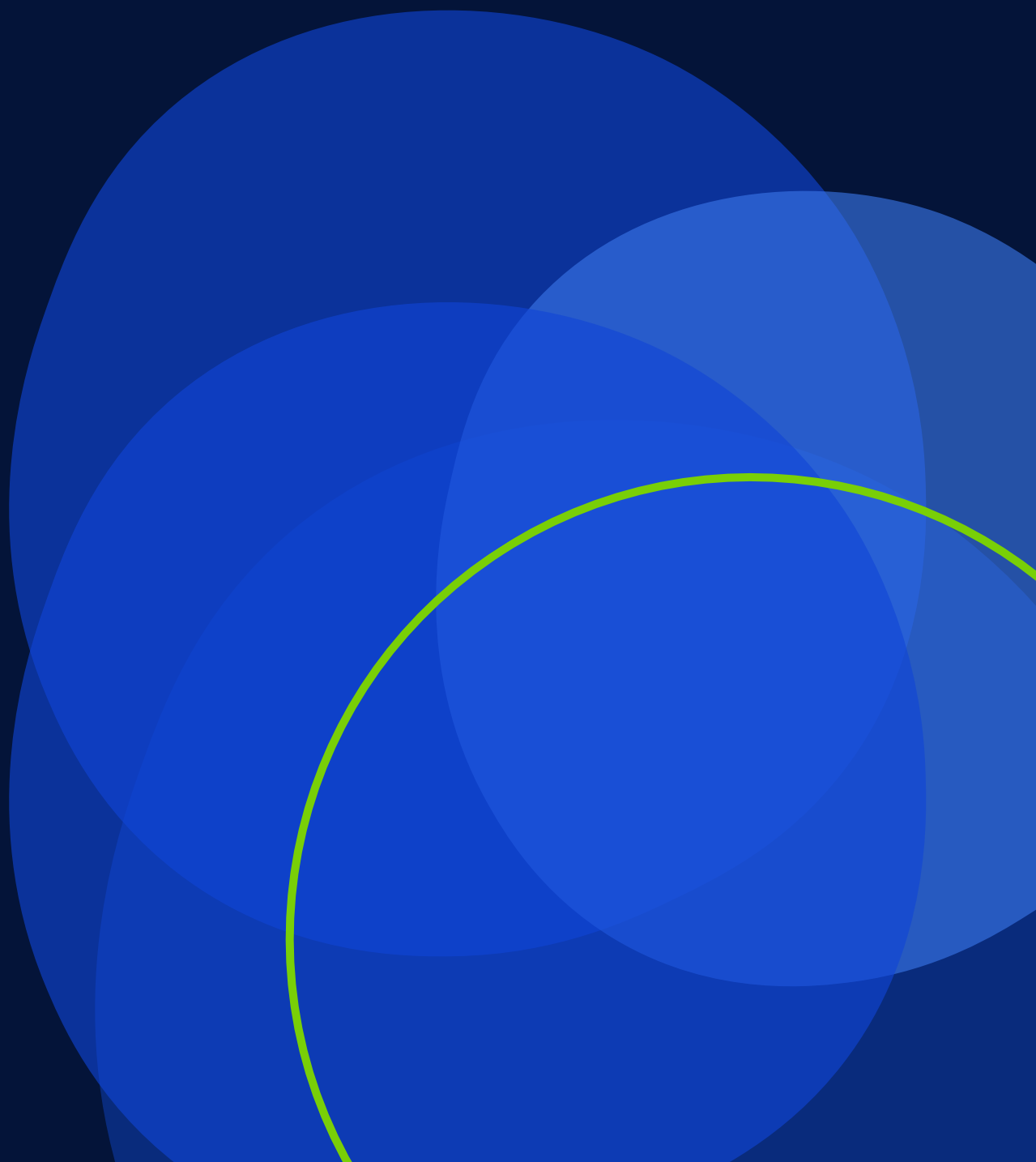


Rule of Law Education **Handbook**

2025/2026



1. FOREWORD

Dear Network,
Dear Academic Activities Officers,

The updated ROLE Handbook is here for you.

Remaining true to two of my favourite values, *vision* and *practicality*, this Handbook delivers on both. It is here to inspire you with a unique project, to show you its impact and outreach. At the same time, it informs you step by step about the project's structure, explaining the new elements we are introducing this year.

What you will find in these pages is not my personal achievement but the work of many Officers who dedicated their time and passion to ROLE, driven by the belief that it should grow even further. Now, this Handbook can be your source of inspiration to continue their work and turn their belief into reality.

ROLE is your chance to explore educational systems across Europe and give them what they need: motivation, practical knowledge, and fun. It is your opportunity to create real social impact by helping the next generation understand the fundamentals of a major issue everyone should be aware of: the Rule of Law.

Take the chance to **#LeadTheChange** and **#MakeADifference**.

This Handbook is the result of the collaborative efforts of devoted ROLEers, and we extend our gratitude to Anđela Bakula, Enara Könözsyová, and Aurore Talazac.

Happy Reading!

Your AAer,

Anastasios Vavvas

Vice President in charge of Academic Activities
International Board of ELSA 2025/2026



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3. INTRODUCTION

3.1. Definition and Regulations

ROLE is an educational international project of ELSA designed to provide non-formal education on the Rule of Law and leadership to high school students around Europe. ELSA members, trained as facilitators, deliver school visits based on the official ROLE Curriculum and its national derivatives. These visits aim to help students understand core Rule of Law values. Facilitators shall be trained in non-formal education methods, the ROLE curriculum content, and the fundamentals of the Rule of Law.

ROLE is regulated in the International Council Meeting *Decision Book, Part 6, Chapter 4*.

Additional regulations apply to National Groups participating in the sub-grant system provided by ELSA International to support the implementation of ROLE financially. These guidelines are applicable to the National Groups that sign the Subgrant Agreement, and are listed in it.

3.2. History

ROLE was launched in 2020/2021 as a response to the growing erosion of the Rule of Law in Europe. It was inspired by the ELSA4Schools format but designed with a stronger focus on democracy and the fundamentals of the Rule of Law. The first year, led by ELSA Alumni, focused on strategy and curriculum development. In 2021/2022, ROLE was officially introduced to the Network during the 80th online ICM and implemented in 8 pilot countries, marking its transition into practice. By 2022/2023, the Curriculum had been translated into over 8 languages, and the first EYF grant was secured for the first ROLE Train the Facilitators Conference (now called ROLE Training Conference) to take place. In 2023/2024, the Coaching system was launched, supporting 12 National Groups, and additional grants and Curriculum derivatives followed.

In 2024/2025, the total number of high school students reached, doubled compared to all previous years combined, showing just how quickly the initiative is expanding. At the same time, 19 interested organisers joined the Coaching System, where they

received tailored support and guidance to strengthen their National Projects. This year also marked important steps in visibility and recognition as a brand-new Marketing Kit was implemented, and the ROLE webpage was completely rebuilt to reflect the project's current scale. Most importantly, ROLE has also received pre-approval to become an official ELSA Flagship Project, and a subgrant system was developed for 2025/2026, giving National Groups the financial resources they need to bring ROLE to new heights.

3.3. Impact

Rule of Law Education (ROLE) is coordinated internationally, but its true strength lies in the local impact it creates. While the ELSA Network promotes awareness of the rule of law, the project's real power comes from direct interaction with high school students. Every school visit is designed to make a difference on the ground by using non-formal education to make complex ideas accessible and engaging.

The Curriculum encourages students to think critically about subjects like fairness, equity and equality, or the importance of an impartial judiciary. The lessons are meant to be interactive, involving group work, discussions, and problem-solving exercises, which ensures students actively engage with the material rather than just passively listening to the lecture. Depending on how the Curriculum has been adapted and localised, the students may also learn about specific national laws. The biggest impact can be seen in marginalised communities, where this kind of education is rarely offered. Thanks to this project, they have a chance of learning and understanding basic principles of the rule of law, their rights and are motivated to become active citizens.

The impact can also be seen in the personal development of ELSA members who facilitate the sessions and participate in the training. They develop their presentation skills, learn how to guide discussions, gain hands-on experience in non-formal education and deepen their sense of social responsibility.

ROLE's impact is not just measured in numbers, but in the meaningful dissemination of the principles of the Rule of Law to the youth of Europe.

3.4. Calendar

While implementing ROLE at the national level is flexible and organiser-driven, an international calendar guides the process. At the start of each term, organisers submit a Specification Form detailing their National ROLE Project, after which they are assigned a ROLE Coach.

In the **first two months of the term**, the ROLE Coach gets in touch with organisers and provides ongoing support such as connecting them to the international level, answering their questions and helping them implement ROLE more effectively. During this period, organisers also review the ROLE Curriculum, choose the most suitable version and adapt it to their local context if needed.

From **November to December**, applications open for the ROLE Training Conference, which usually takes place in **February**. Organisers/interested organisers are encouraged to send at least one participant to gain knowledge about ROLE and its implementation.

Between **December and March**, most National Groups recruit and train Facilitators, preparing them to deliver the sessions effectively. From **February to June**, the focus shifts to school visits, where trained Facilitators put the project into action by bringing interactive ROLE sessions directly to high school students. It's important to note that these previous two steps can take place throughout the year and are not exclusively tied to these months.

Between the end of the Conference in February and June, the activities specified in the ROLE Subgrant are carried out.

Finally, in June and July, organisers complete a unified evaluation form. This process allows for the preparation of a Final Report, ensures updates to both internal and public materials and provides data to support future cooperation with partners. The term then concludes with the application process for ROLE subgrants, providing financial support for activities in the following year.

	Q1 (Aug-Oct)			Q2 (Nov-Jan)			Q3 (Feb-Apr)			Q4 (May-Jul)		
	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL
Specification & Subgrant Application	■										■	
Coaching			●	●	●	●	●	●	●	●	●	●
ROLE Training Conference				●	■		■					
Curriculum Localisation								■				
Facilitators & Training				●	■	■		■	■			
School Visits			● ● ●							● ● ● ● ● ● ●		
Evaluation / Subgrant Reporting									■	■	■	■

4. ROLE TRAINING CONFERENCE

4.1. What is it?

The ROLE Training Conference is an international training event organised annually by ELSA International in Brussels. Its main goal is to **prepare new facilitators** to implement ROLE by learning non-formal education methods, improving their public speaking and leadership skills, and understanding how to organise ROLE activities within their own countries. It is also a unique opportunity to meet other ELSA members who are passionate about the project and to exchange ideas and experiences.

So far, the event has been supported by the *European Youth Foundation*, which has enabled ELSA to **make participation more accessible** by reimbursing travel costs up to a certain amount and keeping participation fees affordable. Applications usually open in November/December and require filing out an **application form**, where you describe your vision for ROLE and share your previous experience with non-formal education.

During the Conference, the participants are split into groups, in which they deliver one of the lessons in pairs while others act as high school students. Thanks to this hands-on approach, participants can build confidence in their public speaking,

enhance their ability to engage with a group and learn how to manage real-time challenges in a classroom setting. Trainers provide detailed feedback and sometimes even act as “disruptive students,” so that facilitators learn how to react to real situations.

4.2. Cascading Effect

One of the most important outcomes of the ROLE Training Conference is its **cascading effect**. The Conference is not meant to be a one-time event, but a starting point for new initiatives that continue after participants return home. The goal is for participants to become multipliers of ROLE, bringing the knowledge and skills they gained in Brussels back to their own countries and ELSA Groups.

How does it work? First, you attend the International Training Conference, where you get hands-on experience with ROLE Curriculum, non-formal education, the Rule of Law as the academic part of the project, and project management. Then, you bring this knowledge back home, where you share what you have learned and help train more facilitators at the National Training events. Finally, all of this comes together during school visits, where facilitators deliver interactive sessions to high school students, **fulfilling the ultimate goal of the project**.

This process creates a real **chain reaction** as every Conference creates new facilitators, strengthens National Projects and helps more young people learn about the Rule of Law.

5. NATIONAL ROLE PROJECTS

5.1. General Planning and Timeline

When planning a National ROLE Project, the timeline depends on whether your National Group is a subgrantee or not.

If your group is not a subgrantee, you can organise your ROLE Project at any time during the term. This gives you the flexibility to decide when it best fits into your calendar and priorities.

If your Group is a subgrantee, there are some important rules you need to follow.

Both the National Training and the School Visits **must take place** between the ROLE Training Conference and the appointed date by IB (usually the end of June). You are free to organise trainings, school visits, or any other part of your National Project outside of this window if it suits your Group, but those activities will not be covered by the subgrant. The funding can only be used for the activities listed in your grant application, and only if they happen within the official timeframe.

5.2. Curriculum

5.2.1. Original Content

The ROLE Curriculum was originally developed by ELSA Alumni and is designed as a practical tool for facilitating in classrooms. It is made up of six core lessons on the principles of the Rule of Law and four optional lessons, which guide a class in creating its own citizenship project:

- Lesson 1: *What's the deal: Introduction to the Rule of Law*
- Lesson 2: *Defining the Rule of Law*
- Lesson 3: *How do we get an Independent Judiciary*
- Lesson 4: *What does it mean to be 'equal before the law'*
- Lesson 5: *Access to Justice*
- Lesson 6: *Human Rights and Personal Leadership*
- Lesson 7: *Choosing your challenge*
- Lesson 8: *Shared vision, barriers & enablers identification*
- Lesson 9: *Research*
- Lesson 10: *Make a project proposal*

The main purpose of the Curriculum is to empower high school students to connect the principles of the Rule of Law with their daily lives. Through interactive activities and dialogue, students are encouraged to reflect on these topics and translate them into action.

At the same time, the Curriculum offers a clear and structured framework for organisers. It ensures that the content is delivered in a consistent way, while also allowing enough flexibility to adapt to different classrooms, learning styles, and national/local circumstances.

To use any version of the ROLE Curriculum, your National Group first needs to sign the **Terms of Use**. This is a simple agreement that makes sure the Curriculum is used properly and in the same way across the Network. The Terms of Use only need to be signed once for each National Group, and after that, you will get access to the materials. Make sure that everyone working with the Curriculum knows the basic rules that come with it.

5.2.2. Localisation

The original Curriculum is the property of ELSA Alumni, but this does not mean changes cannot be made. The Curriculum is designed to be flexible, while still remaining true to the core themes of the Rule of Law.

If you would like to add new topics or activities, they must support the overall aims of ROLE. We encourage you to develop your own Derivative, fill it with your new ideas and relevant knowledge that fit your national or local context.

All new Derivatives must be submitted to your ROLE Coach for review and approval by ELSA International before they can be used. When preparing your Derivative, please make sure to follow the [Localisation Guidelines](#), which can also be found on the Officers' Portal.

For minor localisations, no formal approval is required. This includes, for example, adding national case studies, adapting examples to your country's context, or addressing specific legal issues relevant to your jurisdiction. These minor changes are encouraged, as they make the Curriculum more relatable for students while still staying true to the overall framework of the ROLE Project.

Translating the Curriculum or any Derivative does not require approval from ELSA International. Before translating it, check with your coach if the translation of the desired Derivative is already available. Once you translate it, please send a copy to your coach so we can add it to the Curriculum translations base.

5.3. Facilitators

5.3.1. Recruitment

The ROLE facilitators are the ones who bring the Curriculum into the classroom and make it engaging for pupils. That is why choosing the right people for this role is so

important. Facilitators can be Board members, Team members, or any other ELSA member who is eager to share their knowledge and lead the change.

The process usually starts with a Call for Facilitators. In this post, you should explain what the ROLE Project is, what the role of a facilitator involves, and what is expected from those who apply. Before publishing the call, it is useful to think about what kind of people you are seeking, for example, candidates who are motivated, genuinely interested in the project, and have the soft skills needed to work with high school students. If there are many applicants, or if you want to be extra sure you find the right people, you may also organise short interviews.

All selected candidates then participate in the **National Training**. In most cases, participants officially become facilitators once they complete the training. However, you may decide not to appoint a participant if they did not show enough preparation, motivation, or ability during the training.

5.3.2. Training

The National Training is a key step in preparing facilitators for the delivery of ROLE sessions. Its purpose is to make sure that every participant understands the project, develops the skills they need to work with pupils, and feels confident about stepping into the role of a facilitator.

The training usually includes four main elements:

A. Introduction to ROLE

At the beginning of the training, participants are introduced to the ROLE Project itself. They learn about its goals, the values behind it, and the structure of the Curriculum. This part helps everyone see the bigger picture and understand how their work as facilitators contributes to spreading awareness of the Rule of Law among high school students.

B. Rule of Law as an Academic Component

This part of the training is all about learning the basics of the Rule of Law as a legal topic. It gives future facilitators a clear understanding of what the concept means before they explain it in schools. You can invite a professor, a lawyer or another

expert to give a short and easy-to-follow lecture, for example, on the definition of the Rule of Law and the main theories surrounding it. The goal is not to make participants experts in the field, but to give them enough knowledge to feel comfortable talking about the Rule of Law with pupils.

C. Non-formal Education Methods

To be an effective facilitator, it is not enough to know the content, you also need the right skills to deliver it. This includes how to communicate clearly, how to manage a classroom, and how to encourage students to participate actively. Participants will learn tips and non-formal education methods that will help them handle different situations in class with confidence.

D. Mock Classroom Sessions

Finally, participants take part in mock classroom sessions. They step into the role of a facilitator and practice delivering parts of the Curriculum in front of their peers. These practice sessions are interactive and give participants the opportunity to test themselves, receive feedback, and improve before leading actual classes.

After the training, participants should feel prepared, supported, and excited to bring ROLE to life and to show pupils why the Rule of Law matters in everyday life.

5.4. School Sessions

Before you can step into a classroom and deliver the ROLE sessions, you first need to establish contact with the high schools. This is the starting point for every National Group, and the sooner you begin, the easier the organisation will be. We recommend reaching out as early as possible, ideally at the start of the term, so high schools can include your sessions in their plans.

There are two main ways to approach schools. The first is the **formal way**: sending an email, letter, or official request to the school administration. In your message, introduce ELSA and ROLE, explain what the sessions involve, and highlight the benefits for their students. At the end of this handbook, you will find **additional materials**, including a **template email** that you can adapt and use when contacting schools.

The second way is through **personal connections**. If someone from your Organising Committee went to that high school or knows a teacher or director personally, don't hesitate to use that contact. Often, a familiar face or personal recommendation can make the school more open to cooperation.

Finally, remember that most high school students are minors. This means that before holding sessions, you must prepare a **Consent Form** for parents or legal guardians to sign, allowing their children to take part in the ROLE sessions. If pupils are not minors, they can sign the form themselves.

Whichever approach you choose, the goal is the same: build a positive relationship with the school and show them how ROLE can bring real value to their students.

5.4.1. Preparation

Good preparation sets you up for success. Before entering the classroom, make sure you:

- Go through the ROLE Curriculum or Derivative you are using and get comfortable with the lesson you will deliver.
- Adapt examples to your national or local context so the students can relate more easily.
- Coordinate with the school to confirm details like timing, number of pupils, etc.
- Agree with your fellow facilitators on who will do what during the session.
- Prepare any slides, handouts, or activities you want to use.

Preparation is not just about materials, it is also about mindset. Be ready to create an atmosphere where pupils feel safe to speak up, ask questions, and share their opinions.

5.4.2. Execution

So, you are in the classroom, what now?

- **The first thing is to connect with the students.** Start with a smile, a short introduction, and an icebreaker to make the atmosphere comfortable. If the pupils feel at ease, they are much more likely to join in and enjoy the session.

- **Be confident in what you are facilitating.** You don't need to know every detail by heart, but you should be familiar with the Curriculum and the lesson you are delivering. Think of it as being a guide on the side rather than a sage on the stage. Your job is to lead the discussion and make the content come alive.
- **Remember that sessions are never perfectly linear.** Students may bring up unexpected questions or share ideas you hadn't planned for, and that's a good thing! Flexibility is part of being a facilitator, go with the flow!
- **And what if the session doesn't go as planned?** Don't worry, mistakes are a normal part of learning, both for you and for the pupils. If something doesn't work out, take it as experience, reflect on it afterwards, and try a different approach next time. Every session is practice, and with each one you will grow more confident and effective as a facilitator.

5.4.3. Aftermath/Evaluation

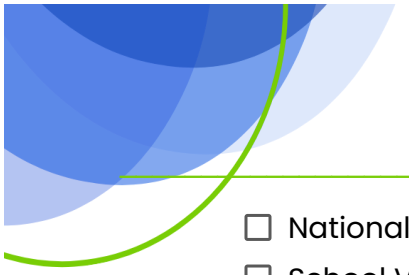
The session does not end when the bell rings. After each visit, your facilitators should:

- Reflect together on what went well and what could be improved.
- Gather feedback from the students and, if possible, from the teacher. This can be done through short discussions after the session or by sending a simple questionnaire to the school, where students can share their thoughts on questions like: *Did you enjoy the sessions? What did you learn? What would you like to change? Was there anything that you found difficult to understand?*
- Report back to the National Coordinator about the session's outcomes.
- Record any data or observations that will help with project evaluation later.

Evaluation is not about pointing out mistakes, it's about learning and growing. Every session is a building block: what you learn today shapes how you facilitate tomorrow.

5.5. ROLE Budget

Organising your National ROLE Project involves several activities, and each comes with its own set of expenses. To help you plan effectively, **we divide the ROLE expenses into two main categories:**

- 
- ☐ National Trainings
 - ☐ School Visits

Knowing the typical expenses for each will help you prepare a realistic budget and ensure smooth implementation of the project.

5.5.1. Expenses for National Trainings

National Trainings are often multi-day events designed to prepare facilitators for delivering Rule of Law Education lessons. Common costs include:

- **Travel expenses for participants:** Transportation to and from the training venue.
- **Travel expenses for Trainers, other Experts and the Organising Committee:** To ensure the training team can fully participate.
- **Accommodation and meals:** Covering the basic needs of participants, trainers, and organisers throughout the training.
- **Printing and production costs:** This includes visibility and working materials, such as:
 - Participant guides
 - Banners and posters
 - Name badges and certificates
 - T-shirts for facilitators and participants

5.5.2. Expenses for School Visits

School visits are where facilitators deliver lessons to high school students. Typical costs may include:

- **Travel or local transportation costs** for facilitators if they need to travel to the school location.
- **Materials and equipment** needed for interactive and engaging lessons, such as:
 - Flipcharts and markers
 - Tape and post-its
 - Folders and evaluation sheets

5.5.3. Use the Subgranting System!

If covering these costs seems overwhelming, **you are not alone**. ELSA International offers financial support through a newly established **Subgranting System**. By applying for this sub-grant, you can receive funding to help cover part or even all of your expenses, making it easier to organise high-quality trainings and school visits without being limited by financial constraints.

More information about how the subgranting system works can be found below.

5.5.4. Organising ROLE without a Budget

It is also important to know that ROLE can be organised without any budget at all. There are National Groups already successfully running ROLE with little or no funding. If your group wants to organise ROLE but cannot secure a budget right now, do not hesitate. Focus on what you can do with the resources you have, and remember that the impact of bringing ROLE to schools does not depend on the size of your budget.

6. Coaching System

To make organising ROLE easier, ELSA International has set up a coaching system. The goal is simple: to give National Groups support, help track the progress of the project, and share ideas on how to improve and promote it.

Every National Group gets its own ROLE Coach from the ELSA International Team. ROLE coach is your go-to person for questions, advice, or guidance whenever you need help with the project.

The cooperation normally starts with an introductory call. In this meeting, the coach explains everything you need to know to get started and provides clear guidelines for the first steps. If you have already organised ROLE in the past, the coach will focus on building on the Group's experience, sharing new updates, and supporting improvements. After the first meeting, you will stay in touch with your coach through follow-up calls/emails/chats, scheduled according to the needs of your National Group at the time. If your group is a subgrantee, you will have a few more

responsibilities and things to keep in mind, but you will also receive extra guidance and support from your ROLE Coach. Being a subgrantee means closer cooperation, with your coach providing all the information you need and helping you through each step. This way, you are never alone in the process and can always count on someone to support your work.

It is also important that you keep your coach updated. Share your progress, give feedback from your activities, and let them know if you face any challenges. Staying in touch ensures that the coach can really support you and that the project runs smoothly.

With this system, you are never alone in organising ROLE, you always have someone from ELSA International there to guide and support you along the way.

7. SUB-GRANTING SYSTEM

7.1. HOW IT WORKS

The **Subgranting System** is a new initiative that will take place for the first time in the **2025–2026 term** to support National Groups in organising their National ROLE Projects. The idea emerged during the **2024–2025 term** when ELSA International identified the growing need for financial assistance for ROLE organisers.

Here's how the system works, step by step:

7.1.1. Application for the Main Grant

- ELSA International applies for funding from the **European Youth Foundation of the Council of Europe**.
- The EYF evaluates the application and decides whether to grant the funds and in what amount.

7.1.2. Opening the Subgranting Call

Once the grant is approved:

- ELSA International opens an **application period** for National Groups to apply for subgrants.
- The application consists of two parts:

- **Narrative:** explaining the project and planned activities
- **Financial:** outlining the budget and expected costs

To make the process as smooth as possible, ELSA International provides **detailed application guidelines**, which are the most useful tool to create a perfect application. These guidelines are available in the links provided below and on the Officers' Portal.

7.1.3. Evaluation and Selection

After the application period:

- ELSA International evaluates all applications based on the **quality** of their ROLE Project, the needs of the National Group for the money and other criteria.
- National Groups selected for funding receive a decision stating **how much** support they will receive.

7.1.4. Signing the Subgrant Agreement

Selected National Groups (subgrantees) sign a **Subgrant Agreement** with ELSA International. This is a **legal document** outlining the terms, conditions, and obligations ensuring transparency and proper use of funds.

Once the agreement is signed, the National Group becomes an **official subgrantee**.

7.1.5. Receiving the Funds

Funds are transferred in **three instalments**, aligned with the payments ELSA International receives from the EYF:

- **First instalment:** before the end of the International ROLE Training Conference (usually **February**)
- **Second instalment:** after EYF evaluates the **Interim Report** (~**May**)

- **Third instalment:** after EYF approves the **Final Report** (~September)

7.1.6. Reporting Requirements

To ensure funds are used properly, subgrantees must submit two reports:

- **Interim Report** (end of March): Describes project progress and expenses covered so far.
- **Final Report** (end of June): Provides a full overview of expenses and final project results.

7.2. Useful Links :

When you are applying for the subgrant, make sure you use these links:

[General & Narrative Guidelines](#)

[Financial Guidelines](#)

[CoE Youth Sector Priorities](#)

[Budget Template](#)

**The links above are also available in the [officers portal](#)*

8. FORMS

8.1. Specification Form

At the start of every term, ELSA International will open the Specification Form. This is the starting point for National Groups that already organise ROLE or would like to begin.

The form asks National Groups to share where they currently stand with ROLE, what experience they already have, and what challenges they might be dealing with. It also helps show what kind of support would be most useful to make organising ROLE a success. The form also asks for the contact details of the National Coordinator, who will be the main contact person for ROLE in your country.

After submitting the form, your National Group will be matched with a **ROLE Coach** from ELSA International, who will be there to guide and support you during the year.

8.2. Evaluation Form

Near the end of every term, ELSA International will share the Evaluation Form with ROLE organisers. This form is a simple but important tool: it helps us see how ROLE is going across the Network and what impact it has made during the year.

In the form, you can share what you did, what went well, what was difficult, and what you are most proud of. It is a chance to be honest about your experience and to help us see how the project is working in practice.

The information we collect doesn't just stay inside ELSA. We use it to show results to our partners and to the EYF, to promote National ROLE Projects on social media, and it can even help us look for new funding to make ROLE grow in the future.

9. ADDITIONAL MATERIALS

9.1. Template email for schools

Dear Madam/Sir,

I hope this email finds you well. First of all, allow me to introduce myself briefly.

My name is (NAME), and I am a law student and (POSITION) at the European Law Students' Association (COUNTRY).

We are a National group of ELSA, the largest international organisation of law students and young lawyers, which brings together over 60,000 members from 43 countries across Europe. Our aim is to promote a just world in which there is respect for human dignity and cultural diversity, and we have been cooperating with schools all over Europe for our project called **ROLE: Rule of Law Education**, which is organised with the support of the Council of Europe.

We would like to reach out to you with an invitation for your school to take part in this international educational project.

The Project is based on interactive workshops delivered directly in schools by law students. These workshops introduce students to the principles of the rule of law in an engaging way. Instead of traditional lectures, we use activities, discussions, case studies and group work to encourage students to think actively about the principles of the rule of law and their importance in daily life.

While this Project focuses on the legal side rather than the political ideals that might surround the Rule of Law, it is useful for students both interested and neutral towards the legal profession to critically think and discuss the concept, as they will soon take their place within society.

The Project is designed for high school students aged 16 and above and is fully free of charge. Each workshop lasts approximately (TIME) minutes and can be adapted to the needs of your school.

We would be delighted to collaborate with (SCHOOL NAME) and organise a ROLE session for your students. We strongly believe this project can offer them a valuable learning experience and an engaging way to explore the foundations of justice and society.

Below, I also provide you with a booklet about the project which contains more information on ELSA, ROLE and the Lesson Objectives.

Should you have any questions or wish to discuss further details, please do not hesitate to contact us.

Thank you for your consideration, and we look forward to the possibility of working with you.

9.2. Template email for partners

Dear Madam/Sir,

I hope this email finds you well. First of all, allow me to introduce myself briefly. My name is (NAME), and I am a law student and (POSITION) at the European Law Students' Association (COUNTRY).

We are a National group of ELSA, the largest international organisation of law students and young lawyers, which brings together over 60,000 members from 43 countries across Europe. Our aim is to promote a just world in which there is respect for human dignity and cultural diversity, and we have been cooperating with schools all over Europe for our project called **ROLE: Rule of Law Education**, organised with the support of the Council of Europe.

The Project is based on interactive workshops delivered directly in high schools by law students. These workshops introduce students to the principles of the rule of law in an engaging way. Instead of traditional lectures, we use activities, discussions, case studies and group work to encourage students to think actively about the principles of the rule of law and their importance in daily life.

We would like to reach out to you with an invitation for (PARTNER/INSTITUTION...) to take part in this **international educational project**. We believe that your involvement could make a significant contribution to the success of this project and help us to further strengthen its impact.

Below, I also provide you with a booklet about the project which contains more information on ELSA, ROLE and the Lesson Objectives.

Should you have any questions or wish to discuss further details, please do not hesitate to contact us.

Thank you for your consideration, and we look forward to the possibility of working with you.

9.3. Organisational Checklist

Task	Task description	Who will be in charge?	Completed?
Fill out the specification form	Your first step should be reaching out to ELSA International by filling out	<i>i.e. National coordinator</i>	✓

	the specification form.		
ROLE Coach	After your coach reaches out to you, it's important to schedule the first call.		
Recruiting facilitators	You will need to start the recruitment process as soon as possible. Make sure you have more facilitators than you actually need.		
Finding schools	Reaching out to schools and signing them up for ROLE is one of the most crucial steps.		
Curriculum	After talking to the school, will you need to make slight alterations to the Curriculum? Ensure these are ready at an early stage as well, so you can provide the facilitators with the Curriculum as soon as possible.		
Marketing	Ensure ROLE is being marketed effectively. Please refer to the Officer's portal for the ROLE Marketing Kit .		
Funding & Sponsors	Once you know where ROLE will take place and how many people will participate, it is important to set a budget. Even though this is the time when your expenses become clearer, it is recommended that you		

	start conducting research on funding at an earlier stage.		
Duration and dates of sessions	This will be negotiated between you, the school and the facilitators. Keep in mind holidays and exam periods.		
ROLE Training Conference	It's recommended that at least one person attend the Conference.		
Train the Facilitators	Ensure you train your facilitators before they start conducting ROLE sessions in schools.		
Evaluation	Fill out the evaluation form.		
Apply for a subgrant (if opened)			