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Introduction

You know that the people in your local community experience discrimination on a range of fronts, because of their age, race, gender, ethnicity, sexual orientation or belief. You may even get clients in your agency complaining about being discriminated against. But this is probably the tip of the iceberg.

Unfortunately, out of all the issues that an individual or community may face; discrimination is the issue they are least likely to act upon and challenge. Research by the Legal Service Research Centre¹ found that over three in ten people did nothing about their problem, with nearly a fifth handling their problem alone. This guide has been developed in response to this, to **help you help your community** tackle the problems they may be facing and have more control over their lives.

This guide is for you if:

- ◆ You would like to develop an equality public legal education (PLE) project but you have not done PLE before
- ◆ You know of people in your local community who might benefit from an equality PLE project and you are searching for inspiration
- ◆ You already carry out some PLE as part of your job (even if you didn't call it that!) and want to start focusing on equality issues.

This 'how to guide' has been produced to help you to design, deliver and evaluate equality PLE projects.

¹ Knowledge, capability and the experience of rights problems, Legal Services Research Centre, March 2010

What is equality PLE?

PLE is the name given to sum up a range of activities and initiatives that aim to improve people's lives and empower communities.

The core purpose of PLE is to increase people's **legal capability**; the abilities that a person needs to deal effectively with law-related issues. It recognises that capability needs to go beyond knowledge of the law, to encompass skills, like the ability to communicate, plus attitudes like confidence and determination.

An equality PLE project should aim to develop people's legal capability so that they can:

- ◆ Recognise discrimination as a legal issue
- ◆ Identify unlawful discrimination
- ◆ Make good decisions and avoid problems
- ◆ Manage problems better
- ◆ Take action where necessary
- ◆ Find out more and know where to get help
- ◆ Get together with other people to change the situation confronting them

Equality PLE uses the principles of general PLE to work towards aims which have an equality focus, for example, to give people the knowledge, confidence and skills to take action against age discrimination at work or to use public equality duties to increase the participation of disabled people in the local planning process.

Find 11 at-a-glance examples of real equality PLE projects on the 'Is that discrimination?' website:

www.advicenow.org.uk/is-that-discrimination/itd-for-advisers/local-equalities-ple-projects,10280,FP.html

For more information about PLE see:

www.plenet.org.uk/what-is-public-legal-education/



Why carry out equality PLE?

Do you (or your boss) still need convincing why it's good to do equality PLE? Below we explain the four core benefits:

◆ Social justice for individuals and communities

Research shows that many people are unaware of the legal aspects of everyday problems and take no action to deal with them, or try to handle their problems alone and fail to seek advice.² This is often due to gaps in knowledge, skills and confidence³ and is particularly true of people from disadvantaged and socially excluded groups and those facing equality-related problems such as discrimination and hate crime.

Equality PLE can promote social justice by empowering people to deal with their problems. Legally capable people can also get involved in local issues, or push for social change or law reform at a national level.

◆ Support the work of your organisation

Equality PLE focuses on prevention, early intervention and developing individuals' legal capability. If you know discrimination exists locally but you aren't getting any cases,

equality PLE can help increase the number of people contacting you for advice in time to take effective action.

Carrying out equality PLE work means you interact more with your local community. This will help you identify other potential audiences for equality PLE work, raise your profile and make your organisation more accessible.

◆ Make savings for individuals and society

If you help people prevent a problem from developing or solve problems earlier, you can save them time and reduce expense, stress and disruption. Equality PLE can also help reduce the need for public services when things go wrong. It can therefore create knock-on savings for the justice system and society as a whole.⁴



2 Knowledge, capability and the experience of rights problems, Legal Services Research Centre, March 2010.

3 Knowledge, capability and the experience of rights problems, Legal Services Research Centre, March 2010 and Combined Community Legal Centres Group NSW, Your Guide to Community Legal Education, 2004.

4 Plenet, Public Legal Education, improving lives, empowering communities, www.plenet.org.uk/data/files/ple-flyer-final-2009-81.pdf

◆ **Strengthen the law**

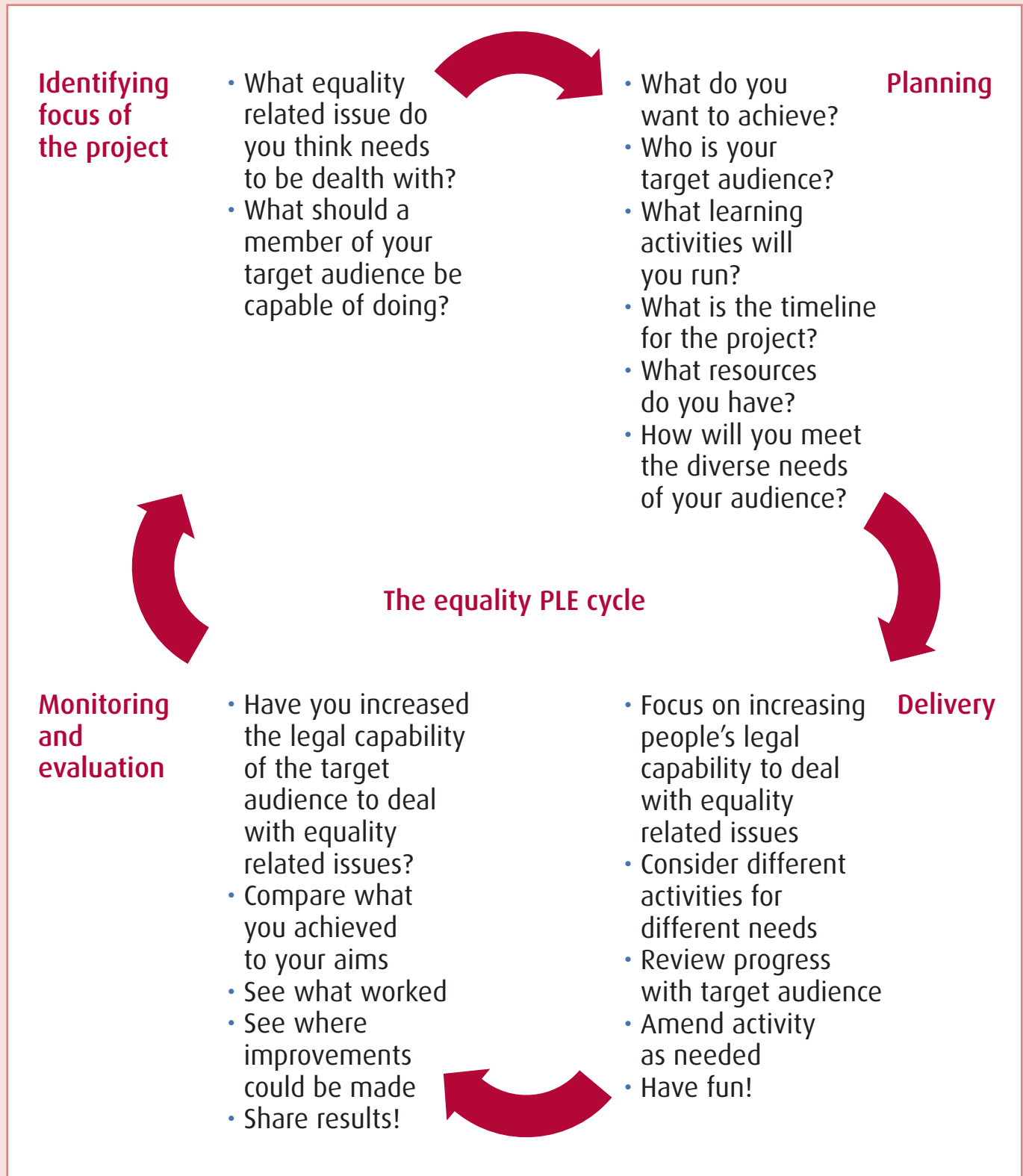
The new Equality Act 2010 comes into force in stages from October 2010 and replaces previous anti-discrimination laws. It aims to simplify the law and make it easier to understand and comply with. Equality PLE can help to ensure that the Act is properly implemented and works in practice.

For more information on the Equality Act see:
www.equalities.gov.uk/equality_bill.aspx



The equality PLE cycle

There are four stages in an equality PLE project which you need to consider from the outset, building on your own and others' previous work and contributing to the development of equality PLE.



Identify the focus of your project

The first thing you need to do is to pin down what your project is about and who your target audience is.

You can use the questions below to help you think about the need and define the focus of your project. We suggest that you consider each of these questions in turn.

Underneath each question we have shown how it might be answered using the example of a project with transgender people.

1. What equality related issue do you think needs to be dealt with?

- ◆ What is the equality related issue that you would like to focus on?

The lack of understanding about discrimination against transgender people amongst service providers and policy makers.

- ◆ Why do you think this issue is the one to focus on?

A member of the local transgender community has told us about the lack of understanding they have to deal with on a daily basis.

- ◆ Who is your target audience?

Service providers and policy makers – in particular local authorities, police and local health services.

- ◆ How does the issue affect them?

By failing to understand how the laws to protect transgender people impact on their policies, procedures and practices, service providers risk discriminating against transgender people.

- ◆ What knowledge, attitudes and skills does your target audience already have?

We know that most of our local service providers are keen to incorporate good practice as regards equality and diversity in their working practices but there seems to be a lot of ignorance around about the transgender community.

- ◆ What other resources are already available to support your target audience?

Press for Change <http://transequality.co.uk/default.aspx>

- ◆ What evidence did you use to help you make this decision? Have you spoken to people in the target audience to get their views?

We have talked to members of the local transgender community about their experience of local services and of being employed by local services. We need to talk to the Equality and Diversity Officers in key local service providers.

2. What should a member of your target audience be capable of doing to deal with this equality related issue?

For example:

- ◆ Recognise discrimination as a legal issue
- ◆ Be able to identify unlawful discrimination
- ◆ Have the skills and confidence to:
 - ◆ make good decisions and avoid problems
 - ◆ manage problems better
 - ◆ take action when necessary
 - ◆ know where to find out more and where to get help
- ◆ Get together with other people to change the situation confronting them

- ◆ Recognise that there are laws to protect transgender people
- ◆ Understand how these impact on their policies, procedures and practices
- ◆ Understand how the local transgender community experience their services

Answering these questions for your project should help you to define your focus.

Plan your project

Now that you have narrowed down your focus you can plan your project in more detail.

The first thing to do is to define what it is that you want to achieve by setting an **overall aim** for the project. You may want to focus on one overarching issue such as raising awareness of rights, protections against discrimination and routes to a solution. Alternatively, you may prefer to be more specific, for example, to ensure migrant workers

understand and can act upon their equality and human rights in relation to employment and the provision of services. Or you may want to do both. See the diagram below.

You then need to set your objectives. These are the activities that you will carry out to achieve your aims and they need to follow the SMART principle (see the 'Further information and resources' section at the end for links to more detail).

'Aims' describe the changes you want to achieve or difference you hope to make.

'Objectives' describe the activities you plan to carry out to achieve your aims.

'Outputs' are the activities, services and/or products that you actually do or provide.

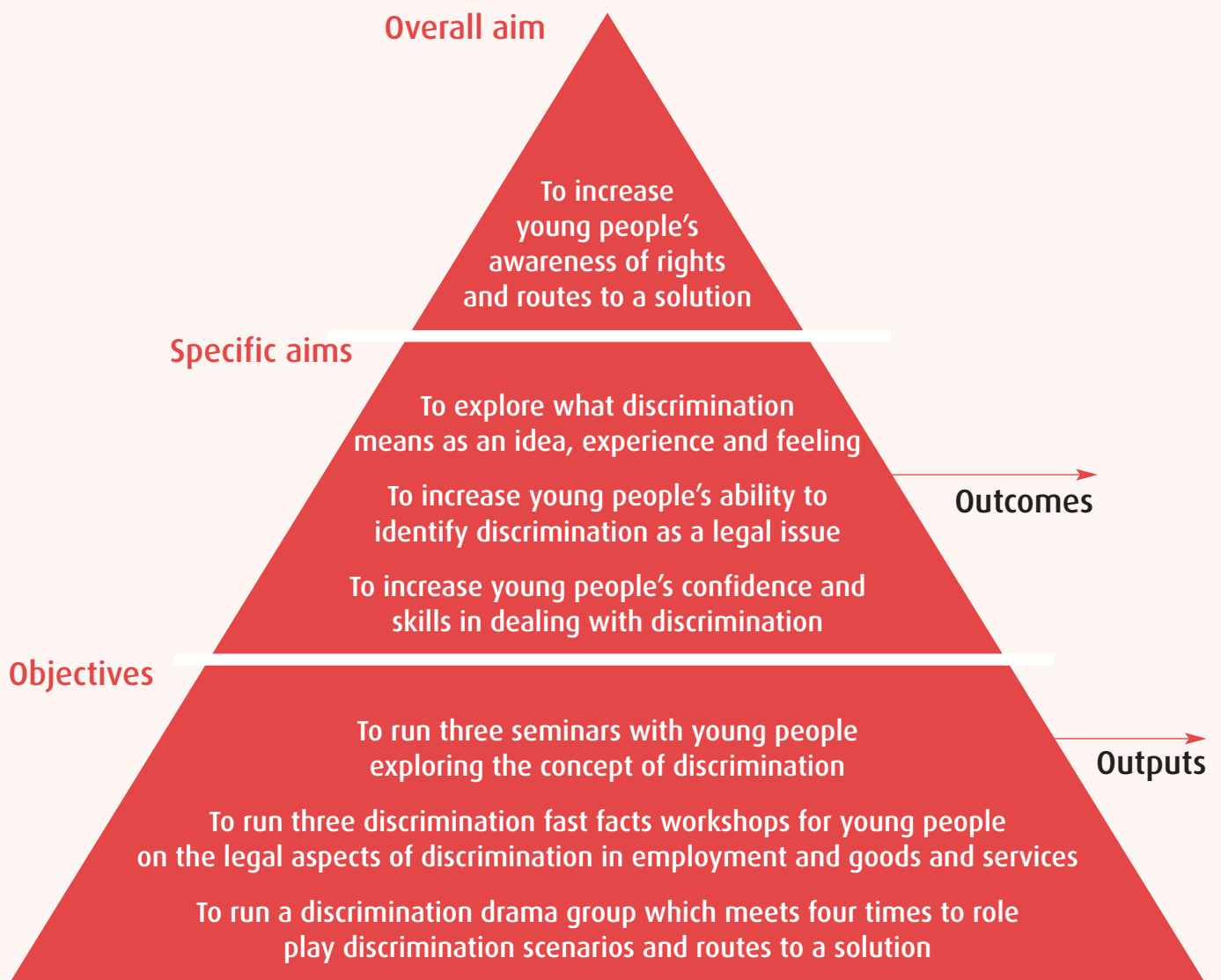
'Outcomes' describe the actual changes, benefits, learning or other effects that have taken place as a result of your activities.

Charities Evaluation Service

Examples of possible objectives include:

- ◆ to run information and awareness raising stalls at four community events across Northamptonshire
- ◆ to run five workshops for migrant workers in Devon about unlawful discrimination in employment and service provision

The Charities Evaluation Service uses a pyramid to show how aims, objectives, outcomes and outputs fit together:



From: *Charities Evaluation Service*: www.ces-vol.org.uk.

There are many activities which you can undertake as part of your equality PLE project. It is a great opportunity to be creative and think about how best to engage with your target audience. Check with them or organisations that work with them regularly to find out what types of activity are likely to work best bearing in mind what you will realistically be able to deliver. Have a look at some of the ideas below:

Use

- 'Day in the life' films
- Street drama
- Local media work
- Blogs
- Celebrity champions
- Stalls at community events, fairs and festivals

Promote issue to wider audience

- Link up with GPs, social workers, the local council and other local service providers
- Work with these intermediaries to raise awareness of discrimination, or to promote your project

Work with intermediaries

Possible activities

Work with person or organisation who has caused the problem

- Good practice events and awards
- Challenge people breaking the law
- Develop code of conduct for local businesses
- Networking lunches

Work with people experiencing the problem

- Facilitate discussion between those creating and experiencing discrimination
- Get local MP involved
- Experience swap – check access for disabled people
- Train local businesses

Bring people together

- Hold a workshop
- Hold 'be your own advisor' sessions
- Establish a local forum
- Produce directory of accessible services

You need to make sure that the activities you choose have a realistic prospect of achieving your aims.

Your project plan

Having identified the focus for your project, your target audience, and clearly defined your objectives, you need a project plan. You may want help devising this and identifying the expertise required to deliver it. For example, you may have a sound knowledge of discrimination and human rights law but lack experience in designing learning activities for the target audience you plan to work with. Although you may train legal advisers regularly, delivering effective PLE calls for different skills and different materials. See the 'Further information and resources' section on page 24 for more ideas.

You should develop a project plan which sets out all aspects of your project. This will help everyone involved to understand the whole project and what you intend to achieve. It may also help you to apply for funding and get partners involved. You may wish to ask representatives of the target audience to help you develop this plan, to make sure that the activities and timescales are realistic and best suit their needs.

On the next page, we have suggested a number of key headings you may wish to include in your project plan and give an example of how it may look in practice. There are many other project planning tools you can use – see 'Further information and resources' on page 24.



Project plan

Heading: **About our agency**

Information about your organisation including your name, a short description of your core business, your contact details and the key contact for the project

Example

Oakton Advice Agency

We provide free, confidential and independent information and advice both face to face and via telephone and email services on a wide range of subjects.

Anne Harris

31, High St, Oakton, NG3 2PN

012 22227 www.oaktonadvice.org.uk

Heading: **Audience**

A brief description of your target audience including information about:

- ◆ How you will reach them? (Are there any local organisations that can give you advice on your target audience and how to connect with them?)
- ◆ How you will promote your project to them. Will you need to use different methods to reach different groups?
- ◆ The number of participants you are aiming to attract
- ◆ How your target audience best learns, for example, by seeing and reading, listening and speaking, touching and doing or a combination?
- ◆ How you will meet their diverse needs and enable them to participate in your project. For example, is English their first language and if not, do they have any need for interpretation and translation?

Example

Our target audience will be young people and young adults between 14 and 25. We will reach them by working with the three local secondary schools in Oakton. We plan to work with a group of 20. We will find out more about the group and their specific learning needs from our key contact at each school. We will discuss whether the learning activities we have used previously with young people will be suitable for these groups.

Heading: **Aims**

Describe the changes you want to achieve with your project – what difference do you hope to make in the lives of the people you will work with?

Example	
Aim 1	To enable young people to recognise when they are being discriminated against.
Aim 2	To increase their understanding about when and how the law can help them.
Aim 3	To increase their confidence and improve the skills they need to challenge discrimination.

Heading: **Objectives**

Describe the activities you plan to carry out to achieve your aims.

Example	
Objective 1	We will design a course of 6 x two hour workshops for young people between 14 and 25 and deliver this to a group drawn from the three secondary schools and the college in Oakton.
Objective 2	We will produce handouts to accompany these workshops.

Heading: **Outputs**

Describe what you intend to produce as a result of your activities.

Example	
Output 1	A course of 6 x two hour workshops which will cover recognising discrimination; how the law can help; and use role play to enable participants to practice the skills needed to deal with discrimination.
Output 2	A set of handouts.

Heading: **Timetable**

Set out what you will do and when. You may need to think about:

- ◆ How long it will take to plan and deliver each activity.
- ◆ Whether you need to carry out the activities in any particular order – to work logically towards achieving particular learning objectives.
- ◆ Who will design and deliver each activity?

Example		
What?	Who?	When?
Identify the group, what they need to know and how they best learn.	Anne	By mid April
Identify the learning objectives for each workshop and produce a detailed, timed session plan for each one.	Anne and Mohammed	By the end of April
Design and produce each learning activity, for example, role play, case study, quiz, game or adapt existing resources to suit.	Mohammed	By the end of May

Heading: **Inputs/resources**

Set out the resources you bring to the project particularly staff and budget. Are there other resources you can use to deliver the project?

Example	
We have £3,000 from the Oakton Trust for this project. We need to raise another £1,000 to make the project viable. Our outline budget is:	
Staffing costs:	£2,700
Travel:	£50
Design and printing of information packs:	£850
Translation costs:	£350
Prizes:	£50
The three secondary schools in Oakton have agreed to provide a venue for our workshops free of charge.	

Heading: **Partners**

If anyone else is going to be involved in the delivery of your project, briefly explain their role and responsibilities.

Example

We have a key contact in each school. We will work with them to identify the group of young people who will participate in our workshops and to ensure that the workshop content we design meets the needs of the particular young people in the group. We hope to have the opportunity to pilot some of our materials with their assistance.

Heading: **Monitoring and evaluation**

Describe how you will:

- ◆ monitor the delivery of your project to ensure it is on track;
- ◆ know that you are reaching your target audience;
- ◆ know that you have met your objectives; and
- ◆ identify the outcomes that you achieve.

Example

- ◆ We will meet regularly to make sure that the project is on track.
- ◆ We will ask the young people to fill in a diversity breakdown questionnaire so that we can check that we are reaching the people we want to reach.
- ◆ We will record details of the workshops we deliver and count the number of young people that attend to check that we have met our objectives
- ◆ We will identify the learning that has been achieved by the young people through 'before and after' questionnaires, focus groups or observations noted by the trainer.

There are a number of evaluation frameworks available which you can use or adapt to help you plan your own monitoring and evaluation – see further information and resources on page 24. On page 22 we look at monitoring and evaluation during and after your project.

Heading: **Risk assessment**

Briefly consider the key problems you may encounter, their potential impact and possible solutions.

Example		
The risk	The potential impact	Possible solutions
The planned activities take longer than expected	The session over runs	Make sure the workshop facilitator can see a clock. Allocate someone the task of keeping track of time



Deliver your project

Now you've got your plan in place you can get on with actually delivering the project.

Below we have a range of tried and tested tips and checklists from agencies who've learned from experience.

Top tips

Workshops

- ◆ Consider the best time to hold workshops – to suit your audience rather than yourself
- ◆ Develop and agree workshop aims, format and content with external speakers/partners in advance
- ◆ If working with an existing group of participants try and visit them in advance to give you a better idea of their learning needs.
- ◆ Break learning into small chunks followed by practical exercises
- ◆ Ensure there is plenty of time for discussion
- ◆ Have a clear and accurate information pack for participants to take away
- ◆ Use real examples/case studies that participants can relate to
- ◆ Encourage group work
- ◆ Smaller groups can help those who may be less confident
- ◆ Adapt written and oral language according to the client group
- ◆ Avoid using complicated words and try using materials like pictures and cartoons when working with groups with little or no English
- ◆ Focus on what the group really wants to know and don't try to pass on too much information
- ◆ Have information available on other issues people might raise, or be able to signpost where necessary

Making a film

- ◆ Don't underestimate time needed
- ◆ Talk to your college local film/media studies department. They or their students may be able to help you
- ◆ Build the confidence of the performers
- ◆ Be sensitive
- ◆ Build on the skills of the group
- ◆ Ensure equipment is prepared in advance and is working
- ◆ Think about providing subtitles, signed inserts in British Sign Language and audio-description
(For more information see: www.odi.gov.uk/docs/iod/com-af.pdf)
- ◆ After showing your film in a group setting allow time for reflection – it gives people chance to form their questions

General

- ◆ Create and use an event checklist
- ◆ Check equipment is working
- ◆ Use plain language when talking about legal issues and avoid jargon; your audience are members of the public, not trainee advice workers
- ◆ A technique/presentation that works well with one audience won't necessarily work as well with the next; be prepared to adapt

Information stalls

- ◆ Engage with the event organisers and staff of the venue and make the most of their input
- ◆ Use interactive games and prizes to engage participants
Don't run out of prizes!
- ◆ Make query slips available so that you can follow up visitors who want advice

Challenging issues

- ◆ Be prepared for a situation where participants or speakers are upset by the issues. Have a space and support available away from the main event
- ◆ Think about the possibility of using people from or representing your target audience to run some PLE activities
- ◆ Be prepared for people to hold on to their prejudices; allow them to articulate their views in a safe environment, deal with it sensitively and positively

Things to think about

There's lots to think about when delivering an equality PLE project! In this section we outline some of the practical issues you might need to deal with.

Venues

Ideally go and visit a venue before you book it. Make sure that it is accessible to your target audience and is large enough (but not too big) to comfortably seat the expected audience and to allow you to run the planned activities. Think about how people will travel there; is it conveniently located for public transport, is there enough parking, including disabled parking? Does it have all the facilities and equipment you need, for example, sound system, projector, seating and catering equipment?

Once you've picked your venue, book it and confirm the booking closer to the date.



Event promotion

If you are going to run an event, such as an awareness raising workshop think about how you will promote it. You need to make sure that you reach all sections of your potential audience so consider how you can best do this, for example, through a website, flyers, posters, local newspapers, local community groups and schools etc.

Once you've decided on the channel of communication you need to design the actual materials. Make sure that they are accessible for your audience. Speak to organisations that represent them for help on how to do this. For example, the RNIB produce clear print guidelines: www.rnib.org.uk/professionals/accessibleinformation/text/Pages/clear_print.aspx

Make sure you include key information that your audience needs to know, for example, the date, venue and time of the event, who it is aimed at, what it is about and what will happen. Explain access to the venue and the booking procedure. If you have a funder don't forget to acknowledge them.

Booking and confirmation arrangements

Once you've got your venue and you have promoted your event you need to make sure that the booking process runs smoothly. It is at this stage that you can ask participants if they have any special requirements, for example, interpreters, child care, loop systems or dietary needs. Don't forget to make sure that all staff and volunteers involved know about the event and understand their role in it. Finally, think about how you will remind participants about the event, for example, perhaps by text or phone the day before.

Equipment

What equipment do you need for the event? For example, a whiteboard, projector, laptop, microphone or extension cables?

Materials

Think about what you need to take with you, for example, a register of participants, workshop materials, freebies to distribute (like pens, stickers, bags and leaflets), quiz prizes, evaluation / feedback questionnaires, stationery, refreshments etc.

Timing

Make sure you set a realistic timetable for events and workshops, and that all involved are aware of it. Don't forget to include regular breaks and make sure a clock is in clear sight of presenter or facilitator.

Working with other organisations

Collaboration with other organisations is a great way of reaching a new audience or adding expertise to your project. But it is important to make sure that you all understand your respective roles and responsibilities.

Contingencies – what if?

When running your equality PLE project there are many things which may not go to plan. For example, what if the main speaker is unable to attend or is running late, you don't get many bookings, it's an outdoor event and it rains, or you don't have enough copies of handouts etc.

Think about what could go wrong in your project and make sure you have a plan B.



Event follow up

It's not over just because the participants have gone home! You need to follow up partner organisations, presenters, and others who assisted with feedback and thanks and ensure that copies of materials, feedback and evaluation are kept.

Your feedback / evaluation sheets will give you food for thought on what worked well/less well and help you to identify changes that can be implemented in the future.

On the 'Is that discrimination?' website you can print out checklists to help you make sure you've got everything covered: www.advicenow.org.uk/is-that-discrimination/itd-for-advisers/checklists-for-equality-ple-events,10291,FP.html

Monitor and evaluate your project

The Charities Evaluation Service explains that ‘Monitoring is about systematically collecting information that will help you answer questions about your project. You can use this information to report on your project and to help you evaluate. Evaluation is about using monitoring and other information you collect to make judgements about your project. It is also about using the information to make changes and improvements.’

We suggest you keep your monitoring and evaluation focussed on the changes you are trying to achieve and the difference you hope to make.

Why monitor and evaluate equality PLE?

There are many reasons for monitoring and evaluating equality PLE. You can:

- ◆ find out if you achieved what you set out to
- ◆ reflect on what worked well and what could be done differently in the future
- ◆ identify whether your audience has other learning needs or problems
- ◆ provide feedback and reports, for example, to the rest of your team, funders, policy makers, others in the advice sector
- ◆ highlight your achievements
- ◆ argue for further funding for equality PLE

What do you monitor and how?

This depends on the questions you want answered. You need to decide what you want to know about your project or activity in order to devise the questions to ask. You may want to drill down to a few key questions by asking:

What should our audience be able to do as a result of our project?

You may, for example, want to know whether your audience has achieved the following learning goals:

- ◆ have a general understanding of the key issues and concepts involved in each particular area of discrimination (disability, religion, gender, race, sexual orientation and age) or human rights
- ◆ be aware of the legal remedies available
- ◆ know where to go to get legal advice about discrimination

How are you going to know whether they have achieved them?

You need to look for evidence (in this context, we mean reliable, credible clues rather than scientific evidence) and this will normally involve you and your audience in some kind of assessment. For example, you may:

- ◆ ask questions as you go along

- ◆ get your audience to take part in a quiz or game (for example, card matching) to check current knowledge or newly acquired learning
- ◆ ask people to complete a questionnaire containing a 'before' and 'after' section
- ◆ challenge your audience to map their newly acquired knowledge, for example, small group work focussed on creating a poster showing all sources of discrimination advice in Oakton.

There are other ways of collecting information that can help you answer questions about your project such as:

- ◆ Interviews – can track change over time from the perspective of your audience
- ◆ Observation – careful listening can be very informative
- ◆ Record keeping – for example, to monitor whether you actually reached your target audience and the diversity of the audience you reached
- ◆ Diaries – can record change and development in situations where you work with the same group over a period of time
- ◆ Photos – can depict changes through a sequence of images or capture the results of a particular activity
- ◆ Focus groups

How do you evaluate?

In broad terms you want to be able to make changes and improvements based on informed judgement. The following questions may help:

- ◆ What was done?
- ◆ How was it done?
- ◆ What happened?
- ◆ What actual changes, benefits or learning occurred as a result of our activities?
- ◆ What difference did it make?
- ◆ Who did it make a difference to?
- ◆ Were the results what we expected?
- ◆ If not, what were the unexpected results that occurred?
- ◆ How could the project or activity have been improved?

These aren't questions you leave to the very end of your project. You need to ask them periodically as you're going along – otherwise you risk missing the opportunity to make immediate improvements.

For links to further resources on monitoring and evaluation see page 24.

Further information and resources

Identifying focus

◆ PLE: Principles and guidance

This is a guide written for people who provide or who are thinking about providing public legal education (PLE).

www.plenet.org.uk/project-tools/ple-principles-and-guidance,10191,FP.html

Planning

◆ The Big Lottery Fund, Explaining the difference your project makes: a BIG guide to using an outcomes approach

www.biglotteryfund.org.uk/er_eval_explaining_the_difference.pdf

This includes a comprehensive section on project planning, including information on SMART objectives.

◆ The Charities Evaluation Service, Your Project and its Outcomes

www.ces-vol.org.uk/downloads/yourprojectanditsoutcomes-139-146.pdf

This provides useful information on deciding and planning the outcomes of your project.

Delivery

◆ EYEOA, Valuing Diversity booklet

This includes case studies of a diversity projects and organisations, some of which deliver PLE.

http://ec.europa.eu/employment_social/eyeq/uploaded_files/documents/valuing-diversity-booklet_uk.pdf

◆ The National Campaign Highlights of EYEOA 2007

This provides good practice examples from a variety of European Union Member States. Many of the projects involve awareness-raising of discrimination issues.

http://ec.europa.eu/employment_social/fdad/cms/stopdiscrimination/downloads/Best_of_2007_-_EN_final.pdf

◆ ITD? for advisers

Part of the 'Progress towards equality: Reaching out to communities' project, this bespoke section of the website provides a range of further information and tools for advice agencies carrying out equality PLE, including a good practice guide:

www.advicenow.org.uk/is-that-discrimination/itd-for-advisers/good-practice-equality-ple,10289,FP.html

Evaluation

- ◆ **The Charities Evaluation Service** produces very useful material on evaluation
www.ces-vol.org.uk/index.cfm?pg=112
- ◆ **The Joseph Rowntree Foundation** published a guidance document in 2005 to aid the evaluation of community projects.
www.jrf.org.uk/sites/files/jrf/1859354157.pdf
- ◆ The **'Progress towards equality: Reaching out to communities'** project has produced a suite of simple, practical tools for evaluating equality PLE:
www.advicenow.org.uk/is-that-discrimination/itd-for-advisers/evaluation-tools-for-equality-ple,10288,FP.html

General

- ◆ **Public Legal Education Network (Plenet)**
Plenet's website contains a huge range of tools, guides, case studies and analysis of the wide range of activities that involve PLE, as well as articles on key PLE themes to promote debate and discussion.
www.plenet.org.uk

◆ Equalities PLE: Plan and deliver

This report contains ideas on how to plan, deliver and evaluate an equalities PLE project. It is based on conversations with discrimination advisers from across the UK.

www.plenet.org.uk/project-tools/equalities-ple-plan-and-deliver,10188,FP.html

◆ For Diversity Against Discrimination website

An EU-wide information campaign which aims to raise awareness of existing anti-discrimination legislation and of discrimination in general, and to promote the benefits of diversity. Includes materials and resources.

http://ec.europa.eu/employment_social/fdad/cms/stopdiscrimination?langid=en

◆ Equality and Human Rights Commission

Information for advisers on key equality and human rights legislation and Codes of Practice:

www.equalityhumanrights.com/advice-and-guidance/information-for-advisers/

◆ Developing discrimination advice

This workstream of the 'Working Together for Advice' project has produced a number of resources to help advisers working in the discrimination field, including an 'Identifying discrimination' guide:

www.asauk.org.uk/go/SubSection_78.html

◆ Promoting advice

This 'Working Together for Advice' workstream has produced a range of resources on campaigning and influencing, working with the media, producing promotional materials and events and presentations:

www.asauk.org.uk/go/SubSection_80.html

◆ Community Development Foundation

The Community Development Foundation strengthens communities by ensuring the effective participation of people in the decision making processes which affect their lives. The CDF website includes many topical papers on a range of community issues with case studies and examples:

www.cdf.org.uk

This guide drew on resources produced by the Federation of Community Legal Centres, Victoria, Australia and the Charities Evaluation Services.

Front cover photos, from left to right:

- ◆ Youth-led PLE research project by Independent Academic Research Studies (IARS)
- ◆ Artwork designed by children from the Gypsy and Traveller community for the Mask of Discrimination awareness raising film produced by Ipswich and Suffolk Council for Racial Equality and One Voice for Travellers
- ◆ A discrimination awareness raising stall at a community fair by Southend Citizens Advice Bureau
- ◆ An awareness raising event run by the Icelandic Human Rights Centre
- ◆ A group of children from the Gypsy and Traveller community preparing to take part in the Mask of Discrimination awareness raising film
- ◆ A public demonstration to highlight asylum seekers rights carried out by the Centre for Peace Studies, Croatia
- ◆ A series of awareness raising postcards and posters produced by University of Surrey Student Advice
- ◆ 'Greg's bottle game', designed to be used at festivals and fairs by Northamptonshire Rights and Equality Council, to attract people to their stall and increase awareness of discrimination.
- ◆ 'Seats on the trams only for the wealthy', a discrimination awareness poster by the Centre for Peace Studies in Croatia

Jargon buster

Aims:

These are the overall changes that you wish to achieve with your project.

Evaluation:

This is the process of measuring your project's success, as well as reflecting on the lessons learned through delivering your project.

Legal capability:

Legal capability refers to the abilities that a person needs to deal effectively with law-related issues. It recognises that capability needs to go beyond knowledge of the law to encompass skills, like the ability to communicate effectively, and attitudes, like confidence and determination.

Monitoring:

This involves ongoing checks to see if your project is on track towards reaching its aims.

Objectives:

These are the activities that you plan to carry out in order to achieve your aims.

Outcomes:

These are the actual changes, benefits, learning or other effects that have taken place as a result of your activities

Outputs:

These are the activities, services and/or products that you actually do or provide.

Public legal education:

Public legal education (PLE) aims to improve people's lives and empower communities. Better legal know-how helps prevent problems, gets people to act early to stop problems escalating and assists them to manage the issues that do come up (including knowing when to get help). It can also help people to come together to address issues collectively.

If you would like this guide in another format please contact ASA Advicenow on 020 7398 1486 or email info@advicenow.org.uk



What did you think of this guide?

If you've got any comments or would be willing to take part in a survey please feel free to get in touch.

This guide was delivered by GLE with material from ASA Advicenow on behalf of the 'Progress towards equality: Reaching out to communities' partnership project.

GLE: www.gle.co.uk/

Progress towards equality: Reaching out to communities: www.isthatdiscrimination.org.uk



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- For further details see: <http://ec.europa.eu/social/main.jsp?catId=327&langId=en>



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