ACADEMIC ACTIVITIES HANDBOOK

ACADEMIC ACTIVITIES
2019/2020

The European Law Students' Association

FOREWORD

Dear reader,

It is with great pride that we present to you the newly update Academic Activities Handbook as the culmination of an extensive knowledge management project in the term on 2019/2020 whereby all handbooks and packages were revised and updated or replaced while new handbooks and packages were created for projects such as ELSA Legal Debates and ELSA4Schools.

The first AA Handbook was created in 2010 by Amanda Bertilsdotter Nilsson and it has undergone revisions in 2011,[1] 2013[2] and 2017[3]. While this substantial work conducted by our predecessors has enormous importance to the conceptualisation and development of Academic Activities, we felt that a new and updated handbook was due 10 years post the first edition.

This handbook is the result of a collaborative effort of several members of the AA team and therefore we owe our gratitude to Elene Ghudushauri, Matea Golem, Nikola Ćirić, Oļegs Sedjakins and Tinatin Oboladze.

This handbook is built on three pillars. In the first chapter, the reader may find serves as a great introduction to the area of Academic Activities as well as to the association as a whole. The second chapter serves as a guide for AA officers by introducing theory on managing projects, officers and crises. Finally, the third chapter provides an overview of each of the AA projects.

We hope you enjoy reading this handbook and will always be at your disposal should you have questions!

Best wishes,

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&

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I. CHAPTER 1: INTRODUCTION TO ACADEMIC ACTIVITIES

1. Introduction to ELSA

The European Law Students' Association (ELSA) is a non-political, non-profit, non-governmental association run by and for law students across Europe. ELSA was founded on 4 May 1981 in Vienna and has since then grown to a network of more 65,000 students across 44 countries.

ELSA offers educational opportunities for its members on three levels: Local, National and International and across three key areas: Seminars & Conferences, Academic Activities and Student Trainee exchange Programme (STEP).

You may find further information at ELSA's website.

2. What is Academic Activities

Academic Activities (AA) is one of the Key Areas at ELSA which contributes law students and young lawyers to improve their legal skills. The first Academic Activity was established in 1989 as the ELSA Law Review offering students a possibility to get internationally published. Throughout the years, many new opportunities have been added, however, the key focus of Academic Activities has remained: An interactive approach to learning.

For this purpose, Academic Activities comprises a vast number of programmes and projects. All of these activities have the common aim of spreading information on legal topics and to improve legal education. Academic Activities projects help law students and young lawyers to acquire legal skills by means of practical and interactive learning methods. With this, Academic Activities aim to help law students and young lawyers to gain their legal knowledge, by:

- Extraordinary practical and interactive learning;
- Improving the participants' practical legal skills;
- Using their legal knowledge in a practical way:
- Focusing on topics which are more relevant for curricular of universities;
- Representing an opportunity to give career information about different professions which are open to law graduates;
- Providing opportunities to learn about other cultures, and use their professional skills.

3. What is the job of an AA officer?

As previously mentioned, Academic Activities is the Key Area of ELSA that aims to contribute to the legal education of law students and young lawyers through **interactive practical activities** by means of critical dialogue and academic cooperation.

An Academic Activities project is a project where participants acquire legal skills by means of practical and (inter)active learning through **academic competitions**, **legal research groups**, **law reviews**,

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lawyers at work events, or any other activity that aims to improve legal and soft skills of the participants.

Academic Activities Officers of National Groups shall promote and support the Academic Activities projects organised by ELSA International. Besides supporting and promoting the projects organised by ELSA International, Academic Activities Officers of National and Local Groups have other various responsibilities. They are in charge of organising the projects that are falling under the definition of an Academic Activities project organised by their respective Local/National Groups, such as academic competitions (e.g. ELSA Negotiation Competition (ENC)) or legal writing projects (e.g. Law Review). As project managers, AA Officers are in charge of the creation of all needed materials (e.g. case for the competition or the Academic Framework for a legal research group), timeline of the project, communication with participants, but also external relations and the promotion of the respective project.

The beauty of Academic Activities area is that there is no exhaustive list of projects that can be organised, hence Local and National Officers are encouraged to be creative and think outside of the box when planning Academic Activities projects.

Additionally, when deciding on the topic of an Academic Activities project, Officers are highly encouraged to focus on topics related to human rights, current International Focus Programme topic (e.g. Law and Technology) or the annual human rights campaign topic.

Finally, as Key Area Officers, AA Officers sometimes tend to forget that they are not only project managers, but also part of the Executive Board of their respective ELSA groups. It is important that we, as project managers, maintain the good communication and cooperation with the rest of the board and contribute to the success of our projects, but also to development of our National/Local Group.

4. Ensuring continuity

4.1 Knowledge management

Knowledge management is not a foreign concept to our Network, though the structured way of such management is not something we are familiar with. The first analogy that might come to your mind is transition process, which is only partially correct. Knowledge management is something that we must begin to take care of in the beginning of our terms, rather than thinking about it in the end. To be able to pass knowledge, it is important to generate and materialise it.

In its essence, knowledge management requires successful cooperation of different areas involved in the activities of any group – both key and supporting areas, as well as commitment of officers in charge of the group.

In the simplest terms, knowledge management is the process of generating, refining, and passing down knowledge that we accumulated to our successors. There are numerous tools that can help you to facilitate knowledge management, though many of them will be more suited to supporting areas, rather than to AA.

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4.1.1 Stages of knowledge management

There are three main stages for knowledge management:

1. **Knowledge generation**. In the AA area, we usually will generate our knowledge from two main sources: from project management and from interactions (both internal and external). As the project management will be covered extensively in the following chapters, we will focus on interactions.
2. **Knowledge refinement**. This is an area that we usually lack in our Network; and it is represented by evaluations, post-dialogues, involvement of various advisors, etc.
3. Passing of the knowledge, or as we know it – **transition**.

4.1.2 How can we generate our knowledge in internal and external interactions?

It might be perceived as stating the obvious for experienced officers, but having meaningful (practical, operational) discussions is the main way to generate knowledge in our area. It might be tempting to engage into strategic (horizontal) discussions, but we are not a supporting area, and such strategic discussions will rarely result in generation of knowledge relevant for AA area.

Let us give you an example – when you organise a project in the university, where ELSA is not widely known, it might be a good idea to contact a student council or a dean office of this university. They might give you advice on various aspects. For example, they can tell you which communication channels work best, when they share information with their students. Or if you struggle to find a candidate for a peer review of your law journal – they might have interested students of professors.

It might be difficult to describe all the possibilities, but they could be summarised as an invitation to follow two principles: (1) identify the challenges and do not perceive them as something not-solvable, and (2) discuss the challenges for an area / project with different people. Your president might be searching for a way to approach a law firm, and your search for the peer reviewer might be a good foundation to begin negotiations with the firm.

Do not hesitate to collaborate with your treasurer, marketing officers and secretary general. They might point out on the weak points in your projects or provide you with valuable insights on the aspects of projects in which we are not strong enough and tend to overlook.

Practical advice: it is extremely recommended, given human resources capacity, to ensure that every position in the area / project has its back-up. It means that if one person cannot fulfil their responsibilities, another person should be involved into work, and this person will be able to take over the duties and ensure continuity of a project. At the same time, you give more ground to develop teamwork skills.

4.1.3 What are the tools we can use for knowledge management?

Apart from having back-up officers, you can implement other tools for facilitating knowledge management:

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- **Agree on the principles of records keeping and implement them together**. Not many people like to draft papers, right? However, documents in various forms are the best way to materialise your knowledge, and such way leaves open the possibility for further refinement. Discuss with your teams what is the most appropriate (and not cumbersome) way for all of you to keep track of your records to ensure continuity and handover, if such will become necessary. Do not postpone drafting of documents to the last moment.
- **Transparency and information exchange**. Numerous miscommunication problems occur due to the lack of information exchange. If you receive an email about your project / activity – ask yourself, would my teammates like to know this? If so – then share it with them (unless confidential).
- **Adopt "feedback culture" as an essential part of your activities**. We rarely ask for an opinion of those who participated in our activities (not only as attendants, but also as organisers). This can be done in various ways: questionnaires, feedback surveys, round table discussions, etc. Of course, you will have to process the results to learn the lessons, so it might be easier to draft a questionnaire with a smaller number of open answer questions. If you ensure anonymization of your feedback forms, you will be more likely to receive more honest replies and opinions.
- **Interact with internals and externals**. Interact, talk, discuss. When you want to discuss new ideas for a completely new activity, involve in your discussion various people. Do not forget to give them enough possibilities to contribute to the discussions, otherwise their participation will be meaningless.
- **Check whether it is possible to involve various advisers**. Our predecessors might have faced the problems we trying to solve now. Do not hesitate to ask for an advice from them – their experiences might be extremely useful.

4.2 Transition

4.2.1 What is transition?

Much knowledge is built up in our Association over the years, however, for the proper functioning of the Association, such knowledge must be transferred from outgoing officers to incoming ones. For a transition to function, it must be thoroughly planned by the outgoing officers and attentively followed by the incoming officers. Transition should be both general and area specific, and each aspect should focus on explicit knowledge, implicit knowledge, motivation and team building. For more information, please consult the AA Transition checklist and the Transition Manual.

4.2.2 If your transition was lacking

In an ideal world, all ELSA officers receive excellent transition. However, it occurs that the transition is lacking in quality or that transition was not possible at all. Please do not worry, if you find yourself in that situation, as there are several actions you can take to mitigate these circumstances:

- Get in touch and talk to some of the previous VP AAs or other old board members: these will be able to provide you information, contacts and ideas.
- Contact your National VPAA and/or the VPAA of ELSA International and ask for help; while these may not have detailed knowledge of previous projects organised by your Local or National Group, they are experts in their area and will be able to guide you.

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- Ask other National or Local VP AAs for help; even if they cannot help concretely, they do provide a great support network.
- Check your archives for useful information.

Since you are reading this handbook, you are already on the right track and hopefully this handbook can provide you inspiration and knowledge on how to continue your work with Academic Activities in your ELSA Group.

4.2.3 When you are new in office

Once your transition is over and your work begins, it is essential to plan out your year. For that purpose, it is recommended to draft a One Year Operational Plan (OYOP), in which you set the goals for your year and state how you will work to achieve them. You should discuss your OYOP with the rest of your board and make sure that the whole board is working in the same direction.

If you are a Local VP AA, go ahead and present yourself to the National VP AA and to the other Local VP AA's as well as the VP AA of ELSA International. Should you be a National VP AA, please present yourself to the VP AA ELSA International, your Local VP AAs and other National VP AAs.

It is highly recommended to attend National and International Internal Meetings such as National Council Meetings and International Council Meetings. Not only will you learn more about AA and meet other officers working with the same area, you will also make friends for life.

4.3 Communication

When working in a team, communication is the key of success, both within your National/Local Group and with ELSA International.

4.3.1 With ELSA International

As the most of your communication with VP AA or VP MCC of the International Board will be conducted remotely, it is important to establish channels of communication at the very beginning of the term.

We use email for external communication and when it comes to formal communication. Area Facebook groups are usually created at the beginning of the term, however, it depends on the current VP AA/VP MCC and how they envisioned informal communication with the international AA/MCC network. In addition to area Facebook groups, informal means of communication can be a Messenger/WhatsApp group chat or a Slack channel.

Additionally, it is important to remember that International Board is a job like any other, so keep in mind working hours of your respective International Board member when contacting them.

Finally, do not forget to follow official ELSA accounts on Facebook, Instagram and LinkedIn as well as

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to join ELSA IB Group, where you can find all the newest information about ELSA's activities on the international level.

4.3.2 With the International Network

When it comes to the communication with other National AA Officers, we highly encourage you to use official Facebook group/group chat. This way, the entire International network can be up to date with all that is going on in AA area.

Furthermore, ELSA AA Mailing list should be created at the beginning of the term. The ELSA AA mailing list is a mailing list on which all National and Local AA Officers should be subscribed. If your email is not on the mailing list, do not hesitate to contact VP AA of the International Board (academicactivities@elsa.org) and you will be added to the mailing list as soon as possible.

Additionally, do not hesitate to share your projects and initiatives via all above-mentioned channels of communication.

4.3.3 With your National Network

Communication with your National network usually depends on its internal structure. Normally, a national AA mailing list is set at the beginning of the term, as well as area Facebook group by National AA/MCC officers.

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II. CHAPTER 2: A PRACTICAL GUIDE FOR AA OFFICERS

1. Project management

One of the most important parts of being part of ELSA and participating in AA is the opportunity to build-up project management skills. However, the main obstacle to development of these skills comes with our background – legal studies rarely touch on project management.

This chapter of the AA handbook will provide you with basic definitions, structure, and stages of project management. This information is recommended to be implemented for any AA projects at the international level; and it might be used, up to a discretion of the relevant national and local officers, for the projects on the other levels and / or other areas.

DISCLAIMER: please, perceive this section as a general guidance. ELSA International has no intention to force national and local officers to follow this guidance or produce more papers. It is up to the national and local boards to decide whether they want to follow these guidelines and whether they need written documents related to project management.

1.1 Stages of project management

To effectively manage any project, we must understand the basic concepts of project management. Firstly, what are the stages of project management? There are five main stages of them:

1. **Project design**. This stage takes place when a team of interested people comes with an idea to do a project. The task of this team is to think over the main elements and describe a project. Such description should reflect the structure of a project and provide clarity on why this project is to be done, what resources are necessary for this project, and what value the project brings to the association. As soon as the description is developed, the decision to approve the project should be taken by the relevant officers (board members) to proceed to next stage – implementation of the project.

2. **Implementation of the project**. Implementation of the project follows the approval of the relevant officers to implement the project. In fact, implementation of projects usually refers to implementation of activities (please, see the subchapter A2 for more information) as provided in the description of a project. This stage is heavily interlinked with project monitoring.

3. **Project monitoring**. To be able to monitor progress of the project, it is necessary to set up 'project milestones' – the significant events that provide evidences that the project progresses in achieving its objectives. For example, conference, or draft reports received could be considered as good milestones, as they provide sufficient evidence of progress in project implementation. As soon as all milestones are achieved, the project could go into the closure stage.

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4. **Closure of the project**. This is the stage when all activities and all outputs envisaged in the relevant project description have been completed. However, the project cannot be considered closed, if financial accounts are not closed (money not paid, belongings were not returned, etc.). As soon as the project has been closed, evaluation phase could be launched.

5. **Evaluation**. The purpose of this last stage is to reflect on what went right and wrong during all previous stages of project management – from project design to its closure. For example, questionnaires or surveys could be sent to participants to ask them about their experience in the project. After the results are received, the team in charge of this project together with the relevant officers should evaluate and interpret the results, to extract lessons from the project. The relevant officers, from their side, should establish the mechanism of keeping and passing this knowledge in a concise and structured way to their successors and future project teams.
    - This stage is often overlooked in ELSA projects; however, its value should not be underestimated. We lose valuable information and feedback from participants of our projects (in different roles), and this hurdles our growth and hampers the speed at which we raise quality of our projects.

1.2 Description of a project and main elements

The project description is usually done in writing, so it would be easier to keep the records and have conceptual discussions about the project. In fact, such document constitutes an important piece of knowledge, which could be easily transferred to project successors (for example, when the organising team must change during one of the stages of project management) or to the teams of other future projects.

DISCLAIMER: The project description could consist of many different elements; however, there are couple of essential elements that should be described. If the team considers necessary to include more elements into description, they are free to do so, but it is not advised to delete the parts of project description provided below.

The level of details in project description may vary, depending on how discussions about project design are advancing in the organising team. However, the project description larger in volume does not necessarily mean that it will be better. Every part in the description should be concise and lead straight to the point. We recommend you writing the project description like it will be read by a person who has no knowledge about the project at all, but has a task to coordinate the project.

There are eight essential parts of every project description.

1.2.1 Background description

This is the first part of any project description. It should provide, in a concise manner, all information relevant to the project, as well as describe how it contributes to the general policy of the association (for example, one-year operation plans, IFP, etc.).

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The questions to be answered in this part:
- What is the relevant background information for implementing this project?
- What is the problem to be addressed by this project?
    - Were there any projects that address the same problem implemented before? If so, what was the outcome / impact of such projects? Were any lessons learned?
- How this project corresponds to the main strategic documents of the association (IFP, Strategic Plan, etc.)?

1.2.2 Objectives of the projects

This part is usually noticeably short (up to 7 – 10 lines) and states what is the objective of this project. The questions to be answered in this part:
- What is the overarching goal of the project?
- Why do you think it is necessary to implement [e.g. fund, if relevant] this project?

1.2.3 Expected results

This section is usually looking and sounding comprehensive, but it provides essential description of the main elements of the project and lays down its structure. It is recommended to be specific when defining the elements (especially activities and outputs).

Based on the following table, the project could be understood by any external person.[4]

Element	What does it mean?	Example
Activity	The actions to be performed with the purpose to produce expected results under the project. In other words, it shows what needs to be done to produce outputs (see the next line)? For example, all activities 1.X contribute to producing the output 1; all activities 2.X contribute to producing output 2.	Activity 1.1: Establish the coordination group for the project. Activity 1.2: Establish the legal research group with researchers. Activity 1.3: Produce necessary guidance materials for the legal research group. Activity 1.4: Conduct the research. Activity 1.5: Perform the review of the research and produce the final report. Activity 1.6: Publish the report.

4 Please note, that the layout could be different. In addition, it is not necessary to include the second column (What does it mean?) into real project description. This column is included here to explain the definitions behind.

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		Activity 2.1: Establish the research group for the concluding report. Activity 2.2: Adapt the guidance materials for the concluding research. Activity 2.3: Conduct the concluding research. Activity 2.4: Perform the review of the concluding research and produce the concluding report. Activity 2.5: Publish the concluding report.
Output	An immediate and tangible result of the activities performed under the project. In this example, both outputs contribute to the same outcome (however, if a project is complicated and there is more than one outcome, then it is necessary to define which output contributes to what outcome).	Output 1: Final report [on the legal framework of the internet censorship in member countries of the association]. Output 2: Concluding report [that summarises findings of the legal research on the internet censorship in member countries of the association].
Outcome	Short-to-medium term effects of the outputs produced during the project (usually one to two per project).	Raised awareness about the internet censorship in member countries of the association
Impact	Long-term expected effect of the project (usually one per project). To be realistic, most of the impacts will have to be phrased as contribution to something. It is rarely possible to make a significant change only with one project.	Contribution to improved quality of the legal framework concerning the internet censorship in member countries of the association

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1.2.4 Indicative timeline

This section is usually built via 'Gantt chart' and provides a visual representation of which activities are expected to take place at what moment of project implementation. It is also recommended not to put exact dates, because approval of the project by the responsible officer might take a while (or other delays might occur). Each activity from the previous section should be reflected here.

The questions to be answered in this part:

- What is the estimated timeframe for the project (from which date it is expected to begin and when it should end)?
- At what stage of the project a specific activity will be implemented?

For example, the duration of the project is 12 months, then the timeline might look like this:

Activity	Month											
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
Activity 1.1: Establish the coordination group for the project.	■											
Activity 1.2: Establish the legal research group with researchers.		■	■									
Activity 1.3: Produce necessary guidance materials for the legal research group.		■										
Activity 1.4: Conduct the research.				■	■	■						
Activity 1.5: Perform the review of the research and produce the final report.							■	■				
Activity 1.6: Publish the report.												■
Activity 2.1: Establish the research group for the concluding report.					■							
Activity 2.2: Adapt the guidance materials for the concluding research.						■						
Activity 2.3: Conduct the concluding research.									■	■		
Activity 2.4: Perform the review of the concluding research and produce the concluding report.											■	

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Activity 2.5: Publish the concluding report.												

Please note, that this is the timeline for the whole project – usually, it does not comprise the same level of details to be provided to participants of the project.

1.2.5 Risks and mitigating measures

This is section about risks and how to mitigate them. The organising group should think about implementation of a project from different perspectives. For example, if the funding is needed and will not be granted or cut short – what will be done?

The description of risks and mitigating measures usually important for the responsible officer or for those who will fund the project.

Risks identified	Proposed mitigating measures
The submitted reports are of the **low academic, linguistic and / or technical quality**, which makes it impossible to publish them without damaging reputation of the association.	In comparison to the previous projects, **the academic review** for this project will be conducted by professors and practicing lawyers. In addition, the **revised linguistic guide** as well as **technical guide** will be prepared. The information will also be distributed to the groups via **webinars**. The editors will provide their comments in writing after the review of the first drafts. If the group still do not comply with the guidance, as an extreme measure, the group might be excluded from participation in this project.
National groups **submit reports past the deadline**.	The recurrent reminders about the important deadlines will be published via project page on Facebook, as well as will be sent via AA mailing list. The deadlines, which will be publicly communicated with participants will include a safe 'buffer' of one week. If the group still do not comply with the timeline and delays final review of reports, as an extreme measure, the group might be excluded from participation in this project.
The publication of any report is not performed by the publishing partner and the **research is not made public**.	As it contradicts the objective of the project, it is of utmost importance to make the results of the research public.

	In case of impossibility to publish the report, the organising team together with the officer responsible will search for the alternative publication option. In case it is not possible to find an alternative publisher, the publication will be done via digital platform "X" and the research will be published on the association website.

1.2.6 Stakeholders and modalities of cooperation

This section should provide description of who is involved into project and how they cooperate with each other to achieve the project objective. It is also extremely useful to make a distinction between responsibilities of different actors, especially in case some of their tasks depend on the work of others.

In addition, it might prove useful to ask for contribution from your colleagues in supporting areas, who can provide you with inputs of how they can contribute to your project. For example, your secretary general can contribute with preparation of the relevant privacy statement; while your marketing colleagues could develop for you the relevant promotional materials and help with promotion of the project on social media.

The questions to be answered in this part:

- What are the groups that will participate in the project (students, members of the association, academia staff, etc.)?
- What are the responsibilities of each group in this project? How they are expected to participate?
- How they cooperate with each other (regular monthly calls, weekly status updates, etc.)?
- Are there any critical stakeholders who need a back-up?

1.2.7 Making use of the results

This section should describe how the results of the project might be used in the future by the association. For example, if the result is a report, then it could be published and presented during negotiations with new potential partners. It could be also useful to think how the project could help to attract new members or new partners / sponsors.

The questions to be answered in this part:

- How results of this project could be used in a future after closure of the project?
- Is this project can help the association to recruit new members and / or to find new sponsors?

1.2.8 Monitoring and evaluation activities

This section should describe how progress of the project implementation will be observed (monitoring) and how the lessons are expected to be learned after closure of the project (evaluation).

The monitoring exercise could be performed in different ways – it could be specific internal deadlines for preparatory activities, or progress reports, or meetings with the national / local boards (for large

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projects). The purpose of this exercise is to facilitate information exchange. In addition, monitoring helps to spot any signs of materialisation of risks and ensure that the mitigating measures are applied timely. The evaluation exercise refers to the collection of feedback and opinions from all stakeholders involved into project at all stages. Any survey sent to the stakeholders must be easy to understand and must ask clear questions. To avoid any difficulties with the data protection rules, please ensure that the responses provided are anonymised and it is impossible to trace who provided an answer.

After the results were collected the project team must hold a meeting with the relevant officer to discuss and interpret the results. During this discussion, lessons could be learnt.

The questions to be answered in this part:
- How we take stock on the progress in project implementation?
- What will be the main topics of evaluation exercise?

2. Officers management

Academic Activities projects are often vast and cannot be conducted by one ELSA officer alone. It is therefore highly likely that each Academic Activities Officer will work in several teams throughout their terms in ELSA.

The success of a project cannot be accredited to a single person. It is the contribution of every member of the team and people associated with the project from outside. It is imperative to keep an account of how many people are related to your project and which role should be assigned to each one of them. A proper training and thorough knowledge of the subject can guide you with the same.

Most individuals focus on the technical knowledge of the employee and neglect the interpersonal and managerial skills, which is a big mistake. Tit is not enough that each member of your team is experienced in ELSA, they must also know how to work as a team and compromise.

The sections below will set out general advice when it comes to managing teams, however, it must be kept in mind that each team is unique and functions differently. The structure of this section is:
- Different types of team structures and how to use them;
- Guidance on how to set a team;
- Advice on how to delegate tasks;
- Team management programmes;
- Keeping up motivation in the team;
- Giving feedback.

For more information, please consult the Human Resources Handbook.

2.1 Types of teams

There are many different types of teams which you can set. Below is only an outline of the most common team structures utilised in ELSA.

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2.1.1 Organising Committees

An Organising Committee (OC) works on a specific project usually while it takes place physically. This means that an OC is great for projects falling under Academic Competitions, but makes less sense when it comes to Legal Writing. The number of necessary team members depends on the event and the number of participants. Below the reader may find suggestions on how to share the responsibilities:

- **Head of Organising Committee**: Usually the VP AA of the organising group. This person is responsible for co-ordination, motivation and communication.
- **Head of Academic Programme**: Responsible for creating the academic programme and finding speakers (if needed).
- **Head of Social and Cultural Programme**: It is a great idea to add a cultural and social dimension to your project. This person is responsible for planning such programme which may include sightseeing, receptions and parties.
- **Head of Finance**: You will most likely need a budget and someone to take care of it. This may the treasurer of your group or an appointed person. This person will be responsible for setting the budget, approving payments, receiving payments, applying for grants, conducting accounting etc.
- **Head of Marketing**: You will not have an event without participants, so you need marketing. Depending on your project, you may need materials and prospects for sponsors, posters, fliers, a website, application forms, media cards etc.
- **Head of Fundraising and External Relations**: This person is responsible for contacting all partners and sponsors before, during and after the event.
- **Head of Logistics**: You may need rooms, meals, accommodation etc., and if, you should have a person responsible for such items.
- **Head of Participants**: This person takes care of applications, writing invitation letters for visas (if needed) and answering participants' questions before, during and after the event.

Each of these departments may need several people working for them, and the OC will likely need the assistance of volunteers on the day(s) of the event.

2.1.2 Project specific teams

Project specific teams, much like OCs, are dedicated to one project which they work on from the initiation (project design) to the conclusion (evaluation and follow up). Unlike the OC, the project team usually works on the project for a longer time, as they are also involved in the project design and in the follow up phase.

A project team is led by a **project manager**, who ideally is a director assigned specifically to the project and who has several assistants working for them. The project team has to report directly to the project manager, and the lines of authority are well-defined so team members can concentrate on the project's objectives. Project manager tasks include:

- Developing the project plan;

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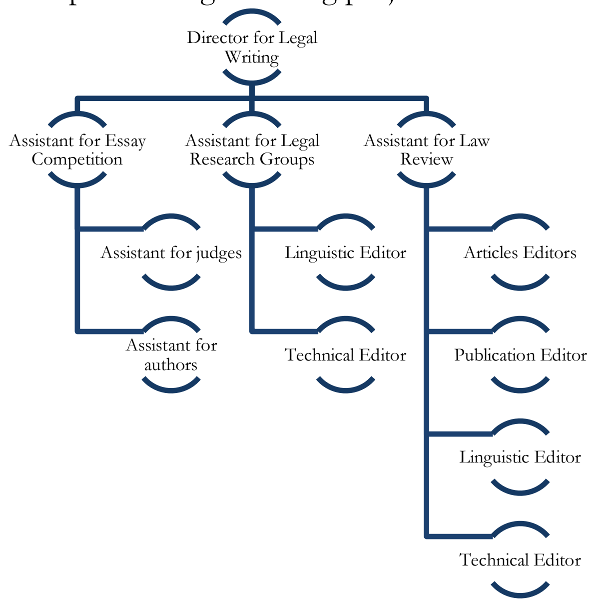
- Managing deliverables according to the plan:
- Recruiting project team members;
- Leading and managing the project team;
- Establishing a project schedule/timeline and determine each phase;
- Assigning tasks to project team members;
- Providing regular updates to the VP AA and the entire board.

The **project team members** will have more specific tasks, but will usually be responsible for:
- Contributing to overall project objectives;
- Completing individual deliverables;
- Providing expertise;
- Documenting the process.

The advantages of a project team are that everyone in the team is experts on that specific project and have defined and specific tasks. It is clear for example that the Assistant for Judges in a moot court is responsible for finding, recruiting and communicating with judges. The disadvantage of this is that the team can become inflexible; all projects have periods of high workload and periods of lower workload, and the project team structure does not allow much flexibility in moving assistants from one project to another. This can be counter-productive, as a Linguistic Editor for the Legal Research Group may have skills that could be used in the Essay Competition.

An example of a Legal Writing project team could be:



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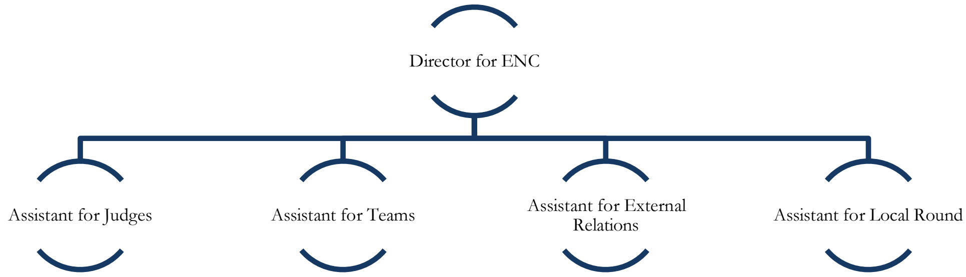
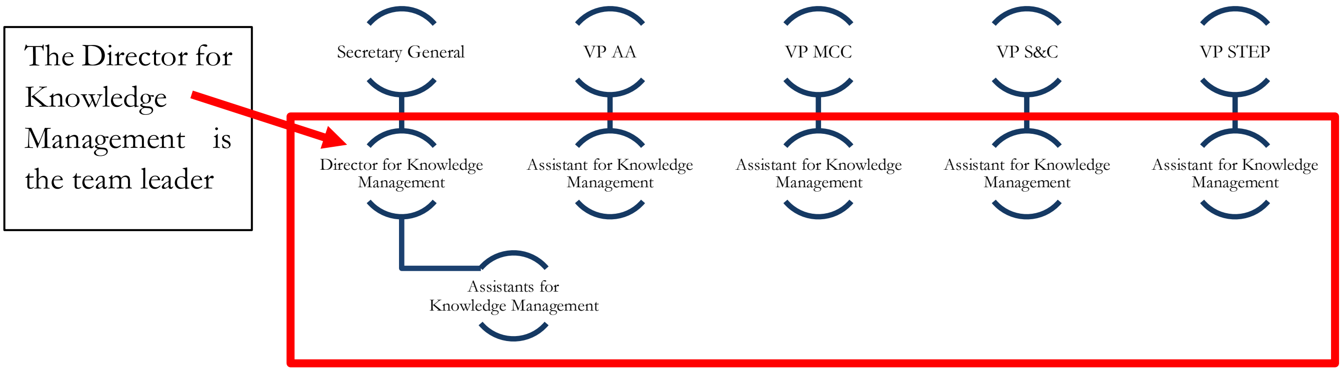
An example of an Academic Competitions (here ELSA Negotiation Competition) project team could be:



2.1.3 Agile teams

Agile teams allow more flexibility than project specific teams, because they are not assigned a certain area or project. Instead they flexibly join different areas and project as needed. An agile team working on knowledge management in Key Areas could look like:



The advantage of an agile team is that it offers more flexibility in terms of workload and workflow. However, as these teams often work across several teams and areas, it is essential to have a set team leader who is responsible for managing the team and reporting back to the board. Furthermore, good communication and transparency is key for the team to function.

2.2 Setting a team

Once you have decided in the team structure(s) you wish to utilise, you need to decide who will be in your team. When choosing your team, you need to first outline which tasks will be essential to the project, such as finding judges for an essay competition, securing a venue for and ENC or similar. If you do not have specific tasks, you will not be able to delegate efficiently, and therefore, this first phase of analysing the workflow in the project is vital. Ask yourself:

- What needs to happen for the project to be a success?
- Which steps lead up to such success scenario?
- Can these tasks be separated and delegated externally?
- Should these tasks be delegated, or can I handle them myself?

Once list of tasks has been generated, you can start grouping them into several positions. In appointing team members, you should look for people that have both the ELSA knowledge and soft skills you are looking for, and remember that as long as the applicants are motivated, they can always be taught the specifics of each ELSA project.

2.3 How to delegate and trust

The ability to delegate makes the difference between a harder worker to a great leader. As a board member, Head of OC, project manager or similar, delegation is therefore essential for you. Delegation can be challenging though, and below, this handbook will provide simple steps on how to ensure successful delegation.

2.3.1 Set tasks

As mentioned above, for a team to function, they must have specific tasks, and the first step in delegating is therefore to separating specific tasks for your team member to perform. You can delegate using a simple excel or word table or more advance team management platforms as outlined in 2.4 below.

A delegation table could look as follows:

Task	Description	Person(s) responsible	Deadline	Status
Events database	We would like to create a database of free events on xxx that members can attend online.	ABC	1 January 2021	
ABC Handbook	The ABC handbook needs to be finalised. I have created the structure and begun drafting some parts. Each heading highlighted in green, indicates that the part is not finalised. Furthermore, the entire handbook should be read through and improved.	XYZ	1 February 2021	
ELSA Report	The data from the ELSA survey should be published in a report with commentary – I would like to ask you to draft that report. You can find the analysed data on our drive.	ABC	1 May 2021	

2.3.2 Set expectations

Once the tasks for delegation have been identified and described, the team leader and team member should set expectations for the tasks. Firstly, decide what the goal (or Key Performance Indicator) is for each task, to ensure that all parties are working towards the same result. As most ELSA officers will be working voluntarily and part time, it is also essential to ensure that the team member had the interest and availability needed to undertake the task. Finally, set deadlines, both for sub-goals and the finalised result.

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2.3.3 Building trust
For perfectionists, delegation can be problematic. An officer may think that they need to perform every task themselves to control the process. Please remember, however, that this association relies on everyone working together in the pursuit of a just world. This section will include a few pieces of advice to give the perfectionist peace of mind when delegation.

Firstly, carefully evaluate what only you can do and perform only those tasks. If a task can be completed by someone else to an acceptable level, it should be delegated, and you should spend your limited time on tasks that only you can perform. This is the best way to efficiently use the available resources. Even if you are not comfortable delegating the entire task, do consider whether someone else could do the initial draft so you only have to review and polish it off.

Secondly, resist taking back control. Once you start to let go of control, inevitably there will be a time when something does not get done in the way that you would prefer. Your initial reaction may lead you to blame yourself for letting go. However, instead of immediately putting the work back on your agenda, evaluate whether you could do anything differently when delegating in the future; could you communicate more clearly, should the KPIs be different, or should you have more sub-goals and follow-up sessions? In addition, explain to your team members what was needed for the work to be completed and give them the opportunity to learn and improve.

2.4 Team management platforms
Many platforms exist for managing teams and projects, and you should use whatever works best for your team. The platform outlined below are therefore only examples.

2.4.1 G-Suite
The G-Suite offers many applications for team management, and as your ELSA e-mail is connected to the G-Suite, it serves an excellent starting point for project management. You may consider using:
- Google Drive for sharing documents allowing everyone in your team access to the entire project folder;
- Google Meet for scheduling calls with your team;
- Google Calendar for scheduling meetings and reminding of key deadlines.

2.4.2 Slack
Slack is a business communication platform that offers chat rooms (channels) organised by topic, private groups and direct messaging. You may create one private channel per project and invite only the people working on that project. If you wish to contact one person only, you can use the direct messaging option. You can integrate several systems and apps into Slack such as Google Drive which allows you to share documents faster and easier.

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2.4.3 Asana

Asana is an application designed to help teams organise, track and manage their work. Teams can create projects, assign work to teammates, specify deadlines, and communicate about tasks directly in Asana. It also includes reporting tools, file attachments, calendars and more.

2.5 Keeping up motivation

While team members usually will be highly motivated upon their initial appointment, motivation may fade over time. Keeping a team motivated therefore, is a key task if every team manager.

2.5.1 Explain your reasons

If your team does not understand why a task is important and why they are assigned to it, they will not feel motivated to complete it. Hence, the team manager should provide context as for the importance of the task and explain how it contributes to the completion of the project. Do also explain why you have chosen that team member for the task and what they may gain from completing it; this increases the personal relevance and the probability of follow-through.

2.5.2 Inspire and create trust

Your team members need to understand not only what the task is, why it is important and why they are performing it, but also exactly what is needed for them to be successful. If the project manager has a precise outcome or methodology in mind, it is essential to communicate that to avoid misunderstandings. A team member trying their best but failing to meet the expectations of their manager will be demotivated and this should be avoided. Once clarity is established, confirm their interpretation again to make sure that they have fully understood what is expected of them.

2.5.3 Engage at the right level

The team manager should maintain engagement in the task at a level sufficient for them to deliver the agreed support and accountability. However, should the manager become too involved and end up micromanaging their team members, this will be de-motivating and the team members will assume that their manager does not trust them. On the other hand, of the team manager becomes too disassociated with the task they may miss the critical moments where a supportive comment or vital piece of feedback would be essential. Finding the right level depends on proper communication and a certain degree of trial and error.

2.6 Giving feedback

Team members will not improve unless they receive feedback to learn where they perform well and where they may improve. Feedback can take several forms and will depend on the team and the tasks at hand:

- Weekly or monthly calls to assess the team member and their progress;
- Setting goals/KPIs and following up on whether these have been achieved.

When providing feedback, make sure that you:

- Prepare in advance;

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- Are specific and provide examples;
- Avoid exaggeration (do not use words like "never", "all" and "always" because the team member will likely get defensive);
- Give feedback from your perspective (start your sentences with "I");
- Remember positive aspects (a tip could be to mention one positive aspect per point of criticism);
- Limit your focus to fewer issues not to overwhelm your team member.

3. Crisis management

Being a project manager is usually rewarding, however, project management crisis occurs. Crisis management is the application of strategies designed to help an organisation deal with a sudden and significant negative event. Crisis always require that decisions be made quickly in order to limit the damage to the project. When facing a project management crisis, the most important is to stay calm and to think of a back-up plan.

If you want for your project to pass as smoothly as possible, it is important to think about how you can avoid a project management crisis. During the planning phase, identify risks and plan for the ways to minimise those risks, establish monitoring or early warning system, and develop crisis response plan (plan B, plan C, etc). Make sure that you have an organising team that can help when crisis occurs and **never hesitate to ask them for help**.

- **Example. 1**: Your National Group is planning a national ELSA Negotiation Competition, which requires a pair number of participating teams. You count on 8 teams participating. It often happens that teams drop out on the day of the competition, thus it is important to prepare a plan B - schedule that can be adapted to lesser number of teams, as well as plan C - schedule that can be adapted to impair number of teams participating. Prepare the plan D in the case that a judge drops out last minute.

- **Example 2**: Your Local Group is planning a Legal Research Group and one of your researchers drops out in the middle of the research phase. Prepare a plan B for distribution of research questions.

When crisis occurs, communicate as much as possible, both internally (with your project team/OC) and externally (with external partners/participants). After the event, evaluate the project and crisis that occurred and share your tips and tricks with your successor in order to prevent new crisis from happening.

4. Ensuring legality

Ensuring legality of our activities is one of the most important things in our activities. However, since our jurisdictions are different, it would be impossible to give an extensive list of all requirements to be checked; though it is possible to provide you with several principles, which you might want to comply with.

- Ensure that your activity is in line with the **applicable legal base** of the country where an activity will take place.

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- Ensure that your activity is in line with the **statutes and orders** of your legal entity (association, society, union, non-profit organisation, etc.)
- Ensure that your activity **complies with all legal obligations** related to organisation of the activity / event.
    - Nota bene: this is particularly important, in case your event generates revenue, and your income might become taxable. Please, consult your Treasurer on these matters.
- Ensure that your activity complies with the **statutes and orders of ELSA International**.

4.1 Terms and Conditions

4.1.1 What are Terms & Conditions?

Terms and conditions set out an agreement between the ELSA group as the service provider and the ELSA member who wants to use that service (i.e. project). The ELSA member must agree to abide by the terms and conditions in order to use the offered service.

4.1.2 When should Terms & Conditions be used?

Consider whether terms and conditions should be used for your ELSA project. This should at least be the case where the participants pay for their participation, such as a moot court. Including terms and conditions will help you in case of a dispute and may project you should you need to cancel the project.

4.1.3 Boilerplate structure

The terms and conditions of course depend on your jurisdiction, however, consider including the following:

- **Parties:** Who are the parties to the agreement (i.e. the ELSA group and the participant);
- **Scope:** What does the agreement apply to (i.e. the project);
- **Obligations of the Parties:** What do the parties have to do (e.g. pay the participation fee, provide accommodation etc.);
- **Rights of the Parties:** Which rights do the parties have (e.g. right to participate);
- **Force majeure:** Define the circumstances that would count as force majeure;
- **Cancellation:** Define when cancellation may happen from each party with and without liability;
- **Termination:** When does the agreement end;
- **Severability:** Set out that even if some sections of the agreement or unenforceable, the remainder of the agreement will still remain in force;
- **Applicable law:** Which law applies to the interpretation and dispute resolution of the agreement;
- **Dispute resolution:** How should disputes be resolved?

4.2 Data Protection

Before going into details, please always contact your Secretary General (or a person appointed / elected as responsible for data protection matters).

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As part of our association is subject to the EU laws, the General Data Protection Regulation[5] is applicable when a national of EU Member State is involved into an activity / project. For the activities happening outside of the area of effect of EU legal acts, national rules should apply.

When organising an event, it is highly recommended to spend sufficient time to ensure that compliance with data protection rules is in place. Several tips (the list is non-exhaustive):

- Ensure compliance with the principles of data processing (Article 5) and your capability to demonstrate (prove) such compliance.
- Identify on which basis your processing is lawful (Article 6). Please, make sure that if your basis is consent, the conditions for consent are complied with (Article 7).
- Do not process special categories of personal data ('sensitive data') without solid legal basis to do so (Article 9).[6] Sensitive data includes dietary requirements!
- Prepare a privacy statement and ensure that all required information is included in the statement (Articles 12 – 14).
- Implement some safeguard measures, such as pseudonymization and anonymisation, especially when you feel that data processed on a large scale or there are additional risks (Article 25, 32).
- Make sure that when you contract with a company and you transfer personal data to them, the contract clauses ensure your rights as data controllers, and they are aware about their responsibilities as data processors (Article 28).
- In case you transfer personal data to the countries outside of the effect of the GDPR, make sure that you can demonstrate compliance with Articles 44 – 49 of the GDPR.

[5] Regulation (EU) 2016/679 of the European Parliament and of the Council of 27 April 2016 on the protection of natural persons with regard to the processing of personal data and on the free movement of such data, and repealing Directive 95/46/EC (General Data Protection Regulation). OJ L 119, 4.5.2016, p. 1–88, accessible in all official EU languages at: <https://eur-lex.europa.eu/eli/reg/2016/679/oj>.

[6] This is especially problematic, since under Article 35(3), the controller shall perform data protection impact assessment in case of processing of sensitive data on a large scale. Such impact assessment is comprehensive process, which results in extensive documents.

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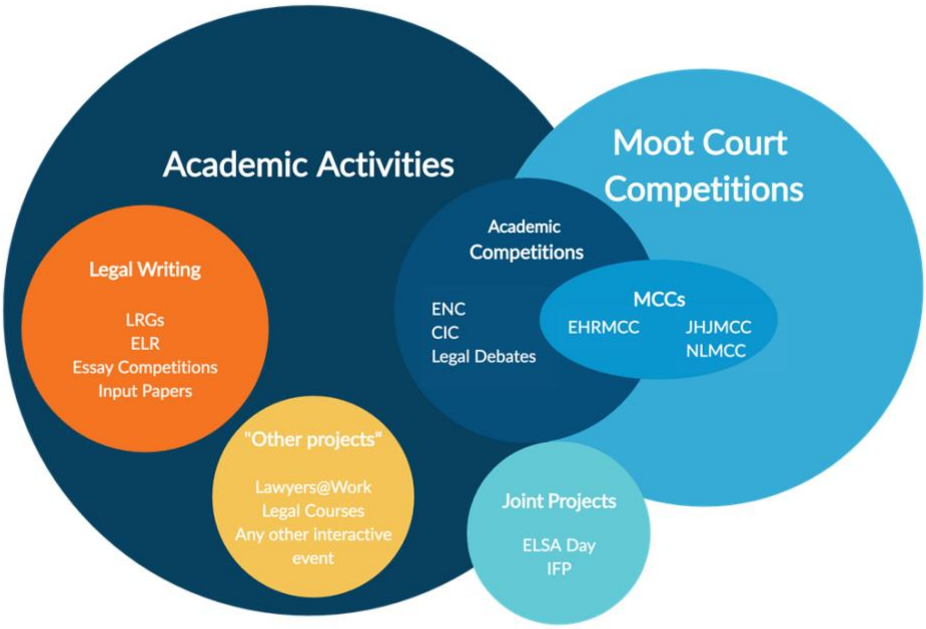
III. CHAPTER 3: AA PROJECTS

1. Introduction

According to the International Council Meeting Decision Book, an Academic Activities project is a project where participants acquire legal skills by means of practical and (inter)active learning through academic competitions, legal research groups, law reviews, lawyers at work events, or any other activity that falls under the idea of an Academic Activities project.



2. Academic Competitions

An Academic Competition is an event in which law students and/or young lawyers compete against each other with the aim of preparing the participants for the specialised forms of skills, experience and knowledge that are required within the legal profession. Academic Competitions focus on evaluation and development of soft skills, hence they are suitable for students at all levels of higher education.

ELSA Negotiation Competition, Client Interviewing Competition, Witness Interviewing Competition, ELSA Legal Debates and Moot Court Competitions are just some examples of Academic Competitions that can be organised by your National/Local group.

For more detailed information and guidance, please consult the Academic Competitions Handbook.

2.1 Moot Courts

Moot Court Competitions (hereinafter, “MCC”) are at the core of ELSA’s activities. An MCC is a simulated hearing of court proceedings in a particular area of law and is known worldwide as the best student preparatory exercise that can equip students as future lawyers, and is based on gaining legal

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knowledge, as well as acquiring a set of soft skills. You can find the specific MCC Handbook, which provides the description of the tasks to be covered in the course of organising a successful MCC.

ELSA has been providing two international moot court competitions: 1) The John H. Jackson Moot Court Competition (hereinafter, "JHJMCC"), 2) The European Human Rights Moot Court Competition (hereinafter, "EHRMCC").

2.1.1 The John H. Jackson Moot Court Competition

The John H. Jackson Moot Court Competition is a simulated hearing of the World Trade Organisation (hereinafter, "WTO") dispute settlement system, formerly known as the ELSA Moot Court Competition on WTO Law (EMC2). The competition is named after American law professor John Howard Jackson, one of the chief architects of the WTO. The aim is to enhance knowledge of international trade law and WTO dispute settlement procedures as well as to enhance the capacity for meaningful engagement in multilateral trade in the long term. Participants have the opportunity to make contacts with people from all around the world. The Competition is global, and the participants usually come from more than 35 different countries. The Competition is held entirely in English.

JHJMCC consists of two phases, written submissions and oral rounds. Firstly, interested students from all over the world are sending in their written memorandum based on a fictitious case. Registered teams have to send one Written Submission for the Complainant and one Written Submission for the Respondent (two separate Written Submissions in total). Secondly, the teams have to participate in one of the allocated Regional Rounds: two European Regional Rounds, a Regional Round for Asia-Pacific, an All American Regional Round and one Regional Round for Africa to qualify for the Final Oral Rounds (hereinafter, "FOR"). In the FOR, these teams then have to plead representing both sides in turn during the Preliminary Rounds. The best 20 teams from all over the world are qualified to participate in the Final Oral Round that takes place at the WTO Headquarters in Geneva, Switzerland.

For more information, visit the competition website.

2.1.2 European Human Rights Moot Court Competition

The European Human Rights Moot Court Competition is a simulated hearing of the European Court of Human Rights. The competition is Europe-wide and open to all those currently studying in ELSA countries or countries that are members of the Council of Europe. The competition is held in English. The aims of the European Human Rights Moot Court Competition are: 1. to encourage law students to develop their legal skills; 2. to develop law students' knowledge and to raise their awareness on Human Rights; and 3. to contribute to the on-going discussion regarding Human Rights. EHRMCC is organised in co-operation with the Council of Europe in the European Court of Human Rights (hereinafter, "ECHR").

EHRMCC consists of two phases, written submissions and oral rounds. The Teams examine a fictive case written by human rights professionals and draft a set of Written Submissions for Applicant and Respondent respectively. Experts from the Council of Europe, the European Human Rights Association, and the European Court of Human Rights score the Written Submissions. Furthermore, all teams take part in one of the three mandatory Regional Rounds organised by ELSA Groups across the Continent. The best 18 Teams based on their performance in the Written Submissions and the Regional Rounds get

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a chance to plead in the Final Oral Round which takes place in the Council of Europe and the European Court of Human Rights. Every member of the Winning Team is invited for the traineeship at the European Court of Human Rights in Strasbourg, and the best Orator of the Grand Final is invited for a traineeship at the Council of Europe's Liaison Office in Brussels.

For more information, visit [the competition website].

2.2 The ELSA Negotiation Competition

The ELSA Negotiation Competition (ENC) is an interactive competition which simulates a negotiation process between two teams consisting of two students. The participants act as the legal representatives of two hypothetical parties who – despite opposing interests – try to find a common ground for a contract or a dispute. The goal is not only the signing of a contract or settling a dispute, but also fulfilling the interests of the client as much as possible. For this reason, each team receives additional and confidential information in addition to the generally available information, specifying which aims need to be met.
We encourage you to consult the Academic Competitions Handbook for any additional information, as well as the ENC Package, where you can find branded materials such as score sheets, rules and logo of the competition.

2.3 The Client Interviewing Competition

Client Interviewing Competition (CIC) is the simulation of the first consultation with a fictional client. Cases for the CIC are not long, however the client's preparation needs to be done thoroughly, since the client sets the requirements for the teams and the academic level of the competition.

Teams should consist of two students, and the panel of judges shall consist of at least three judges. Participants of the CIC acquire advanced soft skills and learn how to approach a client, which is not part of the regular university curricula.
For more information, consult the Academic Competitions Handbook.

2.4 ELSA Legal Debates

ELSA Legal Debates (ELD) are referred to as a debating competition in which two teams of two to four law students and/or young lawyers present their arguments in favour or against a particular motion. An ELSA Legal Debate consists of participants, a moderator who oversees the debating process and judges evaluating the participants based on criteria set out by the rules of the competition.

Participants of an ELSA Legal Debate acquire advanced and practical research competence, evidence evaluation, argumentative skills and most importantly critical thinking while learning how to make more effective informed judgments about crucial legal issues.

ELSA Legal Debates are very popular in law students and young lawyers because of its structure. To accomplish this project, it does not necessarily need any financial support and you can manage it easily. Publicity and simplicity of the ELSA Legal Debates can be used properly to increase knowledge about

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ELSA among law students and young lawyers and this induces Association to have potential participants in other projects organised by ELSA.

2.5 The Witness Interviewing Competition

A Witness Interview Competition (WIC) is an academic competition simulating a witness interview in criminal proceedings. Teams of two participants assume the role of lawyers interviewing a witness in order to assess whether an individual can provide significant observations pertaining to a certain event. The main task of the teams is to interview the witness to gather all the information relevant to the case and to form a witness statement. Witness statements are legal documents containing the witness' description of events.

While improving communication and interpersonal skills, WIC is also an amazing opportunity for students to gain practical skills and knowledge of writing a legal document essential to a criminal trial.

3. Legal Writing

Legal Writing projects are one of the oldest projects of ELSA. By participating in Legal Writing projects students have the opportunity to develop their research skills but also to get internationally published.

The most popular Legal Writing projects are Law Review, Legal Research Group and Essay Competitions.

3.1 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 to make their conclusions publicly accessible. ELSA has, in the last 25 years during which Legal Research Groups were conducted, contributed to many important discussions in the legal world, from labour and migration law, to internet censorship, but the most important contribution which our LRGs have had is probably their role in the creation of The International Criminal Court (ICC).

Organising a Legal Research Group is a very rewarding experience, which will not only greatly enhance your own CV, but also the CV of your participants. There are many reasons for a Local or National ELSA Group to organise a LRG – first off, the only partners you will need are members of your Academic Board, as ELSA International can provide you with a publisher. While having many external partners isn't necessary, a Legal Research Group is an amazing way to establish new partnerships, or strengthen existing ones, as this project is held in high regard by legal professionals.

A Legal Research Group is also a great way to establish good relationships with other ELSA Local or National Groups, as a you can organise many different types of LRGs:

- Unilateral: Conducted by one National or Local Group;
- Bilateral: Conducted as a cooperation between two National or Local Groups;
- Multilateral: Conducted as cooperation between three or more National or Local Groups;

Apart from the three types mentioned above, do not forget that ELSA International organises an International Legal Research Group, in which your National Group can take part!

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To find out more about Legal Research Groups, please read through the LRG Handbook.

3.2 Law Reviews

A Law Review is a legal publication consisting of contributions from students, practitioners and/or academics. Generally speaking, Law Reviews have a strong history in ELSA with the ELSA Law Review being the second oldest project of our network dating back more than 30 years and many National and Local Groups developing their own Law Reviews.

Setting up a Law Review will require a certain level of strategic planning, as you need to ensure continuity of your publication. To start, you will need to create the structure of your Law Review, to set up a publication cycle, find an academic partner and a publisher, while making sure to assemble an Editorial Board and draft content, style and referencing guidelines.

If you are interested in publishing a Law Review, we recommend the Law Review Handbook.

3.3 Essay Competitions

An Essay Competition is a project in which law students and/or young lawyers compete by submitting essays – pieces of legal writing on a certain topic of law - on a specified topic. When organising such a project, you should keep in mind that the topic should be in accordance with the scope of the association. An Essay Competition is a very adaptable project, which is very easy to organise, both in terms of human resources and financial matters. As an Essay Competition can be appealing to law students with various levels of education, your target audience will be very wide, giving you the chance to achieve good engagement with your targeted audience.

In essence, the main feature of an Essay Competition is the fact that it is a competition with the goal to determine which of the received submissions is the best. This is done through a review process, which is conducted by a Panel of Judges, usually composed of academics and/or legal practitioners.
There are three main stages in each Essay Competition - opening the call for submissions, reviewing the submissions and determining the winner.

If you are interested in organising an Essay Competition, please read through the Essay Competitions Handbook.

3.4 Blogs

Law reviews, LRGs and essays are extensively researched, rigorously edited and peer-reviewed publications which provide original contributions to academic legal conversations. However, as they are typically published close to a year after the author has started writing them, and hence, they have a limited capacity to provide immediate reactions to developing situations. A blog is the opportunity for an ELSA Group to publish shorter, focused pieces of legal writing that provide reactions to current legal controversies.

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A blog can easily be set up on your existing website and does not require thorough editing or advanced digital skills to manage. The advantage of a blog as opposed to other pieces of legal writing is that blog posts are shorter hence more appealing for law students short on time.

See the ELSA Law Review Blog as an example.

4. Professional Development

Professional Development projects refer to a wide variety of projects intended to prepare law students and young lawyers for the professional world. List of Professional Development projects is not exhaustive, and we encourage you to organise projects such as Lawyers@Work or Legal Courses, since they are quite easy to organise.

4.1 Lawyers at Work events

Lawyers at Work Events (L@W) are an academic project which allows law students and young lawyers to experience working in a legal profession first-hand. L@W events provide law students and young lawyers with career advice and guidance from individuals working in various legal fields. L@W events are designed to involve practical insights into the legal profession and as such shall involve interactive learning opportunities such as interview simulations or case study competitions.

4.1.1 Job Fair/Career Day

L@W Events can be organised as a job fair where different NGOs, law firms and governmental institutions can present their scope of work and offer insight into their day-to-day operations through info stands. With this project, organisations which could be considered future employers don't hesitate to support an opportunity to present themselves to students and young lawyers, so it can serve as a fundraising tool for your group.

It is recommended to make a brochure introducing all participating organisations/law firms, so it is easier to navigate the event.

Events which can be organised following the job fair or as a part of it:

- **Presentations** from organisations participating in the fair are a great promotional as well as educational tool.
- **Interview Simulations** can be arranged with organisations beforehand, so participants can experience a job interview and practice soft skills. Another possibility is to collect CVs from participants so organisations can decide on who to interview.
- **Social activities** such as receptions or dinners where students and young lawyers can network with professionals in a more relaxed setting.
- **Case Study Competitions** can be organised so organisations presenting at the fair offer cases, judges or prizes.

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4.1.2 Open Days

L@W events can also be organised as open days at a respective law firm, institution or NGO. To differentiate between a study visit (as organised in S&C) and an open day event, it is expected that this project involves an interactive task for participants.

Organising a "Lawyer for a Day" event is one way to utilise open days. During the event participants could perform tasks of a lawyer for example, working alongside a professional. This is an interesting way of presenting the work done in a law firm or other organisation and the range of assignments professionals perform daily.

4.1.3 Legal Workshops

The easiest way to organise a L@W event is to provide a single session at a university, with a speaker and designated topic. Other requirements are a venue and marketing materials.

4.2 Legal Courses

Legal Courses indicate a project with the purposes of providing law students and young lawyers with practical knowledge and skills which cannot be provided in the ordinary academic curriculum. They should consist of a minimum of six hours divided into three sessions. Legal Courses shall be planned to include practical exercises. The practical skills necessary to carry out a career in law are often overlooked in curricula focused on substantive law. Legal Courses, therefore, can be organised to cover topics including but not limited to:

- Legal English;
- Legal Research;
- Legal Writing;
- Digital skills (databases, platforms etc.);
- Pleading;
- Client Service;
- Management.

Legal Courses are primarily a useful recruiting tool as they can serve to familiarise participants with other ELSA projects such as Legal Research Groups, Essay Competitions or Law Reviews. Additionally, since organising a Legal Course does not necessarily demand large financial investments, it can be a way of attracting new partners to future projects or competitions and improving external relations.

Legal courses are focused on practical knowledge. It is possible to consult potential partners, such as law firms or training institutions, regarding the specific kind of skills participants can develop during a course. One of the most efficient ways of implementing a legal course seems to be cooperation with universities, NGOs and law firms, since these institutions have the trained experts to deliver sessions.

When deciding on a topic of a legal course, adapt your project to ensure that the topic is interesting, accessible and useful. The legal courses are meant to be as interactive as possible to maintain the aim of the project - providing participants with practical tasks which allows them to put the topic into practice.

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As recommended, the legal course should consist of a minimum of six hours divided into at least three sessions. This is to assure a minimum quality of the event and uniformity in different National and Local Groups of ELSA. However, it is also important to understand that this can be a long-term initiative, divided in different sessions during a longer period of time.

5. Joint initiatives and social responsibility

In accordance with current Strategic Goals of ELSA, ELSA should engage in activities which encourage social responsibility. AA officers of ELSA Network should incorporate human rights and social responsibility in all projects.

As joint initiatives between all the Key Areas, IFP and Annual human rights campaign are perfect means to implement social responsibility in our projects.

Additionally, ELSA is developing a programme known as ELSA4Schools which aims to teach high school students about human rights, which is another way of implementing social responsibility in our core activities.

5.1 The International Focus Programme

The International Focus Programme (IFP) is ELSA's advocacy campaign that aims to raise awareness on a specific topic during a fixed period of time. The IFP topic is chosen by the International Council of ELSA and should be versatile, internationally relevant, academically interesting and impacting civil society.

Topic of the IFP until July 2022 is "Law and Technology" and it should be implemented in all the Key Areas of ELSA. Potential core topics or subtopics of Law and Technology can be Artificial Intelligence (AI), Biotechnology law, Data Protection, and many more, since law and technology is not a defined area of law. Other core topics and detailed guidelines can be found in the IFP Handbook.

The topic on Law and Technology will be implemented throughout the IFP cycle, which is a three-year advocacy campaign, from 1 January 2020 to 31 July 2022. The IFP cycle is materialised by yearly human rights campaigns (previously known as the "ELSA Day").

At the end of the three-year IFP cycle, ELSA International will publish a concluding IFP report and video which will summarise the efforts made, and the total impact achieved.

5.2 Annual human rights campaign

As previously mentioned, the IFP cycle is materialised by yearly human rights campaign, previously known as the "ELSA Day". The topic of each year's human rights campaign is announced to the ELSA Network, during the spring International Council Meeting.

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Human rights shall be implemented in all Key Area activities of ELSA through organising annual campaigns on the topic of the ELSA Day, previously determined by the Council of Europe and ELSA.

The annual human rights campaign consists of coordinated events organised by National and Local Groups and it aims to raise awareness about national and international standards of protection and implementation of human rights. All National Groups of ELSA should contribute to the annual human rights campaign and ensure that their Local Groups organise ELSA Day events and this way contribute to our annual human rights campaign as well.

The first year's campaign of the current IFP cycle was focused on Freedom of expression online (2019/2020), while the focus in 2020/2021 will be on Artificial intelligence and human rights.

5.3 ELSA4Schools

ELSA4Schools seeks to inspire and educate children and young people on the legal systems governing the world they live in. ELSA members and volunteers are trained within the respective fields of law as well as on youth education and interaction. Following this, educated trainers will collaborate with education providers to teach first and secondary education schoolchildren about fundamental issues pertaining to e.g. human rights and the rule of law.

This is a unique opportunity for young people to gain legal knowledge and the education will be provided through interactive presentations, workshops, games and simulations on various aspects of the law, particularly those deemed worthy of specific emphasis within ELSA, such as human rights, the rule of law and the topic of the International Focus Programme. In recognition of the attention levels and mindsets of our audience, trainers and volunteers shall strive to converse not in legal jargon, but rather in understandable everyday language. With such aspirations, the ELSA Network can make a real, meaningful difference.

See the ELSA4Schools Handbook for more detailed information.

IV. CLOSING REMARKS AND CONTACT

Should you have made it this far in the handbook, we are sure that you are off to a great start as an AA officer. However, should you need further guidance, please never hesitate to contact the serving Vice President in charge of Academic Activities of the International Board of ELSA at academicactivities@elsa.org.

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