**Trainer’s Pack | Introduction to Equality and Diversity**

**2.5 hour session**

This training pack is for housing providers to deliver introductory equality and diversity (E&D) training for staff in relation to their role within the organisation. The materials can be easily adapted to use with Board members, managers or tenants, or to create a refresher session. The session works best with groups of 10-14 participants.

The aims of the session are to provide an overview of the importance of (E&D) in the context of employment and service provision and to raise awareness of current E&D issues in the housing sector.

**The pack consists of:**

1. Pre-course questionnaire
2. PowerPoint presentation
3. Session plan
4. Training exercises and handouts
5. Video clip
6. Session plan guidance
7. Evaluation form

The Train the E&D Trainer session will go through all the materials and delivery of this session, highlighting discussion points and additional resources.

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| **The session covers:*** What do we mean by E&D?
* Why’s it important in your day-to-day work?
* What does the law require?
* What can you do practically to promote E&D?

**Sample Programme**

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| --- | --- | --- |
| 10.00am | Welcome and introductions |  |
| 10.15am | What do we mean by E&D? |  |
| 10.30am | What are some of the issues for different groups? |  |
| 11.25am | Break |  |
| 11.40am | What does the law say? |  |
| 11.45am | Promoting E&D  |  |
| 12.30pm | End of session |  |

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1. Pre-course questionnaire
Appendix 1

The purpose of the pre-course questionnaire is to gauge participants’ experiences of equality and diversity training. This will enable the session to be delivered in a way that is most helpful and relevant and can give prior notice of any concerns that people may have about coming to the session. The pre-course questionnaire also identifies any particular learning or training needs. Using the pre-course questionnaire is optional.

1. **PowerPoint presentation**Attached as a separate file

The purpose of the PowerPoint slides is to deliver key information to participants, invite discussion and questions and to support the presentation of the training. The slides includes notes on issues to draw out and highlight, and references where appropriate.

1. Session plan
Appendix 2

The session plan is an outline step-by-step plan to guide the trainer through the session. This pack includes more detailed session plan guidance and suggestions of how to deliver each section of the training.

1. Training exercises and materials
Appendix 3

The training exercises and materials support the delivery of the training. There are a number of different interactive exercises designed to engage and include everyone and appeal to different learning styles. They consist of:

|  |  |
| --- | --- |
| * Icebreaker
* Quiz
 | * Definitions
* Case studies
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1. Video clip
Attached as a separate (flash video/flv) file, also available as a YouTube clip

This training use a video clip called ‘*What am I afraid of?*’ which highlights older gay people’s experiences of discrimination in a care home setting in the context of human rights law.

1. Session Plan guidance
Appendix 4

The session plan guidance provides more detail on delivery of the session, with suggestions of issues and points to draw out for discussion and learning.

1. Evaluation form

Appendix 5

The evaluation form is to assess the extent to which participants have gained awareness E&D issues and appreciate these in the context of their role.

Please take a few minutes to answer the following questions and email them directly to ................................................. by......................................

All responses will be kept confidential.

|  |
| --- |
| 1. Have you previously had any equality and diversity (E&D) training? If so please state what type of training and approximately when this was.

 1. What specifically would you like to cover to make this training session relevant to your job?
2. In your day to day role, please give examples of any E&D issues which you don’t feel equipped to deal with effectively?
3. Do you have any concerns about coming to the E&D training session?
4. Do you have any particular training needs or need any reasonable adjustment to attend and participate in the training session?
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Please note that individual responses will not be discussed during the training session.

**Thank you for completing this questionnaire.**

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| --- | --- | --- | --- |
|  **Time** | **Aim** | **Content and method** | **Resources** |
| **10.00** | Create a comfortable conducive learning environment | Registration and refreshmentsAsk people to sign in | Slide 1Signing in sheetName badges |
| **10.05** | Introduce participants to each other  | Welcome and introductions - Ice-breaker bingo | Ice-breaker bingo |
| **10.15** | Agree ground rules | Whole group exercise – agree ground rules | Flipchart |
| **10.20** | Clarify aims of the sessions | Run through aims of session – pick up on any issues highlighted in pre-course questionnaire | Slide 2 |
| **10.25** | Establish need for the training | Pairs exercise - quiz |  |
| **10.40** | Clarify what we mean by equality and diversity | Small group exercise - card game – definitions and examples  | Word/phrase and definition cards |
| **11.00** | Highlight bias and stereotyping | Interactive presentation on stereotyping/unconscious bias | Slides 3-6 |
| **11.10** | Highlight discrimination in practice | Discrimination in practice... show the video clip ‘What am I afraid of’ Group discussion | Video clip or internet accessSpeakers |
|  | Highlight potential consequences of discrimination and prejudice | Interactive presentation on banter It’s just a bit of banterReal costs – financial as well as hurt feelings | Slides 7-9 |
| **11.25** | **Comfort stop** |
| **11.40** | Raise awareness of what the law says | Interactive presentation on what the law says and the HCARelate back to previous exercises | Slides 10-14 |
| **11.50** | Tackle discrimination, prejudice and stereotyping | Small group exercise - case studies  | Case studiesFlipchart |
| **12.10** | Promote equality and diversity | Small group exercise - embedding good E&D practice | Slide 15FlipchartColoured pens/card |
| **12.25** | Review and evaluate the session | Trainer summary of what’s been coveredEvaluation  | Slides 16-17Evaluation form |
| **12.30** | **End of session** |

* **Icebreaker bingo**

|  |
| --- |
| **Find someone who….** |
| MC900436307[1]MC900390730[1]MC900015873[1]Has Scottish, Welsh or Irish family | Knows some sign languageMC900104668[1] MC900104670[1] | Does **not** like football XMC900198828[1] | Knows someone who looks after a partner or relativedownload |
| MC900445252[1]Knows someone over 70 | Has a catMC900326464[1] | Knows what IDAHO isMC900391804[1] | MC900078796[1]Is a parent |
| MC900365364[1]Enjoyed the Paralympics | Likes Indian foodth?id=H | MC900288991[1]Knows someone who’s been on maternity leave | Likes Reggae musicdownload (1) |
| Can play a musical instrumentMC900441307[1] | Has family living abroadMC900432569[1] | Adjustable Length Telescoping Cane for the BlindHearing loop logo.MC900340438[1]Has a disabled relativeDyslexia disorder symbol isolated on white background. learning ...  | Likes Chinese FoodMC900215783[1] |

* **Quiz**

**equality and diversity in practice**

**Please circle or tick...**

|  |  |  |
| --- | --- | --- |
|  | Nearly one in five gay people say they have experienced bullying from their colleagues because of their sexual orientation. | True | False |
|  | What proportion of women in the UK have experienced either [physical or sexual violence](http://www.bbc.co.uk/news/world-26444655) since they were 15-years-old? | 27% | 38%| 44% | 57% |
|  | In 2014, what proportion of the UK workforce was aged 50 or over? | 11% | 23% | 29% | 58% |
|  | What proportion of older people agree that age discrimination exists in the daily lives of older people? | 6% | 46% | 60% | 82% |
|  | What proportion of pregnant women in Britain experienced some form of disadvantage at work for being pregnant or taking maternity leave? | 8% | 25% | 50% | 61% |
|  | What percentage of social housing goes to white people? | 67% | 84% | 89% | 95% |
|  | In 2012, 46.3% of working-age disabled people were in employment compared to 76.4% of working-age non-disabled people.  | True | False |
|  | What proportion of transgender employees report no experience of discrimination or harassment in their workplace? | 12% | 33% | 50% | 63% |
|  | What proportion of Black people say they have personally experienced racial or religious discrimination at work? | 12% | 22% | 34% | 44% |

**equality and diversity in practice**

**Answers**

|  |  |  |
| --- | --- | --- |
|  | Nearly one in five gay people say they have experienced bullying from their colleagues because of their sexual orientation.Stonewall’s survey, [Serves You Right](http://www.stonewall.org.uk/what_we_do/2583.asp) of 1,658 lesbian, gay and bisexual people found that gay people expect poorer treatment from public services including social housing, criminal justice and health services. Serves You Right also found that nearly one in five gay people say they have experienced bullying from their colleagues because of their sexual orientation. Discrimination in the workplace can lead to people leaving their jobs and becoming unemployed. Lesbian, gay and bisexual people in occupational groups C2DE (working class) are 50 per cent more likely to experience bullying than those in occupational groups ABC1 (middle class). | True  |
|  | About [44 per cent of all UK women](http://www.independent.co.uk/news/uk/home-news/the-violence-epidemic-half-of-women-in-britain-admit-they-have-been-physically-or-sexually-assaulted-according-to-shocking-new-figures-9169143.html) have experienced either [physical or sexual violence](http://www.bbc.co.uk/news/world-26444655) since they were 15-years-old. Britain ranks among the worst countries in Europe when it comes to women being violently abused.<http://www.independent.co.uk/news/uk/home-news/international-women-s-day-2015-the-shameful-statistics-that-show-why-it-is-still-important-10091504.html>  | 44% |
|  | In 2014, what proportion of the UK workforce was aged 50 or over?<http://www.ageuk.org.uk/Documents/EN-GB/Factsheets/Later_Life_UK_factsheet.pdf?dtrk=true>  | 29% |
|  | What proportion of older people agree that age discrimination exists in the daily lives of older people?Age UK – Later Life in the UK 2016  | 60% |
|  | Similar research carried out in 2004 found that half of all pregnant women in Britain experienced some form of disadvantage at work simply for being pregnant or taking maternity leave, with 30,000 women reporting being forced out of their jobs.<https://www.gov.uk/government/news/1m-million-to-help-tackle-pregnancy-discrimination-in-the-workplace>  | 50% |
|  | What percentage of social housing goes to white people?Inside Housing ‘Who lives here?’ quiz – January 2015 | 84% |
|  | In 2012, 46.3% of working-age disabled people were in employment compared to 76.4% of working-age non-disabled people. <https://www.gov.uk/government/publications/disability-facts-and-figures/disability-facts-and-figures>  | True  |
|  | What proportion of transgender employees report no experience of discrimination or harassment in their workplace?<https://www.gov.uk/government/news/strategy-to-drive-out-transgender-prejudice>  | 12% |
|  | What proportion of Black people say they have personally experienced racial or religious discrimination at work? <http://news.bbc.co.uk/hi/english/static/in_depth/uk/2002/race/racism_at_work.stm>  | 34% |

* **Definitions**

**What do we mean by?…**

Equality is about treating everyone with respect and diversity is recognising that everyone is different. So treat everyone equally but respect that they are an individual. Sometimes we have to alter your behaviour and do things differently to meet people’s different needs.

**Promoting Equality**

Equality is about ensuring that every individual has an equal opportunity to make the most of their lives and talents, and believing that no one should have poorer life chances because of where, what or whom they were born, or because of other characteristics. Equality recognises that historically, certain groups of people with particular characteristics e.g. those of certain ethnicity, disabled people, women and gay men and lesbians, have experienced discrimination. **Promoting equality** is about behaving in a way that tackles inequalities, aiming to ensure that all staff and service users are treated fairly, and do not experience discrimination.

**Promoting diversity** is about recognising that everyone is different and creating a working environment that values each staff member and uses their skills to deliver services that suit all sections of the community.

**Prejudice**

An inflexible attitude towards specific groups of people based on unreliable, stereotyped images of them. It literally means ‘pre-judging’ someone – knowing next to nothing about them but jumping to unfavourable conclusions because of some characteristic, like their skin colour.

**Scapegoat**

Term taken from the ancient Hebrews who used to transfer symbolically their sinful deeds to a goat which they let loose in the wilderness; the term refers to an object or group of people which others blame for their problems, when in fact those problems are caused by other factors.

**Stereotypes**

Thinking all people who belong to a certain group are the same and labelling them,

*For example, assuming young people who wear hoodies are thugs; assuming that Asian women do not want a career.*

**Protected Characteristics**

These are the groups of people and areas of people’s lives that are protected from discrimination. There are 9 of them, which are: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. It means that everyone is protected by the law.

**Disability**

A person has a disability if they have a physical or mental impairment which has a **substantial** and long-term adverse effect on that person's ability to carry out normal day-to-day activities.

**Ethnicity**

Refers to the culture and way of life of communities we identify with – we all have it! It includes characteristics about individuals within a group of people who share similar experiences in the form of customs, religion, language and possibly lifestyle.

**Religion or belief**

Religion has the meaning usually given to it but belief includes religious and philosophical beliefs including lack of belief (e.g. atheism). Generally, a belief should affect your life choices or the way you live for it to be included in the definition.

**Sexual orientation**

Whether a person's emotional and sexual attraction is towards their own sex, the opposite sex or to both sexes.

*For example, a woman who is attracted to men is described as heterosexual or straight; a woman who is attracted to women is described as lesbian.*

**Gender reassignment**

The process of transitioning from one gender to another i.e. of changing from a man to a woman, or from a woman to a man.

*For example, a person who is born male but identifies as being a woman will go through a process to be a woman. This may or may not involve medical procedures.*

**Transsexual person**

Refers to a person who has the protected characteristic of gender reassignment. This may be a woman who has transitioned or is transitioning to be a man, or a man who has transitioned or is transitioning to be a woman. The law does not require a person to undergo a medical procedure to be recognised as a transsexual.

**Transgender** is an umbrella term to describe people whose gender identity or expression differs from their birth sex. For example, it includes people who cross-dress for a variety of reasons as well as those who have undergone a permanent transition.

**Marriage and civil partnership**

Marriage is defined as a 'union between a man and a woman'. Same-sex couples can have their relationships legally recognised as 'civil partnerships'. Civil partners must be treated no less favourably than married couples. (watch this space!)

**Direct discrimination**

Less favourable treatment of a person compared with another person because of a protected characteristic. This may be their own protected characteristic, or a protected characteristic of someone else, eg someone with whom they are **associated**. It is also direct discrimination to treat someone less favourably because they are perceived to have a protected characteristic.

In other words, it is treating one person worse than another just because they belong to a particular group of people (because of a protected characteristic). For example:

*A transgender woman is not invited to a residents’ meeting because her housing provider thinks that other residents may make unpleasant comments. This is likely to be direct discrimination related to gender reassignment.*

**Indirect discrimination**

Where there are rules or procedures that apply to everyone, and are apparently neutral, but that disadvantage certain groups of people. For example:

*A housing provider who has customers from a range of communities provides policies and newsletters in English. They fail to translate any information into community languages, even though this has been requested. Whilst the provider is treating everyone the same, by providing information only in English, this indirectly discriminates against people from certain ethnic communities.*

**Hate Crime**

Hate crime is any criminal offence committed against a person or property that is motivated by hostility towards someone based on their disability, race, religion, gender identity or sexual orientation.

For more examples and further information visit the [Equality and Human Rights Commission](https://www.equalityhumanrights.com/en/secondary-education-resources/useful-information/glossary-terms) website.

* **Case studies**
1. You are chatting with colleagues over lunch about a recent residents meeting. Marie says that it’s a bit tricky as one of the members, Daniel who is gay, is very nice but also very camp. She comments that it’s very likely that some potential new members, even if they are not anti-gay, would not feel comfortable with someone so ‘over the top’. Also, since some religions consider homosexuality a sin, it’s not reasonable to expect people to have to work so closely with gay people.
2. Colleagues are talking about how information is given to tenants/potential tenants and Tim wonders if it would be worth getting information translated. Another colleague Dave says that would be a bit ‘over the top’. Tim comments that it might enable more Black and Asian people to sort initial repairs and save money in the long run.
3. You overhear a conversation between two of your colleagues. One is complaining that they have been asked to work on a Friday to cover for someone who says that they need to have the Friday off for religious reasons. The two colleagues are complaining that this is unfair and they feel that they are being discriminated against and the organisation is taking things ‘too far.’
4. Your organisation has done well in the recent awards for being a great place for lesbian, gay and bisexual (LGB) people to work. You are surprised to overhear a colleague comment... *this is nothing to be proud of – what people do in the bedroom should be kept private between adult consenting parties. We should be concentrating on providing acceptable accommodation at reasonable rents, not involving ourselves in staff’s personal inclinations. I hope this ‘gay friendliness’ towards staff doesn’t involve spending any money intended for the well-being of tenants*
5. Julie arrives at a tenants’ surgery and is upset. She says that she is regularly verbally abused by local residents and when she last reported it she was told that it often takes a little while to settle in. Julie says that her children have now been pelted with eggs on the way home from school. Frank, the worker takes further information from Julie and says he’ll make sure that someone gets in touch with her soon. Frank has a conversation with his colleague Angela at the end of the session – Angela asks if it’s got anything to do with Julie having learning difficulties; Frank said he doesn’t think so but it’s a bit of a sensitive subject so he didn’t want to press this.

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| --- |
| 1. What’s your first reaction?
2. What’s the problem/issue(s)?
3. What would you do?
4. What can your organisation do or put in place to avoid a similar situation in future?
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| **5m** | **Create a comfortable conducive learning environment** | Welcome each participant individually - ask their name and tell them yours. Invite people to have refreshments. Ask people to write a name badge for themselves or do this yourself when you ask for their name and give it to them to put on. This slot gives the chance for an initial assessment of how people may be feeling about being in a training environment and their attitude to the topic of equality and diversity. |
| **10m** | **Introduce participants to each other**  | This session is to put people at ease with one another and begin to raise awareness of differences and diversity. Give each participant a copy of the icebreaker bingo. Ask them to move around asking people the questions, trying to get a name in each box and as many different names as possible. You can limit them asking each person one or two questions to encourage them to engage with people they may not have met before or know less well. When one person has a name in all the boxes they have ‘won’ the bingo. Use the rest of the time to generate discussion on some of the E&D related statements e.g. knowing someone who’s been on maternity leave can draw out issues relating to pregnancy and maternity discrimination and recent [Equality and Human Rights Commission research](https://www.equalityhumanrights.com/en/managing-pregnancy-and-maternity-workplace/pregnancy-and-maternity-discrimination-report) in to this; that [IDAHO](http://dayagainsthomophobia.org/) has is now IDAHOT; the prevalence and variety of disabilities. You may think of other images and statements to include in the bingo if there’s a particular issue or topic you are seeking to generate discussion about. |
| **5m** | **Agree ground rules** | This is a quick whole group exercise to encourage participants to respect one another during the session and listen to different viewpoints. Agreed rules may include not interrupting/talking over one another’ turning mobile phones off or to silent, listening to each other, respecting different opinions and confidentiality if people share personal experiences or views. |
| **5m** | **Clarify aims of the sessions** | This slot is for the trainer to present and run through the aims of the session, explaining what topics will be covered, using the slide as a prompt. Thank people for returning pre-course questionnaires. Review these in advance of the session so that you can address any unrealistic expectations people may have expressed and acknowledge any particular positive comments or suggestions that can help inform the session. Avoid attributing comments to any individual. |
| **15m** | **Establish need for the training** | This session is to begin to raise awareness of some of the issues facing different groups. Ask people to have a go on their own in the first instance then turn to the person next to them to run through the questions in pairs and compare their responses. Whole group discussion of the responses. The questions can be changed to focus on different issues for protected characteristic groups and updated as new sources of research emerge. |
| **20m** | **Clarify what we mean by equality and diversity** | This session is to generate shared understanding of E&D terminology. Divide people in to small groups of 3-4 people and give each group an envelope with the words/phrases on coloured card and the definitions on a different colour card. You can also make the words/phrases and definitions cards different sizes, or punch a hole in one set, for people who might struggle to differentiate colours to still be able to distinguish between them. The task is to match up a word/phrase with a definition. The trainer then facilitates a group discussion to clarify all the terms. |
| **10m** | **Highlight bias and stereotyping** | This session is to raise awareness of stereotyping and unconscious biases. The trainer delivers an interactive presentation to communicate the concept of stereotyping and unconscious bias. Who do we see in our mind’s eye when we hear or read the situation about the builder, doctor and nurse on slide 3? Talk through what unconscious bias using slide 4, then invite people to consider who they’d choose to sit next to in a training room if there was a chair next to each of the people shown in slide 5. Ask people to consider why this might matter in relation to their role then show slide 6. |
| **30m** | **Highlight discrimination in practice** | This session is to show how discrimination and harassment can play out in different settings. The trainer introduces the clip ‘[*What am I afraid of’*](https://www.youtube.com/watch?v=usE0BLJmZ1A) explaining that while the setting is in care homes, the attitudes, behaviour and language described and issues covered could occur in many other housing related settings e.g. sheltered housing or shared housing for younger people. Show the first 7m44s of the clip (or longer if there’s time) then the trainer asks for initial reactions and facilitates a whole group discussion on the issues raised e.g. bullying and harassment, poor organisational responses, good practice drawn out at the end... zero tolerance. You can use other video resources on different aspects of E&D. |
|  | **Highlight potential consequences of discrimination and prejudice** | This session is to raise awareness of how discrimination, if not dealt with early, can develop into prejudice and financial risks for organisations. Some workplaces have teams where banter is prevalent - link to how lines can be crossed. The trainer covers the information in slides 7-9 on how discrimination can escalate and potential costs for organisations if found liable. Draw out personal cost as well as financial costs – people not reaching their full potential. |
| **5m** | **Raise awareness of what the law says** | This session is to outline the current legal and regulatory provisions in the UK. The trainer delivers an interactive presentation using slides 10-14, posing questions to the group to draw out what people already know. Cover the Equality Act, relevant articles in the Human Rights Act (6: Right to a fair trial, 8: Right to respect for private life, family life and the home, 14: Prohibition of discrimination), protected characteristics, Public Sector Equality Duty and the HCA’s Regulatory Framework for Social Housing. Relate back to earlier discussions on discrimination and harassment and highlight duty to promote E&D. |
| **20m** | **Tackle discrimination, prejudice and stereotyping** | This session is to consider some practical situations to help participants begin to see their role in challenging discrimination and harassment. The trainer puts participants in to small groups of 3-4 and asks each group to consider one case study situation then answer the questions on identifying and responding to the issue raised. Groups put their responses on flipchart then each group presents back their discussions and findings to the whole group. The trainer draws out a couple of key issues and potential responses to each situation. You can develop new case studies based on real situations. |
| **20m** | **Promote equality and diversity** | This session is for participants to create something that they, or the organisation, can do to embed/promote E&D. This exercise works best when it is based on real wording from internal documents e.g. an E&D policy or strategy, code of conduct – these usually include some sort of statement on expectations in relation to behaviours, respect and values etc. The trainer shows slide 15 and then puts people in to groups to develop their idea on to flipchart. The trainer can prompt suggestions e.g. a mental health awareness event, producing a maternity handbook, running an intergenerational projectGroups then feedback their ideas to the whole group and trainer draws out good practice. |
| **5m** | **Review and evaluate the session** | This session is for the trainer to provide a summary reminder/review of what the session has covered and for participants to provide feedback on what they have thought of the session. The trainer passes round the evaluation forms and while people are filling them in shows slides 16 and 17 reading out the Maya Angelou quote. The trainer thanks people for their input and explains that the session is over and that people can leave when they have completed their evaluation. |

**1.   What was the most useful thing about the session?**

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|  |

**2.   What was the least useful thing about the session?**

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| --- |
|  |

1. **Please rate the following statements on a scale of 1-5**

1 = strongly disagree | 5 = strongly agree

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **1** | **2** | **3** | **4** | **5** |
| The session met my needs |  |  |  |  |  |
| Information/knowledge from the session will be useful in my work  |  |  |  |  |  |
| I feel more confident about equality and diversity in my role |  |  |  |  |  |

1. **Please rate the session overall**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
| Poor | Excellent |

1. **Please indicate how you felt about the following:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Poor | Average | Good | Excellent |
| Effectiveness of trainer | 🞎 | 🞎 | 🞎 | 🞎 |
| Quality of the materials | 🞎 | 🞎 | 🞎 | 🞎 |
| Quality of refreshments | 🞎 | 🞎 | 🞎 | 🞎 |
| Quality of venue | 🞎 | 🞎 | 🞎 | 🞎 |

**6. Any other comments on the session, or suggestions for improvement?**

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| --- |
|  |