

# TRANSITION HANDBOOK

ACADEMIC ACTIVITIES

2024/2025



The European Law Students' Association

# 1. Foreword

Dear Academic Activities Officer,

So you have made it to the end of your term. Almost. The end is so close, and it brings a bittersweet taste. You have worked hard for this entire year (or multiple?) to build Academic Activities, to build ELSA, to build legacy. And now, you must give it all over. You must unselfishly and completely give over control.

On the contrary, for your successor, nothing but excitement, anticipation, planning, and ideas of greatness are on the table. A wish to organise, improve, grow - and a determined will to grab the year by the neck. They feel like they know best, they know everything, and the old guard is a thing of the past.

And yet, you are the one holding the knowledge, you are the one holding the power to make or break their wishes, their determination, their capacity to **#ActToImpact**. It is in your benevolence, but also your ultimate duty, to teach them everything you do and don't know before you step out.

And then, it is in your duty to truly, completely and without reserve, step out. You must accept that your term has ended, but your time in ELSA never will. You will stay forever with us - as a participant, advisor, alumni.

This is a plea for you to proactively, unselfishly, completely and with an open mind give over all the knowledge and control you have gathered during this term. You have worked long and hard to help us **#MakeADifference**, and you have lived with us, **#AllDifferentAllTogether**.

Now is the time to give another that honour, and let this Handbook help you deliver it.

ELSAfully yours,

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## 2. Table Of Contents

1. Foreword.....	1
2. Table Of Contents.....	2
3. Transition Checklists.....	3
a. How To Use.....	3
b. General Transition Checklist.....	3
c. Project Transition Checklist.....	4
4. Mental Framework.....	6
a. Don't Cringe.....	6
b. The Art Of Letting Go.....	6
c. Respect Their Role.....	7
d. Your Legacy.....	7
5. Method.....	8
a. Non-Formal Education.....	8
6. Who Are You Transitioning?.....	9
a. Assistant From Scratch.....	9
b. Director From Scratch.....	9
c. Director From An Assistant.....	9
d. VP AA From Scratch.....	10
e. VP AA From An Assistant/Director.....	10
f. VP AA From A Board Member.....	10
7. Transition Elements.....	11
a. General ELSA Knowledge.....	11
b. AA Knowledge.....	13
c. Project Management In General.....	15
d. Team Management In General.....	15
e. Useful Tools.....	15
f. National/Local Network.....	16
g. Relations With Other Groups of ELSA.....	16
h. Relations With ELSA International.....	16
i. Partners/Externals & External Relations Procedure.....	17
j. ELSA Law Review.....	17
k. ELSA Legal Research Groups.....	17
l. Rule Of Law Education.....	17
m. Annual Human Rights Campaign.....	18
n. ELSA x LexisNexis Essay Competition.....	18
o. International Focus Programme.....	18
p. Local/National Projects.....	18

### 3. Transition Checklists

Below are two transition checklists to track the progress and completion of Transition:

- General Transition Checklist: includes all Transition Elements from Chapter 7
- Project Transition Checklist: includes elements to be transitioned for each project.

You can use these checklists when executing Transition, and deliver knowledge based on the reminders below and your collected knowledge base.

#### a. How To Use

Track your transition with these checklists as you deliver it in real time. Refer to Chapter 7 for explanations.

#### b. General Transition Checklist

Use this checklist to track the transition of general knowledge and skills, and general knowledge on projects. For a more in-depth project transition, you should use the other checklist.

<b>General ELSA Knowledge</b>	More Learning Needed	Passed
Historical Overview		
Goals And Philosophy		
Regulations		
Partners		
The Structure of ELSA		
Areas & Board		
ELSA Officer Ranks		

<b>AA Knowledge</b>	More Learning Needed	Passed
History Of The Area - AA/C Division		
Project Specificities		
Important People		

<b>General National/Local Knowledge</b>	More Learning Needed	Passed
Project Management In General		
Team Management In General		
Useful Tools		
National/Local Network		
Relations With Other Groups of ELSA		
Relations With ELSA International		
Partners/Externals & External Relations Procedure		

<b>Flagship/International Projects of ELSA</b> (for general knowledge on these projects)	More Learning Needed	Passed
ELSA Law Review		
ELSA Legal Research Groups		
Rule Of Law Education		
Annual Human Rights Campaign		
ELSA x LexisNexis Essay Competition		
International Focus Programme		

### c. Project Transition Checklist

Use the checklist on the following page to transition both local/national projects, and national/local implementations of international/Flagship projects of ELSA (National ROLE Projects, National AHRC Structure, an ongoing LRG...).

Use for Each Project	Project 1 - pass	Project 2 - pass	Project 3 - pass
<b>General information</b> <ul style="list-style-type: none"> <li>- Project purpose and goal</li> <li>- Project type and format</li> <li>- Target audience, key partners and stakeholders</li> <li>- Usual timeline and important dates</li> <li>- Budget overview and funding sources</li> </ul>			
<b>Current Status</b> <ul style="list-style-type: none"> <li>- Summarise progress</li> <li>- Completed and pending tasks</li> <li>- Responsible team members and roles</li> <li>- Access to materials and resources</li> <li>- Budget status</li> </ul>			
<b>Planning and Management</b> <ul style="list-style-type: none"> <li>- Project timeline and important deadlines</li> <li>- Communication channels and tools</li> <li>- Task delegation and team structure</li> <li>- Risks and contingency plans</li> <li>- Legal or compliance requirements</li> </ul>			
<b>Key contacts</b> <ul style="list-style-type: none"> <li>- Internal contacts, external contacts</li> <li>- Preferred communication methods</li> </ul>			
<b>Good Practices</b> <ul style="list-style-type: none"> <li>- What worked well?</li> <li>- Useful tools, strategies and templates</li> <li>- Tips on team motivation and engagement</li> <li>- Tips on how to maintain partner relationships</li> </ul>			
<b>Challenges and Feedback</b> <ul style="list-style-type: none"> <li>- Past challenges and how they were handled</li> <li>- Feedback from various stakeholders</li> <li>- Suggest improvement or lessons learned</li> </ul>			
<b>Administrative and Financial closure</b> <ul style="list-style-type: none"> <li>- Final tasks to complete</li> <li>- Explain financial wrap-up procedures</li> <li>- Reporting duties</li> </ul>			
<b>Additional notes and recommendations</b> <ul style="list-style-type: none"> <li>- Upcoming deadlines or events, pending decisions/negotiations</li> <li>- Highlight useful resources for further reading</li> <li>- Personal advice</li> </ul>			

## 4. Mental Framework

Transition requires you to enter it with an open mind and a clear, supportive mindset. Below are key principles to guide your transition process.

### a. Don't Cringe

Many Officers hesitate to explain "basic" things during transition, assuming either that their successor already knows them or that they should know them. This can lead to critical information being lost or misunderstood. Instead, assume the following:

- Your successor may not know many of the details you take for granted.
- What seems trivial to you may be vital for them.
- There is no shame in explaining foundational information. In fact, it's necessary.

Be explicit in your explanations. Ask your successor what they do and don't know, and don't feel awkward about going back to basics. You've gained real knowledge over your term—you have a solid basis to teach and share. Just ensure you do so from a place of genuine support, not condescension. Remember: the aim is not to show superiority, but to empower the next Officer.

### b. The Art Of Letting Go

You've invested time, energy, and care into your role. Whether you've built something new or improved what was already strong, it's natural to feel attachment. However, effective transition requires acceptance of one key reality:

It's no longer yours.

Your work has come to an end, and the area now belongs to someone else. They will make changes. They may reverse decisions. They may even let things decline. That's the nature of student-led governance.

What's important is to:

- Present the current status, the planned future, and the reasoning behind your decisions.
- Share your insights, context, and lessons learned honestly and clearly.
- Refrain from imposing your preferences or expecting your successor to follow your plans.

You cannot control what your successor does. Trying to do so can lead to frustration, resistance, and unnecessary conflict. Accept that their decisions may differ—that's part of the process.

### c. Respect Their Role

Your successor is not your trainee. They are a new Officer, with full autonomy and responsibility. Their role, like yours, requires decision-making under time pressure, often with limited information. Your job is:

- To inform, not to instruct.
- To support, not to control.
- To help them understand, not to ensure they agree.

Even if your ideas are strong—and they very well may be—the true mark of your success is not whether your plans are followed, but whether your successor is competent and confident in their role.

### d. Your Legacy

Ultimately, the greatest contribution you can make through transition is to prepare someone who can continue leading the area effectively, in their own way. Your knowledge, context, and experience are invaluable—but only if shared openly and without attachment.

So don't hover. Don't micromanage.

And absolutely, don't sit on their head.

Instead, hand over your work with care, clarity, and humility—and then step back. That is how you protect the continuity and integrity of ELSA and everything you've worked hard on.



## 5. Method

When it comes to transitioning your successor, various methods can be employed, ranging from structured presentations and written manuals to spreadsheets, reports, and checklists. While these tools are helpful, they often rely heavily on passive information transfer. To ensure that your successor not only receives the knowledge but truly understands, retains, and applies it, we strongly recommend incorporating **non-formal education** techniques into the transition process.

### a. Non-Formal Education

Non-formal education is more than just the “language” we use for ROLE school visits, it is a powerful and dynamic approach to learning that fosters critical thinking, active participation, and experiential growth. In the context of AA transition, non-formal education shifts the focus from simply “teaching” your successor to facilitating their discovery of knowledge and skills through experience, reflection, and hands-on activities. This builds their confidence and better prepares them for autonomous decision-making during their term.

Here are some **useful tools and activities** you can implement during your transition process:

- **Simulation Exercises:** Create scenarios based on real challenges you faced during your term (e.g. managing deadlines, resolving internal conflicts, handling last-minute changes in event planning). Let your successor propose and execute solutions.
- **Role-Play Activities:** Switch roles, act as a National/Local officer (depends on for which position you give the transition), and let your successor practice communication, negotiation, or problem-solving.
- **Interactive Checklists:** Instead of simply handing over a list of tasks, create a “scavenger hunt” where each task unlocks the next phase of knowledge (e.g. accessing platforms, checking historical documents, contacting key people).
- **Debriefing and Reflection:** After each task or activity, sit down together and reflect on what went well, what could be improved, and what lessons were learned. This step is key in consolidating knowledge.
- **Gamified Quizzes or Puzzles:** Design short, fun quizzes or crossword-style puzzles with facts about the area, tools, procedures, or common challenges. This reinforces key information in a memorable way.
- **Mind Maps and Visual Tools:** Use collaborative visual tools (like Canva, or large whiteboards) to co-create process flows, timelines, or stakeholder maps. These support both understanding and creativity.

## 6. Who Are You Transitioning?

Understanding who your successor is should directly influence the way you handle their transition. Each successor will come with a unique set of experiences, expectations, and needs. The more aligned your transition is with their background, the more effective and empowering it will be. Below are tailored tips and considerations depending on the specific background of your successor. Use only the section relevant to the person you are transitioning to.

### a. Assistant From Scratch

Your successor is stepping into the Assistant role without prior experience in the Academic Activities area or perhaps even in ELSA in general. Tips & tricks:

- Start with the basics: Explain ELSA's structure and how the AA area fits in.
- Clarify expectations: Define what being an AA Assistant means practically, not just on paper.
- Use examples: Show them real past work - minutes, emails, task reports - so they understand the role's scope.
- Mentorship matters: Check in more frequently in the first few months.
- Don't overwhelm: Layer their learning - ELSA first, then AA generally, then their project.
- Encourage curiosity: They might not know what to ask - guide them toward the right questions.

### b. Director From Scratch

Your successor is new to the area but will directly take on a Director position. Tips & tricks:

- Bridge knowledge gaps: Assume no prior understanding of AA or ELSA internal workings.
- Start slow: Begin with key concepts of the area, their project's background, and the goals.
- Provide structure: Share detailed timelines, toolkits, and examples.
- Encourage proactivity: Let them know it's okay not to know everything - but they should always be asking and learning.
- Be patient: This person may feel overwhelmed - reassure them and celebrate their small wins.

### c. Director From An Assistant

Your successor was an AA Assistant and is now becoming a Director. Tips & tricks:

- Build on their strengths: They already know the basics of the area and likely of their specific project.
- Introduce higher-level tasks: Focus on project ownership, planning, and team coordination.

- Coach, don't micromanage: They may want to make changes; that's okay. Encourage critical thinking, not replication.
- Offer guidance on board communication and deadlines: They're likely less experienced in cross-area or external communication.
- Trust but support: Give them autonomy while being available when needed.

#### d. VP AA From Scratch

Your successor is completely new to the area and is stepping into the Vice President role - a very steep curve. Tips & tricks:

- Lay a strong foundation: Start with ELSA basics, AA goals, and the board's dynamics.
- Support planning: Provide past strategic plans, reports, and calendars.
- Mentor extensively: Be ready to provide regular and structured check-ins.
- Set realistic expectations: Help them prioritise; they will not fix everything in one term.
- Build confidence: Validate their ideas and effort often — imposter syndrome can hit hard at this level.

#### e. VP AA From An Assistant/Director

Your successor has prior experience in AA but is now becoming VP AA. Tips & tricks:

- Focus on leadership and vision: They know the projects - now help them lead the area.
- Train on board-level responsibilities: Strategic planning, reporting, and international representation.
- Empower delegation: They need to stop doing and start overseeing - help them make that shift.
- Advise on managing a team: People skills will now matter more than technical know-how.
- Promote network awareness: Teach them how to support local/national groups.

#### f. VP AA From A Board Member

Your successor is already experienced in board work but new to AA. Tips & tricks:

- Explain the area context: Even if they understand ELSA, AA has unique dynamics.
- Avoid assumptions: Their experience doesn't mean they know your area's history or nuances.
- Link strategy to substance: Help them translate general leadership into AA-specific plans.
- Challenge biases: They may come in with ideas that worked elsewhere - explain what fits and what might not.
- Use their strengths: They might bring valuable skills (e.g., external relations or HR) - encourage them to adapt these to AA needs.

## 7. Transition Elements

Below you will find most of the knowledge categories you need to transition, including brief explanations and/or references to more materials.

### a. General ELSA Knowledge

ELSA is an old organisation; below is the essential knowledge every Officer should have when entering their role.

#### i. Historical Overview

ELSA was founded in Vienna, Austria on the 4th May 1981 by five visionary students from Austria, Hungary, Poland and West Germany. In 1992, ELSA adopted its enduring philosophy statement. The following year, in 1993, ELSA International offices relocated its headquarters from Vienna to Brussels, Belgium, where the International Board resides (the ELSA House). In 2008, ELSA established its first long-term partnership with the Council of Europe, which remains one of our key partners to this day.

#### ii. Goals and Philosophy

ELSA is committed to advancing justice through legal education, mutual understanding and social responsibility. This commitment is rooted in its 1992 philosophy statement: “A just world in which there is respect for human dignity and cultural diversity”. To this end, ELSA’s mission is to contribute to legal education, foster mutual understanding and promote social responsibility of law students and young lawyers. It achieves this by providing opportunities for law students and young lawyers to learn about other cultures and legal systems, assisting them to be internationally minded and professionally skilled and encouraging them to act for the good of society.

#### iii. Regulations

ELSA has extensive regulations on the international level that regulate everything from our structure and aims to the quality standards of our projects. All relevant regulations are accessible on the Officers’ Portal under IM > Regulations. Make sure to acquaint your successor with these, especially Part 6 of the International Council Meeting Decision Book (which concerns AA). If you have any regulations on the national/local level, make sure to transition those as well.

#### iv. Partners

ELSA collaborates with a variety of partners to enhance its activities, provide resources, and increase its impact. In the field of Academic Activities, two key partners stand out:

- the **Council of Europe**, which supports ELSA's human rights and Rule of Law initiatives such as ROLE and the AHRC, and
- **LexisNexis**, leading global provider of legal, regulatory and business information and analytics that help customers increase productivity, improve decision-making and outcomes, and advance the rule of law around the world..

These partnerships enhance the academic value of ELSA's projects and offer members access to professional tools, resources, and unique learning opportunities. To learn more, visit the [Partners section on ELSA International's official website](#).

#### v. The Structure of ELSA

ELSA has a three-tier structure of local, national and international levels to connect students and lawyers globally. It is an organisation led by law students and young lawyers for law students and young lawyers. It has local groups in 43 countries worldwide and is present in over 400 faculties across Europe. ELSA has over 60,000 students and alumni members globally. It is by far one of the largest student organisations in the world.

#### vi. Areas & Board

ELSA operates in four Areas: four Supporting Areas and four Key Areas. Each area is led by one board member at each level of ELSA, and together they work to achieve ELSA's mission.

- **Supporting areas:** These areas ensure the smooth internal functioning and visibility of the Group:
  - **Board Management, External Relations & Expansion** (President): Leads the board, manages external relations, and oversees strategy.
  - **Internal Management** (Secretary General): Handles internal organisation, HR, and team coordination.
  - **Financial Management** (Treasurer): Manages finances: budgeting, accounting, and reporting.
  - **Marketing** (Vice President): Promotes ELSA's image, creates visibility, and supports project outreach.
- **Key areas:** These areas focus on organising impactful projects to further ELSA's mission:
  - **Academic Activities** (Vice President): legal education and social responsibility

- **Competitions** (Vice President): legal education & practical experience through competitions
- **Professional Development** (Vice President): career skills & access to the professional world
- **Seminars & Conferences** (Vice President): mutual understanding & legal education

Each board member is responsible for the development and execution of their area, contributing to the success of both their Group and the wider ELSA Network.

#### vii. ELSA Officer Ranks:

Each level of ELSA has a hierarchy of Officer ranks, usually mirrored across the Network, making roles easily recognisable. From highest to lowest, the ranks are:

- Supervisory Board Members / Auditors: They monitor the work of other Officers and report irregularities, without direct involvement in decisions or execution.
- Executive Board Members: They set direction, plan the year, and lead the team with executive decision-making power.
- Directors: Independently handle specific tasks or projects within their area, under the guidance of a Board Member.
- Coordinators: Bridge between Directors and Assistants, used in larger teams to divide work by task or region.
- Assistants: Most numerous, they carry out tasks and instructions from superiors. Roles like Coaches or Editors typically fall under this category.

### b. AA Knowledge

#### i. History of the area- AA/C division

Letting the successor know the history of AA is essential to understanding its current structure and the challenges it faces today. Following the board reform, the previously unified AA area, which included legal writing, moot court, academic competitions, and professional development events, was divided into two distinct areas: Academic Activities (AA) and Competitions (C). This restructuring allowed each area to define its own strategic direction, develop focused projects, and clarify responsibilities.

As part of this reform, several professional development initiatives, such as Lawyers at Work, were transferred to the newly established PD area. This transition left AA with only two remaining legacy projects: the ELSA Law Review and the International Focus Programme. In response to this reduced scope, AA had to evolve and find new ways to stay relevant and impactful within the Network.

As a result, ELSA International developed new initiatives aligned with ELSA's vision of social responsibility and legal education. This led to the creation of large international projects like ROLE and the AHRC.

### ii. Projects specificities

A crucial part of your transition is providing your successor with both technical and strategic knowledge of all ongoing projects. Start by offering an overview of the main international initiatives currently under the AA area, including ROLE, AHRC, ELR, LRGs, Essay Competitions, and the IFP. It's important they understand not just what these projects are, but how they fit within ELSA's broader academic and social responsibility goals.

Equally valuable is your insight into your national and local projects. Share your own experience, not only the technical aspects but also the historical evolution of these projects in your group. Explain which projects were introduced over the years, which ones became traditions, and which were discontinued or transformed, and why. Highlight successful editions, challenges you faced, and the key lessons learned. Touch on elements like participant engagement, logistics, partnerships, and academic quality. Providing your successor with access to useful materials such as past reports, email templates, forms, or event feedback will give them a practical starting point and a clearer sense of how to carry forward or adapt projects within their term, while understanding their context and background.

### iii. Important people

Knowing who to talk to is just as important as knowing what to do. It's essential to introduce your successor to the key people who have supported the AA area. Start by giving a brief overview of the predecessors who handled which projects, what they accomplished, and what challenges they encountered.

Also, share the names of academics who were involved in supporting projects, whether by supervising Legal Research Groups, judging essay competitions, or providing academic input. Emphasise those who are not only knowledgeable but also approachable and supportive of ELSA's mission. Additionally, outline the partners you worked with, such as NGOs, law firms, or institutions, and explain the nature of each collaboration, whether they contributed as guest speakers, vetted content, or supported publications. Make sure to clarify the points of contact, their communication style, and their willingness to continue or expand the cooperation. It's also helpful to leave behind a shared folder or document with contact information and any relevant correspondence your successor might need.

## c. Project Management In General

Being an Academic Activities (AA) Officer in ELSA means managing legal education projects from idea to impact, blending leadership, planning, teamwork, and creativity. From setting clear goals and designing project formats to coordinating teams, handling logistics, and evaluating outcomes, you will guide each phase with purpose and flexibility. Success depends on good organisation, effective communication, and trust in your team, even when challenges arise. Remember legal responsibilities like GDPR and Privacy Policies, and involve your Secretary General when needed. Most importantly, have fun, this is your chance to grow, lead, and make a lasting impact within ELSA.

## d. Team Management In General

AA is not a one-person job. Plan your team based on the project's needs. Recruit early, be clear about roles, and only choose people you trust to deliver. Delegate tasks with clear instructions - don't try to do everything yourself. Support your team, check in regularly, and take final responsibility for the outcomes. Communicate deadlines and workloads early. If you're working with friends, set boundaries and keep work and friendship separate. Keep your team motivated with purpose, feedback, and flexibility. A strong team makes your term easier and your projects better.

## e. Useful Tools

There are many resources available to support you during your term, and knowing where to find them is key to your success. Start with the [Officer's Portal](#), which includes handbooks, templates, regulations, ICM minutes, and marketing kits. Your best friend on the Portal is going to be the [AA General Handbook](#), which includes the basics on all things AAers need to know, as well as links to much more. The [ELSA Wiki](#) offers helpful insights into ELSA's structure, history, and terminology (but is very outdated for anything AA-specific!), while the [Decision Book](#) outlines the official rules and standards for all projects. Don't hesitate to reach out to your National or International Officer for guidance, they are here to help. You can also gain valuable advice from ELSA Alumni at all levels. Finally, attending events like NCMs, NTMs, ICMs, or the International ROLE Conference is a great way to build skills, connect with others, and stay inspired. Remember, you are never alone, ELSA is a strong, supportive network.



## f. National/Local Network

ELSA's National and Local networks play a crucial role in the overall structure of the organisation. They can often function quite differently from one another and from the International Board.

Your National/Local Network has many of its own traditions, relationships, history, and people. Transitioning a complete overview of everything specific and important about your Group in general is a crucial part of transition.

## g. Relations With Other Groups of ELSA

Being part of such an extensive Network presents a great opportunity to engage with other National Groups (NGs) across Europe. These relationships are essential for exchanging best practices, sharing ideas, and building collaborative projects reflecting ELSA's values of international collaboration. The AA area offers a breeding ground to support these collaborations, encouraging NGs to co-organise initiatives such as Bilateral/Multilateral Legal Research Groups, joint events for the Annual Human Rights Campaign, and other legal or social responsibility projects. Working together not only strengthens the quality and reach of each project but also fosters a sense of unity and cooperation within the Network.

Furthermore, ELSA's International Internal Meetings serve as key moments for building strong interpersonal and professional connections with Board Members from other NGs. These gatherings allow for discussions, hands-on workshops, and informal social moments that often lead to long-term friendships and strategic partnerships. The face-to-face interaction during these events is especially impactful, as it creates trust and lays the foundation for future collaboration.

## h. Relations With ELSA International

ELSA International is always just a few clicks or even just a message/email away.

Best to communicate with ELSA International through the EIT, using the same channels every year. E.g. your ROLE Coach, the Director/Assistants for Human Rights, Assistants for LRG, etc. - for more specific project assistance. For general queries and guidance, you can contact the VP AA of the IB directly.

If you require assistance at the start of your term and don't have anyone in your National/Local Network to help you, feel free to reach out to ELSA International. You can find the updated list of the International Board and the International team at [elsa.org/about/team](https://elsa.org/about/team).

## i. Partners/Externals & External Relations Procedure

Any partners your Group has, and how you work with them, especially if it concerns AA.

Make sure to also transition how and what you have communicated with the partners during your term, and previous terms - so your successor can continue the conversations and not embarrass themselves.

Make sure your successor is aware that if they want to ask for partnership with any international organisation or an entity located in another country, they might be under obligation to submit contact approval forms to ELSA International or a National Group. See [officers.elsa.org/bee](https://officers.elsa.org/bee) under External Relations for more information, or ask your President.

## j. ELSA Law Review

ELSA Law Review is a Flagship project of ELSA. It is our annual legal journal, focused on contemporary legal topics. It is open for anyone to write for, and its volumes are open access.

You can find more on ELR [onlawreview.elsa.org](https://onlawreview.elsa.org), in the Decision Book (Part 6, Chapter 3) and the [AA Handbook](#).

## k. ELSA Legal Research Groups

A Legal Research Group is a group of law students and/or young lawyers carrying out research on a specified topic of law with the aim of making their conclusions publicly accessible.

You can find more on LRGs on [legalresearch.elsa.org](https://legalresearch.elsa.org), in the Decision Book (Part 6, Chapter 3), the [AA Handbook](#) and the [LRG Handbook](#).

## l. Rule Of Law Education

ROLE is an educational initiative designed to provide non-formal education on the Rule of Law and leadership to high school students around Europe.

You can find more in the *Decision Book (Part 6, Chapter 4)*, in the updated [AA Handbook](#) as well as dedicated [ROLE Handbook](#).

## m. Annual Human Rights Campaign

Annual Human Rights Campaign is a European-wide campaign dedicated to legal education on a yearly specified topic on Human Rights. It aims to unite the Network in raising awareness on human rights.

You can find more in the *Decision Book (Part 6, Chapter 6)*, in the updated [AA Handbook](#) as well as in the Outline that is launched every year at the beginning of the term in the [Officers Portal](#).

## n. ELSA x LexisNexis Essay Competition

This writing competition focuses on an annual topic in relation to the Rule of Law, and is organised every year by ELSA International. Participation and promotion is open to all Groups, Members and Officers.

You can find more on the webpage [lawreview.elsa.org/rule-of-law](http://lawreview.elsa.org/rule-of-law).

## o. International Focus Programme

The International Focus Programme (IFP) was established to provide the ELSA Network with an opportunity to work together and raise awareness in a “hot legal topic” chosen by the Council.

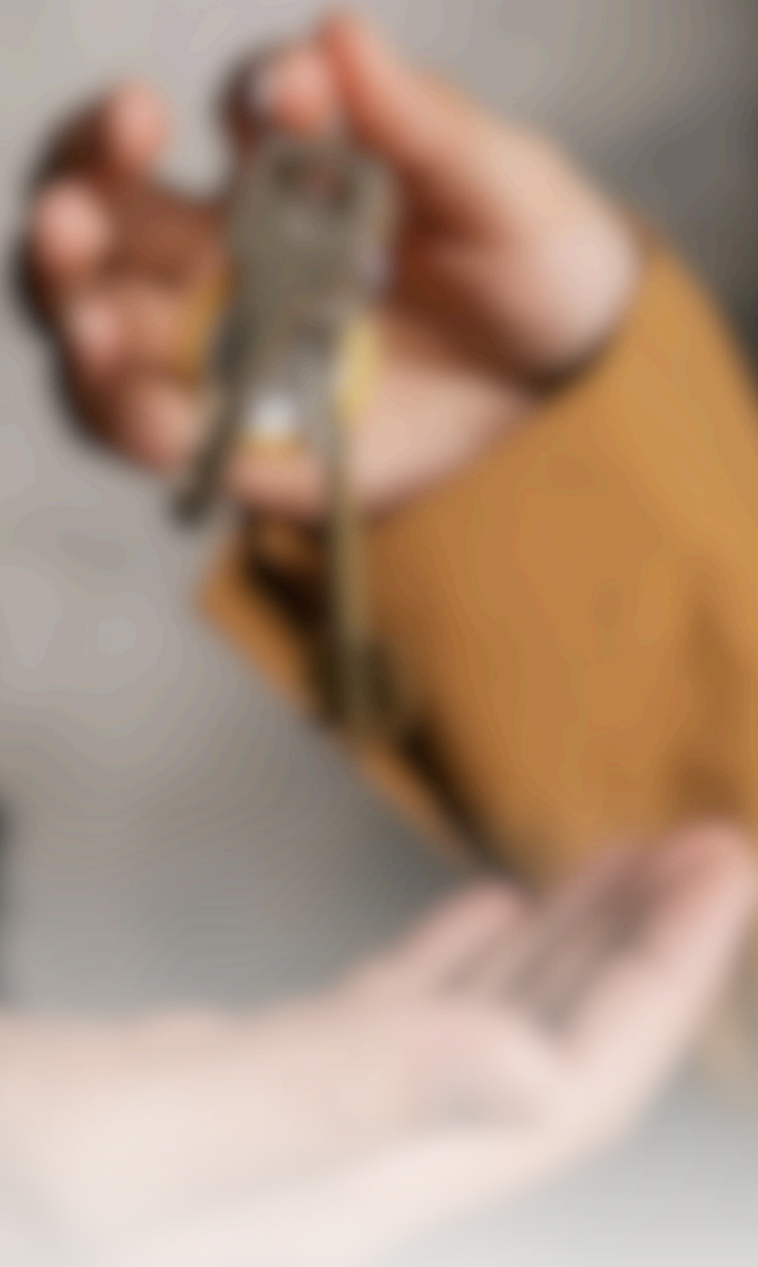
You can find more in the *Decision Book (Part 6, Chapter 7)*, in the [AA Handbook](#) as well as in the dedicated IFP Outline/Guideline available on the [Officers’ Portal](#).

## p. Local/National Projects

Start by introducing the projects regularly organised in your group. Briefly explain each project’s purpose, structure, and what has evolved over time. Share what worked, what didn’t, and whether you introduced anything new that should continue. Encourage creativity, but remind them to check whether new ideas could fit under an existing Flagship or international project of ELSA, which brings support and visibility. Regardless, projects should always serve legal education, social responsibility, and advocacy. Next, outline the project cycle: how you planned, scheduled, assigned tasks, executed, communicated, and gathered feedback. Share templates, timelines, and documents that helped you deliver results. Also, explain partner collaboration regarding the project. Refer to the partner/externals section of this handbook.

You can use the specific checklist at the beginning of this handbook for more detailed transition tracking for all your projects.

# #ActToImpact



**elsa**

The European Law Students' Association