

Diversity and Equality Strategy 2010 to 2014

1. Introduction

1.1 The National College for School Leadership was officially opened in November 2000. In September 2009, The National College for School Leadership became the National College for Leadership of Schools and Children's Services (National College). The College has responsibility for the training and development of school and children's centre leaders and for providing training and support for Directors of Children's Services and those who aspire to the role.

1.2 The National College believes that the strength and effectiveness of a workforce and its leadership are enhanced by drawing on the talents and experiences of people from diverse backgrounds. This strategy outlines our commitment to supporting individuals and groups to overcome barriers to career progression, and to supporting leaders, schools and local authorities to develop a diverse workforce. The aim is to ensure that the leadership of schools and children's services is representative of the populations and communities that it serves and more broadly of the population of the country as a whole. This is a priority area for the College that involves effective work with our partners, and effective local and regional activity is key to our collective success.

1.3 The National College values the diversity of individual talent and creative potential that our employees bring to our organisation. We aim to promote and maintain a culture in which selection for employment, promotion, training or any other benefit or reward depends solely on individual ability and performance, and in which employees and potential employees are treated fairly with respect and dignity.

1.4 This strategy reflects the College's commitment to equality and diversity across all the protected characteristics: race¹, gender, disability, religion and belief, sexual orientation and gender identity², age, and pregnancy and maternity.

1.5 This document outlines the approach that the National College is taking in order to rise to the challenges that are faced. It covers:

- external activity: the National College's role as an authoritative national voice on school and children's services leadership issues
- delivery: the National College's role as a commissioner and provider
- internal activity: the National College's role as an employer.

1.6 The National College's published Equality Scheme and Action Plan, which sets out the action required to deliver this strategy, will be reviewed annually.

2 Importance

2.1 There are four principal reasons why a commitment to diversity is important: a moral case, a legal case, a community cohesion case, and a business case.

2.2 The **moral** case is simply that it cannot be right that some individuals and groups face significant barriers to progression.

2.3 The **legal** case is that all public bodies must meet the requirements of legislation aimed at tackling disadvantage and discrimination. The Equality Act 2010 received Royal Assent on the 8th of April. It is intended that the provisions in the Act will come into force as follows:

- October 2010: Main provisions.

¹ For the purposes of this strategy the National College will use the term BAME: (Black, Asian, and Minority Ethnic groups).

² 'Sexual orientation and gender identity' is used throughout this report to refer to Lesbian, Gay, Bisexual, Transsexual and Transgender issues, as well as male-female issues.

- April 2011: The integrated public sector Equality Duty, the Socio-economic Duty and dual discrimination protection.
- 2012: The ban on age discrimination in provision of goods, facilities, services and public functions.
- 2013: Private and voluntary sector gender pay transparency regulations (if required) and political parties publishing diversity data.

2.4 Since 2007, schools have had a duty to promote **community cohesion**. A commitment to ensuring diversity and equality within the leadership of each school should be a core component of every school's response to this duty. The guidance states:

'Every school – whatever its intake and wherever it is located – is responsible for educating children and young people who will live and work in a country which is diverse in terms of cultures, religions or beliefs, ethnicities and social backgrounds ... Building Community Cohesion is defined as working towards a society in which there is a common vision and sense of belonging by all communities; the diversity of people's backgrounds and circumstances is appreciated and valued; similar life opportunities are available to all; and strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community'.

Guidance on the Duty to Promote Community Cohesion, DCSF / CLG, 2007

2.5 Finally, there is a clear **business** case. There is a significant leadership succession planning challenge with over a quarter of Assistant and Deputy heads aged 55 or over, a third of headteachers aged 55 or over, and a third of heads expected to retire within five years. The risk of a future shortage of leaders would be mitigated if the number of leaders from under-represented groups were increased. Furthermore, schools, children's centres and children's services benefit from being able to draw on the best talent available. Leadership will be stronger and more effective if it is drawn from all the talents. A diversity of perception, thinking and approaches adds value to an organisation.

3. The Context

3.1 External

3.1.1 According to Ofsted's Autumn 2009 report, school leadership in England is the best it has ever been and getting better. Despite this, and whilst accurate data remains a challenge, research and experience tells us that many individuals and groups face significant barriers to their career progression and that the current leadership workforce is not representative of the populations and communities.

3.1.2 The Training and Development Agency for schools has been working for some time to increase the diversity of the teaching workforce and there has been a gradual upward trend in the proportion of teachers who are from a Black, Asian and Minority Ethnic background from 3.8% in 2004 to 6.6% in 2009³ (DfE). However, data collected by the National College suggests that perhaps fewer than 5% of school leaders are Black, Asian and Minority Ethnic. An average of only 2% of headteachers appointed to the role between 2002 and 2006 were from a Black, Asian and Minority Ethnic background (Howson 2008). Research shows that many teachers from backgrounds other than White British do not consider the teaching profession to be inclusive in terms of its characteristics, behaviours or leadership models.

3.1.3 There are few men working in the early years sector. Although the proportion of female headteachers has increased in recent years, men are still more likely to get promoted to headship. Within the Primary phase, one in four men hold a headship position compared with only one in ten

³ Recalculated to include unknowns in the total.

women. Within the secondary phase, 65% of headteachers are men even though only 44% of teachers are men (Gender and Education, DFES, 2007).

3.1.4 There has been a steady overall increase in the proportion of declared disabled students undertaking Initial Teacher Training courses, from 3% in 1998/99 to 6% in 2009/10 (Training and Development Agency). However, there is little data pertaining to disabled school and children's service leaders. Research by the National Union of Teachers suggests that a third of disabled teachers would not disclose their disability when applying for a job. Disabled teachers experience barriers to applying for new jobs, remaining in existing jobs, and seeking promotion (National Union of Teachers 08).

3.1.5 Although the Director of Children's Services group is a relatively small group of around 150 officers there is no up-to-date, accurate or comprehensive data concerning Directors of Children's services profiles. However, those from Black, Asian and Minority Ethnic backgrounds are traditionally under-represented in senior local government posts.

3.1.6 Other diversity issues exist with regard to faith, age, and sexual orientation and gender identity. Faith schools face a particularly difficult challenge in recruiting headteachers. Age may become an increasingly important issue: as a significant number of experienced heads retire and efforts are made to support and develop the next generation, it is important that this is not interpreted as 'younger is better'. And evidence from experts and professional associations suggests that lesbian, gay, bisexual, and transgender issues are not being given sufficient attention and consideration, and many educational institutions and staff do not challenge homophobia or transphobia either because they feel unprepared to do so or think they will be unsupported if they do take action. No teacher or leader should face discrimination in their career development opportunities on the grounds of their sexual orientation or gender identity.

3.2 Internal

3.2.1 The College monitors diversity data in relation to applications received, applicants interviewed and applicants appointed. As at 22 June 2010, of 370 employees:

- 7% had an ethnic background other than White British, in comparison with 6% of the population within the East Midlands area (according to Census 2001 data).
- 28% were men and 72% were women. In senior leadership positions, 56% are men and 44% are women.
- 0% identified themselves as disabled.

4 **Goals**

4.1 This strategy has two high level goals: diversifying the school, children's centre and children's services leadership workforce nationally, and ensuring a fit for purpose College in terms of equality and diversity.

4.1.1 *Diversifying the leadership workforce:*

- Our short term goal is to increase the number of colleagues from under-represented groups who are engaged with all National College provision in order to support career progression.
- Our long term goal is to increase the number of people from under-represented groups recruited into leadership positions, including school to school support roles and any other system led leadership roles.

4.1.2 *Ensuring a fit for purpose college in terms of equality and diversity:*

- Our short term goals are to:
 - better balance the number of colleagues from under-represented groups who are employed by the College

- ensure all staff understand the issues around diversity and equality and their importance to the National College
- Our long term goal is to continue to balance the number of colleagues from under-represented groups who are employed by the College with an increase in the number who hold senior leadership positions.

5 Approach

5.1 External

5.1.1 Our approach is to achieve these goals and bring about change through a combination of collaborative work with other agencies, direct action, and ensuring effective communication and dissemination.

5.1.2 While the National College holds the remit for developing school and children's services leadership, we cannot diversify that leadership without working together with other agencies. It is crucial that we develop a collective understanding with our partners of how the system operates, what our respective roles are, and how we can work together to best effect. Our colleagues at the Training and Development Agency are particularly important in this regard. School leaders are largely drawn from the teaching profession, and therefore the diversity within the profession limits the possible diversity of its leadership. Furthermore, colleagues from diverse backgrounds are less likely to be encouraged into the teaching profession if they see that its leadership is not diverse. Governing Bodies appoint school leaders, and therefore our collaborative work with the National Governors Association in raising awareness and challenging behaviour is also crucial. We will work with our partners to develop a shared strategic approach, lobby stakeholders and decision-makers, and exert leverage.

5.1.3 At the same time, we will ensure that our own provision and activity is appropriately supporting our drive to diversify school and children's services leadership. It is essential that we take steps to ensure that those who engage in our leadership development provision are drawn from diverse backgrounds. We will continue to take positive action where appropriate. We will ensure that our strategic initiatives are engaging with, and promoting diversity in leadership. And we will encourage school leaders themselves to take appropriate steps to develop a more diverse cadre of future leaders.

5.1.4. The way in which the nature and degree of the diversity challenge is communicated will be a crucial factor in our success. It is important that the National College leads the debate with a strong and positive voice that encourages ambition and optimism, whilst also being realistic about the extent of the challenges that are faced. The communication should include:

- sharing knowledge such as data and research findings
- celebrating achievement via case studies on the web and in our publications
- providing practical solutions, tools and guidance to show how the barriers can be overcome
- agreeing key messages with our partner organisations and a commitment at senior level to communicate these messages
- balancing the need to engage hearts and minds with the need to raise awareness of legal responsibilities

5.2 Internal

5.2.1 Our approach is to achieve these goals and bring about change through a combination of activities, for example:

- we will ask staff for their views on HR policies and processes through our annual survey in order to ensure that they are fair and equitable across all grades and groups

- continue to monitor our success in engaging a diverse population in the application, interview and appointment stages of our recruitment processes
- make increased efforts to ensure that employment opportunities with the College are advertised in ways that raise awareness in under-represented populations. This will be achieved via a targeted recruitment strategy, integrated into the existing resourcing strategy, which will provide a cohesive approach to attracting candidates from ethnic minorities and those with a disability.
- provide appropriate and effective training to all our staff to raise awareness and influence behaviour, and improve our communication with them on these issues.

6. Objectives

6.1 Our strategic objectives are to:

- continue to stimulate and support local activity
- develop and maintain effective positive action
- embed appropriate actions to diversify school and children's services leadership within all National College provision.
- continue to strengthen partnership collaboration and build a shared strategy agreed with our partners
- continue to advise and support the Department for Education in driving this agenda through its engagement with its Non Departmental Public Bodies (NDPBs) and other activities
- ensure all employees and potential employees of the National College are treated fairly, with respect and dignity regardless of their race, nationality, gender, disability, marital status, sexual orientation and gender identity, faith or age.

6.2 These strategic objectives will be delivered through eight workstreams:

- improving the evidence base
- improving strategic coherence
- delivering positive action
- energising local solutions
- increasing cultural literacy
- influencing the gatekeepers
- mainstreaming and championing diversity across the organisation
- media messaging and marketing

6.3 This strategy will be reviewed on an annual basis and up-dated to reflect the progress made on these objectives.

7. Workstreams

7.1 Improving the Evidence Base

7.1.1 Diversity data regarding the school and children's services workforce is problematic. There is inconsistency with regard to what is collected, when and by whom. For example, whilst the General Teaching Council for England collected and published ethnicity data for newly qualified teachers (Annual Digest of Statistics) it did not hold ethnicity data for all fully registered teachers. In general, when ethnicity data is collected the extent of non-disclosure is high.

7.1.2 The arrival of the School Workforce Census in 2010 will greatly improve our ability to monitor and analyse the workforce. Nevertheless, the collection and analysis of diversity data needs to be improved, in order to (i) secure accurate baseline information so that any future activity is focused and has realistic, achievable targets; (ii) enable the tracking of each individual's progress from initial teacher training to headship, and beyond into system leadership; (iii) highlight retention issues.

7.1.3 While research has been undertaken into the barriers faced by Black, Asian and Minority Ethnic teachers and women who aspire to leadership, more will be done to understand the specific issues relating to disability, faith, age and sexual orientation and gender identity. In relation to all under-represented groups, more should be learned from international, national and local good practice.

7.1.4 To achieve this the National College will:

- work with other agencies to improve the collection, analysis, interpretation and sharing of data
- work with other agencies to reduce the level of non-disclosure
- collect, analyse and interpret diversity data relating to all those who engage with the National College leadership development programmes and strategic initiatives. The National College currently monitors gender, ethnicity, and age, and we are reviewing our arrangements in order to ensure that this is extended to cover all seven equality strands
- learn from successful local authorities, other sectors such as the NHS, and successful policy initiatives in other countries.

7.2 Improving Strategic Coherence

7.2.1 From initial teacher training to headship, teachers can access training and support from a wide variety of agencies including the Training and Development Agency, the National College and professional associations. There are many possible career paths within the profession. However, this is not always apparent to student teachers, newly qualified teachers or even experienced teachers and school leaders. Those entering the profession should be supported and expected to plan their career pathway. This would particularly assist those from under-represented groups, who – research suggests – too often lack encouragement, support and guidance from their headteacher or Senior Leadership Team.

7.2.2 Recommendation 5 of the independent Smith Review was that the National College, Training and Development Agency for Schools, the General Teaching Council should share their expertise in establishing and articulating consistent standards and conduct for teachers and school leaders that explicitly promote equality and diversity. Those standards should be shared with the Children's Workforce Development Council which should consider how they may be adopted across the wider children and young people's workforce.

7.2.2 Many barriers and enablers are encountered as each individual progresses, but there is currently no coherent strategy for tackling the barriers faced by teachers from under-represented

groups. There is insufficient monitoring of recruitment and performance management processes, and a lack of clear accountability or sanction. A strategic, cross-agency approach to overcoming barriers should be developed.

7.2.3 In order to achieve a coherent approach there needs to be a strong, connected message at the highest level across all key agencies. There is a need for greater understanding of the roles and responsibilities of different agencies, and how these might more effectively support each other. The College has a role to play in facilitating the debate and delivering the messages through its publications and its website, and at high profile events such as its annual national conference.

7.2.4 Achieving these objectives will require significant commitment from, and coordination with, other national agencies. To achieve this the National College will work with other agencies to:

- develop and disseminate a coherent map of opportunities and support available from initial teacher training to headship, with all agencies sharing and signposting the offer
- ensure that our collective approach is coherent, maximises impact and tackles significant barriers
- understand the implications of the Equality Act 2010 and maximise this opportunity
- enable the executive and strategic leadership of each partner organisation to deliver coordinated messages.

7.3 Delivering Positive Action

7.3.1 Positive Action should continue to play a key role in ensuring that those from under-represented groups retain their aspiration and build their confidence in the face of significant challenges.

7.3.2 To achieve this, the National College will work with leaders from diverse backgrounds to:

- expand targeted provision, such as the Equal Access to Promotion (EAP) programme
- increase opportunities for shadowing, mentoring and coaching by building on the Ofsted shadowing provision and implementing additional opportunities as appropriate
- increase the number of role models from diverse backgrounds and disseminate their experiences and achievements to (i) boost the self-confidence of those seeking leadership positions and (ii) challenge established perceptions of school leaders and school leadership
- develop support networks, possibly involving partner agencies, that provide ongoing support to positive action alumni and other colleagues from diverse backgrounds.

7.4 Energising Local Solutions

7.4.1 The College has a strong commitment to working in collaboration with partners to build local capacity to ensure that, whilst responses to significant challenges are achieved across all parts of the country, they remain sensitive and appropriate to each particular local context.

7.4.2 This approach is central to our Succession Planning strategy. The succession planning challenges vary from area to area and are complex and multi-faceted. Variations occur as a result of geographical, cultural, socio-economic or religious factors. Imposing centrally-devised solutions is not therefore the answer. Local issues need solutions that are tailored to their context, and the best people to identify these solutions are those who know the context well.

7.4.3 A local solutions approach is central to this diversity strategy. It will build on existing knowledge and networks, and empower local leaders to use a method that suits their area. In order to achieve this, the National College will:

- further develop grant funding provision to support activity designed to increase the diversity of the leadership workforce, with a preference for bids from regional groups of local authorities
- enable local authorities to identify and share best practice in order to improve their strategies

- ensure that diversity and equality issues are a regular feature of the ongoing dialogue between our National Succession Consultants and local authorities.

7.5 *Increasing Cultural Literacy*

7.5.1 Cultural literacy is defined as the ability to understand and appreciate the similarities and differences between the customs, values, and beliefs of one's own culture and the culture of others.

7.5.2 A number of stakeholders have argued that school and children's services leadership in England is too mono-cultural in both its theory and practice. As a consequence, the workstreams set out above are unlikely to be truly effective without increasing cultural literacy across the leadership landscape – including central government, local authorities, schools and providers.

7.5.3 In order to achieve this the National College will:

- consult stakeholders via forums and discussion groups to fully understand the difficulties that a lack of cultural literacy poses
- examine the content of its Leadership Development programmes and make amendments where necessary to increase cultural literacy and encourage leaders to alter their own behaviours where appropriate
- ensure all the National College providers, trainers, coaches and mentors have an awareness and understanding of cultural literacy
- develop a definition and understanding of school and children's services leadership that encourages and disseminates the idea of 'different leaders, leading differently', and recognises the richness that each individual will draw upon in developing their own leadership style.

7.6 *Influencing the Gatekeepers*

7.6.1 The gatekeepers of school and children's services leadership are those who have responsibility for recruitment and selection, and those who control access to training and development opportunities

7.6.2 School leaders, Governors and Local Authority officers need to (i) understand the issues and barriers faced by those from under-represented groups; (ii) understand the importance of overcoming them in their schools and authorities, and know how to do so; (iii) change their own behaviours where this is needed; and iv) see a diverse leadership as important in any context – for example, not limiting Black, Asian and Minority Ethnic leaders to urban or multi-ethnic environments.

7.6.3 In order to achieve this the National College will:

- work with the National Governors Association and Local Authorities to ensure that equality and diversity is a key element of Governor training, and to improve understanding of the level of diversity of Governing Bodies and the impact this has on the recruitment and selection of a more diverse school leadership workforce. As lead members and Chief Executive Officers appoint Directors of Children's Services the National College will work the Local Government Association and Solace.
- clarify and disseminate the moral, legal, community cohesion and business arguments for a strong commitment to diversifying leadership, and articulate the ways in which this commitment can support gatekeepers in achieving their objectives.
- influence the gatekeepers by show-casing exemplar activity and therefore illustrating the positive outcomes for schools that can be achieved by taking action.

7.7 *Mainstreaming and Championing Diversity across the College*

7.7.1 Ensuring equality and diversity in school and children's services leadership should be central to the National College's values and embedded in all the National College provision, rather than considered as an additional and separate activity.

7.7.2 Furthermore, the National College values the diversity of individual talents and creative potential that our employees bring to our organisation. We aim to promote and maintain a culture of equality in which selection for employment, promotion, training or any other benefit is on the basis of aptitude and ability and reasonable adjustments made and anticipated. All employees and potential employees, whether part time, full time or temporary, will be treated fairly, with respect and dignity.

7.7.3 The National College makes every effort to ensure that there is no direct or indirect discrimination in any of its policies or practices, in the areas of recruitment, selection, appraisals, promotion, compensation, training, personal development and dismissal. Specifically, this means that all employees will be treated fairly and equally regardless of their race, nationality, gender, disability, marital status, sexual orientation and gender identity, religion, belief or age. Additionally, we strive to ensure that our external stakeholders are treated in a fair and equal manner in our work with them.

7.7.4 In order to achieve this, the National College will:

- explicitly include a commitment to equality and diversity within its Corporate Plan and report progress within its Annual Report
- set corporate equality and diversity targets, and monitor progress towards these targets through the new Performance Framework and reporting processes
- ensure that appropriate consideration is given to assuring equality and promoting diversity is embedded in all leadership development programmes and strategic initiatives
- engage experts in considering the content of leadership development programmes and strategic initiative activities in order to advise on possible changes in response to diversity and equality issues
- develop consistent and effective equality and diversity requirements within provider contracts with all providers, and monitor compliance through improved provider management activities
- develop and implement a recruitment strategy to raise awareness of the National College as an employer amongst those groups that are under-represented in the current workforce. The target audiences will include ethnic minorities and disabled people. The strategy will integrate with the existing People Strategy and provide a cohesive approach to attracting candidates. The strategy will involve:
 - stand alone advertising in specialist publications
 - other advertising options
 - connecting with minority communities
 - updated interview training to ensure that all recruiting managers are aware of current legislation and adhere to a fair and bias-free selection process.
 - a commitment to reasonable adjustments
 - continue to monitor progress against our published Equality Scheme and Action Plan, and to review and update this on an annual basis. This Equality Scheme and Action Plan explains how we intend to achieve our goals and outlines our commitment to equality and diversity in the way we employ staff, provide services and work with partners and stakeholders. It outlines the high level steps that the National College is going to take to promote equality of opportunity. The College's Scheme and Action Plan is aligned with the workstreams outlined in this strategy.

7.8 Media messaging and marketing

7.8.1 Media messaging and marketing are key to the success of the strategy not only in relation to identifying and developing the potential of the widest possible source of potential leaders but also in ensuring a fit for purpose College.

7.8.2 In order to achieve this, the National College will:

- raise awareness of the issues and facilitate the debate around diversity and equality
- promote clear and consistent messages to:
 - headteachers and senior leadership teams
 - Governors
 - Local Authorities
 - Black, Asian and Minority Ethnic aspiring heads
 - National College staff
- ensure that the message that leadership is an option for all gets across to teachers at every level of their career through:
 - coordinating with other agencies to ensure that all are aware of the opportunities in the profession and of the National College offer
 - direct marketing to schools and children's centres
 - advertising through the unions and professional associations
- ensure that the National College's core values of being Compassionate, Can-do, Challenging, Collaborative and Creative are promoted/communicated to all staff so that they are embedded into our ways of working

8. Targets

8.1 As a commissioner and provider

8.1.1 6.5% of the teacher workforce (across all phases of education) are from Black, Asian and Minority Ethnic backgrounds. A further 5.6% are White, but not White British. Therefore, 12.1% of the teaching population are not White British (DCSF 2009).

8.1.2 An analysis of key National College programmes⁴ shows that 5.2% of participants are from Black, Asian or minority ethnic backgrounds, and 8.5% of participants are White but not British.

8.1.3 Our overall College Black, Asian and Minority Ethnic target is that the composition of those engaged with the National College's leadership development programmes should reflect the level of diversity within the teaching population within 5 years. It will focus on participants from non-white backgrounds and we will aim to align our ethnic diversity with the diversity of the teaching population 5 years in arrears (5.9% by 2014). The table and chart on page 10 describe the relevant targets. These targets are based on a smoothed linear trend rather than the precise percentages of teachers who are from Black, Asian and Minority Ethnic backgrounds for each year, in order to avoid sudden shifts.

8.1.4 Work has been undertaken with each programme to determine an equitable share of this target, taking into account the age profiles of participants as an indicator of the relative diversity of each pool of leaders.

8.1.5 The proportion of participants on National College's leadership development programmes working in secondary education who identify themselves as being women is 58%, matching the proportion in the Secondary female teaching workforce. Our overall College target for women working in secondary education is 58% to align with the workforce.

8.1.6 The proportion of participants on National College's leadership development programmes working in primary education who identify themselves as being women is 82% against a Primary and nursery female teaching workforce of 85%. Our overall College target for women working in primary education is 85% to align with workforce.

⁴ NPQH, ILLP, LftM, CSBM, DSBM, LP and NPQICL.

8.2 As an employer

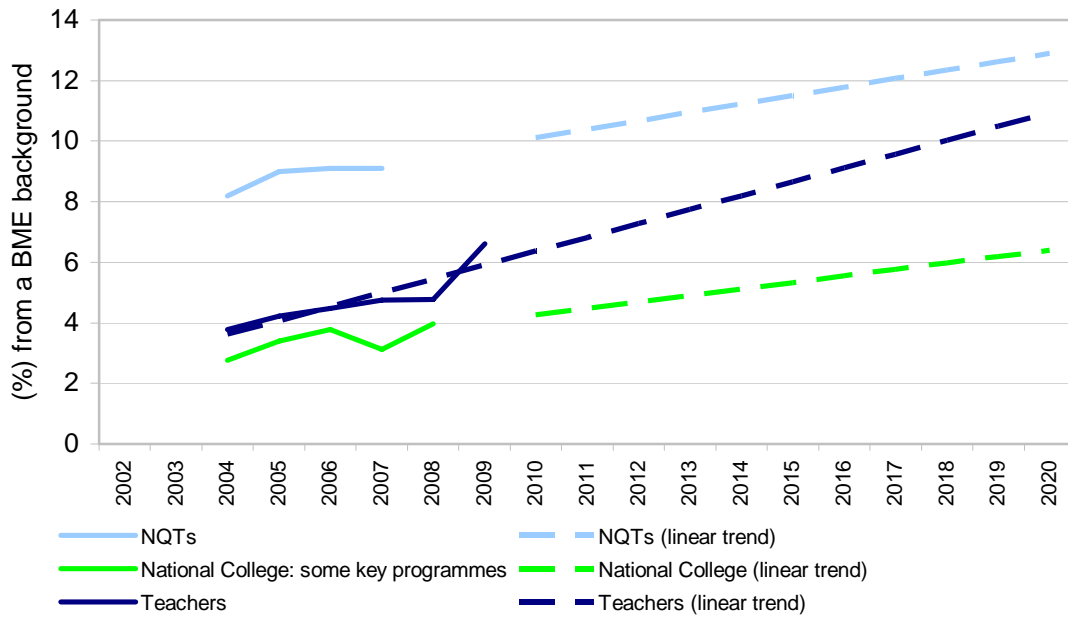
8.2.1 The College aims to better balance the number of colleagues from under-represented groups who are employed by the College and will routinely monitor its recruitment and workforce statistics. The Performance Framework will include measures in relation to:

- Applications received, applicants interviewed, successful applicants (ethnicity, gender, age and disability)
- the nature of our workforce as a whole (ethnicity, gender, age and disability)

8.2.1 A focused staff survey on diversity issues will be developed and repeated on an agreed basis.

8.2.2 Targets will be agreed within the Performance Framework for 2010/11.

Percentage of NQTs, Teachers and participants in National College programmes from Black, Asian and Minority Ethnic backgrounds



National College Targets for Black, Asian and Minority Ethnic Leadership Development participants

Year	2004	2005	2006	2007	2008	2009						
Actual teaching population	3.8	4.2	4.5	4.7	4.8	6.6						
Trend line	3.6	4.1	4.5	5.0	5.5	5.9						
							2009	2010	2011	2012	2013	2014
College Target							3.6	4.1	4.5	5.0	5.5	5.9