

Work Plan Request

328.WP.2026



Presentation

NGO

NGO Name The European Law Students' Association
Responsible Niko Anzulovic Mirosevic
NGO Number 328
NGO Type : International youth organisation

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Project presentation

Work plan title Rule of Law Education (ROLE)
Work plan We are proposing this Work Plan for ROLE, an educational international project of ELSA, as opposed to just an International Activity grant that we have been receiving for one part of the project for 3 years now, because we identified the project as a whole fits well with EYF and your support can be utilised much more to support not just the central capacity-building of the project, but also its end-goal and impact in our member countries. The MAIN FOCUS of ROLE and the Work Plan as a whole is to boost awareness of the Rule of Law and community leadership among European youth. It equips young people with the knowledge and critical thinking needed to advocate for justice, fairness, and equality. It does this through multi-level capacity-building for law students and young lawyers, enabling them to deliver impactful non-formal education sessions to high schoolers in their countries. It aligns with key elements of our strategic approach, particularly cost-efficiency, quality enhancement, and sustainable capacity building through EYF funding and the Coaching System. NEEDS AND ASPIRATIONS: Our consultations within the ELSA Network and ELSA Alumni have consistently highlighted a gap in secondary education: discussions on the Rule of Law are either absent or delivered in an uninspiring manner. ROLE directly responds to these needs by offering a dynamic, non-traditional approach that equips high school students with essential legal literacy, while simultaneously providing law students with leadership and facilitation skills. ROLE is INNOVATIVE within ELSA because it is the only project to utilise non-formal education methods as its main "language". It also expands our traditional focus from only law students to include high schoolers, thus broadening the impact from a professional network to the foundational layers of society. This innovative framework not only revitalises legal education but also encourages cross-border intercultural learning and social responsibility. Main Aim and Objectives The work plan's CENTRAL AIM is to enhance education across Europe by empowering young people through a structured, youth-to-youth non-formal education model centered on the Rule of Law. This is achieved

through the following OBJECTIVES: Training/Re-engaging Facilitators: Engage at least 70 ROLE Facilitators through multi-level capacity building, ensuring they are well-prepared to deliver high-quality sessions. Expanding Reach: Impact a minimum of 1,000 high school students by conducting school visits or independent events. Broadening Institutional Engagement: Involve 20+ high schools and develop at least 2 new ROLE Curriculum Derivatives tailored to local contexts. Integrating International and National Efforts: Enhance the synergy between the ROLE Training Conference and National ROLE Projects, ultimately implementing ROLE in 5 to 20 countries while reducing costs and increasing project quality across both phases of the project. Target Groups and Relevance ELSA Members: Law students and young lawyers serve as Facilitators and are the primary vessels for transferring knowledge. Strengthening their skills and networks is essential for the effective delivery of ROLE sessions. High School Students: As the main beneficiaries, these young people gain critical insights into the Rule of Law and are empowered to advocate for justice in their communities. Their engagement ensures that the project's impact is felt at the grassroots level. It is obvious that ROLE is a YOUTH-LED PROJECT as it is young people who facilitate the ROLE Curriculum to even younger people. It is also a pan-European initiative uniting the youth since the programme runs in schools throughout Europe in numerous countries and cities. It works within ELSA, a youth-for-youth European Association. ROLE directly contributes to the Council of Europe's YOUTH SECTOR PRIORITIES as it fosters democratic foundations by educating young people on the Rule of Law, ensuring they understand their role in actively upholding justice and democratic values. The ROLE Curriculum is the key for young people to understand their rights and advocate for them, but also to empower other young people to challenge discrimination, exclusion, and inequality, fostering a culture of peace and inclusion. Finally, the project strengthens the role of youth by developing young facilitators who can independently conduct non-formal educational activities at both national and local levels. ROLE's realisation of the Strategic Plan of ELSA 2023-2028 The work plan reflects several Strategic Goals from ELSA's Strategic Plan: Financial Accessibility: EYF funding is leveraged to lower or eliminate project expenses (GOAL 1.1.a) and ensure that the International Training Conference is financially sustainable (GOAL 1.1.d). Quality and Accessibility: The Coaching System and ROLE Webpage (GOAL 1.3.b) provide easy access to project information and ensure GDPR compliance (GOAL 2.2.a-c), while public relations support (GOAL 2.6.d) enhances our outreach within our Network and beyond. Advocacy and Partnerships: Strengthened advocacy efforts by ELSA International (GOAL 3.1.c) and expanded partnerships with human rights organisations (GOAL 3.2.d) to expand our network and influence. Curriculum Adaptation: The creation and localisation of new ROLE Curriculum Derivatives (GOAL 3.3.b) ensures that our educational content remains relevant and impactful across diverse European contexts. Attached to this question is the Strategic Plan of ELSA 2023-2028. Since ELSA really prides itself on extensive strategic planning, we have special strategic meetings of the whole Association to reassess our progress on our strategies. We also have two additional specific strategic documents, the 3-year Financial Strategy and the 3-year HR Strategy. Both will be attached as extras in Validation. ROLE contributes to those two as well. Expanding our work with the EYF and making ROLE more accessible is very aligned with the Financial Strategy, while the HR Strategy really likes ROLE's way of recruitment and retention of Facilitators through multiple years, as well as potential ELSA members who sometimes decide to study law and join ELSA after having experienced ROLE sessions in their high school.

Phases

The Work Plan is structured into two interconnected phases that work in a chronological sequence to build capacity and spread the project's core message of the Rule of Law and community leadership among European youth. Phase 1 – International Training Conference: This initial phase serves as a capacity-building event where law students and recent graduates from across Europe are carefully

selected and trained. The training, which includes facilitation skills, legal content, and even sessions on inclusivity and diversity, lays the foundation for the project. Everything from the Conference is designed to be used in the next phase: the knowledge gained, the skills developed, and the network established. Phase 2 – Multiplication Phase: Building on the outcomes of the Training Conference, the Multiplication Phase translates the international experience into local action. Here, National ELSA Groups adapt the core curriculum to their local contexts, and apply it through targeted national training and interactive school visits. ELSA's coaches and experienced trainers from the international phase ensure that the methodology and high-quality standards are maintained. This sequential transfer of know-how from international training to local implementation creates a continuous flow of expertise and ensures that the objectives of engaging and educating high school students are met in this last phase. Overall Contribution and Impact: Together, these phases not only expand ROLE's reach but also contribute to its overall objectives by ensuring that law students are well-equipped to facilitate non-formal education and that high schoolers are exposed to critical concepts related to the Rule of Law. The integrated approach guarantees that the skills and knowledge developed at the international level are effectively localised and applied, reinforcing the project's sustainability and impact. Gender Equality and Inclusion: Throughout both phases as well as in the Curriculum itself, special attention is given to promoting gender equality and the inclusion of groups that have experienced marginalisation, exclusion, or discrimination. During the International Conference, sessions on inclusivity and diversity are woven into the programme, ensuring that all participants are exposed to these crucial topics. In the Multiplication Phase, the selection of schools and participant groups explicitly targets economically or educationally disadvantaged communities, with an emphasis on reaching those most in need. By embedding these values into every stage, from the careful selection process to the tailored curriculum localisations, the project ensures that the experiences of all genders are considered and that marginalised groups are actively included in both the training and the subsequent community outreach efforts. In summary, the Work Plan is designed as a seamless sequence where the initial international training builds the foundation of skills and networks, and the multiplication phase scales these benefits to a national level. This integrated approach not only meets the educational and outreach objectives of the project but also promotes inclusivity, ensuring that all participants, irrespective of gender or background, are given equal opportunities to contribute and benefit.

Expected results and visibility

While the International Training Conference and the Multiplication Phase serve different functions, both are essential to successfully implement and sustain the ROLE project, which boosts awareness of the Rule of Law and community leadership among European youth. ROLE equips young people with the knowledge and critical thinking needed to advocate for justice, fairness, and equality. The international phase builds a solid foundation through cross-border collaboration and an extensive network of facilitators, while the Multiplication Phase deepens local engagement, broadens participation, and embeds ROLE in national education systems. For ELSA Members and Facilitators: Enhance facilitation and non-formal education skills through intensive training. Deepen understanding of the Rule of Law and its challenges, promoting inclusivity, diversity, and sustainability. Strengthen leadership and project management to design and adapt country-specific curricula. Expand international networks through cross-border learning and ongoing mentorship via the ROLE Coaching System. For Member Organisations: Increase capacity to run National ROLE Projects by providing microgrants. Improve sustainable structures for national training and school visit events with a microgranting and coaching system that lowers financial and organisational barriers. Enhance internal knowledge management and systematic evaluation for better strategic planning and continuous improvement. For High Schoolers and Local Communities:

Participate in interactive ROLE sessions that promote democratic values, the Rule of Law, and community leadership. Empower young people to critically assess and advocate for justice and equality, sparking local initiatives and civic engagement. Ensure broad outreach, particularly in disadvantaged or marginalised areas, so those in need benefit from ROLE the most. We expect this Work Plan grant to significantly boost ROLE's popularity. If approved, it will be the only ELSA project exclusively supported by a microgrant for national organisers, eliminating financial obstacles and empowering especially National Groups with great youth potential, but limited funds and disadvantaged backgrounds. In addition to ELSA International's PROMOTION & VISIBILITY via social media (with 130,000 followers), all organising Groups will be required to post on their platforms and use other PR outlets (newspapers, media, magazines) to promote ROLE, clearly acknowledging EYF's support according to EYF guidelines. This coordinated effort should grow ROLE's social media reach by at least an extra 30,000 followers for constant, year-round promotion and advocacy. Moreover, national partners of ROLE sometimes share their achievements on social media, so in some countries it might even be promoted by human rights institutions, European Union bodies, ombudsmen, etc.

EVALUATION ELSA has implemented ROLE for several years, evolving it from an idea into operations in 18 countries through our coaching system, final reporting, and ongoing evaluation. As first part of evaluation, we continuously assess projects during biannual internal meetings, monthly online Open Calls, and through dedicated coaching for major international projects like ROLE. This Work Plan will identify strengths and weaknesses, implement best practice guidelines and handbooks, and refine international regulations to uphold quality and continuity. As second part of evaluation, although pinpointing improvements by country for next year is challenging, overall we already collect extensive statistics from Organisers covering training events, facilitators, schools, lessons, curriculum derivatives, partner engagement, school vacation schedules, training outcomes, high school involvement, outreach to disadvantaged communities, gender profiles, and promotion. Action based on these evaluations have already led to enhancements such as an international brand and marketing guidelines, the Coaching System, a ROLE Implementation Handbook, Curriculum Localisation Guidelines, improved promotion and advocacy, flexible project regulations, schedule adjustments in Coaching Groups, creation and translation of Curriculum Derivatives, a map of ROLE National Projects on our website and more. Finally as last part of evaluation, this systematic approach also includes a personal element: candidates for positions in ELSA's Academic Activities must often review the project and propose proactive improvements at their level in order to be elected/appointed.

STRATEGIC FEEDBACK This process feeds into ELSA's overall Strategic Planning. Our Strategies usually don't explicitly focus on a singular project but are rather written holistically, which is why ROLE hasn't been mentioned in Strategic Documents a lot. But this might change with the Work Plan Grant, as its rapid growth and popularity are making it a key focus. The success and feedback from this Work Plan will likely point to closer collaboration with EYF and ELSA's Human Rights Partner, the CoE, extending the non-formal education approach to other projects, potentially spawning new Work Plans and integrating non-formal education into more ELSA projects and activities. Imperatives to follow this direction might end up in the next Strategic plan when it will be created in 2028. We can see the growing strategic importance of ROLE in the newly proposed Financial Strategy (attached in Validation), which explicitly mentions it.

Phases

Activities: For the last activity of your work plan in chronological order, please note that the end date of this activity will be considered the end date of the work plan, and also the

last date for using the work plan budget. In case you wish for the end date of the work plan to be later, please indicate here in the end date the end date of the work plan.

Reference	328.WP.2026.IA.1
Title	INTERNATIONAL TRAINING CONFERENCE
Scope	International

What?

AIM: The Conference strengthens National ROLE Projects (NRPs) by building the capacity of their organisers and promoting ROLE and non-formal education. It provides law students with structured, high-quality training, equipping them with the necessary skills to implement ROLE effectively in their respective countries while fostering a diverse network of facilitators. OBJECTIVES: Foster a collaborative teaching approach, where participants from past iterations and professional facilitators work together to train 35 law students in non-formal education on the Rule of Law. Serve as the central capacity-building step for ROLE, preparing future organisers with essential skills in project management, facilitation, and the ROLE Curriculum, enabling them to lead NRPs successfully. Transform participants into ROLE Facilitators and Organisers, empowering them to implement ROLE locally while enhancing their leadership, communication, and intercultural competencies. Promote non-formal education as a key methodology within ELSA, highlighting its effectiveness in engaging youth in discussions and making legal education more accessible. Continuously improve the Conference, drawing from insights and lessons learned from previous editions to refine training content, enhance participant experience, and strengthen the long-term impact of NRPs. By combining professional facilitation with peer learning, it acts as a jumping-off point for ROLE organisers and Facilitators.

How?

The International Training Conference implements a non-formal education approach, integrating interactive workshops, experiential learning, and peer-to-peer interactions to help participants strengthen their facilitation abilities. It draws on what works from past iterations, implementing changes when beneficial or necessary. Sept and Nov 2025 will be directed towards market research. We will engage experienced facilitation trainers to conduct training sessions for the new facilitators, who are participants from previous editions. We will deploy a comprehensive marketing strategy which emphasises the critical significance of the Rule of Law and focuses on testimonials from past participants, including videos recorded on the last edition. From Nov until Dec 2025, we will focus on selecting participants and providing them with further details on the Conference. We will arrange the logistics that depend on the number of participants and focus on confirming experts' attendance. January starts incurring costs. We will share the accommodation and transportation manual. We will perform pre-visits to all venues to ensure our quality standards are met. Finally, we will send the participants some tasks for them to prepare accurately for the sessions and familiarise themselves with the Curriculum. The first day will see everyone arrive and settle in. The programme will start with introductions to ROLE and non-formal education, featuring partner acknowledgement and keynote speeches on the broader topic of the Rule of Law. It will also acknowledge the vital supporters who have contributed to the Conference's realisation, including entities like the EYF and the CoE. The second day will be a day full of sessions focusing on outlining facilitation and soft skills in preparation for the ensuing two days. On the third and fourth days, participants will actively practice their facilitation skills through sessions aligned with the ROLE Curriculum. In addition to these sessions, based on feedback from the previous Conferences, we will also conduct workshops on handling various situations and crises regarding "Naughty" audiences as well as organisational struggles. Inclusivity and diversity will be seamlessly integrated into the sessions over these two days. This deliberate integration is due to their inherent connection with themes such as "Equality" and "Access to justice", and they are already part of the ROLE Curriculum as is. On the fifth day, the focus will shift towards project management skills, encompassing partner management and marketing. This day will also emphasise the visualisation of the project, as well as the integration of facilitation into the broader context of the ROLE initiative and the effective implementation of ROLE as a project

throughout our Network. During the fourth edition, we also aim to have a reflection time after each day, during which the participants will be divided into smaller groups and discuss their impressions.

Where Brussels,Belgium
GPS Coordinates 50.821427,4.387829

Added value

The Conference represents the first and central part of ROLE's capacity building. By training 35 Facilitators, this activity SETS THE STAGE FOR THE SECOND PHASE, in which they will lead National ROLE Projects, putting what they learnt at the Conference into practice. This direct link between the Conference and the NRPs guarantees that the Conference is an essential component of a bigger framework aimed at promoting ROLE across Europe. Not only does it guarantee uninterrupted flow of know-how, but also gives a direct personal link between the Conference and each NRP. The personal touch that the Conference creates with its inclusive atmosphere ensures that the Facilitator/organiser feels like a part of something bigger, a ROLE family even. This provides a personal connection between them and the standing ROLE team (who coach them in the later stage), making sure that NRPs are not kept in line to obey instructions and standards just by regulation and sanction alone, but by actual proactive desire to participate in ROLE and make it better overall. This Phase is connected to the next one through methodology, materials and people. **METHODOLOGY:** Coaches and Facilitators work together to make sure each NRP is built on core principles of the rule of law, non-formal education and the Curriculum, just like the Conference. **MATERIALS:** Both phases use the same source material, the ROLE Curriculum and its Derivatives, as base for sessions and training. The Conference uses a generic sample, while in the next phase, NRPs are encouraged to adapt it. **PEOPLE:** Each NRP must involve at their organisational level a participant from the Conference, as mentioned above. The Conference is integral to the OVERALL WORK PLAN OBJECTIVES. By creating a pool of well-trained facilitators who can educate others and manage NRPs, it directly contributes to the scalability and long-term viability of ROLE. While some of its goals are outright part of the work plan's objectives as a whole, others focus more on the quality of the Conference and its personal impact on ROLE indirectly - by enhancing its reception throughout the ELSA Network, ROLE grows and gains new organisers each year thanks to the growing popularity of the Conference, its relaxed non-formal approach and accessibility. The Conference's accessibility and positive atmosphere are already famous OUTSIDE THE WORK PLAN throughout ELSA - each year the number of applicants grows, their organisational skills increase, and they put more and more effort into their applications. We like to believe that those who experience the ROLE Conference have something unique, an openness to intercultural and youth-to-youth interaction that they will take home with them and that no one can ever take away. Through this strong participant retention, it encourages and teaches students from different countries to work together and trust each other, contributing to ELSA's general long-term impact of building a network of young leaders committed to legal education.

Who?

All team members, Facilitators and participants are members of ELSA, law students or young lawyers, aged 18-35, with a median at around 23. Names and positions in the team uploaded in excel in Validation. The CORE TEAM MEMBERS for this phase are the International Board of ELSA and the standing ROLE team (with the main focus on the ROLE Director and ROLE Conference Team), all visible on elsa.org/about/team. Furthermore, we will have three experienced youth trainers from ELSA's ITP (training.elsa.org) who were already involved with ROLE and have experience training people on facilitation, non-formal education, and soft skills. The international Board goes through an extremely strenuous election process. The ROLE team is appointed through multiple rounds of interviews and is required to have ROLE experience, while the ITP has their own selection outside of ELSA and must already be profiled as leaders and role models in their skill sets and fields. Finally, some of the best participants of past iterations are interviewed and admitted into the team as facilitators, in case ROLE team members don't already have that experience. All this ensures that the Conference is handled by some of the most vetted ELSA Officers. While the International Board makes all major decisions (budget, application, contracts), the ROLE team manages most of the day, led by the VP AA and the ROLE Director. The youth trainers from ITP join only later, skipping the logistical part and only focusing on skill facilitation. The ROLE team has shown great performance and

has grown over the past years, improving our internal structures as we go. Participants are recruited through an Open Call to the ELSA Network, supported by a promotion campaign on all our social media, as well as in person at live ELSA events. To take part in the Conference, participants are required to go through a highly competitive selection process, as there have been over 100 applications received in the last iteration that took place this February. Each applicant fills out a detailed application form, which is designed to assess their motivation, qualifications and experience with the ROLE project. They must submit their CV and answer a few questions that evaluate their interest in the Conference, their potential contribution to ROLE's implementation in their country, their vision for managing the project and their view of the direct impact of the rule of law on inclusion and diversity. Each application is reviewed and scored by the ROLE Team based on the scoring system, with points awarded for experience, motivation, implementation plans, project timelines and creative connections when it comes to diversity and equality. This application process makes sure that the selected participants are not only proficient thinkers in general, but also passionate about ROLE and well-prepared to contribute to its growth at the national and local levels.

Start day 18/02/2026

End day 22/02/2026

Number of days 5

Participants by country

Country	Nb
Portugal	2
Romania	2
Slovak Republic	2
Switzerland	1
Poland	2
Sweden	2
Netherlands	2
Belgium	2
Iceland	2
Greece	2
Hungary	2
Finland	2
United Kingdom	2
Norway	2
Ireland	2
Serbia	2
Croatia	2
Denmark	2

Total		35
Other Countries :		Other
Total cost:		40000.00
Grant		25000.00

Reference	328.WP.2026.PA.2
Title	MULTIPLICATION PHASE
Scope	Other

What?

As instructed by EYF officials, this phase is applied as a single activity but consists of MANY INTERCONNECTED ACTIVITIES within ROLE NATIONAL PROJECTS across the ELSA Network, of THREE PREDEFINED TYPES: Curriculum Localisation (Optional) National Training School Visits / ROLE Sessions This phase mobilises our entire Network to expand ROLE's mission. While already conducted annually, we previously applied for EYF funding only for the International Activity. Now, recognising EYF's potential impact at the national level, we seek support for this natural extension of the International Conference. Its methodology, youth participation, and intercultural learning align with the Conference, which EYF has supported for three years, making it a cornerstone of non-formal education in ELSA. The ROLE Coaching System ensures alignment with ROLE's framework and adherence to best practices established with EYF. AIM Leverage the ELSA Network to extend ROLE's mission by equipping law students as Facilitators to educate high schoolers across Europe through ROLE Curriculum-based sessions and non-formal education. This is supported by coaching, knowledge management, structured assistance and a microgranting system. OBJECTIVES Train or re-engage 50+ local Facilitators to deliver ROLE sessions. Reach 1,000+ high school students through school visits and events. Engage 20+ high schools and their students. Develop 2+ new ROLE Curriculum Derivatives.

How?

The phase consists of 5-20 National ROLE projects (NRPs for short). Overview of current NRPs is available at elsa.org/ruleoflaw. Their exact number and locations depend on specifications by National ELSA Groups (NGs for short) each year. An NRP is a nationally led multi-step initiative organised by NGs that translates the International Activity's core principles into concrete, country-specific activities. It combines curriculum localisation and targeted training to build capacity among law students enabling them to deliver interactive school visits to high schoolers, thereby strengthening youth participation and intercultural learning across Europe. METHODOLOGY OF THE 3 NRP ACTIVITY TYPES: CURRICULUM LOCALISATION (OPTIONAL): NGs create a ROLE Curriculum Derivative suited to their local legal, cultural, and educational contexts. Not every NG engages in this phase every year, as some already have a Derivative ready from before, and they will use it again. This activity includes interactive sessions where law students, academic experts, and legal practitioners ensure their derivative aligns with the rule of law and non-formal education. They collect local insights and combine them with the rule of law and non-formal education to structure a locally relevant Derivative that still represents ROLE and speaks to the spirit of facilitation. The output is a refined, locally relevant curriculum derivative that forms the foundation for training and school visits in the country. Some NRPs may produce additional supporting documents. NATIONAL TRAINING: With the localised curriculum, non-formal education and knowledge from the IA as a foundation, targeted training events are organised to build facilitators' capacities by providing law students and young lawyers with training on interactive session design, non-formal teaching methods, and effective communication; deepening their understanding of the rule of law; and making the Curriculum their best friend. National Training can take different forms to address specific legal, socio-economic, and cultural nuances of the country and its needs, delivered via online, hybrid, or on-site formats in one or multiple events. Its outputs are local ROLE Facilitators, fully prepared to engage high schoolers and facilitate sessions in schools. Some NRPs may produce guides, action plans, etc. ROLE SESSIONS / SCHOOL VISITS: In the final stage, trained facilitators deliver interactive sessions in high schools. NRPs implement school visits by leaning more towards the Wide Approach (Short, impactful sessions reaching a broad range of schools across large areas) or the Deep Approach (Extended, progressive sessions with a few select schools for in-depth learning). Output varies, always resulting in empowered high schoolers, and generally including attendance sheets, photo and video recordings and any action plans or such produced by the pupils. This structured methodology equips participants with leadership skills and a robust understanding of the rule of law, delivering clear, measurable outputs that enhance youth participation and foster intercultural learning across Europe.

Where Brussels,Belgium
GPS Coordinates 50.821427,4.387829

Added value

INTEGRATION: Each National ROLE Project (NRP) is organised by a National ELSA Group (NG), and all together are coordinated by the ROLE Coaching system, part of the standing ROLE team. This connects all of them into a single coordinated activity that is the Multiplication Phase, as well as to the International Activity. The Coaching System connects each NG with an experienced ROLE organiser who provides one-on-one support throughout the project. This youth-to-youth approach ensures tailored guidance on curriculum development, facilitator training, and school visits - all parts of each NRP. Coaches share firsthand experience, fostering leadership, project management, and intercultural learning despite cultural differences. Regular check-ins and training help maintain quality and sustainability while strengthening a European network of young leaders in legal education. NGs are bound by Hosting Agreements (a common practice in ELSA) to respect their Coach's directives if they want to have the right to use the ROLE brand and the microgrant for the NRP. This Phase is connected to the previous one through methodology, materials and people. **METHODOLOGY:** The Coaching System ensures that a participant-oriented approach based on non-formal education, the rule of law and the Curriculum is enforced throughout all NRPs, just like at the Conference. **MATERIALS:** NRPs use the ROLE Curriculum and derivatives, same as the International Activity. Education in both phases is based on the same source material. Its production is controlled and supported by the ROLE team. **PEOPLE:** Each NRP must involve at their organisational level a participant from the IA to guide, transfer knowledge, conduct training, help with drafting and/or facilitate school visits. This ensures an uninterrupted flow of know-how from the IA through the Multiplication Phase to the final step of the Work Plan, giving it personal integration and tying it together. This Phase contributes greatly to the **OVERALL WORK PLAN OBJECTIVES**. Many of its "hard-number" objectives make part of the Work Plan's objectives themselves. As this Phase is the final realisation, the end goal of ROLE, its immediate objectives are naturally part of the entire work plan. In addition to that, the entire work plan has several goals that target the overall improvement of NRPs and their stronger integration with the Conference. While that, by definition, can't be a goal of this phase itself, it demonstrates the importance of not only the realisation, but also the quality of this phase for the entire work plan. Without NRPs, there is no ROLE. **IMPACT OUTSIDE THE WORK PLAN:** Having conducted school visits, law students gain actual experience. This sometimes influences their academia and career paths, orienting them towards related fields. By engaging high school students in interactive sessions, it strengthens youth participation and awareness of the rule of law and the resilience of local communities. Through the Coaching system, it encourages and teaches organisers from different countries to work together and support each other, contributing to ELSA's general long-term impact of building a network of young leaders committed to legal education.

Who?

All team members and Facilitators are members of ELSA, law students or young lawyers, aged 18-35, with a median at around 23. Names and positions in the team uploaded in excel in Validation. The **CORE TEAM MEMBERS** for this phase are the International Board of ELSA, the ROLE Director and the ROLE Coaching Team, all visible on elsa.org/about/team as **INTERNATIONAL COORDINATION**. On top of that, **EACH NRP HAS THEIR OWN CORE TEAM**, often consisting of the National Board, a Director for ROLE or Social Responsibility, coordinators and assistants. All of these are vetted through the international and national team selection systems that are in place for all ELSA Officers. The Board members endure lengthy election processes where their project skills and dedication to ELSA's and ROLE's values are tested by the Assemblies, while their team members undergo multi-step selection processes with tasks and interviews to ensure a high level of skill and ability to understand and convey a system built on the Curriculum and non-formal education. There are several times more applicants than available positions in most cases, ensuring thorough selection must be made each time. A special member of each NRP must be **A PARTICIPANT FROM THE IA**. They make sure that all knowledge from the IA on all aspects of ROLE (methodology, curriculum, rule of law) is transferred all the way down to national Facilitators and schools. **NATIONAL FACILITATORS** are a special combo of team member/participant. They generally apply through an open call for the National Training, where they act as participants. If their performance on the training is satisfactory, they become core team

members who facilitate ROLE sessions in schools on the next step. Some NRPs instead choose to put them through stricter selection (the same as directors/assistants), ensuring a smaller but even better-vetted team of Facilitators. The SCHOOL PUPILS are the last participant group. They are high school students aged 14-18, with some a bit older. While a few NRPs may have them apply individually for standalone ROLE sessions, they are generally not selected but instead “come with the school” based on the NG's agreement on which class/group of pupils to visit. General instruction of ELSA for NGs is to look for economically, educationally and otherwise disadvantaged schools and classes that have the biggest gap in education on these topics. They are also encouraged to work with the schools to find the most receptive group of pupils for maximum impact of ROLE. Due to legal restrictions in many countries, ELSA cannot bind National Groups to make children and minors sign participant sheets. Some schools and countries are especially strict with this, and insisting on it may mean discontinuation of ROLE in that area. While we try to get their parents' approval for data analysis, sometimes this isn't possible. Thus, we implore the EYF to accept reports of their number, age and gender from Facilitators' reports in case they cannot be entered in the participants' list for legal reasons.

Start day 23/02/2026

End day 31/07/2026

Number of days 158

Participants by country

Country	Nb
Portugal	107
Romania	63
Slovak Republic	95
Switzerland	95
Poland	63
Sweden	63
Netherlands	107
Belgium	107
Iceland	63
Greece	160
Hungary	95
Finland	95
United Kingdom	95
Norway	95
Ireland	63
Serbia	215
Croatia	215
Denmark	47

Total		1843
Other Countries :		Other
Total cost:		35000.00
Grant		35000.00

Total cost:	75000.00
Total grant:	60000.00