



Chelmsford College Group

Annual Equality Report

2020 2021

PART ONE

Learner outcomes Data

Part One

Learner outcomes equality and diversity data for academic year 2020- 2021

- To inform the Corporation of academic performance by key equality and diversity data for the academic year 2020-21

1.1 Whole College Performance Summary 2020-21

2020-2021	Achievement %	Retention %
All Ages	85.4	92.4
16-18	84.6	91.6
19+	89.5	96.2

2. Gender Achievement Rate 2020-2021

2020/21 Success rate by age and sex Dataset: 20th October 2021

Age	Gender	Data	18/19	19/20	20/21	Provider Group
16-18	Female	Leavers.	2570	2276	2334	
		Achievement.	84.1	83.9	86.0	84
	Male	Leavers.	3154	3026	3102	
		Achievement.	85.5	82.9	83.5	83
Total	Leavers.	5724	5302	5436		
	Achievement.	84.9	83.3	84.6		

Age	Gender	Data	18/19	19/20	20/21	Provider Group
19+	Female	Leavers.	458	228	382	
		Achievement.	87.8	84.2	91.6	89.5
	Male	Leavers.	678	503	737	
		Achievement.	90.3	86.9	88.3	90.4
Total	Leavers.	1136	731	1119		
	Achievement.	89.3	86.0	89.5		

- One of the traditional gaps in learner performance has been the gender gap in the achievement rate.
 - In the 16-18 age group, the Gender gap at Chelmsford College has been very narrow for the past four academic years at a consistent marginal difference of only about 1%.
 - In 2016/17, this gap reduced to a marginal 1.1% with female learners slightly outperforming male learners.

- 2.1.3 This small gap between 16-18 learners was successfully maintained in 2017/18 with a gap of only 1.2% but with male learners slightly outperforming female learners.
- 2.1.4 This closing of the gap was maintained in the last full pre pandemic academic year of 2018/19 with a marginal increase to 1.4% in favour of male learners.
- 2.1.5 In the first academic year of the pandemic, 2019/20, the narrow gap continued to be maintained at 1% in favour of female learners.
- 2.1.6 However, in 2020/21, this gap has increased to female learners achieving at a 2.5% higher rate than male students which is a notable increase in the gap.
- 2.2 The gender achievement rate gap between male and female learners aged 19+ increased very slightly from 2.5% in favour of male learners in 2018/19 to 2.7% in 2019/20, with male learners again slightly outperforming female learners.
 - 2.2.1 In 2020/21, this gap continued to increase slightly to 3.3% but this time, female learners achieved at a higher rate than male learners.
- 2.3 The marginal difference in performance of 16-18 learners over the past four years has increased from a consistent 1% to 2.5% which has emerged as a concern that the college needs to act on and monitor. The increasing gap in the 19+ cohort is proportionally smaller but at 3.3% is at too high a rate.

2.4 Apprenticeship Achievement rates by Gender

Gender	Leavers 2019/20	Ach Rate 2019/20	Leavers 2020/21	Ach Rate 2020/21
F	53	83	64	73.4
M	80	65	72	59.7

2.4.1 The gap between male and female apprentices reached a recent peak of 26.6% in 2017/18 with female apprentices outperforming male apprentices. In 2019/20, female apprentices continued to outperform male apprentices and the gap was 18%. In 2020/21, female apprentices continue to achieve at a higher rate than male apprentices and while the gap continues to decline, at 13.7%, it remains too high and reflects an overall decline in the achievement rate of both genders.

2.5 **Attendance Rates by Gender in 2019/20**

All Ages	2018/19	2019/20	2020/21
Female	84%	86%	84.5%
Male	83%	85%	79.4%
Total	83%	85%	82%

2.5.1 Overall attendance rates declined over 2020/21. For the first time in three consecutive academic years, the gap between male and female learner attendance increased to over 1% as female learners attended at 5.1% more than male students.

2.5.2 This attendance gap is evident at both 16-18 and 19+ cohorts in 2020/21.

Age	Gender	Attendance	Gap
16-18	F	84.3	
16-18	M	78.8	-5.5
19+	F	89.5	
19+	M	84.8	-4.7

3. Achievement Rate by Ethnicity 2020-21

3.1 The number of learners at Chelmsford College from ethnic heritage groups other than White British is growing but continues to be a relatively small percentage of the overall learner population which broadly reflects the diversity of the population in Chelmsford and mid-Essex.

2020/21 Qualification Success Rates by Ethnicity (16-18)

Dataset: 20th October 2021

Age	ETHNICITY	Data	18/19	19/20	20/21	Provider Group
16-18	African	Leavers.	80	70	82	
		Achievement.	75.0	94.3	75.6	82.3
	Any other Asian Background	Leavers.	23	26	19	
		Achievement.	87.0	88.5	78.9	84.3
	Any other Black / African / Caribbean background	Leavers.	26	15	41	
		Achievement.	84.6	100.0	87.8	79.8
	Any other ethnic group	Leavers.	20	30	23	
		Achievement.	100.0	83.3	100.0	81.5
	Any other Mixed / multiple ethnic background	Leavers.	36	28	52	
		Achievement.	97.2	85.7	92.3	78.8
	Any other White Background	Leavers.	121	110	163	
		Achievement.	88.4	82.7	82.8	
	Arab	Leavers.				
		Achievement.				
	Bangladeshi	Leavers.	19	20	26	
		Achievement.	100.0	65.0	96.2	82.4
	Caribbean	Leavers.	15	18	15	
		Achievement.	73.3	83.3	86.7	76.3
	Chinese	Leavers.	6	2	5	
		Achievement.	33.3	100.0	80.0	88.4
	English / Welsh / Scottish / Northern Irish / British	Leavers.	5143	4782	4753	
		Achievement.	84.8	83.3	84.6	81.4
	Gypsy or Irish Traveller	Leavers.	3	11	7	
		Achievement.	100.0	90.9	85.7	71.1
	Indian	Leavers.	18	10	14	
		Achievement.	100.0	100.0	78.6	86.4
	Irish	Leavers.	12	4	1	
		Achievement.	58.3	25.0	100.0	76.4
	Not known / Not provided	Leavers.	44	22	27	
		Achievement.	72.7	95.5	100.0	
	Pakistani	Leavers.	13	13	20	
		Achievement.	92.3	84.6	85.0	82.5
	White and Asian	Leavers.	54	58	53	
		Achievement.	100.0	84.5	73.6	81.8
	White and Black African	Leavers.	17	28	44	
		Achievement.	88.2	64.3	81.8	79.3
	White and Black Caribbean	Leavers.	74	55	91	
		Achievement.	83.8	72.7	89.0	76.0
	Total	Leavers.	5724	5302	5436	
		Achievement.	84.9	83.3	84.6	

3.2 **16-18 Achievement Rates by ethnicity**

In 2019/20, the 16-18 achievement gap between learners identifying themselves as English/Welsh/Scottish/Northern Irish/British, and other ethnic heritage groups was negligible at 0.2%, very slightly in favour of other ethnic heritage groups. The gap has remained negligible at 0.2% in 2020/21 and this continues the positive trend of a declining and very narrow gap over the last three academic years.

	2018/19	2019/20	2020/21
E/W/S/NI/B	84.8	83.3	84.6
Other Ethnic Heritage Groups	85.9	83.5	84.8
All	84.9	83.3	84.6

3.3 However the achievement rates of learners aged 16-18 who identify themselves as coming from the following ethnic heritage groups were below the college norm in 2020/21.

Ethnic Heritage Group	Number of Leavers	Achievement Rate %	Provider Group %
African	82	75.6	82.3
Any other Asian	19	78.9	84.3
Any Other White	163	82.8	-
Chinese	5	80	88.4
Indian	14	78	86.4
White and Asian	53	73.6	81.8
White and black African	44	81.8	79.3

3.3 It was noted by Governors in response to the E&D report for 2019/20, that Caribbean and White and Black Caribbean learners had achieved at a lower rate than the college norm for a number of years. It is, therefore, worthy of note that a particularly pleasing outcome from 2020/21, is that both of these cohorts of learners achieved at a higher rate than the college norm in 2020/21, despite a doubling of numbers of learners identified as White and Black Caribbean.

Ethnic Heritage Group	Number of Leavers	Achievement Rate %	Provider Group %
Caribbean	15	86.7	76.3
White and Black Caribbean	91	89	76

3.4 The single largest self-identified ethnic heritage group that achieved below the college norm in 2020/21 is 'Any other white' with 163 leavers who were collectively, 1.8% below the college rate.

3.4.1 The two ethnic heritage groups with significant numbers of leavers that emerged as significantly below the college norm were,

Ethnic Heritage Group	Number of Leavers	Achievement Rate %	Provider Group %
African	82	75.6	82.3
White and Asian	53	73.6	81.8

3.5 19+ Achievement Rates by ethnicity

2020/21 Qualification Success Rates by Ethnicity (19+)

Dataset: 20th October 2021

Age	ETHNICITY	Data	18/19	19/20	20/21	Provider Group
19+	African	Leavers.	37	13	21	
		Achievement.	89.2	92.3	90.5	85.3
	Any other Asian Background	Leavers.	22	8	8	
		Achievement.	77.3	75.0	87.5	87.7
	Any other Black / African / Caribbean background	Leavers.	1	3	2	
		Achievement.	100.0	66.7	100.0	85.4
	Any other ethnic group	Leavers.	3	5	8	
		Achievement.	100.0	80.0	87.5	87.5
	Any other Mixed / multiple ethnic background	Leavers.	21	12	116	
		Achievement.	95.2	75.0	98.3	84.6
	Any other White Background	Leavers.	53	34	119	
		Achievement.	90.6	82.4	96.6	88.7
	Arab	Leavers.	3		6	
		Achievement.	100.0		83.3	89.2
	Bangladeshi	Leavers.	2	2	8	
		Achievement.	50.0	50.0	25.0	90.4
	Caribbean	Leavers.	4	7	12	
		Achievement.	100.0	85.7	91.7	85.9
	Chinese	Leavers.	1	1		
		Achievement.	100.0	100.0		88.9
	English / Welsh / Scottish / Northern Irish / British	Leavers.	888	613	710	
		Achievement.	89.0	86.8	86.6	88.4
	Gypsy or Irish Traveller	Leavers.	14	3	12	
		Achievement.	100.0	100.0	91.7	85.9
	Indian	Leavers.	9	8	13	
		Achievement.	88.9	87.5	84.6	88.3
	Irish	Leavers.	32	5	11	
		Achievement.	96.9	60.0	100.0	88.8
	Not known / Not provided	Leavers.	17	7	21	
		Achievement.	94.1	100.0	100.0	85.7
	Pakistani	Leavers.	6	3	6	
		Achievement.	100.0	100.0	83.3	87.2
	White and Asian	Leavers.	10	3	27	
		Achievement.	70.0	66.7	100.0	86.3
	White and Black African	Leavers.	6		9	
		Achievement.	83.3		100.0	84.6
	White and Black Caribbean	Leavers.	7	4	10	
		Achievement.	85.7	75.0	90.0	84.0
	Total	Leavers.	1136	731	1119	
		Achievement.	89.3	86.0	89.5	

3.5.1 In 2018/19, other ethnic heritage learners achieved an achievement rate higher than that of the college rate in the 19+ cohort of learners. This was reversed in 2019/20 with a growing achievement gap as E/W/S/NI/B learners achieved at 4.6% higher than learners from the 'other ethnic heritage group cohort. This gap has continued to increase in 2020/21 but in the latest academic year, other ethnic heritage groups achieved at 7.8% higher rate than E/W/S/NI/B learners.

	2018/19 %	2019/20 %	2020/21%
E/W/S/NI/B	89.0	86.8	86.6
Other Ethnic Heritage Groups	90.3	82.2	94.4
All	89.3	86.0	89.5

3.6 The achievement rates of learners aged 19+ who identify themselves as coming from the following ethnic heritage groups were below the 19+ college norm in 2020/2021:

Ethnic Group	Number of Leavers	Achievement Rate %	Provider Group %
Other Asian	8	87.5	87.7
Any Other Ethnic Group	8	87.5	87.5
Arab	6	83.3	89.2
Bangladeshi	8	25	90.4
E/S/W/NI/B	710	86.6	88.4
Indian	13	84.6	88.3
Pakistani	6	83.3	87.2

3.6.1 It should be noted that two of these groups, other Asian and Bangladeshi, although the numbers of leavers was small, also appeared in the below the college norm table in 2019/20

3.7 The judgement of the college is that overall, in the 16-18 and 19+ age groups, students from other ethnic heritage groups are achieving at a higher rate than those from an E/W/S/NI/B heritage.

3.8 Apprenticeship achievement rate by ethnic group

Ethnicity	Leavers	Ach Rate
E/W/S/NI/B	129	66.7
Other ethnic Heritage Group	7	57.1

3.9 The number of apprentice leavers from other ethnic heritage groups continues to be statistically small at only seven which is the same figure as in 2019/20. While the numbers continue to be very small, the overall achievement rate in 2020/21 for apprentices who identify as belonging to an other ethnic heritage group is 9.6% lower than E/W/S/NI/B with 129 leavers, in comparison to a 22% gap in 2019/20 .

4. Learning Difficulty and Disability

2020/21 Success rate by age and difficulties and disabilities

Dataset: 20th October 2021

Age	LLDD	Data	18/19	19/20	20/21	Provider Group
16-18	LLDD - Yes	Leavers.	145	94	167	
		Achievement.	89.0	85.1	87.4	77.2
	LLDD - No	Leavers.	5578	5208	5269	
		Achievement.	84.8	83.3	84.5	79.7
	LLDD - Unknown	Leavers.	1			
		Achievement.	0.0			80.2
Total	Leavers.	5724	5302	5436		
	Achievement.	84.9	83.3	84.6		

Age	LLDD	Data	18/19	19/20	20/21	Provider Group
19+	LLDD - Yes	Leavers.	264	186	225	
		Achievement.	92	84.9	83.1	
	LLDD - No	Leavers.	860	539	889	
		Achievement.	88.5	86.5	91.0	86.8
	LLDD - Unknown	Leavers.	12	6	5	
		Achievement.	83.3	83.3	100.0	83
Total	Leavers.	1136	731	1119		
	Achievement.	89.3	86.0	89.5		

4.1 16-18 Achievement Rate by learning difficulty and disability

Over the last three years, 16–18-year-old learners who declared a learning difficulty and disability have achieved at a higher rate than those who did not. The gap has fluctuated from 4.2% in 2018/19, to 1.8% in 2019/20 and is currently 2.9% in favour of learners with a declared difficulty or disability. This suggests that most learners benefit from the support provided following their declaration.

4.2 19+ Achievement Rate by learning difficulty or disability

In contrast to the 16-18 cohort of learners, those 19+ learners who declared a learning difficulty or disability achieved at a lower rate than 19+ learners. This was apparent in 2019/20 when the achievement gap was 1.6% but this gap has increased to 7.9% and does indicate that this cohort of learners did not benefit from support in the same way as the 16-18 cohort. In the last full pre pandemic academic year of 2018/19, students with a declared difficulty or disability achieved at a higher rate by 3.9% which could indicate the impact of disrupted learning patterns during full and partial lockdowns.

5.0 Looked After Children (Children in care and care leavers)

LAC	2019/20 Leavers	2019/20 Ach Rate %	2020/21 leavers	2020/21 Ach Rate %
Yes	73	76.7	59	78
No	5960	83.7	6496	85.5

5.2 Nationally, looked after children perform less well than the general college population at the same age range because their retention rate is significantly lower, and this is an acknowledged concern in the UK. 78% achievement is an improving rate for this category of learners. This achievement rate for LAC learners has increased by 8.3% since 1018/19 but remains at about 7% lower than the non LAC cohort of learners at the college.

Learner outcomes Data Actions for 2021-22

In response to the data, the following actions will be the focus for 2021-2022

- Review, address and reduce the emergent achievement gap between male and female learners at 16-18 and amongst apprentices.
- Review, address and reduce the emergent achievement gap between E/W/S/NI/B learners at 19+ and apprentices.
- Review, address and reduce the achievement gap between 'Looked after Children' and other learners.



Chelmsford College Group

Annual Equality Report

2020/2021

PART TWO

Staff Data

Part Two Staff Equality and Diversity Data for Academic Year 2020/21

6 To inform the Corporation of key equality and diversity data relating to staff for the academic year 2020/21

7 Gender Analysis*

Employment Group	Overall staffing %	Male %	Female %	Gender pay median index (male = 100%)
Part-time Leadership and Management				~
Full-time Leadership and Management	8.00%	43.33%	56.67%	100%
Total Leadership and Management	8.00%	43.33%	56.67%	100%
Part-time Teaching and Training	18.67%	16.55%	33.81%	91.24%
Full-time Teaching and Training	18.40%	27.34%	22.30%	90.33%
Total Teaching and Training	37.07%	43.88%	56.12%	95.17%
Part-time Learner & Learning Support	10.13%	12.82%	84.62%	100.00%
Full-time Learner & Learning Support	0.27%		2.56%	~
Total Learner & Learning Support	10.40%	12.82%	87.18%	100.00%
Part-time Business Support	28.27%	9.58%	53.89%	100.00%
Full-time Business Support	16.27%	13.77%	22.75%	100.00%
Total Business Support	44.53%	23.35%	76.65%	98.11%
Total Part-time staff	57.07%	11.73%	45.33%	65.54%
Total Full time staff	42.93%	19.73%	23.20%	91.24%
All staff	100.00%	31.47%	68.53%	65.03%

*excluding apprentices

7.1 The overall distribution of staff across the organisation is approximately two-thirds female and one third male and has remained largely unchanged over the last five years. There continues to be variances within the broad groupings of leadership, teaching, learning support and business support roles, and within part-time and full-time working arrangements. These have also remained broadly consistent with the proportions of male and

female staff employed one year ago. It compares favourably with the AoC¹ FE workforce figures which show a split of 64% female employees and 36% male.

- 7.2 The monitored median hourly pay for male staff in management jobs has decreased over the last year, mainly as a result of changes in appointees, and is now consistent across both genders.
- 7.3 A significantly lower proportion of male staff compared to female staff work on a part time basis, and of those, a high proportion are employed in teaching jobs.
- 7.4 We continue to apply a variety of flexible employment practices including part-time and term-time opportunities. Although the overall proportions of male and female staff working part-time and full-time have remained broadly unchanged over the last year, we have seen a swing back towards more full time working. 79.43% of all part-time staff are female, which is a slight decrease and moves closer to the national average within the FE sector of 72%. For full-time staff, the proportion of male and female staff is more closely matched; 53.28% of all full-time staff are female.
- 7.5 Overall, whilst the majority of part-time teachers are female, the split between part time and full time for both male and female teaching staff has remained broadly consistent. The proportion of male full-time teachers has decreased slightly.
- 7.6 Learning support posts remain almost exclusively part-time, and significantly greater numbers of female staff are employed in these posts. Twice as many part-time staff as full-time staff work in business support posts, and three out of four business support staff are female. These proportions have remained largely unchanged over the last year.

¹ AoC College Workforce Survey published November 2020.

8 Ethnicity Analysis

Employment Group	Overall staffing %	Black/minority ethnic group %	White British %	Not disclosed %
Part-time Leadership and Management				
Full-time Leadership and Management	7.98		100.00	
Total Leadership and Management	7.98		100.00	
Part-time Teaching and Training	18.62	8.63	38.13	3.60
Full-time Teaching and Training	18.35	9.35	38.85	1.44
Total Teaching and Training	36.97	17.99	76.98	5.04
Part-time Learner & Learning Support	10.11	5.13	92.31	
Full-time Learner & Learning Support	0.27		2.56	
Total Learner & Learning Support	10.37	5.13	94.87	
Part-time Business Support	28.19	5.99	50.30	7.19
Full-time Business Support	16.22	4.19	32.34	
Total Business Support	44.41	10.18	82.63	7.19
Part-time apprentices				
Full-time apprentices	0.27		100.00	
Total apprentices	0.27		100.00	
Total Part-time staff	56.91	6.38	46.01	4.52
Total Full time staff	43.09	5.32	37.23	0.53
All staff	100.00	11.70	83.24	5.05

- 8.1 The 2011 ONS Census data for the local area has been used as the benchmark for ethnicity comparison. However, it is probable that the local area has continued to become more diverse than the 9.7% of black or minority ethnic heritages reported in the survey. Within the College, the diversity of staff has fallen back slightly with 11.70% from black or minority ethnic groups compared with 12.44% last year.
- 8.2 The proportion of teachers from black or minority ethnic groups has increased for the second year running and stands at 17.99%. This

is broadly consistent with: the learner population; the local area; and with other sectors of education.

9 Disability Analysis

Employment Group	Overall staffing	Disability disclosed	No disability/ not disclosed
Part-time Leadership and Management			
Full-time Leadership and Management	30	1	29
Total Leadership and Management	30	1	29
Part-time Teaching and Training	70	3	67
Full-time Teaching and Training	69	3	66
Total Teaching and Training	139	6	133
Part-time Learner & Learning Support	38		38
Full-time Learner & Learning Support	1		1
Total Learner & Learning Support	39		39
Part-time Business Support	106	2	104
Full-time Business Support	61	3	58
Total Business Support	167	5	162
Part-time Apprentices			
Full-time Apprentices	1		1
Total Apprentices	1		1
Total Part-time Staff	214	5	209
Total Full time Staff	162	7	155
All Staff	376	12	364

- 9.1 Overall, we continue to employ a greater proportion of staff with a declared disability than across the further education sector as a whole, although there is a slight reduction on last year.
- 9.2 We consult with all staff at least annually to monitor and update disability disclosures and determine if any reasonable adjustments are required.

10 Age Analysis

Employment Group	Overall staff	<25 %	25-29 %	30-34 %	35-39 %	40-44 %	45-49 %	50-54 %	55-59 %	60+ %
Part-time Leadership and Management										
Full-time Leadership and Management	30			3.33	10.00	3.33	3.33	30.00	30.00	20.00
Total Leadership and Management	30			3.33	10.00	3.33	3.33	30.00	30.00	20.00
Part-time Teaching and Training	70		3.60	2.16	6.47	7.91	7.19	6.47	6.47	10.07
Full-time Teaching and Training	69		4.32	6.47	3.60	8.63	5.76	6.47	9.35	5.04
Total Teaching and Training	139		7.91	8.63	10.07	16.55	12.95	12.95	15.83	15.11
Part-time Learner & Learning Support	38		10.26	2.56	2.56	2.56	7.69	30.77	23.08	17.95
Full-time Learner & Learning Support	1							2.56		
Total Learner & Learning Support	39		10.26	2.56	2.56	2.56	7.69	33.33	23.08	17.95
Part-time Business Support	106	6.59	4.19	5.99	5.39	3.59	7.19	7.19	9.58	13.77
Full-time Business Support	61	8.98	2.40	1.80	1.80	1.20	3.59	5.99	4.79	5.99
Total Business Support	167	15.57	6.59	7.78	7.19	4.79	10.78	13.17	14.37	19.76
Part-time apprentices										
Full-time apprentices	1	100.00								
Total apprentices	1	100.00								
Total Part-time staff	214	2.93	4.26	3.72	5.05	4.79	6.65	8.78	9.04	11.70
Total Full time staff	162	4.26	2.66	3.46	2.93	3.99	3.99	7.71	7.98	6.12
All staff	376	7.18	6.91	7.18	7.98	8.78	10.64	16.49	17.02	17.82

- 10.1 The distribution of age within the College is broadly consistent with that reported within the FE sector as a whole, with the majority of staff aged 45 and over and the highest proportion of staff employed in the 60+ age group.
- 10.2 In general, there are higher numbers of older staff employed in part-time posts. In the 60+ age range, two thirds of those employed are in part-time posts. This has remained broadly consistent with the figures from one year ago.
- 10.3 We no longer apply any planned retirement age and whilst some members of staff choose to retire on reaching normal occupational pension age or earlier, others continue working well beyond this age.

11 Other Protected Characteristics

- 11.1 Following staff consultations, in 2012 we commenced collecting data on sexual orientation and religion/belief in addition to our existing equality data. In 2013, this data was published in summary form due to the relatively small number of disclosures that had been made. Over the succeeding years we have encouraged all staff to disclose this data, although there remains a small proportion of employees who have, to date, chosen not to make a declaration. Whilst it is difficult to draw any conclusions from the data, we are however able to use these declarations on an individual basis, to ensure that we are supporting all members of staff, and to encourage members of staff with these protected characteristics to assist us in promoting continuous improvement.

11.2 Religion and Belief

Group	Proportion of staff (%)	Local Population (%)
Buddhist	1.60	0.3
Christian	47.34	61.9
Hindu	0.53	0.7
Muslim	0.53	1.2
Other	2.39	7.9
No religion	35.23	27.6
Not declared	10.23	

11.3 Sexual Orientation

Group	Proportion of staff (%)
Bisexual	0.53
Gay/Lesbian	1.60
Heterosexual	86.70
Not declared	11.17