

Equalities Impact Assessment (EqIA)

EqIAs make services better for everyone and support value for money by getting services right first time.

EqIAs enable us to consider all the information about a service, policy or strategy from an equalities perspective and then create an action plan to get the best outcomes for service users and staff¹. They analyse how all our work as a council might impact differently on different groups protected from discrimination by the Equality Act 2010². They help us make good decisions and evidence how we have reached them.³

An EqIA needs to be started as a project starts to identify and consider possible differential impacts on people and their lives, inform project planning and, where appropriate, identify mitigating actions. A full EqIA must be completed before any decisions are made or policy agreed so that the EqIA informs that decision or policy. It is also a live document; you should review and update it along with your project plan throughout.

You should first consider whether you need to complete this full EqIA⁴.

Other key points to note:

- Full guidance notes to help you are embedded in this form – see the End Notes or hover the mouse over the numbered notes.
- Please share your EqIA with your Equalities Champion and the final/updated version at the end of the project.
- Major EqIAs should be reviewed by the relevant Head of Service.
- Examples of completed EqIAs can be found on the Equalities Hub

1. Responsibility for the EqlA

| | |
|---|--|
| Title of proposal ⁵ | Life Chances Strategy |
| Name and job title of completing officer | Lee Robinson |
| Head of service area responsible | Education Ben Thomas- Assistant Director- Education, Strategy and Partnerships |
| Equalities Champion supporting the EqlA | |
| Performance Management rep | |
| HR rep (for employment related issues) | Sharni Kent |
| Representative (s) from external stakeholders | |

2. Description of proposal

| | |
|--|--|
| Is this a: (Please tick all that apply) | |
| New policy /strategy / function / procedure / service <input checked="" type="checkbox"/> | Review of Policy /strategy / function / procedure / service <input type="checkbox"/> |
| Budget Saving <input type="checkbox"/> | Other <input type="checkbox"/> |
| If budget saving please specify value below: | If other please specify below: Change in provider for a service |
| <p><i>Please outline in no more than 3 paragraphs⁶:</i></p> <ul style="list-style-type: none"> <i>The proposal which is being assessed</i> <p>Barnet Council has developed a revised Life Chances Strategy to provide support to young people. A draft of this strategy had received CES Committee approval for public consultation in March when the Covid-19 pandemic struck. This strategy has therefore been updated to take account of the impact on life chances. It</p> | |

sets out an enhanced needs analysis, which provides an overview of the emerging picture in Barnet, and also an action plan structured against improved strategic priorities.

- *The key stakeholders who may be affected by the policy or proposal*
 - Children and Young People in Barnet
 -
- *The decision-making route being taken (eg. business planning, committee) and date of decision:*

The Life Chances strategy was subject to public consultation during November 2020 and is to be followed by a final report to be presented to the Children, Education and Safeguarding Committee in Jan 2021

3. Supporting evidence

What existing data informs your assessment of the impact of the proposal on protected groups of service users and/or staff?

Identify the main sources of evidence, both quantitative and qualitative, that supports your analysis

| | What does the data tell you⁷? <i>Provide a summary of any relevant demographic data about the borough's population from the Joint Strategic Needs Assessment, or data about the council's workforce</i> | What do people tell you⁸? <i>Provide a summary of relevant consultation and engagement including surveys and other research with stakeholders, newspaper articles correspondence etc.</i> |
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| Protected group | | |

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| <p>Age⁹</p> | <p>The number of children (aged 0-19 years) in Barnet currently 99,200 (almost a quarter of the Boroughs population). The breakdown is as follows:</p> <p>25,900 0-4 years 26,100 5-9 25,600 10-14 21,600 15-19</p> <p>14.0% of children in Barnet under the age of 16 were living in low income families in 2016 compared to 24.9% in 2006</p> | <p>Child poverty is expected to grow significantly from the estimated 4 million children and young people in the UK already in poverty according to the Child Poverty Action Group.¹</p> <p>Our Barnet Young People’s Survey carried out in Nov 2019 revealed the majority (84%) of young people feel Barnet is a family friendly place to live.</p> <p>It also found that young people’s top three concerns are,</p> <ul style="list-style-type: none"> • crime (56%) • litter in the streets (37%) • lack of jobs for people/young people (24%) <p>Our Barnet Online Covid-19 Survey of schoolchildren conducted in July 2020 highlighted the effects of the crisis with the majority of young people considering the impact to be,</p> <ul style="list-style-type: none"> • doing less physical activity (51%) • harm to their long-term education (50%) • mental health and well-being being affected (43%) <p>Young people also said they were most worried about</p> <ul style="list-style-type: none"> • their education and exams (55%) • staying safe from the coronavirus (35%) • their mental health and well-being (34%). <p>The majority of young people thought more support should be provided,</p> <ul style="list-style-type: none"> • for dealing with stress and isolation (51%) • close and regular contact with teachers (46%) • exercises for children while at home (45%). |
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| | | <p>A study by the Resolution Foundation says young people are most likely to have had their pay cut, with 35% earning less than they did at the start of the Covid-19 crisis</p> <p>According to a report by the Children’s Commissioner, 1 in 5 apprentices have been made redundant, are on a break from learning or have left their programmes. They are likely to be in sectors struggling due to the pandemic such as hospitality, retail and construction. Younger workers are also more like to be furloughed than older ones</p> |
| <p>Disability¹⁰</p> | <p>2.6% of Barnet’s school population have an Education, Health and Care Plan, compared with the national proportion of 2.8%. In addition, 10.9% receive Special Educational Needs Support. The largest groups of needs are, Autistic Spectrum Conditions and Speech, Language and Communication Needs</p> <p>SEND is disproportionately prevalent within the Black and Black British community. 4.5% of Black children and young people will have an Education, Health and Care Plan, compared to 2.6% across the entire population of children and young people.</p> <p>794 (18-24) with a learning disability 184 (18-24) with a moderate or severe learning disability</p> <p>Children with disabilities have been identified as an exception to the low risk group profile during the Covid-19 crisis. Complex health needs have resulted in disabled</p> | <p>A survey of young people with special education needs and disabilities found that their key concerns related to increased anxiety and other mental health needs resulting from ‘lockdown’ and uncertainty about the future, lost learning and the impact of the pandemic on access to further/higher education and employability</p> <p>Our Covid-19 Online Survey revealed young people with a disability (75%) were more likely to agree that the pandemic is harming their long-term education.</p> <p>A study undertaken between March 2020 – April 2020 involving 241 families of children with SEND, found that nearly half of the parents reported experiencing greater anxiety, concern for their child’s future and fears of them failing even further behind their peers (National Institute for Health and Care Excellence, NICE, 2020)</p> |

¹ <https://cpag.org.uk/child-poverty/child-poverty-facts-and-figures>

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| | children being 'shielded' with limited, if any, access to outdoor space including school. | |
| Gender reassignment¹¹ | | |
| Marriage and Civil Partnership¹² | | |
| Pregnancy and Maternity¹³ | | |
| Race/ Ethnicity¹⁴ | <p>Children and young people from Black and Ethnic Minority background make up 52% of the population</p> <p>The ratio of black pupils in Barnet attaining the expected standard at Key Stage 2 and 4 compared to white pupils is low and in some cases being the lowest or second lowest in North London. This dataset also shows that Barnet's pupil referral units have disproportionately high numbers of pupils from ethnic minority backgrounds and school exclusions data shows that Black pupils are twice more likely to be excluded than white pupils. ²</p> | Our Covid-19 online survey conducted in July 2020 revealed that young people of Asian (67%) and Black origin (75%) were more likely to agree that the Covid-19 pandemic was harming their long-term education. |
| Religion or belief¹⁵ | Based on data from the Annual Population Survey, the most common religion in Barnet is Christianity (39.2%), followed by the Jewish (19.2%) and Muslim (11.8%) faiths. ³ | |
| Sex¹⁶ | In Barnet the gender breakdown is Girls: 48.5% and boys: 51.6% Female (0-19), 48,600 Male (0-19), 50,600 | |

² North London Disportionality Dataset September 2020

³<https://jsna.barnet.gov.uk/jsna/demography>

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| Sexual Orientation¹⁷ | | |
| Other relevant groups¹⁸ | <p>There were 322 Children in Care, including 64 Unaccompanied Asylum-Seeking Children and 340 Care Leavers, at the start of the Covid-19 crisis. Between March 2020 and September 2020, a further 57 children came into care.</p> <p>Our data shows 63% of children in our care live with foster carers.</p> <p>Barnet care leavers access to employment, training and education has worsened during the Covid-19 crisis with an increase in those who are NEET resulting in more than 50% rise in care leavers being NEET.</p> <p>There has been an increase in number of care leavers waiting for permanent housing during the Covid-19 crisis, with 89 young people awaiting allocation of a property</p> | |

4. Assessing impact

What does the evidence tell you about the impact your proposal may have on groups with protected characteristics ¹⁹?

| Protected characteristic | For each protected characteristic, explain in detail what the evidence is suggesting and the impact of your proposal (if any). Is there an impact on service deliver? Is there an impact on customer satisfaction? Is there an impact on staff? Click the appropriate box on the right to indicate the outcome of your analysis. | Positive impact | Negative impact | | No impact |
|--------------------------|---|-----------------|-----------------|-------|-----------|
| | | | Minor | Major | |
| | | | | | |

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|-----------------------------------|---|-------------------------------------|--------------------------|--------------------------|--------------------------|
| <p>Age</p> | <p>The strategy includes actions that have been developed to support low income families. Strengthening families and early years through delivery of more initiatives through 0-19 Early Help hubs, free parenting programmes and increased access to the Free Entitlement to Education (FEE)</p> <p>Mental health and worries about education are being addressed in the strategy through our resilience school programme and support services through Barnet Integrated Clinical Services and Kooth online counselling service. Actions also include supporting schools to establish reliable baseline data and ensuring the curriculum meets the needs of pupils.</p> <p>Crime and lack of jobs are key areas that worry children and young people the most. Measures in the strategy to tackle crime include identifying vulnerable young people through the vulnerable adolescences strategy. The promotion of pathways into Further and Higher Education, working with Education partners to ensure that courses are both attractive to young people and that they respond to future skills needs.</p> <p>Youth Unemployment is another area of the strategy where action is focused with improving access to careers education, employment opportunities and ongoing mentoring support for people in poverty.</p> <p>Ensuring low income families have access to food education as identified in a revised Food Security Action Plan aimed at improving health and well-being.</p> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <p>Disability</p> | <p>The data and survey responses suggests this cohort is disproportionately affected by the crisis with the potential for significant long-term impacts on life chances. The strategy captures key actions targeted at supporting this cohort and improving outcomes. These include championing the achievement of pupils with SEND and promoting programmes for work experience, apprenticeships and paid employment. In addition, supporting families of children with SEND to increase understanding of their financial entitlements and rights.</p> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <p>Gender reassignment</p> | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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|--------------------------------|--|-------------------------------------|--------------------------|--------------------------|--------------------------|
| | | | | | |
| Marriage and Civil Partnership | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Pregnancy and Maternity | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Race/ Ethnicity | <p>To address the data showing disproportionate underperformance of BAME pupils, key actions of support captured in the strategy focus on accelerated learning to diminish the gap with their peers. Measures also include blended learning recognizing approaches need to be flexible and adaptable.</p> <p>Specialist employment and training is to be implemented offering support and targeting males of White British and Black heritage who are over represented as NEET (Not in Education, Employment or Training)</p> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Religion or belief | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Sex | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Sexual Orientation | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| 5. Other key groups | Positive impact | Negative impact | No impact |
|---------------------|-----------------|-----------------|-----------|
|---------------------|-----------------|-----------------|-----------|

| Are there any other vulnerable groups that might be affected by the proposal? <i>These could include carers, people in receipt of care, lone parents, people with low incomes or unemployed</i> | | | Minor | Major | |
|--|---|-------------------------------------|--------------------------|--------------------------|--------------------------|
| Key groups | The data shows looked after children are a particularly vulnerable group in areas of education, employment and housing. The strategy seeks to improve achievement and attendance in school. Areas of support include continuation of the Care Leaver Programme to ensure care leavers are fully supported to move into sustained employment, education and training. Actions also include improved multi-agency working to ensure care leavers at risk of homelessness are identified early and appropriate action taken to improve outcomes. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

6. Cumulative impact²⁰

Considering what else is happening within the council and Barnet could your proposal contribute to a cumulative impact on groups with protected characteristics?

Yes No

If you clicked the Yes box, which groups with protected characteristics could be affected and what is the potential impact? Include details in the space below

7. Actions to mitigate or remove negative impact

Only complete this section if your proposals may have a negative impact on groups with protected characteristics. These need to be included in the relevant service plan for mainstreaming and performance management purposes.

| Group affected | Potential negative impact | Mitigation measures ²¹ <i>If you are unable to identify measures to mitigate impact, please state so and provide a brief explanation.</i> | Monitoring ²² <i>How will you assess whether these measures are successfully mitigating the impact?</i> | Deadline date | Lead Officer |
|----------------|---------------------------|---|---|---------------|--------------|
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8. Outcome of the Equalities Impact Assessment (EqIA)²³

Please select one of the following four outcomes

Proceed with no changes

The EqIA has not identified any potential for a disproportionate impact and all opportunities to advance equality of opportunity are being addressed

Proceed with adjustments

Adjustments are required to remove/mitigate negative impacts identified by the assessment

Negative impact but proceed anyway

This EqIA has identified negative impacts that are not possible to mitigate. However, it is still reasonable to continue with the activity. Outline the reasons for this and the information used to reach this decision in the space below

Do not proceed

This EqIA has identified negative impacts that cannot be mitigated and it is not possible to continue. Outline the reasons for this and the information used to reach this decision in the space below

Reasons for decision

Sign-off

| 9. Sign off and approval by Head of Service / Strategic lead ²⁴ | |
|--|---|
| Name Ben Thomas | Job title Assistant Director- Education, Strategy and Partnerships |
| <input type="checkbox"/> Tick this box to indicate that you have approved this EqIA | Date of approval: |
| <input type="checkbox"/> Tick this box to indicate if EqIA has been published Date EqIA was published: Embed link to published EqIA: | Date of next review: |

Footnotes: guidance for completing the EqIA template

¹ The following principles explain what we must do to fulfil our duties under the Equality Act when considering any new policy or change to services. They must all be met or the EqIA (and any decision based on it) may be open to challenge:

- **Knowledge:** everyone working for the council must be aware of our equality duties and apply them appropriately
- **Timeliness:** the duty applies at the time of considering proposals and before a final decision is taken
- **Real Consideration:** the duty must be an integral and rigorous part of your decision-making and must influence the process.
- **Sufficient Information:** you must assess what information you have and what is needed to give proper consideration.
- **No delegation:** the council is responsible for ensuring that anyone who provides services on our behalf complies with the equality duty.
- **Review:** the equality duty is a continuing duty – it continues after proposals are implemented/reviewed.
- **Proper Record Keeping:** we must keep records of the process and the impacts identified.

² Our duties under the Equality Act 2010

The council has a legal duty under this Act to show that we have identified and considered the impact and potential impact of our activities on all people with ‘protected characteristics’ (see end notes 9-19 for details of the nine protected characteristics). This applies to policies, services (including commissioned services), and our employees.

We use this template to do this and evidence our consideration. You must give ‘due regard’ (pay conscious attention) to the need to:

- **Avoid, reduce or minimise negative impact:** if you identify unlawful discrimination, including victimisation and harassment, you must stop the action and take advice immediately.
- **Promote equality of opportunity:** by
 - Removing or minimising disadvantages suffered by people with a protected characteristic
 - Taking steps to meet the needs of these groups
 - Encouraging people with protected characteristics to participate in public life or any other activity where participation is disproportionately low
 - Consider if there is a need to treat disabled people differently, including more favourable treatment where necessary
- **Foster good relations between people who share a protected characteristic and those who don’t:** e.g. by promoting understanding.

³ EqIAs should always be proportionate to:

- The size of the service or scope of the policy/strategy
- The resources involved
- The size of the likely impact – e.g. the numbers of people affected and their vulnerability

The greater the potential adverse impact of the proposal on a protected group (e.g. disabled people) and the more vulnerable the group is, the more thorough and demanding the process required by the Act will be. Unless they contain sensitive data – EqIAs are public documents. They are published with Cabinet papers, Panel papers and public consultations. They are available on request.

⁴ When to complete an EqIA:

- When developing a new policy, strategy, or service

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- When reviewing an existing service, policy or strategy
 - When making changes that will affect front-line services
 - When amending budgets which may affect front-line services
 - When changing the way services are funded and this may impact the quality of the service and who can access it
 - When making a decision that could have a different impact on different groups of people
 - When making staff redundant or changing their roles

Wherever possible, build the EqIA into your usual planning and review processes.

Also consider:

- Is the policy, decision or service likely to be relevant to any people because of their protected characteristics?
- How many people is it likely to affect?
- How significant are its impacts?
- Does it relate to an area where there are known inequalities?
- How vulnerable are the people who will be affected?

If there are potential impacts on people but you decide not to complete an EqIA you should document your reasons why.

⁵ **Title of EqIA:** This should clearly explain what service / policy / strategy / change you are assessing.

⁶ **Focus of EqIA:** A member of the public should have a good understanding of the proposals being assessed by the EqIA after reading this section. Please use plain English and write any acronyms in full first time - eg: 'Equality Impact Assessment (EqIA)'

This section should explain what you are assessing:

- What are the main aims or purpose of the proposed change?
- Who implements, carries out or delivers the service or function in the proposal? Please state where this is more than one person or group, and where other organisations deliver it under procurement or partnership arrangements.
- How does it fit with other services?
- Who is affected by the service, or by how it is delivered? Who are the external and internal service-users, groups, or communities?
- What outcomes do you want to achieve, why and for whom? E.g.: what do you want to provide, what changes or improvements, and what should the benefits be?
- What do existing or previous inspections of the service tell you?
- What is the reason for the proposed change (financial, service, legal etc)? The Act requires us to make these clear.

⁷ **Data & Information:** Your EqIA needs to be informed by data. You should consider the following:

- What data is relevant to the impact on protected groups is available? (is there an existing EqIA?, local service data, national data, community data, similar proposal in another local authority).
- What further evidence is needed and how can you get it? (e.g. further research or engagement with the affected groups).
- What do you know from service/local data about needs, access and outcomes? Focus on each characteristic in turn.
- What might any local demographic changes or trends mean for the service or function? Also consider national data if appropriate.
- Does data/monitoring show that any policies or practices create particular problems or difficulties for any group(s)?

-
- Is the service having a positive or negative effect on particular people or groups in the community?

⁸ What have people told you about the service, function, area?

- Use service user feedback, complaints, audits
- Conduct specific consultation or engagement and use the results
- Are there patterns or differences in what people from different groups tell you?
- Remember, you must consult appropriately and in an inclusive way with those likely to be affected to fulfil the equality duty.
- You can read LBB [Consultation and Engagement toolkit](#) for full advice or contact the Consultation and Research Manager, rosie.evangelou@barnet.gov.uk for further advice

⁹ **Age:** People of all ages, but consider in particular children and young people, older people and carers, looked after children and young people leaving care. Also consider working age people.

¹⁰ **Disability:** When looking at disability, consideration should be given to people with different types of impairments: physical (including mobility), learning, aural or sensory (including hearing and vision impairment), visible and non-visible impairment. Consideration should also be given to: people with HIV, people with mental health needs and people with drug and alcohol problems. People with conditions such as diabetes and cancer and some other health conditions also have protection under the Equality Act 2010.

¹¹ **Gender Reassignment:** In the Act, a transgender person is someone who proposes to, starts or has completed a process to change their gender. A person does not need to be under medical supervision to be protected. Consider transgender people, transsexual people and transvestites.

¹² **Marriage and Civil Partnership:** consider married people and civil partners.

¹³ **Pregnancy and Maternity:** When looking at pregnancy and maternity, give consideration to pregnant women, breastfeeding mothers, part-time workers, women with caring responsibilities, women who are lone parents and parents on low incomes, women on maternity leave and 'keeping in touch' days.

¹⁴ **Race/Ethnicity:** Apart from the common ethnic groups, consideration should also be given to Traveller communities, people of other nationalities outside Britain who reside here, refugees and asylum seekers and speakers of other languages.

¹⁵ **Religion and Belief:** Religion includes any religion with a clear structure and belief system. As a minimum you should consider the most common religious groups (Christian, Muslim, Hindu, Jews, Sikh, Buddhist) and people with no religion or philosophical beliefs.

¹⁶ **Sex/Gender:** Consider girls and women, boys and men, married people, civil partners, part-time workers, carers (both of children with disabilities and older cares), parents (mothers and fathers), in particular lone parents and parents on low incomes.

¹⁷ **Sexual Orientation:** The Act protects bisexual, heterosexual, gay and lesbian people.

¹⁸ **Other relevant groups:** You should consider the impact on our service users in other related areas.

¹⁹ **Impact:** Your EqIA must consider fully and properly actual and potential impacts against each protected characteristic:

- The equality duty does not stop changes, but means we must fully consider and address the anticipated impacts on people.
- Be accurate and transparent, but also realistic: don't exaggerate speculative risks and negative impacts.
- Be detailed and specific where you can so decision-makers have a concrete sense of potential effects.

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- Questions to ask when assessing whether and how the proposals impact on service users, staff and the wider community:
 - Are one or more protected groups affected differently and/or disadvantaged? How, and to what extent?
 - Is there evidence of higher/lower uptake of a service among different groups? Which, and to what extent?
 - Does the project relate to an area with known inequalities (where national evidence or previous research is available)?
 - If there are likely to be different impacts on different groups, is that consistent with the overall objective?
 - If there is negative differential impact, how can you minimise that while taking into account your overall aims?
 - Do the effects amount to unlawful discrimination? If so the plan **must** be modified.
 - Does it relate to an area where equality objectives have been set by LBB in our [Barnet 2024 Plan](#) and our [Strategic Equality Objective](#)?

²⁰ **Cumulative Impact**

You will need to look at whether a single decision or series of decisions might have a greater negative impact on a specific group and at ways in which negative impacts across the council might be minimised or avoided.

²¹ **Mitigating actions**

- Consider mitigating actions that specifically address the impacts you've identified and show how they will remove, reduce or avoid any negative impacts
- Explain clearly what any mitigating measures are, and the extent to which you think they will reduce or remove the adverse effect
- Will you need to communicate or provide services in different ways for different groups in order to create a 'level playing field'?
- State how you can maximise any positive impacts or advance equality of opportunity.
- If you do not have sufficient equality information, state how you can fill the gaps.

²² **Monitoring:** The Equality Duty is an ongoing duty: policies must be kept under review, continuing to give 'due regard' to the duty. If an assessment of a broad proposal leads to more specific proposals, then further monitoring, equality assessment, and consultation are needed.

²³ **Outcome:**

- Make a frank and realistic assessment of the overall extent to which the negative impacts can be reduced or avoided by the mitigating measures. Also explain what positive impacts will result from the actions and how you can make the most of these.
- Make it clear if a change is needed to the proposal itself. Is further engagement, research or monitoring needed?
- Make it clear if, as a result of the analysis, the policy/proposal should be stopped.

²⁴ **Sign off:** You will need to ensure the EqIA is signed off by your Head of Service, agree whether the EqIA will be published, and agree when the next review date for the EqIA will be.