

ELSA4SCHOOLS HANDBOOK

ACADEMIC ACTIVITIES
2019/2020



elsa

The European Law Students' Association

FOREWORD

Dear reader,

In spite of all the late hours spent drafting this pivotal handbook, we now find ourselves speechless, as we attempt to express the sheer excitement, we feel to be able to share our work with you today. We greatly appreciate your interest in this handbook, and hopefully the innovative project it seeks to define.

ELSA4Schools is an avant-garde project with unbridled potential. Still in its infancy, the smallest steps made today could massively alter the destination this project reaches upon its eventual maturity. While we at ELSA passionately believe in the power of creativity, we endeavour to guide that creativity towards attaining its maximum potential. This forms the exact purpose of this handbook. Rather than impose a definitive set of functions to fulfil, we hope to forge an essential framework within which the project may sustainably operate. Alongside this, we also present suggestions and alternatives that may be abided to by the National and Local Groups of ELSA at their behest. We hence strive to strike a practical balance between the provision of guidance required for the project's implementation, and the creative space required for its expansion.

This Handbook thus seeks to provide readers with a conclusive analysis of the ELSA4Schools Project. It discusses the aims of the project, the multiple formats that may be engaged, and the materials required to successfully conduct it. In essence, it aims to provide comprehensive step-by-step guidance to Local and National Board Officers who aspire to indulge in this marvellous project. In addition to this Handbook, we shall also be releasing an ELSA4Schools Package, which aims to provide specific support in tackling challenges organisers may be faced with during the conduction of ELSA4Schools.

While drafting this interactive handbook, we at ELSA have undertaken every effort to make it as linear and straightforward as possible. In coherence with this approach, we have adopted an informal Q&A style of presentation. This is done to ensure your ease at understanding the concepts we attempt to illustrate. However, as is usually the case with documents of this magnitude, certain doubts and queries are inevitable. In any such case, please do not hesitate to contact the acting Vice President in charge of Academic Activities at academicactivities@elsa.org, the Director for Academic Competitions at academiccompetitions@elsa.org, or our specific Assistant for ELSA4Schools at elsa4schools.academiccompetitions@elsa.org.

We hope that you enjoy the read!

Best wishes,

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1. WHAT IS ELSA4SCHOOLS?

ELSA4Schools is an innovative new project that aims to implement change within society through the inspiration and education of those that will one day eventually comprise it: children. As law students, our collective predominant strengths lie in legal knowledge. We hence endeavour to educate school students on the legal systems governing the world they live in. In pursuance of this goal, we provide interactive presentations to these bright young minds on various aspects of the law, particularly those deemed worthy of specific emphasis within ELSA (human rights, the rule of law and the IFP Topics, for example). In recognition of the attention levels and mindsets of our audience, we strive to converse not in legal jargon, but rather in understandable everyday language. We also attempt to create an interactive connection with our audience, to enable them to understand us to the deepest extent possible. With such aspirations, we could make a real, meaningful difference.

Now that we have ventured into the fundamental pillars of this project, it is perhaps time to explore, in layman terms, what ELSA4Schools looks like in action. As the name perhaps gives away, this project is aimed at schools; to be precise, the powerful minds of the children within them. Playing a vital role alongside them, will be ELSA Members acting as trained volunteers for the project. Now picture a filled school classroom, one brimming with engaged students and enthusiastic volunteers from a nearby university. The bus the volunteers arrived in may be seen through the windows, waiting for them outside. The regular teachers sit on chairs and listen attentively. They can catch a quick breath as they are not the ones currently teaching. ELSA volunteers do that job instead. It is not math or science that the pupils learn, it is law. The volunteers interact with the students, explaining in basic terms, the law that governs them. They create relatable scenarios and provide real life examples that help the students grasp true understanding. They answer questions, and pose new ones of their own. They do not lecture the students, they engage in conversation with them, with the help of a presentation. Perhaps imagine a small ELSA banner at the back. This beautiful visual is what ELSA4Schools strives to create. By the end of the day, the students would have attained legal knowledge, and crucial information about their own rights. The volunteers would have had a taste of life as an academic, perhaps motivating them to pursue a career in academia. ELSA would have made that community a little better. Now, imagine if this was a regular occurrence. Further, imagine ELSA Groups around the world engaged in ELSA4Schools. These droplets may still not create an ocean, but it would at the very least be a lake. We would be improving society in multiple ways, each noteworthy in its own right.

The potential imbibed within this project is enormous. A glance in the direction of ELSA Lithuania, where it has consistently achieved astounding success, serves as testament to this. Other National Groups have also attempted to administer similar projects in the past, and this interest serves as motivation for the international expansion of the project, and consequently, for this handbook itself.

1.1 Organisational Checklist

On that note, the handbook divides itself into the following sections:

- **How Do We Run It?** – An overview of the (i) logistics of, and (ii) spirit behind the project.
- **What Format Do We Use?** – The different variations which may be used in its operation.

- [How Is This An Academic Competition?](#) – Explaining the role of Academic Competitions within the project.
- [Where Do We Get The Required Materials From?](#) – A brief analysis of the support available for the creation of materials.
- [Why Do We Do This?](#) – Description of the aims of the project.
- [How Do We Make External Contact?](#) – A brief outline of the procedure that must be employed when establishing the external contacts required for this project.
- [What Is In The Package?](#) – A quick rundown of the contents within the ELSA4Schools Package.
- [If We Need Help Who Do We Contact?](#) – Signposting to assist the direction of any further queries regarding the handbook or the contents within it.

2. HOW DO WE RUN IT?

This question is one with two distinct meanings. As a result, its answer must inevitably tackle it from two different angles. In order to adequately do so, 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.

2.1 Logistics

As any AA Officer may well testify, the logistical organisation of a project is in itself difficult, time consuming, and at times, apparently impossible. A project such as ours, one with such massive emphasis on external connections, risks making this already tedious process worse. 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 schedule must be decided.
5	Training of Volunteers	Previously hired trainers 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.

2.1.1 Awareness of regulation

We shall now clarify the different stages within the logistical process in greater detail. As law students, we know that the devil almost inevitably lies in the tiniest of details. This is why, when pursuing this project, our first consideration should be the external regulations that may possibly intervene. This could range all the way from national law, to university regulations. In certain cases, for example, regulations may deem safeguarding training of volunteers an absolute essential requirement to attain permission to enter schools. In other cases, such a requirement may cease to exist. Such drastic variation forbids an all-encompassing approach in this context, thus strictly limiting our abilities to provide guidance through this handbook. With regards to 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, etc. Different countries have different legal systems, and these legal systems are often prone to radical features of distinction. These regional variations in the law severely inhibit our ability to draft the presentations that may be used for the project. This responsibility hence rests upon the sturdy shoulders of National Groups, possibly in collaboration with their constituent local groups. In order 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. In terms of selection of topics, the possibilities are endless. While specific emphasis may be given to human rights, the rule of law and IFP Topics, this does not limit presentations on other topics. The only definitive criterium is the extent of relevance of the subject to the audience, and their subsequent benefit from it. While a presentation on family law, for example may reasonably be assumed to be of relevance to schoolers, a presentation on arbitration law, or perhaps jurisprudence, may not be. We hence require that the subject of the presentation be reasonably relevant and beneficial to the audience. Provided compliance with this lenient regulation is maintained, prerogative for the selection of subject matter for presentations rests on National Boards.

2.1.3 Hiring & Training of Trainers

Another vital step is the hiring and training of project trainers. Each ELSA4Schools session must have at least one designated project trainer. Project trainers should be selected from the local level as these have better connection with the local community. Considering the sheer importance of this role, the selection process must be stringent. 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. Once selected, the Project Trainer(s) must undergo a training session held by the National/Local VP AA. The materials and procedure associated with this particular training session will be released in the accompanying ELSA4Schools Package.

Trainers alone cannot complete the project. In order for it to reach its full potential, volunteers are vital. Adequate marketing must be engaged to reach out to prospective volunteers and increase interest in the project. Volunteers must then be selected through a selection process. As these volunteers will represent the face of ELSA to tomorrow's generation, it is imperative that only those deemed fit for the role are selected.

2.1.4 Approach Schools

The next step is external communication. In order 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. It is important to use professional language when indulging in such communication. While by no means binding, we will release a sample e-mail 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. It is imperative to allow a reasonable period of time between the agreement and eventual session, in order to ensure that volunteers are prepared and well-trained.

2.1.5 Training of Volunteers

The training and familiarisation of volunteers with the materials involved in the session is a task left to the Project Trainer. The significance of this stage is obvious, as the effectiveness of the training period will ultimately decide the effectiveness of the session itself. It is hence imperative that adequate training is provided to volunteers. There must be at least 3 hours of training for each ELSA4Schools session. Volunteers must not only be trained to explain the topics at hand, but also to respond to questions, carry out the activities planned within the session, and other circumstances that may be foreseen. They must hence be equipped to provide a satisfactory session to the audience, and equally as important, provide an excellent representation of ELSA. The much vaunted ELSA4Schools Package will contain further material paramount to the volunteer training process.

2.1.6 It's Showtime

Once all these stages are complete, an ELSA4Schools session can take place. The conduct of volunteers during the session is of considerable importance. 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 laws that concern them. Relatable

examples may be used to help the audience gain deeper understanding of the concepts discussed. Questions must be engaged with, and innovative activities such as mock legal debates and moots must be used. Volunteers must be friendly to the audience, and attempt to foster a constructive educational bond with the pupils. Further guidance regarding 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, maintenance of such connections help 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 remains. While some of these steps may not be re-arranged 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 rather than before. In such situations, flexible choices must be made for the overall benefit of the project, in lieu of constant adherence to unforgiving guidelines. Further, certain specifications such as the number of selected volunteers, number of volunteers per session, and length of sessions 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. As a direct consequence of this, the attitudes involved, and the fundamental nature of the project in itself, strikes a different tone. While other AA competitions often place specific importance on the concept of formality, ELSA4Schools is an outlier, instead promoting a semi-formal attitude. A project aspiring to benefit the community, it seeks to settle on a tone that resonates with the community. It aims to foster intellectual discussion, interest in legal studies, and beyond all, a sense of camaraderie 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. It must also focus on interaction, inciting as many conversations about the topic at hand as possible. Such interaction inspires interest in the topics discussed within the session, which ultimately serves as our purpose.

3. WHICH FORMAT DO WE USE?

The nature of ELSA4Schools as a project allows for a variety of creative ideas in terms of formats. We believe that we must provide you with the adequate platform necessary to realise such creative ideas, as they could very well define the future of the project. Further, flexibility is often a crucial quality, and we do not intend to reduce participation in the project by placing onerous restrictions on its format. We have hence attempted to not create strict stipulations in relation to the overall format of the project. We do, however, also appreciate the need for greater clarity regarding the various formatting options available. In order to perhaps provide a brief example of the possibilities at hand, we have constructed three sample formats, as exhibited below.

3.1 The One-Off

In this format, the particular ELSA4Schools session would last a single day. This format allows for great flexibility, and has a reduced risk of commitment. It may hence be beneficial to focus on this format in the early stages, where experience with the project is at a generally lower level. This format would see volunteers and project trainers visit schools (or be visited by schools) on a single-day basis. Due to time constraints, it is likely that such a format only sees the discussion of one, or in certain cases two presentations. These presentations are generally an hour long. Upon conclusion of the presentation, there will be a portion of time allotted to questions from the audience. Furthering this, a simulation of an Academic Competition will be held. This may, for example, be in the form of a mock Moot Court Competition, or a mock ELSA Legal Debate. This competition may e.g. last for thirty minutes. The end of the competition signals the end of the part of the session aimed at legal education. For a period of thirty minutes after that, the volunteers engage with the audience and provide information regarding legal careers, and ELSA. It is at this juncture that the session concludes. This format is perfect for time-sensitive situations. It also allows greater reach, as it enables groups to distribute their time between a large amount of schools.

3.2 The One-Weeker

Unlike the previous format, a session under this format would last a week. Creation of such an agreement would require a greater commitment from the school. Such an agreement is unlikely to be reached without prior experimentation with the One-off format. This format allows the audience to further engross themselves in the subject matter at hand, as they are allowed the time to do so. This format may place an onerous obligation on the volunteers if there exists no satisfactory rotation system, as the same volunteers would have to visit the school on each day. Under this format, the volunteers and Project Trainers visit schools for an entire week (or get visited by schools for an entire week), and impart legal knowledge. The greater number of immediate contact hours generally necessitates a larger amount of training. The loose time constraints allow volunteers to discuss a wide plethora of issues. It hence provides pupils with a more holistic view of the law governing them. Similar to the previous system, this system also features simulated Academic Competitions. The greater timespan allows for greater creativity from the group in the organisation of engagement activities. There are no regulations regarding the identity of the volunteers each day. This hence allows groups to simply send in different volunteers for each day.

3.3 The Recurs

Under this format, the ELSA Group and school has an agreement to repeat the project multiple times over a period of time. Such a format shows the dominance and establishment of ELSA4Schools within the group, as it exhibits consistency, and the commitment towards the project. It also demonstrates longstanding cooperation with the school the agreement has been signed with. The implementation of such a system is unlikely in the early stages of the project within a National Group. Such expansion must hence be worked towards in a gradual and methodical manner. 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. There would also arise the need for consistent availability of Project Trainers to ensure that each batch of volunteers are well-versed with the subject matter at hand.

Further, it is not absolutely necessary that the project must take place in a school. Innovative ideas including inviting pupils to a university for an ELSA4Schools conference, or having an ELSA4Schools session outdoors would be recognised and appreciated.

4. HOW IS THIS AN ACADEMIC COMPETITION?

ELSA4Schools has intricate links with the AA division of Academic Competitions. While not currently possessing a competitive element within itself, it relies on strands of other academic competitions to fulfil its purpose. Within ELSA4Schools sessions, organisation of Academic Competitions such as Moot Courts and Legal Debates play a heavy role in creating an interactive learning experience. It is hence a platform for Academic Competitions within itself. The nature of our target audience, inevitably means, however, that rather than the strict application of the rules witnessed in formal ELSA Academic Competitions, we witness a rather lenient, informal version of application. Acquainting pupils to these competitions, even in these informal ways, allows them to attain a taste of their essence, and hence helps them develop an interest. This interest may ultimately result in participation in the formal versions of the competition in the future. Alongside the draft presentation, the ELSA4Schools Package also contains two cases based on the topic of the presentation for a mock Moot Court Competition, and a mock Legal Debate. The examples provided by these cases will yield a clearer understanding of their usage in ELSA4Schools, and will help set a template for future invention of similar cases by National and Local Groups.

5. WHERE DO WE GET THE REQUIRED MATERIALS FROM?

The production of materials required for the conduction of an ELSA4Schools session is the responsibility of the National and Local Group. While the flexibility afforded within the project deems it impossible to produce an exhaustive list of the materials required for an ELSA4Schools session, the following materials are generally absolutely necessary:

- Presentations
- ELD/MCC Cases
- Volunteer Scripts

5.1 Presentations

The creation of presentations required for the project is a key investment in ELSA4Schools. The key factors to consider in this regard is the aesthetic appeal of the presentation, and the tone it seeks to strike. In keeping with our emphasis on producing content appealing to our target audience, we recommend brightly coloured presentations aimed at capturing the attention of our audience. We also recommend representation of texts in linear bullet point format rather than convoluted texts, to ensure that it is easy to follow. The length of the presentation depends greatly both on the subject matter at hand, and the length of the ELSA4Schools session. We recommend a ratio of one slide per three minutes, in order to maintain a steady, comfortable flow. Inclusion of other resources such as videos and pictures within the presentation is also recommended. The presentations, once created, may be reused across the country, and is hence of insurmountable value to our project. The implementation of a national database for these presentations could hence save precious time. In situations where there has been a change in the law, it must be altered within the presentation as well. The sample presentation provided in the ELSA4Schools Package provides a useful example, and may even be used in a session with minor alterations to reflect the accurate status of the relevant law in the particular country.

5.2 ELD/MCC Cases

The development of cases for the ELD and MCC simulations run in these sessions is a relatively less onerous task. Considering the semi-formal nature of the event, there does not exist the need for the drafting of a conclusive case, as would be the case in an actual ELD or MCC. Here, we instead focus on creating what may be deemed a rougher, more limited draft of a case discussing the subject the adjoining presentation was held on. The cases need not be longer than a single page, as they invoke limited discussion of the intricacies of the law at hand. It may be created by the volunteers themselves, or the National and Local Board, and does not require professional oversight. It must be drafted in a manner that elicits discussion of the chosen topic for the session. The example provided in the ELSA4Schools Package, similar to the presentation, helps develop a deeper appreciation of the goals of these materials, and may also be used upon minor alterations.

5.3 Volunteer Scripts

While the title may be misleading, these are not exhaustive scripts volunteers are equipped with for ELSA4Schools sessions. Rather, they perform the role of insurance, ensuring that the volunteer speaker has interesting topics to mention and clever manoeuvres to rely on when faced with an uninterested audience. These rough notes, ideally no longer than a page, are only to be used when absolutely necessary. They are to be compiled by the volunteers themselves. These must be produced upon reflection of the subject matter at hand, and the document containing 'Tips and Tricks to talking to an unresponsive audience' that can be found within the ELSA4Schools Package.

6. WHY DO WE DO THIS?

Social responsibility has consistently been a concept of primary significance within ELSA. The ELSA4Schools project seeks to further this aim. By educating our future population of the law, we ensure greater cooperation with it. We hence create long-lasting change, and improvement within the society we live in. The benefit to all the parties involved are numerous:

6.1 For the Volunteers

- Provides an outlet to making long-lasting change in community;
- Learning and explaining the concepts discussed within the session helps broaden their legal horizons;
- Provides valuable experience, skills, and traits that would be valuable in their future career;
- Enables experimentation in the teaching profession, which is a relatively rare opportunity;
- Creates an outlet for social bonding.

6.2 For the Pupils

- Creates awareness of their legal rights;
- Enables them to better distinguish between legal and illegal activity, thus ensuring peace and cooperation with the law;
- Seeks to further their awareness and interest in the legal profession;
- Provides a taste of legal education;
- Interaction with activities such as debates and moots help in the development of skills that could be valuable in their future career.

6.3 For the ELSA Group

- The possibility of gaining international acclaim;

- Increased attention to your ELSA Group;
- The possibility of establishing yourself as the trailblazers of this exciting project;
- Limited financial requirements;
- Opportunity to market society to possible future members in your community;
- Greater presence in your community.

7. HOW DO WE MAKE EXTERNAL CONTACT?

Due to its nature, ELSA4Schools relies heavily on the establishment of 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, must be made in a formal, and professional manner. E-mails are the most efficient way to do this. However, one must be wary of the possibility of rejection. It is not wise to spend large amounts of time communicating to a single partner and awaiting their response. A much more efficient option would be to initiate email conversations with multiple partners, and draft plans simultaneously. The ELSA4Schools Package features a template for emails that may be sent out to schools in search of a partnership. It is important to note that email is not the only way to make external contact. These may be made through work, social circles, etc. Contacts made through such methods may also be used to help further our wonderful project.

8. WHAT IS IN THE PACKAGE?

1. Hiring and Training Procedure for Project Trainers
2. Behavioural Guidelines for Volunteers
3. Tips and Tricks to Talking to an Unresponsive Audience
4. Template Email for Schools
5. Sample Presentation
6. ELD/MCC Case Simulations
7. Sample Feedback Form

9. IF WE NEED HELP WHO DO WE CONTACT?

If you need any help regarding ELSA4Schools, please do not hesitate to contact our Assistant for ELSA4Schools elsa4schools.academiccompetitions@elsa.org, our Director for Academic Competitions academiccompetitions@elsa.org, or our Vice President in charge of Academic Activities academicactivities@elsa.org.