A toolkit called Learning Disabilities and Ethnicity – Getting Your Acts Together

Part 1

About the toolkit

This guide will tell you what you need to know about the toolkit

Robina Shah MBE DL JP
A message from Bert Massie CBE

My name is Bert Massie CBE. I am chair of a group of people called the Disability Rights Commission.

We worked with another group of people called the Valuing People Support Team to make this toolkit.

This toolkit will help your Learning Disability Partnership Board to make the lives of people with a learning disability from an ethnic minority background better.

You can now read this guide to find out how.

Thank you,

Bert Massie CBE
## What is in this guide?

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<td>23</td>
</tr>
</tbody>
</table>
What words mean

Look at the box below to find out what some of the words in this toolkit mean.

<table>
<thead>
<tr>
<th>Toolkit</th>
<th>A toolkit is like a book. It tells you how to do something. It helps you • know what you need to do • check how well you are doing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valuing People</td>
<td>This is a <strong>plan</strong> that the government has made. It talks about how to make the lives of people with a learning disability and their families and carers better</td>
</tr>
<tr>
<td>Disability Discrimination Act</td>
<td>This is a <strong>law</strong> that helps stop disabled people being treated in a bad way just because they are disabled</td>
</tr>
<tr>
<td>Race Relations Amendment Act</td>
<td>This is a <strong>law</strong> to make sure people from all different backgrounds and cultures are treated in a good and fair way</td>
</tr>
</tbody>
</table>
Some more words and what they mean

Look at the box below to find out what some of the words in this toolkit mean.

| People from an ethnic minority background | People come from all different backgrounds.  
For example, people come from different countries, cultures and religions.  
Here are some examples of people who come from an **ethnic minority** background  
- people from an **African** background  
- people from an **Asian** background  
- people from a **Chinese** background  
- people from a **Caribbean** background. |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Image" /></td>
<td><img src="image2.png" alt="Image" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Public Authorities</th>
<th>These are groups of people. Some of them are on your Partnership Board. Some examples of public authorities are your local council, the NHS, the government and the Police</th>
</tr>
</thead>
</table>
About the toolkit

Who is the toolkit for?

This toolkit is for Learning Disability Partnership Boards in England to use.

From now on we will call Learning Disability Partnership Boards Partnership Boards.

Everyone in the Partnership Board should work together to use this toolkit. People with a learning disability should use this toolkit too.

The law says that Partnership Boards now have to make sure that people with a learning disability can take part in all the work they do.

This toolkit is in easy to read words and pictures so it is easier for everyone to use.
But some people might need extra help and support to understand the things in this toolkit.

There are some ideas to help Partnership Boards make sure this happens on page 23.

Your Partnership Board should also look at a guide called **Learning Difficulties and Ethnicity - A Framework for Action** at the same time as using this toolkit.

The guide was made by the Department of Health and the Valuing People Support Team in 2004.

**What is this toolkit about?**

The toolkit will help Partnership Boards to make the lives of people with a learning disability from an **ethnic minority background** better.

You can find out what ethnic minority background means on page 5.
How will this toolkit help your Partnership Board do its work?

The government has made a plan and some laws.

Together, the plan and the laws will help make the lives of people with a learning disability from an ethnic minority background better.

The plan is called Valuing People

The laws are called

- the Race Relations Amendment Act 2000

This toolkit will help Partnership Boards

- know what they have to do as part of the plan and the laws
- keep checking how well they are doing.

Now you can find out what you need to know about the government plan and the laws
Valuing People

• **Valuing People** is the name of a government plan. It talks about how to make the lives of people with a learning disability and their families and carers better.

• Valuing People says that people with a learning disability should

  ✓ be able to take part in their local community just like everyone else. This means they should be able to do things like have a job or go out to places

  ✓ be treated in the right way by other people

  ✓ be able to make choices about their lives

  ✓ be able to do things by themselves, with help if they need it.

Valuing People says that **all** people with a learning disability should enjoy a better life.
But, at the moment, many people with a learning disability from an ethnic minority background do not enjoy a better life.

For example, they often do not have a job or enough money to buy things with.

**Partnership Boards** should work to make sure that

- the things that Valuing People talks about really happen
- services are good and fair for people with a learning disability from an ethnic minority background.
What you need to know about…

The Disability Discrimination Act 1995

- The Disability Discrimination Act 2005 is the name of a law.

- Most people who run services and businesses have to follow this law. This means they have to

  ✓ make sure disabled people who use their services are treated in the right way

  ✓ if they need to, change the way they do things or give disabled people extra help to use a service

  ✓ if they can, change their buildings to make them easier for disabled people to use.
What are services?

Here are some examples of places that you get a service from

- hotels
- restaurants
- banks
- leisure centres (where you do sport)
- hairdressers
- religious places like churches, temples and mosques
- your local council.

Sometimes, only some of the work done by a group of people can be called a service.

This means that only some of the work that a group of people does is part of this law.

For example, when the police arrest someone, they are not giving the person a service as part of this law.

But the police are giving someone a service if they give them help and advice about things.
The new part of the law called the Disability Equality Duty

Groups of people, called public authorities, now have to do more things as part of this law.

For example, they have to make a plan to show how they will make the lives of disabled people better.

Here are some examples of public authorities

- the government
- the police
- the NHS (the National Health Service)
- local councils
- schools.

This new part of the law is called the Disability Equality Duty.

The Disability Rights Commission has lots of information about this law on their website. You can also get the information by phoning their helpline on 08457 622 633.
What you need to know about…
The Race Relations Amendment Act 2000

- The Race Relations Amendment Act 2000 is the name of a law.
- The law is split up into different parts

1) The general duty

Groups of people called public authorities have to do certain things.

For example, they must always think about what is best for people from an ethnic minority background when they do thinks like

✓ make new plans or services
✓ get people to work for them.
They also have to make sure people from an ethnic minority background are

✓ treated in the right way
✓ have the same chances to do things as everyone else.

2) Specific duties

Public authorities have to do things like

• make a plan. The plan talks about what they will do to make their services good and fair for people from an ethnic minority background.
The plan is called a race equality scheme

• make sure that people from an ethnic minority background have the same chance of getting a job with them as everyone else.

Some public authorities might have already made plans about this work. They should use these plans and make them part of their new plan.

There is a list of public authorities on the Home Office website and the Commission for Racial Equality’s website.
What does your Partnership Board need to do?

Now we will talk about what your Partnership Board has to do to follow the laws called

- the Disability Discrimination Act 1995
- the Race Relations Amendment Act 2000.

And the government plan called Valuing People.

Partnership Boards have to follow the laws because

- there are some groups of people on your Partnership Board called Public Authorities

- Public Authorities have to follow the laws when they work with your Partnership Board

- This means that your Partnership Board needs to follow the laws as well.
Your Partnership Board should

- know what the laws and the government plan called Valuing People say
- help groups that are part of your Partnership Board do what the laws say
- make sure your Partnership Board does what the laws and Valuing People say
- do the very best it can, even more than the laws and the government plan say it should do.

How will this toolkit help people with a learning disability from an ethnic minority background?

This toolkit will help your Partnership Board to

- give people with a learning disability from an ethnic minority background the right sort of help
The toolkit will also help your Partnership Board to

- always think about what is best for people with a learning disability from an ethnic minority background

- make it easier for people with a learning disability from an ethnic minority background to be part of your Partnership Board’s work

- make sure there are the right number of people from an ethnic minority background on your Partnership Board

- keep checking how well your Partnership Board is doing

- get your Partnership Board ready for new laws in the future

- make it easier for people with a learning disability from an ethnic minority background to do things like have a job and go out to places.
What checks will be made to make sure your Partnership Board is doing the right things?

1) Groups of people called the Department of Health and the Valuing People Support Team can check the work that Partnership Boards are doing.

2) Groups of people called the Disability Rights Commission and the Commission for Racial Equality can make Partnership Boards follow the law.

3) Other groups of people called the Commission for Social Care Inspection and the Healthcare Commission check services to make sure they are doing what the laws say.

4) A law called the Freedom of Information Act 2005 says people can now ask for information about what Partnership Boards are doing.

In October 2007, a group of people called the Commission for Equality and Human Rights (CEHR) will take over the work of groups called the Disability Rights Commission, the Commission for Racial Equality and the Equal Opportunities Commission. This new group will make sure that laws about treating people in the right way happen.
Some plans your Partnership Board should make

We would like all Partnership Boards to make 2 plans. The plans are called equality schemes.

The 2 plans would be about

1) Making the lives of disabled people better. This plan is called a Disability Equality Scheme

2) Making the lives of people from an ethnic minority background better. This plan is called a Race Equality Scheme

If your Partnership Board cannot make 2 plans it should make 1 plan instead that talks about both of these things. This plan is called a Disability and Race Equality Scheme (DRES).
If your Partnership Board has made these plans already

Your Partnership Board can use this toolkit to check how well it is doing to make the plans happen.

If your Partnership Board has not made the plans already

Your Partnership Board should try to make the plans before it starts using this toolkit.

Or else, your Partnership Board can use this toolkit to help you think about what should be in the plans.

The Standards

In part 2 of this toolkit you will read about some things called standards. Your Partnership Board can look at the standards to check how well it is doing.

Standards are like rules.
Your plans should talk about these standards.

But your Partnership Board can change these standards if it needs to, to make them right for your local area.

Your Partnership Board should

✔ make 2 plans. 1 about disabled people and another about people from an ethnic minority background

✔ if it cannot make 2 plans it should make 1 plan that talks about both of these things, called a Disability and Race Equality Scheme (DRES)

✔ keep checking how well it is doing to make the plans happen

✔ all work well together to make the plans happen.
Some ideas to help make sure people with a learning disability can use this toolkit

Some people might need extra help and support to use this toolkit.

Your Partnership Board should do things like

✓ ask people with a learning disability what support they need. For example, do they need help with reading or do they speak another language that is not English?

✓ give people with a learning disability the support they need. For example, they might need a support worker or an advocate to help them use the toolkit

✓ give people lots of time to understand the toolkit. Your Partnership Board could

  o have a meeting before using the toolkit, to tell everyone about it and explain the things in it
o give people a copy of the toolkit to look at before using it. This is so people have time to understand it, with support if they need it

o make sure there is enough time in meetings to explain things really well

✓ make sure people in your Partnership Board always speak to each other and write things using language that is easy for everyone to understand

✓ think about explaining things in the toolkit in another way if this is easier for people. For example, you could use pictures

✓ you could split people up into small groups to work. This might help people who find it hard to speak up in a large group

✓ keep checking to make sure it is easy for everyone to join in and use this toolkit

You can now look at Part 2
A toolkit called Learning Disabilities and Ethnicity – Getting Your Acts Together

Part 2

Checking how well your Partnership Board is doing
What is this part of the toolkit about?

This part of the toolkit has lots of things in it to make you think about:

- how well your Partnership Board is doing at the moment to make the lives of people with a learning disability from an ethnic minority background better.
- if your Partnership Board is doing all the things that the laws and the government plan called Valuing People say it should.
- if there is anything else your Partnership Board should be doing.

When we talk about laws we mean:

- the Disability Discrimination Act 1995
- and the Race Relations Amendment Act 2000
Your Partnership Board can use the toolkit to check

✓ its own work
✓ services
✓ the work of other groups of people
✓ new rules and plans.

We think your Partnership Board should look at this toolkit every year to check how well it is doing.

Before you use this toolkit

Think together about what sort of Partnership Board you are.

For example, do you do a lot to help people with a learning disability from an ethnic minority background?

- what do you do well?
- what do you need to do better?
- what would you like to happen?
Here are some ideas for what you might want to happen

- **More person centred planning.** This is where you say what you want and need. People listen to you and give you the right help.

- **More individual budgets.** This is where you are in charge of the money you get for your services.

- **Better information** that you find easy to understand.

- **Advocates** to help you speak and say what you think.

Now you can start to use the toolkit
How does the Toolkit work?

The toolkit talks about things called **Standards**.

Standards are like rules.

Your Partnership Board needs to

1. Look at what each standard says

2. Think about the work it does. Is it as good as the standard says it should be?

3. Give your Partnership Board a **score** for each standard to show how well you think it is doing

4. Say **why** you are giving your Partnership Board that score.

For each standard, you will need to talk about some of the work your Partnership Board has done to make the standard happen. This work is called **evidence**.
The scores for each standard and what they mean

You need to give your Partnership Board a score between 1 and 5 for each standard.

Here is what each score means

1. Not at all. This has not happened at all

2. No. My Partnership Board has agreed what it needs to do to make this happen but has not done it yet

3. My Partnership Board has started doing this but there is still more to do

4. My Partnership Board has done quite a lot of work to make this happen

5. Yes. This is happening. My Partnership Board does not have to do any more work for this

The standards start on the next page.
1. What your Partnership Board believes in and wants to make happen

<table>
<thead>
<tr>
<th>The Standard</th>
<th>Your score</th>
<th>The reasons (evidence)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does your Partnership Board talk about Valuing People and the laws a lot, and really believe in what they say? (this is about the vision and values of your Partnership Board)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does your Partnership Board think about what it needs to do for Valuing People and the laws everytime it does some work?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2. Having the right information about people with a learning disability from an ethnic minority background in your area

<table>
<thead>
<tr>
<th>The Standard</th>
<th>Your score</th>
<th>The reasons (evidence)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Has your Partnership Board found out which parts of its work are talked about in Valuing People and the laws?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do people with a learning disability from an ethnic minority background join in and help do this work?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Has your Partnership Board found out how many people with a learning disability from an ethnic minority background there are in your area?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2. Having the right information about people with a learning disability from an ethnic minority background in your area

<table>
<thead>
<tr>
<th>The Standard</th>
<th>Your score</th>
<th>The reasons (evidence)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Has your Partnership Board found out how many people from an ethnic minority background use services in your area?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Has your Partnership Board made sure everyone knows what information it keeps about people from an ethnic minority background?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Has your Partnership Board made sure everyone knows how it uses this information?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### 3. The plans your Partnership Board has made about disability and race.

They are called equality schemes. (Your Partnership Board might make only 1 plan about these things)

<table>
<thead>
<tr>
<th>The Standard</th>
<th>Your score</th>
<th>The reasons (evidence)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did your Partnership Board make sure that everyone could help make the plans?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Has your Partnership Board made sure that the things in the plans come straight from Valuing People?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>In the plans, has your Partnership Board talked about how to meet the different needs of people with a learning disability from an ethnic minority background?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>For example, how to meet people’s different needs to do with culture, language or religion?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3. The plans your Partnership Board has made about disability and race. They are called equality schemes.

<table>
<thead>
<tr>
<th>The Standard</th>
<th>Your score</th>
<th>The reasons (evidence)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Has your Partnership Board made sure everyone understands what they need to do to follow the laws?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>And does your Partnership Board check to make sure people are doing the right things?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Has your Partnership Board made plans that</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• talk about <strong>all</strong> the things that need to be done</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• are good and fair to all people with a learning disability in your area.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### 4. Making sure everyone in your area can take part in the work of your Partnership Board

<table>
<thead>
<tr>
<th>The Standard</th>
<th>Your score</th>
<th>The reasons (evidence)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Has your Partnership Board made sure there is the right number of people with a learning disability from different backgrounds on the Partnership Board?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Has your Partnership Board made sure it is easy for people with a learning disability from an ethnic minority background to come to Partnership Board meetings?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
4. Making sure everyone in your area can take part in the work of your Partnership Board

<table>
<thead>
<tr>
<th>The Standard</th>
<th>Your score</th>
<th>The reasons (evidence)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does your Partnership Board give people information in a way that is easy for them to understand? For example, in different languages, and in easy to read words and pictures?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Has your Partnership Board made it easy for different groups of people to take part? For example, groups of people called travellers, gypsies and asylum seekers?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
5. Making the plans called equality schemes happen

<table>
<thead>
<tr>
<th>The Standard</th>
<th>Your score</th>
<th>The reasons (evidence)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Has your Partnership Board made sure there is enough time and money to make the plans happen?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is your Partnership Board working with other NHS and local council groups to help them make their plans happen?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Has your Partnership Board made sure some money called the <strong>Learning Disability Development Fund</strong> will be used to make the plans happen?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
5. Making the plans called equality schemes happen

<table>
<thead>
<tr>
<th>The Standard</th>
<th>Your score</th>
<th>The reasons (evidence)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Has your Partnership Board made sure everyone gets the right training about what Valuing People and the laws say?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Has your Partnership Board made sure everyone knows what they need to do to make Valuing People and the laws happen?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
6. Checking how well your Partnership Board is doing

<table>
<thead>
<tr>
<th>The Standard</th>
<th>Your score</th>
<th>The reasons (evidence)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does your Partnership Board use things from Valuing People and the laws to checks how well it is doing? (These things are called indicators)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Has your Partnership Board agreed to check its work every year to make sure it is right for people with a learning disability from an ethnic minority background?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does your Partnership Board talk to people with a learning disability a lot to find out what they think about their services?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does your Partnership Board then make sure services are changed if they need to be?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### 6. Checking how well your Partnership Board is doing

<table>
<thead>
<tr>
<th>The Standard</th>
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<th>The reasons (evidence)</th>
</tr>
</thead>
<tbody>
<tr>
<td>When your Partnership Board checks its work to see how well it is doing, does it make sure it tells other people, like people who check services, about what is has found out?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Has your Partnership Board agreed on a way to tell to other people, like people who check services, about how well it is doing?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
What you need to do next

You have now found out about how well your Partnership Board is doing for each standard.

Now add up how many number 5 scores you have given your Partnership Board.

Write how many here

Now look at the table below.

<table>
<thead>
<tr>
<th>How many number 5 scores your Partnership Board got</th>
<th>What this means</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between 18 and 26</td>
<td>Your Partnership Board is doing well. It has made good plans about disabled people and people from an ethnic minority background. It is doing the things in the plans well.</td>
</tr>
<tr>
<td>Between 9 and 17</td>
<td>Your Partnership Board needs to do more work to make the things in the plans happen</td>
</tr>
<tr>
<td>Between 0 and 8</td>
<td>Your Partnership Board is <strong>not</strong> doing well. It needs to do much more work to make the things in the plans happen</td>
</tr>
</tbody>
</table>
Examples of good work that Partnership Boards have done

Here is some of the good work that Bolton Partnership Board has done.

It has

✓ made a **plan** about how to make the lives of people with a learning disability from an ethnic minority background better

✓ got someone called a **Cultural Development Worker** to work with the Partnership Board. This person helps make services better for people with a learning disability from an ethnic minority background

✓ set up a group of people to help the Partnership Board think about the needs of people with a learning disability from an ethnic minority background

✓ had an event so lots of groups who work with people with a learning disability could find out about its work

✓ worked with lots of different people from ethnic minority backgrounds to find out how the Partnership Board could help them more

✓ put aside £12,500 from some money called the Learning Disability Development Fund to do this work.
Examples of good work that Partnership Boards have done

Bolton Partnership Board also does things like

✓ makes services better.
  A group of people, including people from an ethnic minority background, work to make this happen

✓ makes sure people with a learning disability from an ethnic minority background help to make new services

✓ gives people with a learning disability from an ethnic minority background information in a way they find easy to understand.
How to find out more

- To find out more about Bolton Partnership Board’s work email Isabel.southern@bolton.gov.uk

- To find out more about good work that Partnership Boards have done look at this website. http://www.lden.org.uk/page6/page6.html

- If you need more information about this toolkit you can email someone called Robina Shah at Robina_shah@hotmail.com

You might also find these websites useful

Disability Rights Commission
http://www.drc-gb.org

Commission for Racial Equality
http://www.cre.gov.uk
Equal Opportunities Commission
http://www.eoc.org.uk

Valuing People Support Team
http://valuingpeople.gov.uk/dynamic/valuingpeople16.jsp

The Prime Minister’s Strategy Unit
www.strategy.gov.uk

Freedom of Information Act
http://www.foi.gov.uk

Here are some things you can read to find out more

http://www.arcuk.org.uk/propub?propubid=90

http://valuingpeople.gov.uk/dynamic/valuingpeople8.jsp
http://www.dh.gov.uk/assetRoot/04/10/64/78/04106478.pdf


http://valuingpeople.gov.uk/dynamic/valuingpeople6.jsp

Various Valuing People ethnicity reports.  
http://valuingpeople.gov.uk/dynamic/valuingpeople88.jsp


Books by the Commission for Racial Equality

- The Law, the Duty and You 2003
- A Framework for Inspectorates 2002
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