



PUBLIC LEGAL EDUCATION AND INFORMATION

Community Profile and Needs Assessment

Results from Phase 1

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Phase 1 Results

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I. Purpose of the Study

The Public Legal Education and Information (PLEI) Working Group was formed in British Columbia with the intent of co-ordinating PLEI efforts throughout the province. This PLEI Working Group currently consists of representatives from:

- Legal Services Society
- People's Law School
- Law Courts Education Society
- British Columbia Courthouse Library Society
- Canadian Bar Association, BC Branch
- Simon Fraser University Centre for Education, Law and Society
- UBC Law Students' Legal Advice Program
- Law Centre (University of Victoria)
- Law Foundation of BC
- Representative from the Ministry of Attorney General

The PLEI Working Group requested that a community profile and needs assessment of public legal education and information in BC be undertaken.

Public Legal Education and Information (PLEI) is any activity which allows individuals or groups of individuals to understand and use the law.

The main objectives of this initiative are to:

- Map what is currently being provided in BC in terms of PLEI.
- Identify issues and gaps in PLEI services and products.
- Develop a needs assessment measurement tool that could be used by funders, service providers and other stakeholders to assess needs and identify gaps on an ongoing basis for future planning and appropriate resource allocation.

This document presents the results of Phase 1 of this initiative. Phase 1 included interviews with 20 provincial PLEI organizations. (See Appendix 1 for list of organizations interviewed in Phase 1.) One key representative from each of these organizations was interviewed. (See Appendix 2 for Interview Schedule.) Questions focused on identifying what PLEI services and products these organizations currently develop and provide. In additions questions were directed to identifying issues and gaps in the content and delivery of PLEI. Respondents were not asked to identify current successes or what is working well in the system. (This will be asked in Phase 2 in focus groups with community organizations.) Respondents were asked to identify three priority actions that would make the delivery of PLEI more effective and efficient. The results of the questions are synthesized in this Phase 1 report.

II. Methodology

This initiative is being undertaken in a staged approach. Phase 1 focuses on mapping core provincial PLEI services and resources, documenting their delivery processes, identifying gaps in services and resources and refining and expanding the research and analysis to a wider target audience in Phase 2. The Phase 1 field work concentrated on interviews with a core of 20 provincial organizations and a review of documents. Results of these 20 interviews were analyzed using a content analysis approach, identifying common themes, and reporting on recurrent comments made different respondents.

The purpose of Phase 2 is to selectively expand the coverage of needs assessment and gap analysis from the Phase 1 core services review to a survey of “non-core” service providers and advocacy groups which can speak to the needs for services that they find in their own communities.

In addition, the intent of this project is to identify and develop an objective and practical mechanism/tool that can be used by the PLEI Working Group for on-going program monitoring and for long-range planning. A mechanism/tool will be identified in Phase 1 and tested and modified during Phase 2.

III. Phase 1 Findings

The results outlined in this Phase 1 document are based on review of documents, focus group sessions with the PLEI Working Group, and interviews with 20 key provincial organizations involved in PLEI.

A. PLEI Provincial Organization Service Overview

Respondents were asked to describe the current PLEI services and products they develop and/or provide. A wealth of information was collected on what is currently being provided by the 20 organizations interviewed. See Appendix 4 for PLEI Provincial Organization Service Overview. The content of the PLEI information covers a vast number of topics including aboriginal, automobile/personal injury, benefits, child protection, consumer, criminal, disability, education, employment, family, family violence, housing/tenancy, human rights, immigration, the legal system, medical/health, seniors, volunteers, welfare, wills/estates, and youth. The roles of the PLEI organizations interviewed are identified as developers and providers of PLEI or those groups that are intermediaries. Intermediaries are defined as individuals or groups that do not develop their own PLEI, but play a role in distribution of information or organization of educational workshops/seminars, or who may receive PLEI training to train others. Types of products and services are also identified in terms of print, video, online, phone, audio, workshops and or training. A more detailed

mapping of current PLEI services and products will be completed as part of Phase 2.

B. Strengths of PLEI in the Province

While respondents were specifically asked to identify strengths of the current PLEI system or successes, many positive comments were provided.

- Respondents indicated that there is a great deal of knowledge and experience in the province with regard to PLEI.
- There is a solid history of provision of PLEI in B.C. and a recognition of the value in PLEI.
- There are many diverse PLEI programs and services covering important areas of the law.
- There are a wide range of different types of organizations involved in PLEI.
- PLEI services are provided by committed, professional, and compassionate people, and a wide range of organizations involved in PLEI.
- PLEI is available in many different forms, publications, audio, video, phone, on-line, workshops and seminars.
- Respondents believe that modern technologies increase the opportunities for more effective and efficient delivery of PLEI.
- Respondents also see the potential for enhanced partnerships and innovative responses.

B. PLEI Gaps/Issues

In addressing gaps and issues, it is important to note that a number of respondents raised the concern that PLEI services are increasingly being called upon in BC as a way to solve a wide range of legal problems. It is being used as a substitute for legal advocacy and legal advice, services which have been reduced or eliminated because of financial restraints. They perceive this as creating an additional burden on PLEI.

Further, respondents all referred to the fact that gaps in PLEI are increasing because of budget cuts to legal aid services and to a wide range of advocacy organizations across the province that have traditionally provided PLEI. Another phenomenon that may have an impact on the demand for PLEI is “unbundling”. Traditionally, lawyers representing a client have provided a whole range of legal services. Due to issues of client affordability and greater need for specialization, lawyers may be providing certain specific legal services to their clients, leaving clients to find alternative means to address other legal issues they may have. This is seen as creating a further demand for PLEI, arising from the need of individuals for more information and education, in order to represent themselves.

A number of gaps or issues mentioned by all respondents include: lack of co-ordination and integration of PLEI, insufficient awareness of PLEI, lack of access to PLEI, and the need for new and more intermediaries to deliver PLEI.

We will describe these findings in more detail below.

Co-ordination and Integration of PLEI

Lack of co-ordination and integration of PLEI was identified by all respondents as one of the major gaps or issues that require attention. They indicated that:

- There is lack of communication among funders, between funders and services providers, and among PLEI service providers.
- There is a lack of co-ordination in the development of PLEI, in its distribution and maintenance. This applies to the range of PLEI products and services including: publications, web-based information, workshops/seminars, training, and outreach activities.
- PLEI organizations, for the most part, have not co-ordinated their outreach initiatives. Most outreach activities to community groups are done on an ad hoc basis, when project funding is available.
- There is no systematic analysis of needs. Much of the development of PLEI tends to be project-based driven by criteria established by the funder. The Law Foundation is one of the few groups that continue to provide core funding to PLEI organizations to enable them to meet the needs of their communities.

The lack of co-ordination of PLEI was expressed in the following manner by respondents:

- *There is a lack of information sharing between organizations.*
- *Agencies don't work well together.*
- *There is no common agreement about what each organization is doing.*
- *There is no co-ordinated planning to use resources most efficiently.*
- *There are no agreed upon standards for PLEI service providers.*
- *Just putting information out there is not sufficient. It needs to be co-ordinated and accompanied by workshops and training.*
- *Better co-ordination is critical but there is a cost for cooperation among agencies. Be prepared to pay – it has value.*
- *Fresh look is needed in how to get the information out there. I still see groups preparing brochures and sending them out. There is a little bit of online information. It is very one-way. The research shows that implementation is a lot more effective if both sides take time to help develop materials and/or educate their own groups. There is a need for co-ordination with local communities and more local input.*

Insufficient awareness of PLEI

There is a perception among respondents that a great deal of PLEI information is available. However, they strongly believe that both the general public and staff in community agencies do not know what is available or how to access PLEI.

Comments repeatedly mentioned include:

- *People don't always know where to look.*
- *There is a definite gap in personal networks.*
- *Staff in community organizations do not know where to go or who to ask for PLEI information.*
- *Finding someone who can help and who inspires trust is difficult.*
- *Very difficult in large communities to know where to start looking.*
- *People confuse groups providing PLEI with Legal Aid.*
- *Referral services seem to have been broken down.*
- *Our experience in the North is that people didn't even know the information was available.*

Further, respondents pointed out that there may be a number of factors that contribute to this lack of awareness of PLEI. For example, there appears to be different perspectives on what is meant by PLEI and a confusion of what PLEI includes. Legal advocacy is often identified as part of the PLEI services.

Access

Access to PLEI was identified as a major concern. In particular, the following issues were raised:

- Lack of access to PLEI outside the Lower Mainland.
 - *We have travelled all over the province, once you get out of Vancouver, the existence of PLEI information is very limited.. [Note: There were 45 Legal Services Society offices across the province and currently there are only 7 Regional Centres, 2 Satellite offices and 21 Local Agents with additional services offered through BC Government Agents.]*
- Reaching out to large and small communities outside of the Lower Mainland is seen as a critical challenge from a resource and training perspective. It is expensive to send resources throughout the province to provide workshops or training. It is also expensive to bring people into the Lower Mainland for training. This is compounded by the need to determine who should be trained and what type of training is required for effective delivery of PLEI.
- PLEI is often only available on certain topics, at certain times, and in specific locations. The subject, timing, and location for accessing the PLEI may not be right to meet the wide range of needs of diverse audiences throughout the province.

- Lack of access to PLEI for aboriginal people, those living on or off reserves, is critical. Many of the aboriginal communities are remote. Telephone use is modest and the internet availability is limited. There are no libraries on reserves.
- Respondents indicated that while more and more information is being made available on websites, many people still do not have their own computers or access to the internet. There are insufficient internet access points in communities for public use. Technology is not uniform throughout the province since there are many areas that do not have high speed internet. Comfort in use of computers, language and literacy issues all create barriers. In addition, many people will not go to libraries or other centres to use computers. If the public is expected to fill out complicated forms on the internet, this creates an added burden. Further, for those who are able to access the internet, they still need to know how and where to access PLEI. PLEI is not organized on the web from a user perspective. It is not user friendly. In addition, printing out information from the computer may be too costly for certain target groups. There is a fear that too much emphasis is being put on computers and the internet. A typical viewpoint was:
 - *The current preoccupation with the web as being a panacea for PLEI delivery is, from our experience, absurd.*
- Respondents also expressed the concern that even with access to PLEI, without training or proper assistance, people may not know how to use the information effectively.
 - *It is not just what you learn but how you learn it that is important.*

Intermediaries

- By intermediaries, we mean those individuals or groups that do not develop PLEI but play a key role in distributing public legal information, facilitating provision of workshops/seminars and/or who may receive training so they can provide information or training to others. While they do not develop their own public legal information, they may adapt information for their clients. Respondents have indicated that many groups who have traditionally carried out these roles such as community advocacy groups (e.g., Women's Centres, groups working with people with disabilities), courthouse libraries in small communities, and other non-profit agencies are no longer being funded or have experienced budget cuts resulting in the need to streamline their operations, and may no longer be providing PLEI or do not have up-to-date information.
- Another significant phenomenon is the shift in demographics. Staff experienced in PLEI are ageing and retiring, this is leaving a void of people with expertise.
- There is a need to strengthen existing intermediaries and to find new intermediaries with wide networks and contacts in communities to enhance the delivery of PLEI.

- *There are few intermediaries in the community to help people use and understand the law.*
- *Some of the networks we knew are no longer there.*
- *Hard to find advocates who can assist you.*

Gaps and Issues Relating to Content and Target Populations

Respondents were specifically asked to identify gaps in the content of PLEI and to identify any target groups that are not being adequately served.

The major issue emphasized by respondents was the constant change in laws. The challenge is how to most effectively ensure these changes are communicated to the public and to PLEI providers. Respondents indicated that the government has a role and obligation to ensure that the public is informed and educated on changes in the law. Posting information on the government website is not sufficient. For example, there have recently been significant changes in the *Residential Tenancy Act* and new privacy legislation has come into effect (the *Personal Information and Protection Act*). Community organizations need assistance in accessing PLEI in these areas and reaching out to the relevant target audiences that require this information.

The Public Legal Education and Information Resource Catalogue (BC) 2003/4 includes titles of workshops, courses, or print, online, and audio-visual materials published, offered and/or distributed by eight PLEI organizations. Respondents felt that the catalogue is not complete and should include a broader range of PLEI organizations.

While a number of respondents believe there is a great deal of information on different aspects of the law, they pointed out that there is no formal course for the public that provides a general overview of the law. There is a need for more “proactive information” to build legal competency on an ongoing basis and not just responding when there is a crisis.

From a content perspective, respondents indicated that information is lacking in the following areas: (Note: This is in alphabetical order and not in any order of priority.)

- Aboriginal law – laws that specifically relate to the Aboriginal community
- Administrative tribunals
- Contract law
- Elder law
- Family law. While respondents indicated there is information available about family law matters, this is an area where there is no, or extremely limited, free legal advice (Family law matters are not covered by legal aid or the law Student’s Legal Advice Program). This creates a high demand for effective

information and the need for guidance on how to use existing information appropriately.

- Hunting and Fishing (particularly in smaller communities)
- Immigration law including human rights and immigration issues, refugee claimant issues.
- Labour law
- Motor vehicle (including personal injury claims)
- Self-representation information – more information is required for self-representing litigants.
 - *We need information on how to do it ourselves when we are in a crisis.*
- Sexual exploitation
- Small claims may be changing from a maximum of \$10,000 to \$50,000 which may result in more people requiring information regarding these changes in claim ceilings.
- Suing - information for people who sue or are being sued.
- Volunteers (security, liability, role as board member, etc.)

Respondents indicated that there is a great deal of information about poverty law, and while POVNET is a key resource for the poverty law area, there is a lack of co-ordination on what is actually available and how and where this information can be accessed. POVNET is an internet site for advocated, people on welfare, and community groups and individuals involved in anti-poverty work.

Target groups

Respondents repeatedly identified a number of target groups that require PLEI. These include: immigrants, unemployed and the working poor (lack of disposable income), low literacy, people with disabilities, seniors, aboriginal communities, and youth.

- There is a perception that PLEI is not effectively reaching people with low literacy levels.
- PLEI specifically related to aboriginal people is lacking or not appropriate to address differences in culture and values in the Aboriginal and non-Aboriginal Communities. Aboriginal communities need to build their capacity to enable them to provide PLEI in their own communities. This requires dedicated resources.
 - *We need people on the ground to work in these programs.*
 - *We need to design PLEI programs that are tied into the aboriginal culture.*
 - *We need to involve elders and build traditional values into program design.*
- Many respondents identified a need to reach youth in high schools and provide them with basic legal information about daily life activities that they

will encounter such as laws relating to renting, motor vehicle and financial matters. Further, there is a perception that high school students are receiving information about human rights issues, but not on other issues such as freedom of speech, due process and privacy.

C. Barriers To Access To PLEI

The key barriers to PLEI identified by respondents are geographic and cultural (e.g. language).

Geographic

As indicated, ensuring PLEI outside of the Lower Mainland in terms of distribution of information or conducting workshops or training sessions is expensive. There are insufficient dedicated funds to outreach into communities throughout the province. While there is an increasing reliance on use of technology to distribute PLEI, this has significant challenges.

Workshops and training sessions in communities outside the Lower Mainland are infrequent and on an ad hoc basis. Provincial organizations need to seek specific funding for this type of PLEI and often this is on a one-time project basis. In addition, there is a lack of co-ordination among the key PLEI organizations in terms of their outreach strategies.

Comments made about geographic access include:

- *It is too costly to travel outside the Lower Mainland to provide PLEI.*
- *There is a lack of funds to distribute material outside the Lower Mainland.*
- *There is generally a lack of PLEI outside the Lower Mainland and Victoria.*
- *Geographic barriers for people with disabilities are a big issue – even short distances.*
- *Distance poses problems for seniors since many lack transportation.*
- *Only 2% of the population is not in a library region, but it is still a great distance for some people to travel.*
- *You can be in a place where there is not phone service let alone internet access.*
- *We only manage to deal with northern aboriginal communities every 1.5 years.*
- *In a perfect world, we would need a string of offices all over the province, but this is not practical.*

Culture/Language

Providing PLEI in different languages and ensuring information is culturally sensitive were identified by all respondents as a continuing challenge. While a number of PLEI organizations have attempted to respond to this need, this remains a critical barrier to having access to PLEI.

In addition, with limited funding, organizations are having to make choices about which languages materials can be translated. Even if information is translated, respondents raised the concern of how do you ensure that the information is culturally sensitive. Providing workshops and training in different languages or using interpreters requires additional dedicated resources. Resources to respond to this demand have been limited and are most often project-based.

Other Barriers

Other barriers mentioned less frequently by respondents include:

- Literacy issues, e.g. people who cannot read or do not understand what they read.
- Lack of information in large print for people with vision difficulties.
- Lack of information for the blind or visually impaired – although there are a number of telephone services.
- Lack of transportation to locations where people can access PLEI.

D. Mechanisms for Ongoing Needs Assessment

A key objective of this study is to identify mechanisms to enable ongoing assessment of needs and gaps to assist the PLEI Working Group in future strategic planning.

Suggestions centre around two core strategies:

1. Development of a survey tool.
2. Development of a co-ordinating mechanism.

1. Development of a Survey Tool

The organizations interviewed in Phase 1 would all be willing to complete a simple survey either once or twice a year. In addition, this survey could be distributed to a wide range of community organizations involved in PLEI. The following should be considered:

- The value of completing a short survey should be clearly communicated to all organizations. Some groups may be reluctant to participate because they believe they will lose some of their autonomy or not be able to secure the funding they require.

- The survey must be very simple so that it does not create a burden for groups to complete.
- It is suggested that the information on the survey be limited to a select number of questions. The first time an organization completes the form, it would give a very brief description of what PLEI it currently provides.

Subsequent to that, each organization would provide an update that could include answers to the following types of questions:

- What changes have occurred in terms of PLEI in your organization over the last reporting period – what has been deleted or what new has been added.
- What key changes in legislation are impacting PLEI?
- What are the key PLEI gaps or issues that you are currently facing?
- What type of support would help you address these issues such as:
 - Potential partnerships
 - Training required
 - Access to specified materials or resources?
- The survey tool must be easy to maintain with limited resources.
- Some mechanism is required to ensure that survey information is shared.
- An infrastructure needs to be established that includes: phone-based, paper-based and computer-based mechanisms to transmit and share information.
- It is critical to develop an appropriate list of organizations that will be involved in this process. Most of the 20 organizations interviewed have their distribution lists. A co-ordinated and shared data base of organizations and key stakeholders should be considered.
- To enhance information on needs and gaps, it is suggested that a periodic survey also be conducted with such stakeholder groups as lawyers, provincial court judges, and probation officers.
- Further, to enhance information on the general public's need for PLEI, a periodic telephone survey could be conducted with a random sample of the public.

Note: See Appendix 2 for a sample survey tool that will be tested in Phase 2 of this project and could be adjusted for use as a tool to assess PLEI needs on an ongoing basis.

2. Development of a Co-ordinating Mechanism

All respondents recognized the need for co-ordination of PLEI. Decisions on how this is accomplished must be an open and transparent process so that all relevant organizations will see the benefits to them. A number of approaches were suggested:

- Build on the current PLEI Working Group and establish a PLEI network which would be a provincial body that has representation from co-ordinating

groups in regions and communities throughout the province. (Based on a similar network in Alberta - the Public Legal Education Network of Alberta)

- Identify a lead agency on a geographical basis in smaller communities or by subject area in larger communities that could assist with:
 - Organizing other PLEI groups or intermediaries into communities of interest
 - Facilitating representation to a provincial PLEI network body
 - Identifying gaps and needs on an ongoing basis for strategic planning.

This lead agency could reach out to specific target groups in the community and to the general public to identify PLEI needs.

- Maximize the use of technology and connecting communities of interest through interactive technology. While recognizing that smaller organizations may not have access to the internet, they can be linked with other organizations which have this technology. Intermediaries can have real time access to PLEI information and training that could benefit a wider public audience. As an example, Legal Services Society is looking to enhance their existing Law LINK services – which currently provide public access computers and legal information – to include touch screens, cameras, printers and phone lines to provide clients and intermediaries with full service access to legal advice and training
- Identify a lead organization that could monitor legislative changes that may affect PLEI and co-ordinate appropriate strategies with relevant groups to update PLEI, as required.

IV. Preliminary Recommendations for Improved PLEI – Phase I

Respondents were asked, in terms of opportunities for the future, to identify three priority actions that they believe would make the delivery of PLEI across the province more efficient and effective. Overall, respondents called for innovative methods of delivery and strategic collaborations and partnerships. They expressed a need to connect people with information and to deliver service in the most simple and effective way possible.

The following priority recommendations have been identified to-date:

Enhance co-ordination and integration: integrated model

- Develop an integrated model for PLEI across the province that co-ordinates the planning, development and delivery of publications, education and training, and use of technology and other distribution vehicles. This model would co-ordinate the activities of PLEI organizations to ensure that PLEI needs are being met throughout the province in a timely and effective manner. (Note: The features of this model require further discussion and development and will be elaborated upon in Phase II of this Report.)

Strengthen role of intermediaries

Support existing intermediaries to strengthen their role and identify new intermediaries in communities across the province.

- Intermediaries would be provided with updated information for distribution. They could organize workshops and training. Key representatives from these groups could be trained to train others.
- The following intermediaries should be enhanced or developed:
 - Public libraries (have a broad reach in most communities throughout the province)
 - BC Courthouse libraries (has 35 locations across the province)
 - Neighbourhood houses
 - Community Centres
 - Immigrant serving organizations
 - High school teachers – Enhance PLEI resources of the BC Safe Schools and Community Centre which is widely used by the school system. Formalize the provision of law education in the schools system. (Currently Grade 12 Law Course is optional.)
 - MLA offices
 - Social workers in various settings
 - Ministry of Human Resources staff
 - Government agents
 - Community Colleges
 - Community advocacy organizations (Issue here is that there are fewer advocacy organizations and paid advocates. Explore option of providing appropriate training to lay advocates.)

Increase public awareness

A number of suggested strategies include:

- Advertise what PLEI is available and how to access it.
- Create a common 1-800 number for all PLEI that then directs the public to other sources. Advertise this number widely. Include it in the phone book under the word LAW or LEGAL for easy access.
- Make greater use of television (a critical medium) to inform people on how to access PLEI.
- Develop partnerships for joint advertising.
- Organize lunch time PLEI classes across the province.
- Make greater use of video technology as a vehicle to provide information and education.

Enhance Access to PLEI

Develop strategies that enhance access to PLEI for the most vulnerable populations such as: low income, low literacy, immigrants, aboriginal people, people with disabilities, and youth.

Enhance access to PLEI for those people for whom the internet is not the appropriate vehicle. Strategies need to address language and literacy barriers. Consideration should be given to:

- The use of television as both a means to inform people of where they can access PLEI and as a tool for educating and providing legal information.
- Free videos that can be accessed in video stores across the province.

Develop Outreach Strategies

A number of suggestions include:

- Go to where the people are to provide workshops and training. Use intermediaries to organize workshops and outreach to their target audiences.
- Provide for a regular “travelling road show” to communities. Presentations could incorporate a number of legal topics. This will require key PLEI organizations to co-ordinate their outreach activities. This could potentially enable outreach to more locations and a wider audience throughout the province on a more regular basis.
- Pool email and mailing lists from all key PLEI organizations and develop a co-ordinated distribution mechanism across the province.

Address cultural and language barriers

- Develop a co-ordinated strategy to determine what PLEI should be available in what language and how to ensure it is accessible to required audiences.
- Ensure that any strategy developed is in collaboration with immigrant serving agencies and Aboriginal communities to facilitate cultural sensitivity.

Develop key partnerships

A number of key partnerships have been identified:

- Work closely with government to clarify their role in PLEI and to identify a partnership in ensuring that PLEI resulting from legislative changes is effectively delivered to the relevant groups.
- Develop partnerships among provincial PLEI organizations and community/local groups. (See Recommendation on Intermediaries)
- Develop a partnership among groups working with specific populations and pool resources to respond to PLEI needs. For example, identify a lead organization working with people with disabilities that could provide legal information on income support and disability benefits to a wide range of

disability groups, or a lead seniors' organization to provide PLEI relevant to seniors.

- Develop collaborative relationships with the media to gain their assistance in informing and educating the public on legal issues.
- Create partnerships among funders of PLEI. Establish a "Fundors Table" where different funding organizations can share information and work co-operatively in funding the gaps in PLEI.

Sustained Funding Sources

- Ensure that potential funders understand the value in investing in PLEI.
- Identify sources of more stable and continued funding for PLEI.
- Shift from project (short-term funding) to program (longer-term) funding.
- Ensure that resources are available not only for initial development and distribution of PLEI but for updates and reproducing of materials.

Maximize Use of Technology

- Maximize the use of technology for those that have access to computers and internet.
- Create a common portal for the public to enable access to PLEI through one central point which can direct people to more specific information they require. A number of different models can be considered. One model is to develop a type of clearinghouse on the web which posts all resources and provides a link to relevant websites
- Maximize use of technology to create real time interactive learning opportunities.

Evaluate PLEI

- Identify success indicators and develop a process to evaluate PLEI.
- Seek feedback from individuals seeking PLEI services.

V. Next Steps

The conclusion of Phase 1 allows us to review all findings to date with the PLEI Working Group. We look forward to discussing with them the achievements to date as well as any corrections, additions or suggestions they may have to ensure that this Phase 1 report fully meets their expectations.

In Phase 2 the study will expand its reach to include additional organizations involved in PLEI throughout the province. Phase 2 will also include a refinement of needs assessment measurement tool, and moving the mapping of PLEI services further along –

both in terms of its comprehensiveness and in terms of suggesting ways that the mapping can be graphically presented in a web-based format. A somewhat more detailed description of our plan is as follows.

Next Steps – PLEI Community Profile and Needs Assessment

Review of Phase 1 Findings with PLEI Working Group Management Committee.
Completed March 15, 2004

Phase 2: Data Collection for Continuation of Mapping and Needs Assessment

Data collection will involve: 1. Focus groups with community stakeholders
2. Survey to a sample of community organizations across the province.

1. Focus groups with community stakeholders in the Lower Mainland, Southern Vancouver Island, and six other communities across the province

| Communities | Maximum #s | |
|--|------------|--------------|
| | Groups | Participants |
| Small (2 communities x 3 groups) | 6 | 60 |
| Medium (4 communities x 5 groups) | 20 | 200 |
| Large | | |
| Lower Mainland = 10 groups | 10 | 100 |
| S. Vancouver Island = 5 groups | 5 | 50 |
| Totals | 41 | 410 |

The consulting team will finalize the communities to be visited with the PLEI Working Group.

Suggestions to date include:

For Small Communities, select from:

- Hazelton
- Deas Lake
- Ft. St. John
- Northern Vancouver Island (Port McNeil, Port Hardy, Sointula)
- North Coast (Kitimat, Nisga)
- Nicola Valley

For Medium Communities

- Kelowna
- Kamloops
- Prince George
- Williams Lake
- (or Nanaimo)

For Large Communities

- Lower Mainland (Greater Vancouver, Surrey, North Vancouver, Downtown)
 - South Vancouver Island (Victoria, Nanaimo)
2. An electronic survey/pilot Needs Assessment Tool (See sample survey attached) that will be widely distributed to a sample of groups across the province. The intent is to use an email mailing list provided by Legal Services Society. The electronic survey will also allow us to assess the time and information service providers have to accurately assess their PLEI resources and needs.

The consulting team will finalize extent of the survey distribution with the PLEI Working Group

- Prepare a final report incorporating results from Phase 1 and 2.

Final report will include:

- Finalized Needs Assessment Tool
- Delivery strategies to implement the Needs Assessment Tool
- Finalized mapping of community and provincial resources
- Synthesis of gaps and issues
- Recommended actions to enhance the delivery of PLEI services across the province.

APPENDIX 1 – Organizations Interviewed

- Aboriginal Justice, Department of Justice
- Attorney General (BC)
- BC Civil Liberties Association
- BC Coalition for People with Disabilities (BCCPD)
- BC Coalition to Eliminate the Abuse of Seniors (BCCEAS)
- BC Courthouse Libraries Society
- BC Human Rights Coalition
- BC Libraries Association
- Canadian Bar Association (BC)
- Centre for Education, Law and Society at SFU
- Justice Canada
- Law Centre at UVic
- Law Courts' Education Society
- Law Foundation
- Law Students' Legal Advice Program at UBC
- Legal Services Society
- MCAWS
- Ministry of Education
- People's Law School
- Status of Women Canada
- Tenants' Rights Action Coalition (TRAC)
- Victim Services Division, Ministry of Public Safety and Solicitor General

APPENDIX 2 – Interview Guide

| | |
|---|--------------------------|
| Public Legal Education and Information Community Profile and Needs Assessment 1st Round -- Interview Schedule for FUNDERS | |
| Date _____ | Interviewer _____ |
| Respondent: | |
| Position/responsibilities: | |
| Name of Organization: _____ | |
| Contact Information: _____ | |
| Interviewer: Answer any questions about the project, assure confidentiality of individual responses. | |

INTRODUCTION

We have been asked by the PLEI Working Group to carry out a Community Profile and Needs Assessment of PLEI province-wide.

The working group is composed of (need to verify this list)

- Legal Services Society
- People's Law School
- Law Courts Educational Society
- British Columbia Courthouse Library Society
- Canadian Bar Association BC,
- Simon Fraser University,
- UBC Law Students' Legal Advice Program,
- Law Centre (University of Victoria)
- Law Foundation
- Representative from the Attorney General

The main objectives of this initiative are to

- Map what is currently being provided in terms of PLEI
- Identify issues and gaps in PLEI services and products
- Develop a needs assessment measurement tool that will be able to assess needs and identify gaps on an ongoing basis for future planning and appropriate resource allocation; to be used by funders, service providers and other stakeholders

PART I – PLEI MAPPING

1. Can you describe your funding role regarding Public Legal Information and Education?
Provide a general overview.
2. What PLEI products and/or services do you fund? (see table)

Please fill out as completely as possible / If it is more convenient for you to provide a “blanket” statement of your services, please use the “summary overview” box following this chart.

| PLEASE INDICATE THE ORGANIZATIONS YOU FUND, THE TYPE OF ACTIVITY/SERVICE THEY PROVIDE AND THE TARGET GROUP(S) (i.e., “‘x’ organization provides information on [topic] to [group – youth, seniors, general public,” etc.]”) | | TARGET GROUP(S) | FORMAT OF SERVICE (phone only, phone and in-person, in-person only, internet, seminars, etc.) | AN E J B |
|---|--|------------------------|--|----------------------------------|
| ORGANIZATION | TYPE OF ACTIVITY/SERVICE and FREQUENCY (weekly, as-needed, monthly, daily service/access, send out brochures annually or have available at service sites, etc.) | | | |
| | | | | |

SUMMARY OVERVIEW (use this box if preferred, but do be as detailed as possible.

|

3. Do you have any documentation describing your PLEI products and services that you can provide to us?
- The organizations you fund
 - The products and services that you fund?
 - Funding applications, criteria, policies, etc.

Interviewer: arrange for mailing, etc, or whatever is necessary and make note here of how these will be transferred to us.}

4. Do you partner with any other groups organization to provide funding for PLEI initiatives? If yes, please describe who these are and your relationship with them?

| Partner(s) | Working Relationship :(service partners, fund group only, etc.) | Length of time working with Partner? |
|------------|--|--------------------------------------|
| | | |
| | | |
| | | |

PART II –PLEI GAPS and CHALLENGES FOR MEETING THEM

From you experience in funding PLEI initiatives:

5. Do you see any **gaps** in the **content and/or delivery** of PLEI products/services?
- No
 - Don't Know
 - Yes (if so what are they? particularly in terms of:
 - a. **content** of products
 - b. **type** and **accessibility** of services
 - c. **target audiences** whose PLEI needs are not being met(and if so, why not)
6. If you are aware of any **unnecessary** overlaps or duplication of services in your region/service area, would you describe them?
- ___Not aware of any
 - ___Yes, and these are:

7. If you were to consider the PLEI situation in the province as a whole, do you see any **gaps** in the **content and/or delivery** of PLEI products/services in your region/service area?

- No
- Don't Know

Yes (if so what are they? particularly in terms of:

- a. **content** of products
- b. **type** and **accessibility** of services
- c. **target audiences** whose PLEI needs are not being met (and if so, why not)

Formatted: Bullets and Numbering

8. If you are aware of any **unnecessary** overlaps or duplication of services in **the province as a whole**, would you describe them?

- Not aware of any
- Yes, and these are:

9. Do you believe there are difficulties for the public **in your region/area** in accessing PLEI products and services?

- No
- Don't know
- Yes (and if so, what are these?)
Overall?

| Barriers | Comments |
|--|-----------------|
| Geographical access (rural, small community) | |
| Language/cultural barriers | |
| Other "target" groups: (Special needs/disabilities that impede access, youth, seniors, etc.) not being served | |
| Insufficient awareness of the resources that are available from PLEI service providers | |
| Lack of access to those resources even if they know about them (format, location, accessibility through internet only, etc.) | |
| Insufficient PLEI resources in general | |
| Lack of income | |

10. Are you aware of any of the challenges faced by groups **developing and delivering** of PLEI products and services?

If not mentioned, probe:

Lack of necessary human resources (availability of intermediaries);

Insufficient access to training for deliverers

Insufficient access for volunteers, etc. to training, funding, etc. to deliver services to optimal degree

Other (specify)

11. So far we have discussed a number of gaps in PLEI resources for the province. Could you identify your top three priorities in terms of gaps in PLEI that need to be addressed?

1.

2.

3.

“OTHER”?

12. Could you identify your top three priorities in terms of gaps in PLEI that need to be addressed in THE PROVINCE AS A WHOLE?

PART III NEEDS ASSESSMENT FRAMEWORK

13. How do you as a funder assess the need for PLEI products or services?

__ Do not employ any specific method

__ Explain method used

14. As mentioned earlier, one of the purposes of this research project is to develop a needs assessment tool that can be used to identify gaps in PLEI services **province-wide** on an ongoing and systematic way to enable long-range planning and more effective use of resources.

- a. What kind of information do you collect from applicants to determine need?
- b. What kind of information do you think is critical to be able to determine need on an ongoing basis?
- c. Do you have any suggestions on how best to collect this type of information on an ongoing basis?
- d. How often would it make sense to collect this information?

PART IV – RECOMMENDATIONS

15. In terms of opportunities for the future, could you identify three priority actions that you believe would make the delivery of PLEI services across the

province more effective and efficient? Would you also tell us why you have chosen these?

| Priority Action | Reason for Choice/Comments |
|-----------------|----------------------------|
| 1. | |
| 2. | |
| 3. | |
| “OTHER”? | |

16. Could you identify other service providers, stakeholders, or interest groups that we should be talking to more fully understand the needs/gaps for PLEI across the province.
(Obtain, name of organization, person, and contact information)

| Organization | Contact Information | Comments/reasons for suggestion |
|--------------|---------------------|---------------------------------|
| | | |
| | | |
| | | |
| | | |
| | | |

Reminder to interviewer: be sure to obtain any documented information available on the PLEI products and services.

17. Do you have any other comments or suggestions that would assist us in this project – whether it be about our approach, about PLEI issues, etc.

No
 Yes (and these are)?

THANK YOU FOR YOUR TIME AND INFORMATION!

APPENDIX 3 – Sample Focus Group Questions

1. What types of PLEI services and products are available in your community?
2. What is currently working well in terms of PLEI in your community?
3. What are the key issues or gaps in PLEI in your community?
4. Do you have any suggestions on what mechanisms could be developed to be able to identify PLEI needs and gaps province-wide on an ongoing basis to enable long- range planning?
5. Could you identify three priority actions that you believe would make the delivery of PLEI services in your community and across the province more effective and efficient?

APPENDIX 4 - Sample Needs Assessment Tool

DRAFT

Public Legal Education and Information Working Group Provincial Needs Assessment Survey

This is an explanation of the purpose of the form ...

Please provide the following contact information:

**denotes required field*

| | |
|-----------------|---|
| Name | <input type="text"/> |
| Organization* | <input type="text"/> |
| Street Address | <input type="text"/> |
| Address (cont.) | <input type="text"/> |
| City* | <input type="text"/> |
| Postal Code | <input type="text"/> |
| Work Phone* | <input type="text" value="###-###-####"/> |
| FAX | <input type="text"/> |
| E-mail* | <input type="text"/> |

1. What types of Public Legal Education and Information products and services do you provide?

[Please check all that apply]

Type of Law
(choose one)

| | |
|--------------------------|---------------|
| <input type="checkbox"/> | Aboriginal |
| <input type="checkbox"/> | Consumer/Debt |
| <input type="checkbox"/> | Contract |
| <input type="checkbox"/> | Criminal |
| <input type="checkbox"/> | Family |
| <input type="checkbox"/> | Housing |
| <input type="checkbox"/> | Immigration |
| <input type="checkbox"/> | Welfare |
| <input type="checkbox"/> | Benefits |
| <input type="checkbox"/> | Employment |
| <input type="checkbox"/> | Wills/Estates |
| <input type="checkbox"/> | Seniors |
| <input type="checkbox"/> | Youth |

Type(s) of Materials

[Please check all that apply]

| | |
|--------------------------|--------------------|
| <input type="checkbox"/> | Pamphlets/Handouts |
| <input type="checkbox"/> | Workshops |
| <input type="checkbox"/> | Training |
| <input type="checkbox"/> | Website |
| <input type="checkbox"/> | Other (describe) |

Do you develop your own materials? Yes No

Type of Law
(choose one)

- Aboriginal
- Consumer/Debt
- Contract
- Criminal
- Family
- Housing
- Immigration
- Welfare
- Benefits
- Employment
- Wills/Estates
- Seniors
- Youth

Type(s) of Materials

[Please check all that apply]

- Pamphlets/Handouts
- Workshops
- Training
- Website
- Other (describe)

Do you develop your own materials?

Yes No

Type of Law
(choose one)

- Aboriginal
- Consumer/Debt
- Contract
- Criminal
- Family
- Housing
- Immigration
- Welfare
- Benefits
- Employment
- Wills/Estates
- Seniors
- Youth

Type(s) of Materials

[Please check all that apply]

- Pamphlets/Handouts
- Workshops
- Training
- Website
- Other (describe)

Do you develop your own materials?

Yes No

Type of Law
(choose one)

- Aboriginal
- Consumer/Debt
- Contract
- Criminal
- Family
- Housing
- Immigration
- Welfare
- Benefits
- Employment
- Wills/Estates
- Seniors
- Youth

Type(s) of Materials

[Please check all that apply]

- Pamphlets/Handouts
- Workshops
- Training
- Website
- Other (describe)

Do you develop your own materials?

Yes No

Type of Law
(choose one)

- Aboriginal
- Consumer/Debt
- Contract
- Criminal
- Family
- Housing
- Immigration
- Welfare
- Benefits
- Employment
- Wills/Estates
- Seniors
- Youth

Type(s) of Materials

[Please check all that apply]

- Pamphlets/Handouts
- Workshops
- Training
- Website
- Other (describe)
-

Do you develop your own materials? Yes No

Other - Describe type of law: (e.g. Immigration Law, Human Rights Law, etc.)

- Pamphlets/Handouts
 - Workshops
 - Training
 - Website
 - Other
- (describe)

Do you develop your own materials? Yes No

2. **Over the last fiscal year, have you discontinued any PLEI programs or services?** Yes No

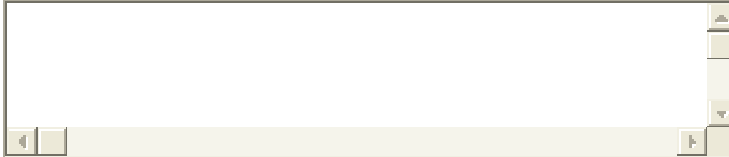
Please specify:

3. **Over the last fiscal year, have you added any PLEI programs or services?** Yes No

Please specify:

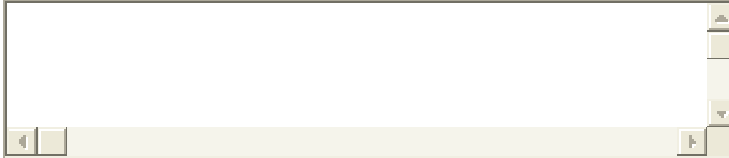
4. What are the key PLEI gaps or issues facing your community?

Please be specific:

A large, empty rectangular text box with a light beige background and a thin black border. It has a scroll bar on the right side and a horizontal scroll bar at the bottom.

5. What type of support would help you address these issues?

Potential partnerships with other PLEI organizations - please specify:

A large, empty rectangular text box with a light beige background and a thin black border. It has a scroll bar on the right side and a horizontal scroll bar at the bottom.

Training - please specify:

A large, empty rectangular text box with a light beige background and a thin black border. It has a scroll bar on the right side and a horizontal scroll bar at the bottom.

Technology - please specify:

A large, empty rectangular text box with a light beige background and a thin black border. It has a scroll bar on the right side and a horizontal scroll bar at the bottom.

Access to specified materials or resources - please specify:

A large, empty rectangular text box with a light beige background and a thin black border. It has a scroll bar on the right side and a horizontal scroll bar at the bottom.

Other - please specify:

Survey Evaluation

Thank you for taking the time to help us with this study. The completion of this short survey will give the PLEI Working Group a more accurate picture of the PLEI products and services available at the community level. It will also help address content and delivery gaps. Please answer the following three questions to help us evaluate this survey as a tool.

1. **Do you think that a annual provincial PLEI needs assessment such as this would be useful?**

Yes No

Why or why not?:

2. **Did you find this survey easy to fill out?**

Yes No

Why or why not?:

3. **Would you, or someone in your organization, be willing or able to complete/update a survey like this on an annual basis?**

Yes No

Why or why not?:

APPENDIX 5 - PLEI Provincial Organization Service Overview*

| Type | Organization | Role | Product/Service | Target |
|--------------------------------|--|--------------------|-------------------------------------|-------------------------|
| Aboriginal | BC Courthouse Libraries | Intermediary | Print, Online | Lawyers, t |
| Aboriginal | Law Courts Education | Developer/Provider | Print, Video, Workshop, Education | General P Nations, E |
| Aboriginal | Legal Services Society | Developer/Provider | Print, Video, Live phone, Online | General P Nations |
| Automobile/ Personal Injury | BC Courthouse Libraries | Intermediary | Print, Online | Lawyers, t |
| Automobile/ Personal Injury | Dial - a - Law/Canadian Bar Association | Developer/Provider | Print, Audio, Phone | General P |
| Automobile/ Personal Injury | Law Students Legal Advice - UBC | Developer/Provider | Print, Online - LSLAP Manual, Phone | General P Students |
| Automobile/ Personal Injury | Uvic Law Centre | Developer/Provider | Workshops | General P |
| Benefits | BC Coalition of People with Disabilities | Developer/Provider | Print, Online | Persons w General P |
| Benefits | BC Courthouse Libraries | Intermediary | Print, Online | Lawyers, t |
| Benefits | Dial - a - Law/Canadian Bar Association | Developer/Provider | Print, Audio, Phone | General P |
| Benefits | Law Students Legal Advice - UBC | Developer/Provider | Print, Online - LSLAP Manual, Phone | General P Students |
| Benefits | Legal Services Society | Developer/Provider | Print, Video, Live phone, Online | General P |
| Benefits | Uvic Law Centre | Developer/Provider | Workshops | General P |
| Business | BC Courthouse Libraries | Intermediary | Print, Online | Lawyers, t |
| Business | Dial - a - Law/Canadian Bar Association | Developer/Provider | Print, Audio, Phone | General P |
| Child Protection | BC Courthouse Libraries | Intermediary | Print, Online | Lawyers, C |
| Child Protection | Dial - a - Law/Canadian Bar Association | Developer/Provider | Print, Audio, Phone | General P |
| Child Protection | Legal Services Society | Developer/Provider | Print, Live phone, Online | General P |

| | | | | |
|-------------------------|--|-------------------------------|---|-------------------------|
| Child Protection | People's Law School | Developer/Provider | Print, Online | General P |
| Consumer | BC Courthouse Libraries | Intermediary | Print, Online | Lawyers, t |
| Consumer | Dial - a - Law/Canadian Bar Association | Developer/Pr ovider | Print, Audio, Phone | General P |
| Consumer | Law Students Legal Advice - UBC | Developer/Provider | Print, Online - LSLAP Manual, Phone | General P Students |
| Consumer | People's Law School | Developer/Provider | Print, Online | General P |
| Consumer | Uvic Law Centre | Developer/Provider | Workshops | General P |
| Criminal | Ministry of Attorney General | Funder/Developer/ Provider | Print, Online | General P |
| Criminal | BC Courthouse Libraries | Intermediary | Print, Online | Lawyers, t |
| Criminal | Dial - a - Law/Canadian Bar Association | Developer/Provider | Print, Audio, Phone | General P |
| Criminal | Department of Justice | Funder/Developer/ Provider | Print, Online | General P |
| Criminal | Law Courts Education | Developer/Provider | Online | General P |
| Criminal | Legal Services Society | Developer/Provider | Print, Live phone, Online | General P |
| Disability | BC Coalition of People with Disabilities | Developer/Provider | Print, Online, Workshop | Persons w |
| Disability | BC Courthouse Libraries | Inter mediary | Print, Online | Lawyers, t |
| Disability | People's Law School | Developer/Provider | Print, Online | General P with Disab |
| Education | Centre for Education, Law and Society | Developer/Provider | Curriculum | Law Stude |
| Employment | BC Courthouse Libraries | Intermediary | Print, Online | Lawyers, t |
| Employment | Dial - a - Law/Canadian Bar Association | Developer/Provider | Print, Audio, Phone | General P |
| Employment | Legal Services Society | Developer/Provider | Print, Live phone, Online | General P |
| Employment | People's Law School | Developer/Provider | Print, Online | General P |
| Family | BC Courthouse Libraries | Intermediary | Print, Online | Lawyers, t |
| Family | Dial - a - Law/Canadian Bar Association | Developer/Provider | Print, Audio, Phone | General P |
| Family | Law Courts Education | Developer/Provider | Video, Online, Print, CD-Rom, Workshop, Education | General P |

| | | | | |
|------------------------|--|---------------------------|-------------------------------------|--------------------|
| Family | Law Students Legal Advice - UBC | Developer/Provider | Print, Online - LSLAP Manual, Phone | General P Students |
| Family | Legal Services Society | Developer/Provider | Online, Print, Video, Live phone | General P |
| Family | People's Law School | Developer/Provider | Print, Online | General P |
| Family | Uvic Law Centre | Developer/Provider | Print, Online | General P |
| Family | Department of Justice | Funder/Developer/Provider | Print, Online | General P |
| Family | Ministry of Attorney General | Funder/Developer/Provider | Print, Online | General P |
| Family Violence | BC Courthouse Libraries | Intermediary | Print, Online | Lawyers, (|
| Family Violence | Dal - a - Law/Canadian Bar Association | Developer/Provider | Print, Audio, Phone | General P |
| Family Violence | Department of Justice | Funder/Developer/Provider | Print, Online | General P |
| Family Violence | Law Courts Education | Developer/Provider | Video, Print, CD-Rom | General P |
| Family Violence | Law Students Legal Advice - UBC | Developer/Provider | Print, Online - LSLAP Manual, Phone | General P Students |
| Family Violence | Legal Services Society | Developer/Provider | Print, Live phone, Online | General P |
| Family Violence | MCAWS | Funder/Developer/Provider | Print, Online | General P |
| Family Violence | People's Law School | Developer/Provider | Print, Online | General P |
| Family Violence | Solicitor General | Developer/Funder/Provider | Print | General P |
| Family Violence | Uvic Law Centre | Developer/Provider | Print, Online | General P |
| Housing/Tenancy | BC Courthouse Libraries | Intermediary | Print, Online | Lawyers, (|
| Housing/Tenancy | Dal - a - Law/Canadian Bar Association | Developer/Provider | Print, Audio, Phone | General P |
| Housing/Tenancy | Law Students Legal Advice - UBC | Developer/Provider | Print, Online - LSLAP Manual, Phone | General P Students |
| Housing/Tenancy | Legal Services Society | Developer/Provider | Print, Live phone, Online | General P |
| Housing/Tenancy | MCAWS | Funder/Developer/Provider | Print, Online | General P |
| Housing/Tenancy | Tenants Rights Action Coalition | Developer/Provider | Print, Workshops, Phone, Online | General P |
| Housing/Tenancy | Uvic Law Centre | Developer/Provider | Workshops | General P |

| | | | | |
|---------------------------------------|--|-------------------------------|--|------------------------|
| Human Rights | Ministry of Attorney General | Funder/Developer/ Provider | Print, Online | General P |
| Human Rights | BC Courthouse Libraries | Intermediary | Print, Online | Lawyers, t |
| Human Rights | BC Human Rights Coalition | Developer/Provider | Print, Online, Workshop | General P |
| Human Rights | Department of Canadian Heritage | Funder/Developer/ Provider | Print, Online | General P |
| Human Rights | Dal - a-Law/Canadian Bar Association | Developer/Provider | Print, Audio, Phone | General P |
| Human Rights | Department of Justice | Funder/Developer/ Provider | Print, Online | General P |
| Immigration | BC Courthouse Libraries | Intermediary | Print, Online | Lawyers, t |
| Immigration | Law Courts Education | Developer/Provider | Print, CD-Rom | General P Immigrant |
| Immigration | Law Students Legal Advice - UBC | Developer/Provider | Print, Online - LSLAP Manual, Phone | General P Students |
| Immigration | Legal Services Society | Developer/Provider | Print, Live phone, Online | General P Immigrant |
| Immigration | MCAWS | Funder/Developer/ Provider | Print, Online | General P |
| Immigration | People's Law School | Developer/Provider | Print, Online | General P Immigrant |
| Immigration | Uvic Law Centre | Developer/Provider | Workshops | General P |
| Legal System- Introduction | Ministry of Attorney General | Funder/Developer/ Provider | Print, Online | General P |
| Legal System- Introduction | BC Civil Liberties Association | Developer/Provider | Print, Online, Workshop | General P |
| Legal System- Introduction | BC Courthouse Libraries | Intermediary | Print, Online | Lawyers, t |
| Legal System- Introduction | BC Libraries | Developer/Provider | Workshop | Library Sta |
| Legal System- Introduction | Centre for Education, Law and Society | Developer/Provider | Workshop, Education | General P |
| Legal System- Introduction | Dal - a-Law/Canadian Bar Association | Developer/Provider | Print, Audio, Phone | General P |
| Legal System- Introduction | Law Courts Education | Developer/Provider | Video, Print, Workshop, Education+D98 | General P |

| | | | | |
|--|---|-------------------------------|-------------------------------------|-----------------------|
| Legal System- Introduction | Law Students Legal Advice - UBC | Developer/Provider | Print, Online - LSLAP Manual, Phone | General P Students |
| Legal System- Introduction | Legal Services Society | Developer/Provider | Print, Live phone, Online | General P |
| Legal System- Introduction | Ministry of Education | Funder/Developer/ Provider | Curriculum | Youth, Ed |
| Legal System- Introduction | People's Law School | Developer/Provider | Print, Online, Workshop | General P |
| Legal System- Introduction | Uvic Law Centre | Developer/Provider | Online | General P |
| Medical/ Health | Dal - a-Law/Canadian Bar Association | Developer/Provider | Print, Audio, Phone | General P |
| Medical/Health | BC Courthouse Libraries | Intermediary | Print, Online | Lawyers, t |
| Medical/Health | Law Students Legal Advice - UBC | Developer/Provider | Print, Online - LSLAP Manual, Phone | General P Students |
| Medical/Health | Uvic Law Centre | Developer/Provider | Print, Online | General P |
| Property | BC Courthouse Libraries | Intermediary | Print, Online | Lawyers, t |
| Property | Dal - a-Law/Canadian Bar Association | Developer/Provider | Print, Audio, Phone | General P |
| Property | Law Students Legal Advice - UBC | Developer/Provider | Print, Online - LSLAP Manual, Phone | General P Students |
| Property | Uvic Law Centre | Developer/Provider | Print, Online | General P |
| Seniors | BC Coalition to End Abuse of Seniors | Developer/Provider | Print | General P |
| Seniors | BC Courthouse Libraries | Intermediary | Print, Online | Lawyers, t |
| Seniors | Legal Services Society | Developer/Provider | Print, Live phone, Online | General P |
| Volunteer | People's Law School | Developer/Provider | Print, Online | General P |
| Wills/Estates/ Guardianship | BC Courthouse Libraries | Intermediary | Print, Online | Lawyers, t |
| Wills/Estates/ Guardianship | Dal - a-Law/Canadian Bar Association | Developer/Provider | Print, Audio | General P |
| Wills/Estates/ Guardianship | Law Students Legal Advice - UBC | Developer/Provider | Print, Online - LSLAP Manual, Phone | General P Students |
| Wills/Estates/ Guardianship | People's Law School | Developer/Provider | Print, Online | General P |

| | | | | |
|-------|---|---------------------------|-------------------------------------|-----------------------|
| Youth | BC Courthouse Libraries | Intermediary | Print, Online | Lawyers, (|
| Youth | Dial - a - Law/Canadian Bar Association | Developer/Provider | Print, Audio, Phone | General P |
| Youth | Department of Justice | Funder/Developer/Provider | Print, Online | General P |
| Youth | Law Courts Education | Developer/Provider | Print, Workshop, Education | General P |
| Youth | Law Students Legal Advice - UBC | Developer/Provider | Print, Online - LSLAP Manual, Phone | General P Students |
| Youth | Legal Services Society | Developer/Provider | Print, Live phone, Online | General P |
| Youth | People's Law School | Developer/Provider | Print, Online | General P |
| Youth | Uvic Law Centre | Developer/Provider | Print, Online | General P |

*Note: Does not include organizations whose only role vis a vis PLEI is funding such as: The Law Foundation and the Aboriginal Justice Si