PRO BONO AT EUROPEAN UNIVERSITIES

GUIDEBOOK

This **Guidebook** is a part of the Intellectual Output 3 "Facilitation of the implementation of Pro Bono Programmes with students in Universities" of the BEESE project.

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LIST OF ABBREVIATIONS

BEESE Boosting Employability and Empowering Social Engagement in Higher Education through Pro Bono

CSR Corporate Social Responsibility

ECTS European Credit Transfer System

KPI Key Performance Indicator

NPO Nonprofit Organization

SDG Sustainable Development Goals

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INTRODUCTION

WHAT IS PRO BONO?

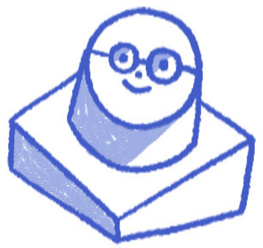
Pro bono is a highly beneficial volunteering act in which professionals provide valuable skills and talents in different management areas for socially beneficial undertakings. The well prepared skill transfer is the essence of any pro bono project. It is also an act based on freewill and what differentiates it from traditional volunteering is that it is based and happens around this highly valuable skill transfer. Obviously, all volunteering requires some kind of knowledge and skills but with pro bono, the added value is really maximised and it usually does not require physical effort but intellectual interactions. Pro bono is provided most of the time by corporate professionals with a high degree of knowledge and expertise that they use on a daily basis at work.

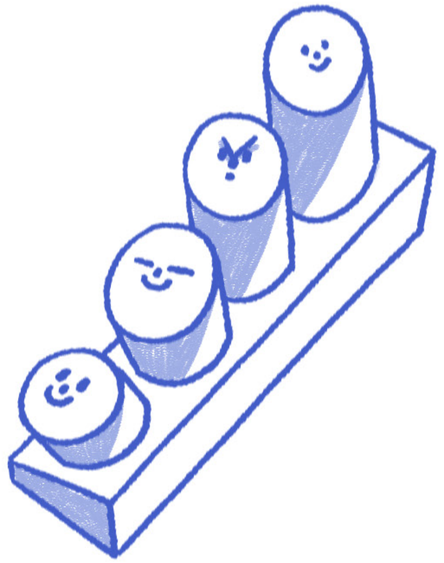
The background of this skill transfer is that in the modern business operation, corporate employees know many different methods and ways that can help organisations work effectively. These professionals usually spend many years studying and getting the right practice so they can perform at work efficiently and effectively. At the same time, nonprofit organisations (NPOs) often lack the know-how and the resources to secure this internally. This is why most nonprofits do not have access to the skills that can support the entire organisation (and specific operational area) into being more productive. Most of the time, nonprofits have great skills in the specific field they provide care or services, but for the specific (financial/business/marketing) operation a different skillset is often required. Nonprofits can sometimes struggle between their ambition and the outcomes of their operations. Due to the limited resources, these organisations cannot always source that know-how at market prices thus the 'skill gap' is growing - unless they are able to find some alternative solution. Pro bono is not the only method to achieve this but is certainly one of the most effective ways to provide skills and know-how for nonprofit organisations that work more efficiently. As a result, they better serve all stakeholders..

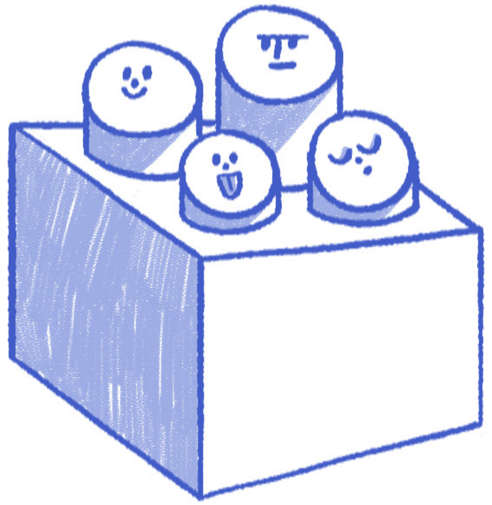
Pro bono first appeared in the legal world in the USA after World War II when such undertaking became a requirement by big law firms. In the 21st century it has become a kind of an industry standard and most larger law firms (not only in the USA) provide pro bono legal assistance for a range of social causes. This phenomenon spread into other business areas and companies increasingly realised that they have a role to play in creating social justice in today's societies. The emergence of corporate social responsibility (CSR) brought many different formats and in early 2000, pro bono was re-established itself in many different areas and fields. Aaron Hurst, founder of Taproot Foundation, played a crucial part in popularising this phenomenon in many different types of industries. Pro bono became popular as a large number of companies and professionals realised that it has a strong win-win-win effect. After the positive results and the achievements of Taproot Foundation and other intermediaries, pro bono started to spread more globally. More and more organisations across the world started to act as intermediaries to create the necessary link between nonprofits (demand side) and the corporations' / business professions (supply side). These connecting organisations met for the first time in early 2013 in New York and formed the Global Pro Bono Network. Nowadays this network has over 50 members in 30+ countries in all continents and this shows how much pro bono has become a global phenomenon and how much it is relevant and needed in different societies.

Pro bono can take many **formats and methods** but the foundation is always the same. Business professionals with different skills support a nonprofit or a community organisation to develop or fix usually one area of operation or one important project for the NPO. This process can vary from a short consultation to a long-term series of consultations, but it always has a clearly defined time frame. The higher the commitment, the greater the impact can be. Sometimes a few hours' consultation, introduction of a new tool or method can yield important changes for the organisations. The professionals usually do not work in place of the NPO employees but it is a real partnership where engagement needs to be very high from both sides. The consultants (mentors) are there to help but they cannot commit to implementing the full project. A pro bono project can be effective and successful only if the NPO can commit and guarantee the resources for the implementation phase of the project.

What is crucial is the proper preparation and design of the pro bono programme or project. It is impossible to tackle all challenges of the nonprofit organisation in one single pro bono project. Thus, it is important to clearly establish what fields can be tackled and what are the expected outcomes. Therefore, preparation and a well-structured diagnosis are as important as the right framework. The results of a successful pro bono project often become visible and tangible only after a longer period of time when the mentors are not present anymore. It is worth it to invest and help NPOs to grow this way as they can thrive and provide better services to their clients. Pro bono programmes and projects contribute greatly to the sustainability and the efficiency of the nonprofit and community organizations. Changing the environment and the quality of these groups creates a better and more just society.







WHAT ARE THE TYPES OF PRO BONO PROJECTS?

Pro bono can be done in many ways according to the local circumstances and the needs of the nonprofit organisation. It is like LEGO, it can be fairly simple (speed consultation) or it can be long and complex like a complicated IT development program. Participants in the project, mainly the **team leader**, have to identify the best methodology for the given project. The mentors and/or the team leaders have an important role to play in defining and fine tuning what and how can work best in the framework of the project. Team leaders are acting as consultants and they have to propose the ideal methods and work framework that can best work to solve the challenge presented by the NPO.

Pro bono projects can take place in **almost all professional areas**. Wherever it happens, it is influenced by the know-how provided on the one hand by the corporations/mentors and the on the other the needs of the NPO. In an ideal case, both sides reflect on each other's reality and it is never an ad hoc intellectual exercise. It can best work when the demand and the supply side are well matched. According to our experiences, the following areas are really popular in many countries but this list is not exhaustive as all needs and knowledge cannot be contained within a single publication.

1. Marketing, PR, communication
2. Business development
3. Service design
4. HR and organisational development
5. Legal matters
6. IT
7. Financial planning
8. Process development

WHO ARE THE KEY PARTICIPANTS?

All pro bono projects comprise at least two sides. The **beneficiary side** is usually a nonprofit or community organisation but can be a public institution as well. Generally cultural, social and healthcare institutions are on the receiving end. On the **supply side**, we can find the (**corporate**) **professionals** who act as mentors during the pro bono experience. These experts often come from some kind of corporate background but there are cases when there is no company involvement. They can be independent or they can belong to a professional association. In many countries there are senior or retired experts or business executives with vast expertise who are ready to help different nonprofit projects. The mentors may also come from an **academic background**. They may also be students who have a good level of knowledge and experience; it usually makes sense to also involve professors as mentors. They can help the preparation and support the entire implementation of the project. The involvement of these academic mentors is highly beneficial and safeguards the proper outcomes of the consultation by providing additional experiences and new aspects to the joint work.

In many cases, there is a **pro bono intermediary** who is supporting the process. The added value is that they know the needs and the possible limitations of both sides and they can build a bridge and talk the right talk. If there is an intermediary in the project, they monitor the quality of the project and make sure that it reaches its initial goals.

WHAT ARE THE BENEFITS OF PRO BONO?

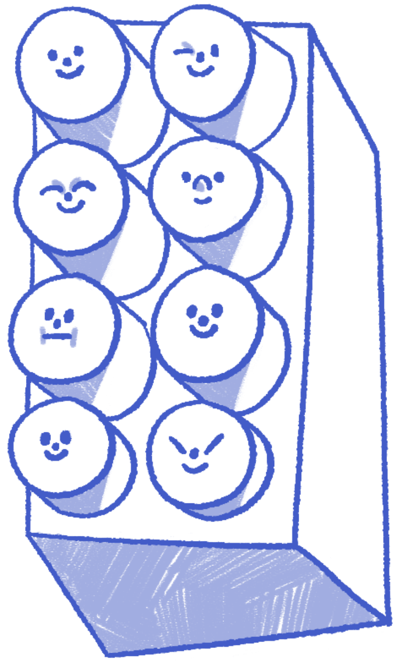
One important characteristic of pro bono is that it brings **benefits** to all sides. We have described its benefits to the **nonprofit side**. Through the increased work of the NPOs, it can have an important impact on their different target groups. As the work of the nonprofits becomes more professional and as they can reach a wider audience, their conditions can improve. These pro bono projects frequently help to create new services and entrepreneur opportunities for NPOs that foster a more stable structure or increased level of revenue. The consultations with the business professionals often broaden the horizon of the organisation and its leaders often notice opportunities that may not have been apparent or that they were not able to utilise before the project.

At the same time, pro bono projects can have a great impact on the **employees**. These projects develop their soft skills which are in demand in everyday work environments; employees can develop in certain areas where they need to grow. As pro bono is usually a group exercise, they can also learn from their co-workers. Pro bono is about social good and most employees feel a great level of reward. By connecting to these nonprofits, they also learn a great deal about different social causes which also provides opportunities for independent learning. Employees often express how much they have learned and gained.

Such learning can be even more relevant for a student at the outset of their professional career. Equipping them with these skills, they will be able to turn theory into practice and learn how to apply their various managerial skills into work-based solutions. Talent and leadership development is another important aspect of these projects and that is why it is recommended for students. This aspect is something that companies increasingly recognise as key. There is possibly no better way to develop future leaders' managerial skills than by providing them with a range of challenges that they have to solve in cooperation with the selected NPO.

An increasing number of **corporations** see the value that pro bono offers while an increasing number is working on its integration into their business model.. This practice has direct links to talent and leadership development but also to employee branding opportunities while more companies choose to translate this into their direct business benefits. Thus making pro bono not only a CSR action but also an integral part of the company's business operations in some cases.

Universities also recognise that providing specific field projects to students can create additional opportunities for them to grow professionally. Many students claim that alongside theoretical knowledge, they value the opportunities to use their skills in practical situations that enhance these skills. For these reasons every university ought to create pro bono opportunities for students. We also believe that institutions such as universities and companies have a duty to contribute to engaging their students, employees and the public. Bridges need to be built between the participants to meet challenges of the 21st century. It is an obligation and a great opportunity for the universities to grow their reputation in society.



WHY THE BEESE PROJECT?

We created the BEESE project[1] with the vision that it can have a positive impact on academic institutions as it will open the doors for pro bono projects to be set up in various European countries. We understand that to date some universities have initiated pro bono programmes but we believe in most centres. In many other centres these opportunities do not exist while it could be great not only for learning but from the perspective of future employment possibilities as well.

The BEESE project was created by members of the Global Pro Bono Network. The **partners in the project consortium** are as follows[2] :

1. FROM BULGARIA

- Founded in 2011, TimeHeroes is the largest do-more-good platform for volunteering in Bulgaria. The platform is the main and often only source for nonprofit organizations to recruit volunteers. (https://timeheroes.org/);
- The University of National and World Economy (UNWE) is the eldest, most prestigious and largest economic university in Southeastern Europe (https://www.unwe.bg/en/).

2. FROM FRANCE

- Founded in 1980, Junior Consulting is the Junior-Entreprise of Sciences Po Paris with areas of expertise in public affairs, finance, marketing, communication, human resources and CSR (https://www.junior-consulting.com/);
- Pro Bono Lab is an expert in civic engagement through the sharing of skills (pro bono). Since 2011, the French nonprofit connects skilful volunteers (employees, managers, job seekers, students, etc.) to nonprofits which need them. In five regions in France, they share the belief that "we need everyone to make (another) world" (https://www.probonolab.org/).

3. FROM HUNGARY

- The Óbuda University named after Óbuda, a part of Budapest, is a multidisciplinary (business, economics and technical) university in Budapest, Hungary. Founded in 2000, with nearly 13,000 students, it is one of the largest in the country (https://www.uni-obuda.hu/en);
- Volunteering Hungary – Centre of Social Innovation aims to support the work of Hungarian volunteers and organisations that employ them with information, advice and training; disseminate the culture of volunteering (http://www.onkentes.hu/).

4. FROM PORTUGAL

- The University of Porto is a public institution founded in 1911. It is the second largest Portuguese university by number of enrolled students (https://sigarra.up.pt/up/pt/web_base.gera_pagina?p_pagina=home)

1 Boosting Employability and Empowering Social Commitment through Pro Bono (Project number: 2018-1-HU01-KA203-047732), website: https://beeseprobono.eu/

2 For more information on the BEESE consortium, see Appendix A.

5. FROM SPAIN

- The Autonomous University of Madrid is a Spanish public university established in 1968. The UAM has been one of Spain's most prominent higher education institutions (http://www.uam.es/UAM/Home.htm?language=es);
- Work for Social connects companies and professionals who want to offer pro bono services and their professional skills to social projects to help them increase their social impact (https://workforsocial.org/).

The BEESE project is one of the tangible joint initiatives that grew out of different internal discussions between a number of Global Pro Bono Network members. These continue to reflect on the needs and possibilities at the European level. Member organisations agreed that pro bono was gaining recognition while at the same time, it can create opportunities for professionals joining. In our discussion, we very quickly identified that pro bono could contribute to the skills development of most students and that the practical experience could have an important impact on future employability prospects. We wanted to pilot these experiences and see how such projects could best serve the different participants.

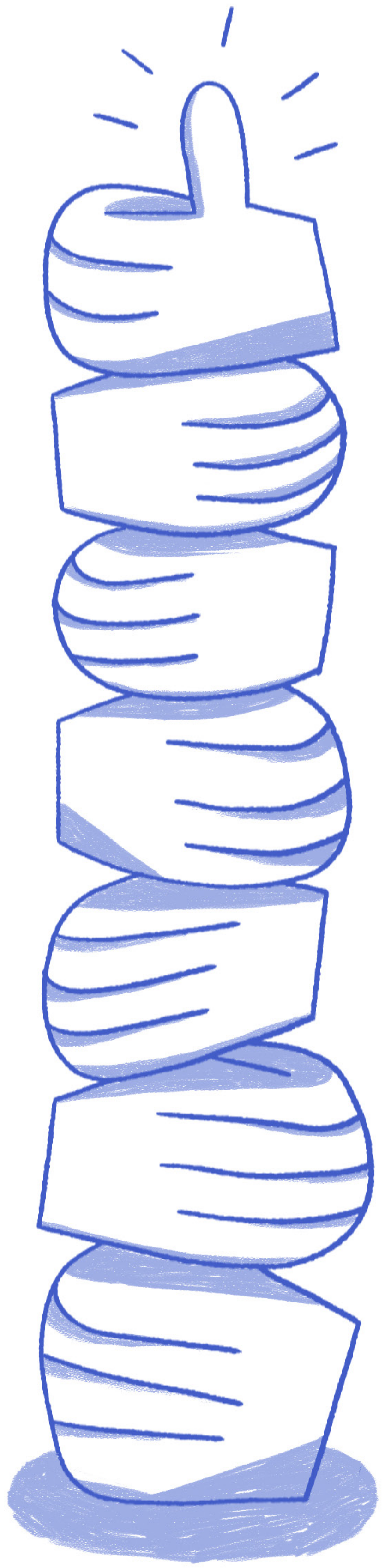
We firmly believe that pro bono projects can create unique opportunities and that it is one of the best ways to deepen the different management skills and practices that are essential for all students in their future career. We are also of the opinion that such engagements create more responsible students who will be more open to social causes. A student with a memorable pro bono experience will want to continue and repeat this experience in his/ her professional career. The more pro bono projects students undertake, the more likely they will shape the future responsible behaviour of different business actors they engage with. The greater number of socially responsible students who enter the labour market, the more likely there will be opportunities for NPOs to use such support mechanisms.

Pro bono is a fairly new phenomenon worldwide but we see that in Western Europe, there are more examples of students helping with their skills. We see that such examples can be influential in many parts of Europe but we recognise that the need and the possibilities might be even bigger in the Eastern part of Europe where there are less cases and fewer opportunities for students and the nonprofit community to engage and work together.

WHAT IS THE AIM OF THIS GUIDEBOOK?

We want to put all the experience and knowledge acquired throughout the BEESE project into one practical guidebook. Our aim is to share practical knowledge and methodologies (mainly for academic institutions and student organisations). The guidebook can also be used by companies which want to engage in pro bono activities.

You will find everything you need to know about how to prepare and run a successful pro bono project. Indeed, the different chapters will guide you through the steps you need to take in setting up and the implementation of a successful project. We hope you will find it insightful, practical and easy to use. Good luck with the implementation and if you have difficulties, do not hesitate to contact a member of the BEESE consortium which is closest to you.



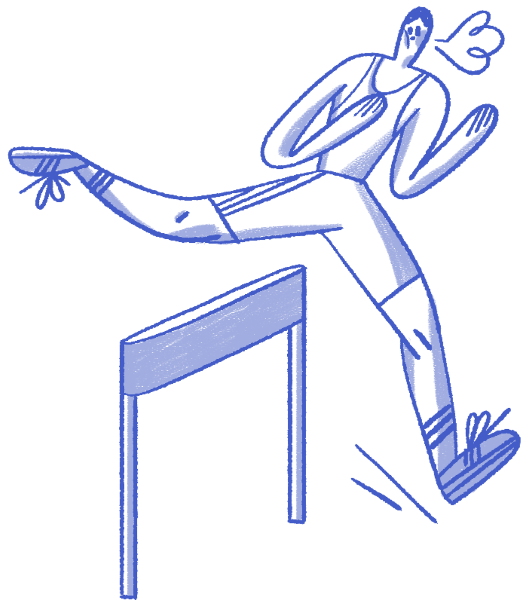
CHAPTER 1 . MOTIVATION AND SOCIAL ACTION

AFTER READING THIS CHAPTER YOU WILL KNOW:

- The characteristics of a social action.
- The main motivations for social action.
- The reasons that may encourage students to get involved in pro bono actions.

Do students know and understand what a pro bono programme is? Do we need to offer them credits or better focus on the social aspect of the experience? Why might they be willing to participate in these activities?

To answer these questions, we undertook extensive research involving more than 1,600 students across five countries.



1. SOCIAL ACTION: WHAT IS IT, AND WHY DOES IT OCCUR?

Social actions are those individual actions that benefit society, even though they are necessarily done by an individual's wish to help others. These actions can vary from recycling, helping people from communities in need, or participating in social activism, etc. These activities are different forms of social action, but what many have in common is that they are actions of individuals seeking to address problems of society by engaging in what is often referred to as civic engagement or citizenship behaviour. But what do they have in common?

First, they are an **individual phenomenon**. They involve individuals' actions, reflecting their individual concerns, personal values, their own motives, and their particular goals.

In this sense, a student can be involved in pro bono work while studying. She/he can respond to personal motivation like personal involvement in social issues.

However, at the same time, these actions are at the same time a **social phenomenon**. Often they are carried out within a team or a social entity (groups, organisations, and communities), and are typically done on behalf of other people who are the beneficiaries of social action.

1.1. WHY DOES SOCIAL ACTION OCCUR?

All social action activities are socially valued but not socially mandated (there is no obligation to do them).

Since social action activities are usually voluntary, psychology theories have adopted a **motivational perspective**. In this spirit, researchers have searched all different kinds of personally based motivations that:

- Move people to seek out forms of social action,
- Lead them to initiate involvement in a particular social action,
- And guide and sustain their actions over time.

A central principle in the literature is that different people can engage in the very same behaviour to respond to different psychological functions and motivations.

For example: Students may be interested in seeking out pro bono work in the university to have a training experience. Then, they can initiate their involvement because they like the social impact of the nonprofit organisation involved. As a result of this, they can sustain their work for a long time because they have a memorable experience with the other volunteers involved.

Another difference is that social action can be reactive or proactive. It is **reactive** when it is initiated by the individual's perception that there is a social problem that needs to be addressed or solved. It is **proactive** when the individuals take the initiative to get involved in a particular solution, and invest time and effort to overcome any obstacles to participate.

Students can participate in pro bono work after seeing a poster on a university pinboard (reactive). Additionally, they may decide to exchange their time of studying or their free time to participate in a pro bono initiative (proactive).

1.2. THE CASE OF PRO BONO AS A SINGULAR CASE OF SOCIAL ACTION. IS IT A SPECIAL CASE?

Pro bono combines a professional activity with a pro-social action. While a person is contributing to a social cause, she/he is also developing skills and getting valuable experience.

2. MOTIVATION

2.1. INDIVIDUAL VS. SOCIAL

One way to address motivation is understanding the difference between its individual and social side.

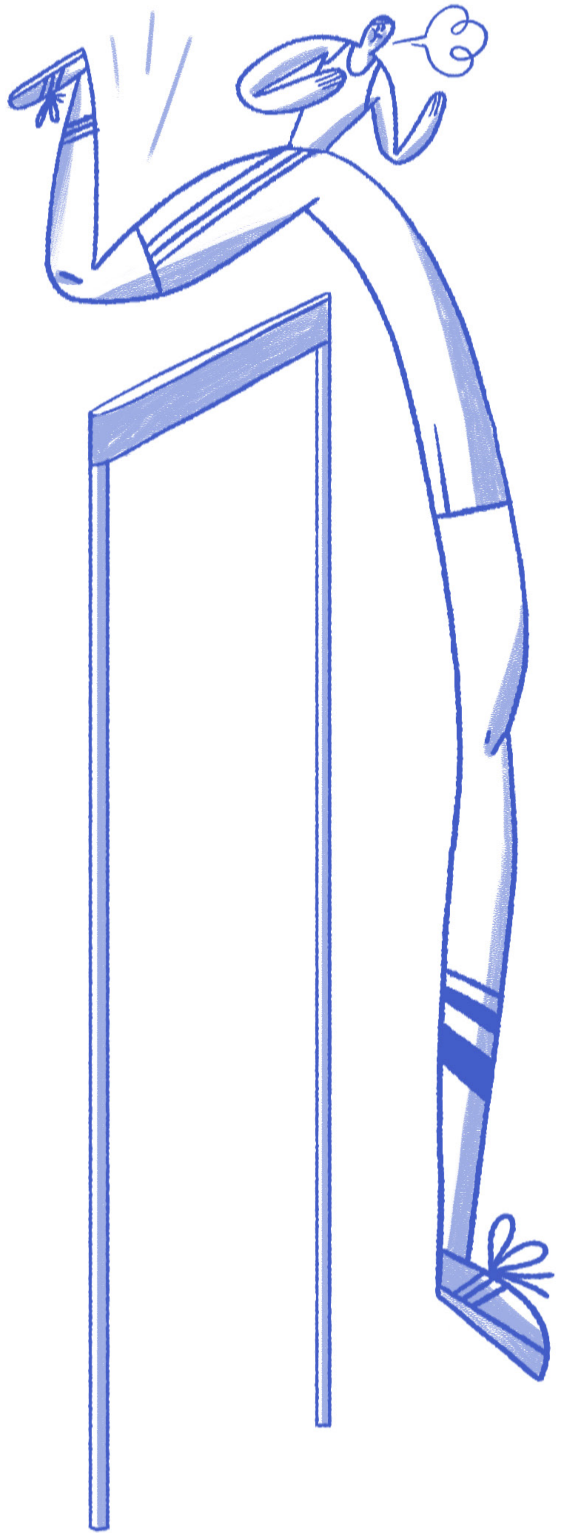
The individual side of motivation refers to the search for actions that respond to the individuals' needs of adjusting to one's own values, feeling in control, and achieving satisfactory outcomes. In this sense, what individuals are looking for through their actions is the satisfaction of their primary needs and, consequently, the pleasure they obtain while they carry these out (a hedonic dimension).

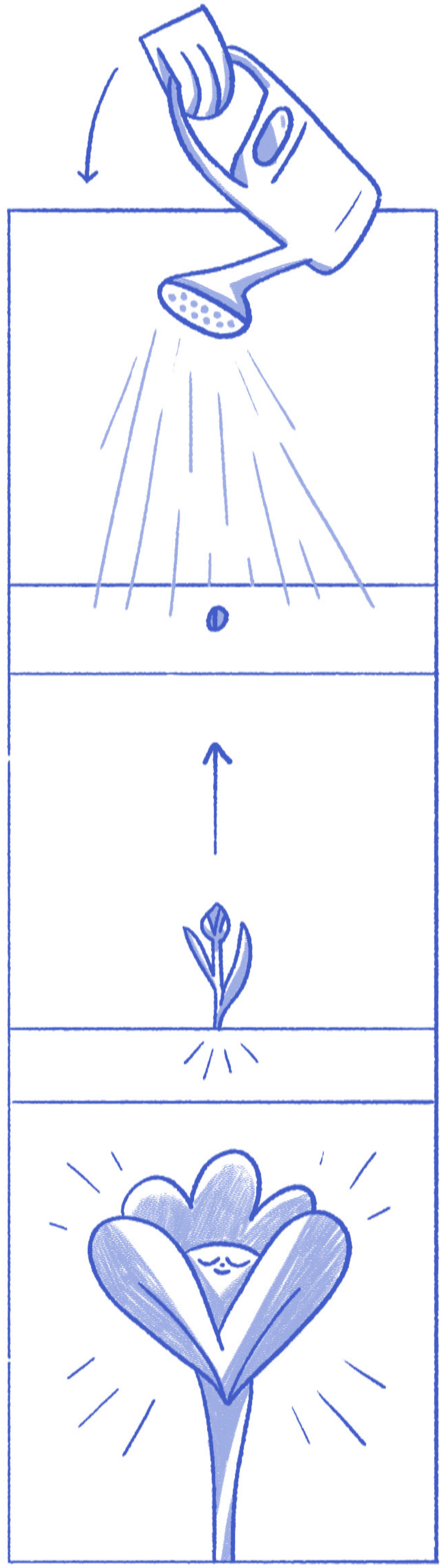
In this sense, students would participate in pro bono activities when they match with their primary needs (value, control and truth) and, consequently, find pleasure in doing them.

The social side of motivation refers to those ultimate goals that are different and beyond self-interest. The psycho-social research has found:

- Altruism, to increase the well-being of specific individuals,
- Collectivism, to increase the well-being of a collective group,
- Principled, to keep a specific moral principle, and
- Quixotism, to increase the welfare of the world.

From this perspective, students may do pro bono work because they are oriented to make a positive difference in problems that are beyond their personal needs.





2.2. INTRINSIC VS. EXTRINSIC

Following the studies on **intrinsic motivation** conducted since 1972, this is the inner desire to look for new opportunities, challenges, and experiences to promote an individual's growth and development. As such, it does not depend on external factors such as rewards of recognition and others.

Students will be more motivated to do pro bono work, and their performance and learning will be more intense when what motivates them is an internal desire to get involved in these kinds of programs.

On the contrary, **extrinsic motivation** refers to the effort of achieving something that is externally being offered to the individual. These external rewards are used when specific individual-situation combinations lower the strength of the intrinsic motivation (e.g., children, or high-anxiety contexts).

An external motivation for students to undertake pro bono work could be the idea of being recognised with a number of credits in their university which allows them to invest less time in other learning activities.

A fascinating (and dangerous) fact happens when a robust intrinsic motivation is present: offering extrinsic rewards can negatively affect the intention to act. For example, if we ask a close friend to help us in a difficult situation and offer him money, this could lead him to refuse to help. The financial incentive may take away the opportunity for him to demonstrate his friendship.

3. FINDINGS AND RECOMMENDATIONS

Through the research conducted in this project we discovered that the reasons to get involved in a pro bono activity are related to the willingness to "undertake challenges that may make the world a better place" (quixotism). Therefore, if we had to focus on one of the different motivational drivers, we would recommend paying more attention to this means-goal combination. This can become a strong intrinsic and social motivational force that goes above and beyond external rewards. Indeed, we found out that when this kind of motivation is either present or elicited, the offer of obtaining credits, or improving the CV, along with other extrinsic factors might negatively affect the willingness to do pro bono.

However, we also found that extrinsic and individual motivations can play a role in some cases. For example, those students more focused on their current security needs, such as finding a good job in the near future, may be more inclined to get credits and improve their CV.

OBSERVATIONS IN THE BEESE PROJECT

In all countries (Hungary, Bulgaria, Spain, Portugal and France) for many student volunteers it was a first experience of involvement with an NGO. According to the perception of the organisers, the main motivation was that they perceive it as an opportunity to apply what they are learning in their studies.

The credits were not a source of motivation as opposed to having a new experience, meeting new people, discovering jobs, knowing about an NGO, being able to help individuals and collectives, and making a positive (small) difference in the world.

Our main recommendation for a successful pro bono call is to attract students by focusing on **the stimulating and global qualities of pro bono**. This way, we may evoke the challenge of "embarking on challenges that may improve the welfare of the world" along with other motivational forces.

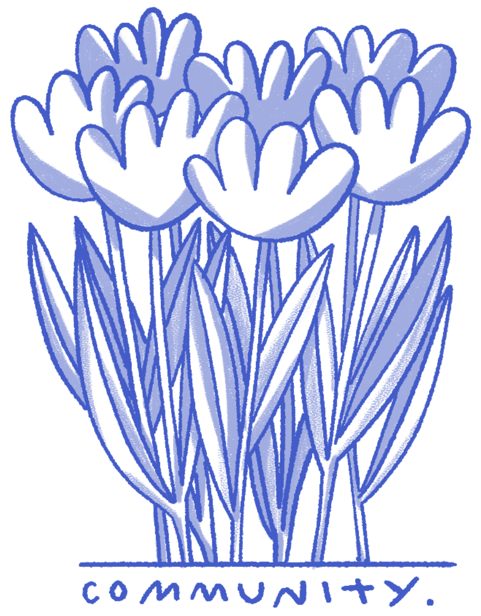
If we would like to use extrinsic rewards we must be careful to reserve them for those cases where the intrinsic motivation is low. Indeed, in these cases other activities like normal labour practices will probably be more appealing than pro bono.

SELF-CHECK QUESTIONS

1. What are the main reasons for the students to join a pro bono action?

2. Do we have to take into consideration the context of the students to understand their motivations?

3. Do we need to offer ETCs in order to have a high rate of participation in pro bono programmes?



CHAPTER 2 . COMMITMENT OF THE KEY PARTICIPANTS

AFTER READING THIS CHAPTER YOU WILL KNOW:

- Who are the key participants in a pro bono programme;
- What is the difference between pro bono programme and pro bono project;
- How can we attain a stronger commitment from the key participants?

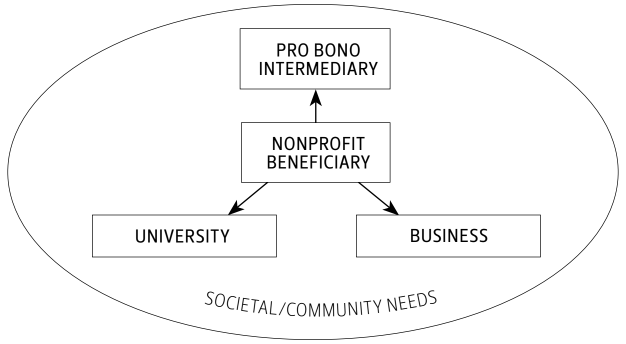
Implementing pro bono at universities is a complex and challenging task. It involves the coordination of different participants with differing motives and expectations, meeting the needs of various and fluid audiences, while at the same time keeping in mind the pros and cons for each party involved. In this chapter we will seek to summarise the usual participants, their main characteristics and the roles they are supposed to play. We will also discuss the ways all the parties involved could be incentivised not to lose motivation and to successfully fulfill a pro bono project or programme.

Of course, linking the business, nonprofits and academics is not enough. A pro bono programme of a university or even a specific pro bono undertaking (a project, meeting, campus, etc.) involves divergent **stakeholders**. It may attract the ideas, time and energy of smaller parts of the community (retired volunteers, active citizens, public leaders, etc.), the attention of the media, or become part of the labour market events (like job fairs). Keeping in mind the models tested by the BEESE project, we won't go into detail about all the stakeholders. Instead, we will concentrate on the **key participants** – the ones without whom the pro bono undertaking would become impossible.

1. WHO ARE THE KEY PARTICIPANTS?

As already mentioned in the Introduction, we see two sides to the pro bono venture in the academic environment. The "demand side" is relatively less complex and clear. We will concentrate on the "supply side" – all the components that have to come together in unison to carry out a successful pro bono project. Here we can identify three major subcomponents – the business, the university and the pro bono intermediaries (see figure 2.1.).

Figure 2.1. Pro bono – key participants



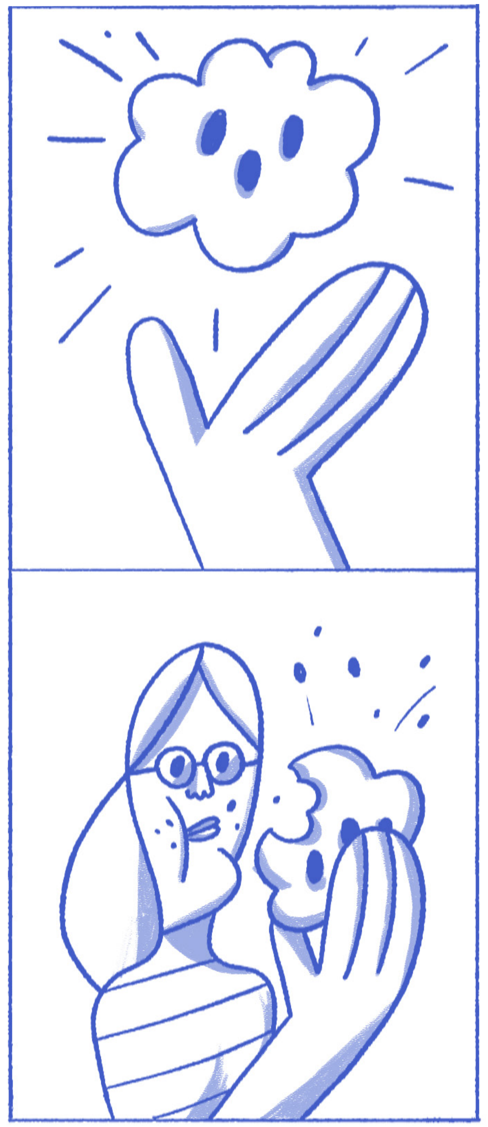
All these major participants have to fully understand what a pro bono program/project is, what are the roles of each participant and their interdependence. Without full support and commitment of everybody involved, reaching success would be hard

1.1. WHO ARE THE PARTICIPANTS FROM THE UNIVERSITY?

In the BEESE project we use the term "**university**" to point at any institution that provides higher education and research (see Glossary of terms). It can be private or public, a complex large organization or a small communal college, etc. There are several important characteristics of these institutions:

- They work with students, providing education and different forms of practical experiences;
- They award academic degrees and certify them issuing diplomas;
- They not only create human capital through education (first mission) and produce science and knowledge (second mission), but practice social engagement and actively seek for ways to give back to their communities (**third mission**). This means that the university stimulates all kinds of volunteering experiences, service-based learning, and is a part of many networks connecting it with the corporate world and the nonprofit sector.

There are several key participants in a pro bono endeavor from the **university sid**e – the students and professors as individual participants; the management, all kinds of substructures (clubs, centers, etc.) and various internal audiences.



The university top management: the pro bono program

The highest level of commitment by a university to pro bono is when higher education institutions treat pro bono experiences as a logical part of their **third mission**. In this case the university has a range of strategic documents (mission and vision statements, policy, strategy, budget, etc.) that allow the social engagement to be an integral part of the university life, to have tangible results and even to be measured. A logical consequence of that kind of strategic effort can be the availability of a specialised unit or a web of units that are responsible for the fulfillment of the third mission. In these universities one can find volunteering centers, service-learning centers, coordinating centers, etc. All these structures work on connecting separate elements of the first and second mission to the needs of the university's community and the largest societal context.

In this case, pro bono can be a part of or even the target of a **program** – a complex and long-term commitment of the university. When there is engagement at the highest management level, one can expect some kind of strategic document, allocated budget and even a member of the university governance with responsibility for the project – vice-rector, other top level manager, community service officer, etc. This also means that the university is ready to incorporate different kinds of pro bono projects or one-off projects as a part of its third mission.

Since pro bono is a relatively new concept and many European universities are still realising their third mission engagement, the main task of the BEESE project was to introduce it to the academic world. That is why this guide is not aimed at universities that already have experience with volunteering and pro bono (therefore, they have any kind of pro bono or pro bono related programmes), but to higher education institutions that are just taking that path.

The Guidebook offers insights and ideas to universities that would like to try and implement ***pro bono projects*** *as the first step of the long process of linking the business, nonprofit and academic world in a new and beneficial way for all involved parties. The next chapters describe in detail the different elements that construct a successful pro bono project, but the point of view is always the university's one. Of course, other key participants can also initiate a pro bono project – those can be socially responsible companies, pro bono intermediaries, active nonprofits and even individuals – professionals who would like to share their experiences, active volunteers of any age and occupation, higher level educators, etc. The BEESE approach sees the universities as the most logical starting point due to their scope, role and resources.*

The academic staff: motivators and mentors

The educators working at the universities can be full-time or part-time employees, coming from all kinds of academic disciplines (although as already discussed in the Introduction, some fields are better suited than others). They are the ones who are the closest to the students' needs and opportunities. Depending on the specific course, the professors can best decide how to implement a pro bono project in their semester in a meaningful and effective way.

Another important issue is the recognition of knowledge and experience the students gain during the pro bono experience. Since assigning credits is highly bureaucratised across Europe (see Appendix B. The ECTS System), we find it is most successful to make the pro bono experience a part of extra-curricular assignments or a part of the final assessment of a specific course.

There are many **benefits for professors** to take part in a pro bono project: they know the students better, lead and motivate by example, expand the network with people from the business and non-profit sector, update the real-life cases and experiences on which they base their teaching, feel refreshed and satisfied.

To distinguish the role of the academic staff, we use the term **academic mentors** (see the Glossary of terms). Those are the university-based teachers who motivate and select the students, are a part of the pro bono experience as trainers and consultants, and at the later stage evaluate the achievements of the students. By this term we accept that university professors are equal to the volunteers who come from the business side (the corporate mentors) in the work with the students during the whole pro bono project.

The students: the focal point

At the heart of the BEESE project is the idea that the **students** need to participate constructively in all types of working and social experiences in order to be better prepared for the next stages of their professional development. The benefits for the students were already explained in the Introduction but can be summarized as follows:

- Putting theoretical knowledge into practice;
- Providing fresh and innovative thinking;
- Learning practical skills;
- Having a professional experience;
- Sharing own experience with peers;
- Trial session/experience of a professional path;
- Possible opportunities for internship/job;
- Expansion of one's network;
- Taking part in an associative experience;
- Sense of contributing to the common good.

Based on the experience of the BEESE project, some general recommendations to get more committed student participants are:

- Focus the call for students on the social aspect of the pro bono. This way, you will encourage the principal motivation to improve the world instead of other weak motivational factors (see Chapter 1).
- Be very careful in using extrinsic rewards, and offer them only in cases where the need for security is high. Even then, probably other activities (e.g. a typical job practice) are more appealing to students than pro bono.
- Once the students have signed up for the pro bono project, it is important to explain to them the importance of not giving up in the middle of the endeavour.
- An option is to sign an agreement prior to the project where the commitments of each part are detailed and listed, as well as confidentiality.

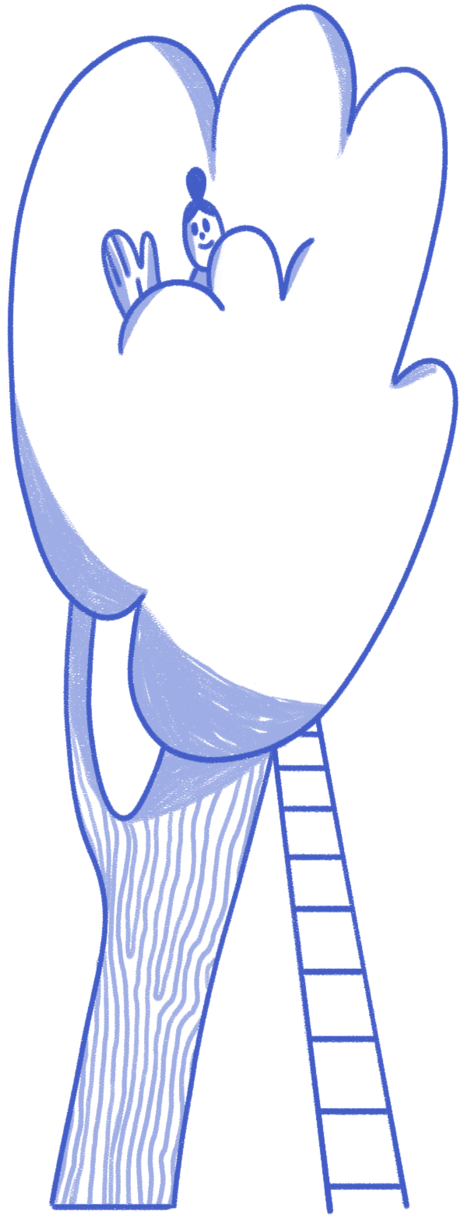
Other internal partners

In cases when the university has a longer practice in the area of social responsibility and impact, or in countries with better youth volunteering culture, it is normal to have a variety of **institutionalised structures** to work with when organising a pro bono project. To highlight just a few, these can be:

- Bodies of the students' self-organisation within the university – student councils, student senates, student associations, etc.
- Other student associations that are part of the university's structure – volunteering clubs, alumni associations, career centers, etc.
- Independent student organisations – they express the ideas of specific student subgroups and are not part of the official university structure – hobby clubs, sports clubs, eco-friendly associations, professional and/or research units, etc.

The list cannot be representative as every country has its own types of structures in which the students express themselves and work together to achieve common goals. These student associations can be a source of potential volunteer-candidates, can open the access to resources and networks, and can be a partner in the communication and dissemination efforts. In some cases, an organisation of that kind can also turn out to be the most adequate initiator for a pro bono project in the academic environment.

Last, but not least, the **administration of a university** also has its role. Be it some technical support, documentation and budget management, or even as a source for volunteers – the non-academic staff of a university is also important for the seamless implementation of a pro bono project.
To summarise, pro bono represents an excellent opportunity to engage students into a



professional experience and to strengthen social responsibility of the university itself. The specific benefits for universities are discussed in detail in the next chapter.

The university will show its **commitment** in different ways:

- **Motivate professors to participate**: assure the participation of one or more professors in the pro bono project.
- **Find other participants**: use its network in order to find other participants for the pro bono project (for example, nonprofits, corporate mentors, etc.).
- **Provide infrastructure and equipment**: allow the activity to take place within the university and offer adequate facilities for carrying out the pro bono project, and allow participants to use the university's equipment during the time of the project (if it is done face-to-face);
- **Give visibility to the participants**: allow the advertisement of said pro bono projects (e.g. flyers, blog posts on official websites, announcements during class etc.) and of the university itself.
- **Evaluate**: show the results of the pro bono project (testimonials of the participants, feedback, etc.).
- **Confidentiality**: assure that the information of the nonprofit will not be shared and will be kept secret.

1.2. WHO ARE THE PARTICIPANTS FROM THE BUSINESS?

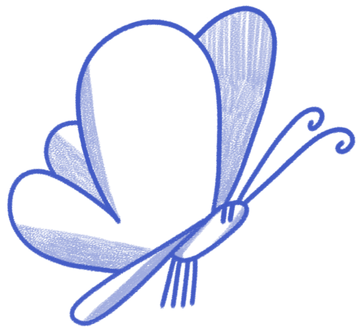
Another important element from the "supply side" is **the business** (see figure 2.1.). We use the term as a collective for all kinds of ventures, no matter their size, area of work and form of ownership that practice corporate social responsibility and follow the idea of giving back to their communities and society as a whole.

The benefits for the business to engage in pro bono were described in the Introduction. Here we will discuss the specific way the BEESE project offers them this opportunity. Every organisation employs people with specific professional knowledge, skills and experience. When they are encouraged by their employer to take part in a pro bono project, they get the chance to share all that with the students and furthermore, to do it by solving a specific nonprofit's problem. This is a "win-win" situation for all the participants. The company motivates and recognises the achievements of its employees in a different way; the nonprofit beneficiary gets access to professional expertise; the students and professors work side by side with business professionals.

We describe the people who work for a company and share their talent through pro bono **corporate mentors** (see the Glossary of Terms). Of course, all these characteristics are true also for freelancers who choose to volunteer in a pro bono project. But our focus now is on people working under contract for a company.

The corporate mentors help to create fruitful pro bono projects by:

- Sharing professional experiences;
- Sharing lessons learned;
- Sharing professional working methods/tools/processes;
- Providing external sources of information.



Some of the **benefits for the corporate mentors** are:

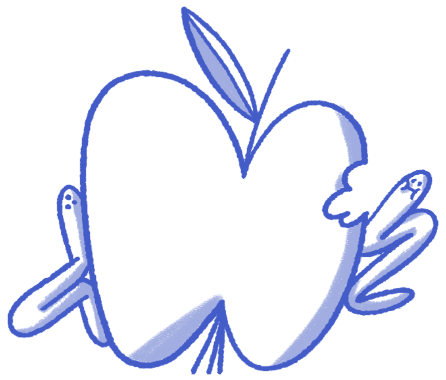
- Transfer of knowledge;
- Sense of contributing to the common good;
- Expansion of one's network;
- Creating professional relationships with people outside of one's usual circle;
- Learning a different working/thinking process;
- Sharing friendly moments;
- Actively contributing to a cause;
- Value engagement.

Most of the time the corporate mentors can easily see the benefits of participating in a pro bono project and will be very active during the whole process. However, we **recommend** the following:

- Explain to the mentors very clearly what tasks and responsibilities are expected.
- Do a follow-up with mentors and encourage them to achieve goals and meet deadlines.
- Designate a team leader among the mentors, especially for longer pro bono projects.
- Give external visibility (social media, blog, press) to the university itself, enterprise and volunteers who participate in a pro bono project.
- Sign an agreement where the commitments and confidentiality are specified.

To engage the business easier and to obtain their **commitment** we should:

- Explain the HR and/or CSR department about the benefits for the employees for doing pro bono;
- Show them the results of pro bono projects (testimonials of the employees, feedback, etc.);
- Give external visibility (social media, blog, press) to their participation in a pro bono project.



1.3. WHO ARE THE PRO BONO INTERMEDIARIES?

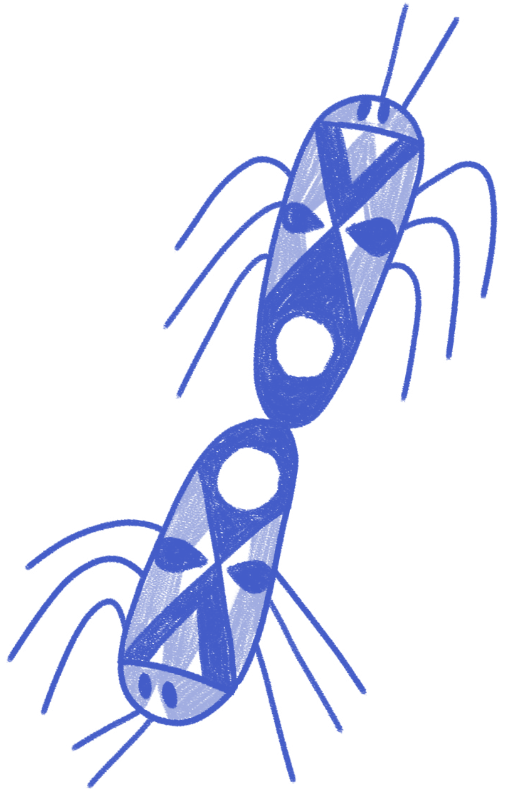
Pro bono intermediaries are organisations that coordinate, promote and disseminate pro bono work and culture, facilitating access to consulting services for nonprofit organisations. They aim to provide intermediation between nonprofits, universities and other pro bono players. They mobilise students/youth and professionals to engage in pro bono consulting to strengthen nonprofits.

The pro bono intermediary in the project acts as the safeguard of the quality of the project and makes sure that it reaches its goals. The added value is that they know the needs and the possible limitations of both sides (nonprofits and volunteers) and they can build a bridge and speak the right language.

1.4. WHO ARE THE NONPROFIT BENEFICIARIES?

Finally, at the "demand side" of the pro bono endeavor we see the nonprofit beneficiary. This can be any kind of a legal or social entity that is dedicated to some cause and seeks to provide positive externalities to a particular social group or works on the betterment of society as a whole.

These organisations vary in their legal forms, modes of operation, in scope and size, depending on the national traditions and legislation. But usually they lack the experience or the resources to tackle all of their own needs. The nonprofit beneficiaries rarely can employ or hire professionals for all aspects of their work and rely heavily on volunteers. This means that often there is a gap between the expertise the employees and volunteers of the organisation have and its current or strategic needs. This is the point where pro bono can be extremely helpful to the nonprofit. By bringing the professional experience of the corporate mentors, the energy of the student and the consultancy of the professors, it can create positive results for all parties involved.



2. WHAT IS THE BEESE APPROACH TO CREATING A PRO BONO PROJECT?

In the final part of this chapter we will set out to explain how all the key participants come together to fulfill a pro bono project (see figure 2.2). The separate steps in this complex process are described in detail in the next chapters of the Guidebook.

No matter the type of the pro bono project (short-term, mid-term or long-term), there are

Figure 2.2. The BEESE approach to pro bono

Universities select: Student volunteers Academic mentors	Pro bono project	**Benefits for the:** Student volunteers Academic mentors University Corporate mentors Business organization Npo beneficiary Community and society
Pro bono intermediaries select: Npo beneficiary Corporate mentors		

three different stages:

1. **Preliminary** – the selection of all participants, assembling the team, preparation of all the information and documentation that will be of help. These preliminary steps are the subject of chapter 3 "Project Scoping", chapter 4 "Selection of Nonprofits", chapter 5 "Diagnosis", and chapter 6 "Volunteer Recruitment".

2. **The project itself** – the actual execution of the project can happen in less than a day (for the short-term variations), in one working day, or for a long period of time (spread in different working sessions). This is the topic of chapter 7 "Pro Bono Meeting"

3. **Subsequent** – after the completion of the pro bono project we need to have a follow-up on the efficiency of the deliverables and the satisfaction of all the key participants. These final steps are described in chapter 8 "Assessment and Impact" and chapter 9 "Business Models and Sustainability".

All these steps can follow the order, proposed by BEESE, but can assume their own route depending on the levels of experience of every key participant, the stage of development of the national nonprofit sector, the traditions of inter-sectoral partnerships, the youth volunteering culture, etc.

OBSERVATIONS IN THE BEESE PROJECT

In Portugal, the organising University worked with organisations with which they were already partners in volunteers' programs to facilitate involvement.

In Hungary, the organisers planned an exchange with volunteers to explain the details of the programme, the benefits, the need of the supported NGO and important principles.

In France, the intermediary proposes to set up charters to be signed by all participants prior to the project in order to be sure of their commitment. The charters explain what they are committing themselves to and for how long, there is a charter for the students and a charter for the NGO which also commit themselves to listening and answering questions.

In Spain, they also have a partnership agreement.

Finally, **in Bulgaria**, the intermediary indicates that follow-up with mentors is also necessary. Pro bono volunteering is new in the country and still needs to be embedded.

The **starting point** for a pro bono experience is a situation, described in table 2.1., where:

- All key participants have certain areas that need to be developed;
- Their strengths and weaknesses can combine in a "win-win" situation.

After taking all the necessary steps and successfully executing the pro bono project, we expect

Table 2.1. The key participants before the BEESE pro bono experience

Areas/needs	**Demand Side**	**Supply side**			
	Nonprofit beneficiary	Students	University	Business	Pro bono intermediary
Resources	Not enough	Not enough	Yes	Yes	Yes
Expertise / Know-how	Not enough	Not enough	Yes	Yes	Yes
Ideas / Creativity	Possibly not enough	Innovative and new	Yes	Yes	Yes
Social Awareness	High	Not enough	Possibly not enough	Possibly not enough	Yes
Nerworking	Possibly not enough	Not enough	Possibly not enough	Yes	Yes

Table 2.2. The key participants after the BEESE pro bono experience

Areas/needs	**Demand Side**	**Supply side**			
	Nonprofit beneficiary	Students	University	Business	Pro bono intermediary
Resources	Increased	No change	Already available	Already available	Already available
Expertise / Know-how	Increased	Increased	Tested and increased	Tested and increased	Tested and increased
Ideas / Creativity	Tested and increased	Innovative and new	Tested and increased	Tested and increased	Tested and increased
Social Awareness	Increased	Increased	Increased	Increased	Already high
Nerworking	Increased	Increased	Increased	Increased	Increased

the situation described in table 2.2., where:

- Every participant has committed fully to the pro bono project;
- Every participant is in a better situation and has overcome some or all the previous deficits;
- As a result of the partnership we have a closer knitted community.

SELF-CHECK QUESTIONS

1. What are the pros and cons for each of the key participants to engage in pro bono?
2. Try to describe the benefits for engaging in pro bono for specific key players in your community.
3. Are there any other ways to ensure the commitment of all the key participants?
4. In this chapter we discussed the benefits for the key players and the communities in engaging in a pro bono experience. Are there any threats?

CHAPTER 3 . PROJECT SCOPING

AFTER READING THIS CHAPTER YOU WILL KNOW:

- The tools and the actors involved in organising and implementing a pro bono project;
- How to choose the right methodologies for a pro bono project aligned with the needs and goals a university wishes to achieve;
- Other elements to consider for the scope of the pro bono project: KPIs, detailed activities, partnerships and other logistical issues.

1. WHAT IS THE "SCOPE" OF A PRO BONO PROJECT AND WHY IS IT IMPORTANT?

The **scope** of any project is the framework that gives shape and aligns all major milestones in a pro bono project. It provides logic and sense to every step that has to be followed within the project which includes strategy, execution and evaluation. It forces us to ask questions to ourselves in order to execute the most "perfect project" possible which will respond to the objectives that we want to attain. In this sense, the scope is the first step in a pro bono project and will allow us to draw the skeleton of the different phases of the project. In this chapter we will show you all the topics that have to be answered when you are at the planning and designing stage of your pro bono project. Be sure to have paper and a pencil to write down all the ideas that come to mind when you read this.

2. THE BEESE APPROACH TO CREATING A PRO BONO PROJECT

Enthusiasm and social commitment should be two of the main characteristics of the person or group of people who want to start a campus pro bono project within a university framework. The 'promoters' have to be capable of determining the best way to incorporate a pro bono project into a university's curriculum or program activities for students. It would be great if the project could be integrated in the curriculum and can offer students' academic credit for the learning that stems from participating in it.

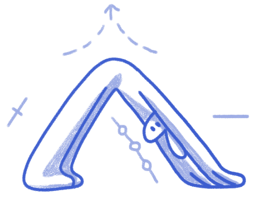
Here are some examples of **university professionals** who can promote a pro bono project:

- A **professor** of any upper level class at university committed to lead the process. The pro bono project can be part of a class or a volunteer activity led by the professor. Nonprofits have different needs and would like to receive support in subjects such as marketing, communication, finance, fundraising, strategy, human resources, etc., so any class related to those topics should be a good frame for developing a pro bono project.
- A professor or other staff member who is in charge or actively involved in a **service-learning program** at the university. Some universities have a service-learning programme which combines learning goals and community service in ways that can enhance both student growth and the common good. Pro bono fits perfectly in this kind of program.
- A staff member responsible for the **Department of Volunteering and International Development**. Some universities have departments in charge of hands-on or abroad volunteering programmes. They might have interest in adding pro bono as an innovative way of social engagement. The same goes to some career centers that can link the pro bono experience with future job placements.
- **Others**: Dean of School, Chairman of Department or school, etc. who want to innovate and foster civic engagement.

3. WHAT ARE THE NEEDS AND GOALS OF THE PRO BONO PROJECT WITHIN THE UNIVERSITY FRAMEWORK?

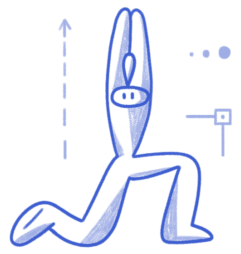
3.1. WHAT DOES THE UNIVERSITY WANT TO ACHIEVE WITH THE IMPLEMENTATION OF THE PRO BONO PROJECT?

The first step in the planning process is to ask ourselves what the goals the university wants to achieve with the implementation of this project are. Are those goals more related to boosting the **civic engagement** of their students? Does the university want to increase their own social responsibility? Are the ones responsible for the projects interested in creating a complementary **learning environment** for the students focused on real world experience and service learning? Does the university want to **foster its relationship with the corporate sector and their community**? Or, even, does the university see these kinds of programs as an opportunity to increase its **reputation**? Finally, does the university want to implement these initiatives with a **long-term vision** or is it just a one-off initiative?



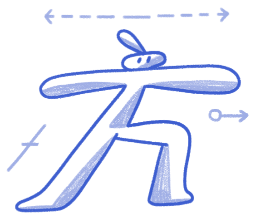
Depending on the answers to these questions, we will look for partners that will allow us to reach those goals. For instance, if the university wants to foster collaboration with the **corporate sector**, then they will involve them in the early stages of the project and will invite them to become a partner. We can say the same about the nonprofits in the community.

On the other hand, if the university is more focused on the **reputation** aspect, it will be good to count on the support of the communication and marketing department of the university to create a great communication plan for the entire pro bono program and the specific pro bono project.



If it is also the case where the university wants to create a good **learning program** out of a pro bono project, the responsible people should involve as many professors and mentors as possible. It will be interesting to internally evaluate the incorporation of the project in the curricula of their students.

Finally, if the university wants to implement these projects in the **long term** and **scale them up**, maybe it is a good idea to start with a few pilots, before spreading them to all its faculties, to be able to measure the impact gradually.



From our experience, the universities that participate in the BEESE project have different goals. For example, we could see that for the University of Óbuda setting up a pro bono project was a way of continuing to be attractive to young people, as well as strengthening links with the companies in the area. For the University of Porto, their work in pro bono projects was a question of affirming its position as a university involved in solidarity actions to support causes, actions for which it has already been rewarded twice.

Which goals would a pro bono project help your university achieve?
The pro bono project has to be aligned with your university goals described above.

Other things to take into account when scoping the pro bono project are the cultural differences in terms of volunteering.

OBSERVATIONS IN THE BEESE PROJECT

In **Bulgaria**, the lack of volunteering culture and the low motivation of the students was the biggest obstacle to successful outcomes.

In **France**, there is a culture of volunteering that is becoming more and more popular among young people. This culture is increasingly found in companies, as employees are looking to give more meaning to their skills, which helps to involve them as mentors.

In **Spain**, the pro bono projects have been seen not as volunteering but as internships and service learning activities. Mentors participated actively and were very committed in all the pro bono projects.

In **Hungary**, the partner university finds that it can be a real added value to attract students; it is a project in line with their values and positioning.

Finally, in **Portugal**, the partner university was already very involved in volunteer programs and its students were predisposed to get involved, a culture that has developed in recent years in companies too.

For this work, see the "What's In and What's Out of Scope" template (**tool A**).

3.2. WHAT ARE THE KEY PERFORMANCE INDICATORS (KPIS) THAT THE UNIVERSITY WILL USE TO MEASURE THE IMPACT OF THE PRO BONO PROJECT?

Once we have answered the questions mentioned above, we can detail the different Key Performance Indicators (KPIs) that will allow us to measure the impact and to improve the pro bono projects.

Table 3.1. Key Performance Indicators (KPIs) of Pro Bono Projects

Goals	KPIs
Learning and civic engagement goals	• Number of hours that the students have dedicated to the project; • Learnt skills, especially soft skills; • Interest of the students to continue doing pro bono projects; • Impact of project on involved students; • Impact of project on nonprofit organisations; • Community/nonprofit relations of the university; • Etc.
Reputation and communication goals	• Number of media reach; • Impact on social media; • Reputation of the department / university; • Position in university rankings; • Etc.
Scalability and long-term results	• Number of students involved in the project; • Number of nonprofits involved in the project; • Number of corporations involved in the project; • Number of students that end up working for one of the corporation involved in a pro bono project; • Interest of other organisations in pro bono project (meetings, calls...); • Etc.

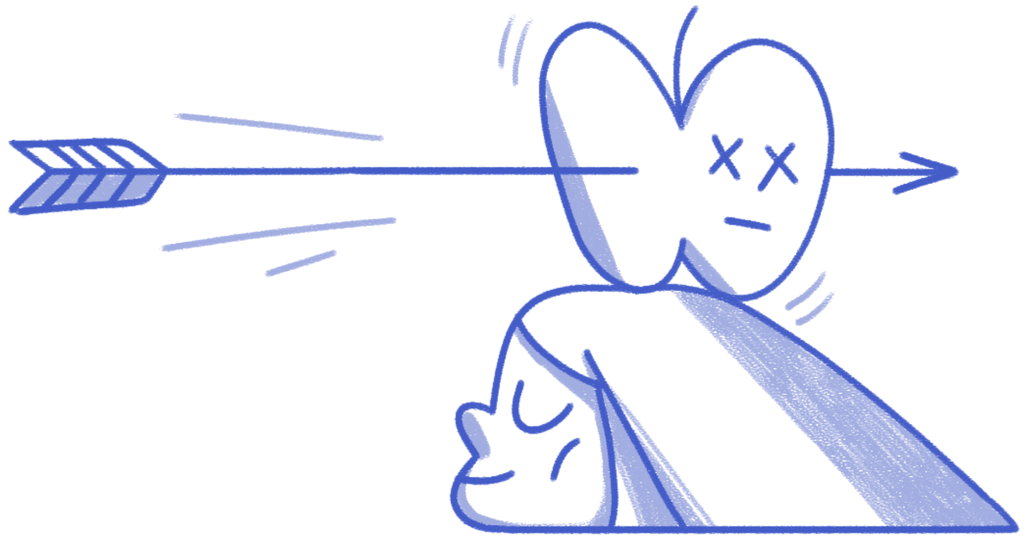
A lot of these questions will be answered thanks to the evaluation phase of the project. We will tackle this issue in Chapter 8, but it is important to identify the KPIs at the very beginning of the project to facilitate the evaluation later on.

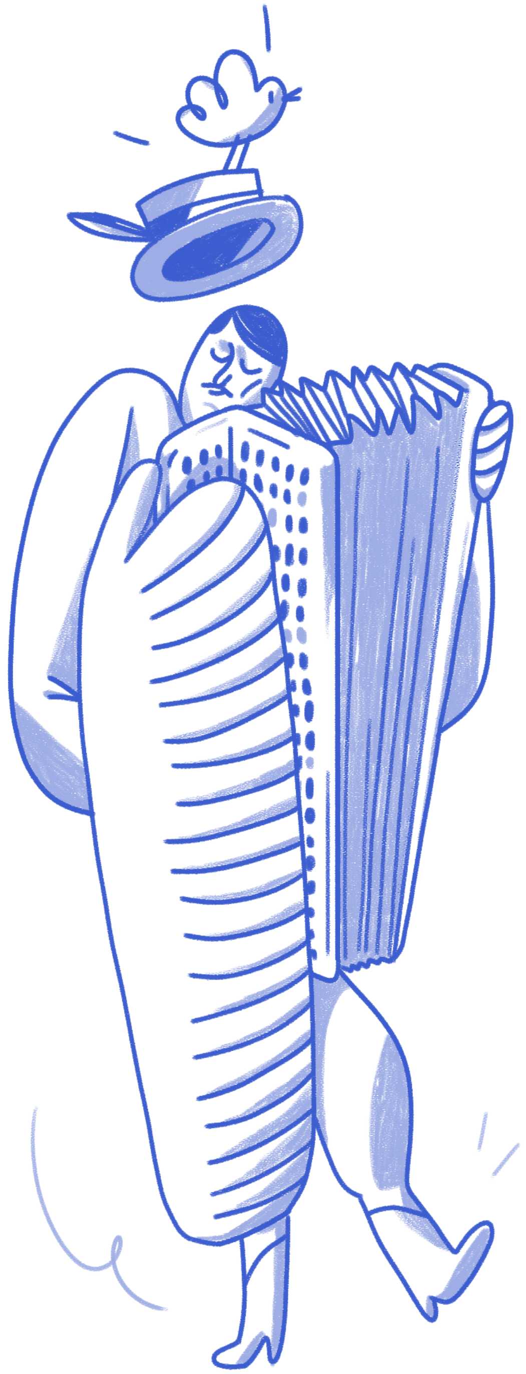
3.3. LINK BETWEEN THE PRO BONO PROJECT AND THE SUSTAINABLE DEVELOPMENT GOALS (SDGS)

As the United Nations says, "**The Sustainable Development Goals** are the blueprint to achieve a better and more sustainable future for all. They address the global challenges we face, including those related to poverty, inequality, climate change, environmental degradation, peace and justice. The 17 Goals are all linked, and in order to leave no one behind, it is important that we achieve them all by 2030."

The Social Development Goals (SDGs) are the perfect framework for shaping and communicating a pro bono project. It is directly related to the SDG 4 (Quality Education), but depending on the area of work of the nonprofits involved as beneficiary of the project, the impact on the SDGs can be very different.

We invite you to connect the pro bono project with the SDGs framework as a way to communicate with all parties involved: students, mentors (corporate sector), university (professors), nonprofits and, in some cases, the media.





4. WHAT PRO BONO PROJECTS ARE THE MOST SUITABLE FOR MY UNIVERSITY?

After setting the goals of a pro bono project, it is important to understand what universities can offer to nonprofits in terms of profiles and hard **skills**. Which are the resources that my university **can offer to nonprofits**: For example, if a university can offer tech profiles, or more business and marketing profiles. It depends on the faculties my university has and what the areas of specialisation are.

There must be a match between the profiles and nonprofits' needs or challenges. So, after identifying what my university can offer in terms of skills, it is important to look for nonprofits that need student volunteers who can tackle these challenges. The most common needs of nonprofits might be in tech, marketing, finance, strategy and human resources. You can ask nonprofits about the top issues they currently face and about what professional services might help them the most.

If a university has students with tech profiles then we will have to look for nonprofits that need support on web page development for example. Or if a university is more focused on business careers then we will have to source nonprofits that need support on setting up a business strategy or a marketing plan.

In this step, the university must have a general idea of student profiles and what kind of nonprofits will be more suitable according to the university goals and nonprofit challenges.

> ***Which skills and expertise are available at your university?***
> *Consider which skills and expertise your university is able to offer and which of those skills might add the most value to the nonprofits and its needs.*
>
> ***What are the nonprofit needs that your university wants to address?***
> *Determine what the needs that my university can support are, according to its goals and expertise.*
>
> ***Match up nonprofit needs and skills you can offer. Do not forget the goals of your university.***

Once you have got a general sense of what challenges the university can face in the pro bono project you are developing, the next step is to understand what methodologies are available for supporting nonprofits.

5. WHAT ARE THE MODELS OF THE PRO BONO PROJECT?

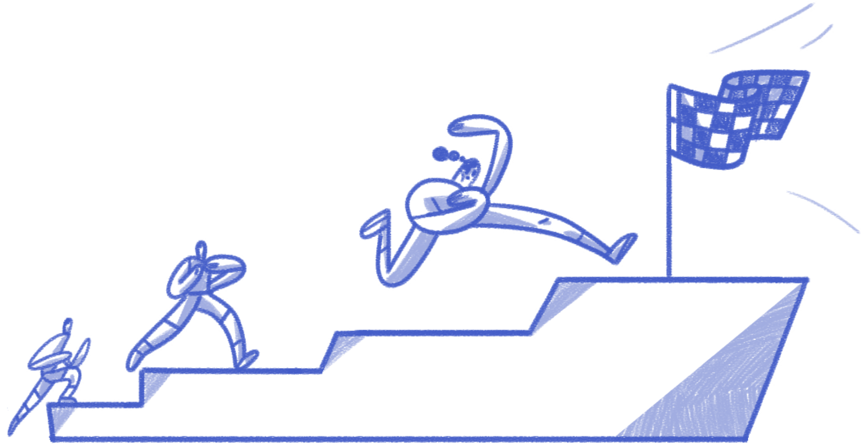
The framework of the BEESE project piloted three models that have showed to succeed in the university framework:

- Short-Term Pro Bono Project (Sprint Pro Bono)
- Medium-Term Pro Bono Project (Pro Bono Marathon)
- Long-Term Pro Bono Project (Pro Bono Consulting)

Due to the COVID-19 crisis, all of these three types of pilots have been implemented successfully online. So, both onsite and online projects are suitable for the success of these projects.
Even though we recommend these three options, there are many other pro bono models. Taproot Foundation has 8 proven different pro bono services models. In their publication "Making Pro Bono Work: 8 Proven Models for Community and Business Impact" (Jamie Hartman and Jane Park), Taproot Foundation explains the "Pro Bono Marathon" (which is the base for our Short-Term and Medium-Term Campus Pro Bono Programme), and the "Standardized Team Projects" (which is the base of the Long-Term Campus Pro Bono Project). The other 6 models are more focused for corporate pro bono and for civic engagement pro bono (big organisations and cities).

For all three models we recommend organising a kick-off session in order to inform students and academic mentors about the project. It is also important to prepare the mentors to successfully make students participate actively in a pro bono project.

In the following points, we explain in detail the differences between the three different models.



5.1. SHORT-TERM PRO BONO PROJECT

The short-term pro bono project is a half day of pro bono work (4-5 hours) where students work together with their mentors and professors to respond to one specific case problem of the beneficiary nonprofit organisation. The mentors can be professionals from companies, retired, freelancers and jobseekers.

Students and corporate mentors have received and studied the diagnosis document of the NPO (see Chapter 5) prior to the meeting, in order to address efficiently during the meeting the needs of the nonprofit organisation.

The number of students and corporate mentors can vary, but we recommend creating a peer group of students and corporate mentors (50-50%) or a bit more students than corporate mentors (70-30%). The total number of mentors should be around 8-12, to ensure the participation of everyone.

Advantages

This model is perfect:

- if the resources are scarce,
- if the university wants to run a good number of pro bono projects during the year,
- to test the first pro bono projects in the university,
- if students don't have much time to do pro bono work, etc.

Disadvantages

The load of work and thus, of learning possibilities, are lower than in the other models. On the other hand, the impact for the nonprofit beneficiary is lower.

Table 5.2. Example of Short-Term Pro Bono Project

Country	Bulgaria, UNWE
Number of students	9 students for three nonprofits simultaneously
Number of mentors	3 mentors (one per group)
Challenge and deliverable	Digital Communication needs for three different NPOs (ideas Factory, The Generations Together Foundation and Alzheimer Bulgaria). Volunteers worked on how to improve the NPO's reach in their online communication presence. They received a dossier where nonprofits could implement their consultancy work.
Hours	5

5.2. MEDIUM-TERM PRO BONO PROJECT

The medium-term project is one day of pro bono work (8 hours) where students work together with their corporate and academic mentors to respond to one specific case problem of the beneficiary NPO of the project. As in the short-term model, students and corporate mentors have received and studied the diagnosis document of the nonprofit organisation prior to the meeting, in order to efficiently address the needs of the NPO.

We also recommend creating a peer group of students and corporate mentors (50-50%) or a bit more students than corporate mentors (70-30%). The total number of pro bono mentors should be around 8-12, to ensure the participation of everyone.

Advantages

The medium-term pro bono project shares most of the advantages of the short-term option. It is perfect:

- iif the resources are scarce,
- iif the university wants to run a good number of pro bono projects during the year,
- ito test the first pro bono project in the university,
- iif students don't have much time to do pro bono work, etc.

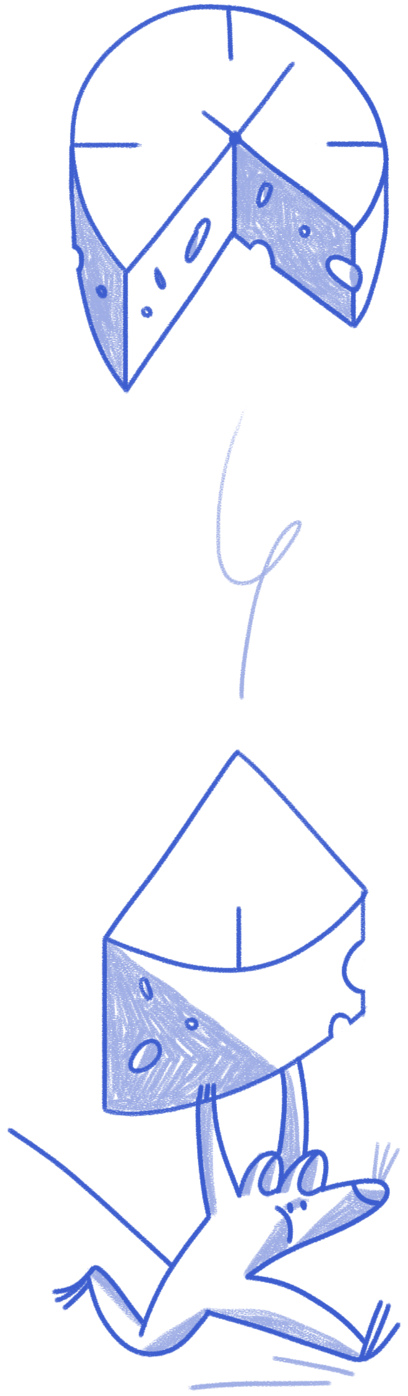
But compared to the short-term campus pro bono project, the medium-term one allows students to go deeper into the pro bono work and suggest a higher change to the NPO's needs. Students share more time during the day and have enough time to connect with each other, with the corporate mentors as well as with nonprofit beneficiaries.

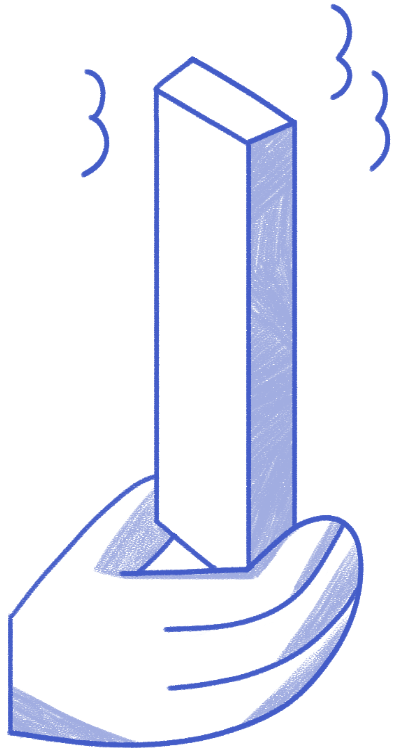
Disadvantages

Even if it represents more time of work than the short-term model, the medium-term is only a one-day event. In this sense, students can't engage on a deeper level in the pro bono work and the nonprofit can't receive a more thorough pro bono consultancy of its needs.

Table 5.3. Example of Medium-Term Pro Bono Project

Country	France, JSCP (Paris)
Number of students	3
Number of mentors	6 (employee corporates and jobseekers)
Challenge and deliverable	One NPO (Démocratie Ouverte). The challenge was to work on the communication strategy for the launch of a new offer, the change of their business model due to the creation of a company and their lack of human resources.
Hours	8





5.3. LONG-TERM PRO BONO PROJECT

Long-Term Pro Bono Project is pro bono work that can be carried out for an extended period that can vary from weeks to months (20-50 pro bono hours). As in the previous models, students work together with their corporate and academic mentors to respond to one specific case problem of the beneficiary nonprofit organisation. Students and corporate mentors have received and studied the diagnosis document of the NPO prior to the first meeting, in order to understand the needs of the nonprofit.

This model can be structured following the needs of the partners involved: students, professors, professionals and nonprofit managers. It should combine physical meetings with virtual work, in order to advance. The work plan should be planned in the diagnosis document and all participants should commit to this plan. The project finishes with a short meeting, where students show the work done during the consultancy.

As in the previous models, the number of students and corporate mentors can vary but we recommend creating a peer group of students and corporate mentors (50-50%) or a greater number of students than corporate mentors (70-30%). The total number of mentors should be smaller than in the other two models (around 3-8), to ensure the participation of everyone and to facilitate coordination throughout the entire duration of the consultancy.

Advantages

This model is perfect:

- if the availability of the students is not a problem,
- if the responsible persons in the university want to provide a long-term service learning opportunity to their students,
- to respond to deep NPO's needs,
- etc.

Disadvantages

- Coordination between the participants can be difficult,
- Some students can decide to stop participating in the project due to their exams,
- It requires more resources for the university.

Table 5.4. Example of Medium-Term Pro Bono Project

Country	Spain, UAM
Number of students	2 students per team (three teams). Due to the length of the program a lot of students had to leave the program.
Number of mentors	5
Challenge and deliverable	For one NPO (DaLaNota) there were three challenges: Business Strategy Consultancy, Branding and Communications Consultancy and a new website.
Hours	6 months (1-3 hours per week): around 50 hours in total per participant.

5.4. VARIATIONS OF THE MODELS

After seeing the advantages and disadvantages of the different models, universities can decide to **combine them** in order to get the best results. For example, if students don't have the time to be involved in a long-term pro bono project, but have more time than a day to do pro bono work, a good option could be to run two medium-term pro bono projects for the same nonprofit organisation during two different days, or one medium-term and one short-term pro bono project.

Or, as we mentioned earlier, we can combine **virtual pro bono work** with a medium-term or a short-term pro bono project, in order to go deeper into the nonprofit's needs and to enjoy the benefits of the physical meetings.

Models can be specific to the profile and need of the university. Pro bono projects can focus on research, business consultation, design or organisational development and the structure can be tailor-made based on the capacities and the needs of the students and universities. As we mentioned in the introduction, pro bono projects are like LEGO. You can build very simple structures and very complex ones.

6. HOW DO THE KEY PARTICIPANTS IMPLEMENT THE PRO BONO PROJECT?

6.1. SET UP A TEAM

A pro bono project needs key professionals to plan and manage it. In order to have a well-managed pro bono project, we recommend having a core team that organises and manages all the process and follows the steps which ensures the success of the project.

A pro bono leader/ coordinator

A dedicated coordinator is essential. This person will be in charge of leading the pro bono project. To succeed in this role a pro bono leader needs support internally and externally. In order to achieve the growth of the project, the pro bono coordinator will need partnership and management support.

Regarding the short-term and the mid-term pro bono projects, it would be more like organising a one-day or half-day event. So, the efforts should be focused on the preparation of the pro bono event (in-person meeting). In case you choose to do it online, we recommend a maximum of two-hour sessions on different days.

As previously mentioned, the long-term project would be more difficult to manage and the team should be able to participate during the whole project. Its length should be between 2-6 months (around 20-40 hours) and include meetings, workshops and individual work.

It is important to identify who can actively participate in organising a pro bono project. Roles and responsibilities of each person should be determined at the beginning.

These are the main tasks and responsibilities for the pro bono project team. Throughout the project, it is also important to add the items related to the project to the task description and allocate resources to his/her preparation.

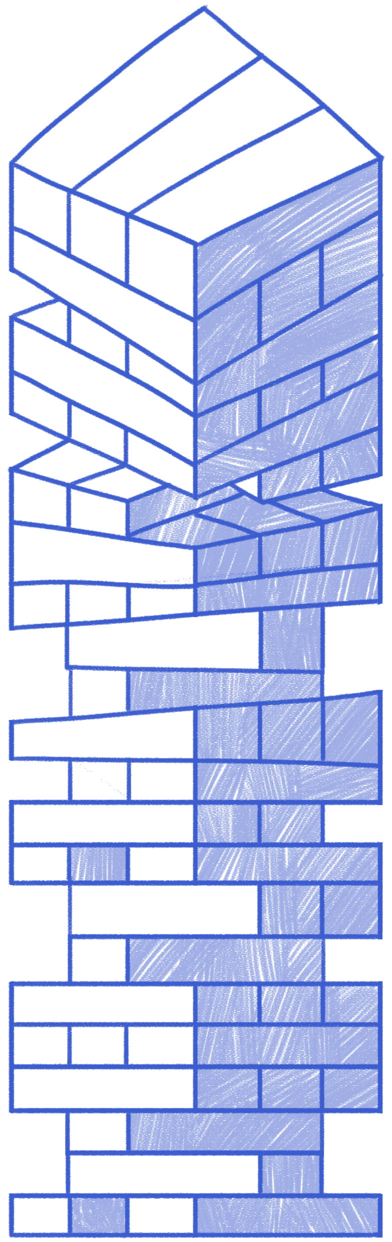


Table 5.5. Main tasks and responsibilities for the project team

Tasks/Responsibilities
• Determine a budget and get the resources to run the pro bono project. • Select the nonprofit. • Elaborate the diagnosis document and work plan. • Recruit student volunteers and mentors. • Establish partnerships with enterprises or enterprises associations. • Train a group of student volunteers and mentors. • Coordinate with the mentors who will be in charge of leading the group of students. • Organise and kick-off session events. • Organise events: the pro bono meeting, kick-off event, workshops, etc. • Coordinate internal and external communication (social media, etc.). • Coordinate the documentation of the pro bono project (videos, photos, etc.). • Facilitate logistics. • Evaluate the pro bono project. See also **tools B and C** regarding planning the project and its activities.

In case you are not able to organise a pro bono project with an internal team, you can always hire a **pro bono intermediary**. You can look for pro bono intermediaries in your country (see the BEESE Pro Bono Project website or the Global Pro Bono Network website).

The pro bono intermediaries have the know-how to correctly implement pro bono projects. They can be your right partners to carry out your first pro bono projects. They can help university partners on creating, designing and implementing tailor-made pro bono projects. The advantage of contracting an intermediary is that it has much knowledge and experience working with various participants. Conversely, their capacities are usually limited and not available for free.

6.2. GETTING SUPPORT WITHIN THE UNIVERSITY

Sometimes within the university, there are some internal obstacles. That is why it is essential to show the importance of the pro bono project among all the following participants: professors, administrative staff and the different participants within the university. In this sense, it is important to have solid arguments to "sell" pro bono internally, to secure the sustainability of the project.

The core team will need to get support from university departments and staff such as:

- Professors;
- Faculties;
- Students associations;
- Other professionals/partners within the university (for example, Service Learning programme, Volunteer Department, ...);
- Marketing/ Communication Department.

For example, if the university is more focused on the **reputational goals**, it will be good to count with the support of the communication and marketing department of the university to create a great communication plan for the project.

As mentioned above, if it is also the case when the university wants to create a good **learning programme** out of the pro bono project, it should involve as many professors and trainers as possible. It will be interesting to evaluate internally the incorporation of the project in the curricula of their students.

6.3. PARTNERSHIPS

Partnerships with external organisations are essential as well. As previously mentioned, if your university needs external support for designing, executing and evaluating a pro bono project, it will be easy to find a pro bono intermediary.

On the other hand, if the university wants to foster collaboration with the **corporate sector**, then they will need to involve them in the early stages of the project and to invite them to become a partner. We can say the same process with the nonprofit from the community.

7. HOW TO PLAN THE PROJECT ACTIVITIES?

7.1. PLANNING OVERVIEW

To be able to organise a pro bono project, you need to see in advance all the different tasks and strands that need to be implemented beforehand. A calendar can help you when each activity will be carried out. In the Toolbox you may find the support documents (**tool B**: Retro Planning of Activities for a Pro Bono Project and **tool C**: Checklist for Planning of the Pro Bono Project).

Table 5.6. Planning the milestones of a pro bono project

Month	**Activities**
Month 1	Scope of the project. Selection of the type of project 8short-term, medium-term or long-term pro bono project); Selection of the faculty and professors involved; Call for nonprofits.
Month 2	Selection of the nonprofits. NPO diagnosis. Call for volunteers: students and mentors. Volunteers selection. Calendar (work plan) of the pro bono project. Confirm location of the event or kick-off event. Establish a social media plan.
Month 3	Sending documentation to all volunteers and nonprofits involved. Kick-off event (long-term) or give a date for the project meeting (short-term/medium-term). Sending questionnaires/surveys to all volunteers and nonprofits. Social media coverage.
Month 4	Briefing with all the results of the surveys: evaluation of the project. Social media coverage. Develop case studies to improve the next projects (lessons learnt).

7.2. THINGS TO TAKE INTO ACCOUNT

Once we want to carry out a pro bono project, the most important thing is to fix a launch date or a time for the project meeting in the case of the short and medium- term projects. To guarantee the participation of the **students and professors** (academic mentors), you should ask them about their exam schedule and lectures.

Regarding **corporate mentors'** participation, whether you are in partnership with a company or you coordinate it directly with the professionals, you should also ask them if the date you propose works with their schedules. If you wish to include retired people or jobseekers as mentors, you can talk about the project with associations or organisations that are in touch with these audiences.

Also, it is important to check the availability of the **nonprofit organisation** to guarantee that they are going to be able to collaborate during all the phases of the project (diagnosis, communication with volunteers, etc.)

8. WHAT COMMUNICATION CHANNELS TO TAKE INTO ACCOUNT?

Communication is crucial for the success of the pro bono project. As part of the planning, the core team should establish channels of communication in order to assure that the entire process goes well.

As mentioned already, the core team should ask for support from the Marketing and Communication Department. In addition, if there is a Faculty of Communication or Marketing, the core team can find volunteers who could be responsible for photography, producing a video, posting for social media, etc.

With respect to communication between the core team and the nonprofit, student volunteers and mentors, the core team should follow these recommendations:

- Use digital platforms to ensure the project management throughout the whole pro bono project.
- Define what is in scope and out of scope as well as the deliverables.
- Make sure everyone feels comfortable and in a great environment to collaborate.
- Organise follow-up meetings, especially during the long-term pro bono project.

9. WHAT COSTS TO PLAN?

In order to implement the project, you will need to determine the necessary budget. In the table below you will find some items, as well as some initial logistic recommendations.

Table 5.7. Main budjet items

Budget item	**Activities**
Project Manager Salary	A person/department/agency within or from outside the university in charge of coordinating the whole project to secure its success.
Room cost	A room with internet, natural light preferably, white boards, projection system and mobile tables. Be sure to find the right location that allows participants to be able to work in small groups but also come together to share their work with everyone. Try to find a place to run some networking activity during the breaks.
Office material costs	Post-its, markers, flip charts, other stationery requirements
Meals, snacks and beverages costs	During the work all participants need to have regular breaks to have enough energy to work effectively.
Photography/video maker and social media coverage costs	Be sure to secure a budget to communicate once the project is finished.
Miscellaneous costs	Such as printing papers, presents for the participants, etc.

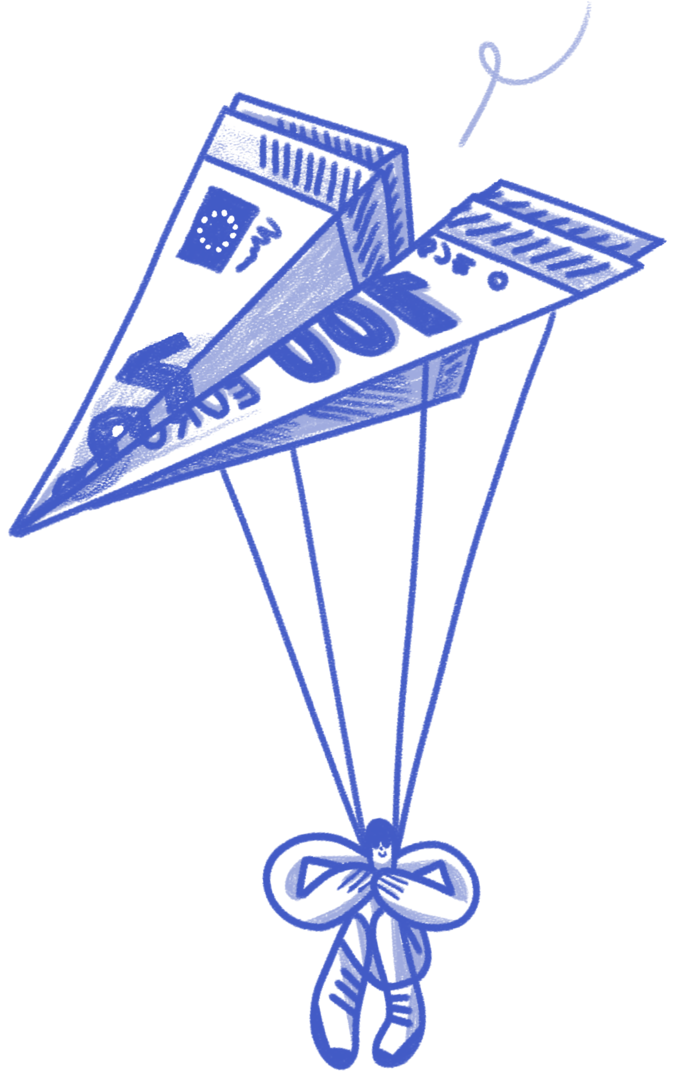
SELF-CHECK QUESTIONS

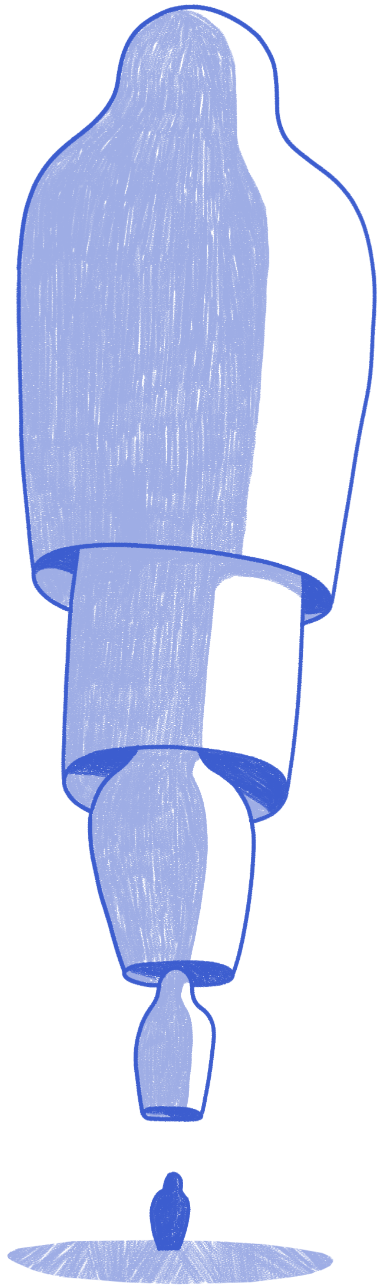
1. Identify the goals that your university wants to achieve with a pro bono project. Think about the main KPIs that you want to consider.

2. Define the skills your students can offer to the nonprofits through pro bono.

3. Define the advantages and disadvantages of each campus pro bono project model.

4. Identify the key people within the university that can be involved in a campus pro bono project.





CHAPTER 4 . SELECTION OF NONPROFITS

AFTER READING THIS CHAPTER YOU WILL KNOW:

- How to select the beneficiary nonprofit of the project and the type of procedures you might consider to adopt, as well as their advantages and disadvantages;
- The main steps that shall be conducted, when opting for an open-contest;
- What type of considerations you should do, before launching a call for applications, and what type of content it must have;
- The importance of your role as a university, mainly in regards to the coordination between all the parties involved.

1. WHY IS PRO BONO IMPORTANT FOR NONPROFIT ORGANISATIONS?

One of the main objectives of this project is to encourage and promote pro bono among students, teachers and professionals and therefore to develop a model of "entrepreneurial" volunteering. It is important to note that the success of pro bono may vary according to the sectors (more intellectual, technical...). This may be the consequence of many factors such as the professionals' job insecurity (leaving no time or means to do pro bono), lack of time, and prioritisation of other activities.

Even though this is understandable, this situation may lead to an undesirable outcome – the lack of protection of nonprofits in numerous areas and needs. Not only do nonprofits suffer from having no "voluntary" offers, but they also lack the resources (financial ones essentially) needed to hire the services of professionals such as lawyers, artists, economists, engineers and others.

Not only can the utilisation of students contribute to fill in the gaps with respect to the specific needs of nonprofits, it can also promote the ideal of volunteering and civic duty. It does so with an advantage: in many cases this will serve as an introduction to their professional activity. Essentially, the aim of the project is to satisfy the needs of nonprofits by resorting to students; this is doubly beneficial for them. First, they have first-hand professional experience which they can develop with the help of a mentor, and with the goal of helping someone in need (an NPO). Additionally, they are introduced to pro bono, understanding its importance for nonprofits and for society overall.

The BEESE project seeks to extend the pro bono practice to the largest possible number of stakeholders, higher education institutions and areas of knowledge, including as well the most diverse areas of study. We think that all of these might potentially play a key role when it comes to supporting nonprofits and so, assisting students to develop skills and grow on a personal and professional level. To reiterate, he project's wide scope will help fill in the gaps of the nonprofits' needs.

2. HOW TO SELECT THE NONPROFIT?

Identifying the organisation that will "benefit" from the students' input might actually be one of the most challenging parts of a pro bono project.

When selecting a beneficiary nonprofit, universities need to consider past experiences (other projects involving NPOs) and their outcomes. To select the most suitable procedure, relying on a previous discussion paper, weighing up the advantages and disadvantages of previous activities or projects conducted with NPOs, can be helpful.

In case there is not enough background material, the university wishes to experience something different or there are doubts regarding the most proper model, a conversation needs to happen to think about the possible models for the purpose. Combining different features from a range of models is also a possibility. Bear in mind that the overall result – the final procedure needs to be clear and 'simple' for all participants.

You also need to consider that at the end, the course of action should be clearly defined according to the chosen model, thus avoiding the confusion that may result from a combination of distinct models.

When it comes to the most common models, it is possible to signal three "main" possible selection procedures:

1. **Contest:** the contest is the most competitive procedure since it is transparent and open. This option allows for a wider appeal for nonprofits most in need. This type of process allows universities to better classify and catalogue eligible organisations according to their areas of social intervention, needs, location and other factors. This option clearly has transparency but conversely, might lack effectiveness if a limit on candidates is not stipulated. Depending on the type of information which is requested from the nonprofits, detailed analysis and comparisons might be necessary to ensure fair outcomes;

2. **In-person contact:** in this case, the nonprofit organisation is chosen from a database created by the institution that promotes the project (university, intermediary or other entity with social concerns). This type of procedure is possible when there is a significant background of previous similar experiences and contacts with nonprofits. This option is effective and faster when compared with the previous example, but justifies additional attention on the need to guarantee the balance and the fairness of the selection process. It is important not to repeatedly benefit the same institution. Besides, other nonprofits might feel overlooked which is not positive for the projects' success and the university's duties;

3. **Contact mediated by a third party (pro bono intermediary):** when the pro bono is already a common and known model, it is possible to find some organisations in the market whose sole purpose is to mediate and promote this type of projects. Their role would be to put everyone in contact with each other, "facilitating" the delivery of needs and interests. As a result, they will be responsible for the interaction between all the interested parties (universities – nonprofits – corporate partners). This option is beneficial since it allows universities to focus on the essential, leaving the procedures with a third party.

Nevertheless, it is associated with a significant problem, regarding risk monitoring. Indeed, in case some difficulties/problems/doubts arise, students and other participants will need to be aware of who they may resort to and, above all, of who will assume liability for something that went wrong.

As previously noted, all these options demand a careful analysis of their advantages and disadvantages, as well as of the suitability for the university and the participants.

The type of project being developed, within time constraints, is also a relevant factor to bear in mind. In this respect, universities need to be realistic. Even if a contest is the fairer procedure (in general), it might be harder to implement for short-term projects. On the contrary, it will be best-suited for long-term projects, since competitive and transparent solutions are preferable. The opposite occurs with direct contacts whose suitability increases in short-term projects. With respect to the contact mediated by a pro bono intermediary, it may be suitable for all types of projects, depending on the availability, commitment and structure of the mediator.

Table 6.1. Comparison of different selection procedures

	Short-term projects	**Medium-term projects**	**Long-term projects**
Contest	–	+	++
In-person contact	++	+	–
Contact mediated by a third party	+	+	+

3. WHICH CRITERIA SHOULD BE CONSIDERED WHEN SELECTING A NONPROFIT?

The criteria for selecting the beneficiary organisation should be proportionate, i.e.: adequate, necessary and not excessive. Also, they should be transparent, since the nonprofit needs to be aware of what is precisely expected from it.

In general, it is important that the criteria and information compiled are relevant for the scope of the project. Legal concerns need to be addressed with respect to data protection (please consider asking for the help from the university's legal department).
Another point of concern is with the NPO's needs. Part of the data that needs to be collected during the selection procedure regarding the nonprofit's scope is the field of action and needs. Since this will help you define the project's scope (or, in case it is already defined, the most suitable NPO), a group of points on this should be addressed during the contest or meeting.

In case you opt for a contest, please consider giving each criteria a weighting factor. This will contribute to the transparency needed.
When a contest is held the objectives and requirements must be quite explicit. The workload definition is also important, since the different models of this project (short, medium and long term) depend and vary according to the total number of hours.

If you have already defined what type of skills you want the students to develop (the pro bono will be implemented in a specific subject or area of studies), it will also make sense to circumscribe the NPOs' areas of activity and the scope of application. In other words, in case you wish to implement pro bono in an Arts course, it makes little sense to allow applications from nonprofits that only seek legal or financial help. In this instance, the focus is not necessarily on the type of NPO but on its needs.

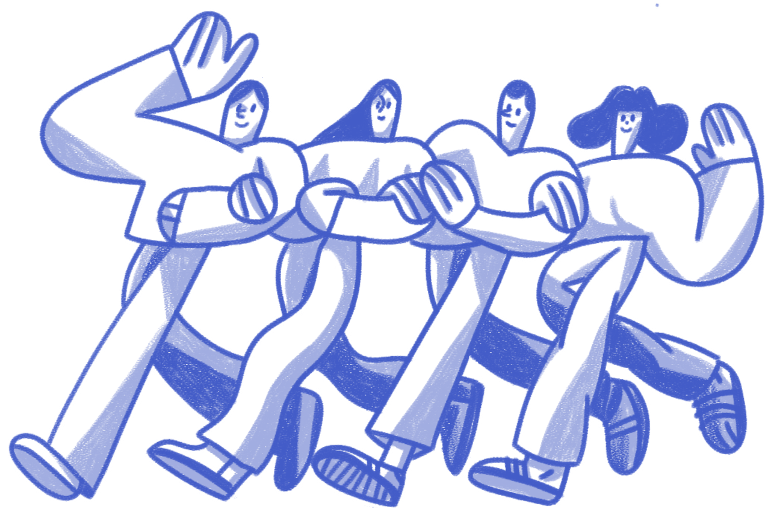
Finally, remember that the criteria for choosing the beneficiary organisation should not be discretionary, but instead rely on the idea of "necessity". The focus should be on organisations facing needs with a significant social relevance.

In case you select pro bono as an on-going project, try to diversify the fields of intervention covered by the project (the "type" of nonprofits that have already been beneficiated) as well as the matters covered (the outcomes of the students' work).

OBSERVATIONS IN THE BEESE PROJECT

For all countries (Hungary, Bulgaria, Spain, France) except Portugal, there was a pro bono intermediary whose job was to support non-profit organisations by linking them with volunteers. They therefore had a large database and contacts to draw on. In Portugal, the University had already had contacts with non-profit organisations through volunteer programmes. All the project partners recommended choosing:

- small or medium-sized NPOs that do not have the means to obtain help for certain needs,
- that can clearly express the functioning of their organisation and their needs,
- that has at least one need that can be solved by students according to their skills,
- that is available and has time to devote to a pro bono mission
- and that has informed its board.



4. HOW TO PUT THE PROCEDURE IN PRACTICE?

The implementation of the selection phase will vary according to the selected model (one of those we have referred to above). In any case, please consider that a clear timetable should be drafted, even if modifications might occur during its execution.

1. Contest: in this case, it is important to draft a program which will describe the purpose of the applications, the profile of the nonprofit (if applicable), the specific objectives of the project, as well as the expected intervention of the NPO. The program should be disseminated through the usual institutional channels and, if possible, employ a diverse range of data sources and channels to reach out to the widest audience. A suitable deadline should also be set for applications. Extended deadlines might be adopted in exceptional cases, for instance, if there are insufficient tenderers in relation to what is needed. Please consider defining the role of "project's manager". This person will be in charge of coordinating all involved with the media, legal, IT and other teams whose intervention might prove necessary. Creating a pro bono "friendly environment" is important, since everyone will understand the importance of what is being put in practice. You don't need to invest in a substantial dissemination but rather focus on an effective one. Due to environmental concerns and extraordinary circumstances, such as pandemics, please prioritise digital over paper. Re the time framework, you cannot launch a call for interest and expect NPOs to respond in an unreasonable time. So be realistic and consider a minimum of two weeks for an open call. Infra, we will specify the main steps within this type of selection procedure.

2. In-person contact: this might be the simplest procedure as it will involve someone you already know, worked with or who was recommended by university staff members. In case you have a list of NPOs, please consider improving it in order to add their field of action and other information that might help you during the selection phase. In case you have no list, or when the nonprofit is "recommended" by a member of the staff, please collect every information possible in order to avoid an unfruitful contact (with a NPO which is not suitable for the project's scope). Still, a face-to-face (or online) meeting shall be scheduled to present the project and collect all the information that is not possible to have (when in comparison with the tender model). In this meeting, please define a clear framework of what the expectations of the NPO are, their needs and their availability to guide volunteers during their work. Please consider asking for a more "direct" contact (in case the institutional one is not efficient enough to let the project flow).

3. Contact mediated by a third party (pro bono intermediary): this entity or organisation must be aware of the terms of the pro bono project. Therefore, a previous meeting (one or more) is mandatory in order to present the project, time constraints, previous experiences (bad ones, specially) as well as to understand the organisation's work code and internal structures. Remember that this model somewhat shifts the responsibility of identifying the beneficiary to the third party. Please ensure that the organisation is aware of its responsibility and of what is being asked from them. Also, the university will keep up to date with developments, so periodic reports are advisable. The organisation shall provide the university with all the information requested according to the agreed periodicity and a final meeting (to discuss the results of the selection) is also vital. It is also possible that the third party is responsible for the development of the procedure (tender, in most cases), but the final word regarding the NPO which is selected remains with the university. Finally, the third party is free to choose between different types of selection procedures, so it will be responsible for delineating it and collecting the information on the NPO.

5. HOW TO ORGANISE A CONTEST?

Since it is the most frequent model, and considering that "in-person" contact is a self-explanatory model, we will now present some guidelines regarding contests. In general, some considerations need to be addressed.

a) Disclosure of the opening of the contest. This may be done by videos, leaflets, publications on social media, notifications ion the university's website, etc. In any case, the scope of the call, the addressee, as well as the deadline for the submission of applications needs to be stressed. Make sure to include a list of contacts that the applicants may use, in case of doubts. Explanatory videos could be an option (you should avoid pedestrian presentation material).

b) Analysis of the applications. The proposals shall be rigorously analysed in light of the criteria defined. A final message to all the applicants should include the reasons why their application could not be selected but also to encourage them to collaborate on a different occasion might be positive.

Regarding each of the parties (the candidate/applicant and the university launching the call), there are some points you may want to bear in mind. For the candidate a series of tips/advice could be included in the pack.

5.1. THE CANDIDATE

The candidate needs to present a clear and credible proposal for two main reasons:

- the application will be the gateway and mirror of the organisation itself;
- the application will be evaluated according to the information provided; the clearer and the more comprehensive the data, the better the chances of a favourable decision.

In particular, it is important that the data from the NPO is sufficient and clear enough for the university to evaluate whether the project will fit and satisfy those needs, as well as to understand whether the expectation of the nonprofit can be satisfied by undergraduate students. With this in mind:

- to set goals which are realistic (e.g. it would be wrong to assume that undergraduate students could come out with an immediate solution for a problem that only professionals will be capable of solving within a defined time frame);
- to identify any special skills from the volunteers (e.g. in case you expect some help within the artistic domain, while also involving IT skills), and, finally;
- to highlight the impacts the project might have for the NPO's future. This is particularly important since it can make a difference for the university which is putting all this together.

5.2. THE UNIVERSITY

5.2.1 APPLICATION FORM

The university may create an application form. It is also possible to simply ask the applicants for a list of information but we do not think that such a solution will function (it will not only deter nonprofits, but also create chaos, in terms of the procedure's organisation). Examples of topics that should be covered by the form are the following:

- Requests for detailed identification on the nonprofit organisation, such as its mission, vision and values, history, ongoing activities, scope of action, management, structure and resources, among others.
- Context of the application – indication of the reasons and motives for the application to take part in a pro bono project and how the pro bono collaboration will meet the organisation's needs or problems.
- The nonprofit's experience in similar projects:
    - what experience does the organisation have in other pro bono activities;
    - what is the organization's interest in participating in the processes of acquisition, application and diffusion of knowledge, skills and values, as well as in taking part in pro bono initiatives, in which young university students can be agents of change, not only by contributing with their voluntary work but also by obtaining professional experience simultaneously;
    - the organisation's commitment to incorporate the added value of the work as well as to take further steps related to pro bono projects;
    - identification of the organisation's needs as well as its weaknesses (the ones to be solved with the project);
    - expected results;
    - relationship with the university and identification of the main points of contact within the project;
    - identification of the different parties involved and allocation of tasks and responsibilities;
    - fundamental documentation, needed from the NPO.

5.2.2. DISSEMINATION OF THE CALL

Now that you have prepared the application form, please take time to define how you will disseminate the call. The support of your IT department will help when sending an institutional email which might be necessary (therefore, you can save all the information at one "place"). Also, do not forget to include in the dissemination all the information that might be necessary for the applicants such as time limits, contact information as well as the weighting factors that will be considered when reviewing the application.

5.2.3. SELECTION

Choosing the beneficiary institution might be the most important step. Please do not forget to rely on the criteria you've chosen and to respect the weighting factors. In this phase, in case you end up with a draw, two alternatives might be considered: i) to accept both applications and modify the project's scope, or ii) to conduct a sub-phase (maybe, an interview with each of the nonprofits) in order to select the final beneficiary. In the latter case, such a possibility should be mentioned in the call for participation.

5.2.4. MEETINGS

To get to know the organisation and start designing the program as well as its execution, it might be necessary to hold several meetings with the (potential) beneficiary. Please note that this section also applies to other types of the selection procedure! These meetings will bring all participants together. Efforts should be made to follow one agenda; remember, that both the nonprofit members and the students are not "full-time volunteers". As a consequence, a meeting where participants have no choice but to attend might prove negative (when the objective is actually the opposite). Prior to the meeting, you should collect detailed information on the organisation. Visit its website, read publications, news (this information should include aspects such as its history, structure and social goals – in case they have not been addressed by the call for participation). When the in-person meeting finally takes place, try to create a friendly and empathic tone.

Online meetings can be a good choice because of their ease and practicability. In this sense, the university should take the following steps:

- approach the beneficiary organisation as to confirm its interest in a meeting;
- plan the diagnosis meeting.

Ensure that all the participants feel comfortable enough to ask questions and express any doubts. You may actually split this first meeting in two: i) a first one, with the sole participation of the selected NPO and ii) a second one, with the students or the corporate volunteer (in case these are already onboard). Don't forget that you are the one who is in charge!

5.2.5. DIAGNOSIS AND SUMMARY OF THE PROJECT

Once the meeting is held, the university must:

- Check whether the needs the nonprofit has presented are clearly identified;
- Request additional documents if necessary;
- Prepare a diagnostic document and the project summary (context, objectives, work plan, skills expected from the volunteers and estimated results) – see chapter 5 on the preparation of the diagnosis.

5.2.6. After the meeting

After the meeting with the organisation, the university will submit documents for review as well as to make them available for volunteers and the pro bono partner. These shall include:

- the diagnostic document;
- the project summary.

It is important to make them available at least a week before the beginning of the project.

After these steps, the selection procedure is concluded. We have included steps that at the end you won't consider to be part of the selection procedure itself. Nevertheless, we think that only after the follow-on meetings, will the nonprofit and the university be sure of what everyone expects from each other. Also, the call for applications might prove too "impersonal" for a project that demands "contact".

6. WHY IS COORDINATION IMPORTANT?

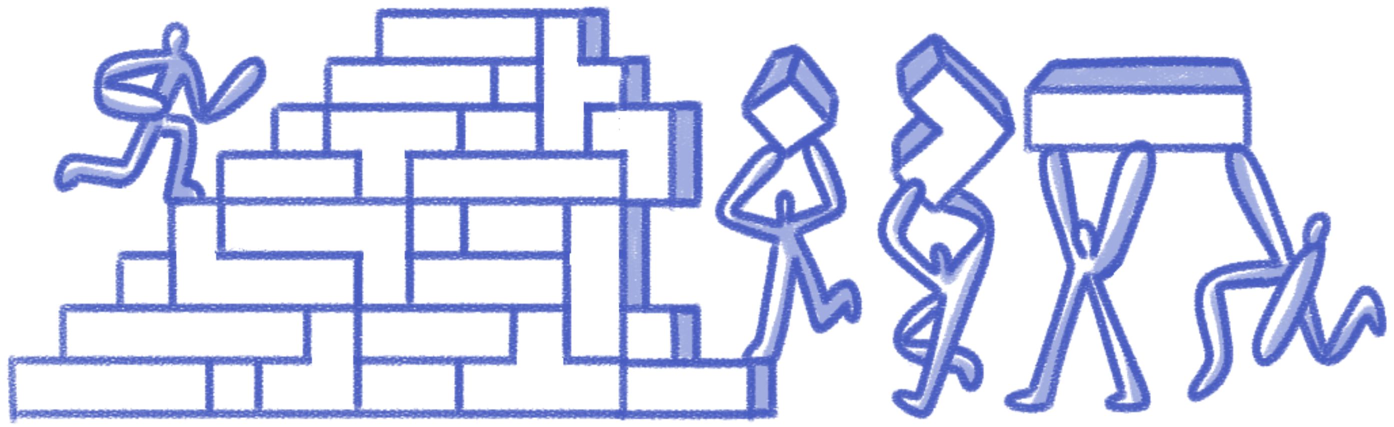
The most decisive factor for the success of the project is to guarantee clear communication channels between all parties. Apart from the possibility of working with a NPO you have already worked with, remember that there is also the possibility of choosing an organisation you don't know, that not only does not know the university but is also not familiar with the project.

It is important that the university:

- Proposes a clear draft, presenting the project's scope, everyone who is involved and other relevant points;
- Presents a schedule, listing the main stages of the project and respective time limits;
- Is always available to answer the NPO's questions (not only during the selection phase but also during the follow-on meetings), and;
- Oversees the interactions between the nonprofit, the corporate mentor and the academic participants – students and professors.

SELF-CHECK QUESTIONS

1. How shall we choose the most suitable nonprofit for a pro bono project?
2. Is there any "perfect" model or procedure?
3. How do the advantages and disadvantages of each type of procedure depend on the project's scope and time limits?
4. In case we opt for selecting the nonprofit through a tender, do the call for applications and the dissemination of the open call require the help of specialized university departments such as legal or IT?
5. Do we need to conduct follow-on meetings with the selected nonprofit even when we opt for a tender or the intermediation of a third party?
6. Is the selection phase complete with the selection of the most suitable applicant?



CHAPTER 5: THE DIAGNOSIS

AFTER READING THIS CHAPTER YOU WILL KNOW:

- What is a diagnosis?
- How to carry out a step-by-step diagnosis?
- How to frame a mission and create a sheet with the elements of intervention to recruit your volunteers?

The diagnosis stage is essential to understand the nonprofit, what it does, what its needs are and to prioritize them as well as to frame a relevant pro bono project.

1. WHAT IS A DIAGNOSIS?

The **diagnosis** consists in studying the 360° functioning of the beneficiary nonprofit at the strategic and operational level on each of its functions (its social project, its human resources, its business model, its stakeholders, communication, impact assessment) and its environment.

This step will allow you to identify the nonprofit's strengths, weaknesses, opportunities and threats. Thanks to this overview, you will be able to prioritize its needs and determine the pro bono project for which it will be accompanied (taking into account the feasibility of meeting the chosen need according to the long, mid or short term format). This step will also allow you to choose a pro bono project based on the skills your students have.

1.1. AT WHAT POINT IS IT DONE?

It needs to be organised two months before the project: before that, the need may change in the meantime; after that, it may be difficult to have enough time to recruit the volunteers and plan everything you will need.

1.2. HOW LONG DOES IT TAKE?

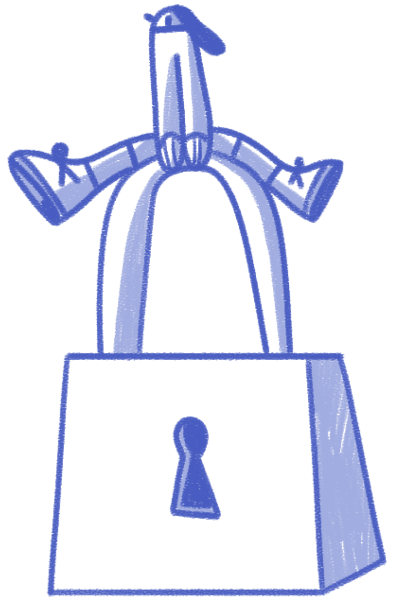
This step depends on the organiser. The members of the BEESE Project have not all spent the same amount of time. It varies if you are experienced or not. If it is the first time, it will necessarily take longer. The pro bono intermediary in France, who is used to making diagnoses, spends about 8 hours on this stage.
Allow two to three hours to analyse the documents that the nonprofit will send you to prepare the diagnosis. Then, you will need about two hours to meet and exchange with the organization, the time to review all its functions, ask questions and define its needs. Next, one hour to put together and clean up your diagnosis template (see tool D) which will serve as a basis for your future volunteers to understand the nonprofit being supported, its resources and its needs. Finally, allow another two hours to complete a mission brief – a sheet with the elements of intervention (see tool E) in order to recruit your volunteers. Remember that this stage depends on your experience and the fluidity of the exchanges with the different interlocutors. It doesn't matter if you spend more time than suggested.
needs of the nonprofit organization.

Figure 5.1. Diagnosis Flowchart

	1	2	3	4
	Document review & filling of the diagnosis support 2-3 hours	Meeting with the organisation 2 hours	Updating the diagnosis template 1 hours	Formalise the Mission brief 2 hours
Input-Output	Documents provided by the non-profit	Pre-diagnosis V1	Diagnosis V2	Mission Brief to recruit volunteers

1.3. WHO CARRIES OUT THE DIAGNOSIS?

The diagnosis can be carried out by an expert, a person who is used to working with nonprofits or by the person in charge of the project. If you have already identified at least one student interested in the project, it is worth involving him/her in the diagnosis. This will be your student leader. He or she will then be able to help you recruit and also lead the project. It is preferable if the person who will be in charge of running the pro bono meeting is present to have all the necessary information; if not, it will be necessary to think about briefing her/him afterwards. The nonprofit can also do this work on its own, review its internal functioning, fill in the template and ask itself the question of its needs but this is less relevant because there is no outside view to help it prioritise or point out problems that it would not think of.



OBSERVATIONS IN THE BEESE PROJECT

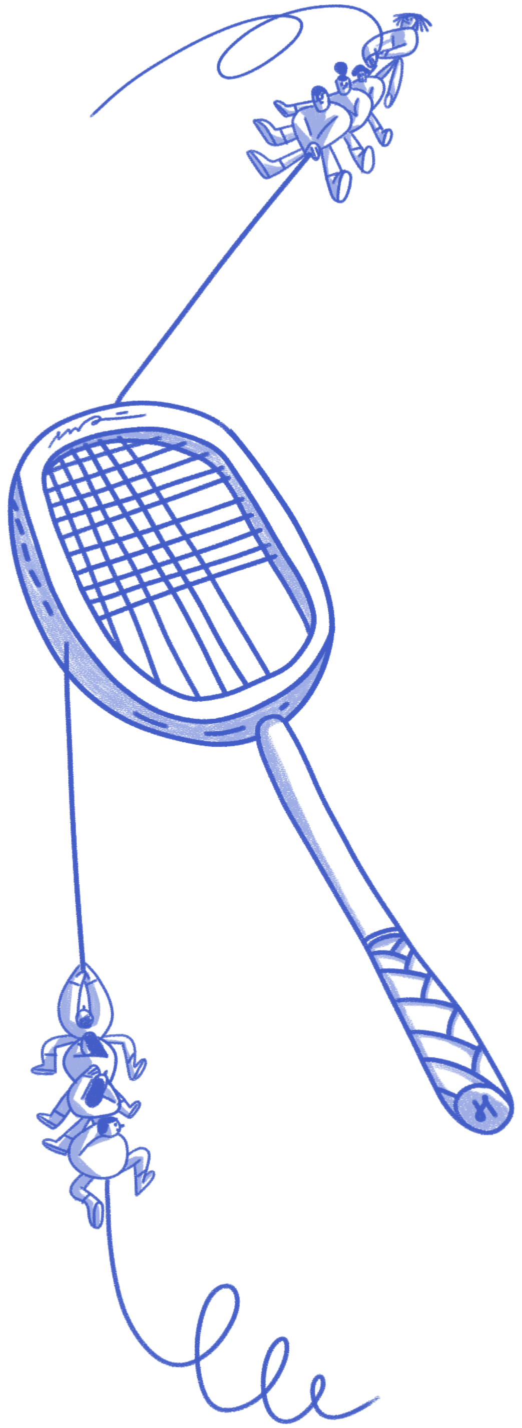
In **Hungary**, the intermediary prepared the students and the mentors who were carrying out the diagnoses. They provided information and general instructions but it was mainly the work of the students.

In **Spain** and **Bulgaria**, it was the intermediaries who carried out the diagnoses of the non-profits as experts.

In **France**, the intermediary conducted the diagnoses with the student designated as leader on each pro bono project. The student was briefed beforehand and had the opportunity to ask questions to better understand the functioning of the non-profit.

1.4. WHERE IS IT DONE?

The diagnosis can take place wherever you wish: on the NPO's premises, on your premises, in an external location, etc. It is still preferable to do it in person so that exchanges are more fluid and user-friendly. But if this is not possible, you can do it by telephone or video-conference.



2. WHY IS DIAGNOSIS A CRUCIAL STEP IN A PRO BONO PROJECT?

The most important part of the diagnosis is to identify the need on which the nonprofit will be supported. It is also a way to see if among the needs, there is one that corresponds to the students' skills. Once this need has been identified and the mission brief completed, it is easier to recruit volunteers by knowing what the project will focus on. You will then be able to ensure that there are people among your volunteers who are capable of responding to this problem. It will also reassure them to know what they are volunteering for.

The second thing you need to know is that the identification and prioritisation of needs is essential for a successful pro bono project. The nonprofit may request that you respond to a particular need but nothing says that the project will be relevant. Indeed, some needs are intertwined; for example, the difficulty in raising funds may result from unclear communication, a project that is not well thought out and relevant enough or an offer that does not attract interest, etc. For a project to be relevant, you must make sure that you identify all the nonprofit's needs and understand which need is to be addressed first. You must also take into account the format that you will be able to put in place: some needs require long-term support.

Finally, the diagnosis is also a means of introducing the different people who will participate in the project. It is an opportunity to check that there is a chemistry within the group, that the exchange with the nonprofit is fluid.

3. WHO DO YOU NEED TO INVOLVE ON THE NONPROFIT SIDE?

3.1 THE BOARD AND DECISION-MAKERS OF THE NONPROFIT HAVE TO AGREE

The members of the board must be aware of this pro bono project and validate that it is useful for them to engage in this process. Sometimes, people in the nonprofit may want to carry out a project without the board being informed of it and this may generate issues.. If the board of the nonprofit subsequently that they will benefit from support without having given their go, the recommendations may not be implemented internally because they are not endorsed by all stakeholders.

To do this, you can specify these elements to your contacts at the organisation: ask them if their board is aware of this and if not, encourage them to tell them so that the project is relevant and serves the organisation. Do not embark on a pro bono project if the board and decision-makers in the nonprofit are not aware of it!

For the meeting, in order to carry out the diagnosis, we recommend that ideally **there should be two people from the non-profit to have different visions.** One person who has a global vision of the organisation and its strategy and one person who is more operational according to the need(s) that the nonprofit considers it has prior to the diagnosis. These two people should ideally complement each other to be able to tackle all the support functions.

3.2 SETTING RULES

For the pro bono project to run smoothly, it is crucial to set rules. The nonprofit organisation needs to understand what it is getting into. They must understand that this project must be taken seriously since it will involve people who will be volunteering their time as well as the teams that will put this in place. The nonprofit organisation needs to know how long it has to be mobilised, what it is going to have to do, the role of each person and the position it is going to take in the project. Within the framework of the BEESE Project, we have not set up a procedure but with hindsight, we think it is important to formalise all this with the beneficiary nonprofits so that they do not give up along the way and remain available. Some intermediaries set up charters to be signed by the NPOs either during the diagnosis or at the beginning of the mission. For instance, Pro Bono Lab proposes a charter to be signed by representatives during the diagnosis (see tool F).

4. WHAT ARE THE MOST COMMON NEEDS?

Some needs can be quite frequent and be found from one nonprofit to another. Evolving in the same sector, if you organise pro bono projects regularly, you will find that similar needs emerge between them. The most frequent needs are:

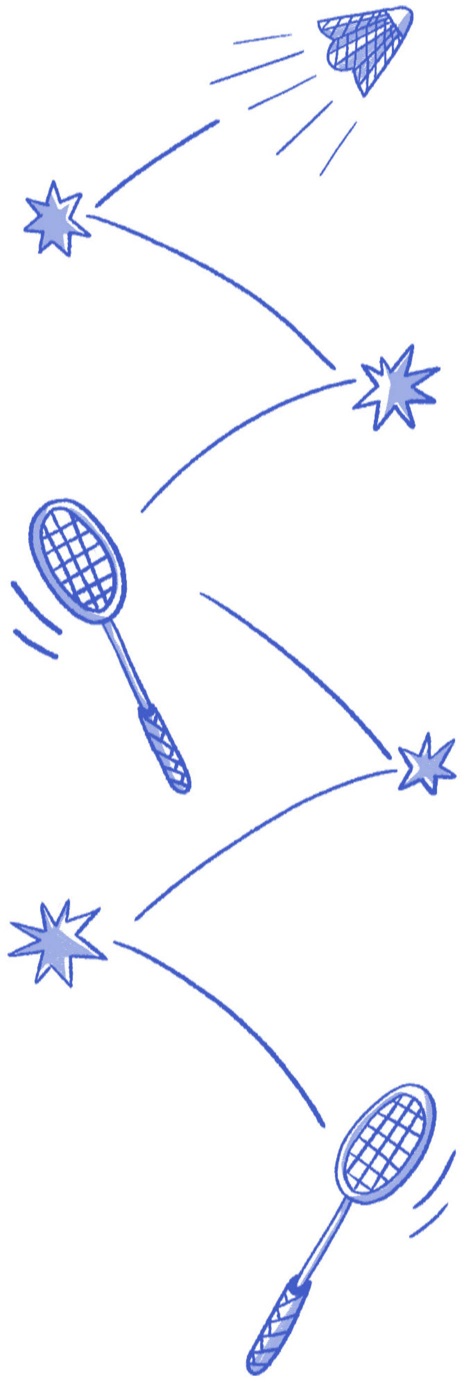
Communication:
- defining a communication strategy;
- review the graphic charter of the nonprofit organisation;
- review the website of the nonprofit organisation.

Marketing:
- challenge the nonprofit's offer of services to develop new partnerships;
- review the presentation materials of the nonprofit according to the target audience.

Financial model:
- establish the costs and revenues of an offer and define the prospects for the desired developments in X years;
- determining the ideal price of a service to maintain a balance.

Development strategy:
- develop a new service to diversify sources of income;
- establish a strategy to reach new target groups;
- review the project of the nonprofit to better define its values, vision and mission.

Human resources:
- establish a recruitment strategy to recruit a person (create a job description and distribution channels to reach target profiles);
- define a process for recruiting and retaining volunteers.



5. STEP 1: WHAT IS DOCUMENTARY ANALYSIS?

Before carrying out a diagnosis, it is advisable to prepare it so that you can manage the diagnosis in the most efficient way. This preparation also enables you to get a first general idea of the nonprofit from an external point of view. To obtain the necessary information, find out what the organisation is doing and how it is functioning, you will have to ask for several documents beforehand:

- the statutes of the NPO,
- the activity report,
- the profit and loss accounts / balance sheet,
- communication documents/materials (flyers, leaflets, website).

With these, you will be able to fill in the diagnosis template to guide your exchanges during the diagnosis and to have concrete questions to ask the nonprofit about what you have understood from the outside.

With the **statutes** of the nonprofit, you will have information on its project, its activities and the way it works (especially the relation with its board).

With its **activity report**, you will have information on its activities, audiences, key figures, the way it communicates and other information depending on whether the report is more or less complete.

The **balance sheet** will allow you to grasp the organisation's financial situation, where the biggest cash inflows come from, what the biggest expenses are, and whether you are already identifying things that seem to be putting them in difficulty.

Finally, their **communication materials** will allow you to see how they communicate, whether their messages and activities are clearly presented and understandable by their audiences, and add elements to your understanding of what they do.

6. STEP 2: HOW TO CONDUCT THE DIAGNOSIS APPOINTMENT?

The documentary analysis allows us to fill in the diagnosis support and to identify before the appointment the missing elements or points that remain unclear. This work already lets us identify a few questions to ask the nonprofit representatives. However, during the appointment, it is important to follow the progress of the diagnosis which scans the support functions one after the other. Questions from each party will allow you to complete the diagnosis support.

6.1. THE PROJECT OF THE NPO

The NPO's project is a strategic plan that aims at drawing the future we want and to develop an approach to achieve this desired outcome. It is a management tool that gives a framework to the NPO to be more efficient and consistent with its objectives and environment. It is divided into two components: vision and missions.

The vision is the ideal that the nonprofit wishes to achieve, the cause it defends or the problem it wishes to solve (*examples: To promote the professional integration of refugees; To fight against global warming by reducing the production of plastic materials; To change the way people with disabilities are viewed by giving them the power to act*).

Missions refer to the expected results on the beneficiaries, the means to achieve the vision set (*examples: Promote the exchange of good practices and the development of resources on pedagogical issues related to childcare; Create a favourable framework for the hiring of people who are far from employment*). The vision is a course, the mission is a path.

We also ask for key dates in the life of the NPO (for example, the date of creation, whether it has won competitions or received prizes, whether it has opened new branches or hired new employees, etc.). **This history** will give us a better understanding of its development over time.

Point to check for this function
- Is the NPO's project clear? Is it correctly formalised?
- Is the NPO's project carried by several people with opposing visions?
- Is the impact sought by the structure viable?

What needs can we address in this part?
Examples of pro bono projects:

- Clarify the identity of the NPO and clarify its new positioning;
- Formulate the NPO's project in clear and impactful terms.

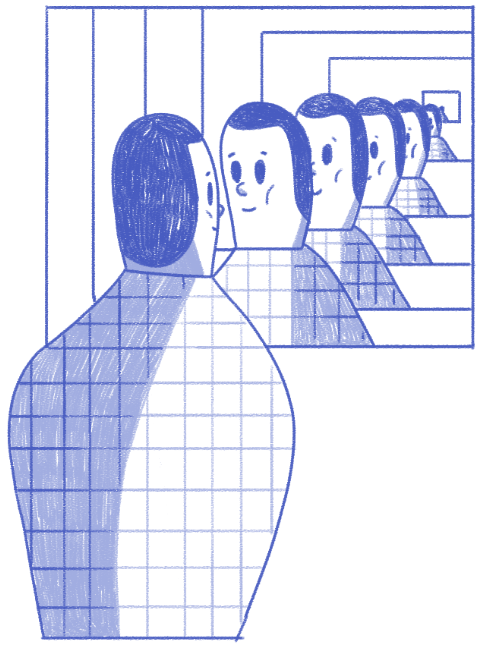
6.2. THE ACTIVITIES

Then we go into a little more detail by defining **the activities of the NPO**. These develop the NPO's projects to meet the missions and the vision. We make a precise typology of the actions carried out in order of importance (which allows us to differentiate core business actions from 'ancillary' activities). For each activity, we need to identify **the beneficiary target, the details** (precise description, recurrence, people mobilised internally and externally, etc.), **the related business model** and **the key figures** (impact indicators, number of beneficiaries reached, number of activities carried out, number of volunteers mobilised, budget, etc.).

Point to check for this function
- Are the activities consistent with the previously defined mission and vision?
- Does the infrastructure, such as the premises, ensure that activities are held in good conditions?
- Are the representatives of the NPO aware of the actors of the territory working in the same field/for the same cause? And their added value / differentiation / complementarity in relation to them?
- Does the NPO wish to develop a new activity or abandon one?

What needs can we address in this part?
Examples of pro bono projects:

- Redefine the economic model of one of the NPO's activities to ensure its sustainability.
- Define impact assessment indicators and the tools to collect the necessary data.



6.3. HUMAN RESOURCES

In the third part, we review the NPO's **human resources** into three categories: board, volunteers and staff. In each category, it is important to know the profile of the members of the boards, volunteers and employees, as well as how many they are and their respective missions. **The Board** is defined in the statutes and is normally made up of an Executive Board (at least a president, a secretary general and a treasurer), a Board of Directors (the members of the Board and the administrators) and the members of the NPO). Board members are volunteers with a strategic role in the NPO. They set the direction for development and the Executive Board has an additional legal responsibility. Next, **the volunteer force** generally has more operational missions in order to help the NPO carry out its activities in the field or in support functions. Knowing their profile helps to understand their motivations, constraints and availability. Finally, the NPO may have **employees**, but this is not always the case. In this part, it is important to know the precise role of each employee.

Point to check for this function

- Does the board as described in the Articles of the NPO correspond to reality?
- Are there sufficient human resources to carry out the activities?
- Is the board functioning democratically (varied and representative profiles of the different stakeholders of the NPO, one member equals one vote)?
- How the leadership of the nonprofit functions, especially in terms of division of tasks and delegation.
- Are there processes for recruiting and retaining volunteers and employees in place ? If so, are they effective? Are they shared and clear to all members of the NPO? Is there a high turnover?
- Are there documents, such as job cards, that describe the role of each category?
Are there internal communication tools and processes? Has the structure defined reporting procedures between the governance and operational teams?
- Are all the functions essential to the realisation of the nonprofit project covered by one or more people?

What needs can we address in this part?

Examples of pro bono projects:

- Formalise a clear trajectory for volunteers, from recruitment to retention and animation
- Improve communication and management tools to structure human resources

6.4. FINANCIAL RESOURCES

This part is pre-completed by the balance sheet and income statement. First, we observe the situation of the NPO: deficit, balance or surplus, the existence of equity capital and the presence of outstanding loans. Next, we analyse the NPO's economic model by considering the sources of income (subsidy, fees, corporate sponsorship, sale of goods or services) and the main expenses (payroll, operating costs, purchase of equipment). The more diverse the sources of funding are, the more sustainable the business model is. It is also important to research the legislation of nonprofits in your country, for example are they subject to VAT? If so, under what conditions is this levied?

Points to check for this function

- What changes are expected / to be expected (income and expenses)? What are the major risks concerning the evolution of revenues and costs?
- Do not hesitate to ask for further information if the income statement is not detailed enough.
- Does the economic model seem sustainable to you?

    - Are there different sources of financing (services, subsidies, membership, patronage, self-financing)?
    - Not dependent on one or two large partners?
    - Visibility on future funding?

- If the economic model is essentially based on a type of income: has the NPO identified alternative sources of funding that will make it possible to balance the economic model?

What needs can we address in this part?

Examples of pro bono projects:

- Diversify the NPO's sources of income
- Define a strategy for fundraising and private partnerships

6.5. STAKEHOLDER MAPPING

This part is not the most important. It can be dealt with promptly during the diagnosis appointment but it is more relevant that the NPO completes this part after the diagnosis. What is important to understand is **the anchoring of the NPO within its ecosystem** and the plurality of **its partnership relations** (operational, media, financial, material, etc.).
It is better to give examples of partnerships and describe them briefly than to list them all without any explanation.

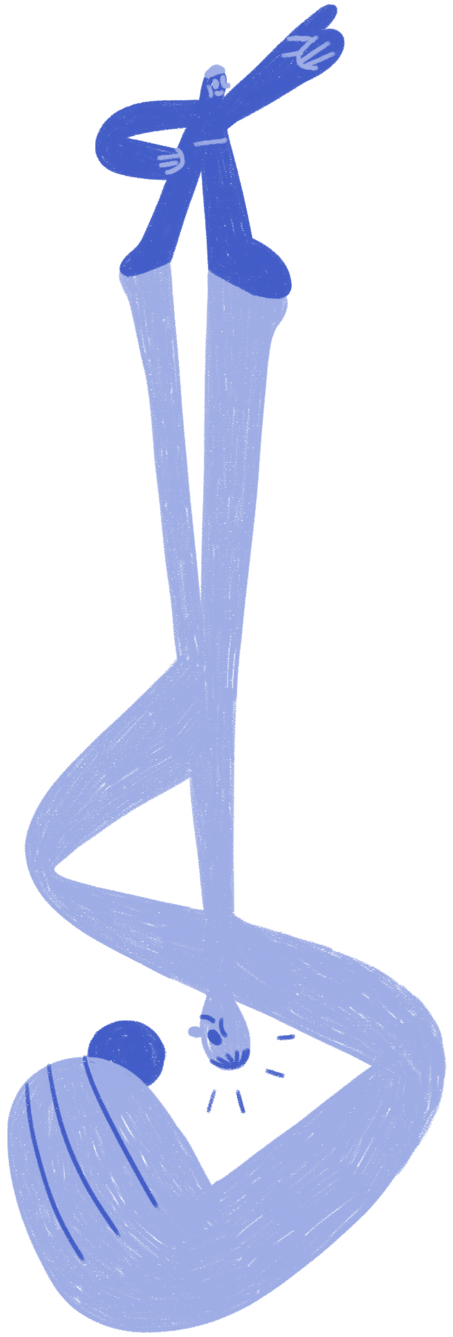
Point to check for this function

- Who are the current main financial partners (companies, local authorities, etc.) and what do they consist of (financial donations, sponsorship, subsidies, etc.)?
- Does the NPO have regular operational partners (specifiers, event co-organisers, communication relays, etc.)?
- Has it ever benefited from the support of support structures (incubators, coaches) ?

What needs can we address in this part?

Examples of pro bono projects:

- Define a partnership offer aimed at a specific target group
- Carry out a benchmark of the sector's structures



6.6. STRENGTHS AND WEAKNESSES

One of the last exercises consists in synthesizing together the strengths and weaknesses of the NPO according to the different points discussed above. In this part, it is also crucial to identify future risks and opportunities. This work makes it possible to objectify the diagnosis and help the "diagnostician" to identify skills needed.

Point to check for this function

- What are the strengths/weaknesses according to the NPO?
- What are the areas of progress?
- What dangers for the future do you identify?

6.7. DEVELOPMENT PERSPECTIVES

Finally, we complete the diagnosis with **the development perspectives of the NPO in the short, medium and long term**. This part allows us to observe how the NPO projects itself and whether this direction is shared by all.

Point to check for this function

- What are its priorities for the next 6 months / year?
- What would the NPO like to change in the short and medium term (within its structure and in society as a whole)?
- Where do they see their NPO in 5 years?

What needs can we address in this part?
Examples of pro bono projects:

- Analyse the NPO's development scenarios
- Develop the NPO's 5-year strategic plan

At the end of the diagnostic appointment, you can now present the identified need to the NPO, specifying the deliverables that could be produced. It is important to make the NPO aware of what is possible to do in the duration of the pro bono project and thus avoid disappointment. At the end of the diagnosis, the need for skills may be very clear or not at all, it is not a problem.

What type of project for what needs?

- short: coaching, very specific questions
- middle: need to set a strategy, get external feedback on the structure and its functioning and start producing recommendations
- long: need to start producing recommendations or tools

7. STEP 3: HOW TO FILL IN THE BRIEF?

After the appointment, it is necessary to review and organise your notes properly. This work will allow the diagnostician to take a step back and identify the skill needs of the nonprofit.

7.1 HOW TO PRIORITISE THE NEEDS?

To prioritize the needs, here are some criteria to consider:

- 'Degree of urgency' for the durability of the organisation;
- The level of 'opportunity' it represents for its rapid development;
- From the most strategic to the most operational;
- From the most vital to the most innovative and experimental missions;
- The skills that the university is able to mobilize;
- Is there a need that depends on another need to be solved?
- The duration of your project: is it feasible on a short-term / mid-term / long-term pro bono project?
- What's necessary to know about the need that the nonprofit has: inventory of the situation, who is dealing internally with this subject, what resources are available, the successes and failures of the attempts put in place.

Once the need to be addressed is identified, we move on to the drafting of the brief. This tool will be used to recruit volunteers and help them understand the situation of the structure and the deliverables expected during this mission.

7.2. BRIEF: WHAT'S IN IT?

The brief is presented in 2 slides (tool E). The first is a description of the nonprofit and the second details the pro bono project.

- The elements of the first slide:
    - social object of the nonprofit
    - its tasks
    - history with important dates
    - 2 or 3 key figures
    - geographical location
- The elements of the second slide:
    - title of the pro bono project > a sentence beginning with an action verb in the infinitive (ex: Define project impact indicators)
    - context > a paragraph of 4 or 5 sentences to describe the importance of the project for the nonprofit and where it stands.
    - objectives > 2 or 3 overall objectives related to the challenges of the project for the organization
    - surname, first name and position of the nonprofit representatives' present the day of the mission
    - expected skills > important to mention hard skills and soft skills to adapt to students and the corporate mentors
    - deliverables to be produced
    - work plan > it details the various step by step exercises to do in order to ultimately achieve the expected deliverables

Last step, the diagnosis support and the mission brief must be reread and validated by the nonprofit representatives.

At this last stage of the diagnosis, it must be clear what the pro bono project will be and what it will not be. Sometimes, volunteers will want to do more on a project and deviate from what was planned. Be careful because you won't have time to see many things. Normally, your project should be framed to match the time you have available. So be very careful to make it clear! Don't hesitate to remind your volunteers that you have to meet the objectives set and the nonprofit that given the time allowed it won't be possible to do more. Volunteers tend to deviate a little from the pro bono project when it is a long-term one that is spread out over time.

CHECKLIST: THE DIAGNOSIS STEP BY STEP

- Contact the chosen nonprofit and ask them if their governance is aware of it.
- Tell the nonprofit that it would be nice to have two representatives at the diagnosis with different views.
- Find a date and the place.
- Ask the nonprofit to send you its: statutes, activity report, balance sheet and communication materials.
- Identify who will do the diagnosis in the project team and invite an interested/ motivated student if possible (no more than two or three persons).
- Prepare the diagnosis thanks to the sent documents. Try to pre-fill the template and review all the steps of the diagnosis.
- Carry out the diagnosis step by step.
- Clean up the diagnosis after your exchange.
- Draw up the sheet with the elements of intervention.
- Have the documents validated by the nonprofit.
- Distribute the sheet with the elements of intervention to recruit your volunteers.
- Send the diagnosis to your volunteers before the mission.

SELF-CHECK QUESTIONS

1. Identify the people who will carry out the diagnosis.
2. Have the necessary elements to frame a relevant pro bono project that will help a nonprofit organization and that is possible to carry out with students.
3. Have a clear mission brief with set objectives that are appropriate for the nonprofit.

CHAPTER 6 . RECRUITING VOLUNTEERS

AFTER READING THIS CHAPTER YOU WILL KNOW:

- How to set criteria to recruit volunteers;
- What is the process of recruiting volunteers;
- How to brief volunteers on their roles;
- The role of the corporate volunteers (mentors).

In the previous chapters, we presented the process of selection of nonprofit organizations and their diagnosis. The success of a pro bono project depends largely on its participants. That is why **the recruitment of volunteers** – students and mentors (business and academic) **is a key step**.

1. VOLUNTEER RECRUITMENT PROCESS

The volunteer recruitment process aims to provide applicants with the information they need to find the motivation to be a volunteer in a pro bono project. It reflects their significance in the project. It also ensures the organisers meet their obligations in matching volunteers to different roles within the project and reach the expected results.

The recruitment of student-volunteers, academic and corporate mentors is the main step in the pre-organization of the pro bono project.

That phase is composed of two simultaneously evolving steps:

- The university team organises the call and the selection of student-volunteers;
- The intermediary team does a more focused selection of corporate mentors who could guide the process of problem-solving depending on the targeted need of the NPO.

The preliminary estimated length of the phase is about a month.

OBSERVATIONS IN THE BEESE PROJECT

In **Hungary**, they recruited the students with face-to-face communication, a professor was in charge of it. The mentors were selected by the intermediary ÖKA, which has professional experience with the corporate world.

In **Spain** they communicated through email, telephone and in the long-term program, also via WhatsApp.

In **Portugal**, the U.Porto had experience working with corporate partners and it helped in recruiting volunteer mentors. Their students were usually contacted through volunteer databases at the University. They tried to address the invitation to students from specific areas that were of most interest, by contacting the faculties and departments directly.

In **Bulgaria**, the best way to kick-start the recruitment was to organise an event dedicated to volunteering with young volunteers as speakers and having personal talks with the potential participants. The intermediary took care of the recruitment of the mentors thanks to their corporate network.

Finally, in **France**, the student organisation who participated in the project took care of the recruitment of the students through social media and face to face by spreading the word to their friends. The intermediary also took care of the recruitment of mentors thanks to its network (corporate but also jobseekers).

2. BEFORE YOU START RECRUITING

Before recruiting volunteers, the university team should consider the following questions:

- Is there a university policy concerning volunteering?
- Does the university have good volunteer practices and / or established volunteering structures (clubs, forums, etc.)?
- What techniques will be applied in the specific situation?
- What is the role of the volunteers in the pro bono project?
- What knowledge, skills and experience should volunteers have?
- Who will be involved in the selection process?
- How to motivate participation and ensure the sustainability of pro bono activities?

3. GET THE WORD OUT

There are several sub-steps in the student recruitment process:

1. Disseminating general information about the project, then
2. Building anticipation for the pro bono meeting, followed by
3. More targeted communication with potential student participants.

3.1. INFORMATION FOR “GENERAL AUDIENCE”

Information about the pro bono project and the opportunities it gives to students can be disseminated to large streams of students, from Bachelor to Master’s programs with whom the lecturers/teachers/researchers can contact through teaching.

Note!
The pro bono projects can be presented as:

- A good option for completing the compulsory internship;
- A good starting point for creating a successful resume.

The general audience can be informed through several channels:

- **In person** – during lectures and seminars, meetings or information events.
- **Via Internet** – website of the university and website of the departments, university centers/ Student Council, etc.
- **Via Facebook and other social media** – you can create an event for the pro bono project, where you can publish regular updates with information about the NPOs projects, present the mentors, some organisational issues, etc. Photo and video content from the meeting could also be shared on it.

Note!
If pro bono is not a very familiar experience outside the law profession, you obviously need to organise more awareness events to share information about this practice (public lectures, participation in job forums, on-site visits at nonprofits, etc.). Other ways to raise awareness can be to include the engagement in pro bono activities as a legitimate form of the compulsory internship or as part of the seminars in different courses in the university.

3.2. TARGETED COMMUNICATION WITH POTENTIAL PARTICIPANTS

The targeted communication with the potential student volunteers can be done via the following channels:

- E-mails to all the students (optional, if you have a database or e-mail lists). Official email addresses, generated for every university student and group of students. Those addresses can be used to get an individual contact with the students in different specialties, years of study or specific field of education.
- Meeting Clubs/Student Associations in the university – you can initiate a special meeting with members of the different clubs. This is a great chance to meet with already active volunteers from the university and present them your pro bono project and its main goals.
- E-mails to other stakeholders – different nonprofits, students' associations, etc. (as part of the ongoing intent to diversify the participants).

Tips:
- Include people with fewer opportunities by contacting NPOs that work on solving their issues and invite them to participate.
- Showcase testimonies of students who already have partook in pro bono projects. Their experience can be a very strong incentive for potential student-volunteers.

Note!
Provide enough time for a long information campaign, a strong presence on social media and the use of various channels! This will give you the peace of mind that you will reach a large number of students and the response rate will not be very low!

3.3. OTHER METHODS FOR RECRUITING VOLUNTEERS

There are a lot of ways to advertise for volunteers. These include:

- word of mouth referrals;
- leaflets and other media;
- using Volunteer Centre databases / University Career center/ Student Council;
- organising or speaking at events during Volunteers' Week / Student's forums and conferences, events and seminars;
- university press and radio ads, podcasts, etc.;
- online – on your own website and via volunteer recruitment websites.

Note!
It is very important to include the contact information in your advertisement – it can be a phone number or an email address so that potential volunteers can get in touch easily.

Remember that both everyday experience and well-documented research suggest that **the best way to recruit a potential volunteer is to establish personal contact**. Ideally the contact should be:

- Face-to-face (a phone call is second best with a personal letter falling third);
- With someone the volunteer knows, likes, and respects.

3.4. YOUR MESSAGE TO POTENTIAL VOLUNTEERS

In your advertisement, the message should explain in reader-friendly language:

- what the project is and what cause or group of people it will benefit;
- the range of volunteer opportunities that exist;
- the difference a volunteer can make to the cause or the people who are supported;
- what the volunteer can gain from working with the organisation in this project;
- the deadline for application and when the project will project be;
- how to apply – what kind of documents must be submitted;
- contact information;
- how prospective volunteers can find out more;
- other information you find relevant.

Don't forget to be clear and keep it short!

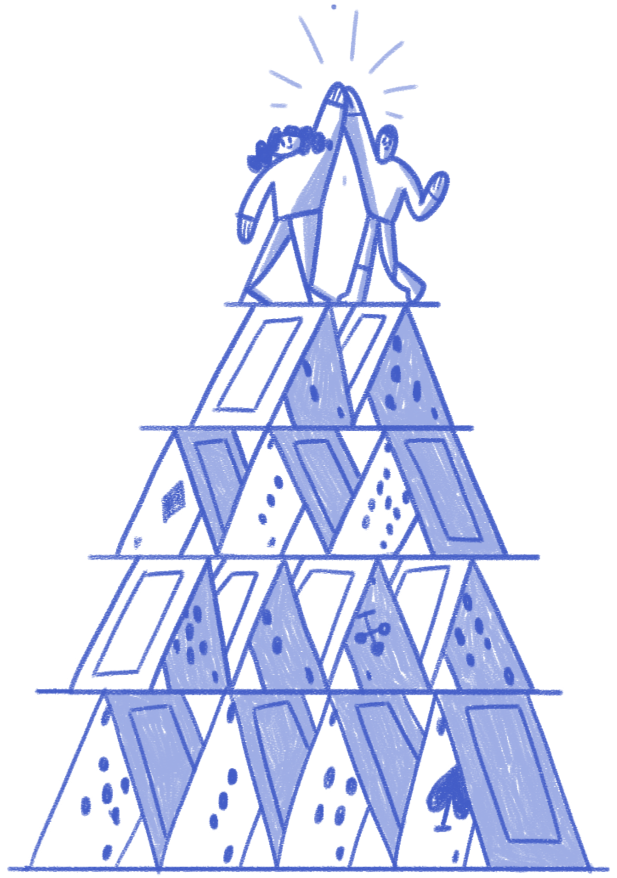
3.5. CREATE A CALL TO ACTION

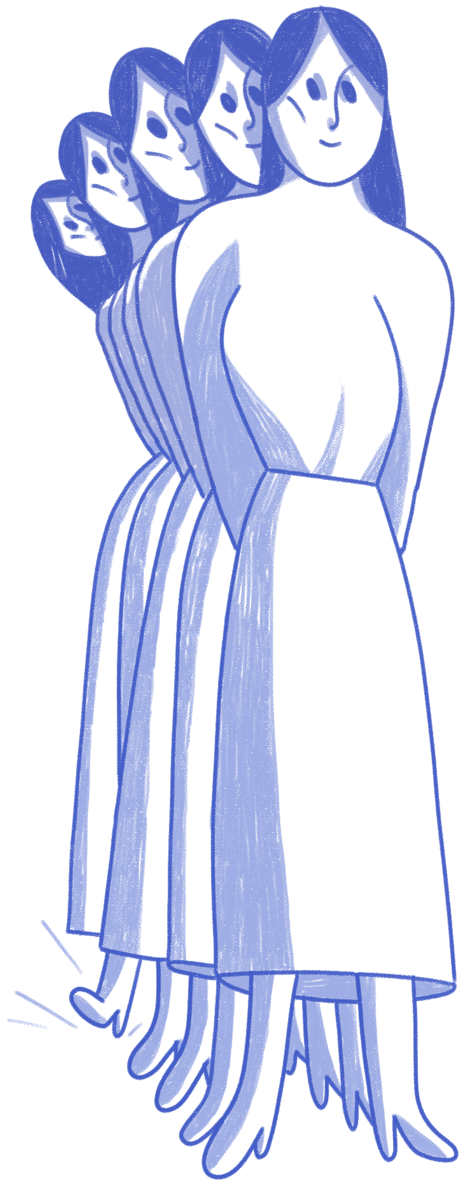
Whenever you pitch your project, you will want to include a call to action. This is what will drive your students to be proactive and invite other volunteers to register promptly to your pro bono project. Here are some call-to-action examples for your volunteer recruitment email and outreach efforts:

Volunteer Call to Action Examples
- Help us do more for our community. Volunteer today!
- Are you ready for pro bono? Apply now!
- We work for the organisation with causes. Come with us!
- Be a generator of new ideas for an organization with cause! Be Pro Bono!
- We hear you're pretty amazing. Why not volunteer? Register here!

Don't forget to follow each call to action with a link to your pro bono meeting / kick-off session, so you can lead your volunteers directly to your opportunities pages.

Your message must be attractive and include all needed information.





3.6. PERSISTENCE, DETERMINATION AND PATIENCE WHEN RECRUITING VOLUNTEERS

Don't panic if you are just starting out and the recruitment of volunteers appears to be taking a lot of time and effort. It will be worth it. Passionate advocacy may not always attract the volunteers that are so badly needed – but persistence and creativity will eventually pay off.

The level of volunteering depends on factors such as the economic and political situation, the stage of development of the civil society and its image, the culture of volunteering, the traditions and its understanding.

- If volunteering is ingrained in your country – so it is not a new idea. It may be easier to attract participants by reaching out to already active volunteers rather than finding someone who has not previously volunteered.
- If volunteering is something new for your country – spend enough time to disseminate information, explanations and motivational speeches to attract students, incl. as a part of their educational programme.

Online methods of recruitment can be especially attractive to younger people.

Note!
In terms of finding the "correct" students, the task can be completed mainly **by personal communication** and by the contact established with the volunteering clubs in the university

4. SETTING CRITERIA FOR SELECTION

There is a preliminary set of criteria based on which the candidates would be approved or rejected. It can be seen in the table 6.1.

Table 6.1. Selection criteria

Criterion	Max Points
Motivation (5 reasons why)	5
Volunteering experience	2
Student in the 3rd of 4 years of study	1
Subject experience (social media/communication/finance/low...)	1
Command of english/foreign language	1
Total	**10**

As it can be seen in the table, self-motivation is considered the most important factor. The candidates are expected to choose five reasons to participate, so one point for every reasonable / interesting / fresh motive can be given.

The second important factor is past volunteering experience. The aim is to attract responsible people who are inclined to volunteer.

Finally, there is a set of equally crucial factors related to the nature of the pro bono project, stressing the importance of recruiting students who have some knowledge, skills and expertise on the topic.

Designing a simple **form for applicants** will help make sure the recruitment of volunteers is taking account of equal opportunities and diversity policy. Where appropriate, ensure different languages or inclusive images are used. Search for ways to attract participants with hearing, visual or other disabilities by using appropriate communication tools and channels.

Regardless of the mode of communication, all candidates are expected to send an email with:

- Three or five reasons why they would like to participate in the project or a short cover letter.
- A short CV.

Be ready to have an informal chat (face-to-face, phone, via social media or via email).

Be ready to see some of your short-list candidates NOT attend the kick-off event or the meeting (at the last moment)!

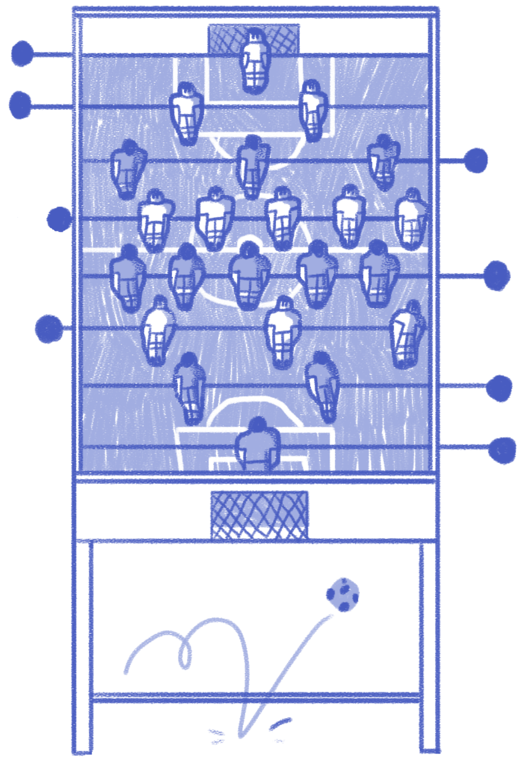
5. VOLUNTEER INTERVIEWS

Interviews should not be overly formal – people are offering their time, not seeking paid employment. The great temptation in interviewing is for the interviewer to talk too much about the pro bono mission and not leave time for the potential volunteer to talk about themselves or ask questions.

A simple '**person specification**' can be a useful template for the interview – knowledge (what they know); skills (what they can do); experience (what have they done) and attitudes (way of thinking and acting) – essential and desirable for every category. A second is an exploration of why the applicant wants to volunteer. Motivations might include:

- A belief in the nonprofit cause;
- Wanting to use skills and give something back;
- Trying out or learning new skills;
- (If the person is older or unemployed) to keep active;
- Gaining experience in a field of activity they want to enter;
- Social contact and meeting people (networking).

Exploring these points in an interview and keeping a record of the answers is good practice for doing interviews. Make sure the volunteer role or roles are well understood and allow time for the applicant to raise any questions or concerns. Doing this will help to bring the interview to an end. It's also important to keep all communication channels open and be ready to deal with additional questions and requirements.



Interviewing volunteer candidates gives you an important opportunity to make sure they will be a good fit with the pro bono mission. You can also share information about nonprofits and volunteering needs so the applicants can make an informed decision about whether this experience will be a good match for them.

We review **five essential questions** to ask during interviews to help you find talented and dedicated volunteers for your project:

1. Can you tell me about your volunteer experience?
2. Why would you like to be a volunteer in this pro bono project?
3. Why do you think this volunteer opportunity is a good match for you?
4. How much time would you like to volunteer?
5. What did you do when you weren't able to get everything done on your to-do list?

6. REFUSING VOLUNTEERS

Having completed all the stages of recruitment, you may decide that a candidate is not suitable to be a volunteer in the pro bono project. In this case, it is important to tell this person the reasons why you did not choose him/her. Conversely, an applicant may decide after all that he/she does not want to volunteer for the proposed pro bono project. In that case, you might want to ask him/her why. This insight may prove helpful for future recruitment.

7. BRIEFING VOLUNTEERS ON THEIR ROLES

A **short briefing** for the selected candidates could be conducted one week before the pro bono meeting. It can be organised via email: first, the exact date and time; second, informing the students and then confirmation. The actual briefing (no matter on-line or off-line) can last about an hour. You can prepare a short agenda as follows:

1. *Meet and greet* – As long as the students are from different programs and even different universities, they can be invited to introduce themselves briefly.
2. *Presenting the pro bono project* – The participants can be informed on the project as a whole, on the roles of the partners, and on the main stages/tasks, the type of pilot – short-term, mid-term, long-term.
3. *The nonprofit* –You can present the selected NPOs in brief: their causes and their main problems.
4. *The mentors (business and academic)* – You can also introduce the professional volunteers (corporate volunteers) and the academic mentors.
5. *Expectations towards the participants* – It can be an open discussion or a game-based exercise.
6. *Questions and clarifications*

Don't forget! You have to prepare an indicative agenda for the first meeting.

Preliminary work before the pro bono meeting:

1. Teams – divide students into 3-4 teams.
2. NPOs project assignment – give clear instructions and a pack of documents and materials with full information on the nonprofit.
3. The mentors should take their time and explain to the students the specifics of the consulting process, the ethics of advising the beneficiary NPOs, and some details on organising and performing team-work.
4. Specific tasks prior the pro bono meeting:
   - To read the diagnosis thoroughly;
   - To make additional research on the NPO;
   - To review their current online presence and communication strategy;
   - To research best practices from other NPO.
5. The expected deliverables of the pro bono project – a presentation/ a portfolio/ an image or logo/ an article/ a report etc.
6. Logistical information (place, time, transportation, organisational issues) and contact information.

9. CORPORATE VOLUNTEERS

It is a good idea to prepare a presentation and send it out to several companies, so that you can attract their employees as mentors. Some of the organisations have developed programs for volunteer work for their employees or have themselves conducted volunteer projects.

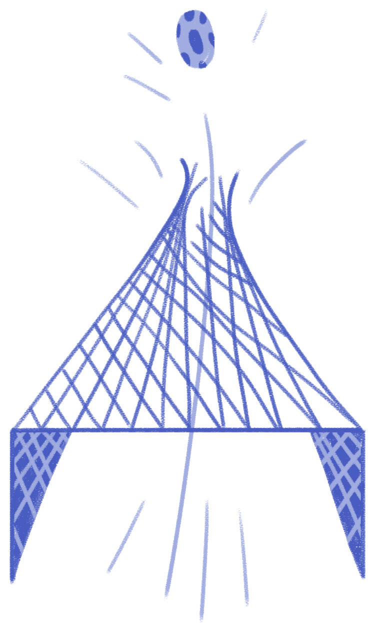
Consider approaching 10 large companies with good CSR practices where you can conduct individual meetings with a short list, e.g., three of them. You need to be prepared with a list of additional organisations that can be appropriate in case of impossibility to include some of the selected companies.

Another way is to invite mentors personally. In any case, the mentors have to be successful professionals with an appropriate set of skills and practice which tie in with your causes.

Note!
You can have a permanent call for corporate mentors and maintain a database, so you can invite them when you prepare a pro bono project.

After recruiting them for the project, it is important to provide them with details about the diagnosis session, the pilot's agenda, date, time, location and extensive information about the already selected nonprofit. Make clear the expectations in regards to their role as mentors to the students – the need to act as motivators, guides, teachers, presenters of new skills, etc.

In terms of attracting corporate volunteers, the hours they are supposed to be involved are crucial – most companies don't want their employees to spend the entire day doing pro bono work. Think how to distribute the work (especially for the long-term pilot) and if it is possible (depending on tasks) corporate volunteers can consult via on-line platform, calls or emails.



SELF-CHECK QUESTIONS

1. How can you identify the people who will carry out the recruitment?
2. What different channels can you use to inform the potential group of students?
3. What are the characteristics of a powerful message that will attract and motivate the participants?
4. What criteria would you use in the recruitment process?
5. What is the role of briefing the volunteers?

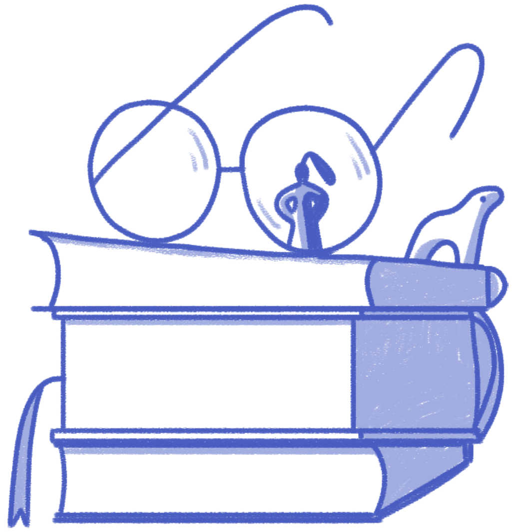
CHAPTER 7: PRO BONO MEETING

AFTER READING THIS CHAPTER YOU WILL KNOW:

- Who can facilitate the actual execution of a pro bono project – the pro bono meeting;
- What to think before the day of the pro bono meeting;
- How to prepare the facilitation;
- How to animate the pro bono meeting(s).

Facilitation is an important element since it is necessary to obtain constructive exchanges for a successful pro bono project. Volunteers must have a pleasant time in order to make them want to repeat the experience, but it is also necessary to meet the needs of the nonprofit being supported.

The Facilitator is the person(s) who will steer the actual project meeting (the day when the whole team comes together to respond to the NPO's needs). Responsible people are needed to facilitate exchanges between the volunteers but also to frame them so that they do not go off topic.



The facilitation is prepared before the pro bono event. The facilitator(s) can be one of the mentors, a student or a person who has organised the project (a staff member from the school, a pro bono intermediary, etc.). It can also be a small team of people. However, care must be taken to ensure that the facilitator(s) has a minimum level of expertise in order to best support the nonprofit. This is why a student alone may not be the most suitable person to lead a relevant facilitation and who can handle unforeseen situations. A work plan can change on the day of the pro bono meeting depending on the topics discussed. However, it is still worthwhile for a student to develop his or her facilitation skills, which is why we recommend a two-person facilitation: the student can be in facilitation with a mentor or a member who participated in the organisation of the pro bono project

OBSERVATIONS IN THE BEESE PROJECT

In Hungary, the intermediary gave instructions and checked the students from time to time but did not facilitate the entire process as that was an expectation towards the students. This created mixed outcomes. For some students it was hard to keep up with the project timing. This came up as an issue at the mid and long term projects. A strong facilitation is an essential element of the project. Students have to receive high level preparation on consulting methodologies and techniques as most of them have not got much relevant experience in that.

In Spain, it was the intermediary who facilitated the pro bono meetings. In the long-term project, they also had one mentor volunteer that facilitated several workshops and took the lead.

In Bulgaria, they find it hard sometimes to coordinate between professors, students and corporate mentors: adjusting working schedules, etc. For them, the students are not yet prepared to take the leading role. The pro bono meetings were led by the mentors with a little bit of the help of the intermediary. Recruiting mentors shouldn't always start from scratch. Creating a mentors' club is one possible solution.

In Portugal, the pro bono meetings were led by the mentors with close monitoring and help from the university team. In long and short-term pilots, they also had a student team leader who facilitated communication between peers. The biggest difficulty encountered was the management of agendas. Articulation between professors, corporate mentors and students has not always been easy.

Finally, in France, the meetings were co-facilitated by a student and the intermediary. The template of the facilitation was done by the two of them who had to exchange one or two weeks before the meeting. On the day of the event they both presented the workshops and took notes. The students must be supervised by a person who is used to being reassured and to help them in case of difficulties (if a pro bono event changes or drifts, someone must be able to find a relevant workshop at the time).

1. WHAT TO CONSIDER BEFORE THE MEETING?

Before the meeting, the facilitator(s) must prepare logistics: book a room, the meal etc. (see tool G: Checklist for Planning the Pro Bono meeting).

He/she/they also can prepare a template with different exercises to do with the participants. The facilitator(s) is/are in charge of the success of the event. He/she/they have to meet the identified need in the mission brief. We call Exercise a thing to do with the volunteers, it is the sum total of these exercises that will outline the deliverables.

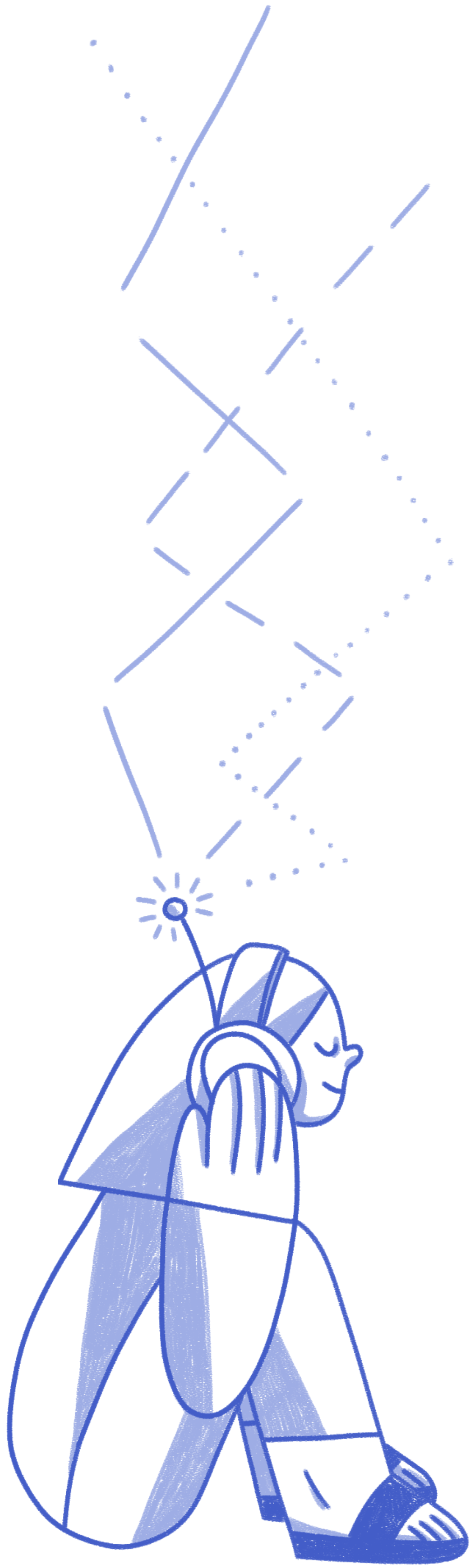
To prepare a template, the facilitator(s) will have to take over the mission brief and, depending on the objectives set and the work plan, will propose different exercises for collective or small group breakout sessions. If the facilitator(s) and the person who crated the diagnosis are not the same, a briefing should be arranged between them so that there is no breakdown in communication between the participants.

1.1. HOW TO PREPARE THE PRO BONO MEETING AND TO DIVIDE THE TASKS IF THERE ARE SEVERAL FACILITATORS?

We recommend that there should be no more than two facilitators to maximise the session. If a student is interested in doing this, she/he ought to be encouraged! However, she or he will need to be accompanied by a mentor or experienced individual to make sure that it runs smoothly.

The facilitators must then discuss and agree on the different exercises they would like to propose. Depending on the exercises, it will be necessary to propose a way to do it (all together, in small groups, on paper, digitally?) and a support to note down the recommendations/exchanges.

Once they have agreed, the student can create the support/template if she/he wishes. The mentor will then have to check whether this seems correct before sending it to the non-profit for validation of what will be done.



You can also send an email with documents that may be useful for the volunteers to prepare the pro bono meeting: the diagnosis to understand the NPO, the mission brief and other documents that the nonprofit was able to provide you (if it is a communication pro bono project send communication materials, if it is a pro bono project on finance send their balance sheet for example).

1.2 WHAT TO CONSIDER ABOUT LOGISTICS?

Logistically, it is necessary to agree on who takes care of finding the room, and if necessary, who takes care of the catering. It can be someone from the organising staff, it can be the student who accompanies the school staff to see what is possible to do, it can be one of the mentors or their company who can book a meeting room for example.

Once the date is set, the room is reserved and a solution has been found for the catering, communicate with your volunteers and nonprofit representatives. They need to be aware of the date, time, and location so that they can organise themselves accordingly. You can inform them of the catering arrangements in case of any dietary requirements.

Logistics is crucial for good organisation and implementation of pro bono projects. Keep in mind that the small details can make a wonderful event or can give a negative impression to participants. Think about:

- What size room is needed?
- How much time is needed to set-up?
- Should a rain date/location be reserved?
- Are multiple spaces needed?

1.3. WHAT KIND OF FACILITATION AND DESIGN THINKING TECHNIQUES CAN WE PUT IN PLACE FOR A PRO BONO PROJECT?

There are many resources, particularly on the internet, such as here: https://www.sessionlab.com/library, here: https://www.designkit.org/ and here: https://www.ksl-training.co.uk/free-resources/facilitation-techniques/group-facilitation-techniques-and-methods/
To help you, we summarise some of them here as well.

Ice-Breaking

To start a pro bono meeting, it is advisable to organise an ice-break session so that the whole team can get to know each other and feel comfortable sharing ideas during their time at the event.

Here are a few examples:

- You can choose to pair participants up. They have 10 minutes to introduce themselves to each other and then in front of everyone, each one introduces the partner with whom they were paired.
- Always in pairs, you can suggest that they find as many common points as possible which they will then have to feed back in front of the rest of the team (which can lead to funny situations, the same colour sock for example). The pair with the most common points wins (you can offer chocolate rewards to the winners to motivate them).
- You can also find an ice-breaker related to the object of the nonprofit you will help. If it is a child-related NPO, you can launch the presentations and ask them to each tell an anecdote from their childhood.
- Last idea, before starting the presentation, each person will have to tell three facts about themselves, two truths and a lie. The rest of the team will then have to vote which of the three facts they think is the lie and which the truth.

World Café

If you have a large group, for any type of pro bono project (for mid or long term event)

The world café is a facilitation technique that aims to reproduce the atmosphere of a café by dividing a large group into subgroups, seated around different tables; this technique makes it possible to have several focus groups at the same time. Each table will have a question to answer or a topic to reflect on. There will be one host per table, who will be the person in charge of noting down and feedback to the larger group.

After 20-30 minutes the groups can rotate to consider another topic. Only the host remains at the same table to explain to the new group the proposals of the previous group (this avoids repetition and enriches the existing base).

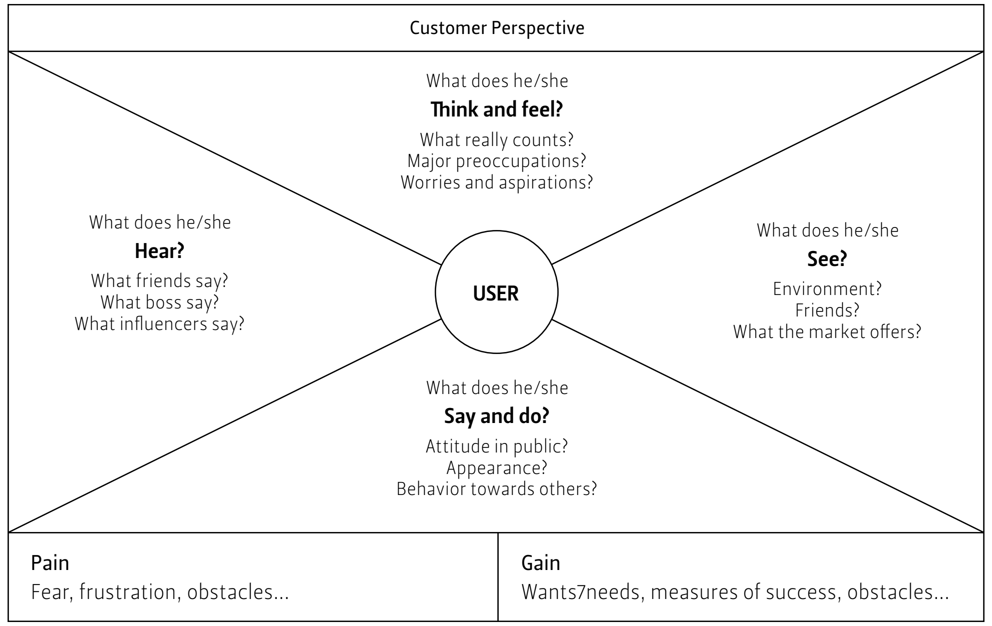
Once all the groups have gone around the tables and the different topics, it is advisable to organise a restitution so that everyone can see what has been produced. The host of each table will then be able to present the proposals made by all the groups.

The Empathy Map

Communication/Marketing pro bono project (for mid or long term event)

The Empathy Map is a simple visual tool that provides information about a user's behaviour and attitudes. It is a useful collaborative tool to help teams get to know their users better. Empathy mapping is a workshop that can be done with and for communication, marketing and sales, product development or creative teams to create empathy with users.

Figure 7.1. The Empathy Map

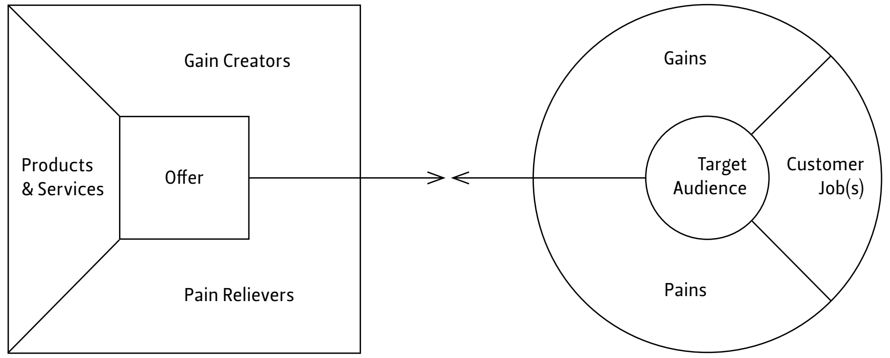


Value proposition canvas

Creation/improvement of an offer or Sales/Marketing pro bono project (mid or long term pro bono event)

The value proposition canvas helps to understand whether an offer meets the needs of the target audience. This method is used to define the value proposition. To do this, it is necessary to focus on the target audience, its problem and therefore its need, and the response provided.

Figure 7.2. The Value Proposition Canvas



Business model canvas

Economic model of the organisation or an offer (mid or long term pro bono event)

The business model canvas makes it possible to represent the economic model of the structure in order to think about how to improve it or make it viable. It is also a way to have an offer that works and is financially sustainable.

This matrix allows you to ask the right questions in order to have a relevant business model.

Figure 7.3. The Business Model Canvas

KEY PARTNERS
Who are our Key Partners?
Who are our Key Suppliers?
Which Key Resources are we acquairing from partners?
Which Key Activities do partners perform?

Motivations for partnerships
Optimization and economy
Reduction of risk and uncertainty
Acquisition of particular resources and activities

KEY ACTIVITIES
What Key Activities do our Value Propositions require?
Our Distribution Channels?
Customer Relationships?
Revenue streams?

Categories
Production
Problem Solving
Platform/Network

KEY RESOURCES
What Key Resources do our Value Propositions require?
Our Distribution Channels?
Customer Relationships?
Revenue streams?

Types of Resources
Physical
Intellectual (brand patents, copyrights, data)
Human
Financial

VALUE PROPOSITIONS
What value do we deliver to the customer?
Which one of our customer's problems are we helping to solve?
What bundles of products and services are we offering to each Customer Segment?
Which customer needs are we satisfying?

Characteristics
Newness
Performance
Customization
"Getting the Job Done"
Design
Brand/Status
Price
Cost Reduction
Risk Reduction
Accessibility
Convenience/Usability

CUSTOMER RELATIONSHIPS
What type of relationship does each of our Customer Segments expect us to establish and maintain with them?
Which ones have we established?
How are they integrated with the rest of our business model?
How costly are they?

Examples
Personal assistance
Dedicated Personal Assistance
Self-Service
Automated Services
Communities
Co-creation

CHANNELS
Through which Channels do our Customer Segments want to be reached?
How are we reaching them now?
How are our Channels integrated?
Which ones work best?
Which ones are most cost-eficient?
How are we integrating them with customer routines?

Channel Phases
1. Awareness
How do we raise awareness about our company's products and services?
2. Evaluation
How do we help customers evaluate our organization's Value Proposition?
3. Purchase
How do we allow customers to purchase specific products and services?
4. Delivery
How do we deliver a Value Proposition to customers?
5. After sales
How do we provide post-purchase customer support?

CUSTOMER SEGMENTS
For whom are we creating value?
Who are our most important customers?

Mass Market
Niche Market
Segmented
Diversified
Multi-sided Platform

COST STRUCTURE
What are the most important costs inherent in our business model?
Which Key Resources are most expensive?
Which Key Activities are most expensive?

Is Your Business More
Cost Driven (leanest cost structure, low price value proposition, maximum automation, extensive outsourcing)
Value Driven (focused on value creation, premium value proposition)

Sample Characteristics
Fixed Costs (salaries, rents, utilities)
variable costs
Economies of scale
Economies of scope

REVENUE STREAMS
For what value are our customers really willing to pay?
For what do they currently pay?
How are they currently paying?
How would they prefer to pay?
How much does each Revenue Stream contribute to overall revenues?

Types
Asset sale
Usage fee
Subscription Fees
Lending/Renting/Leasing
Licensing
Brokerage fees
Advertising

Fixed Pricing
List Price
Product feature dependent
Customer segment dependent
Volume dependent

Dynamic Pricing
Negotiation (bargaining)
Yield Management
Real-time-market

Brainstorming

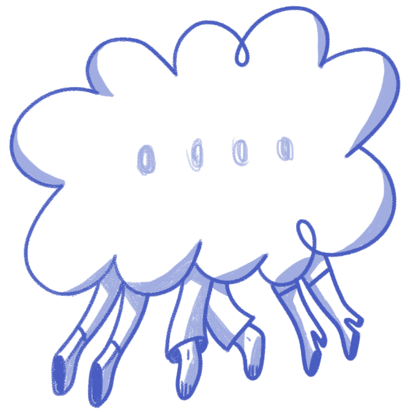
For any type of pro bono project (short / mid or long term event)

You can do mindmap sessions in collective or small groups.

You can set a question on the subject you want to think about. There are several ways to answer it, for example you can distribute post-it notes for the entire group. Each volunteer writes her or his ideas and pastes the post-it on a sheet of paper or a board. You will then be required to read to all the class with everyone forming groups of post-it notes if ideas are repeated.

You can also consider putting volunteers in small groups, each with an A3 sheet of paper or a board with boxes on the different sub-topics to think about. For example, for a marketing pro bono project, on the sheet of paper you can create a target box, a box on the stakes, on the communication channels, on the offer to be presented etc. Each group fills in its boxes and then one person per group reports back.

1.4. FACILITATION TIPS FOR VIRTUAL PRO BONO PROJECTS?



Platforms

If you organize the pro bono meeting online, you can use platforms such as Zoom, Teams, Google Meet or Discord. Find out about the features of these platforms which may require you to create accounts or which are only free for a limited time.

The larger the group, the more difficult it is to assign online. Some platforms like Zoom or Discord offer the facility to divide into several subgroups. This is useful if you want to have one part of the group work on one topic while the other focuses on another. It is also a good idea if you want to have two groups competing on the same topic.

You will also need to prepare exercises and work in advance so that the session(s) will be productive. Bear in mind that for online sessions we recommend short sessions as it is more difficult to keep the attention of your interlocutors.
For your facilitation support you can use an online document accessible to all your volunteers like Google slides.

Don't hesitate to set rules from the beginning: use video for more user-friendliness, raise your hand to speak (possibility on Zoom or Teams), ask questions in the chat if there are too many of them, one person to take notes on the document etc.

2. WHAT ABOUT FACILITATION SUPPORT?

2.1. HOW TO BUILD SUPPORT ACCORDING TO THE PROJECT AND THE WORK PLAN?

To build your support you have to take over the mission brief with the objectives you have set: *What is the need of the supported nonprofit? What does it need? What did you agree that you would produce for it?*

To achieve the objectives, ask yourself what steps need to be taken? What do you need to think about? You will then have to think of small successive exercises to build step-by-step the deliverables and meet the objectives.

For example, for a communication pro bono project you will need:

- To create an exercise to define the targets and their issues;
- An exercise to review existing communication materials and provide critical feedback;
- An exercise to write key messages by target;
- And an exercise to create new materials or review existing online materials.

You need to think at the same time about the facilitation for each exercise and vary the animation methods so that it is dynamic. Alternate between times all together and times in small groups if possible.

Once your support and activities are ready, it is best to send it to the nonprofit to explain what will be done during the meeting and get feedback. This will allow you to be sure that it suits them and avoid potential disappointment.

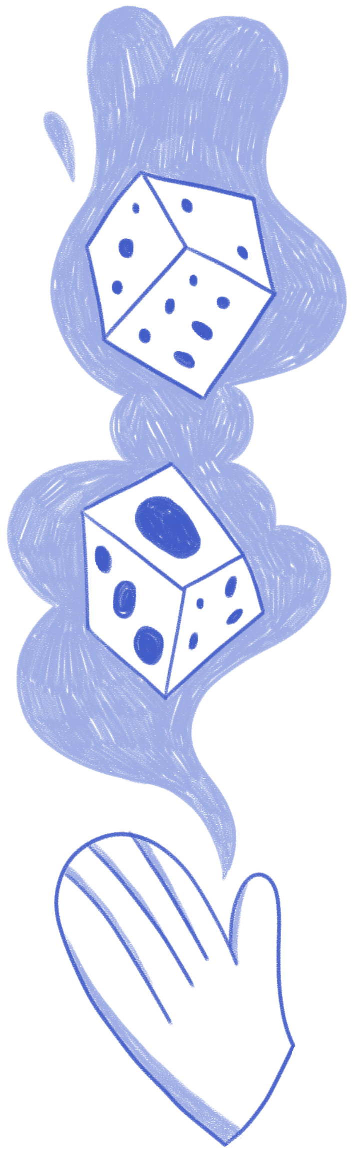
2.2. DIFFERENCES DUE TO THE DURATION OF THE PRO BONO PROJECT

Depending on whether you choose a short, mid or long term format, the preparation and facilitation will be different.

The key steps of the facilitation for a short-term pro bono project

For a short-term project, you will only have a few hours. Choose short exercises that go straight to the point. Think of something very concrete that you can easily do to achieve the objectives set.

- Reception - 30' (not counted in the given hours, it is more for a convivial moment for those who arrive earlier and the time for everyone to arrive)
- Introduction - 5'.
- Ice-Breaking - 20'.
- Presentation of the nonprofit, its issues and Q&A - 45'.
- Plenary brainstorming (you can try small group exercises but you may don't have enough time for the plenary feedback) 2/3h
- Think about the next steps for the nonprofit - 20'.
- Tour de table: What did you think of the event? + group photo - 20'.
- Conclusion and post-project informal exchanges with volunteers and/or the nonprofit



The key steps of the facilitation of a mid-term pro bono project

For a mid-term project, you have a little more time to brainstorm. The morning can be more of collecting ideas but the afternoon must be more concrete so that the nonprofit leaves with things that are easy to set up.

- Reception – 30' (not counted in the given hours, it is more for a convivial moment for those who arrive earlier and the time for everyone to arrive)
- Introduction – 5'.
- Ice-Breaking – 30'.
- Presentation of the nonprofit, its issues and Q&A – 1h.
- Plenary brainstorming and small group exercises with plenary feedback 4/5h
- Realisation of the action plan for the nonprofit – 45'.
- Tour de table: What did you think of the meeting? + group photo – 30'.
- Conclusion and post-project informal exchanges with volunteers and/or the nonprofit

The key steps of the facilitation of a long-term pro bono project

A long-term project leaves more time for mind mapping and making room for ideas. But the closer you get to concluding, the more precise you need to be. Don't hesitate to assign tasks for completion between sessions. The exercises proposed such as the business model canvas, for example, can be done by volunteers between sessions. They will then present their work during the sessions, which only lasts a few hours.

We recommend the first session to be in person and then, the others can be virtual. The proposed example is in three sessions but you can organise more.

1st session:

- Reception – 30' (not counted in the given hours, it is more for a convivial moment for those who arrive earlier and the time for everyone to arrive)
- Introduction – 5'.
- Ice-Breaking – 30'.
- Presentation of the nonprofit, its issues Q&A – 1h.
- You can propose a brainstorming exercise if you have time – 1h
- Distribution of tasks – 30'

Tasks given to volunteers between sessions

2nd session:

- Each volunteer presents the work he/she has done and the nonprofit and the other volunteers give their opinions – 1h (can be more)
- You can propose an exercise if you have time – 1h (can be more)
- Distribution of tasks – 30'

Tasks given to volunteers between sessions

3rd session:

- Each volunteer presents the work he/she has done and the nonprofit and the other volunteers give their opinions – 1h (can be more)
- You can propose an exercise if you have time – 1h (can be more)
- Realization of the action plan for the nonprofit if needed – 30'.
- Tour de table: What did you think of the project? + group photo – 30'.
- Conclusion and post-mission informal exchanges with volunteers and/or the nonprofit

2.3. HOW TO SET RULES?

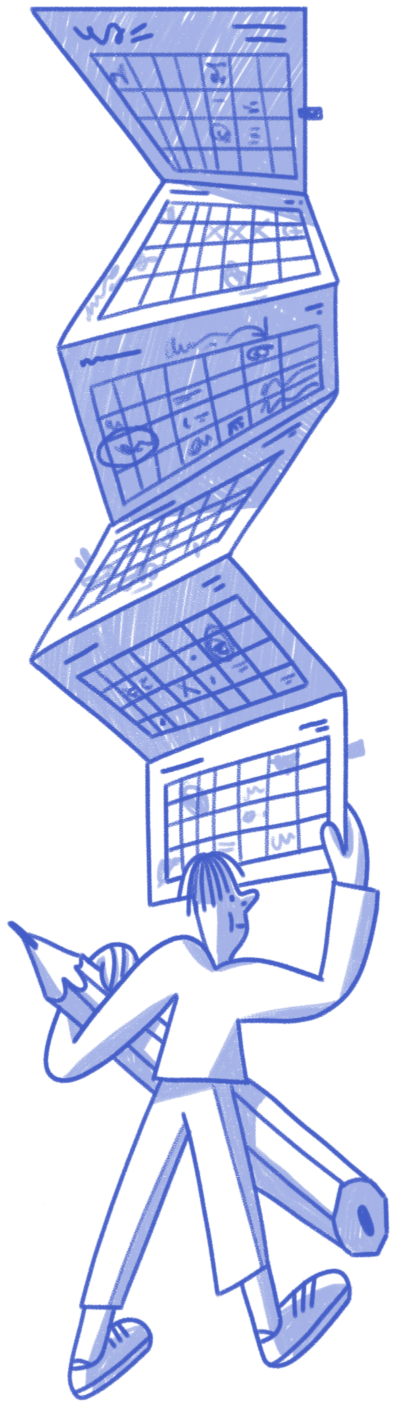
It is important to set rules for volunteers so that they understand what is at stake and take the program seriously. You need to inform them about the importance of this pro bono project for the nonprofit organisation and what they are committing themselves to by participating. You need to inform them about the duration of their commitment and the objectives to be achieved. They must also be given caring support. We have not established any particular common rules to pass on to the volunteers of the BEESE project, but with further experience, we can offer you a tool. Some intermediaries set up charters of commitment that volunteers must sign at the beginning of the pro bono project. You will find in the toolbox a volunteer charter (Tool H) used by Pro Bono Lab that you can take back and adapt.

3. WHAT TO THINK ABOUT DURING THE MEETING?

3.1 WHAT IS THE ROLE OF THE FACILITATOR(S)?

The facilitator(s) is a key element in the success of a pro bono project. He/she/they is/are also the guarantor(s) of the deliverables. To execute the project successfully, the facilitator(s) must have the correct mindset and be alert to the behaviour of the participants throughout the project. The main responsibilities are to:

- Propose a methodology to deal with the identified issue;
- Facilitate exchanges between the different participants (vocabulary/jargon, rephrasing...) in order to allow everyone to reach the same level of understanding;
- Energise the day, to encourage the involvement of volunteers and promote their concentration:
    - Facilitate imaginative workshops of collective intelligence,
    - Encourage travel / movement,
    - Plan breaks to be adapted according to needs (participants feeling tired, hungry or not fully engaged in the process).
- Ensure that the decisions match the needs / realities of the NGO's ambit;
- Make every effort to ensure that the initial objectives are met, and that the volunteers produce the most qualitative and complete deliverable possible.



The facilitator(s) need(s) to pay attention to:

- Encourage all volunteers to express themselves (distribute the floor): the aim is to create a framework for constructive criticism;
- Reframe exchanges if they become irrelevant;
- Ensure the regular formalisation of deliverables (ideally digitally);

Timing: If time is short, the facilitator(s) can/must adapt his/her/they work plan, change the format of a workshop (e.g., plenary rather than sub-group).

Some good practices:

- Let the volunteers propose their methodology and learn how to deviate from the plan if necessary;
- Recall the objectives of the day, those of each step and the deliverables to be produced throughout the meeting;
- For each exercise, clearly state the dedicated timing and explain the tool/template to be used;
- Take advantage of break time or small group work to prepare the next steps;

Search for new management models or techniques, constantly learn so you can lead well.

If the facilitation is done as a joint effort between a mentor and a student or between a member of the organising staff and a student, remember to assign the roles well to complement each participant's skillset. The student can try to lead the session to increase his/her skills; the mentor or most experienced person should be there to support. Do not hesitate to intervene if the student is not fully confident in explanations or keeping the focus of the group on track.. The mentor is also there to share his or her experience; you should leave room for the student but intervene only when necessary.

3.2 WHAT IS THE ROLE OF THE STUDENT VOLUNTEERS?

Although the facilitator(s) is/are the guarantor(s) of the deliverable, the student volunteers are responsible for its quality. The facilitator(s) can assign different roles to the participants to involve them in the facilitation and make them more involved in the success of the day. There may be:

- A timekeeper who will be responsible for monitoring the time for each activity;
- A person responsible for feedback after each exercise to synthesize important information;
- A person in charge of taking notes and typing those and sending them to the non-profit by the facilitator(s) after the mission;

3.3 WHAT IS THE ROLE OF THE NONPROFIT REPRESENTATIVES?

We advise that only two, or even a maximum of three, people from the nonprofit be present in order to facilitate the to take notes while acknowledging all points of view. Above all, they should be able to answer the volunteers' questions and to present the feedback related to the issue (have they already set this up? What worked and what didn't?). It is important for the NPO to be open-minded with regards to the volunteers' recommendations while at the same time specifying the constraints it faces.

4. WHAT DO YOU HAVE TO DO AFTER THE MEETING?

The deliverable is rarely finalised at the end of the pro bono meeting(s). It is the facilitator's role to organise the ideas that have been generated throughout the meeting(s) and to clarify the deliverable so that it is concise, understandable and easily understood for example, by someone who has not participated in the project. We advise to forward this deliverable (maximum a week after the end of the pro bono project) to the nonprofit and to the volunteers in a thank-you email. This email is also an opportunity to send a satisfaction questionnaire to all participants.

Check-List for Facilitators

Before	• Book a room. • Take care of the meal and/or drinks. • Send an email to your volunteers and to the representatives of the NPO with all the information: day, hours, location, contact person (s), documents useful for the mission etc. • Prepare the facilitation support and the timed sequence of exercises. • Provide the facilitation support and the timed sequence of exercises. • Provide USB key so that your volunteers can fill out the support on another computer if necessary. • Take the facilitation tools: post-it notes, markers, asso pads, etc.
During	At the beginning • Introductory pitch and Ice-Breaker. • Present the course of the day with break times. At the end • Draw up a short-, medium- and long-term action plan to encourage the implementation of the recommendations. • Conclusion pitch with next Steps. • Final tour de table ("What did you think of the pro bono event?") • Group photo.
After	• Verbatim and deliverables are clean and tidy. • Send email to volunteers and association representatives to thank them and send the deliverable. Add photos as attachments.

SELF-CHECK QUESTIONS

1. How can you identify the people who will carry out the recruitment?
2. What different channels can you use to inform the potential group of students?
3. What are the characteristics of a powerful message that will attract and motivate the participants?
4. What criteria would you use in the recruitment process?
5. What is the role of briefing the volunteers?

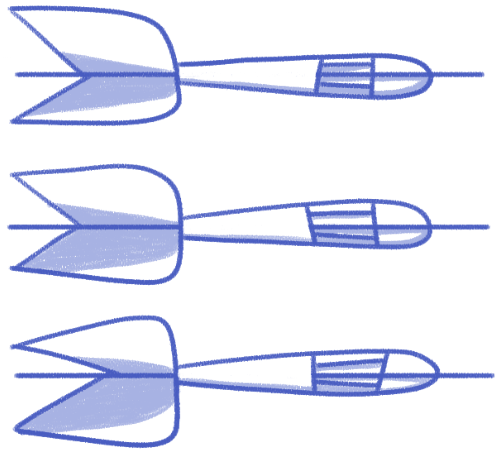
CHAPTER 8: ASSESSMENT & IMPACT

AFTER READING THIS CHAPTER YOU WILL KNOW:

- How to measure the inputs of your actions, and why?
- What would have happened without the pro bono project?
- What is impact assessment?
- Who should lead it?
- How to conduct it?
- Examples of what you can measure and with whom.

Social impact assessment refers to a process of understanding, measuring or valuing the effects, direct or indirect, negative or positive, expected or unexpected, generated by an organisation on its stakeholders. Since impact assessment is a joint-constructed venture, it requires agreement with partners from the outset.

Please note that there is a difference between evaluating the project and measuring its impact. **Evaluating** is having information about what was done and being able to report on what was produced, which is usually feasible in the short term. **Assessing the impact** of the project is having information about what it has done for your stakeholders, what it has changed for them, usually takes more time and can be done in the short/medium and/or long term.



1. WHY IS IT IMPORTANT TO ASSESS THE IMPACT OF PRO BONO PROJECTS?

Impact assessment has many effective uses. It is important to prioritise them to avoid the assessment becoming too complex and time-consuming.

- Here are the main interests in assessing the impact of pro bono projects:
- Ensuring ourselves that the actions we take have an impact;
- Identify areas for improvement to enhance impact;
- Convincing other internal interlocutors;
- Convincing other stakeholders, such as companies, to join the program;
- Motivate and retain committed volunteers.

It is difficult to know whether this particular project is successful or whether it is due to something else. The key participants will have difficulties to say what changes have been experienced as a result of the project and what changes are due to other actions: this is subjective. In order to have relevant results, you will have to have a good methodology and make sure to measure things as closely as possible to this project. You will have to ask pertinent, well-designed questions and not unduly influence the answers.

2. WHO IS INVOLVED IN THE IMPACT ASSESSMENT?

We have identified two key participants at the center of the pro bono project: the supported nonprofit organisation and the committed volunteers (students, academics and professionals). Then, we have identified several indirect actors/participants: company, university, beneficiaries of the NPO.

Keep in mind that nonprofits are the heart of a pro bono project. If one of the objectives is to enable students to engage, gain experience and use their skills, it is important to keep in mind that this effort must have a positive impact on NPOs.

The impact assessment must be carried out by the organisers, i.e. a person on the university staff and/or a person from a pro bono intermediary who could help you set up this pro bono project. You will need a reference person who will be responsible for coordinating the impact assessment and whose role will be to check that the data is collected, analysed and subsequently shared with stakeholders.
You will need to construct questionnaires and consider doing some interviews to get more qualitative data from the identified key participants.

3. WHAT ARE THE INDICATORS TO BE MEASURED?

We have identified five types of impact that can then be broken down into different indicators:

1. Satisfaction of participants

- on the preparation of the pro bono project (documents sent, telephone briefing, receipt of practical information);
- on the progress of the pro bono project (facilitation, achievement of objectives, format, teamwork and especially with different profiles).

2. Stimulate and develop commitment through skills sharing / pro bono

- Had the volunteers already signed up before this pro bono project? If so, had they already done pro bono work?
- Do the volunteers wish to repeat the experience?
- If so, in what format (same, shorter, longer)?
- Will the volunteers talk about this experience to those around them (their family, colleagues, manager)?

3. Decompartmentalization / Building bridges

- Did the volunteers learn about the social world, and more broadly on the Social and Solidarity Economy?
- Does the nonprofit think that this pro bono project has enabled it to forge new partnerships (new volunteers, with the company, with the university)?
- Did the volunteers, especially students, develop their professional network thanks to this pro bono project?

4. Development of the nonprofit organisation

- Will it have a positive and lasting impact?
- Do the deliverables produced meet the NPO's expectations?
- A few months later, has the NPO been able to implement the recommendations? If not, what difficulties were encountered?

5. Development of skills

Beyond hard-skills, soft-skills are very important during a pro bono project. We have identified several of them and in the questionnaire we ask volunteers if they think they have exercised or developed their skills like:

- Ability to analyse and synthesize, creativity, listening and caring, sense of initiative, sense of organization, facilitate a collective intelligence workshop.

We are particularly attentive to the impact of these pro bono projects on the students in terms of skills development, openness to their professional orientation and the continuation of their commitment. The goal is to give them experience, confidence, practise their skills, network and learn what they can. Assess this to adapt your actions if you think this necessary.

4. WHO WILL USE THE IMPACT ASSESSMENT?

If you work with partner companies, it may be interesting to send them an assessment of this impact measurement. What did it do for their employees who were mentors? What did it do for the students they mentored? What did it bring to the NPO they support? Providing them with these results will also allow them to have pertinent information about the program and to re-engage.

The impact assessment will mainly benefit the organisers of the pro bono project, i.e. the university and/or the intermediary. This assessment will be used to improve the project based on the results. It will also serve to communicate internally and externally on the impact on the different stakeholders. This communication can be a starting point for the dissemination of the project and therefore encourage more people to engage in the process. If the results are positive and engaging, it can help to create new partnerships and potentially multiply the impact.

5. WHICH METHODOLOGY IS ADOPTED?

5.1 WHEN?

The impact of the pro bono project is subjective for the volunteers and the nonprofit organisation. This is why we advise to set up an evaluation in two periods: short term (right after the meeting or a week after when you have sent the deliverables) and medium term (a few months after the pro bono project). You will have their feedback right after the pro bono meeting and their feedback on what they did afterwards. Their feedback will benefit your understanding from their opinion of the pro bono project and how they have potentially benefited from it.

We send a questionnaire to all participants either the same day or up to a week after the pro bono meeting in order to measure their degree of satisfaction and identify the first impacts of the pro bono project. We have a special nonprofits' questionnaire and a voluntary questionnaire.

However, the impact assessment for a pro bono project is all the more relevant a few months after. For the BEESE project we have not carried out a mid-term evaluation. Nevertheless, some pro bono intermediaries see the advantages of carrying out an evaluation several months after the project with the NPO and volunteers. For example, the French pro bono intermediary contacts the NPOs they support for a phone exchange four month after a pro bono project. During this call, they take up the deliverable and assess several elements. First, check whether the recommendations made by the volunteers have been implemented or not, - if the pro bono project brought about some changes, - whether the NPO has encountered difficulties in implementing the deliverable and if some volunteers made connections thanks to the project (ie volunteers who have went on volunteering or a company that has decided to support the project).

Following this exchange, the intermediary sends a summary to the volunteers, first of all to keep them informed of the impact of their commitment and thus build their loyalty, to offer them the opportunity to share again their skills if some of the needs of the NPO remain unanswered. It is also a way to send to the volunteer another questionnaire to assess the project's mid-term impact. This rather short questionnaire makes it possible to know if they have continued volunteering, if they have talked about this pro bono project around them and if it has had an impact on the development of their professional network and including their professional insertion for the students.

OBSERVATIONS IN THE BEESE PROJECT:

Obtaining answers to the questionnaires was not always easy, especially in the case of students, which required a lot of insistence on our part. It seems to us that the most effective thing is to have them filled out right after each pro bono meeting or before the certificates are delivered. In Spain, they only gave the students the certificate when they filled in the questionnaire, so the number was very high.

5.2 HOW?

To construct these questionnaires, you must first ask questions directly related to the pro bono project so that it is as objective as possible. Then ask questions that are indirectly, for example, about their commitment or changes in their lives.

The questions should be as neutral as possible and not influence the answer. Propose choices such as "neutral" "I don't know" so as not to force the answer. Propose closed-ended questions (yes, no, I don't know / totally agree, agree, neutral, disagree, strongly disagree) to get quantitative results: xx% of respondents think that...

Also propose some open-ended questions that will allow qualitative data to complement the quantitative data. You can conduct interviews or call back the NPO and some volunteers, which will also give you more qualitative data. Be careful, these data take longer to process than quantitative data.

To determine relevant indicators, think about hypotheses, for example, according to you pro bono projects:

- Allow students to develop their skills;
- Allow students to broaden their networks;
- Allow students and mentors to feel useful;
- Allow nonprofits to save time on some of the tasks;
- Enable nonprofits to benefit from skills they do not have in-house;
- Enabling nonprofits to expand their volunteer network as well.

Then construct questions to answer your hypotheses in order to validate or invalidate them.

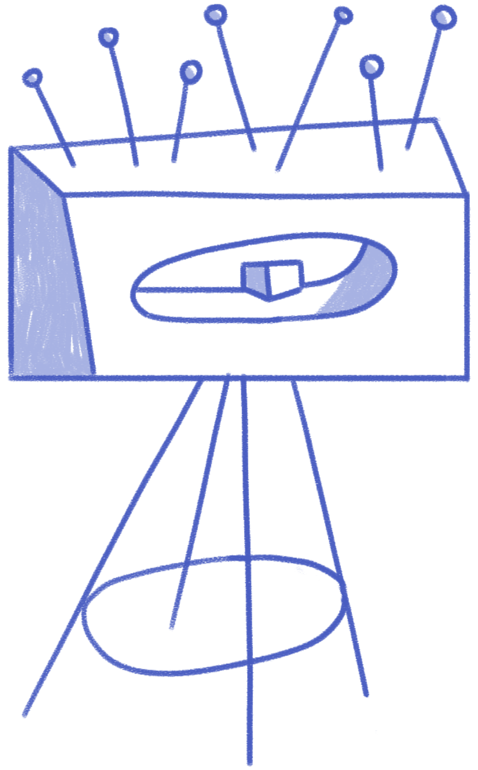
In the Toolbox (Tool I) you'll find some indicators that may help you, but we advise you to set your own indicators and not to copy the entire list. The idea is to answer your questions, to experiment in order to create a pro bono project that is specific to your reality and your culture. Think about what you want to know and what your stakeholders want to know (the university, funders, citizens, companies).

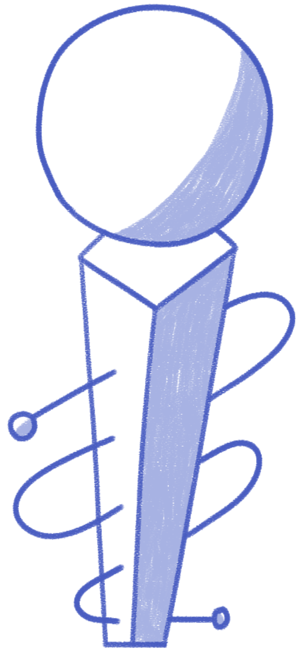
SELF-CHECK QUESTIONS

1. Identify who will lead the impact assessment.
2. Define who will be interviewed in this impact assessment (remember that NPOs are at the heart of the project and it is important to assess the impact on them in addition to students. Use an expert or consultant if necessary).
3. Define when the targets will be surveyed and create the questionnaires based on this.
4. Disseminate questionnaires in a timely manner and check that the response rate is satisfactory.
5. Analyse the results and format them for a report or a publication to be widely disseminated.

CHECKLIST

- Designate a person responsible for impact assessment;
- Designate the people who will be there for support;
- To hypothesize about what the pro bono project could bring to the different participants (in particular nonprofits and students);
- On the basis of these hypotheses, find the indicators to be put in place (find the questions to ask, how to find this or that information);
- Setting up the tools: on which tool the questionnaires will be carried out (an online tool, on paper);
- Decide whether qualitative interviews will be conducted;
- Decide when the questionnaires will be sent out (depends on your indicators, some may be short term and others medium or long term);
- Disseminate the questionnaires;
- Conduct interviews if you have decided to do so;
- Analyse the results;
- Format and publish the results to enhance the value of your pro bono project;
- Adapt your indicators if necessary (you can change them if certain results seem irrelevant to the analysis or if you want to measure new things).





CHAPTER 9: BUSINESS MODELS AND SUSTAINABILITY OF PRO BONO AT THE UNIVERSITY

AFTER READING THIS CHAPTER YOU WILL KNOW:

- What are the different options to implement a pro bono project and what are the resources needed;
- How to sustain a pro bono project in the university framework;
- How to sustain a pro bono project with the help of the corporate sector;
- How to sustain a pro bono project with the help of pro bono intermediaries.

1. WHAT ARE THE BUSINESS MODELS FOR PRO BONO PROJECTS?

Implementing pro bono at the universities always needs commitment, organisational capacity and proper level of resources. When a university takes the decision to create and run a pro bono project, all the possibilities and obstacles have to be evaluated and well planned.
The project can be released under different operational and business models.

1.1. THE UNIVERSITY PROVIDES ALL NECESSARY RESOURCES

The university can decide to be responsible for the entire project management and implementation. In this case the university will be in charge of informing, selecting and screening the nonprofit partners and as well for the good selection and preparation of the students and academic mentors. This option can be a great solution for universities with experience in pro bono, who have enough resources internally to cover all related tasks. In such a case, a separate unit should be created or delegated with the management tasks.

1.2. STUDENTS RUN THE ENTIRE PROJECT

Students or student associations can, under certain circumstances, be in charge of the entire implementation of the project. This can be cost effective but can bring many challenges in the long-term stability of the project. In this case a revenue or financial model has to be created that can guarantee long-term success.

1.3. AGREEMENT WITH INTERMEDIARY ORGANISATIONS

An ideal solution can be to create a partnership with an experienced pro bono intermediary organisation. The advantage is that they can provide professional services, help the nonprofit partner and the preparation of the students. Often they also have databases of nonprofits and good relations with corporate participants. Nevertheless, the services of these intermediaries have to be covered, therefore the university has to create a business model that can provide the necessary financial compensation. It can come from the university's own income or from sponsor agreements and corporate partnerships.

2. HOW TO SUSTAIN A PRO BONO PROJECT?

In order for these projects to be sustained in the long-term, we need to take into account the different drivers of the participants involved. In this sense, we will talk about the sustainability within universities, but also how these projects can be supported with the help of pro bono intermediaries and companies.

2.1. IN THE UNIVERSITY FRAMEWORK

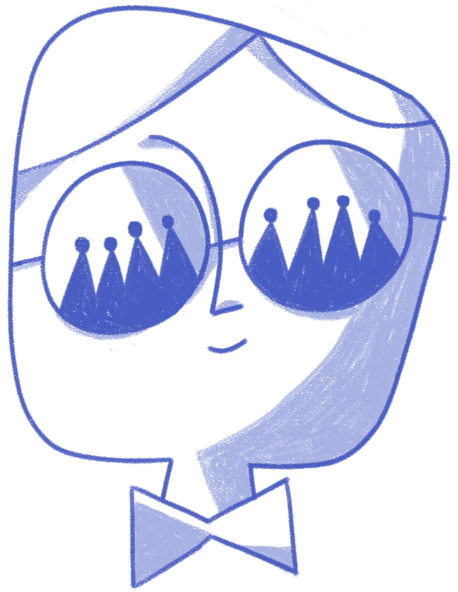
As we explain throughout this Guidebook, the implementation of the pro bono projects takes a great deal of time for the staff of the university in terms of coordination (planning, administrative work and facilitation of the programme itself). On the other hand, we analysed how these kinds of projects can improve the image of the university (in terms of CSR and innovation), which will have an effect on recruiting more talented students, and strengthen their network with the private and the third sector.

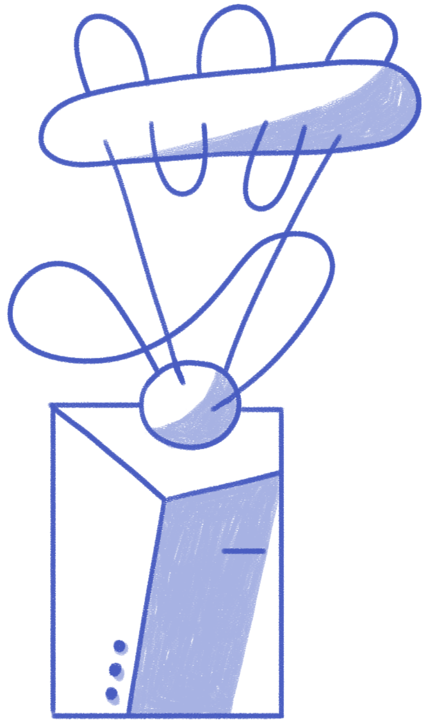
It is important to state that a pro bono project is an important articulation of the **social responsibility of the universitie**s. Universities can show good examples in the area of social responsibility that is widely accepted and supported by corporate participants. A well-managed pro bono project can have a huge impact in the community and the wider society. All participants have a responsibility in making our societies a fair and just place to live. Universities can have an important impact and this work can have a positive influence on the reputation as well.

A **good pro bono project should be considered as an investment** that has costs, but brings important benefits in terms of connections, experiences, and reputation. This undertaking can have many positive effects on the performance of the students and the university as a whole. To best manage this investment, a specific model should be considered. We recommend trying different possible models, testing them and implementing the one that best suits the specificities of the university. There can be many elements that influence this choice (knowledge areas, resources and interests of professors and students, corporate partnerships, heritage of the university, needs from the nonprofit society, etc.). A unique pro bono project that is created by the professors and the students can be an important specificity of the university. It can play an important role in the following elements:

- Community development,
- Practical knowhow development,
- Reputation,
- Branding,
- Corporate partnerships.

But since these projects are not on the curriculum, the question that remains is, how can a university continue to offer these projects for their students in the long-term? Once the university has implemented their first pilots and has realised the benefits of a pro bono project for their students, it is the moment to explore different possibilities of **funding**.





- First, the university can look for external public or private funding sources (EU funds, the government, sponsorships, etc.). Because of the value of the learning for students who participate in these projects, there are some existing lines of funding that can help to implement these. In addition, companies can pay scholarships for students to participate in the projects as a kind of sponsorship.

- The university can request support from companies that will participate in the projects, as a service. As we explained in the previous chapters, students need the guidance of the mentors to deliver their pro bono work. In this sense, if a company wants to participate with their employees, they can pay for the whole project, not only the participation of their employees, but also the participation of the students. Companies can use these projects for recruiting purposes. This can be a win-win equation.

- Try to connect these programs with the voluntary service of the university. Since the core idea of a pro bono project is to make an impact in their community, voluntary service is its essence. It is true that for some universities it is not possible to connect both programs in the sense that some type of pro bono practice can be related to training, this is something that each university should try to connect and find internal synergies. In the same sense, many European universities have started to have their own "Service Learning" Department, which will be the natural place for the pro bono project.

- Finally, there is the possibility that students themselves pay for their participation in the project in the framework of an existing course or a program. In this sense, the pro bono project will be the practical part of the course or of any other program.

2.2. IN THE BUSINESS SECTOR

As mentioned above, universities can also ask for private sector funding. As we have analysed previously, the main reasons for a company to participate in a pro bono project are multiple:

- CSR (engage on equality of opportunities in education) and HR goals (teambuilding, skills leadership, soft skills, employee engagement),
- Branding/employer brand, recruiting future workforce, an innovative way to hire, publicise the company to students and promote their job to students.

In this sense, the benefits for a company after participating in these kinds of projects with their employees can vary from reputation to less turnover costs or save time to recruit.

However, the cost of participation in a pro bono project for a company can be high in terms of not only the participation but also the time and salary of their employees who participate (a non-working day) and other logistical costs (internal admin work, lunch, room, etc.).

So, depending on the benefits that the company is looking for, the internal budget within the company can come from the Human Resources budget or from the CSR budget or the Foundation of the corporation (as a sponsorship for engagement in education).

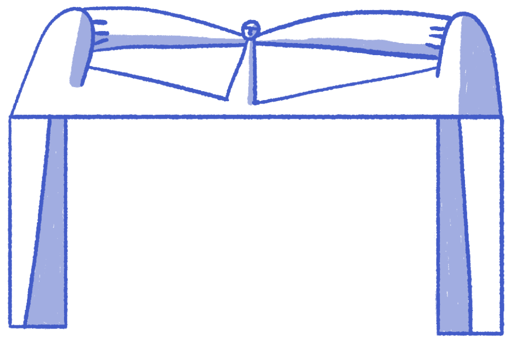
According to our experience to successfully involve a corporate partners two main elements are needed:

- The pro bono partnership has to serve the business goals of the company. It has to have a direct impact on the operation (e.g. these pro bono projects and the cooperation with the university actively contribute to the recruitment work of the company).
- The leadership of the company has to be involved and actively engaged. They have to see the direct benefits and the ROI of the pro bono partnership.

2.3. THE PRO BONO INTERMEDIARIES

Pro bono intermediaries, as experts in the field, can help universities in the sustainability of these projects for their students. Their role can be initiative through the willingness of the university of or a company.

Advantage of such partnerships is that these intermediary organisations can provide professional management support, guarantee the proper implementation and access to corporate and nonprofit participants. These intermediaries often have useful manuals, tools and practical implementation experiences. Many of them run various pro bono projects that can be a great asset and could provide safety in the implementation. These resources are limited and most probably these organisations run their own business model to keep up their sustainability. Universities will have to contribute or buy these services as otherwise they won't be accessible. We recommend searching and contacting these organisations as a first consultation will most probably be free of charge and it can create space for meaningful cooperation or maybe specific unique cooperation models can be crafted.



In the first case, universities can contract a pro bono intermediary for two things:

1. Outsourcing the whole pro bono project. In this case, the university only has to connect them with professors and students involved and provide them with some logistic resources (rooms, catering, etc.). All the coordination with the rest of participants (mentors, nonprofits), facilitation of the projects and impact evaluation will be the responsibility of the pro bono intermediary.

2. Training on how to implement a pro bono project in their university (how to build these projects and how to operate them). This training can include some sort of accompaniment during the first university's pilots. This way, the university will learn how to do it on their own without having to depend on the services of a pro bono intermediary.

In the second place, a company can contract the services of a pro bono intermediary. As with the case of Universities, companies can contract a pro bono intermediary for several things:

1. Outsourcing the whole campus pro bono project. In this case, the company only has to connect them with the corporate mentors involved and provide them with some logistic resources (rooms, catering, etc.). All the coordination with the university, the facilitation and impact evaluation will be the responsibility of the pro bono intermediary.

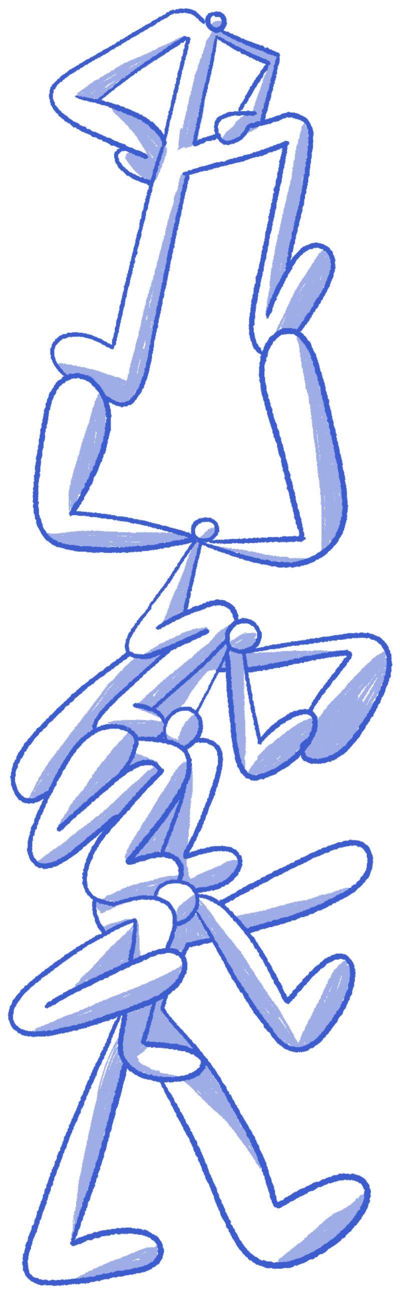
2. Training on how to implement a campus pro bono project in their company (how to build these projects and how to operate them). This training can include some sort of accompaniment during the first pilots. This way, the company will learn how to do it on their own without having to depend on the services of a pro bono intermediary.

But, additionally, as mentioned before, companies can not only contract the services of a pro bono intermediary, but also sponsor these kinds of projects as part of their CSR strategy. In this sense, the best pro bono projects that are most likely to be sponsored are those that last one day (short-term and medium-term projects). If this is going to be the case, you should invest some time on the communication efforts, in order to make the university and the company gain the visibility they are looking for. A good idea could be to run these projects at the university alongside another related event such as Career Fairs.

Finally, we also should take into account that in some countries, it is not that easy to find the correct pro bono intermediary. We recommend visiting the Global Pro Bono Network webpage to find the right pro bono intermediary in your country or the closest one to the university.

SELF-CHECK QUESTIONS

1. What are the different options to implement a pro bono project and what are the resources needed?
2. What are the different approaches to sustain a pro bono project with the help of the corporate sector?
3. What are the different approaches to sustain a pro bono project with the help of the pro bono intermediaries?



APPENDIX A: THE BEESE PROJECT PARTNERS

ÖNKÉNTES KÖZPONT ALAPÍTVÁNY (ÖKA)

www.onkentes.hu

ÖKA was founded in 2002 in Hungary as an independent NGO with the aim to develop and coordinate all efforts for a more supportive environment for volunteering and to foster community participation. In the past 20 years it has coordinated many local, national and international projects in the area of volunteer development and training. ÖKA is well recognised and works with six staff members and over 25 volunteers. Being an umbrella organisation, ÖKA has nationwide contacts and even though it is medium sized, still it is a major player in civil society and volunteer development. It has extensive cooperation linkins with NGOs, governmental bodies and the corporate world. ÖKA runs traditional volunteer development programs and services as well as being active in promotion, advocacy and legislative development of volunteering, volunteer management training, Volunteer Centre Network development, inclusion and competence development projects, senior volunteering, Volunteering Award and publishing. ÖKA has consolidated complex corporate volunteer service and pro bono programs in the past years. For better quality programs ÖKA provides volunteer management training as an accredited training institution for any hosting organisations/ institutions that is willing to improve such operation. ÖKA strongly believes in the impact volunteers have and concentrates all its efforts on improving the conditions for volunteers through better legislation, quality volunteer programs and more financial means for hosting organisations. ÖKA was a key player in the implementation of activities in the frame of the European Year of Volunteering and coordinator of the Hungarian Year of Volunteering 2021. ÖKA is active in the European volunteer arena. It has been a member of the European Volunteer Centre www.cev.be since 2004, it is member of the Global Pro Bono Network and the Points of Light Network.

PRO BONO LAB

www.probonolab.org

Set up in 2011, Pro Bono Lab mobilises teams of volunteers to provide skill-based volunteering services (i.e. pro bono) to small and medium non-profit organisations. Our mission is to offer capacity-building services to social change organisations through partnerships with corporations, public institutions and universities, engaging volunteers and sharing knowledge. These services, also known as "Pro Bono Missions", enable non-profit organisations to receive expertise in marketing, communications, strategy, finance, human resources, web development or law, and allow volunteers to make use of their skills, feel useful and learn more about the non-profit sector.

Our activities fall into three areas: We offer pro bono consulting services to small and medium non-profit organisations tackling social problems when they cannot afford consultancy in marketing, communications, strategy, finance, human resources, web development or law and when they would need these skills to build their capacities and fulfill their mission. We engage professionals, students and job seekers who wish to mobilise their business skills for the greater good. We partner with small, medium and large companies as well as public institutions willing to invest in pro bono programs for the public good. Pro Bono Lab currently employs 14 paid staff members as well as three interns. We are also supported by a board of 12 experienced and committed professionals. Since 2012 we have organised more than 360 Pro Bono Missions, supporting 256 non-profit organisations and engaging more than 3,000 volunteers in several French regions and cities (Paris region, Rhône-Alpes with Lyon, Grenoble and Valence, Marseille, Lille, Nantes, Reims and Rennes).

WORK FOR SOCIAL

https://workforsocial.org/

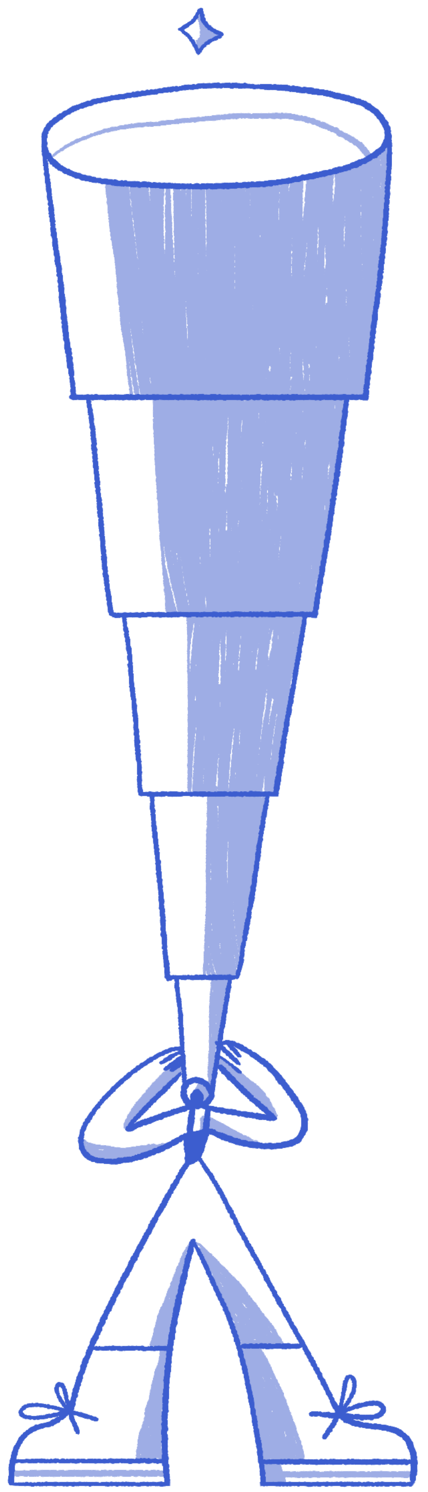
Work for Social (created in 2014) is a nonprofit association whose purpose is to promote the practice of pro bono in different economic sectors. It is the first pro bono job intermediary in Spain and the first to join the Global Pro Bono Network (in 2015). As an intermediary, it contacts NPOs and other organisations with a social purpose with companies and individuals who are willing to offer their professional services free of charge (pro bono, for the public good). Work for Social has promoted different pro bono programs in different sectors, with different methodologies and duration. They have implemented the Japanese program "Mamabono" which promotes pro bono during maternity leave as a way to empower women in their professional careers. Thanks to this work of intermediation, small and medium NPOs have found free advice (in marketing, strategy, HR,...) and thus boosting their social impact on one hand, and, on the other hand, different professionals have been able to work on social projects on a voluntary basis, developing their professional and personal skills. Work for Social has participated several times in the Global Pro Bono Week, holding events to promote pro bono practice in Madrid. In addition to being a member of the Global Pro Bono Network, Work for Social is a member of the community of entrepreneurs and social innovators Impact Hub and a director partner of Voluntare, a network focused on corporate volunteering in Spain and LATAM. Work for Social co-organised the European Pro Bono Summit in 2018 (Madrid, Spain). Finally, due to the work carried out in the BEESE Pro Bono Project, Work for Social has recently launched the community "Social Builders" to encourage university students together with junior consultants to do pro bono consultancies for NPOs.

TIME HEROES FOUNDATION

http://www.timeheroes.org/

The Time Heroes Foundation was founded in 2011 with the goal to build and develop the volunteering culture in Bulgaria. Today the organisation runs the largest volunteering platform in Bulgaria – TimeHeroes.org. By the end of May 2021, TimeHeroes.org has matched almost a thousand nonprofit organisations which need support for their causes with over eight thousand individuals who wish to donate their time and skills. So far the volunteers have taken part in over 2,200 volunteering initiatives (called missions) in 250 towns across Bulgaria. The platform is the main, and often sole, source for Bulgarian nonprofit organizations and active citizens to recruit volunteers.

In addition to the online platform, TimeHeroes projects include a country-wide youth volunteering network, a national Volunteers' Phone Line catering to senior citizens' volunteers, capacity building opportunities for organisations working with volunteers, annual volunteering awards and others.



UNIVERSIDAD AUTÓNOMA DE MADRID (UAM)

http://www.uam.es/

Universidad Autónoma de Madrid (UAM) is a public university with an outstanding international reputation for its high-quality teaching and research. Founded in 1968, it has been generally recognised as one of the best Spanish universities in both national and international rankings. UAM has seven faculties: Science, Economics and Business Studies, Law, Art and Philosophy, Medicine, Psychology, Teachers' Training and Education, an Engineering School for Computer Science and several affiliated centres, offering a wide range of studies in Humanities and scientific and technical fields. Currently it has about 28,000 students, more than 2,900 professors and researchers and almost 1,000 administrative staff. UAM has a distinguished reputation in research: in 2009 it was awarded the "Campus of International Excellence UAM +CSIC", a joint project with the Spanish National Research Council (CSIC). The support and development of high quality research have been among its objectives, and it has been rewarded with international recognition. These achievements have been attained thanks to its highly-valued research teams and research institutes. The Universidad Autónoma de Madrid (UAM) boasts a lot of experience in the management of international mobility, educational and research programs in the framework of the Lifelong Learning Programme, the VII Framework Programme for Research, and EuropeAid. Currently UAM is coordinator and partner in Erasmus+ projects in Key Action 1, Key Action 2 (Capacity Building and Strategic Partnerships) and Key Action 3. Thanks to this experience we have consolidated links and improved knowledge and expertise regarding the running of these type of projects.

UNIVERSITY OF NATIONAL AND WORLD ECONOMY (UNWE)

http://www.unwe.bg/

The University of National and World Economy (UNWE) was established in 1920 and is the oldest and largest economic university in the Balkans. As of 2018, UNWE offers 43 Bachelor's degrees, 108 Master's programs and 38 PhD programs in the academic fields of Economics, Administration and Management, Law, and Communication Sciences. In 2012 the University received for the next six-year period the highest institutional accreditation by the National Agency for Assessment and Accreditation. UNWE holds the Certificate for Quality of Education according to ISO 9001:2000. UNWE employs more than 500 lecturers (junior researchers, associate professors and professor) and has more than 21,500 students. UNWE collaborates with 75 local and 153 international partners (universities, businesses, administrative bodies, nonprofits). The University hosts career days at least twice a year; organises master classes, seminars, public lectures, etc., aimed at connecting the academia and business and helping students make the step from education to employment.

JUNIOR CONSULTING SCIENCES PO

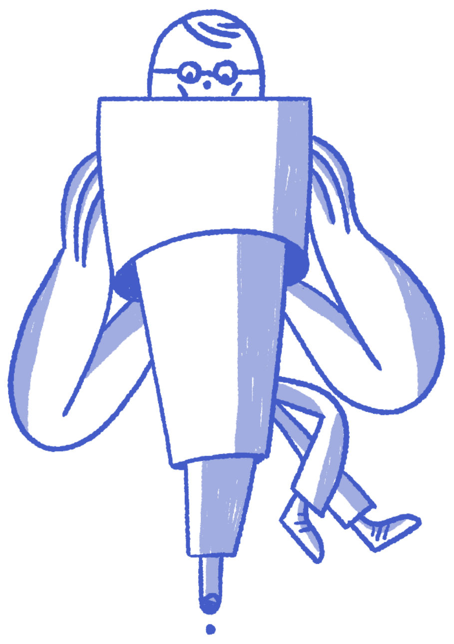
https://www.junior-consulting.com/

Junior Consulting Sciences Po Paris (JCSP) is a student-run consulting society that works on the model of a consulting firm within Sciences Po Paris, a world-class university in Humanities and Social Sciences. Founded in 1980, the objective of JCSP is to allow Sciences Po Paris students to apply the skills they have learned in class by working on projects for professionals, such as big corporations, start-ups, etc. Junior Consulting is a team of 21 students willing to lead and work on various projects for real clients. Every year, 60 consulting missions in public affairs, finance, marketing, communication, human resources and CSR are carried out for public entities, entrepreneurs, SMEs as well as large companies. In 2017, JCSP was listed among the 30 best French Junior Enterprises.

UNIVERSIDADE DO PORTO (UPORTO)

http://www.up.pt/

U.PORTO, founded in 1911, is one of the largest higher education and research institutions in Portugal and for several years now the most sought-after HEI, active in all fields with around 31,820 students (14% international), 2,300 academics (87% with a PhD) and researchers and 1,500 non-teaching staff. It is one of the best positioned PT HEIs in national and international rankings: Times Higher Education 2017 (501-600); ARWU 2017 (301-400); QS 2017/18 (301); Leiden 2017 (143); NTU 2017 (232); and SCImago 2017 (207). It has fourteen Faculties, one Business School and 35 Research Units located in three campuses within Porto. U.PORTO is the leading producer of science in Portugal, responsible for 23% of the scientific articles produced in the country. Providing high-quality training and education is of paramount importance to the U.PORTO. The U.PORTO also has a strong commitment towards society and has been consolidating its social responsibility through volunteering projects and the interaction with several local and regional civil associations in the organization of cultural, social and artistic activities. Being a truly international University, with 4,421 international students from around 100 nationalities, Internationalisation is one of UPorto's strategic pillars and objectives, allowing the development of existing collaborations, as well as the establishment of innovative cooperation through the creation of active links with institutions from all over the world (more than 2,500 active agreements). In recent years, the U.PORTO has coordinated and been involved in several projects, namely Erasmus+ (particularly International Credit Mobility, Erasmus Mundus Joint Master Degrees, Capacity Building and Strategic Partnerships) and Erasmus Mundus projects, which have greatly contributed to the reinforcement of its internationalization process and generated new cooperation opportunities through the development of projects and initiatives with HEIs from approximately 150 countries. U.PORTO is an institution definitely opened to the world. The U.Porto is an inclusive University. From students with special needs to students coming from economically disadvantaged backgrounds (for whom the University provides thousands of scholarships annually) and students coming in from all around the world, all are given special attention, through specific support services and infrastructures. The experience of U.Porto goes beyond the classrooms, libraries and labs. It includes access to a wide range of extracurricular activities, on and off campus, including participating in volunteering activities or taking part in cultural activities promoted or co-organised by U.Porto. U.Porto also actively promotes and supports entrepreneurship, as well as University-Industry

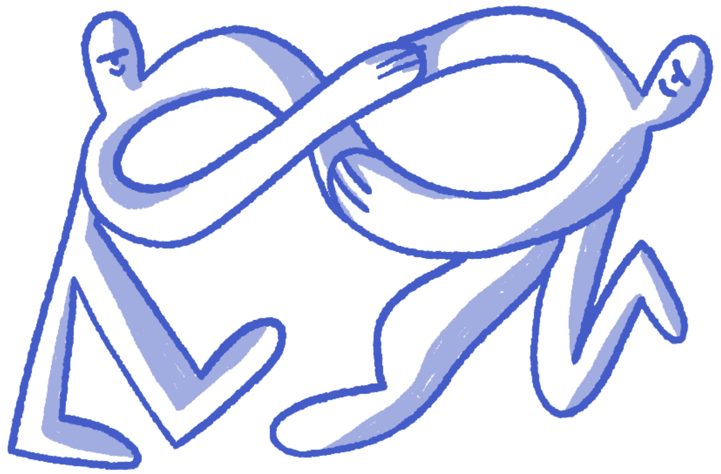


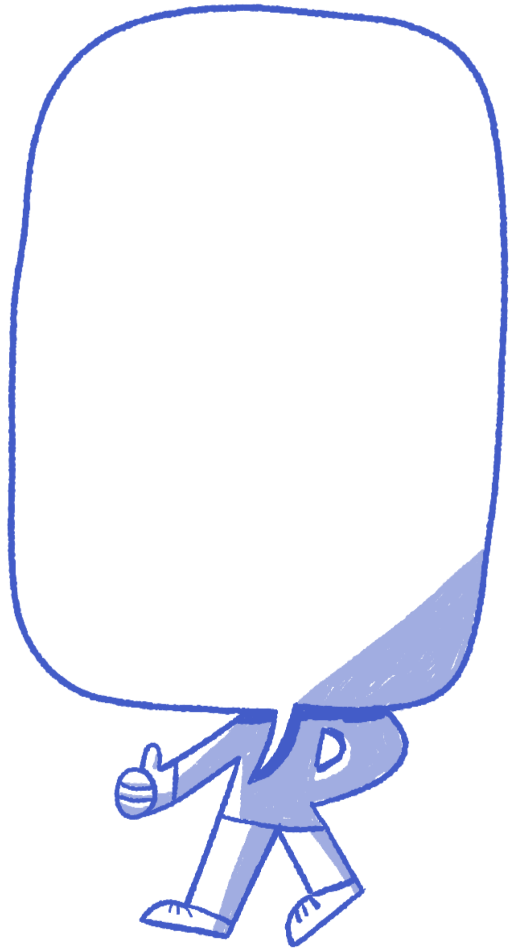
relations by organizing contests, courses, workshops, study visits, and encouraging R&D collaborations. Being innovation essential for long term economic growth, HEIs and research structures are a key component in boosting R&D+i and also in providing training for innovation and entrepreneurship through formal and informal programmes. The Science and Technology Park (UPTEC) has been incubating start-up companies, hosting business innovation centres since 2007, and was the winner of the European Commission's REGIO STARS 2013- Smart Growth Award. Divided into 4 distinct centres (Technology Centre, Creative Industries Centre, Sea Technology Centre and Biotechnology Centre), UPTEC includes two types of support structures for businesses. In the incubators, entrepreneurs find the support to turn their ideas into businesses with potential for rapid growth. At the Business Innovation Centres, existing national and international companies find space/mechanisms to host and operate their projects/activities, benefiting from synergies with the U.Porto R&D Departments and other interface institutes. In addition, U.Porto recognises employability as an issue having significant implications in the institutions' mission, particularly in the case of Portugal, in regions where the massification of HE, has conducted to new responsibilities and social pressures. U.Porto also offers around 15 courses (from 1 to 3.5 ECTS) comprising soft skills development. The focus on fostering innovation seeks to promote increased training flexibility and interaction between members of the academic community, essential for a more efficient learning. It intends to create conditions to increase employability and diversify students' options, investing in lifelong learning and committing to improve the quality of education.

OBUDA UNIVERSITY

http://www.uni-obuda.hu/

Obuda University is a dynamic and thriving institution located in Budapest. Around 12,000 students study currently at OU. The history of our institution spans three centuries. The aim of the University is to serve science and the future by transferring and developing knowledge at high standards and by research and innovation. OU aims to educate and train talented, visionary, socially and ethically conscious leaders and professionals in engineering, IT and economics for the future. OU has excellent conditions for world-class research and education, a multi-cultural flair in labs and lecture halls and active promotion of international partnerships. The university is a leading institution and an attractive, international place for study and research for many people. OU maintains wide international relations in 41 countries. 231 foreign HEI and research institutes. We coordinate several student and academic exchange programs. As a university of science and technology, OU is committed to providing a breadth of subjects which allows knowledge to be shared and combined in new ways. With its 6 faculties, it covers an extremely diverse academic spectrum. The mission of the university is to serve the economy through development and high-level knowledge transfer and innovation. The program of education is balanced to meet the demands of long-lasting basic knowledge, up-to-date professional and practical knowledge, and the application of these knowledge. The education process is built on the human relations and cooperative abilities of the students and professors. In this atmosphere students learn civic values naturally, and build them into their own scale of values. Main values of the institution include theoretically founded, practice oriented training, modern infrastructure, extensive talent management, cooperation with prominent stakeholders of the economy, industry and technical science, internationally acknowledged research and development opportunities and facilities, professional and recognized scholars, helpful staff, and talented students. The university offers a whole range of academic programs: twelve Bachelors', seven Masters', and three doctoral degree programs await the future students. High-level vocational training, distant learning, and professional extension courses enhance the offering. The university won several prestigious recognitions and decorations, including the Hungarian Higher Education Quality Award and ISO certification and also became a member in various prominent organisations. OU has achieved major campus operational and academic sustainability programs, increased alumni engagement and budget stability that is matchless in Hungary. The university supports research groups which lay the basics of university research motivated by industrial needs, satisfying market needs and finalising in products in the long run, to create the possibilities of building future knowledge centres. It is initiating the establishment of competence centres, which cooperate intensively with the economy and pursue distinguished research, development and innovative activities in the future, too. Cooperation with prominent stakeholders of the economy, industry and technical science inspire research, development and innovation. International collaborations offer excellent opportunities beyond borders. The university promotes ethical scientific research for the common benefit of humanity, advances constant curriculum development and encourages the pursuit of academic excellence.





APPENDIX B: THE ECTS SYSTEM

1. ECTS OVERVIEW

The European Credit Transfer and Accumulation System (ECTS) (European Credit Transfer and Accumulation System (ECTS) | Education and Training (europa.eu) was created in 1989 within the Erasmus program. It is a central tool in the Bologna Process and aims to foster the international mobility of its students while recognising the qualifications and results from study periods abroad. This makes the separate national educational systems more comparable and integrates the different types of study in a lifelong learning perspective.

ECTS tries to also make the studies and courses more transparent and to synchronise the documentation clearer and easier to use.

The general idea is to establish a standard equivalent to a volume of hours of study (one credit) and to allow representing learning based on clear learning outcomes and their associated workload.

ECTS can be applied to all programmes independent of their mode of delivery (classroom-based, work-based, distance learning); on the status of students (full-time, part-time); and of the learning contexts (formal, non-formal and informal).

Usually one full year of study equals 60 ECTS credits, a bachelor's degree consists of 180 or 240 ECTS credits; a master's degree is 90 or 120 ECTS credits; and the PhD level varies.

2. HOW DOES ECTS WORK?

The typical logic of building the learning experiences in higher education institutions is presented in figure 1.

Figure 1. Levels of organization of Learning Units

University	Educational programmes	Course units
Course catalogue	Degree (educational) programme 1 Degree programme 2 Degree programme $_n$	Syllabus Educational components

Figure 1 presents the typical levels of building educational content in the university environment. The terminology corresponding to the different levels is as follows:

- The most specific component is the **educational component** – a self-contained and formally structured learning experience: course unit, module, work placement.
- The combination of various educational components creates the curriculum of the **course unit** – a self-contained and formally structured learning experience.
- The aggregation of course units results in specific educational / **degree programs**.
- The list of all degree programmes presents the **course catalogue** of the university.

One ECTS credit is given for a certain volume of learning as calculated by learning outcomes. The workload for 1 credit can be accumulated by different types of learning activities, like:

- Lectures and seminars;
- Practical work, work placements;
- Projects, service-based learning;
- Individual study, etc.

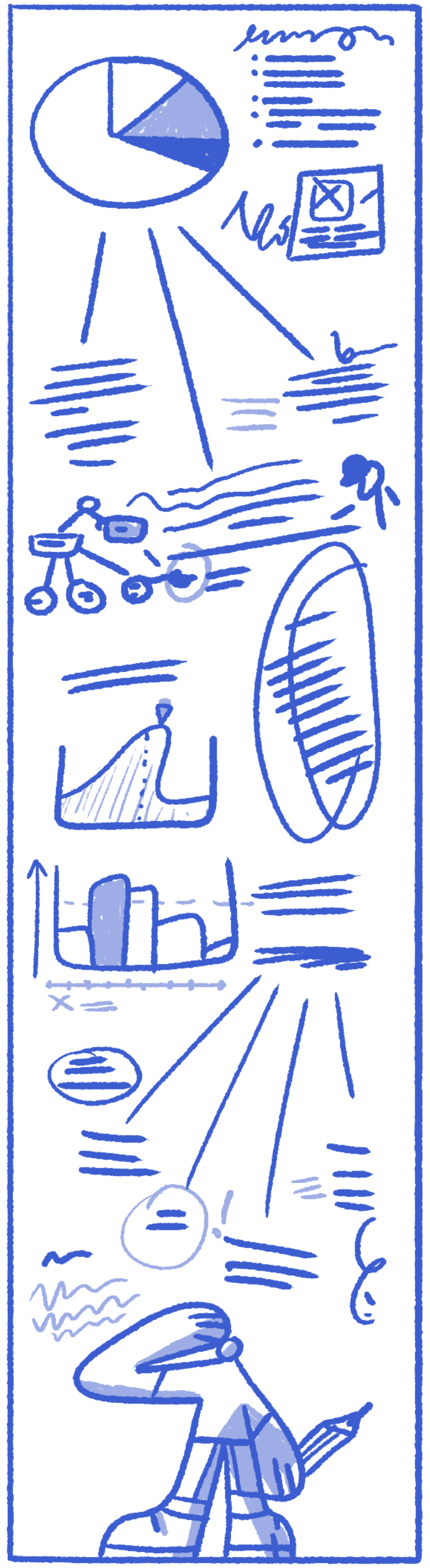
One credit measures the time learners typically need to complete the corresponding learning activity and is associated with the level of the course units.

Designing a program means planning a curriculum and its components in **credits**, indicating learning outcomes and associated workload, learning activities and teaching methods and assessment procedures/criteria.

3. COMMON NATIONAL PRACTICES

The ECTS has been adopted by most of the countries in the European Higher Education Area but the national practices vary (see the table).

Country	Credit points per year	Hours per credit point
European Union (EU)	60	25-30
Belgium, Bulgaria, Croatia, germany, Poland, Slovenia, Spain	60	25-30
Austria, Italy, Malta, Slovakia	60	25
Czech Republic	60	~26
Estonia	60	26
Sweden	60	26.667
Finland	60	27
Denmark, Lithuania	60	~28
Netherlands, Portugal	60	28
France	60	29
Cyprus, Greece, Hungary, Latvia, Romania	60	30
Ireland, Luxembourg	60	
England, Wales and Northern Ireland, Scotland	120 (60 ECTS)	10 (20 hours per ECTS)



The most common approach is the requirement o a range of hours (25–30) to achieve one ECTS credit. Other countries accredit one point for an exact number of hours, and the approach of Great Britain is significantly different.

The allocation of credits depends on the national legislation and practice but is done for an identifiable **single educational component** – course unit, dissertation, work and clinical placements, research projects, laboratory work, work-based learning or work placement. ECTS credits can also be given for all kinds of **social and community activities** (for example, tutoring and mentoring) provided they fit the program learning outcomes.

4. DOCUMENTING ECTS CREDITS

The achievements of the graduates are listed in a document called **Diploma Supplement**. It accompanies the higher education diploma and describes the nature, level, context, content and status of the studies completed by its holder. The diploma supplement is given to all the graduates automatically, free and in a major European language. Typical elements of the diploma supplement are details about (1) the holder of the qualification; (2) the qualification; (3) its level and function; (4) the contents and results gained; (5) certification of the supplement; (6) details of the national higher education system concerned; and (7) any additional relevant information. The last section provides the opportunity to enlist all kinds of accredited **social and community activities**, including the pro bono activities of the student.

5. LEARNINGS FROM THE BEESE PROJECT

As mentioned in this Guidebook, the BEESE project partners applied three types of pro bono projects in five different countries.

The **short-term pro bono** meant 3–5 hours of actual group work but included also preparation of the student volunteers (research on the nonprofit beneficiary, preliminary ideas building) and post-project activities (like finishing the deliverables, self-assessment, assessment of the project, follow-up from the mentors). All those activities resulted in a total workload of the expected 25–30 hours, resulting in one ECTS credit.

The **mid-term pro bono** had one or a series of undertakings (totalling eight hours), and also required the same levels of preliminary and post-project activities of the students. The total workload is also equal to the option to attain one ECTS credit.

The **long-term pro bono** projects included 15–20 hours of actual group work on the expected deliverables. But depending on the level of complexity of the problematic case, it could have an even longer preliminary section so the total workload could even exceed the required 25–30 hours for one ECTS credit.

Several options emerged as possible ways to include **pro bono work at the universities** as a part of the recognised student efforts that can become part of the diploma supplement:

- Implementing it as one of the many possible **educational components within a specific course**
  There are many Bachelor's and Master's courses that can only benefit from volunteering and pro bono experiences (Nonprofit Management, Social Entrepreneurship, Volunteer Management, Community Building, to name a few). In previous chapters we have already discussed the many study areas that can be accompanied with that service-based learning. Choosing that option links the implementation of pro bono at the universities mainly to the willingness and preparation of university professors and their participation in all kinds of networks directed towards societal change.
- Implementing it as a **self-contained learning experience**
  This option means that the university has a more strategic approach and has the understanding that volunteering and pro bono experiences are equal to work and clinical placements, laboratory work, or the different forms of internships.
  Choosing that approach means that the faculties offering the degree programs should create a set of rules for organising, conducting and collating the results of that kind of experience and that the pro bono projects should be stand-out elements of the whole degree curriculum.
- Implementing it as an **optional** (maybe even additionally paid) **extracurricular course** within a degree program
  For universities with more flexible course catalogues that offer not only degree programs, but also all kinds of life-long learning options (senior courses, postgraduate studies, training, etc.), the volunteering or pro bono experiences can be an interesting option for service-based learning.

The experience of the BEESE partners proved that for universities that are at the start of building a pro bono program, the first option is the easiest to implement. It can also be a good test of how ready the institution is to turn pro bono into a usual part of its everyday practice, teaching and learning options and its third mission integral element.

GLOSSARY OF TERMS

VOLUNTEERING

The altruistic act of giving freely one's time and labour. It is done as an expression of free will, aimed at strangers or the society and no remuneration is expected. Most often volunteering is facilitated by or done through a nonprofit organisation.

PRO BONO

Volunteering act based on the transfer of specific skills (also, ***skill-based volunteering***). Unlike traditional volunteering, pro bono means that professionals of all areas provide advice, consultancy, or services to organisations who are unable to afford it or to the community. This can happen with or without the support of their employers. Like the traditional volunteering, that work is done in the absence of obligation or coercion, and no payment is expected.

PRO BONO PROGRAMME

The complex and long-term effort of a university to incorporate pro bono as a part of its third mission. It should be a part of the strategic goals of the university and can be released by multiple pro bono projects. The pro bono program can be part of the responsibilities of some of the governance bodies of the university – vice-rector, PR specialist, community service officer. It can also be run by a students' association or club, by a voluntary, alumni or career management centre.

PRO BONO PROJECT

The specific endeavor to create a deliverable solving a clearly diagnosed problem of a nonprofit beneficiary. It includes a unique combination of involved key participants and a team of students and mentors that dissolves once the deliverable is created. Like all projects, it needs resources, time and management.

The pro bono project can be a single-standing initiative or be just a part of the university's pro bono program. Depending on the complexity of the problem, the number of parties involved, the levels of experience of the different participants, time and resource constraints, etc., if it can be organised in as a:

1. **Short-term pro bono project**: one undertaking of 3-5 hours where a small team of students (up to five people) under the supervision of one corporate and one academic mentor work on a deliverable for a specific problem of one beneficiary nonprofit organisation.

2. **Mid-term pro bono project**: one or a series of undertakings (8 hours in total) where a team of around 10 people – students under the supervision of corporate and academic mentor(s), work on a deliverable for a specific problem of one or more beneficiary nonprofit organisations.

3. **Long-term pro bono project**: a series of undertakings (totally 15-20 hours) where a team of around 10 people – students under the supervision of corporate and academic mentor(s), work on a deliverable for a more complex problem of one or more beneficiary nonprofit organisations.

KEY PARTICIPANTS

MENTORS

The BEESE approach to pro bono is to connect nonprofit beneficiaries with a large pool of ideas and innovation. In the BEESE context this means inviting people with extensive professional experience who can guide and help the students in the process of problem solving. This is an opportunity to couple the fresh student ideas with the more mature expertise. The mentors can come from the universities and from the businesses (**academic mentors and corporate mentors**). They facilitate the processes, teach, demonstrate skills, and develop the students' mindset.

NONPROFITS (NONPROFIT ORGANISATION, NPO)

Legal or social entity formed by a group of citizens that is independent from the state and has the mission to address some shared cause and/or provide positive externalities for particular beneficiary groups and the society. These organisations operate under the "non-distribution constraint" – they cannot be a source of income, profit, or other financial gain for the ones who establish, finance or control them.

We use the term nonprofits as a collective for all kinds of voluntary organizations, associations, clubs, charitable organisations and foundations, community-based groups, grassroots associations, service delivery public institutions (like educational or healthcare units, social welfare agencies, cultural institutions), social enterprises, etc.

PRO BONO INTERMEDIARY

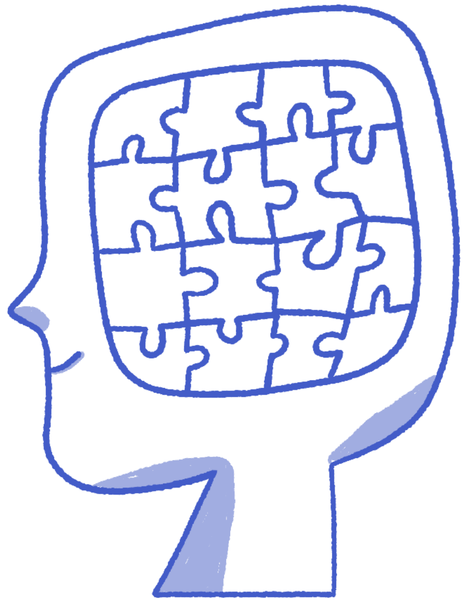
A nonprofit organisation that works for a better environment for skill-based volunteering and coordinates the efforts of nonprofits, businesses, universities, and other stakeholders. By connecting nonprofit beneficiaries with the expertise of the corporate world, they foster societal change and the building of better communities.

STUDENT

A person who is enrolled and present at the university for the duration of the pro bono project. The students can study different Bachelor, Masters or even PhD programmes. The teams they form can be multidisciplinary or not, depending on the project. Some of the students can act as leaders of their teams.

UNIVERSITY

An institution that provides higher (tertiary) education and research.
We use the term ***university*** as a collective for all kinds of higher education institutions – not only public and private traditional universities, but also community colleges, liberal arts colleges, institutes of technology and other collegiate level institutions (vocational schools, trade schools and career colleges), that award academic degrees or professional certifications.



COMPONENTS / STAGES OF THE PRO BONO PROJECT

DIAGNOSIS

An important part of the preliminary stage of a pro bono project. The pro bono intermediary, the beneficiary nonprofit(s) and the corporate mentor work together to prepare an analysis of the problematic case – history, environment, the nonprofit and its stakeholders, the expected deliverables. *See Chapter 5.*

BRIEF

The result of the diagnosis. It describes as clear as possible the expected elements of intervention. *See Chapter 5.*

KICK-OFF EVENT

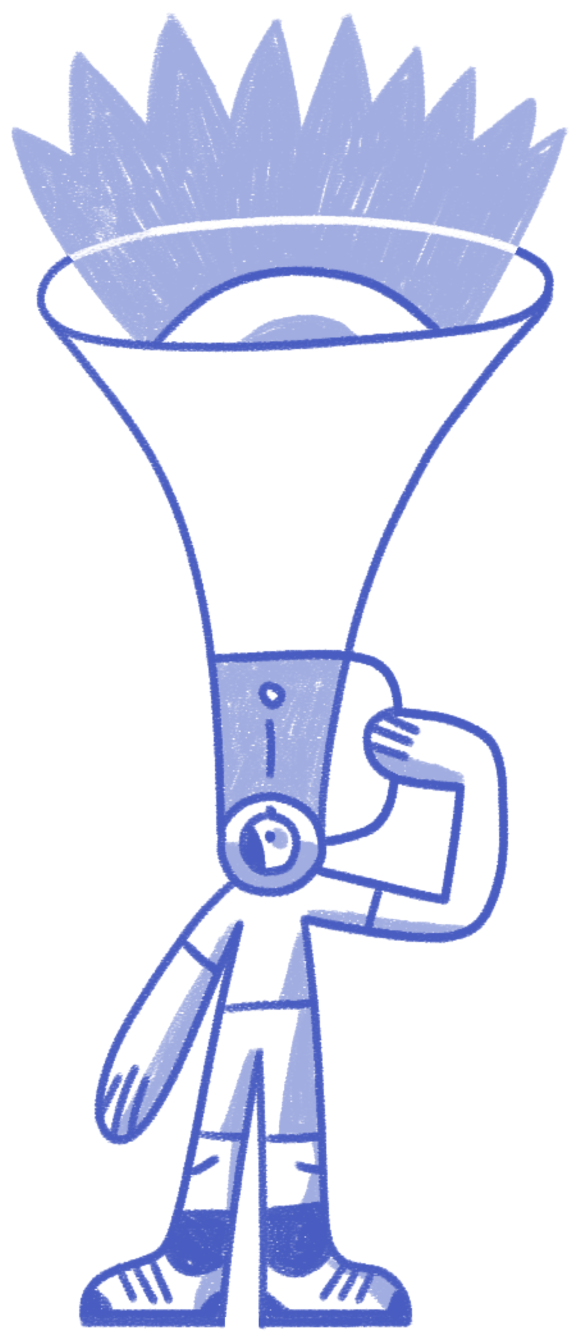
The starting event / official opening of a pro bono project, when everyone involved is physically or virtually present and the process of preparing the deliverables actually begins. *See Chapter 7.*

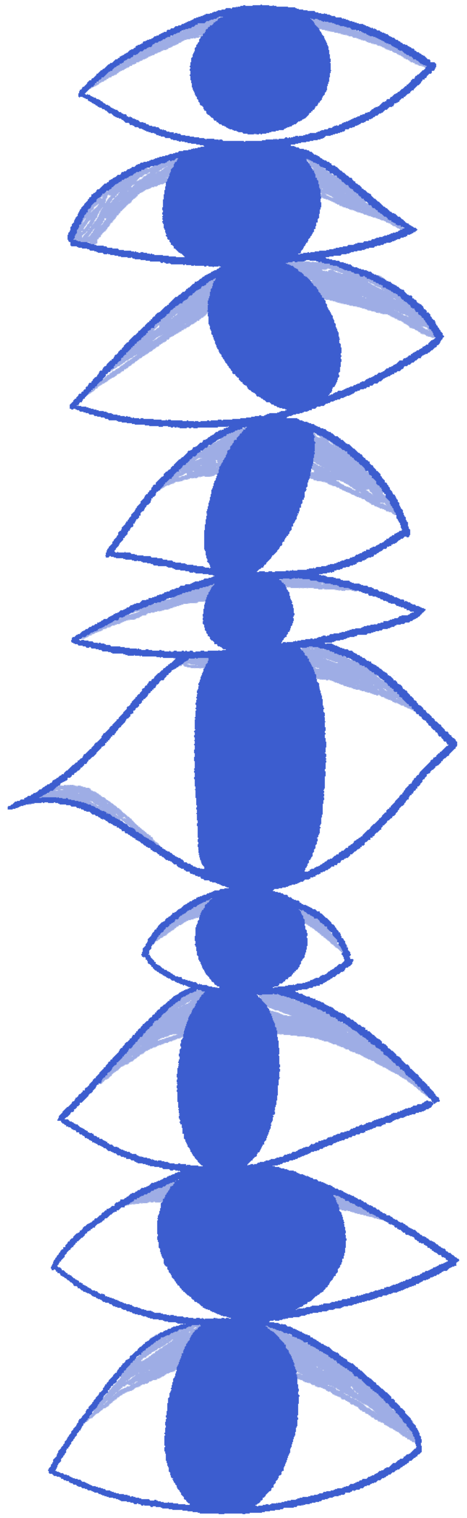
PROJECT MEETINGS

A single event or series of events, depending on the type of the pro bono project (short-term, mid-term, long-term). Can be called differently according to national specifics, the degree of formality of the project, the innovativeness of the organisers, etc. We have used terms like "workshop", "campus", "consultation". *See Chapter 7.*

DELIVERABLE

The expected tangible results of the pro bono project (clearly defined in the brief, but not only). *See Chapter 7.*





TOOLBOX

TOOL A: "WHAT'S IN AND WHAT'S OUT OF SCOPE?" TEMPLATE

What is in scope for this project?

What does this Project look for? What will we accomplish with this project? Try to settle the KPI of the goals to determine if they are accomplished.

Things that have to be done in the pro bono project:

1. Strengthen links with the corporate sector
2. Boost civic engagement of their students

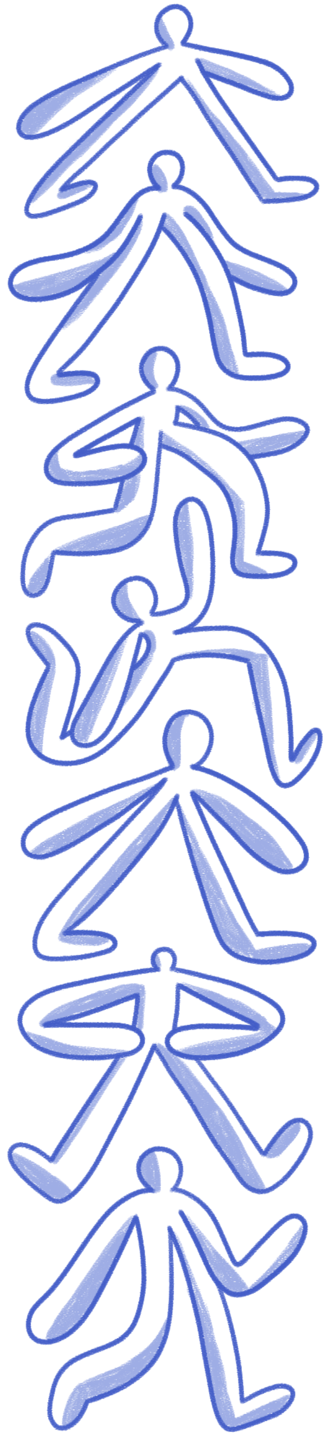
What is out of scope for this project?

What does not this Project look for? Define what will not be accomplished during the Project. Things that are not going to be accomplish in the pro bono project:

1. Visibility in media

TOOL B: RETRO PLANNING OF ACTIVITIES FOR A PRO BONO PROJECT

		Done?	Person in Charge	Month 1				Month 2				Month 3				Month 4				Month 5			
				Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15	Week 16	Week 17	Week 18	Week 19	Week 20
Team Roles	Secure Faculty Advisor																						
	Call for Volunteers																						
	Participants Confirmed. Team Roster Created																						
Facily logistics	Confirm Location																						
	Coordinate Equipment Needs																						
	Coordinate Food and Beverage																						
	Coordinate Snack Schedule																						
	Set Up Workspace (1–2 Days Prior to Event)																						
	Event Breakdown (Last Day of Event)																						
Non–Profit Selection	Send Open Call for Nonprofit Projects																						
	Select Best Project/s																						
	Confirm Nonprofit/s																						
Briefing Process	NGO Diagnosis																						
	Briefing Meetings																						
	Prep Briefs																						
	Send Brief to Entire Team (Volunteers and Nonprofits)																						
Kick–Off Event/ Day D EvenT	Confirm Schedule and Venue																						
	Cordination of Logistics with Volunteers and Nonprofits																						
	Coordinate Food and Beverage																						
	Refine Agenda for Event																						
	Develop PPT Visuals for the Event/Kickoff Event																						
Social Marketing Pland and Internal Communication	Develop Content for Internal Publications																						
	Forward Content to Internal Editors																						
	Content publication on Social Media																						
	Coordination Photography and Video																						
	Live Tweeting During Event/s																						
	FB, Instagram & Twitter Coverage																						
Follow–Up	Send Out Surveys to Volunteers, Nonprofits & Participants to Assess Experience																						
	Collect & Share Data of Experience & Work																						
	Share Case Studies/Review																						



TOOL C: CHECKLIST FOR PLANNING OF THE PRO BONO PROJECT

Use this checklist to make sure you don't miss out on any steps in planning your pro bono.

STEP 1 (THREE TO FOUR MONTHS BEFORE)

- Start planning well in advance
- Pick a date!
- Send out a "save the date" notice by email (and social media, if appropriate) as soon as possible
- Create a distribution plan and keep track of any announcements and notifications that get sent out
- Pick someone in your organisation to take the lead on planning the pro bono pilot
- Line up your facilitator, legal content expert or experts, and any other speakers as soon as possible
- Ask them to send their biographical information and headshots (if you will need these for your packages)

STEP 2 (THREE MONTHS BEFORE)

- Pick the location for your pro bono pilot
- Focus on finding the best location you can afford within your budget.

  Questions to ask:
- Is it easy to get to by transit and vehicle? Does it have natural light? Is it accessible? Is it the right size for the number of people you expect? Can tables and chairs be easily moved around to create breakout groups OR are there break-out rooms available at the venue? Does the venue require that you get food and beverages from them? If so, is this an affordable option?
- Schedule times for sending out registration information, reminders, paper free options such as wifi connections, and an agenda

STEP 3 (TWO TO THREE MONTHS BEFORE)

- Start publicising the pro bono pilot and signing participants up
- Designate one person to keep track of registrations
- This can be done by email, or through a free event planning service platform
- Make the selection
- Create a distribution plan and keep track of any announcements and notifications that get sent out
- Make sure to canvass the people who register for information about any special dietary needs
- Create an end date for the registration period – aim for three weeks before the pro bono pilot date
- Plan to keep a waiting list in case your pro bono pilot is oversubscribed
- Be ready to respond to enquiries

STEP 4 (THREE WEEKS BEFORE)

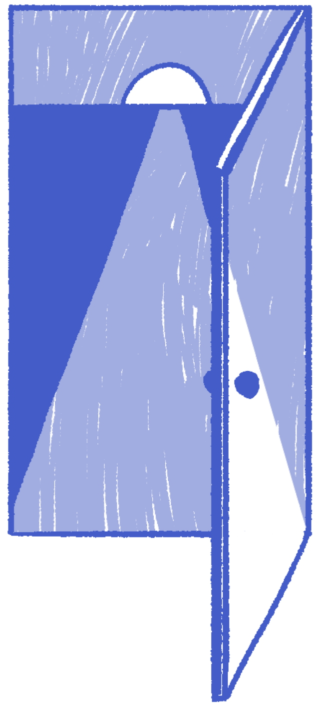
- Book the caterer for your pro bono pilot
- If you wish to and are able to go with an outside caterer, check to make sure that the caterer you want can deal with special dietary needs (allergies, religion-based dietary needs)
- Make sure that the caterer can be flexible if you have "last minute" requirements.

STEP 5 (TWO WEEKS BEFORE)

- Prepare the agenda and materials for your pro bono pilot
- Try to send out the agenda and any materials to the participants at least one week in advance
- Make sure the agenda and materials include bios for any presenters
- If you have picked a hashtag for the event, send it out with the packages
- Order the supplies you need to put together conference packages

Some supplies to make sure you have are:

- Name tags
- Flipchart paper
- Dry erase markers for whiteboards
- Markers
- Sticky notes
- Pens for participant packages
- Extra pens to have on hand
- Scratch paper for participant packages
- Folders to use for participant materials
- Any promotional or informational materials from your organization



Design the evaluation survey

- Create a paper survey form to take to the pro bono pilot
- You can consider following up as well with an online survey, but our experience has been that people are less likely to fill in online surveys

STEP 6 (ONE WEEK BEFORE)

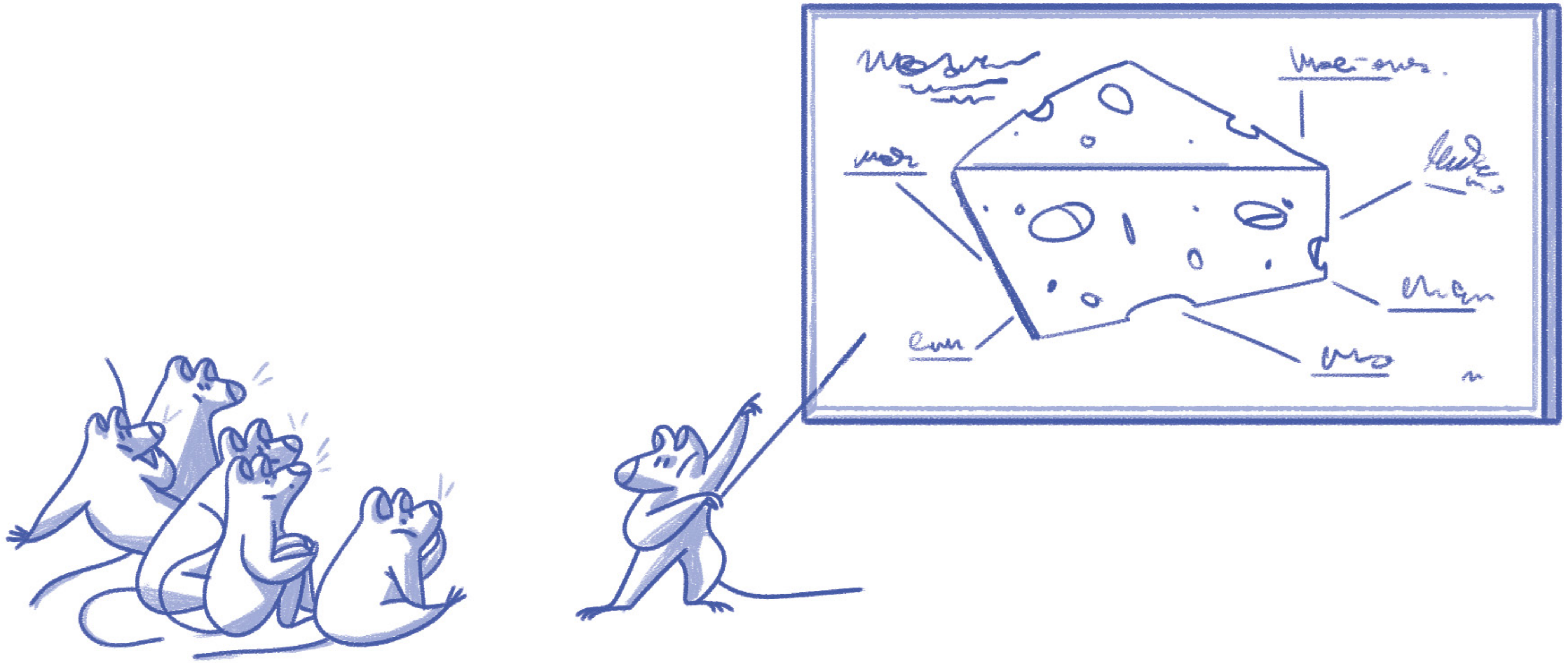
- Visit the conference venue for a walk-around
- Make a plan for how you want the seating to be arranged – ask the venue to arrange this if possible
- Double-check to make sure that you have full information about audiovisual equipment that is available, WiFi passwords, and other facilities
- Prepare hard copies of participant packages
- Include a copy of the evaluation form – and make sure to bring extra hard copies of the form to your venue

STEP 7 (ONE WEEK BEFORE)

- Check your computer and any audiovisual equipment to make sure everything is working
- If using audiovisual equipment supplied by the venue, call the venue to confirm what you need and make sure it's there
- Put together any supplies you will be taking to the venue
- Call the caterer to confirm final numbers for food and beverages
- Make sure the caterer knows what time your breaks and meals are
- Make sure the caterer has access to the space or knows how to get in touch with you if they can't get into the building
- Get thank-you cards and gifts (if you're giving them)

STEP 8 (ONE DAY BEFORE)

- Breathe!
- You are organised for the pro bono pilot and ready to go!
- Double-check emails/calls for any last minute issues/ requests
- Get a good night's sleep and make sure to get to the venue at least two hours in advance



TOOL D: DIAGNOSIS TEMPLATE
PRO BONO DIAGNOSIS OF [INSERT NAME OF THE NON-PROFIT]

THE NON-PROFIT'S PROJECT

Vision
Text.

Mission
Text.

Key Data
- Text

Legal form and location
- Text
- Text

History
- Data: event
- Data: event

Programmes and services

Activity 1 *Public*	**Description**	**Key metrics/notes**
Activity 2 *Public*	Text	Text
Activity 3 *Public*	Text	Text

INTERNAL ORGANISATION

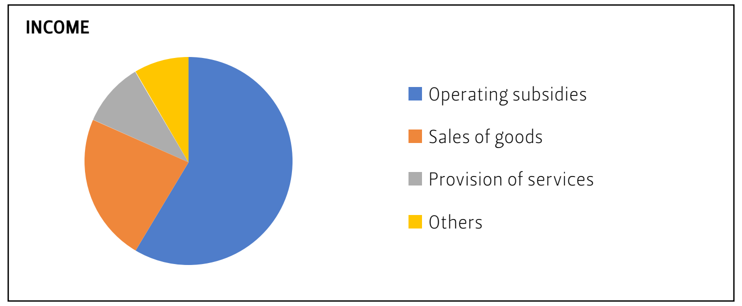
Boards and committees
- Text
- Text

Volunteers
- Text

Employees
- Text

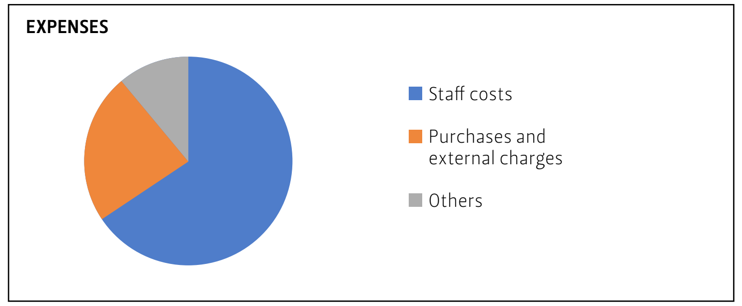
FINANCIAL RESOURCES
Income: XXX.XXX€

- Operating subsidies: XX€
- Sales of good: XX€
- Provision of services: XX€
- Others: XX€



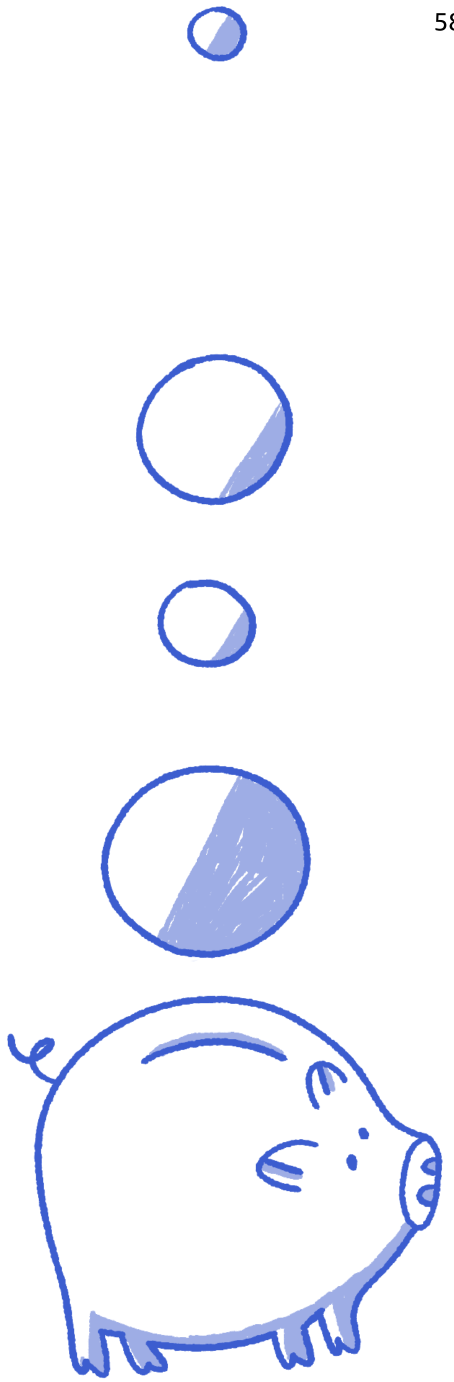
Expenses: XXX.XXX€

- Staff costs: XX€
- Purchases and external charges: XX€
- Others: XX€



STAKEHOLDERS
- Partners of the nonprofit: xxxxxxxx
- Institutional partners: xxxx
- Social economy partners: xxxxx
- Beneficiaries: xxxxx
- Partner hosts for workshops: xxxxx

SWOT ANALYSIS
- Strengths: xxx
- Opportunities: xxx
- Weaknesses: xxx
- Threats: xxx



SHORT/MEDIUM/LONG-TERM PERSPECTIVE

Short-term
- Text

Medium/Long-term
- Text

EXAMPLE

PRO BONO DIAGNOSIS OF MUSIC FOR ALL (2016.02.17)

THE NON-PROFIT'S PROJECT

Vision
Increase and improve access to music learning among young people who do not have access to it because of social and economic issues, so that they can integrate socially and achieve personal growth.

Mission
- Share a passion and a musical attitude, instead of skills, to these young people with the help of passionate volunteer musicians.
- Combat social and economic discrimination hindering music learning.

Key Data
- 10 musicians involved in these actions.
- Eight workshops implemented in Paris and in the Parisian suburbs: more than 40 young people have been able to enjoy music lessons.

Legal form and location
- 1901 Association
- Head office: Paris, France
- Areas for action: Issy, Asnières and several Parisian districts (9th, 10th, 11th, 13th, 18th and 19th).

History
- 2011: Creation of the organisation
- 2011: Teaching of free guitar lessons to a dozen children in Issy-les-Moulineaux, near Paris
- 2012: Winner of Ashoka « Dream it. Do it » competition
- 2014: Recipient of the « Déclic' Jeunes » grant from Fondation de France
  - Creation of 8 new workshops
  - Launch of community events
- March 14 to April 26, 2015: 1st crowdfunding campaign (goal: 5000 euros)
- Beginning of the school year 2015-2016: Creation of 15 new workshops (goal at the end of 2015: 20 workshops for 100 children or young beneficiaries)

Programmes and services

Activities	**Description**	**Key metrics/notes**
Weekly workshops to "share the passion" Young People	• Objective: distinguish from other social and cultural projects thanks to social and educative choices, notably thanks to an actual social, economic and pedagogical accessibility • Free of charge, playful and collective • For 3 to 6 young people • Implemented in partnership with community centres • Facilitated by passionate volunteer musicians, supported and trained by Music for All to work with young people • Formalisation of methodological as well as pedagogical tools to support volunteers, in order to be able to replicate the Music for All model	• Since 2011, 8 workshops implemented in Paris and in the Parisian suburbs: more than 40 young people have been able to enjoy music lessons 10 volunteer facilitators
Complementary activities *Young people*	• Objective: Expand the musical and personal perspectives of children and young beneficiaries Examples: courses during school holidays, organisation of concerts, visiting artists, etc	• 10 musicians involved in these actions • One-week courses in Issy-les-Moulineaux • Partnership proposal with Institut du Monde Arabe
Unifying events *The Music for all Community*	• Objective: Mobilise the community members, partners artists or "friend " movements / networks to reinforce the reputation and attractiveness of Music for All • Internal events: jam sessions, street concerts, etc. • External events: charity concerts	December 17, 2014: Charity concert with SINGA

INTERNAL ORGANISATION

Boards and committees
Supervisory Board: 9 members, students or young professionals. They meet about every four months to report on the progress made by the four units and to set priorities. They regularly consult with the Experts Committee.

Experts Committee: a dozen experts discuss the development strategy and how the non-profit's activities are prioritized. Most of them come from the social economy sector.
Board: comprises the President, the Chief Executive, the Deputy Chief Executive in charge of legal and financial affairs and the Communications Officer. It is a large board: its members do not meet very often and communicate mostly by emails.

Volunteers
More than 200 dynamic members (using Facebook): their role is to monitor the Music for All project, to relay actions and to stand as creators of opportunities (by organizing events and giving the revenues to Music for All for instance).

- 10 facilitators: volunteers eager to get involved in the non-profit and who facilitate music workshops
- Organization of volunteers and teams within 4 units:
  - Economic : model (eight members): formalisation and experimentation of the economic model in 2015
  - Pedagogy and community management (five members)
  - Communication (five members): new visual identity, logo and website
  - Events (10 members)

Employees

Two civil service volunteers for nine months (September 2014 to June 2015): their mission is to design workshops and to manage the community of the nonprofit's volunteers

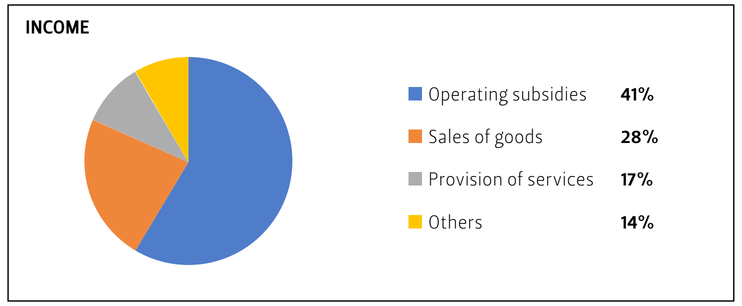
Two interns for support functions (communication)
Objective: one or two paid employees to facilitate workshops and offer services to companies

Financial resources*

*We didn't have the financial information for the Music for all NPO. This data is for example.

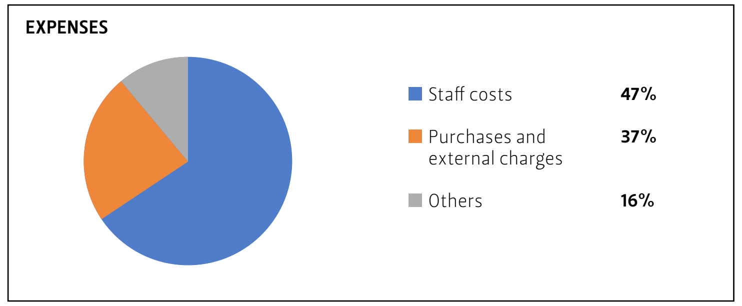
Income: 806 770 €

- Operating subsidies: 330 471 €
- Sales of good: 139 860€
- Provision of services: 114 396€
- Others: 222 043 €



Expenses: 988 395€

- Staff costs: 469 041€
- Purchases and external charges: 363 524€
- Others: 155 830€



Stakeholders

Partners of the nonprofit: one music non-profit from a business school; two music non-profit organisation

Institutional partners: Fondation de France (« Déclics Jeunes » grant), City of Paris; City of Issy les Moulineaux; Henri IV High School in Paris

Social economy partners: Pro Bono Lab, SINGA, MakeSense, Ashoka

Beneficiaries: Children and young participants in the workshops

Partner hosts for workshops: eight community centres (centres for the youth, hospitals, centres for migrants, etc.

SWOT Analysis*

*We didn't have the information for the Music for all NPO.

Area for action	Strengths/Opportunities	Weakness/Risks
NPO's project	xxx	xxx
Boards and committees	xxx	xxx
HR	xxx	xxx
Business model	xxx	xxx
Partnerships	xxx	xxx
Communication	xxx	xxx

SHORT/MEDIUM/LONG-TERM PERSPECTIVE*.

*We didn't have the information for the Music for all NPO. This data is for example.

Short-term

- Very operational objective in the coming months: launch of actions in October – November in the towns of Lens and Valenciennes;
- By the end of 2020, the stabilisation of the Board. Directors

Medium/Long-term

- Geographical development: desire to develop in other French the regions (especially in Hauts-de-France and Ile-de-France)
- This year, it will be necessary to seek more structuring financial sponsorship, in particular from private donations (companies, foundations, individual patrons). The
e objective is to develop a real prospecting strategy to have a mix of economic resources.

TOOL F: NPO CHARTER – AN EXAMPLE

THE CHARTER OF A PRO BONO MISSION – SOCIAL NON-PROFIT ORGANISATION

This document specifies the respective commitments of the social non-profit organisations benefiting from a Pro Bono Mission and [Name of your organisation].

Definitions

Pro bono, or skills-based volunteering, refers to the sharing of skills of committed individuals, who make them available for the general interest and major societal causes free of charge.

The term **Social Non-Profit Organisation** (NPO) refers to the organisation for the benefit of which the Pro Bono Mission is carried out.

The term **Pro Bono Mission** refers to a fixed-term event during which teams of volunteers mobilize their skills to meet the needs of one or more social non-profit organisation(s).

The term "**volunteer**" is used here to refer to the people involved in skills-based volunteering who take part in a Pro Bono Mission from which the social non-profit organisation benefits.

COMMITMENTS OF THE SOCIAL NON-PROFIT ORGANISATION

The social non-profit organisation benefiting from the project undertakes to:

- Make every effort to send the requested documents to [your organisation]
- Mobilize 2 people throughout the pro bono support (diagnosis and mission) and be present on the date agreed for the mission, if necessary, inform [your organisation] in advance of the mission if there is a major impediment or withdrawal.
- Inform and support the volunteers in carrying out the project throughout the Pro Bono Mission
- Do everything possible to implement the recommendations contained in the deliverables produced by the volunteers and keep [your organisation] and the volunteers informed of the implementation process.
- Responding in a transparent and accurate manner to all impact assessments that will be carried out in the short term (one week later) and medium term (four months after the Pro Bono Mission).

Image rights:

Those participating on behalf of the social purpose structure grant [your organisation] and its partners permission to publish and exploit any photographs or images taken of them during the project.

GDRP:

The information collected is recorded in a computerised file for the purpose of contacting you.

NAME OF YOUR ORGANISATION'S COMMITMENTS

[Your organisation] is committed to:

- Adopting a benevolent stance as a diagnostician and facilitator
- Carry out a personalised diagnosis of the NPO's needs and share it with all those concerned (organizations and volunteers from the various missions).
- Organise meetings between the NPO and the volunteers, and implement a methodology to ensure that these meetings run smoothly and that the previously defined objectives are achieved.
- Provide a deliverable containing all the recommendations made during the mission.
- Find out from the volunteers and the beneficiary social non-profit organization how satisfied they were with the Pro Bono Mission.

There is no link of subordination between the social non-profit organisation and [your organisation], nor between the volunteer and the beneficiary social non-profit organisation.

NAME OF THE PROGRAM:

NPO:
Date:
Place:

ASSOCIATE REPRESENTATIVES:

First name	Last name	Signature preceded by the words "Read and approved".

Name of your organisation, represented by name of the responsible of the program, his/her function

His/her signature

TOOL E: MISSION BRIEF TEMPLATE

Your logo and the ones of your partners
[Insert the name of the non-profit & the date of the mission]
Logo of the non-profit organisation

THE NON-PROFIT'S PROJECT

Vision
Text.

Mission
Text.

Key Data
- Text
- Text

Legal form and location
- Text
- Text

History
- Data: event
- Data: event

Name/aim of the pro bono mission.

Context
Text.

Structure representatives
- Text.
- Text

Objectives
- Text
- Text

Deliverables
- Text
- Text

Skills
- Text
- Text

WORK PLAN WORLAN

1st session :
- Text
- Text
- Text

2nd session :
- Text
- Text
- Text

Your logo and the ones of your partners

EXAMPLE OF BRIEF

Le Relais & January 15th 2015

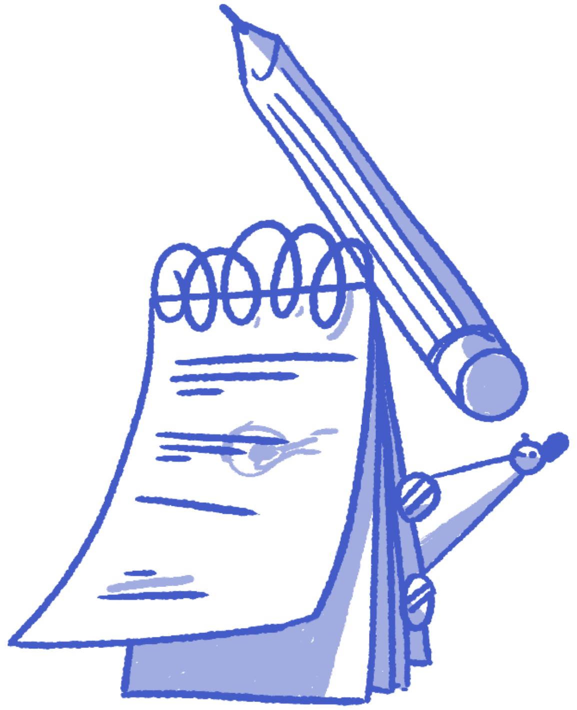
THE NON-PROFIT'S PROJECT

Vision
Enables the integration into our society and the autonomy of people in precarious situations (dropouts, unemployed, refugees, etc.) through economic activity and training while responding to recruitment issues in the restaurant sector.

Mission
- Combating exclusion and unemployment through vocational training for vulnerable groups
- Developing knowledge, skills and competences in the catering sector for people with disabilities
- Encouraging socialisation through integration of people
- To offer support and listening to people who encounter difficulties

Key Data
- 1,000 employees in integration
- 5,000 trainees trained
- +80% increase in the number of people in long-term employment (permanent and fixed-term contracts of more than six months)
- 3,000 covers per year
- 350 catering services per year

Legal form and location
- Headquarters located in Pantin (France, 93)
- A Société Coopérative d'Intérêt Collectif (S.C.I.C.), a 1901 law association for culture and a training organisation.



History

- Early 1990s: A small group of community activists decide to invest in brownfield sites to combat the exclusion of unemployed young people.
- 1991 : The MAAFORM association is then born, to manage the place.
- Janvier 1992 : Creation of the NGO Le Relais with the focus on training and professional integration within the restaurant.
- 2013 : The Relais is approved by the DIRECCTE d'Ile de France to organise validation sessions, leading to the professional titles of "Cook" and "Waiter", certified by the Ministry of Employment.
- 2014 : Transformation of the association Le Relais Restauration into SCIC
- 2015 : Creation of the Relais Culture association with a programme of actions in the field of culture and support for solidarity and local initiatives.

TOOL F: NPO CHARTER – AN EXAMPLE

THE CHARTER OF A PRO BONO MISSION – SOCIAL NON-PROFIT ORGANISATION

This document specifies the respective commitments of the social non-profit organisations benefiting from a Pro Bono Mission and [Name of your organisation].

Definitions

Pro bono, or skills-based volunteering, refers to the sharing of skills of committed individuals, who make them available for the general interest and major societal causes free of charge.

The term **Social Non-Profit Organisation** (NPO) refers to the organisation for the benefit of which the Pro Bono Mission is carried out.

The term **Pro Bono Mission** refers to a fixed-term event during which teams of volunteers mobilize their skills to meet the needs of one or more social non-profit organisation(s).

The term "**volunteer**" is used here to refer to the people involved in skills-based volunteering who take part in a Pro Bono Mission from which the social non-profit organisation benefits.

COMMITMENTS OF THE SOCIAL NON-PROFIT ORGANISATION

The social non-profit organisation benefiting from the project undertakes to:

- Make every effort to send the requested documents to [your organisation]
- Mobilize 2 people throughout the pro bono support (diagnosis and mission) and be present on the date agreed for the mission, if necessary, inform [your organisation] in advance of the mission if there is a major impediment or withdrawal.
- Inform and support the volunteers in carrying out the project throughout the Pro Bono Mission
- Do everything possible to implement the recommendations contained in the deliverables produced by the volunteers and keep [your organisation] and the volunteers informed of the implementation process.
- Responding in a transparent and accurate manner to all impact assessments that will be carried out in the short term (one week later) and medium term (four months after the Pro Bono Mission).

Image rights:

Those participating on behalf of the social purpose structure grant [your organisation] and its partners permission to publish and exploit any photographs or images taken of them during the project.

GDRP:

The information collected is recorded in a computerised file for the purpose of contacting you.

NAME OF YOUR ORGANISATION'S COMMITMENTS

[Your organisation] is committed to:

- Adopting a benevolent stance as a diagnostician and facilitator
- Carry out a personalised diagnosis of the NPO's needs and share it with all those concerned (organizations and volunteers from the various missions).
- Organise meetings between the NPO and the volunteers, and implement a methodology to ensure that these meetings run smoothly and that the previously defined objectives are achieved.
- Provide a deliverable containing all the recommendations made during the mission.
- Find out from the volunteers and the beneficiary social non-profit organization how satisfied they were with the Pro Bono Mission.

There is no link of subordination between the social non-profit organisation and [your organisation], nor between the volunteer and the beneficiary social non-profit organisation.

NAME OF THE PROGRAM:

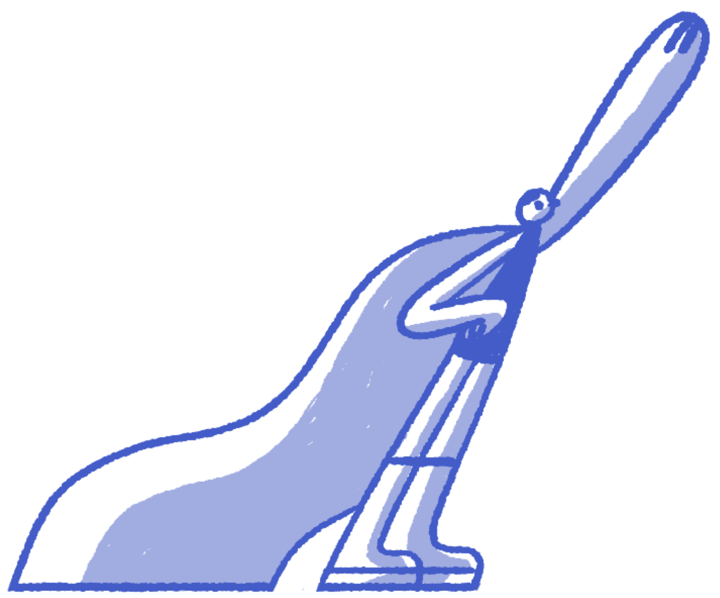
NPO:
Date:
Place:

ASSOCIATIVE REPRESENTATIVES:

First name	Last name	Signature preceded by the words "Read and approved".

Name of your organisation, represented by name of the responsible of the program, his/her function

His/her signature



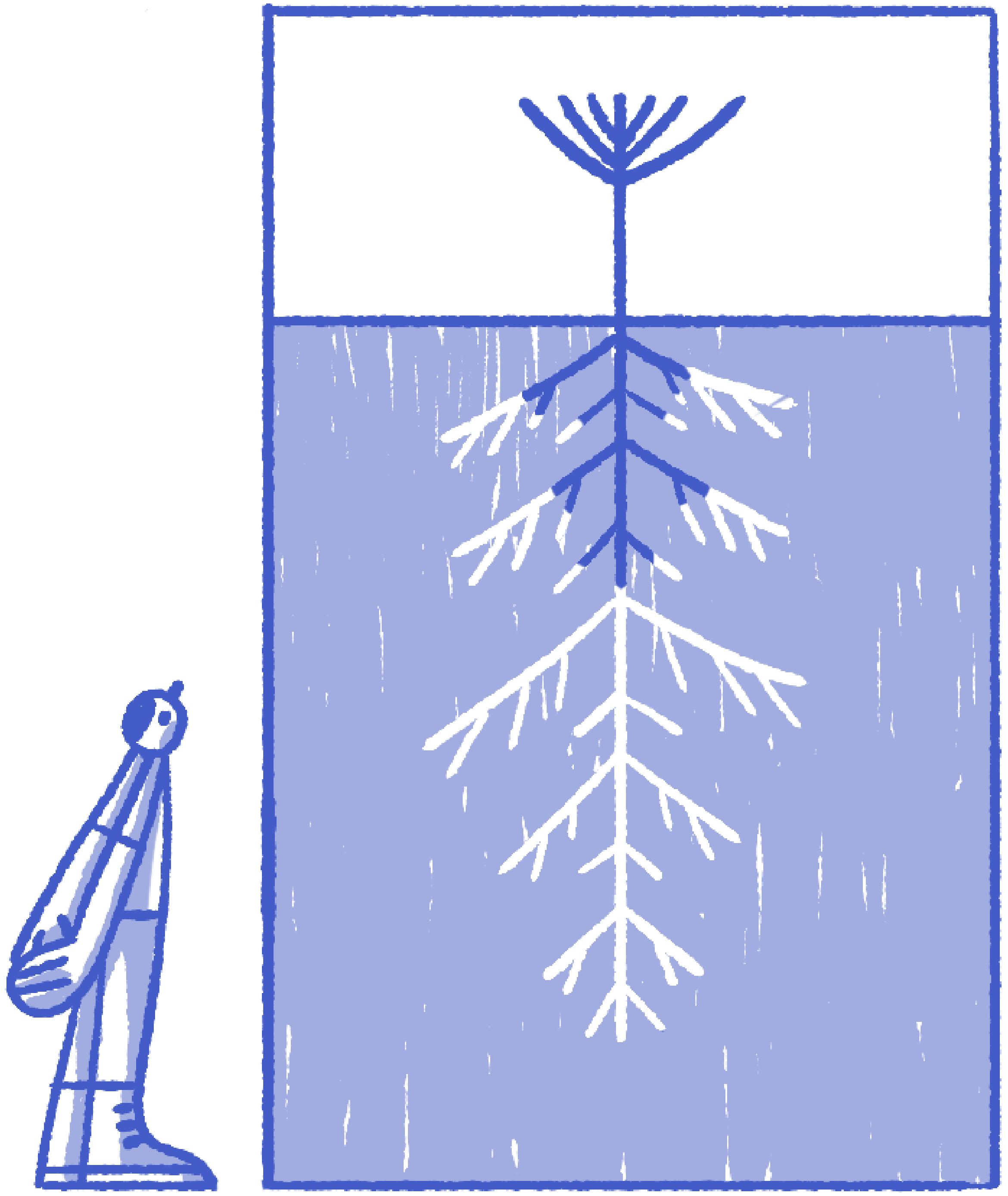
TOOL G: CHECKLIST FOR PLANNING THE PRO BONO MEETING

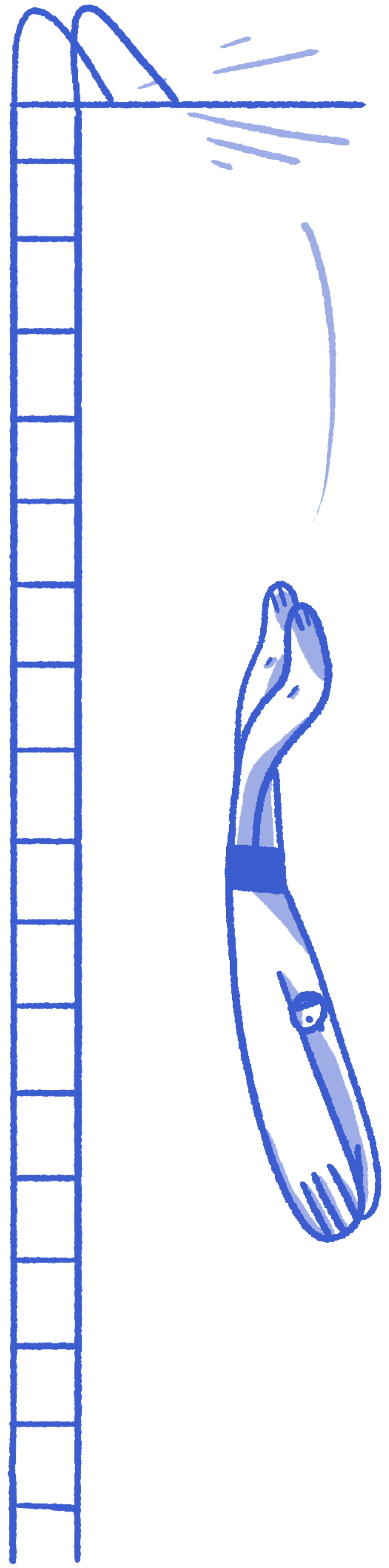
EVENT SET-UP
- Specific room set up
- Tables
- Size and quantity
- Linens
- Chairs
- Rubbish bins
- Special lighting and/or sound equipment
- Signage
- Stage or presentasion floor
- Technical needs
- Curtains

FOOD & BEVERAGES
- Food will be provided
- Catering
- Outside Caterer
- Purchased Externally
- Must follow Venue Policy

TRANSPORTATION
- Public Transport
- Personal Vehicle
- Venue schema

SAFETY
- Exits
- Fire facility
- Medical set
- Other facilities





TOOL H: VOLUNTEERS CHARTER – AN EXAMPLE

THE CHARTER OF A PRO BONO MISSION – VOLUNTEERS

This document specifies the respective commitments of the volunteers of a Pro Bono Mission and [The name of your organisation].

Definitions

Pro bono, or skills-based volunteering, refers to the sharing of skills of committed individuals, who make them available for the general interest and major societal causes free of charge.

The term "**volunteer**" is used here to refer to people involved in skills-based volunteering who participate in a Pro Bono Mission that benefits the social non-profit organisation.

The term **social non-profit organization** (NPO) refers to the organisation for the benefit of which the Pro Bono Mission is carried out.

The term **Pro Bono Mission** refers to a fixed-term event during which teams of volunteers mobilise their skills to meet the needs of one or more social non-profit organisation(s).

VOLUNTEER COMMITMENTS

[For the mentors or students over 18 years of age] The volunteer acknowledges being of age and responsible for his or her actions, and therefore assumes responsibility for any damage that may have occurred as a result of his or her actions.

[If students who have not reached the age of majority] The legal representative of the volunteer [or the University] acknowledges being responsible for the actions of the volunteer, and therefore assumes responsibility for any damage that may have occurred as a result of his or her actions.

The volunteer undertakes to:

- Adopt a benevolent stance towards other volunteers and representatives of the NPO.
- Make every effort to carry out the Pro Bono Mission for the defined period of time.
- Not to disseminate content resulting from the mission or its implementation without the prior consent of the beneficiary social NPO and [name of your organisation].
- To respond in a transparent and accurate manner to all impact evaluations that will be carried out in the short term (one week after) and medium term (four months after the Pro Bono Mission).

Image rights:

The volunteer grants the NPO, [your organisation] and the partners of the program permission to publish and exploit all photographs or images taken of him/her during the project.

GDRP:

The information collected is recorded in a computerised file for the purpose of contacting you. Following this mission, you will receive news from the NPO and [your organisation] via the email address provided. You can unsubscribe from the contact lists at any time if you wish.

NAME OF YOUR ORGANISATION'S COMMITMENTS

[YOUR ORGANISATION] IS COMMITTED TO:

- Adopting a benevolent posture as a facilitator
- Organise meetings between the NPO and the volunteers, and implement a methodology to ensure that these meetings run smoothly and that the previously defined objectives are achieved.
- Provide a deliverable containing all the recommendations made during the mission.
- Find out from the volunteers and the beneficiary social NPO how satisfied they were with the Pro Bono Mission.

There is no link of subordination between the volunteer and [your organisation], nor between the volunteer and the beneficiary social purpose structure.

NAME OF THE PROGRAM:

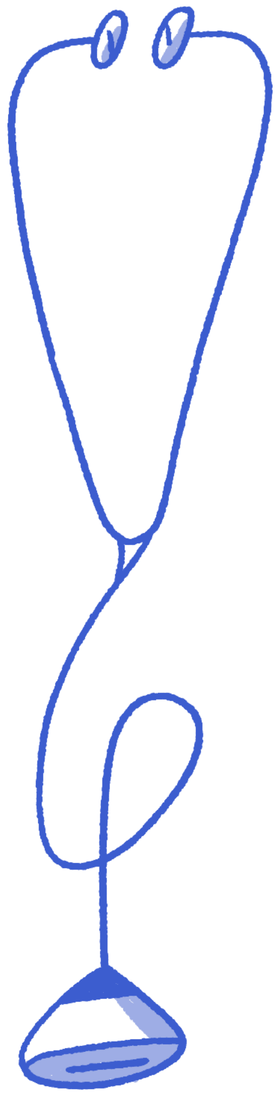
NPO:
Date:
Place:

VOLUNTEERS:

First name	Last name	Email	Signature preceded by the words "Read and approved".

Name of your organisation, represented by Name of the responsible of the program, his/her function

His/her signature



TOOL I: SOME EXAMPLES OF KPIS

1. TO EVALUATE THE PROGRAMME
1.1 QUANTITATIVE
1.1.1 SHORT TERM FOR UNIVERSITY (A), VOLUNTEERS (B) AND NON-PROFIT ORGANISATION (C)
1.1.2 MEDIUM/LONG TERM FOR THE UNIVERSITY (A), VOLUNTEERS (B) AND NON-PROFIT ORGANISATION (C)

1.2 QUALITATIVE
1.2.1 SHORT TERM FOR UNIVERSITY (A), VOLUNTEERS (B) AND NON-PROFIT ORGANISATION (C)
1.2.2 MEDIUM/LONG TERM FOR THE UNIVERSITY (A), VOLUNTEERS (B) AND NON-PROFIT ORGANISATION (C)

2. TO MEASURE THE IMPACT ON STAKEHOLDERS
2.1 QUANTITATIVE
2.1.1 SHORT TERM FOR UNIVERSITY (A), VOLUNTEERS (B) AND NON-PROFIT ORGANISATION (C)
2.1.2 MEDIUM/ LONG TERM FOR THE UNIVERSITY (A), VOLUNTEERS (B) AND NON-PROFIT ORGANISATION (C)

2.2 QUALITATIVE
2.2.1 SHORT TERM FOR UNIVERSITY (A), VOLUNTEERS (B) AND NON-PROFIT ORGANISATION (C)
2.2.2 MEDIUM/ LONG TERM FOR THE UNIVERSITY (A), VOLUNTEERS (B) AND NON-PROFIT ORGANISATION (C)

1. PROGRAMME EVALUATION

1.1 QUANTITATIVE
Measurement of the results' of pilot programmes

1.1.1 SHORT TERM (RIGHT AFTER / ONE WEEK AFTER)

a) To the University
- The time it took for the staff to prepare, participate, evaluate
- If the team wishes to repeat the pro bono programme

b) To the students / Mentors
- If they are satisfied with the pro bono project (several questions possible: if they were well prepared, if they received all the necessary information and elements, if they succeeded in the project according to them)
- The time it took to prepare and participate in the pro bono project
- If they were a leader on the mission (facilitator? participate in the diagnosis?)
- If they wish to repeat the experience

c) To the NPO
- If they wish to repeat the experience
- If they are satisfied with the pro bono project (several questions possible: if they were well prepared, if they received all the necessary information and elements, if they succeeded in the project according to them)

1.1.2 MID OR LONG TERM (FOUR MONTH AFTER, AT THE END OF THE PROGRAM OR ONE TIME PER YEAR FOR EXAMPLE)

a) To the University
- Number of students
- Number of working hours
- Number of supported partners
- Democratisation of the programme / of pro bono: numbers of activities related to pro bono and dissemination (press releases, communication activities)

b) To the students / mentors
- Number of participants who repeated the experience
- If they have talked about it around them
- Number of participants who put this experience on their CVs or talked about it in interviews
- Number of students it has helped in their career path
- Number of mentors who re-engaged

c) To the NPO
- Number of NPO for which the impact has been positive
- Number of organisations that kept in touch with the volunteers

1.2 QUALITATIVE
Measurement of the results' of pilot programmes

1.2.1 SHORT TERM

a) To the University
- what the staff thought of the experience
- What did they observe about the students?

b) To the students / mentors
- what they thought of the experience
- what they learned from the NPO and mentors

c) To the NPO
- What the representatives thought of the experience
- What did they think of the students' skills? Mentors' skills?

1.2.2 MID OR LONG TERM

a) To the University
- what the programme has changed in the university
- whether the staff have heard from students, NPOs or mentors

b) To the students / mentors

- whether it has helped them in their career path and how
- whether they have re-engaged, with whom and how

c) To the NPO

- what use was this pro bono project to them
- have they since worked with students again? Why have they done so?
- What do they think of pro bono in retrospect?

2. IMPACT MEASUREMENT

2.1 QUANTITATIVE

Measuring the impact on the participants (volunteers and representatives of the NPO) directly or indirectly, on them and/or their environment

2.1.1 SHORT TERM (RIGHT AFTER / ONE WEEK AFTER)

a) To the University

- Did staff members learn anything from the pro bono programme (propose several things for having quantitative indicators: about the NPO sector, about the share of skills… and add an open proposal "other")
- If they think it's going to have an effect on the students, on the image of the university

b) To the students / Mentors

- The reasons why they participated (propose several reasons for having quantitative indicators: to feel useful, to have experience… and add an open proposal "other")
- Teamwork (if they liked it, if they met new people, if everyone got involved)
- Use, development, acquisition, transmission of skills (closed question: yes, no, I don't know and why not propose certain skills to be ticked off)
- If they have discovered tools and methods
- If they discovered things, if it gave them ideas for what to do next (getting involved or working in the sector)

c) To the NPO

- Use, development, acquisition, transmission of skills (closed question: yes, no, I don't know and why not propose certain skills to be ticked off)
- If they have discovered tools and methods
- Teamwork (if they liked it, if they met new people, if everyone got involved)

2.1.2 MID OR LONG TERM (FOUR MONTH AFTER, AT THE END OF THE PROGRAM OR ONE TIME PER YEAR FOR EXAMPLE)

a) To the University

- If they think there has been change on the student side (closed-ended question)
- If they think there has been change on the image of the university (closed-ended question)

b) To the students / mentors

- number of students who reoriented or did an internship afterwards in a NPO
- number of students who discovered things, had ideas for what to do next (getting involved or working in the sector)
- number of mentors who subsequently engaged with students (tutoring, mentoring)

c) To the NPO

- number of NPOs that have worked with students subsequently
- whether they have reused what they have learned since then (closed-ended question)

2.2.1 SHORT TERM

a) To the University
- What did they learn from the programme? (open question)
- What did they learn about the NPO sector?

b) To the students / mentors
- The reasons why they participated (open-ended question or asked in an interview)
- The most rewarding aspects of the project
- The difficulties encountered
- Use, development, acquisition, transmission of skills (open question)

c) To the NPO
- Use, development, acquisition, transmission of skills (open question)
- The most rewarding aspects of the mission
- The difficulties encountered

2.2.2 MID OR LONG TERM

a) To the University
- what they think it has brought to the students and the university

b) To the students / mentors
- what they think it has brought to them
- have they re-engaged, why and how?
- How do they envision their future? Did this experience help them?

c) To the NPO
- what it has changed for the representatives personally and professionally
- what they think of pro bono in retrospect (what it did for them, what it would bring to society)