

**Online Training for  
Community-Based Intermediaries:  
Survey Findings and Implications**

**Community and Publishing Services  
Legal Services Society (Legal Aid BC)**

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## Executive Summary

### *Introduction and Context: Strengthening Intermediary Training through E-Learning*

Trusted intermediaries (such as community workers, helping professionals or volunteers, and Elders) play a crucial role in supporting people who are facing legal issues but cannot afford a lawyer. It's thus important to ensure these community-based intermediaries are well-equipped to provide legal education, information, and referrals. However, providing frequent in-person training for intermediaries is challenging because of time, distance, and cost-related constraints.

E-learning has significant potential as a means to train and support community-based intermediaries more frequently. However, any online training strategy must be grounded in an accurate understanding of the needs and capacities of intermediary groups. To this end, Legal Services Society (LSS)'s Community and Publishing Services (CPS) administered an online survey to solicit feedback from community workers and other helping professionals about their online training needs and preferences. Through the survey, we hoped to learn:

- the preferred type(s) and modes of e-training,
- the main delivery considerations (such as scheduling and duration of training, and technical issues),
- what training topics to prioritize, and
- important differences among groups of community-based intermediaries (e.g. sectoral or geographical groups).

We sent the online training survey to a broad range of community contacts compiled from our 2016-2019 conference invitees and attendees. The survey was open for about three weeks and we received 561 completed surveys. We received responses from more than 120 different communities around BC, including at least 38 Indigenous communities. Respondents worked in many different sectors and in a range of urban, suburban, or rural and/or remote contexts.

### *Key Conclusions and Implications*

#### **Overall Interest and Capacity**

Survey results appear to indicate a significant appetite—and significant capacity—for participation in online training among community-based intermediaries across BC.

*There is considerable value in complementing our existing conference-based training program with a series of online training options.*

#### **Formats and Scheduling**

Survey respondents were interested in a variety of training formats—especially self-paced online courses, and live webinars. On the whole, however, responses suggest there is no “one size fits all” online training solution. Respondents have diverse schedules and learning styles, and thus preferred a variety of formats, session lengths, and fixed or flexible options.

*Live webinars and self-paced courses should be considered as promising formats. However, online training will be best delivered by offering a range of options and formats from which community-based intermediaries can choose.*

*Training design should also be informed by additional considerations related to learner engagement and accessibility.*

### **Technology and Support Considerations**

Responses to our questions about internet reliability and speed suggest that a large majority of respondents likely have sufficient internet access to support the audio and/or video streaming requirements of common online training platforms. This is also the case for a majority of community-based intermediaries in rural and/or remote settings. At the same time, there exists a small but noteworthy proportion of intermediaries who face technical barriers to accessing training online.

*Online training for community-based intermediaries could use a variety of platforms and incorporate audio and video content. At the same time, any online training should be designed to reduce technical barriers and maximize participation of intended audiences.*

### **Training Topics and Frequency**

Many survey respondents would like more frequent training; most were interested in training between two and six times per year. Feedback indicates at least moderate interest in a range of subjects which are addressed by LSS and/or allied PLEI providers. There was particular interest in topics related to ending violence; poverty, income and housing; and family law, among other subjects.

*LSS should begin to produce a series of online training materials and resources in a range of subject areas. Training frequency and topics should be informed by consideration of community-based intermediaries' preferences and the need for updates, in addition to organizational capacity, LSS's commitment to reconciliation, and the potential for collaboration with other PLEI training providers.*

### **Communications and Outreach**

Among those surveyed, the biggest barrier to online training appears to be a lack of information about where to find relevant training opportunities and/or insufficient invitations to participate in training. Many also needed time at work to participate in training.

*Survey findings suggest there is value in undertaking more regular communication with community-based intermediaries and their employers about training opportunities and legal resources. This would be greatly aided through development of a suitable contact and email management tool such as a Customer Relationship Management (CRM) application.*

## Introduction and Context: Strengthening Intermediary Training through E-Learning

Access to justice for people with low incomes in BC is a critical issue: the law is complicated, but many people cannot afford a lawyer. Research indicates that many people—especially those who have low incomes, are vulnerable, are linguistic minorities, or who live in isolated communities—go to trusted community-based intermediaries for help with legal problems.<sup>1</sup> The role of intermediaries (such as community workers, helping professionals or volunteers, and Elders) is especially vital within rural, remote, and Indigenous communities which are frequently under-resourced, with few legal services available.

There is need to ensure community-based intermediaries are well-equipped to provide legal education, information and referrals. However, providing effective training for intermediaries is challenging: for LSS, constraints related to time and distance mean that in-person training—while effective and highly valued—is only possible every three to four years in a given region. Meanwhile, changes in the legal landscape and turnover in community agencies occur much more frequently.

E-learning has significant potential as a means to train and support community-based intermediaries more frequently, and also to reach those who cannot attend our in-person training events. At the same time, any online training strategy must be grounded in an accurate understanding of the needs and capacities of intermediary groups. To inform the design of effective online training for community-based intermediaries, Legal Services Society (LSS)'s Community and Publishing Services (CPS) administered an online survey to solicit feedback about online training needs and preferences from community workers and other helping professionals.

### Survey Purpose

The purpose of the survey was to gain insight into the online training needs and capacities of a broad range of community-based intermediary groups, in order to design effective training for these groups. Through the survey, we hoped to learn:

- the preferred type(s) and modes of e-training,
- the main delivery considerations (such as scheduling and duration of training, and technical issues),
- what training topics to prioritize, and
- important differences among groups of community-based intermediaries (e.g. sectoral or geographical groups).

### Methodology

We sent the online training survey to a broad range of community contacts compiled from our 2016-2019 conference invitees and attendees. We emailed survey invitations to approximately 2000 functional addresses; recipients were also encouraged to forward the invitation to interested colleagues (snowball sampling). We conducted the survey on the online platform *Simple Survey*<sup>2</sup>, and all responses

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<sup>1</sup> E.g., Cohl & Thompson (2008). The Connecting Report. Law Foundation of Ontario. Available: <http://www.lawfoundation.on.ca/what-we-do/the-connecting-project/the-connecting-report/>; Cohl et al. (2018). Trusted Help (Parts 1 & 2). Law Foundation of Ontario. Available: <http://www.lawfoundation.on.ca/what-we-do/publications-research-and-evaluations/trusted-intermediaries-research/>.

<sup>2</sup> *Simple Survey* is developed, hosted and supported entirely in Canada.

were voluntary and anonymous. From the last page of the online training survey, survey invitees could opt to enter a draw to win one of three gift cards. The survey was open for about three weeks and we were very happy to have received 561 completed responses.

The median<sup>3</sup> time spent on the survey was just over seven minutes, and 84% of those who began the survey went on to complete it in the same session. Because the survey was online, in English, and administered via email, our sample is limited to those respondents who had sufficient computer, internet, and email access; sufficient English literacy; and sufficient comfort with online forms to use our survey tool. The *Simple Survey* platform enabled us to run cross-tabulation reports to understand whether there was any statistically significant correlation among responses to different questions.

Most of the survey questions enabled respondents to select as many choices as applied to them, or conversely, to refrain from selecting any choice. Because the number of responses differs from the number of respondents, the percentages indicated in figures do not necessarily add up to 100%. Similarly, the counts don't always add up to the total responses for that question. In most cases, these values reflect the proportions of the total respondents who selected a given choice, as opposed to indicating a series of mutually exclusive groups.

Survey questions are included at the end of this report as Appendix A: *Online Training for Community Workers Online Survey*.

## Survey Respondents

### Work Sector

Respondents were asked to identify the sector(s) in which they work, by selecting one or more categories from a list. The largest groups of respondents described themselves as doing Advocacy (45%) and Child and Family-focused (45%) work. Other areas of work that were common among survey respondents included Ending Violence (31%), Mental Health and Substance use (27%), Indigenous or Aboriginal-focused (27%), and Housing/Homelessness (24%). Figure 1 offers an overview of survey respondents by sector.

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<sup>3</sup> The median is the middle number in a list of numbers sorted from highest to lowest (or lowest to highest.) It is useful for indicating the midpoint of the data when there are a few very high or very low scores that could skew an average.

**Figure 1: Respondents by Sector**

Sector	Count		
Advocacy	254	45%	
Child and Family-focused	251	45%	
Community Development, info & Services	8	1%	
Education	106	19%	
Elder/Senior-focused	92	16%	
Ending Violence	175	31%	
Disability	7	1%	
Government (incl. elected officials)	73	13%	
Health	82	15%	
Housing/Homelessness	136	24%	
Indigenous or Aboriginal -focused	149	27%	
Justice/Law-related	116	21%	
Libraries	31	6%	
Mental Health/Substance Use	150	27%	
Settlement/Immigrant Services	98	18%	
Victim Services	14	3%	
Youth-focused	109	19%	
Other sector(s) (incl. food security, information & referrals, poverty, skills/training, women-focused)	8	1%	
<b>Total respondents</b>	<b>558</b>		

Most respondents selected two or more sectors of work, indicating the cross-sectoral nature of many community-based roles. A number of participants provided additional comments revealing the broad nature of their work, for instance:

“I work with patients throughout the hospital, from birth to death”

“Most of the above departments apply to my job where I advocate for students, their families, Elders, [I focus on] ... justice and violence, settlements and youth... as well as housing and homelessness and health. Besides that, births, deaths, funerals and missing and murdered [women].”

**Work Setting and Region**

Respondents were also asked to characterize the geographic setting(s) in which they work. While a majority (60%) indicated they worked in urban settings, a large number (41%) described their work setting as rural and/or remote. A smaller proportion indicated they work in suburban areas (20%). Many respondents described themselves as working in multiple types of geographic settings (see Figure 2).

**Figure 2: Respondents' Work Setting**

Setting	Count		
Urban	333	60%	
Suburban	113	20%	
Rural/Remote	227	41%	
<b>Total respondents</b>	<b>557</b>		

Unsurprisingly, the largest group of respondents (32%) identified their region as the Lower Mainland. However, respondents were from all regions of the province, including Vancouver Island (23%), Thompson-Okanagan (17%), Northern BC (16%), Cariboo Region (9%), and Kootenay Region (4%) (see Figure 3.)

**Figure 3: Respondents' Region**

Region	Count		
Cariboo	49	9%	
Kootenay	19	4%	
Lower Mainland	166	32%	
Northern BC	82	16%	
Thompson-Okanagan	89	17%	
Vancouver Island	118	23%	
<b>Total responses</b>	<b>523</b>		

We received responses from more than 120 different communities around BC, including at least 38 Indigenous communities.

## Experience with Online Training

### Previous Training Experience and Format(s)

A large majority (84%, n=471) of survey respondents had previous experience with online training. Of these, the largest groups had experience with webinars (89%), and with online courses (86%). Many (61%) had also watched instructional or informational training videos. A few respondents described other training formats in which they'd participated – for instance a telephone conference call supplemented with video or slides, or computer-based training that incorporated screen sharing (see Figure 4.)

**Figure 4: Previous Online Training Experience**

Type of Online Training	Count		
Webinar	421	89%	
Online course	407	86%	
Video (e.g., instructional video on YouTube)	288	61%	
Other (e.g. conference call plus video)	6	1%	
<b>Total respondents</b>	<b>471</b>		

### Reasons for Not Having Tried Online Training

Of the 88 respondents who had not tried online training, the majority (60%) indicated this was because they didn't know where to find relevant training online. One third of respondents said they hadn't tried online training because of insufficient time, while 6% described other scheduling constraints that made them unable to participate. Only about 10% of responses indicated technical or physical reasons—such as unreliable internet, insufficient computer access, or discomfort with technology—for not having engaged in online training. Responses related to this topic are summarized in Figure 5.

**Figure 5: Reasons for Not Having Tried Online Training**

Choice	Count		
Don't know where to find training online	53	60%	
Too busy/no time	29	33%	
Scheduling difficulties	5	6%	
Have not been offered online training	4	5%	
Don't have a reliable internet connection	4	5%	
Not comfortable using computers	4	5%	
Prefer in-person training	3	3%	
No relevant training is available	2	2%	
Insufficient computer access at work	1	1%	
Other	3	3%	
<b>Total respondents</b>	<b>88</b>		

### Preferred Training Type(s)

#### Training Format

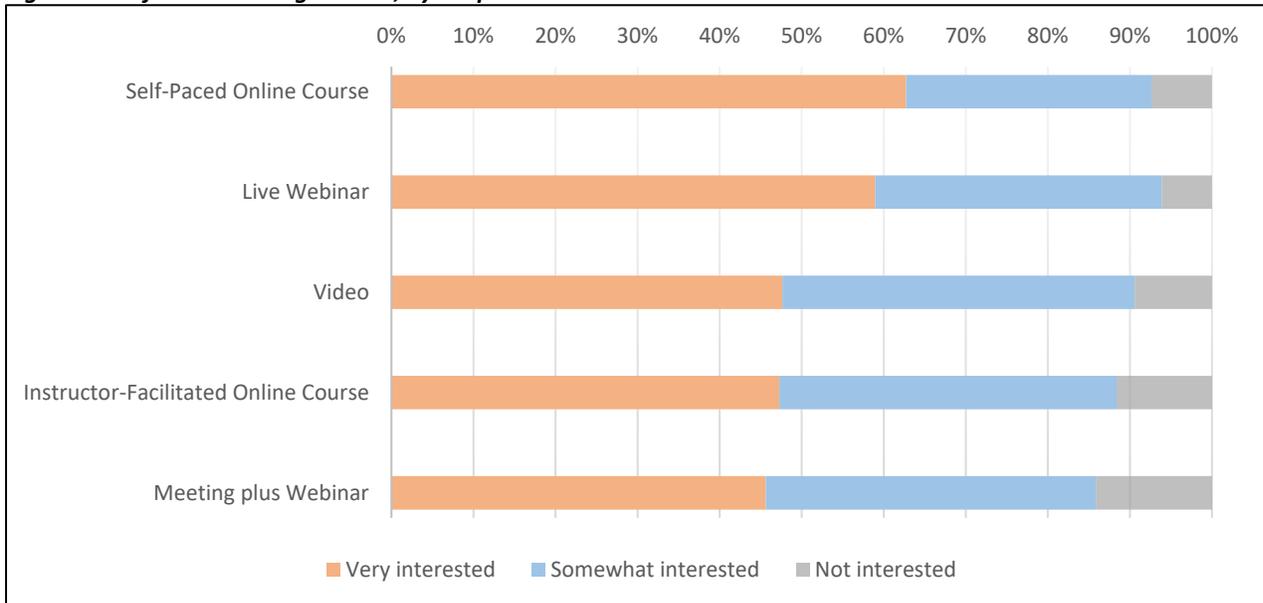
Survey participants were asked to indicate their level of interest in five different online training formats: video, self-paced online course, instructor-facilitated online course, webinar, or meeting combined with an online element. Overall, responses to this question suggest at least some degree of enthusiasm for each of these training formats, with “very interested” being the most popular choice for all five training types suggested. Of the five formats, respondents indicated the most interest in a self-paced online course, with 63% indicating they were “very interested” in this option. Webinars featuring live presenters were also a well-liked option, with 59% indicating they were “very interested” in this format (see Figure 6).

**Figure 6: Preferred Online Training Format**

Training Format	Very interested	Somewhat interested	Not interested	Total
Self-Paced Online Course: working through audio, video or written lessons, with activities and quizzes.	63%	30%	7%	100%
	340	162	40	542
Live Webinar: watching/listening to a webinar with a live presenter, where you can type questions to the presenter, and hear answers, in real time.	59%	35%	6%	100%
	319	189	33	541
Video: watching/listening to a pre-recorded video or presentation (e.g., on YouTube).	48%	43%	9%	100%
	253	228	50	531
Instructor-Facilitated Online Course: with audio, video or written lessons; activities; group discussion boards; and instructor feedback.	47%	41%	12%	100%
	252	219	62	533
Meeting plus Webinar: attending a meeting of service providers in your area, where a speaker joins by Skype or videoconference to give a presentation and answer questions.	46%	40%	14%	100%
	245	216	76	537

Figure 7 offers another view of this data, illustrating the proportions of respondents who indicated differing levels of interest in each training type.

**Figure 7: Preferred Training Format, by Proportion**



Forty-two respondents provided additional suggestions or detail about their choice of preferred training format. About 1 in 4 of these commenters (n=10) emphasized that, despite the cost and accessibility advantages of online training, in-person learning opportunities were preferable whenever possible. One participant noted there were too often technical issues with online training, while others emphasized the value of face-to-face interactions. As one respondent put it: “I think that there is invaluable learning that comes from live, in-person discussions.” Another stated:

“Please consider the importance of relationship building, networking and support that comes with live training delivered to communities or at professional conferences. This is invaluable and I have felt very isolated in my previous online training experiences.”

Many other comments discussed the relative advantages (or disadvantages) of various formats. About one in five commenters appreciated options (such as live webinars, a meeting, or a facilitated course) that offered opportunities for dialogue and engagement with other participants, with presenters, or with the training material – for instance, through quizzes and activities. Two respondents suggested this could occur through a case-based and/or best practices approach, for instance: “Sharing cases that allow us front line workers to learn from more experienced people in the social field.” Some respondents indicated they would have trouble sustaining focus and interest without these opportunities for interaction and engagement:

“I find it is hard to stay focused in a webinar with just voice and visuals. Meeting plus webinar could work well, but the structure and focus needs to be clearly articulated ahead of time so people can assess whether they will get anything out of it. Self-paced online courses and instructor-facilitated online courses require more time but are more effective for learning and integrating learning into practice.”

“Online webinar options are very appreciated, as I live in an isolated region of BC. Even if there is funding for travel, it is often difficult to go due to family, limited flight schedules, work being too busy or winter weather... Meeting with others in our region plus a webinar would definitely reduce barriers with the plus of seeing colleagues in real life which absolutely helps our work.”

As in the latter quotes, many comments stressed the significance of scheduling factors. While participants appreciated the engaged learning that was possible in the facilitated course, live webinar, or meeting-with-webinar options, several respondents noted they would be unable to accommodate training that was either too time-consuming or on a fixed schedule:

“I am not interested in the Instructor Facilitated Course option as it is likely to be more time consuming than the flexibility I have. Meetings as well would have to be kept to a minimum for the same reason.”

“As we are a very small, mostly part-time staff, the best options for us are usually self-paced/choose your time – or webinars that are scheduled but not too long. It's helpful to hear other participants' questions.”

On the other hand, some preferred a fixed schedule:

“Making time available can be an issue for scheduling. Self-paced is great but I do enjoy the benefit of having an instructor and hearing feedback and other ideas. I am not very self disciplined, so scheduled times are a great benefit.”

Additional comments expressed a preference for training at specific times of the day (start of day, end of day, or lunchtime), for training materials that could be easily shared with clients, community members and colleagues, or for formats that enable reading (versus just audio or visual). One participant indicated they required closed captioning and that this is often a barrier to learning through video.

Several respondents also suggested additional online training formats or discussed the benefits of using two or more formats in combination, for instance:

“I prefer webinars that are sent out as recordings after the event in case something at work comes up and I can not attend, I can still receive the information.”

Other suggestions for format combinations included: a self-paced course or video with the opportunity to email a contact for questions; a live webinar that is later made available as a video recording; one to one coaching or mentorship available by phone or email; zoom videoconferencing; easy-to-understand cartoons or images; and screen sharing.

### Synchronous or Asynchronous Training

To clarify scheduling preferences, we asked survey respondents to specify whether they would rather participate in training at a flexible time (“asynchronous training”) or at a fixed time, to enable “synchronous” training and interaction with others. While the largest group (approximately half) of respondents indicated they prefer training formats that enable participation at a flexible time and pace, there was still a substantial group who preferred to participate in training at a fixed, pre-scheduled time (see Figure 8.)

**Figure 8: Preferred Scheduling**

Scheduling Option	Count		
At a flexible time and at your own pace?	276	49%	
At a fixed time, so you can interact with the presenter and other participants?	195	35%	
No preference.	86	15%	
<b>Total respondents</b>	<b>558</b>		

A sizeable group of respondents (n=40) added further comment on this topic. Those who preferred training at a flexible time and pace often provided details to clarify why this was necessary to accommodate hectic, unpredictable schedules, and the needs of clients or communities:

“Sometimes webinars are scheduled at times I am busy with clients or out on calls so I am unable to participate at the last minute.”

“As community workers, more specifically as front-line workers, you never know when a situation will arise in your community. Sometimes its weeks of quietness and then weeks of trauma/tragedy/incidents. This can really impact a person's ability to meet deadlines or fixed dates for assignments.”

Another respondent valued flexible pacing because this was beneficial to those who learned in different ways.

As with the previous question, many of those who preferred to participate in training at a fixed time emphasized the benefits of interacting with colleagues. Participants stated that they “learn from other participants’ questions” and that they “truly like to have a discussion around the content.” Several others emphasized that fixed scheduling was an important means of ensuring that training was not perpetually “pushed to the back burner.” One respondent explained:

“It would have to be built into my workday schedule. If it isn't, there are always 20 clients waiting with emergencies and it doesn't get done.”

Many commenters recognized that fixed time and flexible time training formats offered different benefits and disadvantages; because of this, respondents often emphasized that their preferred format might depend on the training topic, duration, and their own schedule on a given day. Several suggested that fixed timing works better for shorter training sessions. One stated:

“Flexible time and place is best for longer courses. If it is a webinar no more than an hour long, then fixed time with interaction is fantastic.”

A few other respondents emphasized that they would prefer pre-scheduled sessions if they were given advance notice of at least two to three weeks.

Several commenters suggested format variations that could enable a combination of flexible and interactive options:

“Throughout a given week, mostly flexible/own pace, but with one or two set times per week with the option to ‘meet’ online.”

“Flexible times, or multiple fixed times, would allow the most participation.”

“At a flexible time with the ability to interact with other participants on a discussion board.”

In this way, responses about training format and timing illustrate how there is no “one size fits all” solution, and that there is value in offering multiple scheduled and/or flexible options from which community-based intermediaries can choose.

## Timing, Technology, and Help

### Frequency of Training

Our survey asked respondents how often they would wish to engage in online training about legal issues. Responses to this question were fairly evenly split amongst three options: almost one third of respondents felt they could benefit from legal issues training about once every three months, while only slightly smaller groups preferred training once per month (27%), or once every six months (28%) (see Figure 9.)

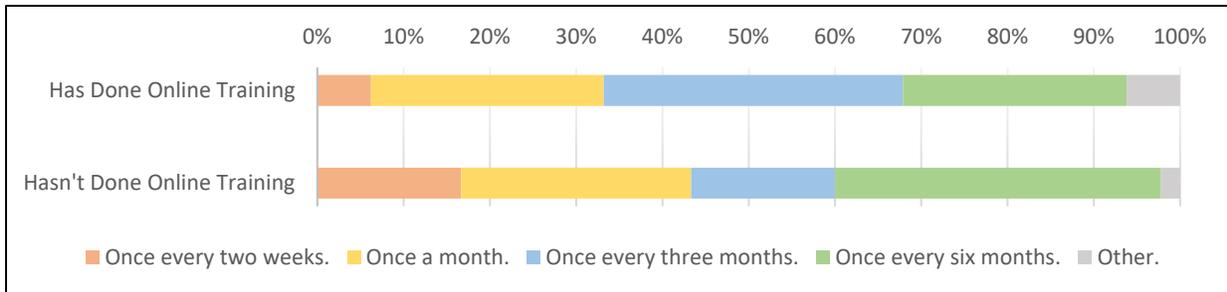
**Figure 9: Preferred Training Frequency**

Training Frequency	Count		
Once every two weeks	44	8%	
Once a month	150	27%	
Once every three months	178	32%	
Once every six months	155	28%	
Annually	11	2%	
As needed, to stay updated	13	3%	
Other	8	1%	
<b>Total respondents</b>	<b>557</b>		

Preferences for annual training and training “as needed” emerged as additional response categories suggested by multiple participants. Many of these respondents wanted to be notified of more frequent training opportunities in the event of changes to laws, policies, or procedures.

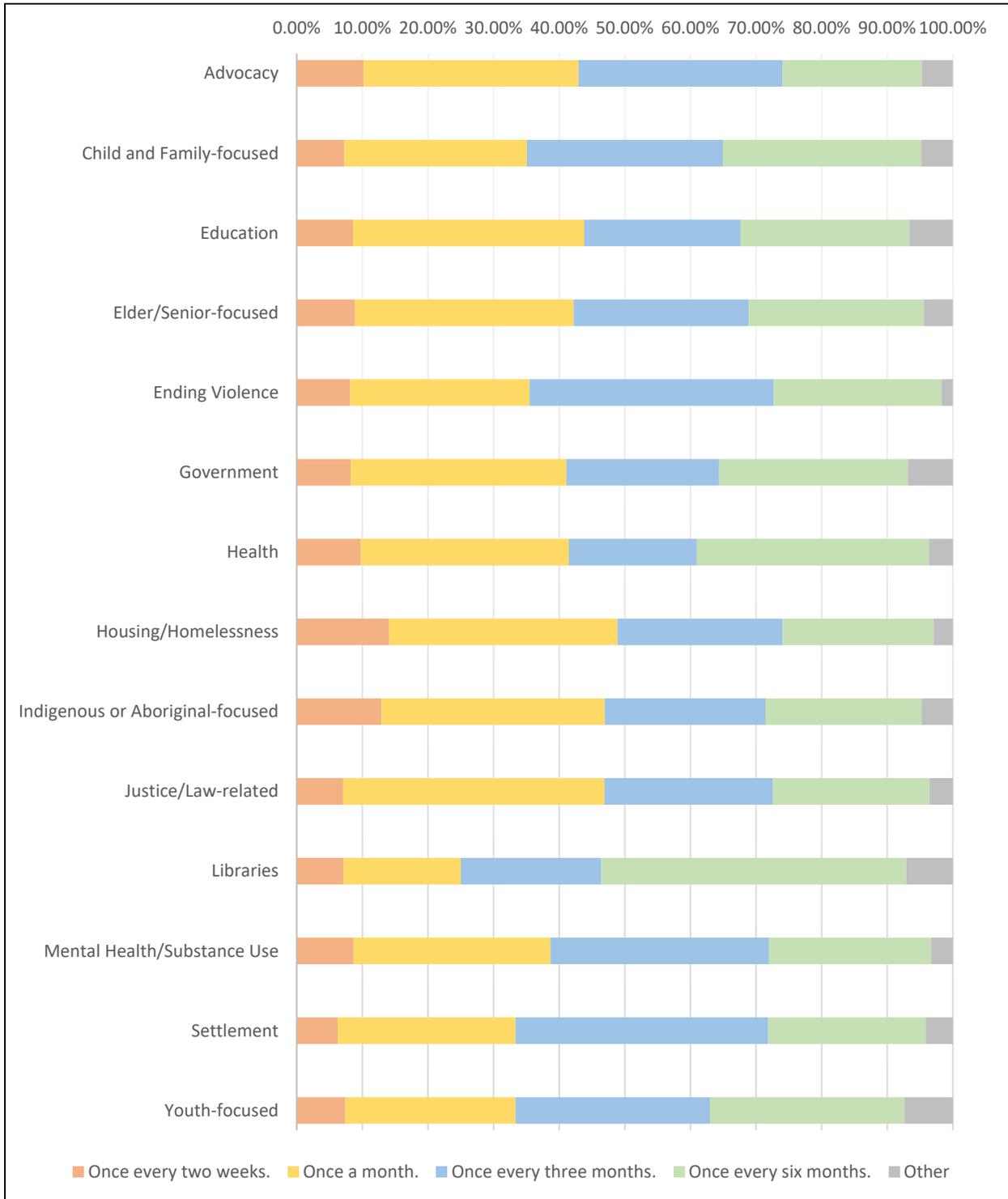
Interestingly, preferred frequency of training was one of only a few survey topics that varied significantly across groups of participants. Desired frequency of training differed between respondents who had or had not previously gone online for training. In comparison with their colleagues who had already tried online training, respondents who had not were more likely to say they wanted training frequently, about every two weeks. However, the same group was also more likely than people who had tried online training to prefer training that occurred less frequently, about every six months (see Figure 10.)

**Figure 10: Preferred Training Frequency, by Previous Participation in Online Training**



Preferred training frequency also varied by sector. In comparison with survey participants as a whole, respondents who described their area of work as “Housing/Homelessness” or “Indigenous or Aboriginal-focused” were more likely to want frequent training. In these sectors, almost 50% of respondents wanted training at least once per month, with almost 15% interested in receiving training every two weeks. Respondents who described their work as “Justice/Law-related” were also open to frequent training, with 40% of respondents in this group wanting training monthly. The responses of settlement workers were similarly convergent, with 39% of respondents in this group preferring training every three months. Those working in “Education,” “Elder/Senior-focused,” and “Advocacy” sectors were also open to more frequent training than other groups. Conversely, respondents who worked in Libraries tended to want less frequent training, with the majority in this group preferring training about once per six months (See Figure 11).

**Figure 11: Preferred Training Frequency, by Sector**



### Training Session Duration

Our survey also asked respondents to indicate the length of training session that would work best for them. Almost half of respondents suggested that one hour would be an optimal amount of time to devote to one session of training, with the next largest group (22%) favouring a 45 minute session (see Figure 12.) The suggestion that optimal session length should “depend on the topic” and “match [the] complexity of [the] content” was an additional response category that emerged through participant responses. As one respondent stated: “full learning should be the goal.”

**Figure 12: Preferred Training Duration**

Session Length	Count		
1.5 hours	71	13%	
1 hour	260	47%	
45 minutes	120	22%	
20 minutes	81	15%	
5-10 minutes	5	1%	
Other (please describe):	13	2%	
As required by the topic	8	1%	
<b>Total respondents</b>	558		

Once again, respondents’ additional comments on this topic offer helpful considerations, such as breaking up larger topics into digestible “chunks”:

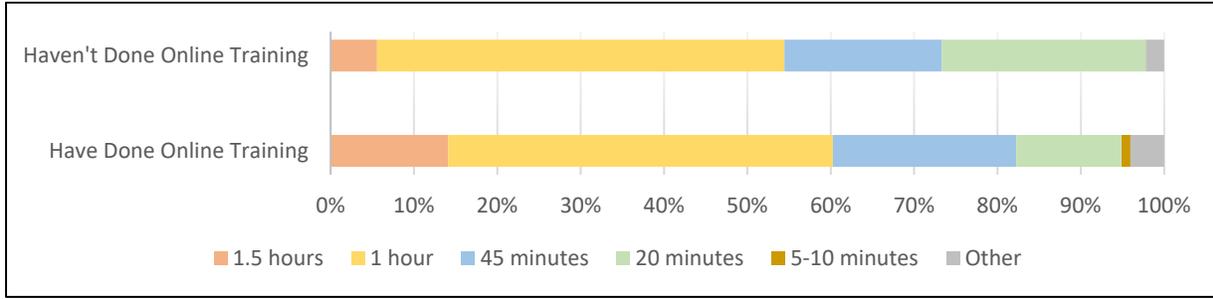
“Legal information can be hard to digest for people without a legal background. I would suggest 20-30 minutes so people can learn and retain information in smaller 'chunks' - provide the key information someone should know and then provide links to plain language information and follow-up support.”

“I would be fine with 20 minutes to 1 hour. Less than 20 minutes and I might not learn much. If it’s much longer than... 1.5 hours I would need some type of break to remain on topic.”

While several comments indicated a preference for relatively short sessions of about 30 minutes, others felt that “more intensive” sessions—lasting several hours or even a half day—would be important to adequately address important topics and allow time for questions. In this way, both multiple choice and open-ended survey responses reflect a range of preferred duration.

Preferred session duration also varied significantly between respondents who had or had not previously gone online for training. Compared to the majority of respondents who had previously tried online training, those who hadn’t were less likely to prefer long sessions of 1.5 hours, or very short sessions of only 5-10 minutes. Instead, almost half of the respondents in this group preferred training sessions of one hour, and a further 24% was most interested in training that lasted 20 minutes (see Figure 13).

**Figure 13: Preferred Training Duration, by Previous Participation in Online Training**



### Devices Used

When asked what type of device they would use for job-related online training, respondents almost universally indicated they would use a computer (either laptop or desktop). Smaller groups of respondents indicated they would also use a smartphone or tablet/iPad (see Figure 14).

**Figure 14: Device Used for Training**

Type of Device	Count	Percentage
Laptop or desktop computer	549	99%
Smartphone	56	10%
Tablet or iPad	54	10%
<b>Total respondents</b>	<b>557</b>	

### Reliability and Speed of Internet

Because adequate internet access is an obvious requirement for participation in online training, our survey included two questions about this topic. First, survey participants were asked to share their experiences with internet reliability in their communities, including whether they have ever had issues watching video or listening to audio online. Second, we asked respondents to test the speed of their internet connection using Ookla’s Speedtest website (<https://www.speedtest.net/>). While response rates for both questions (78% and 76%, respectively) were somewhat lower than for the survey as a whole, only about 9% of respondents did not respond to either question—meaning that we have some indication of internet reliability and/or speed for 91% of survey respondents. Based on these two sets of data, it’s possible to make some inferences about the prevalence of internet-related barriers to accessing online training.

What is important for our purposes is whether respondents have sufficient internet reliability and bandwidth to be able to participate in online training platforms that may require audio and video streaming, as well as transmitting voice, text, and/or video to other participants. Bandwidth requirements vary by training platform and by factors such as number and type of camera, picture quality, number of users, and type of meeting activities (e.g., screen sharing, Voice over IP). However, user guidelines for Zoom, WebEx, and Skype suggest upload and download speeds of 3 Mbps are more than sufficient for viewing HD video through these platforms.<sup>4</sup>

<sup>4</sup> As a further basis of comparison, Netflix suggests that 3 Mbps is sufficient to watch feature length videos in SD (DVD) quality, but recommends 5 to 7 Mbps to watch feature-length videos in HD.

Based on their responses to questions about internet reliability and/or speed, we estimate that 87% of respondents *likely have sufficient internet access* for participation in online training. Respondents in this group are those who either reported that their internet was reliable overall, or those whose Speedtest results indicated minimum download and upload speeds of 5 Mbps and 3 Mbps, respectively. (Because download speeds are more important than upload speeds in determining ability to stream, we adopted a higher threshold for the former.) Some respondents in this group reported occasional or “some” problems with internet, video, or audio. However, because these were not construed as frequent or regular problems, and because these respondents reported adequate Speedtest results, we are inferring that their internet reliability and bandwidth is, on the whole, sufficient to access online training.

On the opposite end of the spectrum were about 9% of respondents who are *likely unable to stream audio and/or video*. Individuals in the group either reported regular problems with internet reliability, or they reported Speedtest download speeds of less than 5 Mbps, and upload speeds below 3 Mbps.

A third group (4%) includes those respondents who reported occasional or “some” (but not regular) internet-related or technical problems, and for whom we do not have any Speedtest data. Because we have less information about this third group, we are unable to confidently categorize them as “likely able” or “likely unable” to participate in synchronous and/or audio and video-reliant training. Instead, we’ve identified them as a group who *may (or may not) face internet-related or other technical issues* (see Figure 15).

**Figure 15: Respondents Grouped by reported Internet reliability and Speed; Rural/Remote responses shown**

Internet reliability/speed: Categories	Count		
<b>Likely have sufficient Internet access</b>	<b>446</b>	<b>87%</b>	
Report internet is reliable overall	304		
Speedtest shows adequate bandwidth	142		
Report work setting as "Rural/Remote"	174		
<b>Likely unable to stream audio/video</b>	<b>47</b>	<b>9%</b>	
Report regular internet problems	26		
Speedtest shows inadequate bandwidth	21		
Report work setting as "Rural/Remote"	29		
<b>May face internet/technical issues</b>	<b>20</b>	<b>4%</b>	
Occasional internet or technical challenges reported (no speed data)	20		
Report work setting as "Rural/Remote"	10		
<b>Combined total respondents (reliability and Speedtest questions)</b>	<b>513</b>		

Because online training is often pursued as a means of reaching individuals in rural and/or remote communities, we were especially interested whether community-based intermediaries in these areas were likely to have adequate internet access to participate. To this end, Figure 15, above, also indicates the number of respondents in each group who identified as working in “rural/remote” settings. Unsurprisingly, intermediaries in rural/remote settings were somewhat overrepresented in the groups who were “likely unable to stream...” or “may face ... Issues.” Respondents in rural or remote settings

comprised 42% (n=213) of this respondent group overall, however they comprised 62% (n=29) of the group that we believe are likely unable to stream audio and/or video content, and 50% (n=10) of the small group who may face issues (see Figure 15, above).

Overall, our survey suggests that many rural and remote community-based intermediaries have adequate internet service: of the 213 survey participants in rural and/or remote settings who responded to questions about internet reliability and/or speed, 82% were among the group that likely has sufficient internet access to participate in online training. However, we want to take note of the greater prevalence of rural and remote intermediaries who may be unable to stream audio and/or video content (see Figure 16).

**Figure 16: Rural respondents grouped by reported Internet reliability and speed**

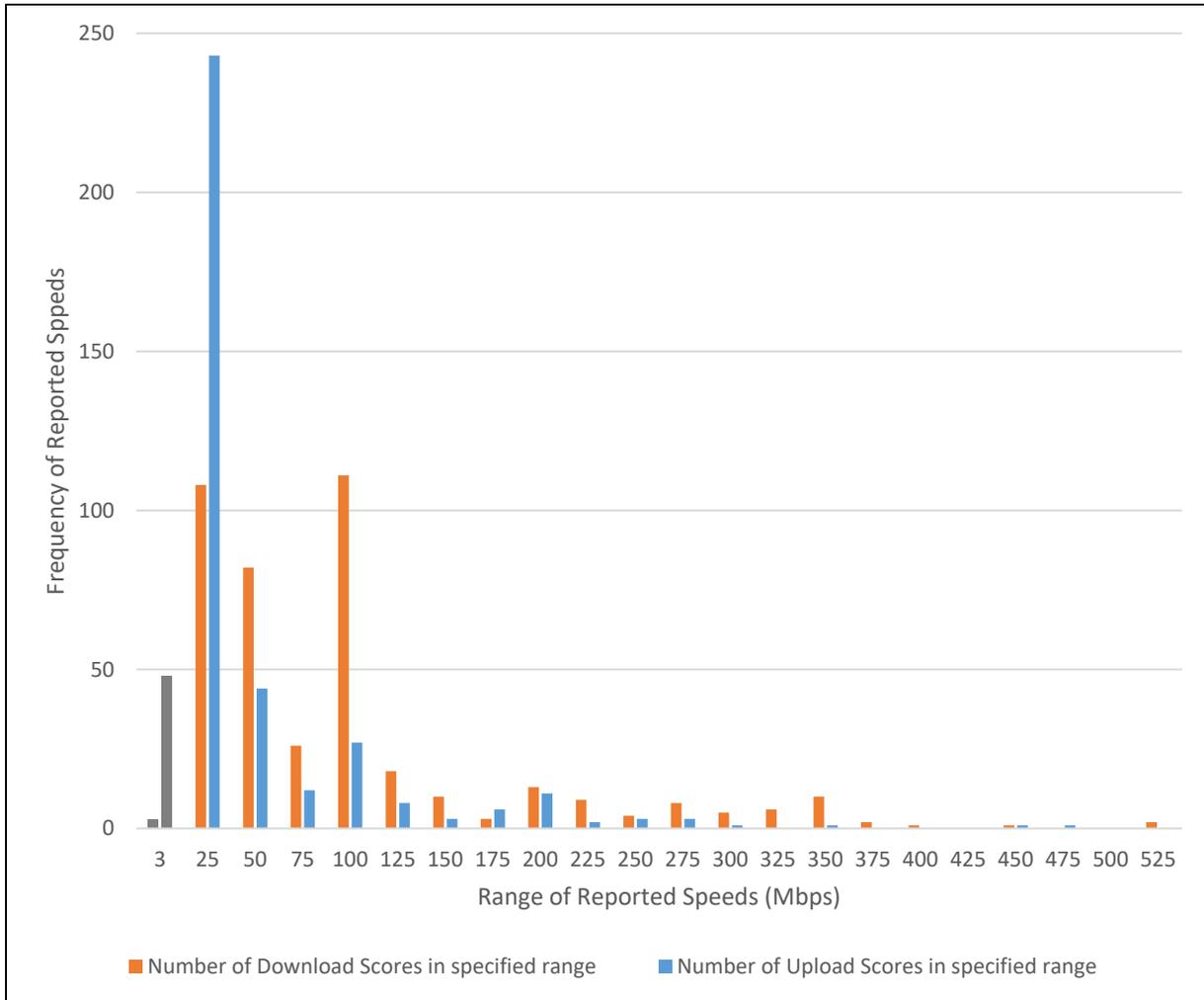
Internet reliability/speed: Grouping	Rural/Remote Count		
Likely have sufficient internet access	174	82%	
Likely unable to stream audio/video	29	14%	
May face internet/technical issues	10	5%	
<b>Total "rural/remote" respondents</b>	<b>213</b>		

### Speedtest Scores

In discussing our findings regarding internet reliability and speed, it's worth noting that respondents' reported Speedtest results were highly variable, and did not always clearly correspond to their qualitative accounts of internet reliability. About 76% of all survey respondents (n=424) completed the Speedtest and reported back on their results. Overall, reported speeds varied widely: download speeds ranged from 0.5 Mbps to 510.7 Mbps, with a median speed of 62.3 Mbps. Reported upload speeds ranged from 0.5 Mbps to 700 Mbps, with a median speed of 16.1 Mbps. Figure 17 illustrates respondents' reported Speedtest results<sup>5</sup>.

<sup>5</sup> For ease of visualization, one outlier score—a reported upload speed of 700 Mbps—is omitted from Figure 17.

**Figure 17: Frequency of Reported Speedtest Upload and Download Scores**



This frequency distribution chart illustrates how often Speedtest scores were reported in each range. The numbers along the bottom of the chart represent the range of reported scores in 25 Mbps increments. The grey bars at the left show the number of reported download and upload scores that fall below 3Mbps—the speed considered sufficient for viewing HD video through many common platforms (as described on page 16, above).

Speedtest results also varied within our “internet reliability and speed” groupings of respondents. Within the largest group of respondents who *likely have sufficient internet access* to participate in online training, reported download speeds ranged from 2.1 Mbps (from a respondent who nonetheless characterized their internet access as “usually decent”) to speeds of over 500 Mbps. The median download speed reported by this group was 77.1 Mbps, and the median reported upload speed was 16.2 Mbps. Median download and upload speeds reported by those we believe are *likely unable to stream* were much lower, at 13.1 Mbps and 1.5 Mbps respectively. At the same time, there was still considerable variation with this group, suggesting that factors other than bandwidth (e.g. software, hardware, or Wi-Fi issues) are likely at play. Speed scores by group are documented in Figure 18.

**Figure 18: Speedtest Scores, by Internet Speed and Reliability Groupings**

Internet reliability speed: Grouping	Count	Download Speed (Mbps)		Upload Speed (Mbps)	
		Range	Median	Range	Median
Likely have sufficient Internet access	388	2.1 to 510.7	77.1	0.9 to 700	16.2
Likely unable to stream audio and/or video	34	0.5 to 313.8	13.1	0.5 to 184.1	1.5
May face internet/technical issues	2	9 to 17.2	13.1	3.0 to 3.4	3.2
<b>Total Speedtest respondents</b>	<b>424</b>		<b>62.3</b>		<b>16.1</b>

In response to our question about internet reliability, a number of survey respondents added comments about additional technical problems they had encountered while pursuing online training in the past. Most commonly, these individuals described issues with poor audio quality (sound cutting out or difficult to hear). Because of this, several respondents felt it was important to include phone-based audio options to accompany computer-based video. Some respondents noted that, while their own internet connection was reliable, this was not the case elsewhere in their community, meaning they would be unable to access training materials when on-call or away from their desks. Other small groups of respondents identified additional problems relating to old technology or software issues, or organizational firewalls that prevented access to websites such as YouTube (see Figure 19).

**Figure 19: Additional Technical Issues**

Additional technical issues	Count	Percentage	Bar
Audio problems	25	6%	
Internet problems in the community	13	3%	
Hardware or software problems	12	3%	
Other (including firewall or unspecified)	11	3%	
<b>Total internet reliability respondents</b>	<b>439</b>		

### Support Needed

Our survey also asked respondents what kind of support, if any, they would need to participate in online training. Responses to this question suggest that what community-based intermediaries most need is more information about relevant online training opportunities. Almost nine in 10 respondents said they need LSS to inform them of training opportunities by email, and almost half of respondents said they need to their employer to inform them of such opportunities. The second most common response to this question reflected respondents’ time and scheduling pressures; almost six in 10 indicated they need their employers to provide time at work to participate in training. Additional groups of survey respondents indicated they would need help using online technology (15%), or changes to work technology (12%)—such as changes to firewall settings (to access sites such as YouTube) or better audio equipment (see Figure 20.)

**Figure 20: Support Needed to Participate in Online Training**

Type of Support	Count		
Receiving emails from LSS about training opportunities	482	88%	
Being given time at work to participate	324	59%	
My employer informing me about training opportunities	264	48%	
Technical support (help using online technology)	80	15%	
Technology improvements at my work (e.g., changes to firewall or equipment)	68	12%	
Language or cultural support (e.g., plain/multiple languages, captioning)	15	3%	
Other support from LSS or my employer	5	1%	
<b>Total respondents</b>	<b>550</b>		

A small group of respondents also indicated the need for language or cultural support (3%). In some cases, this related to the need for training sessions and materials to be offered in multiple languages, including Korean and Chinese. Some commenters especially wanted multilingual and/or plain language training and materials they could share with clients. Two respondents indicated a need for training that was accessible to those who were deaf or hard of hearing through closed captioning. Others stressed the value of cultural supports in the form of recognition of culture-specific terminology or guidance from Elders regarding relevant protocols. Finally, two respondents suggested they would most need follow-up support, in the form of post-training opportunities to ask questions, and receive further guidance on the training topic.

### Training Topics

Survey respondents were asked to identify the legal issues they most wanted to learn about online, by selecting one or more topic areas from a list. Overall, responses indicated at least moderate interest in each of legal issues listed, with “very interested” being the most popular selection for all nine suggested areas of training. Of all the suggested topic areas, respondents were most enthusiastic about topics related to “ending violence”—with three quarters of respondents indicating they were “very interested” in learning about issues and resources in this area. Almost the same number were “very interested” in poverty, income-related, and housing topics. Family law, child protection, and “free legal services, resources, and publications” were other popular choices, with each garnering interest from more than 65% of respondents. For a complete list of suggested training areas and topic preferences, see Figure 21.

**Figure 21: Desired topic areas for online training**

Area of Training	Very interested	Somewhat interested	Not interested	Total
Ending Violence (e.g., leaving domestic violence, protection orders, cyber violence and bullying).	<b>75%</b>	20%	5%	100%
	392	103	25	520
Poverty, income, and housing topics (e.g., welfare, housing and tenancy, debt).	<b>73%</b>	22%	5%	100%
	378	114	25	517
Family Law (e.g., separation, property division, mediation, court processes).	<b>68%</b>	26%	6%	100%
	356	136	32	524
Overview of free legal services, resources and publications in BC.	<b>67%</b>	28%	5%	100%
	351	148	25	523
Child Protection (e.g., court process, orders, collaborative decision-making).	<b>66%</b>	26%	8%	100%
	345	135	41	521
How to Help Clients Navigate our Websites (i.e., MyLawBC, Aboriginal Legal Aid in BC, and Family Law in BC).	<b>55%</b>	31%	14%	100%
	282	156	73	511
Indigenous Legal topics (e.g., Gladue rights, restorative justice, estates on-reserve).	<b>55%</b>	35%	10%	100%
	280	179	49	508
Criminal Law (e.g., crimes and offences, rights on arrest, justice system process).	<b>48%</b>	41%	11%	100%
	240	201	54	495
Immigration and Refugee Law (e.g., refugee claims, sponsorship breakdown).	<b>40%</b>	36%	24%	100%
	202	180	120	502
Additional Topics (e.g., wills & estates, employment law, legal processes.)	<b>16%</b>			
	91			
<b>Total respondents</b>				<b>559</b>

An additional view of this data is offered in Figure 22, below, which illustrates the proportions of those who indicated different levels of interest in each suggested topic area.

**Figure 22: Desired topic areas for online training, by proportion**

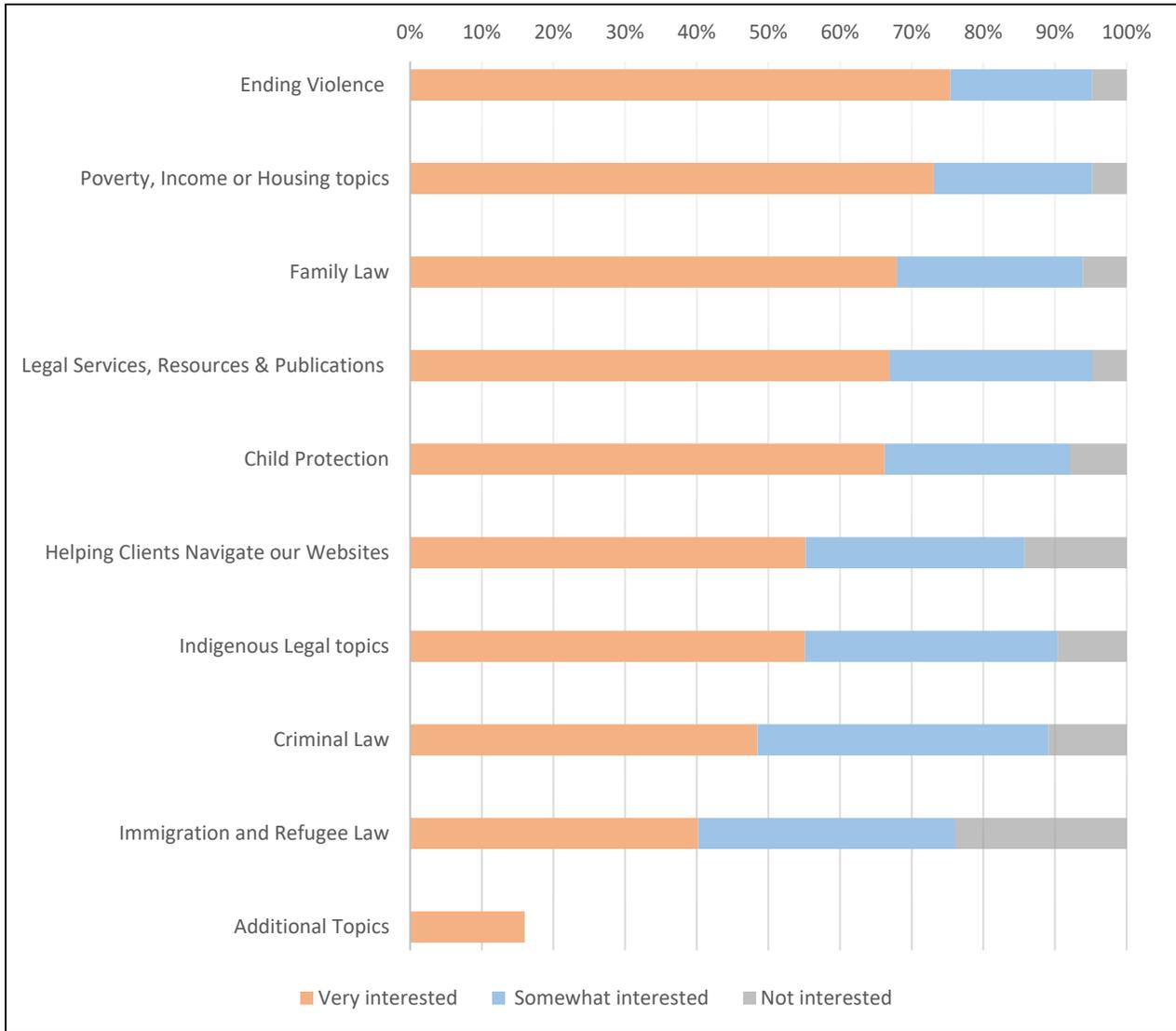


Figure 21 and Figure 22 also indicate a sizeable group of respondents (n=91) who suggested specific sub-topics, and/or additional areas of law in which they wished to receive online training. For instance, in the area of Legal Services, Resources, and Publications, a few respondents indicated specific interests in Legal Aid applications and appeals (n=4), or in an introductory-style “Legal Resources 101” (n=4) that could serve as training for new community-based intermediaries. In the area of Poverty, Income, and Housing-related law, some noted specific interest in tenancy issues and landlord-tenant disputes (n=4). Others outlined specific topics in the area of Family Law:

“I have a large number of clients that need assistance with Family Court. They are unable to connect with the supports out there for many reasons. Some of those reasons are: small community with few supports, low income, long waits for supports, not able to understand how the process works...etc. I would be interested in learning what supports are out there for assistance with court forms and general Family Court support.”

“[The] process and rights of parents going into separation; so much pain and suffering could be avoided if couples could have better support going into the process and understand what are their individual rights.”

Many respondents also suggested additional or cross-cutting training topics (topics that fit across multiple categories). For instance, several respondents were interested in training on Wills, Estates and other aspects of Property Law, both on and off reserve (n=11). Others requested training in the area of Employment and/or Labour law—including issues related to Temporary Foreign Workers, employer and employee rights and responsibilities, and Employment Insurance (n=10). As in the quotes above, many cross-cutting training topic requests related to legal processes (n=9)—for instance, preparing affidavits, and court process steps and timing. Another respondent highlighted the need for training on how to assist clients in navigating government services (such as welfare applications) which have moved online:

“There is great need for training for front-line library workers helping the public with government services that have moved online. Service BC, Service Canada and other government departments do not give adequate help to those navigating their online forms, information resources or online applications. Library workers are well-trained to assist people with low computer literacy, but not the ins and outs of government services like applying for EI or social assistance, finding the right immigration forms [and] helping with GCKey<sup>6</sup> password problems...”

Other groups of respondents wanted to learn about legal issues related to youths (n=8), seniors’ issues (n=8) or health-related legal issues such as those related to mental health, addictions, and access to health services (n=8). Additional comments (n=4) reflected preferences for sessions designed as “refreshers” or “updates”:

“The [topics] for which we answered “somewhat interested” are great topics but we’ve had training in them before and we are familiar with current resources to support our clients. We are interested in any changes that arise for those topics.”

A full list of specific, and additional or cross-cutting training topics suggested by respondents is included as *Appendix B: Additional or Cross-cutting Training Topics* .

## Conclusions and Implications

This section summarizes overall findings and highlights implications for a program of online training that is rooted in the needs and capacities of survey respondents. This discussion is organized in terms of five key themes: overall interest and capacity; formats and scheduling; technology and support; topics and frequency; and communications and outreach. It is important to note that costing, and availability of required financial resources, will determine LSS’s ability to implement these recommendations.

### Overall Interest in and Capacity for Participation

Survey results appear to indicate a significant appetite—and significant capacity—for participation in online training among community workers and helping professionals across BC. Respondents appreciated opportunities for training, and would like to learn about legal issues and resources more

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<sup>6</sup> The account login system required to access the Government of Canada’s online services.

often. Almost 90% of respondents felt they could benefit from online training about legal issues at least twice per year. Further, the great majority (84%) of survey respondents had previous experience with online training in one or more formats, suggesting they are already comfortable with and knowledgeable about online modes of learning.

Respondents' overall interest and capacity for online training is suggested by the survey's favourable response rate, and was also reflected in many of the additional comments provided by respondents at the close of the survey, for instance:

"I wish there could be ongoing communication with community workers for service and support needs ... I'm really excited about the recent efforts and move made for better training opportunities for community workers..."

"I think it would be helpful to all staff working with our population"

"[I] can't wait for future online training/courses. It would really help our work to provide up-to-date legal information and resources to clients."

Importantly, interest and capacity for online training was also apparent among the large group (40%) of respondents who indicated that they work, at least partially, in rural or remote settings across more than 120 different Indigenous and non-Indigenous communities across BC. When it came to previous experience with online training, our results did not indicate any significant differences between community-based intermediaries in different (e.g., rural/remote versus urban) settings. Further, a number of respondents highlighted specific benefits for intermediaries in northern and/or remote areas:

"For us, training that is offered out of town is always hard as we need to look at schedules and the cost of getting to the events. We have reliable internet and courses via the Internet would be great."

"Because of the remote nature of our community, it requires a lot of expense and resources to travel for training. Having online resources our agency can have access to as we need it would be a great help. "

"We need online training as it is hard to get any kind of training in the north. It would make it easier as there would be no commute time."

LSS recognizes that some community-based intermediaries will be unable to access training online (because of technical, timing, or other accessibility issues), and further, that many of these intermediaries prefer in-person training whenever possible. Nonetheless, survey results suggest that there is a relatively large and diverse audience of intermediary groups who are interested in and poised to benefit from increased availability of training online.

*Implications:*

**The online training survey affirms what LSS suspects: that there is significant value in complementing our existing conference-based training program with a series of online training options.**

*Online Training Formats and Scheduling*

Our research findings indicate interest in variety of online training formats; large groups of respondents were “very interested” in each of the five training formats we suggested (and many more were at least “somewhat interested.”) Of these five options, self-paced online courses and live webinars were the most popular. These two formats were also the most familiar: more than 85% of respondents had previously participated in webinars and/or online courses.

At the same time, both results and comments indicate there is no “one size fits all” online training solution. While almost half of respondents wanted training sessions to last about an hour, the other half was split between preferring 20 minute, 45 minute, or 1.5 hour sessions. About a third of those surveyed face challenges in finding sufficient time for training, or in finding training that fits with their schedules. Approximately half of respondents indicated they prefer training formats that enable participation at a flexible time and pace; comments suggested many community-based intermediaries would be unable to accommodate training that was too time consuming or on a fixed schedule. On the other hand, there was still a substantial group (35%) who preferred to participate in training at a fixed, pre-scheduled time. Related to this, a number of respondents expressed strong preferences for formats that enabled dialogue and engagement with other participants, with presenters, and/or with the training materials. Many comments reflected recognition that differing training formats offered different benefits and disadvantages; based on this, several respondents offered additional suggestions and considerations for effective training design.

*Implications:*

**Community-based intermediaries have diverse schedules, learning styles, and preferences. Webinars and self-paced courses emerged as popular options. However, training will be best delivered by offering a range of options and formats from which community-based intermediaries can choose.**

Live webinars and self-paced online courses emerged as especially promising formats which could be prioritized given they are popular and familiar modes of training delivery. To align with expectations about optimal training duration, many sessions could be designed to last about an hour. A valuable approach may be to plan for about 45 minutes of presentation content followed by 15 minutes of questions and discussion; this format could accommodate the two largest groups of respondents who preferred sessions of either one hour or 45 minutes.

Nonetheless, survey findings suggest there is value in offering a mix of formats to accommodate as many trainees as possible. In many cases, it may be possible to offer different options by combining various training types. For instance, pre-recorded videos can be made available separately, or combined with quizzes and lessons to create a self-paced online course. Likewise, a webinar can be planned to occur during a meeting of local service providers, but also made available to additional viewers. Training sessions would, ideally, include varying timing options; material could be produced in a way that enables audiences to access shorter, “chunks” of specific information, or to link these together within a single longer session depending on what works for them. Because 20 minute sessions emerged as a popular choice amongst respondents who had not previously tried online training, it may be worthwhile to

produce several sessions of this length, to increase accessibility for first-time participants. While these various responses about format and duration offer very useful guidelines, ultimately decisions about format, duration, and other design features will need to be made on a case-by-case basis, taking into account the specific nature of the training content and intended audiences.

**Training design would also benefit from additional considerations suggested by survey respondents.**

Opportunities for interaction, questions, and dialogue were highly valued and should be incorporated whenever popular. Case-based approaches emerged as an effective approach to pursue. Audio and video material would ideally be accompanied by text or captions, and when possible, should include materials that can be shared with clients. Attention to use of plain language, and consideration of cultural safety and cross-cultural accessibility will also help to strengthen training design.

**Technology and Support Considerations**

Survey findings suggest there is a large prospective audience of community-based intermediaries who have sufficient technical capacity to benefit from e-learning approaches. Responses to our questions about internet reliability and speed suggest that a large majority (87%) of respondents likely have sufficient internet access to support the audio and/or video streaming requirements of common online training platforms. This estimate is also supported by responses indicating more than 85% of respondents have already participated in training online. We initially wondered whether training would need to be designed primarily for participation via smartphone. However, respondents almost universally indicated they would use a laptop or desktop computer to go online for training, with small groups indicating they would also use a smartphone or tablet.

While those in rural/remote settings were more likely to face challenges related to internet reliability and speed, we estimate that over 82% of respondents who identified themselves as working in rural and/or remote settings nonetheless have sufficient internet quality to stream audio and/or video through common e-learning platforms. Further, respondent comments and Speedtest results suggest an even greater number may be able to benefit through use of delivery strategies that could reduce or mitigate technical problems related to software or other issues.

Survey responses also consistently indicated a small but noteworthy proportion of community-based intermediaries who face barriers to accessing training online. Based on internet reliability and Speedtest results, we estimate that around 10% of respondents are likely unable to stream audio and/or video content. Further, about 12% of respondents cited the need for technology improvements at their workplace, and 15% felt they could benefit from some technical help or instruction in using online technology. Among those who had never participated in online training, about 10% of responses cited technical factors—such as unreliable internet, insufficient computer access, or lack of comfort with computers—as reasons for not having previously done training online.

It should be noted that because of the lower response rates associated with our internet-related questions it is difficult to quantify the precise proportion of respondents who are simply unable to access online video or audio content. This is in part because Speedtest results reflect only a single point-in-time “snapshot” indicator of bandwidth; and because it was often not possible (based on respondent comments) to distinguish between different types of internet or technical problems.

*Implications:*

**Because survey findings indicate a large group of community-based intermediaries who have adequate technical capacity and experience, online training for intermediaries could use a variety of platforms and incorporate audio and video content. At the same time, any online training should be designed to reduce technical barriers and maximize participation of intended audiences.**

Survey results suggest that many community-based intermediaries will be able to access the kinds of synchronous and interactive training (e.g. webcasts, webinars, web conferences) that require reliable, high speed internet. However, it will be important to continue to solicit feedback from community-based intermediaries around the province—especially those in rural, remote, and northern settings—to learn about any barriers and develop strategies to increase accessibility. Such strategies could include:

- phone-based audio options;
- making recordings available at later date(s);
- using small video files;
- providing clear technical instructions (including firewall and hardware requirements) and/or help guides; and
- enabling trainees to download required software and/or test platforms in advance.

Training design should prioritize functionality on lap tops and/or desktop applications, with smartphone and/or tablet functionality considered as a secondary benefit. Finally, incorporating ‘hands-on’ training and practice using LSS’s online resources in our in-person training workshops may also help some community-based intermediaries to build their overall confidence in navigating digital environments.

*Training Topics and Frequency*

Our findings suggest that many community-based intermediaries would like more frequent training on a range of topics. Feedback indicates at least moderate interest in each of the legal issues listed, with “very interested” being the most popular selection for all nine suggested areas of training. Overall, respondents’ preferences for relatively frequent training in a wide range of topic areas suggests there is little risk of “over-producing” online training materials. However, in some cases the topics requested may overlap with training offered by other PLEI providers.

Survey findings in these areas can help guide decision-making about training offerings. Nearly equal groups of respondents wanted training twice, four times, or six times per year. Preferred training frequency was one of few questions that varied according to previous experience with online training, and also by sector. Given a series of options, intermediaries are likely to participate at different frequencies, based on the topics and skillsets that are most relevant to their work.

*Implications:*

**LSS should begin to produce a series of online training materials and resources in a range of subject areas. Training frequency and topics should be informed by consideration of community-based intermediaries’ preferences and the need for updates, in addition to organizational capacity, LSS’s commitment to reconciliation, and the potential for collaboration with other PLEI training providers.**

Survey findings suggest that, if possible given staffing and budget constraints, LSS could consider delivering online training products about once per three months (four times per year). Where possible,

this schedule could take advantage of LSS's existing program of in-person training events, to make suitable<sup>7</sup> workshop and conference presentations available to province-wide participants (e.g., via webcast or recordings) synchronously or asynchronously. Over time, this would enable LSS to develop and maintain an up-to-date online library of training sessions that community-based intermediaries could use and refer back to as needed.

Determination of training content and frequency should be planned on an ongoing basis, to best meet needs and fill gaps. Based on survey findings about community-based intermediaries' preferences, LSS may wish to prioritize the production of online training products in the following areas:

- Ending violence (e.g., leaving domestic violence, protection orders, cyber violence and bullying)
- Poverty, income, and housing topics (e.g., welfare, housing and tenancy, debt)
- Family Law (e.g., separation, property division, mediation, court processes)
- Free legal services, resources, and publications
- Child Protection (e.g., court process, orders, collaborative decision-making)

Determination of training offerings could also prioritize sectors (such as Housing/Homelessness, and Indigenous or Aboriginal-focused sectors) where respondents indicated a preference for more frequent training (see Frequency of Training, above).

The findings from this survey should also be considered in relation to training and/or resource-related priorities highlighted within LSS's Reconciliation Action Plan (RAP)<sup>8</sup> and through recent consultation processes. The RAP outlines LSS's commitment to providing education about Indigenous justice issues and initiatives, to involve Indigenous people in developing LSS programs, and to do this in a culturally appropriate way. These and other RAP commitments should inform any future online training program. Recent consultation processes undertaken on behalf of LSS include the Public Legal Education and Information in Languages Other Than English (LOTE) Needs Assessment<sup>9</sup> and the Indigenous Public Legal Education and Information Review<sup>10</sup>. As was noted in both of these reports, it will be important to solicit feedback about training and resource needs on an ongoing basis.

As several respondents indicated, updated or more frequent training will need to be offered in the event of changes to legislation, case law, policies and resources. Further, in order to avoid duplication of resources, LSS should consider the range of training materials already produced by allied PLEI organizations (for instance, Tenant Resource & Advisory Centre, and Courthouse Libraries BC.) In many cases, LSS could simply refer community-based intermediaries to existing high-quality and up-to-date online training resources where these already exist.

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<sup>7</sup> Our experience suggests such presentations need to be designed with the needs of online viewers (in addition to conference attendees only) in mind.

<sup>8</sup> Legal Services Society, BC (2018). Reconciliation Action Plan 2018-2023. Available: <https://lss.bc.ca/about/reconciliation>

<sup>9</sup> PEERs Employment and Education Resources (2018). Key Findings and Recommendations Report: Needs Assessment 2018: Public Legal Education and Information in Languages Other Than English. Available: <https://lss.bc.ca/sites/default/files/2019-07/lssNeedsAssessment2018PLEI-LOTE.pdf>

<sup>10</sup> Bluesky, K. (2019). Indigenous Public Legal Education and Information. Available: [https://lss.bc.ca/sites/default/files/2019-08/Indigenous%20PLEI%20Report-%20July%202019%20-%20Law%20Foundation\\_1.pdf](https://lss.bc.ca/sites/default/files/2019-08/Indigenous%20PLEI%20Report-%20July%202019%20-%20Law%20Foundation_1.pdf)

## Communications and Outreach

For those community-based intermediaries we surveyed, the biggest barrier to online training appears to be a lack of information about where to find relevant training opportunities and/or insufficient invitations to participate in training. Lack of information was most commonly cited as the reason for not having previously participated in online training. Further, almost 90% of respondents identified the need to hear about training opportunities by email from LSS. Many also would need to hear from their employers about training opportunities, and/or to be given time at work to participate. Adequate notice was also named by some respondents as an important factor in determining their ability to participate in training.

### *Implications:*

**Given this feedback (and in light of community-based intermediaries' engaged responses to the survey in general) survey findings suggest there is value in undertaking more regular and timely communication with intermediaries about training opportunities and legal resources.**

LSS already sends regular publications updates to contacts via our *Factum* blog, and this effort could be built upon to deliver a regular “training and resources update”-style e-newsletter to community-based intermediary contacts. These bulletins could be used to circulate information about training resources produced by LSS, and by allied PLEI providers. Survey findings in this area also suggest the value of outreach and communications directed at organizational managers and/or administrators, in order to build awareness of and support for training opportunities for staff.

In many ways, findings from the current survey dovetail with those outlined in the recent LOTE Needs Assessment report<sup>11</sup>, which recommended active distribution of resources to community-based intermediaries through developing a contact database; distributing monthly or quarterly email bulletins as well as announcements and alerts; increasing social media outreach; and increasing partnerships with other organizations in order to more effectively distribute and raise awareness of resources.

As was signaled in the LOTE report, one effective approach would be to manage communications with community workers and other intermediary groups through a Customer Relationships Management (CRM)-type application. This would enable LSS's training and outreach teams to more effectively update and stay in touch with intermediary contacts, and manage training and resource-related communications by topic, location or other relevant factors.

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<sup>11</sup> PEERs Employment and Education Resources (2018). Key Findings and Recommendations Report: Needs Assessment 2018: Public Legal Education and Information in Languages Other Than English. Available: <https://lss.bc.ca/sites/default/files/2019-07/lssNeedsAssessment2018PLEI-LOTE.pdf>

## Appendix A: *Online Training for Community Workers* Online Survey

### LSS Survey: Online Training for Community Workers

**Welcome to a Legal Services Society (LSS) survey about online training for community workers! The survey has 15 short questions and should take about 5 minutes.**

#### **Additional Survey and Privacy Information:**

This survey is anonymous. You are not required to provide any information that would identify yourself or others.

*You can choose to be entered in a draw to win one of three \$25 gift cards from Starbucks or Tim Hortons. After the survey, you can provide your name and email if you wish to be included in the prize draw. If you do provide your name and email, it will be documented in a separate form, and not linked with your survey responses. Your name and email will not be shared.*

Your participation in this survey is completely voluntary and, should you begin the survey, you are free to stop participating, or skip any question, at any time. Skipping questions will not impact your eligibility for the prize draw. Your decision to participate or not participate will not impact your relationship with LSS, or your ability to access free information, resources, or training from LSS.

Thank you! If you agree to continue, please click 'Next Page.'

### Current practices

#### **1. Have you ever participated in online training?**

- Yes
- No

IF "Yes" to question 1:

#### **2. What kind of online training have you tried?**

- Online course.
- Video (e.g., an informational or instructional video on YouTube).
- Webinar.
- Other (please describe):

Description or comments:

IF “No” to question 1:

**2. Why haven't you tried online training? Please choose any that apply.**

- Too busy/no time.
- Don't know where to find training or information online.
- Don't usually have access to a computer at work.
- Don't have a reliable internet connection.
- Don't like/not comfortable using computers.
- Other (please describe):

Preferred training type(s)

**3. Picture a topic you'd like to learn about online. What format would you prefer? (Rank as many as you like.)**

	Level of Interest		
	Very interested	Somewhat interested	Not interested
Video: watching/listening to a pre-recorded video or presentation (e.g., on YouTube).	○	○	○
Self-Paced Online Course: working through audio, video or written lessons, with activities and quizzes.	○	○	○
Instructor-Facilitated Online Course: with audio, video or written lessons; activities; group discussion boards; and instructor feedback.	○	○	○
Webinar: watching/listening to a webinar with a live presenter, where you can type questions to the presenter, and hear answers, in real time.	○	○	○
Meeting plus Webinar: attending a meeting of service providers in your area, where a speaker joins by Skype or videoconference to give a presentation and answer questions.	○	○	○
Another option (please describe below):	○	○	○

Description or comments:

**4. For job-related online training, would you prefer to participate:**

- At a flexible time and at your own pace?
- At a fixed time, so you can interact with the presenter and other participants?
- No preference.

Comments (optional):

[Time, technology, and help](#)

**5. How often do you want online training about legal issues?**

- Once every two weeks.
- Once a month.
- Once every three months.
- Once every six months.
- Other (please describe):

Description or comments:

**6. How long would you want each training session to be?**

- 5-10 minutes
- 20 minutes
- 45 minutes
- 1 hour
- 1.5 hours
- Other (please describe):

Description or comments:

**7. What device would you use for job-related online training?**

- Laptop or desktop computer.
- Smartphone.
- Tablet or iPad.

**8. Please share your experiences with internet reliability in your community. Have you ever had issues watching videos or listening to audio?**

**9. What kind of support, if any, would you need to participate in online training?**

- My employer informing me about training opportunities.
- Receiving emails from LSS about training opportunities.
- Being given time at work to participate.
- Technology improvements at my work. (E.g., changes to the internet firewall, or better audio equipment.)
- Technical support (help using online technology.)
- Language or cultural support. (Please describe):
- Other support from LSS or my employer. (Please describe):

Description or comments:

Training topics

**10. What training topics do you want to learn about online? (Please rank as many as you like):**

	Level of Interest		
	Very interested	Somewhat interested	Not interested
Child Protection (e.g., court process, orders, collaborative decision-making).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Criminal Law (e.g., crimes and offences, rights on arrest, justice system process).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ending Violence (e.g., leaving domestic violence, protection orders, cyber violence and bullying).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Family Law (e.g., separation, property division, mediation, court processes).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Immigration and Refugee Law (e.g., refugee claims, sponsorship breakdown).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Indigenous Legal topics (e.g., Gladue rights, restorative justice, estates on-reserve).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Poverty or Income-related topics (e.g., welfare, housing and tenancy, debt).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How to Help Clients Navigate our Websites (i.e., MyLawBC, Aboriginal Legal Aid in BC, and Family Law in BC).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overview of free legal services, resources and publications in BC.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**10a. Are there other legal information topics that you want to learn about online? (Please list/describe below):**

## General information

### 11. In what sector(s) do you work? (Please select all that apply):

- Advocacy
- Child and Family-focused
- Education
- Elder/Senior-focused
- Ending Violence
- Government
- Health
- Housing/Homelessness
- Indigenous or Aboriginal-focused
- Justice/Law-related
- Libraries
- Mental Health/Substance Use
- Settlement
- Youth-focused
- Other sector(s) (please describe):

Description or comments:

### 12. Please describe the setting in which you work (select all that apply):

- Urban
- Suburban
- Rural/Remote

### 13. What is the name of your community/region?

**14. Is there anything else you'd like to add about online training for community workers? (Please describe):**

### Internet speed

**15. We would like to know the speed of your internet connection at work.**

Please click the link below. It will open in a new tab in your internet browser. Then, click "Go," and wait for the website to complete two short tests. Next, record the numbers for your download and upload speed.

Finally, come back to the survey to enter your scores and finish the survey.

**Hold down the "Ctrl" key and Click on this link: [Speedtest](#).**

When both tests are finished, record your speed numbers in the spaces below:

**Mbps**

Download Speed:

Upload Speed:

If you agree to send us your survey responses, please click on "Submit."

(The "Submit" button will also take you to the optional prize draw link.)

## Appendix B: Additional or Cross-cutting Training Topics Requested

The following chart offers a summary of requested training topics, using respondents' own terminology as much as possible.

Area of Law	Topic	Number of Requests
<b>Child Protection</b>	CFCSA - new legislation and/or amendments	2
	Supporting parents who don't qualify for legal aid but can't find or afford a lawyer.	1
<b>Criminal Law</b>	Youth criminal justice system; and intersection with mental health and addictions.	2
<b>Ending Violence</b>	Sexual violence awareness and prevention, sexual assault, sexual interference/assault in the workplace	2
	Youth issues: dating violence; lateral violence	2
	Online violence and safety: stalking, criminal harassment, cyber bullying.	2
	Gendered analysis, gender violence and Legal Aid	2
	Protection orders	2
	Financial abuse	1
	How to prepare for court when facing a perpetrator	1
	Victims' rights	1
	Human trafficking	1
	Elder abuse-prevention and response	1
<b>Family Law</b>	Separation process, rights during separation, separation agreements and supports	2
	Family Court supports, help with forms	1
	Marriage law	1
	Parenting reports (section 211 reports)	1
<b>Immigration and Refugee Law</b>	Humanitarian and Compassionate applications	1
	Pre-removal Risk Assessment	1
	Refugee appeals	1
	Programs for sponsoring parents or grandparents	1
	Issues relating to refugees	1
	Intersection between family law, criminal law, and immigration.	1

Area of Law	Topic	Number of Requests
<b>Indigenous Legal Topics</b>	Aboriginal courts sector/court system; including LSS's role	2
	Gladue reports, Gladue rights	2
	Restorative justice	1
	Wills on-reserve	1
	Indian Act, Indian Trust Funds	1
	First Nation land management and treaties and impacts with respect to fee simple taxation	1
	Cultural and traditional components and knowledge	1
	On-reserve to off-reserve transition supports	1
	New Aboriginal child protection legislation, s. 98 agreements with notification to Band designates	1
<b>Poverty, Income, and Housing Topics</b>	Tenancy, tenancy rights, landlord-tenant disputes, how to prepare for the RTB	4
	Government and social services, Welfare issues, recent changes to EAW (Employment Assistance Worker), Employment Insurance.	3
	Bankruptcy and debt.	1
	Tax reports.	1
<b>Legal Services, Resources, and Publications</b>	Accessing legal aid, including appeals	4
	Legal resources 101: Intro to existing legal resources, agencies, and supports for clients.	4
	Parent Legal Resource Centres	1
	Introduction to and list of all publications/resources, and how to order them.	2
<b>Additional or Cross-cutting Topics</b>	Wills, Estates, and Property Law. E.g.: How to create a will. Wills on and off-reserve. Dealing with home repossession through court.	11
	Employment/Labour law. E.g.: Employment act and standards, Benefits for Temporary Foreign Workers, Employment Insurance, Employer and employee rights.	11

Area of Law	Topic	Number of Requests
	Legal Processes. E.g.: Preparing affidavits and court forms. Court and Supreme Court processes. Appeals. Court process steps and timing (to help with clients' expectations.) Training on Government Services that have moved online (e.g. EI, social assistance, immigration applications) in order to be able to help people navigate these processes.	9
	Youth issues. E.g.: Youth advocacy. Immigrant teens and young adults and interactions with police. Youth justice system. Youth violence. Youth and human trafficking. Youth crimes against parents and MCFD involvement. Rights and supports for youth in care. Children and youth rights to choice about (e.g., where or with whom they live, or visiting abusive parents.) School system protections and supports. Supports for children and youth with special needs.	8
	Health issues. E.g.: mental health and Mental Health Act. Addictions and the Law. Access to healthcare for children and adults with special needs. Access to counselling for survivors of childhood abuse/abuse in foster homes.	8
	Elders/Seniors' issues. E.g.: Elder law, benefits for seniors. Elder abuse and prevention, financial abuse. Seniors' guardianship and capacity. Legal rights and supports for seniors.	8
	Human Rights. E.g.: Human Rights law, complaints, and tribunal processes. Human Rights cases and Trans issues. Human Trafficking. Rights of Temporary Foreign Workers.	7
	Caregiving and decision-making issues. E.g., Advance Care Planning. Adult Guardianship Act. Powers of Attorney on and off-reserve. Representation agreements. Decision-making and capacity. Laws pertaining to adults hospitalized under the Mental Health Act. Public Guardian and Trustee. Support and respite services for caregivers.	7
	Civil law issues. E.g., small claims procedure, civil law options for victims of crime. Traffic issues.	6
	Social Media/technology-related issues. E.g., cyber abuse and libel law. Online stalking, bullying, and criminal harassment. Privacy.	4

Area of Law	Topic	Number of Requests
	Privacy rights/issues. E.g., Breach of confidentiality. FIPPA and privacy issues for organizations. Privacy online.	4
	Legal issues updates: changes to law or procedures.	4
	GLBTQ+ Issues: E.g., Rights. Teens and police interactions. Historical and current Trans issues, human rights, and case law.	3
	Alternative legal processes. E.g., Alternative Dispute Resolution. Restorative justice in Indigenous and non-Indigenous contexts. Mediation.	3
	Legal/justice sector-related skills or job training. E.g., Advocacy training (how to best advocate for clients.) How to become a Victim Assistance Worker, Guard, or Community Mediator. Bridging language barriers for clients. Providing services in rural areas, and related challenges of low literacy, few resources.)	3
	FASD and the law. E.g., Inappropriate treatment by courts and police of individuals with diagnosed or undiagnosed FASD.	2
	Disability-related rights, supports, protections (e.g. regarding school and healthcare), for children and adults.	2
	Fraud and financial abuse.	2
	Liability.	2
	International legal issues. E.g. facing charges outside of Canada. Border/customs offences.	2
	Malpractice, Negligence	1
	Consumer rights and appeal.	1
	Small business issues.	1
	Drugs and Cannabis law.	1