

SOCIAL VALUE

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Abstract: *One of the main goals on this document is for obtain a wise knowledge about the diverse impacts and support the decisions in the social politics; especially in the evaluation and assignation of resources to social invest in programs or units where counting with concepts and tools that let the measurement of social values, and their different dimensions. Planning a program is an essential part to count with the effects from it to the general population. The depth and width of the evaluation on the Social Value and the activities toward the adaptation of the program to social criteria depend on the predicable charge, sensitive of offered services, the complex on the program, the available information as well the evaluation during the course.*

It is really important to keep a close attention to the programs especially those that create a big social impact.

In order to define the framework and possible central aspects of the evaluation of social value will require sorting and examining the social effects of the program planned by their impact, scope and importance, using information commonly available and material relevant work.

Based on this information, the corresponding terms of reference for the evaluation of social value will be made.

This document is primarily aimed at technicians and specialists of social activity in the institutions that need to evaluate social programs.

Keywords: *Social Value, Methodological Method, Third Sector, Impact, Evaluation*

INTRODUCTION

This document aims to identify, analyze and contextualize a methodological model that facilitates and enables effective measurement of Social Value in Third Sector organizations. The fundamental basis of this document is to serve as a tool to facilitate evaluation processes of social value.

Methodologically, this material is based on: What is measured? How it is measured? When is it measured? Who measured? How long will it be measured?, remarking the benefits and disadvantages of different methodological choices.

To do this, the following note written that will set out:

Presentation of what have been the major evaluations of social programs, in order to publicize the most important aspects evaluated gaps, and elements to develop further.

Analysis of the concept of „social value”: What it is it? For what is it good? How is it done? when is it done?

Tools for assessing social value: What is measured? How is it measured? what are the main variables and indicators to consider?



The evaluation strategy included in the design of this document is the reflection of the very conceptual and methodological complexity of programs with generous dimensions, variables and indicators. It contains one particular global orientation each case.

Throughout are reminded again and again that the landing of the contents of each particular program, you should bet on creativity linked to the knowledge of concrete reality, not forgetting the methodological rigor that depending on the program objectives provide data significant, that help policy adjustments.

Who should read this document? Following could investigate and delve into the profile of the evaluator, as the expected use is just reinforcing document instances of evaluation.

Overall evaluators can be:

- 1) Their selves or the main responsible for the program, embedded in the Central Organizational Unit;
- 2) Evaluator or external evaluators;
- 3) People directly involved in the implementation, at the local level (direct executors).

In this case the document is addressed to the third group, in the pursuit of local institutional strengthening, in the figure of the teacher trainer.

It raised well is a horizontal and vertical, evaluation of participatory kind, valued as learning environment, which would be healthy to actively involve all stakeholders (beneficiaries, monitoring groups, providers, managers internships, representatives of the district where sits the program). This choice of potential evaluator explains to a large extent, the strong practical and theoretical contents seated in support: all subject areas presented a theoretical and practical approach.

At the end, if the manual achieves the goal of strengthening evaluation skills of trainers, it will collaborate to tailor programs according comprehensiveness, relevance and pertinence, through institutional strengthening.

THEORETICAL CONTEXT

The evaluation of social value is an issue widely discussed at national and international levels. The social impact assessment begins to be held in the late 1960's in developed countries, as a process of analysis and prevention of environmental impacts, under pressure from environmental groups and the general population. Later, the social impact assessment of projects as a broader concept, which included not only the environment but also the community is incorporated.

The labor theory of value (TVL, also labor theory of value or TLV) is a theory that considers the value of a good or service depends directly on the amount of work that incorporates. Thus, Adam Smith considered that work was the unit of measure as to quantify the value. For him the value was the amount of work that one could receive in exchange for their goods. This is the theory of the commanded or acquired value. Although it was not the determining factor in prices, these oscillated towards their price of production thanks to the play of supply and demand (Godoy, 2001).

Thomas Hodgskin, a Ricardian socialist, considered the Ricardian labor theory of value would take place in a strict free market economy that has caused the disappearance of capitalism. The labor theory of value is known primarily for studies about Karl Marx, being a fundamental principle in economic thought of Marxism. Marx thought firmly believe that only labor produces value, and in his work Capital, developed this thesis (Godoy, 2001). However, Marx did not complete mathematical analysis of the issue.

According to Drucker this sector is composed of organizations owned and private control but whose existence is aimed at satisfaction of public or social needs and not the accumulation of private wealth (Drucker, 1991).

Referring to the evaluation, several concepts agree say that it is a process that enables knowledge of the effects of a project or program in relation to the proposed goals and resources mobilized. Tyler considers that the evaluation is the process by which it determines to what extent the proposed goals (Stufflebeam, 1993) were achieved.

Meanwhile, Suchman defines assessment as the process for judging the merit of any activity and thus, meet the applied processes and strategies that allow their understanding and redefinition in the event that the latter is necessary (Stufflebeam, 1993).

Stufflebeam defines assessment as „... the process of identifying, obtaining and providing useful and descriptive information about the value and merit of the goals; planning, implementation and the impact of a particular object, in order to provide guidance for decision - making; solve the problems of accountability and promote understanding of the phenomena involved. Thus, the key aspects of the object to be assessed include your goals, your planning, execution and impact” (Stufflebeam, 1993).

The Development Assistance Committee (OECD) states that the assessment is a function that is to make such a systematic and objective as possible assessment of a project in progress or completed a program or set of lines of action, conception, its implementation and its results (Gonzalez, 2000). The evaluation is to determine the relevance of the objectives and their fulfillment, efficiency in the development, effectiveness, impact and viability.

Menou states that the assessment of information should aim to establish tangible criteria that allow measuring the relevance of the information may have in terms of development. And believes those for an evaluation of this type should be based on the analysis of the balance between information and development, in order to decide or suitable methods for performing the process, create the initial framework for field research and project continuity the long-term process (Menou 1993).

Ponjuán, meanwhile, said that the evaluation is the calculation to qualify and measure achievement and how to meet the objectives of a particular system or unit. The latter extends the concept by stating that a comprehensive assessment requires consideration of the continuity of the assessment process, its scientific basis, including expectations of users, both internal and external opportunities and threats in the environment; and the complexity of the elements of the phenomenon of evaluation: the mission and goals of the institution, goals, vision, strategies, lines, actions, products, services, resources, efficiency and effectiveness, benefits and impact (Rojas, 2001).

The post evaluation corresponds to the immediate termination of program execution, which are detected, recorded and analyzed the results. With the ex post evaluation, which later (months or years) of completion of the execution, the mediate and far results are assessed, consolidated over time (Abdala, 2004) is performed.

According to Gonzalez, the ex post evaluation involves an analysis of effects and results of a project once executed and completed. Expressing that elements of the ex post evaluation is: effectiveness, efficiency, relevance, feasibility and impact. As can be seen, it places the assessment within the ex post evaluation. However, it emphasizes that the assessment is broader than the assessments of effectiveness and efficiency because it includes all; positive and negative, foreseen or unforeseen, local, regional or national possible effects and measures the consequences that certain action had on the middle,



consequences may be economic, technical, social, cultural, ecological policies or other (Gonzalez, 2000).

In the specific field of evaluation, Cohen and Franco argue that this assessment „ ... trying to determine ... if there were changes ... the magnitude that had ... which segments of the target population affected and to what extent (and) what contribution made different project components to achieve their goals” (Cohen , 1992).

Camacho defines assessment as follows: „... is the assessment of changes in a social group due to the insertion of a new component” (Camacho, 2000). In this case, it refers to the adoption of the Internet as new information technology and expands the concept by saying that this impact can be seen in the performance of an organization, both in its internal functioning and fulfilling its mission in society.

Baker means assessment, the analysis aims to determine more broadly whether a program produced the desired individuals, households and institutions effects and whether those effects are attributable to the program intervention (Baker, 2000). It is stated that this type of evaluation allows also examine the unintended consequences on beneficiaries, whether positive or negative, in which agrees with other aforementioned concepts.

Sandoval believes that the evaluation measures changes in the welfare of individuals that can be attributed to a program or to a specific policy and states that the objectives of such evaluation are to provide information and help improve their effectiveness (Sandoval, 2003).

MATERIALS AND METHODS

The methodologies used are quantitative, qualitative and mixed evaluations.

Among the former, they are quasi experimental models; composed of groups of „participants” and groups „control” with the same attributes and characteristics (age, gender, race, education), which are compared with analytical methods.

The control group should be covered in full, so that the methodology can be fully implemented.

We can point to the emergence of three effects:

- The effects of the selection (eligibility); programs can select individuals with greater vulnerability (negative effect of selection). Variability in the mode selection is so vast that obscures the measurement of social value (both for and against), making dubious conclusions if there is no real control group.
- The effects of maturation: beneficiaries can acquire global skills, techniques, increase their knowledge, change their psychosocial profile and addictions abandon the simple passage of time, as they are transformed.
- The effects of „regression to the mean”: among the beneficiaries of the program may be transient population (by cyclical factors) and benefit from the programs.

For this reason the use of truly experimental methods are recommended, and thus the three types of effects are eliminated.

Despite these advantages, experimental methods present a number of problems that cannot be solved and are related to:

- Experimental methods sometimes treat the program as a black box, with a strong statistical approach: the variable „y” (learning) is caused by the variable „x” (participation in the program) and cannot move further, when it would be more comprehensive and

holistic approach the measurement problem as a program to determine what type of services offered to what kind of individuals, reduce vulnerability.

- Even more: the best-designed experimental methods become quasi-experimental methods because no random behavior of the experimental groups, as some of the beneficiaries lose interest, get bored and leave

- The experimental evaluation one and two years of completing the program, it is essential to measure social value, actually built and durable: follow the two groups (beneficiaries and control) after several years, can eliminate the confounding variable provided by the time (ripening effect); in this regard, it should be noted that experimental models are expensive, and have been met, therefore, for short periods after the completion of the programs: thirty months, three years, four years; the longest for six years. Everything abounded above shows the complex web of quantitative assessments. Alongside them alternatives appeared to deepen, improve and facilitate assessments, which highlighted the ethnographic models forms, which provided the looks and reflections inward, about why a program was successful.

These models are nurtured by prolonged observations of programs, with interviews and in-depth surveys, participants (executors, beneficiaries, entrepreneurs, financiers) as well as stories of everyday life of the programs, in the style of stories life, or "any given day" means the program daily events described, showing the gears of socialization in reciprocal and interrelatedness of the different actors exchange: the so-called qualitative research studies. Qualitative methodology provides the form of implementation of the programs, their progress and setbacks or blockages.

With regard to the beneficiaries, this qualitative measure design attempts, with varying results, the degree of satisfaction. Some assessments provide highly positive results, although for some the issues of psychosocial data changes are "impressionistic" rather than systematic, hard to take; because how behavioral change is measured?

Moreover, in a mixture of quantitative and qualitative methodologies, targeting and program coverage, trying to detect the coverage of benefits to the target population of other social strata is measured. Both are measured by relating the number of beneficiaries who meet the requirements for potential beneficiaries who enroll and those who benefit.

RESULTS AND CONCLUSIONS

Measuring social value has not been the subject of much literature so far. However, there are some experiences in the area, mainly in developed countries.

The approach to this problem through a methodological model, which incorporates ideas used by various authors to represent the process of impact and innovation applied to the design of social programs, can get away from the precepts of the "linear model".

This model will advance understanding of how knowledge is used for solving social problems and, at the same time, progress in quantifying the social impact of programs aimed at vulnerable population.

First, it should be analyzed to what extent the social value should be the key driver of public policies in the most marginalized countries. Second, the results of this study suggest an answer to the dilemma of trade-off (negotiation) between public policies and other policies of high social impact. This response suggests that, being able to better quantify the form and degree of utilization of knowledge in the various public policies, social action is legitimized in its horizontal and transverse nature.



An important for the future of corporate philanthropy in the world especially for Latin America challenge is social investment in capacity building of social organizations. This type of investment generates high social value and adapts to some features of philanthropy in the region, where the combination of grants resources and active support to partner organizations is more frequent.

Given the complexity of social problems and the variety of programs aimed at vulnerable population it is striking that always left the impression remaining aspects unevaluated and dissimilar views on the definition of the objectives of the programs, for all this should procure the evaluation of actual social value not only in the short, but particularly in the medium and long term, because otherwise can ensure that these programs are only immediate.

Given the accumulated rich and long experience of third sector organizations, the priority need to evaluate innovative actions taken is valued. The evaluation will determine whether the implemented models are best suited or if necessary, seek alternatives to reinforce the inclusion of all members of society.

It is advised to implement internal and external evaluations, involving all stakeholders in each of the issues.

The systematic, organized and preplanned to the implementation of each stage evaluation allows as feedback mechanism, to provide visualization of the successes and mistakes, to reinforce the first and to correct the latter. Without evaluating the fate of the beneficiaries is not known, the quality of service provided as a lever of social integration is not known, the cost and benefit of the project is unknown and cannot measure social value as a catalyst. That is not the degree of compliance with the objectives known.

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