Workshop (WRCPW) " was held.

This study applies the Social Return on Investment (SROI) to analyze WRCPW held by the Taiwan Women Career Development Association from 2020 to 2022. This report will be continuously adjusted according to research results and feedback. Hopefully, this study can draw the attention and support of the public sector and the outside world and make them focus more on the topic of women's participation in the workplace. According to the research analysis, every NTD 1 invested in the WRCPW would create social values that are equivalent to NTD 5.44 while the sensitivity analysis shows the SROI ranged from NTD3.41 to NTD 5.95. The stakeholders of this study are divided into seven categories which are Trainee 1- participants motivated by re-entering the workforce , Trainee 2- participants motivated primarily by learning , Trainee 3- participants with non-specific or unclear motivations , family members of trainees, volunteers, lecturers, and TWCDA members. The research identified 5 outcomes from Trainee 1- participants motivated by re-entering the workforce , which are increasing confidence, improving self-efficacy, role re-positioning, improving key functions, and gaining satisfaction in interpersonal relationships; Trainee 2 - participants motivated primarily by learning have six outcomes which are improving self-worth, expanding interpersonal relationships, improving self-awareness, gaining physical and mental stability, improving cross-generational communication and coordination, and improving workplace knowledge; Trainee 3 have 2 outcomes, which are improving professional skills and increasing self-affirmation; family members of trainees have 1 outcome which is increasing family happiness; volunteers have four outcomes which are self-growth, accomplishment of self-realization, strengthening empathy, improving communication and coordination skills; lecturers have six outcomes which are improving professional knowledge and self-growth, expanding original work ability and vision, sense of accomplishment, increasing empathy, improving problem-solving skills, and sense of satisfaction; and TWCDA members have four outcomes which are practicing altruism, increasing empathy, acquiring positive values, and expanding interpersonal relationships. Among all the outcomes, the three most valuable outcomes are "increasing self-confidence", "enhancing self-efficacy", and "focus on the improvement of career key functions".

The research shows that workshop trainees are the stakeholders who benefit the most, obtain the most outcomes, and have the highest social value. Meanwhile, the generated outcomes are directly from the services provided by the WRCPW. The fact also echoes the purpose of the workshop, which is to help women start a second life by rebuilding their confidence, stabilizing their mental status, re-examining their personality traits, adjusting their career development, and strengthening job application skills. Through the participation and feedback of stakeholders in this SROI research, returns brought by investment in WRCPW can be clearly seen. Research data and stakeholders' responses also provide the association with follow-up improvements on organization management and workshops, including reversing the overall social perception of women returning to the workplace, expanding cooperation and resource networks, and increasing the participation of stakeholders. Meanwhile, the association also echoes 7 of the United Nation's Sustainable Development Goals (SDG1, SDG3, SDG4, SDG5, SDG8, SDG10, SDG17) and hopes to provide more and better services to women.

## I. Preface

In the rapidly changing social environment that Taiwan is now facing, the population structure reflects the problems of a declining birthrate and an aging population. The working population is predicted to be continuously decreasing and aging. Moreover, women stepped out from the labor market after the age of 30 due to factors such as marriage, childbirth, parenting, and taking care of their families. In other words, the participation rate of the female labor force declines with age.

In addition, as there are no obvious signs for women who have left the workplace after marriage to return to work while the retirement age tends to be earlier, the difficulty for women to return to work is high, especially regarding the re-employment of middle-aged and elderly women. The labor policy must be prepared to take appropriate measures to deal with population shortages in the future labor market.

Therefore, to assist women who have withdrawn from the labor market for more than two years due to family considerations to return to work, in 2016, Article 24 of the Employment Service Law lists "re-employment women" as a specific target for the governments to promote employment. It has also become an opportunity for women to return to the workplace, reshape their careers, and reenter the labor market.

## II. Introduction

### A. Taiwan Women Career Development Association

Taiwan Women Career Development Association is a nonprofit organization with the purpose of caring for women at all stages of life, assisting women in their inner breakthrough and growth, facing the challenges of the contemporary workplace, and embracing the expectations of society and culture, so women can make valuable contributions and play their diverse roles at work and home.

The Association upholds the core values of “WOMEN”.

W- Women with professions

O- Objective lifelong goals

M- Motivation and action

E- Energy and enthusiasm

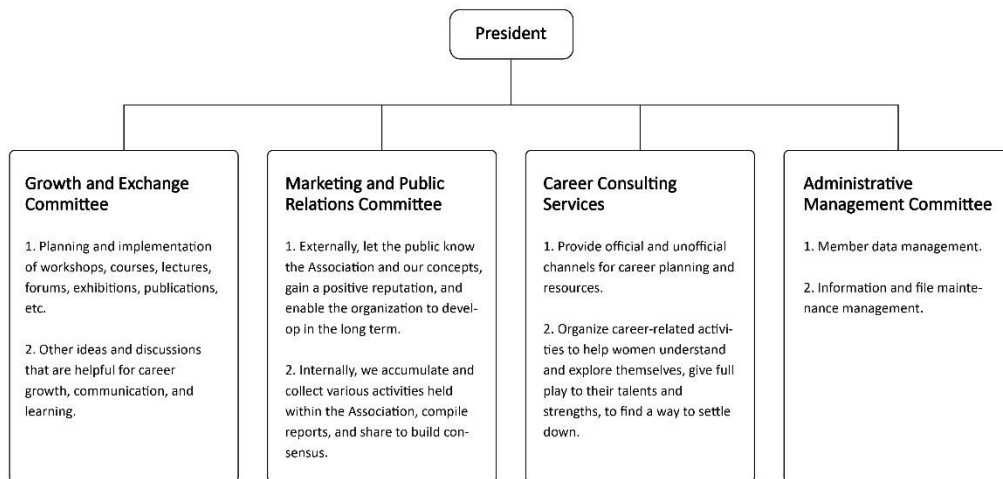
N- Network connection

Such values will lead TWCDA to create a friendly environment and to provide the following services for women's social development.

#### © Missions of TWCDA:

1. Organizing activities for women's growth, career exchange strengthening, and promoting individual economic development.
2. Promoting women's service groups to innovate Cultural Intelligence and women's growth.
3. Developing feasible plans for female growth and provide references for decision-making to relevant departments.
4. Organizing women's growth training and allocating incentives for female growth.
5. Strengthening the connotation of women's growth and communication with international organizations.
6. Arranging related services, such as women's career development consultations and resources.
7. Taking commissions from the government or civil society, assisting them in handling various businesses, or promoting social enterprises.
8. Any other social welfare services or public welfare-related businesses that are in line with the purpose of TWCDA or beneficial to the country, society, and human welfare.

#### ©Main functions of each committee of TWCDA:



## B. Project Introduction: Women Career Preparation Workshop

Women returning to the workplace needs to rebuild work skills, to understand the workplace environment, and to adjust mentality.

Taiwan Women Career Development Association (TWCDA) heard the voices of women who left their workplace for family. Many women want to go back to their workplaces, fight for their own, and rebuild their profession while they still have the energy to fulfill their self-worth and show the women power.

After seeking charitable support from enterprises, we proposed to the Workforce Development Agency of the Ministry of Labor to pilot the "Women Return to Work" project. We smoothly received support from the Workforce Development Agency and sponsorship from the Public Welfare Lottery Fund which successfully led to launching courses and career consulting services to help women return to the workplace. The content includes Career Preparation Workshops, Individual Training Plans, and supporting career redirection.

In 2019, TWDCDA launched the "Women SC Empowerment Center" workshop, the original title of WRCPW, to analyze women's motivations for reemployment to clarify women's needs and expectations. The purpose of the workshop is to strengthen women inside out and educate them to obtain soft power for the workplace. The workshop will provide support on improving work skills through systematic courses, finding a suitable career development model, and offering one-on-one career consultation service, so women can be re-employed successfully with an ideal job.

**By facing the future, we firmly believe that in the era of female power, we can live a life of our own, have a happy family, and benefit society.**

### C. Purpose of the Report

The purpose of this report is to use the SROI methodology to find out the social value that TWCDA can bring with the investment of funds, time, manpower. The result will make up for the incompleteness of general financial statements during accreditation with the TWCDA Board and the government. On top of that, the report can also show what kind of impact WRCPW has brought to different stakeholders and help the organization to improve on both planning and execution phase in the future.

## III. Research Method

### A. Social Return on Investment (SROI)

SROI is used as the social impact assessment and management method in this report. SROI was first developed by the American NGO, Robert Enterprise Development Fund, in 1997 to measure the cost-effectiveness of social enterprises. In order to confirm whether resource investment is effective in improving the lives of clients, REDF began to develop similar evaluation to confirm the effect of invested resource. Later, this framework gradually took shape and was used as a reference for subsequent decision-making processes. It is used as a tool to communicate with the public (Gair, 2002).

According to A Guide to Social Return on Investment issued in 2012, the starting point and basic principles of SROI are based on a performance management method built according to accounting principles. It is also a tool to integrate social, environmental, and economic costs and benefits. From a broader concept, it measures and calculates value, measures social, environmental, and economic outcomes, and presents them using monetary figures to inform how "change" occurs.

This report can help TWCDA understand how much social value the activities of the WRCPW have created. For organizations that engage in social work, a lot of social values will be ignored, if financial value is the only status that is checked. This report was written in accordance with the six analysis steps and eight principles of A Guide to Social Return on Investment. We hope to truly understand the value created by the WRCPW and to realize the reason why it is used as the basis for management and value maximization.

## B. SROI Stages

1. Establishing scope and identifying stakeholders: Confirm the scope of SROI analysis, how many stakeholders are involved, and how do they participate.
2. Mapping outcomes: Draw an influence map or "Theory of Change" through the participation of stakeholders, showing the relationship between "inputs", "outputs", and "outcomes".
3. Value the things that matter: Find the related data to show whether the result had occurred and give the outcome a value.
4. Establishing impact: Collect proof of outcomes and monetize them. During the process, changes that will happen in any circumstances or caused by irrelevant factors should be eliminated.
5. Calculating the SROI: Compare all the outcomes to investments after adding up all positive and negative outcomes. At this stage, the sensitivity of outcomes can be tested simultaneously.
6. Reporting, using and embedding: share research outcomes and feedback with stakeholders, so SROI can be applied and reported in the organization.

## C. The Principles of SROI

1. Involve stakeholders: Stakeholders are those people or organizations that experience change as a result of the activity, and they will be best placed to describe the change. By involving stakeholders, we can understand how to setup the price and measuring method of the value that brought by activity interference.
2. Understand what changes: Value is created for or by different stakeholders as a result of different types of change; changes that the stakeholders intend and do not intend, as well as changes that are positive and negative. Collect evidence and information to explain how the changes occurred (including positive, negative, expected, and unexpected), and evaluate their impact.
3. Valuing the things that matter: Use equivalents to setup prices for outcomes so that the value can be determined. Because some outcomes cannot be traded in the market. Those outcomes are valuable but are more difficult to price.
4. Only include what is material: Decide what information and evidence should be included in the review to draw a true influence map so that relevant stakeholders can make reasonable judgments about influence.
5. Do not overclaim: State only those values created by the organization's activities.
6. Be Transparent: Record and explain every decision, information source, and collection method that is related to stakeholders, outcomes, and indicators, and discuss those with stakeholders.

7. Verify the result: Ensure appropriate independent reviews are conducted.
8. Be Responsive: Describe how the organization manages its impact and how to proactively expands goals, strategies, and impact methods based on stakeholders' feedback.

## IV. Social Return on Investment Analysis

### A. Defining the Scope of Workshop Activities and Stakeholders

#### 1. Scope of research

In the early stages of the study, the research team and TWCDCA jointly held an SROI exchange and share meeting that mainly invites stakeholders who were service providers and the association's core team. Through intensive information exchange during the sharing session, the research team can obtain information and follow-up documents to understand the potential roles that stakeholders play in the service plan.

This study analyzed the social value of "Women Reemployment Career Preparation Workshop" held by TWCDCA. The main stakeholder are women who have withdrawn from the labor market for more than two years. The research scope ranged between 2020/1/1 and 2022/12/31. The research was conducted by deep interviews and negotiations with stakeholders who participated in the Career Preparation Workshop, and also referred to domestic and foreign SROI case reports related to women's employment guidance and reemployment.

#### 2. Identifying Stakeholders

During the initial stakeholder survey stage, the research team interviewed the president of TWCDCA to clearly define and confirm women's career preparation workshop as the research scope. The overall organizational operations, the participation of relevant units, and the processing process were also explained. Lastly, 11 types of stakeholders were included in the research analysis. See Table 1 for the results of identification and descriptions.

### a. Stakeholder Identification

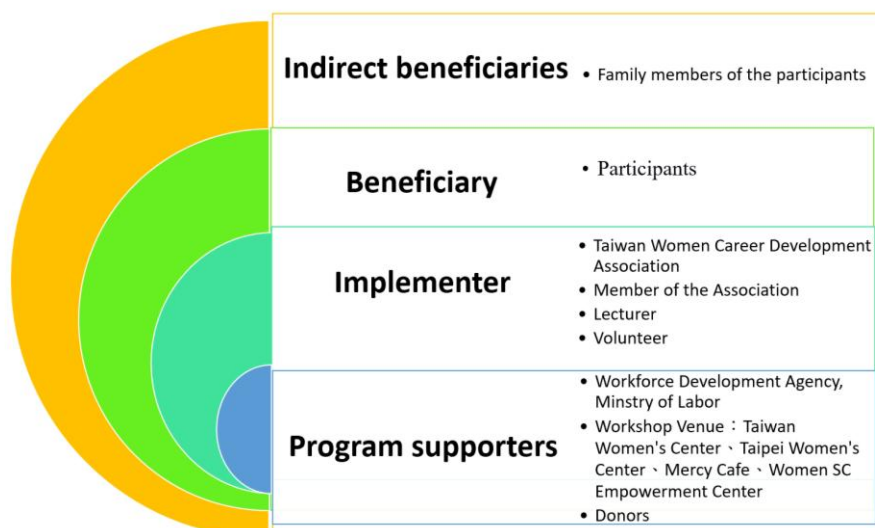
Through the initial stakeholder identification, 12 types of stakeholders can be identified and divided into two categories, one is workshop supporters and the other one is workshop participants. Workshop supporters include Workforce Development Agency in Ministry of Labor, Taiwan Women Career Development Association, Taiwan Women's Center, Taipei Women's Center, Mercy Cafe, Women SC Empowerment Center, and donors. Workshop participants include workshop trainees, lecturers, volunteers, TWCDAs members and family members of the trainees.

Program supporters	Program Participants
<ul style="list-style-type: none"><li>• Workforce Development Agency, Ministry of Labor</li><li>• Taiwan Women Career Development Association</li><li>• Taiwan Women's Center</li><li>• Taipei Women's Center</li><li>• Mercy Cafe</li><li>• Women SC Empowerment Center</li><li>• Donors</li></ul>	<ul style="list-style-type: none"><li>• Trainees in the workshop</li><li>• lecturer</li><li>• Volunteers</li><li>• TWCDAs members</li><li>• Trainees' Families</li></ul>

After the identification is complete, the stakeholders included in the analysis can be divided into four categories, according to their degree of participation and how much they are affected

- (a) Workshop supporters: Workforce Development Agency in Ministry of Labor
- (b) Implementers: Taiwan Women Career Development Association, lecturers, volunteers, and members of the association
- (c) Main beneficiaries: trainees of the workshop
- (d) Indirect beneficiaries: trainees' family members.

After classification, interviews were conducted to find out if there was a significant change occurred to stakeholders. If not, which the unchanged stakeholder would be excluded from the analysis.



Stakeholders included in the analysis can be mainly divided into five categories, trainees, trainees' family members, volunteers, TWCDAs members, and lecturers. Among them, there are stakeholders with overlapping identities among trainees and volunteers. After rigorous research and investigation, it has been found that the outcomes produced by stakeholders with overlapping identities after participating in the workshop are highly different. Furthermore, when stakeholders participated in the research, the different identities were clearly divided.

The outcomes of their contents, features, and categories are all different and were clarified and confirmed with the stakeholders during the research.

On the other hand, the trainee's family members are mainly defined as the partner or cohabitant of a trainee. This is because only the partners or cohabitant can observe or notice the changes of the trainee, and the subsequent impact on the family. The members of the association include 12 directors and supervisors. Only those among the directors and supervisors who participated or attended the workshop are included in the analysis as stakeholders.

The main function of the Taiwan Women's center, Taipei Women's center, Mercy Cafe, and Women SC Empowerment Center is to provide a venue for the workshop. None of these organizations participated in the workshop while they just rented the venue for the events held by TWCDAs. None of the organizations have participated in the workshop and stakeholders have confirmed that they have nothing to do with changes or impacts. Therefore, these organizations will only be included in the input analysis.

Finally, donors mainly interact with the association through donations, and the donated funds are applied by the association as support for the association and workshops. Since donors did not participate in the workshop and were confirmed that no major changes or impacts occurred, they were excluded from the analysis.

Table 1: Included Stakeholders

Stakeholders	Quantity	Included in Analysis	Role	Reason
Workforce Development Agency(WDA), Ministry of Labor	1	Yes	Workshop funding provider	<ul style="list-style-type: none"> <li>● As the main funding source for the Women Career Preparation Workshop.</li> <li>● Playing the role of resource investment (Feedback Fund of Public Welfare Lottery).</li> <li>● Only included for the input t analysis since WDA have confirmed that no changes have occurred.</li> </ul>
Taiwan Women Career Development Association (TWCDA)	1	Yes	The main organizer of the workshop	<ul style="list-style-type: none"> <li>● The main organizer of the Women Career Preparation Workshop.</li> <li>● TWCDA is included as stakeholders and will be conducted with outcome analysis based on the participation level of the association's members.</li> </ul>
Taiwan Women's center	1	Yes	Workshop Venue Provider	<ul style="list-style-type: none"> <li>● The interaction with TWDCA occurred only due to the venue rental.</li> <li>● Not participating in the workshop. Only included in the input analysis. It has been confirmed with stakeholders that no changes have occurred.</li> </ul>
Taipei Women's center	1	Yes	Workshop Venue Provider	<ul style="list-style-type: none"> <li>● Interactions occurred only due to the venue rental.</li> <li>● Not participating in the workshop. Only included in the input analysis. and it has been confirmed with stakeholders that no changes have occurred.</li> </ul>

Mercy Cafe	1	Yes	Workshop Venue Provider	<ul style="list-style-type: none"> <li>● Interactions occurred only due to the venue rental.</li> <li>● Not participating in the workshop. Only included in the input analysis. and it has been confirmed with stakeholders that no changes have occurred.</li> </ul>
Women SC Empowerment Center	1	Yes	One of the workshop venues, mainly providing venues for TWCDAs' presentations and meetings	<ul style="list-style-type: none"> <li>● The site of TWCDAs.</li> <li>● The main venue for the Women Career Preparation Workshop. Not participating in the workshop.</li> <li>● Only included in the input analysis since it has been confirmed with stakeholders that no changes have occurred.</li> </ul>
Trainee of the workshop	50	Yes	The main beneficiaries of the workshop	<ul style="list-style-type: none"> <li>● Trainees of the Reemployment Workshop from 2020-2022. Only women being <b>unemployed</b> for over 2 years can participate. Included as the main stakeholders and recognized to incur material changes. be of importance.</li> </ul>
Lecturer	7	Yes	One of the implementers of the workshop	<ul style="list-style-type: none"> <li>● The main stakeholders. Have significant changes such as self-growth and empathy through the teach-and-learn process after participating in the courses.</li> <li>● Included as the main stakeholders and recognized to be of importance.</li> </ul>
Volunteer	16	Yes	One of the implementers of the workshop	<ul style="list-style-type: none"> <li>● The main stakeholders that have significant changes. Included as the main stakeholders and recognized to be of importance.</li> <li>● The volunteers who participated in the workshop were mainly those who had participated in the activities and</li> </ul>

				<p>lectures held by TWCDA and agreed to the association.</p> <ul style="list-style-type: none"> <li>● Volunteers provided administrative support, experience sharing, trainee guidance, and temporary tasks during the workshop.</li> </ul>
Trainee's Family member	10	Yes	The diffusing object of the workshop	<ul style="list-style-type: none"> <li>● This category is included since the trainees have been significantly influenced and changed after the workshop.</li> </ul>
Donor	-	Yes	Sponsor of TWCDA	<ul style="list-style-type: none"> <li>● Just offer funds to support the operation of TWCDA but do not involve in the workshop's organization. Not within the scope of research.</li> <li>● Excluded after stakeholders have confirmed that no changes occurred.</li> </ul>

#### b. Sub-group confirmation

After including and excluding stakeholders as mentioned above, the stakeholders included in the SROI analysis can be mainly divided into five categories, trainees, trainees' family members, volunteers, TWCDA members, and lecturers. The sub-groups of different stakeholders will be identified below.

Sub-groups of stakeholders are identified through interviews, and literature review. Furthermore, with conditional sampling, the outcomes of stakeholders with different backgrounds, genders, ages, education, and participation levels are assured to be fully included in the research in order to further identify subgroups.

Regarding the trainees, sub-groups are primarily distinguished based on their motivations for attending the workshop. This approach was guided by research indicating that differing initial motivations are often linked to distinct change trajectories and varied outcomes. Subsequent follow-up assessments reinforced this distinction, as stakeholders exhibited divergent occupational pathways after the workshop. Accordingly, participants were organized into three sub-groups:

- Subgroup One: Participants motivated by re-entering the workforce

- Subgroup Two: Participants motivated primarily by learning
- Subgroup Three: Participants with non-specific or unclear motivations

As for the other four types of stakeholders, through the survey about gender, age, education, and experience, which was conducted for their classification of sub-groups. No significant outcome differences were found among lecturers, volunteers, TWCDAs members, and trainees' family members, therefore, no sub-group was made for these four types of stakeholders. The process and details of subgroups identification for these were illustrated as follows.

7 female lecturers are distributed as follows: one in the age interval of 31-40, one in 41-50, three in 51-60, and two are over 61. The education levels are one with a bachelor's degree and 6 with a master's degree. Their professional fields are as follows: four lecturers are related to human resources, and the other three are related to counseling and image building. In preliminary interviews, the president first introduced the background and profession of each lecturer so this study could understand better about the lectures. Subsequently, this study interviewed five of them. Even though the stakeholders are in different conditions, the self-description and objective observations of the stakeholders didn't come up with different outcomes, so no further sub-group was conducted for this group.

As for volunteers, there are 16 female volunteers, aged between 30 and 60. One is a high school (vocational high school) graduate, eight have a bachelor's degree, and seven have a master's degree. The average length of participation in the association is about 3.5 years. In terms of marital status, they are all married. This study interviewed five stakeholders in this category. Through self-description and objective observations of the stakeholders, we found that the stakeholders have different conditions. For example, the questions for them might be: "Have you worked as a volunteer before?, Have you worked in TWCDAs? Or How many times have you worked as a volunteer?, What were the type and service about?" When under different circumstances, the workshop positions can also be different. Although the volunteers are from different backgrounds, they all identify with the Association and are willing to devote their time and energy to the workshops. This result indicates that the outcomes are the same, so no further sub-group was conducted for this group.

In the category of members of the association, there are 6 female members aged between 30 and 60. The education levels are four with a bachelor's degree and two with a master's degree. The average time they have participated in the association is about 3.3 years. This study interviewed three stakeholders in this category. Through self-description and objective observations of the stakeholders, we found that the stakeholders have different

characteristics, such as age, the role they play in the association, participation level in the association, and participation level in workshops. This result indicates that the outcomes are the same, so no further sub-group was conducted for this group.

As for the family members of the trainees, there are 10 of them, most likely to be the spouses or children of the trainees. The ages are between 10 and 60 years old. They only learned about TWCDA and its content after their family members participated in the workshop. This study interviewed five stakeholders in this category. Through self-description and objective observations of the stakeholders, we found that the stakeholders have different characteristics, such as gender, age, and how long have their family members participated in the association's activities. The result indicates that the outcomes are the same, so no further sub-group was conducted for this group.

## B. Input and Output

### 1. Input

This study was participated in Career Preparation Workshops from 2020 to 2022. By reviewing the impact caused by invested resources, we analyze all the resources invested in the Career Preparation Workshop from the aspect of stakeholders. The investment factors include funds, materials, labor costs, time, and other free provided resources, such as local governments, NGOs, volunteers, third parties, and TWCDA members. See Table 2 for details.

Table 2 Summary of Invested Resources

Stakeholders	Invested Item	Invested Amount/ Converted Value (Unit: NTD)	Description
Workforce Development Agency, Ministry of Labor	Money	NTD 600,000	<ul style="list-style-type: none"> <li>● The main fund of the "Career Preparation Workshop" Mainly applied to the expenses of lecturers, venue rental, decoration, printed literature, handouts, and catering for the workshop.</li> <li>● The Ministry of Labor wasn't involved in the workshop but only participated in funding allocation and response to official documents.</li> <li>● Stakeholders have confirmed that no changes have occurred with its participation.</li> </ul>

			Therefore, the Ministry of Labor will only be involved in the part of funding.
Taiwan Women Career Development Association	Money, Manpower	NTD 1,815,600	<p>The "Career Preparation Workshop" is mainly funded by the Workforce Development Agency of the Ministry of Labor. To avoid double counting, only the devoted time, manpower, and office space are converted to inputs.</p> <p>1. TWCDAs board of directors: Due to the large number of members, the board members are the most important in terms of participation. There are 1 Secretary-General, 9 Directors (include 1 president), 3 supervisors in board.</p> <p>(a) Since the chairperson and committee members of the association do not receive salaries, the devoted time and manpower are calculated based on the stakeholder's previous experience in related business, which is calculated as NTD 1,000 per hour. (Note: According to statistics from the Directorate General of Budget, Accounting and Statistics of Executive Yuan, the monthly salary per person in the business management organization and management consulting industry in September 2023 was NTD 63,553. Considering that the chairperson of the association and director O are high-level managers and highly professional in project planning, the salary is calculated as NTD 1,000 per hour.</p> <ul style="list-style-type: none"> <li>● Director O: Responsible for writing projects, reviewing regular meetings, mid-year, and annual reports, participating in regular, extraordinary, and annual strategy meetings, as well as communicating with media.</li> </ul> <p>100 hours/year * \$1000 * 3 (years) = \$300,000</p> <ul style="list-style-type: none"> <li>● President: Responsible for annual</li> </ul>

		<p>strategy meetings, key proposals, overall workshop planning, curriculum design, teacher invitations, communication and coordination, follow-up and coaching for students from the three reemployment workshops that are held every year, group management, mid-year/annual reports, and media interviews.</p> <p>240 hours/year * \$1000 * 3 (years) = \$720,000</p> <p>(b) Only five board members devote time and efforts to observe the reaction of the trainees, the professionalism and performance of the lecturer, and the management of the workshop, which should be included as input. Since their involvement is done in personal leisure time, there is no opportunity cost. Therefore, their time inputs are not included in the calculation.</p> <p>2. Full-time staff: A person who invests time, manpower, and an average of 60% of the working hours per month in the "Career Preparation Workshop". Six months of a year are devoted to the work of the "Career Preparation Workshop", such as write-offs, contacting businesses, and project execution. Average monthly salary of \$35,000*60% invested in workshops*6 months*3(years)=\$378,000</p> <p>3. Office rental fee: The main office location of Taiwan Women Career Development Association (Women SC Empowerment Center). The converted amount is the venue rental. To avoid over-calculation, the renting period is recognized as 4 months. (Including the preparation period for organizing the "Career</p>
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			<p>Preparation Workshop" and the actual opening period, as well as the administrative works, such as feedback evaluations and case closing works after the workshop).</p> <p>\$20,000 (Rent/Month) *0.5*6 (Months) *3(Years) = 180,000</p> <p>4. Public liability insurance: 19,200/year *3(years) = 57,600</p>
Taiwan Women's Center	Money	0	<ul style="list-style-type: none"> <li>● The venue of the "Career Preparation Workshop" held by Taiwan Women Career Development Association.</li> </ul> <p>To avoid double counting, the rental fee has been paid by the Workforce Development Agency of the Ministry of Labor, so the converted amount is 0.</p>
Taipei Women's Center	Money	0	<ul style="list-style-type: none"> <li>● The venue of the "Career Preparation Workshop" held by Taiwan Women Career Development Association.</li> <li>● To avoid double counting, the rental fee has been paid by the Workforce Development Agency of the Ministry of Labor, so the converted amount is 0.</li> </ul>
Mercy Cafe	Money	0	<ul style="list-style-type: none"> <li>● The venue of the "Career Preparation Workshop" held by Taiwan Women Career Development Association.</li> <li>● To avoid double counting, the rental fee has been paid by the Workforce Development Agency of the Ministry of Labor, so the converted amount is 0.</li> </ul>
Donor	Money	0	<ul style="list-style-type: none"> <li>● It mainly supports the operations of Taiwan Women Career Development Association, such as office rent, water, electricity, and personnel expenses.</li> <li>● To avoid double counting, the converted amount is 0. It is coordinated and utilized by Taiwan Women Career Development Association.</li> </ul>
Workshop Trainees	Time	0	The trainees participate in the workshop in their leisure time. There is no other opportunity cost, so this is calculated as 0.

Lecturers	Time, Manpower	0	<ul style="list-style-type: none"> <li>● The time and manpower invested by the lecturers of the "Career Preparation Workshop" can be converted into lecturer fee.</li> <li>● However, since the lecturer fee has been covered by the association from the project funds applied from the Ministry of Labor's Workforce Development Agency, to avoid double counting, this is calculated as 0.</li> </ul>
Volunteers	Time, Manpower	62208	<ul style="list-style-type: none"> <li>● Supporting the association to hold the "Career Preparation Workshop", the invested manpower is calculated based on the average of the minimum hourly wages in 2020, 2021, and 2022.</li> <li>● 8 sessions a year, 2 people per session, each person invests 8 hours per session.</li> </ul> $2(\text{people}) * 8(\text{hours}) * 24 (\text{sessions}) * \text{minimum wage } 162$
Trainees' family members	Time	0	<ul style="list-style-type: none"> <li>● Investing time to listen to trainees sharing their experiences from the "Career Preparation Workshop", and being influenced by the trainees' subsequent job hunting, employment, and family settlement actions.</li> <li>● The time invested is voluntary and with no other opportunity costs, thus, this is calculated as 0.</li> </ul>
Total		NTD 2,297,808	

## 2. Outputs

"Output" means the quantitative results of the "Career Preparation Workshop" held by Taiwan Women Career Development Association for three consecutive years from 2020 to 2022. The "Career Preparation Workshop" is the same and will be repeated for three years. The results are summarized in Table 3.

Table 3 Summary of Outputs

Stakeholders	Input	Activities	Outputs	Outcomes
Taiwan Women Career Development Association	Budget, Time, Man-power	1 . Work meetings	60 times / 3 years	
		2 . Committee meetings	6 times / 3 years	
		3 . Workshop literatures and manuals	600 copies/ 3 years	
		4 . Workshop planning and reporting	15 times / 3 years	
		5 . Visits and exchanges with other units	36 sessions / 3 years	
		6. Re-employment survey for the trainees of 2020-2022 "Career Preparation Workshop"	1 time / 3 years	
		7. Media Exposure	105 times / 3 years	
		8. 2020-2022 "Career Preparation Workshop": 9 sessions, 32 hours per session, and 288 hours in total	288 hours / 3 years	
Trainees	Time, Man-power	Participate in training workshops. Courses are about understanding government policies and employment plans, realizing	32 hours / 1 person / 3 year	Increase confidence, Gain satisfaction from interpersonal relationships,

		the characteristics of women's flexibility and resilience, updating job skills, renewing job search tips, knowing interview skills, making good use of resume tools, shaping yourself, and moving towards a new career.		Improve self-efficacy, Role repositioning, Improve cross-generational communication, Improve self-awareness, Increase self-worth, Get physical and mental stability, Focus on the improvement of career key functions, Increase self-affirmation
Trainees' family members	Time	Listen to trainees sharing their experiences from the "Career Preparation Workshop".	24 hours / 3 year	Increase family happiness
Volunteers	Time, Man-power	Support the workshop with temporary matters and student guidance.	24 hours / 3 years Participate in workshops for at least 8 hours per person	Self-growth, Improve communication and coordination skills, Strengthen empathy, Self-fulfillment

Lecturers	Time, Man- power	Participate in training workshops and one-on-one career consulting services.	258 hours / 3 years 4 hours per lesson , total 32 hours per year; 9 consulta- tion courses (6 hours each, with a total of 54 hours)	Improve profes- sional knowledge and self-growth, Expand original work ability and vision, Increase empathy, sense of accomplishment, Improve problem- solving skills, Satisfaction
TWCDA mem- ber	Time, Man- power	1. Attend the meeting of the Board of Directors and Supervisors to discuss the association's future development and strategic work direction.	6 times / 3 years	Increase empathy, Practice altruism, Acquire positive values, Expand interper- sonal relationships
		2. Attend workshops in order to Gain an understanding of the workshop imple- mentation.	3 times / 3 years	

## C. Mapping Outcomes

At the stage of mapping outcomes, the changes before and after the stakeholders participated in the workshop can be seen through deep interviews with stakeholders. The chain of events is used to present the change process and the relationship between outcomes. The objects participating in the interviews can be divided into five categories, trainees, volunteers, lecturers, TWCDA members, and family members of trainees, as summarized in Table 4. The stages of stakeholder negotiation and the participation number are summarized in Table 4 as well.

Meanwhile, the information obtained through interviews will be compiled into the chain of events and main outcomes of each stakeholder. If a third-party observation exists, it will be included in the discussion as supplementary evidence. After stakeholders are reviewed and decided to be excluded and included from this study according to the participation level, influenced level, and changed level, the following section is about interviews and questionnaires conducted according to different types of stakeholders.

### Stage 1: Interviews

The interviewed stakeholders in the first stage were representatives who had been deeply involved with WRCPW for a long time.. Their participation can help the research team understand whether there were any missing stakeholders, and the possible changes and impacts of various types of stakeholders.

Take Taiwan Women Career Development Association as an example, most of its members have been deeply involved in the preparation, planning, and execution of the 2020-2022 Career Preparation Workshop, as well as participating in the workshop in person. Under such a condition, the chairperson was interviewed in the first stage. Because the chairperson is not only a founding member but also in charge of various affairs of the association. When it comes to workshops, the chairperson is personally involved in various businesses, such as the arrangement of course contents, the selection and invitation of lecturers, the purpose and expected outcomes of the workshop, the preparation and report of the plan, and the acquisition of funds.

Secondly, the preliminary interviews with the chairperson and the trainees revealed that workshop participants displayed varied motivations: some sought to return to the workplace, others prioritized learning, and a small group had unclear reasons for

attending. After the workshop not all trainees fully returned to the labor market; instead, their subsequent development varied according to professional background and personal career planning. For example, some trainees did not re-enter the workplace, while others who had previously worked full-time transitioned to self-employment or part-time work after participating in the workshop. Therefore, we can start with a preliminary classification and choose the trainees that have low variability according to the follow-up data provided by the association as the stakeholders for interviews in the second stage.

#### Stage 2: Interviews

In the second stage, we selected 3 to 6 people based on different types of stakeholders in the form of intentional sampling. The interview of this stage focuses on the changes and impacts of participating in the 2020-2022 Career Preparation Workshop. The information required in this study included deadweight factors, attribution factors, drop-off factors, displacement factors, duration, and financial proxies. After the interview and the overall discussion, the data were collected and organized as the basis for follow-up research.

Take the Taiwan Women Career Development Association as an example, in addition to the chairperson, the secretary-general and one director were also interviewed in the second stage, as they were deeply involved in the workshop, including participation in preparatory meetings, plan writing, and actual execution. The interviewed started sharing their roles, job description, and participation level in the association, then, the impact and changes after participation were also be interviewed, and finally, the understanding of the outcome valuation and four impact factors were carried out.

For those who participated in the second stage of the interview, those who had not changed their job attributes or positions at the time are prioritized as the Trainee 1 for the interview. Trainee 2 is given priority to those who work more than 32 hours per week and have matured into self-employment or part-time jobs. The main reason is that they have the stability and maturity in their work. Through the second stage of interviews, we can understand the past development and personal thoughts of different types of stakeholders, thereby understanding the impacts and changes after participating in the

workshop.

Through the interviews in the first and second stages, relatively complete information was collected to create the chain of events, and after the final outcomes were confirmed, the four major factors will also be confirmed.

Table 4 Summary of Interviewees from Second Stage

<b>Institution</b>	<b>Position</b>	<b>Number of Interviewee</b>	<b>Method</b>	<b>Date</b>	<b>Location</b>
Taiwan Women Career Development Association	Chairperson	1	Interview	2023/03/07	TWCDA
Taiwan Women Career Development Association	Secretary-General	1	Interview	2023/03/03	Online
Taiwan Women Career Development Association	Director	1	Interview	2023/03/02	TWCDA
Career Preparation Workshop	Lecturer	5	Interview	2023/02/22	TWCDA
Career Preparation Workshop	Trainee	12	Interview	2023/02/13~ 2023/03/19	TWCDA /Online
Career Preparation Workshop	Volunteer (Class leader, administrative support, experience sharing)	5	Interview	2023/02/21~ 2023/03/07	TWCDA
Others	Trainees' Family Member	4	Sampling Interview	2023/02/13~ 2023/03/19	TWCDA /Online

### Stage 3: Questionnaire Survey

In the third stage, a questionnaire survey will be conducted. The main work of this

stage is to design a questionnaire based on different types of stakeholders. The questionnaire will be distributed to all stakeholders through the association according to the category. Considering the convenience of stakeholders and the efficiency of questionnaire collection, the questionnaire in this study was distributed electronically. There were about 80 trainees in the workshop and since it was conducted during the pandemic, the association collected the questionnaire online and offline. Some trainees could no longer be reached, while others were unwilling to respond to the questionnaire for different reasons. Considering these challenges, the trainee population for statistical purposes was based on the 50 individuals who actually participated in the study. A total of 80 questionnaires were distributed and 40 retrieved. The response rate is 50%.

#### Stage 4: Verification

Finally, after the questionnaire is collected, the data will be summarized and used for analysis for the preliminary report. When the first draft is completed, one person will be selected from each stakeholder category to confirm the content, including inputs, activities, outputs, chain of events, indicators, financial proxies, and various factors, to avoid overclaiming or underestimation. The final outcome of the research should also be confirmed. The summary of stakeholders and participated numbers at different stages from different categories is in the following table.

Table 5 Stakeholder Negotiation Stages and Number of Interviewees

<b>Stakeholders</b>	<b>Sub-group</b>	<b>Total Population</b>	<b>Stage 1 ( Number of Interviewees )</b>	<b>Stage 2 (Number of Interviewees)</b>	<b>Stage 3 ( Number of Questionnaires )</b>	<b>Stage 4 ( Number of Confirmations )</b>
Members of Taiwan Women Career Development Association	N/A	6	1	3	6	1
Trainee	Participants motivated by re-	30	1	3	25	1

	entering the workforce					
	Participants motivated primarily by learning	15	1	6	10	1
	Participants with non-specific or unclear motivations	5	1	3	5	1
	trainees who could not be reached	30	-	-	-	-
Trainees' Family Member	N/A	10	1	4	10	1
Volunteer	N/A	16	1	5	16	1
Lecturer	N/A	7	1	5	7	1
Total	N/A	119	7	29	79	7

## 1. Outcomes

### a. Interview and questionnaire design process to create the chain of events of outcomes

In order to create the chain of events of outcomes, this study conducted two stages of interviews and drew a chain of events based on the aggregated outcomes. Considering that the participating stakeholders may not be familiar with the research method, researchers will carefully explain it to the stakeholders before proceeding, and interviews will be conducted according to its outline after confirming that the stakeholders understand the research methods and processes. The instructions are as follows.

To whom it may concern,

The association is currently conducting a special research project on Social Return On Investment analysis. The main subjects of this study are the stakeholders who participated in the 2020-2022 "Career Preparation Workshop." The purpose of this study was to utilize the Social Return on Investment (SROI) analysis to understand the changes and outcomes of the participants after participating in the workshop. Therefore, focus groups or independent interviews will be conducted with various types of stakeholders to determine whether they are ultimately included in the assessment, and, on the other hand, to explore their "story of change" to ensure that the converged outcome chain of events is consistent with the facts as much as possible. Then, monetize, rank, and identify the factors that need to be excluded from the outcomes collected in the previous steps. As you are one of the significant stakeholders in this study, we hope to borrow your expertise and experience to understand the benefits and social impact of the 2020-2022 "Career Preparation Workshop."

This study is based on academic ethics and the content of the interviews is for academic analysis only. The outline of the relevant interview is enclosed in this letter for your prior consideration! Please allow me to express my most sincere respect and gratitude to you. Best regards, TWCDA

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### 1. Introduction of SROI

SROI is a calculation of how much money is created for every invested dollar. Steps from investment to creating change: input → activity → output → change of events → outcome → impact.

Take a cooking class as an example to explain outputs, changes, indicators, processes, and outcomes. A person took a cooking class and learned how to cook 5 dishes. He went back to cook for his family and the family became more harmonious than before, so the family members were more willing to go home early. In the example above,

- Output: Learn how to cook 5 dishes
- outcomes: the family became more harmonious than before
- Indicators: The husband came home early from work, fewer fights at home, and more family outings together.
- Process: The husband learned how to cook 5 dishes → The husband starts to take charge of Sunday dinner → The wife starts to praise her husband more often → Fewer fights → The husband is more willing to go home early → More family outings → The husband is happier when he comes home → The family atmosphere is more harmonious.
- Reference value: Family relationship training fee, outing fee, family relationship consultation fee, cooking lesson tuition. (The price will be based on the available price in the market and discuss with the husband whether he thinks that "the whole family atmosphere is more harmonious" is worth the price. This factor will be confirmed after a consensus is reached).

It is also important to consider the timeliness (drop-off factor) of the family atmosphere becoming harmonious. Changes after a cooking class may lead to a more harmonious family atmosphere, but other things can also contribute to a more harmonious family atmosphere (attribution). Or, whether or not these experiences occur after the cooking class, the family atmosphere might stay the same (deadweight). It is also possible that the child prefers to eat the food cooked by his mom and doesn't like the food cooked by the husband. And, maybe the husband enjoys cooking, but the child is unhappy when he can't have the food cooked by his mom. These results might lead to a negative impact on the family atmosphere (displacement).

Only when these effects are all considered and the outcomes of family harmony are comprehensively understood, the impact of these outcomes can be more accurately measured.

Finally, the interview outline has been designed to ask stakeholders about their outcomes after participating in the workshop, the impact factors, the duration, and the financial proxies. The information obtained from the interviews is converted into a questionnaire including stakeholders' backgrounds. The questionnaire also asks about chain of events, well-defined outcomes, financial proxies, duration, and four factors. In order to comply with Principle 1: Involve stakeholders, we also add "others" as an option for questions about financial proxies and impact factors so that stakeholders can supplement their opinions which has not been included in the questions.

#### b. Organized the Chain of Events

The process of mapping the chain of events can be divided into three stages. In the first stage, the data is collected through preliminary interviews for summary and analysis, so the first draft of the chain of events flowchart can be drawn; The second stage is to supplement the details in the chain of events with the interview data, and gradually make the event chain more detailed and complete. Stakeholders also need to confirm whether the process of the chain of events fits their change and feelings. This work has to be repeated until the interview data is saturated. Finally, the main work in the third stage is to verify the chain of events. Not only the research team has to re-examine the relationship before and after, but they should also ask the various stakeholders to confirm the result. The chain of events could only be drawn with the steps above.

### c. Well-defined outcome

The final definition of the outcomes is mainly based on the analysis of the chain of events and the outcomes confirmed by stakeholders. From the process of the analysis, apart from reviewing relevant literature, the process of events also has to be repeatedly examined to make sure it fits to the relationship. On the other hand, the purpose of confirming with stakeholders is to achieve data saturation during interviews and also to make sure the chain of events is completed with legitimacy. If stakeholders have suggestions on the result, the study will increase, subtract, or adjust the chain of events according to the feedback, and show the final outcomes to the stakeholders again for confirmation.

This report follows the SROI guidelines and uses qualitative interviews and questionnaires to collect stakeholders' subjective perceptions and real feelings about the outcomes, and at the same time, places considerable emphasis on in-depth stakeholder engagement in defining the outcomes. Specifically, this study interacted with stakeholders in three phases, and made extensive use of open-ended questions in the interviews to uncover the details and implications of the changes.

The first stage focused on the association's core members and key practitioners. Through intensive information exchange, data was gathered from stakeholders to clarify their respective roles within the program.

The second stage involved a series of in-depth interviews with a diverse range of participants — including trainees, volunteers, instructors, association members, and family members. These interviews employed open-ended questions such as: “What changes have you experienced following your participation in the workshop?”, “What do these changes mean to you?”, “Were there any unexpected outcomes?”, and “In what ways do these changes relate to the 2020–2022 ‘Women Return to Work: Re-shape Career – Career Preparation Workshop?’” When participants described multiple outcomes, they were asked to clarify the sequence of events — which outcomes occurred

first, and which followed — to help map the progression of change. Interviewers also prompted deeper reflection by asking questions such as “So what?” and “What’s next?” to explore the sequence and materiality of outcomes. The process continued until well-defined outcomes began to emerge. The process continued until well-defined outcomes began to emerge. The aim was to trace the personal journeys of participants and construct narratives of their individual changes. This qualitative insight contributed to the development of a ‘Chain of Events’, which subsequently informed the identification and confirmation of outcomes through stakeholder dialogue. For further details, please refer to the interview outline in the appendix.

Where well-defined outcomes appeared similar in wording or concept, further clarification was sought from stakeholders to ensure accurate categorization. For instance, Trainee 1 identified both self-confidence and self-efficacy as outcomes. While these may seem synonymous, stakeholders highlighted their distinct meanings. As one participant explained: *“Because I have been away from the workplace for a long time, I felt somewhat timid. However, through ongoing practice, my confidence has gradually improved.”* This was categorized as an increase in self-confidence. Another participant shared: *“In the past, when I encountered difficulties or pressure, I would retreat, avoid the problem, and give up. But after participating in the workshop, I now try to confront challenges and believe that I am capable of overcoming them.”* This belief in one’s capacity to face and overcome challenges was recorded as an improvement in self-efficacy.

The third stage focused on validating the interview findings through the design and distribution of a structured questionnaire. This allowed respondents to conduct self-assessments and confirm specific changes they had experienced. For example, they were asked whether their self-confidence had increased, whether they had redefined their social or professional roles, or whether their intergenerational communication had improved as a result of the program. Representative stakeholders were then invited to participate in one-to-one validation interviews to confirm that the outcomes reflected their actual experiences. This step enhanced the credibility and reliability of the final outcome set.

Taken together, this participatory process — characterised by open-ended inquiry, narrative mapping, and iterative validation — enabled the identification of stakeholder-defined value changes. Rather than relying on a top-down, pre-determined framework, the approach centred on participants' lived experiences and perceptions. This aligns with key SROI principles, particularly *'Involve Stakeholders'* and *'Understand What Changes'*, and supports a more inclusive and accurate evaluation of social impact.

#### d. Trainee

Trainees are the main participants of the WRCPW and the main beneficiaries of this workshop. After participating in the workshop, trainees will be divided into three categories according to the type of their participants motivations, which are participants motivated by re-entering the workforce, participants motivated primarily by learning, and participants with non-specific or unclear motivations. The chain of events is drawn based on the stakeholders of different working types which are described below.

##### (a) Sub-group 1: Participants motivated by re-entering the workforce

###### Trainees' story sharing

[Big Dreams in Little Clothes] Mrs. Wang has been a full-time housewife for nearly ten years after her marriage. She got divorced two years ago and suffered from depression, but she decided to be strong for her children. She sends her children to school every morning and sells children's clothes in the market afterward. In the afternoon, she will prepare the meal the kitchen and sometimes do some OEM with her friends. On holidays, she usually brings her children to flea markets to set up a vendor stall. She works several jobs to support the family. The courses of Taiwan Women Career Development Association helped her increase her self-confidence and have a better understanding of how to deal with others. Mrs. Wang hopes to own a children's clothing store of her own in the future and strives to move forward toward her dream.

[A New Life Beyond Empty Nest] Mrs. Chen has devoted herself to her family for fifteen years. After her children grew up, she began to enter the empty nest period. When she was in his fifties, she decided to return to the workplace and find more meaning in her life. In the past, she was questioned at work because of her age, but she was supported by her friendly supervisor for her hard-working attitude. At the age of 61, she took the advice from the lecturer, Mrs. Chen, and modified her resume. She shared her experience of climbing Mont Jade during the interview, left a deep impression on the interviewer, and successfully admitted to a public sector job. Mrs. Chen upholds the perseverance

The first sub-group of trainees is the group of people who participants motivated by re-entering the workforce. The workshop can prepare the trainees to return to the workplace, increase confidence, and update regulatory information and skills in the workplace. The five main outcomes of this category include increased confidence, gained satisfaction from interpersonal relationships, improved self-efficacy, role repositioning, and improved key functions.

i. Chain of Events and well-defined outcomes

In terms of increasing confidence, it was learned through interviews that trainees believed that the workshop provided a lot of information and workplace literacy, and also a field for practice. Moreover, the process of communicating with other trainees was also helpful in increasing their confidence.

*Being away from the workplace for too long will cause some apprehension, but everyone can improve their confidence through continuous practice.*

As for gaining satisfaction from interpersonal relationships, trainees said the workshop helped them to know people with different backgrounds and personalities. Their interpersonal relationships were improved through interaction and communication. Some trainees with mutual ideas even formed a study group by themselves to encourage each other to learn and share information and industry trends. The participating stakeholders expressed that they gained a sense of interpersonal satisfaction during the interaction.

*I am a person with great interpersonal needs, so one of my targets at the workshops was to know new people. In the workshop, I met people and studied with people from different backgrounds.*

*When I got a job, I didn't expect to encounter interpersonal setbacks in the workplace. Later, I discussed this with one of my former classmates. I actually felt emotionally supported when other classmates were willing to share their stories*

*with me.*

Self-efficacy theory was proposed by Bandura in 1977. Simply put, Bandura believes that self-efficacy is an individual's belief in their capacity to act in the ways necessary to reach specific goals. In terms of improving self-efficacy, trainees believed that they learned mindfulness-based stress reduction methods in the workshop, and the communication with other trainees also helped them grow. The association provided a space and opportunity for field practice, which improved their self-efficacy.

*Mindfulness-based stress reduction courses are helpful. If I encounter stress in the workplace, I will take a deep breath to calm myself down before facing it. These methods are practical. I also teach my children to take a deep breath when they encounter difficulties.*

For role repositioning, we learned through interviews that in the past, trainees believed they should focus on taking care of their families and children, and choose jobs that allow flexibility and are convenient for taking care of their families. However, after participating in the workshop, they learned that returning to the workplace and being able to maintain it for a longer period of time is very important for personal role positioning. Therefore, they will change their mind and learn that many household affairs can be replaced or solved by different methods. Even if they return to the workplace, they will not lose the value of being a mother. Career women and stay-at-home moms both deserve recognition.

*Before, when I was looking for a job, I only looked at jobs that could accommodate my schedule and were close to home. The one I found was a kindergarten and it was exhausting. However, after participating in the workshop, my original intention and preferences were awakened, and I felt I should find a job I like.*

*After getting a job, coupled with the existing housework and children's homework review, you will find the time very tight. In the past, the time and pace weren't so stressful and were relatively loose. but after attending the workshop, I realized these were the changes I should have expected. My mentality, time*

*management, and household affairs management are not yet perfect, but I will lower my standards and give myself room for flexible adjustments.*

ii. Discussion

The well-defined outcome is based on the analysis of the chain of events and the result confirmed by stakeholders. From the process of the chain of events analysis, apart from reviewing relevant literature, the process of events also has to be repeatedly examined to make sure it fits to the relationship. On the other hand, the purpose of confirming with stakeholders is to achieve data saturation during interviews and also to make sure the chain of events is completed with Legitimacy. If stakeholders have suggestions on the result, the study will increase, subtract, or adjust the chain of events according to the feedback, and show the final outcomes to the stakeholders again for confirmation.

For example, confidence improvement and self-efficacy improvement are very different. According to interviews with stakeholders, confidence improvement refers to being able to step out of the original life pattern more courageously and believe that no matter what role you play, you have value; Self-efficacy focuses more on the accumulation of personal experience and learning from others' experience, so individuals can find ways to cope with difficulties more efficiently. Both outcomes are significant and unique to stakeholders. Therefore, all the outcomes were included in the final analysis.

| <b>Stakeholders</b> | <b>Outcome/Change</b>                              | <b>Included/Excluded</b> |
|---------------------|----------------------------------------------------|--------------------------|
| Trainee 1           | Increase confidence                                | Included                 |
|                     | Gain satisfaction from interpersonal relationships | Included                 |
|                     | Improve self-efficacy                              | Included                 |
|                     | Role repositioning                                 | Included                 |
|                     | Focus on the improvement of career key functions   | Included                 |

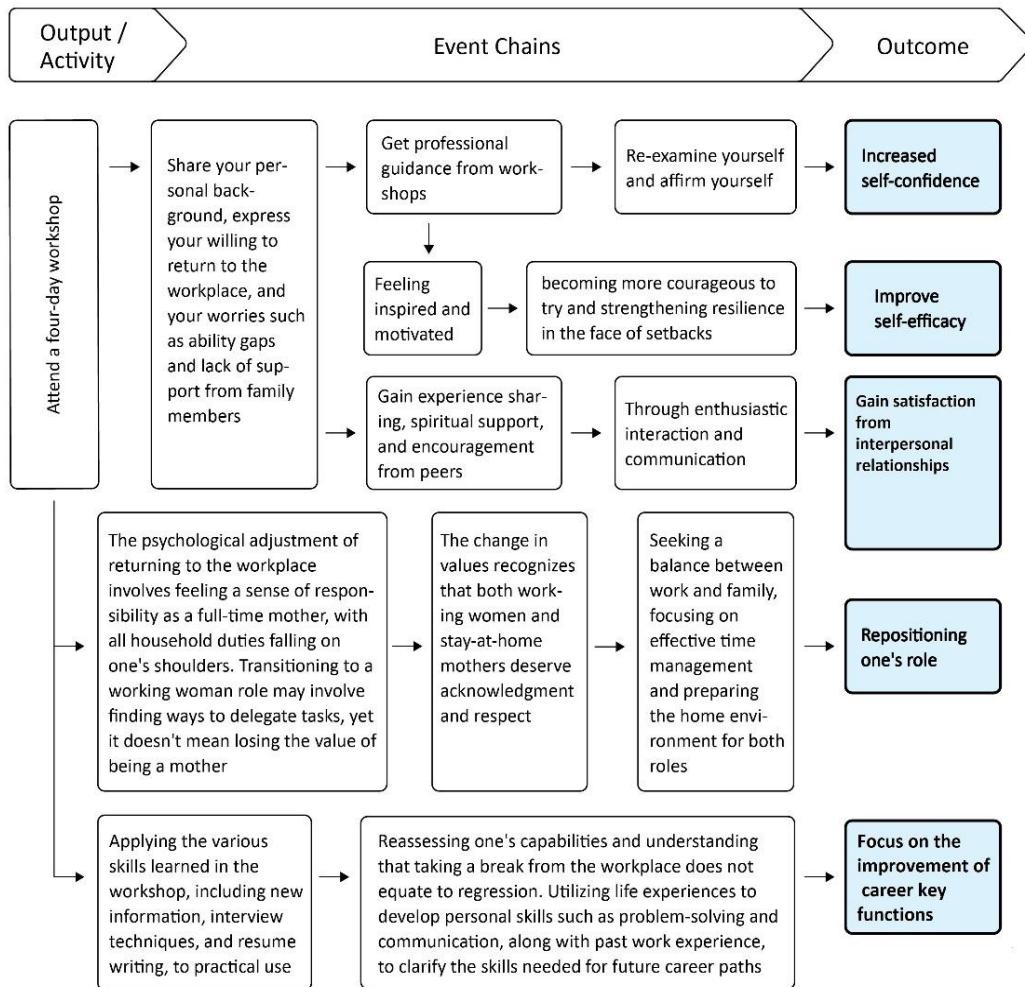


Figure 1 Trainee 1's (Participants motivated by re-entering the workforce) Chain of Events

(b)Sub-group 2: Participants motivated primarily by learning

i. Chain of events and final outcomes

Trainee's story sharing

[ Having My Slashie Life ]

Mrs. He graduated from the Department of Chemical Engineering and worked at the Industrial Technology Research Institute for six and a half years. Afterward, she decided to become a yoga teacher so she could take care of her child. The transition was unstable at first so she was doubted by her elder family members. Mrs. He participated in the workshop when her yoga career hit a bottleneck. She took the advice from the lecturer and combined her expertise with elder care. Since then, she began to teach the elderly physical fitness at long-term care centers and also taught science courses at community colleges. The job gave Mrs. He a sense of accomplishment. In the future, she wants to help other mothers entering the field of long-term care for a flexible and independent job that allows them to have an income while having time to spend with their children as she does.

[ Warm Care for Our Families ]

Mrs. Jiang has been interested in science and engineering since childhood, after graduating from the medical laboratory science department, she went back home to support the family business. Later, due to her father's stroke and the need to care for her child, Mrs. Jiang struggled and left her work to take care of her child and her father who had a stroke. After participating in the workshop, she transferred to the long-term care business and obtained several certificates. In the morning, Mrs. Jiang works as a personal care attendant, and in the afternoon, she becomes a traditional rehabilitation therapist in a cafe. She helps her clients maintain their health while providing them with warm care. Her husband is her strongest supporter and fully supports her in doing what she loves.

The second sub-group of trainees is the group of people who became part-time self-employed, or freelance workers after the workshop. The workshop allows them to understand their career planning, needs, and suitable attributes. From there, they will realize that they could choose to have a part-time or self-employed job. The six well-defined outcomes of this category include increased workplace knowledge, improved cross-generational communication and coordination ability, expanded interpersonal relationships, improved self-awareness, increased self-worth, and achieved mental and physical stability.

During the workshop, one of the topics was about updating the trainees with current labor laws, workplace literacy, and new knowledge. Through interviews, we can tell that trainees had relatively little exposure to this information. Updating and understanding this information is quite useful for reemployment.

*After participating in the workshop, one can understand the current status of the workplace, needed qualities, and updates on labor laws.*

In part of enhancing self-awareness, trainees realized that they play different roles in their lives, daughters, mothers, or wives, but no matter what role they play, it was quite easy for them to neglect their own feelings. After participating in the workshop and being guided by the lecturers, trainees began to see themselves and understand their inner thoughts. Meanwhile, the method can expand their knowledge of the workplace and career types and provide greater flexibility for their future careers.

*I used to be a housewife surrounded by family, husband, and children. It's easy for housewives to neglect their own inner needs. After participating in workshops, I learned how to recognize my inner resources and aspects, and can know better about my contours within.*

*The workshop allows me to know that in the process of job hunting, I need to clearly understand myself, what I want, what I know, and what I need. My requirements for the working environment also changed. I was shifted from a*

*passive, dormant state to a process of starting up and warming up. I was preparing myself gradually.*

As for expanding interpersonal relationships, according to interviews, every trainee has a diverse background and a unique life journey. However, despite differences in age, background, and profession, they are under the multiple roles of being women. Trainees are provided with different perspectives and ideas through exchanges, so they can expand interpersonal communication and interaction further.

*She is about 12 years older than me and such a partner can bring out some spark in intellectual exchanges. This also made me realize how some stereotypical communication can be improved. It taught me not to stay within my comfort zone but to expand my circle of communication. Through them, I understand how unique I am and how unique they are. A cross-generational collaboration can bring out some inspiration.*

*My interpersonal interactions have expanded and offer more opportunities to connect with others. As a driving force exists, I will no longer be passive. I can be more proactive and positive than ever.*

Moreover, regarding the enhancement of self-worth, with suitable personal mentality guidance and adjustment, plus communications in the workshop, trainees can learn they have limitless potential. They will have the ability to challenge things they dared to face before and that courage will eventually become a sense of self-worth. Stakeholders responses are as follows.

*After participating in the workshop, I realized how flexible women can be when it comes to reemployment. We can be a snack bar owner, a long-term carer, or a babysitter. This made me understand that our development is not limited.*

*There are no similar counterparts in life for us to discuss such issues, but in the classroom, we can exchange and discuss with each other. After the discussion, I feel that I have grown and also gradually felt an increasing sense of self-worth.*

Finally, as for the achievement of physical and mental settlement, through

interviews, it can be seen that by participating in the workshop, unemployed women can communicate with other women, and through the exchange of different life stories and personal development, more homogeneous women can develop empathy and sympathy. On the one hand, personal physical and mental settlement can be obtained with the guidance of lecturers and in an environment of mutual encouragement.

*I am more confident after attending the class because I found many women with similar backgrounds. Many outstanding classmates had interrupted their careers for various reasons. It wasn't about feeling superior to others who were struggling, but rather, despite having different worries, we all know how challenging it is to return to the workforce. The course helped us to see things from different perspectives, and speaking out in class was a form of expression.*

## ii. Discussion

The outcome defined in the end is based on the analysis of the chain of events and the result confirmed by stakeholders. From the process of the chain of events analysis, apart from reviewing relevant literature, the process of events also has to be repeatedly examined to make sure it fits to the relationship. On the other hand, the purpose of confirming with stakeholders is to achieve data saturation during interviews and also to make sure the chain of events is completed with Legitimacy. If stakeholders have suggestions on the result, the study will increase, subtract, or adjust the chain of events according to the feedback, and show the final outcomes to the stakeholders again for confirmation.

Further review of the outcomes shows that the two outcomes -improving the awareness of cross-generational communication and coordination and expanding interpersonal relationships- are relatively similar. According to stakeholder interviews, improving the awareness of cross-generational communication and coordination refers to the ability to quickly adapt to the working environment and colleagues of heterogeneity when being

re-employed. On the contrary, the improvement of interpersonal relationships refers to the ability to meet and communicate with women from different backgrounds and life experiences through workshops, thereby expanding one's social network. All six well-defined outcomes are important and unique to stakeholders, so all outcomes are included in the final analysis.

| <b>Stakeholders</b>                                         | <b>Outcome/Change</b>                                             | <b>Included/Excluded</b> |
|-------------------------------------------------------------|-------------------------------------------------------------------|--------------------------|
| Trainee 2<br>(Participants motivated primarily by learning) | Improve workforce knowledge                                       | Included                 |
|                                                             | Improve cross-generational communication and coordination ability | Included                 |
|                                                             | Expanding interpersonal relationship                              | Included                 |
|                                                             | Improve self-awareness                                            | Included                 |
|                                                             | Increase self-worth                                               | Included                 |
|                                                             | Obtain physical and mental stability                              | Included                 |

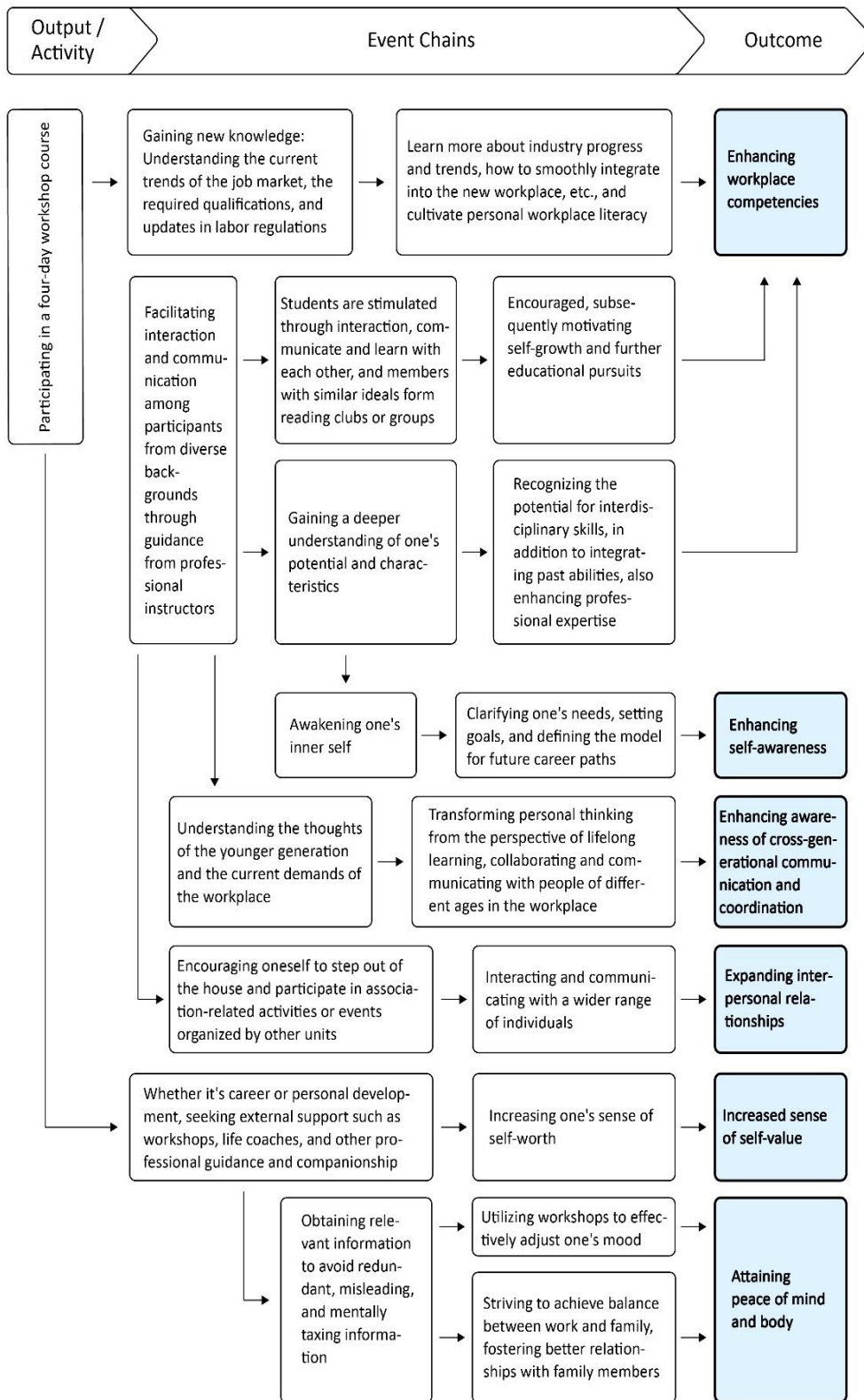


Figure 2 Trainee 2 (Participants motivated primarily by learning) Chain of Events

(c)Sub-group 3: Trainee that participants with non-specific or unclear motivations

i. Chain of events and final outcomes

The third sub-group in the category of trainees is the group of people who haven't gone back to the workforce after the workshop. This type of trainee has confirmed their personal, family financial, and caring status afterward and recognized that they need to have some preparation done before going back to the workplace. Therefore, they will begin to adjust their time management and plan, to use their time to enrich themselves and study, to understand current industry trends, and to receive new information. The two main outcomes of this category include improving professional abilities and increasing self-affirmation. The stakeholders' narratives are as follows.

I received a lot of ideas and concepts during my training here, and I also realized that secondary employment can still be helpful to the impact and development of society.

I learned about paying attention to myself instead of staying at home because I'm a housewife. We should not measure a person's value by how much money he or she can make and should also notice that when there are opportunities, there are chances to step out.

ii. Discussion

In the end, two well-defined outcomes were defined among the Trainee 3 of the participants: those who participants with non-specific or unclear motivations, and after the data saturation was reached during the interview. The well-defined outcome is based on the information saturated during interviews and two outcomes were obtained. The result was confirmed by stakeholders again that no other outcomes should be added when the chain of events was compiled, and the final results were settled.

| <b>Stakeholders</b>                                               | <b>Outcome/Change</b>          | <b>Included/Excluded</b> |
|-------------------------------------------------------------------|--------------------------------|--------------------------|
| Trainee 3 (Participants with non-specific or unclear motivations) | Improve professional abilities | Included                 |
|                                                                   | Increase self-affirmation      | Included                 |

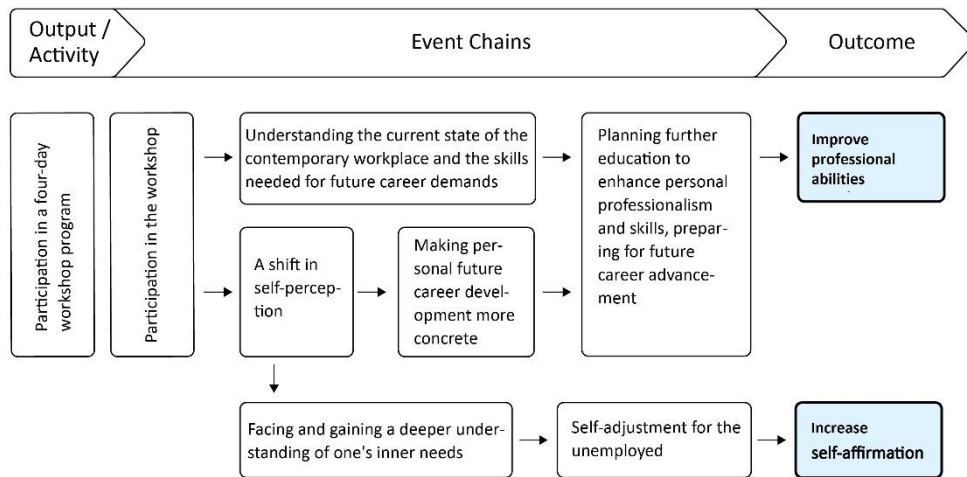


Figure 3 Trainee 3 (participants with non-specific or unclear motivations ) Chain of Events

Furthermore, according to "2022 survey on 'self-fulfillment' and 'Work-Family Integration' of Taiwanese Women" held by TWCD, women's reemployment is different from general employment or career changes. That is because the career interruptions were due to family needs rather than personal reasons. Therefore, women's reemployment would inevitably be influenced by self-awareness, psychological resilience, and social support. Therefore, the workshops' contents and courses are designed to emphasize counseling in these areas. Meanwhile, the outcomes generated by this type of stakeholder certainly include increasing confidence, improving interpersonal relationships, enhancing self-efficacy, and role repositioning. This result corresponds with previous research and also verifies that this study did not have exaggerated or biased results.

Finally, during the interview, we came up with some open-ended questions to check if trainees had negative outcomes during participation. One negative outcome was concluded according to interviews with stakeholders. The main reason is that the workshop lecturers will propose classroom exercises and homework. Some homework requires time and energy to complete at home. Some of the trainees felt stressful about this. For example, some trainees were not good at cooking, but one of the tasks in the workshop was to serve food within 30 minutes. Students who are not familiar with cooking have a

lot to learn and are also afraid of not being able to turn in assignments on time. And that is where the pressure came from. However, after further confirmation with stakeholders, it shows that this negative outcome only appeared temporarily or in particular cases. It does not represent the whole workshop or other trainees. And after the sharing and encouragement of teachers and classmates, those trainees started to learn and improve slowly. However, this situation did bring a major impact and change after the workshop, therefore, this was not included in the outcome analyses.

e. Trainees' family members

(a) Chain of events and final outcomes

The family members of the trainees are primarily their partners or cohabitants, who can observe and feel the changes more profoundly. They are also more deeply affected by the trainees' transformation so they can have more thoughts on what actually happens. The main outcomes for the family members include two aspects, increasing family happiness and reducing family burdens.

Increasing family happiness is the key outcome that promotes the interaction and conversation between the participants and their family members. Participate in workshops expands the participants' social networks and horizons, allowing them to interact with their children with a more open mindset, which helps the interaction between parent and child.

*My wife is the suitable person to play such a role, she can also take good care of things at home. Before she returned to the workplace, most of our conversations were about children, education, and family trips. But after my wife participate in workshops, we had more topics to chat about.*

*I discuss or share feelings about participating in activities or the pressures of schoolwork with my mother and she will also share her experience with me. A matter can only be discussed with multiple opinions, and that is also the way to understand each other's thoughts and opinions.*

*Our family welcomes communication and sharing. If our child thinks we can understand him, he would be more willing to talk to us about anything.*

Finally, a negative outcome was identified after conducting interviews and compiling

outcomes to confirm with stakeholders. It is about family members feeling that the time spent together has decreased after the trainees participate in workshops. However, stakeholders also added that they could understand this situation and found the trainees became more confident and had a more fulfilling life after participating in workshops. They had more topics to share with their family. Although the time spent together was decreased, the quality of interactions certainly helped to improve family relationships.

(b) Discussion

The well-defined outcome is based on the analysis of the chain of events and the result confirmed by stakeholders. From the process of the chain of events analysis, apart from reviewing relevant literature, the process of events also has to be repeatedly examined to make sure it fits to the relationship. On the other hand, the purpose of confirming with stakeholders is to achieve data saturation during interviews and also to make sure the chain of events is completed with Legitimacy. If stakeholders have suggestions on the result, the study will increase, subtract, or adjust the chain of events according to the feedback, and show the final outcomes to the stakeholders again for confirmation.

Based on the follow-up data provided by TWCDA, it can be observed that if participants successfully return to the workforce after attending the workshop, this can significantly reduce the financial burden on their families, with the degree of change reaching as 66%. This indicated that if the trainees successfully returned to the workforce after attending the workshop, the huge salary difference could contribute to the family's financial situation. This is a tangible result that can be easily noticed.

On the other hand, when it comes to reducing family burden, according to the "2019 Survey Report on the Living Conditions of Women Aged 15-64 in the Republic of China" by the Ministry of Health and Welfare, among women with income in the past year, 85.2% of them contributed their personal income to household expenses, with an

average contribution of 54.0%. Furthermore, if we look into the details of the age group, the highest proportion of women contributing income to their families was the age group of 45-54, at 92.4%, followed by the age group of 35-44, at 90.4%.

However, what is more important was the improvement in the family atmosphere. For the trainees' families, compared to the improvement of financial burdens, the enhancement of family atmosphere and happiness was crucial. According to Maslow's Hierarchy of Needs, the improvement of financial burdens satisfies physiological needs, while the enhancement of happiness fulfills the higher level of love and belonging. Not only did the trainees experience changes, but their families also achieved significant outcomes after the workshop. Women play a crucial role in the family, such as caregiving, managing household finances, and tutoring children.

According to interviews and questionnaires conducted by the trainees' family members, while increase family happiness mainly refers to a more harmonious family atmosphere, the trainees can indeed increase family happiness after participating in the workshop. Reducing family burden means increasing the amount of money available to the family, upon review, it was determined that the reduction in family burdens was not a direct outcome of workshop, but rather a result of changes that occurred after participants re-entered the workforce. Therefore, this outcome has been excluded from the final analysis.

Finally, upon verification, the outcome of increase family happiness will be incorporated into the final evaluation.

| <b>Stakeholders</b>     | <b>Outcome/Change</b>     | <b>Included/Excluded</b> |
|-------------------------|---------------------------|--------------------------|
| Trainees' Family Member | Increase family happiness | Included                 |
|                         | Reduce family burden      | Excluded                 |

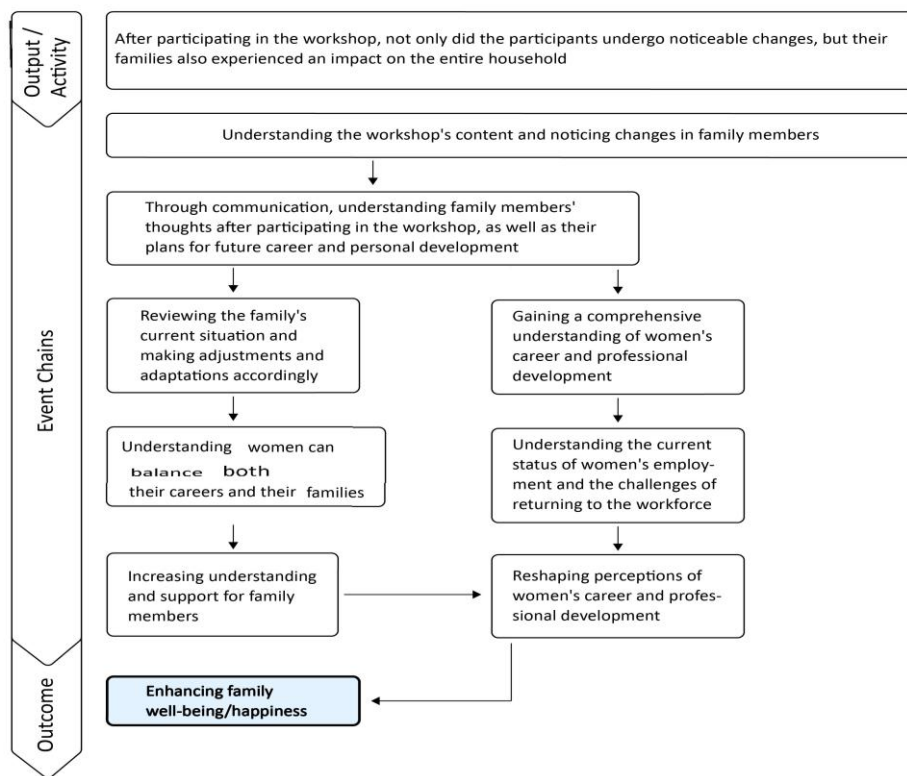


Figure 4 Trainees' family members' Chain of Events

f. Volunteer

(a) Chain of events and final outcomes

Volunteers are responsible of includes assisting with mobile works during workshops, sharing personal experiences, and assisting trainees to participate in workshops and other related matters. Due to volunteer service and communication with trainees from different backgrounds, four outcomes occurred. The four outcomes are self-growth, improving communication and coordination skills, strengthening empathy, and accomplishing self-fulfilling. Feedbacks from stakeholders are as follows.

*I always enjoyed helping others, so my passionate and kind personality urged me to become a volunteer. I noticed that each trainee had their own characteristics while being the class leader. When I saw proactive and outstanding trainees, I felt inspired. Therefore, rejoining the workshop as a class leader is a bit like recharging, because I could listen to what the lecturer said and refresh my knowledge while learning new things.*

*Being a volunteer allows me to turn my gratitude into motivation, and to*

*empathize with the trainees during our interactions.*

*Volunteering also trains me to empathize and see things from others' perspectives. When children feel like I understand them better, they will be more willing to talk to me about their issues.*

*Seeing the trainees with positive attitudes also motivates me to learn more. I want to keep volunteering because I want to contribute to the association and help women with similar backgrounds with their difficulties. In the workshop, I can meet different people. Realizing that I can communicate with different people, helps me discover my various abilities and encourage me to grow.*

Additionally, after conducting interviews and compiling outcomes to confirm with stakeholders, a negative outcome was identified. It is about the conflict between time spent on volunteer service and time spent with family since volunteering can reduce the time spent with family members. However, upon further confirmation with stakeholders, this negative outcome occurs only during volunteering. Moreover, volunteers will share their stories with family members after the service. Therefore, it did not cause a significant impact and will not be included in the outcome analysis.

#### (b) Discussion

The outcome defined in the end is based on the analysis of the chain of events and the result confirmed by stakeholders. From the process of the chain of events analysis, apart from reviewing relevant literature, the process of events also has to be repeatedly examined to make sure it fits to the relationship. On the other hand, the purpose of confirming with stakeholders is to achieve data saturation during interviews and also to make sure the chain of events is completed with Legitimacy. If stakeholders have suggestions on the result, the study will increase, subtract, or adjust the chain of events according to the feedback, and show the final outcomes to the stakeholders again for confirmation.

According to interviews and questionnaires, four outcomes occurred during the volunteering and were important in different aspects. To be more specific, even though "self-growth" is similar to "accomplishment of self-fulfillment", after confirming with stakeholders, they recognize "self-growth" can be achieved through volunteering services, such as learning personal etiquette, reception skills, communication and interaction abilities, and how to organize activities. It would be about the growth of knowledge

and skills; and "accomplishment of self-fulfillment" means that the stakeholders show altruistic spirits through volunteering and achieve self-fulfillment that ultimately becomes a sense of accomplishment.

Based on this, the four outcomes are included in the evaluation.

| Stakeholders | Outcome/Change                                | Included/Excluded |
|--------------|-----------------------------------------------|-------------------|
| Volunteer    | Self-growth                                   | Included          |
|              | Improve communication and coordination skills | Included          |
|              | Strengthen empathy                            | Included          |
|              | Accomplishment of self-fulfillment            | Included          |

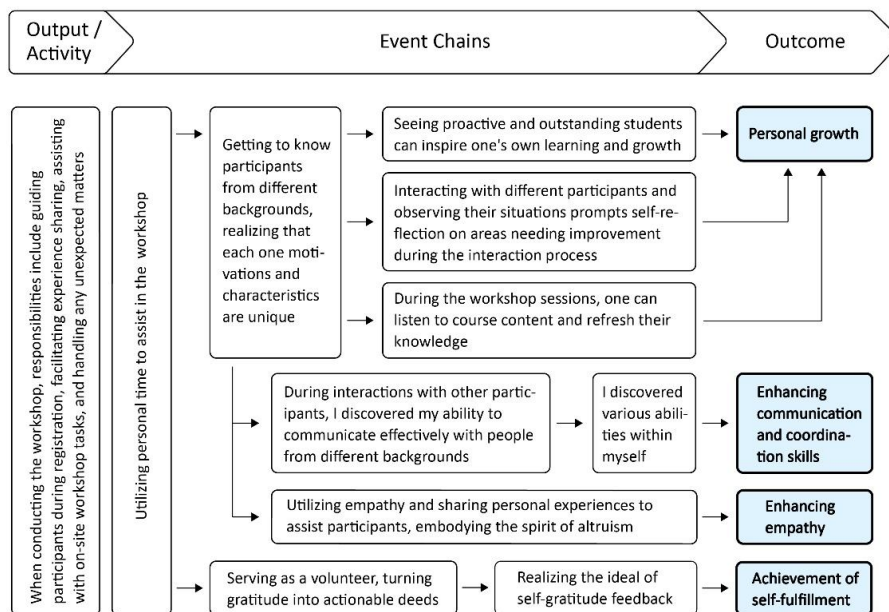


Figure 3 Volunteers' chain of events

g. Lecturer

(a) Chain of events and final outcomes

In the workshop, the lecturer played the role of knowledge delivery and

consultation and was also an indispensable stakeholder in conducting the workshop. Through interviews, it was also found that the lecturer experienced six outcomes during the preparation and the workshop. The outcomes are improving professional knowledge and personal growth, expanding work abilities and perspectives, increasing empathy, a sense of accomplishment, improving problem-solving abilities, and satisfaction. The chain of events is summarized in Figure 4.

When it comes to professional skill enhancement and personal growth, stakeholders indicated that they also grew with the workshop by teaching, preparing and accepting new information, updating regulations, and collecting relevant data. Furthermore, teaching can enhance personal skills.

*I have extensive practical experience, I can convert my practical experience into teaching materials.*

*Every trainee I met was from various industries and backgrounds, it is also an opportunity for mutual learning.*

As for expanding work abilities and perspectives, interviews reveal that stakeholders get to encounter groups different from their experiences through participating in workshops when they served as a lecturers. Therefore, when returning to their personal lives or job positions, they can expand their original work perspectives with the experiences gained from the workshops.

*Previously, when I was working, I would interact with colleagues at the company, and then, I became a teacher, the people I met became students. However, those I met at the workshop were women who wanted to be re-employed. I began to consider their needs and will spend time searching for resources and rewriting teaching materials. This process also made me overlook in the current recruitment process and think more about the internal work distribution within the company.*

*I've been working in human resources for a very long time. However, through this workshop, I can understand what job seekers need. When I worked for the traditional industries, the problems they had during recruiting were the aging*

*population and the declining birthrate. Therefore, when I notice the workforce of this group, I can consider what adjustments can be made in the future.*

In the outcome of improving problem-solving skills, stakeholders mentioned that since the primary audience is women seeking re-employment, it is necessary to change the expression of instruction and the teaching process. When there are doubts, it is important to provide appropriate responses, change the teaching mode directly, and offer opportunities for discussion and experience sharing. If they can lecture different trainees with different teaching methods, they will be able to utilize their expertise even better. Moreover, they also enhance their problem-solving skills by offering guidance and assistance to the trainees.

*There were some unspoken rules in the workplace, but in the workshop, I could interact with people naturally. In my class, I taught the trainees that there are always other solutions and how to confront failure. People at different stages have their own characteristics, my job is to utilize these characteristics and make sure they perform appropriately and effectively.*

In the outcome of the sense of accomplishment, interviews revealed that if trainees can apply the skills and concepts effectively after the workshop, they will bring a sense of accomplishment to the lecturer. It doesn't matter if they used it to enhance personal professional literacy or step out of their comfort zone for re-employment.

*Seeing trainees gradually succeed in their work or further studies always gives me a sense of accomplishment.*

*When a workshop participant told me she found a job, it made me very happy because that emotion comes from being able to solve their problem with my expertise.*

Finally, after conducting interviews and compiling outcomes, it was confirmed with stakeholders that one negative outcome was found.

Before the workshop, lecturers need to update current labor laws, collect workplace knowledge, and understand the attributes of the trainees to adjust the teaching content.

Therefore, the time of preparation is long. However, after further confirmation with stakeholders, as long as lecturers use their leisure time for preparation and collect relevant information in their daily lives, they can reduce the time and effort. Therefore, this negative outcome is considered short-term and did not cause significant impacts, thus it was not included in the subsequent outcome analysis.

(b) Discussion

The outcome defined in the end is based on the analysis of the chain of events and the result confirmed by stakeholders. From the process of the chain of events analysis, apart from reviewing relevant literature, the process of events also has to be repeatedly examined to make sure it fits to the relationship. On the other hand, the purpose of confirming with stakeholders is to achieve data saturation during interviews and also to make sure the chain of events is completed with Legitimacy. If stakeholders have suggestions on the result, the study will increase, subtract, or adjust the chain of events according to the feedback, and show the final outcomes to the stakeholders again for confirmation.

According to interviews and questionnaires conducted by the lecturers, participating in the workshop helps them to accumulate more experience and improve their work abilities, perspective, and professional knowledge. Meanwhile, it is also the outcomes of self-growth generated from the workshop.

According to the re-examination of the chain of events and confirmation with stakeholders, the outcomes are important but also significantly different. If we compare similar outcomes, we will find that "professional knowledge enhancement and self-growth" and "expansion of original work ability and perspective" look alike. However, stakeholders believe that "professional knowledge enhancement and self-growth" focus more on knowledge learning and personal inner growth. it is hierarchically different from "expansion of the original work ability and perspective." "Expansion of the original work

ability and perspective" was used to describe lectures meeting various women in the workshop that they won't usually see in their work field. This will push them to think about how to use their expertise to assist the trainees in the workshop.

On the other hand, although "achievement" and "satisfaction" may appear similar in the context of helping others, stakeholders clearly regarded them as distinct experiences. In their accounts, "achievement" primarily stemmed from effectively applying professional knowledge to support participants, whereas "satisfaction" was associated with altruistic behaviors that generated a sense of value and meaning through contributing to others. Stakeholders emphasized that "achievement" represents an internal affirmation, encompassing the demonstration of professional competence, the attainment of teaching objectives, and the realization of learning outcomes. In contrast, "satisfaction" was more closely tied to the association's mission of serving women, where altruistic engagement itself fostered personal meaning and enhanced well-being. This is consistent with Martela and Ryan (2016), who confirmed that altruistic behaviors can indeed enhance subjective well-being.

In the research design, we employed open-ended questions to encourage stakeholders to freely express their perceptions and experiences of these two feelings. The results indicated that stakeholders generally perceived them as distinct outcomes: one rooted in professional achievement and the other in altruistic fulfillment. Both interview data and survey responses consistently confirmed this distinction. Through these processes, the risk of overlapping outcomes was reduced, thereby ensuring the robustness and validity of the evaluation findings.

Meanwhile, according to the result of the questionnaire, each outcome did occur and was significant. As a result, all six outcomes were included in the evaluation.

| Stakeholders | Outcome/Change                                 | Included/Excluded |
|--------------|------------------------------------------------|-------------------|
| Lecture      | Improve professional knowledge and self-growth | Included          |
|              | Expand original work ability and perspective   | Included          |
|              | Increase empathy                               | Included          |
|              | A sense of accomplishment                      | Included          |
|              | Improve problem-solving skills                 | Included          |
|              | Satisfaction                                   | Included          |

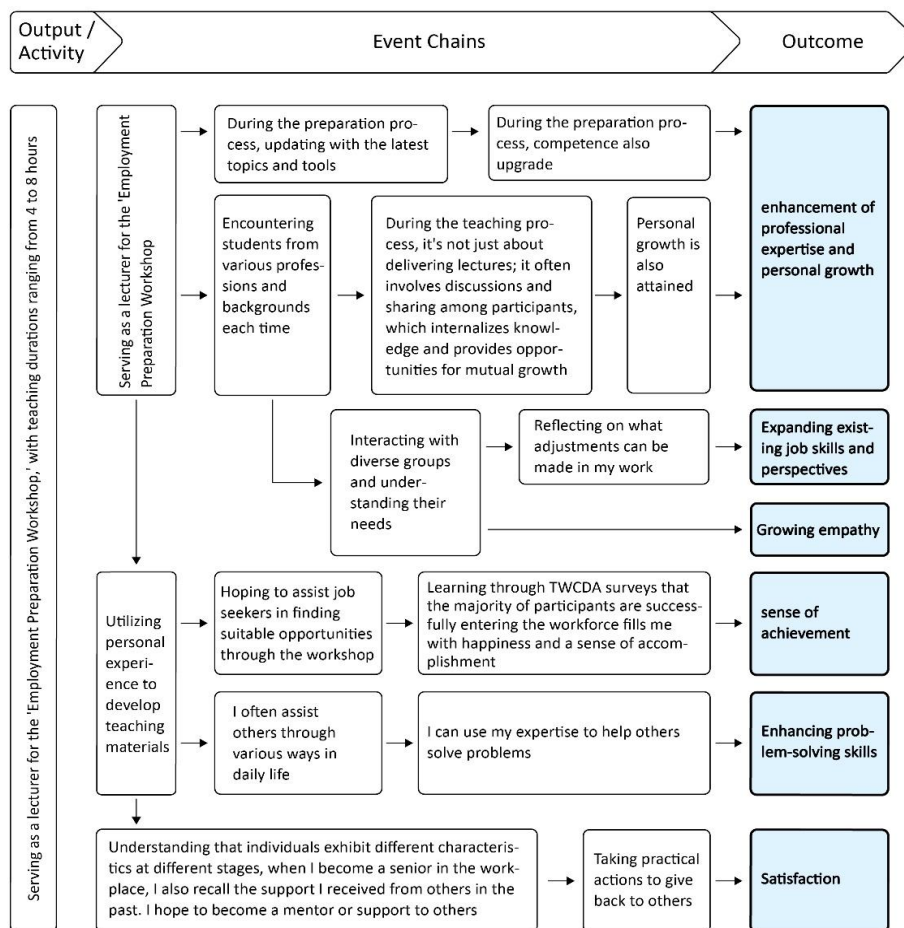


Figure 4 Lecturers' Chain of Events

h. TWCDAs members

(a) Chain of events and final outcomes

For the workshop, TWCDAs members primarily take on the tasks of preparation,

planning, revising curriculum, and executing. Although they are not the main target of assistance or beneficiaries, they are the main supporters and planners of the workshop. Through interviews, four outcomes experienced by TWEDA members after the workshop's preparation and execution were identified as increasing empathy, practicing altruism, acquiring positive values, and expanding interpersonal relationships. The chain of events is summarized in Figure 5. Feedbacks from stakeholders are as follows.

Growing empathy means that through participating in the workshops, individual members of the association learned about the diverse lives of women in society and their life journeys, gaining an understanding of the underlying causes and developing their empathy.

*Hearing these diverse experiences only reinforced our resolve to pursue this mission. It also broadened our horizons, allowing us to recognize the diverse lives of other women in society.*

*I later realized that many of these life experiences were simply unfortunate. By breaking through even a few stereotypes and preconceptions, I could better understand why some women leave the workforce, why returning is so difficult, and the difficult process they often face after returning to the workforce. This strengthened my empathy.*

Practicing altruism refers to the individual members of the association fulfilling the desire to reward society through participating in the workshop. Feedbacks from stakeholders are as follows.

*During the organization of the workshop, resources were expanded and integrated. Everyone participated with a mind of equality, empathy, sincerity, and reciprocity. These are all positive values.*

*By hoping to benefit both others and myself, I integrated my expertise and years of experience in counseling, human resources management, mindfulness, psychology, and social issues that I pay attention to.*

Another outcome is expanding interpersonal relationships. Participating in workshops organized by the association can broaden one's social network. This not only

allows more interactions with the members but also with women from different sectors of society. The workshop enabled deep interactions with people from various fields in a safe environment.

*Everyone can adjust their participation level in the association's affairs according to their own situation. The interaction within the association will gradually connect people from different fields.*

Finally, a negative outcome was identified after conducting interviews and compiling outcomes to confirm with stakeholders. The preparation time for the workshops was long and required more effort. This is because the workshop preparation involved drafting plans and submitting reports to the Ministry of Labor with an in-person debriefing. The preparation work is cumbersome and potentially conflicting with the work and time committed to the association. However, after confirmation with stakeholders, this negative outcome was only felt by two stakeholders and could be managed within their personal capacity. Based on the materiality principle, this negative outcome was not included in the outcome analysis.

#### (b) Discussion

The outcome defined in the end is based on the analysis of the chain of events and the result confirmed by stakeholders. From the process of the chain of events analysis, apart from reviewing relevant literature, the process of events also has to be repeatedly examined to make sure it fits to the relationship. On the other hand, the purpose of confirming with stakeholders is to achieve data saturation during interviews and also to make sure the chain of events is completed with Legitimacy. If stakeholders have suggestions on the result, the study will increase, subtract, or adjust the chain of events according to the feedback, and show the final outcomes to the stakeholders again for confirmation.

All four outcomes are important and unique to stakeholders, so all outcomes are

included in the final analysis.

| Stakeholders | Outcome/Change                     | Included/Excluded |
|--------------|------------------------------------|-------------------|
| TWCDA member | Increase empathy                   | Included          |
|              | Practice altruism                  | Included          |
|              | Acquire positive values            | Included          |
|              | Expand interpersonal relationships | Included          |

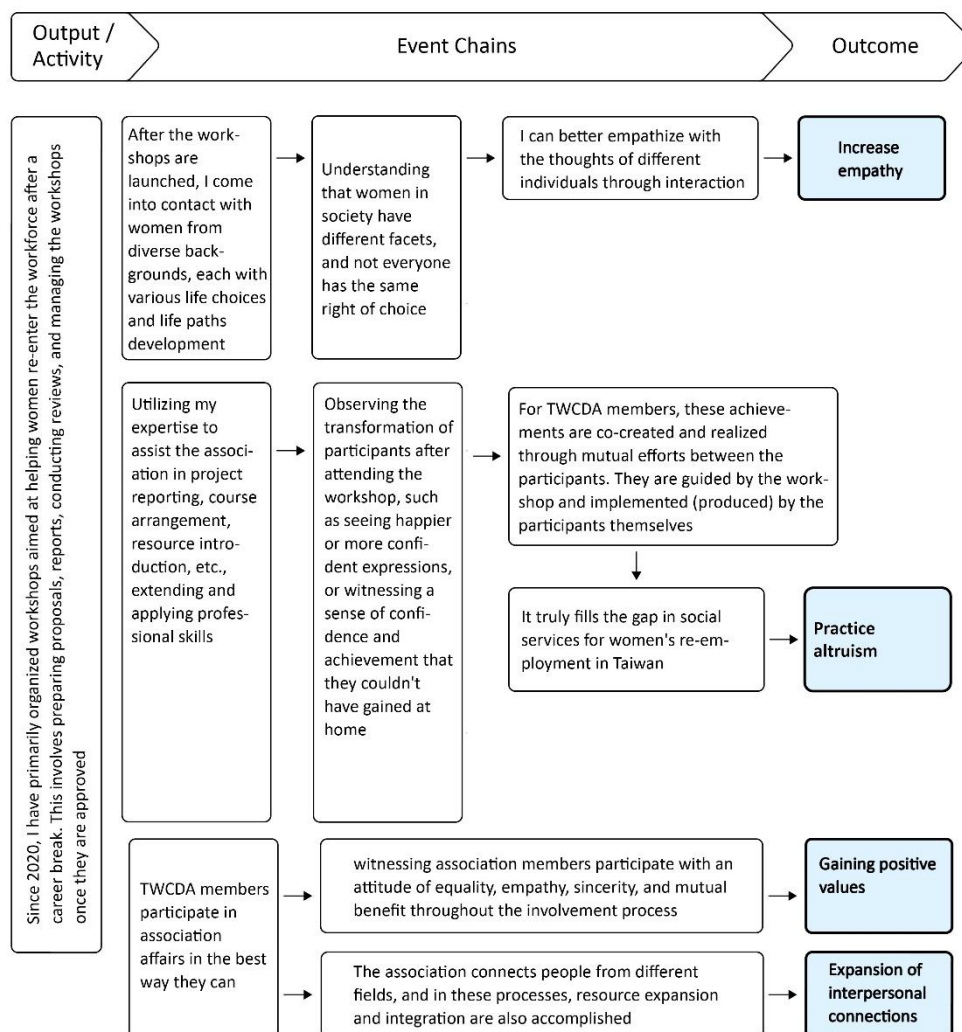


Figure 5 TWCDA members' Chain of Events

j. Negative outcomes

This study summarized the negative outcomes mentioned by various stakeholders through interviews. This study had confirmed with every type of stakeholder whether there were negative outcomes through interviews and questionnaires. Moreover, if a

negative outcome occurs, stakeholders will be asked about the frequency, degree of impact, and influenced scope (i.e. how many stakeholders are affected). Finally, the outcome will be evaluated whether to be included in the analysis according to the materiality principle.

After the evaluation, all negative outcomes were recognized as the feelings of several stakeholders. Through the confirmation with the stakeholders, all negative outcomes did not last for a long time and had little impact, so according to the materiality principle, all of the negative outcomes were not included in the chains of events mentioned above and will be excluded from the outcome analysis. The inclusion and exclusion of negative outcomes and related explanations are summarized in the following table.

Table 6 Summary of Negative Outcome Verification

| Stakeholders                                                         | Outcome/Change                                              | Included/<br>Excluded | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|----------------------------------------------------------------------|-------------------------------------------------------------|-----------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Trainee 1<br>(Participants motivated by re-entering the workforce)   | Classroom exercises and assignments cause burden and stress | Excluded              | <ul style="list-style-type: none"> <li>● This negative outcome only appeared for a short while, and trainees with this outcome can slowly learn and improve with the sharing and encouragement of teachers and classmates. This outcome did not cause a significant impact or change after the workshop. In addition, some stakeholders said that it was the first time they learned how to prepare meals efficiently in a short time. Some other stakeholders also think discussing meals with their husbands can increase their interactions.</li> <li>● Therefore, this negative result was excluded from the outcome analysis according to the materiality principle.</li> </ul> |
| Trainee 2<br>(Participants motivated primarily by learning)          |                                                             |                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Trainee 3<br>(participants with non-specific or unclear motivations) |                                                             |                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

|                               |                                                                                 |          |                                                                                                                                                                                                                                                                                                                                                                                       |
|-------------------------------|---------------------------------------------------------------------------------|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Trainees'<br>Family<br>Member | Spending less time<br>with family<br>members                                    | Excluded | <ul style="list-style-type: none"> <li>● Although stakeholders mentioned this negative outcome, they also added that despite the interaction time decreased, the quality of getting along was improved.</li> <li>● Therefore, this negative result was excluded from the outcome analysis according to the materiality principle.</li> </ul>                                          |
| Volunteer                     | Volunteering may<br>reduce the amount<br>of time they spend<br>with family      | Excluded | <ul style="list-style-type: none"> <li>● This only happens during volunteering and volunteers will share with their families about their feelings after volunteering.</li> <li>● Therefore, this negative outcome will not be included in the analysis because no significant impact was caused.</li> </ul>                                                                           |
| Lecturer                      | Long preparation<br>time                                                        | Excluded | <ul style="list-style-type: none"> <li>● Lecturers will use their leisure time to prepare lessons and collect relevant information in daily life to shorten the time and energy required for lesson preparation.</li> <li>● This negative outcome is a short-term outcome that does not cause a significant impact, therefore, it is not included in the outcome analysis.</li> </ul> |
| TWCDA<br>member               | The preparation for<br>the workshop takes a<br>long time and a lot<br>of energy | Excluded | <ul style="list-style-type: none"> <li>● After confirmation with stakeholders, this negative outcome was only felt by two stakeholders and could be managed within their personal capacity.</li> <li>● Based on the materiality principle, this negative outcome was not included in the outcome analysis.</li> </ul>                                                                 |

## 2. Summary of indicators

After analyzing the qualitative survey results and establishing the chain of events for each stakeholder group, it was observed that stakeholders experienced changes and outcomes in behaviors, feelings, and values after participating in the workshop. Since the changes and outcomes varied depending on the personal background of the stakeholders, at least one indicator should be proposed for each outcome to prove that it actually occurred, and the indicators should be added to the questionnaire. We designed indicators based on subjective feedback on whether the outcomes were realized. These indicators included multiple levels of response options, allowing stakeholders to provide feedback directly through surveys and interviews, reflecting the extent of change they experienced. Stakeholders could respond based on their actual experiences by indicating whether they felt any changes and by selecting extent of change options. Specifically, the statistics of indicators were based on the degree of change "before" and "after" participating in the workshop as the examination standard. The questionnaire is designed with a 10 rating scale. Stakeholders can execute self-evaluation by filling in the degree of change "before" and "after" participating in the workshop. When the scale "before" and "after" the workshop is larger than 1, it indicates that the outcome has occurred. The statistical results are converted into the depth of change (change in each stakeholder), which represents the magnitude of self-assessed change in the outcome of the stakeholder after participating in the workshop, that is, the difference in scores between "before" and "after", which reflects the strength of the outcome occurrence.

For Trainee 1, the average increase in scores for the five key outcomes ranged from 17.6% to 31.2%, indicating that the extent of change varied across outcomes. Self-confidence and self-efficacy showed the highest gains, indicating that these two outcomes were the most meaningful to the personal development of the trainees, while role reorientation, although less so, was still regarded as an important change by most of the stakeholders. This kind of in-depth analysis of change based on individual self-assessment helps to avoid simplifying the outcomes based on 'change or no change', and can present a more detailed picture of the substantive impact of the different outcomes on stakeholders' lives and decisions.

In the next step, this study applied "relevance" and "significance" of outcomes as the

measuring material. In this analysis, the feedback outcomes from different stakeholders were assessed for their relevance according to Principle 4: Only Include What is Material. The relevance of the results was examined against four indicators to ensure the universality and representativeness of the outcomes included:

1. Policy-oriented performance: the extent to which the results align with the association’s goals.
2. Stakeholder concerns: the extent to which the results reflect stakeholders’ priorities.
3. Social norms: the extent to which the results correspond with existing social norms (e.g., the Sustainable Development Goals).
4. Peer benchmarking: the extent to which the results are consistent with peer benchmarks.

An outcome is considered relevant if it meets any of the above criteria. The relevance analysis of each outcome is documented in Table 7.

Table 7 Summary table of relevant justification

| <b>Stakeholders</b> | <b>Outcomes</b>                                    | <b>1.Aligns with organizational goals</b> | <b>2.Stakeholder Importance</b> | <b>3.Social Consensus</b> | <b>4.Peer Standards</b> | <b>Evaluation results</b> |
|---------------------|----------------------------------------------------|-------------------------------------------|---------------------------------|---------------------------|-------------------------|---------------------------|
| Trainee 1           | Increase confidence                                | ✓                                         | ✓                               | ✓                         | ✓                       | ✓                         |
|                     | Improve self-efficacy                              | ✓                                         | ✓                               | ✓                         | ✓                       | ✓                         |
|                     | Role repositioning                                 | ✓                                         | ✓                               |                           | ✓                       | ✓                         |
|                     | Focus on the improvement of career key functions   | ✓                                         | ✓                               | ✓                         | ✓                       | ✓                         |
|                     | Gain satisfaction from interpersonal relationships |                                           | ✓                               |                           | ✓                       | ✓                         |
| Trainee 2           | Increase self-worth                                | ✓                                         | ✓                               | ✓                         | ✓                       | ✓                         |
|                     | Expand interpersonal relationship                  | ✓                                         | ✓                               |                           | ✓                       | ✓                         |

| <b>Stakeholders</b>     | <b>Outcomes</b>                                                   | <b>1.Aligns with organizational goals</b> | <b>2.Stakeholder Importance</b> | <b>3.Social Consensus</b> | <b>4.Peer Standards</b> | <b>Evaluation results</b> |
|-------------------------|-------------------------------------------------------------------|-------------------------------------------|---------------------------------|---------------------------|-------------------------|---------------------------|
|                         | Improve self-awareness                                            | ✓                                         | ✓                               | ✓                         |                         | ✓                         |
|                         | Obtain physical and mental stability                              | ✓                                         | ✓                               | ✓                         | ✓                       | ✓                         |
|                         | Improve cross-generational communication and coordination ability | ✓                                         | ✓                               |                           |                         | ✓                         |
|                         | Improve workforce knowledge                                       | ✓                                         | ✓                               | ✓                         | ✓                       | ✓                         |
| Trainee 3               | Improve professional abilities                                    | ✓                                         | ✓                               | ✓                         | ✓                       | ✓                         |
|                         | Increase self-affirmation                                         | ✓                                         | ✓                               |                           | ✓                       | ✓                         |
| Trainees' Family Member | Increase family happiness                                         | ✓                                         | ✓                               | ✓                         |                         | ✓                         |
| Volunteer               | Self-growth                                                       | ✓                                         | ✓                               | ✓                         | ✓                       | ✓                         |
|                         | Accomplishment of self-fulfillment                                | ✓                                         | ✓                               | ✓                         | ✓                       | ✓                         |
|                         | Strengthen empathy                                                | ✓                                         | ✓                               | ✓                         | ✓                       | ✓                         |
|                         | Improve communication and coordination skills                     | ✓                                         | ✓                               | ✓                         | ✓                       | ✓                         |
| Lecturer                | Improve professional knowledge and self-growth                    | ✓                                         | ✓                               | ✓                         | ✓                       | ✓                         |

| Stakeholders | Outcomes                                     | 1.Aligns with organizational goals | 2.Stakeholder Importance | 3.Social Consensus | 4.Peer Standards | Evaluation results |
|--------------|----------------------------------------------|------------------------------------|--------------------------|--------------------|------------------|--------------------|
|              | Expand original work ability and perspective | ✓                                  | ✓                        | ✓                  | ✓                | ✓                  |
|              | A sense of accomplishment                    | ✓                                  | ✓                        | ✓                  | ✓                | ✓                  |
|              | Increase empathy                             | ✓                                  | ✓                        | ✓                  | ✓                | ✓                  |
|              | Improve problem-solving skills               | ✓                                  | ✓                        |                    | ✓                | ✓                  |
|              | Satisfaction                                 |                                    | ✓                        |                    | ✓                | ✓                  |
| TWEDA member | Practice altruism                            | ✓                                  | ✓                        | ✓                  | ✓                | ✓                  |
|              | Increase empathy                             | ✓                                  | ✓                        |                    | ✓                | ✓                  |
|              | Acquire positive values                      | ✓                                  | ✓                        |                    | ✓                | ✓                  |
|              | Expand interpersonal relationships           |                                    | ✓                        |                    | ✓                | ✓                  |

Furthermore, the stakeholders were asked to rank intuitively through interviews and questionnaires. For the ranking of materiality, 1 means the most important, 2 means the second important, and so on. The averages of the results will be shown as the materiality ranking of stakeholders' outcomes while interview data will be used as supplementary evidence. This approach aimed to capture stakeholders' subjective evaluations of the importance of each outcome. For example, Trainees 1 have 5 outcomes. When stakeholders fill out the questionnaire, they can rank the materiality of "improving confidence" and "improving self-efficacy" both as 1. After the questionnaire is collected, the materiality score of each outcome will be calculated for the average. Apart from realizing the materiality and ranking of each outcome to stakeholders, this method can also justify the legitimacy of applying anchoring on financial proxies.

Finally, in line with Principle 4: Only Include What is Material, the purpose of this

project analysis is to understand the outcomes and determine how to amplify the impact during the event. Therefore, identifying who influences or is affected by the event, and confirming the changes they experience, is the goal of the analysis. We avoided excluding stakeholders without sufficient information and confirmed that each group and outcome were relevant to reduce the risk of missing results. And in the final report, the results will be confirmed by the stakeholders. In this study, various stakeholders had consistent view to the results and did not propose revisions. This process ensured alignment with the SROI principle of *'Only include what is material'*, helping to safeguard against both overestimation and underestimation of the outcomes. The statistical results of the indicators and material assessment from different types of stakeholders are summarized as follows.

Table 8 Summary table of indicator statistical and material assessment results

| Stakeholders                                                       | Outcomes                                                          | Material | Change in Number (%) | Significance (%) |
|--------------------------------------------------------------------|-------------------------------------------------------------------|----------|----------------------|------------------|
| Trainee 1<br>(participants motivated by re-entering the workforce) | Increase confidence                                               | ✓        | 88%                  | 31.2             |
|                                                                    | Improve self-efficacy                                             | ✓        | 96%                  | 29.6             |
|                                                                    | Role repositioning                                                | ✓        | 76%                  | 17.6             |
|                                                                    | Focus on the improvement of career key functions                  | ✓        | 92%                  | 25.2             |
|                                                                    | Gain satisfaction from interpersonal relationships                | ✓        | 72%                  | 21.2             |
| Trainee 2<br>(participants motivated primarily by learning)        | Increase self-worth                                               | ✓        | 93%                  | 25.3             |
|                                                                    | Expand interpersonal relationship                                 | ✓        | 100%                 | 15.3             |
|                                                                    | Improve self-awareness                                            | ✓        | 93%                  | 18.67            |
|                                                                    | Obtain physical and mental stability                              | ✓        | 87%                  | 25.3             |
|                                                                    | Improve cross-generational communication and coordination ability | ✓        | 80%                  | 16.7             |

| Stakeholders                                                         | Outcomes                                       | Material | Change in Number (%) | Significance (%) |
|----------------------------------------------------------------------|------------------------------------------------|----------|----------------------|------------------|
|                                                                      | Improve workforce knowledge                    | ✓        | 67%                  | 14.7             |
| Trainee 3<br>(participants with non-specific or unclear motivations) | Improve professional abilities                 | ✓        | 80%                  | 26               |
|                                                                      | Increase self-affirmation                      | ✓        | 100%                 | 30               |
| Trainees' Family Member                                              | Increase family happiness                      | ✓        | 100%                 | 20               |
| Volunteer                                                            | Self-growth                                    | ✓        | 94%                  | 24.3             |
|                                                                      | Accomplishment of self-fulfillment             | ✓        | 94%                  | 24.37            |
|                                                                      | Strengthen empathy                             | ✓        | 94%                  | 23.75            |
|                                                                      | Improve communication and coordination skills  | ✓        | 88%                  | 17.5             |
| Lecturer                                                             | Improve professional knowledge and self-growth | ✓        | 100%                 | 15.7             |
|                                                                      | Expand original work ability and perspective   | ✓        | 71%                  | 15.7             |
|                                                                      | A sense of accomplishment                      | ✓        | 100%                 | 24.3             |
|                                                                      | Increase empathy                               | ✓        | 85.7%                | 18.6             |
|                                                                      | Improve problem-solving skills                 | ✓        | 85.7%                | 11.4             |
|                                                                      | Satisfaction                                   | ✓        | 85.7%                | 24.3             |
| TWCDA member                                                         | Practice altruism                              | ✓        | 100%                 | 58.3             |
|                                                                      | Increase empathy                               | ✓        | 100%                 | 31.7             |
|                                                                      | Acquire positive values                        | ✓        | 100%                 | 48.3             |
|                                                                      | Expand interpersonal relationships             | ✓        | 83%                  | 41.67            |

### 3. Financial Proxy

The most distinctive feature of the SROI method is the monetization of intangible outcomes and the use of financial proxies as the standard for monetization. Simply speaking, by collecting stakeholders' background information—such as education, age, life experiences, and personal interests—through interviews, marketable objects with prices closely tied to stakeholders' daily lives are identified as references for financial proxies. The selected financial proxies were designed to be clear and comprehensible, enabling stakeholders to understand their meaning and to identify the most appropriate proxy for each outcome. Stakeholders were surveyed and asked to choose alternative items they perceived as providing equivalent value to the outcomes.

The final value of each outcome was calculated using a weighted average based on the responses collected, ensuring that the results accurately reflected stakeholder feedback and preferences. Moreover, an open-ended willingness-to-pay (WTP) question was included to capture situations in which the proposed alternatives did not align with stakeholders' perceived value range, allowing for a more nuanced and representative valuation process. In addition, a survey was conducted to rank the importance of outcomes from the stakeholders' perspective, and subsequent valuations were adjusted according to their ranked importance. This ranking also served as an anchor point to back-calculate the value of other outcomes within the group.

Finally, the appropriateness of these financial proxies was validated through stakeholder consultations.

Table 9 Summary of financial proxy for outcomes

| <b>Outcome</b>                                                         | <b>Relative Importance</b> | <b>Value</b> | <b>Source</b>             | <b>Valuation Method</b>                                                                                                                                                                                                                             |
|------------------------------------------------------------------------|----------------------------|--------------|---------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Trainee 1 (participants motivated by re-entering the workforce)</b> |                            |              |                           |                                                                                                                                                                                                                                                     |
| Increase confidence                                                    | 8.96                       | 33653        | Question-naire, Interview | Anchoring method                                                                                                                                                                                                                                    |
| Gain satisfaction from interpersonal relationships                     | 6.8                        | 25540        | Question-naire, Interview | Anchoring method                                                                                                                                                                                                                                    |
| Improve self-efficacy                                                  | 8.52                       | 32000        | Question-naire, Interview | Willing-ness to pay.<br>Financial Proxy : for study and gain workplace knowledge, participation in online learning, advanced study, public sector resources, and industry talent investment programs, the willingness to pay is NTD 32,000 per year |
| Role repositioning                                                     | 7.88                       | 29596        | Question-naire, Interview | Anchoring method                                                                                                                                                                                                                                    |
| Focus on the improvement of career key functions                       | 7.64                       | 28695        | Question-naire, Interview | Anchoring method                                                                                                                                                                                                                                    |
| <b>Trainee 2 (participants motivated primarily by learning)</b>        |                            |              |                           |                                                                                                                                                                                                                                                     |
| Improve workforce knowledge                                            | 6.2                        | 20,000       | Question-naire, Interview | Willing-ness to pay, Financial Proxy : participation in online learning, advanced study, public sector resources, and industry talent investment programs,                                                                                          |

|                                                                          |      |        |                          |                                                                                                                   |
|--------------------------------------------------------------------------|------|--------|--------------------------|-------------------------------------------------------------------------------------------------------------------|
|                                                                          |      |        |                          | the willingness to pay is NTD 20,000 per year per person                                                          |
| Improve cross-generational communication and coordination ability        | 6.2  | 20,000 | Questionnaire, Interview | Anchoring method                                                                                                  |
| Expand interpersonal relationship                                        | 6.8  | 21935  | Questionnaire, Interview | Anchoring method                                                                                                  |
| Improve self-awareness                                                   | 8.53 | 27516  | Questionnaire, Interview | Anchoring method                                                                                                  |
| Increase self-worth                                                      | 8.8  | 28387  | Questionnaire, Interview | Anchoring method                                                                                                  |
| Obtain physical and mental stability                                     | 7    | 22581  | Questionnaire, Interview | Anchoring method                                                                                                  |
| <b>Trainee 3 (participants with non-specific or unclear motivations)</b> |      |        |                          |                                                                                                                   |
| Improve professional abilities                                           | 9.2  | 10000  | Questionnaire, Interview | Stated preference method, willing to pay about \$10,000 to study and gain professional knowledge in the workplace |
| Increase self-affirmation                                                | 9.8  | 18,775 | Questionnaire, Interview | Anchoring method                                                                                                  |
| <b>Trainees' Family Member</b>                                           |      |        |                          |                                                                                                                   |
| Increase family happiness                                                | —    | 38,000 | Questionnaire, Interview | Cost method, Family vacation for a family of four, budget to NTD38000 a year                                      |

| <b>Volunteer</b>                               |      |         |                             |                                                                                                                                                                                                                                                                                     |
|------------------------------------------------|------|---------|-----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Increase/enhance/improve Self-growth           | 9.13 | 26,364  | Questionnaire,<br>Interview | Willingness to pay for advanced studies, budget to NTD 26,364 per year                                                                                                                                                                                                              |
| Improve communication and coordination skills  | 8    | 23,176  | Questionnaire,<br>Interview | Anchoring method                                                                                                                                                                                                                                                                    |
| Strengthen empathy                             | 8    | 23,176  | Questionnaire,<br>Interview | Anchoring method                                                                                                                                                                                                                                                                    |
| Accomplishment of self-fulfillment             | 8.88 | 25784   | Questionnaire,<br>Interview | Anchoring method                                                                                                                                                                                                                                                                    |
| <b>Lecturer</b>                                |      |         |                             |                                                                                                                                                                                                                                                                                     |
| Improve professional knowledge and self-growth | 8.6  | 47500   | Questionnaire,<br>Interview | Stated preference method, Financial Proxy : According to the <u>Directorate-General of Budget, Accounting and Statistics</u> , Executive Yuan, 2020 Family Income and Expenditure Survey Report, the average household income and expenditure on education is NTD27,471 per person  |
| Expand original work ability and perspective   | 8.6  | 49447.8 | Questionnaire,<br>Interview | Stated preference method, Financial Proxy : According to the <u>Directorate-General of Budget, Accounting and Statistics</u> , Executive Yuan, 2020 Family Income and Expenditure Survey Report, the average household income and expenditure on education is NTD 27,471 per person |

|                                |     |        |                             |                                                                                                                                                                                                                                                                                                                                                                                    |
|--------------------------------|-----|--------|-----------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Increase empathy               | 7.3 | 33091  | Questionnaire,<br>Interview | Stated preference method,<br>Financial Proxy : Volunteering for 208 hours Minimum wage in 2022 is NTD 176 per hour                                                                                                                                                                                                                                                                 |
| A sense of accomplishment      | 8.3 | 90,500 | Questionnaire,<br>Interview | Stated preference method.<br>Financial Proxy :<br>(1) Implementing a growth companion project (participating in the advanced companion program 3 times)<br>(2) Completed the master's degree of the National Research Institute in China, about \$200,000                                                                                                                          |
| Improve problem-solving skills | 6   | 23333  | Questionnaire,<br>Interview | Stated preference method.<br>Financial Proxy : Participating in a two-day professional workshop (stakeholders think the outcome of this workshop can be recognized as the ability of operation and management of a senior executive), <a href="#">Operation and management course of Carnegie training course for senior executives</a> , NTD 35,000 for 3 days. $35000/3*2=23333$ |
| Satisfaction                   | 6.3 | 22708  | Questionnaire,<br>Interview | Stated preference method.<br>Financial Proxy : (1)Volunteering for 32~100 hours<br>Minimum wage in 2022 is NTD 176 per hour.<br>(2) willing to donate about \$50,000 a year to social welfare organizations                                                                                                                                                                        |

| <b>TWCDA members</b>               |     |        |                             |                                                                                                 |
|------------------------------------|-----|--------|-----------------------------|-------------------------------------------------------------------------------------------------|
| Increase empathy                   | 7.7 | 27,017 | Questionnaire,<br>Interview | Anchoring method                                                                                |
| Practice altruism                  | 8.7 | 30,526 | Questionnaire,<br>Interview | Anchoring method                                                                                |
| Acquire positive values            | 7.3 | 25,614 | Questionnaire,<br>Interview | Anchoring method                                                                                |
| Expand interpersonal relationships | 5.7 | 20,000 | Questionnaire,<br>Interview | Stated preference method,<br>Willing to pay diverse workshops, budget to NTD 20,000 per person. |

#### 4. Establishing impact

It can be seen from the SROI guide that after monetizing, impacts should still be reviewed to make sure excluding factors resulting in double counting. Impacts that were not caused by the workshop should also be excluded to avoid exaggerated outcomes and increase the credibility of the report at the same time. The main four factors are deadweight, displacement, attribution, and drop-off.

Data on each factor is obtained through questionnaires and interviews. Every stakeholder evaluates each outcome first and we take the average as the ratio of the four factors. Take attribution factor as an example, we ask stakeholders to list out the ratios of other possible factors for each outcome, and then calculate the average of the ratios proposed by each stakeholder in the sub-group as the ratio of attribution factors. Next, we ask stakeholders to confirm whether the attribution ratio is close to their feelings.

On the other hand, the drop-off, which means that the impact of an outcome decreases over time. The research team used interviews and questionnaires to ascertain

whether the outcomes were declining over time and how their impact was changing. During the interviews, stakeholders were asked: "How long will this change last? 'Do you think the outcomes will decrease over time?'" These questions can help stakeholders reflect on the sustainability of the outcomes and the magnitude and likelihood of degradation.

According to stakeholder feedback, different outcomes have different durations and drop-off factors. For example, a psychological change such as 'improving self-confidence' may last for one year, but with changes in the external environment or lack of sustained participation, the benefits will gradually decrease in the second and third years. Other responses from stakeholders include 'interpersonal connections are slowly decreasing, cross-border influences and interactions are also slowly decreasing because everyone is busy with their own work, which will diminish a little bit more, but internal influences are still ongoing and the decrease is relatively small' and 'self-confidence, self-worth and such influences are still continuing and the decline is very small, about 20%'. In addition, this study also included the drop-off factor in the sensitivity analysis to observe its impact on the overall SROI value, to ensure the certainty of the analysis results and to comply with the principle of 'Do not overclaim'.

At the same time, if an outlier occurs, the reason will be confirmed with the stakeholder. At the same time, this study will also take assured SROI reports and researches of similar topics as references. The following summarizes the four factors of various stakeholders. The special features of the factors will also be discussed and explained.

a. Trainee 1 (participants motivated by re-entering the workforce):

The deadweight factors ranged between 22% to 33%. It is because before participating in the workshop, trainees were unable to focus on job hunting and career planning effectively. Through the courses and the guidance of the lecturers, they

began to communicate with themselves, understand their deep thoughts, and be able to take actual actions.

Attribution factors ranged between 11% to 26% come from other groups or courses such as English Toastmasters clubs, self-organized study groups, other associations, mindfulness workshops or programs, senior employment service centers, churches, and European flower arrangement and stress reduction programs.

The drop-off rate is between 17% to 28%. Drop-off is about some techniques that can still be applied in daily life after participating in the workshop and having a full-time job, such as mindfulness breathing, stress reduction, and the integration of family and work. The outcomes such as increasing confidence, improving interpersonal interactions, and updating labor laws can also be taken into the workplace. Trainees 2 (participants motivated primarily by learning):

The deadweight rate is between 25% and 38% because stakeholders believe they already possess similar knowledge and skills and are still interacting with society through previous working experience and life experiences.

Attribution factors ranging between 20% and 45% come from other groups or courses, such as mind-body-spirit related workshops, study groups, Lifeline, high sensitivity groups, community activities, and Happiness Association. This result shows that the influence of women returning to the workforce, does not appear only on updating professional knowledge, workplace regulations, and other related knowledge, but also the outcomes in personal feelings such as interpersonal relationships, confidence, self-awareness, and mental and physical stability. Perhaps they can become TWCDA's partners for by providing related courses and being the mental support for trainees.

The drop-off factor is between 14%~22% because stakeholders can determine whether to develop towards part-time work or start their own business after

participating in workshops. The contribution of workshops is indispensable. The obtained outcomes can also be carried to their future career and life, therefore, the degree of drop-off is not significant.

Trainees 1 and Trainees 2 showed similar outcomes after the workshop in interpersonal relationships. However, the attribution factor of "gaining satisfaction from interpersonal relationships" showed a significant difference in two subgroups, 11% for trainees 1 while 40% for trainees 2. This is because most of the trainees 2 were motivated by the desire to learn and had also engaged in other similar groups or courses, such as workshops on self-employment or related training programs. For example, before starting a business, one might need to go through assessments on personal capability, financial ability, market research, regulations of company establishment, and abilities of management and operations. They need information from different aspects while the people they need to consult or interact with.

b. Trainee 3 (Participants with non-specific or unclear motivations):

The deadweight factor for professional skill enhancement is 25% because these stakeholders believe that workshops significantly have inspired them to focus on gaining competencies needed for future workplaces. They will have to review their professionalism before proceeding with the strengthening process. Their motivation and enthusiasm for enhancing their work competencies would be much lower without the workshop.

The attribution factor is 40% because the sources are quite diverse. Trainees can pursue professional skills enhancement by attending government-subsidized courses, community colleges, and private institutions., hence the attribution factor is 40%.

The drop-off factor is about 33%. In achieving self-affirmation, stakeholders believe this outcome comes from the workshops and the feelings generated during the participation. Thus, with little influence from other reasons, the deadweight

factor is 40%. At the same time, the attribution factor is 15% and the drop-off is 22%.

c. Trainees' family members:

Achieved two outcomes of. The attribution factors for both “increasing family happiness” and “reducing family burdens” are 40% because the family members can directly feel the changes in the trainee and the influences on the family. Moreover, the family members affirmed the trainees' past contributions to the family and their future career developments and are willing to provide significant support to the trainees. The attribution factors for “increasing family happiness” and “reducing family burdens” range from 30% to 35%, stemming from the encouragement and affirmation among family members, churches, and clubs.

d. Volunteers:

The deadweight factor is between 35% and 42% because the stakeholders recognized the operation of the association and the organization of workshops. Volunteers believe one can help others by sharing their experiences. Since volunteers are activated by altruism, they are originally active when it comes to self-growth, empathy, and contribution. The attribution factor is between 25% and 30% because stakeholders believe that the same outcome can be generated by helping others in daily life and volunteering at other organizations. Lastly, the drop-off factor is between 15% and 20% since stakeholders believe they will continuously recognize TWCDA and its workshops and keep engaging in volunteer work for the association. Hence, the degree of drop-off is low.

e. Lecturer:

The deadweight factor is between 25% and 50% since the lecturers already possess professional knowledge and abilities. Even if they don't work as workshop lecturers for TWCDA, they would continue to enhance their professional skills, exert their expertise, and provide professional consultation and assistance in other fields. The

attribution factor is between 18% and 30%. This is because lecturers could achieve similar outcomes through other channels such as professional training, practical work, serving as psychological consultants for corporations, consulting for unemployed people, or being group psychotherapists for special education students. The drop-off factor is between 15% and 25%. This is because lecturers will continue to utilize their professional skills or provide lectures somewhere else. Therefore, the degree of drop-off is low.

f. TWCDA members:

The deadweight factor is between 30% and 36%. This is because the members participate in TWCDA based on their recognition of the association. The outcomes might be the traits they already possess or accumulated from past experiences. The attribution factor is between 20% and 25% because altruism can be achieved through other channels, such as being school volunteers, participating in parent-teacher associations or activities of charitable foundations, and attending professional workshops. The drop-off factor is between 10% and 33% because stakeholders believe these outcomes will remain for a while after the workshop and may create a diffusion effect afterward.

Finally, the displacement factor in this study is 0. This is because the outcomes achieved after the workshops were not displaced. All the outcomes generated by the workshop for Trainee 1, 2, and 3 can be divided into three parts, which are mental, competent, and social, and are recognized as personal and positive without causing negative influences on others. Therefore, the displacement factor of all outcomes was 0. Feedback from stakeholders is as follows.

*I learned about personnel education, professional abilities improvement, and career development in TWCDA. I think I grew and began to have different ideas after the workshop.*

The trainees' family members have two positive mental and financial outcomes while it does not cause negative influences on others. In other words, the happiness in this family does not lead to the unhappiness of others. Therefore, the displacement factors of all outcomes are 0.

Volunteers have four outcomes that can be divided into mental and competent sectors. These are personal and positive outcomes and do not cause negative influences on others. However, one negative outcome was collected in interviews. It is about volunteering might cause less time with family members. This negative outcome was confirmed through interviews that it did not lead to significant changes or impacts on the volunteers and people around them. Thus, the negative outcome was not included in the analysis. Therefore, the displacement factor of all outcomes was 0.

Lecturers have six positive mental and competent outcomes and do not cause negative influences on others. Therefore, the displacement factor of all outcomes was 0.

Finally, TWEDA members have six outcomes that can be divided into social, mental, and value sectors., these are personal and positive outcomes and do not cause negative influences on others. Therefore, the displacement factor of all outcomes was 0.

Table 10 Summary Table of Impact Factors

| Stakeholder                                                        | Outcome                                            | Impact Factor |              |             |          |
|--------------------------------------------------------------------|----------------------------------------------------|---------------|--------------|-------------|----------|
|                                                                    |                                                    | Percentage    |              |             |          |
|                                                                    |                                                    | Dead-weight   | Displacement | Attribution | Drop-off |
| Trainee 1<br>(participants motivated by re-entering the workforce) | Increase confidence                                | 25            | 0            | 20          | 17       |
|                                                                    | Gain satisfaction from interpersonal relationships | 34            | 0            | 26          | 28       |
|                                                                    | Improve self-efficacy                              | 28            | 0            | 18          | 23       |
|                                                                    | Role repositioning                                 | 23            | 0            | 17          | 23       |
|                                                                    | Focus on the improvement of career key functions   | 22            | 0            | 11          | 22       |

| Stakeholder                                                          | Outcome                                                           | Impact Factor |              |             |          |
|----------------------------------------------------------------------|-------------------------------------------------------------------|---------------|--------------|-------------|----------|
|                                                                      |                                                                   | Percentage    |              |             |          |
|                                                                      |                                                                   | Dead-weight   | Displacement | Attribution | Drop-off |
| Trainee 2<br>(participants motivated primarily by learning)          | Improve workforce knowledge                                       | 25            | 0            | 20          | 20       |
|                                                                      | Improve cross-generational communication and coordination ability | 25            | 0            | 25          | 14       |
|                                                                      | Expand interpersonal relationship                                 | 35            | 0            | 40          | 19       |
|                                                                      | Improve self-awareness                                            | 35            | 0            | 30          | 20       |
|                                                                      | Increase self-worth                                               | 38            | 0            | 40          | 20       |
|                                                                      | Obtain physical and mental stability                              | 33            | 0            | 45          | 22       |
| Trainee 3<br>(participants with non-specific or unclear motivations) | Improve professional abilities                                    | 25            | 0            | 40          | 33       |
|                                                                      | Increase self-affirmation                                         | 20            | 0            | 15          | 22       |
| Trainees' Family Member                                              | Increase family happiness                                         | 30            | 0            | 30          | 20       |
| Volunteer                                                            | Self-growth                                                       | 40            | 0            | 25          | 20       |
|                                                                      | Improve communication and coordination skills                     | 40            | 0            | 28          | 15       |
|                                                                      | Strengthen empathy                                                | 35            | 0            | 28          | 15       |
|                                                                      | Accomplishment of self-fulfillment                                | 42            | 0            | 30          | 20       |
| Lecturer                                                             | Improve professional knowledge and self-growth                    | 50            | 0            | 20          | 18       |
|                                                                      | Expand original work ability and perspective                      | 33            | 0            | 18          | 25       |
|                                                                      | Increase empathy                                                  | 40            | 0            | 30          | 25       |
|                                                                      | A sense of accomplishment                                         | 25            | 0            | 22          | 15       |

| Stakeholder   | Outcome                            | Impact Factor |              |             |          |
|---------------|------------------------------------|---------------|--------------|-------------|----------|
|               |                                    | Percentage    |              |             |          |
|               |                                    | Dead-weight   | Displacement | Attribution | Drop-off |
|               | Improve problem-solving skills     | 40            | 0            | 20          | 25       |
|               | Satisfaction                       | 40            | 0            | 20          | 18       |
| TWCDA members | Increase empathy                   | 35            | 0            | 25          | 25       |
|               | Practice altruism                  | 32            | 0            | 20          | 15       |
|               | Acquire positive values            | 36            | 0            | 22          | 20       |
|               | Expand interpersonal relationships | 35            | 0            | 20          | 22       |

## 5. Verification

The verification stage responds to the seventh principle of SROI. This stage will examine the representativeness of the research data and impact map. At the same time, in order to ensure that each outcome is well-defined and material and to eliminate the risk of double counting, the outcomes are verified below. After confirming the final outcome, the causal relationship of the chain of events will be re-examined and the value of each outcome will be confirmed.

Throughout the research, the research team frequently discussed and confirmed with TWCDA via phone calls, video conferences, and emails to ensure information is the same on both sides.

This study verifies the contents of the research report with stakeholders to ensure accuracy and credibility through the following methods.

- ▶ Stakeholders are sampled from different categories to ensure the credibility of the information. For example, after the calculation is completed, stakeholders such as participants, volunteers, and lecturers will be provided with questionnaires including explanations of outcomes, financial proxies, and the content of the final report.
- ▶ Invite stakeholders to confirm and verify the chain of events, final outcomes, the four impact factors, and research results, and hope that more stakeholders can

understand the result of this research and lead them to further discussions and dialogue.

- ▶ Conduct verification meetings with TWEDA and stakeholders to test assumptions, verify outcomes, and inspect financial proxies.

The discussion below is based on input, output, outcome, financial proxy, and impact factor.

a. Input

Taiwan Women Career Development Association will confirm the input units and amounts of money. Stakeholders indicate that the monetary value of personal time input might be slightly lower than market value. Therefore, to avoid overclaim, the government survey was used as a benchmark along with the wage confirmed by stakeholders. Moreover, government subsidies and conversion of the time and labor force invested by stakeholders remained the same according to the confirmation of stakeholders.

b. Output

Outputs remained the same after the confirmation with Taiwan Women Career Development Association and various stakeholders.

c. Outcome

The chain of events will be re-examined to confirm the well-defined outcomes in terms of materiality principle. Also, we ensure there is no double counting. While the value of each outcome will be set after the well-defined outcomes is confirmed. There is no change in chain of events and outcomes.

d. Financial Proxy

The survey results of each financial proxy remained the same according to the confirmation of stakeholders.

e. Duration

The duration of the outcomes was calculated for average according to surveys and provided to the stakeholders to confirm that there was no difference.

However, during interviews, some stakeholders believe that some outcomes can last long, while others may be short. Therefore, according to the “Principles 1: stakeholder involvement” and “Principle 5: Do not over-claim”, the feedback of stakeholders will be included in the sensitivity analysis as one of the adjustment factors for the duration of

the outcomes.

On the other hand, because the evaluation period spans 2020 to 2022, in addition to calculating the overall average participation duration, participants were also grouped by year of participation. To address this, two additional tests were performed:

- Year-based segmentation and average calculation: Participants were divided into 2020, 2021, and 2022 cohorts. For each cohort, the average participation duration and attrition rate (drop-off) were calculated, and the resulting changes in SROI values were examined.
- Deferred outcome value calculation: The outcome values for the 2020 cohort were calculated with a two-year delay, and those for the 2021 cohort with a one-year delay, to test whether such adjustments would affect the final SROI results.

The results of these tests are reported in the sensitivity analysis section . Findings indicate that segmenting participants by year did not lead to significant changes in SROI values.

#### f. Impact factor

The impact factor was calculated as the average after excluding outliers. Stakeholders were consulted to verify whether these outliers represented uncharacteristic personal perceptions. The survey results were shared with stakeholders, who confirmed that no significant differences existed. Therefore, the impact factors remained unadjusted.

Finally, during the revision phase of the SROI value and report, the research team often had deep communication and discussion with TWCDA on research outcomes and revision content. The research team will provide the final analysis and workshop recommendations to TWCDA after the research report is completed.

## 6. Calculating the SROI

### a. Duration of Outcomes

Duration of each outcome refers to the period during which outcomes can be observed the duration is determined based on subjective predictions and objective judgments of the research scope and relevant literature. The TWCDA's workshops takes in various subjects and enables different stakeholders to obtain different outcomes in the same

workshop. Therefore, taking into account that stakeholders have different personal traits, family backgrounds, and job contents, their objective judgments on the duration of the outcomes can also be different.

In order to respect the opinions of various stakeholders, this study took the results of the questionnaire and averaged them as the duration of each outcome. At the same time, sampling interviews were conducted with stakeholders to confirm whether it was close to their feelings. Through interviews, it was learned that the outcomes are generated after workshops. The duration of each outcome is shown in Table 10.

Table 11 Summary of Outcome Durations

| <b>Stakeholder</b>                                                | <b>Outcome</b>                                                    | <b>Duration<br/>(Unit: Year)</b> |
|-------------------------------------------------------------------|-------------------------------------------------------------------|----------------------------------|
| Trainee 1 (participants motivated by re-entering the workforce)   | Increase confidence                                               | 3.32                             |
|                                                                   | Gain satisfaction from interpersonal relationships                | 2.6                              |
|                                                                   | Improve self-efficacy                                             | 2.88                             |
|                                                                   | Role repositioning                                                | 3.4                              |
|                                                                   | Focus on the improvement of career key functions                  | 2.72                             |
| Trainee 2 (participants motivated primarily by learning)          | Improve workforce knowledge                                       | 3                                |
|                                                                   | Improve cross-generational communication and coordination ability | 3.1                              |
|                                                                   | Expand interpersonal relationship                                 | 3.3                              |
|                                                                   | Improve self-awareness                                            | 3.5                              |
|                                                                   | Increase self-worth                                               | 3.8                              |
|                                                                   | Obtain physical and mental stability                              | 3.4                              |
| Trainee 3 (participants with non-specific or unclear motivations) | Improve professional abilities                                    | 2                                |
|                                                                   | Increase self-affirmation                                         | 3                                |
| Trainees' Family Member                                           | Increase family happiness                                         | 2.8                              |
| Volunteer                                                         | Self-growth                                                       | 3.7                              |
|                                                                   | Improve communication and coordination skills                     | 3.4                              |

|               |                                                |     |
|---------------|------------------------------------------------|-----|
|               | Strengthen empathy                             | 3.6 |
|               | Accomplishment of self-fulfillment             | 3.5 |
| Lecturer      | Improve professional knowledge and self-growth | 2.8 |
|               | Expand original work ability and perspective   | 2.5 |
|               | Increase empathy                               | 3   |
|               | A sense of accomplishment                      | 2.7 |
|               | Improve problem-solving skills                 | 2.5 |
|               | Satisfaction                                   | 2.8 |
| TWCDA members | Increase empathy                               | 4.4 |
|               | Practice altruism                              | 4.4 |
|               | Acquire positive values                        | 4.7 |
|               | Expand interpersonal relationships             | 3.9 |

#### b. Discount Rate

Social Return on Investment (SROI) takes changes and outcomes of stakeholders into account. It maps the duration of each outcome, calculates outcome values and sums of outcomes for every year, and converts each outcome to current values. Therefore, a discount rate is a ratio of converting future income to current income. The discount rate applied in this study is 1.435, a one-year term deposit rate of the Bank of Taiwan in 2022.

#### c. Calculating the Outcome Value

We have obtained complete information after following the analysis stages of SROI. The statistics can be used to calculate the social return on investment. The calculation process is to confirm the number of stakeholders of each outcome through questionnaires (code A), multiply it by the financial proxy of each outcome (code B), and subtract impact factors (code C.D.E.F). The result leads to the impact value (code G). The formula is as follows.

$$G=A*B*(1-C)*(1-D)*(1-E)*(1-F)$$

The final social value SROI to be calculated is dividing the total value of the outcomes by the total input value. The input during the research period was NTD 2,297,808, and the total value of all the outcomes was NTD 12,489,114.10. Therefore, the SROI of this workshop is 5.44. The formula is as follows and the summary of social return on investment is in Table 12.

$$\text{Social Value} = \frac{12,489,114.10}{2,297,808} = \mathbf{5.44}$$

Table 12 Summary of Social Impact

| Stakeholder                                                            | Outcome                                            | Quantity | Financial Proxy                                                                                                                                                                                           | Monetary valuation | Dead-weight Factor | Displacement Factor | Attribution Factor | Drop-off Factor | Duration (years) | Value        |
|------------------------------------------------------------------------|----------------------------------------------------|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|--------------------|---------------------|--------------------|-----------------|------------------|--------------|
| Trainee 1<br><br>(participants motivated by re-entering the workforce) | Increase confidence                                | 22       | Anchoring method                                                                                                                                                                                          | 33,653             | 25                 | 0                   | 20                 | 17              | 3.32             | 1,368,750.56 |
|                                                                        | Gain satisfaction from interpersonal relationships | 18       | Anchoring method                                                                                                                                                                                          | 25,540             | 34                 | 0                   | 26                 | 28              | 2.6              | 502,581.79   |
|                                                                        | Gain satisfaction from interpersonal relationships | 1        | Anchoring method                                                                                                                                                                                          | -25,540            | 50                 | 0                   | 30                 | 15              | 1                | -8,939.00    |
|                                                                        | Improve self-efficacy                              | 24       | Willing-ness to pay.<br>Financial Proxy : for study and gain workplace knowledge, participation in online learning, advanced study, public sector resources, and industry talent investment programs, the | 32,000             | 28                 | 0                   | 18                 | 23              | 2.88             | 1,730,666.59 |

| Stakeholder                                                | Outcome                                          | Quantity | Financial Proxy                                                                                                                                  | Monetary valuation | Dead-weight Factor | Displacement Factor | Attribution Factor | Drop-off Factor | Duration (years) | Value        |
|------------------------------------------------------------|--------------------------------------------------|----------|--------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|--------------------|---------------------|--------------------|-----------------|------------------|--------------|
|                                                            |                                                  |          | willingness to pay is NTD 32,000 per year                                                                                                        |                    |                    |                     |                    |                 |                  |              |
|                                                            | Role repositioning                               | 19       | Anchoring method                                                                                                                                 | 29,596             | 23                 | 0                   | 17                 | 22              | 3.4              | 1,013,251.41 |
|                                                            | Role repositioning                               | 1        | Anchoring method                                                                                                                                 | -29,596            | 75                 | 0                   | 10                 | 15              | 5                | -6,659.10    |
|                                                            | Focus on the improvement of career key functions | 23       | Anchoring method                                                                                                                                 | 28,695             | 22                 | 0                   | 11                 | 22              | 2.72             | 1,094,273.13 |
| Trainee2<br>(participants motivated primarily by learning) | Improve workforce knowledge                      | 13       | Willing-ness to pay, Financial Proxy : participation in online learning, advanced study, public sector resources, and industry talent investment | 20,000             | 25                 | 0                   | 20                 | 20              | 3                | 380,640.00   |

| Stakeholder | Outcome                                                           | Quantity | Financial Proxy                                                    | Monetary valuation | Dead-weight Factor | Displacement Factor | Attribution Factor | Drop-off Factor | Duration (years) | Value      |
|-------------|-------------------------------------------------------------------|----------|--------------------------------------------------------------------|--------------------|--------------------|---------------------|--------------------|-----------------|------------------|------------|
|             |                                                                   |          | programs, the willingness to pay is NTD 20,000 per year per person |                    |                    |                     |                    |                 |                  |            |
|             | Improve cross-generational communication and coordination ability | 10       | Anchoring method                                                   | 20,000             | 25                 | 0                   | 25                 | 14              | 3.1              | 364,011.30 |
|             | Expand interpersonal relationship                                 | 12       | Anchoring method                                                   | 21,935             | 35                 | 0                   | 40                 | 19              | 3.3              | 307,714.97 |
|             | Improve self-awareness                                            | 15       | Anchoring method                                                   | 27,516             | 35                 | 0                   | 30                 | 20              | 3.5              | 554,375.86 |
|             | Increase self-worth                                               | 14       | Anchoring method                                                   | 28,387             | 38                 | 0                   | 40                 | 20              | 3.8              | 436,423.68 |
|             | Obtain                                                            | 14       | Anchoring method                                                   | 22,581             | 33                 | 0                   | 45                 | 22              | 3.4              | 423,258.82 |

| Stakeholder                                                       | Outcome                        | Quantity | Financial Proxy                                                                                                   | Monetary valuation | Dead-weight Factor | Displacement Factor | Attribution Factor | Drop-off Factor | Duration (years) | Value      |
|-------------------------------------------------------------------|--------------------------------|----------|-------------------------------------------------------------------------------------------------------------------|--------------------|--------------------|---------------------|--------------------|-----------------|------------------|------------|
|                                                                   | physical and mental stability  |          |                                                                                                                   |                    |                    |                     |                    |                 |                  |            |
| Trainee 3 (participants with non-specific or unclear motivations) | Improve professional abilities | 4        | Stated preference method, willing to pay about \$10,000 to study and gain professional knowledge in the workplace | 10,000             | 25                 | 0                   | 40                 | 33              | 2                | 30,060.00  |
|                                                                   | Increase self-affirmation      | 5        | Anchoring method                                                                                                  | 18,775             | 20                 | 0                   | 15                 | 22              | 3                | 152,463.51 |
| Trainees' Family Member                                           | Increase family happiness      | 10       | Cost method, Family vacation for a family of four, budget to NTD38000 a year                                      | 38,000             | 30                 | 0                   | 30                 | 20              | 2.8              | 454,328.00 |
| Volunteer                                                         | Self-growth                    | 15       | Willingness to pay for advanced studies, budget to NTD 26,364 per year                                            | 26,364             | 40                 | 0                   | 25                 | 20              | 3.7              | 525,329.06 |

| Stakeholder | Outcome                                        | Quantity | Financial Proxy                                                                                                                                                                                                                                                                    | Monetary valuation | Dead-weight Factor | Displacement Factor | Attribution Factor | Drop-off Factor | Duration (years) | Value      |
|-------------|------------------------------------------------|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|--------------------|---------------------|--------------------|-----------------|------------------|------------|
|             | Improve communication and coordination skills  | 14       | Anchoring method                                                                                                                                                                                                                                                                   | 23,176             | 40                 | 0                   | 28                 | 15              | 3.4              | 446,664.28 |
|             | Strengthen empathy                             | 15       | Anchoring method                                                                                                                                                                                                                                                                   | 23,176             | 35                 | 0                   | 28                 | 15              | 3.6              | 518,449.61 |
|             | Accomplishment of self-fulfillment             | 15       | Anchoring method                                                                                                                                                                                                                                                                   | 25,784             | 42                 | 0                   | 30                 | 20              | 3.5              | 463,536.50 |
| Lecturer    | Improve professional knowledge and self-growth | 7        | Stated preference method, Financial Proxy : According to the <u>Directorate-General of Budget, Accounting and Statistics</u> , Executive Yuan, 2020 Family Income and Expenditure Survey Report, the average household income and expenditure on education is NTD27,471 per person | 47,500             | 50                 | 0                   | 20                 | 18              | 2.8              | 331,489.20 |

| Stakeholder | Outcome                                      | Quantity | Financial Proxy                                                                                                                                                                                                                                                                     | Monetary valuation | Dead-weight Factor | Displacement Factor | Attribution Factor | Drop-off Factor | Duration (years) | Value      |
|-------------|----------------------------------------------|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|--------------------|---------------------|--------------------|-----------------|------------------|------------|
|             | Expand original work ability and perspective | 5        | Stated preference method, Financial Proxy : According to the <u>Directorate-General of Budget, Accounting and Statistics</u> , Executive Yuan, 2020 Family Income and Expenditure Survey Report, the average household income and expenditure on education is NTD 27,471 per person | 49,447.8           | 33                 | 0                   | 18                 | 25              | 2.5              | 314,115.33 |
|             | Increase empathy                             | 6        | Stated preference method, Financial Proxy : Volunteering for 208 hours Minimum wage in 2022 is NTD 176 per hour                                                                                                                                                                     | 33,091             | 40                 | 0                   | 30                 | 25              | 3                | 192,837.80 |

| Stakeholder | Outcome                        | Quantity | Financial Proxy                                                                                                                                                                                                                                                              | Monetary valuation | Dead-weight Factor | Displacement Factor | Attribution Factor | Drop-off Factor | Duration (years) | Value      |
|-------------|--------------------------------|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|--------------------|---------------------|--------------------|-----------------|------------------|------------|
|             | A sense of accomplishment      | 7        | <p>Stated preference method.</p> <p>Financial Proxy :</p> <p>(1) Implementing a growth companion project (participating in the advanced companion program 3 times)</p> <p>(2) Completed the master's degree of the National Research Institute in China, about \$200,000</p> | 54,000             | 25                 | 0                   | 22                 | 15              | 2.7              | 568,856.93 |
|             | Improve problem-solving skills | 6        | <p>Stated preference method.</p> <p>Financial Proxy : Participating in a two-day professional workshop (stakeholders think the</p>                                                                                                                                           | 20,000             | 40                 | 0                   | 20                 | 25              | 2.5              | 133,200.00 |

| Stakeholder | Outcome      | Quantity | Financial Proxy                                                                                                                                                                                                                 | Monetary valuation | Dead-weight Factor | Displacement Factor | Attribution Factor | Drop-off Factor | Duration (years) | Value      |
|-------------|--------------|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|--------------------|---------------------|--------------------|-----------------|------------------|------------|
|             |              |          | outcome of this workshop can be recognized as the ability of operation and management of a senior executive), <a href="#">Operation and management course of Carnegie training course for senior executives</a> ,<br>NTD 20,000 |                    |                    |                     |                    |                 |                  |            |
|             | Satisfaction | 7        | Stated preference method.<br>Financial Proxy :<br>(1)Volunteering for 32~100 hours<br>Minimum wage in 2022 is NTD 176 per hour.<br>(2) willing to donate about \$50,000 a year                                                  | 22,708             | 40                 | 0                   | 20                 | 18              | 2.8              | 190,167.33 |

| Stakeholder   | Outcome                            | Quantity | Financial Proxy                                                                              | Monetary valuation | Dead-weight Factor | Displacement Factor | Attribution Factor | Drop-off Factor | Duration (years) | Value      |
|---------------|------------------------------------|----------|----------------------------------------------------------------------------------------------|--------------------|--------------------|---------------------|--------------------|-----------------|------------------|------------|
|               |                                    |          | to social welfare organizations                                                              |                    |                    |                     |                    |                 |                  |            |
| TWCDA members | Increase empathy                   | 6        | Anchoring method                                                                             | 27,017             | 35                 | 0                   | 25                 | 25              | 4.4              | 285,989.99 |
|               | Practice altruism                  | 6        | Anchoring method                                                                             | 30,526             | 32                 | 0                   | 20                 | 15              | 4.4              | 369,516.39 |
|               | Acquire positive values            | 6        | Anchoring method                                                                             | 25,614             | 36                 | 0                   | 22                 | 20              | 4.7              | 257,898.77 |
|               | Expand interpersonal relationships | 5        | Stated preference method, Willing to pay diverse workshops, budget to NTD 20,000 per person. | 20,000             | 35                 | 0                   | 20                 | 22              | 3.9              | 148,873.50 |

Table 13 Summary of Social Investment Returns

| <b>Stage</b>                          | <b>Year 1</b> | <b>Year 2</b> | <b>Year 3</b> | <b>Year 4</b> | <b>Year 5</b> |
|---------------------------------------|---------------|---------------|---------------|---------------|---------------|
| <b>Total Present Value (PV)</b>       | 4,630,900.88  | 3,645,790.40  | 2,862,788.54  | 1,237,686.91  | 111,947.37    |
| <b>Sum of the Total Present Value</b> | 12,489,114.10 |               |               |               |               |
| <b>Total Investment</b>               | 2,297,808     |               |               |               |               |
| <b>Net Present Value</b>              | 10,191,306.10 |               |               |               |               |

## 7. Sensitivity Analysis

After calculating the SROI, we also need to calculate how would the ratio change if one of the assumptions made in the previous stages were changed. Sensitivity analysis evaluates how changes in assumptions impact SROI results, ensuring the robustness of the project's outcomes under different scenarios. A 10% boundary is used to assess the sensitivity of various variables.

According to the guide, the factors recommended to be examined in an SROI sensitivity analysis are as follows.

- a. Deadweight factors, attribution factors and drop-off factors
- b. Financial Proxy
- c. Number of Outcomes
- d. Inputs, including non-financial Inputs

It can be seen that the SROI after sensitivity analysis is between 3.41 and 5.95.

First, in order to avoid overestimation, underestimation, or bias in this research, the SROI value was adjusted by  $\pm 10\%$ . The adjusted SROI values were 5.95 and 4.86, respectively.

Secondly, among the key variables analyzed, two critical findings require special attention:

The financial proxy values show a higher response level compared to other scenarios (5.44 vs. 3.41 ~ 5.95). This indicates that the project must apply rigorous data validation and standardized calculation methods to ensure the accuracy of the reported stakeholder outcomes. Given that financial proxies directly impact the overall SROI value, maintaining precise evaluation standards is essential to avoid over- or underestimation.

Secondly, among all adjustment items, quantity also shows the impact on SROI variability, ranging from 5.93 to 4.87. This underscores the importance of maximizing participant inclusion within the existing framework, as increasing the number of beneficiaries significantly enhances the project's overall impact. Ensuring that as many stakeholders as possible are engaged while maintaining program quality is a key consideration for future optimization

Furthermore, when participants are categorized according to their motivation for joining, increase the number of Participant 1 (Participants motivated by re-entering the workforce) by 10% leads to an SROI value of 5.63, whereas increasing the number of Participant 2 (Participants motivated primarily by learning) results in an SROI value of 5.51. This suggests that participants whose primary motivation is to re-enter the workforce contribute more substantially to the overall SROI value. In other words, giving priority to individuals with a clear intention and strong determination to return to employment not only aligns more closely with the workshop's founding objectives but also serves as a more compelling demonstration of its impact.

In other words, sensitivity analysis reveals that under limited resources, prioritizing participants with a clear intention and determination to re-enter the workforce not only aligns more closely with the workshop's founding objectives but also provides a more effective demonstration of its impact, while enabling more efficient resource allocation. At the same time, TWEDA has actively communicated participants' needs to the Ministry of Labor, which in turn has influenced subsequent policy planning. Initiatives such as the Women's Re-employment Program and the Incentive Program for Women's Self-directed Training were developed in response to policy recommendations based on the Association's stakeholder engagement outcomes.

Looking ahead, from a project management perspective, resources can be allocated based on stakeholders' participation motives. For example, individuals with a strong desire to return to the workforce could be prioritized for workshop participation,

while those primarily motivated by learning could first be referred to the Women’s Self-directed Training Incentive Program. This would allow them to engage in self-learning and capacity-building as preparation for future workforce re-entry, thereby maximizing the effectiveness of limited resources.

On the other hand, because the evaluation period spans 2020 to 2022, in addition to calculating the overall average participation duration, participants were also grouped by year of participation. To address this, two additional tests were performed:

- Year-based segmentation and average calculation: Participants were divided into 2020, 2021, and 2022 cohorts. For each cohort, the average participation duration and attrition rate (drop-off) were calculated, and the resulting changes in SROI values were examined.
- Deferred outcome value calculation: The outcome values for the 2020 cohort were calculated with a two-year delay, and those for the 2021 cohort with a one-year delay, to test whether such adjustments would affect the final SROI results.

The empirical analysis indicates that evaluating based on the overall average participation duration does not lead to statistically significant differences in the SROI values. Moreover, since the outcomes of this workshop are based on individual psychological changes and can be sustained over a period of time, shortening the duration to one year would result in a lower SROI. This indicates that the workshop’s impact on stakeholders is sustainable. Under aligned objectives, these outcomes may further support the association’s development and expand its social influence.

These findings demonstrate that changes in these key areas significantly influence the SROI value, emphasizing the need for careful data collection, continuous assessment, and methodological precision in future evaluations. The adjustment items and results of the sensitivity analysis are summarized in Table 14.

Table 14 Summary of Social Return on Investment

| <b>Adjusted Item</b> | <b>Description</b> | <b>SROI Value</b> |
|----------------------|--------------------|-------------------|
| SROI Value           | Increase by 10%    | 5.95              |
|                      | Decrease by 10%    | 4.86              |

|                      |                                                                                                                                                                                                                                                                                                                                                                                                                                  |      |
|----------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|
| Outcome Quantity     | Outcomes >1, increase outcome quantity by 10%                                                                                                                                                                                                                                                                                                                                                                                    | 5.93 |
|                      | Outcomes >1, decrease outcome quantity by 10%                                                                                                                                                                                                                                                                                                                                                                                    | 4.87 |
| Financial Proxy      | Increase all Financial Proxy by 10%                                                                                                                                                                                                                                                                                                                                                                                              | 5.95 |
|                      | Decrease all Financial Proxy by 10%                                                                                                                                                                                                                                                                                                                                                                                              | 4.87 |
| Duration of Outcomes | The duration less than 3 is adjusted to 1                                                                                                                                                                                                                                                                                                                                                                                        | 4.32 |
|                      | Participants were classified by year of participation (2020, 2021, and 2022). For each group, the average participation duration and average drop-off were calculated to assess the potential impact of distinguishing participants by year on the SROI value.                                                                                                                                                                   | 4.92 |
|                      | Participants were categorized by year of participation (2020, 2021, and 2022). For each cohort, the average participation duration and drop-off were calculated. In addition, the outcome values for the 2020 cohort were measured with a two-year delay, and those for the 2021 cohort with a one-year delay, to assess the potential impact of differentiating participants by participation year on the resulting SROI value. | 4.48 |
| Deadweight factor    | All deadweight factors are increase by 10%                                                                                                                                                                                                                                                                                                                                                                                       | 5.15 |
|                      | All deadweight factors are decrease by 10%                                                                                                                                                                                                                                                                                                                                                                                       | 4.87 |
| Displacement factor  | All displacement factors are adjusted to 10%                                                                                                                                                                                                                                                                                                                                                                                     | 4.38 |
|                      | All displacement factors are adjusted to                                                                                                                                                                                                                                                                                                                                                                                         | 3.41 |

|                    |                                             |      |
|--------------------|---------------------------------------------|------|
|                    | 30%                                         |      |
| Attribution factor | All attribution factors are adjusted to 10% | 5.68 |
|                    | All attribution factors are adjusted to 30% | 4.42 |
| Drop-off factor    | All drop-off factors are adjusted to 10%    | 5.43 |
|                    | All drop-off factors are adjusted to 30%    | 4.14 |

## 8. Risks and Limitations

### a. Research Limitations

SROI analysis involves the evaluation of social impact. These evaluations are normally influenced by subjective factors and may have abstract outcomes. In SROI analysis, every abstract or narrative non-quantitative outcome, such as confidence, happiness, and interpersonal relationships, has to be converted into prices. This requirement may lead to biased or inaccurate outcomes. To avoid overclaim, the outcomes that are not caused by the analyzed events are adjusted through the four major factors, such as deadweight and attribution factors. The outcomes and factors come from the feelings of stakeholders instead of traditional predictive financial analysis models.

Therefore, the SROI values in this report cannot be compared to different projects, because the feelings and outcomes of different stakeholders are not the same.

The purpose of this report is to allow users to understand the content and social value of the workshop with complete information, so it can be used as a basis for decision-making on workshop management and maximizing social value.

### b. Limitations of data collection

The data collecting method in this study was one-on-one interviews with stakeholders. The interviews helped us to understand the processes of changes and the well-defined outcomes. Most of the information in this study was collected by this method. For the stakeholders in this study, this is the easiest and the most acceptable approach.

The data and information of various stakeholders are collected via interviews in person or online.

However, the one-on-one interview has its limits. For example, stakeholders might feel skeptical about the purpose and legitimacy of the study or be unwilling to share their personal feelings and thoughts. To alleviate this type of risk during data collection, the researchers would provide detailed explanations before the beginning of interviews. The explanation includes research purposes and confidentiality of private data to help the stakeholders understand the role they play and the purposes of the study.

On the other hand, one of the most common limits in data collection is collecting negative outcomes. To avoid limitations, the study tried to perceive the perspectives of the stakeholders by open discussion and the collection of different opinions.

Finally, mixed information of subjective and objective indicators was collected in interviews and was able to be applied to follow-up surveys. To avoid overclaim, if an outlier was found, it would be brought to the stakeholders for confirmation or be included in follow-up sensitivity analyses.

#### c. Limitations on stakeholders' participation

Take trainees as an example, the analysis duration is three years. However, it was interfered with the pandemic. Some stakeholders had already left the group, been not accessible, been busy with work, or refused to be interviewed. Therefore, it's impossible to involve every trainee in this study. This inevitable limit might lead to the risk of underestimation when it comes to the participation of stakeholders. Nonetheless, this study still strived to obtain data as complete as possible and to confirm the data with various stakeholders. Finally, this study included the adjustment of the number of trainees into sensitivity analyses and revealed how much impact the number of trainees can bring to this study.

Furthermore, although the workshops were free, the lectures involved were usually expensive. Yet as some stakeholders, especially trainees and volunteers, were not aware of the costs, their pricing on outcomes could be limited and possibly lead to the risk of underestimation. With such a limit, the researchers tried their best to collect relevant information and confirm with stakeholders via interviews and questionnaires about the

fairness of the pricing and make sure the pricing fits the feelings of stakeholders, so the bias and mistakes can be reduced in this study.

For trainees' family members, the greatest limitation was the number of samples. Since family members were the indirect stakeholders, the interest in joining the study could be limited. Therefore, a larger size of stakeholder analyses would be unlikely, and an underestimated result might occur because of this. Nonetheless, this study did observe the saturation and completeness of data carefully to ensure the changes and feelings of stakeholders are reflected during data collection. For this reason, the risk caused by this limitation should be rather low.

## 9. Data Analysis

### a. Value Analysis of the Workshop

The research shows the SROI of the "Career Preparation Workshop" organized by Taiwan Women Career Development Association from 2020 to 2022 is 5.44. This indicates that every NTD 1 invested in the "Career Preparation Workshop" will generate a social value of NTD5.44. Further analysis of the social value generated by all stakeholders is shown in Table 15. The percentages from high to low is as follows. 39% for Trainee 1, 19% for Trainee 2, 15% for Volunteers, 14% for Lecturers, 8% for TWCDA members, 4% for Trainees' Family Members, and 1% for Trainee 3. The summary is shown in Figure 6.

The research also shows that the participants took nearly 60% of the whole workshop and were certainly influenced by this workshop. The social value generated by other trainees such as lecturers, volunteers, and TWCDA members took about 40% of the workshop. This indicates the design of workshop curriculum design, lecturer arrangement, and service groups had brought impact on the main trainees and revealed more social value.

Table 15 Summary of Social Value

| Stakeholder                                                       | Value of Social Impact<br>(NTD) | Percentage |
|-------------------------------------------------------------------|---------------------------------|------------|
| Trainee 1 (participants motivated by re-entering the workforce)   | 5,016,624.87                    | 39%        |
| Trainee 2 (participants motivated primarily by learning)          | 2,466,424.63                    | 19%        |
| Trainee 3 (participants with non-specific or unclear motivations) | 182,523.51                      | 1%         |
| Trainees' Family Member                                           | 454,328.00                      | 4%         |
| TWCDA members                                                     | 1,062,278.65                    | 8%         |
| Volunteer                                                         | 1,953,979.46                    | 15%        |
| Lecturer                                                          | 1,730,666.59                    | 14%        |
| Total                                                             | 12,866,825.71                   | 100%       |

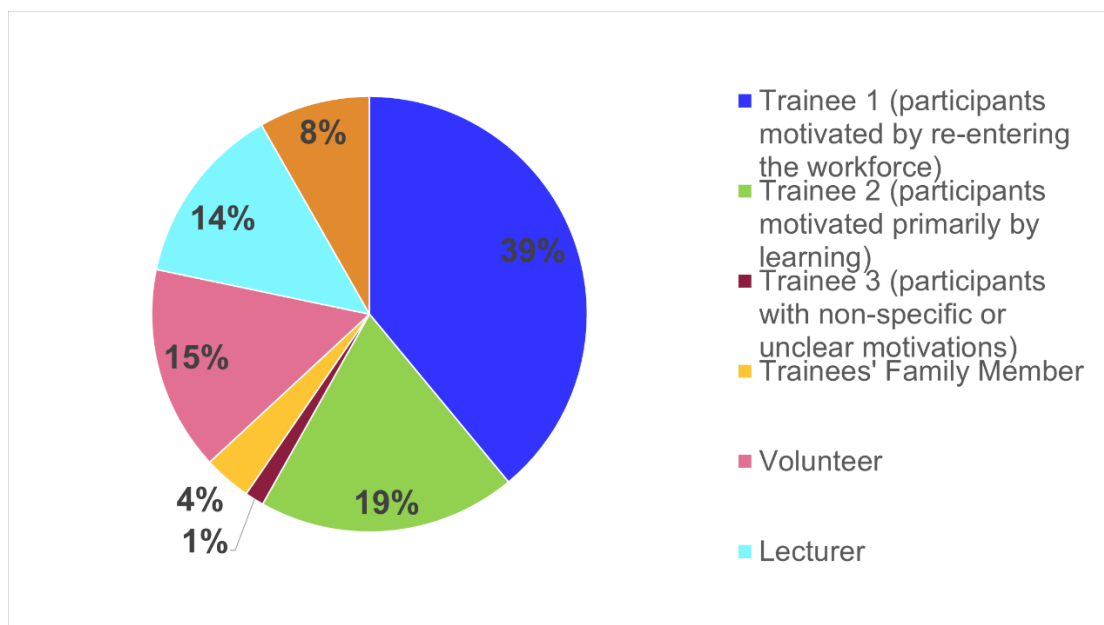


Figure 7 Pie Chart of Social Value of “Career Preparation Workshop”

To divide all outcomes into four major categories, such as social, mental, competent, and cognition/attitude, the social value of the "Career Preparation Workshop" is generated 44% for cognition/attitude, 28% for competent, 16% for mental, and 12% for social. Apparently, the statistics reveals that the soft skills (26% for cognition/attitude, 21% for mental) is higher than the hard skills (21% for competent, 16% for social, and 16% for economic). Such results reflects the teaching objectives of the workshop to balance trainees' soft and hard skills (both internally and externally). Internally, the workshop mainly aims to inspire unemployed women to recognize their self-worth and build confidence. TWEDA offers trainees crucial supports which they used to be lacking in before attending the workshop such as professional ability strengthening and labor laws updates. Therefore, through the guidance of the workshop, the trainees gradually build up their confidence and accumulate more courage to return to the workplace. Externally, the workshop also share relevant resources regarding employment information and public subsidy programs of female unemployment.

From the perspective of outcome attributes, cognition/attitude takes 44%, mental takes 16%, and competent takes 28%. Overall, it takes 88% of the social value in this project and have a high positive correlation with the expected outcomes of the project. This indicates that the design and course content of the workshop have indeed been effective.

Table 16 Summary of Social Return on Investment

| <b>Category</b> | <b>Outcome</b>                                                                                                                                                  | <b>Value Percentage</b> |
|-----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|
| Social          | Maintaining interpersonal interactions, keeping social connections, promoting interpersonal communication and interaction, social care, expanding social impact | 12%                     |
| Mental          | Improving mental health and happiness, self-fulfillment, a sense of accomplishment, satisfaction                                                                | 16%                     |
| Competent       | Self-growth, enhancing self-awareness, improving                                                                                                                | 28%                     |

|                        |                                                                                                                                                                                                |     |
|------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
|                        | workplace competencies, enhancing communication and coordination skills, expanding existing job capabilities and perspectives, improving professional skills, improving problem-solving skills |     |
| Cognition/<br>Attitude | Enhancing self-efficacy, affirming self-worth, roles repositioning, strengthening empathy, acquiring positive values                                                                           | 44% |

b. Analysis on social value by Stakeholder

Trainees are divided into three sub-groups, based on their participants motivated to the workshop, which are sub-group 1 (participants motivated by re-entering the workforce ), sub-group 2 (participants motivated primarily by learning ), and sub-group 3 (participants with non-specific or unclear motivations).

Trainee 1 (participants motivated by re-entering the workforce ) incurred five outcomes, including increasing self-confidence (34%), role repositioning (29%), focus on the improvement of career key functions (16%), improved self-efficacy (14%), and satisfaction from interpersonal relationships (8%).

The workshops indeed provide a venue for participants to have interpersonal interaction and exchange. The workshops have improved the trainees' confidence in returning to the workplace, and, moreover, increased their self-affirmation and self-confidence. They are able to smoothly adjust themselves, position their new roles, and balance family and work after returning to the workplace.

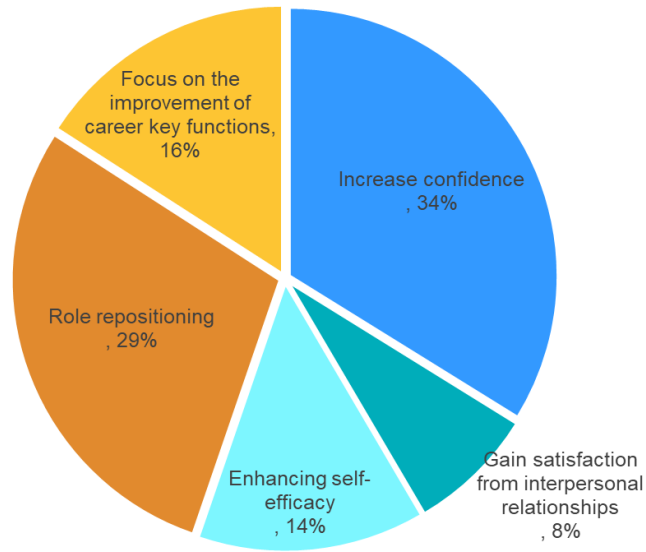


Figure 8 Value Pie Chart of Trainees 1 (participants motivated by re-entering the workforce )

Trainee 2 (participants motivated primarily by learning) has six outcomes generated. The values of each outcome are 27% for enhancing self-worth, 16% for improving workplace competencies, 8% for improving self-awareness, 26% for obtaining mental and physical well-being, 12% for improving cross-generational communication and coordination, and 10% for expanding interpersonal relationships.

It can be seen that workshops allow trainees to adjust their professional nature after returning to the workplace, examine their past expertise, and apply it in their new workplace. Trainees can break free from their original imagination of work and have the courage to face different challenges, engage in different jobs, or start their own businesses.

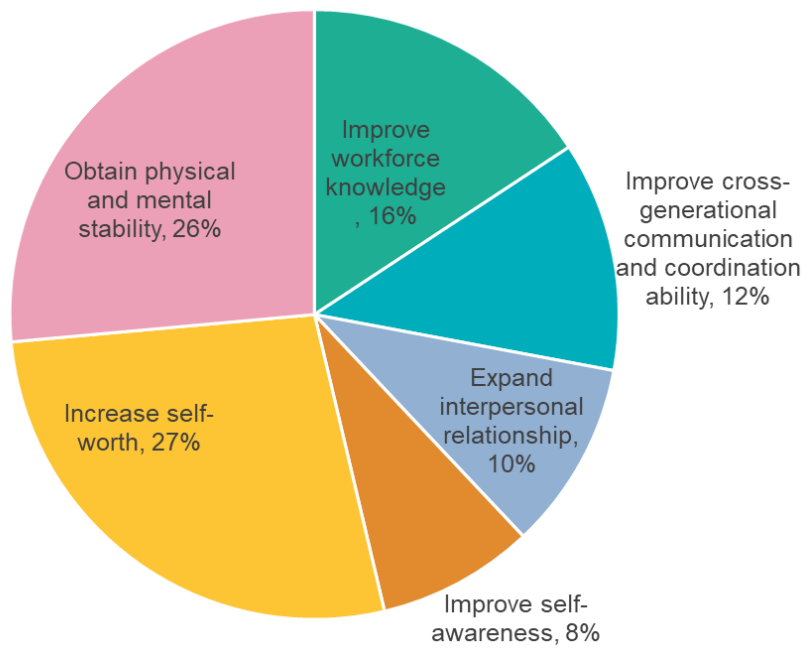


Figure9 Value Pie Chart of Trainee 2 (Participants motivated primarily by learning)

Trainee 3 (participants with non-specific or unclear motivations) has two outcomes generated. The values of each outcome are 79% for increasing self-affirmation and 21% improving professional abilities. It can be seen that the trainees have not yet returned to the workplace after the workshop. However, they already have different feelings and positive changes to their self-identity, confidence, and imagination of future career development.

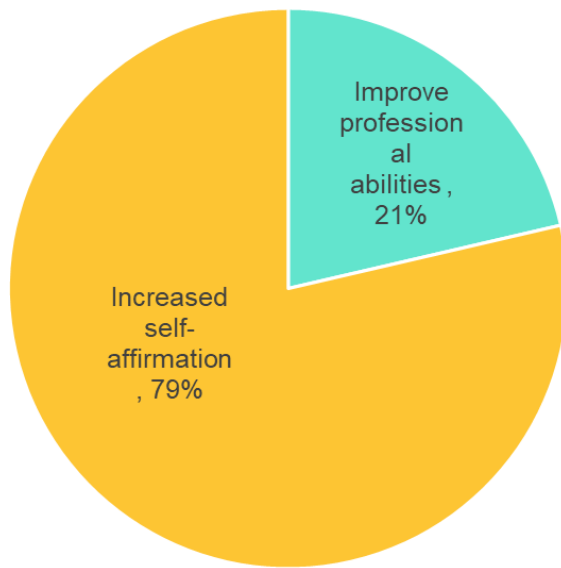


Figure 10 Value Pie Chart of Trainee 3 (participants with non-specific or unclear motivations )

Furthermore, the outcomes of the sub-groups of trainees show that the social values with the highest proportion are improving confidence and increasing self-worth. Both outcomes are ranked first in materiality. These two outcomes are primarily on strengthening individuals' inner selves. It is obvious that the two outcomes bring significant impacts and are represented as the most crucial results exhibited by trainees after the workshops. This result can serve as a reference for the future workshop planning of TWCDA.

Four outcomes were generated among volunteers ,self-growth (40%), enhancing communication and coordination skills (36%), strengthening empathy (13%), and a sense of achievement (11%).

The job description of volunteers in workshops primarily involves assisting course-related affairs. Since some of the volunteers are former workshop trainees, they can share personal experiences with other trainees during the workshops. Meanwhile, through interactions with different people, they were able to broaden their perspectives, thereby

achieving self-growth and improving communication and coordination skills with various individuals. Due to past experiences, they can empathize with new trainees better and further strengthen their empathy after serving as volunteers. On the other hand, being able to assist others and have self-actualizing opportunities to give back to society and serve others can trigger a sense of accomplishment.

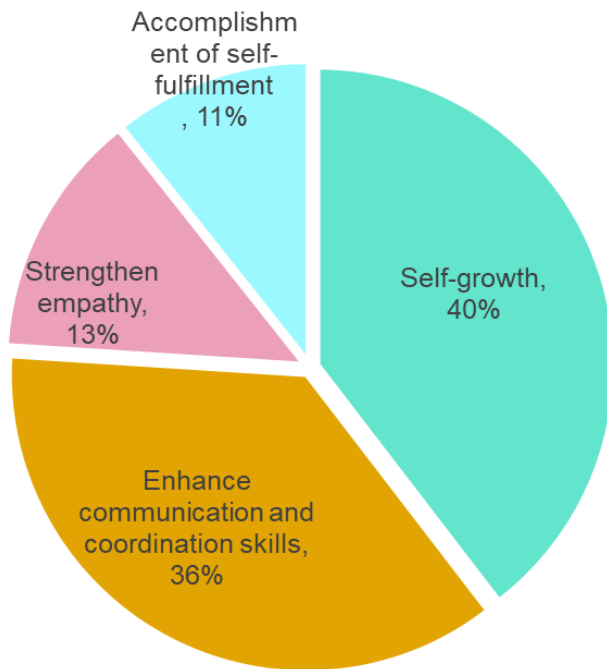


Figure 11 Value Pie Chart of Volunteers

Six outcomes were generated among lecturers. The value of each outcome from high to low will be a sense of accomplishment(32%), Improve professional knowledge and self-growth (21%), expanding work competencies and perspective (20%), obtaining satisfaction (8%), increasing empathy (11%), and improving problem-solving skills (7%).

Lecturers of the workshops already have plentiful teaching experience and possess professional knowledge. However, interviews revealed that women re-entering the workforce are a group that Lecturers had rarely encountered before. Therefore, lecturers will first collect relevant information on the topic before teaching and will adjust their teaching methods during the course. Lecturers can experience mutual learning, thereby

achieving self-growth in the workshop. Also, by expanding their teaching audience, their perspectives will become more diverse and empathetic. Furthermore, lecturers can experience assisting others with their expertise during their positive interactions with trainees. Positive feedback from trainees can also generate a sense of satisfaction for the Lecturers.

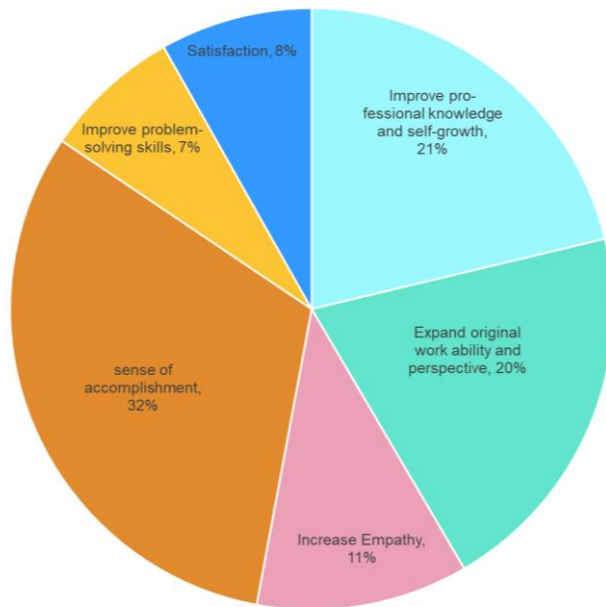


Figure 12 Value Pie Chart of Lecturers

Four outcomes were generated among associate members-practicing altruism (31%), growing empathy (30%), acquiring positive values (23%), expanding interpersonal relationships (15%).

TWCDA members are initially motivated by social engagement and social care. Participating in the association not only allows them to extend personal interaction but also allow them to profoundly understand the female unemployment issues after participating in workshops. They could provide suggestions for the development goals, strategies, and execution of the association. Furthermore, the outcomes produced after participation are focused on social attributes. This clearly shows that the members' participation indeed contributes to social impact.

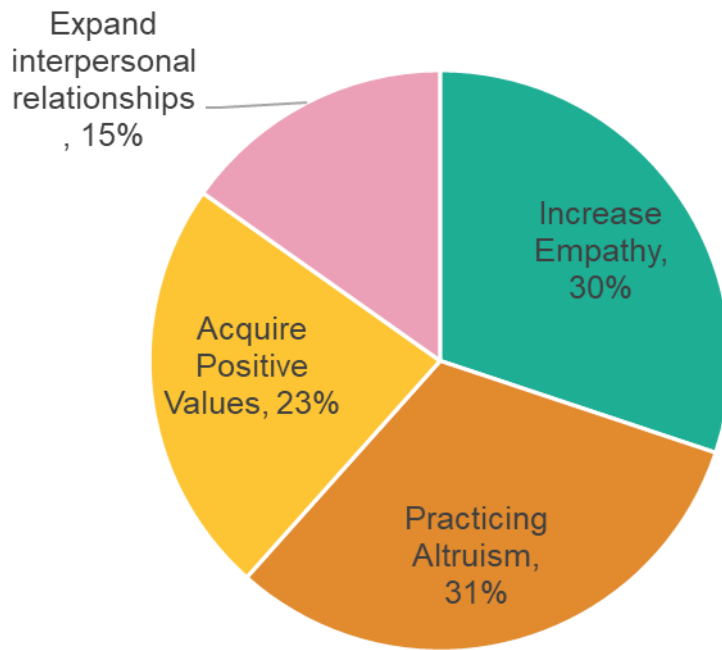


Figure 13 Value Pie Chart of TWCDAs members

## VI. Conclusions and Recommendations

### A. Assist decision-making through the SROI analysis

The SROI analysis involves qualitative and quantitative analysis methods, which can present the effectiveness of social service completely and serve as mutual supporting evidence and cross-validation. Based on this analysis, the workshops organized by TWCDAs have significant social value and have produced positive outcomes on social, economic, and personal aspects. Therefore, the workshop has generated a positive influence on the stakeholders. At the same time, by referring to other research documents and reports, this study proposed relevant performance indicators, which will help the association in decision-making for workshops and can further optimize the actual

effectiveness of the workshops. Two suggestions are listed below.

## 1. Expand the participation of stakeholders

a. Workshops should continuously provide counseling courses on psychological cognition

The trainees generate 60% social value of the workshop, which predominately covers soft and hard skills of trainees such as cognition/attitude, mental, and competent. This shows the effectiveness of the workshop. Therefore, the future course planning is recommended to retain content related to the improvement of mental quality and the reversal of cognitive attitudes. In addition, since the workshop is limited to women, it also provides a sense of safety and belonging for trainees. It is recommended that the workshops remain to be women only.

Furthermore, the degree of change and the ranking of materiality are not necessarily to be correlated because of the diverse backgrounds of the trainees. Although they are all female, each person will be affected by age, family, career development, and personal opinions, and can feel different about the workshop.

It is recommended that when organizing a workshop, the association should first research the trainees and find out their expectations and the purpose of participation so needed information can be added to the workshop. Moreover, one-on-one career consultation, resume check-ups, and mock interviews can be provided to solve personal doubts and difficulties. These services can be seen as an extended service of the workshop.

b. Extend services of workshops

Based on sensitivity analysis, if the duration of the outcomes is shorter, the SROI will

decrease accordingly. Therefore, if subsequent services can be regarded as an extension of the workshop, it can improve the stakeholders' feelings about the workshop and help trainees achieve their ideal status in person, family, or workplace.

Finally, although trainees are divided into three types of stakeholders, they have similar outcomes, which are self-growth and knowledge improvement. Trainees indicate that they are willing to improve their abilities through various learning channels after the workshop. However, considering that trainees will be restricted by family placement and funding sources when they are not employed, it is recommended that the association provide guidance or relevant information on advanced training. The association can also cooperate with other empowering units to offer trainees with resources for further education at a lower cost. On the other hand, it is also recommended that relevant government units provide resources or subsidies so that women who are willing to return to the workplace can receive more support to enhance their abilities.

## 2. Reverse society's perception of women returning to the workplace

According to the survey of "2022 Taiwan Women's Self-realization and Career-Family Engagement of Current Status", 86% of women who have had career interruptions for more than 2 years have a college degree or above; 67.9% are 31-50 years old at the time of interruption; 70% of women who had career interruptions due to family reasons. It is obvious that women who have had career interruptions have good academic and professional backgrounds, but they have stopped working to take care of their families. Furthermore, the older those who have career interruptions, the harder it is to get emotional support. This makes it more difficult for them to return to the workplace. However, because older people have higher perseverance and better self-care ability, once

they have the opportunity to be reemployed, they will stay long in the same position. This shows that they are highly stable at work.

Accordingly, when companies are recruiting, it is beneficial to understand more about women's characteristics and psychological qualities. The more stereotypes we reverse about women being reemployed, the more support we can provide to society.

In addition to the trainees themselves, the workshop affected their family members as well. Except for providing labor and economic outputs to society, women also play an important role and are of great help to the stability of the family, which further fosters the stability of society as a whole. The importance of helping women returning to the workplace cannot be underestimated.

Finally, the long-term objectives of TWCDAs is to support women playing diverse roles and making valuable contributions to family and society. The current impact of the association also aroused the government's attention to the female workforce. However, there are still multiple obstacles and considerations that women might face when returning to the workplace. It needs time for the association to exert its social impact until it can reduce the obstacles, provide supporting measures and backup workshops, and reverse the stereotypes of the female workforce.

## **B. Promoting Social Networks and Resources**

### **1. Expand partners and resource network**

Currently, TWCDAs has relatively simple social networks while we suggest TWCDAs to expand interactions and partnerships. It is recommended to increase partners to ease the daily stress and negative emotions of the trainees by increasing stress reduction courses, such as mindfulness courses, floral arts, and essential oil massage. This will allow

trainees to strengthen their psychological quality while increasing their stress relief methods.

Furthermore, trainees can better understand their inner selves after the workshop. Therefore, if they encounter other difficulties during their participation, such as having emotional problems with themselves or their family members, having difficulty in resolving stress, facing trouble finding a job, or feeling anxious about interviews, TWCDA can also provide relevant assistance, employment information, supporting units, employment workshops, or even referral services.

Moreover, the referral services can be extended to two-way interaction or cooperation models with the referral units. For example, the lecturers of the workshop can also go to the referral unit to teach, and the referral unit can also provide employment needs to TWCDA. TWCDA and the referral unit can have bilateral interactions to further develop more diverse cooperation models.

In this way, TWCDA's interactive network can be expanded, and more resources will be brought in to enrich the content of the workshops and the services of the association.

Last but not least, women's reemployment is not just about finding a job, but beginning another life to change themselves and the future. Modern women have more freedom, autonomy, and rights than women in any previous era, so they also have more opportunities for fulfilling self-realization, embracing the age of women power, and becoming a person of impact.

While following the rapidly changing environment of the labor market in the world and society, TWCDA grows with women by "teaching" and "learning". TWCDA wants to discover beautiful values within every woman, so they can fall in love with themselves from the bottom of their hearts, learn to put resources into themselves, protect their

joyful, return to the workplace smoothly, rebuild their own career, and create the most beautiful future. These goals are definitely worthy of a long-term investment.

## 2. Policy Suggestions

It is recommended that the government adopt a "talent investment" policy and target re-employed women as one of the sustainable talent development goals. Specific employment assistance policies, a talent development platform, and a social support network built through public-private cooperation should be provided for needed women. Just as the outcomes of education cannot be seen overnight, a suitable and long-term sustainable support system of lifelong development should be designed for women who have interrupted their careers. This system should help re-employed women enhance their self-affirmation and confidence, master their career development through workshops, and integrate and utilize their past experiences to present their subsequent results.

## C. Aligning with the 2030 United Nations Sustainable Development Goals

The TWCDAS re-employment workshops for women has profound connection with seven the United Nations Sustainable Development Goals (SDGs). Following are the related connections and recommendations.

### **Gender Equality (SDG 5):**

Facilitating women to return to the workforce is a crucial part of achieving gender equality. By providing equal employment opportunities, women will be able to have the chance to utilize their potential, participate in economic activities, and achieve equal status in the workplace.

**No Poverty (SDG 1):**

Women returning to the workforce can contribute to an increase in family income, thereby, helping to alleviate poverty. By enhancing the economic status of women, the overall financial situation of families can be improved.

**Good Health and Well-being (SDG 3):**

Women returning to the workforce may gain more social support and resources, which can help improve their quality of life and mental health. An organized working environment may also offer better health care benefits.

**Quality Education (SDG 4):**

Women returning the workforce may inspire other family members to seek higher education, establish educational values within the family, and promote the overall educational level of society.

**Decent Work and Economic Growth (SDG 8):**

Women's participation in the labor market can promote economic growth. By providing training and employment opportunities, society can fully utilize the potential of women, thereby promoting a healthy development of the economy.

**Reduce Inequality (SDG 10):**

Women returning to the workforce play a positive role in several Sustainable Development Goals. By providing equal opportunities, promoting economic participation, and improving the quality of life, we can contribute to a more inclusive and sustainable society. These efforts are beneficial to individuals and families. Meanwhile, it also brings a positive long-term impact on society and the environment. By ensuring equal employment opportunities for women, society can reduce gender inequality and

promote a more inclusive society.

### **Partnership for the Goals (SDG 17):**

This goal Focuses on the cooperation between countries in economics, technology, and policy. It also emphasizes the need to provide necessary assistance to developing and least developed countries to bridge the gap between nations and move towards a sustainable future together. Besides strategic cooperation with the public sector to promote the re-employment of women, it is also essential for corporate executives to hire more women seeking reemployment, so SDG 17 (Partnerships for the Goals) can be achieved.

Overall, supporting women returning to the workforce not only aids in their career development but also has a positive impact on achieving various SDGs. Governments, businesses, and society should work together to provide the necessary support and opportunities, promote the comprehensive development of women, and achieve sustainable development goals.

Therefore, sustainability is a journey without an end. To achieve sustainable well-being for both the planet and humanity, everyone is responsible! The 17 Sustainable Development Goals of the United Nations include empowering women, ensuring decent work for everyone, promoting health and well-being, and so on. These goals are aligned with the core mission of TWCDA. Hopefully, through this SROI research report, every woman can see their needs, competencies, and future, and be prepared to return to the workforce. We want women to be able to take on leadership after receiving proper training. Moreover, they can also become role models and convince other women that they can be independent enough to overcome employment challenges and face a new career without relying on others. We want more people to recognize Taiwan Women Career Development Association and its achievements. Because, in this way, people will be more willing to participate in TWCDA and support its development. Moreover, the association's resource network can be expanded for more comprehensive and refined services, and lead people to a better and healthier life.

SROI Value Map  
 This sheet is designed to help you develop your SROI analysis. If your analysis does not use monetary valuation of outcomes, please use the "Value Map (non-SROI)" tab. For

| Stage 1                                                          |    | Stage 2            |           |                                                                                                                                                                                                                                                                                                                                                                    |                                                                               |                                                                                                                                                       |    |                                |      |                                                 |   | Stage 4                                                                          |                             |                                                        |        |                                                                                           |     |                                                |            |                                                                      |  |               |  |                                   |  |           |  |                               |  |                    |  |              |  |                |  |               |  |            |  |                    |  |
|------------------------------------------------------------------|----|--------------------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|----|--------------------------------|------|-------------------------------------------------|---|----------------------------------------------------------------------------------|-----------------------------|--------------------------------------------------------|--------|-------------------------------------------------------------------------------------------|-----|------------------------------------------------|------------|----------------------------------------------------------------------|--|---------------|--|-----------------------------------|--|-----------|--|-------------------------------|--|--------------------|--|--------------|--|----------------|--|---------------|--|------------|--|--------------------|--|
| Who and how many?                                                |    | At what cost?      |           | What changes?                                                                                                                                                                                                                                                                                                                                                      |                                                                               | How much?                                                                                                                                             |    | How long?                      |      | How valuable?                                   |   | How much caused by the activity?                                                 |                             |                                                        |        | Still material?                                                                           |     |                                                |            |                                                                      |  |               |  |                                   |  |           |  |                               |  |                    |  |              |  |                |  |               |  |            |  |                    |  |
| Stakeholders                                                     |    | Inputs             |           | Outputs                                                                                                                                                                                                                                                                                                                                                            |                                                                               | Indicator and source                                                                                                                                  |    | Quantity (scale)               |      | Duration of outcomes                            |   | Outcomes start                                                                   |                             | Express the relative importance (value) of the outcome |        | Impact calculation                                                                        |     |                                                |            |                                                                      |  |               |  |                                   |  |           |  |                               |  |                    |  |              |  |                |  |               |  |            |  |                    |  |
| Who do we have an effect on?                                     |    | How many in group? |           | What will/did they invest and how much (money time)?                                                                                                                                                                                                                                                                                                               |                                                                               | Financial value (for the total population for the accounting period)                                                                                  |    | Summary of activity in numbers |      | What is the change experienced by stakeholders? |   | Describe how you will measure the described outcome (including any sources used) |                             | Number of people experiencing described outcome.       |        | Describe the average amount of change experienced (or to be experienced) per stakeholder. |     | How long (in years) does the outcome last for? |            | Does the outcome start in Period of activity or in the Period after? |  | Hidden column |  | Sum of duration and outcome start |  | Weighting |  | Valuation approach (monetary) |  | Monetary valuation |  | Deadweight % |  | Displacement % |  | Attribution % |  | Drop off % |  | Impact calculation |  |
| Who has an effect on us?                                         |    |                    |           |                                                                                                                                                                                                                                                                                                                                                                    |                                                                               |                                                                                                                                                       |    |                                |      |                                                 |   |                                                                                  |                             |                                                        |        |                                                                                           |     |                                                |            |                                                                      |  |               |  |                                   |  |           |  |                               |  |                    |  |              |  |                |  |               |  |            |  |                    |  |
| Trainee 1: participants motivated by re-entering the workforce   | 30 | Time, Labor        | 0         | Participating in training workshops, the curriculum includes understanding government policies and employment plans, understanding the characteristics of women's flexibility and resilience, updating skills, job searching secrets, interview techniques, making the most of resume tools, shaping oneself, and moving towards a new career, among other topics. | Increase confidence 自信心提升                                                     | Participating in the workshop was professionally guided and boosted self-confidence                                                                   | 22 | 31%                            | 3.32 | Period after                                    | 2 | 5.32                                                                             | 8.96                        | Anchoring method                                       | 33653  | 25%                                                                                       | 0%  | 20%                                            | 17%        | 444,219.60                                                           |  |               |  |                                   |  |           |  |                               |  |                    |  |              |  |                |  |               |  |            |  |                    |  |
|                                                                  |    |                    |           |                                                                                                                                                                                                                                                                                                                                                                    | Gain satisfaction from interpersonal relationships 獲得人際關係的滿足感                 | Participating in the workshop got to know different participants and were able to interact with each other                                            | 18 | 21%                            | 2.6  | Period after                                    | 2 | 4.6                                                                              | 6.8                         | Anchoring method                                       | 25540  | 34%                                                                                       | 0%  | 26%                                            | 28%        | 224,527.25                                                           |  |               |  |                                   |  |           |  |                               |  |                    |  |              |  |                |  |               |  |            |  |                    |  |
|                                                                  |    |                    |           |                                                                                                                                                                                                                                                                                                                                                                    | Gain satisfaction from interpersonal relationships 獲得人際關係的滿足感                 | Participating in the workshop got to know different participants and were able to interact with each other                                            | 1  |                                | 1    | Period after                                    | 2 | 3                                                                                | 6.8                         | Anchoring method                                       | -25540 | 50%                                                                                       | 0%  | 30%                                            | 15%        | -8,939.00                                                            |  |               |  |                                   |  |           |  |                               |  |                    |  |              |  |                |  |               |  |            |  |                    |  |
|                                                                  |    |                    |           |                                                                                                                                                                                                                                                                                                                                                                    | Enhancing self-efficacy 提升自我效能                                                | Participating in the workshop strengthened my frustration and allowed me to be brave enough to try different opportunities                            | 24 | 30%                            | 2.88 | Period after                                    | 2 | 4.88                                                                             | 8.52                        | Willingness to pay, Financial                          | 32000  | 28%                                                                                       | 0%  | 18%                                            | 23%        | 453,427.20                                                           |  |               |  |                                   |  |           |  |                               |  |                    |  |              |  |                |  |               |  |            |  |                    |  |
|                                                                  |    |                    |           |                                                                                                                                                                                                                                                                                                                                                                    | Role repositioning 角色重新定位                                                     | After participating in the workshop, it helped me find a balance between work and family                                                              | 19 | 18%                            | 3.4  | Period after                                    | 2 | 5.4                                                                              | 7.88                        | Anchoring method                                       | 29596  | 23%                                                                                       | 0%  | 17%                                            | 23%        | 359,381.27                                                           |  |               |  |                                   |  |           |  |                               |  |                    |  |              |  |                |  |               |  |            |  |                    |  |
|                                                                  |    |                    |           |                                                                                                                                                                                                                                                                                                                                                                    | Role repositioning 角色重新定位                                                     | After participating in the workshop, it helped me find a balance between work and family                                                              | 1  |                                | 5    | Period after                                    | 2 | 7                                                                                | 6.8                         | Anchoring method                                       | -29596 | 75%                                                                                       | 0%  | 10%                                            | 15%        | -6,659.10                                                            |  |               |  |                                   |  |           |  |                               |  |                    |  |              |  |                |  |               |  |            |  |                    |  |
| Trainee 2: participants motivated primarily by learning          | 15 | Time, Labor        | 0         |                                                                                                                                                                                                                                                                                                                                                                    | Focus on the improvement of career key functions 聚焦關鍵職能的提升                    | I'm comfortable with the role change so far                                                                                                           | 23 | 25%                            | 2.72 | Period after                                    | 2 | 4.72                                                                             | 7.64                        | Anchoring method                                       | 28695  | 22%                                                                                       | 0%  | 11%                                            | 22%        | 458,161.59                                                           |  |               |  |                                   |  |           |  |                               |  |                    |  |              |  |                |  |               |  |            |  |                    |  |
|                                                                  |    |                    |           |                                                                                                                                                                                                                                                                                                                                                                    | Improve workforce knowledge 提升職場知能                                            | Participating in the workshop allowed me to understand the current state of the workplace, the qualities that need to be possessed, and the update of | 13 | 14.7                           | 3    | Period after                                    | 2 | 5                                                                                | 6.2                         | Willingness to pay, Financial                          | 20000  | 25%                                                                                       | 0%  | 20%                                            | 20%        | 156,000.00                                                           |  |               |  |                                   |  |           |  |                               |  |                    |  |              |  |                |  |               |  |            |  |                    |  |
|                                                                  |    |                    |           |                                                                                                                                                                                                                                                                                                                                                                    | Improve cross-generational communication and coordination ability 提升跨世代溝通協調認知 | Understand the thoughts of the younger generation and the needs of the current society, and be able to communicate with ordinary young people         | 10 | 16.7                           | 3.13 | Period after                                    | 2 | 5.133333333                                                                      | 6.2                         | Statistics, Department of the Ministry of Finance      | 20,000 | 25%                                                                                       | 0%  | 25%                                            | 14%        | 112,500.00                                                           |  |               |  |                                   |  |           |  |                               |  |                    |  |              |  |                |  |               |  |            |  |                    |  |
|                                                                  |    |                    |           |                                                                                                                                                                                                                                                                                                                                                                    | Expand interpersonal relationship 拓展人際關係                                      | Participating in the workshop got to know different participants and were able to interact with each other                                            | 12 | 15.3                           | 3.33 | Period after                                    | 2 | 5.333333333                                                                      | 6.8                         | Household Income and                                   | 21935  | 35%                                                                                       | 0%  | 40%                                            | 19%        | 102,655.80                                                           |  |               |  |                                   |  |           |  |                               |  |                    |  |              |  |                |  |               |  |            |  |                    |  |
|                                                                  |    |                    |           |                                                                                                                                                                                                                                                                                                                                                                    | Improve self-awareness 提升自我覺察能力                                               | Participating in the workshop allowed me to clarify my own needs                                                                                      | 15 | 19.2                           | 3.53 | Period after                                    | 2 | 5.533333333                                                                      | 8.53                        | Saty's self-awareness practice                         | 27916  | 35%                                                                                       | 0%  | 30%                                            | 20%        | 187,796.70                                                           |  |               |  |                                   |  |           |  |                               |  |                    |  |              |  |                |  |               |  |            |  |                    |  |
|                                                                  |    |                    |           |                                                                                                                                                                                                                                                                                                                                                                    | Increase self-worth 自我的信心感提升                                                  | Participating in the workshop made me feel more confident                                                                                             | 14 | 26.4                           | 3.8  | Period after                                    | 2 | 5.8                                                                              | 8.8                         | The average salary of the interested                   | 28387  | 38%                                                                                       | 0%  | 40%                                            | 20%        | 147,840.00                                                           |  |               |  |                                   |  |           |  |                               |  |                    |  |              |  |                |  |               |  |            |  |                    |  |
| Trainee 3: participants with non-specific or unclear motivations | 5  | Time, Labor        | 0         |                                                                                                                                                                                                                                                                                                                                                                    | Obtain physical and mental stability 獲得身心安頓                                   | Through the workshop, you can adjust your mood for employment                                                                                         | 14 | 25.3                           | 3.4  | Period after                                    | 2 | 5.4                                                                              | 7                           | The hospital's psychotherapy outpatient                | 22581  | 33%                                                                                       | 0%  | 45%                                            | 22%        | 116,493.55                                                           |  |               |  |                                   |  |           |  |                               |  |                    |  |              |  |                |  |               |  |            |  |                    |  |
|                                                                  |    |                    |           |                                                                                                                                                                                                                                                                                                                                                                    | Improve professional abilities 專業職能提升                                         | After participating in the workshop, I was able to understand the projects that need to be studied and implement them                                 | 4  | 26                             | 2    | Period after                                    | 2 | 4                                                                                | 9.2                         | Stated preference method, willing to pay               | 10000  | 25%                                                                                       | 0%  | 40%                                            | 33%        | 18,000.00                                                            |  |               |  |                                   |  |           |  |                               |  |                    |  |              |  |                |  |               |  |            |  |                    |  |
| Trainees' family Member                                          | 10 | Time, Labor        | 0         | Listening to participants share their experiences from the 'Job Preparation Workshop'                                                                                                                                                                                                                                                                              | Increasing the well-being of families 增加家庭的幸福                                 | The family atmosphere has become even better                                                                                                          | 10 | 20                             | 2.8  | Period after                                    | 2 | 4.8                                                                              | According to the 111 Taiwan | 38,000                                                 | 30%    | 0%                                                                                        | 30% | 20%                                            | 186,200.00 |                                                                      |  |               |  |                                   |  |           |  |                               |  |                    |  |              |  |                |  |               |  |            |  |                    |  |
|                                                                  |    |                    |           |                                                                                                                                                                                                                                                                                                                                                                    | Increase Empathy 增長同理心                                                        | I learn to empathize and try to understand that different people think differently                                                                    | 6  | 31.7                           | 4.4  | Period after                                    | 2 | 6.4                                                                              | 7.7                         | Anchoring method                                       | 27,017 | 35%                                                                                       | 0%  | 25%                                            | 15%        | 77,114.70                                                            |  |               |  |                                   |  |           |  |                               |  |                    |  |              |  |                |  |               |  |            |  |                    |  |
| TWCD members                                                     | 6  | Time, Labor        |           | Workshop planning and reporting, work Meetings                                                                                                                                                                                                                                                                                                                     | Practicing Altruism 實踐利他精神                                                    | Feel happy and fulfilled by helping others                                                                                                            | 6  | 58.3                           | 4.4  | Period after                                    | 2 | 6.4                                                                              | 8.7                         | Anchoring method                                       | 30,526 | 32%                                                                                       | 0%  | 20%                                            | 15%        | 99,636.86                                                            |  |               |  |                                   |  |           |  |                               |  |                    |  |              |  |                |  |               |  |            |  |                    |  |
|                                                                  |    |                    |           |                                                                                                                                                                                                                                                                                                                                                                    | Acquire Positive Values 獲得正面的價值觀                                              | The members of the association have given me a lot of positive values                                                                                 | 6  | 48.3                           | 4.7  | Period after                                    | 2 | 6.7                                                                              | 7.3                         | Anchoring method                                       | 25,614 | 36%                                                                                       | 0%  | 22%                                            | 20%        | 76,719.05                                                            |  |               |  |                                   |  |           |  |                               |  |                    |  |              |  |                |  |               |  |            |  |                    |  |
|                                                                  |    |                    |           |                                                                                                                                                                                                                                                                                                                                                                    | Expand interpersonal relationships 人際的擴展                                      | Participating in associations has allowed me to expand my network                                                                                     | 5  | 41.7                           | 3.9  | Period after                                    | 2 | 5.9                                                                              | 5.7                         | Stated preference method                               | 20,000 | 35%                                                                                       | 0%  | 20%                                            | 22%        | 52,000.00                                                            |  |               |  |                                   |  |           |  |                               |  |                    |  |              |  |                |  |               |  |            |  |                    |  |
| Volunteer                                                        | 16 | Time, Labor        | 62208     | When the workshop is conducted, guiding participants to register on-site, sharing experiences, assisting with workshop tasks and ad-hoc matters                                                                                                                                                                                                                    | Self-growth 自我成長                                                              | Learn different things and gain new knowledge                                                                                                         | 15 | 24.2                           | 3.7  | Period after                                    | 2 | 5.7                                                                              | 9.13                        | Willingness to pay for advanced                        | 26,364 | 40%                                                                                       | 0%  | 25%                                            | 20%        | 177,957.00                                                           |  |               |  |                                   |  |           |  |                               |  |                    |  |              |  |                |  |               |  |            |  |                    |  |
|                                                                  |    |                    |           |                                                                                                                                                                                                                                                                                                                                                                    | Enhance communication and coordination skills 增進溝通協調能力                        | In the process of interacting with the students, I found that I was able to communicate with different people                                         | 14 | 17                             | 3.4  | Period after                                    | 2 | 5.4                                                                              | 8                           | Anchoring method                                       | 23,176 | 40%                                                                                       | 0%  | 28%                                            | 15%        | 140,168.45                                                           |  |               |  |                                   |  |           |  |                               |  |                    |  |              |  |                |  |               |  |            |  |                    |  |
|                                                                  |    |                    |           |                                                                                                                                                                                                                                                                                                                                                                    | Strengthen empathy 強同理心                                                       | I will learn to empathize and try to understand that different people have different thinking                                                         | 15 | 22.1                           | 3.6  | Period after                                    | 2 | 5.6                                                                              | 8                           | Anchoring method                                       | 23,176 | 35%                                                                                       | 0%  | 28%                                            | 15%        | 162,695.52                                                           |  |               |  |                                   |  |           |  |                               |  |                    |  |              |  |                |  |               |  |            |  |                    |  |
|                                                                  |    |                    |           |                                                                                                                                                                                                                                                                                                                                                                    | Accomplishment of self-fulfillment 自我實現的成就感                                   | Volunteer and turn gratitude into action                                                                                                              | 15 | 24                             | 3.5  | Period after                                    | 2 | 5.5                                                                              | 8.88                        | Anchoring method                                       | 25784  | 42%                                                                                       | 0%  | 30%                                            | 20%        | 157,024.56                                                           |  |               |  |                                   |  |           |  |                               |  |                    |  |              |  |                |  |               |  |            |  |                    |  |
| Lecturer                                                         | 7  | Time, Labor        | 0         | Participating in training workshops and one-on-one career counseling services                                                                                                                                                                                                                                                                                      | Improve professional knowledge and skills 專業知識與技能的提升                          | In the process of preparing for the course, I also updated myself with                                                                                | 7  | 15.7                           | 2.8  | Period after                                    | 2 | 4.8                                                                              | 8.6                         | Stated preference                                      | 47500  | 50%                                                                                       | 0%  | 20%                                            | 18%        | 133,000.00                                                           |  |               |  |                                   |  |           |  |                               |  |                    |  |              |  |                |  |               |  |            |  |                    |  |
|                                                                  |    |                    |           |                                                                                                                                                                                                                                                                                                                                                                    | Expand original work ability and 拓展原有工作能力和 增加新知識                              | Exposure to different ethnic groups expands one's horizons                                                                                            | 5  | 15.7                           | 2.5  | Period after                                    | 2 | 4.5                                                                              | 8.6                         | Stated preference                                      | 49448  | 33%                                                                                       | 0%  | 18%                                            | 25%        | 135,833.66                                                           |  |               |  |                                   |  |           |  |                               |  |                    |  |              |  |                |  |               |  |            |  |                    |  |
|                                                                  |    |                    |           |                                                                                                                                                                                                                                                                                                                                                                    | Increase Empathy 增長同理心                                                        | Learn to empathize and try to understand that different people think                                                                                  | 6  | 18.6                           | 3    | Period after                                    | 2 | 5                                                                                | 7.3                         | Stated preference                                      | 33091  | 40%                                                                                       | 0%  | 30%                                            | 25%        | 83,389.32                                                            |  |               |  |                                   |  |           |  |                               |  |                    |  |              |  |                |  |               |  |            |  |                    |  |
|                                                                  |    |                    |           |                                                                                                                                                                                                                                                                                                                                                                    | sense of accomplishment 成就感                                                   | When I received the news that the trainees in the workshop were                                                                                       | 7  | 24.3                           | 2.7  | Period after                                    | 2 | 4.7                                                                              | 8.3                         | Stated preference                                      | 54,000 | 25%                                                                                       | 0%  | 22%                                            | 15%        | 221,130.00                                                           |  |               |  |                                   |  |           |  |                               |  |                    |  |              |  |                |  |               |  |            |  |                    |  |
|                                                                  |    |                    |           |                                                                                                                                                                                                                                                                                                                                                                    | Improve problem-solving skills 提升問題解決能力                                       | You can use your expertise to help others solve problems                                                                                              | 6  | 11.4                           | 2.5  | Period after                                    | 2 | 4.5                                                                              | 6                           | Carnegie Mellon                                        | 20000  | 40%                                                                                       | 0%  | 20%                                            | 25%        | 57,600.00                                                            |  |               |  |                                   |  |           |  |                               |  |                    |  |              |  |                |  |               |  |            |  |                    |  |
| Workforce Development Agency, Ministry of Labor (WDA, MOL)       |    | Money              | 600000    |                                                                                                                                                                                                                                                                                                                                                                    | Satisfaction 滿足感                                                              | Feel happy and fulfilled by helping others                                                                                                            | 7  | 24.3                           | 2.8  | Period after                                    | 2 | 4.8                                                                              | 6.3                         | Stated preference                                      | 22708  | 40%                                                                                       | 0%  | 20%                                            | 18%        | 76,298.88                                                            |  |               |  |                                   |  |           |  |                               |  |                    |  |              |  |                |  |               |  |            |  |                    |  |
| Taiwan Women's Career Development Association (TWCD)             |    | Money              | 1,635,600 | 1. Work Meetings<br>2. Board of Directors Meetings                                                                                                                                                                                                                                                                                                                 |                                                                               |                                                                                                                                                       |    |                                | 1    |                                                 | 1 | 2                                                                                |                             |                                                        | 0%     | 0%                                                                                        | 0%  | 0%                                             | 0.00       |                                                                      |  |               |  |                                   |  |           |  |                               |  |                    |  |              |  |                |  |               |  |            |  |                    |  |

Total 2,297,808.00

Total 4,666,007.85

| Calculating Social Return |            |            |            |            |           |
|---------------------------|------------|------------|------------|------------|-----------|
| Discount rate             |            | 1.4%       |            |            |           |
| Year 0                    | Year 1     | Year 2     | Year 3     | Year 4     | Year 5    |
| 0.00                      | 444,219.60 | 367,813.83 | 304,549.85 | 252,167.28 | 0.00      |
| 0.00                      | 224,527.25 | 161,659.62 | 116,394.93 | 0.00       | 0.00      |
| 0.00                      | -8,939.00  | 0.00       | 0.00       | 0.00       | 0.00      |
| 0.00                      | 453,427.20 | 349,138.94 | 268,836.99 | 0.00       | 0.00      |
| 0.00                      | 359,381.27 | 276,723.58 | 213,077.15 | 164,069.41 | 0.00      |
| 0.00                      | -6,659.10  | -5,660.24  | -4,811.20  | -4,089.52  | -3,476.09 |
| 0.00                      | 458,161.59 | 357,366.04 | 278,745.51 | 0.00       | 0.00      |
| 0.00                      | 156,000.00 | 124,800.00 | 99,840.00  | 0.00       | 0.00      |
| 0.00                      | 112,500.00 | 96,750.00  | 83,205.00  | 71,556.30  | 0.00      |
| 0.00                      | 102,655.80 | 83,151.20  | 67,352.47  | 54,555.50  | 0.00      |
| 0.00                      | 187,796.70 | 150,237.36 | 120,189.89 | 96,151.91  | 0.00      |
| 0.00                      | 147,840.00 | 118,272.00 | 94,617.60  | 75,694.08  | 0.00      |
| 0.00                      | 147,840.00 | 115,315.20 | 89,945.86  | 70,157.77  | 0.00      |
| 0.00                      | 18,000.00  | 12,060.00  | 0.00       | 0.00       | 0.00      |
| 0.00                      | 63,835.00  | 49,791.30  | 38,837.21  | 0.00       | 0.00      |
| 0.00                      | 186,200.00 | 148,960.00 | 119,168.00 | 0.00       | 0.00      |
| 0.00                      | 77,114.70  | 65,547.50  | 55,715.37  | 47,358.07  | 40,254.36 |
| 0.00                      | 99,636.86  | 84,691.33  | 71,987.63  | 61,189.49  | 52,011.07 |
| 0.00                      | 76,719.05  | 61,375.24  | 49,100.19  | 39,280.16  | 31,424.12 |
| 0.00                      | 52,000.00  | 40,560.00  | 31,636.80  | 24,676.70  | 0.00      |
| 0.00                      | 177,957.00 | 142,365.60 | 113,892.48 | 91,113.98  | 0.00      |
| 0.00                      | 140,168.45 | 119,143.18 | 101,271.70 | 86,080.95  | 0.00      |
| 0.00                      | 162,695.52 | 138,291.19 | 117,547.51 | 99,915.39  | 0.00      |
| 0.00                      | 157,024.56 | 125,619.65 | 100,495.72 | 80,396.57  | 0.00      |
| 0.00                      | 133,000.00 | 109,060.00 | 89,429.20  | 0.00       | 0.00      |
| 0.00                      | 135,833.66 | 101,875.24 | 76,406.43  | 0.00       | 0.00      |
| 0.00                      | 83,389.32  | 62,541.99  | 46,906.49  | 0.00       | 0.00      |
| 0.00                      | 221,130.00 | 187,960.50 | 159,766.43 | 0.00       | 0.00      |
| 0.00                      | 57,600.00  | 43,200.00  | 32,400.00  | 0.00       | 0.00      |
| 0.00                      | 76,298.88  | 62,565.08  | 51,303.37  | 0.00       | 0.00      |
| 0.00                      | 0.00       | 0.00       | 0.00       | 0.00       | 0.00      |

Total 4,697,354.30

3,751,175.33 2,987,808.58 1,310,274.03 120,213.45

Present value of each year  
 Total Present Value (PV)  
 Net Present Value (PV minus the investment)  
 Social Return (Value per amount invested)

0.00 4,630,900.88 3,645,790.40 2,862,788.54 1,237,686.91 111,947.37  
 12,489,114.10  
 10,191,306.10  
 5.44

### Interview Outline

Greetings to all concerns,

The TWCDCA is currently conducting a special research project on the analysis of social investment returns, focusing on the stakeholders who participated in the 2020-2022 Women Return to work: Reshape Career-Career Preparation Workshop. The purpose of this study was to use the Social Return on Investment (SROI) analysis to understand the changes and outcomes of the participants after participating in the workshop. Therefore, focus groups or independent in-depth interviews will be conducted with various types of stakeholders to determine whether the stakeholders are ultimately included in the assessment, and on the other hand, to explore your "story of change" to ensure that the converged outcome event chain is consistent with the facts as much as possible. Then, monetize, rank, and identify the factors that need to be excluded from the results collected in the previous steps. As you are a significant stakeholder in this study, we hope to draw on your expertise and experience to help this study understand the benefits and social impact of the 2020-2022 Women Return to work: Reshape Career-Career Preparation Workshop.

This study is based on academic ethics and the content of the interviews is for academic analysis only. In addition, I hereby enclose the outline of the relevant interview questions for your prior consideration! I would like to express my most sincere respect and gratitude to you. Wish you good health!

Best regards,

TWCDCA

#### I . Introduction to SROI

SROI is the calculation of how much money is created for every NT\$1 invested effort. Steps from input to creating change: **input** → **activity** → **output** → **process (change)** → **outcome** → **impact**.

Take a cooking class as an example to illustrate outputs, changes, indicators, processes, outcomes for reference:

Mr. X took a cooking class, learned 5 dishes, and went back to cook them for his family, which made the family more harmonious and more willing to go home early. In the above example:

- Output: Learn to cook 5 dishes
- Results: A harmonious atmosphere for the whole family
- Indicators of outcome: Husband comes home early from work, fewer fights at home, and more family trips together.
- Process: Mr. X learns to cook 5 dishes → Mr. X starts to take charge of Sunday dinner → Mrs. X starts to praise husband more often → fights are less → Mr. X is more willing to go home early → family outings are more → Mr. X is happier when he comes home → the family atmosphere is more harmonious.

- Reference of price: Family relationship training fee, travel fee, family relationship consultation fee, cooking course fee (the price will be based on the above courses available in the market and discussed with Mr. X to confirm whether Mr. X thinks that "the whole family atmosphere is more harmonious" is suitable for such a price and confirm after reaching a consensus).

It is also important to consider the timeliness (**Drop-off**) of the family atmosphere becoming harmonious. Changes after a culinary class may lead to a more harmonious family atmosphere, but there are other things that may contribute to a more harmonious family atmosphere (**Attribution**), or whether or not these experiences occur later in the cooking class will have no effect on the family atmosphere at all (**Deadweight**). It is also possible that the child prefers to eat the food cooked by his mom, but the taste of the husband's cooking makes the child unhappy, the husband enjoys cooking, and the child is unhappy when he can't eat the food cooked by his mom, which has a negative impact on the family atmosphere (**Displacement**).

When these effects are considered, the impact of these outcomes can be more accurately measured when we have a comprehensive understanding of the outcomes of family harmony.

## II. Interview Outline

### 1. Background

(1) How did you get the information about the "2020-2022 Women Return to work: Reshape Career-Carrer Preparation Workshop"?

(2) What is your role in the "2020-2022 Women Return to work: Reshape Career-Carrer Preparation Workshop"?

### 2. Inputs

(1) What are the resources invested in the project (labor, time, land, money, training courses, etc.)?

(2) Do you invest any money, how much and how often is it? what is the purpose?

### 3. Outputs

(1) What has been gained or produced because of participating in the "2020-2022 Women Return to work: Reshape Career-Carrer Preparation Workshop"? (e.g. salary, certification, employment opportunities).

(2) Are there any other outputs, are there any derived outputs (e.g. being able to work as a lecturer in a professional field because of a license)?

### 4. Outcomes

#### 4.1 Draw the Outcomes [chain of events].

4.1.1 What changes have you made after participating in the 2020-2022 Employment Preparation , behavior, abilities, values).

4.1.2 Are these changes positive or negative? (which changes are preferred and which are not).

4.1.3 Which changes were anticipated, and which were unexpected?

- 4.1.4 How do these changes relate to the "2020-2022 Women Return to work: Reshape Career-Carrer Preparation Workshop"?
- 4.1.5 What happened next? (Until a probable well-defined outcome occurred.)
- 4.1.6 Any other outcomes happened?
- 4.1.7 Please rank importance of these outcomes.( Materiality Rank)

#### **4.2 Monetization [Financial Proxy]**

- 4.2.1 Can the value of these changes be measured in money, and if so, how much?
- 4.2.2 If there is no way to measure it directly in money, what kind of goods or services are worth it?
- 4.2.3 What is the general price of such goods or services, and where can I find their reference prices?

#### **4.3 Impact Factor and Duration**

- 4.3.1 If there was no employment preparation workshop for the Taiwan Women's Career Development Association, would the changes in question (1) still take place?
- 4.3.2 Other influencing factors:
  - 4.3.2.1 Have you been exposed to other programs (government, other foundations, or corporations) in your life that are like the Taiwan Women's Career Development Association's Career Preparation Workshop?
  - 4.3.2.2 What are the main differences between them and the Taiwan Women's Career Development Association's Career Preparation Workshop?
  - 4.3.2.3 Have these similar projects also produced changes in question (1) and to what extent?
- 4.3.3. Do you think of other people or things that might be related to you (e.g. other people have had positive or negative changes because of this workshop)
- 4.3.4. Above outcomes, is there any negative impact on any others? (Displacement)
- 4.3.5. How long have these changes lasted, slowly or quickly?
- 4.3.6. How quickly do these changes disappear over time?
- 4.3.7. Are there any other changes and impacts that need to be clarified?

**~Thank you for taking the time to accept the interview~**

## Taiwan Women's Career Development Association

## "Social Return on Investment Analysis Project"

## Interview Outline

Greetings to all concerns,

The Association is currently conducting a special research project on the analysis of social investment returns, focusing on the stakeholders who participated in the 2020-2022 Women Return to work: Reshape Career-Carrer Preparation Workshop. The purpose of this study was to use the Social Return on Investment (SROI) analysis to understand the changes and outcomes of the participants after participating in the workshop. Therefore, focus groups or independent in-depth interviews will be conducted with various types of stakeholders to determine whether the stakeholders are ultimately included in the assessment, and on the other hand, to explore their "story of change" to ensure that the converged outcome event chain is consistent with the facts as much as possible. Then, monetize, rank, and identify the factors that need to be excluded from the results collected in the previous steps. As you are a significant stakeholder in this study, we hope to draw on your expertise and experience to help this study understand the benefits and social impact of the 2020-2022 Women Return to work: Reshape Career-Carrer Preparation Workshop.

This study is based on academic ethics and the content of the interviews is for academic analysis only. In addition, I hereby enclose the outline of the relevant interview questions for your prior consideration! I would like to express my most sincere respect and gratitude to you.

Best regards,

TWCDA

## I . Introduction to SROI

SROI is the calculation of how much money is created for every \$1 invested effort. Steps from input to creating change: input → activity → output → process (change) → outcome → impact.

Take a cooking class as an example to illustrate outputs, changes, indicators, processes, outcomes for reference:

A gentleman took a cooking class, learned 5 dishes, and went back to cook them for his family, which made the family more harmonious and more willing to go home early. In the above example:

- Output: Learn to cook 5 dishes
- Results: A harmonious atmosphere for the whole family
- Indicators of outcome: Husbands come home early from work, fewer fights at home, and more family trips together.
- Process: Mr. X learns to cook 5 dishes → Mr. X starts to take charge of Sunday dinner → Mrs. starts to praise Mr. more often → fights are less → Mr. X is more willing to go home early → family outings are more → Mr. X is happier when he comes home → the family atmosphere is more harmonious.
- Reference of price: Family relationship training fee, travel fee, family relationship consultation fee, cooking course fee (the price will be based on the above courses available in the market and

discussed with Mr. X to confirm whether Mr. X thinks that "the whole family atmosphere is more harmonious" is suitable for such a price and confirm after reaching a consensus).

It is also important to consider the timeliness (Drop-off) of the family atmosphere becoming harmonious. Changes after a culinary class may lead to a more harmonious family atmosphere, but there are other things that may contribute to a more harmonious family atmosphere (Attribution), or whether or not these experiences occur later in the cooking class will have no effect on the family atmosphere at all (Deadweight). It is also possible that the child prefers to eat the food cooked by his mom, but the taste of the husband's cooking makes the child unhappy, the husband enjoys cooking, and the child is unhappy when he can't eat the food cooked by his mom, which has a negative impact on the family atmosphere (Displacement). When these effects are considered, the impact of these outcomes can be more accurately measured when we have a comprehensive understanding of the outcomes of family harmony.

## **II. Interview Outline**

### **1. Background**

- (1) Family members who participate in the Taiwan Women's Career Development Association, and what is your relationship with you (partner, mother, daughter, sister, other).
- (2) What was the lifestyle of the family members before participating in the "2020-2022 Employment Preparation Workshop" of the Taiwan Women's Career Development Association?

### **2. Outcomes**

2.1 Draw the Outcomes [chain of events].

2.1.1. For family members who participated in the 2020-2022 Women Return to work: Reshape Career-Carrer Preparation Workshop of the Taiwan Women's Career Development Association, the changes and influences you observed in her (including physical and psychological, attitude, emotional, and behavioral situations, competence, values).

2.1.1.1. What happened next? (Until a probable well-defined outcome occurred.)

2.1.1.2. Any other outcomes happened?

2.1.2. In your observations, are these changes positive or negative for family members, and to what extent (on a scale of 1 to 10)?

2.1.3. Has this affected or changed you personally? Are these changes positive or negative?

2.1.3.1. What happened next? (Until a probable well-defined outcome occurred.)

2.1.3.2. Any other outcomes happened?

2.1.3.3 Please rank importance of these outcomes. (Materiality Rank)

## 2.2 Monetization [Financial Proxy]

2.2.1 Can the value of these changes be measured in money, and if so, how much?

2.2.2 If there is no way to measure it directly in money, what kind of goods or services are worth it?

2.2.3 What is the general price of such goods or services, and where can I find their reference prices?

## 2.3 Impact Factor and Duration

2.3.1. If family members had not participated in the Taiwan Women's Career Development Association's Employment Preparation Workshop, would it have been possible to make the above changes?

2.3.2. Are there other factors that might cause similar changes in family members?

2.3.3. Do you think of other people or things that might be related to you (e.g. other people have had positive or negative changes because of this workshop)

2.3.4. Above outcomes, is there any negative impact on anyone else? (Displacement)

2.3.5. How long have these changes lasted, slowly or quickly?

2.3.6. How quickly do these changes disappear over time?

2.3.7. Are there any other changes and impacts that need to be clarified?

**~Thank you for taking the time to do the interview~**

## Taiwan Women's Career Development Association

### "Social Return on Investment Analysis Project"

#### Interview Outline

Greetings to all concerns,

The Association is currently conducting a special research project on the analysis of social investment returns, focusing on the stakeholders who participated in the 2020-2022 Women Return to work: Reshape Career-Carrer Preparation Workshop. The purpose of this study was to use the Social Return on Investment (SROI) analysis to understand the changes and outcomes of the participants after participating in the workshop. Therefore, focus groups or independent in-depth interviews will be conducted with various types of stakeholders to determine whether the stakeholders are ultimately included in the assessment, and on the other hand, to explore their "story of change" to ensure that the converged outcome event chain is consistent with the facts as much as possible. Then, monetize, rank, and identify the factors that need to be excluded from the results collected in the previous steps. As you are a significant stakeholder in this study, we hope to draw on your expertise and experience to help this study understand the benefits and social impact of the 2020-2022 Women Return to work: Reshape Career-Carrer Preparation Workshop.

This study is based on academic ethics and the content of the interviews is for academic analysis only. In addition, I hereby enclose the outline of the relevant interview questions for your prior consideration! I would like to express my most sincere respect and gratitude to you.

Best regards,

TWCDA

#### I . Introduction to SROI

SROI is the calculation of how much money is created for every \$1 invested effort. Steps from input to creating change: input → activity → output → process (change) → outcome → impact.

Take a cooking class as an example to illustrate outputs, changes, indicators, processes, outcomes for reference:

A gentleman took a cooking class, learned 5 dishes, and went back to cook them for his family, which made the family more harmonious and more willing to go home early. In the above example:

- Output: Learn to cook 5 dishes
- Results: A harmonious atmosphere for the whole family
- Indicators of outcome: Husbands come home early from work, fewer fights at home, and more family trips together.
- Process: Mr. X learns to cook 5 dishes → Mr. X starts to take charge of Sunday dinner → Mrs. starts to praise Mr. more often → fights are less → Mr. X is more willing to go home early → family outings are more → Mr. X is happier when he comes home → the family atmosphere is more harmonious.

- Reference of price: Family relationship training fee, travel fee, family relationship consultation fee, cooking course fee (the price will be based on the above courses available in the market and discussed with Mr. X to confirm whether Mr. X thinks that "the whole family atmosphere is more harmonious" is suitable for such a price and confirm after reaching a consensus).

It is also important to consider the timeliness (Drop-off) of the family atmosphere becoming harmonious. Changes after a culinary class may lead to a more harmonious family atmosphere, but there are other things that may contribute to a more harmonious family atmosphere (Attribution), or whether or not these experiences occur later in the cooking class will have no effect on the family atmosphere at all (Deadweight). It is also possible that the child prefers to eat the food cooked by his mom, but the taste of the husband's cooking makes the child unhappy, the husband enjoys cooking, and the child is unhappy when he can't eat the food cooked by his mom, which has a negative impact on the family atmosphere (Displacement). When these effects are considered, the impact of these outcomes can be more accurately measured when we have a comprehensive understanding of the outcomes of family harmony.

## **II. Interview Outline**

### **1. Background**

- (1) Please describe your current role in the Taiwan Women's Career Development Association?
- (2) Please describe your motivation for participating and how long you have been a member of the Association so far?
- (3) Please describe what projects you participated in and what role did you play in the 2020-2022 Career Preparation Workshop?

### **2. Input**

- (1) Please describe what resources you have invested in the association (labor, time, land, money, training courses, etc.).
- (2) Do you invest any money, how much and how often is it? what is the purpose?

### **3. Outputs**

- (1) What did you gain from participating in the Taiwan Women's Career Development Association? (e.g. external contacts, number of attendances, number of events held by the association... etc.).
  - What did you get or produce as outputs of participating in the 2020-2022 Career Preparation Workshop? (e.g. salary, professional training, volunteer hours... etc.).
  - Are there any other outputs? Are there any derivative outputs?

### **4. Outcome**

- (1) Draw the Outcomes [chain of events].
  - 4.1.1. Based on your observations, does the Taiwan Women's Career Development Association have any

benefits or impacts (social, environmental, economic)?

4.1.2. In view of your observations, have any benefits or impacts of the “2020-2022 Women Return to work: Reshape Career-Carrer Preparation Workshop” conducted by the Association, and have there been any changes to the participants of the “2020-2022 Women Return to work: Reshape Career-Carrer Preparation Workshop”?

4.1.3. Personally, after participating in the Taiwan Women's Career Development Association and the "2020-2022 Employment Preparation Workshop".

4.1.3.1. Has something changed?

4.1.3.2. Are these changes positive or negative? (which changes are preferred and which are not).

4.1.3.3. Which changes were anticipated, and which were unexpected?

4.1.3.4. How long have these changes lasted, slowly or quickly, and to what extent?

4.1.4. What happened next? (Until a probable well-defined outcome occurred.)

4.1.5. Any other outcomes happened?

4.1.6 Please rank importance of these outcomes.( Materiality Rank)

#### **4.2 Monetization [Financial Proxy]**

4.2.1. What is the value of the changes that have taken place in you personally?

4.2.2.Can the value of these changes be measured in money, and if so, how much? If not, what kind of goods or services are worth in monetary terms.

#### **4.3 Impact Factor and Duration**

4.3.1. If you are not involved in the Taiwan Women's Career Development Association, is there a chance that it could lead to the same change? How likely is it?

4.3.2. If you did not participate in the 2020-2022 Carrer Preparation Workshop, is there a chance that it could lead to the same change?

4.3.3. Other influencing factors:

Have you been in contact with other organizations (government, other foundations, or corporations) like TWCDA in your life, and what are the main differences between them and TWCDA?

4.3.4. Have you lost the opportunity to participate in other activities because of your participation in the TWCDA?

4.3.5. Have you had any impact on other people? (Positive or negative changes in other people because of your participation in TWCDA.

4.3.6. Do you have any other experiences or changes you'd like to share?

4.3.7. Do you have any relevant suggestions for the TWCDA, and what are your future prospect?

**~Thank you for taking the time to accept the interview~**

## Taiwan Women's Career Development Association

### "Social Return on Investment Analysis Project"

#### Interview Outline

Greetings to all concerns,

The TWCDA is currently conducting a special research project on the analysis of social investment returns, focusing on the stakeholders who participated in the 2020-2022 Women Return to work: Reshape Career-Carrer Preparation Workshop. The purpose of this study was to use the Social Return on Investment (SROI) analysis to understand the changes and outcomes of the participants after participating in the workshop. Therefore, focus groups or independent in-depth interviews will be conducted with various types of stakeholders to determine whether the stakeholders are ultimately included in the assessment, and on the other hand, to explore their "story of change" to ensure that the converged outcome event chain is consistent with the facts as much as possible. Then, monetize, rank, and identify the factors that need to be excluded from the results collected in the previous steps. As you are a significant stakeholder in this study, we hope to draw on your expertise and experience to help this study understand the benefits and social impact of the 2020-2022 Women Return to work: Reshape Career-Carrer Preparation Workshop.

This study is based on academic ethics and the content of the interviews is for academic analysis only. In addition, I hereby enclose the outline of the relevant interview questions for your prior consideration! I would like to express my most sincere respect and gratitude to you. W

Best regards,

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Take a cooking class as an example to illustrate outputs, changes, indicators, processes, outcomes for reference:

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- Reference of price: Family relationship training fee, travel fee, family relationship consultation fee, cooking course fee (the price will be based on the above courses available in the market and

discussed with Mr. X to confirm whether Mr. X thinks that "the whole family atmosphere is more harmonious" is suitable for such a price and confirm after reaching a consensus).

It is also important to consider the timeliness (Drop-off) of the family atmosphere becoming harmonious. Changes after a culinary class may lead to a more harmonious family atmosphere, but there are other things that may contribute to a more harmonious family atmosphere (Attribution), or whether or not these experiences occur later in the cooking class will have no effect on the family atmosphere at all (Deadweight). It is also possible that the child prefers to eat the food cooked by his mom, but the taste of the husband's cooking makes the child unhappy, the husband enjoys cooking, and the child is unhappy when he can't eat the food cooked by his mom, which has a negative impact on the family atmosphere (Displacement). When these effects are considered, the impact of these outcomes can be more accurately measured when we have a comprehensive understanding of the outcomes of family harmony.

## **II. Interview Outline**

### **1. Background**

(1) How did you get the information about the "2020-2022 Women Return to work: Reshape Career-Carrer Preparation Workshop"

(2) What is your role in the "2020-2022 Women Return to work: Reshape Career-Carrer Preparation Workshop"?

### **2. Inputs**

(1) What are the resources invested in the project (labor, time, land, money, training courses, etc.).

(2) Is there any money to be invested, how much money to invest, how often is it invested, and what is the purpose of the money?

### **3. Outputs**

(1) What has been gained or produced because of participating in the "2020-2022 Women Return to work: Reshape Career-Carrer Preparation Workshop"?(e.g. salary, certification, employment opportunities).

(2) Are there any other outputs? Are there any derivative outputs?

### **4. Outcomes**

4.1 Draw the outcomes [chain of events].

4.1.1. What changes have you made after participating in the 2020-2022 Employment Readiness Workshop?, (e.g. feeling meaningful, physical and mental impact, attitudes, emotions, behavioral situations, abilities, values).

4.1.2. Are these changes positive or negative? (which changes are preferred and which are not).

4.1.3. Which changes were anticipated, and which were unexpected?

4.1.4. How do these changes relate to the "2020-2022 Women Return to work: Reshape Career-Carrer Preparation Workshop"?

4.1.5. What happened next?(Until a potentially well-defined outcome happens.)

4.1.6. Did anything else happen?

4.1.7 Please rank importance of these outcomes.( Materiality Rank)

## 4.2 Monetization [Financial Proxy]

4.2.1. Can the value of these changes be measured in money, and if so, how much?

4.2.2. If there is no way to measure it directly in money, what kind of goods or services are worth it?

4.2.3. What is the general price of such goods or services, and where can I find their reference prices?

## 4.3 Impact Factor and Duration

4.3.1. If there was no workshop for the Taiwan Women's Career Development Association, would the changes in question (1) still take place?

4.3.2. Other influencing factors:

4.3.2.1. Have you been exposed to other programs (government, other foundations, or corporations) in your life that are like the Taiwan Women's Career Development Association's Carrer Preparation Workshop?

4.3.2.2. What are the main differences between them and the Taiwan Women's Career Development Association's Carrer Preparation Workshop?

4.3.2.3. Have these similar projects also produced changes in question (1) and to what extent?

4.3.3. Do you think of other people or things that might be related to you (e.g. other people have had positive or negative changes because of this workshop)

4.3.4. Have you had any impact on others?(Positive or negative changes in other people because of your participation in the association). (Displacement)

4.3.5. How long have these changes lasted, slowly or quickly?

4.3.6. How quickly do these changes disappear over time?

4.3.7. Are there any other changes and impacts that need to be clarified? >>>>Are there any other changes and impacts that need additional explanation?

~Thank you for taking the time to do the interview~

## appendix 2

### Questionnaire

#### 一、學員

|                                                                                                                                                                     |                                                                                                                                                                                                       |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Sex                                                                                                                                                                 | F=female/M=male                                                                                                                                                                                       |
| Age                                                                                                                                                                 | 21-30/31-40/41-50/51-60/61~                                                                                                                                                                           |
| Education level                                                                                                                                                     | Bachelor(大學)<br>Master(研究所及以上)<br>College(專科)<br>High school                                                                                                                                          |
| Marital status                                                                                                                                                      | married/unmarried/divorce/single                                                                                                                                                                      |
| Number of children                                                                                                                                                  | Open-ended                                                                                                                                                                                            |
| Career Breaks                                                                                                                                                       | under 1 year<br>1-2years<br>2-5years<br>6-9years<br>10-15years                                                                                                                                        |
| Please fill in the current or<br>then full-time job agency/organization and job title                                                                               | Open-ended                                                                                                                                                                                            |
| Current or full-time work,<br>approximate average monthly salary (including labor<br>health insurance)                                                              | under 10000<br>10,001~15000<br>15,001~20000<br>20,001~25000<br>25,001~30000<br>30,001~35000<br>35,001~40000<br>40,001~45000<br>45,001~50000<br>50,001~55000<br>55,001~60000<br>60,001~65000<br>70000~ |
| What was your lifestyle like before you<br>went to the Workshop on Job Preparation for Women<br>hosted by the Taiwan Association for Women's Career<br>Development? | employer 僱主 (老闆)<br>employee 受私人僱用者<br>Self-employed operator 自營作業者<br>housewife 家庭主婦<br>Unemployed 待業<br>retired                                                                                     |

Are you joining the Taiwan Women's Career Development Association's [Women's Employment Preparation Workshop] year? 2020 / 2021 / 2022

Are you currently an "association member" or "volunteer team member" of the Taiwan Women's Career Development Association [Women's Employment Preparation Workshop]?  
 only association member  
 only volunteer  
 No, Both have not joined yet

what is your average monthly salary at the moment or at that time including insurance  
 under 10000  
 10,001~15000  
 15,001~20000  
 20,001~25000  
 25,001~30000  
 30,001~35000  
 35,001~40000  
 40,001~45000  
 45,001~50000  
 50,001~55000  
 55,001~60000  
 60,001~65000  
 70000~

Since you have started participating in the [Women's Job Preparation Workshop], please tick the following options that correspond to the changes and feelings you have experienced: - Self-Confidence Enhancement  
 increase(yes)=1  
 no change=N  
 decrease(no)=0

Since you have started participating in the [Women's Job Preparation Workshop], please tick the following options that correspond to the changes and feelings you have experienced: - Attain interpersonal satisfaction  
 increase(yes)=1  
 no change=N  
 decrease(no)=0

Since you have started participating in the [Women's Job Preparation Workshop], please tick the following options that correspond to the changes and feelings you have experienced: - Promote self-efficacy  
 increase(yes)=1  
 no change=N  
 decrease(no)=0

Since you have started participating in the [Women's Job Preparation Workshop], please tick the following options that correspond to the changes and feelings you have experienced: -Role repositioning  
 increase(yes)=1  
 no change=N  
 decrease(no)=0

Since you have started participating in the [Women's Job Preparation Workshop], please tick the following options that correspond to the changes

increase(yes)=1  
no change=N  
decrease(no)=0

and feelings you have experienced: - Focus on the improvement of career key functions

Before participating in the [Women's Employment Preparation Workshop],

what was your level of [confidence] in your ability to return to work?

1 to 10 points

After participating in the "Women's Employment Preparation Workshop" of the Taiwan Women's Career Development Association, to what extent did your [confidence] return to work?

1 to 10 points

Before participating in the [Women's Employment Preparation Workshop],

1 to 10 points

how [interpersonal relationships] were you?

After participating in the [Women's Employment Preparation Workshop],

1 to 10 points

how [interpersonal relationships] were you?

Before your participation in the [Women's Employment Preparation Workshop],

1 to 10 points

what was the [self-efficacy] growth you gained

After participating in the [Female Employment Preparation Workshop],

1 to 10 points

your [self-efficacy] improves

before attending the [Women's Employment Preparation Workshop],

1 to 10 points

what was the level of [Role repositioning] ?

After participating in the Women's Back-to-Work Workshop,

1 to 10 points

what was the level of [Role repositioning]?

Before participate in [Women's Employment Preparation Workshop],

1 to 10 points

to what extent did you find your own [Focus on the improvement of career key functions]

After participating in the "Women's Employment Preparation Workshop",

1 to 10 points

what is the extent of your [Focus on the improvement of career key functions]

Please rank the importance of the changes and feelings you have made "after" participating in the [Women's Employment Preparation Workshop]

How long do you think these changes and achievements will last? (Please tick 1-5 years) - Self-Confidence Enhancement 1year / 2years / 3years / 4years / 5years

How long do you think these changes and achievements will last? (Please tick 1-5 years) - Attain interpersonal satisfaction 1year / 2years / 3years / 4years / 5years

How long do you think these changes and achievements will last? (Please tick 1-5 years) - Promote self-efficacy 1year / 2years / 3years / 4years / 5years

How long do you think these changes and achievements will last? (Please tick 1-5 years) - Character repositioning 1year / 2years / 3years / 4years / 5years

How long do you think these changes and achievements will last? (Please tick 1-5 years) - Focusing on the improvement of key functions 1year / 2years / 3years / 4years / 5years

Following the above topic, how much will it decrease each year? - Self-Confidence Enhancement under20% / 21-40% / 41-60% / 61-80% / more than 81%~

Following the above topic, how much will it decrease each year? - Attain interpersonal satisfaction under20% / 21-40% / 41-60% / 61-80% / more than 81%~

Following the above topic, how much will it decrease each year? - Promote self-efficacy under20% / 21-40% / 41-60% / 61-80% / more than 81%~

Following the above topic, how much will it decrease each year? - Character repositioning under20% / 21-40% / 41-60% / 61-80% / more than 81%~

Following the above topic, how much will it decrease each year? - Focusing on the improvement of key functions under20% / 21-40% / 41-60% / 61-80% / more than 81%~

If I DON'T participate in the [Women's Employment Preparation Workshop], will I still experience the following changes? - Self-Confidence Enhancement 0% completely impossible  
25% slightly possible  
50% half half  
75% quite likely  
100% completely possible

If I DON'T participate in the [Women's Employment Preparation Workshop], will I still experience the following changes? - Self-Confidence Enhancement 0% completely impossible  
25% slightly possible  
50% half half

|                                                                                                                                          |                                                              |
|------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------|
| will I still experience the following changes? - Attain interpersonal satisfaction                                                       | 75% quite likely<br>100%completely possible                  |
| If I DON'T participate in the [Women's Employment Preparation Workshop],                                                                 | 0% completely impossible<br>25% slightly possible            |
| will I still experience the following changes? - Promote self-efficacy                                                                   | 50% half half<br>75% quite likely<br>100%completely possible |
| If I DON'T participate in the [Women's Employment Preparation Workshop],                                                                 | 0% completely impossible<br>25% slightly possible            |
| will I still experience the following changes? - Character repositioning                                                                 | 50% half half<br>75% quite likely<br>100%completely possible |
| If I DON'T participate in the [Women's Employment Preparation Workshop],                                                                 | 0% completely impossible<br>25% slightly possible            |
| will I still experience the following changes? - Focusing on the improvement of key functions                                            | 50% half half<br>75% quite likely<br>100%completely possible |
| Ask if there are other activities or organizations that caused it besides participating in the [Female Employment Preparation Workshop]? | 0%=No contribution<br>20% or less<br>21-40%                  |
| If so, please fill in the name of the activity or organization and what percentage it accounts for? - Self-Confidence Enhancement        | 41-60%<br>61-80%<br>81-100%                                  |
| Ask if there are other activities or organizations that caused it besides participating in the [Female Employment Preparation Workshop]? | 0%=No contribution<br>20% or less<br>21-40%                  |
| If so, please fill in the name of the activity or organization and what percentage it accounts for? - Attain interpersonal satisfaction  | 41-60%<br>61-80%<br>81-100%                                  |
| Ask if there are other activities or organizations that caused it besides participating in the [Female Employment Preparation Workshop]? | 0%=No contribution<br>20% or less<br>21-40%                  |
| If so, please fill in the name of the activity or organization and what percentage it accounts for? - Promote self-efficacy              | 41-60%<br>61-80%<br>81-100%                                  |
| Ask if there are other activities or organizations that caused it besides participating in the [Female Employment Preparation Workshop]? | 0%=No contribution<br>20% or less<br>21-40%                  |
| If so, please fill in the name of the activity or                                                                                        | 41-60%                                                       |

|                                                                                                                                                    |                                                                                                                                                                                                                                                                                        |
|----------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| organization and what percentage it accounts for? -                                                                                                | 61-80%                                                                                                                                                                                                                                                                                 |
| Character repositioning                                                                                                                            | 81-100%                                                                                                                                                                                                                                                                                |
| Ask if there are other activities or organizations that caused it besides participating in the [Female Employment Preparation Workshop]?           | 0%=No contribution<br>20% or less<br>21-40%                                                                                                                                                                                                                                            |
| If so, please fill in the name of the activity or organization and what percentage it accounts for? - Focusing on the improvement of key functions | 41-60%<br>61-80%<br>81-100%                                                                                                                                                                                                                                                            |
| Describe how you'd go about it if you wanted to achieve [Increased Self-Confidence].                                                               | A.The cost of a personal image consultant, once a month, has a market value of about 10,000<br>B.Participate in training courses, once a quarter, a total of about 40,000<br>C.other                                                                                                   |
| Continuing the above question, choose C.<br>Please write down your answer in the following description.                                            | Open-ended                                                                                                                                                                                                                                                                             |
| Please describe how you yourself would like to do it, assuming you want to [get satisfaction from interpersonal relationships]                     | A.Dinner with workshop partners once every half cost about \$400 each time, a total of \$800<br>B.Participate in a one-day tour at a cost of about \$1,000 per trip<br>C.other                                                                                                         |
| Continuing the above question, choose C.<br>Please write down your answer in the following description.                                            | Open-ended                                                                                                                                                                                                                                                                             |
| Describe how would you do if you want to enhance self-efficacy.                                                                                    | A.I am willing to pay about 1year \$20,000 to study and gain workplace knowledge<br>B.Postgraduate study in the first master's class of the National Research Institute, about \$60,000.<br>C.Participate in professional workshops once a quarter, totaling about \$40,000<br>D.other |
| The above question, select: d<br>Other, please explain in the following.                                                                           | Open-ended                                                                                                                                                                                                                                                                             |
| Can you describe what you would do if you wanted to [character repositioning]?                                                                     | A. the cost of self-study is about 10,000~20,000 yuan<br>B.My current full-time salary averages \$26,000 to \$50,000 per month<br>C.My current full-time salary averages \$60,000 to \$80,000 per month<br>D.other                                                                     |

|                                                                                                                                                   |                                                                                                                |
|---------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|
| The above question, select: d                                                                                                                     | Open-ended                                                                                                     |
| Other, please explain in the following.                                                                                                           |                                                                                                                |
| Please describe how you approach the assumption that you want to [focus on improving key capabilities]?                                           | A.I am willing to pay about \$150,000 to study and gain workplace knowledge                                    |
|                                                                                                                                                   | B.I am willing to pay about \$120,000 to study and gain workplace knowledge                                    |
|                                                                                                                                                   | C.Postgraduate study in the first master's class of the National University Graduate School, about 60,000 yuan |
|                                                                                                                                                   | D.other                                                                                                        |
| The above question, select: d Other, please explain in the following.                                                                             | Open-ended                                                                                                     |
| Above outcomes, is there any negative impact on any others?                                                                                       | yes or no                                                                                                      |
| Since your participation in [Female Employment Preparation Workshop], which of the following descriptions matches the changes to your employment? | A.I used to work part-time and now work full-time (employed).                                                  |
|                                                                                                                                                   | B.I was unemployed and now have a full-time (employed) job.                                                    |
|                                                                                                                                                   | C.I used to work full time and now work full time (employed).                                                  |
| What suggestions do you have for the "Women's Employment Preparation Workshop" of the Taiwan Women's Career Development Association?              | Open-ended                                                                                                     |

## 二、學員 2

|                                                                                                                                                   |                                                                                                                                                                                                       |
|---------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Sex                                                                                                                                               | F=female / M=male                                                                                                                                                                                     |
| Age                                                                                                                                               | 21-30 / 31-40 / 41-50 / 51-60 / 61~                                                                                                                                                                   |
| Education                                                                                                                                         | Bachelor(大學)<br>Master(研究所及以上)<br>College(專科)<br>High school                                                                                                                                          |
| Marriage:<br>the state of being married                                                                                                           | married<br>unmarried<br>divorce<br>single                                                                                                                                                             |
| Number of children                                                                                                                                | Open-ended                                                                                                                                                                                            |
| Career break                                                                                                                                      | under 1 year<br>1-2years<br>2-5years<br>6-9years<br>10-15years                                                                                                                                        |
| Please fill in the name of the part-time agency/organization and title of your current or then current position                                   | Open-ended                                                                                                                                                                                            |
| Current or past part-time work income is about average monthly salary (including labor health insurance).                                         | under 10000<br>10,001~15000<br>15,001~20000<br>20,001~25000<br>25,001~30000<br>30,001~35000<br>35,001~40000<br>40,001~45000<br>45,001~50000<br>50,001~55000<br>55,001~60000<br>60,001~65000<br>70000~ |
| What was your lifestyle like before you arrived at the Taiwan Women's Career Development Association's [Women's Employment Preparation Workshop]? | employer 僱主 (老闆)<br>employee 受私人僱用者<br>Self-employed operator 自營作業者<br>housewife 家庭主婦<br>Unemployed 待業<br>retired                                                                                     |

|                                                                                                                                                                                                                                     |                                                                                                                                                                                                       |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| May I ask you to join "Women's Employment Preparation 2020 Workshop"                                                                                                                                                                | 2021                                                                                                                                                                                                  |
| held by Taiwan Women's Career Association annually?                                                                                                                                                                                 | 2022                                                                                                                                                                                                  |
| Have you become a "member of the association" or a "volunteer member of the association" for the Taiwan Women's Career Development Association's "Job Preparation Workshop for Women"?                                              | only association member<br>only volunteer<br>No,Both have not joined yet                                                                                                                              |
| What is your average monthly salary (including labor and health insurance)?                                                                                                                                                         | under 10000<br>10,001~15000<br>15,001~20000<br>20,001~25000<br>25,001~30000<br>30,001~35000<br>35,001~40000<br>40,001~45000<br>45,001~50000<br>50,001~55000<br>55,001~60000<br>60,001~65000<br>70000~ |
| Since you have participated in the [Women's Job Preparation Workshop], please tick the following options that match changes and feelings related to yourself: - Improve Work Competence                                             | increase(yes)=1<br>no change=N<br>decrease(no)=0                                                                                                                                                      |
| Since you have participated in the [Women's Job Preparation Workshop], please tick the following options that match changes and feelings related to yourself: - Enhancing Cross-generation Communication and Coordination Awareness | increase(yes)=1<br>no change=N<br>decrease(no)=0                                                                                                                                                      |
| Since you have participated in the [Women's Job Preparation Workshop], please tick the following options that match changes and feelings related to yourself: - Expand interpersonal relationships                                  | increase(yes)=1<br>no change=N<br>decrease(no)=0                                                                                                                                                      |
| Since you started participating in the Women's Employment Preparation Workshop, please check the following boxes that are in line with your own changes and feelings: - Improve self-awareness                                      | increase(yes)=1<br>no change=N<br>decrease(no)=0                                                                                                                                                      |

Since you have participated in the [Women's Job Preparation Workshop], please tick the following options that match changes and feelings related to yourself: - Raising the sense of self-worth

increase(yes)=1  
no change=N  
decrease(no)=0

Since you have participated in the [Women's Job Preparation Workshop],

increase(yes)=1  
no change=N  
decrease(no)=0

please tick the following options that match changes and feelings related to yourself: - Obtain physical and mental stability

What is your workforce knowledge level "before" participating in the [Women's Employment Preparation Workshop]?

1 to 10 points

After participating in the [Female Employment Preparation Workshop],

1 to 10 points

what is your level of professional skill improvement?

Before participating in the [Women's Employment Workshop],

1 to 10 points

what was the level of intergenerational [communication and coordination]?

After participating in the [Women's Employment Preparatory Workshop],

1 to 10 points

to what extent did your cross-generational [communication and coordination] improve?

Before participating in the [Women's Job Readiness Workshop], to what extent

1 to 10 points

were your [interpersonal relationships] social networking?

After participating in [Women's Job Preparation Workshop],

1 to 10 points

how extensive is your social network [interpersonal relationship]?

Before Participating in the "Employment Readiness Workshop for Women",

1 to 10 points

How Keen Was Your [Perception of Self-Awareness]

After participating in the [Female Employment Preparation Workshop],

1 to 10 points

how sensitive are you to [self-awareness]?

Before you participated in the [Women's Job Preparation Workshop] and got a part-time job,

1 to 10 points

how did you feel about [self-worth]?

After participating in the [Female Employment Preparation Workshop] 1 to 10 points

and getting a part-time job, the degree of improvement in [self-worth] perception.

Before participating in the Women's Employment Preparation Workshop, 1 to 10 points

what was your [Obtain physical and mental stability] level?

After participating in the 【Female Employment Preparation Workshop】 , 1 to 10 points

what is your level of [physical and mental balance]?

Please rank the importance of your changes and feelings "after" participating in the [Women's Employment Preparation Workshop]

How long do you think these changes and achievements will last for? 1year/2years/3years/4years/5years

(Please select 1-5 years) - Improve workforce knowledge

How long do you think these changes and achievements will last for? 1year/2years/3years/4years/5years

(Please select 1-5 years) - Enhancing Cross-generation Communication and Coordination Awareness

How long do you think these changes and achievements will last for? 1year/2years/3years/4years/5years

(Please select 1-5 years) - Expand interpersonal relationships

How long do you think these changes and achievements will last for? 1year/2years/3years/4years/5years

(Please select 1-5 years) - Improve self-awareness

How long do you think these changes and achievements will last for? 1year/2years/3years/4years/5years

(Please select 1-5 years) - Increase self-worth

How long do you think these changes and achievements will last for? 1year/2years/3years/4years/5years

(Please select 1-5 years) - Obtain physical and mental stability

Following the above question, how much will be reduced every year? - Improve Work Competence

under20%/21-40%/41-60%/61-80%/more than 81%~

Following the above question, how much will be reduced every year? under20%/21-40%/41-60%/61-80%/more than 81%~

- Enhancing Cross-generation Communication and Coordination Awareness

Following the above question, how much will be reduced every year? under20%/21-40%/41-60%/61-80%/more than 81%~

- Expand interpersonal relationships

Following the above question, how much will be reduced every year? under20%/21-40%/41-60%/61-80%/more than 81%~

-Improve self-awareness

Following the above question, how much will be reduced every year? under20%/21-40%/41-60%/61-80%/more than 81%~

- Raising the sense of self-worth

Following the above question, how much will be reduced every year? under20%/21-40%/41-60%/61-80%/more than 81%~

-Obtain physical and mental stability

|                                                                                                                                                |      |                       |
|------------------------------------------------------------------------------------------------------------------------------------------------|------|-----------------------|
| If I do not participate in the [Women's Employment Preparation Workshop], will it have any of the following changes? - Improve Work Competence | 0%   | completely impossible |
|                                                                                                                                                | 25%  | slightly possible     |
|                                                                                                                                                | 50%  | half half             |
|                                                                                                                                                | 75%  | quite likely          |
|                                                                                                                                                | 100% | completely possible   |

|                                                                                                                                                                                            |      |                       |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|-----------------------|
| If I do not participate in the [Women's Employment Preparation Workshop], will it have any of the following changes? - Enhancing Cross-generation Communication and Coordination Awareness | 0%   | completely impossible |
|                                                                                                                                                                                            | 25%  | slightly possible     |
|                                                                                                                                                                                            | 50%  | half half             |
|                                                                                                                                                                                            | 75%  | quite likely          |
|                                                                                                                                                                                            | 100% | completely possible   |

|                                                                                                                                                           |      |                       |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------|------|-----------------------|
| If I do not participate in the [Women's Employment Preparation Workshop], will it have any of the following changes? - Expand interpersonal relationships | 0%   | completely impossible |
|                                                                                                                                                           | 25%  | slightly possible     |
|                                                                                                                                                           | 50%  | half half             |
|                                                                                                                                                           | 75%  | quite likely          |
|                                                                                                                                                           | 100% | completely possible   |

|                                                                                                                                               |      |                       |
|-----------------------------------------------------------------------------------------------------------------------------------------------|------|-----------------------|
| If I do not participate in the [Women's Employment Preparation Workshop], will it have any of the following changes? - Improve self-awareness | 0%   | completely impossible |
|                                                                                                                                               | 25%  | slightly possible     |
|                                                                                                                                               | 50%  | half half             |
|                                                                                                                                               | 75%  | quite likely          |
|                                                                                                                                               | 100% | completely possible   |

|                                                                                                                                                        |      |                       |
|--------------------------------------------------------------------------------------------------------------------------------------------------------|------|-----------------------|
| If I do not participate in the [Women's Employment Preparation Workshop], will it have any of the following changes? - Raising the sense of self-worth | 0%   | completely impossible |
|                                                                                                                                                        | 25%  | slightly possible     |
|                                                                                                                                                        | 50%  | half half             |
|                                                                                                                                                        | 75%  | quite likely          |
|                                                                                                                                                        | 100% | completely possible   |

If I do not participate in the [Women's Employment Preparation Workshop], will it have any of the following changes?

|                                        |                          |
|----------------------------------------|--------------------------|
| - Obtain physical and mental stability | 0% completely impossible |
|                                        | 25% slightly possible    |
|                                        | 50% half half            |
|                                        | 75% quite likely         |
|                                        | 100% completely possible |

Apart from joining the participation in [Women's Employment Preparation Workshop], is it possible that this result is caused by other activities or organizations? If there is, please fill in the name of the activity or organization and the proportion.

|                               |                    |
|-------------------------------|--------------------|
| - Improve workforce knowledge | 0%=No contribution |
|                               | 20% or less        |
|                               | 21-40%             |
|                               | 41-60%             |
|                               | 61-80%             |
|                               | 81-100%            |

Apart from joining the participation in [Women's Employment Preparation Workshop], is it possible that this result is caused by other activities or organizations? If there is, please fill in the name of the activity or organization and the proportion.

|                                                                       |                    |
|-----------------------------------------------------------------------|--------------------|
| - Enhancing Cross-generation Communication and Coordination Awareness | 0%=No contribution |
|                                                                       | 20% or less        |
|                                                                       | 21-40%             |
|                                                                       | 41-60%             |
|                                                                       | 61-80%             |
|                                                                       | 81-100%            |

Apart from joining the participation in [Women's Employment Preparation Workshop], is it possible that this result is caused by other activities or organizations? If there is, please fill in the name of the activity or organization and the proportion.

|                                      |                    |
|--------------------------------------|--------------------|
| - Expand interpersonal relationships | 0%=No contribution |
|                                      | 20% or less        |
|                                      | 21-40%             |
|                                      | 41-60%             |
|                                      | 61-80%             |
|                                      | 81-100%            |

Apart from joining the participation in [Women's Employment Preparation Workshop], is it possible that this result is caused by other activities or organizations? If there is, please fill in the name of the activity or organization and the proportion.

|                       |                    |
|-----------------------|--------------------|
| - Increase self-worth | 0%=No contribution |
|                       | 20% or less        |
|                       | 21-40%             |
|                       | 41-60%             |
|                       | 61-80%             |
|                       | 81-100%            |

Apart from joining the participation in [Women's Employment Preparation Workshop], is it possible that this result is caused by other activities or organizations? If there is, please fill in the name of the activity or organization and the proportion.

|                                   |                    |
|-----------------------------------|--------------------|
| - Raising the sense of self-worth | 0%=No contribution |
|                                   | 20% or less        |
|                                   | 21-40%             |
|                                   | 41-60%             |
|                                   | 61-80%             |
|                                   | 81-100%            |

Apart from joining the participation in [Women's Employment Preparation Workshop], is it possible that this result is caused by other activities or organizations? If there is, please fill in the name of the

|  |                    |
|--|--------------------|
|  | 0%=No contribution |
|  | 20% or less        |
|  | 21-40%             |
|  | 41-60%             |

|                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                       |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| activity or organization and the proportion. -Obtain physical and mental stability                                                                                                              | 61-80%<br>81-100%                                                                                                                                                                                                                                                                     |
| If there are other factors (activities or organizations) in the above topic [Items to be changed] that have helped you achieve these changes (please fill in the activity name/related content) | 0%=No contribution<br>20% or less<br>21-40%<br>41-60%<br>61-80%<br>81-100%                                                                                                                                                                                                            |
| Please describe, assuming you want to achieve [提升職場職能] this thing, how would you want to do it?                                                                                                 | A.I am willing to spend about 20,000/1year to gain professional knowledge in the workplace.<br>B.I am willing to spend about 50,000/1year to gain professional knowledge in the workplace.<br>C.Studying for a master's degree at a national university about 60,000/1year<br>D.other |
| Continuing with the above question, if you choose d. Others, please answer in the following instructions.                                                                                       | Open-ended                                                                                                                                                                                                                                                                            |
| Please describe how you would do it if you wanted to [improve the cognition of cross-generational communication and coordination]?                                                              | A.Dinners with colleagues cost NT\$2,000, 6 times a year<br>B.Participate in professional interpersonal communication workshops once a quarter, totaling about NT\$40,000<br>C.other                                                                                                  |
| Continuation of above question, choose C. Others, please answer the following question.                                                                                                         | Open-ended                                                                                                                                                                                                                                                                            |
| Please describe what you would do if you wanted to expand your network.                                                                                                                         | A.Participate in a variety of workshops, spending average of about \$2,000 each year<br>B.Dinner with fellow trainees once every half of the workshop costs about \$400 each time, a total of \$800<br>C.Participate in a one-day tour at a cost of about \$1,000 per trip<br>D.other |
| For the above question, select: d other, please specify below:                                                                                                                                  | Open-ended                                                                                                                                                                                                                                                                            |
| Please describe how you would do it if you wanted to [Improve self-awareness].                                                                                                                  | A.Participate in career/psychological counseling for one hour each season<br>B.Attend two days and one night professional workshop, one or three times<br>C.other                                                                                                                     |

|                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                      |
|-------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Presented subject, choice: C Other, please explain as below.                                                            | Open-ended                                                                                                                                                                                                                                                                                                                                                           |
| Please describe what you will do if you want to improve your sense of self-worth.                                       | A. That's about twice my current average monthly salary<br>B. It is approximately equivalent to the current level of basic monthly salary income in Taiwan<br>C. It is approximately equivalent to participating in four self-confidence improvement workshops<br>D. other                                                                                           |
| For the above question, select: d other, please specify below:                                                          | Open-ended                                                                                                                                                                                                                                                                                                                                                           |
| Describe how to [Settle Your Body and Mind] if you wanted to do so.                                                     | A. Engage in personal leisure activities (eating food, reading, singing KTV, SPA, yoga, going to the gym...) It costs 5,000~8,000 yuan per month.<br>B. Engage in personal leisure activities (eating food, reading, singing KTV, SPA, yoga, going to the gym...) It costs 8,001~12,000 yuan per month.<br>C. One one-hour counseling session per season<br>D. other |
| For the above question, select: d other, please specify below:                                                          | Open-ended                                                                                                                                                                                                                                                                                                                                                           |
| Above outcomes, is there any negative impact on any others?                                                             | yes or no                                                                                                                                                                                                                                                                                                                                                            |
| Which of the following describes changes in your work since participating in the Women's Employment Readiness Workshop? | A. I didn't have a job before, and now I have a part-time job.<br>B. I used to work part-time, but now I start my own business.<br>C. No change                                                                                                                                                                                                                      |
| What is your suggestion for Taiwan Women's Career Development Association's [Women's Employment Preparation Workshop]?  | Open-ended                                                                                                                                                                                                                                                                                                                                                           |

### 三、學員 3

|                 |                                     |
|-----------------|-------------------------------------|
| Gender          | F=female / M=male                   |
| age             | 21-30 / 31-40 / 41-50 / 51-60 / 61~ |
| Education Level | Bachelor(大學)<br>Master(研究所及以上)      |

|                                                                                                                                                                                                  |                              |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|
|                                                                                                                                                                                                  | College(專科)                  |
|                                                                                                                                                                                                  | High school                  |
| Marriage:                                                                                                                                                                                        | married                      |
| the state of being married                                                                                                                                                                       | unmarried                    |
|                                                                                                                                                                                                  | divorce                      |
|                                                                                                                                                                                                  | single                       |
| Number of children                                                                                                                                                                               | Open-ended                   |
| Time out of the workforce                                                                                                                                                                        | under 1 year                 |
|                                                                                                                                                                                                  | 1-2years                     |
|                                                                                                                                                                                                  | 2-5years                     |
|                                                                                                                                                                                                  | 6-9years                     |
|                                                                                                                                                                                                  | 10-15years                   |
| Average Income before was about the average monthly salary (including labor health insurance)                                                                                                    | under 10000                  |
|                                                                                                                                                                                                  | 10,001~15000                 |
|                                                                                                                                                                                                  | 15,001~20000                 |
|                                                                                                                                                                                                  | 20,001~25000                 |
|                                                                                                                                                                                                  | 25,001~30000                 |
|                                                                                                                                                                                                  | 30,001~35000                 |
|                                                                                                                                                                                                  | 35,001~40000                 |
|                                                                                                                                                                                                  | 40,001~45000                 |
|                                                                                                                                                                                                  | 45,001~50000                 |
|                                                                                                                                                                                                  | 50,001~55000                 |
|                                                                                                                                                                                                  | 55,001~60000                 |
|                                                                                                                                                                                                  | 60,001~65000                 |
|                                                                                                                                                                                                  | 70000~                       |
| What was your lifestyle before you came to Taiwan Women's Career Development Association's (Women's Employment Preparation Workshop)?                                                            | employer 僱主 (老闆)             |
|                                                                                                                                                                                                  | employee 受私人僱用者              |
|                                                                                                                                                                                                  | Self-employed operator 自營作業者 |
|                                                                                                                                                                                                  | housewife 家庭主婦               |
|                                                                                                                                                                                                  | Unemployed 待業                |
|                                                                                                                                                                                                  | retired                      |
| Are you joining the Taiwan Women's Career Development Association's [Female Employment Preparation Workshop] annual                                                                              | 2020                         |
|                                                                                                                                                                                                  | 2021                         |
|                                                                                                                                                                                                  | 2022                         |
| May I ask whether you are currently a "member of the association" or a "member of the volunteer team" in the 【Women Employment Preparation Workshop】 of "Association for Taiwan Women's Career"? | only association member      |
|                                                                                                                                                                                                  | only volunteer               |
|                                                                                                                                                                                                  | No,Both have not joined yet  |

|                                                                                                                                                                                                  |                                                                                                                   |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|
| Since you started to participate in the [Women's Employment Preparation Workshop], please check the following options that match your own changes and feelings: - Professional skill enhancement | increase(yes)=1<br>no change=N<br>decrease(no)=0                                                                  |
| Since you started to participate in the [Women's Employment Preparation Workshop], please check the following options that match your own changes and feelings:- Professional skill enhancement  | increase(yes)=1<br>no change=N<br>decrease(no)=0                                                                  |
| Before participating in the [Women's Employment Preparation Workshop], what was your professional competence?                                                                                    | 1 to 10 points                                                                                                    |
| What is your professional competence level "after" the 【Women's Employment Preparation Workshops】 ?                                                                                              | 1 to 10 points                                                                                                    |
| May I ask your " professional competence level " before you take the 【workshop on female employment】 ? Increase self-improvement                                                                 | 1 to 10 points                                                                                                    |
| Please rank the changes and feelings you had "after" participating in the [Female Employment Preparation Workshop] Increase self-affirmation                                                     | 1 to 10 points                                                                                                    |
| How long do you think the above changes and results can last (Please select 1-5 years)? - Professional skill enhancement                                                                         | 1year / 2years / 3years / 4years / 5years                                                                         |
| How long do you think the above changes and results can last (Please select 1-5 years)? - Increase self-improvement                                                                              | 1year / 2years / 3years / 4years / 5years                                                                         |
| Following the above question, how much will it decrease each year? - Professional skill enhancement                                                                                              | under20% / 21-40% / 41-60% / 61-80% / more than 81%~                                                              |
| Following the above question, how much will it decrease each year? - Increase self-improvement                                                                                                   | under20% / 21-40% / 41-60% / 61-80% / more than 81%~                                                              |
| Would there be such changes if we 'did not join' the [Women's Employment Preparation Workshop]? - Professional skill enhancement                                                                 | 0% completely impossible<br>25% slightly possible<br>50% half half<br>75% quite likely<br>100%completely possible |
| Would there be such changes if we 'did not join' the [Women's Employment Preparation Workshop]? - Increase self-improvement                                                                      | 0% completely impossible<br>25% slightly possible<br>50% half half                                                |

75% quite likely  
100%completely possible

Besides participating in the 【Job Preparation Workshop for Women】 , were there any other activities or organizations that might have contributed to the results? If yes, please fill in the names of the activities or organizations, and the percentage of their contribution. - Professional skill enhancement

0% completely impossible  
25% slightly possible  
50% half half  
75% quite likely  
100%completely possible

Besides participating in the 【Job Preparation Workshop for Women】 , were there any other activities or organizations that might have contributed to the results? If yes, please fill in the names of the activities or organizations, and the percentage of their contribution. - Increase self-improvement

0% completely impossible  
25% slightly possible  
50% half half  
75% quite likely  
100%completely possible

What would you do if you wanted to achieve the goal of [professional competence improvement]?

A.I am willing to pay about \$10,000 to study and gain professional knowledge in the workplace.  
B.I am willing to pay about \$20,000 to study and gain professional knowledge in the workplace.  
C.other

As above questions, choose c.others, please answer with the following description.

Please describe, assuming you want to [increase your self-affirmation], how you would like to do it yourself?

A.Participate in psychological consultation once every quarter, about \$12,000.  
B.Attend professional workshops cost about 6000 a year.  
C.other

As above questions, choose c.others, please answer with the following description.

Above outcomes, is there any negative impact on any others?是否有對他人造成負面影響? yes or no

Marriage:  
the state of being married

married  
unmarried  
divorce  
single

Number of children

Open-ended

|                                                                                                                                                                                                             |                                                                          |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|
| May I ask you are a "member of the association" or "member of the volunteer team" of "Women's Employment Preparation Workshop" by Taiwan Women's Career Development Association?                            | only association member<br>only volunteer<br>No,Both have not joined yet |
| since your family started to participate in [Women's Employment Preparation Workshop], please check the following options which can best match the family changing and feeling: - happy                     | increase(yes)=1<br>no change=N<br>decrease(no)=0                         |
| since your family started to participate in [Women's Employment Preparation Workshop], please check the following options which can best match the family changing and feeling: - Relieve the family burden | increase(yes)=1<br>no change=N<br>decrease(no)=0                         |
| How happy your family is "before" your participation in the [Women's Employment Preparation Workshop]                                                                                                       | 1 to 10 points                                                           |
| How happy your family is "after" your participation the [Women's Employment Preparation Workshop]                                                                                                           | in 1 to 10 points                                                        |
| Before your family participated in the [Female Employment Preparation Workshop], what was the burden of your household expenses?                                                                            | 1 to 10 points                                                           |
| May I ask the degree of your family financial burden "after" your family participated in the "Women's Employment Preparation Workshop"?                                                                     | 1 to 10 points                                                           |
| List the important changes and emotions you experience after your participation in the "Women's Employment Preparation Workshop" in order of importance                                                     |                                                                          |
| How long do you think these changes and results will last (please select 1-5 years)? - Bring Family Happiness                                                                                               | 1year/2years/3years/4years/5years                                        |
| How long do you think these changes and results will last (please select 1-5 years)? - Relieve the family burden                                                                                            | 1year/2years/3years/4years/5years                                        |
| Continuing from the above question, every year how much will it decrease by? - Bring Family Happiness                                                                                                       | under20%/21-40%/41-60%/61-80%/more than 81%~                             |
| If your family do not participate in , Would these changes have any impact on your family? - Bring Family Happiness                                                                                         | 0% completely impossible<br>25% slightly possible<br>50% half half       |

75% quite likely  
100%completely possible

In addition to participating in under20%/21-40%/41-60%/61-80%/more than 81%~

[Women's Job Preparation Workshop], is it possible that your reason for participating is also due to other activities or organizations? If so, please fill in the name of the activity or organization and what percentage it accounts for? - Bring Family Happiness

If there are other factors(activities or organizations) In Open-ended "Changed item"above that help you get these changes, please fill in the activity name / related contents

Describe how you would go about increasing happiness in your home if you wanted to make it happen.

- A.A family trip together costs about 20,000 a year.
- B.A family trip together costs about 40,000 a year.
- C.A family trip together costs about 60,000 a year.
- D.A family trip together costs about 80,000 a year.
- E.other

Continuing with the above question, select e. Other, please answer in the following description.

Open-ended

To reduce the family burden, here are some things I would do:

- A.Increased average amount of flexible household spending about 20000.
- B.Increased average amount of flexible household spending about 30000..
- C.Increased average amount of flexible household spending about 40000..
- D.other

Continuing with the above question, choose d. Other, please answer in the following.

Open-ended

Above outcomes, is there any negative impact on any yes or no others?

What do you think of the 【Job preparation workshop for women】 of Taiwan Women Career Development Association?

Open-ended

#### 4.volunteer

gender F=female/M=male  
age 21-30/31-40/41-50/51-60/61~  
Education Bachelor(大學)  
Master(研究所及以上)  
College(專科)  
High school

1. What was your lifestyle like before you volunteered for the [Women's Employment Preparation Workshop]?  
employer 僱主 (老闆)  
employee 受私人僱用者  
Self-employed operator 自營作業者  
housewife 家庭主婦  
Unemployed 待業  
retired

I would like to know how long ago you joined the Taiwan Women's Career Development Association's [Job Preparation Workshop for Women].  
1year  
2years  
3years  
4years  
5years

Have you become a "member of the association " or "volunteer member of the association" of "Women's Career Development Association [Women's Employment Preparation Workshop]" ?  
only association member  
only volunteer  
both as a member and a volunteer member

Since you have participated in the [Women's Employment Preparation Workshop], which of the following descriptions match the changes in your occupation/work?

What is/was your average monthly salary (including labor and health insurance) in your current or previous job?

Since you started participating as a volunteer in the 【Women's Employment Preparation Workshop】 , please check the following items that correlate to your own changes and experiences: - Self-growth  
increase(yes)=1  
no change=N  
decrease(no)=0

Since you started participating as a volunteer in the 【Women's Employment Preparation Workshop】 , please check the following items that correlate to your own changes and experiences: - Self-growth

Since you started participating as a volunteer in the 【Women's Employment Preparation Workshop】 , please check the following items that correlate to your own changes and experiences: - Improve Communication and Coordination

increase(yes)=1  
no change=N  
decrease(no)=0

Since you started participating as a volunteer in the 【Women's Employment Preparation

increase(yes)=1  
no change=N  
decrease(no)=0

Workshop】 , please check the following

items that correlate to your own changes and experiences: - Foster Empathy

Since you started participating as a volunteer in the

increase(yes)=1  
no change=N  
decrease(no)=0

【Women's Employment Preparation

Workshop】 , please check the following

items that correlate to your own changes and experiences: - A sense of accomplishment in self-achievement

Before participating in the [Women's Job Preparation Workshop]

1 to 10 points

as a volunteer, what was your level of self-growth?

After participating as a volunteer in the 【Women's Employment Preparation Workshop】, how much have you grown as a person?

1 to 10 points

Before joining "Women's Employment Preparation Workshop"

1 to 10 points

as a volunteer, your level of communication and coordination was

Could you please tell me how effective your communication

1 to 10 points

and coordination were "after" you

participated in the ["Women's Employment Preparation Workshop"] as a volunteer?

Could you please tell me how effective your communication and coordination were "after" you participated in the ["Women's Employment Preparation Workshop"] as a volunteer?

After volunteering for the [Women's Employment Preparation Workshop], are you willing to share your own experience as a senior to help others?

Before participating in the [Women's Employment Preparation Workshop] as a volunteer, how strong was your feeling of giving back in gratitude?(A sense of accomplishment in self-achievement)

After you volunteer in the "Women's Job Preparation Workshop," how strongly do you agree that you will put gratitude into practice?(A sense of accomplishment in self-achievement)

After you volunteer in the "Women's Job Preparation Workshop," how strongly do you agree that you will put gratitude into practice?

How long do you think these changes / results will last (please indicate 1-5 years)? - Self-growth

How long do you think these changes / results will last (please indicate 1-5 years)? - Improve Communication and Coordination

How long do you think these changes / results will last (please indicate 1-5 years)? - Strengthen empathy

How long do you think these changes / results will last (please indicate 1-5 years)? - A sense of accomplishment in self-achievement

|                                                                                                                                                                |                                                                                                                   |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|
| Following the above question,<br>how much will it decrease each year? - Self-growth                                                                            | under20%/21-40%/41-60%/61-80%/more than 81%~                                                                      |
| Following the above question,<br>how much will it decrease each year? - Improve Communication and Coordination                                                 | under20%/21-40%/41-60%/61-80%/more than 81%~                                                                      |
| Following the above question,<br>how much will it decrease each year? - Strengthen empathy                                                                     | under20%/21-40%/41-60%/61-80%/more than 81%~                                                                      |
| Following the above question,<br>how much will it decrease each year? - A sense of accomplishment in self-achievement                                          | under20%/21-40%/41-60%/61-80%/more than 81%~                                                                      |
| I wonder if there would be any changes if it is not a volunteer of the female employment preparation workshop? - Self-growth                                   | 0% completely impossible<br>25% slightly possible<br>50% half half<br>75% quite likely<br>100%completely possible |
| I wonder if there would be any changes if it is not a volunteer of the female employment preparation workshop? - Improve Communication and Coordination        | 0% completely impossible<br>25% slightly possible<br>50% half half<br>75% quite likely<br>100%completely possible |
| I wonder if there would be any changes if it is not a volunteer of the female employment preparation workshop? - Strengthen empathy                            | 0% completely impossible<br>25% slightly possible<br>50% half half<br>75% quite likely<br>100%completely possible |
| I wonder if there would be any changes if it is not a volunteer of the female employment preparation workshop? - A sense of accomplishment in self-achievement | 0% completely impossible<br>25% slightly possible<br>50% half half<br>75% quite likely<br>100%completely possible |
| I wonder if there would be any changes if it is not a volunteer of the female employment preparation workshop? - Self-growth                                   | under20%/21-40%/41-60%/61-80%/more than 81%~                                                                      |
| I wonder if there would be any changes if it is not a volunteer of the female employment preparation workshop? - Improve Communication and Coordination        | under20%/21-40%/41-60%/61-80%/more than 81%~                                                                      |

I wonder if there would be any changes if it is not a volunteer of the female employment preparation workshop? - Strengthen empathy

under20%/21-40%/41-60%/61-80%/more than 81%~

I wonder if there would be any changes if it is not a volunteer of the female employment preparation workshop? - A sense of accomplishment in self-achievement

under20%/21-40%/41-60%/61-80%/more than 81%~

Apart from participating in the [Women's Career Development Workshop] hosted by the Taiwan Women's Career Development Association, could it be due to other activities or organizations? If yes, please specify the activities or organizations and the corresponding proportion (attribution factor). - Self-growth

Open-ended

Describe, if you want to achieve the goal of [self-growth], what would you do?

A.I am willing to pay about \$20,000 a year for further study

B.I am willing to pay about \$50,000 a year for further study

C.other

In the above question [Change items], if there are other factors (activities or organizations) that have helped you achieve these changes (please fill in the activity name/related content)

Open-ended

Please describe, assuming you want to [improve communication and coordination skills], what would you like to do?

A.Participate in the workshop once a season, spending about \$20,000.

B.I am willing to pay about \$40,000 a year for further study

C.other

In the above question [Change items], if there are other factors (activities or organizations) that have helped you achieve these changes (please fill in the activity name/related content)

Open-ended

Describe how you would go about doing that if you wanted to [enhance empathy]?

A.Participate volunteer 4 hours a week for 52 weeks a year..

B.volunteer in the workshop for 8 hours a day for a total of 4 days.

|                                                                                                                                                                                                 |                                                                                                                                                                                                                          |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                 | C. Donate to social welfare organizations,<br>5000~10,000 yuan a year                                                                                                                                                    |
|                                                                                                                                                                                                 | D. other                                                                                                                                                                                                                 |
| In the above question [Change items],<br>if there are other factors (activities or organizations) that have helped you achieve these changes (please fill in the activity name/related content) | Open-ended                                                                                                                                                                                                               |
| Please describe, assuming you want to [A sense of accomplishment in self-achievement], what would you like to do?                                                                               | A. Participate volunteer 4 hours a week for 52 weeks a year..<br>B. volunteer in the workshop for 8 hours a day for a total of 4 days.<br>C. Donate to social welfare organizations, 5000~10,000 yuan a year<br>D. other |
| In the above question [Change items],<br>if there are other factors (activities or organizations) that have helped you achieve these changes (please fill in the activity name/related content) | Open-ended                                                                                                                                                                                                               |
| Above outcomes, is there any negative impact on any others?                                                                                                                                     | yes or no                                                                                                                                                                                                                |
| What suggestions do you have for the [Women's Employment Preparatory Workshop] of the Taiwan Women Career Development Association?                                                              | Open-ended                                                                                                                                                                                                               |

5. lecturer

|                                                                                                                                                                        |                                                                                       |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| SEX                                                                                                                                                                    | F=female / M=male                                                                     |
| Age                                                                                                                                                                    | 21-30 / 31-40 / 41-50 / 51-60 / 61~                                                   |
| Education                                                                                                                                                              | Bachelor(大學)<br>Master(研究所及以上)<br>College(專科)<br>High school                          |
| May I ask what your lifestyle was before you became a lecturer for the "Women's Employment Preparation Workshop" at the Taiwan Women's Career Development Association? | employer 僱主 (老闆)<br>employee 受私人僱用者<br>Self-employed operator 自營作業者<br>housewife 家庭主婦 |

Unemployed 待業

retired

How long have you been a lecturer in the

under 1 year

【Women's Employment Preparation Workshop】  
of Taiwan Women's Career Development Association?

1year

2years

3years

4years

5years

Besides being a workshop instructor, have you become an "association member" or "volunteer member" of Taiwan Women's Career Development Association?

only association member

only volunteer

both as a member and a volunteer member

Since you started participating in the Taiwan Women's Career Development Association's

increase(yes)=1

no change=N

【Women's Employment Preparation Workshop】, please tick the following options that match your own changes and feelings: - Professional skills development and personal growth

decrease(no)=0

Since you started participating in the Taiwan Women's Career Development Association's

increase(yes)=1

no change=N

【Women's Employment Preparation Workshop】, please tick the following options that match your own changes and feelings: - Expand current work capabilities and vision

decrease(no)=0

Since you started participating in the Taiwan Women's Career Development Association's 【Women's Employment Preparation Workshop】, please tick the following options that match your own changes and feelings: - Grow empathy

increase(yes)=1

no change=N

decrease(no)=0

Since you started participating in the Taiwan Women's Career Development Association's 【Women's Employment Preparation Workshop】, please tick the following options that match your own changes and feelings: - A sense of accomplishment

increase(yes)=1

no change=N

decrease(no)=0

Since you started participating in the Taiwan Women's Career Development Association's 【Women's Employment Preparation Workshop】, please tick the

increase(yes)=1

no change=N

decrease(no)=0

following options that match your own changes and feelings: - Improve problem-solving capabilities

Since you started participating in the Taiwan Women's Career Development Association's **【Women's Employment Preparation Workshop】**,

increase(yes)=1

no change=N

decrease(no)=0

please tick the following options that match your own changes and feelings: - Satisfaction

Prior to participating in the Women's Employment Preparation Workshop,

1 to 10 points

what was your level of [professional competence] regarding the issue of re-employment for women?

※Please reply according to the items of "Improving Professional

1 to 10 points

Knowledge and Self-development" (1 is the lowest score, 10 is the highest score).

Before participating in the "Women's Employment Workshop", the level of [work ability and vision] of women who are re-employed.

1 to 10 points

After participating in the [Female Job Preparation Workshop],

1 to 10 points

what is the level of improvement in your [work capability and outlook] in the context of issues of re-employment for women

Before participating in the "Female Employment Preparation Workshop"

1 to 10 points

, to what extent did you empathize with the topic of re-employment of women?

May I ask you about the "after" results of the "women's job preparation workshop" and your level of [empathy] for the issue of women reentering the workforce?

1 to 10 points

Before participating in the [Job Preparation Workshop for Women], to what extent did you feel a sense of [accomplishment] regarding the issue of women reentering the workforce?

1 to 10 points

After the "Women's Employment Preparation Workshop", to what extent has your [sense of accomplishment] increased in relation to the issue of re-employment for women?

1 to 10 points

Before participating in the [Women's Employment Preparation Workshop], to what extent did you rate your [Problem-solving skills] in relation to the issue of women returning to work **1 to 10 points**

Please participate the workshop of "Women Employment Preparation", "after that", how much has your [problem-solving ability] increased in terms of women's re-employment? **1 to 10 points**

Will the "Zhi" workshop on job search preparation, aimed at the topic of re-employment, help you regain your sense of social satisfaction? **1 to 10 points**

After participating in the "Women's Employment Preparation Workshop", how much do you give back to the society [satisfaction] for the issue of women in secondary employment? **1 to 10 points**

How do you feel about contributing to society [ Sense of satisfaction ]  
 "after" participating in the [Women's Employment Preparatory Workshop] for the issue of women's re-employment?

How long do you think the following changes/outcomes will last for (please select from 1-5 years)? - Professional skills development and personal growth **1year/2years/3years/4years/5years**

How long do you think the following changes/outcomes will last for (please select from 1-5 years)? - Expand current work capabilities and vision **1year/2years/3years/4years/5years**

How long do you think the following changes/outcomes will last for (please select from 1-5 years)? - Grow empathy **1year/2years/3years/4years/5years**

How long do you think the following changes/outcomes will last for (please select from 1-5 years)? - A sense of accomplishment **1year/2years/3years/4years/5years**

How long do you think the following changes/outcomes will last for (please select from 1-5 years)? - Improve problem-solving capabilities **1year/2years/3years/4years/5years**

|                                                                                                                                                                                                 |                                                                                                                     |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|
| How long do you think the following changes/outcomes will last for<br>(please select from 1-5 years)? - Satisfaction                                                                            | 1year / 2years / 3years / 4years / 5years                                                                           |
| How much will it decrease annually?<br>- Professional skills development and personal growth                                                                                                    | under20% / 21-40% / 41-60% / 61-80% / more than 81%~                                                                |
| How much will it decrease annually?<br>- Expand current work capabilities and vision                                                                                                            | under20% / 21-40% / 41-60% / 61-80% / more than 81%~                                                                |
| How much will it decrease annually?<br>- Grow empathy                                                                                                                                           | under20% / 21-40% / 41-60% / 61-80% / more than 81%~                                                                |
| How much will it decrease annually?<br>- A sense of accomplishment                                                                                                                              | under20% / 21-40% / 41-60% / 61-80% / more than 81%~                                                                |
| How much will it decrease annually?<br>- Improve problem-solving capabilities                                                                                                                   | under20% / 21-40% / 41-60% / 61-80% / more than 81%~                                                                |
| How much will it decrease annually?<br>- Satisfaction                                                                                                                                           | under20% / 21-40% / 41-60% / 61-80% / more than 81%~                                                                |
| Do you suppose these changes would have happened if I had <b>**not**</b> joined the <b>【Women's Employment Preparation Workshop】</b> ?<br>- Professional skills development and personal growth | 0% completely impossible<br>25% slightly possible<br>50% half half<br>75% quite possibly<br>100%completely possible |
| Do you suppose these changes would have happened if I had <b>**not**</b> joined the <b>【Women's Employment Preparation Workshop】</b> ?<br>- Expand current work capabilities and vision         | 0% completely impossible<br>25% slightly possible<br>50% half half<br>75% quite possibly<br>100%completely possible |
| Do you suppose these changes would have happened if I had <b>**not**</b> joined the <b>【Women's Employment Preparation Workshop】</b> ?<br>- Grow empathy                                        | 0% completely impossible<br>25% slightly possible<br>50% half half<br>75% quite possibly<br>100%completely possible |
| Do you suppose these changes would have happened if I had <b>**not**</b> joined the <b>【Women's Employment Preparation Workshop】</b> ?<br>- A sense of accomplishment                           | 0% completely impossible<br>25% slightly possible<br>50% half half<br>75% quite possibly<br>100%completely possible |

Do you suppose these changes would have happened if I had **\*\*not\*\*** joined the **【Women's Employment Preparation Workshop】** ?

0% completely impossible  
 25% slightly possible  
 50% half half  
 75% quite possibly  
 100%completely possible

- Improve problem-solving capabilities

Do you suppose these changes would have happened if I had **\*\*not\*\*** joined the **【Women's Employment Preparation Workshop】** ?

0% completely impossible  
 25% slightly possible  
 50% half half  
 75% quite possibly  
 100%completely possible

- Satisfaction

Please specify event name/organization other than attending **Open-ended**

**【Female Employment Preparation Workshop】** program

On the same subject, if any, please fill out the name of the event or organization, the percentage of influence it has?

under20%/21-40%/41-60%/61-80%/more than 81%~

- Professional skills development and personal growth

On the same subject, if any, please fill out the name of the event or organization, the percentage of influence it has?

under20%/21-40%/41-60%/61-80%/more than 81%~

- Expand current work capabilities and vision

On the same subject, if any, please fill out the name of the event or organization, the percentage of influence it has?

under20%/21-40%/41-60%/61-80%/more than 81%~

- Grow empathy

On the same subject, if any, please fill out the name of the event or organization, the percentage of influence it has?

under20%/21-40%/41-60%/61-80%/more than 81%~

- A sense of accomplishment

On the same subject, if any, please fill out the name of the event or organization, the percentage of influence it has?

under20%/21-40%/41-60%/61-80%/more than 81%~

- Improve problem-solving capabilities

On the same subject, if any, please fill out the name of the event or organization, the percentage of influence it has?

under20%/21-40%/41-60%/61-80%/more than 81%~

- Satisfaction

How you would go about achieving the goal of "cognitive improvement and self-growth," if that was something you wanted to do?

- A.The tuition fee for one year of master's degree at the National Research Institute is about \$60,000.
  - B.I am willing to pay about \$50,000 a year for further study( twice education expenses NT27,471/year ).
  - C.It is equivalent to participating in a two-day professional workshop, about \$20,000.(1.5 times education expenses NT27,471/year ).
  - D.other
- Open-ended

For the above question, select: d.Others, please explain in the following.

Please describe what you would do if you wanted to expand your current work skills and horizons.

- A.It's as if I'm a professor at a university and teaching a semester of specialized courses at the university( twice education expenses NT27,471/year )
  - B. It is equivalent to the cost of serving as a lecturer in the workshop of the Women's Association.(1.5 times education expenses NT27,471/year ).
  - C.other
- Open-ended

Select c-others in response to the above question, and please provide an explanation in the following.

Describe how you would go about increasing empathy, if that was something you wanted to do.

- A.volunteer 4 hours a week for 52 weeks a year.
  - B. volunteer in the workshop for 8 hours a day for a total of 4 days.
  - C.other
- Open-ended

The above subject, select: others, please provide explanation below.

If you were to describe it. If you were it, what would you do?

- A.Companion plan, advanced course fee (32hr) NT18000,3 times
  - B.Completed the master's degree of the National Research Institute in China, about \$200,000.
  - C. other
- Open-ended

Select c-others in response to the above question, and please provide an explanation in the following.

Describe, assuming you want to [improve problem-solving skills], what you would like to do?

- A.It is equivalent to participating in a Carnegie Training Program Fee: Executive Management Class, about 20,000 yuan.
- B.Carnegie Training Program Fee: Executive

Management Class, NT15,000/1 days.

C.other

Select c-others in response to the above question, and please provide an explanation in the following.

Open-ended

What would you do if you wanted to get \*\*satisfaction\*\*?

A.volunteer 100 hours a year.

B.I am willing to donate about \$50,000 a year to social welfare organizations.

C.volunteer in the workshop for 8 hours a day for a total of 4 days.

D.other

The above subject, select: d others, please provide explanation below.

Open-ended

Above outcomes, is there any negative impact on any others?

What's your suggestion on Career Development Association of Taiwan Women [Women employment preparatory workshop]?

Open-ended

## 7. member of the association

Gender

F=female / M=male

Age

21-30 / 31-40 / 41-50 / 51-60 / 61~

Educational

Bachelor(大學)

Master(研究所及以上)

College(專科)

High school

What was your lifestyle before you came to the Taiwan Women's Career Development Association's [Women's Employment Preparation Workshop]?

employer 僱主 (老闆)

employee 受私人僱用者

Self-employed operator 自營作業者

housewife 家庭主婦

Unemployed 待業

retired

How long have you been a member of the Taiwan Women's Career Development Association? 1year / 2years / 3years / 4years / 5years

Have you become a "member of the association" or "volunteer member of the association" of the Taiwan Women's Career Development Association [Women's Employment Preparation Workshop]?  
 only association member  
 only volunteer  
 both as a member and a volunteer member

Since you participated in the Taiwan Women's Career Development Association's Women's Employment Preparation Workshop, which of the following descriptions match the changes in your work?  
 A.I used to work full-time (employed) and now I work full-time (self-employed).  
 B.I used to work part-time, and now I work full-time.

Since you started participating in the Taiwan Women's Career Development Association's [Women's Employment Preparation Workshop], please check the following boxes about your own changes and feelings:  
 - Increase empathy  
 increase(yes)=1  
 no change=N  
 decrease(no)=0

Since you have participated in the Taiwan Women's Career Development Association's [Women's Employment Preparation Workshop], please check the following boxes that are in line with your own changes and feelings: - Practice altruism  
 increase(yes)=1  
 no change=N  
 decrease(no)=0

Since you have started participating in the Taiwan Women's Career Development Association's [Women's Employment Preparation Workshop], please check the following boxes about your own changes and feelings: - Gain positive values  
 increase(yes)=1  
 no change=N  
 decrease(no)=0

Since you have participated in the Taiwan Women's Career Development Association's [Women's Employment Preparation Workshop], please check the following boxes that are in line with your own changes and feelings: - Interpersonal expansion  
 increase(yes)=1  
 no change=N  
 decrease(no)=0

How much has your [increased empathy] improved "before" participating in the [Women's Employment Preparation Workshop]? 1 to 10 points

After participating in the Women's Employment Preparation Workshop, how much has your [increased empathy] improved? 1 to 10 points

How much do you think you have increased your "altruistic practice" before participating in the Women's Employment Preparation Workshop **1 to 10 points**

After participating in the Women's Employment Preparation Workshop, how much do you think you have increased your altruistic spirit? **1 to 10 points**

How much do you think you have increased in terms of [positive values] before participating in the [Women's Employment Preparation Workshop]? **1 to 10 points**

How much do you think you have increased in terms of [positive values] after participating in the "Women's Employment Preparation Workshop"? **1 to 10 points**

Before participating in the Women's Employment Preparation Workshop, how much do you think you have improved in terms of [interpersonal interaction]? **1 to 10 points**

After participating in the Women's Employment Preparation Workshop, how much do you think you have improved in terms of interpersonal interaction? **1 to 10 points**

Please rank your changes and feelings in order of importance to yourself

How long do you think these changes/results will last (please check 1-5 years)? - Increase empathy **1year/2years/3years/4years/5years**

How long do you think these changes/results will last (please tick 1-5 years)? - Social care **1year/2years/3years/4years/5years**

How long do you think these changes/results will last (please check 1-5 years)? - Expand social impact **1year/2years/3years/4years/5years**

How long do you think these changes/results will last (please check 1-5 years)? - Practice altruism **1year/2years/3years/4years/5years**

How long do you think these changes/results will last (please check 1-5 years)? - Acquire positive values **1year/2years/3years/4years/5years**

|                                                                                                                             |                                                                                                                   |
|-----------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|
| How long do you think these changes/results will last (please check 1-5 years)? - Interpersonal outreach                    | 1year / 2years / 3years / 4years / 5years                                                                         |
| Continuing from the previous question, how much will it decrease each year? - Increase empathy                              | under20% / 21-40% / 41-60% / 61-80% / more than 81%~                                                              |
| Continuing with the above question, how much will it decrease each year? - Social care                                      | under20% / 21-40% / 41-60% / 61-80% / more than 81%~                                                              |
| Continuing with the above question, how much will it be reduced each year? - Expand social impact                           | under20% / 21-40% / 41-60% / 61-80% / more than 81%~                                                              |
| Continuing from the previous question, how much will it decrease each year? - Practice altruism                             | under20% / 21-40% / 41-60% / 61-80% / more than 81%~                                                              |
| Continuing from the above question, how much will it decrease each year? - Gain positive values                             | under20% / 21-40% / 41-60% / 61-80% / more than 81%~                                                              |
| Continuing with the above question, how much will it decrease each year? - Interpersonal expansion                          | under20% / 21-40% / 41-60% / 61-80% / more than 81%~                                                              |
| If I hadn't joined the [Women's Employment Preparation Workshop], would there have been any changes? - Increase empathy     | 0% completely impossible<br>25% slightly possible<br>50% half half<br>75% quite likely<br>100%completely possible |
| If I hadn't joined the [Women's Employment Preparation Workshop], would there have been any changes? - Social care          | 0% completely impossible<br>25% slightly possible<br>50% half half<br>75% quite likely<br>100%completely possible |
| If I hadn't joined the [Women's Employment Preparation Workshop], would there have been any changes? - Expand social impact | 0% completely impossible<br>25% slightly possible<br>50% half half<br>75% quite likely<br>100%completely possible |
| If I hadn't joined the [Women's Employment Preparation Workshop], would there have been any changes? - Practice altruism    | 0% completely impossible<br>25% slightly possible<br>50% half half<br>75% quite likely<br>100%completely possible |

|                                                                                                                                                                                                                                                                           |                                                                                                                   |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|
| If I hadn't joined the [Women's Employment Preparation Workshop], would there have been any changes? - Acquire positive values                                                                                                                                            | 0% completely impossible<br>25% slightly possible<br>50% half half<br>75% quite likely<br>100%completely possible |
| If I hadn't joined the [Women's Employment Preparation Workshop], would there have been any changes? - Interpersonal expansion                                                                                                                                            | 0% completely impossible<br>25% slightly possible<br>50% half half<br>75% quite likely<br>100%completely possible |
| Is it possible that it is due to other activities or organizations other than joining the Women's Employment Preparation Workshop? - Increase empathy                                                                                                                     | 0%=No contribution<br>20% or less<br>21-40%<br>41-60%<br>61-80%<br>81-100%                                        |
| Is it possible that it is due to other activities or organizations other than joining the Women's Employment Preparation Workshop? - Increase empathy                                                                                                                     | 0%=No contribution<br>20% or less<br>21-40%<br>41-60%<br>61-80%<br>81-100%                                        |
| Is it possible that it is due to other activities or organizations other than joining the Women's Employment Preparation Workshop?                                                                                                                                        | 0%=No contribution<br>20% or less<br>21-40%<br>41-60%<br>61-80%<br>81-100%                                        |
| Is it possible that it is due to other activities or organizations other than joining the Women's Employment Preparation Workshop? - Practice altruism                                                                                                                    | 0%=No contribution<br>20% or less<br>21-40%<br>41-60%<br>61-80%<br>81-100%                                        |
| Is it possible that it is due to other activities or organizations other than participating in the Women's Employment Preparation Workshop? If so, please fill in the name of the activity or organization and what percentage of the activity? - Acquire positive values | 0%=No contribution<br>20% or less<br>21-40%<br>41-60%<br>61-80%<br>81-100%                                        |

Is it possible that it is due to other activities or organizations other than joining the Women's Employment Preparation Workshop? - Networking outreach

0%=No contribution  
 20% or less  
 21-40%  
 41-60%  
 61-80%  
 81-100%

If there are other factors (activities or organizations) that allow you to make these changes (please fill in the name of the activity/related content)

Describe what you would like to do if you wanted to achieve the goal of increasing empathy.

A.It is equivalent to participating in the workshop, which is worth about \$20,000.  
 B.This is equivalent to two hours of volunteer service per week, one for 2 hours.  
 C.other

Submit the question, select: C Other, please explain below.

Please describe what you would want to do if you wanted Social Care.

A.I am willing to donate \$20,000 to social organizations in need.  
 B.This is equivalent to two hours of volunteer service per week, one for 2 hours.  
 C.other

Submit the question, select: C Other, please explain below.

Describe what you would like to do if you wanted to expand your social impact?

A.It is equivalent to giving the association the opportunity to advertise in online media, worth about \$100,000.  
 B.It is equivalent to giving the association the opportunity to advertise in online media, worth about \$50,000.  
 C.other

Submit the question, select: C Other, please explain below.

Describe what you would want to do if you wanted to practice altruism.

A.I am willing to donate \$5000~10,000 to social organizations in need.  
 B.This is equivalent to two hours of volunteer service per week, one for 2 hours.  
 C.other

Submit the question, select: C Other, please explain below. Open-ended

Describe what you would want to do if you wanted to gain positive values.

- A.It is equivalent to participating in three incentive workshops, worth about \$60,000.
- B.It is equivalent to participating in an incentive workshop and is worth about \$20,000.
- C.other

Submit the question, select: C Other , please explain below. Open-ended

Please describe what you would like to do if you wanted to expand your relationships?

- A.It is equivalent to participating in three incentive workshops, worth about \$50,000.
- B.Participate in a variety of workshops, spending an average of about \$20,000 per year.
- C.other

Submit the question, select: C Other, please explain below. Open-ended

Above outcomes, is there any negative impact on any others?

Do you have any suggestions for the Taiwan Women's Career Development Association's [Women's Employment Preparation Workshop]?

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