

ELSA4SCHOOLS

HANDBOOK

2023/2024



elsa

The European Law Students' Association

FOREWORD

Dear Network,

We are delighted to present the updated version of the ELSA4Schools handbook and materials. These resources have been carefully revised to provide comprehensive guidance and support as you embark on implementing the project and visiting schools across Europe. We hope you find them invaluable and that they serve as a strong foundation for your initiatives.

We are very excited to see your active involvement in this project and look forward to witnessing the positive impact ELSA will have on the younger generation. Your efforts are crucial in fostering a deeper understanding of legal education and human rights among students.

If you have any questions or concerns, please don't hesitate to contact us. We are here to assist you every step of the way and ensure the success of your endeavors.

Warm regards,

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1. INTRODUCTION

1.1 Defining ELSA4Schools

Envisioning a just world where respect for human dignity and cultural diversity prevails, ELSA strives to contribute to legal education, foster mutual understanding, and cultivate a sense of social responsibility among law students. Recognising the transformative power of legal education, ELSA has initiated the ELSA4Schools project, which aims to bring about positive change in society through the legal education of children and young people.

ELSA4Schools aims to empower children and young people with fundamental legal knowledge and instill in them a deep sense of social responsibility. At the heart of this project lies the belief that legal education is not merely about acquiring knowledge of legal principles and procedures but also about cultivating a strong sense of empathy, understanding, and respect for human dignity and cultural diversity. By introducing children and young people to the core tenets of the law, ELSA4Schools seeks to empower them to become active and informed citizens who can contribute positively to their communities.

The project employs a range of engaging and interactive educational methodologies to capture the interest and imagination of young learners. ELSA members, as trainers and volunteers, collaborate with schools and youth organisations to deliver interactive workshops, presentations, and role-playing exercises. These activities cover a wide spectrum of legal topics, including but not limited to **human rights**.

ELSA4Schools extends its reach beyond traditional classroom settings, leveraging the power of technology to deliver legal education to a wider audience. Online resources, such as interactive quizzes and educational videos, provide children and young people with access to legal knowledge and opportunities for further exploration.

The impact of ELSA4Schools -goes beyond imparting legal knowledge, reaching into the realm of promoting mutual understanding and instilling a sense of social responsibility in young minds. The project fosters mutual understanding and promotes the social responsibility of young people. By engaging with diverse perspectives and exploring the legal implications of social issues, children and young people develop a deeper appreciation for cultural differences and a stronger commitment to justice.

ELSA4Schools exemplifies ELSA's unwavering commitment to legal education, mutual understanding, and the social responsibility of law students. Through this innovative project, we empower the next generation to become responsible citizens, capable of shaping a more just world.

1.2 Benefits

ELSA4Schools stands as an exemplary project that extends its benefits beyond the confines of ELSA members, encompassing the entire society. The project's far-reaching scope empowers all

parties involved to reap extraordinary advantages. In the following discourse, we will embark on a detailed analysis of the benefits that can be derived from organising ELSA4Schools, categorised by the specific stakeholders involved.

Firstly, the law students that choose to engage with this project will have the opportunity to not only improve their oratory skills by entering the classrooms, but also their organisational ones as they will have to orchestrate the entire project, the agenda, the topics etc. Furthermore, it puts them out of their comfort zone, as they face a whole new environment by dealing with the most difficult audience: the children, the ones who lose interest easily or don't get captivated at all. The ones who question everything and tend to be confident and outgoing, sparking creativity and a dynamic personality.

But that's not all – this project opens up opportunities through experiential learning. This not only builds confidence about the future but could also lead to job offers if the school becomes fond of the project and the law students.

Finally, being able to get in touch with the younger generation through means that transcend the traditional classroom also creates a feeling of duty to law students, which is accomplished, as they act as a form of inspiration towards a just world.

For the young pupils who will attend these sessions the benefits are very different as they assume a passive position, rather than an acting one. Something worth mentioning is that this project offers them a break from their normal everyday school agenda. a taste of legal education, a contact with law students as they see their questions being answered and their curiosity in the topics getting sharpened. It also gives them a perspective of the future as they get a teaser of the legal profession, a career which, for a lot of us, started dreaming about at a very young age. Even if that is not the case, at the end of the day, they still are more aware of their legal rights and more ready to identify them if they are violated.

Finally, **for the ELSA Group**, even though they are the main organiser of this Amazing project, the benefits they gain will never compare with the gratitude and the dimension of having their engaged members satisfied and the young pupils being even more interested!

Of course, this gives them the possibility of gaining international acclaim and increases attention to the respective ELSA Group. Furthermore, if successfully organised, it can develop into a flagship project that the local group establishes with the school to be held every year with the amazing opportunity of creating more and more impact to the younger generations.

2. ORGANISATION

To successfully implement ELSA4Schools, careful planning and organisation are essential. This chapter delves into the organisational steps involved in bringing ELSA4Schools to life, ensuring a smooth and effective execution of the project. Consequently, following this chapter, you will find several issues that must be addressed during the organisation of ELSA4Schools.

2.1 ELSA4Schools: From Theory to Practice

We consider first a step-by-step logistical guide to its initiation, and then follow this with a demonstration of the intended nature of the project itself.

As any AA Officer may well testify, the logistical organisation of a project is difficult, time consuming, and at times, it seems unachievable. A project such as ours, one with such massive emphasis on external connections, risks making this already tedious process even more difficult. Fear not, however, dear AAers, for as daunting as it may seem, proper adherence to the guidelines enshrined within this handbook, paired with a couple splashes of your own creative spirit will provide you with all you need to conduct this project successfully. In the interest of your comfort, we have broken down the different stages of the project in the adjoining table.

Stage	Task	Description
1	Awareness of Regulations	Take a careful look at the regulations present within your country/locality and take requisite steps to comply with it.
2	Material Creation	At this stage, presentations must be developed for the project which may be used upon its eventual conduction.
3	Hiring & Training of Trainers	Selection of the individuals who will be tasked with the training of the local volunteers. Trainers must only be selected after a rigorous process involving both applications and interviews. Upon selection, they must be subjected to training by the National AA/MCC Officer as per ELSA guidelines
4	Approach Schools	The National/Local Board VP AA/MCC must approach schools and identify schools that are interested in the project. Once an agreement is reached, an estimated timeline must be decided.
5	Training of Volunteers	Previously involved law students must be utilised to train these volunteers and familiarise them with the presentation, in order to increase the efficiency of the project.
6	It's Showtime	Delivery of presentation.

7	Feedback	Do not forget to ask for feedback once the session is complete. Maybe through a form you send out to the school on a later note.
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2.1.1 Awareness of Regulations

Since this is a project that directly affects the way of thinking of young individuals, individuals who will be the future of our society, it creates a necessity for every detail to be regulated. This is why, when pursuing this project, our first consideration should be the external regulations that may possibly arise. This could range all the way from national law to university regulations.

In certain jurisdictions, regulations may require training for volunteers as an absolute prerequisite for gaining permission to enter schools. Conversely, such a requirement may not exist in other regions. Due to this significant variation, providing a comprehensive and universally applicable approach to regulatory compliance within the scope of this handbook is not feasible. However, for guidance on specific situations, you may still get in touch with the contacts listed at the end of this handbook for assistance.

2.1.2 Material Creation

Upon conclusion of this phase, attention must swiftly be turned to the creation of materials deemed necessary for the conduction of the project. These may include presentations, flowcharts, videos, little quizzes, like Kahoot, to apply the knowledge at the end of the class, etc. With different countries, come different legal and education systems which implies that our dear AA'ers could be facing restrictions in what Materials to use. The responsibility hence rests upon the sturdy shoulders of National Groups, possibly in collaboration with their constituent local groups. To help you with this task, we shall be releasing draft presentations as part of the ELSA4Schools Package. This shall help you attain an understanding of the task at hand and provide a basic template upon which you may build but, to try to make it more personal for each Group, we encourage you to work not only with your Marketeer, since we know they always are our best friends, but with the school staff as well in order to try to understand what type of audience you are facing. For example, if the students are more shy and don't participate that much, if they are more talkative and easily distracted, etc. This will help you to adapt your presentations to the type of audience you have. Marketing could also be one of the main keys to the success of the presentation, even though we firmly believe that the amazing volunteers you'll have will shine by themselves and their speech.

In terms of selection of topics, the possibilities are endless. While the main topic should be human rights, this does not limit presentations on other topics related to it. The only definitive criterion is the extent of relevance of the subject to the audience and their subsequent benefit from it. We hence require that the subject of the presentation be reasonably relevant and beneficial to the audience. As long as the subject is within the aforementioned lines, the National Groups have the freedom to choose from an endless pool of scopes and points of view.

2.1.3 Hiring & Training of Trainers

The procedure that can be followed is specific and structured, however variances can arise since each National/Local Group has its own complexities and needs. Each ELSA4Schools session must have at least one Project Trainer. It is highly recommended that the Project Trainer(s) selected are from the local level in order to ensure that they have sufficient knowledge and connection to the local community. Considering the sheer importance of this role, the selection process must be diligent. While the ultimate selection should be done by the National VP AA, the Local VP AA should reserve the right to voice concerns about specific applicants, and these concerns must be addressed by the National VP AA upon selection of the project trainer. The selection process itself should include both a written submission and an interview with the National VP AA. Of course, it is vital to keep in mind that this structure is not mandatory, and it can be adjusted to each ELSA National Group's needs.

Upon their selection, the upcoming Project Trainer(s) must attend a Training Session by the National/Local VP AA, following the guidelines and potentially using the materials of the ELSA4Schools Package.

2.1.4 Approach Schools

The next step is external communication. To perform a session of ELSA4Schools, we must find an appropriate school, preferably one of geographical proximity to the Local Group conducting the session, who are interested in our project. Such communication may be carried out through email in a first contact but we suggest you to propose a meeting in person where you can introduce the topics that you will touch upon and maybe deliver the presentation and all the materials you have planned to use in this project. This will help the school to have a clearer overview, of what the project entails. It is important to use professional language when indulging in such communication. While by no means binding, we will release a sample email template for such communication in the ELSA4Schools Package. Once an agreement has been reached for implementation of the project, timescales and other specifics must be discussed in due course. It is imperative to allow a reasonable period of time between the agreement and the eventual session, in order to ensure that volunteers are prepared and well-trained, and that the school is informed well in advance.

We also suggest to you, by previous experience and feedback, that you do not restrict yourself to Public Schools, because they can represent an excessive bureaucracy and demotivate you. You can also search for the disponibility of Private Schools to hold this type of projects.

2.1.5 Training of Volunteers

An ELSA4Schools session owes a part of its success to its volunteers, who contribute to making this project work, under the guidance and the trust of the Project Trainer. Given that the volunteers represent what ELSA stands for to tomorrow's generation, it is essential to ensure

they are the perfect fit for their role. The Project Trainer should assess some criteria like the following, when selecting the volunteers who will frame this wonderful project:

- (a) sufficient knowledge of the Human Rights Area/ what ELSA stands for;
- (b) creativity;
- (c) comfort in public speaking;
- (d) ELSA Spirit;
- (e) energy in order to captivate the audience.

It is important to note that apart from all these typical qualifications, the key factor in making the project work is appointing individuals who are passionate and willing to take ELSA4Schools a step forward, have a vision about the project and a strong will to learn and be trained appropriately for the session. Therefore, this is something the Project Trainer should assess too, when selecting the volunteers.

Upon their selection, the volunteers should attend a Training Session held and given by the Project Trainer. Training the volunteers is a process of great significance, as it will influence the success of the ELSA4Schools session itself. The volunteers must be ready to explain, answer questions, capture the audience's attention, and why not, inspire. It is understandable that these can be a lot, but the Hiring and Training and the Behavioral Guidelines parts of the ELSA4Schools Package will surely help both the Project Trainers and the Volunteers in understanding their role.

The purpose of this Handbook is not to stress any individual involved in the ELSA4Schools session or to provide some things that need to be accomplished, otherwise the session will not be successful. On the contrary, it aims to prepare the Project Trainers and the volunteers in a sufficient way, explaining what their role is and how they will embody it.

2.1.6 It's Showtime

Once all these stages are complete, an ELSA4Schools session can take place. As mentioned before, the use of complex legal terms unlikely to be of any meaning to the audience must be avoided. It must also not be a monotonous lecture devoid of the audience's interest. It must instead be a vibrant, enthusiastic, semi-formal conversation with the pupils about the law. Practical examples given by the volunteers or even trying to make the audience think of one they have faced, could be used to help the audience gain deeper understanding of the concepts discussed. Questions must be engaged with, and innovative activities such as Kahoots, Essay Competitions, Legal Debates. Volunteers must adopt an extroverted, interactive, and confident posture to the audience and attempt to foster a constructive educational bond with the pupils. The standards that an ELSA4Schools session must meet will be included in Chapter 3 of this Handbook, while further instructions regarding the conduct of volunteers during the session will be included in the ELSA4Schools Package.

2.1.7 Feedback

Upon conclusion of an ELSA4Schools session, it is important to maintain contact with the school within which the project was held. This contact must be used to elicit feedback from both students and staff. Such feedback must be shared at both a national and international level, as this will help us make further improvements to the project. Further, the maintenance of such connections helps build greater bonds with schools. Such bonds may be utilised to hold a different session in the school again in the future, or perhaps even expand the project. A sample feedback sheet will be provided within the ELSA4Schools Package.

It must be noted that while these steps appear to be listed in a certain order, the flexibility and room for creativity promised at the beginning of this handbook still remain. While some of these steps may not be rearranged for logical reasons, generally, the provided order serves merely as a template. In certain cases, it may be more beneficial to approach schools after training the volunteers. Further, certain specifications such as the number of selected volunteers and number of volunteers per session have been left undiscussed. This is intentional, as we hope to provide our Local and National Groups with flexibility on these matters to cope with a wide range of circumstances.

2.2 Nature

ELSA4Schools varies quite significantly from a vast majority of our other projects. This is primarily due to the unique audience it is targeted towards. This distinction necessitates a different approach to the project's tone and execution. While other AA events often place specific importance on the concept of formality, following a specific structure in terms of time and development, ELSA4Schools adopts a more informal and flexible approach.

As a project dedicated to community engagement, ELSA4Schools aims to establish a tone that resonates with the community and its needs. It aims to foster intellectual discussion, pique interest in legal studies, following a legal career or even get in the associative world and become a volunteer in projects like this when they are older, and beyond all, a sense of empathy between the pupils and the volunteers.

It is hence imperative that the sessions are conducted in a positive manner, with genuine enthusiasm and excitement exhibited by all involved. Only through this approach can we make the audience feel the ELSA Spirit and the urgent need to be conscious of the world that evolves us and the still very much needed fight for Human Rights.

Since this is a project that requires a participative posture and not only a listener one, it is highly recommended to have a Plan A, B and C in place. This preparedness ensures adaptability to the diverse target audience and their varying responses.

2.3 Venue Selection

The ideal venue for a session on introducing human rights to students through ELSA4Schools is undoubtedly a school located within close geographical proximity to the Local Group. This aligns perfectly with ELSA4Schools' core mission of giving back to the community. In scenarios where conducting ELSA4Schools sessions within a school setting is not feasible, regardless of whether the school is public or private, it is recommended to organize the sessions in alternative premises that are suitably tailored to the age group of the participating children. When selecting such premises, consider the applicable legal provisions within the relevant jurisdiction.

3. SESSION STANDARDS

Upon completing all necessary preparatory steps, the ELSA4Schools sessions can commence, adhering to one of the formats outlined in Chapter 4 of this Handbook. To ensure the project's uniformity and quality, all National Groups and/or Local Groups must abide by the following standards, which will be further elaborated upon in this chapter.

3.1 Standards for ELSA4Schools sessions

An ELSA4Schools event entails a school visit organised by a designated ELSA group, comprising at least one hour of academic instruction followed by a practical exercise. While the thematic content of the academic programme should align with human rights, it is crucial to ensure that the session addresses pertinent topics with accuracy, objectivity, and a consistent adaptation to the specific age group being addressed.

The ELSA4Schools session(s) must adhere to a defined format, which should be agreed upon with the participating public or private school. ELSA International recommends employing one of the three formats outlined in this Handbook to facilitate seamless implementation.

The presented materials must not only reflect our Association's values and align with the guidelines provided in this Handbook. This approach ensures that volunteers can develop successful sessions and represent ELSA in the most exemplary manner.

Regarding the practical exercises that follow the academic programme, it is crucial to emphasise that regardless of their format, they should be designed to assess the knowledge gained during the said programme and effectively reinforce this knowledge among the participants. To achieve this objective, the practical exercises should be highly interactive, engaging, and tailored to the age group of the participants.

3.2 Duration Standards

The academic programme of a session must be at least one hour. This minimum duration is the time frame within which effective human rights education can be delivered.

However, the academic programme can be extended beyond one hour if necessary. In such cases, it is crucial to balance the project's objectives and the need to maintain session engagement and

avoid boredom. Otherwise, the sessions may become ineffective. This balance should be evaluated based on factors such as the availability of teaching methods and activities, adequate time for reflection and information synthesis, and the adaptation of the session duration to the specific topic and target audience.

Similar principles should be applied when determining the duration of the practical exercise session that complements an ELSA4Schools session.

4. FORMAT

The nature of ELSA4Schools as a project allows for various creative ideas in terms of format. We firmly believe in providing the necessary platform to bring these imaginative ideas to life, as they could shape the project's future very well. Furthermore, flexibility is often a crucial quality, and we do not intend to reduce participation in the project by placing mandatory restrictions on its format. Consequently, we have avoided establishing strict guidelines regarding the overall structure. However, we also recognise the need for greater clarity concerning the diverse formatting options available. To provide a succinct illustration of the possibilities at your disposal, we have constructed three sample formats, as presented below.

4.1 The One-Off

This single-day format offers great flexibility and a reduced commitment, making it an ideal choice for the project's early stages when experience is still limited. Under this format, volunteers and project trainers would visit schools on a single-day basis.

Given the time limitations of this format, the focus is typically on one or two presentations, each lasting at least one hour. Following each presentation, there will be a designated time for audience questions, allowing for a deeper exploration of the presented topics and fostering engagement with the students. These presentations should be complemented by practical exercises tailored to the one-day format. Examples of suitable practical exercises include legal debates, simulations of real-world scenarios, interactive games, etc.

This format is particularly well-suited for time-sensitive situations and allows for broader reach, enabling groups to distribute their time among a larger number of schools.

4.2 The One-Weeker

According to this format, project volunteers and trainers visit the school for a whole week, conveying knowledge related to human rights. Unlike the daily format, this requires a more significant commitment from the school and the ELSA4Schools organising group. This commitment is expressed in the fact that, for volunteers and trainers, more training is required to cope with the entire load and a more significant number of materials.

The “One-Weeker” format allows the audience to delve further into the field of human rights, exploring its different aspects. If you choose to apply this format, we suggest creating a curriculum that contains the academic programme for each session of the one-week format.

Given its unique nature, this format may also encompass additional practical exercises that deviate from those of the first format. These exercises may involve, among other possibilities, diverse essay contests that capture students’ perspectives on human rights and the topics covered during the sessions.

4.3 The Recurs

Under this format, the ELSA Group and the school agree to repeat the project multiple times. Such a format shows the dominance and establishment of ELSA4Schools within the group, as it exhibits consistency and commitment towards the project. It also demonstrates long-standing cooperation with the school. Implementing such a system within a National Group is unlikely in the early stages of the project. Such expansion must hence be worked towards gradually and methodically. Within this format, the ELSA Group would provide presentations at the school in a recurring manner, discussing different aspects of the law. A regular commitment of this magnitude would require a sustainable number of volunteers. The need for consistent availability of Project Trainers would also arise to ensure that each batch of volunteers is well-versed with the subject matter.

5. HUMAN RIGHTS IN ELSA4SCHOOLS

Stressing the importance of Human Rights through the Annual Human Rights Campaign is a major contribution to the fight for respect and promotion of them, but it can never be enough. Due to this, here we are pulling another string on this through this beautiful project.

Human Rights are transversal to any Democratic Rule of Law, they materialise the basic equality and human dignity, serve as a protection from abuse for vulnerable groups and provide a universal standard that holds governments accountable.

Even though in some countries we have classes and school subjects as “Citizenship” that focus on these topics, it’s much more interactive and way easier to pass them through a non-formal class and an informal education. That’s where ELSA4Schools enters.

Human Rights concepts can be complex and have several understandings from different authors and different perspectives: it’s our job to demystify them using an accessible language and practical examples that create a space for discussion and reflection for the younger generation.

We advise our volunteers to convey the messages and concerns related to the specific Human Rights issue, focusing on its impact on our daily lives and the importance of securing it within our legal system. However, this should be done in straightforward, accessible language rather than the complex terminology often used by European Organisations, which might not resonate with the audience.

So, taking the Universal Declaration of Human Rights and article 1 as an example: “*All human beings are born free and equal in dignity and rights.*” How can we deconstruct this to a public that it’s not familiar with the principle of equality, the principle of liberty, the concept of dignity, etc?

We need to provide concrete examples. Encourage them to reflect on situations in their own lives or the lives of those around them where these principles were restricted, or present scenarios to consider whether these rights were respected. For instance, you can show a powerful and impactful video depicting a violation of this Right and prompt the audience to discuss the causes, identify the main problems, suggest solutions, consider how the government can intervene, and explore available mechanisms.

Remember: you don’t need to refer to authors, doctrines, or jurisprudence; we aim for the pupils to become more aware and informed about Human Rights through a practical way that intrigues them.

If the project follows The Recurs format, you can engage the audience by encouraging them to participate in an essay competition on the Human Rights issues presented in the video. Ask them to submit their essays by the next session, and motivate participation by offering a prize, such as a book on the topic, for the best essay.

Even in the formats of The One-Off or The One-Weeker, you can engage the audience in a discussion that fosters a Legal Debate. Create scenarios like "Imagine that... what would you think/do?" to encourage the exchange of diverse opinions. Alternatively, you can use a Kahoot quiz to maintain focus with timed answers, point scoring, and a leaderboard.

To summarise, our advice would be:

- Adopt an interactive approach by showing videos, urging the audience to talk and express themselves;
- Try to adjust as much as possible the language to a non-formal one, without changing the purpose of what you’re promoting;
- If you prefer using a presentation, don’t make it too extensive or full of text; try instead using gifs, videos or even little games like The Hangman to engage right away the public to be participative and to try to guess what’s the Human Right you’ll be talking about.

6. MATERIALS

Gathering all the required materials falls under the responsibilities of the National/Local Vice President in charge of Academic Activities. While the flexibility and the variety of options this project allows to have, deems it impossible to produce an exhaustive list of the materials required for an ELSA4Schools session, the following materials are generally considered necessary:

- Presentations;
- Volunteer Scripts;

- ELD/MCC cases;

If the Project Trainer wishes to include any additional materials to enhance pupils' understanding, they should ensure that these materials are readily available within a short timeframe. Some examples of additional materials include quizzes, educational videos, or handouts.

By carefully selecting and preparing the necessary materials, the National/Local VP AA plays a pivotal role in ensuring the success of ELSA4Schools sessions. Their dedication to providing high-quality resources contributes to the project's effectiveness in empowering young people with legal knowledge and fostering a sense of social responsibility.

6.1 Presentations

When creating a presentation for an ELSA4Schools session, it is crucial to ensure it effectively meets its goals. You might wonder, "What should its purpose be?" The presentation should aim to capture students' attention and help them understand human rights topics through compelling images. Therefore, it should be both educational and interactive, with a fun tone to keep students engaged. It is strongly recommended to seek supervision and guidance from the VP in charge of Marketing to ensure that ELSA's distinctive features, such as logo, colors, and fonts, are used correctly and to provide the Project Trainer with any marketing ideas.

It is recommended that the texts in the presentation be in linear bullet point format to be easier for the pupils to follow and understand. The presentation's length depends greatly on the subject matter at hand and the length of the ELSA4Schools session. We recommend a ratio of one slide per five minutes to maintain a steady, comfortable flow and avoid overwhelming the pupils.

However, this is not mandatory, as, for example, an ELSA4Schools session can include both a presentation and e.g., a roundtable discussion, so an amount of time will be allocated to the roundtable discussion too. Furthermore, the presentation may contain videos and photos as well. To illustrate this with an example, an ELSA4Schools session about democracy may include a short documentary about, e.g., the history of the right to vote for both genders in the country, which will provide more specific and concrete topics for discussion, such as women and their involvement in the political scene. In this way, the presentation is even more interactive and aesthetically appealing to the pupils' audience.

A national database of presentations shall be created for the Local Groups by the National Group to exchange good practices, inspire, and get inspired. In situations where there has been a change in the law, it must be altered within the presentation as well. The sample presentation featured in the ELSA4Schools Package is here to set the tone. It may even be used in a session with minor alterations to reflect the accurate status of the relevant law in the country.

6.2 Volunteer Scripts

It is vital to clarify that volunteers do not have to memorise or learn anything by heart regarding their session. Having sufficient knowledge of what will be discussed and a positive and confident attitude will surely be enough. Therefore, these scripts serve as additional help for the volunteers in case the audience is unresponsive or there is room for a better understanding of the topic that is discussed. For this reason, they do not have to be exhaustive or extremely long. To give an example, supposing that the ELSA4Schools session is focused on the right to labour, the relative volunteer script may contain ideas for subtopics, such as child labour, labour and people with special needs, labour and gender roles. Using the volunteers' scripts will guide the discussion, leading the pupils to understand the session's topic further. It is noted that the content of these volunteer scripts may not be exclusively limited to subtopics for further discussion. They may contain e.g. energiser games, too, to regain the audience's attention. In any case the content is related to any kinds of manoeuvres the volunteers can resort to in case of need.

6.3 ELD/MCC Cases

Providing the pupils with ELD/MCC cases around each ELSA4Schools session's topic is an efficient way to encourage them to learn interactively and efficiently. Apart from this, pupils, especially in high school, are quite familiar with the concept of academic competitions; thus, adjusting the latter in a semi-formal, more friendly way for the sole purpose of learning would be very fruitful. Without a doubt, the need for drafting a conclusive case, as would be the case in an actual ELD or MCC, does not exist since the session does not have such a formal tone. The purpose is to draft briefly a case discussing the subject the adjoining presentation was held. The cases do not need to be longer than a single page, as the ELD/MCC is more focused on enriching the pupils' understanding than being close to a real ELD/MCC. They may be created by the Vice President in charge of Academic Activities of the National Group. In case this is not possible, the Vice President in charge of Academic Activities in the Local Group and/or the Project Trainer may create the case. We recommend carefully choosing the ELD/MCC case topics, as it is essential that the pupils can academically handle them for the simulations to be successful. The example provided in the ELSA4Schools Package, like the presentation, may inspire and help the Project Trainer and the volunteer team select pupil-friendly cases.

6.4 Role-playing games

Role-playing games offer an engaging and interactive method for teaching human rights, allowing students to immerse themselves in simulations that reflect real-world challenges. These experiences help pupils and young people develop empathy for diverse perspectives, improve critical thinking skills, and gain a deeper understanding of the complexities of human rights issues. Examples of role-playing games include mock negotiations, human rights advocacy, and exploring ethical dilemmas.

6.5 Essay competitions

Essay competitions are recommended for use in formats that deviate from 'The One-Off' format, as pupils' and young people's understanding of human rights is expanded through continuous sessions. This would simplify the writing process for pupils.

It is important to note that essay competitions should not adhere to the same standards as those used for ELSA Law Review or other writing competitions, given the different age groups of participants. However, this does not imply a lack of writing standards, which can be determined by Project Trainers in collaboration with the VP AA of the National Group or Local Group.

These essays should be evaluated with a higher degree of tolerance than usual by the Project Trainer and Vice President in charge of Academic Activities of the National Group or Local Group while maintaining objectivity and impartiality. The best essays can be published by the school on its official website or the official website of the ELSA4Schools Organising Group.

Throughout the development of ELSA4Schools, it is crucial to adhere to and respect GDPR regulations in essay competitions and all aspects of the programme.

7. EXTERNAL RELATIONS

7.1 Establishing external relations

Due to its nature, ELSA4Schools relies heavily on establishing external contacts. While primarily with schools, this does not exclusively have to be the case. Other external contacts, such as transport partners, may prove extremely useful when implementing this project.

External contact, be it with a school or not, shall be made formally and professionally. E-mails are the most efficient way to do this, but if the partner doesn't reveal himself much open to the project, we encourage you to ask for a meeting in person where you can bring all your ideas, which will help them trust you and the seriousness of the project.

It is important to explain through communication what ELSA stands for and how the ELSA4Schools project will help the audience, consisting of tomorrow's generation. Thus, it is advised to offer an image of both the work the ELSA Group is doing and of the ELSA4Schools session so that the people in charge at school are prepared for what to expect.

While we should hope for the best, it's important to be prepared for the possibility of rejection. A practical approach is to initiate email conversations with multiple partners and draft plans simultaneously. Being cautious and organised is more effective than being spontaneous. The ELSA4Schools Package includes a template for emails that can be sent to schools seeking partnerships. Remember, email is not the only way to establish external contacts; connections can also be made through work, social circles, and other networks. Such contacts can be valuable in advancing our project.

7.2 Maintaining external relations

Once an agreement has been made to implement the project, the parties should keep in contact so that the schedule and other specifics are defined. It is important to allow a reasonable period between the agreement and the actual session to ensure that volunteers have the time to be prepared and well-trained. This proactive approach allows for a well-organised and smoothly executed ELSA4Schools session, maximising its impact.

8. FUNDING

Funding plays a pivotal role in the success or failure of any project, and for ELSA4Schools, diversifying funding sources is crucial. The project's focus on legal education positions it favourably to attract donor support and grants. By emphasising the importance of legal education in empowering communities, ELSA4Schools can present itself as a valuable contributor to a cause that resonates with various funding entities.

Establishing relationships with potential partners is a proactive strategy. This involves thorough research to identify organisations and foundations with a history of supporting legal education, human rights, or related initiatives. Actively engaging with them, attending relevant events, and showcasing the positive impact of ELSA4Schools can help build relationships and increase the likelihood of receiving financial support.

To secure additional financing, ELSA4Schools can explore collaborations with local organisations that share a commitment to human rights or children's welfare. These partnerships go beyond financial support, tapping into the expertise and resources of local entities. By collaborating with NGOs, educational institutions, or community groups, ELSA4Schools can benefit from local insights and amplify its impact on the community.

Collaborating with local organisations provides financial support and expands the project's reach and relevance. Local partners may have a deeper understanding of community needs, and their involvement can contribute to the long-term sustainability of ELSA4Schools. This collaborative approach fosters community engagement and ownership, ensuring the project remains responsive to evolving local challenges.

In summary, ELSA4Schools can create a robust and diversified funding strategy. This approach contributes to the project's financial stability and enhances its impact on legal education and human rights within the targeted communities.

CONTACTS

For any inquiries, concerns, or uncertainties pertaining to this Handbook, the execution of the ELSA4Schools project, or any facet of the project's phases, please do not hesitate to reach out to us at: academicactivities@elsa.org or director.humanrights@elsa.org