

Press release: New funding will help drive diversity in cyber security

They will each jointly benefit from a total investment of at least £500,000 as part of the next round of the Cyber Skills Immediate Impact Fund (CSIIF).

The aim of the Fund is to boost not only the total number, but the diversity of those working in the UK's cyber security industry. It will help organisations develop and sustain projects that identify, train and place untapped talent from a range of backgrounds into cyber security roles quickly.

Digital Minister Margot James said:

Our cyber security industry is thriving but to support this growing success we need a skilled and diverse workforce to match. These latest projects show that whatever your background, ethnicity or sex, there are opportunities to join the cyber security profession. We want to demonstrate that you can have a dynamic and exciting career in a sector that sits at the heart of our economy, and is a key part of our modern Industrial Strategy.

The projects receiving funding are:

- Crucial Academy: Diversity in Cyber Security

This initiative based in Brighton looks to retrain veterans in cyber security, in particular focusing on women, neurodiverse candidates and BAME individuals.

Neil Williams CEO of Crucial Group said:

We at Crucial Academy are incredibly grateful for the support that the CSIIF provides. As veterans ourselves, we understand how programmes like this are invaluable in aiding the transition into civilian life. This support will help facilitate our continued commitment to veterans, women, neurodiverse and the BAME communities.

- QA: Cyber Software Academy for Women

This project running in London, Bristol, and Manchester will train and place a cohort of women into cyber development job roles within industry. An additional cohort will also be trained in Birmingham as part of the West Midlands Combined Authority Skills Deal.

Lisa Harrington, Managing Director QA Learning said:

We are extremely excited to be awarded this crucial funding for our collaborative initiative with Women's Tech Jobs, the QA Cyber Academy for Women. It will have an immediate impact on beginning to address the diversity issues within the cyber security sector, and be an inspirational beacon to inspire the next generation of female cyberists.

This Plymouth based initiative will scale up an already existing programme which identifies, trains, and places individuals, including neurodiverse candidates, those with special needs and those from disadvantaged backgrounds into a cyber security career.

Michael Dieroff, CEO of Bluescreen IT said:

BluescreenIT are extremely proud to be chosen as one of the lead organisations to deliver real social impact through our Hacked Cyber Hub initiative. The project aims to build a network of UK community Security Operations hubs across the UK, which will engage and service the local community and businesses with cost effective cyber security services. These hubs will increase the employment of IT professionals through Cyber and digital apprenticeships, reducing the growing skills gap across all sectors.

- Hacker House Ltd: Hands on Hacking, Training and Employer Portal

This project based online will develop a portal allowing for an increased number of people to be trained and then engage with employers.

CEO Jennifer Arcuri from Hacker House said:

Cyber skills play such a vital role in the development to the digital economy and its fantastic to see the UK government make it such a priority. The team of Hacker House are thrilled to be included in the funding of this grant as this allows us the opportunity to continue to develop content that trains and enable candidates to retain practical skills needed for roles within information security.

1. The CSIIIF pilot was launched in February 2018 and was open to initiatives delivered in England. Seven initiatives were identified for funding from the National Cyber Security Programme – more detail can be found here.
2. This Fund is one of a range of initiatives designed in support of the National Cyber Security Strategy's aim of developing a sustainable supply of home-grown cyber security talent in the UK.

3. The Fund is open to organisations such as training providers and charities, who can demonstrate their initiatives are not designed to fill internal vacancies, but rather service a range of employers.
 4. The expanded CSIIF gave additional weighting to initiatives that demonstrate a commitment to placing more women into cyber security roles.
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Press release: New prisons financial crime unit secures first bust

- Investigation by specialist prison service staff and police leads to seizure of almost £8,000
- Money suspected to be made from unlawful conduct in prison by a convicted murderer
- Unit is part of wider security drive to tackle organised crime and drugs which fuel violence in prisons

The Financial Investigations Unit froze the bank account of a convicted murderer at HMP Gartree containing almost £8,000 and, following an investigation, seized the assets. The prisoner was thought to be involved in unlawful activity within the prison.

This seizure is a first for the unit, which was created last year as part of a wider effort to disrupt the organised crime in prisons which fuels drug use and violence.

The unit is made up of specially-trained prison service analysts and police financial investigators who use intelligence to identify bank accounts used for illicit transactions. They have the power to freeze bank accounts and make arrests.

Justice Secretary David Gauke said:

Last year I announced a new specialist unit to seize the assets of prisoners who commit crime and fuel violence in jail, and I am pleased it has achieved its first success.

This unit forms an important part of our wider strategy to tackle organised crime and restore stability to prisons so that offenders have the chance to turn their lives around.

Organised criminals in prisons have been known to operate money laundering schemes to receive payment for illicit debts, often as a result of drug

deals. Much of the activity takes place through single low-value transactions, making them difficult to find.

Bank accounts on the outside world, used by inmates to pay for drugs, are usually identified through paper notes found in cells which contain account details, or on phones seized from prisoners with instructions to make transfers. Such transactions, which amount to money laundering, are targeted by the unit.

In this case the unit identified a key bank account belonging to an offender, a convicted murderer, that had received a number of suspicious deposits.

The unit will continue to analyse intelligence and work quickly to act against offenders suspected of criminal activity.

It is part of a wider effort to restore stability to the prison estate, including an additional £70 million investment in safety, security and decency. This will ensure prisons can be places of rehabilitation where offenders can turn their backs on crime for good.

The investment includes £16 million to improve conditions and £6 million on new security measures, such as airport-style security, improved searching techniques, and phone-blocking technology. To help identify, disrupt and disable gangs, £1m went towards the roll-out of a new digital tool which assesses information from various law enforcement databases to create a central 'risk rating' for each prisoner.

In addition to this, £14 million is being invested each year to stop criminal gangs smuggling drugs into prisons.

This has come against a backdrop of rising prison officer numbers, with more than 4,300 additional officers recruited since October 2016 and staffing levels at their highest since 2012.

Notes to editors:

- A total sum of £7,938.99 was seized.
 - The assets will be shared between the Home Office and Eastern Region Special Operations Unit (ERSOU) forces.
 - The unit is based in Peterborough and has been operational since October. It consists of Intelligence Analysts within Her Majesty's Prison and Probation Service and financial investigators from the ERSOU.
 - ERSOU are the lead Regional Organised Crime Unit for the Eastern Region.
 - Sanctions range from the closure of accounts, to freezing assets or other criminal sanctions such as Confiscation Orders and arrest.
 - For investigative reasons we are not able to identify the prisoner or provide further details.
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Speech: Presidency of Maduro no longer rests on democratic foundations

Mr President,

Thank you for convening this meeting.

There are probably only a few moments in history when a country's rate of inflation has to be measured in millions of percent. But in the case of Venezuela, this is such a moment. And beneath that stark statistic rests a scene of total economic collapse, and with it, a comprehensive picture of human misery and degradation from which only the corrupt Venezuelan elite are able to escape.

People are starving, children are malnourished, essential items are absent from the bare shelves of bankrupt stores. And from this wretchedness, millions have fled to seek refuge in neighbouring countries where they have been rescued by an outpouring of human generosity.

This inexcusable and wholly avoidable wasteland, Mr President, is entirely the creation of one man and his cronies.

The ranting socialism of Nicolas Maduro has destroyed an entire country and despite his self-congratulatory moral posturing, his enduring legacy will be to have made the poor, not just poorer, but destitute.

And it is our concern for the plight of Venezuela and the country's people that motivates us here today, not the sentiments of anything that can possibly be described as colonial. How indeed can any self-respecting government possibly justify supporting the poisonous regime of the nation-destroying Mr Maduro?

But, in addition to holding the opinion we do because of our concern for the people of Venezuela, this United Nations and we the Security Council are also here to resolve the world's worst sins. And to do so we must all uphold the rule of law which we firmly believe should govern the affairs of all.

And that rule of law has collapsed in Venezuela. Worse, it has been continuously eroded, undermined and eradicated by the dictatorial abuses of Nicolas Maduro.

Hand in hand with economic devastation, caused by this man, has come the parallel removal of liberty, justice and freedom.

We have seen the theft from the Venezuelan people of its very democracy. Maduro has attempted to delegitimise the National Assembly; he has created the artificial and illegitimate Constituent Assembly; and he has ruthlessly put an end to free and fair elections by stuffing ballot boxes and corrupting democratic decision.

The political opposition has been suppressed and intimidated, its leaders have fled or been imprisoned, and we will never forget that the opposition activist Fernando Alban, mentioned just now by Secretary Pompeo, was detained and then found dead beneath the windows of the National Intelligence facility.

The world can now see that the Presidency of Nicolas Maduro no longer rests on democratic foundations – the Presidency of Nicolas Maduro is not legitimate.

We the UK unreservedly praise and support the extraordinary courage of Juan Guaidó in his stand against Maduro's fraud, corruption and undemocratic status. We applaud Juan Guaidó's decision to assert the legitimate authority of the National Assembly.

Mr President, it is therefore right that we should now respond robustly to the courageous steps taken by the Venezuelan people and the political opposition by bringing this critical issue here to the Security Council. Council members must recognise their responsibility to ensure that the UN uses its leadership to help achieve positive change in Venezuela. Our efforts must now focus on finding a way out of the crisis that has devastated the country.

Mr President, let me make our position clear.

The UK stands with the EU in demanding urgent, free and fair elections at the earliest opportunity and in calling for a legitimate government to be established.

We stand with the Organisation of American States and we stand with the Lima Group, whose members last September referred the Venezuelan Government to the International Criminal Court for crimes against humanity. Citing over 8000 extrajudicial executions, 12,000 arbitrary arrests, and the detention of 13,000 political prisoners, they made history by making it the first ever case in which an entire state has been referred to the ICC.

Mr President, we stand shoulder-to-shoulder with the United States in saying that the National Assembly and its President, Mr Juan Guaidó, are best placed to lead Venezuela to the restoration of its democracy, its economy and its freedom.

Therefore we believe that Juan Guaidó is the right man to take Venezuela forward and we will recognise him as constitutional interim President if new elections are not announced within 8 days.

We should today all stand together against the tyranny of Nicolas Maduro and in support of legitimate democratic forces in Venezuela. Venezuela can and must recover from the depths of its current despair. To do so it needs an end to tyranny, an end to corruption, and an urgent return to freedom, democracy and the rule of law.

This Security Council must make its view clear and we must urgently help pave the way to a brighter future for the Venezuela which Maduro has so culpably

ruined.

Thank you.

Speech: Amanda Spielman at the 'Wonder Years' curriculum conference

It's a real pleasure to be here today at the delightfully titled 'Wonder Years' conference. I'm also pleased to be here and able to talk to you all so soon after we've published the [draft new Education Inspection Framework](#).

Some of you might have taken a look at our proposals – the download stats tell me quite a lot of you probably have – and you may already have fired off your thoughts. If not, you've still got another 10 weeks to do it.

And I said when I launched them, this is a genuine listening exercise. I want your collective wisdom and expertise to help us make what I think are already a strong set of proposals even better.

And for me, the new framework really is about making sure that children's time in education are their wonder years. The time when they get to grips with the power and flexibility of the English language and the fundamental mathematical concepts, when they learn about the scientific principles that shape the world around them and the universe, and the events that have forged history.

It should also be the time that children discover the possibilities of foreign languages, develop an appreciation of music and the arts, as well as the rudiments of some principles and practice of design and technology. Those opportunities should be a basic expectation for all children during their school and college years. And that, more than anything else, is why we've designed a framework that rewards those who deliver them.

Put another way, a high-quality education, built around a rich curriculum, is a matter of social justice. We know that those who are born in more advantaged circumstances get a major head start in life. All of you know the much-cited findings about language disadvantage for children from poorer families. Time in nursery and primary school is the best opportunity to tip the playing field back towards the level. That is why we have stressed, in the [draft schools handbook](#), the importance of reading to young children frequently, and of introducing new vocabulary in contexts that stimulate their understanding and thinking.

But the role of education in delivering social justice doesn't stop at the beginning of children's education. We know from our curriculum research that it is disadvantaged pupils who are disproportionately affected by the

narrowing of key stage 2 and the shortening of key stage 3, or who in various ways become less likely to take more academic subjects in key stage 4.

And though this is on the face of it plainly wrong, I understand why it happens. If you're a school in a challenging area, and you feel that outcomes data is the sole proxy for measuring the quality of what you do, your job inevitably becomes oriented towards finding the best way to secure those grades and in turn those performance tables points. Especially when you face the double whammy of an intake that starts some way behind, and the difficulty of recruiting teachers to some of our most deprived towns.

But the consequence of this narrowing is that pupils from disadvantaged backgrounds do lose out on building that body of knowledge that should be every child's entitlement. For that reason, if we really want to reduce economic and social inequality, the place to start is what is taught in the classroom.

That isn't a personal prejudice of mine, but has been well demonstrated. For example, I've mentioned before Cristina Iannelli's finding – that most of the advantage associated with attending a selective school is accounted for by the curriculum studied there, and in particular the greater likelihood of taking the core academic subjects. And this doesn't just apply to economic disadvantage either.

Serious attention to curriculum is just as important for the children with special needs and disabilities. One of the occasional frustrations I have when it comes to children with special needs, is that we sometimes seem to forget that as well as having particular needs, they are still children. A child with severe or complex needs may well take longer to acquire and build that knowledge than other children.

But that doesn't mean we should assume it is irrelevant for them, or limit our efforts to help them achieve it. For children with SEND, the decisions that leaders make about the curriculum make a huge difference. They can't afford for leaders to get it wrong. Even more than other children, they haven't got the time for leaders to get it wrong.

Quality of education

Many of you will have seen that our [draft handbooks](#) talk about the importance of developing cultural capital. I know this can be a contested phrase.

But to spell out what that looks like in practice for Ofsted, it means our inspectors will consider how schools are equipping pupils with the essential knowledge they need to be educated citizens: how they are introduced to the best that has been thought and said, and how they are helped to a real appreciation of human creativity and achievement.

At the same time, I know that given PTE's strong focus on standards, some of you have worried that removing the outcomes judgement might allow schools to take their foot off the pedal when it comes to attainment. But nothing could be further from the truth. Outcomes have not become irrelevant or unimportant

to Ofsted. Try telling any teenager that their GCSEs don't matter, or telling parents that we shouldn't care how well their children do in reading tests at age 11.

Schools should be held to account for how well their pupils achieve and that will not change. What this framework does, however, is to make sure that outcomes are considered in their proper context, to understand whether they have been achieved in a way that sets young people up to succeed in further study and life beyond, rather than just to pass a particular set of exams.

Again, I believe that is how we will not only level the playing field for the most disadvantaged, but also how we make sure that we drive forward the real standards agenda.

And I am also fairly sure, to return to the 'Wonder Years' title, that the way to kill a real love of knowledge and learning is to give children 12 years of jumping through mark scheme hoops, with some nods towards developing some desirable but ill-defined skills thrown in alongside. If we really want to develop all children's intellects and curiosity, they need to be taught the right, connected knowledge about Shakespeare, about the Battle of Trafalgar, and about the structure of the cell – that will pique their interests and passions!

Concepts and accessibility

The audience here is full of people I very much admire and respect. Many of you – speakers and audience – have been part of the fascinating recent discussions, such as those about substantive and disciplinary knowledge, which I am sure will get plenty of airing today. But, and I hope you won't mind me saying this, it is probably fair to say that your levels of interest in education research and theory are probably not entirely representative of the teaching profession as a whole.

Which is why, in order to be successful under these draft proposals, we are not expecting every head to become an expert on Michael Young or Daniel Willingham, or to match the erudition that you will hear from many speakers today. Our evaluation of the quality of a school's curriculum will reflect the quality of their practice, rather than their ability to use the 'right' curriculum language. Indeed we have also shown, through the [third phase of our curriculum research](#), that we can quite quickly distinguish between those who have a genuinely good curriculum, implemented well across a school, and those who simply talk a good game.

To demystify the proposed new process we have tried to make our language and definitions in the handbook as straightforward as possible. Alongside the handbook, Sean Harford, our National Director of Education, has also put out a special edition of the [school inspection update \(SIU\)](#) that gives some further clarification and definition in the schools context – remember, the main framework covers everything from childminders through to adult education.

That update explains that when it comes to learning, we have used the

definition from cognitive psychology, as a change in long-term memory. So “if nothing has altered in long-term memory, nothing has been learned”. That leads to our understanding of progress as knowing more and remembering more. The connections between knowledge give rise to understanding, and as pupils develop unconscious competence and fluency, this will allow them to develop skills, ie the capacity to perform complex operations, drawing on what is known.

We also know that we learn by relating new knowledge to what we already know. Therefore, the more pupils know, the more they have the capacity to learn.

This won't be new to you, and I hope that the clarifications in that update help to put to bed any suggestion that we are asking too much of teachers. Alongside the SIU we have also put out a [series of curriculum videos](#), further explaining our thinking – but if you think there is more we can do to shed light on the process, please do let us know.

Diversity

I also want to address another worry that I have heard being expressed around curriculum diversity. Some of the people here are at the forefront of innovative curriculum design in your schools. To that I say, all power to you. This draft framework is absolutely not about trying to put a straitjacket on innovation in schools' curriculum or to impose an Ofsted model.

Instead we are using the statutory expectation of a broad and balanced curriculum and the national curriculum, which all maintained schools are expected to follow, and which academies are expected to match in ambition, as our baseline. So long as schools achieve that, they are free to design and build their curriculum as they see fit, and Ofsted will reward the curricula that demonstrate thought and care about how to build rich and deep learning. Similarly for those who want to adopt existing designs, textbooks or other products that work well, that is equally fine and very often to be encouraged.

Breadth

That concept of breadth will necessarily mean different things at different stages of young people's education. We've been clear in the handbook, for instance, that the priority for key stage 1 is for children to master early reading and mathematics. Otherwise so much of what comes later will be inaccessible.

For that reason, and building on what we've learned through our 'reading champion' programme of inspections over the past year, inspectors will be looking at the extent to which pupils in key stage 1 learn to decode text through systematic synthetic phonics and whether they develop into fluent confident readers.

Similarly in early mathematics, inspectors will be looking at whether primary

schools have considered the sequence in which mathematical concepts are taught and whether there are opportunities for recall of facts, concepts and procedures, which should lead, for example, to automatic recall of number bonds for addition and subtraction, and of times tables.

I want to be clear: no school will be criticised by inspectors for focusing its key stage 1 curriculum on literacy and mathematics. But that said, equally no school will be criticised for providing greater breadth: primary schools are best placed to know what it takes to get their children reading early, expand their vocabulary and to put in place the fundamentals of maths.

As children move through primary school, we will expect to see that focus on the fundamentals maintained, but that should be alongside broader learning across all the foundation subjects. These are subjects which we know, from our inspections and curriculum research, are too often being squeezed in many primary schools. Of course the statutory tests remain important, but here again, our inspectors will be looking to see that children's performance in English and maths is achieved through proper teaching, practice and reading, rather than simply learning how to sit SATs papers. That, after all, is what will set them up properly to succeed in secondary school.

And when it comes to secondary school, that rich breadth of curriculum should continue. For almost all children, there is no reason to start narrowing down their learning before the age of 14. It really does pain me to think about how many potential historians, artists, linguists, musicians and designers we've lost because we made them drop subjects almost before they'd begun, so they may never have discovered their talents in them.

Now that does not mean that Ofsted believes that there is only one approach to structuring key stages 3 and 4. There may well be a good rationale for starting some GCSE content in year 9, especially in linear, core subjects, or because it offers pupils the opportunity to study a broader curriculum right through year 7 to year 11.

Where our concerns arise is when the desire to start teaching GCSE content early either comes at the expense of a broad and rich curriculum, or when it is used as an excuse to dedicate excessive time to drilling exam technique at the expense of the learning of new knowledge.

Knowledge versus skills

This is also probably the right place for me to address the vexed arguments about whether teaching of knowledge sits in opposition to teaching skills.

From a pragmatic inspection point of view, opposition between knowledge and skills is unnecessary. Yes, we want to see pupils being taught powerful knowledge, but it is also clearly essential for pupils to develop skills. We consider a skill to be the capacity to perform, whether cognitively or physically, drawing on what is known, and the new framework directs inspectors to consider what schools are doing to develop both pupils' knowledge and skills.

That is why we want pupils to be able to analyse, evaluate and solve problems using what they have learned. And there are clearly desirable physical skills and capabilities that develop in the sports, arts and also technical and vocational capabilities.

What the evidence does show, however, is that these skills are largely domain-specific – evaluation of evidence in science is not the same as evaluation of evidence in history; being creative in dance is not the same as being creative in mathematics. And we would expect schools' approaches to curriculum design to reflect this.

EBacc

In a similar way we have made it equally clear that knowledge must not be reduced to or confused with simply memorising facts. A pub quiz is not a curriculum.

Nor, and I hope we've made this clear by now, is a curriculum simply a list of subjects to be studied. Which is why I disagree with those who claim that references to the EBacc in the new inspection framework represent Ofsted dictating the curriculum. They do not.

The government has decided that its ambition is for the EBacc subjects to be studied by the vast majority of young people up to the age of 16. It is an ambition I support.

In almost every other OECD country, young people study an academic core that includes their home language, maths, science, a foreign language (most often English) and a humanity up to the age of 16, if not 18. We also know that the very wide latitude given to both schools and pupils in England came to mean too many students, particularly disadvantaged and lower-attaining pupils, giving up core academic subjects at a startlingly early age.

Even when, as I have said before, getting a grade 3 in history GCSE may ultimately prove more beneficial than a Merit in a BTEC. I also happen to think that if you were to ask the proverbial woman on the street whether young people should study these 5 subjects up until 16, most would be shocked to find out that this is not already a requirement.

So the draft new inspection framework proposes that we will be looking at the extent to which schools are working to increase EBacc uptake. What that does not mean is that we will expect every school to be at the same stage, or even to be heading towards the same end point in terms of EBacc entries.

The government has been very clear that the 75% and then 90% targets map out the national expected picture, not requirements for every single school. Schools in disadvantaged areas will be starting from a lower base, and many will have struggled with recruitment, especially when it comes to modern foreign languages – our inspectors will take account of this. In the same vein, they are likely to look unfavourably on a leafy grammar that is not already securing high levels of uptake in these subjects.

So yes, we will be playing our part, as required under statute, to support government policy, but we will not be applying a blunt instrument to do so.

Consultants

And that means I do not want to see schools rushing to quick solutions – such as hiring consultants to help them prepare in some way for the new framework. No school should have to spend a single penny on consultants to prepare for it.

That is why we have put out so much explanatory material, and why we continue to run events on the proposals across the country. You already have enough demands on tighter budgets without the supposed necessity of preparing for a new Ofsted framework adding more.

I hope you will agree, that we have been consistent over the past 4 years in communicating the message that inspection is not a hoop-jumping exercise.

I was pleased to see from our latest polling of teachers that our myth-busting campaigns have reached so many of you. That will continue with this new framework.

In fact, I strongly believe that by focusing on the substance, rather than performance metrics, we have created something which is far less gameable by supposed inspection experts than any framework which has come before it.

My hope is that once embedded, this framework will help to sound the death knell of a school improvement industry that has too often pushed approaches to improvement that are designed to push results without necessarily making any improvement to real standards. If anyone tries to sell you the 'Ofsted inspection curriculum' I hope that you will – politely – tell them where to go.

Conclusion

I want to leave some time to get to your questions, so all that remains is for me to thank you for inviting me here today, and to thank all of you who have already played a part in shaping the draft framework.

As I started by saying, I hope that many more of you will send us your thoughts in the weeks to come, so that we really can make sure that every child's years in nursery, school and colleges really are their wonder years. Thank you.

Press release: Foreign Office Minister visits Poland

FCO Minister of State for Asia and the Pacific Mark Field visited Poland on 24-25 January to follow up on the 3rd annual UK-Poland Inter-Governmental Consultations, held in London in December.

The visit also follows the recent COP24 climate conference in Katowice last month, which Minister Field attended, and allowed for an exchange of views on key issues across the Asia-Pacific region, as well as further strengthening of relations between the UK and Poland.

While in Poland Minister Field met key Polish figures including Deputy Foreign Minister Maciej Lang, Deputy Minister for the Environment Sławomir Mazurek and Minister for Strategic Energy Infrastructure Piotr Naimski.

Minister for Asia and the Pacific Mark Field said:

It is evident that relations between the United Kingdom and Poland are as strong as ever, with a huge amount of bilateral work taking place between our two countries. We continued discussions on important joint initiatives such as our clean growth partnership, much of which resulted from the hugely productive Inter-Governmental Consultations, which the Prime Minister hosted in London in December.

Ours is a very fruitful partnership, and that is why it is important for me to be back in Poland so soon after my last visit in December for COP24 in Katowice. The UK and Poland have a long shared history and we continue to work closely together on some of the most pressing issues facing our two countries, including through NATO and the UN Security Council.

The Minister also met representatives of UK and Polish businesses working in green technology and energy.

Further information