



**Notice of meeting of  
Decision Session - Executive Member for Culture, Leisure &  
Communities**

**To:** Councillors Smalley  
**Date:** Tuesday, 11 August 2020  
**Time:** 4.30 pm  
**Venue:** Remote Meeting

**AGENDA**

**Notice to Members – Post Decision Calling In:**

Members are reminded that, should they wish to call in any item\* on this agenda, notice must be given to Democratic Services by **4:00 pm on Thursday 13 August 2020**.

\*With the exception of matters that have been subject of a previous call in, require Full Council approval or are urgent which are not subject to the call-in provisions. Any called in items will be considered by the Customer and Corporate Services Scrutiny Management Committee.

Written representations in respect of items on this agenda should be submitted to Democratic Services by **4.00 pm on Friday 7 August 2020**.

**1. Declarations of Interest**

At this point in the meeting, the Executive Member is asked to declare:

- any personal interests not included on the Register of Interests;
- any prejudicial interests;
- any disclosable pecuniary interests

which they may have in respect of business on this agenda.

- 2. Minutes** (Pages 1 - 4)  
To approve and sign the minutes of the Decision Session held on 16 March 2020.

- 3. Public Participation**  
At this point in the meeting members of the public who have registered to speak can do so. Members of the public may speak on agenda items or on matters within the remit of the committee.

**Please note that our registration deadlines have changed to 2 working days before the meeting, in order to facilitate the management of public participation at remote meetings. The deadline for registering at this meeting is 4:00pm on Friday 7 August 2020.**

To register to speak please contact Democratic Services, on the details at the foot of the agenda. You will then be advised on the procedures for dialling into the remote meeting.

### **Webcasting of Remote Public Meetings**

Please note that, subject to available resources, this remote public meeting will be webcast including any registered public speakers who have given their permission. The remote public meeting can be viewed live and on demand at [www.york.gov.uk/webcasts](http://www.york.gov.uk/webcasts).

During coronavirus, we've made some changes to how we're running council meetings. See our coronavirus updates ([www.york.gov.uk/COVIDDemocracy](http://www.york.gov.uk/COVIDDemocracy)) for more information on meetings and decisions.

- 4. York Learning - Strategic / Service Plan 2019/20** (Pages 5 - 22)

The Executive Member will consider a report which presents York Learning's position for the academic year 20/21, offers clear areas for development and highlights areas of provision that continue to grow and demonstrate success. Points of challenge and insecurity are also noted.

## **5. Urgent Business**

Any other business which the Executive Member considers urgent under the Local Government Act 1972.

### Democracy Officer:

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For more information about any of the following please contact the Democracy Officer responsible for servicing this meeting.

- Registering to speak
- Business of the meeting
- Any special arrangements
- Copies of reports

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City of York Council

Committee Minutes

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Meeting	Decision Session - Executive Member for Culture, Leisure & Communities
Date	16 March 2020
Present	Councillor Smalley (Executive Member)

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### 1. **Declarations of Interest**

At this point in the meeting, the Executive Member confirmed he had no personal interests not included on the Register of Interests, nor any prejudicial or disclosable pecuniary interest, to declare in the business of the agenda.

### 2. **Minutes**

Resolved: That the minutes of the Decision Session held on 22 November 2019 be approved and signed by the Executive Member as a correct record.

### 3. **Public Participation**

It was reported that there had been no registrations to speak under the Council's Public Participation Scheme.

### 4. **York Theatre Royal Capital Funding**

The Executive Member considered a report that set out how capital funding allocated by the Council was to be used by York Theatre Royal.

The Assistant Director of Communities and Culture was in attendance to provide an update. He informed the Executive Member that the decision to allocate £500k of capital funding to York Theatre Royal was agreed at Budget Council on 27 February 2020, subject to a report to this Decision Session with regard to how this funding would be used. He stated that the funding would cover a four year period and that by making the grant this way it enabled the Council to make an annual revenue saving.

The Executive Member noted the partnership aims, as highlighted within the report and the Executive Director of York Theatre Royal was also in attendance to confirm the application of the funding. It was noted that the grant would provide sustainability for the theatre and allow for:

- Green initiatives in respect of theatre lighting.
- Improvements to the energy efficiency.
- Investment in box office software and equipment.
- Disabled access improvements across the site, including rehearsal space in De Grey House.
- New studio space to expand the youth theatre.

The Executive Director answered the Executive Members questions regarding the impact of the coronavirus, where it was noted that the theatre was open and was following national advice and guidance in respect of Covid-19. Ticket sales had declined but customers who had tickets were still attending.

The Executive Director thanked the Council for their continued support, which contributed to the cultural life of the city and the wellbeing of York's citizens and young people.

The Executive Member thanked the Executive Director and Assistant Director for their update.

Resolved:

- i. That the partnership aims, as set out in paragraph 6 of the report, be approved.
- ii. That the application of the funding, as set out in paragraph 9 of the report, be approved.

Reason: To ensure that York Theatre Royal continued to play a significant role in York's vibrant cultural offer.

## **5. York Learning - Self-Assessment Report 2018/19**

The Executive Member considered a report that presented York Learning's Self-Assessment Report (SAR) for the academic year 18/19.

The Acting Head of York Learning was in attendance to provide an update and she highlighted the key issues within the report. The Executive Member noted that:

- The achievement for apprenticeship programmes for 18/19 had not shown any increase from last year due to anticipated legacy issues from 17/18. (Apprenticeships often ran for 2 years and it could take over 2 years to show improvement from actions taken).
- Achievements for 19/20 were on course to show a positive increase.
- A Good Provider rating from Ofsted was successfully maintained in November 2019 and the challenges raised and areas of improvements were being addressed and considered in the improvement plan.
- York Learning were prioritising options for new premises, especially in the city centre, in its 20/21 strategic plan.
- Investment in new IT systems had helped to drive improvements, which would support the service moving forward.

In answer to the Executive Members questions, the Acting Head confirmed that:

- The new MiS system should be fully integrated within 4 to 6 months.
- The 16-18 program was working well at Winterscale House and it was meeting the needs of some of the most vulnerable young people in the city.
- The coronavirus had resulted in some courses being cancelled due to tutors self-isolating or venues closing. A full lockdown would have cost implications and affect the wellbeing of some learners.

The Assistant Director of Communities and Culture confirmed that the service's strategic plan for the academic year 20/21 would be brought to the Executive Member in August.

The Executive Member thanked officers for their report and congratulated York Learning on achieving a Good Provider rating from Ofsted. He also requested that officers confirm if they require assistance to mitigate any impact from the coronavirus.

Resolved: That the findings of the service's self-assessment report be considered and the production and publication of the final report be noted.

Reason: To help monitor the service and ensure robust governance arrangements.

Cllr Smalley, Executive Member

[The meeting started at 4.30 pm and finished at 4.48 pm].





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**Decision Session Executive Member for  
Culture, Leisure and Tourism**

11 August 2020

Report of the Assistant Director (Communities and Culture)

**York Learning – Strategic / Service Plan 2019/20****Summary**

1. This report presents York Learning's position for the academic year 20/21, offers clear areas for development and highlights areas of provision that continue to grow and demonstrate success. Points of challenge and insecurity are also noted.

**Recommendations**

2. The Executive Member is asked to consider the attached Strategic / Service Plan and approve it subject to any suggested changes.

Reason: To help monitor the service and ensure sound governance arrangement for York Learning Services.

**Background**

3. York Learning is a council service which delivers a range of learning programmes to support people into employment, to improve their skills and to support their personal development. The service is funded almost exclusively from external contract funding and fee income. For the academic year 2020/2021 this will be £3.2m.
4. This report is an important element in enabling the service to demonstrate to Ofsted that it has secure and robust governance arrangements in place.

**Consultation**

5. The plan is presented for consultation and approval. It has been consulted upon with senior managers from the service and is in part as a result of a rigorous self-assessment process which is ongoing. It will

also be considered by a group of “peer” partners as part of an external challenge.

### **Options and Analysis**

6. The attached plan is presented for comment and amendment by the Executive Member prior to approval.

### **Monitoring and Review**

7. Performance against the action plan is monitored and discussed by the Stakeholder Governance Board and then reported by the chair of the board to the Children, Education and Communities Scrutiny Committee.
8. In January, the Executive Member receives the service’s self-assessment report which draws on performance in the previous academic year and helps to shape the strategic plan for the following academic year.

### **Corporate Objectives**

9. York Learning’s plan is set within the context of the Council Plan and the new Skills Plan. The service promotes an offer that supports the overall health and wellbeing of communities affording York residents the opportunity to secure well paid jobs within an inclusive economy; a better start for children and young people; safe communities and culture for all. The service responds to a number of sub regional, regional and national policy objectives. The service will adapt to the asks that come out of the Local Enterprise Partnership objectives and will be central to the skills statement as part of the devolution process.
10. The service will work with schools, FE and HEI partners and this is viewed as an opportunity to challenge our current provision and shape it to allow conduits to higher level qualifications and all the opportunities that brings for individuals and their chances to lead healthier and wealthier lives.

### **Implications**

11. **Finance:** The service is fully funded via external contracts and grants. The budget remains challenging and the service continues to seek additional income streams.
12. **Crime and Disorder:** Whilst there are no direct crime and disorder implications contained within the plan, the service has a strategy to

support the “Prevent” strand of the Governments Anti-Terrorism strategy, and this is part of clear contractual and legal requirements.

13. **Equalities:** The service focusses on supporting adults to improve their life chances as well as on improving skills to support young people, particularly through Family Learning. It supports people to achieve the best they possibly can, by delivering learning, skills and employability programmes to suit their needs. Key priorities for the service remain around developing skills for employment, to support health and well-being and creating learning opportunities in our communities. The service continues to focus on core skills of English, maths and ICT as these are the building blocks for the development of other skills and are ‘key’ to the development of further learning alongside a general focus on supporting people skills to gain employment.
14. The report has no additional Human Resources, Equalities, Legal, Crime and Disorder, Information Technology, Property or other implications beyond those shown in the attached plan.

### **Risk Management**

15. In compliance with the Council’s risk management strategy the main risks that have been identified associated with the proposals contained in this report are those which could lead to the inability to meet business objectives and to deliver services, leading to damage to the Council’s reputation and failure to meet stakeholders’ expectations. The level of risk is assessed as “Low”. This is acceptable but means that regular monitoring is required of the operation of the new arrangements.

### **Annexes**

1. Annex 1 – York Learning Strategic Plan
2. Annex 2 – Forecast Income 2020-2021

**Contact Details**

<b>Author:</b>	<b>Chief Officer Responsible for the report:</b>			
Harriet Serra Joint Executive Head of Service – York Learning	Charlie Croft Assistant Director (Communities & Equalities)			
	<b>Report Approved</b>	✓	<b>Date</b>	30 <sup>th</sup> July 2020
<b>Wards Affected:</b>			<b>All</b>	✓
<b>For further information please contact the author of the report</b>				

York Learning Strategic Service Plan : Actions 2020/21 Academic Year - July Update

Ref	Activity	Target date	Performance 19/20	Target for 20/21	Progress to date	Commentary
1	<b>Consolidate partnership working with North Yorkshire County Council and agree a strategy for future collaborative working</b>	09/10/20	New Joint Head of Service to be recruited	New structure to be Place to allow joint working	Permanent Joint Head Post now recruited	<p>Harriet Serra joined as Joint Executive Head of Service on 1<sup>st</sup> Dec 19. Much of her role to date has been at a strategic level, working in collaboration with economic regeneration, skills, LEP and wider business development.</p> <p>The opportunity to evaluate the services in both normal and, more latterly, more challenging and testing circumstances has allowed for a significant reflection on any inefficiencies, overlaps in roles and potential for joining up skills and resource, knowledge and income generation across the two authorities.</p> <p>A period of further change and challenge will come over the next 18 months as the service is quickly but carefully realigned to meet the needs of communities and employers in response to the Covid-19 crisis.</p> <p>The adult learning service and the concept of lifelong learning is central to economic recovery and therefore the service(s) have a pivotal role to play and the HoS will be dedicating significant energy to enthusing and engaging with service within CYC and in the wider skills sector to ensure that the service is front and centre in the process. Regardless of individual viewpoints on the current administration, it is clear</p>

						<p>that lifelong learning is a hot topic and we must capitalise on this renewed focus.</p> <p>The prospect of devolution presents an exciting opportunity for services. However, the ability to be fully sighted on opportunities to bid for funding, be the first to respond to community needs (in so far as our funding allows) will be central to our success and, as such, will require the HoS to be able to rely on senior managers in the services to work within clearly delineated roles and with clear focus.</p>
2	<p><b>Continue to secure and extend provision for High needs support students as part of a “Personalised Learning” for 16-19 year olds and for 19-24 with learning difficulties and disabilities</b></p>	Ongoing	85	<b>92</b>	95	<p>This year will be a challenging one. The service will continue to deliver the vast majority of its offer as blended learning, a format with which the sider team and its learning community has become familiar. Operating this way allows for continued contact with learners, keeps our colleagues safe and lends the opportunity for all to develop their skills in creating, delivering and assessing learning online. Learners affected by the Covid-19 situation will be offered extended places as they may well have been limited in their ability to achieve. Our high quality provision is subject to ever increasing demand. The service is hampered by its limited ESFA funding contract and will therefore continue to put robust business cases to our regional ESFA contact in support of growth.</p>

						The service will submit a separate business case with regard to High Needs learner number increase for the year 2020-2021.
3	<b>Deliver 4 jobs fairs as part of a strategy to support York residents into work</b>	31/07/20	4	4	In discussion with Job Centre and CYC Skills colleagues ( regarding Virtual events	<p>The current restrictions on ‘social gatherings’ have inevitably put these events on hold.</p> <p>Positive steps are being taken with the CYC Skills team to bring together the apprenticeships fair, jobs fairs and employer engagement events – we anticipate that this will have demonstrable benefits for both areas, not least for sharing of local labour market intelligence and networking opportunities.</p> <p>The Job Centre has held one virtual Job Fair, the service was successfully engaged with this.</p> <p>We propose further virtual Job Fairs, concentrating on sector specific themes, e.g. rail, social care, hospitality.</p>
4	<b>Continuing to develop further English for Speakers of Other Languages programmes in response to demand</b>	30/06/20	85	*90	Decrease in Learners from 18/19	<p>This provision has continued to develop/grow. Whilst new refugee resettlement intake has slowed and some have entered employment, *wider ESOL learner participation has increased. (Last year half of the ESOL provision was refugee resettlement, 44/90; this year it’s 24/85.)</p> <p>Whilst potential growth is clear to our service experts, we continue to be limited by access to a city centre premises and will be seeking advice and guidance</p>

					<p>from colleagues in economic regeneration and property services within CYC to assist.</p> <p>Learning spaces at West Offices are too small to facilitate social distancing and even at Igen/Railway Institute/Explore, class sizes would have to be much smaller</p> <p>Provision is currently online via Zoom, - ESOL would normally include a huge amount of interaction, paired work, and movement, which is much harder to manage online, particularly for lower skills levels.</p>
5	<p><b>Revise and develop new Family Learning Programmes to reinvigorate the programme and develop further support for learners</b></p>	Ongoing	87	100	<p>We have retained the popular How Children Learn/Keep Up model which progresses learners onto accredited provision, but have simplified and redeveloped the Early Years models in close collaboration with Early Years and School Teams both within CYC and with settings/school staff.</p> <p>Early Start for parents and carers with 1-2 yr olds has been developed to align with NSPCC <i>Look, Say, Sing, Play</i> initiative.</p> <p>Learn Together – a remodelled range of short courses for parents of pre-school and Early Years children covering phonics, early reading and number skills and learning through play.</p> <p>Get Ready for School – a direct outcome of the Early Talk for York work giving parents/carers pointers to</p>



					<p>support children's communication and independence ready to start school.</p> <p>Early Talk for York project in the west of the city, brought in £56K* over 3 years.</p> <p>FL tutors working in schools and participation by FH in Social Mobility, Early Years Strategy and Schools Covid response work has created new and stronger links with wider teams and project groups.</p> <p>*Agreed with Shine that some of this may be deferred over a longer period because of disruption caused by Covid, eg tutors could no longer go into the schools.</p>
6.	<b>Introduce new digital skills entry points to target those digitally excluded</b>	New Action	150 Entry to Level 1	180	<p>From August 20 everyone is entitled to achieve digital skills knowledge up to level 1 for free. During Covid many of those digitally disengaged have found themselves forced to engage online in a way they never envisaged.</p> <p>The service will continue innovate in its delivery model and will focus on teaching digital skills. Up to December 2019, a third of our learners would not enrol online. Despite the success of our new MIS system, the less IT literate learner will require assistance to enrol.</p> <p>We intend to make online enrolment the first step in improving the IT skills of members of this particular learning community. We are confident that this will</p>

						lead to them accessing further learning opportunities and accredited pathways. This can only help in addressing the skills gaps that these learners harbour, with subsequent positive outcomes in relation to their employability prospects.
7	<b>Secure a new MIS system for the service to improve and develop data compliance and competence</b>	Feb 20	New Booking system live December 19	Continue to develop to meet recording learner progress and ability to produce reports to tutors & managers to improve quality and efficiency.	<p>Online Booking access completed</p> <p>Online Registers completed</p> <p>OnTrack access to tutors Sept 20</p> <p>Modules for recording of learner progress (Pastoral Logs) and data manipulation (Data Mainer) going through procurement.</p>	<p>Systems are online and being refined based on reflections from service users and their experiences.</p> <p>Tutors au fait with online registers, and facilitating an easy win for audit.</p> <p>Timely installation of new modules has enabled York Learning to market and engage with learners outside of the classroom.</p> <p>MIS has been implemented ahead of schedule to enable bookings for interview slots/skills assessments (due to Covid-19) which is proving successful.</p> <p>Managers access to timely learner information is still in development with Tribal &amp; BI team in CYC.</p> <p>Learners are able to find, book and pay for their courses online. Their account holds their course information and permits secure, GDPR compliant communication with them.</p> <p>Payments for courses are connecting via Civica Pay and accurately reporting into finance teams.</p> <p>Learner Reports for ESFA still effective for regulatory performance but ineffective from manages points of</p>

						<p>view. Improved ability on how to see attendance etc. for managers is needed and will be met by the module – Data Miner.</p> <p>Regulatory requirements for learner’s progress records can be met with ‘Pastoral Logs’. The service intended to install this module as part of its natural development, however the Covid-19 crisis initiated an accelerated response and the investment is anticipated to more than return.</p>
8	<p><b>Continue to improve success rates in those programmes that are at risk of falling below minimum standards particularly apprenticeships</b></p>	Ongoing	13 areas in Minimum Standards	9 areas out of Minimum standards	Ongoing Improvement	<p>Apprenticeships programmes above minimum levels of performance now. There are 4 areas relating to except 4 remaining areas relating to Health &amp; Social Care; Health &amp; Social Care Framework at Level 2 (50% in 19/20) but out of Minimum standards for the year 20/21.</p> <p>Health &amp; Social Care Level 3 Framework (1 historic learners) 0% out of minimum standards for 20/21</p> <p>Health &amp; Social Care (Leadership) L5 50% 19/20 and 0% 20/21 (legacy learners since we stopped recruitment 18 months ago)</p> <p>As previously reported legacy learners which has continue to impact overall achievement rates until their end dates have passed.</p>

						<p>Overall, the service will be taken out of MS, we await the results of examinations and these are delayed due to Covid-19.</p> <p>ESFA are in receipt of a regular update on the MS situation and are cognisant of the matters arising. Our local ESFA contact is supportive and positive on our position.</p>
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### Performance Targets 2020/21

The following are some general performance information that the service uses as part of its performance management measures. These are further split into smaller "subject targets" for individual managers and monitored on a quarterly basis.

	Target area	Date	19/20 Actual	Target 20/21	Progress 1 <sup>st</sup> Quarter	Full year 31/07/21	Commentary
1	Fee income	31/07/20	407k	200k			Unlike most of the targets in this plan, this is a financial year target. Due to Covid-19 it has had to be significantly reduced - Summer term bringing in no profit and overheads of 90k. Autumn term will likely suffer reduced income.
2	Student enrolments to non-qualification bearing courses	31/07/20	4266	3000			<p>Inevitably, due to the impact of taking learning out of the community settings, we are behind target by 750. However, we are working extremely hard to mitigate the impact on the service and those that it serves. Already we have reduced anticipated learner numbers for the rest of the year, but the service is making inroads with regard to re-engaging learners for non-accredited provision and encouraging/enabling them to get involved with learning at a distance</p> <p>As the service does not have a property secured for community learning provision, we cannot safely return to</p>

							the hired venues that are usually booked. This undoubtedly has greater impact on vulnerable groups.
3	<b>Total number of 16-18 Apprenticeships (Starts) (Carried over)</b>	31/07/20	121	40			There are high numbers in this age bracket however they are mainly carried over from previous years. Moving forward this group will be decreased to ESFA sanctions which means significant reduction in numbers. The lifting of sanctions is yet to be confirmed by the ESFA (anticipated August 2020).
4	<b>Total number of 19+ Apprenticeships (Starts) Carried over</b>	31/07/20	39	75			Below targets for this year due to ESFA sanctions on all H&S frameworks & standards. Supporting in Schools, Childcare at L2 and L3 since last year due to minimum standards. We anticipate resumption of recruitment to Childcare, at least, in 2020/2021.  As a counter to this the service has focussed on Learner Loan provision, which is proving popular and offers much more stability. A further 58 learners have been recruited to L3 Loans.
5	<b>GCSE English</b>	31/07/20	30	To be set			Targets are determined by funding which is shared across accredited programmes and has not increased. These numbers represent individual qualification aims and not learners. Enquiries on GCSEs have fallen this year – partly due to lower unemployment/access to courses. Advertising is being stepped up this year.
6	<b>GCSE Maths</b>	31/07/20	58	To be set			See above
7	<b>Functional English</b>	31/07/20	112				Targets determined as above. Numbers in community venues have decreased this year mainly as a result of cuts in

							<p>outreach activity. This is countered from a funding point of view by increase in ESOL numbers.</p> <p>One of the aims of the IAG programmes above is to bring in more referrals across English and maths provision. Our marketing strategy is being adapted in order to recruit more learners to these programmes.</p>
8	<b>Functional Maths</b>	31/07/20	100				See above
9	<b>Full time 16-18 Foundation Learning Programme</b>	31/07/20	20	20			<p>This programme has undergone a change in curriculum with revised eligibility criteria and induction process.</p> <p>This has increased both retention rate achievement rates. Current position: 13 enrolled (4 rolling over) and 3 who have just been allocated assessment interviews.</p> <p>Under normal circumstances our data is better in this area, by virtue of the fact that 'drop outs' have a lesser impact on overall figures. The ratios with lower learner numbers are tacit.</p>
10	<b>Full time 18-25 High Needs Support students personalised learning programmes</b>	31/07/20	85	92			<p>We anticipate a significant increase in numbers of High Needs Students coming through our provision in academic year 18/19.</p> <p>The majority of this provision is sub-contracted with Blueberry Academy, Choose2youth and United Response</p>
11	<b>Functional Skills English 16-18</b>	31/07/16	18	18			These represent a very small cohort of learners within our foundation learning and personalised learning programmes.
12	<b>Functional Skills Maths 16-18</b>	31/07/20	15	15			See above

1 3	<b>Overall success rate for service</b>	31/07/20	78.3%	70%		Too early to predict	<p>At this time of year, the service cannot accurately report this data set. The impact of Covid-19 will doubtless be manifest in achievement rates and much of the unknown element in the overall data is due to unconfirmed projected grades.</p> <p>Other subject areas such as Apprenticeships, ICT and Bookkeeping have been unable to proceed until exam restrictions have been lifted. Sessions are resuming but will delay these results for some time.</p>
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## Annex 2

## Funding sources for York Learning – Academic Year 2020/21

Funding source £000

	20/21
Education and Skills Funding Agency – Adult Education	881
Skills Funding Agency – Apprenticeships	134
Skills Funding Agency - Loan Funding	241
Education and Skills Funding Agency – core 16-18 and full time Education Funding Agency - High Needs Support	438
Education and Skills Funding Agency - Student Support	20
Local Authority High Needs Support Top up ( Element 2 and 3)	913
Fee Income	200
HNS Management Fee	105
Private Exam Fees	1
ICT training CYC	11
Learner Support 19+ Hardship	6
Miscellaneous income Electrician testing etc	1
Central government funding to support refugees learning	20
Shine	5
Digital Make it Click	5
Action towards inclusion contract ( Big Lottery)	48
Positive Progressions contract ( Big Lottery)	36
Thrive at Work	49
Total	3,114

The total figures represent the maximum income that the service could achieve in this period.

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