

Equality Impact Assessment [version 2.9]



Title: Alternative Learning Provision Statement of Action	
<input type="checkbox"/> Policy <input checked="" type="checkbox"/> Strategy <input type="checkbox"/> Function <input checked="" type="checkbox"/> Service <input type="checkbox"/> Other [please state]	<input type="checkbox"/> New <input checked="" type="checkbox"/> Already exists/review <input checked="" type="checkbox"/> Changing
Directorate: Education and Skills	Lead Officer name: Oliver Buell
Service Area: Learning City	Lead Officer role: Project Manager

Step 1: What do we want to do?

The purpose of an Equality Impact Assessment is to assist decision makers in understanding the impact of proposals as part of their duties under the Equality Act 2010. Detailed guidance to support completion can be found here [Equality Impact Assessments \(EqIA\) \(sharepoint.com\)](#).

This assessment should be started at the beginning of the process by someone with a good knowledge of the proposal and service area, and sufficient influence over the proposal. It is good practice to take a team approach to completing the equality impact assessment. Please contact the [Equality and Inclusion Team](#) early for advice and feedback.

1.1 What are the aims and objectives/purpose of this proposal?

Briefly explain the purpose of the proposal and why it is needed. Describe who it is aimed at and the intended aims/outcomes. Where known also summarise the key actions you plan to undertake. Please use plain English, avoiding jargon and acronyms. Equality Impact Assessments are viewed by a wide range of people including decision-makers and the wider public.

An independent review of Alternative Learning Provision (ALP) was commissioned. The review provided 31 recommendations for improvement of the ALP system. Bristol City Council has accepted all the recommendations and will develop and deliver an action plan (the "ALP Statement of Action") to improve the ALP system.

The recommendations cover the following areas:

ALP and SEND refers to the current inter-dependency between SEND and ALP with actions to clarify and strengthen processes and relationships between these two areas. There are extremely high numbers of pupils with SEND with either education, health and care (EHC) plans or proceeding through the EHC Needs Assessment process, currently in ALP. High numbers of pupils going to ALP are also presenting with additional needs, particularly Social, Emotional and Mental Health (SEMH), Speech and Language and low literacy and maths skills.

ALP and Schools is concerned with supporting and challenging schools with the aim of implementing a graduated response to prevent exclusions and reliance on ALP.

ALP and Data indicates improvement is necessary in data capture to facilitate accurate planning and reporting.

ALP and Finance shows ALP is used to cover a deficiency in the number of appropriate SEND placements and links to the current review of element 3 funding. While both the ALP and SEND budgets are from the 'High Need' block, different LA Officers are making different placements. A clear protocol for placing children/ young people with an EHC plan into AP needs to be agreed.

ALP and Commissioning mandates a joint ALP and SEND commissioning strategy along with joint quality assurance processes. This links to the recommissioning of ALP in progress.

ALP and Safeguarding covers the strengthening of systems for sharing key information between school and ALP, social and mental health support along with capturing the pupil and parent voice.

ALP and Post-16 will improve careers advice and guidance to young people and is concerned with moving post-16 support from Education and Skills Funding Agency (ESFA) funding back into the Local Authority. It will also cover arrangements for supporting young parents.

ALP and Governance links ALP to actions in progress with respect corporate themes such as the SEND Written Statement of Action and the Belonging Strategy, which will be launched in Spring 2021. There is also the need for clear system-wide strategic leadership of ALP as the ALP Hub has been working in isolation, with insufficient direction or accountability built into structures.

The ALP Statement of Action (ALP SOA) will be co-produced with stakeholders including education settings, children and young people, parent/carers and other interested parties. This will be achieved through formation of four reference groups which will help to co-produce the plans and also continue to be involved during delivery of the plan.

1.2 Who will the proposal have the potential to affect?

<input type="checkbox"/> Bristol City Council workforce	<input checked="" type="checkbox"/> Service users	<input type="checkbox"/> The wider community
<input checked="" type="checkbox"/> Commissioned services	<input checked="" type="checkbox"/> City partners/Stakeholder organisations	
Additional comments: Children and young people who either use ALP settings or could potentially use ALP could be affected as changes to the system could alter the setting in which it is most appropriate for them to be educated. The ALP settings themselves could also be affected (these are commissioned services) as well as mainstream education settings.		

1.3 Will the proposal have an equality impact?

Could the proposal affect access levels of representation or participation in a service, or does it have the potential to change e.g. quality of life: health, education, or standard of living etc.?

If 'No' explain why you are sure there will be no equality impact, then skip steps 2-4 and request review by Equality and Inclusion Team.

If 'Yes' complete the rest of this assessment, or if you plan to complete the assessment at a later stage please state this clearly here and request review by the Equality and Inclusion Team.

Yes **No** [please select]

Step 2: What information do we have?

2.1 What data or evidence is there which tells us who is, or could be affected?

Please use this section to demonstrate an understanding of who could be affected by the proposal. Include general population data where appropriate, and information about people who will be affected with particular reference to protected and other relevant characteristics: <https://www.bristol.gov.uk/people-communities/measuring-equalities-success>.

Use one row for each evidence source and say which characteristic(s) it relates to. You can include a mix of qualitative and quantitative data e.g. from national or local research, available data or previous consultations and engagement activities.

Outline whether there is any over or under representation of equality groups within relevant services - don't forget to benchmark to the local population where appropriate. Links to available data and reports are here [Data, statistics and intelligence \(sharepoint.com\)](#). See also: [Bristol Open Data \(Quality of Life, Census etc.\)](#); [Joint Strategic Needs Assessment \(JSNA\)](#); [Ward Statistical Profiles](#).

For workforce/management of change proposals you will need to look at the diversity of the affected teams using available evidence such as [HR Analytics: Power BI Reports \(sharepoint.com\)](#) which shows the diversity profile of council teams and service areas. Identify any over or under-representation compared with Bristol economically active citizens for different characteristics. Additional sources of useful workforce evidence include the [Employee Staff Survey Report](#) and [Stress Risk Assessment Form](#)

Data/Evidence Source [Include a reference where known]	Summary of what this tells us
<p>Exclusions and ethnicity Number of fixed-term exclusions in total by year by ethnicity. From page 40, Review of ALP.</p>	<p>There was a significant increase in the number of FTEs for Black African and Gypsy Roma children in 2018/19. Also, an increasing 3-year trend in the number of FTEs for Mixed-White/Caribbean & Mixed Other and children not assigned a classification. The overall numbers of FTEs were significantly reduced from 2017/18, particularly for the largest group - White British.</p>
<p>Child population diversity From JSNA Health and Wellbeing Profile 2020/21</p>	<p>Bristol's child population is increasingly ethnically diverse. 28% of Bristol children (under 16) belong to a Black, Asian and minority ethnic/ethnicity group (2011 Census), compared to the Bristol average of 16% BME. Using the alternative definition of diversity, 32% of children belong to the non-'White British' population, compared to the Bristol population average of 22%. Ethnic diversity varies considerably across the city; 53% of children under 16 in the Inner City & East are BME, compared with 21% in North & West and 13% in South Bristol. By ward, the figure ranges from 4% BME in Bishopsworth to 60% in Lawrence Hill.</p>
<p>Pupil demographics From: 2018 inquiry into Alternative Provision</p>	<p>An evidence review by the Education Select Committee found particular groups of children disproportionately more likely to be educated in ALP:</p> <ul style="list-style-type: none"> • Children in care • Children in need • Pupils with SEND • Pupils from economically disadvantaged backgrounds • Pupils from Black Caribbean and Gypsy, Roma, Traveller (GRT) heritage backgrounds
<p>Pupil characteristics From: Snapshot of 140 pupils in full-time ALP in June 2020.</p>	<p>Headline figures from this analysis show that:</p> <ul style="list-style-type: none"> • 69% of pupils in full-time AP are male compared to 49% of secondary pupils in Bristol overall (2020 school census). • 97% of pupils are in Key Stage 4 (38% in year 10, 59% in year 11). • There is a lower proportion of Black, Asian and minority ethnic/ethnicity pupils in full-

	<p>time ALP (17.9%) than in the wider secondary population (29.8%). As per the national picture, there is a higher proportion of pupils from a Black Caribbean or GRT heritage background – although small pupil numbers for these groups mean this is subject to significant confidence intervals. The proportion of White British and pupils of mixed ethnicities is also higher in AP than the wider secondary population.</p> <ul style="list-style-type: none"> • A significant majority of pupils in full-time AP are from South Bristol (63%), compared to 37% of the wider secondary population. This may in part account for the higher proportion of White British pupils in AP, due to the higher White British population in South Bristol. • 43% of pupils in full-time AP were eligible for Free Schools Meals, compared to 21% of the wider secondary population. • 57% of pupils in AP had SEN support needs (SEMH), 22% had a recorded EHCP or EHCP assessment in progress, whilst 20% of pupils had no recorded SEND. 15% of the wider secondary population were recorded as having SEN support needs or an EHCP in the January 2020 census. • The proportion of AP pupils recorded as children in care was almost six times higher than the rate in the wider secondary population, although care should be taken with these figures given the small number of pupils involved. • Similarly, a higher proportion of pupils in AP were recorded as having involvement with Bristol Youth Offending Team than the wider secondary population.
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Additional comments:
 More information on the analysis of pupils in ALP will be set out in the Needs Analysis that will accompany the final version of the Commissioning Strategy currently under development. It will also include an analysis of the differing experiences of fixed-term exclusions across pupil groups.

2.2 Do you currently monitor relevant activity by the following protected characteristics?

<input checked="" type="checkbox"/> Age	<input checked="" type="checkbox"/> Disability	<input type="checkbox"/> Gender Reassignment
<input type="checkbox"/> Marriage and Civil Partnership	<input checked="" type="checkbox"/> Pregnancy/Maternity	<input checked="" type="checkbox"/> Race
<input type="checkbox"/> Religion or Belief	<input checked="" type="checkbox"/> Sex	<input type="checkbox"/> Sexual Orientation

2.3 Are there any gaps in the evidence base?

Where there are gaps in the evidence, or you don't have enough information about some equality groups, include an equality action to find out in section 4.2 below. This doesn't mean that you can't complete the assessment without the information, but you need to follow up the action and if necessary, review the assessment later. If you are unable to fill in the gaps, then state this clearly with a justification.

For workforce related proposals all relevant characteristics may not be included in HR diversity reporting (e.g. pregnancy/maternity). For smaller teams diversity data may be redacted. A high proportion of not known/not disclosed may require an action to address under-reporting.

Although ALP settings are instructed to record orientation and gender identity, none of the pupil information from the June 2020 snapshot recorded a pupil as LGBTQ+ or transgender. This is potentially due to how providers record or ask, rather than indicative of no LGBTQ+ pupils, as 7% of year 10 pupils in the 2019 Bristol Pupil Voice survey identified as gay/lesbian, bisexual or other, and 1% identified as transgender. Consideration will be taken with the new framework on how best to record this information in future. Recommended templates to use are available: [Why we collect equalities information about our services \(sharepoint.com\)](#)

More information on the analysis of pupils in ALP will be set out in the Needs Analysis that will accompany the final version of the Commissioning Strategy currently under development. It will also include an analysis of the differing experiences of fixed-term exclusions across pupil groups.

2.4 How have you involved communities and groups that could be affected?

You will nearly always need to involve and consult with internal and external stakeholders during your assessment. The extent of the engagement will depend on the nature of the proposal or change. This should usually include individuals and groups representing different relevant protected characteristics. Please include details of any completed engagement and consultation and how representative this had been of Bristol's diverse communities. See <https://www.bristol.gov.uk/people-communities/equalities-groups>.

Include the main findings of any engagement and consultation in Section 2.1 above.

If you are managing a workforce change process or restructure please refer to [Managing change or restructure \(sharepoint.com\)](#) for advice on consulting with employees etc. Relevant stakeholders for engagement about workforce changes may include e.g. staff-led groups and trades unions as well as affected staff.

Engagement has occurred with the following groups:

- Special Schools Head Teachers
- Alternative Provision Heads
- People Scrutiny Commission
- Keeping Bristol Safe Partnership – Education group
- ALP Forum

However, these groups are not representative of Bristol's diverse communities.

2.5 How will engagement with stakeholders continue?

Explain how you will continue to engage with stakeholders throughout the course of planning and delivery. Please describe where more engagement and consultation is required and set out how you intend to undertake it. Include any targeted work to seek the views of under-represented groups. If you do not intend to undertake it, please set out your justification. You can ask the Equality and Inclusion Team for help in targeting particular groups.

In addition to the proposed workstreams to deliver against the recommendations in the ALP Review there will be a cross-cutting co-production workstream. This workstream has two purposes – to co-produce the delivery plan and, once in the delivery phase, to monitor delivery and ensure new systems and processes are fit for purpose. There will be four Reference Groups made up of clusters of stakeholders. These groups are:

- Education settings
- Children and young people
- Parents/carers

- Other interested parties

Each of the groups will initially contribute to developing and amending plans for delivery and make sure areas important to attendees of the groups are covered. Once the Statement of Action is agreed the reference groups will continue to meet regularly to track progress against the plan, sign off deliverables and provide expert advice and guidance.

As a starting point BCC has produced a draft ALP Statement of Action. It should be noted the document is not the final version and is intended as a starting point of the conversation only. Engagement of the Reference Groups will be at a formative stage as part of co-production, to design the delivery plan before it is agreed.

Key to future engagement is the inclusion of under-represented groups (male/socio-economic/children in care/CYP with SEND) within the reference groups outlined above.

Step 3: Who might the proposal impact?

Analysis of impacts must be rigorous. Please demonstrate your analysis of any impacts of the proposal in this section, referring to evidence you have gathered above and the characteristics protected by the Equality Act 2010. Also include details of existing issues for particular groups that you are aware of and are seeking to address or mitigate through this proposal. See detailed guidance documents for advice on identifying potential impacts etc. [Equality Impact Assessments \(EqIA\) \(sharepoint.com\)](#)

3.1 Does the proposal have any potentially adverse impacts on people based on their protected or other relevant characteristics?

Consider sub-categories (different kinds of disability, ethnic background etc.) and how people with combined characteristics (e.g. young women) might have particular needs or experience particular kinds of disadvantage.

Where mitigations indicate a follow-on action, include this in the 'Action Plan' Section 4.2 below.

GENERAL COMMENTS (highlight any potential issues that might impact all or many groups)

Changes to the ALP system could result in disruption to the education of all CYP attending ALP settings if the agreed actions in the ALP SOA mandate large changes to the system.

- As the ALP SOA has not yet been finalised, negative impacts will be mitigated through representative Reference Groups.

ALP settings are typically smaller than mainstream school with fewer staff and pupils. There is a risk that children with protected characteristics could be marginalised within smaller settings.

- All commissioned services will have a contract which will clearly state the duty of the provider to comply with the Equality Act 2010 including the duty to have due regard to equality objectives. Providers will be required to develop diversity action plans setting out the equality priorities for their service and action to achieve those priorities.

The diverse needs of pupils may not be taken into consideration when placing into ALP.

- Purchasing from the ALP framework at KS4 will allow more choice for students.

Lack of staff cultural awareness and diversity may lead to indirect discrimination against protected groups.

- Service specifications will require that all providers' staff are well trained in equality issues and managing these behaviours.
- Quality assurance and contract management will include discussion of what providers are doing to tackle equalities issues.
- Providers forum will encourage more partnership working between professionals and arenas for discussion of equalities issues.
- Schools and providers should have their own procedures for reporting.

We currently lack sexual orientation and religion data about ALP pupils.

- We will require that providers collect and share full equality data for pupils over the age of 13.

There may be a lack of suitable provision to meet the diverse needs of pupils.

- A flexible framework will allow new specialist providers to join the market in response to emerging needs.

PROTECTED CHARACTERISTICS

Age: Young People	Does your analysis indicate a disproportionate impact? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
Potential impacts:	<ul style="list-style-type: none"> • Disruption to education.
Mitigations:	<ul style="list-style-type: none"> • Funding for participation in Reference Group to cover transport and incentives to attend sessions. • Easy read versions of documentation.
Age: Older People	Does your analysis indicate a disproportionate impact? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Potential impacts:	Not applicable.
Mitigations:	
Disability	Does your analysis indicate a disproportionate impact? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
Potential impacts:	<ul style="list-style-type: none"> • Disruption to education. • The ALP providers forum will allow professionals to share intelligence about risks affecting groups of girls and boys. • ALP provisions which are lacking in physical space may provoke feelings of claustrophobia. • Children with anxiety and depression have very different needs and will often require different settings from those with very challenging behaviour.
Mitigations:	<ul style="list-style-type: none"> • Funding for participation in Reference Group to cover transport and incentives to attend sessions. • Easy read versions of documentation. • Providers will be required to deliver services in accessible locations and make any reasonable adaptations to comply with the Equality Act 2010 and The Children and Families Act. • Individualised placements will be purchased to meet particular needs. • Monitoring and quality assurance procedures will require providers to evidence distance travelled outcomes for improving mental and emotional health. • Outreach from specialist SEMH providers will allow pupils with SEN to be better supported earlier in mainstream school • The ALP Providers Forum will be an opportunity to share information about other services that promote the emotional health and wellbeing of children and young people with protected characteristics e.g. Freedom Youth LGBTQ service, and Zazi – a partnership between Off The Record (Bristol) and Nilaari targeting BME young people.
Sex	Does your analysis indicate a disproportionate impact? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
Potential impacts:	<ul style="list-style-type: none"> • Disruption to education. • Schools are placing predominantly boys in some vocational ALP settings, and predominantly girls in others (e.g. vehicle maintenance vs hair and beauty). This may be stereotyping gendered career choices. • Some ALP provisions have few pupils of one gender in a cohort of another gender. This can make it harder for providers to meet their pastoral and learning needs. • The location and premises of ALP provision may increase the likelihood of risk for issues that affect girls and boys differently, such as sexual exploitation, substance misuse and street conflict.
Mitigations:	<ul style="list-style-type: none"> • Funding for participation in Reference Group to cover transport and incentives to attend sessions. • We will assess whether providers are offering good quality information and guidance and careers advice. • We will communicate with ALP providers via the providers forum and market development events that there is a need for gender neutral options at KS4.

	<ul style="list-style-type: none"> We will require providers to have robust safeguarding policies and procedures in place and staff training for all protected characteristics. We will require framework providers to have safe, bounded premises, and we will consider the availability of nearby public transport links. The ALP providers forum will allow professionals to share intelligence about risks affecting groups of girls and boys.
Sexual orientation	Does your analysis indicate a disproportionate impact? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Potential impacts:	Not applicable.
Mitigations:	
Pregnancy/Maternity	Does your analysis indicate a disproportionate impact? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Potential impacts:	Not applicable.
Mitigations:	
Gender reassignment	Does your analysis indicate a disproportionate impact? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Potential impacts:	Not applicable.
Mitigations:	
Race	Does your analysis indicate a disproportionate impact? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
Potential impacts:	<ul style="list-style-type: none"> Disruption to education. Staff may be uncomfortable challenging BME pupils e.g. if they are racist to other BME pupils, because of a lack of knowledge and confidence.
Mitigations:	<ul style="list-style-type: none"> Funding for participation in Reference Group to cover transport and incentives to attend sessions. Providers forum will help workers to share expertise in cultural awareness and diversity. We will require providers to have robust equality and diversity policies in place to actively tackle racism and promote inclusion. Flexible framework will allow new providers in respond to emerging needs.
Religion or Belief	Does your analysis indicate a disproportionate impact? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Potential impacts:	<ul style="list-style-type: none"> It may be harder for pupils in a smaller ALP setting to openly express religious views or observe religious duties because of a pressure to integrate with their cohort. Staff may lack skills in preventing stereotypes and Islamophobia. Also may be wary of stereotyping so fail to protect Muslim young people who are vulnerable to extremism.
Mitigations:	<ul style="list-style-type: none"> Monitoring and quality assurance of Providers will address issues such as: <ul style="list-style-type: none"> Providing opportunities and facilities for prayer where required. Ensuring staff have adequate cultural awareness training. Allowing CYP with religious beliefs to celebrate festivals and holidays through projects and events. ALP HUB can signpost providers to work with Multi Faith Forums who have specific youth programmes targeting young people from communities who are at risk of exclusion.
Marriage & civil partnership	Does your analysis indicate a disproportionate impact? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Potential impacts:	Not applicable.
Mitigations:	
OTHER RELEVANT CHARACTERISTICS	
Socio-Economic (deprivation)	Does your analysis indicate a disproportionate impact? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
Potential impacts:	<ul style="list-style-type: none"> Disruption to education.
Mitigations:	<ul style="list-style-type: none"> Funding for participation in Reference Group to cover transport and incentives to attend sessions.
Carers	Does your analysis indicate a disproportionate impact? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Potential impacts:	Not applicable.

Mitigations:	
Other groups Looked after Children/Care Leavers	
Potential impacts:	<ul style="list-style-type: none"> • Disruption to education.
Mitigations:	<ul style="list-style-type: none"> • Funding for participation in Reference Group to cover transport and incentives to attend sessions.

3.2 Does the proposal create any benefits for people based on their protected or other relevant characteristics?

Outline any potential benefits of the proposal and how they can be maximised. Identify how the proposal will support our Public Sector Equality Duty to:

- ✓ Eliminate unlawful discrimination for a protected group
- ✓ Advance equality of opportunity between people who share a protected characteristic and those who don't
- ✓ Foster good relations between people who share a protected characteristic and those who don't

The changes to the ALP system resulting from the ALP Statement of Action will help to ensure that the educational needs of children and young people (CYP) are met with all CYP in appropriate provision. The key objectives of the programme of work are to implement a fairer system with improved service user experience and transparent decision making. This will benefit all CYP including those with protected characteristics.

Step 4: Impact

4.1 How has the equality impact assessment informed or changed the proposal?

What are the main conclusions of this assessment? Use this section to provide an overview of your findings. This summary can be included in decision pathway reports etc.

If you have identified any significant negative impacts which cannot be mitigated, provide a justification showing how the proposal is proportionate, necessary, and appropriate despite this.

Summary of significant negative impacts and how they can be mitigated or justified:

Changes to the ALP system have the potential to affect CYP both with and without protected characteristics. As the ALP SOA has not yet been finalised, negative impacts will be mitigated through representative Reference Groups.

These groups will co-produce the ALP SOA ensuring their views are incorporated and that the actions included in the plan reduce any negative impacts on people with protected characteristics. Once the ALP SOA moves into the delivery phase the Reference Groups will continue to monitor delivery with a focus on reducing negative impacts.

Summary of positive impacts/opportunities to promote the Public Sector Equality Duty:

The changes to the ALP system resulting from the ALP Statement of Action will help to ensure that the educational needs of children and young people (CYP) are met with all CYP in appropriate provision. The key objectives of the programme of work are to implement a fairer system with improved service user experience and transparent decision making. This will benefit all CYP including those with protected characteristics.

4.2 Action Plan

Use this section to set out any actions you have identified to improve data, mitigate issues, or maximise opportunities etc. If an action is to meet the needs of a particular protected group please specify this.

Improvement/action required	Responsible Officer	Timescale
Easy read documentation	Oliver Buell	As required
Ensure representative Reference Groups	Oliver Buell	June 2021
Needs analysis of CYP in full and part time ALP	Alex Bate	September 2021

4.3 How will the impact of your proposal and actions be measured?

How will you know if you have been successful? Once the activity has been implemented this equality impact assessment should be periodically reviewed to make sure your changes have been effective your approach is still appropriate.

- Attendance at reference groups.
- Survey of participants of reference groups.

Step 5: Review

The Equality and Inclusion Team need at least five working days to comment and feedback on your EqIA. EqIAs should only be marked as reviewed when they provide sufficient information for decision-makers on the equalities impact of the proposal. Please seek feedback and review from the Equality and Inclusion Team before requesting sign off from your Director¹.

Equality and Inclusion Team Review:	Director Sign-Off:
Date:	Date:

¹ Review by the Equality and Inclusion Team confirms there is sufficient analysis for decision makers to consider the likely equality impacts at this stage. This is not an endorsement or approval of the proposal.