

Equalities Monitoring – Services

Education and Learning

**Annual Report
April 2022 - March 2023**



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1. Introduction

Education & Learning sits within Bracknell Forest Council's People Directorate and aims to ensure that children, young people and adults achieve the best possible outcomes for their lives through education, advice and guidance, promoting lifelong learning and securing access to support and, where necessary, specialist placements.

The strategic direction and work of service areas within Education & Learning in 2022-23 is underpinned by the Learning Improvement Strategy, which sets out clearly how we will all work together to make a real, positive and lasting difference for all children and young people in Bracknell Forest.

The strategy is centred around seven themes:

- Access Inspirational Leadership
- Get the Best Start in Life
- Access a High - Quality School Place
- A bespoke Curriculum for our children
- Thrive in Learning and not be 'left behind'
- Be proud to Succeed
- Develop Skills and Raise Aspirations at Post 16

The strategy was co-produced with school leaders and governors setting out the key roles and responsibilities for all which are tightly focused on the key areas which we believe will 'unlock opportunities' for all children and young people in Bracknell Forest.

Key priorities within the Learning Improvement Strategy

There is an acknowledgment of the need to further raise expectations through improving the following priorities:

- Diminishing the Difference for Disadvantaged Pupils
- Ensuring more pupils attend good or better schools
- Continuing to raise outcomes at all stages so that they are above the national for all pupils.

The purpose of equalities monitoring is to ensure that the Council is providing a fair and equitable service to all residents. This report looks at the work of each service area within Education & Learning, considering access to service, outcomes of data analysis where appropriate, how services have ensured due regard to our equality objectives, as well as how key equality and diversity issues highlighted are being addressed.

2. Early Years' Service

Introduction

The Early Years service consists of 4 teams.

- Early Years Quality Improvement
- Early Years Business and Family Information service
- Child Development Centre (CDC)
- Information, advice and support service (IASS)

The services delivered by these teams are for:

- Early Years and Childcare settings (circa 160)
- Children aged 0-14 (0-25 for CYP with SEND) and their families.

Performance against public sector equality duty

The Early Years Quality Improvement and Business and Family Information services are universal. These services offer equality of opportunity for all to access.

Leaflets and information for families are available in other languages on request. All documents and agreements published on the Bracknell Forest website related to childcare and the free entitlements have been accessibility checked and, in some cases, rewritten to ensure they are accessible for all.

CDC

The CDC is a referral service for children aged 0-5 years with or potentially with SEND. Referrals can be from professionals supporting the family or the family can self-refer, enabling early intervention if they are unknown to another support service.

The service is funded through the high needs block (HNB) and also receives some funding from health enabling early identification and intervention. The service continues to see an increase in referrals.

Open cases:

April 2022 -183 children

March 2023 – 250

One of the main aims of the service is to advance equality of opportunity for both the children and families using the service.

Work is undertaken to support children access their early years entitlements and undertake successful transitions from home to early years and from early years to reception.

The CDC regularly receives feedback from parents/carers, below are examples of these:

Thank you for all your help with her and helping me get her to the right school I couldn't of done it without you.

Thank you for all your support over the last few years with E, you have been soo helpful and gave good advice, E has come on soo much. Thanks to your dedication in making sure she has the support she needed to thrive and hopefully that support carries through to her school days.

IASS

[Home - Bracknell Forest IASS](#)

IASS provides free, impartial and confidential information, advice and support to children and young people (CYP) with special educational needs/disability and their parents/carers in a confidential setting so they can make informed decisions.

The service is self-referral and is widely promoted across education settings, health establishments, internal council services and voluntary organisations. There is a close link with the Bracknell Parent Carer Forum (PcF).

Referrals have continued to increase and during the academic year 21/22 which was almost double referrals in 2019/20.

Supporting CYP with SEND to access services and achieve their potential is key to the service. Below are examples of compliments received:

- *Thank you for all the help, support and guidance you have provided us to support our Autistic Child*
- *XXX supported myself through the process of securing my son a secondary school. From the moment I made contact her advice and support was endless. She became someone I turned to throughout the whole process and I quite honestly could not of coped without her. The whole experience was so much more emotionally and mentally draining than I could ever have imagined and I will be forever grateful that XXX was there to offer her advice and just at times be someone who listened.*
- *Really helpful service providing both people and information to support us through the EHCP process and school exclusion, enabling my sons voice to be heard in a very traumatic process, where he was lost in system that wasn't supporting him.*

Conclusion

Recent years have seen a significant increase both nationally and locally of children with SEND. This is reflected in the number of referrals received by both the CDC and IASS.

These services are well respected and valued by parents as they place the child and young person at the heart of everything they do, supporting them to access the right services at the right time and achieve their potential.

3. Standards & Effectiveness

Introduction

The Standards & Effectiveness Service consists of a team of Standards & Effectiveness Partners (STEPs) who work closely with schools not only to ensure fulfilment of the council's statutory duties in promoting high standards but to work in partnership with schools to identify ways to improve outcomes, share best practice and contribute to system led improvement. The roles and responsibilities of the service contribute to all seven areas within the Learning Improvement Strategy.

All maintained schools have access to a universal offer of school improvement support services. Schools of concern, including those in an Ofsted category, receive additional support tailored to their needs, planned and agreed with the local authority and the school. Schools and settings have the option of purchasing additional support to meet their own specific needs and priorities through a Service Level Agreement.

The priorities for the reporting year are set out below.

1. Ensure all targeted schools are on track to achieve good or remain good at their next inspection and schools confident with the Ofsted framework after Covid.
2. Continue to raise expectations across the borough for all pupils, particularly our most vulnerable, and PPG learners and high attaining pupils.
3. Ensure all schools in Bracknell Forest are inclusive to all pupils.
4. Support the wellbeing of pupils and staff following the pandemic.
5. Further enhance the quality of EYFS provision in school settings and ensure effective transition in to the EYFS.
6. Ensure gaps in learning resulting from the pandemic are addressed through 'Catch Up' and curriculum design in schools.
7. Maintain a sharp focus on the implementation of a coherent, broad and rich curriculum which enables all pupils to achieve well.

Within all of these priorities, there is a focus on equality, but priorities 2 and 3 specifically aim to eliminate discrimination and advance equality of opportunity for those with a protected characteristic, those who are vulnerable, and those who are disadvantaged due to low family income.

Performance against public sector equality duty

The Standards and Effectiveness service has met the three general aims of the equality duty through the delivery of the priorities set out above. Throughout the reporting year, all school effectiveness activities have been delivered through the lens of those pupils who may experience barriers to their progress and outcomes, in order to ensure that *all* pupils have equal access to opportunity, and are free from discrimination.

Key activities to address this have included:

- A focus on improving transition from primary to secondary school, including the identification of pupils who have been disproportionately impacted by the pandemic.
- Ensuring highly effective teaching of phonics for all pupils, as early reading is a key lever for advantaging the disadvantaged. Outcomes in BFC were ranked 13th out of 151 nationally.
- The implementation of an OU/UKLA Teacher Reading Group to improve reading for pleasure, particularly for disadvantaged pupils.
- Five schools took part in the Voice 21 oracy programme, as part of the service's strategy for disadvantaged pupils
- Termly Pupil Premium networks were well attended and positively received, focusing on best practice on improving outcomes for disadvantaged pupils and creating a sense of belonging in our schools.
- Training for governors on improving provision for disadvantaged pupils was delivered in the spring term.
- The spring term headteacher briefing focused on improving outcomes for disadvantaged pupils, and this was followed up with school visits to discuss the schools' work to achieve this and make recommendations.
- 24 schools participated in the SEND peer review programme, carrying out a thorough self-evaluation and a peer review with a partner school to identify strengths and areas for development in relation to provision for pupils with SEND, and all 24 schools have created an action plan to improve provision.
- National leader for SEND (NASEN/Whole School SEND/DfE regional SEND lead) has delivered training for all headteachers on inclusive leadership in schools.
- EYFS, English and mathematics network meetings to have a strong focus on addressing identified gaps and needs of disadvantaged pupils.
- English network meetings have had a focus on ensuring that all pupils see themselves reflected in the curriculum, and in the literature used in schools, drawing on the CLPE annual 'Reflecting Realities' reports.
- Termly STEP visits to school have included discussions about the strength of personal development in schools, and the extent to which pupils are supported to value difference and are well prepared for life in modern Britain.
- School games development plan focuses on widening opportunities for pupils with SEND.

Breakdown of outcomes via key pupil groups:

Comparisons have been made below with outcomes for different pupil groups within Bracknell Forest, and the same group nationally. It should be noted that where these comparisons relate to a nationally underachieving group, these need to be viewed with caution. It is also important to compare the outcomes for these groups with those for 'all pupils'.

Some of the cohort sizes within ethnic groups are very small, e.g. black pupils, and are subject to cohort based fluctuations.

As a result of the uneven impact of the pandemic, all comparisons need to be viewed with caution. For this reporting year, comparisons with previous years are not valid, due to the impact of Covid-19 on pupil outcomes and assessment.

Primary attainment 2022

Indicators	BF average %	National average %	BF Above or below national	Rank (/151)
Key Stage 2 Combined RWM expected or higher:				
All pupils	58.5	58.9	-0.4	80th
Male	55.2	54.8	+0.4	72 nd
Female	61.8	63.3	-1.5	92 nd
Disadvantaged	34.6	42.7	-8.1	139 th
Non-disadvantaged	63.5	65.8	-2.3	116 th
EHCP	9.7	7	+2.7	26 th
SEN support	19.8	21.2	-1.4	89 th
By ethnic group:				
Asian	70.3	67.1	+3.2	59 th
Black	49.1	59.6	-10.5	135 th
Mixed	60.6	60.8	-0.2	80 th
White	57.6	57.6	0	81 st
Any other ethnic group	62.5	57.2	+5.3	35 th

At key stage 2, priority groups continue to be disadvantaged pupils, and those on SEN support. Asian pupils continue to achieve strong outcomes. Based on this year's data, black pupils' attainment is a concern, but in other years, the attainment of this group has been stronger than that of their peers, and is based on a relatively small cohort (55).

Secondary attainment and progress 2022

Indicators	BF average	National average %	BF Above or below national	Rank
Attainment 8				
All pupils	48.7	48.9	-0.2	63rd
Male	46.4	46.4	0	62 nd
Female	51.1	51.5	-0.4	67 th
Disadvantaged	35.3	37.7	-2.4	106 th
Non-disadvantaged	51.4	52.9	-1.5	95 th
EHCP	17.2	14.3	+2.9	37 th
SEND support	36.1	34.9	+1.2	54 th
Progress 8				
All pupils	-0.01	-0.03	+0.02	66th
Male	-0.21	-0.21	0	72 nd
Female	+0.19	+0.15	+0.04	61 st
Disadvantaged	-0.73	-0.55	-0.18	106 th
Non-disadvantaged	+0.14	+0.15	-0.01	78 th
EHCP	-1.32	-1.33	+0.01	75 th
SEND support	-0.47	-0.47	0	71 st

At in primary, the progress and outcomes of disadvantaged pupils, and those with SEND continue to be a key priority.

Indicators	BF average	National average %	BF Above or below national	Rank
Attainment 8 by ethnic group:				
Asian	53.2	55	-1.8	106 th
Black	48.3	48.9	-0.6	85 th
Chinese	72.9	66.8	+6.1	29 th
Mixed	50.2	49.5	+0.7	66 th
White	48.3	47.9	+0.4	57 th
Progress 8 by ethnic group:				
Asian	+0.68	+0.54	+0.14	67 th
Black	+0.22	+0.18	+0.04	89 th
Chinese	+0.67	+0.99	-0.32	118 th
Mixed	-0.03	-0.04	+0.01	73 rd
White	-0.05	-0.14	+0.09	48 th

Conclusion

The delivery of training and professional development for schools provided by the service will continue to focus on addressing the underperformance of key groups. Ongoing analysis of pupil progress and the evaluation of provision and practice will inform the work of STEPs in addressing individual school priorities. The team will continue to work in close partnership with school leaders to ensure that *all* pupils have access to a broad, balanced and ambitious curriculum, and that barriers to progress are tackled.

4. Community Learning

Introduction

Bracknell Forest Council's adult education service is managed by Community and Continuing Education. Its mission statement sums up its approach:

Learning together to build strong communities.

The service provides opportunities for those who live, work or study in Bracknell Forest to improve their skills, well-being and communities. It helps to improve volunteering skills; employment skills; English language and communication; literacy, numeracy and digital skills; health and well-being; and families learning together.

This approach enables people to improve life chances and encourages active and healthy lives and communities.

To enhance the breadth of engagement with adults who may not have otherwise previously participated in adult education, the service sub-contracts to a community organisation and partners with others such as schools and Family Hubs.

Performance against public sector equality duty

The service provides both a universal and a targeted offer. Where appropriate, it charges fees to enable public funding to be focussed on people who most need it. It has effective safeguarding, as recognised in its May Ofsted inspection report, and 'learners rightly feel safe when they attend classes. They are confident about reporting any concerns they have'.

The service has a strong ESOL (English for speakers of other languages) provision, which is successful in fostering strong relationships between people of different backgrounds and cultures. English, mathematics and preparation for employment courses help disadvantaged learners learn new skills and gain employment.

Breakdown of customers/service users

(Where numbers are less than 5, data has been excluded to maintain confidentiality)

Adult Learners by Sex (Academic year 2022-23)

Adult Learners compared with Bracknell Forest adult population				
	Adult Learners	%	Bracknell Forest Adult population* %	Variance
Female	2931	78%	51%	+27%
Male	809	22%	49%	-27%
Total	3740			

*ONS 2021 Census

The split between female and male learners using the service is largely in line with adult learning across nationally. This ratio has remained broadly similar over several years even though the gender split across Bracknell Forest, South East and the UK is 51% female to 49%.

Adult Learners by Age band (Academic year 2022-23)

Age band of Adult Learners				
	Adult Learners	%	Bracknell Forest Adult population* %	Variance
19-24	109	2.9%	8%	-5.1%
25-39	1561	41%	28%	+13%
40-59	1710	46%	37%	+9%
60 plus	360	9.6%	27%	-17.4%
Total	3740			

* ONS 2021 Census

A focus on supporting people to improve work and employability skills, as well as family learning, means the largest group of learners engaged are in the 25–59 age group.

Adult Learners by Ethnicity (Academic year 2022-2023)

Ethnicity of Adult Learners compared with Bracknell Forest Population				
		%	Total Bracknell Forest population* %	Variance
Any other white background		12.2%	7.2%	+5%
English / Welsh / Scottish / Northern Irish / British		51.3%	77.8%	-26.5%
Any other Asian background		2.6%	2.5%	+0.1%
Chinese		1.0%	0.7%	+0.3%
Indian		2.9%	3.0%	-0.1%
Pakistani		1.1%	0.8%	+0.2%
African		1.4%	1.7%	-0.3%
Any other Black / African / Caribbean background		1.4%	0.4%	+1%
Any other Mixed / multiple ethnic background		1.0%	0.8%	+0.2%
White and Asian		0.3%	1.1%	-0.8%
White and Black African		0.2%	0.5%	-0.3%
White and Black Caribbean		0.3%	0.8%	-0.5%
Any other ethnic group		1.1%	1.1%	0%
Arab		0.6%	0.2%	+0.4%
Unknown/Not provided		21.8%		

* ONS Census 2021

The ethnicity of adult learners is broadly in line with the local Bracknell Forest population. However, the increase in learners not providing their ethnicity continues.

Table 16: Adult Learners by Disability (Academic year 2022-23)

Adult Learners by Disability (self-declaration)				
	2022-23		2021-22	
	Adult Learners	%	Adult Learners	%

Has a learning difficulty / disability	455	12.2%	189	12%
Does not have a learning difficulty / disability	3008	80.4%	1210	77%
Unknown	279	7.5%	166	11%
Total	3740		1565	

There continues to be a significant proportion of people who make no declaration regarding disability.

Outcomes

Achievement rates for people enrolling in adult learning courses are measured by them successfully meeting course objectives. For recognised qualifications, such as English, Customer Service, Food Safety, Health & Safety and Emergency First Aid at Work, achievement criteria is set by the relevant awarding body.

Levels of achievement by Sex

	% Achieved 2022/23	% Achieved 2021/22
Female	88%	96%
Male	85%	96%

Levels of achievement by Age band

	% Achieved 2022/23	% Achieved 2021/22
19-24	79%	86%
25-39	92%	96%
40-59	87%	96%
60 plus	76%	90%

Levels of achievement by Ethnicity

	% Achieved 2022/23	% Achieved 2021/22
Any other white background	74 %	94%
English / Welsh / Scottish / Northern Irish / British	94%	96%
Irish	86%	100%
Any other Asian background	76%	100%
Chinese	72%	100%
Indian	90%	99%
Pakistani	92%	93%
African	81%	87%
Any other Black / African / Caribbean background	86%	92%
Caribbean	89%	67%
Any other Mixed / multiple ethnic background	81%	96%
White and Asian	75%	100
White and Black African	83%	66%
White and Black Caribbean	54%	100%
Any other ethnic group	77%	100%

Arab	60%	96%
Unknown./not provided	97%	79%

Levels of achievement by Disability

	% Achieved 2022/23	% Achieved 2021/22
Has a learning difficulty / disability	76%	97%
Does not have a learning diff. / dis.	89%	96%
Unknown/not provided	92%	96%

Performance against the equality objectives

Data on achievement suggests future work to investigate disparities in achievement between the youngest and oldest learners, and those of Caribbean and Arab ethnicity would be beneficial, as well as those declaring a disability, although the small number of learners involved in some of those groups may see a variance every year.

Views from our service users

Service user engagement, consultation and learnings

Learners are asked at the end of each course to evaluate their learning progression on a scale of 0 to 10. During the academic year 2022-23, learners on average have progression of 8 increments across all learning categories.

Learners who enrolled on a Work Skills course have evaluated themselves as having a progression of 9 increments.

Learners who enrolled on an Arts and Well-being course have evaluated themselves as having a progression of 9 increments.

Learners who enrolled on an IT and digital courses have evaluated themselves as having a progression of 9 increments.

Parents attending with parenting courses or courses within school were also asked at the end of the session to evaluate their learning progression on a scale of 0 to 10.

Parenting courses average a progression of 7 increments and Family Learning in Schools have an average progression score of 8.

Learner feedback is generally positive; a selection of comments are below:

“Positive impact on me - job search and career development”

“Very relaxed delivery which helped to put me at ease. Lots of ideas for resources to continue learning”

“I found this course excellent for my needs. I would like to have the spreadsheets at home to be able to continue practicing what I learnt.”

“Simplicity in explanation so I could easily explain to my child”.

“to learn at child’s pace - how to make it fun and not a chore”.

Negative comments about the service are around length of courses (too long or too short) but are usually individual comments. Across the board learners rate the pace and length of the courses to be just right.

The service reaches a wide range of learners with the different programmes and sessions we have on offer.

The service receives very few complaints. Those we do receive tend to be about facilities, such as a busy car park.

Conclusion

The service provides a universal and targeted offer, which is accessed by a good number of the Bracknell Forest population. Whilst achievement across the board remains strong, numbers did drop in the last academic year and current data suggests areas for investigation to explore why some groups of learners were impacted more than others.

4. School Property Places & Admissions

The School Property Places & Admissions Team provides the School Asset Management Plan which includes all maintained school sites and buildings and administers the School Admissions process whereby parents apply for a school place for their children in schools. The Service contributes to achieving the Council's priority 'Access a High Quality School Place'.

Access to Service

Key issues

- Disabled Access to maintained school sites and buildings
- The accessibility of the School Admissions process

Who is and isn't using the service?

- All pupils, parents and staff in maintained schools access our school buildings.
- All parents/carers use the School Admissions system to secure a school place for their children.

Data

The Council monitors the physical accessibility of its maintained school buildings in the School Asset Management Plan. As part of this each maintained school is subject of an access audit to identify issues with physical access into and around the site and buildings. The access audits provide estimated costs for any identified compliance works and prioritise the identified need as follows:

- Priority 1 Severe barrier or hazard for disabled people
- Priority 2 To provide a service or facility under the Equality Act
- Priority 3 To eliminate a problem or provide a service/facility
- Priority 4 Management solutions to access issues

A summary of identified need for disabled access works from the access audits of maintained schools is set out on the table below:

Prioritised Identified Need for Disabled Access from Access Audits

School	Priority 1	Priority 2	Priority 3	Priority 4	Total
Ascot Heath Primary School	£0.00	£0.00	£0.00	£0.00	£0.00
Birch Hill Primary School	£350.00	£0.00	£52,420	£6,000	£58,770
College Hall PRU	£7,820	£19,655	£9,345	£4,750	£41,570
College Town Primary School	£0.00	£0.00	£0.00	£0.00	£0.00
Cranbourne Primary School	£10,660	£8,775	£9,990	£4,000	£33,425
Crowthorne Primary School	£30,180	£32,100	£7,030	£8,300	£77,610
Fox Hill Primary School	£2,740	£12,925	£3,200	£1,425	£20,290
Garth Hill College	£0.00	£0.00	£0.00	£0.00	£0.00
Harmans Water Primary School	£26,155	£81,850	£52,340	£6,600	£166,945
Holly Spring Primary School	£0.00	£0,00	£0,00	£0,00	£0.00
Kennel Lane Special School	£17,840	£24,150	£92,645	£14,550	£149,145
Meadow Vale Primary School	£10,550	£67,450	£86,240	£21,000	£185,240
New Scotland Hill Primary	£2,050	£47,120	£38,105	£600,00	£87,875
Owlsmoor Primary School	£6,500	£68,700	£63,270	£6,250	£144,720

Pines (The) Primary School	£6,850	£26,600	£7,065	£5,500	£46,015
Uplands Primary School	£20,840	£66,500	£34,085	£2,300	£123,725
Warfield Primary School	£0.00	£0.00	£0.00	£0.00	£0.00
Whitegrove Primary School	£12,200	£37,385	£180,500	£10,400	£240,485
Wildridings Primary School	£39,640	£39,455	£22,820	£12,495	£124,410
Winkfield St Marys Primary School	£7,160	£40,550	£22,150	£3,350	£73,210
Wooden Hill Primary School	£2,180	£34,275	£9,155	£5,000	£50,610
Total	£203,715	£607,490	£690,360	£112,520	£1,624,045

There is currently £1.6m of physical access work identified at maintained schools of which £0.20m is priority 1.

The Council maintains CAD floor and site plan drawings of maintained school sites and buildings which provide the frame of reference for the access audits. These plans are periodically updated following completion of significant building works or physical alterations at each school.

Equality Duty

Under the Equality Act the Council has a legal duty to ensure that disabled pupils, staff, and adults can access our school sites and buildings.

This is achieved in two ways, firstly by ensuring that any physical alterations to school buildings comply with disabled access requirements through the Building Control process. In this way school buildings become more accessible over time as compliant current standards become enhancements to the existing accommodation.

Secondly the Council has prioritised funding for disabled access works required for individual disabled children, young people, and adults in its schools. Under the School Asset Management Plan schools can flag up where individual pupils, staff or visitors have specific physical access needs with the building which allows the Council to implement physical alterations as required to meet the individual's needs. It is these works which become a first call for funding on the Council's annual School Planned Works Programme.

In terms of outcomes for disabled people, recent past examples of these access works have included:

- Installation of a lift
- Provision of ramped access
- Fitting automatic door opening devices

Given the wide spectrum of disability the needs of an individual may differ greatly from another which is why this individual-centric approach has been adopted.

The School Admissions process encompasses all children and young people in Bracknell Forest schools. This process is highly regulated and needs to be effectively communicated and accessible to people of all backgrounds.

The School Admissions process takes account of equality issues by:

- Ensuring all annual admission arrangements are set in line with current legislation and are fair and transparent to all.
- Ensuring that the annual guides for, Primary, Secondary and In Year Applications are available in foreign language versions on request.

Ensuring that all the School Admission pages on BFC website are available as spoken word documents using ReadSpeaker. And all content including attachments are all accessibility checked.

- Providing a telephone service for applicants who may have difficulty understanding the written word to help them to apply for a school place.
- And in addition, the School Admissions also meet with some applicants face to face either in the Council Offices or at Children's Centres to help them with their application/s.
- All interactions with parents and careers are treated equally with the same level of respect and courtesy.
- Ensure all applicants are given an equal right to appeal for a school place and to attend the hearing.

Conclusion

The Council monitors the accessibility of its school sites and buildings by way of access audits, and most are accessible to disabled people. Construction works to our schools are implemented in accordance with the requirements for disabled access set out in Building Regulations, and in this way, accessibility is enhanced every time that new construction works are undertaken.

In addition, where individuals have issues with physical access there is an established response procedure that makes funding available to implement any physical alterations that may be necessary straight away.

The school admissions process has been made accessible to everyone including minority groups, by making sure that applicants have the written procedures in their own language and/or have access to the School Admissions Team staff on a one to one basis if necessary to assist and advise them in making an application.