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**C&A BRAZIL  
EMPLOYEE VOLUNTEERING PROGRAMME (EVP)  
INDEPENDENT EXTERNAL EVALUATION**

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FINAL REPORT

September, 2016



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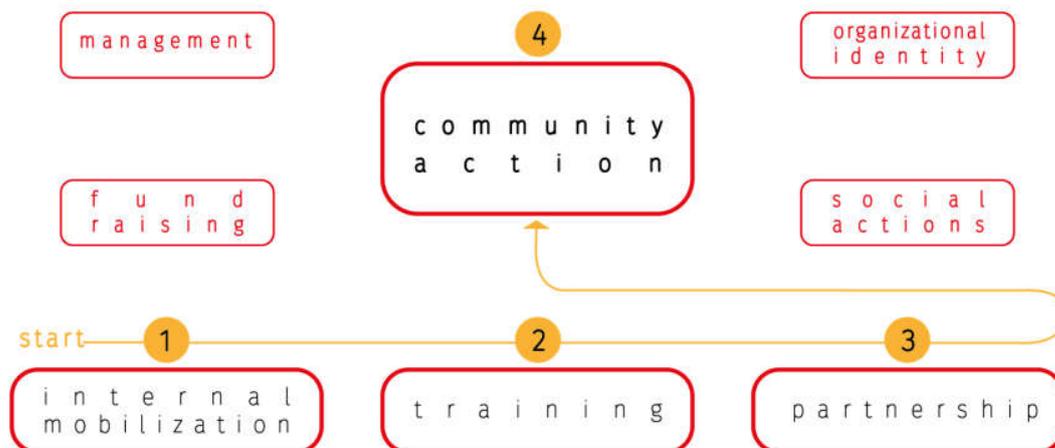
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## 1. THE EMPLOYEE VOLUNTEERING PROGRAMME (EVP)

The Employee Volunteering Program (EVP), has existed since the creation of the Instituto C&A in 1991, starting out as a series of individual employee volunteering initiatives and gradually being consolidated into a formal program structure. Its main objective is to train the volunteer employees of C&A to participate as citizens in the education of children and adolescents, in all communities where the company is present.<sup>1</sup> It is one of the Instituto C&A's seven programs. The EVP is present in almost 300 C&A units in 120 cities around the country, engaging approximately 2500 employees.

The EVP establishes partnerships with local, mainly civil society or community-based, organizations<sup>2</sup> that provide education for children and a smaller number of public schools and shelters<sup>3</sup>. The organizations are spread across 25 of the 26 Brazilian states<sup>4</sup> with a major concentration in São Paulo (41%), Rio de Janeiro (13%), Pernambuco and Bahia (6% each). The average number of children attended by these organizations is 217<sup>5</sup> and the services are run by an average of 18 educators. The volunteers pay visits to the partners and implement educational activities with the children and support institutional strengthening of the organization. The program also contains a number of internal strategies to mobilize new volunteers and prepare them for social action. In short, the methodological proposal of the EVP comprises the four steps of the EVP Volunteer Trail, with each step containing a number of activities to be implemented by all volunteer groups: internal volunteer mobilization, training, partnership with a community organization and social action in the community (Figure 1).

**Figure 1. EVP Volunteer Trail**



Source: EVP Technical Proposal. Instituto C&A, 2014.

The program has a governance structure of one manager per region<sup>6</sup> acting as EVP counsellor, who is responsible for operation of the program in the C&A unit. These are supported by the volunteer trainers, one per unit, who are selected annually to provide capacity-building for other volunteers, internal mobilization and practical running of the EVP in the unit. Other managers are also expected to engage in the program, supporting the counsellor, and some of the units and/or groups of units have a steering committee, composed of volunteer trainers (former and present) and other experienced volunteers.

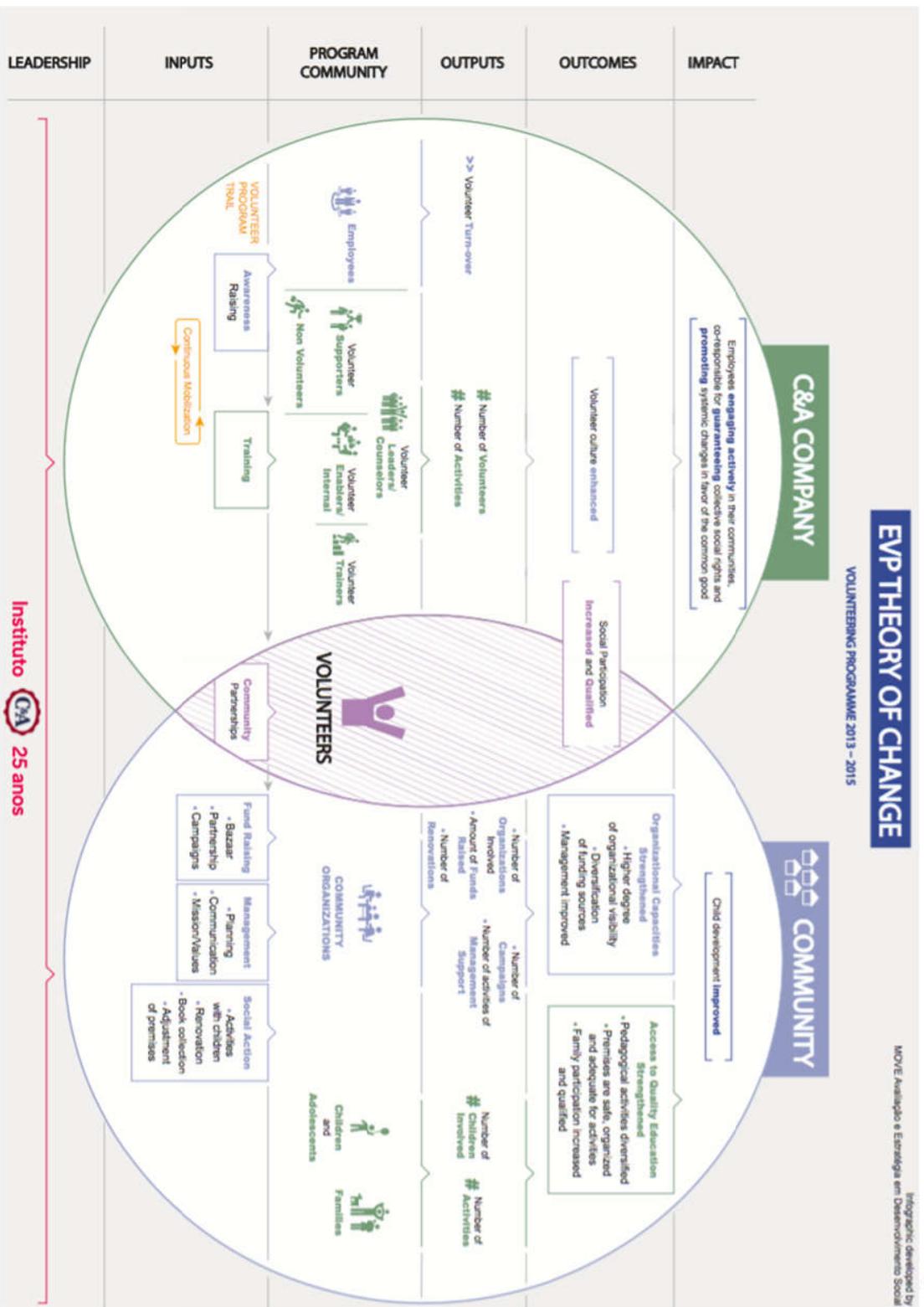
## 2. EVP THEORY OF CHANGE

During the period evaluated (2013-2015), the EVP was guided by a Technical Proposal (2014) but no Theory of Change had been developed. The task of reconstructing the EVP Theory of Change (TOC) in a participatory manner was included in the evaluation's inception phase (presented in Figure 2 below). The figure shows two interconnected fields, the C&A Company and the Community, within which the program operates to produce its envisioned results. The expectation at the Company level is to achieve the *impact* of "employees engaging actively in their communities, co-responsible for guaranteeing collective social rights and promoting systemic changes in favor of the common good" and two general *outcomes* are supporting the achievement of this impact. The first, "Volunteering Culture Enhanced" lies within the boundaries of the organization, while the second, "increased and improved social participation" targets the individual employees. A number of *outputs* related to the Company outcomes are summarized in the TOC, such as volunteer turnover, number of volunteers and number of activities. A more extensive list can be found in the *evaluation matrix* (See Appendix 1).

The C&A Company stakeholders involved in producing the impact are the employees, declared volunteers and non-volunteers. The evaluation's inception phase indicated that the concept of volunteering could be broader and less clearly defined than previously thought and some hypothetical "types" of volunteers were created in the TOC to be further investigated in the evaluation process: volunteer leaders/counselors, volunteer supporters, volunteer enablers/internal volunteers and volunteer trainers. In the figure, the volunteer makes the connection between the C&A Company and Community dimensions of the TOC, representing the interaction between the company and the surrounding community. The *inputs* at the Company level are the steps of the *EVP Program Trail* mentioned in the previous section.

The Community field of the TOC presents a clear and challenging *impact* statement: "improved child development". To achieve this, the EVP proposes two intermediary *outcomes*, based on the principle that the development of organizational capacities in partner organizations and strengthening of the quality of education provided through their services fosters a better environment for children to grow and develop. Organizational capacities are defined as a higher degree of organizational visibility, diversification of funding sources and improvement in management skills and resources. The "access to quality education strengthened" *outcome* includes diversified pedagogical activities, premises that are safe, well-organized and adequate for children's activities; and increased and better-informed family participation. The main *outputs* envisioned to deliver these outcomes are the number of organizations involved, the amount of funding raised by the organizations, the number of renovations made and the number of campaigns developed; the total numbers of children and of activities are also considered. The stakeholders considered in the Community field are the community partner organizations, the children they attend and their families. The EVP inputs intended to achieve the impact are activities related to fundraising (bazaar, partnership guidance and campaigns orientation), management support (for planning, communications and related issues) and social action (activities directly with children, support for renovations, book collection and adjustment of premises).

Figure 02. EVP Theory of Change (also presented as an appendix)



### **3. EVALUATION GOALS AND QUESTIONS**

The Terms of Reference of the EVP external evaluation proposed seven evaluation objectives and 40 evaluation questions (Appendix 2). After revision, eight key evaluation questions were agreed upon, as presented below.

#### **3.1 GENERAL OBJECTIVE:**

- To assess the implementation of modalities, results and long-term impact of the Employee Volunteering Programme.

#### **3.2 SPECIFIC OBJECTIVES:**

##### **Internal to C&A Brazil:**

- To evaluate the results of the EVP for the company and its employees, both volunteers and non-volunteers.
- To distil lessons learned that will contribute to further development of strategy and the effectiveness of EVP implementation in C&A Brazil and Instituto C&A.
- To provide an evidence base in terms of what works and what does not work for the development of volunteering in other C&A retail countries.

##### **External to Beneficiary Organizations and end-beneficiaries**

- To evaluate the results of the EVP among beneficiary organizations, including changes in individual and institutional capacities needed to fulfil their missions.
- To evaluate the results of the EVP for end-beneficiaries: children, adolescents and their respective communities.
- To evaluate EVP sustainability and identify factors that influence sustainability.

#### **3.3 EVALUATION QUESTIONS**

- a. To what extent has the EVP enhanced a volunteering culture within the C&A company?
- b. To what extent has the EVP contributed to well-qualified social participation of employees?
- c. How successful have the internal strategies of the EVP been in producing results?
- d. What contribution has the EVP made towards increasing children's and adolescents' access to quality education?
- e. To what extent has the EVP contributed to strengthening the institutional capacity of community partner organizations?
- f. How successful have the external strategies of the EVP been in producing results?
- g. What are the main drivers that have influenced the successes and failures of EVP Brazil?
- h. What are the main lessons learnt from the EVP Brazil 2013 – 2015 cycle?

## 4. EVALUATION METHODOLOGY

### 4.1 EVALUATION APPROACH AND TECHNIQUES

The evaluation design and methodology combined three elements:

- a) A non-experimental<sup>7</sup> theory-based design focused on reconstruction of the EVP Theory of change (TOC). This was considered the most appropriate design given the context of the EVP's historical development and recent operations;
- b) A case-study approach; and
- c) Mixed-method data collection.

These elements are briefly explained below<sup>8</sup>.

**Reconstruction of the EVP TOC:** As the EVP originally operated without an explicit TOC, the inception stage of the evaluation was devoted to reconstructing the EVP TOC. Based on a series of interviews, review of documents and two case study site visits<sup>1</sup>, the main outputs, outcomes and impacts for the company and the communities were formulated, as mentioned above. The TOC was then discussed and refined in a participatory workshop with Instituto C&A, prior to testing and validation through the case studies and application of mixed-methods.

**Case study approach:** Ten case studies were conducted<sup>9</sup>. Two followed an exploratory approach to inform the reconstruction of the EVP TOC and eight were the principal source of data collection for testing and validation. The case study sites were selected to provide regional representation of retail and non-retail units; locations with high performing EVP 'award winners' to maximize the assessment of 'good practice'; and one small municipality where there was only one retail outlet to assess how the EVP is implemented in more isolated locations. Each case study had the same data collection focus; interviews with store managers, program leaders, EVP trainers, focus groups with volunteers and non-volunteers. At the community level, interviews with the partner organizations receiving assistance through the EVP were conducted, including managers/leaders and teachers. Where possible and appropriate, focus groups and/or interviews with children and their families were carried out. In addition, at the company headquarters, interviews were conducted with the current Instituto C&A and company leadership/managers and also with relevant former managers. Finally, one interview was carried out by phone with one of the family members.

**Mixed-methods:** The evaluation employed qualitative and quantitative methods to gather data about the program. A total of 234 people were involved and qualitative data gathered through 57 semi-structured interviews, 32 focus groups and 13 visits to partner organizations. The data from the case studies was then used to inform the development of two quantitative survey instruments. The first focused on the partner organizations and the second was applied to C&A employees (both volunteers and non-volunteers). Surveys were conducted through an online platform and attained a significant response rate (Table 1).

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<sup>1</sup> Rio de Janeiro – Distribution Center and Porto Alegre.

**TABLE 1. EVP Evaluation survey population, sample and response rate.**

Source	Population	Sample	Response Rate	
			N	%
Partner Organizations	114 *	*	54	47%
C&A Volunteers	2642	772	1639	62%
C&A Non-Volunteers	11216	814	1430	13%

Sample size designed for a standard error of 3%.

(\*) No sample was previously defined for partner organizations. See Methodological Constraints

Analysis of the quantitative data gathered involved chi-square tests to investigate the extent to which some variables were independent from one another. Logistic regression was used, controlling for some independent variables, to assess whether and how the likelihood of specific attitudes or evaluations of interest would be affected and in which direction, positively or negatively. Qualitative data gathered during the field visits was registered in spreadsheets linked to evaluation questions. Systematic review of these data was conducted by the evaluation team to look for patterns and outliers. This information was then cross-tabulated with quantitative data to support conclusions regarding evaluation findings.

A preliminary report (Draft 0) was used as the basis for one-day participatory workshop to discuss the emerging findings and recommendations involving the CAF evaluation team and two Instituto C&A representatives. The outcomes of the meeting provided important guidance for drafting the evaluation report. CAF Head of Communication and Evaluation reviewed this draft document and made comments to be considered in a second report revision. The new version was sent back to CAF, Brazil EVP Manager and to the Head of Instituto C&A. Their remarks on the document were presented in a call and this led to the production of the final report.

#### 4.2 METHODOLOGICAL AND DATA COLLECTION CONSTRAINTS

A number of constraints that limited some of the data collection without jeopardizing the analysis and interpretation were encountered. The main constraints faced were:

**Lack of parameters to judge EVP cost-effectiveness:** A benchmarking process was planned within the scope of the external evaluation to help understand the operation, outcomes and costs of other volunteer programs in Brazil. However, as early as the inception phase, this strategy was deemed not to be feasible due to the lack of mandate to evaluate other Brazilian corporate volunteering programs, as well as time constraints, and therefore it was removed from the scope of the evaluation. Owing to this decision, there were no external parameters to support the assessment of the EVP's cost-effectiveness.

**Limited partner organization contact information:** The evaluation received a list of 114 organizations from Instituto C&A together with a warning that this list could be outdated due to a lack of regular reporting on partner organization by the units. This list made no clear distinction between former and present partners. On reviewing the volunteer platform<sup>10</sup>, we found 134 organizations registered as active partners. A better and more updated system for keeping record of partners may have increased the survey response rate.

**Online survey logic in eight questions:** The employee survey contained eight questions that did not appear in the instrument logic. The problem was noted and solved but some loss in responses was inevitable, bringing the sample of these particular questions to 1300 people, approximately. The chi-

square test and binary logistic regression were used to check the extent to which the group who answered these questions may differ from the overall sample and no bias was found.

## **5. EVALUATION FINDINGS IN THE AREA OF C&A COMPANY**

The evaluation findings in the report will be presented in accordance with the two main areas of the EVP Theory of Change: C&A Company and Community. The findings are guided by the evaluation questions and relate to the expected outcomes, outputs and the proposed strategies that are detailed in the Theory of Change and Evaluation matrix.

### **5.1 THE C&A CONTEXT AND OPERATION OF THE EVP DURING THE 2013-2015 PROGRAM CYCLE**

The 2013-2015 period saw a continuation of an existing trend towards geographical expansion of the company,<sup>11</sup> at the same time as staff cuts and employee turnover rates of approximately 60% posed considerable challenges to the EVP. In order to manage the geographical scale-up and also deal with the pressure of fewer employees per unit, Instituto C&A relied on four principal strategies in program implementation: a) stepping up efforts to decentralize implementation of the program in the units by promoting the active involvement of managers, supported by leading groups composed of a number of employees, selected as volunteer trainers; b) strengthening the Volunteer digital platform by centralizing communication between the Instituto and volunteers, monitoring and reporting as well as providing access to capacity-building materials; c) unification of program activities in the program Trail, to be followed by all volunteer groups; and d) creation of the Volunteer award to stimulate the participation of the units and ensure the implementation of a minimum level of activities by all groups<sup>12</sup>. Within the stated context, Instituto C&A successfully managed to reach virtually all units by maintaining the program activities in the old units and introducing the EVP into the new units<sup>13</sup> and participation rates were kept stable compared to the last cycle at around 20% throughout the period<sup>14</sup>.

The program sustained the already high levels of internal volunteer mobilization action, increasing the time spent by volunteers on these activities<sup>15</sup>, and the presence in the community was maintained at stable levels throughout the period.<sup>16</sup>

## 5.2 IDENTIFICATION OF EVP VOLUNTEERS

**Finding 1. The company employees’ understanding of volunteering goes beyond the externally focused definition provided in the EVP technical proposal<sup>17</sup> and is related to the idea of contributing to the functioning of all aspects of the EVP internally and externally. This leads to a blurring of boundaries between volunteers and non-volunteers, as many employees perceive themselves to be contributing to the EVP.**

To become a volunteer, the C&A employee can join the EVP at any time by registering on the volunteer platform and these registers form the database for monitoring the number of participants, reported as 2514 volunteers in 2015. The base is cleaned every six months, when employees who have left the company are removed, but there is no control as to the minimum level of activity required, meaning that inactive volunteers are kept in the database as long as they remain employees. The responses in the employee survey (Table 2) indicate some incoherence between the volunteers’ self-declaration and the register on the platform stemming from the lack of control of individual volunteer activity, as mentioned above.<sup>18</sup>

**TABLE 2. Self-declaration of volunteer status and registration on Volunteers platform**

Status	Total	Registered on the platform
Current Volunteer	1329	1174
Former volunteer	310	181

Source: C&A Volunteer and Non-volunteer Survey, 2016. Multiple-choice question. N= 1639.

When investigating the engagement of employees in program activities it became clear that a broader and more diverse understanding of volunteering operates in practice when compared to the definitions in the EVP technical proposal and the program trail strategy. There, actual volunteering is defined as taking place during the external social actions at the partner organizations, and the activities undertaken internally in the unit are considered as “internal mobilization” and “training”. During the interviews and focus groups, the employees applied different logics to the concept of volunteering, generally dividing their engagement into “internal volunteering,” comprising activities such as mobilization, awareness-raising, training, donation campaigns and preparing for the bazaars and social actions at the partner organization, and “external volunteering”, being the activities with children carried out during the visits and also at the bazaar events. In many cases, even stepping in to take over the tasks in the unit for those employees who leave for external visits is considered to be volunteer action in itself.

“I feel a little bit like a volunteer. I help to collect items for the campaigns. We feel for people we have never had contact with.” (Non-volunteer)<sup>2</sup>

“There are people who are not registered as volunteers but participate in some activities, at Easter for example, everybody helped with the chocolate. We have the passive volunteers, who stay here at the store and enable the other colleagues to go (on the visit).” (Volunteer)<sup>3</sup>

<sup>2</sup> Recife - PE

<sup>3</sup> Brasília - DF

The evaluation survey found supporting data which also indicated that volunteering in the view of the employees includes both internal and external engagement and there is no clear division as to who is considered a volunteer or not among those who are in some way in contact with the EVP. When presented with a list of 13 internal and external program activities, 97% of all respondents, both self-declared volunteers and non-volunteers, reported having engaged in at least one of them during the last year. On the whole, as seen in Table 3, both declared volunteers and non-volunteers engage in all EVP activities, although the volunteers present a significantly higher degree of involvement in most of the actions. As a consequence of this flexibility of engagement, the concept of being a volunteer, in the employees' understanding, has come to include all those who are involved in any of the EVP activities, internal or external.

**TABLE 3. Actions implemented by volunteers and non-volunteers during the last year.**

ACTIONS	Volunteer		Non-Volunteer		p-value
	%	N	%	N	
Actions in the unit, such as Café com letras and Ponto de alerta e partida	48.6	798	28.8	412	0.000
Collecting presents, Easter eggs, food, clothes, books or other objects for Instituto C&A	48.3	792	37.4	536	0.000
Stimulating and motivating new people to participate in the EVP	44.9	737	22.5	336	0.000
Donating presents, Easter eggs, food, clothes, books or other objects for the children	41.8	686	41.0	587	0.651
Visiting the partner organization to implement activities with children or teachers	37.6	617	11.3	162	0.000
Organization of the C&A clothes bazaar	36.1	593	25.3	363	0.000
Reading or borrowing books at the reading station	29.9	491	25.7	368	0.009
Registering volunteer actions on the Volunteer platform	22.0	361	7.1	102	0.000
Making of baskets, decorations or other objects for donation	17.7	291	14.5	208	0.016
Planning, administration and communication of volunteers' work	15.8	260	6.5	93	0.000
Renovations at the partner organization	10.3	169	6.2	89	0.000
Humanitarian assistance to communities after disasters or crisis situations (e.g. flooding)	5.9	97	7.9	113	0.030
Training in management for partner organization coordinators	4.8	79	6.5	94	0.036

Source: C&A Volunteer and Non-volunteer Survey, 2016. Multiple-choice question. N= 1639.

For an explanation of the p-value see endnote number 19 <sup>(19)</sup>.

Investigation of possible internal groupings within this wide understanding of the volunteer concept made it possible to statistically establish four profiles of employee engagement in the program: the *external volunteer*, defined by those with direct action at the community level; the *internal volunteers*, characterized by those who assume administrative and other preparatory tasks related to the EVP inside the unit; the *volunteer enabler*, defined those engaged in collection of gifts and donations; and the *volunteer supporters*, defined by those who step in to cover for the other volunteers, keeping the activities in the unit running and thus creating the internal conditions necessary for the EVP (Table 4).

**TABLE 4. Contingency Between Typology of Volunteers and Self-Declaration**

Type of Volunteer	Self-declared Relation to the program					
	Non Volunteer		Volunteer		Total	
	%	N	%	N	%	N
Supporter	10,7	112	4,3	62	7	174
Enabler	46,4	483	20,8	297	31,6	780
Internal-Volunteer	22,0	229	26,9	383	24,8	612
External-Volunteer	20,9	218	48	686	36,6	904
Total	100	1042	100	1428	100	2470
p-value						<b>0.000</b>

Source: C&A Volunteer and Non-volunteer Survey, 2016. N= 3069.

These broader forms of participation in the EVP do not square with the idea that volunteering implies only direct external action in the community. The wider internal/external definition of volunteering that exists within the company has become a way of maintaining constant internal mobilization as well as providing a diversity of opportunities for engagement in the EVP for all employees who wish to support a social cause.

### 5.3 FINDINGS OF OUTCOMES: THE CULTURE OF VOLUNTEERING IN THE COMPANY<sup>4</sup>

**Finding 2. The EVP has a marked presence within company operations across Brazil, translating its social values into practice, and the program has contributed to the strengthening and institutionalization of a volunteering culture within the company.**

The Theory of Change creates a linear logic whereby the EVP represent a strategy that will promote a strengthened volunteer culture in the company<sup>5</sup>. However, the volunteers and company executives did not make any distinction between the two concepts during the interviews (EVP and volunteer culture), understanding that the existence and functioning of the EVP is in itself evidence of a culture of volunteering in the company. This phenomenon is related to the specific nature of the company culture, its history and consequently the place of the program within it. The EVP has been an integral part of company values (or DNA as commonly stated in the interviews) for 25 years and the program has thus taken on the role both of a strategy and a result, being the principal expression of the company’s volunteering culture. Given this common understanding, the evaluation found a clear vision among volunteers, company executives and Instituto C&A staff, that the program is directed by and represents the social values of the company, promoting social action as a way of being co-responsible for the common good of the community. This social participation in favor of the community is understood in a broad sense, including the company and its employees as part of the community. The EVP becomes a strategy for promoting not only social action in the “external community” but also the development of employees, mostly young people<sup>20</sup>, in the “internal community” of the company. To illustrate this, the family member compares C&A to a school that educates young leaders to assume their role in society.

<sup>4</sup> Evaluation Question: To what extent has the EVP enhanced a volunteering culture within the C&A company?

<sup>5</sup> The EVP Technical Proposal (2014) also declares this.

Evaluating the extent to which a volunteering culture can be considered to be institutionalized and thus to have gained formal ground and a level of permanence within the company, the following evidence was found: the EVP has gained a presence in practically all units nationally (see endnote 13), mobilizing C&A employees in all sectors and at all levels, demonstrating the capillarity of the company's institutional structure. The company presents the program to new employees as part of the on-boarding process and allocates employee working hours for program engagement<sup>21</sup>. A regular dedication of time and space to the program in the company agenda, to implement Café com Letras, during the Pontos de Partida e Alerta<sup>22</sup> etc., is another factor that demonstrates the integration of the program into the company employees' routine, along with the physical presence of the program in all units through the reading room. Most employees know about the program<sup>23</sup> and it is given priority internally, with the involvement of leaders in its governance structures and events, as well as the direct engagement of managers in the running of the program in the units and as counsellors.

**Finding 3. The EVP is broadly conceptually relevant to the company's corporate sustainability strategy as it relates to 'sustainable lives'/'employee engagement', but at present is not explicitly integrated into this strategy. While the company recognizes the value and importance of the Instituto C&A's management leadership of the program, it does not perceive the EVP as a 'company volunteering program' as well.**

C&A's global sustainability framework was put in place in 2013/2014 with the three central pillars of Sustainable Products, Sustainable Supply and Sustainable Lives. The EVP is clearly of conceptual relevance within the "Sustainable Lives" objective, in which employee engagement is one of the main focus areas. This view was supported by the company executives interviewed, all of whom perceived the EVP to be aligned with these policies. Indeed, some of the executives also stated that the recent changes in program strategies, with a new focus on education for sustainability, are producing closer ties between the program and the corporate sustainability strategy. However, despite the conceptual relevance, the program does not seem to be taking on a prominent role in "Sustainable Lives". While the 'Inspiring Women' (IW) employee engagement program is emphasized, explicit reference to the EVP is missing. Given the long experience and degree of maturity of the EVP in comparison with the IW, which started in 2015, it would be expected that a high explicit relevance be given to the EVP. Finally, 'what gets measured, gets managed' and the EVP is not formally mentioned by the company as a KPI to be achieved, which indicates that it will not be given high priority in terms of management. The lack of integration into the global sustainability strategy also seems contradictory in view of the high degree of involvement of C&A management and leadership (as noted in Finding 2 above) and the considerable investment by the company in the EVP (detailed in the financial analysis in Finding 19).

Some concern was raised by the managers that the association between the EVP and the company should not be used for "business" or marketing purposes but this did not appear as a risk in the evaluation. In the employees' perceptions of the program, in the interviews and focus groups, there was general agreement that the focus of the program is the external community (social organizations and children) and the idea of the EVP as an "internal leadership program" was clearly refuted. The survey respondents (both volunteers and non-volunteers) supported the qualitative data in giving highest ratings to "social-cause-related reasons" for the company to have a volunteer program (Table 3). Likewise, options related to strengthening of the "internal community" of the

company in terms of motivation and team competencies also received considerable ratings, albeit clearly lower than the above mentioned options, and reasons directly linked to improving business were rated markedly lower. It is important, however, to note that the non-volunteers gave higher ratings to all options related to internal strengthening of the company and business in comparison to the volunteers, indicating that there is a difference in perception of the EVP between these two groups, but the evaluation did not come up with any clear explanation for this difference.

**Table 5. Reasons why C&A has a volunteer program.**

Reasons	Volunteer		Non-volunteer		p-value
	%	N	%	N	
Concern about the well-being of the community is a C&A company value	67.3	1103	69.1	989	0.269
To allow its employees to exercise social participation and develop citizenship	64.0	1049	61.8	884	0.211
To contribute to the development of Brazilian society	62.5	1025	57.5	823	<b>0.005</b>
To develop competencies in the team of employees	38.1	625	41.6	595	<b>0.050</b>
To motivate the internal work of the employees	35.2	577	44.9	643	<b>0.000</b>
To strengthen communication and marketing of the company	13.8	227	26.1	374	<b>0.000</b>
To get new clients	6.2	103	15.4	221	<b>0.000</b>
Other	3.8	63	4.7	68	0.213
Don't Know	1.5	26	2.6	38	<b>0.038</b>

Source: C&A Volunteer and Non-volunteer Survey, 2016. Multiple-choice question. N= 3069.

The consensus among the executives interviewed that any links between the EVP and marketing intentions should be avoided explains the low profile assumed by the company when communicating the program. Practically no external communications efforts have been made during the period and when the EVP is mentioned, for example in the C&A sustainability reports, it is generally presented “in the name of” Instituto C&A, together with its other programs, and kept separate from the company’s employee training and leadership initiatives<sup>6</sup>. Employees also commonly identify the EVP as belonging to the Instituto C&A and they understand that they themselves represent Instituto C&A when they act as volunteers. The company executives agree that the EVP should operate in an autonomous way, under the responsibility and leadership of the Instituto C&A, as opposed to within the company’s human resources or sustainability structures. The main argument for this view is that Instituto C&A confers legitimacy on the program externally, by underwriting its social values and technical quality. Internal legitimacy was also mentioned in the interviews, in recognition of the fact that Instituto C&A represents a context of more horizontal relations and opportunities to participate, very different from the company’s hierarchical structures and daily routines and tasks.

“It is not a leadership program and thus should not be part of HR. Instituto C&A is able to guarantee the values and culture of the EVP but some kind of link with HR could exist.”

<sup>6</sup> Such as C&A por Você, Fabrica de talentos, Operational leaders’ school and Leaders of the future mentioned in the C&A sustainability report 2012/2013.

“There are many people interested in helping their communities. If you move it to HR you diminish the power of the program. Our employees won’t be interested in a program focused on leadership development or strengthening collaborative skills. The core of the EVP is in the community. It is very clear to us: the core is the community.”

“And if the EVP works with the community, it is Instituto C&A’s responsibility. If it were focused on the business, then the company would be responsible. But, for community matters, Instituto C&A is the real leader.”

“Any communication strategy should aim to make us accountable, to share our learning with society, to spread our concepts and practices and reinforce our political view, but never to put the focus on the brand.”

Source: Interviews with C&A Brazil HQ leaders and former Head of Instituto C&A, São Paulo, 2016.

In addition to the issue of legitimacy, Instituto C&A plays a fundamental role in ensuring the financial and operational sustainability of the EVP and, consequently, the company culture of volunteering. The constant encouragement provided by Instituto C&A to maintain the mobilization of managers and volunteers, by supplying them with input in terms of activities and material, is considered as crucial by counselors and managers. The Instituto C&A staff manages the internal relations of the program with the company as well as the external links to the community and they provide technical competency in corporate volunteering, social participation, child education and institutional development. The complexity of today’s EVP is clearly a result of its historical development in dialogue with other Instituto C&A programs and experiences.

It is important to stress that one aspect does not exclude the other regarding the relationship between the company and Instituto C&A and the issue of ownership of the EVP. The evaluation points to the importance of both Instituto C&A management and the active involvement of C&A, (also under the new global policy) for ensuring the sustainability of the program and the company’s volunteering culture.

## 5.4 FINDINGS OF OUTCOMES: VOLUNTEERS<sup>7</sup>

**Finding 4. Volunteers’ participation in the program increases their understanding of children’s rights and their awareness of the social injustices that operate in the communities, but it is unclear whether it leads to wider social engagement outside the program.**

Volunteers are motivated to contribute to the program’s social cause (Table 6), but also see EVP engagement as an opportunity for personal development. The possibility of participating in direct social action with children at the partner organization is a great stimulus for engagement in the program and the contact with underprivileged children has a great impact on the volunteers, increasing their awareness of social injustices and contributing significantly to their understanding of the significance of the EVP.

**TABLE 6. Main reasons to be a volunteer.**

REASONS	%	N
To help others	35.4	581
An opportunity for learning and personal development	34.4	565
I believe in the cause of Instituto C&A	32.1	526
To work directly with children and adolescents	21.9	360
To contribute to the development of Brazilian society	19.7	323
Interest in trying something new	11.8	194

This table presents the six options that received over 10% of the volunteers’ answers.

Source: C&A Volunteers and Non-Volunteers Survey, 2016. Respondents could choose two options. N= 1639.

The focus groups also support these findings, with recurrent statements of “wanting to help children” and “contributing to the education of children”.

“EVP motivates us to do good, to treat others better.” (Volunteer)<sup>8</sup>

“We work to help meet the children’s need for attention and affection.” (Manager)<sup>9</sup>

“We bring education to the children, access to books and reading. We encourage reading and play. Working with the children, you plant a seed, so that from early on they become better citizens.” (Volunteer)<sup>10</sup>

In terms of results produced in the volunteers by the EVP, the Theory of Change, supported by the technical proposal, believes that engagement in the program has the potential to increase and enhance the social participation of employees. This is an outcome that goes beyond participation in the program’s volunteer activities (output) and that involves increased awareness and understanding of the Brazilian society and also leads to broader social engagement, such as other volunteering initiatives and involvement in community associations or citizen councils. The evaluation’s investigation of the results in volunteers revealed a number of positive aspects, mainly related to increased awareness in the volunteers, but also some examples of new social participation

<sup>7</sup> To what extent has the EVP contributed to a qualified social participation of the employees?

<sup>8</sup> Brasília - DF

<sup>9</sup> Porto Alegre - RS

<sup>10</sup> Porto Alegre - RS

initiatives. On the whole, however, it was not possible to conclude that the EVP leads to broader social engagement of the volunteers in Brazilian Society. This fact, rather than indicating any sort of unsuccessful implementation of the program strategies, points to the possibility that expected results are being set that exceed the true capacity of the program.

The evaluation’s data, composed of the volunteers’ self-perceptions in the survey and an analysis of their statements in the focus groups and interviews, painted two different pictures of results in the volunteers. On the one hand, the survey data (volunteer self-perception), summarized below, show high levels of outcomes of increased and enhanced social participation (Table 7).

**Table 7. EVP Contribution to volunteers** (Table shows the five options receiving highest scores)

EVP Contribution	Scores 4 and 5 (on a 5-point scale)	
	%	N
Getting to know a social reality different from your own	83.7	658
Improving communication skills	77.9	612
Stimulating involvement in other actions or social projects	76.1	594
Strengthening participation in the community (work in associations, councils and others)	75.0	589
Stimulating reading of books, newspapers and magazines	71.6	560

Source: C&A Volunteers and Non-Volunteers Survey, 2016. N= 785

The focus groups and interviews with volunteers, on the other hand, generated information that agrees only partly with the survey results. When asked to state the contributions of the program on a personal level, the volunteers generally mentioned more “direct results” such as increased awareness of the different social realities and injustices, learning about reading, play and education, as well as feeling good and useful for helping others. They did not spontaneously mention that the program stimulates them to engage in other social actions or citizen participation in the community.

“The volunteers have the opportunity to become better people.” (Volunteer)<sup>11</sup>

“The volunteer acts with the heart and volunteering is a free choice. The contact with children motivates. When you give of yourself, you also receive a lot from the children. The exchange with the children is gratifying. The volunteer feels good.” (Volunteer)<sup>12</sup>

“It’s an exchange. You do good and it does you good.” (Volunteer)<sup>13</sup>

“Volunteering provides the volunteers with a different way of thinking. They become enchanted.”(Non-volunteer)<sup>14</sup>

Some information was given through specific examples of further social initiatives and references to employees who had continued volunteering after leaving the company, but, on the whole, the EVP experience was not recognized by the volunteers as leading to wider social or political participation. Given the inconsistency of the data on this issue, the information gathered through the 10 case studies is given priority by the evaluators in the analysis supporting the

<sup>11</sup> Juazeiro do Norte - CE

<sup>12</sup> Porto Alegre - RS

<sup>13</sup> Guarulhos - SP

<sup>14</sup> Manaus - AM

conclusion that EVP had a limited contribution to increasing and qualifying volunteer’s social participation.

**Finding 5. An unintended outcome of the EVP is its contribution to the development of the individual and collective professional skills of the employees and improvement of the internal working environment in the company units.**

Beyond the expected results expressed in the program’s Theory of Change, the evaluation also revealed a set of outcomes related to the professional skills of the volunteers. On the whole, the employees regard the volunteer work either as a factor that facilitates the implementation of their work duties or as having no interference in their daily work responsibilities (Table 8).

**TABLE 8. Influence of volunteering activities in working duties**

Influence of volunteering activities	NV		V	
	%	N	%	N
Facilitate the execution of work duties	41.2	277	52.3	319
Indifferent	51.1	344	39.9	243
Hinder the execution of work duties	7.5	51	7.7	47
Total	100	672	100	609
p-value				0.000

Source: C&A Volunteer and Non-volunteer Survey, 2016. Multiple-choice question. N= 1281.

When discussing the results of the program with the employees, aspects of professional development were commonly mentioned alongside the other outcomes discussed above. Both volunteers and non-volunteers, but principally managers, related the program to improved communication and leadership skills, better teamwork and working environment. The program was recognized as introducing a spirit of collaboration in an otherwise competitive environment. Although such outcomes were identified, employees have established a clear understanding that participation in the EVP does not determine decisions regarding promotion within the company. The survey data support these findings: motivation and development of employee capacities are recognized as the objectives of the program (Table 5) and the volunteers give high ratings to the outcomes related to the development of professional skills, such as improved communications and group leadership.<sup>24</sup>

“The EVP brings a more humane perspective to C&A.” (Volunteers)<sup>15</sup>

“The energy and joy of the volunteers is infectious.” (Non-volunteers)<sup>16</sup>

“It fosters a concern for others, provides an opportunity to leave the busy environment to do good. It alleviates the stress of routines, helps others, and brings harmony to the store” (Volunteers)<sup>17</sup>

<sup>15</sup> São Luiz do Maranhão - MA

<sup>16</sup> Rio de Janeiro - RJ

<sup>17</sup> Juazeiro do Norte - CE

In Rio de Janeiro (among other places), there was a perception that a large part of the employees who have leadership potential and stand out in their work are volunteers. In Belo Horizonte (among others) the EVP was seen as motivating employees to stay with the company and pursue an internal career, thereby reducing company turn-over.

## 5.5 FINDINGS OF STRATEGY<sup>18</sup>

### **Finding 6. The strategy of continuous internal mobilization of volunteers was successfully implemented during the cycle and the main mobilizing force is the volunteers themselves.**

The levels of internal mobilization activities, already prominent in the previous cycle<sup>25</sup>, rose further during the 2013-2015 cycle. Virtually all of the units responding to the annual monitoring survey registered as having carried out internal mobilization activities and the average time spent by employees on internal actions also increased.<sup>26</sup> The external evaluation survey provided additional data to support the existence of active and successful efforts at internal mobilization and integration of new employees, indicating that employees receive their first contact with the program at the unit through colleagues, managers, Café com letras and the “Ponto de partida e alerta” and On-boarding for new employees. The Volunteer Platform and Instituto C&A’s site meanwhile served as the first contact for only a very small portion of respondents. Even though the volunteer trainers, who formally assume an important role in the mobilization of employees, tend to spend more time than average on internal EVP activities, other volunteers and declared non-volunteers are involved and participate in mobilization on a regular basis. The case studies showed that the Café com Letras and other internal EVP activities are understood by the employees as occasions to hear about the program, learn about the annual theme, participate in a practical activity addressing the theme, and help prepare for the external visits. These activities are generally open to all employees and involve the participation of both volunteers and non-volunteers. They are thus successful in continuously maintaining awareness of and engagement in the program. The case studies also indicated that the units or groups of units with a functioning “steering committee” composed of trainers, supervisor or manager, and ex-trainers or experienced long-term volunteers, manage to organize the running of the program in a more efficient manner, avoiding overload for the trainer and counsellor. These findings show that the decentralization of the running of the program in terms of mobilization has been successful in this cycle.

Internal communication of the program however, as seen above, occurs mainly on a personal basis within the unit and there is limited use of formal communication channels. For example, the monitoring data indicate a low level of use of the Volunteer Platform, the main tool for communication between Instituto C&A and volunteers, with only 23% of the units reporting frequent accessing of the platform in 2015. The Instituto C&A staff also see communication as a strategy with room for improvement, indicating the need for simpler and more direct language and the use of modern communication channels and tools. Some important moves in this direction have already been noted, with increased use of social media, such as Facebook and Whatsapp, by the program, the latter proving to be the main communication channel between the volunteers in the units. Many of the non-volunteers participating in the focus groups also stated that improved

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<sup>18</sup> Evaluation Question: How successful have the internal strategies of the EVP been in producing results?

communication would be a way of increasing volunteer mobilization and improving knowledge of the program among all employees.

**Finding 7. Internal mobilization efforts are working well. However, engagement is more successful among those employees who already have previous volunteering experience and those who are more easily available due to their work functions.**

Although the internal volunteer mobilization process should be viewed positively, the idea of the EVP being the employees' first volunteering opportunity is a perception<sup>27</sup> that was found not to hold true. Both the focus groups and the survey indicated that previous volunteering experience is common, with 56% of all survey respondents reporting previous or current volunteer work in other contexts. Given that this number is as high as 64% among self-declared volunteers, it is likely that the program may appeal more to employees who are already mobilized and open to social action and perhaps not reach those with less availability or interest. This came up during some of the focus groups with non-volunteers, where statements were made to the effect that not all employees from the unit were invited to join the program, suggesting that employees from specific sectors, such as Maintenance, were never considered for mobilization. In the survey, some of the non-volunteers stated that the reason for not participating was either "I have not been invited" or "I showed interest but wasn't invited" (9% and 6% respectively). The greater focus of mobilization on certain groups of employees is also linked to the levels of availability imposed by the company. The focus groups related that it is much harder for employees from financial sectors and cashiers to participate in EVP activities than it is for attendants working "on the floor", as the latter can more easily find substitutes or have more flexibility in reorganizing their work duties. These limitations, although not formally pronounced, operate in practice, influencing mobilization levels among the aforementioned groups.

A logistic regression was carried out to estimate the extent to which different positions in the company are associated with higher or lower probabilities of the respondent declaring him- or herself to be a volunteer (Table 9). The results support the observations of the focus groups.

**TABLE 9. Estimated probabilities of declaring oneself a volunteer**

Position	Probability
Manager	0.861
Coordinator/Supervisor/Leader	0.759
Assistant	0.716
Sr. Customer Assistant	0.592
Other Area	0.519
Analyst	0.511
Jr or Full Customer Assistant	0.474
Auxiliary	0.464
Reception of Goods	0.435
Merchandise Operator	0.320
Fiscal Department	0.259
"Jovem Aprendiz" / Young Apprentice	0.241

Source: C&A Volunteer and Non-volunteer Survey, 2016. Multiple-choice question. N= 3069.

**Finding 8. The strategy of recognizing and celebrating volunteer achievements through the Volunteer Award and Annual Meeting is an important motivating factor but its potential is limited, mainly affecting the trainers and managers that get to participate in the event.**

The annual EVP meeting, where approximately 700 of the volunteers get to exchange experiences and receive training, represents a highly motivating experience for those who get to participate (volunteer trainers, managers and counsellors). Among those volunteers who are elected as trainer (this role is generally rotated among the volunteers every year), going to São Paulo for the meeting is seen as a reward in itself and they provide reports of inspirational encounters with Instituto C&A and peer volunteers from across the country. The possibility of going to the meeting has become a major motivation for the volunteers to assume leadership initiatives within the program and thus improves their chances of being selected as a volunteer trainer. The EVP awards, given to the units who have most successfully implemented the program strategies and actions, have a high symbolic value, especially among the managers. They recognize that the competition is in line with the culture of the company and winning the award garners recognition from other units. The importance of the award as a factor encouraging engagement in the EVP is mentioned less, however, by regular volunteers who do not participate in the annual meeting. Of the 18 survey options for factors motivating participation in the program (the respondents were asked to choose a maximum of 2), the award ranked last, receiving only 0.1% of the answers<sup>28</sup>.

In 2014 and 2015, the annual meeting was opened up for the first time to participation of a number of the partner organizations. Even though only some have had this experience so far<sup>29</sup>, the evaluation found that this participation was valued positively during interviews with partner organization managers.

The strategy of recognition and celebration of the EVP and its activities was mentioned by the interviewed family member as a fundamental aspect of the program to be considered when planning possible replication of corporate volunteering initiatives in other contexts.

**Finding 9. The training strategy has provided few opportunities for capacity-building, limiting the volunteers' potential to promote outcomes in the community.**

The training of volunteers during the 2013-2015 cycle was based on the strategy of capacity-building of the volunteer trainers for 2.5 days during the annual meeting in São Paulo and these, in turn, should pass on the training to their local volunteer groups at a specific training event. The trainers received support material during the meeting and material was also sent out to volunteers, along with material and texts available on the platform. In addition, the monthly Café com letras was intended as a continuous opportunity for capacity-building of volunteers. The replication strategy proved to have limited reach, with 34.2% of the survey respondents stating that they have never received any training from the EVP.<sup>30</sup> “We do not receive any training from the Instituto. It is all down to our strength and passion” (Manager, Guarulhos - SP) This fact may be related to the turnover of volunteers, as the main training event occurs only once a year. It is also related to the fact that the trainers themselves have not understood their role as involving being responsible for continuous capacity-building of other volunteers. They believe they should “pass on” the training at the one specific event and, for the rest of the year, act as mobilizers and run the EVP in the unit. “In São Paulo (during the annual meeting), all that we need to do during the year and the objectives are given to us. That gives us direction. Then I have to pass on the knowledge in the store. The trainer

passes on the information from São Paulo.” (trainer, Porto Alegre) In terms of content, the training event and material were mainly related to the “instrumentalization” of the volunteers, giving them models for activities to implement at the partner organization, and the EVP coordinator recognizes that in earlier cycles the training provided more information on volunteering, social participation and children’s education, while this cycle focused primarily on “how to do”. “In the old days, there was more capacity building. There were courses every six months, for example, on ‘this is how you read to a child’ or ‘how to be a volunteer’. Now the trainers just ‘pass on’. Previously, we had more support.” (manager, Porto Alegre).

Instituto C&A recognizes that they have not succeeded in sustaining the EVP training as a process throughout the year and that improvements are needed. Nevertheless, most volunteers generally stated that they felt reasonably well-prepared for social action and, on the whole, the focus groups did not identify any specific need for technical competencies to carry out the volunteer activities, mostly citing “availability”, “openness” and “liking children” as the necessary prerequisites and expressing a belief that volunteering is learnt from practice. These views indicate that the volunteers themselves are not conscious of the EVP’s expectations regarding their capacity to engender specific outcomes in the partner organizations (as expressed in the EVP Theory of Change). The evaluation showed, however, that the lack of a deeper training process to better prepare volunteers for social actions has been one of the factors that negatively influenced the level of outcomes produced in the communities. This analysis will be examined in more detail in the section on community outcomes.

**Finding 10. The standardized volunteering strategy, the “Volunteer Trail”, has successfully ensured a minimum level of activities in all units during the scaling-up, but has also fostered a culture whereby volunteers have become primarily “activity-oriented” rather than “results-oriented”.**

The Volunteer Trail was introduced to make the program proposal clear and easy to implement for the volunteers and to prevent the fragmentation of the program identified in the external evaluation of the previous cycle. Each part of the trail is presented and the volunteers receive practical instructions from Instituto C&A on how to implement the activities, step-by-step. The trail, like the volunteer award, was intended to ensure implementation of a minimum number of activities by all volunteer groups<sup>31</sup> and this has proved successful.<sup>32</sup> The methodology is recognized by managers and volunteers as an important support since there is limited time for planning of activities to be implemented in partner organizations.

The strategy, however, has also led the volunteers to assume a role of merely implementing activities “pre-defined and given to them” by the Instituto without critical reflection on the results they are expected to produce.

“The Instituto provides the base, the structure, and we just have to follow it.” (Volunteer)<sup>19</sup>

“The Project arrives through the mini-series from the Instituto, with the orientation as to what has to be done.” (Non-volunteer)<sup>20</sup>

“The counsellor receives the information from Instituto C&A in São Paulo. They give us the theme that we have to work with. They then tell us what to do and we follow. It’s so natural for us.” (Store Manager)<sup>21</sup>

<sup>19</sup> Rio de Janeiro - RJ

<sup>20</sup> Guarulhos - SP

This “activity-oriented” operation was also identified in the findings related to training (discussed above in Finding 9). Furthermore, the nature of the relationship that is often established with the partner organizations (details are discussed in Finding 17), with no clear goals drawn up, also contributes to the volunteers’ developing an activity rather than results-based implementation of the program.

**Finding 11. A governance structure has been installed that ensures participation of company leaders and managers but their true influence and participation in decision making on strategic issues in the program is limited.**

The EVP counsellors from all regions who make up the National Joint Committee represent a key governance structure for the program. The group acts as a link between local and regional committees and Instituto C&A and there are specific meetings between counsellors and Instituto C&A twice a year. The technical proposal states that counsellors have five responsibilities: communication, mobilization, monitoring, representation, and strategic participation. However, in practical implementation of the program they really only assume responsibilities in the first three areas. Both Instituto C&A and the counsellors themselves recognize their role as a communication channel between the units and the Instituto C&A. When asked directly about their participation in the EVP decision making process, some of the counsellors reported that they discuss some program issues during the meetings but stressed that the decisions are made by Instituto C&A. Counsellors thus do not play the role that is implied by their name and the governance structure and, even though they have become an important and well-functioning channel for EVP communication, they have proved to have a more limited impact in terms of strategic influence. The EVP manager believes that the 2013-2015 period suffered losses among the senior counsellors as a result of company staff cuts and that the current group is made up mainly of new managers who still need to grow into their role as counsellors.

The EVP’s highest governance structure, the Instituto C&A investment committee, also exercises limited participation in the strategic decisions of the program. While the program is discussed on some occasions, in practice, decisions are handed over to Instituto C&A. Instituto C&A however, claims that it always consults with top-level leaders before taking any important decisions but still acknowledge that there is a high degree of autonomy in the management of the program.

“The Instituto provides the news, we give some opinions, but we don’t participate a lot in the decisions. We take care of the management in the regions while the choice of theme and the orientation come from São Paulo” (Counsellor)

“More than half of the management team takes part in the investment committee but influence and decision-making occur at the level of the counsellors.” (representative of C&A)

The lack of strategic participation of the counselors seems to be already part of the EVP culture and the evaluation did not observe any demand of change from either side. Instituto C&A

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<sup>21</sup> Porto Alegre - RS

does not demand their participation in decisions regarding strategic issues in a more structured manner and the counselors do not request this kind of participation.

**Finding 12. The involvement of managers and supervisors in the EVP has ensured the functioning of the program in the units. The leaders also provide inspiring examples of volunteering to employee, but their participation is constantly challenged by the pressures of business.**

Managers and supervisors in the units take responsibility for supporting and enabling the functioning of the program, making sure time and space is devoted to the EVP in the work schedule, both for internal activities and external visits, and making the final decision as to who gets to participate in community action at the partner organization. The managers understand that enabling the EVP is not formally part of their work duties but they state that there are clear company expectations that they contribute to the operation of the EVP in the unit, even if they do not themselves participate actively as volunteers. The survey data indicate that employees generally have a positive view of the level of involvement of their superiors in the program<sup>33</sup> and many of the managers who today hold leading roles in the EVP have built their careers within the company and have experience of EVP participation as a “regular” volunteer before assuming a leadership role. In the interviews, several of them saw themselves as role-models, especially for young employees, and told of the importance of actively participating in internal and external actions. This was mostly confirmed by volunteers in the focus groups, who acknowledged the inspiration and encouragement provided by their superiors when participating in the visits. It is also generally acknowledged that the managers face a great deal of business pressure that limits their availability for EVP activities. On several occasions in the interviews it was recognized that “the higher you climb in the company hierarchy, the harder it becomes to participate in the program”.

**Finding 13. Company pressures are a part of the EVP reality and the direct influence of business operations limits implementation of social action in the community and negatively affects the possibility of growth and improvement of the program.**

The main strategy for fulfilling the EVP mission is community action in partnership with local organizations and the aim is to provide the opportunity for external social action for all volunteers. The focus groups and interviews repeatedly stressed the importance of this direct action with children, citing it as representing the main significance of the EVP. The visit to the premises of the organization, seeing the community and personal interaction with the children always came up in volunteers’ discussion of the results generated in themselves by the program. The evaluation found that, even though volunteers wish to engage more in the program, both internally and externally<sup>34</sup>, less than 40% actually had the opportunity to implement activities with children during the last 12 months<sup>35</sup>. This was repeatedly mentioned by volunteers and non-volunteers as a cause of frustration and demotivation. The reason for limiting the numbers of volunteers on visits is directly related to the company’s capacity to temporarily run the business in the units without the presence of these volunteers. The staff cuts during this period have clearly created more tension, principally in the smaller units, and volunteers in all focus groups cited examples of non-release by managers, often on a short notice, the reason always being that the situation in the unit at that specific point could not cope without the employee performing his or her work duties. In the interviews, managers

always acknowledged their role in enabling volunteering activities but also recognized that the current situation places restrictions on external visits. Most survey respondents, volunteers and non-volunteers alike, state that their superiors are either encouraging or indifferent with regard to their EVP engagement, while only a small portion feel that they hamper it.<sup>36</sup> Only a small minority of non-volunteers stated that their reason for not participating in the program was the inability to combine work responsibilities and goals with the volunteer work and this is consistent with the perception of a mostly encouraging attitude on the part of superiors<sup>37</sup>. Despite this, the low numbers of volunteers at the visits reveal a tension between operation of the business and the EVP, which, in its current form, will only grow with the increase in the number of employees engaging in the program.

The same pressure is present in the case of increasing training opportunities and thereby the possibility of improving volunteer action. Instituto C&A representatives confirmed the current difficulty in promoting the presence of managers and counsellors in events already in existence, let alone the idea of increasing the time required by the EVP from the company.

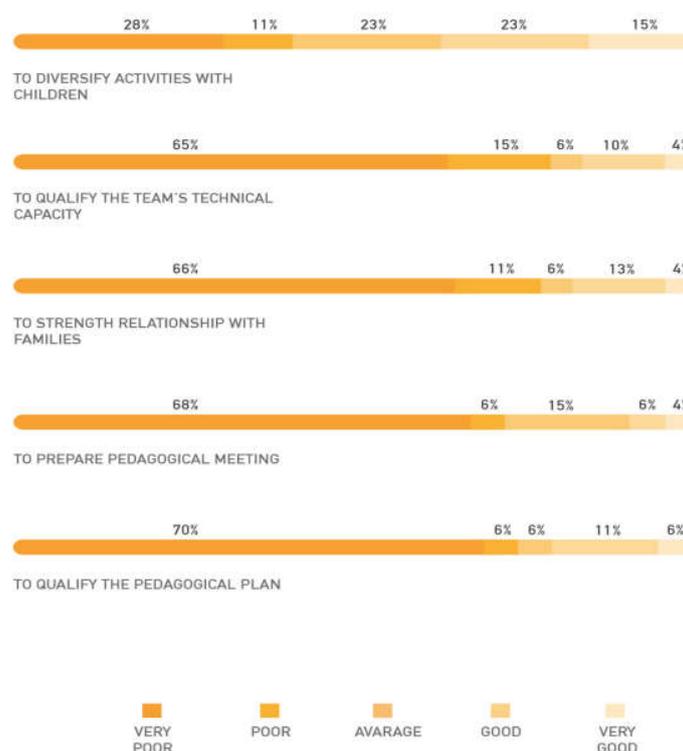
## 6. EVALUATION FINDINGS IN THE COMMUNITY

### 6.1. FINDING OF OUTCOMES: ACCESS TO QUALITY EDUCATION<sup>22</sup> AND ORGANIZATIONAL STRENGTHENING<sup>23</sup>

**Finding 14.** The EVP has helped to bring new activities to children, offering educational experiences that are different from their daily routine. Further influence by the program on the partners to deliver quality education to children has been limited.

Generally speaking, partner organizations are not positive about the various EVP contributions to children’s access to quality education as envisioned in the Theory of Change (Chart 1). The most significant result concerned “diversification of activities with children”, while most other categories analyzed in the survey received a low performance score. These data are consistent with the qualitative findings of the case studies.

**CHART 01.** PARTNERS’ PERCEPTIONS OF EVP CONTRIBUTION ON PEDAGOGICAL ISSUES TO QUALITY EDUCATION



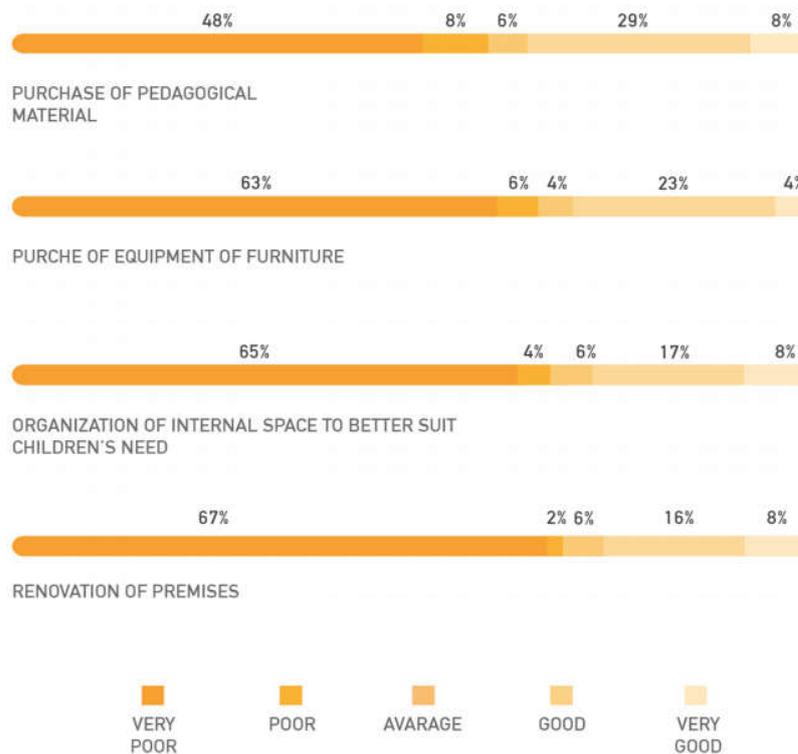
Source: Partner Organization Survey. N= 47

<sup>22</sup> Evaluation question: What contributions have the EVP made towards increasing children’s and adolescents’ access to quality education?

<sup>23</sup> Evaluation question: To what extent has the EVP contributed to the strengthening of institutional capacity in community partner organizations?

The structural aspects related to improving the quality of children’s education are presented in Chart 2 and exhibit the same pattern of mainly low scores. The influence of the bazaars on factors contained in Chart 1 and Chart 2 is examined in Finding 15 and some differences noted.

**CHART 02. PARTNERS’ PERCEPTIONS OF EVP CONTRIBUTION ON STRUCTURAL ASPECTS OF QUALITY EDUCATION**



Source: Partner Organization Survey. N= 47

The main activities developed by volunteers with children are playing, reading, gift donations during holiday celebrations and theater<sup>38</sup>. From the point of view of the organizations, these activities provide an important contribution in terms of offering new and different things to the children (See “to diversify activities with children” in Chart 1). Most of the managers and educators interviewed saw the EVP as an important source of vitality, offering children experiences they would not be able to access without the presence of the program: “the volunteers brought new activities to us”<sup>39</sup>. As one teacher interviewed remarked, “Volunteer activities is more fun, more free. As teachers we are more restricted and they bring this difference”<sup>24</sup>. A pedagogical coordinator saw the

<sup>24</sup> Juazeiro do Norte - CE

EVP as a way to “get away from the routine”<sup>25</sup>. “It makes us happy”<sup>26</sup> is how one leader summed up the program’s significance for educational strengthening. The organizations’ leaders also recognized a high level of commitment on the part of volunteers during activities with the children. Sixty-five percent of the organizations (n=26) deemed the volunteers to be *very well* or *well* prepared to carry out activities. Cases worth noting are those where the volunteers were reported as showing awareness of promoting real interaction with all children, including the “most problematic ones” or an ability to get on the same level as the child in order to establish open communication.

The activities, although exciting and fun for the children, have limited influence beyond this and have not been shown to engender any deeper influence on the partners’ educational approach, such as contributing to standard teaching plans or activities. The activities are confined to the visits and tend not to be sustained by the organization<sup>27</sup> without the presence of the volunteers. In many of the case studies, interaction between volunteers and educators during the visits was seen to be limited. Even if educators participate in the volunteer action, they adopt a role of “keeping the children in order,” while the volunteers coordinate the activity. In three of the organizations visited, the volunteer action was seen as an opportunity for the educators to take a break from the children’s demands for a while and focus on other tasks. This manner of implementation distances volunteers from educators, as noted by educators and organization managers in the field. The image of volunteer activities taking place in isolation and parallel to other teaching activities indicates low utilization of the impact potential of the intervention as a whole.

Regarding the volunteers’ interventions, Instituto C&A staff confirmed in their interviews that “volunteers are not teachers” and thus not supposed to have the competencies and skills to promote changes in the partners’ educational action, but the program’s technical proposal and Theory of Change contain higher expectations for outcomes (as was observed in relation to expected outcomes in volunteers). In this case too, the outcomes are consistent with the true implementation of strategies and levels of outputs but not with the Theory of Change. This finding corroborates the finding that the EVP is primarily oriented towards activities rather than results, a view that also is supported by the fact that no-one in the evaluation mentioned a formal mechanism for evaluation, monitoring or feedback between partner organizations and volunteers to support the learning and development process of the program.

The volunteers themselves agree that the program’s main contribution has been to diversify the organization’s activities (Table 10) but their general view of the EVP’s contribution is far more positive than that of the partners, most probably because they are not specialized educators and less rigorous judges of pedagogical issues and do not oversee the daily educational routine of the organizations.

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<sup>25</sup> São Luis do Maranhão - MA

<sup>26</sup> Recife - PE

<sup>27</sup> As observed in Escola Municipal Vovô Arthur – Recife – PE.

**TABLE 10. Perception of volunteers regarding results for partner organizations.**

Outcomes	Totally Disagree	Disagree	Indifferent	Agree	Totally Agree
To diversify activities with children	2,2%	3,8%	13,1%	24,2%	56,5%
To improve organizational visibility in the community	3,5%	5,3%	18,7%	25,4%	46,8%
Strengthen families' relationship with the organizations	3,5%	6,3%	20,6%	24,4%	44,9%
To fundraise the organization	7,5%	8,0%	19,3%	21,2%	43,8%
Improve partner organization's management	4,5%	6,5%	20,3%	25,9%	42,5%

Source: Volunteer Survey. N= 785.

A few examples of a higher-level influence in partner organizations were nevertheless detected by the evaluation. One organization noted, “we still run the reading project for children, now independently of C&A... There is a reading circle every week with children up to 5 years old”<sup>40</sup>. A deeper influence was also found in Rio de Janeiro and São Luis do Maranhão, where the partners incorporated this years’ EVP theme of *Sustainability* into their teaching plans (Box 1). The evaluators are aware that this specific example goes beyond the evaluation period (2013-2015), but its significance justifies the reference.

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**BOX 1.**

**Influencing the political-pedagogical plan in a public school in Rio de Janeiro**

The annual Political Pedagogical Plan (PPP) to guide its educational activities is mandatory for all Brazilian public schools. It should be the result of a collaborative process with the participation of the school principal, educational coordinator, teachers and other employees, such as kitchen staff and security guards. In rare cases, the families are invited to contribute but there is no standard format for schools and each follows its own logic and local government guidelines.

In 2013, the EVP started a partnership with Escola Municipal Thomas Jefferson, located in the Acari area in Rio de Janeiro, in a community marked by social exclusion and poor access to basic services, where violence and resilience coexist in daily life. Two hundred children attend the school and 60 of them (aged 4 to 6 years old) are directly affected by the volunteer activities. When the school principal and educational team met to prepare the PPP for 2016, the EVP theme of “sustainability” had already been established. The school then decided to adopt this theme as the core subject to guide and integrate activities throughout the year. This decision established sustainability as an issue to be studied by all students of the school and to stimulate teachers to acquire more in-depth understanding of the concept in order to plan classes relevant for children. The integration among teachers in exchanging concepts and ideas, enhancing their collaboration and improving educational practice, is a further potential outcome in this case. In this context, the volunteers intend to maintain their focus on younger children but some general activities may include students from others years as a way of achieving a more comprehensive program impact.

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**Finding 15. The Bazaar has proven to be a core EVP strategy for the partner organizations. The funds raised improved premises, equipment and supported pedagogical material purchases. Local community visibility was also increased.**

The bazaar involving clothes donated by C&A has proven to be a core strategy for raising funds for the partners, combining the resources and competencies of a retail company with the recurrent financial needs of community based organizations. The volunteers support the planning and implementation of the bazaars, working either as an individual unit or in partnerships between stores. In 2015, 67% of C&A units were involved in bazaars, with an average of 1.6 bazaars held per unit during the year and 74% carrying out this sales event as a collaborative effort between stores<sup>41</sup>. Although it is a core EVP strategy, not all the community organizations have been reached by this opportunity. According to the survey, 59% (n=24) of the organizations had previous experience of the bazaar, while 41% (n=17) had none. The evaluation did not manage to gather good information on any specific reasons for this limited reach.

There is a significant variation in the quantity of funds raised by the units and this is linked to the volume of clothes available. The Distribution Centers (CD) tends to have a larger volume, while, in the smaller town visited by the evaluators (Juazeiro do Norte – CE), interviewees noted the challenge of gathering a sufficient quantity of articles to hold a successful bazaar.

Funds raised by the bazaar in 2015 averaged USD 2,534<sup>42</sup> (EVP Monitoring report), or USD 2,710.30 (Evaluation Survey<sup>43</sup>), with a median of USD 464 (Evaluation Survey). However, if outliers are removed, the average drops to USD 642.70<sup>44</sup> (Evaluation Survey). The total amount raised by partner organizations through the bazaars in 2015 is not precisely given in any document. One very conservative estimate suggests that, in 2015, the bazaars may have generated<sup>45</sup> a total of between USD 78,543 and USD 122,723 for the organizations. These data enable a proxy for the rate of return of the EVP to be estimated. In the case of the 2015 budget of USD 864,551, for every dollar invested in the program there was a direct return of USD 0.09 - USD 0.14 at the partner organization level (see calculus log in endnotes<sup>46</sup>). This figure should be considered with care, since it does not involve analysis of a longer historical series and its calculus log has still not been validated.

The main use of bazaar funds was to improve premises for the children, while the acquisition of equipment, teaching materials, and food was the second most commonly mentioned use in the organizations survey (Table 11). In addition to these options, the interviews revealed some cases where the funds were used for administrative costs and even for paying the organization's debts. Although the program's expectation is that the funds raised be used for improvement of the educational conditions of the children, the very precarious state of some of the partner organizations has to be taken into account when addressing this issue. The interviews with the organization managers noted that the money raised by the bazaar is labeled as "free", which means it is not linked to any prior commitment and can be used for whatever purpose the organization considers valid<sup>47</sup>. This is rare among community organizations nowadays and, in many cases, the managers saw it as important to be able to take an autonomous decision about how to use the funds, although most of the organizations reported having discussed the decision with volunteers or at least informed them of it. Of the 24 organizations that declared having held a bazaar in 2015, 12 (50%) reported making the decision itself, while nine of these organizations (37.5%) stated that the decision was made by the volunteers alone and no organization reported having come to a joint decision<sup>48</sup>.

**TABLE 11. Use of bazaar financial resources**

Use of resources from the bazaar	%	N
Renovation of premises	37.5	9
Purchase of educational material	16.7	4
Purchase of food	16.7	4
Information not available	12.5	3
Other	12.5	3
Payment of salaries	4.2	1
Total	100	24

Source: Partner Organization Survey. N= 24.

Safe, organized space suitable for children to play and study in is considered to contribute positively to educational development. Evidence of this was found at three sites visited by the evaluation. In the case of Rio de Janeiro – Distribution Centre (CDR), a playground was built and the children had their right to play improved. The same school built a roof to cover an external area, which created a fresh environment where parents could meet and interact. This provided an opportunity to create a stronger relationship with students’ families. Another similar case, cited in one of the open questions in the survey, reports how the organization was able – with funds from the bazaar - to install an awning in the waiting area to protect parents from the sun. In São Luis do Maranhão, the community-based organization reported that the renovations enabled new activities to be developed by educators, bolstering the contribution of the EVP to the diversification of activities. Another school, in Juazeiro do Norte – in the Brazilian northeast, was planning to refurbish the teachers’ meeting area (this organization has recently started a partnership with the EVP and has not yet had the chance to hold a bazaar). This meeting area is currently connected with the children’s main playroom, which makes it hard for the teachers to concentrate on planning and discussion of pedagogical issues. In this case, the renovation may improve conditions for teachers preparing pedagogical activities.

All of this indicates that the bazaar contributes directly to the children’s access to better premises and educational material and this was confirmed by a comparison of outcomes for the organizations with and without a bazaar experience in 2015 (Table 12). Significant differences were found for 3 items: (i) purchase of furniture and equipment, (ii) purchase of educational materials, and (iii) diversification of activities with children. This confirms the contribution of the bazaar strategy to increased access to quality education for children. No difference was found in the case of the organizational strength categories.

**Table 12. Educational outcomes score: comparison of partners with and without bazaar experience in 2015.**

Contribution	Mean		Dif	p-value
	Without Bazaar	With Bazaar		
Renovation of premises	1,52	2,33	0,81	0,091
Organization of internal space to better suit children's need	1,76	2,00	0,24	0,605
<b>Purchase of equipment or furniture</b>	<b>1,29</b>	<b>2,33</b>	<b>1,04</b>	<b>0,016</b>
<b>Purchase of pedagogical material</b>	<b>1,47</b>	<b>2,76</b>	<b>1,29</b>	<b>0,006</b>
To qualify the team's technical capacity	2,00	1,61	-0,39	0,359
To qualify the pedagogical plan	1,82	1,71	-0,11	0,798
To prepare pedagogical meetings	1,82	1,80	-0,02	0,973
To strength relationship with families	1,88	1,85	-0,03	0,954
<b>Diversifications of activities with children</b>	<b>2,41</b>	<b>3,38</b>	<b>0,97</b>	<b>0,038</b>

Source: Partner Organization Survey. N= 38

Mean in a 1 to 5 points scale.

The bazaars also often appeared in the evaluation case studies as a way of involving children's families in organizational activities (Manaus, Recife, Rio de Janeiro CDR), especially in the mending and preparation of donated clothes. However, Table 13 shows no difference between the two groups<sup>49</sup> in terms of family participation and the score is low for both groups. The interaction, however, is between the organizations and the children's parents, since 71% (n=29) of the partners reported that the volunteers do not have any interaction with the families<sup>50</sup>.

Beyond its financial contribution, the bazaar plays a role in increasing visibility and strengthening the relationship between the organization and the community it serves. Of the ten (10) sites visited, five (5) – Manaus, São Luís do Maranhão, Baixada Fluminense RJ, Guarulhos and Brasília – saw this sales event as a way of bringing people from the neighborhoods to the organization and as having the power to enhance the reputation of the organization through association with a respected brand from the retail sector. In Guarulhos, the bazaar is combined with a sewing course for people from the community, using the need to mend the donated clothes as an opportunity for professional training. Another case studied<sup>28</sup> noted an increase in their visibility in the community, but this was only indirectly related to the bazaar. The renovations made with the funds raised created a different view of the organization on behalf of the community, which valued its new assets, and established the basis for more powerful interaction. Although a comparison between the results for the organizations with bazaar experience and those without, as carried out in the educational outcome session, shows no difference for any of the institutional development variables, including increased visibility, the qualitative findings are robust enough to sustain the bazaars' contribution to greater organizational visibility at community level.

**Finding 16. The EVP made no significant contribution to partners' institutional development and this expectation is not feasible given the program's strategies.**

During the 2013-2015 cycle, Instituto C&A underwent an attempt at program integration as a way of improving effectiveness and sharing learning opportunities among the different program areas. As a result, the EVP was influenced by another program<sup>51</sup> to include strategies of promoting organizational strengthening of its partners. Based on the technical proposal, the volunteers should

<sup>28</sup> Rio de Janeiro - CDR

work on organizational identity (mission, vision and values statement), management, fundraising and social action.

The bazaar is a tool to support organizational development with results in terms of funds raised for the organizations who have a chance to experience it. It also contributes –qualitatively – to local community visibility, as mentioned above in Finding 15. The sales strategy is also regarded as an EVP tool to be used to encourage other fund-raising initiatives on the part of the organizations. This proposal was introduced in Belo Horizonte, where the former organization sustained the bazaar with donations from other sources after the end of the partnership. In Guarulhos the organization had had previous experience with bazaars and the EVP enhanced the quality of this practice, while in Baixada Fluminense – RJ it was declared that this tool has already been taken up by the organization and may be sustained after the partnership is over. However, despite these qualitative examples, the comparison between organizations with bazaars and those without shows no difference in outcomes at the organizational level (Table 13).

**Table 13. Organizational Educational outcomes score: comparison of partners with and without bazaar experience in 2015.**

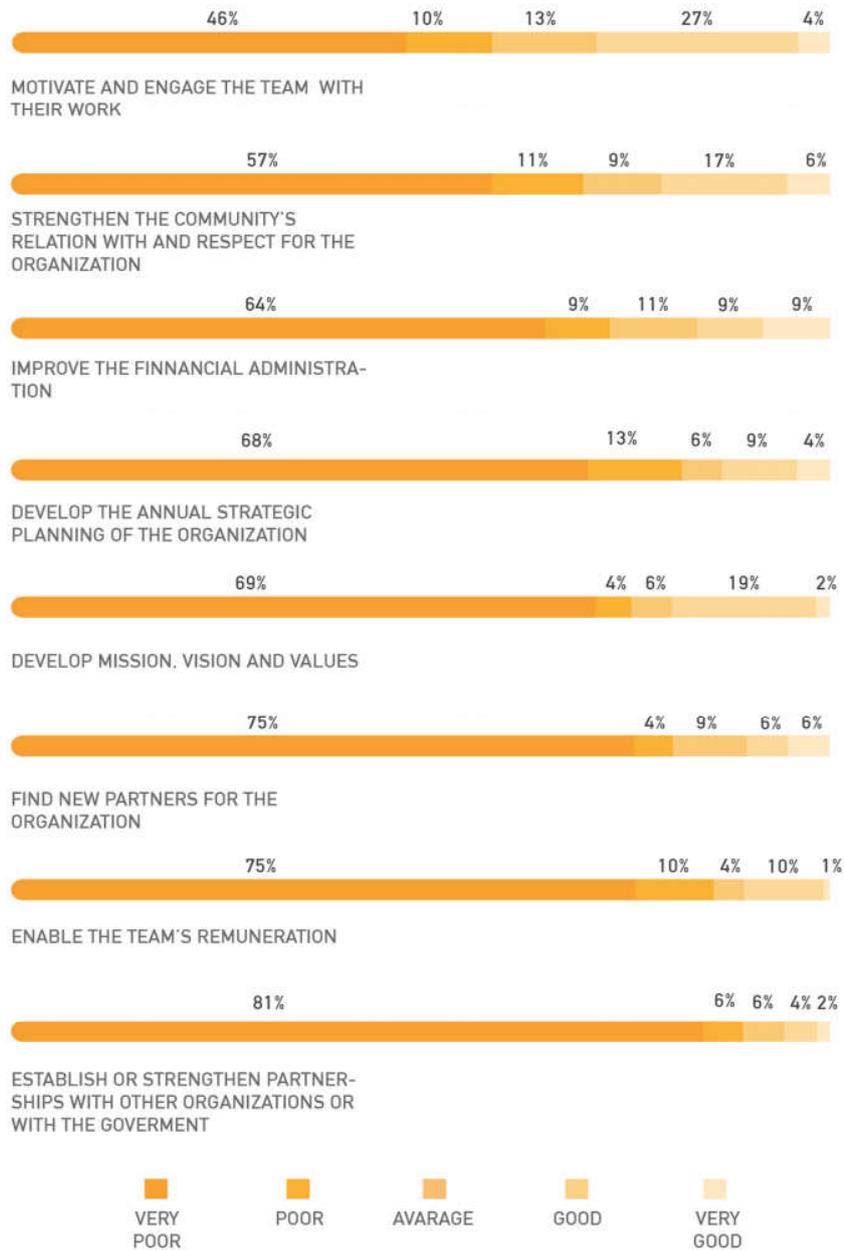
Contribution	Mean		Dif	p-value
	Without Bazaar	With Bazaar		
Develop mission, vision and values	1,58	1,80	0,22	0,580
Enable's the team's remuneration	1,52	1,61	0,09	0,803
To increase the capacity of attending children	2,00	1,80	-0,20	0,667
Motivate and engage the team for their work	2,17	2,38	0,21	0,663
To align the technical team with the organizational proposal	2,23	2,38	0,15	0,769
Develop the annual strategic planning of the organization	1,58	1,85	0,27	0,522
Find new partners for the organization	1,64	1,76	0,12	0,782
To write fundraising projects	1,70	2,04	0,34	0,431
Establish or strengthen partnerships with other organizations or with the government	1,41	1,47	0,06	0,847
Strengthen the community's relation with and respect for the organization	2,05	2,04	-0,01	0,980
Improve the financial administration	1,70	1,95	0,25	0,563

Source: Partner Organization Survey. N= 38

Mean in a 1 to 5 points scale.

Apart from the bazaars, an overview of partners' perception of organizational results is presented in Chart 3. The scores tend to cluster at lower levels of the scale for all aspects, indicating the EVP's limited influence on the intended institutional elements.

**CHART 03. PARTNERS' PERCEPTIONS OF EVP CONTRIBUTION TO ORGANIZATIONAL STRENGTHENING**



Source: Partner Survey. N= 48.

The poor results are directly linked to the fact that very little of the envisioned strategy was actually implemented by the volunteers. A few examples of mentoring in management were given by volunteers to organizational managers and noted in the case studies<sup>29</sup>, but these were insufficient to reach any generalization or conduct in-depth analysis to generate significant results. A couple of initiatives involving helping partners draw up their mission, vision and values statements were encountered, mostly in Recife. The volunteers recognized the importance of this action for expressing the strategic direction to be followed by the organization but also admitted they had carried out the activity in order to gain points to win the volunteer award. The organization leaders interviewed were not very enthusiastic about this contribution, even though, in one case, the mission statement was hanging on the wall. It was serving more as decoration than something useful to the community organization. On the whole, institutional development activities have definitely not been widespread among the units and their benefits to the organizations are negligible.

Apart from stating mission, vision and values, the EVP has no structured strategy for delivering organizational strengthening to partners. Some mentoring is expected from senior staff, but this is not clear at the store level and precise guidelines from Instituto C&A are not yet available. Some activities have been launched, such as training in partnership with GESC-FIA, an institute that provides support for management of civil society organizations that is also funded by Instituto C&A. But this EVP initiative did not operate on a national level and no outcomes were reported. In combination with the lack of a clear strategy, the ordinary C&A volunteer is not prepared to help the organization with issues of this kind. Most of the store employees do not have management skills and this kind of activity is restricted to the managers. In a clear statement: Instituto C&A is requesting an outcome which the EVP does not have the capacity to deliver.

Brief mention should be made of institutional development in public schools. As pointed out by principals<sup>30</sup>, the program could not expect the same level of influence on the development of identity and strategy with a public organization, such as a school. These strategies are developed and regulated by the local government, beyond the reach of the volunteers. In principle, the potential to influence a civil society institution is therefore higher but this did not hold true in practice.

## 6.2. FINDINGS OF STRATEGY<sup>31</sup>

**Finding 17. The criteria that guide partner selection, partnership period and phase-out (exit) are not clear in the program and each unit has operated the relationship according to its own individual standards.**

The process of finding and choosing a partner organization is based on a search in the community for grassroots organizations that focus on children's development. The existing organization should receive basic due-diligence to confirm its compatibility with the program and the final decision regarding an organization is made by the store managers. Volunteers, however, did not receive any specific training during the cycle with regards to partner selection and the available EVP information to guide them is vague. The information available on the volunteer platform is a general guide<sup>52</sup> dating from the previous EVP cycle (2009/2010) and includes a set of four major

<sup>29</sup> São Luis do Maranhão is the most relevant example.

<sup>30</sup> Rio de Janeiro and Juazeiro do Norte

<sup>31</sup> Evaluation question: How successful have the external strategies of the EVP been in producing results?

criteria to support decisions regarding a new partner organization: (a) proximity; (b) accessibility; (c) type of organization and (d) compatibility with the Literatrupe Project. Even though this material mentions another volunteer guide for those interested in deeper understanding of these criteria, no other reference was found available on-line. Three of these criteria are still very useful and represent basic needs of the EVP, such as the *proximity* of the organization, which makes visits possible during working hours, *accessibility*, which ensures the safety of volunteers and avoids dangerous areas, and the *type of organization*, which specifies not-for-profit organizations attending children. However, beyond this general orientation, the material provides no substantial assistance for volunteers. This was also observed during the case studies, where volunteers showed a general lack of knowledge of these criteria, stating either that “no criteria exist” or that they did not know why a partner organization had been chosen, or, in the best cases, claiming the existence of “four main questions”<sup>32</sup> without being able to describe them. Some groups also presented their own criteria justifying partner choices, although not always in accordance with the above mentioned guide. In Recife, subjective judgment was used to explain the decision in favor of the most destitute organization (without explaining the meaning of “destitute”) and, in São Luis do Maranhão, the group reported the criteria as being the organization’s credibility, institutional fragility and location in a vulnerable community. Belo Horizonte affirmed the importance of having a basic structure to allow for volunteer action, the credibility of the partner, and its openness to the program. “The doors were open” was also quoted by a volunteer in Rio de Janeiro– Baixada Fluminense as the reason for selection. It is also worth noting that, in the survey, more than half of the organizations<sup>53</sup> stated that they also receive volunteer support from sources other than C&A.

In addition to the disparate selection criteria, there has not been any fixed policy regarding the recommended duration of partnerships or conditions for phase-out (exit). As mentioned above, 25% of the partners have been involved with the EVP for five years or more (the latter being the most common, with the longest reported relationship dating back to 2003) and the desirable length of a partnership is a question that remains open. This kind of long term or open-ended relationship with no clear phases for development of a common strategy helps to foster dependency in non-profit organizations. This is a contradiction to the principles of partners’ organizational sustainability that drive Instituto C&A programs.

Such open-ended relationships have also been shown to contribute to the “activity-oriented” implementation mentioned in an earlier section (Finding 10), whereby volunteers automatically continue to implement activities at the organization with no clear objective, simply because “it has always been done this way and works well”.

In cases where a decision has been taken to change partner organization, mainly by managers, this has also been based on unclear criteria without a phase-out policy. Some consequent insecurity on the part of volunteers and frustration among partners was noted by the evaluation. In Recife, a former partner was visited and the director of this public school had no idea why the EVP activities had ended and still harbored expectations that they would resume. The volunteers accompanying the evaluators on this visit could not provide an explanation either and told the director that they would try to return. In Guarulhos, the partner organization changed its identity from public to private and the EVP managers discovered that they were “not allowed” by the Instituto C&A to continue the partnership. In this case, visits ceased abruptly without any phase-out or evaluation. In the case of Rio de Janeiro – Distribution Center (CDR) and Belo Horizonte, changes in partners were based on arguments regarding the maturity of the organization but no objective measure of maturity or for the timing of phase-out was formulated.

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<sup>32</sup> Recife- PE

**Finding 18. More frequent and regular visits contribute to more positive results in the partner organizations, but no clear regularity of visits was detected within the program and the daily pressures in the company units often limit the number of visits.**

The evaluation found the regularity and frequency of visits to have a direct influence on outcomes in the partner organizations. The organizations’ coordinators regard this as an important factor in promoting the contribution of the EVP proposal to the educational plan or strategy, because it is through visits that integration with educators and children can be established and reinforced as a way of bringing about improvements in the organization’s pedagogical proposal. Faced with an open question in the survey about what should be improved in the program, the partners mentioned “frequency of the visits” as a main concern.

According to most of the organizations, no clear frequency has been established for visits<sup>54</sup>, but in cases where it has been defined, a monthly basis is the most common, as is also confirmed by the volunteers.<sup>55</sup> Frequency is directly influenced by conditions in the stores, such as number of employees available. During periods of financial constraints, the pressure of business reduces the frequency of visits, owing to cuts in staff and challenging sales goals. (This aspect was also discussed in Finding 13 above).

A statistical analysis was carried out to compare the partner organizations’ perception of outcomes in relation to volunteer visit frequency (Tables 14 and 15). The data should be studied with care, since the base is limited (n=38) and the general mean values of results are low, but significant differences were found in 4 categories (out of 10) in the educational outcomes and in 3 (out of 10) related to institutional strengthening.

**TABLE 14. Comparison of partner organization’s perception of EVP outcomes in *educational quality* and frequency of volunteer visits.**

Outcome	Mean		Dif	p-value
	Rare	Constant		
Renovation of premises	1,61	2,35	0,74	0,146
<b>Organization of internal space to better suit children's need</b>	<b>1,42</b>	<b>2,35</b>	<b>0,93</b>	<b>0,040</b>
Purchase of equipment or furniture	1,52	2,35	0,83	0,073
Purchase of pedagogical material	1,90	2,57	0,67	0,209
<b>Diversify the collection of activities with children</b>	<b>1,85</b>	<b>3,35</b>	<b>1,50</b>	<b>0,002</b>
To increase the capacity of attending children	<b>1,38</b>	<b>2,64</b>	<b>1,26</b>	<b>0,004</b>
To qualify the pedagogical plan	1,42	2,21	0,79	0,071
<b>To prepare pedagogical meetings</b>	<b>1,38</b>	<b>2,28</b>	<b>0,90</b>	<b>0,033</b>
To qualify the team's technical capacity	1,42	2,21	0,79	0,066
<b>To strength relationship with families</b>	<b>1,38</b>	<b>2,42</b>	<b>1,04</b>	<b>0,017</b>

Source: Partner Organizations Survey. N= 38.

Constant: Weekly, biweekly and monthly.

Rare: Bimonthly, more than bimonthly and in celebration dates.

Mean in a 1 to 5 points scale.

**TABLE 15. Comparison of partner organization’s perception of EVP outcomes in *organizational strengthening* and frequency of volunteer visits.**

Outcome	Mean		Dif	p-value
	Rare	Constant		
Develop mission, vision and values	1,38	2,14	0,76	0,060
Enable's the team's remuneration	1,47	1,64	0,17	0,648
Motivate and engage the team for their work	2,04	2,57	0,53	0,292
<b>Develop the annual strategic planning of the organization</b>	<b>1,28</b>	<b>2,28</b>	<b>1,00</b>	<b>0,018</b>
Find new partners for the organization	1,38	2,00	0,62	0,142
<b>To align the technical team with the organizational proposal</b>	<b>1,76</b>	<b>3,00</b>	<b>1,24</b>	<b>0,013</b>
To write fundraising projects	1,52	2,14	0,62	0,150
Establish or strengthen partnerships with other organizations or with the government	1,19	1,64	0,45	0,167
<b>Strengthen the community's relation with and respect for the organization</b>	<b>1,57</b>	<b>2,57</b>	<b>1,00</b>	<b>0,028</b>
Improve the financial administration	1,52	2,00	0,48	0,236

Source: Partner Organizations Survey. N= 38.

Constant: Weekly, biweekly and monthly.

Rare: Bimonthly, more than bimonthly and in celebration dates.

Mean in a 1 to 5 points scale.

The quantitative and qualitative data support the conclusion that regular and more frequent visits by volunteers to the partner organizations have a positive influence on program outcomes in the community.

## 7. ANALYSIS OF THE EVP’S FINANCIAL EFFECTIVENESS

**Finding 19. The EVP budget has increased annually throughout the last cycle with most funds spent on the annual meeting. As the program budget does not currently include the cost of employee time or clothes donations (for the Bazaar) the total cost is significantly underestimated.**

The EVP faced an increase in financial volume throughout the last cycle, with an average yearly growth of 20% (Table 16). The main expense is the annual meeting, which has been modified since 2013 and is the main driving force behind budget increases. The duration of this annual event has increased in number of days and has come to incorporate the annual training event that was previously spread out over four regional events. These workshop sessions at the event are not accounted for in the EVP budget for training for administrative reasons but are included in the annual event. The meeting has also come to include more participants, 700 in 2015, both from company retail and non-retail units and partner organizations, placing considerable weight on the overall budget of the program due to the logistical costs. Deducting the cost of the annual meeting over the program period shows that the operational budget has decreased by approximately 8%. The cost-effectiveness of the annual meeting as a training event could not be directly assessed by the evaluation. All currency data in this section, as in the above ones, refers to US Dollars.

**TABLE 16. EVP 2013-2015 Budget**

<b>BUDGET</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>Average</b>
<b>Total</b>	<b>567.142,85</b>	<b>698.571,43</b>	<b>815.148,62</b>	<b>693.620,97</b>
Budget Without Annual Meeting	487.857,14	385.714,29	405.070,77	426.214,07
Yearly Increasing Rate (2013=1)	1,00	1,23	1,17	1,20
Yearly Increasing Rate Without Bazaar (2013=1)	1,00	0,79	1,05	0,92
<b>Detailed rubrics</b>				
Volunteer Annual Meeting	79.285,71	312.857,14	410.077,85	267.406,90
Unit Expenses with EVP	121.688,57	110.542,86	119.328,94	117.186,79
Team Adm Cost	21.311,43	23.171,43	12.876,43	19.119,76
Leadership	61.428,57	20.000,00	15.876,65	32.435,07
Training	259.142,86	204.857,14	236.447,61	233.482,54
Communication	24.285,71	27.142,86	20.541,14	23.989,90

Source: EVP 2013, 2014 and 2015 Budgets.

The bazaars represent a core strategy for accomplishing EVP goals and depend on donations of clothes from C&A Company, but this is not included in EVP Budget. The total value of clothes donated in 2015 was USD 1,212,121.21. These costs are a major concern to C&A Company and the present plan is to reduce it by 32% in the current year (2016), indicating that the financial sustainability of clothes donations is threatened. As the bazaars are the part of the program that has the most benefited partner organizations, the effect of the cuts are likely to considerably reduce EVP effectiveness.

The value of employees working hours dedicated to volunteer activities (internal and external) was estimated to calculate the total cost of the program in 2015. This is a rough estimate, since it includes many averages, especially in relation to ordinary store staff salaries. Given this proviso, the estimated total cost of employee's hours in volunteering activities was USD 543,024.00 last year (Table 17).

**TABLE 17. Estimated cost of hours devoted to volunteer activities (2015)**

<b>Item</b>	<b>Value</b>
Number of volunteers	2514
Average hours per volunteer / Month	3,96
Total volunteering hours / Year	119.465,28
Hourly wage (ordinary store staff)	4,55
Cost of total hours volunteering activities (U\$)	543.024,0 \$

Source: Monitoring Report 2015 and Instituto C&A.

If all these direct and indirect costs are included in the EVP Budget, the total cost of running the program increases significantly. The available data allow for estimation of a figure only for 2015. Combining EVP Budget, clothes donations costs and estimated value of last year's volunteer hours, the program cost a total of USD 2,570.293,83 (Table 17).

**TABLE 18. Estimated total cost of EVP in 2015**

<b>Rubric</b>	<b>U\$</b>	<b>%</b>
EVP Budget	815.148,62	31,7
Clothes Donation	1.212.121,21	47,2
Estimated cost of volunteers working hours	543.024,00	21,1
<b>Total</b>	<b>2.570.293,83</b>	<b>100,0</b>

Source: Instituto C&A.

The significant role C&A Company plays in co-financing the EVP is clear from Table 18. The company is the main EVP stakeholder but – contradictorily - does not assume ownership of it (See Finding 3 for a complementary discussion).

If the 2015 EVP Instituto C&A budget (U\$ 815,148.62) is divided by the total number of EVP volunteers<sup>56</sup>, the per capita cost was USD 324 per volunteer last year. This value is close to a monthly average salary of an ordinary employee (U\$ 363.00). When the partner organizations are considered<sup>57</sup> the cost per individual organization in 2015 was U\$ 6,083 (based on an universe of 134 organizations as already mentioned in section 4.2). On the whole, it is not possible to assess the EVP's cost-effectiveness without some comparative external references and this evaluation had no mandate to study or access data from other Brazilian corporate volunteering programs. A qualitative and informal inquiry was conducted with Fundação Itaú Social's Volunteer Program (Box 2). Their program costs are close to the EVP Budget but this comparison is weak and additional criteria should be considered before drawing firm conclusions.

#### **BOX 2.**

##### **Fundação Itaú Social Volunteer Program<sup>58</sup>**

Fundação Itaú Social is the philanthropic branch of the Itaú Bank, one of the major private banks in Brazil. In 2014, this foundation invested USD 25 million in its programs<sup>59</sup>. The volunteer program has existed since 2003 and its approximate budget last year was around USD 1.0 million. It is hard to obtain an accurate figure since some volunteer actions are distributed among other Fundação Itaú Social programs, as part of an integration strategy.

The program is led by the foundation, since its main cause is community development, but there is clear interaction with the bank's human resources department. The volunteer action is also part of the bank's trainee program. The internal outcomes, such as leadership development and others, are clearly stated and were previously used as an argument to convince internal managers to take part or to allow their team to do so. Once the program gained internal importance, this is not necessary anymore. The program's appeal to the employees is not professional development but a genuine wish to help others.

The accurate number of volunteers engaged in the program was not available at the time of the phone interview. On the volunteer's site – the same platform used by Instituto C&A- there are 15,000 registered volunteers but the number of active volunteers is lower. The bank has around 90,000 employees.

Volunteer activities take place outside of working hours. They may occasionally occur during formal work time but this requires a certain level of negotiation with the volunteer's managers and is not the program standard. The volunteers read to children, teach community members about financial education, and engage in specific trainee program activities for the bank, among other activities. Recently a new approach has emerged of meeting the demands of bank areas with customized proposals. There has been increasing interest in this strategy and last year Fundação Itaú Social planned to implement 4 actions of this nature but ended up undertaking more than 20.

The program has a team of 3 people and partial support of another professional. There is a structure of 40 local committees which are trained on the foundation's programs to work as a kind of representative of Fundação Itaú Social at local level. They are also prepared to organize volunteer actions. The core of the training process is an annual meeting which brings together 400 volunteers. There is a week-long online training on specific issues, an audio conference for small groups and a regional consultancy service is available. A bimonthly bulletin is part of the mobilization strategy.

One future challenge is the globalization of the program. There are foundations in other countries where the bank operates and a demand to develop volunteering there. Some experiences are in the advanced stages of development and others in their initial phases.

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## 8. MAIN DRIVING FORCES BEHIND SUCCESS AND PRINCIPAL CHALLENGES<sup>33</sup>

The following section establishes a set of driving forces and challenges that have contributed to or limited the outcomes of the EVP during the 2013-2015 cycle. This exercise aims to identify factors that have proven to be important and influential in the EVP in Brazil as a way of providing input for reflection and inspiration when considering new corporate volunteering initiatives in other contexts.

### 8.1. DRIVING FORCES BEHIND SUCCESS

**D1. Program identity distinct from the company but closely related to C&A culture and values.** The EVP, with a marked presence both within Instituto C&A and the company, has contributed to its potential and sustainability. It is integrated into daily operations at retail and non-retail units and is very much in keeping with the company DNA but management under the Instituto C&A program umbrella has guaranteed legitimacy as a social intervention in favor of the common good and helped to strengthen C&A's volunteering culture.

**D2. Promoting social action at local partner organizations, in direct contact with children through educational interventions of a concrete and practical nature.** Social action in the community is fundamental for establishing the importance of employee engagement and participation in the program and the combination of direct contact with children from the community and the development of hands-on educational activities, such as reading, playing, music and theater, has proven to be a successful recipe for volunteer mobilization and raising the awareness of educational challenges across Brazil. The focus on educational organizations is locally relevant and strategic in ensuring the availability of and reasonably easy access to partner organizations for all company units.

**D3. Development of the clothes bazaars as a strategy for skills-based volunteering directly related to the retail operations of the company, fund-raising, improvement of conditions for children's education and community involvement.**

The bazaar is a key strategy that combines a variety of aspects of the EVP (such as skills-based volunteering, fund-raising and involvement of the community) to produce results. As it is an activity directly related to the core of the business and application of the professional skills of the employees, it has proved to be a significant motivating factor. The activity in itself has provided important funds for the organizations to improve premises and equipment and thus contributed to children's access to quality education and increased the visibility of the program through direct family and community involvement.

**D4. Promoting continuous internal mobilization and a high degree of employee involvement in the local running of the program.** Investment in continuous internal mobilization through a range of activities and events, engaging counsellors, managers, trainers and volunteers in the organization of these activities has proven to be a successful way of engaging new employees and constantly "keeping people fired up" about the program.

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<sup>33</sup> Evaluation question: What are the main driving forces behind the success and failures of the EVP Brazil?

**D5. Providing opportunities for a range of types and levels of employee involvement in the program.** The possibility of participating in the program through external social action by promoting or participating in internal activities, by contributing to the campaigns and donations, or simply by covering for colleagues who are visiting the children, makes the EVP attractive to a variety of employees who have different wishes and levels of availability. The “open” volunteering concept makes everybody feel part of the program and strengthens its presence in company units. It has also become a way of keeping the volunteers active in the program, in view of the fact that the external volunteering opportunities are more limited.

**D6. Organizing regular national meetings to exchange experiences and acknowledge and celebrate the work of the volunteers.** The annual meeting contributes greatly to the identity of the program. Bringing together volunteers from across the country with Instituto C&A and C&A managers and top leaders to share experiences, hand out awards and celebrate is an important moment for valuing and strengthening the company’s volunteer culture.

## **8.2. CHALLENGES TO SUCCESS**

**D7. Internal pressures from the business operations that limit levels of volunteer external engagement, training opportunities and outcomes in the community.**

Although the company’s position is one of valuing and supporting the EVP, the immediate pressures in the retail units have a significant influence on program strategies and outcomes. The staff situation in the unit and level of sales pressure directly influence the availability of volunteers in terms of visits by supervisors or managers, the frequency of visits to the partner organization, and availability of employees for volunteer capacity-building. This negatively affects the quality of volunteer work and reduces the possibility of establishing frequent and regular interventions in the community.

**D8. Lack of clear criteria and agreement regarding partnerships with local organizations.** The potential of the EVP in the community was markedly hampered by the lack of criteria and established guidelines for social action partnerships. The partner organization is selected at the discretion of each volunteer group and there is no policy regarding the recommended duration of partnership, expected final results, timing of program phase-out, monitoring or self-evaluation. This has led to insecurity on the part of volunteers, some frustration on part of partner organizations, and a general loss of potential for sustainable community outcomes based on a clear entry and phase-out timeline with measurable objectives and targets.

**D9. Introduction of complex institutional development strategies as part of the expected volunteer action.** The institutional development strategies adopted by the EVP from the Instituto C&A Institutional Development Program: Identity, Management and Fundraising, to be implemented in the partner organization, have proven too complex and demanding for current volunteer capacity and availability. Apart from the bazaar (one facet of the fund-raising strategy), very few groups managed to deal with these strategies, showing that the proposal was too ambitious for the EVP.

**D10. Volunteer training combines different strategies but has limited ability to enhance volunteer skills to be applied at partner organizations.** EVP training faces the challenge of delivering

knowledge and skills development for volunteers across a large geographical area. Learning strategies are usually diverse (workshops during the annual meeting and distance learning) but have not been effective in developing the capacity of volunteers to achieve the EVP's desired outcomes.

## 9. KEY FINDINGS AND RECOMMENDATIONS

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**Key finding 1. The EVP has contributed to the social engagement of employees, producing results in terms of personal and professional development that have positively influenced the company's working environment and team development.**

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**Recommendation 1:** C&A should internally acknowledge all aspects of employee and company strengthening by including them in the EVP Theory of Change but avoid externally communicating the program for marketing reasons.

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**Key finding 2. The program has successfully sustained high levels of internal mobilization but the pressures of business have restricted volunteers' opportunities to participate in social action in the community.**

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**Recommendation 2:** The EVP must strive to provide opportunities for external social action for as many volunteers as possible but also recognize and promote a diversity of internal opportunities for engaging in the program, valuing the broader interpretation of volunteering that already exists among employees.

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**Key-finding 3. The bazaar has proven to be successful and allowed partner organizations to improve premises and purchase equipment and teaching materials. The volunteer intervention with the children is also highly valued by the partner organizations but the EVP had limited impact in terms of improving teaching practices or institutional strengthening of its partners.**

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**Recommendation 3a:** The program needs to prioritize the bazaar strategy at all partner organizations, focus on hands-on and positive play activities with children and remove features relating to institutional development, thereby better suiting the program to the level of capacity and availability of the volunteers.

**Recommendation 3b:** The EVP needs to improve aspects of the volunteer training in order to convert the activities-oriented approach into a results-oriented one. The volunteer trainers should be used for continuous capacity-building of volunteers by establishing clear roles for them and train them to be trainers. The existing volunteer platform should also be better utilized for educational purposes.

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**Key finding 4.** The EVP has succeeded in becoming part of the daily routine in company units and demonstrates institutionalization of a volunteering culture. But while the company recognizes the value and importance of the Instituto C&A's management leadership of the program, it does not perceive the EVP as a 'company volunteering program' as well, and even though it is conceptually relevant to the objective of "Sustainable lives" it is at present is not explicitly integrated into the C&A global sustainability strategy.

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**Recommendation 4.** The company, through the Investment Committee and the EVP counsellors, should acknowledge co-ownership of the program and involvement in governance and strategy, and include program outcomes within its global sustainability strategy. The EVP, however, should remain under Instituto C&A management to ensure internal and external legitimacy and operational and technical quality.

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**Key finding 5.** The EVP proposal for the 2013-2015 cycle established unrealistic expectations of outcomes, both in terms of the level of social participation of the volunteers and their capacity to impact the community. The envisioned strategies regarding volunteer training, the process of implementing partnerships with community organizations and the frequency of social action were not sufficient to create the conditions necessary for achieving all the expected results and impacts.

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**Recommendation 5:** The program's Theory of Change and technical proposal for the next cycle need to be revised to reflect the operating pressures of business in order to establish clear and realistic expected outcomes and impacts, particularly with regard to the action and expected results for community organizations.

#### **9.1. COMPLEMENTARY RECOMMENDATIONS (CR):**

**CR 1. Relations with partners:** Clear criteria for selection of partner organization should be established, with enough flexibility to allow for variations in regional context and availability of organizations. Autonomy of local volunteer groups regarding decision-making is mandatory and should be reinforced, but more precise guidelines are needed to help them make better choices.

**CR 2. Structure of partnerships:** The partnership with organizations should be structured around a fixed cycle of intervention, for example three to five years, with objectives, strategies, expected results and exit strategy along with appropriate monitoring and evaluation. The program needs to develop a clear set of operational guidelines (flexible enough to address local and regional contexts) and to assist volunteers and partner organizations in transitioning towards a fixed 'program cycle'.

**CR 3. Interaction with organizations' educators:** Opportunities for more substantial interaction between volunteers and partner organizations should be promoted by involving educators in

planning and implementation of EVP activities with the children. The ideal long term should emphasize the important of 'play' as a key educational intervention.

**CR 4. Communication with volunteers:** The Instituto C&A should move forward on improving the internal communication strategy, striving for the use of simpler and more direct language and the use of modern communication channels and tools that are easily accessed by the volunteers and other employees. There is also a need for clear communication on the practical functioning of the EVP, including criteria and limits of participation in external social actions, in order to avoid frustrated expectations on behalf of the volunteers.

## 10. EVP EXTERNAL EVALUATION TEAM – MOVE

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## 11. ENDNOTES

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<sup>1</sup> Information retrieved from EVP technical proposal.

<sup>2</sup> Source: Partners organization Survey.

<sup>3</sup> Civil society organizations or community based organizations (f= 35.85%, n=19), public schools (f=17%, n=9) and shelters (f=11.32%, n=6), and 35.8% of the organizations described themselves as “other”, but there was no way of qualifying the meaning of “other” in the survey.

<sup>4</sup> Only Acre in the north of the country is missing.

<sup>5</sup> Standard deviation = 300.32. If outliers are excluded the SD goes down to 70.72 and the average for children is 125.

<sup>6</sup> C&A Company definition of region and not the formal Brazil region definition.

<sup>7</sup> An experimental or quasi-experimental design using control groups was neither appropriate nor feasible.

<sup>8</sup> Additional methodological details can be found in the Inception Report (May 2016)

<sup>9</sup> Rio de Janeiro – Distribution Center (RJ) ; Rio de Janeiro – Baixada Fluminense (RJ); Porto Alegre (RS); Brasilia (DF); Guarulhos (SP); Juazeiro do Norte (CE); Manaus (AM); São Luiz do Maranhao (MA); Recife (PE) and Belo Horizonte (MG).

<sup>10</sup> August 2016.

<sup>11</sup> 2012: 246 units in 84 cities; 2015: 297 units in 120 cities. Data on stores and employees extracted from the C&A sustainability reports 2010/11, 2012/13 and 2015, as well as the Relatório de Monitoramento 2015.

<sup>12</sup> The Award runs throughout the year and each volunteer group must implement a certain number of activities according to the program trail to be eligible to win the prize.

<sup>13</sup> The annual monitoring survey was answered by 65% of the 246 units in 2012 and by 85% of the 297 units in 2015. In 2012, 95% reported having implemented internal mobilization activities and 54% having carried out social action in the community. In 2015, the corresponding numbers were 100% for internal mobilization and 93% for social action.

<sup>14</sup> The actual number of volunteers is estimated at around 4000 in 2013-14, falling to 2500 in 2015, following staff cuts during the period. The above mentioned estimate for 2013-14 was confirmed both by the registers on the volunteer platform and through the annual monitoring survey. The conflicting data for 2013 of 6000 volunteers presented in the program’s technical proposal was confirmed by the EVP manager as a figure given on the platform prior to the periodical cleaning, and therefore an inaccurate number including former employees.

<sup>15</sup> Internal actions include integration of new employees, Café com letras (monthly meeting for reading, awareness-raising regarding the annual volunteer theme and mobilization), Instituto C&A week and birthday celebration, volunteer day, updating of the bulletin board and running of the reading station. Apart from updating of the Instituto C&A bulletin board, all other mobilization activities, already with high rates of implementation, increased during the cycle, reaching levels in the range of 74-98% of the units implementing them. The most significant increase was in integration activities for new employees and Café com letras, the latter also registering an increase in average frequency of implementation over the period. With the exception of Distribution Centers (DCs), all other regional units showed an increase in the average time spent by employees on internal actions, since the national average for monthly internal engagement increased from 1.77 hours per volunteer in 2013 to 3.35 hours in 2015.

<sup>16</sup> The average number of visits by volunteers to partner organizations varied (1.36 visits/month in 2013, 0.64 visits/month in 2014 and 0.91 visits/month in 2015), while the average number of volunteers per visit increased (1.65 per visit in 2013, 1.83 per visit in 2014 and 2.4 per visit in 2015), as did the average duration of the visits (1.86h/visit in 2013, 2.13h/visit in 2014 and 2.8h/visit in 2015).

<sup>17</sup> Programa Voluntariado. Proposta Técnica. Área Mobilização Social, Instituto C&A. Dezembro 2014.

<sup>18</sup> 89% (n=1174) of the declared volunteers confirmed being registered on the platform and 10% (n=138) were not. 59% (n=181) of the ex-volunteers reported being registered on the platform and 40% (n=124) were not.

<sup>19</sup> The **P value**, or calculated probability, is the probability of finding the observed, or more extreme, results when the null hypothesis ( $H_0$ ) of a study question is true – the definition of ‘extreme’ depends on how the hypothesis is being tested. P is also described in terms of rejecting  $H_0$  when it is actually true, although it does not express a direct probability of this state. The null hypothesis is usually a hypothesis of "no difference" e.g. no difference between blood pressures in group A and group B. A null hypothesis should be clearly defined for each study question prior to the study.

Most authors define statistical significance as  $P < 0.05$  and high statistical significance as  $P < 0.001$  (less than one in a thousand chance of being wrong).

Source: <http://www.statsdirect.com>

<sup>20</sup> The 2012/2013 C&A sustainability report states that 61.5% of employees are aged under 26 years and, in most cases, C&A is their first place of work.

<sup>21</sup> Volunteer activities are generally carried out within working hours, although some events (such as training) were reported as occurring outside of working hours by some groups of volunteers.

<sup>22</sup> Café com letras is a monthly volunteer meeting to promote reading, awareness-raising regarding the annual EVP theme and mobilization of new volunteers. Pontos de partida e alerta is a brief staff meeting held at the beginning of each shift.

<sup>23</sup> 94.6% F=3080 of the evaluation survey respondents declared being aware of the EVP

<sup>24</sup> 78% of the volunteers responded to the question regarding the contribution of the EVP on a personal level (1-5 point scale) gave 4 or 5 points to “improving communication skills”, 67% to “develop professional competencies that help in my daily work” and 64 % to “developing group leadership skills”. Four or five points were given to “improving my image with colleagues and superiors” and “being promoted in the company” by 44% and 22% of volunteers.

<sup>25</sup> According to the external evaluation by Ideca 2011.

<sup>26</sup> 94%, 98% and 85% of the units respectively responded to the 2013-2015 monitoring surveys and virtually all reported having carried out internal mobilization activities--97% in 2013, 98% in 2014 and 100% in 2015. Apart from updating of the Instituto C&A bulletin board, all other mobilization activities, increased from already high rates of implementation during the cycle, reaching levels in the range of 74-98% of the responding units. The most significant increase was found for “integration for new employees” and “Café com letras”, the latter also exhibiting an increase in average frequency of implementation over the period. With exception of Distribution Centers (DCs), all other regional units showed an increase in average time spent by employees on internal action, since the national average for monthly internal engagement increased from 1.77 hours per volunteer in 2013 to 3.33 hours in 2015.

<sup>27</sup> As indicated in Apres. Voluntariado Mak, PPT File.

<sup>28</sup> Table: Reasons to be a volunteer.

Reasons to be a volunteer	%	N
To help others	35.4	581
An opportunity for learning and personal development	34.4	565
I believe in the cause of Instituto C&A	32.1	526
To work directly with children and adolescents	21.9	360
To contribute to the development of the Brazilian society	19.7	323
Interest in trying something new	11.8	194
To work with education	7.9	130
An opportunity for learning and professional development	6.8	112
To enroll in activities with coworkers	3.7	62
The incentive from my colleagues, managers, and supervisors	2.9	48
To participate in the community's life	2.8	47
Because I know and respect the work performed by the partner organization	2.5	41
It is part of my duties in my position at C&A	1.4	24
To act with themes related to music and reading	0.7	12
The acknowledgement from my colleagues, managers, and supervisors	0.5	9
To become a leader at C&A enterprise	0.5	9
Estimulated by family or religious group	0.4	8
To run for the Instituto C&A's Volunteering Prize	0.1	2
Other reason	1.4	23

Source: C&A Volunteer and Non-volunteer Survey, 2016. Multiple-choice question. N= 1638.

<sup>29</sup> 30-40% of partner organizations participated in 2015, according to the EVP manager.

<sup>30</sup> 65.8% (F 1065) of volunteers confirmed having received training within the EVP, while 34.2% (F554) confirmed not having received any training.

<sup>31</sup> In order to win the award, the group must implement activities in all four areas: internal mobilization, training, partnership and social action.

<sup>32</sup> Reference to the monitoring data already presented. The program manager confirmed that, since the number of types of external action required to win the award increased from one to two during this cycle, there was a notable increase in the number of groups implementing the bazaar.

<sup>33</sup> For 50% of the respondents, the engagement level is 8 or above on a 1-10 scale (with no difference observed between the perceptions of volunteers and non-volunteers; p=214)

<sup>34</sup> 79% of volunteers wish to participate in more internal activities and 82% want to participate in more external actions.

<sup>35</sup> 38% of the declared volunteers participated in an external visit to interact with children during the past year. Of volunteer trainers, who generally are more involved in EVP activities, a relatively low rate of 57% carried out social action with children during the past year.

<sup>36</sup> The percentages of volunteers stating that their superiors encourage EVP engagement are 54% for leaders, 63% for managers and 57% for supervisors. Those for volunteers stating that their superiors are indifferent are 16% for leaders, 14% for managers and 14% for supervisors, and for those who state that they hamper engagement 3% for leaders, 1% for managers and 2% for supervisors.

<sup>37</sup> 4% of non-volunteers stated that the reason for not participating in the EVP was the inability to combine work responsibilities and goals with the volunteer work.

<sup>38</sup> Table 18. Volunteer activities in partner organizations (multiple choice)

Activities	%	N
Playing with children	82,9	34
Reading to children	73,2	30
Donations during celebrations	53,7	22
Bazaar	58,5	24
Theater for children	46,3	19
Donation of books and toys for children	36,6	15
Help with renovations	24,4	10
Organization of internal spaces to better suit children's needs	22,0	9
Lectures or classes for children and/or adolescents	14,6	6
Excursions with children	12,2	5
Support for organizational management	7,3	3
Technical development of the team	4,9	2

Support for establishing partnerships with other organizations	0,0	0
Support for relationship with local government	0,0	0
No activity carried out as yet	7,3	3
Other	7,3	3

Source: Partner Organization Survey. N= 41.

<sup>39</sup> Quote from the partner survey.

<sup>40</sup> Quote from the partner survey.

<sup>41</sup> EVP 2015 Monitoring report.

<sup>42</sup> Rate considered: USD 1 = R\$ 3.3 (18 July 2016)

<sup>43</sup> Three inconsistent answers such as 0 and 2 were removed.

<sup>44</sup> There is no available data on the amount raised in the previous years of 2013 and 2014.

<sup>45</sup> Not all the units are represented, since the decision was made to consider only those who engaged in the 2015 Monitoring Report and outliers were removed.

<sup>46</sup> Calculation log:

Total amount = (A + B)\*C \*D. Where:

A = [285 units (all the units participating in 2015 Monitoring report) \* 67% (% of units with bazar implemented in 2015) \* 25% (25% implemented individual bazars) +

B = [285 units (all the units represented in 2015 Monitoring report) \* 67% (% of units with bazar implemented in 2015) \* 75% (75% implemented bazars in partnership with others) \* (hypothetical numbers of units involved in the partnership: 2 and 5 were used to define the range)]

C = Average bazars per unit in 2015

D= Average raised with bazars in 2015 without outliers

<sup>47</sup> The EVP manager confirmed that clothes are donated and therefore no formal requirements can be made as to the destination of the funds.

<sup>48</sup> The remaining respondents -12.5%, n=3- did not possess the requested information.

<sup>49</sup> Organizations with bazaar experience and organizations with no bazaar experienced

<sup>50</sup> EVP Partner's organization survey, 2016.

<sup>51</sup> Programa Desenvolvimento Institucional (PDI): Institutional Development Program.

<sup>52</sup> Album Cartografico 2009-2010.

<sup>53</sup> F=56.5%, N= 30

<sup>54</sup> Table 19. Estimated frequency of visits to partner organizations

<b>Estimated Frequency</b>	<b>%</b>	<b>N</b>
Weekly	4.8	2
Every 15 days	4.8	2
Monthly	26.8	11
Every 2 months	0	0
Every 3 months	7.3	3
Every semester	0	0
Only at festivities	14.6	6
No established frequency	34.1	14
Never	0	0
Don't Know	7.3	3
<b>Total</b>	<b>100</b>	<b>41</b>

Source: Partner Organization Survey. N=41

<sup>55</sup> In the volunteer survey, 33% report regular monthly visits.

<sup>56</sup> The data from 2015 Monitoring is considered here to define the total number of volunteers.

<sup>57</sup> The total number of organizations listed in Portal dos Voluntários is used for this calculation.

<sup>58</sup> The intention here is to present an overview of another corporate experience with volunteers. It does not provide a benchmark or represent an extensive study of the Fundação Itaú Social program. This information was gathered through one phone call with the program leader.

<sup>59</sup> 2014 Annual Report. These are the latest data available. The 2015 annual report has yet to be published. Dollar rate: R\$ 3.3 = USD 1.0.