

# PROJECT DESCRIPTION FORM

**Chapter:** University of Saskatchewan

**Program year:** 2024-2025

**Project Name:** Becoming a Lawyer

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## SECTION A – ORGANIZATIONAL INFORMATION

1. **Name of Organization:** Public Legal Education Association (PLEA)
2. **Mailing Address of Organization:** 650-333 25<sup>th</sup> St E Saskatoon SK S7K 0L4
3. **Website of Organization:** <https://www.plea.org/>

4. **Type of Organization:**

- Charity
- Not-for-profit
- Association
- Government
- University
- Law firm
- Other

5. **Brief overview of the organization's mandate (2 to 4 lines maximum):**

The Public Legal Education Association of Saskatchewan (PLEA) was incorporated in 1980 as a non-profit, non-government organization that exists to educate, inform, and empower through law related education.

PLEA can help members of the public by providing general legal information, suggesting resources, and telling people about different options for obtaining legal advice. The information PLEA provides is about laws specific to Saskatchewan and Canada.

6. **Organization Contact Person**

Name: Jonas Kiedrowski

Title: Teachers and School Coordinator

Telephone Number: (306) 653-1868

Email Address: [j.kiedrowski@plea.org](mailto:j.kiedrowski@plea.org)

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7. Preferred mode of contact: Phone  Email

**8. Lawyer supervisor(s)**

*Note: For certain projects, students work with a roster of lawyers. In such instances, please include the information of all lawyer supervisors, and indicate who the lead lawyer/key point of contact is.*

Type of Lawyer Supervisor:

*Note: Please check only **ONE** of the following.*

- Lawyer Supervisor - Insured  
 Lawyer Supervisor – Expert (*must attach Lawyer Supervisor – Expert Checklist*)

Name: Pamela Kovacs  
Title: Senior Policy Counsel  
Organization/Firm: Law Society of Saskatchewan  
Telephone Number: (306) 569 6235  
Email Address: pamelakovacs@lawsociety.sk.ca

The lawyer supervisor is:

- An employee of your organization  
 A board member  
 Other – Ms. Kovacs is Senior Policy Counsel at the Saskatchewan Law Society, which regulates the practice of law in the public interest. She has extensive knowledge on the different career paths available to legal professionals.

**9. How often will the lawyer supervisor be available to meet with the student(s)?** The Lawyer Supervisor will be able to meet with the students as required.

**10. Can student volunteers on this project complete their work virtually and from home?** Yes   
No  However, the presentations may need to take place in person.

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## SECTION B – PROJECT INFORMATION

**11. Please describe the project tasks:**

**Description of Project**

Equitable and accessible information on how to become a legal professional is important for access to justice. The legal profession should be representative of the diversity within society. Within the legal profession, equity, diversity, and inclusion take on special significance as the

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profession has a particular role in upholding and advancing the rule of law and access to justice. The rule of law safeguards legitimate justice processes and human rights compliant outcomes.

The Law Society of Saskatchewan conducted an Equity, Diversity, and Inclusion survey during 2021 to understand perspectives, personal experiences, including the impact of COVID-19, and to focus efforts to advance programs and initiatives that promote an inclusive legal profession.

Overall, the survey found that a majority of members recognize there are equity, diversity, and inclusion issues within Saskatchewan's legal profession from entry into practice to advancement during a law career.

The benefits from equity, diversity, and inclusion within the legal profession are many and support justice goals but are yet to be fully realized. Volunteers will update the plain language, youth-oriented newsletter that outlines the steps to becoming a legal professional and different career paths in the field of law, drawing from [information](#) prepared by PLEA and the Law Society of Saskatchewan. The newsletter from last year should be built upon and updated where needed.

Volunteers will also create a 45-minute presentation for groups that would benefit from the material, especially groups that are being underrepresented within the legal profession (see Membership Demographics in the Law Society's most recent [Annual Report](#)). During presentations, volunteers are encouraged to use creative ideas to engage their audiences. All presentations will be delivered with a teacher present in the virtual or physical classroom. Volunteers are encouraged to reach out to teachers prior to presentations to explain to them the nature of the presentation.

The topics addressed include:

- What are lawyers and what do lawyers do?
- How to become a lawyer.
- Admissions into law school in Canada.
- Practicing law in Saskatchewan and other provinces.
- Regulation of the legal profession.
- What can you do with a law degree?

*\*Before students conduct presentations, all materials will be reviewed by the organization and lawyer supervisor for accuracy. A PBSC disclaimer must also be included in the presentation.\**

## **Role of Student Volunteers**

Student volunteers will be responsible for the following tasks:

- Meeting with the Lawyer Supervisor to orient to equity, diversity, and inclusion issues within the legal profession and current demographic information and survey findings.
- Building upon the plain language newsletter and presentations, ensuring that it reflects current policies and regulations around admissions into law school and the practice of law.
- Distributing teacher and student feedback forms to help inform future improvements to the project.

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- Ensuring presentations incorporate opportunities for a Q&A period and that materials are thoughtful and inclusive.
- Helping the Project Lead create a transition memo with school contact information and any helpful tips for future students.
- Updating the PLEA website.
- Each pair of students will deliver approximately 3-4 presentations each term (if LAW 30 is available in both terms).

## Role of Project Lead

- Taking lead on creating a work plan with student volunteers and submitting it to the Lawyer Supervisor, Organization Contact, and PBSC Coordinators.
- In consultation with the Project Supervisor and Partner Organization, reaching out to local schools, particularly those with higher populations of students from equity-seeking groups, and scheduling presentations for high school students enrolled in LAW 30.
- Maintaining regular communication with student volunteers, Lawyer Supervisor, Project Supervisor, and PBSC Coordinators.
- Taking lead on creating a transition memo. This document includes contact information, best practices, and tips to assist future students involved with the project.
- Conduct more outreach to youth organizations in the community.

## Role of Lawyer Supervisor

- Ensure the students' presentation and newsletter are an accurate reflection of the law in Canada and Saskatchewan.
- Recommended to attend at least one practice session before the students deliver the presentation. (This may take place virtually.)
- Recommended to attend the presentations to ensure students share only legal information.
  - If unable to attend a presentation, the Lawyer Supervisor will practice presentation with student volunteers, especially potential questions that may arise during the Q&A session.

## Which types of law are used in this project?

Access to Justice, regulation of the legal profession

## 12. What is the main project deliverable?

Select **ONE** option.

- A.  Creating produced content (e.g. research memos, brochures, podcasts, etc.)
- B.  Completing client intake and assistance (e.g. completing client intake, providing client referrals, helping clients with their ID documents, etc.)
- C.  Presenting public legal education (e.g. in-person or virtual presentations, workshops, training sessions, etc.)

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**13. If you checked boxes A or C in question 12, above, do you consent to the Student Volunteer(s) sending to PBSC a copy of the project deliverable?** *Please note it is your responsibility to collect and retain any project deliverable or documentation required to carry out the work set out in this Form.* If you consent to PBSC saving a copy of the project deliverable (this strictly applies to Research and Public Legal Education projects), the documents will be securely saved and used solely for the purposes of monitoring the progression of the project, informing project development, and offering efficient continuity to returning projects, and will not be reproduced, shared, or used outside of these stated purposes.

- A.  I consent to PBSC saving a duplicate of the project deliverable.  
B.  I do not consent to PBSC saving a duplicate of the project deliverable.

**14. If you checked boxes B or C in question 12, above, what is your plan for distribution of PBSC's Client Impact Survey?**

**Note: PBSC's Client Impact Survey** is an important tool that allows our organization to measure client satisfaction and impact, report to stakeholders, and improve our programming. The Client Impact Survey is available through Qualtrics, which meets all federal and provincial privacy and security laws (data is stored in Canada).

For client intake and assistance projects, the student volunteers will set aside time to share the Client Impact Survey hyperlink and QR Code at the end of client meetings. Volunteers will be provided with the hyperlink and QR Code at the start of their placements. Where appropriate, printed copies of the survey may be used as long as there is a protocol in place to safeguard client confidentiality.

For public legal education presentations, the student volunteers will set aside time to share the Client Impact Survey hyperlink and QR Code with the participants at the end of the session. The hyperlink and QR Code will be embedded in the last slide of the presentation where possible. Volunteers will be provided with the hyperlink and QR Code at the start of their placements. Where appropriate, printed copies of the survey may be used as long as there is a protocol in place to safeguard participant confidentiality

Other. If neither of the above options are an appropriate means of distributing PBSC's Client Impact Survey for this project, please explain your plan for distribution.

**15. A work plan is required for this project:** Yes  No

*If yes, the student(s) must reach out to the lawyer supervisor, draft a work plan, and submit it by email to the Program Coordinator and the lawyer supervisor by November 1st at the latest. Please note that workplans are required for all legal research and writing projects.*

**16. Is this a joint project with students from any other PBSC chapters?** Yes  No

**17. What type of training will the organization provide to the student(s)?**

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*Note: All first year PBSC volunteers and all volunteers working on research projects must also attend a PBSC/Thomson Reuters legal research strategies workshop.*

Students will receive general training from PBSC and a presentation from the Lawyer Supervisor.

**18. How many students would you like assigned to this project?**

3-4 students and 1 Project Lead

**19. How many hours per week will the student volunteer(s) be expected to work?**

*Note: PBSC students are expected to volunteer 3-5 hours per week. Additional hours are at the students' discretion, but at no time should the student be volunteering more than 10 hours per week.*

Students are expected to volunteer 3-5 per week.

**20. Will the student(s) be expected to show up for regular shifts each week, or is the schedule flexible?**

The work will be flexible, but students will be expected to work together on a regular basis, meet deadlines, and be present for the scheduled presentations.

**21. Is workspace provided for the student volunteer(s) at your organization?** Yes  No

**22. Please list the devices and technologies the students will require to have at home in order to complete their volunteer work remotely (ex. Computer, Internet access, telephone, FaceTime, Zoom, etc.)**

Students should have access to internet, Zoom, and a computer.

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## SECTION C – STUDENT REQUIREMENTS

**23. Is there an expectation for the student(s) to be bilingual?** Yes  No

However, students able to speak additional languages will be viewed as beneficial.

**24. Can first year law students volunteer for this project?** Yes  No

**25. Please list any law school prerequisites required for this project. (e.g., administrative law, family law, immigration and refugee law.)** There are no prerequisites.

**26. Please list any other requirements or expectations for this project. (e.g., professional or academic background, experience, etc.)**

There are no requirements, but preference will be given to students who are personable, have strong communication skills, have experience working with youth, and are members of equityseeking groups.

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## SECTION D – TO BE COMPLETED BY THE PROGRAM COORDINATOR

**27. Which project model(s) most accurately describes this project?** If the project has multiple activities, please choose a **maximum of 3** project models. In order to obtain the most accurate data, please only select the project models that describe the majority of the project’s activities. If the relevant project model is not indicated below, please contact your Program Officer.

- Public Legal Education (presentations, workshops, podcasts, brochures, blogs, etc.)
- Research (memoranda used for internal purposes only)
- Client services (court forms, shadowing, mock hearings, intake, legal clinic, etc.)
- Other (please specify)

**28. Which communities does this project serve?** Please identify the top **3** communities that this project serves. Please choose the primary (1), secondary (2) and tertiary (3) communities served by writing 1, 2, or 3 next to the community. This will help us understand gaps in our programming, resource allocation and provide us with information for funding proposals and reports. We understand that due to the intersectionality of identities, it is difficult to rank the top three communities served. Please note that by ranking, you are not prioritizing any issues, or communities. If you would like to add any comments, please use the comment box below.

- 1 Children & Youth
  - Domestic Violence Survivors
  - Women
  - Homeless & marginally housed
  - Immigrants, refugees & newcomers
  - Indigenous (First Nations, Inuit, Métis)
  - LGBTQ+
  - Linguistic minorities
- 2 People living in poverty
  - People living with disabilities & chronic illnesses
  - People living with HIV
  - People living with mental health challenges
  - Precariously employed individuals
  - Prisoners & former prisoners
- 3 Racialized communities
  - Religious minority communities
  - Self-represented litigants
  - Seniors
  - Trans and gender diverse individuals
  - Two-Spirit individuals
  - Veterans
  - Other: General Project – no specific community being served

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Project reviewed by On-site Supervisor

*Heather Heavin*

Signature

July 16, 2024

Date

**Note: A final/complete copy of this Project Description Form must be provided to:**

- The Organization Contact Person
- The Lawyer Supervisor(s)
- The Student Volunteer(s)
- Your Program Officer at National Office