

A Kit for anyone working in Community Legal Education

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# COMMUNITY LEGAL EDUCATION made easy

second edition, 2010



Federation of  
Community Legal Centres  
VICTORIA

**Victoria  
Law Foundation**  
Grants  
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Education



# About the Community Legal Education Made Easy Kit

## Introduction to Second Edition

Community legal education (CLE) and community development are intrinsic to the work of community legal centres (CLCs). The Federation of Community Legal Centres Victoria supports these activities through the Community Development & Legal Education Working Group (CD&LEWG).

*CLE Made Easy* was developed by the Working Group in 2006 with funding from the Victoria Law Foundation (VLF). The series of information sheets have become an essential induction and practice tool for CLC community legal educators, including those with or without legal training.

The information sheets that make up *CLE Made Easy* have been produced as a “quick guide” to CLE theory, practice and resources. While directed primarily to people new to CLE work, the resource also offers guidance to those aiming to enhance and further develop this area of CLC activity. *CLE Made Easy* is directed at both legally trained and other workers who undertake CLE on behalf of CLCs. A further grant from the VLF midway through 2009 has enabled the Working Group to update and extend the resource.

The Federation wishes to thank the VLF for funding the second edition of *CLE Made Easy*.

Thanks also to members of the CD&LEWG and staff at the Federation Secretariat for their contributions.

We would also like to extend a special note of appreciation to Gillian Wilks who was employed as the Project Worker. Gillian Wilks has worked in the youth and community legal centre sectors for many years. She currently works with Peninsula Community Legal Centre, teaches at TAFE, and undertakes consultancy work. Gillian’s project brief was to redraft previous *CLE Made Easy* (2006) and research and incorporate relevant new information for the sector. Gillian’s sector knowledge and plain English writing style have made this updated version of *CLE Made Easy* a very accessible and useful document for the CLC sector.

**Steve Womersley, Carmen Tommasi & Annie Nash**

*CLE Made Easy* Sub Committee

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### **Other contributors:**

- Members of the CD & LEWG (2009) and the Community Legal Education Working Group (2006).
- Staff from the Federation of Community Legal Centre's Secretariat, particularly Annie Nash (second edition) and Pauline Spencer (first edition).
- Justin Finighan, NALCLC – CLE Made Easy Information Sheet 13: CLSIS Non-Casework Projects Data Definitions & Data Entry

### **Review of CLE Made Easy**

This document will be reviewed annually by the Federation's Community Development and Community Legal Education Working Group.

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November 2009

### **For the latest version**

Victorian CLCs go to the Federation Toolkit [www.communitylaw.org.au](http://www.communitylaw.org.au) Intranet – Law reform & community legal education (user name and password required for intranet login – contact you centre manager).

CLCs in states and territories other than Victoria, other interested individuals and organisations, please contact the Sector Development Officer at the Federation of Community Legal Centres (Victoria), details above.

# Index

<b>Information sheet 1:</b>	Community Legal Education A Core Component of Community Legal Centre Work	5
<b>Information sheet 2:</b>	Guidelines for the Management of Community Legal Education Practice	11
<b>Information sheet 3:</b>	Community Development & Community Legal Education	19
<b>Information sheet 4:</b>	Needs Assessment	25
<b>Information sheet 5:</b>	Planning for Community Legal Education	31
<b>Information sheet 6:</b>	Evaluating Community Legal Education	37
<b>Information sheet 7:</b>	Principles of Adult Education	43
<b>Information sheet 8:</b>	Community Legal Education Methods & Strategies	47
<b>Information sheet 9:</b>	Funding & Resources for Community Legal Education	53
<b>Information sheet 10:</b>	Partnerships & Collaboration	57
<b>Information sheet 11:</b>	Resources, Support & Training for CLC Workers Doing Community Legal Education	61
<b>Information sheet 12:</b>	Practicalities - Accountability & Compliance Requirements for Community Legal Education	65
<b>Information sheet 13:</b>	CLISIS Non-Casework Projects Data Definitions & Data Entry	69
<b>Information sheet 14:</b>	The Media & Community Legal Education	77
<b>Information sheet 15:</b>	Organising Community Legal Education Activities	81
<b>Information sheet 16:</b>	Community Legal Education for Communities & Clients With Culturally & Linguistically Diverse (CALD) Backgrounds	85
<b>Information sheet 17:</b>	Using New Technologies in Community Legal Education	91
	Appendix 1	94
	Appendix 2	95



## Community Legal Education A Core Component of Community Legal Centre Work

Community Legal Centres (CLCs) carry out free legal advice, assistance and representation, community legal education and law reform activities. They do these within a community development framework. (See: *Information Sheet 3 – Community Development and Community Legal Education*).

“CLCs in Victoria operate from the belief that the legal welfare of our communities is dependent on the active integration of a number of roles and functions...namely, to provide legal assistance, to provide legal education and information, and to promote the reform of laws and procedures which inhibit justice.

CLCs in Victoria acknowledge that a person’s relationship with the law cannot be separated from the socio-economic circumstances of their lives. Structural inequality has been institutionalised by the legal system, and structural change is essential to overcome this.

It is this commitment to a holistic and integrated approach to service delivery that sets CLCs apart from mainstream, user-pay legal services. And it is this difference which must be protected, promoted and advanced.”

VAN MOORST ET AL, 1992, P290.

Legal advice, assistance, casework; community legal education and law reform and legal policy work are generally recognised as the three core, non-negotiable and inter-related components of the work of CLCs. These elements are sometimes referred to as the “strategic service delivery model”.

These components combine with:

- independence from government;
- connection with community and a community development approach;
- use of paid staff and volunteers to deliver services; and
- social justice perspectives,

to create the unique role and position of CLCs within the broader legal and justice sectors.

These elements distinguish CLCs from private law firms and from legal aid commissions such as Victoria Legal Aid. They provide the ideological, practical and service delivery framework from which centres seek to resolve individual legal issues and to address the broader structural factors that create and perpetuate them.

Even with the general support and recognition that they have achieved, at times throughout their history, CLCs have had to fight hard to maintain their fundamental approach and principles. Factors such as resource constraints, demands for services, reporting requirements, the changing policy

environment and funding priorities, have put pressure on centres to focus their energies on direct service delivery.

At each challenge, centres have reasserted their commitment to the strategic service delivery model, holistic approaches to social justice, and community development principles and organisational independence.

## Relationship between core components

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In CLCs the three core components are inter-related and integrated.

The legal advice, assistance and casework undertaken by CLCs often highlight underlying structural issues, or the need for better information in the community. CLCs may decide to address this through CLE and or law reform activities.

CLE activities can impact upon the demand for advice and casework services. CLE may prevent people from getting into legal difficulties, or else assist them to identify and deal with the problem at an earlier stage. Alternatively, CLE activities may create demand for advice and casework services as people become increasingly aware of their legal rights and responsibilities. CLE may change the nature of legal advice and casework service provision, with clients being given the tools to be more active in the resolution of their own matters.

The law reform and policy work undertaken by a centre is generally directed by the issues and concerns of that centre's community. Centre advice and casework data is an important tool for identifying issues and trends. Statistics and case studies are powerful lobbying tools. Changes in laws and legal process may impact upon casework levels. The centre may educate the community about the change and hear about the impact of change through CLE activities. CLE may be a mechanism through which the centre informs their community about relevant issues and involves the community in raising concerns and seeking reform. CLE can provide a mechanism for the two way exchange of knowledge between centres and communities that informs structural change and law reform.

### Case Study

In 2006, following a request from local youth workers, staff from Flemington and Kensington Community Legal Centre attended a meeting with local young people. The purpose of the meeting was to inform the young people about the Legal Centre and its services and to answer questions they had about legal issues. At the meeting, the young people expressed concerns about how they were being treated by local police, including allegations of targeting based on race, harassment and excessive use of force.

In response, Legal Centre staff provided information about rights and responsibilities in relation to the police and offered the young people the opportunity to speak directly to staff regarding individual issues. In conjunction with other community legal centres and the Equal Opportunity Commission, the Legal Centre met with young people again a few months later. Further information about legal rights and options was provided.

“Based on the instructions provided to the staff and volunteers by many of these young people, the Legal Centre submitted 10 complaints to the Office of Police Integrity...As a result of these complaints, the Ethical Standards department of the Victoria Police launched two separate inquiries. The first is an investigation into the complaints themselves. The second is an ‘Ethical Health Check’ of the local Flemington Police Station, where many of the police complained about were based...To assist the ‘Ethical Health Check’...the Legal Centre provided a submission containing background information on the complaints.”

HOPKINS, 2007, P32.



## Community Legal Education

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“Community Legal Education (CLE) is the provision of information and education to members of the community, on an individual or group basis, concerning the law and legal processes, and the place of these in the structure of society. The community may be defined geographically or by issue.”

NATIONAL CLE COMMITTEE, 1995, P1

While both are seen as components of CLE, the above definition makes a distinction between information and education. Information provision may form part of the overall educative process; however, information by itself is not necessarily education. The production and distribution of a booklet about a particular area of law, for example, could be seen as information provision. If representatives from the centre’s community were involved in researching and producing the booklet - or if the booklet is used in a workshop as a basis for discussion and exploration of issues, then it becomes an educative tool.

This distinction is further explored by the National CLE Committee (1995, p1),

“CLE comprises legal information and legal education, both of which have a legitimate role in the delivery of CLE, but should not be confused. Legal information is important because many people are powerless in particular situations primarily through lack of knowledge – knowledge is power. This is CLE at its most basic level. Information without education, however, may not achieve the objectives of CLE.

Legal education encourages a critical understanding of the law and the legal system and allows an assessment of its impact or usefulness. It is contended that education must be a mechanism for consciousness raising, not simply an unquestioning acceptance of the status quo.”

Goldie (1997, p11) defines CLE as

“a learning process about the law which empowers people who share common problems or issues through knowledge, skills and/or attitudinal changes to be able to do things differently.”

She stresses that empowerment and community participation are important principles in CLE.

In discussing community education more generally, Nash (2001, p141) states that,

“Community education that is only about providing information has become a common and at times insufficient palliative for resolving discrimination and disadvantage, There is an assumption that when information or ‘education’ is provided, people will have the power to act on their concerns, or their concerns will evaporate...Information with little or no opportunity to question or to reject its content is not what we mean by community education.

Community education needs to be seen as a tactic or tool for achieving change”.

The vision, goals and objectives of CLE are explored in the *Guidelines for the Management of Community Legal Education Practice* (National CLE Committee, 1995), see Information Sheet 2.

## Scope

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The scope of CLE is broad. CLE activities may address:

- substantive areas of law;
- legal structures and processes;
- the administration of the legal system;
- the making and reform of law and legal processes;
- the impact of the law and legal processes upon individuals and groups;
- current issues; and
- past, present and future contexts and perspectives.

Activities may be once-off, repeated or ongoing, and undertaken in the short, medium and longer term. The strategies for the design and delivery of CLE are limited only by the imagination and resourcefulness of the CLE provider.

## Community

Decisions about areas in which a centre will undertake CLE work are usually closely related to the identified needs, interests and concerns of the community that the centre has been established to serve. A centre's "community" may be defined by geographically based catchment areas, it may be a "community of interest", for example, public transport users, it may be an identified community, such as Sudanese people living in Footscray, or a mixture of these.

As communities often share similar characteristics or concerns, the work done by a particular centre may have wider relevance, both in terms of content and strategies. There may also be opportunities for collaboration, partnerships and joint initiatives. Contacting the Federation and/or getting involved in the Federation's Community Legal Education and Community Development Working Group is a great way of finding out about what other work is happening in the sector.

### Tip!

The acronym "CLE" is used in more than one way in the legal sector and this can create confusion. "CLE" is as an abbreviation for Clinical Legal Education – programmes run by university law schools to provide 'hands-on' experience to law students. "CLE" is also used for Continuing Legal Education – ongoing training undertaken by legal professionals to assist in the development and maintenance of relevant knowledge and skills. It is essential that the acronym be clearly explained and used appropriately in a given context. The terms are quite distinct and not interchangeable.

## Conclusion

CLE is a core component of the work of CLCs. Through CLE, centres aim to inform and educate individuals and communities. This enables

"the community to evaluate the significance of the law to their particular circumstances and make informed choices about the legal options available to them"

NICOLL, 1987.

CLE also seeks to assist individuals and communities to understand and assess the impact of broader legal structures, processes and issues, and to take action accordingly.

CLCs have an enormous amount of experience and expertise in the design and delivery of CLE. The connection with community makes centres very well placed to continue and to develop this area of work. The sector can learn from and extend what has been done to date. It can also look forward to initiatives, underpinned by trademark CLC resourcefulness and innovation.

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- van Moorst, E., et al (1992), *Community Legal Centres National Overview*, *Alternative Law Journal* Vol 17, No 6, (December 1992), Legal Service Bulletin Co-operative Ltd, Victoria, Australia.

FURTHER READING & RESOURCES

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- Biondo, S., (2001), *Community Legal Centres and the Role of Community Legal Education as a Tool for Social Change*, article published in the *Bulletin of Good Practice in Popular Education*, Issue 6, 200, Victoria.



## Guidelines for the Management of Community Legal Education Practice

### Introduction

In August 1995, the National Community Legal Education (CLE) Advisory Group prepared *Guidelines for the Management of Community Legal Education Practice*. More than a decade later, the *Guidelines* remain an important formative document for community legal centres and other CLE providers. The *Guidelines* define CLE, state the goals of CLE and identify key objectives that underpin a framework for the delivery of CLE. The *Guidelines* are reprinted in full on the following pages, along with an explanation of how they were developed.

### Development of the Guidelines

These guidelines have been developed by the National Community Legal Education (CLE) Advisory Group. The Group consists of; a representative from each State community legal centre association, a representative from each Legal Aid Commission, and two representatives from Legal Aid and Family Services, Attorney-General's Department, Canberra. The Executive Officer from the Directors' Secretariat also attends meetings. The Group meets twice a year and its work includes the National CLE Register and the National CLE Newsletter.

The objectives of the Group are:

- to improve the effectiveness, quality and efficiency of CLE on a national basis; and
- increase the level of knowledge and understanding about CLE theory and practice.

In accordance with these objectives, it was agreed that it was important to document an understanding of what CLE is, why we do it and how we do it.

As a first step, members of the Group collected literature relating to CLE and service delivery. It was interesting to note that articles from the Legal Services Bulletin/Alternative Law Journal, often written by CLC and Legal Aid Workers, formed a significant part of the literature.

From the literature, common themes were identified and a paper drafted which attempted to order these themes to make a coherent statement.

This paper and a subsequent re-draft were circulated for discussion and comment through Group members consulting with their constituencies, often through local Community Legal Education Workers' (CLEWS) groups. The redraft was the subject of a workshop at the National Community

Legal Centres (CLE) Conference held in Hobart in August 1995.

The attached paper was agreed upon at the National CLE Advisory Group meeting held at the end of August 1995.

It is important to emphasise that this document:

- is intended to be a guide for CLE workers and a tool to assist them in their practice. It is not intended to be prescriptive or imperative.
- is part of a dynamic process. The Guidelines are to be reviewed in twelve months time. Comment on their usefulness or otherwise, omissions, and so on, would be welcome as part of that review, and may be passed through to the National CLE Advisory Group via its members based in each State and Territory.

**Janet Wight (QLD CLC Representative)**

**On behalf of the National CLE Advisory Group**

## Guidelines for the Management of Community Legal Education Practice

### Background

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#### **Community Legal Education - a definition**

Community Legal Education (CLE) is the provision of information and education to members of the community, on an individual or group basis, concerning the law and legal processes, and the place of these in the structure of society. The community may be defined geographically or by issue.

#### **CLE – the vision and the goals**

Intrinsic to all work of Community Legal Centres (CLC's) and Legal Aid Commissions (LACS)

“is the assumption that not all members of the community have equal access to understanding, or ability to participate in and influence the legal system” <sup>1</sup>

that is, access to justice is not equal across society.

Therefore, the vision (ultimate purpose to be achieved) of CLE is to increase equality of access to justice, social and legal, to all members of society.

The goals of CLE are to:

- raise the awareness of the community of the law and legal processes;
- increase the ability of the community to understand and critically assess the impact of the law and the legal system on themselves, in society generally and in relation to particular sets of circumstances;
- improve the community's ability to deal with and use the law and the legal system; and
- create a climate for participating in or influencing the law-making process and for pursuing law reform, through collective action where appropriate.

CLE comprises legal information and legal education, both of which have a legitimate role in the delivery of CLE, but should not be confused.

Legal information is important because many people are powerless in particular situations primarily through lack of knowledge – knowledge is power. This is CLE at its most basic level. Information without education, however, may not achieve the objectives of CLE.

Legal education encourages a critical understanding of the law and the legal system and allows an assessment of its impact or usefulness. It is contended that education must be a mechanism for consciousness raising, not simply an unquestioning acceptance of the status quo.

## A Framework for the Delivery of CLE

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All service delivery should be carried out in the most efficient and effective way. Resources will always be finite and must be used in such a way as to ensure that they have the greatest benefit.

CLC's and LACs embrace the concept that people should take control over their own lives – empowerment. This concept should therefore be reflected in CLE delivery.

CLE must, of necessity, employ a variety of techniques because society is not an homogeneous group and different groupings within it have different legal needs and interests. However, whatever the project, the following objectives should be considered.

### Objective 1

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CLE should be informed by community development practice.

Community development practice facilitates people to make informed decisions about their lives. It is responsive to community needs and is dynamic, allowing for changes to the program as it progresses if community input demands it. It involves the development of processes within the community and for the community. These processes form the basis for development programs, which are embraced at ground level by the community.

Community development practice is committed to the principles of empowerment and not fostering dependence. It is able to offer CLE workers further insight into how they might conduct their practice and CLE delivery.

#### Strategies

When considering a community development focus for CLE, strategies may include

- information collection: conducting needs surveys, gathering statistics and information on community attitudes and cultural traditions;
- awareness raising: educating the general community about social issues, inequalities and the need for change;
- advocacy: influencing policy-makers and passing on skills which enable individuals to access “the system”;
- self-help: bringing individuals together to develop structures which enable communities to meet their own needs;
- service provision: responding directly to individual needs before tackling underlying social or lifestyle problems, often necessary in the initial stages of community development;
- networking: developing links between individuals and sector organisations to enable a community to tackle one problem together and from a variety of angles;
- participation: removing physical, cultural, structural and other obstacles to participation in decision making and service delivery and devising methods to encourage input from the wider community; and
- resource provision: ensuring adequate provision of funds and resources to enable the community to develop appropriate structure<sup>2</sup>.

### Objective 2

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CLE should be relevant to the community and respond to a need.

CLE should respond to a need, which may be identified either by its articulation by the community or by workers perceiving a need through the course of their day to day work and contact with the community.

**Strategies**

- consider the need(s) expressed by the community, including needs expressed through other service delivery, such as casework;
- undertake research/ collect data/consider the findings of research undertaken by others;
- look for available resource materials;
- focus on the reality of people's lives and experiences;
- ensure legal service providers are responsive and accountable to their communities; and
- maintain quality of service to the community by ensuring that content is current, accurate and records the date it was compiled.

**Objective 3**


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CLE should be targeted to specific audiences.

Society is not one homogenous group. Different groups will have different needs at different times. It is not generally possible to be all things to all people and therefore initiatives must be targeted to specific audiences.

**Strategies**

- ensure all CLE activities have clearly stated objectives
- consider the following questions
  - » Who is the audience?
  - » What are their needs?
  - » How do they need to receive the information? ; and
- ensure legal service providers are responsible and accountable to their communities.

It is argued that since the goal of CLE is to increase access to justice, service delivery should target those who are most disadvantaged within the community. CLE providers should, therefore, set priorities to meet identified needs.

**Objective 4**


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CLE should be accessible to those who need it.

To ensure maximum opportunity for the target audience to participate, CLE should be accessible. Service deliverers will need to go to the audience at places and times most suitable to that audience. Decentralisation also attempts to redress the balance by de-emphasising the “expert/layperson” relationship and encourages empowerment.

**Strategies**

- investigate where the target audience would be most comfortable to participate in the initiative;
- consider both the day of the week – will it clash with any other significant event in the community – and the time of day-safety issues, will the audience be committed elsewhere?; and
- consider the physical attributes of the venue.

**Objective 5**


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CLE should be appropriate to the targeted community.

Since there are many different groupings within society, what may be acceptable or suitable for one, may not be for another.



**Strategies**

- consider cultural issues;
- consider language issues, (for example, the needs of those of non-English speaking background: language young people identify with); and
- consider whether the proposed activity or process is acceptable or suited to the targeted community

## Objective 6

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CLE should be based on consultation and participation with the targeted community.

CLE cannot be relevant, accessible, or appropriate unless the CLE providers consult and work with the community, which is the targeted audience.

**Strategies**

- focus on natural or existing networks or key people within the community;
- assist in developing networks where they do not already exist (this may be the outcome of a CLE initiative); and
- adopt a community development approach.

## Objective 7

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CLE should consider initiatives currently available.

Once the target group and need has been identified, deliverers should consider what initiatives are currently available and may be useable.

**Strategies**

- look for initiatives, which will meet the need of that community;
- look for initiatives, which can be adapted to meet the need;
- look for information on how to meet the need; and
- network with other CLE providers at local, state and national levels; use tools such as the National CLE Register.

## Objective 8

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CLE should be co-ordinated.

CLE initiatives should not be regarded as isolated projects, rather part of an ongoing process, which begins at school and continues beyond school and in to the community. It should also consider that the identified need of a particular community might not be unique to that community. Therefore, as well as not unnecessarily duplicating initiatives currently available, workers should look at who else may be interested in developing a response to an identified need. For example, when there is a change in Federal legislation such as the Family Law Act there will be a number of people looking to develop new CLE material.

**Strategies**

- develop networks across areas of common concern or interest (for example young people, tenants) including CLE providers;
- develop networks at local, state and national level;

- two-way communication – listen to and find out what others may be doing or wanting to do and informing others of your plans;
- use tools such as the national CLE register, CLE Newsletter, Australian Bureau of Statistics; and
- undertake projects and initiatives collaboratively where appropriate.

## Objective 9

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CLE initiatives should be trialled and tested.

Any initiative that is more than a “one-off” talk should be tested beforehand to ensure that the initiative is valid and looks likely to attain its desired objectives.

### Strategy

- trial the initiative with a sample of the target group, identify possible problems and refine the initiative as appropriate.

## Objective 10

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CLE should be documented.

It is important that the initiatives be documented at all stages. Effectively, this will mean recording all the processes which take place. This will be useful when any evaluation takes place.

### Strategy

- Set up systems to record all activity undertaken during the initiative on an ongoing basis.

## Objective 11

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CLE should be evaluated.

Evaluation is an important management tool and performs major functions;

- it measures the effectiveness of the programme to ensure its goals and objectives have been achieved; and
- it ensures accountability to funding bodies.
- The fundamental components of an evaluation of CLE are:
  - What are the initiative’s goals, objectives and desired outcomes? ;
  - What activity is being undertaken and what are the actual outcomes of that activity? ; and
  - What is the difference between the two and what are the unexpected or unwanted outcomes of the initiative?

This should answer the question “Of what value was the initiative?” Then answer the subsequent question: “How would we do it differently / better next time?”

- It is contended that an evaluation of CLE should focus on two main areas:
  - **Impact** - a measurement of results in terms of achieving the initiative’s objectives, which may demonstrate financial accountability
  - **Process** - an examination of the processes which happen throughout the life of the initiative, which may identify reasons for the strengths and weaknesses as measured by the impact area of the evaluation.

### Strategies

- set objectives for the initiative and identify the activity to be undertaken;

- develop an outcomes hierarchy for the initiative;
- identify performance indicators to measure how well the objectives are met;
- identify data collection methods for each indicator;
- collect data generated by the project and data routinely generated by authorities external to the project; and
- look at the records documenting processes used during activity.

*(The issue of evaluation and CLE is the subject of a further paper being developed by the National CLE Advisory Group).*

## Objective 12

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CLE should be conducted by those with appropriate skills.

Communication, rather than knowledge of the law, is the key to CLE. Lawyers are not necessarily the most appropriate people to conduct CLE, as their view of the law is different to that of the non-lawyer or someone with a sociological approach to the law.

### Strategies

- employ workers who have developed expertise in CLE;
- ensure on-going training, for example with respect to changes in the law, working with interpreters, communication skills; and
- take up competency-based training.

## Objective 13

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CLE should be informed by other disciplines when considering service delivery.

Unlike other fields of education, which have been in existence for considerably longer than CLE, CLE is only beginning to articulate principles of practice and standard. Some of these other fields have developed responses to such issues, which are translatable to CLE.

CLE initiatives may also be regarded as a “product”, therefore commercial principles involved in marketing may also have relevance.

### Strategies

- consider other areas of education, such as health, adult education by networking with workers in those areas and reading literature; and
- consider marketing and advertising strategies.

**National CLE Advisory Group August 1995**  
**Amended CLC National Conference September 2009**  
**Further review to occur in 2010**

ENDNOTES

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- 1 CLEWS Group Victoria 1992
- 2 "Community Development-Resource Manual for Facilitators in Community Development. Adapted from "Community Development-Tools of the Trade" McArdle, Community Quarterly, No. 16 1989

## Community Development & Community Legal Education

### Some definitions of 'Community'

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A 'community' can be constituted in many ways. A community can be based around a locality or place – local, regional, national or even international. For example, people may talk about the views of 'the Brunswick community' or even 'the Australian community'.

A community can also be based around a connection or association such as 'the activist community', or a common intention or purpose, such as an 'industry'.

A community can also be based around identity, for example sexuality or faith, or heritage or nationality, for example the 'Italian community'.

In the context of a community legal centre (CLC), the centre's community will often be defined by the geographically based catchment area it has been established to serve. Alternatively, it may be based around an issue, association or identity that the centre works with.

### Community Development

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This information sheet explores the concept of 'community development'. Community development is a key underpinning objective and strategy of CLE (See *Information Sheet 2 – National Guidelines for the Management of Community Legal Education Practice*).

"Remember that ultimately, the people who have the problems are the only ones who can really understand their situation and tell you how community legal education may help."

GOLDIE, 1997.

### What is community development?

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Community development is about building active and sustainable communities based on social justice and mutual respect. It is about challenging power structures to remove the barriers that prevent people from participating in the issues that affect their lives.

Community development involves exchanging ideas through participation, consultation and education, to achieve empowerment and social justice within communities.

"Community development seeks to make provision for decentralised, less bureaucratic approaches and provide an opportunity for personal participation in decision making and service provision".

CHESTERMAN, 1996

## What words come to mind when we think of Community Development?

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Here are some words and phrases from a Federation brainstorm: open spaces that are not privately owned, participation, balancing power, solutions, mutual benefit, engaging, bottom up not top down, empowerment, exchange of ideas, working with (not for), diversity, choices, strengthening from within (using resources), information, education, needs action to back up words, indiscriminating, skill sharing, knowledge sharing, exchange, dialogue, listening, consultation, different models, organic, building confidence and skill, collective strength.

## What are the values and principles of community development?

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“Community development aims to assist communities to become better informed and to have a more effective voice, and to take an active part in the determination of matters affecting their common welfare.”

CHESTERMAN, 1996.

The principles of empowerment, human rights and social justice are key underpinnings of community development theory and practice.

“Empowerment should be the aim of all community development...empowerment means providing people with the resources, opportunities, vocabulary, knowledge and skills to increase their capacity to determine their own future, and participate in and affect the life of their community.”

IFE & TESORIERO, 2006 P265.

“**Human rights** are a vital component of community development. The fundamental principle is that community development should seek to affirm human rights, and should enable people to realise and exercise their human rights and to be protected from human rights abuse.”

IFE & TESORIERO, 2006 P61.

“**Social justice** expresses the values of equality and fairness. Social justice is concerned with:  
 equal distribution of economic resources;  
 equality of civil, legal and industrial rights;  
 fair and equal access to services, such as housing, health and education; and  
 equality of opportunity for participation and decision making in society.”

KENNY, 1999, P23.

Community development is also built on and encompasses the following values, principles and approaches:

- participation in all stages;
- equality – including recognition of differences;
- challenging power and privilege; redistributing power;
- inclusiveness;
- creating access for people;
- transparency;
- respect – unconditional; positive regard (respect for people but not necessarily for actions);
- building networks and ongoing relationships and support;
- fairness;
- justice for all;
- enabling opportunities for change;
- openness;
- diversity;
- exchange, talking, listening, exploring;
- trust;

- awareness;
- process;
- patience; and
- valuing the knowledge, processes, culture, skills and resources of the community.

## What are some of the methods/techniques of community development?

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Just as there are many different types of communities, there are many different models of community development, and different models will suit different communities.

Because community development is about building relationships between people with different views and backgrounds, it should involve a broad range of techniques and methods.

In practice, community development can involve:

- consciousness raising;
- self help support groups;
- community legal education;
- publications including legal education and other self help materials;
- casework, including test cases and class actions;
- law reform and policy reform involving legal and non-legal issues;
- public forums and speakers;
- building networks – undertaking joint projects with other local community groups on local issues;
- connecting members of the community with common interests and problems;
- action research;
- collective action;
- community building;
- consensus;
- talking, opportunities for dialogue and exchange; and
- opportunities for action driven by the participants – What do you want to do next? How can we/our CLC provide the resources or support for what you want to do next as a community?

## Why is community development important to community legal centres – and vice versa?

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“CLCs are community based, community orientated and responsive to the needs and issues identified by the community that the centre has been established to serve.”

GLANVILLE, 1999

CLC’s close links to their communities are an important part of their effectiveness and accessibility.

Community development is a major role for CLCs, and the provision of legal education is essential to this role. CLCs provide accessible legal information and promote legal education strategies that enable communities and individuals to:

- develop a better understanding of the legal system and the law;
- advocate for legal and social changes which redress injustices and inequities in the law;
- participate in the legal system to make it more equitable and accessible; and
- have participation in, and control over, the work and management of CLCs.

Community development, therefore, is an important part of CLC work just as CLCs are essential to effective community development.

“In essence, taking a community development approach to CLE involves looking at the overall bigger picture of what we are trying to achieve. It’s not simply an information session organised in isolation, organised in the easiest and quickest way so that another statistic can be added to the list of performance outcomes.

Taking a community development approach most importantly sees the process as just as important, if not more important than the product. It is not simply a means to an end. Taking a community development approach stresses the significance of the process of: consulting the community about their needs, understanding the local community, involving them in the planning and organising, taking into consideration their particular needs e.g. disabilities, age, language ability etc. and choosing an appropriate format and approach.”

BRITAIN & BURGESS, 1996.

## Case Study

Since 2007, The Loddon Campaspe Community Legal Centre has convened the Bendigo Family Violence Prevention Working Group. The Working Group has a practical and outcomes driven focus. Its activities include co-ordinating the annual White Ribbon Day activities in the area. In 2008, the town of Strathfieldsaye established a new football club, the first new country league football club in many years.

Based on a Queensland example, the Working Group approached the Football Club president, a local policeman, with a sponsorship proposal. The proposal was considered and accepted by the Club.

As the sponsor, the Working Group provides a small grant to the Club. Working Group members and previous White Ribbon Day Ambassadors are available as mentors and resource people to the Football Club.

The Football Club has agreed to actively support and promote the message - that in their team/ Club/management family violence is not acceptable. The Strathfieldsaye Football Club wants to be known as the club that values positive relationships. The rationale and principles upon which the sponsorship is based have been clearly articulated and discussed with Club members.

A sponsorship logo has been developed. The team have a 'Violence is out of bounds' logo on their football jumpers and the message is displayed on a sign at the home ground. The Club has agreed to nominate a member as a White Ribbon Day Ambassador for 2009 and to participate in the annual activities.

All parties are hoping to continue the sponsorship into the future, possibly incorporating a dedicated day in the football fixture where positive relationships and local family violence services can be promoted.



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## Needs Assessment

CLCs undertake needs assessment to identify and better understand the unmet legal and associated needs within their communities. Based on this information the centre can determine if, and how, it may respond to the identified needs. Needs assessment and the analysis of the information obtained will inform all aspects of a centre's operations. In the context of community legal education (CLE), analysis of identified legal needs, concerns and issues leads to the questions – Is CLE an appropriate response? And if so, what form should the CLE take?

Essentially, legal needs assessment is a form of social research.

“Research...is, simply, collecting information and thinking systematically about it.”

CONNELL, AS QUOTED IN WADSWORTH, 1984, P5.

The needs assessment process has three components:

1. **Deciding** what information to collect.
2. **Collecting** the information.
3. **Analysing** the information.

This process can be undertaken on a range of levels by a CLC, from relatively simple to quite complex, depending on scope, time and resources.

Legal needs assessment is an ongoing process for a CLC. Needs assessment processes should be incorporated into the centre's annual and longer-term strategic planning processes and should inform work plans.

### Tip!

Needs assessment should underpin any CLE project. Remember, it does not have to be complex – your needs assessment can fit the size and scope of your endeavour.

For any CLE activity the centre should be able to answer the following questions – What legal need is the activity being designed to address? How does the centre know about this legal need? How does the centre know that addressing this legal need is a priority for its community?

### CASE STUDY - SIMPLE NEEDS ANALYSIS

A CLC wanted to see what CLE sessions young people wanted them to run. They didn't have the time or the resources to do a full-blown research project. They decided to simply ask young people what they wanted when they did a general talk at a local school. They now incorporate this simple needs analysis into all talks they do and include the results in their work plan. When they come to do future planning they have all the “needs assessment” information right at their fingertips.

Following the Black Saturday Bushfires, Eastern Community Legal Centre was able to offer

legal information sessions to people from fire-affected areas. Expression of interest forms were left at recovery centres and neighbourhood houses. People could complete these anonymously to indicate the topics they would like covered. Eastern CLC used the responses in determining priority topics for the sessions.

## Deciding What Information to Collect

“Research is a process which begins with people asking questions, then setting out to answer them.”

WADSWORTH, 1984, P5.

Consideration of the type of questions outlined below will assist a CLC to:

- clarify what type of information is required;
- effectively direct its resources in the information collection process;
- select appropriate information collection methodology; and
- determine whether the required information has been collected.

The purpose of undertaking the needs assessment and analysis should be carefully considered and clearly articulated by the centre before the process begins.

- What is the centre’s purpose in undertaking the needs assessment?
- What question(s) is the centre seeking to answer?
- What is the hypothesis that the centre is testing?
- Who does the centre want to hear from?
- What will the centre do with the information it collects?
- Does the centre want to gain a general overview of the CLE needs within its community?
- Is the centre only concerned with collecting information about the CLE needs of certain groups – perhaps those who are not using its services?
- Does the centre only want information about CLE needs, or is it also interested in suggestions about how these may be addressed?
- Is the centre proposing to implement a new activity and seeking information to support the proposal?

## Collecting the Information

Now that the purpose is clear, decisions can be made about:

- The type of information to collect;
- Sources from which to collect the information;
- How to collect the information; and
- Who will collect it?

The following are examples of useful sources of information about a community and its legal needs, issues, concerns – generally and specifically in relation to community legal education - and suggestions for how these may be addressed.

- Demographic data, social indicators, community profiles  
The Australian Bureau of Statistics, local, state and federal government departments and authorities are good sources. The statistics that other organisations keep about their clients, the services they provide or are unable to provide, etc., may also be relevant.
- Consultation and liaison  
Formal and informal consultation with individuals, groups, community organisations, other relevant service providers and stakeholders. Strategies may include, for example, community forums and workshops, surveys and questionnaires, individual and group interviews, case studies and action research.

The consultation may be as simple as just talking to community workers, centre caseworkers and volunteers and relevant people in the community.

## Case Study

Each year a CLC sends a letter to all organisations in the catchment area that are run by or deliver services to people from culturally and linguistically diverse backgrounds. The letter advises that the centre offers CLE services and invites organisations to contact the centre to discuss their legal education needs. This process promotes centre services, helps the centre to make connections with the community and to work collaboratively to develop appropriate responses.

- Research and initiatives undertaken by other organisations.  
The research may contain relevant 'facts and figures' that add to the general assessment being made by the centre. Alternatively, the work of others may highlight particular legal needs or identify groups of people who are encountering difficulties with the law. An example is publications based on research undertaken by Jesuit Social Services.  
Often the challenge is in finding out about and accessing this information. Word of mouth, making relevant contacts, the internet, using the research skills and resources of places such as the Victoria Legal Aid Library, reading newsletters and journals, and CLC networks, working groups and peak bodies can be good places to start.

## Case Study

The Law and Justice Foundation of New South Wales has undertaken extensive work in researching the legal and access to justice needs of areas across New South Wales. The Foundation is also undertaking research into the programs and initiatives that have been effective in responding to the identified legal needs. A CLC may find consideration of the Foundation's work useful in designing its own legal needs assessment tools. The research is documented on the Foundation's website.

- Analysis of changes to the law and legal processes that may impact upon the community. Contact the Federation as a starting point.
- Requests from and issues raised by individuals, groups and organisations.
- Centre generated information  
This may include statistical data regarding service provision (Community Legal Service Information System (CLSIS) data), file reviews, anecdotal information, work plan reviews, feedback from and evaluation of previous CLE activities. Some CLCs structure regular reviews of casework to identify trends and issues that may highlight the need for CLE or law reform activities.  
It is important to compare centre service provision data and demographic information. Is the centre reaching the relevant sections of the community?
- Monitoring issues and events  
In addition to regular planned legal needs assessment, CLCs must have in place mechanisms to monitor new issues and needs as they arise.

## Case Study

In response to a number of reported physical assaults on international students studying in Melbourne, the Western Suburbs Legal Service wrote to about seventy private training colleges offering to deliver CLE sessions to their students regarding their rights and responsibilities. The Service also established a specialist legal clinic for international students.

Centres must also consider the question of who will collect the information. Often centre's staff undertake the research as part of their ongoing role. At times centres may engage specialist researchers to assist in the design of, and/or to conduct the needs assessment and analysis. This approach may be taken when the centre is concerned to ensure authoritative and independent outcomes.

Consideration should also be given to the role that the 'community' could have, not just in being consulted, but also in designing and undertaking the research and analysis.

"The community's participation in the needs analysis is a vital part of community development and real empowerment, and is the key to the process[ing] being relevant to, and used by, the community."

GOLDIE, 1997, P16.

Goldie encourages us to "[R]emember that ultimately, the people who have the problems are the only ones who can really understand their situation and tell you how community legal education may help."

### Tip!

Legal needs assessment is a form of research. Remember, there may be ethical considerations (such as those around privacy and informed consent) and research protocols to be taken into account in the design, implementation, and analysis and reporting of the assessment.

## Analysing the Information

"When you analyse your information and ideas, what you are trying to do is 'take it to pieces' and try and see what kind of categories, trends, themes, patterns or repeated relationships can be constructed."

WADSWORTH, 1984, P63.

Following the collection of information, the next stage is to collate and then analyse it. In the analysis the centre may look for answers to questions such as:

- What is the information telling us?
- What trends or patterns are emerging?
- Does the data support previous knowledge and assumptions?
- Are there surprises and unexpected findings?
- Have the questions that were posed been answered?
- Have the objectives of the research been achieved?
- Does the data highlight the need for further research into particular areas?
- Who? What? When? Why? and How? type of questions are helpful at this stage.

Importantly,

- What does the information tell the centre about the legal needs, issues and concerns of the community?
- What does the information tell the centre about the community's priorities in addressing the legal needs?
- What does the information tell the centre about the services/activities that are needed and appropriate ways to provide these?
- Is CLE a relevant response?
- If so, what might a CLE activity designed to meet the need look like?

Other considerations:

- Who should be involved in analysing the information?

- The way the information is interpreted and understood will be influenced by the experience, knowledge and values of those who are involved in doing this.
- How will the collected, collated and interpreted information be used?
  - » centre priority setting, planning and review processes;
  - » design and delivery of services and activities;
  - » funding submissions;
  - » broader lobbying and campaign work; or
  - » as a basis for future community legal needs assessment.
- What did the centre learn about the process of legal needs assessment?
  - » Were there techniques that worked well, people who were very helpful, information sources or resources that were useful?
  - » Did the methodology used support and achieve the research objectives?
  - » What could have been done differently or better?

Take the time to review the process and to document your reflections. This learning will assist the centre to improve the process next time around. The centre may also consider sharing the insights with other CLCs.

## Case Study

Youthlaw was concerned that the centre consistently saw thirty percent more young men than young women. The centre wanted to know why. It also wanted to find out about the legal issues faced by young women and how these may vary between different groups of young women.

With funding from the Victorian Women's Trust, Youthlaw conducted a research project. The project involved running eight focus groups with different groups of young women, and conducting an on-line and hard copy survey with young women and people who work with them. A report, "Visible and Vocal: The Legal Needs And Issues Facing Young Women In Victoria", was produced.

Youthlaw planned to use the results to inform its service delivery and to inform other legal service providers.

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## Planning for Community Legal Education

CLCs plan on a number of levels:

- Organisational strategic planning – three or more years;
- Annual work planning – for programs, areas of work, and individual staff within the centre; and
- Planning for the specific services or activities that the centre intends to deliver.

The *Strategic Planning Resource Manual for Community Legal Centres* (RPR Organisational Consultants, 1996, p12) suggests that good planning can have significant benefits for CLCs, including:

- focus resources on agreed goals and objectives;
- unity of purpose and approach;
- strategic thinking;
- achievement – orientation;
- makes concrete ideas and dreams; and
- accountability – internal and external.

While this section will focus on planning for specific community legal education (CLE) activities, it is important to remember that this takes place within the context of broader organisational planning. The formal incorporation of CLE related goals, objectives, strategies and targets into the centre's strategic and shorter term work plans helps to ensure that CLE is recognised as a core component of the centre's work, not an optional extra. It also helps to ensure that human, financial and other resources are allocated to the design and delivery of CLE activities.

### CLE Activity or Project Plan

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The type and extent of planning which is undertaken for CLE activities will vary depending on a range of factors, such as size, funding source and level and who is involved (for example, multiple partners with multiple roles).

Most CLE activities should be supported by a written plan that addresses the following matters:

- Activity/Project name
- Goal/Aim
- Objectives
- Responsibilities – activity management, activity delivery
- Target group/community
- Other stakeholders/project partners
- Strategies for the delivery of the CLE activity
- Promotional strategies
- Performance indicators, evaluation criteria and tools
- Resources – financial (budget), physical, human

- Timelines
- Occupational health and safety and other risk management considerations
- Reporting and accountability.

The plan may also provide background to the project/activity and describe how need has been assessed and how it links into broader centre/program objectives.

### Tips!

Consider preparing a centre specific pro forma CLE activity plan outline. Even a simple list of headings, such as those listed above, will ensure that relevant matters are addressed, provide consistency in planning and avoid 'reinvention of the wheel' each time the centre plans for a new activity or initiative.

The planning might be 'quick and dirty' for a small project or extensive for a bigger project. But whatever the size, it should follow these basic steps.

## Establishing Aim and Objectives

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The setting of a clear aim and associated objectives is an essential starting point in the development of specific CLE activities. These will:

- guide the design of the CLE activity – including content and delivery strategies; and
- provide a basis for monitoring the progress and evaluating the outcomes of the activity.

Through needs assessment and strategic planning processes the centre will have determined the broad areas of 'legal need' to be addressed and the target group. Answering questions such as:

- What are we hoping to achieve through the CLE?
- What is the desired result?
- What knowledge, skills, behaviours and attitudes are we hoping to develop or change?

will help to clarify the purpose of the activity and frame the aim and objectives.

## Allocating Responsibility

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Identifying the key tasks involved in the CLE activity and allocating responsibility for each task to a particular person/role will greatly assist the smooth running of the activity. Ensuring that people are aware of their responsibilities and that they have the skill, knowledge, time and resources to properly undertake the allocated tasks is a very important aspect of the planning process. So to, is establishing clear lines of communication and accountability where more than one person is involved in a CLE activity.

## Budget

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Preparing a budget for the CLE activity is an important aspect of the planning process. Regardless of whether funding for the activity is from the centre's general funding or from a special grant from an external body, it is essential that all expenses associated with the CLE project or activity are factored into the budget, and that all possible sources of income and in-kind contributions are considered.

While failing to consider one component of overall activity cost may not spell doom for the activity, it will probably have implications for the activity, the centre and, possibly, beyond. Over or under estimating activity/project costs with the view to achieving some kind of advantage is not recommended.

## Case Study

The Federation's Access to Interpreters Working Group has raised concerns about the failure of some centres to factor interpreting and translating costs into project budgets. This has led to unexpected demands on the limited central interpreting and translating funding pool and has, at times, meant that individual centres have not been able to make the activity or product as accessible as intended.

Funding bodies from which CLE project funding is often sourced, have a good understanding of what is involved in delivering projects and of how much various aspects cost. While these bodies are often reluctant to fund capital and ongoing operational expenditure, most are keen to ensure that the projects they fund have been properly scoped and costed so as to achieve quality outcomes. An example of this is a suggestion being made to a CLC that professional proof reading be incorporated into a project designed to produce a new publication.

If it is the first time that you have prepared a CLE project budget, consider asking an experienced CLE worker to have a look over it.

## Strategies

The stated aims and objectives of the CLE activity will provide direction to the content of and the methods of delivering the CLE activity. The characteristics of the target group and the availability of financial and other resources will also influence strategy selection. A range of strategies for the delivery of CLE are outlined in *CLE Made Easy Information Sheet 8: Community Legal Education Methods & Strategies*.

## Target Group

Understanding the characteristics and any special needs of the group(s) to which the CLE activity is targeted is essential at all stages of the CLE process, but particularly at the planning stage. Factors such as the age, gender, ethnic background, English language and literacy skills, where people live, if they have dependents, physical or intellectual disability, access to transport, access to the internet and computer literacy, current knowledge and skills, will all impact upon the design and delivery of CLE activities. If these factors can be considered during planning both the centre and the target group will benefit.

In addressing the needs of target groups the centre may need to consider responses such as:

- having interpreters in attendance;
- having written materials translated;
- the location of the CLE activity;
- the time when the activity is held;
- delivery strategies;
- how the information and educational materials can be accessed;
- who delivers the workshop or designs a publication;
- pre-testing or having content and materials checked prior to final print run, delivery or distribution;
- and
- offering childcare.

## Other Stakeholders/Project Partners

CLCs often work in consultation, collaboration or formal partnership with other CLCs, community

groups and organisations to design and deliver CLE activities. In the planning stage it is important to consider which relationships may enhance the activity/project and how these relationships could be best structured and resourced.

Should the budget include some form of reimbursement for participation in a project reference group or consultative committee? Is a formal memorandum of understanding between the CLC and other organisations required? See *CLE Made Easy Information Sheet 10: Partnerships & Collaboration*.

## Promotional Strategies

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How will the CLE activity or project be promoted and advertised? How will the centre ensure that the people to whom the activity or product is directed hear about it? Consideration of these and related questions during planning will place the centre in a better position to design innovative and relevant approaches and to allocate appropriate resources to these tasks. See *CLE Made Easy Information Sheet 15: Organising Community Legal Education Activities*.

## Evaluation

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Those designing the CLE activity will decide on the evaluation criteria and the methodology for collecting relevant information during the planning stage of the activity. This helps to ensure that the evaluation criteria or performance measures are relevant and that tools and processes are established to collect the required information.

“The importance of having an evaluation plan cannot be overstated. Many evaluations fail when, without a plan, they go off the track and fail to answer the most important questions.”

POPE & JOLLY, 2008, P5

Clarity around the purpose, objectives and intended results of the CLE activity at the planning stage will be of great assistance in planning and implementing the evaluation.

See *CLE Made Easy Information Sheet 6: Evaluating Community Legal Education*.

## Timelines

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Defining the steps involved in and the tasks necessary to complete the CLE activity or project, and then allocating timelines and responsibility for their completion, is a fundamental aspect of planning for CLE. Timelines are often developed by working backwards from the completion date to the starting date. Once the timelines are established, progress must be regularly monitored if they are to be of value.

### Case Study

Eastern Community Legal Centre uses Gantt Charts, horizontal bar charts used for project management, as a tool to plan and monitor CLE project tasks and timelines. An example of the Gantt Chart developed by Eastern Community Legal Centre for the centre's CALD Committee Project Plan is attached to this document as Appendix 2.

## Workplace Health and Safety - Risk Management

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Undertaking assessment to:

- identify potential health, safety and other risks associated with the CLE activity;
- assess the likelihood and severity of the risk ;
- determine actions to eliminate or minimise the risk; and to
- prioritise action,

forms an integral part of the planning process.

## Reporting and Accountability

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To whom and how the progress and outcomes of the CLE activity/project will be reported should be considered in the planning stage. This will help to ensure that relevant information is identified, produced and collected throughout the life of the activity.

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## Evaluating Community Legal Education

### What is evaluation?

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Evaluation is the process of collecting the information that the centre needs in order to determine if the stated objective(s) of the CLE activity have been achieved.

### Why evaluate CLE activities and programs?

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Evaluation is an important aspect of the design and delivery of CLE activities. Regardless of the size of the activity, a one-off talk to a small group or a year-long CLE project,

“[E]valuation should be valued and resourced accordingly.”

GOLDIE, 1997, P47

Through evaluation the centre can:

- assess if activity/project objectives have been met;
- assess if the participants/target group have achieved their objectives;
- reflect on what worked well and what could be done differently in the future;
- check on and improve methodology;
- identify further problems, needs, ideas and opportunities;
- inform future planning;
- involve the community/target group;
- highlight its achievements;
- provide feedback to those responsible for the activity;
- argue for further or expanded funding;
- address pre-determined performance measures;
- meet accountability requirements;
- establish credibility; and
- report effectively to funding bodies and to stakeholders.

### When does evaluation take place?

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The evaluation process can take place before, during, at the completion of and following the activity/project that is being evaluated.

Those designing the CLE activity will decide on the evaluation criteria and the methodology for collecting relevant information during the planning stage of the activity. This helps to ensure that

the evaluation criteria or performance measures are relevant and that tools and processes are established to collect the required information.

Monitoring and evaluation will usually occur throughout the implementation of the CLE activity. Keeping track of the progress of the activity will enable adjustments to be made, if needed. Monitoring will also help to identify and address problems as they arise and to consider and incorporate new ideas while there is still time. Asking questions halfway through a CLE session can be a way of checking whether participants have understood the content and if they are happy with the delivery methods. Scheduling regular reviews throughout the life of a CLE project, where progress in relation to established performance measures is gauged, means that action can be taken if necessary.

Most substantive evaluation is undertaken at or towards the completion of the CLE activity or project. The objectives of CLE activity or project and the form that it takes will inform the selection evaluation tools and strategies.

Evaluation may also be undertaken some time after the CLE activity or project has been completed. This type of evaluation usually seeks to measure changes in the behaviour of CLE participants or in the outcomes they have achieved as a result of participating in the CLE activity.

## Case Study

Young people who have attended workshops run by the Peninsula Community Legal Centre's Young Renters Program are contacted by phone or SMS within three months of the workshop. They are asked for further feedback about the workshop and about whether they believe that attending the workshop has assisted them to obtain private rental accommodation.

## The Evaluation Process

The steps in the evaluation process are described in different ways by various sources. However, the fundamentals are pretty much the same. Below is a summary of the steps outlined in three publications relevant to CLE. See the bibliography for full details.

### Stage 1

Prepare for an evaluation

### Stage 2

Plan the evaluation

### Stage 3

Determine evaluation indicators

### Stage 4

Collect data

### Stage 5

Analyse data

### Stage 6

Report and improve

(KEATING, ND)

### Thinking

1. Describe your purpose
2. Identify your end products
3. Consider budget and timeline

### Planning

4. Define your objectives
5. Establish your evaluation questions
6. Identify the information you require
7. Review your evaluation plan

### Collecting

8. Identify or create your data sources
9. Overlay timeline and budget
10. Consider privacy and ethical issues

### Communicating

11. Utilising your findings

(POPE & JOLLY, 2008)

### Step 1

Select the indicators of success

### Step 2

Select the information sources

### Step 3

Develop the information gathering tools

### Step 4

Gather the information

### Step 5

Analyse the results

(GOLDIE, 1997)



## What is being evaluated?

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There are many different types of evaluation criteria and performance measures. These are often expressed in terms of quantity, quality, outcomes, outputs, efficiency and effectiveness.

These measures consider:

- What was done
- How it was done
- What happened
- What difference it made
- Who did it make a difference to
- Were the results what was anticipated
- Were there unexpected results
- Could it have been done better?

### TIP!

The evaluation of CLE activities should provide the opportunity for participants to comment on whether their particular needs were met and, if not, on what could be done differently in the future.

Some things are clearly easier to measure than others – the number of booklets distributed, the responses provided by workshop participants in the evaluation form, the results of before and after testing or how many people attend a CLE activity based on the recommendation of people who attended a previous one.

Measuring outcomes, the difference that the CLE activity or project made, can be much harder. How does a centre measure whether attending a talk about the rights of grandparents to maintain a relationship with their grandchildren has made any difference to the result of a family law contact and residency matter? What is the longer-term impact of involving a group of young people from a recently arrived ethnic community in a project to design a poster about their legal rights?

Muddagouni (2007, pp12-13), notes that “it is important for a centre to acknowledge that it is very difficult to measure outcomes for some of the services CLCs provide. Measuring outcomes often works well in theory but may not work well in practice, as it is difficult to demonstrate the issues clients or the community may have that affect their legal problems, and the relationship to the services the centre provides related to the outcomes.”

## Who is the audience for the evaluation?

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Determining who the audiences for the evaluation are, who is interested in the results of the evaluation and why, will influence what information is collected, how it is collected and how it is reported.

For CLE activities, audiences may include funding bodies, participants, other stakeholders, those responsible for organising the CLE activity, managers, the centre’s Board of Management and the community. Sometimes an audience, such as a funding body, may be quite specific about the details that it requires be collected and reported. Usually the centre will need to take the initiative in assessing what information is important for a particular audience, or what information it wants to get across to these audiences, and evaluate accordingly.

## Evaluation Strategies & Tools

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Strategies for collecting relevant information may include:

- evaluations sheets completed by participants or people who have used the product;
- asking for feedback from participants during and at the completion of any activity, and possibly

some time after the activity;

- keeping statistics - about the number of people who attended an activity, the number of products ordered or the number of 'hits' on the centre website;
- assessing new knowledge or learning – through forms of testing or assessment;
- feedback/observations from those involved in designing and delivering the CLE activity; and
- feedback from people who may be in a position to monitor changes in behaviour or the application of new knowledge by participants.

ARTD Pty Ltd (2008, p10) has proposed a *Performance Monitoring Framework* including “a range of different data sources and methods for (holistically) measuring performance” (of community legal centres) and suggested “that all of them can be relevant at different times and for different purposes.” Some of these proposed sources of data and tools for collecting it – illustrative case studies, special purpose research, client surveys and peer review (p3), may be useful in the describing and evaluating of the less tangible outcomes of CLE activities.

Centres will need to design the specific tools for collecting evaluation information. Some tools, such as Eastern Community Legal Centre’s *Participant Evaluation Form* and *Staff Evaluation Form* for CLE activities, will be used each time the centre delivers a CLE talk or workshop. Other tools will be developed specifically for the particular activity or project, such as questions for a focus group.

It can be useful to test the evaluation tool before using it, or to have someone else consider and comment on it. It is likely that another centre or CLE worker has previously developed or used a similar tool, or has worked out a strategy for collecting certain types of information. Use networks such as the Community Development and Legal Education Working Group of the Federation of Community Legal Centres to access assistance, ideas and resources.

## How will the results of the evaluation be recorded and communicated?

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The most common format for recording and communicating the results of the evaluation is through a written report. Depending on factors such as the audience(s) for the evaluation, the relative importance of the activity/project and the purpose of reporting the evaluation, the centre may consider complementing or replacing a written report with formats such as:

- a verbal presentation – by organisers and/or participants;
- an audio-visual or photographic images presentation;
- reporting the results in the centre’s annual report, on the website or in another promotional document;
- a poster or flow chart; or
- preparing a paper for an industry journal or conference.

## CLSIS and the Evaluation of CLE

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CLCs receiving funding through the Community Legal Services Program (CLSP) are required to collect data about the services they provide and record this in the Community Legal Services Information Scheme/System (CLSIS) database. Under CLSIS four service types are identified – information, advice, casework and non-casework. CLE, law reform/legal policy and other projects are recorded in the non-casework category.

There have been some ongoing concerns expressed by CLCs about the capacity of CLSIS to capture and report the details of non-casework inputs and outcomes. There also appears to be some inconsistency between centres as to what is recorded and how it is recorded. However, CLSIS is one of the sources that CLSP funding bodies use to assess CLC services. It is imperative that centres capture and enter non-casework data onto CLSIS. If your centre is not doing this it is missing the opportunity, both individually and as part of the broader CLC sector, to demonstrate the extent, significance and value of this aspect to work to funding bodies.

## Tip!

Like legal needs assessment (see Information Sheet 4) evaluation is a form of research. Remember, there may be ethical considerations (such as those around privacy and informed consent) and research protocols to be taken into account in the design, implementation, and analysis and reporting of the evaluation.

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- Pope, J, & Jolly, P., (2008) *Evaluation Step-by-Step Guide*, Department of Planning and Community Development, Victoria

## FURTHER READING & RESOURCES

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- Combined Community Legal Centres Group NSW (2004) *Your Guide to Community Legal Education*, Second Edition, Surry Hills, NSW (Step By Step CLE: Evaluation pp 101-120)
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## Principles of Adult Education

Community legal education (CLE) aims to assist people to learn about the law, the legal system, legal and related issues and concerns. Through this learning, CLE aims to provide the knowledge, tools and confidence with which people are able to take action or make decisions that will empower them in their dealings with the law and legal system.

What is learning? How can those responsible for CLE ensure that they create the best learning opportunities for the people who participate in their activities?

"The term 'learning' has many interpretations, but it is generally accepted as a change in behaviour or attitude." (Kroehnert, 1990, p1). A measure of successful learning is that the learner is able to recall and apply what they have learned in relevant contexts and situations and in the longer term.

An understanding of how people learn can assist in the design and delivery of effective CLE activities.

This information sheet provides an overview of the following key principles of adult learning and provides practical tips for CLE work:

- Motivation;
- Relevance and Immediacy;
- Personal Experience;
- Context – The Whole and Its Parts;
- Learning Environment;
- Participation and Practice; and
- Learning Styles.

### Motivation

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People learn best when they are motivated to learn. A person is more likely to want to learn when they are interested in the topic or skills being addressed, and because they can see the benefit or usefulness of the learning.

Internal and external factors provide motivation for learning. Internal factors may include, for example, the desire to broaden general knowledge, to be challenged or to achieve greater job satisfaction. External factors may include wanting to prevent or settle a legal problem, increase job related skills or collect information for a school project.

The motivations of the individuals participating in a CLE activity may vary considerably.

So when doing CLE:

- Do your research. Assess participant motivations and interests prior to undertaking the CLE activity – pre activity survey, discussions with organisers/key people, question participants at the beginning of the activity;
- Involve the target group/participants in establishing learning objectives and in activity design;
- Relate content to the experience and goals of participants;
- Maintain motivation by providing encouragement, feedback and 'rewards' to participants; and
- Undertake evaluations – Did the activity meet the needs and expectations of the target group? What could be done differently next time?

## Relevance and Immediacy

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Learning is enhanced when the learner is aware of the relevance of the content and when it is 'immediately' applicable to their situation or needs.

So when doing CLE:

- Focus the content of activities around the current interests and concerns of participants;
- Clearly state the purpose and learning outcomes, and identify points of relevance, when promoting and introducing the activity;
- Encourage participants to consider how the new knowledge or skills will assist them to achieve their goals, or to address personal or professional issues;
- Encourage the participants to apply the content to their own or comparable situations by using techniques such as case studies, role plays, questions and discussion; and
- Develop resources that people can easily access if and when they need them.

## Personal Experience

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People come to learning situations with a wide range of experience, knowledge, skills, values and perceptions. These can provide the basis for valuable personal and co-operative learning. At times, this background may also present barriers and challenges to learning.

So when doing CLE:

- Recognise the experience of participants or the target group in the design and delivery of CLE activities;
- Do your research. Are there specific characteristics of the target group or individual participants that should be considered?;
- Acknowledge 'up-front' that participants may have relevant experience and knowledge and that this may enhance personal and group learning;
- Ask participants to tell you what they know or about relevant situations or experiences they have encountered;
- Relate the content and strategies used in the activity to the past experience and/or current situation of participants;
- Try to identify and pre-empt possible barriers and challenges, such as bad experiences with previous learning situations or a perception that it is impossible to change things; and
- It may be appropriate to take a pro-active approach and plan to constructively raise and address issues. Alternatively, consider how you will deal with certain issues or scenarios should they arise.

## Context – The Whole and Its Parts

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People prefer to have a sense of the 'big picture', an overview of the topic and how it will be explored before exploring specific components in more detail. This approach provides a context and a framework onto which participants can place and fit together the component parts.

So when doing CLE:

- Provide a general introduction to the topic, issue, expected new knowledge or skills and outline how these will be explored in smaller parts;
- Present aspects of the topic in a logical sequence, review content and check participant understanding prior to moving on to the next aspect;
- Ensure that the various parts are drawn together and linked back to the 'big picture' at the end of the activity; and
- A visual presentation, such as a diagram, may assist in showing the relationship between the whole and the various smaller parts.

## Learning Environment

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People learn more effectively:

- In a supportive and non-judgemental environment;
- In an environment which promotes sharing and co-operative learning rather than competition;
- When they are encouraged and expected to take responsibility for their own learning; and
- When the physical environment is conducive to learning and when appropriate resources are available.

In CLE activities the educator/facilitator plays the key role in creating the atmosphere, selecting strategies and organising the physical environment for the CLE activity. Careful consideration should be given to how the above points will be addressed, irrespective of the size or relative 'importance' of the activity.

## Participation and Practice

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Opportunities to actively participate in learning activities and to practice new skills or apply knowledge assist people to learn more effectively.

In CLE activities:

- Thoughtful design of activities can enhance the benefits to participants/users;
- Lecture style presentations or dense blocks of written information should be used sparingly. At the very least they should be interspersed with activities that encourage active participation and application of new skills and knowledge – discussions, questions, problem-solving exercises, completing relevant documents, role plays; and
- Resist the temptation to cover as much as possible in the available time. Balance quantity with quality. It may be more effective to address less points well through input and encouraging active participation, rather than more points, most of which may be quickly forgotten.

## Learning Styles

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People learn in different ways. These are broadly categorised into learning by seeing, learning by hearing and learning by doing.

People also learn more effectively when more than one of their senses is being used.

So when doing CLE:

- Recognise that very different strategies and techniques may be required in order to get the same message across to different people or groups;
- Cater for different learning styles, stimulate participant senses and maintain interest by using a variety of strategies and tools in the CLE activity;
- Consult with organisers and/or the target group. Can they help you to better understand the learning needs and preferences of the target group? Are they able assist in the design of the CLE activity?;
- Develop your own knowledge and skills – your educator/facilitator 'toolkit'. Identify and become familiar with using a range of strategies and techniques. Be flexible and adaptable, in both the planning and the delivery of CLE activities; and
- Evaluate CLE activities – What worked well? What didn't? How could we do it better next time?

## Tip!

There are many publications and web resources that explore adult learning principles. Taking the time consider how these principles can be applied in your CLE work could make a big difference to the real 'learning' achieved by the people who participate in CLE activities or who use CLE products developed by your centre.

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- Horridge, R. & Wilks, G. (2005) *Valuing Volunteers Training Kit: A Training Resource for Volunteers in Community Legal Centres*, Peninsula Community Legal Centre and Chisholm Institute of TAFE, Victoria
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## Community Legal Education Methods & Strategies

The strategies for the design and delivery of CLE are limited only by the imagination and resourcefulness of the CLE provider.

A range of CLE methods and approaches are listed in this Information Sheet. This is a far from exhaustive list – but it should get your creative juices flowing!

Each method has its advantages and limitations, and its use should be considered in the context of the matters addressed in previous information sheets – objectives, needs assessment, target group, adult learning principles and resources.

Whether the activity is once-off, will be repeated with a number of groups or if it is ongoing may also influence the choice of methods and strategies.

### Tip!

#### **Avoid duplication of CLE tools and products**

Before proceeding with a new CLE activity, program or publication, check whether another centre or organisation has developed something similar to what you are proposing. It is likely that you will find a resource that can be used directly, that you can adapt or build on.

With limited CLE funding and resources available, it is preferable that these be expended on improving what has already been produced and on new initiatives rather than on ‘reinventing the wheel’.

The following organisations, groups and websites are a good place to start:

- Federation of Community Legal Centres (Victoria) Inc.
- Secretariat/Community Development and Legal Education Working Group;
- National Association of Community Legal Centres – National Office/National CLE Network
- Victoria Law Foundation – *Victoria Law* website
- Victorian Legal Assistance Forum – Publication and CLE Working Group
- Victoria Legal Aid – Community Legal Education section.

### Talks & Lectures

- can be appropriate where there is a large group or a limited amount of time;
- keep length of talk to a minimum;
- what is said in the first and last few minutes is likely to be what is remembered – outline and summarise key points;
- use power point slides, overheads or handouts to signpost key points;
- use examples and case studies to illustrate points and maintain interest;

- think carefully about the use of questions – asking questions can engage the audience and check understanding, accepting questions can enable clarification, but too many questions can disrupt flow of the information and distract from key points;
- presentation style is critical; and
- do not necessarily require much equipment or many materials.

## Workshops

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- enable information to be presented and then applied by participants;
- enable active participation and contribution;
- generally incorporate a range of education/training strategies;
- work well with medium sized groups;
- facilitators must be skilled – confident with using a range of delivery methods, able to engage and involve participants, able to maintain momentum and to demonstrate relevance of activities and outcomes; and
- space may be a consideration, for example, a larger area may be needed if activities include group work or role plays.

### **Education and training activities that may be incorporated into workshops include:**

- role plays;
- discussion;
- case studies, stories & examples;
- brainstorming;
- problem solving exercises;
- debates;
- games – ice breakers, structured learning activities;
- demonstration;
- questions;
- interviews;
- group work;
- mind-mapping;
- fish bowl exercise; and
- handouts.

## Do-It-Yourself Classes

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- usually a structured workshop focussed on assisting participants to complete a specific task or obtain specific knowledge – for example, Do Your Own Divorce classes, Self Representation at VCAT workshops; and
- participants are likely to attend because they have a specific legal issue. They may be hoping to obtain legal advice and assistance beyond that addressed in the CLE activity. Being clear about boundaries and about the level of assistance that can be provided will be important.

## Forums & Panel Discussions

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- offer the opportunity for input from a range of people and perspectives;
- careful planning is required in selecting presenters, and to ensure that presenters/panel members are properly briefed about the purpose of the activity, their anticipated contribution and the parameters of their role;
- must be moderated/chaired well to ensure that focus is maintained and that the activity is not dominated by particular people; and

- forums may be structured to allow audience questions and participation.

## Games

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- can help people relax and get to know each other;
- encourage active participation, can be fun and create energy within a group;
- can simulate situations in which problem solving and decision making are required, or where participants 'step into the shoes' of others;
- must be very well designed to ensure that relevance to topic is demonstrated and that an engaging experience is provided;
- not everyone feels comfortable playing games or people may feel that they are wasting their time; and
- can go on for too long and lose focus if not properly designed/managed.

## Stalls and Displays

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### Visual displays:

- likely to be informative rather than educative;
- can attract attention and interest;
- once set up may not require ongoing staffing;
- CLE materials can be left for collection by interested people; and
- standard and quality of presentation may impact upon perceptions of the organisation.

### Stalls:

- enable the centre to have a presence at broader activities such as community festivals and student expos;
- often the focus is on interacting with people and on distributing CLE materials rather than on delivering CLE activities; and
- staff will usually be required and they will need to be active in engaging passers by.

## Community/Street Theatre/Mock Court Hearings

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- innovative and exciting when done well;
- novel approach may attract more interest than more traditional methods of delivering CLE;
- can be an engaging and non-threatening way to deliver CLE;
- potential for audience interaction and involvement;
- may enable the audience to 'put themselves in other people's shoes';
- specialist writing, production, design, acting and other skills may be required;
- potential to be resource intensive and time consuming;
- may have a special event (Law Week) or short term focus as it can be challenging to attract and maintain resources, access to facilities, availability of actors, etc. over a longer period; and
- may be difficult to evaluate outcomes in terms of CLE related knowledge and skills.

## Case Study

Eastern Community Legal Centre identified a need to provide accessible education about human rights that was connected to the everyday lives of young people. The centre chose sport – the principles of fair play and good sportsmanship - as the medium and metaphor to teach young people and their families about human rights. A theatre production, "Fred's Fair Play", was developed with the assistance of a specialist theatre in education group. The production was

performed at a number of community festivals in Melbourne's east.

The project uses children and young people's interest in the arts and sport to raise awareness about human rights, utilises game theory and ethical leadership techniques to train young people and provided legal education in a stimulating and accessible way.

The next stage is the 'Human Rights are Aussie Rules' Project: a school-based program which continues the approach of teaching children about human rights through the principles of fair play and good sportsmanship. (Johnstone, 2009).

## Written Materials/Publications

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Written CLE materials and publications may include:

- pamphlets;
- booklets;
- books;
- posters;
- information/wallet cards;
- fact sheets; and
- kits.

There is much to consider when developing written CLE materials, such as:

### **Audience & purpose**

- The intended audience and objectives of the publication are critical considerations;
- Be clear about what the publication is aiming to achieve;
- What information is it seeking to impart? To who?; and
- Do members of the intended audience have particular needs or preferences?

### **Style, design & content**

- Use plain English;
- Avoid jargon unless you are writing for a particular audience;
- Focus on key messages;
- Sometimes less is more;
- Presentation - font style and size, use of graphics, colour, use of 'white space';
- Consider employing writer/designer/editor/proof reader; and
- Consider testing the publication with the intended audience before final printing and distribution.

### **Printing & distribution**

- have printing and distribution costs been factored into the budget?;
- how will you decide how many copies to produce?;
- how will the publication be distributed?; and
- is there capacity for reprints?

### **Evaluating the resource**

- obtaining feedback about and evaluating the publications can be challenging, especially when the publication has been widely distributed.

### **Ensuring accuracy & maintaining currency**

- all publications should be checked for accuracy, especially with regard to legal content, before printing and distribution;
- changes in the law, legal processes, service availability occur regularly, this means that publications can become out of date fairly quickly if they are not written carefully and changes anticipated;

- it is important to have systems in place to review and update publications on a regular basis so as to ensure that out of date information is removed. There also needs to be a system to, within reason, let people know that the publication is out of date or has been updated. Remember to include the date on publications.

## Audio-Visual & Electronic CLE Resources

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- videos/DVDs;
- audio tapes;
- CD ROMs;
- information material on centre website;
- interactive quizzes and games; and
- on-line education programs.

All require specialist design and production skills and can be expensive to produce. However, it would appear that audio-visual and on-line resources are the way of the future. The internet is a primary means of accessing information for an increasing number of people, on-line resources can be updated as required and there are ways to monitor use and invite feedback. Talk to centres that have used these technologies for CLE. Involve people with relevant experience and appropriate expertise.

See *Information Sheet 17 – Using New Technologies in Community Legal Education*.

## Media

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Local and more broadly focussed media outlets can be an important channel for raising issues, providing information and directing people to services and activities.

See *Information Sheet 14 – The Media & Community Legal Education*

## Peer Education

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Training people from target groups to inform and educate other members of that group or community can be a very powerful and empowering process if done well. This approach sits well with the community development ethos underpinning CLC work.

## Using CLE materials produced by other CLCs and organisations

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It is important for the centre to have systems in place whereby publications, produced internally and those produced by other organisations, are regularly produced/ordered and checked for currency.

### Tip!

INFOCOM is an online directory of services and organisations. It is being piloted through a number of CLCs. INFOCOM has the capacity to create customised directories. These directories can be exported and shared. Loddon Campaspe CLC has created a customised directory in which it lists the pamphlets, brochures, booklets, etc. that it has in stock and where in the office they are kept. Contact the Federation for more information.

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FURTHER READING & RESOURCES

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## Funding & Resources for Community Legal Education

The funding and resources for community legal education (CLE) activities designed and delivered by CLCs are drawn from both internal and external sources.

### Internal Sources

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The core funding of the centre is the main internal source. Centres include CLE work in the position descriptions of staff. Ideally, each centre will have a dedicated CLE worker. Funds may be allocated for CLE related expenses within the normal operating budget of the centre. Volunteers can also be specifically recruited and retained for CLE purposes, for example, as peer educators or volunteer lawyers who are trained to deliver CLE sessions.

### External Sources

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There are a wide range of external sources to which centres may apply for funding or in-kind resources for CLE activities. Usually funding from external sources is provided on a project or once-off basis. Often the funding does not cover core/general set-up, staffing and administrative costs – although centres can often include general administrative costs in project funding. The projects are essentially piggy-backing on the funded organisation's structure and core operations and funding.

This information sheet explores these funding sources.

### Internal Sources

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CLE is a core function of community legal centres. As such, it should be recognised in the core funding budget allocations for expenses such as staffing, equipment, printing, promotion and administration. However, with many competing financial demands on a limited budget, this is not always automatically the case. It often falls on the CLE worker(s) to prepare budget proposals and to make the case for the budget allocation. Forward planning is critical. Knowing what you are planning to do in the next budget period, realistically estimating costs and taking a timely and proactive approach to ensuring that decision-makers are aware of this information is important.

Centres may be able to self generate some income through CLE activities such as the sale of publications and charging speaker and consultancy fees. Before charging for publications or to provide speakers, it is important to check funding agreements and arrangements. If a centre is funded to provide CLE, then charging for services may be viewed as “double-dipping” and potentially be considered to be in breach of funding guidelines.

CLCs may also be able access non-financial internal resources to assist with CLE work. Volunteers are the obvious example.

## External Sources

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The *Community Legal Centre Project Funding Kit* (Teakle, 2002, p3) identifies a range of external funding sources and in-kind resource opportunities including:

### **Government**

- federal;
- state; and
- local

### **Philanthropic Trusts**

- private foundations;
- family foundations;
- community foundations;
- corporate foundations;
- government initiated foundations; and
- trustee companies.

### **Pro Bono – assistance from law firms and other corporate organisations**

#### **Other/Private**

- individuals (donations, bequests, etc);
- sponsorships;
- tenders;
- service clubs;
- Et cetera.

### **Tips!**

All funding sources have guidelines/criteria and priorities for the allocation of funds. Read these carefully and ensure that these are addressed in the funding application.

At any given time there will be key generally understood policy agendas and approaches, for example, “social inclusion” and “community engagement”. Considered use of the current “language” and demonstrating how the proposed CLE activity supports the policy agenda, even if has not been specifically referred to by the funding body, may enhance the funding proposal. Brief your potential funders and get their feedback before you write the funding submission.

## Finding Out About External Funding & In-Kind Resource Opportunities

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The *Federation Toolkit* (Managing the Organisation – Funding & Grants – CLC Funding Kit) provides up to date links and information about organisations that regularly provide funding to CLCs and those which provide other forms of support or in-kind resource opportunities.

In relation to CLE, consider the following opportunities:

### **Government**

- commonwealth Government – Grants Link website – [www.grantslink.gov.au](http://www.grantslink.gov.au) - provides information about funding available from a variety of state and federal government sources;
- Victorian Government – Victoria Online website – [www.vic.gov.au](http://www.vic.gov.au) - enter ‘grants’ into the search engine;
- individual department websites;
- advertisements in newspapers; and
- local government – community grants schemes are usually advertised in council newsletters and



websites and in local newspapers. Local government is an excellent source of in-kind assistance such as subsidised rent, free use of meeting spaces, assistance with printing and with promotion of activities

### **Victoria Law Foundation**

The Victoria Law Foundation is a major source of CLE funding. The Foundation's website, [www.victorialawfoundation.org.au](http://www.victorialawfoundation.org.au), provides comprehensive information about its grants programs and application process.

### **Philanthropic Trusts & Foundations**

- Philanthropy Australia - [www.philanthropy.org.au](http://www.philanthropy.org.au) - is the peak body for philanthropic organisations in Australia. In addition to information available on its website, Philanthropy Australia publishes *The Australian Directory of Philanthropy* (updated each two years) and hosts the PhilanthropyWiki – [www.philanthropywiki.org.au](http://www.philanthropywiki.org.au) - an “online encyclopaedia and achieved knowledge on philanthropy in Australia”; and
- Websites of individual trusts and foundations.

### **Legal Services Board**

The Legal Services Board is a legal regulatory body in Victoria. The Board offers a grants program that provides funding for legal education. The Legal Services Board can be a source of relatively substantial grants. Information about the Grants Program is available on the Board's website, [www.lsb.org.au](http://www.lsb.org.au).

### **Pro Bono**

- The Public Interest Law Clearing House (PILCH) co-ordinates a number of pro bono schemes and acts as an integral link between CLCs and the pro bono services offered by a number of private law firms – [www.pilch.org.au](http://www.pilch.org.au)
- The National Pro Bono Resource Centre provides a range of information and resources. Check out their website [www.nationalprobono.org.au](http://www.nationalprobono.org.au) and subscribe to the e-newsletter;
- Some larger firms have in-house pro bono co-ordinators/schemes that can be contacted directly. These schemes do not usually provide direct funding, but a CLC may be able to negotiate legal and paralegal placements, assistance with legal issues, help with design of publications, etc. ; and
- The Federation of Community Legal Centres (Victoria) Inc is a great source of information on how to build pro bono partnerships. The Federation assists in the organisation of the Attorney-General's Community Law Partnerships Round Table. This is a regular forum aimed at giving CLCs, law firms and private lawyers the chance to meet and discuss innovative community law partnership opportunities.

### **Other/Private**

- advertisements in newspapers;
- websites;
- word of mouth/contacts/liaison;
- [www.goodcompany.com.au](http://www.goodcompany.com.au) - provides information about a whole range of great in kind support – particularly graphic designers;
- Our Community Pty Ltd, [www.ourcommunity.com.au](http://www.ourcommunity.com.au), produces the *Easy Grants Newsletter* and provides information about grants writing on its website;
- local service organisations – for example, the local Rotary Club provided the food and equipment for free and ran a sausage sizzle at an event hosted by a CLC.

### **General**

- Community Development & Legal Education Working Group, Victoria;
- Federation of Community Legal Centres (Vic), National Association of Community Legal Centres and other networks; and
- your colleagues in other CLCs.

## Tip!

Keep an eye on the CLCs Bulletin Board Services (BBS). Information about new grants programs, funding and resource opportunities is often posted there by CLCs and the state and national associations.

## BIBLIOGRAPHY

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- Federation of Community Legal Centres Vic Inc., *Federation Toolkit*, (Managing the Organisation – Funding & Grants – CLC Funding Kit, June 2009), Victoria, [www.communitylaw.org.au](http://www.communitylaw.org.au)
- Teakle, A., (2002) *Community Legal Centre Project Funding Kit*, Federation of Community Legal Centres, Victoria

## FURTHER READING & RESOURCES

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- Rich, N. (2009) *Reclaiming Community Legal Centres: Maximising our potential so we can help our clients realise theirs*, Victoria Law Foundation/Consumer Action Law Centre, Victoria - <http://www.consumeraction.org.au/publications/policy-reports.php>

## Partnerships & Collaboration

From time to time most centres will work in partnership or collaboration with other organisations in their community. It may simply be that an organisation asks the CLC to provide a guest speaker for a seminar that the organisation has organised and promoted. Or perhaps the CLC and another organisation have been successful in a joint application for funds and will be running a project or producing a publication together.

CLCs also work collaboratively with other CLCs – the Federation provides great opportunities to work in partnership both through ongoing working groups or short term groups or projects. In fact the very information you are reading is a result of CLCs successfully collaborating through the Federation’s Community Development and Legal Education Working Group.

There are many benefits in working collaboratively, including:

- broader resource base;
- strengthening links with community;
- shared workload and responsibility;
- spread of skills, ideas and contacts; and
- building relationships, networking and having some fun.

### Case Study

#### **Local community collaboration in action**

During its planning processes the Eastern Community Legal Centre (ECLC) identified that it wanted to work more closely with local migrant communities. Instead of putting time and resources into setting up groups, booking venues and publicity, ECLC decided to work collaboratively with local specialist organisations. One of these was the local Migrant Resource Centre (MRC). This collaboration allowed ECLC to put its resources into CLE activity planning and delivery, while the MRC identified the need, organised the venues and did the publicity. Another useful outcome of this collaboration was the knowledge and experience that the MRC brought to the process, particularly regarding newly arrived communities.

### Partnership Continuum

McLeod (2003, p3), notes that “a distinction can be made between the purpose and nature of partnerships” and suggests that partnerships may sit at different points along a continuum: networking – coordinating – cooperating – collaborating.

### Creating Successful Partnerships

There is a lot of information available giving guidance on what makes a successful partnership. Some common themes are outlined below.

- get to know each other first – It's important to take the time to find out about each other. Understanding and respecting the different cultures, values and resource capacities of each partner is an important first step in establishing good working partnerships;
- explore what you both want – What is it that you each want from the partnership? All partners have something to contribute and are seeking some benefits or outcomes from the relationship. What are the expectations? It is important to articulate, document and communicate your understanding or the roles and responsibilities of each party;
- communicate – Having realistic expectations and being able to communicate openly and honestly is essential. Unresolved issues and misunderstandings can lead to a breakdown in the relationship and in turn negate any benefits for the broader community. Be open to test and trial new ideas within agreed parameters; and
- all relationships change – be prepared and open to monitoring and reviewing the relationship. Take a problem solving approach to issues that arise. It is important to keep the spark and to nurture the initial enthusiasm.

## Case Study

### Local community collaboration in action

Peninsula Community Legal Centre is involved in the Community Car Connections Program in partnership with New Hope Migrant & Refugee Centre, Frankston City Council, Victoria Police, the Department of Justice, Vicroads, Frankston Magistrates' Court, RACV, Consumer Affairs Victoria and the Sheriff's Office. Each organisation brings their expertise to a nine week program offering people from newly arrived communities help to gain a better understanding of driving in Australia and to form connections with local agencies. The program is viewed as important not only to improving participant's road safety but also to helping them settle into and participate fully in Australian life.

## Clarify Roles & Expectations – avoiding the pitfalls

CLC experience suggests that working collaboratively with other organisations can also have some pitfalls, especially when roles, responsibilities and expectations have not been clarified.

Centres may wish to consider preparing a written document – a memorandum of understanding or partnership agreement – when planning to work in partnership or collaboration with other organisations. The document should be present and future focussed and may include matters such as:

- clear statement of respective roles, responsibilities and expectations;
- how finances, staff and other resources will be managed;
- the financial and in-kind contributions that each organisation will make;
- division of tasks;
- how decisions will be made;
- how disputes will be resolved;
- how the contribution of each party will be acknowledged;
- ownership/copyright of materials;
- how decisions will be made about reproduction or changes to materials; and
- responsibility for reporting and accountability.

A number of CLCs have drawn up and used the above type of documents. Ask around for examples and assistance if your centre is considering developing an agreement. Also, check the *Federation Toolkit*.

The Federation of Community Legal Centre (Victoria) Inc, as the peak body for Victoria's community legal centres, provides many opportunities for collaborations between centres, with other partners in the community sector, private profession and government. Contact the Federation Secretariat to find out more.

## Case Study

### **CLC collaboration in action**

The Northern Metropolitan Community Legal Centres Co-operative Legal Services Capacity Building Project has been created

“to improve access to justice for disadvantaged communities of the Northern Metropolitan Region (NMR) of Melbourne. This will be achieved through innovative coordination and cooperation between existing legal and related services...The project will scope legal need and legal services, and build on existing strengths of CLCs and their cohorts to achieve innovative coordination and delivery of legal services”

FEDERATION OF COMMUNITY LEGAL CENTRES, 2008.

Fitzroy, West Heidelberg, Darebin, Moreland, Broadmeadows and Whittlesea community legal centres, along with legal aid representatives, are involved in this Project.

## Case Study

### **Legal sector collaboration in action**

The Victorian Legal Assistance Forum (VLAF) has been established to promote collaboration and co-operation in the delivery of legal services for socially and economically disadvantaged people in Victoria. Members of VLAF include the Federation of Community Legal Centres, Law Institute of Victoria, Victoria Legal Aid, PILCH, the Victorian Bar, Victoria Law Foundation, Victorian Aboriginal Legal Service and Aboriginal Family Violence Prevention and Legal Service (Victoria). VLAF has established a Publications and CLE Working Group to explore opportunities for collaboration between stakeholders. (Information taken from VLAF and Federation of Community Legal Centres websites).

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- Nash, A (2009) Interview, Federation of Community Legal Centres (Vic) Inc., Carlton
- Victorian Legal Assistance Forum website – [www.vlaf.org.au](http://www.vlaf.org.au)

FURTHER READING AND RESOURCES

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- Australian Government (no date) [community.gov.au](http://www.community.gov.au) website – Community Development – Community Partnership, <http://www.community.gov.au/Internet/MFMC/community.nsf/pages/section?opendocument&Section=Community%20Partnership>
- VicHealth, (2001) *Fact Sheet 1 Partnerships*, Carlton South. [http://www.vichealth.vic.gov.au/~media/ResourceCentre/PublicationsandResources/General/Fact%20Sheet\\_Partnerships.ashx](http://www.vichealth.vic.gov.au/~media/ResourceCentre/PublicationsandResources/General/Fact%20Sheet_Partnerships.ashx)

## Resources, Support & Training for CLC Workers Doing Community Legal Education

You are not alone!

There is a wealth of experience and expertise within the CLC sector and beyond in relation to community legal education (CLE) and associated issues.

The sharing of ideas and resources, providing support and working collaboratively is second nature to the sector.

Tap into the goodwill and generosity of CLCs and other related organisations.

This information sheet will give you a few ideas of where to turn.

### CLC Networks

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#### **Federation of Community Legal Centres (Victoria) Inc – your peak body!**

Suite 11, 1st Floor

54 Victoria St

Carlton South

Victoria, 3053.

P: (03) 9652 1500

E: [administration@fclc.org.au](mailto:administration@fclc.org.au)

W: [www.communitylaw.org.au](http://www.communitylaw.org.au)

- Federation Secretariat staff have a broad knowledge and understanding of the activities of Victorian CLCs and issues relevant to them. The Secretariat is a great starting place for information and contacts. Secretariat staff are also involved in organising training for CLC workers and committee members
- Federation website provides up to date information about CLCs, news, events, issues and Federation activities.
- *Federation Toolkit* is located within the Federation website. It aims to contain a wide range of on-line resources for CLCs, including resources for CLE. The *Toolkit* is located in the intranet section of the Federation website. Member centres are issued a user name and password with which they can access the intranet.
- Community Development and Legal Education Working Group is a Federation working group whose membership consists of CLE workers from Victorian CLCs and Victoria Legal Aid. The group meets regularly to discuss and act on relevant issues, share information and resources, work on joint

projects and act as a liaison point for external bodies interested in CLE. Contact the Working Group convenor via the Federation Secretariat.

### **Generalist and specialist centres**

A full listing of all Victorian centres is produced and updated regularly by the Federation, see [www.communitylaw.org.au](http://www.communitylaw.org.au). Most centres are active in CLE work. Significant experience and expertise exists across the sector.

Individual centres have undertaken many CLE activities and have produced numerous CLE publications and other products. If you are exploring a particular CLE issue or initiative, the chances are that another centre has worked on something similar.

Don't 'reinvent the wheel', ask around, check with the Community Development and Legal Education Working Group or the Federation Secretariat, check centre websites, ask questions via Federation meetings or the bulletin board system (BBS).

### **National Association of Community Legal Centres (NACLC) – your national peak!**

P: (02) 9264 9595

E: [naclc@clc.net.au](mailto:naclc@clc.net.au)

W: [www.naclc.org.au](http://www.naclc.org.au)

The NACLC is the national CLC peak body and plays a similar role to the Victorian Federation but on a national level.

- National CLE Network – coordination and sharing of information and initiatives on a national level.
- Community Legal Centres Bulletin Board System (BBS) – CLCs from across Australia can link into the BBS. It is basically an intranet service hosted by the NACLC. The BBS provides the opportunity for centres and individual workers to communicate quickly and easily with other CLCs. The BBS houses folders/sections which deal with specific issues or that host specific CLC networks.

NACLC has recently undertaken some work to explore the possible roles, such as keeping far more sophisticated websites to support their clearing house function that NACLC and state CLC associations may have in:

- collecting and collating information about CLE, law reform and sector development initiatives and activities undertaken by CLCs;
- sharing knowledge and skills;
- capturing and disseminating information about best practice;
- avoiding replication and duplication of those activities and initiatives; and
- maximising the capacity of centres to leverage and build on past experience and expertise. (Muddagouni, 2009).

Keep an eye on the NACLC website, the BBS and publications for more information.

### **National & state CLC conferences**

National conferences are held on an annual basis. As well as being an excellent forum for networking, the conferences always have workshops and displays relating to CLE. Contact the NACLC for more details.

State conferences are held on a less regular basis, but when held usually provide forums for CLE workers and issues. Smaller events, such as the Community Development and CLE Mini Conference held in June 2009 and training sessions and forums are run from time to time. Contact the Federation Secretariat for more details.



## Other Sources of Support

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### Victoria Legal Aid (VLA)

350 Queen St  
Melbourne, 3000.  
P: (03) 9269 0120  
W: [www.vla.vic.gov.au](http://www.vla.vic.gov.au)

VLA has a CLE section which employs a number of staff. VLA staff at times participate in the Community Development and Legal Education Working Group and have worked collaboratively with CLCs on a range of projects.

- Publications – VLA produces a wide range of legal education publications, some in conjunction with CLCs. Most centres display VLA publications in waiting areas, and use them to complement information and advice services and in CLE activities.
  - » A list of publications is available on the VLA website. Many of the publications are available in electronic form. Check with the VLA CLE section regarding ordering bulk copies.
- VLA Library – VLA has an extensive legal and related library. Library staff are very helpful in assisting with reference requests, including by telephone 9269 0232, or email [library@vla.vic.gov.au](mailto:library@vla.vic.gov.au). The library catalogue is available on line via the VLA website.
- VLA Community Legal Service Program staff may be able to provide information and assistance in relation to some of the “Practicalities – Accountability and Compliance” aspects of CLE work, and also have an overview of initiatives and activities across Victorian centres.

### Victoria Law Foundation (VLF)

Level 5, 43 Hardware Lane  
Melbourne, 3000.  
P: 9604 8100  
E: [contact@victorialawfoundation.org.au](mailto:contact@victorialawfoundation.org.au)  
W: [www.victorialawfoundation.org.au](http://www.victorialawfoundation.org.au)

The Foundation is an important source of funding for CLE projects. It also produces a range of legal education resources in-house, runs seminars and forums and undertakes a range of other functions.

VLF employs staff with a wide range of skills, including publishing and marketing. They are generous in sharing their knowledge and expertise.

VLF launched the **Victoria Law website** in late 2009. The website is a

“user-friendly, ‘one-stop’ portal to community legal education material, and to information about legal agencies and services”

HOPE, 2009.

The website is targeted at the Victorian general community, legal sector agencies and community service agencies. Website users are able to search the site by topic; by language and topic; or by legal agencies and resources. Where possible, publications in languages other than English will be available on the website.

CLCs and other relevant organisations are able to upload their publications to the *Victoria Law* website. VLF provides training on uploading to contributing organisations. VLF also administers and moderates the website.

The website provides a great opportunity for CLCs to promote their CLE publications and increase access to them. The website is also a tool that centres may use to check on what has been produced previously. This will enhance co-operation and avoid duplication.

### **Law Institute of Victoria**

470 Bourke St  
 Melbourne, 3000.  
 P: (03) 9607 9311  
 E: lawinstitute@liv.asn.au  
 W: www.liv.asn.au

The Institute offers a wide range of services to members and the public. The library, bookshop, research service and publications may be useful to CLE workers.

### **Other Organisations**

Look around, there is a wealth of relevant material, resources and contacts. Organisations and government departments such as the Office of the Public Advocate and Consumer Affairs Victoria have developed resources that may be useful to CLE workers.

And don't forget other CLCs, check out their websites or use the BBS to find out what is around.

### **Training**

What and how much do you need to know in order to deliver CLE?

Does being legally trained or being employed in a CLE role necessarily mean that you have the knowledge and skills required to design, deliver and evaluate CLC activities and projects?

Are you clear about the limits to the CLE role and of how it relates to the centre's legal practice and direct legal services provision? How do the centre's legal team support and resource CLE workers and activities?

A range of training opportunities are available for CLC workers who undertake CLE as all or part of their role. Some of them are even free!

- Federation of Community Legal Centres offers a range of training activities throughout the year;
- Victoria Legal Aid offers CLC workers access to its in-house professional training and development program;
- The Victoria Law Foundation, Law Institute of Victoria, Victorian Council of Social Services and other organisations offer training opportunities on a regular basis;
- National and State CLC conferences;
- Learn from other CLCs – peer support, mentoring, information sharing and skills development; and
- The Certificate IV in Training and Assessment is a basic training qualification – offered by TAFE institutes and private providers.

### **BIBLIOGRAPHY**

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- Muddagouni, R. (2009) Interview, National Association of Community Legal Centres

## Practicalities - Accountability & Compliance Requirements for Community Legal Education

This Information Sheet provides information on the practicalities of doing community legal education (CLE) that are vital to the sound management of CLCs:

- Professional Indemnity Insurance
- Service Standards and Performance Indicators
- Community Legal Services Information Scheme (CLSIS)
- Strategic Planning.

Read on!

### Professional Indemnity Insurance

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Most community legal centres in Australia participate in the National Professional Indemnity Insurance (PII) Scheme. The obligations of members centres and the procedures which CLCs must follow in order to comply with Scheme requirements are outlined in the *Risk Management Guide: A Guide to assist Centres in meeting the National Professional Indemnity Insurance Scheme Requirements*, produced by the National Association of Community Legal Centres in July 2005.

People undertaking CLE work should be familiar with the Guide generally. Sections 3.9 – 3.12, page 28, of the *National Risk Management Guide* are particularly relevant to CLE.

#### “3.9 Publications

Information in any brochures or publications produced by a centre must be checked by the Responsible or Nominated Person for accuracy prior to distribution.

The publication must contain a disclaimer as to the reliability of the information contained in the publication and the need for the reader to obtain legal advice in relation to their particular circumstances.

#### 3.10 Community Legal Education (CLE)

Centres undertaking CLE activities must make it clear that the information provided in those sessions is in the manner of general legal information, not legal advice, and accordingly must not be relied upon or applied by participants in their own case. Participants must be advised that each set of circumstances needs to be looked at individually and they must seek individual legal advice if they have a legal problem.

Similarly, legal advice must not be given by workers conducting CLE sessions; as such sessions are not appropriate for obtaining sufficient and comprehensive instructions upon which to provide advice.

The Responsible Person or Nominated Person must ensure that the content of CLE sessions is accurate and up to date, and workers conducting such sessions are aware of the law of defamation.

### 3.11 Law Reform

The Responsible Person or Nominated Person involved in law reform activities must ensure that the context of legal submissions and other documents prepared by the centre are legally accurate and do not contain any defamatory material.

### 3.12 Media

The Person Responsible or Nominated Person must ensure that the content of a press release is correct and not defamatory, and ensure that all workers who speak with the media are aware of issues around defamation.”

Definitions of Responsible Person and Nominated Person are provided on page 17 of the *Guide*.

The requirements outlined above, highlight the importance of the CLC having thought through the connections between the centre’s legal practice and CLE program and put into place procedures that ensure compliance with the *Guide*. What is the relationship between the principal lawyer/responsible person/nominated person and those undertaking CLE work? When and how is content of CLE activities and publications checked? How does the legal team support the work of the CLE team?

## Service Standards and Performance Indicators (SSPIs)

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CLCs that are funded through the Commonwealth State Community Legal Services Program (CLSP) are required to demonstrate compliance with the nine standards and their associated attributes that are described in the *Service Standards Manual for the Community Legal Services Program* (Community Link, 2002). All CLCs should have a copy of this document.

To demonstrate that it complies with the Service Standards, each centre must

- have documented and up to date policies and procedures addressing each standard and its associated attributes; and
- be able to demonstrate that staff, management and volunteers have a working knowledge of the policies and procedures which relate to their areas of responsibility.

Compliance with the above requirements is monitored through a three yearly cycle of internal and external audits.

Standard D (p27) relates to CLE. The Standard and attributes are as follows:

#### “The Standard

Community legal services provide high quality and accessible community legal education to meet the needs of target groups and the community with which they work.

#### Attributes

Documented procedures, appropriate to the size, nature and location of the service, requiring legal education to

- a. be designed, as appropriate, within a community development framework
- b. plan priorities and objectives in accord with resources and assessed needs
- c. implement activities in partnership with the community, using input from the community and optimising accessibility
- d. evaluate activities on the basis of stakeholder feedback, checking outcomes against objectives, and identifying new and better ways of delivering community legal education.”

CLCs should have written manuals that document policy and procedures relevant to both Service Standards requirements and broader centre operations. Centre manuals will usually have a section dedicated to CLE.

In the spirit of co-operating and information sharing, some CLCs have posted copies of their manuals, or sections of them, on the national bulletin board system (BBS).

## Community Legal Services Information System (CL SIS)

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CLCs funded through the Commonwealth State Community Legal Services Program (CLSP) are required to collect statistical data about clients and activities. Data collection, processing and reporting occur under the umbrella of CLSIS.

*The Agreement between the Commonwealth of Australia and (funded CLCs) Relating to the provision of community legal services 1 October 2005 – 30 June 2008* states in section 11. Data Collection that –

“11.1 The organisation must collect and record into CLSIS accurate, comprehensive and timely data on the provision of services cross the core services and activities including client demographic data.”

Under CLSIS, centres are required to collect information about CLE activities and to submit this to funding bodies. In addition to meeting accountability requirements, the collection and analysis of this information can assist in centre based record keeping, planning and evaluation.

Some centres adapt information collection tools (surveys, evaluations sheets) to collect both the data required by CLSIS and other information that the centre has identified as relevant for its purposes.

Each CLC should have a staff member who has the “CLSIS Administrator” responsibility. This person should be able to advise of central and centre based CLE data collection requirements. The requirements will usually also be documented in the centres’ policy and procedures manual.

The NACLCL and Federation of Community Legal Centres offer regular opportunities to undertake CLSIS training. Keep an eye on the BBS or contact the Federation.

See *CLE Made Easy Information Sheet 13: Community Legal Services Information System*.

### Tip!

CLSIS is one of the sources that CLSP funding bodies use to assess CLC services. It is imperative that centres capture and enter non-casework (CLE, law reform/legal policy and other projects) data onto CLSIS. If your centre is not doing this it is missing the opportunity, both individually and as part of the broader CLC sector, to demonstrate the extent, significance and value of this aspect of work to funding bodies.

## Strategic Planning

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Centres undertake strategic planning for internal purposes and to meet accountability requirements. Plans are regularly reviewed and reported against.

The formal incorporation of CLE related goals, objectives, strategies and targets into centre strategic and shorter term work plans, helps to ensure that CLE is recognised as a core component of the centre’s work. It helps to ensure that human, financial and other resources are allocated to this area of work.

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- Australian Government Attorney-General's Department website, Commonwealth Community Legal Services Program, [www.ag.gov.au/cclsp](http://www.ag.gov.au/cclsp) (centres will require a user name and password to access this site) – contains information, guides, manuals and other resources relevant to centres funded through the Program. Look for information about CLSP funding agreements, planning, the Community Legal Service Information Scheme and Service Standards.
- Community Link Australia, (2002), *Service Standards Manual for the Community Legal Services Program*, Attorney-General's Department, Canberra.
- National Association of Community Legal Centres (2005) *Risk Management Guide: A Guide to assist Centres in meeting the National Professional Indemnity Insurance Scheme Requirements*

FURTHER READING & RESOURCES

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- Federation of Community Legal Centres (Vic) Inc., *Federation Toolkit*, [www.communitylaw.org.au](http://www.communitylaw.org.au) (centres will require a user name and password to access the intranet located within the Federation's website)

## CLISIS Non-Casework Projects Data Definitions & Data Entry

Document prepared by Justin Finighan, NACLC

### Non-Casework Projects

#### Definition

A Non-Casework Project (or activity) consists of a piece of work in relation to a particular issue or issues for which individual clients are not identified. It covers both community legal education and law reform and legal policy.

#### A project

- Incorporates a range of tasks, actions or products in an area of law or legal service provision
- Is developed and implemented over time
- Has a stated aim/s
- Is planned and evaluated
- Is not a one off action or task

One off actions such as talks can be grouped together to become a project, eg one off talks grouped together as a Community Legal Education project entitled 'Responding to Community Requests/ Initiatives'.

#### Notes/guide

Community Legal Education (CLE) is the provision of information and education to members of the community on an individual or group basis about the law and legal processes and about the place of these in society. CLE is a process of raising awareness about the law and legal processes. It is also a process of increasing the community's ability to participate in legal processes by utilising community development strategies.

Law Reform and Legal Policy projects influence and effect changes to the law, legal processes and service delivery to enable the community's active participation in the legal system.

## Ongoing Projects

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A project may be an ongoing project that your centre intends to offer every year which will involve several activities. It is recommended that these types of projects are opened and closed every financial year, each year the project may have the same name or you may wish to put the year the project relates to in the title. For example, a project titled 'Talks to School Leavers' will usually involve visiting several schools on different days with each 'talk' recorded as an activity. In the first year it is offered you may give it the title 'Talks to School Leavers 2007-2008', the following year you may open a new project titled 'Talks to School Leavers 2008-2009' and so on. This way you can look back at each year and how many activities for each of the projects, the types of activities that took place, venue etc.

## One Off Projects

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Some projects may be 'one off' specific projects where they are opened on a date and then closed without any expectation that it will be an ongoing year after year project. For example, a project titled 'Grandparents Rights' may involve a single activity or a few activities. The opening date will be the date you start the project and the finish date will be when the project is completed (not a financial year date range).

## Project Types

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There are 9 project types available to record this data in CLSIS. Only projects with code 1000 Community Legal Education, or 2000 Law Reform & Legal Policy, count towards your Service Level Agreement Targets. If a Non-Casework Project being undertaken at your centre incorporates significant elements of either Community Legal Education or Law Reform & Legal Policy, then use a 1000 or 2000 Project Type Code as appropriate.

Projects with the code commencing from 9800 onward have been provided for centres to use for internal recording only. These projects will not be viewable to report on from the Central Reports located on the National Processing Centre data base or on local reports, for example the CMR 1.1 Centre activity report. Data Query reports can be run on the projects that are in the code range from 9800 onward.

### **1000 Community Legal Education (CLE)**

Use this code to record any projects that are a part of your Service Level Agreement that are not Law Reform and Legal Policy Projects.

Community Legal Education (CLE) is a process of raising awareness through the provision of information and education to members of the community about the law and legal processes, and the place of these in the structure of society.

For example, a CLE project 'Talks to School Leavers'. These talks can be grouped together to become a project and include topics (Problem Types) like Tenancy rights & responsibilities and Credit and debt matters aimed at educating school leavers so they are prepared for risks associated with credit & debt and responsibilities if they leave home and move into rental accommodation.

### **2000 Law Reform and Legal Policy**

Use this code for any Law Reform and Legal Policy projects that are a part of your Service Level Agreement.

Law Reform and Legal Policy Projects promote and advocate changes to the law and its operations, and challenge unjust laws and practices.

A Project under this "Project Type" would address specific legislative and practice issues and the strategies which contribute to change.

For example: Anti Terrorist Laws. This would involve being part of a working group/network working



together and submitting submissions to the Attorney Generals – Commonwealth or prepare submission and response to Legislation (State). Meetings attended and various activities undertaken can be recorded as an activity to this project.

### **3000 Early Intervention & Prevention – Do not use**

Family Violence Prevention Legal Service use only.

Use the following Project Types for internal recording only.

#### **9810 Community Development**

The process of facilitating the community's awareness of various factors which affect their health and quality of life aiming to empower the community with skills required to improve those conditions.

#### **9820 Public Relations**

Those activities aimed at promoting the centre, increasing public profile, raising awareness of services offered.

#### **9830 Access & Equity**

Projects aimed at removing barriers and ensuring that groups with differing needs and abilities have the same opportunities to access legal and related services irrespective of their age, disability, colour, race, gender, religion, sexuality, family responsibilities, or location.

#### **9840 Social Justice/Campaigns**

Projects that address broader social justice issues, eg. Human Rights, Refugees, Environmental issues etc.

#### **9850 Organisational Management/Support**

Projects involving organisational governance, management, infrastructure and resources.

#### **9860 Continuing Professional Development (CPD)**

Projects which aim to provide training and skills development for the staff.

#### **9870 Service Extension & Development**

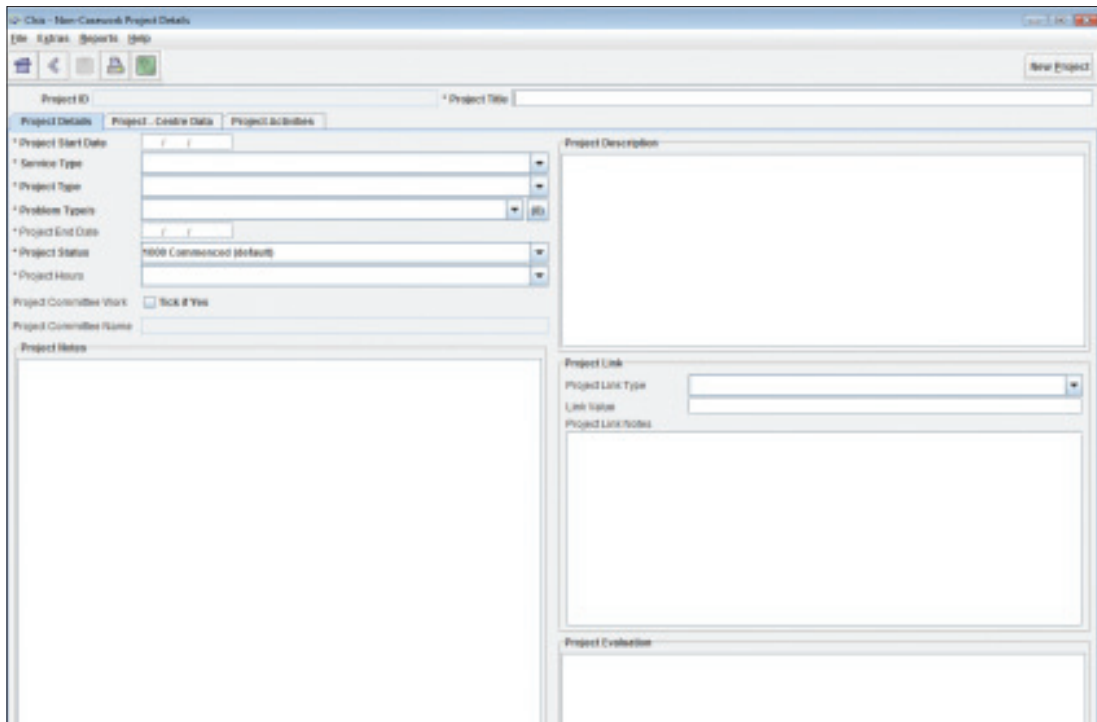
Activities which aim to develop new services, service extension and major enhancements to service delivery.

## **Data Entry**

To enter a new Non-Casework Project, from the main screen click on 'New Non-Casework' button:



The first screen that appears is where you will enter all of the details about the project:  
Fields indicated in bold are mandatory fields.

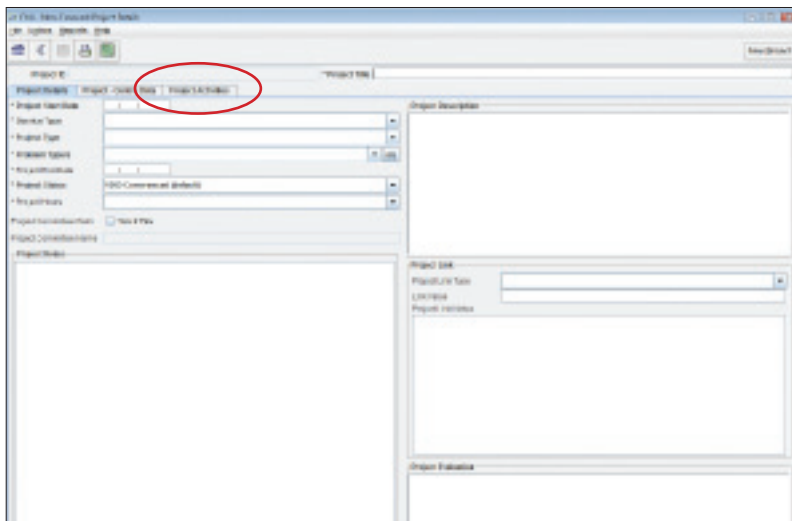


<b>CLSIS Field (Project Details Screen)</b>	<b>Description</b>
Project ID - Mandatory	CLSIS generated unique project ID number
Project Title - Mandatory	The title/name of the project
Project Start Date - Mandatory	The date the project was started
Funding Category – Mandatory	The Service Type (funding category) the project is created under ie. Generalist, Tenancy, Welfare Rights etc.
Project Type - Mandatory	The type of non-casework project, Community Legal Education, Law Reform etc.
Problem Types/s - Mandatory	The problem or problems (can be more than one) the project covers. Where a problem type does not fit choose 6990 – other civil or create a level 3 code for your centre.
Project End Date – Mandatory when project closed	To be entered at the completion of the project. Note: Project status is required to be set to 'completed'.
Project Status - Mandatory	The status of the project, commenced, deferred or completed.
Project Hours - Mandatory	How many hours were undertaken to complete the project (entered on completion of project).
Project Committee (tick box)	Was a committee formed for this project
Project Committee Name	Name of the committee that was involved in the project
Project Notes	Useful to enter as much information as would be considered useful such proposed timelines, strategies and actions to be undertaken.
Project Description	Any useful information about the purpose of the project.

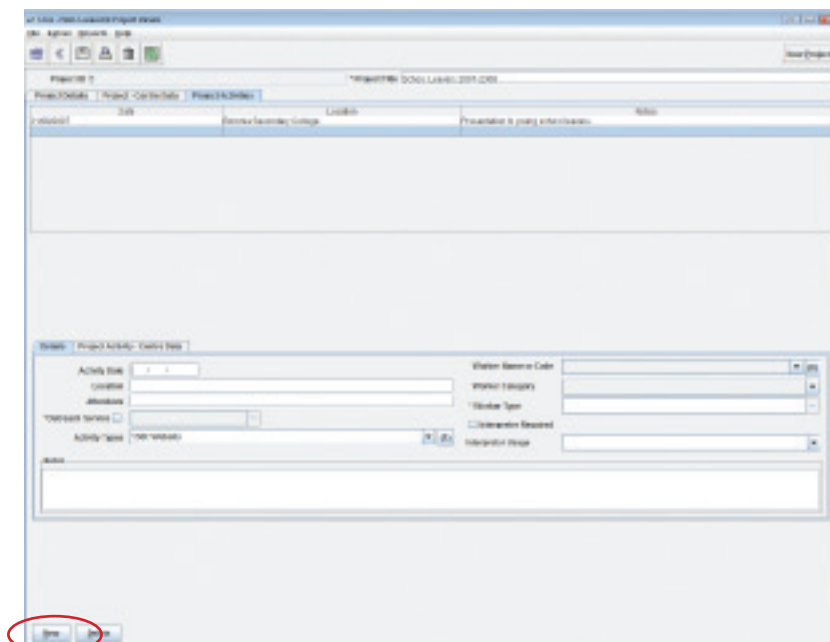
Project Link (tick box)	Is the client linked to a client id, activity id, another project.
Link Value	What is the ID number of the link to project
Project Link Notes	Any notes about the link between the client id/project id etc
Project Evaluation	Internal and external evaluations on the project. What were the outcomes, any recommendations etc.

## Project Activities

To enter project activities, click on the Project Activities tab.



## Project Activity Screen



Each project activity will appear in a list above the activity data entry section as you enter them. Click on the 'New' button located on bottom left hand side of screen to enter each activity.

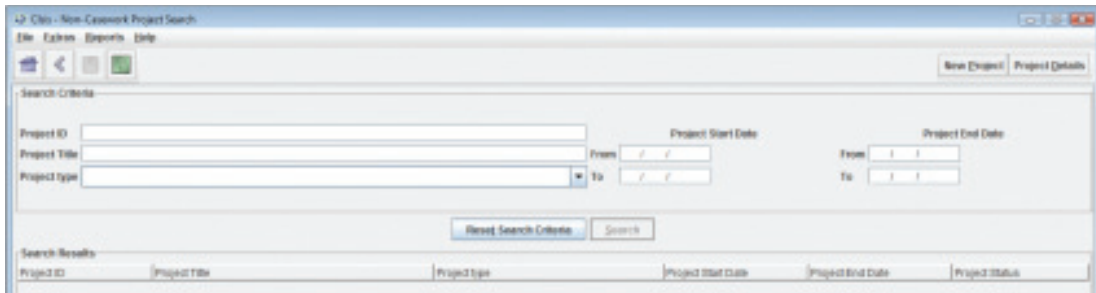
<b>CLSIS Field (Project Activity Screen)</b>	<b>Description</b>
Activity Date – Mandatory	The date the activity took place.
Location – Mandatory	Where did the activity take place (Name of Agency, school etc.)
Attendees - Mandatory	How many people attended the activity. If this is an activity that does not involve attendees, for example preparation of draft text for a publication, enter '0' in this field.
Outreach Location – Mandatory if box is ticked	Used where the activity took place at an outreach location your centre has in place.
Activity Type - Mandatory	The types of activities that took place during the activity ie. Publications, video was shown, one off workshop etc. Multiple selections can be chosen and level 3 codes can also be created.
Worker Name or Code - Mandatory	The name of the worker/s involved in the activity. Multiple selections can be made.
Worker Category – Mandatory	The funding stream the worker is working under for this project.
Worker Type - Mandatory	Solicitor, volunteer. This is set up as part of the worker created on CLSIS.
Interpreter Required (tick box)	Place a tick in the box if an interpreter was required.
Interpreter Usage – Mandatory if 'Interpreter Required' box is ticked	The type of interpreter that was used (choose from the drop down list )
Notes	General notes about the nature of the activity and any useful information about the activity.

## Adding an activity to an existing Project

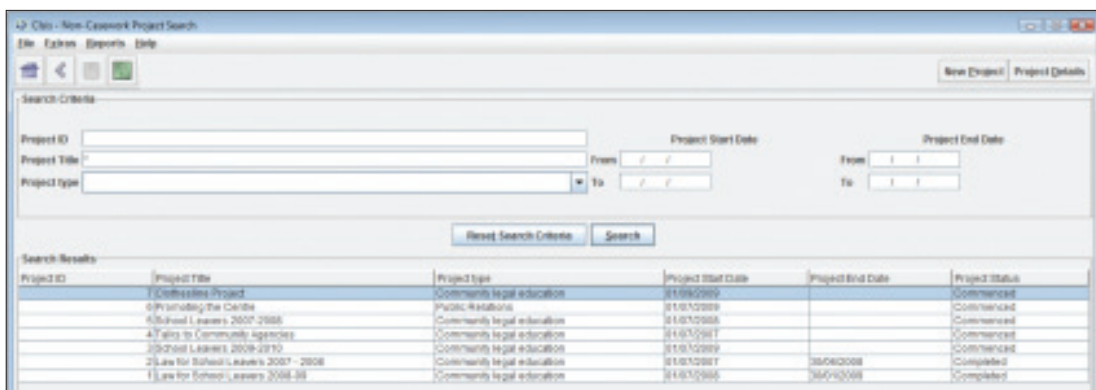
Choose Find a NCW Project from the main menu.



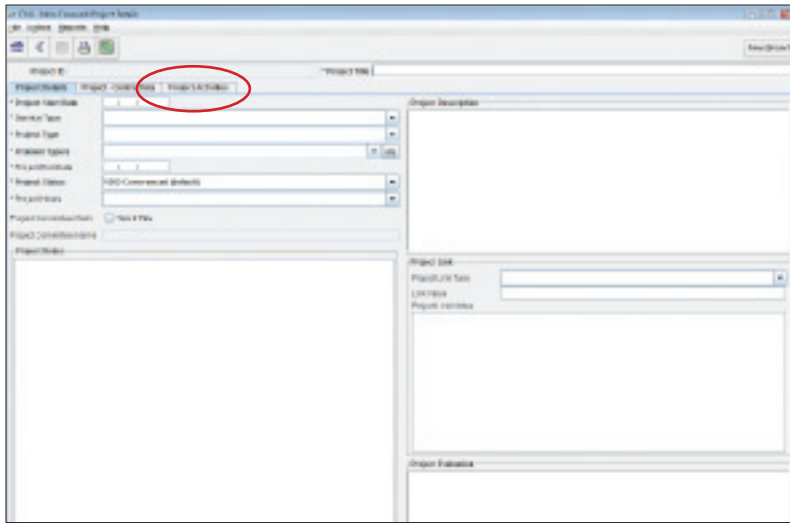
This will take you to a search screen. Enter either the Project ID number if you have it or the project title in the relevant fields. If you are unsure of the details you can do a wild card search by placing an asterisk (\*) in the Project Title field and this will produce a list of all projects on your system. You can also search by Project Start & End Date as well as Project Type.



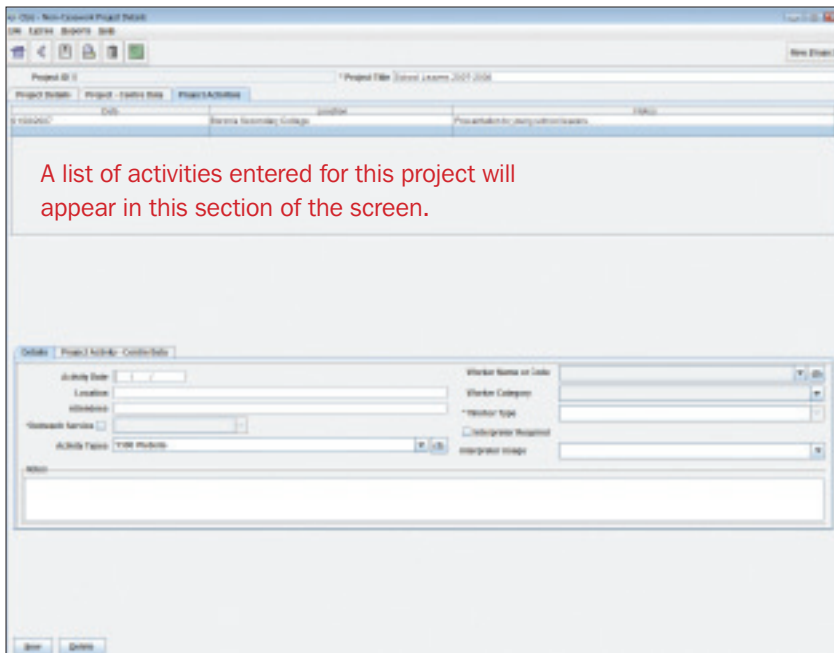
Click on the Project you would like to add the activity to from the list that appears so that it is highlighted and then click on the **Project Details** button, or alternatively double click on the project:



You can then click on the **Project Activities** tab and enter details as detailed on page 73 of this information sheet.



Each activity entered will appear as a list in the middle section of the Project Activities screen:



## The Media & Community Legal Education

Using the media, in its many forms, should be considered by CLCs as an avenue for community legal education (CLE). Potentially, an article in a local newspaper will reach many more people than could be accommodated in a CLE workshop.

There is a lot of information available regarding working effectively with the media to get your message across, to promote your organisation or raise awareness.

This Information Sheet will highlight some key strategies and considerations and will direct readers to useful resources.

### TIP!

To ensure that the centre meets its obligations under the CLCs National Professional Indemnity Insurance Scheme, it is important that the centre has policies and procedures in place to check that the content of press releases or other media statements is accurate and not defamatory. Anyone who speaks to the media on behalf of the organisation should be aware of issues around defamation.

### **The main types of print and electronic media that CLCs engage for the purpose of CLE include:**

- newspapers – local, state-wide and national, foreign language;
- magazines and journals – popular and specialist/professional;
- radio – community/public, mainstream, ethnic and specialised (such as radio for the print handicapped); and
- television – community/public and mainstream, news and current affairs programs.

### **Organisational considerations in working with the media**

- work within the requirements of the Professional Indemnity Insurance Scheme;
- decide who within the organisation is authorised to speak/deal with the media on behalf of the centre. This authority may be linked to a particular position or a specific person, such as the CLE worker. It may be a blanket authority or a responsibility in relation to specific topics or types of information, for example, the Chairperson may be the media contact when controversial issues are being dealt with;
- ensure that those dealing with the media have appropriate training;
- support those dealing with the media by preparing clear and agreed information, 'messages' or policy positions. Ensure that these are properly researched and can be substantiated; and
- consider possible issues that may arise in dealing with the media and develop policies and procedures to provide guidance should a situation arise. For example, the use of case studies

based on real matters, asking clients to speak to the media or providing comment on a matter that the centre has not previously considered.

### **General principles for dealing with the media**

- get to know the media
  - » Publications or programs have their own character. They will aim at particular audiences, will be interested in certain types of matters and will cover matters in greater or less depth. An understanding of these factors will assist appropriate targeting of media work.
- Establish good relationships
  - » Building relationships with journalists is a key to getting coverage in the media. If possible, build and maintain relationships over time so that the groundwork is in place for when you want to obtain media coverage. This is also a good opportunity to find out about what journalists/media outlets are looking for in stories and the best way to provide this information to them.
- Prepare for and follow up media releases
  - » Phone the journalist or media outlet to let them know that you are submitting a media release. Follow it up with another phone call to check that it has been received and if more information is required.
- Develop an understanding of the timelines to which the media outlet is working.
- Be clear about why you are using the media and about the key information or messages that you want to get across.
- You don't have to respond to every media request
  - » If the centre is asked for comment about a matter that it has not considered, or if time is needed to prepare a response, say so. Tell the journalist that the centre is not in a position to comment on the matter or say that you will get back to them.
- In dealing with the media, ensure that concepts such as "on the record", "off the record" and "embargoed" are understood by all involved.

### **Media Releases**

- head with – Media Release;
- include the date;
- beware of putting too much information in a media release. It should be one page maximum and key points should be highlighted;
- ensure that a contact person is nominated and their details supplied so that the media release can be followed up quickly and easily if needed. Make sure that the person is available; and
- consider submitting a photograph with the media release. Include names and titles as appropriate.

### **Newspapers**

Local/Suburban Newspapers

- are concerned about how particular issues impact upon their readers and/or the geographic area they cover. Make the link, use local examples, facts and figures; and
- like to have a photograph to accompany stories. Given sufficient notice, they will often send photographers to local events. They may also accept photographs taken and submitted by the organisation.

## **Case Study**

Bushfire Legal Help, various organisations that came together to provide legal assistance to victims of the Black Saturday bushfires, obtained media coverage to promote the services that were being offered and to provide information about steps that should be taken to deal with particular situations, such as destroyed insurance policies and wills.



### Foreign Language Newspapers

- create the opportunity to get information across to particular ethnic communities;
- like mainstream media, they will not necessarily be read by everyone in a particular community and they will have their own style and focus; and
- organisations such as Migrant Resource Centres and the Ethnic Communities Council of Victoria may be able to advise on relevant publications and ways to approach them.

## Case Study

Western Suburbs Legal Service issued media releases to relevant foreign language newspapers to promote the International Students Legal Clinic it established following a series of attacks in Melbourne.

### State wide and national daily newspapers

- will generally be looking for media items with broader relevance rather than being local area specific;
- letters to the Editor can be a mechanism for raising an issue or engaging in debate;
- offer the opportunity for feature articles and opinion pieces - usually the result of liaison and relationship building; and
- peak bodies such as the Federation of Community Legal Centres and specialist CLCs may have established relationships that could be tapped into.

### Radio

- if radio stations are not responding to media releases you could try calling into relevant 'talk-back' programs/discussions;
- be clear about what you want to say and how you are going to say it – time is often limited and you can't take back something that has gone 'live to air';
- the Federation of Community Legal Centres and some CLCs are active in broadcasting around legal issues, use your networks!

## Case Study

The Fitzroy Legal Service has a regular radio slot called "Outlaw", on community radio station RRR (102.7FM). It is a one hour talkback session in a program called "Wax Lyrical". The community radio station invited Fitzroy Legal Service to take part in the program a few years ago and it has continued since then. The slot is on once a month from 9-10am. Listeners are able to call in with legal queries or suggestions.

## Case Study

"Done by Law" which is a radio program sponsored by the Federation of Community Legal Centres. It is broadcast weekly on 3CR community radio. "Done by Law" looks at legal issues that may not normally get media coverage. Presenters discuss and analyse current legal issues from a social justice angle. CLC staff and volunteers are involved in the production and presentation of this program.

### Resources - working with the media

- The Federation of Community Legal Centres is an excellent resource. Federation secretariat have

expertise in working with the media. They can link you to other relevant people and resources within and beyond the CLC sector. The Federation may also be able to organise media training.

- The Federation Toolkit contains some great articles about working with the media. Go to [www.communitylaw.org.au](http://www.communitylaw.org.au) - intranet – Federation Toolkit – Media & Communications.
- Your Guide to Community Legal Education, Second Edition, produced by the Combined Community Legal Centres Group NSW (2004), has an entire section on Working with the Media (pp134-155).
- Our Community is an organisation that provides resources to support the work of community groups. Their website provides information about effectively working with the media. Go to - [www.ourcommunity.com.au](http://www.ourcommunity.com.au) - community resources – marketing/advocacy.
- Check the internet, check the library, talk to people – there is a lot of information out there!

Remember, publications such as newsletters produced by other organisations may also provide a vehicle for CLE activities.

#### BIBLIOGRAPHY

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- Davies, G. (2009) Interview, Western Suburbs Legal Service, Newport
- de Kretser, H. (2009) Interview, Federation of Community Legal Centres (Vic) Inc., Carlton
- Lo, B. (2009) Interview, Fitzroy Legal Service, Victoria
- National Association of Community Legal Centres (2005) *Risk Management Guide: A Guide to assist Centres in meeting the National Professional Indemnity Insurance Scheme Requirements*

#### FURTHER READING & RESOURCES

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- Law & Justice Foundation of NSW, *Publishing Toolkit – Fact Sheet 4 How to promote your resource* <http://www.lawfoundation.net.au/ljf/app/E8CD833960A7E66BCA25742C001EEA42.html>

## Organising Community Legal Education Activities

There is always a lot to remember and to do when organising a CLE activity such as a workshop, forum or performance. How do you ensure that you do all that needs to be done, do it when it needs to be done and to the required standard?

The answer – checklists!

### Venue

- Book the venue as far as possible in advance
- Confirm the booking closer to the date
- Accessibility considerations - for people who have a disability, parents with prams
- Proximity to public transport
- Availability of car parking – including disabled parking
- Keys
- Security
- After hours access
- Size – is it large enough to comfortably seat the expected audience and to allow you to run the planned activities. Is it too big?
- Heating, air conditioning, fresh air
- Lighting – inside and outside
- Acoustics, sound system, microphones, hearing loop
- Tables and chairs
- Lighting – inside and outside
- Kitchen facilities – urn, oven, refrigerator, microwave, crockery, cutlery, serving plates
- Toilets – including disability accessible toilets, baby change facilities, toilet paper, soap, hand towels/drier
- What equipment is provided?
- Power points – number, location
- Noise from other sources
- Privacy
- First aid equipment
- Access to telephones
- Arrangements for set up and cleaning

### Booking and confirmation arrangements

- Booking procedure clearly advised in promotional materials
- Reception/administrative staff advised of event and booking procedure
- Capacity to provide for special requirements is clearly stated – childcare, dietary requirements, interpreters, etc.
- Booking sheet prepared – required participant details are clearly indicated eg name, address,

organisation, telephone number, email address, how they heard about the event, special requirements

- Booking confirmation letter/ advice prepared – date, time, venue, parking, public transport access, what to bring, contingencies, etc.
- If there is an extended period between bookings and the event, a reminder letter, phone call or email may be useful

### **Equipment**

- Whiteboard
- Screen
- Data projector
- Laser pointer
- Computer/lap top
- Overhead projector
- Television
- DVD/video player
- Camera
- Microphone/speakers
- Photocopier
- Extension cord
- Power board
- USB – with power point presentation saved on it
- Banner
- Worker name tags
- Spare globes, batteries, etc.

### **Materials**

- Participant booking and attendance sheets
- Workshop materials – workshop outline, presentation notes, handouts, overhead transparencies, DVDs, pamphlets, equipment for activities and games, evaluation sheets
- Evaluation/feedback sheets
- Business cards/ organisational pamphlets
- Butchers paper
- Whiteboard markers/eraser
- Pens
- Writing pads
- Blu tack
- Name labels
- Tissues
- Signs

### **Special Requirements**

- Childcare
- Interpreters
- Note takers
- Physical access
- Hearing loop
- Attendant carers
- Dietary
- Transport
- Staff/participant ratios

### Refreshments

- Are there any relevant health and food service regulations?
- Special dietary requirements – medical, personal, cultural/religious reasons
- Catering booked/organised – times and numbers confirmed
- Tea, coffee, sugar, milk, cold drinks, biscuits, lollies organised
- Plates, cups, glasses, cutlery, serviettes, water jugs, serving implements, tea towels, dishwashing liquid, plastic wrap
- Equipment – oven, refrigerator, urn, storage containers

### Presenters/Speakers

- Attendance confirmed
- Venue, times, parking, etc. advised
- Briefed regarding expectations of their participation, audience, other speakers/activities
- Equipment and materials required confirmed
- Biographical information – obtained if required and checked for accuracy
- Preferred form of address confirmed
- Payment or thank you gift arranged
- Arrangements made for follow up discussion and feedback
- Thank you letter sent

### Timing

- Clear timelines set and advised
- Regular breaks incorporated into timetable
- Person allocated task of keeping track of time
- Clock in clear sight of presenters/facilitator

### Working with other organisations

- Respective roles and responsibilities clearly stated and understood
- Clear communication channels
- Follow up phone call/meeting arranged to discuss how things went, to obtain feedback, finalise administrative arrangements and to express appreciation for assistance

### Contingencies

What if?

- The main speaker is unable to attend or is running late?
- There are low bookings?
- The weather is inclement?
- The planned activities take longer than expected?
- The data projector doesn't work?
- ...?

### Event Follow Up

- Read through feedback/evaluation sheets – make notes about what worked well and suggestions for next time
- Follow up partner organisations, presenters, others who assisted – feedback and thanks
- Prepare a project/activity summary for your centre records
- Ensure that copies of educational materials/products, promotional materials, feedback and evaluation are kept on file
- Enter activity information into CLSIS or other relevant data collection tool

### Promotion

Promotional strategies require advance planning and careful consideration of the target audience. If people are not aware of the CLE activity or product then it is unlikely that they will attend or access it. Some avenues to consider are:

- CLC website
- Brochures etc, - in waiting room, through other local/relevant organisations, distributed by paid staff and volunteers to relevant clients
- Posters – displayed in key organisations, venues and locations
- Group email
- Direct mailout – organisations, individuals
- Local council websites and newsletters - community events calendar
- Websites and newsletters of other relevant organisations
- Local newspapers – media release, “What’s On” column, paid advertising
- Statewide newspapers, radio and television
- Targeted media outlets – such as foreign language newspapers
- Community television and radio, including CLC programs
- Letterbox drops
- School newsletters
- Service and social clubs
- Networks
- Assistance from partner and funding bodies
- Community leaders – word of mouth.

#### FURTHER READING & RESOURCES

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- Law & Justice Foundation of New South Wales, Website – Legal Information – Pathways, <http://www.lawfoundation.net.au/information/target>
- Moriarty, P. (2008) *Marketing Your Organisation*, Federation of Community Legal Centres CD & CLE Mini Conference (power point presentation slides/notes), Our Community, Melbourne
- Victorian Government, Event Checklist, Department of Premier and Cabinet [http://www.dpc.vic.gov.au/CA256D800027B102/Lookup/CommsToolsEventChecklist/\\$file/Event%20Checklist.doc](http://www.dpc.vic.gov.au/CA256D800027B102/Lookup/CommsToolsEventChecklist/$file/Event%20Checklist.doc)
- Victoria Law Foundation – for information and resources about the development of publications to support community legal education.

## Community Legal Education for Communities & Clients With Culturally & Linguistically Diverse (CALD) Backgrounds

### Build Relationships

Groundwork is required to establish relationships, trust and understanding between a CLC and the various CALD communities in its area. This is a two way process. A commitment of time and resources is needed.

CLCs often initially establish relationships with specialist workers or agencies from, or who work closely with, CALD communities, such as Migrant Resource Centres and settlement workers. These agencies or workers have already established their credentials and have built relationships; they can assist the CLC to access and work with individuals and groups from the CALD communities. Connections with key workers are often critical to successful relationships with CALD communities.

Identifying and establishing relationships with key people or leaders is another avenue by which CLCs can build links with particular communities. Like any group, there may be a number of sub groups, the CLC may have to make a number of contacts in order to properly access that community.

Relationships with CALD communities are often built up slowly and in stages.

### Case Study

On the recommendation of and with support from a settlement worker, Peninsula Community Legal Centre hosted an informal afternoon tea for a group of women from the Sudanese community. The CLC worker spoke briefly about the centre and the services it provided and one of the centre's lawyers was introduced. The main purpose of the event was to create connections – to “make a friendly face”. The afternoon tea was one step towards building trust and breaking down barriers.

## Case Study

Moreland CLC participates in a network with a range of agencies that provide services to the CALD communities in the local area. The network organised Refugee Week activities in the City of Moreland. For the new CLC Community Development Worker, involvement in the network and activities was a way to connect with other local agencies and to raise the profile of the CLC.

### Tip!

Relationships are built on trust. Be careful about what you promise, balance enthusiasm with reality and do not to create unrealistic expectations. A CLC reported that it “lost face” with a particular community when it was unable to deliver a promised component of a CLE program.

## Build Cultural Awareness

If the centre is planning to work with particular CALD groups, then spending time to develop a better understanding of the cultural background, experiences and issues facing the community will be an important investment. Information about the law and legal system(s) that the community members have experienced previously may be critical to the design and delivery of CLE activities.

Be careful to avoid assuming that all people from particular countries or regions or local CALD communities are homogenous and that they share the same culture and experiences.

Consider meeting with community representatives, talking to settlement workers from the local Migrant Resource Centre, doing some research or organising cultural awareness training for staff and volunteers. Liaise with other CLCs who may have worked with similar groups.

### Tip!

A very informative Somali Cultural Awareness Workshop was delivered at the Federation’s Community Development & CLE Mini Conference in June 2009. The workshop addressed questions such as - What are the experiences of Somali refugees prior to their arrival in Australia? What are their understandings about the law? What should we consider when delivering CLE to Somali and East African communities?

Contact the Federation’s CD&CLE Working Group for information about how to obtain workshop notes.

The CLC/CLE worker should also consider how they would deal with values conflicts that may arise. The response could make or break the relationship that the centre has with the particular group. Remember, the role is to pass on information about the law, not to pass judgement!

## Case Study

When running a CLE workshop about family law to a people from a newly arrived community, CLC staff were asked if it was acceptable in Australia to beat your wife in certain circumstances. Workshop participants said that where they came from this was acceptable and expected, but they were puzzled about how this was viewed in Australia. How would you respond in this situation? The CLC staff responded by creating a safe environment to ask questions and explore issues, and used the opportunity to provide information about Australian law, culture and values.



## Build an Understanding of Issues Currently Facing the Community

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Various groups and individuals will have differing experiences and needs when arriving and settling in Australia. Exploring the legal and related issues that are currently confronting a particular community may highlight relevant considerations for the design and delivery of CLE.

### Case Study

In consulting with settlement workers to design CLE workshops for members of a newly arrived community, Barwon CLC was advised to take into account that after many years in refugee camps some people may lack education, initiative and motivation.

### Case Study

People from newly arrived communities, particularly people who having been living in refugee camps, may not have had the opportunity to drive a car, may have little concept of the road system or the context in which road usage occurs and not be aware of the legal requirement to hold a driver's licence. If there are few people in the community who are licensed to drive, then there will be few who are able to assist others to learn and to practise. The Community Car Connection Road Safety Program for New Arrival Communities, of which Peninsula Community Legal Centre is a partner organisation, was developed in response to these issues.

## Consult the Community

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Ask the members of the relevant community, or their representatives, what they want or need. (See *CLE Made Easy Information Sheet 4 – Needs Assessment*).

### Case Study

Eastern Community Legal Centre (ECLC) has established a Diversity Consultancy Panel. The Panel will act as an advisory group to the ECLC, it will provide “advice on how to improve the Centre’s services and community education projects for diverse communities”. The Diversity Consultancy Panel will also provide “a chance for community members to discuss and share opinions on key legal issues facing diverse communities, while assisting members to develop their leadership skills and learn how to support community groups.” (Eastern Community Legal Centre, 2009)

## CLE Workshops for CALD Communities – Some Tips!

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Consider:

- the number of participants – smaller groups may be preferable, especially if interpreters are being used;
- whether it may be helpful to offer child care;
- where the workshop is held;
- providing refreshments and, if you do, checking what would be appropriate;
- the amount and type of content - keep it simple;
- allowing plenty of time for questions and answers;
- using questions to check comprehension;
- how to create an open, safe and culturally sensitive environment;
- how the community views time – is a stated starting time a direction to be punctual or a general

indicator of when to arrive?;

- keeping written information to a minimum – some people may be illiterate in their first language;
- using non verbal/non written cues - put legal concepts into graphic form, use photographs and other images to help get the message across – depending on the target group, some participants may have few or no literacy skills;
- who should deliver the workshop – for example, would training and supporting community members to deliver the CLE be more effective than the CLE worker doing it?; and
- how to effectively evaluate the activity – taking into account, for example, issues such as English literacy and cultural norms about providing feedback.

## Interpreters & Translators

The Federation's Access To Interpreters Working Group has done extensive work on behalf of Victorian CLCs to access services and funding and to educate the sector about effectively utilising interpreting and translating services. See the *Interpreters Kit 2006* produced by the Working Group in the *Federation Toolkit*. Working Group members are also an excellent resource, ask the Federation for contact details.

### Tips!

- careful preparation and organisation is required when using interpreting and translation services for CLE activities and publications. Make sure that the time, funds and other resources required are factored into CLE planning, budgets and funding submissions;
- most CLCs have access to free interpreting services, however these are usually for advice and casework rather than CLE activities. There may also be limits on the dollar value of service that each centre is able to use. Check what your centre is entitled to;
- check what specific languages or dialects are required by the target group(s) and be specific in arranging interpreting or translation services in these languages. For example, a workshop for the Chinese community may require both Cantonese and Mandarin interpreters. A publication for people from Horn of African countries will need to be translated into several different community languages. To locate what languages are spoken in different communities, consult the *Interpreters Kit 2006*;
- use formal, professional, certified interpreting and translation services. This is a form of quality control. Unless you speak the language, how do you know what is being said? Think carefully about offers from community members to take on informal interpreting and translating roles;
- remember that some communities are relatively small and there may be a very limited pool of interpreters available. The interpreter may be known to the people attending the CLE activity. In some circumstances this connection may inhibit participation. If this is likely to be an issue, talk to community members or those who work with them, ask who they would recommend or how they deal with this situation;
- when working with an interpreter, talk to them before the CLE activity to establish the parameters for how you will work together. For example, will their role be solely to directly interpret what is said? Would you be happy for them to answer questions seeking clarification of what has been said without deferring to you?;
- remember, when interpreters are involved, everything is said at least twice. Therefore, work on the principle of allocating roughly double the time or halving the content;
- if translating materials speak to your community contacts about whether there are any issues to consider for example: literacy levels, consult about images or colours used for the publication; and
- have translated materials checked before using them and definitely before they are printed

or made publicly available. One CLC reports that it was not until during the CLE session that a participant advised organisers that the translated information was written backwards!

## Foreign Language Newspapers, Radio and Television

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See *Information Sheet 14 – The Media & Community Legal Education*.

## Designing and delivering CLE for other specific target groups

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Various CLCs have experience and expertise in delivering CLE to particular target groups. Accessing this knowledge can help to avoid making the same mistakes and can help to ensure the delivery of appropriate and quality services. The Federation Secretariat and the Community Development and Community Legal Education Working Group are excellent starting points for information and contacts.

- Youthlaw suggests that when delivering CLE to young people, go to where they are rather than expecting them to come to you, don't talk for too long and consider providing some refreshments.
- Mental Health Legal Centre and Disability Discrimination Legal Service suggest that when delivering CLE to people who have mental health issues, use "people first" language, incorporate lots of breaks, reduce noisy distractions, give hope (but not false hope), show empathy and acknowledgement and point people in the direction of further action they can take.

**A note about the language we use** ... at the time of writing this Information Sheet the Federation of Community Legal Centres was receiving some indication that the terminology of "immigrant and refugee communities" was increasingly being preferred over "culturally and linguistically diverse (CALD) communities".

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- Longmore, N. (2009) Interview, Barwon Community Legal Centre, Geelong
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- Overall, T. (2009) Interview, Youthlaw, Melbourne
- Seymour, F. & Randa, D. (2009) Workshop – Federation of Community Legal Centres CD & CLE Mini Conference (power point presentation slides/notes),
- Mental Health Legal Centre/Disability Discrimination Legal Service, Melbourne
- Tommasi, C. (2009) Interview, Moreland Community Legal Centre, Coburg

## FURTHER READING & RESOURCES

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- Law & Justice Foundation of New South Wales, Website – Legal Information – Pathways, <http://www.lawfoundation.net.au/information/target>
- Department of Immigration and Citizenship – [www.immi.gov.au](http://www.immi.gov.au) / [www.immi.gov.au/living-in-australia/help-with-english/help\\_with\\_translating/](http://www.immi.gov.au/living-in-australia/help-with-english/help_with_translating/)
- Ethnic Communities' Council of Victoria – [www.eccv.org.au](http://www.eccv.org.au)
- Ethnologue: Languages of the World: [www.ethnologue.com/web.asp](http://www.ethnologue.com/web.asp)
- Victorian Interpreting and Translation Website [www.vits.com.au/publications.htm](http://www.vits.com.au/publications.htm)
- Victoria Legal Aid (Interpreters and Translator policies)
- <http://www.legalaid.vic.gov.au/languages.htm>

## Using New Technologies in Community Legal Education

A discussion of community legal education (CLE) is not complete without touching on electronic and internet based forms of communication. Centres are at very different stages in their use of new technologies for CLE. Sections of the community are at various points in terms of their access to and use of technology and in their preference for how they receive information and education.

New technologies offer exciting opportunities for CLE work. Like all other CLE tools and methodologies they need to be applied, managed and resourced appropriately.

This Information Sheet will outline some current activities.

### Websites

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Most CLCs now have a website. People of all ages are using the internet to access information. If your CLC does not have a web presence then it may be less accessible to some potential service users.

Some of these websites have been created independently by the centre using in-house staff or contractors, while others are hosted within the Federation of Community Legal Centre's Community Law website.

Websites enable the centre to offer the public substantially more information and resources than would be available in brochures or other forms of service information. Well-designed and maintained websites enable people to easily navigate their way to the up to date information or resources they require – including CLE materials.

However, well-designed and maintained websites don't just happen, financial and human resources must be allocated to these tasks. The centre must make a commitment to the website and it must be someone's responsibility.

Information about the Federation of Community Legal Centres sub web is available on its website – [www.communitylaw.org.au](http://www.communitylaw.org.au) - Go to the Intranet – Federation Toolkit – Sub Web Resources. This section contains tips for website administration and maintenance, content, design, images and links. It also provides a summary of and a link to the *Best Practice Guidelines for Australian Legal Websites*.

### Twitter

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Twitter is a “real-time short messaging service”. ([twitter.com](http://twitter.com), 2009)

Loddon Campaspe Community Legal Centre is trialling the use of “Twitter” social networking technology to keep in touch with student volunteers. A fortnightly message is sent out. There is usually a link or a reference to new information on the centre's website. Early assessment indicates a need for regular “twittering” and a complementary online presence such as the website or a Facebook page.

## Facebook

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“Facebook is a global social networking website that is operated and privately owned by Facebook Inc. Users can add friends and send them messages, and update their personal profiles to notify friends about themselves. Additionally, users can join networks organised by city, workplace, school and region...A January 2009 Compete.com survey has ranked Facebook as the most used social network by worldwide monthly active users.”

WIKIPEDIA, 2009

The Human Rights Legal Centre (HRLC) is using Facebook as a new and additional way to get information about its work out to the general public. Information is updated on the centre’s Facebook page when it is updated on the centre’s website, with links being made to new website content. HRLC is using Facebook as a means to diversify its tools for engagement with the public and to increase accessibility. According to the centre, Facebook provides a level of interactivity not available via the website. “Fans” can post comments and provide feedback. The centre believes that using Facebook is helping them access a different demographic – younger people – than they contact via other tools such as the website and the newsletter.

Darebin Community Legal Centre also uses Facebook as a way of maintaining contact with and between volunteers.

## WebEX Technology

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CLCs are able to access WebEx technology. WebEx can be used for a range of collaborative and professional development activities, including:

- interactive online meetings;
- live interactive training;
- on demand recorded training sessions;
- access to recorded meetings and training sessions;
- sharing documents while an online meeting is being held; and
- hosting online events.

WebEx can be used to deliver CLE. The CLE worker can be in one location and the target group in another. As long as there is a computer, headset, screen and webcam in each location, live and interactive CLE can be undertaken.

For more information about how to access and use WebEx, go to the Federation of Community Legal Centres (Victoria) Inc. website [www.communitylaw.org.au](http://www.communitylaw.org.au) - Intranet – Federation Toolkit – Information Technology – WebEx.

## SurveyMonkey

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The website – [www.surveymonkey.com](http://www.surveymonkey.com) - states that SurveyMonkey “has a single purpose: to enable anyone to create professional online surveys quickly and easily.” The website contains extensive information about how to use the survey tools.

### Case Study

At the time that this Information Sheet was prepared both Eastern Community Legal Centre (ECLC) and the Victoria Law Foundation (VLF) were using this online survey technology. ECLC indicated that it was to using SurveyMonkey to collect feedback as part of a legal needs study it was conducting in the Yarra Ranges. ECLC reported that it was easy to use and that it only took one hour to load their pre-prepared survey onto the site. VLF was using SurveyMonkey to conduct

an online survey of organisations that wanted to participate in the VictoriaLaw website.

## SMS Messaging

Technology can be purchased which enables text messages to be sent to mobile phones, from a computer desktop to multiple people at one time.

### Case Study

Peninsula Community Legal Centre uses SMS messaging to follow up young people who have previously attended Young Renters Program Workshops. The Victorian Civil and Administrative Tribunal uses the technology to remind people that they have a hearing scheduled in the Residential Tenancies List on the following day.

## Victoria Law Website

The *Victoria Law* website has been designed as a tool for information sharing about CLE publications. The main target group is the general public who are looking for “plain English” legal education materials and CLE materials in other languages. The public can go to the website to access a comprehensive range of publications instead of having to hunt around for them. CLCs and other legal service providers are encouraged to upload information about new publications on a regular basis. This is a great tool for promoting your centre’s CLE publications.

The website will also assist CLE providers to avoid duplication by encouraging those considering developing a CLE publication to check the database before beginning to see if a similar product has already been produced.

## Web Resources

Consider incorporating relevant resources from the websites of other organisations into your CLE presentations and activities.

### Tip!

Check out how VITS Languagelink is utilising new technologies with their interpreter kiosks - [www.vits.com.au/interpreter\\_kiosk.htm](http://www.vits.com.au/interpreter_kiosk.htm)

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- Lynch, P. (2009) Interview, Human Rights Legal Centre, Melbourne
- SurveyMonkey website, [www.surveymonkey.com](http://www.surveymonkey.com)
- Twitter website, About Twitter, <http://twitter.com/about#about>
- Wikipedia, Facebook, <http://en.wikipedia.org/wiki/Facebook>

### FURTHER READING & RESOURCES

- Law & Justice Foundation of NSW, *Online Publishing* resources, [www.lawfoundation.net.au/ljf/app/ECD1FA50A889FDCCCA25733A00146F03.html](http://www.lawfoundation.net.au/ljf/app/ECD1FA50A889FDCCCA25733A00146F03.html)
- Law & Justice Foundation of NSW, *Publishing Toolkit- Fact Sheet 6 Creating an accessible website for users with vision impairment* [www.lawfoundation.net.au/ljf/app/52B5FAE4FEA9DEDACA25742D00210E4B.html](http://www.lawfoundation.net.au/ljf/app/52B5FAE4FEA9DEDACA25742D00210E4B.html)

# Appendix 1

## Introduction to First Edition

The *Community Legal Education (CLE) Made Easy Kit* is an initiative of the Community Legal Education Working (CLEWs) Group of the Federation of Community Legal Centres (Vic) Inc.

The idea came from workers talking about some of the difficulties new CLE workers have finding resources and support when starting a new CLE position. This Kit is an attempt to remedy this situation as well as to promote best practice in CLE provision.

We realise that, although not always named as such, most community legal centres (CLCs) are already doing CLE of some description and this is the basis of the title, *Community Legal Education Made Easy*. These everyday activities range from listening to community members, talking with school groups, explaining what CLCs do to Migrant Resource Centres, doing interviews with local media, developing seminars, web information, brochures and fact sheets.

*CLE Made Easy* is also recognition that CLC workers have significant knowledge, skills, expertise and connections with communities with which to produce successful and innovative CLE. Most of the information in the Kit was produced by CLC workers.

*CLE Made Easy* aims to assist and encourage CLCs in the delivery of quality community legal education (CLE) activities. This is done through describing the role of CLE as a integral component of CLC services, examining methods and issues in the design, delivery and evaluation of CLE activities, identifying available resources and exploring ways to strengthen skills and avoid duplication.

*The Community Legal Education Made Easy Kit* will be a useful resource for all involved in CLE work. However, it is especially directed towards CLC staff, volunteers and management members who are new to this area of CLC work.

We hope that this Kit will raise the profile of CLE as an essential component of CLC work, reinforcing its equal importance with legal advice, casework and law reform and as an important tool for community development. Centres are encouraged to incorporate CLE into their internal planning processes.

The Kit is presented as a series of information sheets. It is a 'living' resource that will be further developed and added to over time. Complementary reading and relevant resources are identified.

We thank all who have been involved in bringing this Kit together. Thank you to the Victoria Law Foundation for funding the project and to Gillian Wilks, the Project Worker. We hope that the Kit proves helpful to your work and the communities you work with. All the best with your CLE projects!

**Richard Duffy and Kylie Smith**  
**Community Legal Education Working Group Convenors 2006.**



# Appendix 2

## CALD Committee Project Plan

Task/deadline	Week beginning															
	29/6	6/7	13/7	20/7	27/7	3/8	10/8	17/8	24/8	31/8	7/9	14/9	21/9	28/9	5/10	12/10
Finalise ToR	X															
Finish Member PD	X	X	X													
Finish information package	X	X	X	X												
Advertise/source members					X	X	X	X	X	X						
Information seminar								X								
Appoint members													X			
Orientation meeting															X	
Schedule future meetings															X	
Evaluate/report progress															X	X

**COMMUNITY  
LEGAL  
EDUCATION**  
made easy