



# Innovation in the Lincolnshire Multiply Programme – Need, Impact, Learning, and Future Potential

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# Acknowledgements and Disclaimer

The SkillsReach/Codename:Consulting collab (Roy Harper and Adam Peacock) acknowledge the support and important contributions from a wide range of stakeholders throughout this project. We particularly thank the Lincolnshire Multiply Champions and Learning Providers for their ongoing support with this evaluation.

As well as primary data generated by our own surveys and skills conversations, this document contains secondary data made available under an Open License and accessed via the Department for Education, and the Office for National Statistics.

SkillsReach/Codename:Consulting and associates are not responsible for data verification nor data-cleaning of secondary data, and data has been analysed as is, with any faults.

All maps have been produced using the open-source Geographic Information Systems software 'QGIS,' produced by the QGIS Development Team (2025) and made possible by the Geospatial Foundation Project.

**The SkillsReach/Codename:Consulting collab – March 2025**



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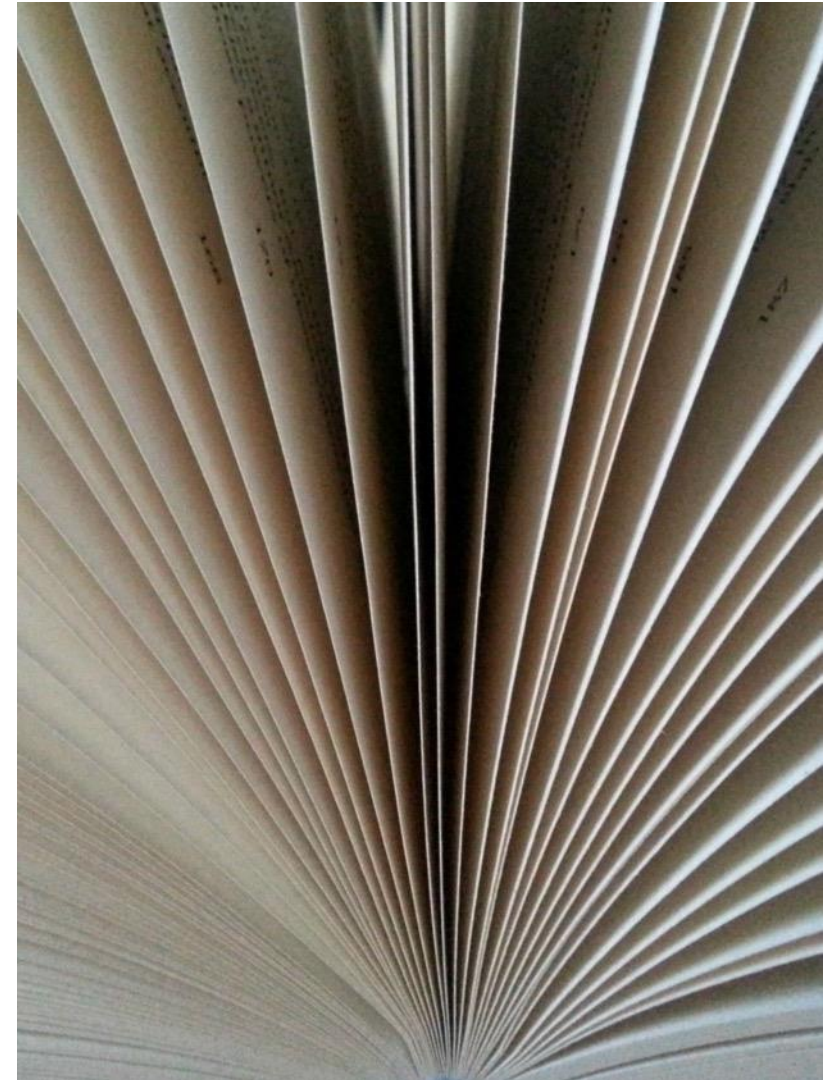
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# Executive Summary – Future Potential, Learning, Impact, and Numeracy Need

The executive summary is presented in line with the evaluation model, as shown in the image on the right.

The four sections summarise the report in terms of:

## **Future Potential:**

- Growing our local Learning Community
- Building upwards post-Multiply

## **Learning from Multiply:**

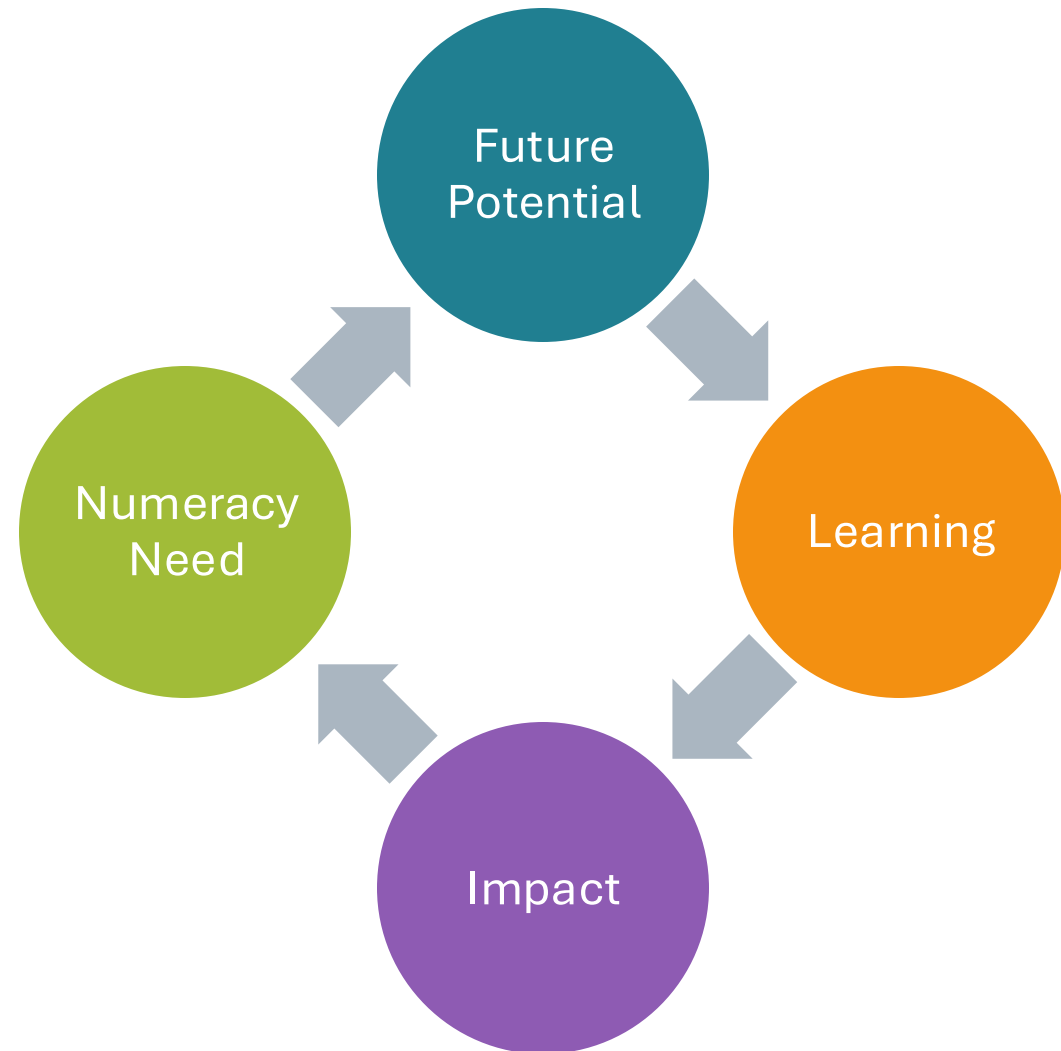
- Opportunities and Considerations
- 360° Stakeholder Feedback

## **Multiply Impact:**

- Impressive Numbers Achieved
- Making a Difference to Learning Providers and Champions

## **Numeracy Need:**

- Then and Now



# Future Potential - Building from Multiply to Grow Lincolnshire's Learning Communities Through a 'Learning Place' Approach?

Is there an opportunity, through devolved skills leadership and local partnerships, to grow our Lincolnshire adult 'learning community' substantially as a strategic skills and lifelong learning priority for the Lincolnshire communities and economy?

## Implementation could include:

- Defining and articulating our 'Lincolnshire Learning Community', quantifying it, understanding its strengths, challenges, and development potential; and setting out future local growth aspirations.
- Continued creative local commissioning, investing in longer-term, innovative approaches to support and de-risk enterprising learning community engagement and development.
- Supporting collaborative inclusion and engagement strategies to reach out further with the local adult learning offer; engaging and inspiring more residents and ensuring equality of access: especially for those that would benefit most from learning opportunities.
- Enrolling and qualifying more local adults in learning and skills programmes.
- Supporting more local adults to identify and progress their own 'without limits' learning pathway.

## A Learning Society?

*'A community that promotes a culture of learning by developing effective local partnerships between all sectors of the community, and supports and motivates individuals and organisations to learn'.*

**Source:** UNESCO





# Future Potential – From Numeracy to Essential Skills?

**Is there an opportunity to extend the Multiply Champion approach beyond numeracy to support Lincolnshire Skills Advocates across 'Essential Skills', including literacy and digital skills?**

**Implementation could include:**

- Build from the pilot 'infrastructure' of community and workplace Multiply Champions.
- Consider strategic reach to where residents are most disconnected from the local adult skills system.
- Ensure the comprehensive local adult learning offer is more widely understood and accessible across our diverse communities and workplaces.
- Engage and partner with more employers to support essential skills and learning – especially in larger, low-skilled workplaces.
- Invest and support in raising confidence and aspiration levels, supporting providers and champions to reach, engage, enrol, qualify and progress residents through adult learning.
- Continue brokering collaboration and CPD opportunities for providers and champions.
- Build greater efficiency and collaboration through shared engagement and learning resources across the Champions and Provider network.



# Learning from Multiply – Opportunities with Considerations

## Opportunities:

- Champion and Learning Provider collaborations are a positive ‘work in progress’.
- Locally led investment in learning ‘reach’ and ‘engagement’ generated additional learners and build local learning communities.
- The importance of familiar, ‘safe places’ to learn.
- Numeracy ‘by stealth’ has built number confidence.
- Learning incentives support more people to engage and learn – especially vulnerable learners.
- Creative, enterprising, localised commissioning has extended our learning community.

## Considerations:

- Multiply Learning Provider take-up could have been higher with few providers working with more than one Champion.
- There is a risk that fledgling, hyper-local Multiply skills initiatives will not flourish without further support and Learning Provider partnerships.
- There will come a point where learners will need to transition to more traditional learning spaces to progress.
- Where numeracy is ‘so embedded’, it becomes difficult for learners to recognise their numeracy confidence and skills progression. High-quality tutoring skills supporting conscious numeracy development and competence are key.
- There are limits to extrinsic incentives, with longer-term motivation needing to be founded on personal, family, or work aspirations.
- The transition from a well-backed local numeracy pilot, to longer-term adult learning community growth across devolved Greater Lincolnshire CCA, needs additional planning, investment, and commissioning.



# Learning from Multiply – 360° Feedback

**In taking a 360-degree approach to the evaluation, skills conversations were conducted with a range of different stakeholder groups. There was broad consensus that:**

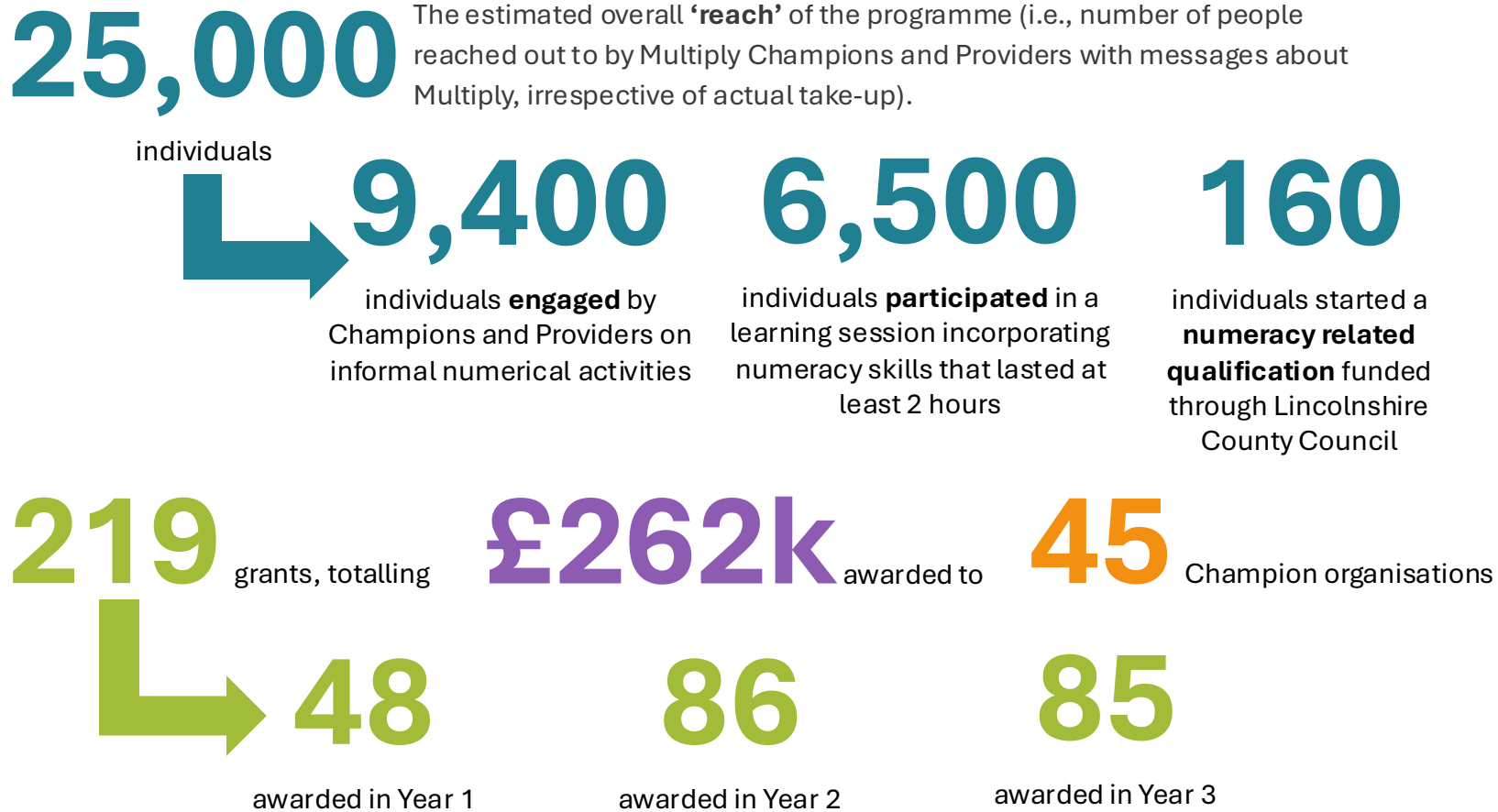
- Investment in local and workplace community engagement has increased the overall learner numbers that benefited from numeracy development opportunities.
- Embedding numeracy development into ‘real-life’ tasks such as cooking, crafting and gardening has made learning accessible to more residents.
- There is more to do! Especially supporting working people to benefit from adult learning opportunities for numeracy and other essential skills, and to support learners to take small learning steps as part of embarkation on longer-term transformational personal learning journeys.

What worked well:	Enduring Barriers:	Project Learning Opportunities:
<ul style="list-style-type: none"><li>▪ Champions celebrated ‘Real-life’ numeracy development with immediate life/work impacts.</li></ul>	<ul style="list-style-type: none"><li>▪ There was a lack of awareness of the Lincolnshire Adult Learning offer amongst Champions.</li></ul>	<ul style="list-style-type: none"><li>▪ How sustainable is community outreach post-Multiply?</li></ul>
<ul style="list-style-type: none"><li>▪ Providers highlighted Champion collaborations.</li></ul>	<ul style="list-style-type: none"><li>▪ Providers reported skills shortages around numeracy tutors.</li></ul>	<ul style="list-style-type: none"><li>▪ Could the ‘Multiply Approach’ be extended to other essential skills?</li></ul>
<ul style="list-style-type: none"><li>▪ Employers shared Innovative employee numeracy engagement.</li></ul>	<ul style="list-style-type: none"><li>▪ Limited progression from employee engagement to qualifications for employers.</li></ul>	<ul style="list-style-type: none"><li>▪ Are there better ways to engage and support employers?</li></ul>
<ul style="list-style-type: none"><li>▪ Schools are uniquely positioned to extend Lincolnshire Learning Communities.</li></ul>	<ul style="list-style-type: none"><li>▪ Schools struggled with consistency of staffing and resources.</li></ul>	<ul style="list-style-type: none"><li>▪ Does a ‘one size fits all’ Champions model work in family learning engagement?</li></ul>
<ul style="list-style-type: none"><li>▪ The Multiply Project team has supported new aspirant communities to get involved in skills.</li></ul>	<ul style="list-style-type: none"><li>▪ The level of large workplace engagement for the Multiply project team.</li></ul>	<ul style="list-style-type: none"><li>▪ Can Champions evolve to include increased evidence and reporting requirements?</li></ul>



# Multiply Impact – Impressive Numbers Achieved

Lincolnshire significantly outperformed the Department for Education targets on the large majority of the nine interventions across outreach and substantive learning in the Lincolnshire Multiply Investment Plan.



# Multiply Impact – Making a Difference to Learning Providers and Champions

## Consistent feedback that Multiply made a difference through:

- **Champion / Provider Partnerships:** With Providers emphasising Champion community engagement and increased learner numbers; whilst Champions emphasised Provider specialist expertise and additional resources.
- **Additionality:** Providers recognising Multiply had supported growth in their learner base, and that they would not have undertaken similar numeracy activity.
- **Flexible Funding:** Providers valuing the additional funded elements of Multiply which incentivised and de-risked engagement, although traditional funding levels 'per learner' were still viewed as most important.
- **Learner Satisfaction:** Survey results show broad parity between Multiply learner responses and those on other local adult learning courses, with the local high standards being maintained, and satisfaction with teaching and progression very positive.
- **The 'Multiply Model':** Both Champions and Providers were highly satisfied overall with the flexible Multiply business and commissioning model.



# Numeracy Need - Then and Now

In 2019, Lincolnshire's Multiply Investment Plan showed the county broadly in line with national averages on numeracy levels overall. The Learning & Work Institute, however, estimated that more than 50% of Greater Lincolnshire residents (aged 16-65) had numeracy levels at or below 'Entry-Level 3', which is below Level 1. The Plan also identified several local authority districts (and pockets within), where numeracy was a significant, enduring barrier; with these pockets masked in such a rural, sparsely populated county.

Numeracy skills have been creatively and collaboratively tackled with 'will and skill' throughout the Multiply project, with over 9,000 residents (reported by both Multiply Champions and Providers) benefiting from some form of numeracy learning support – most of that informal learning, building number confidence, rather than formal maths qualifications.

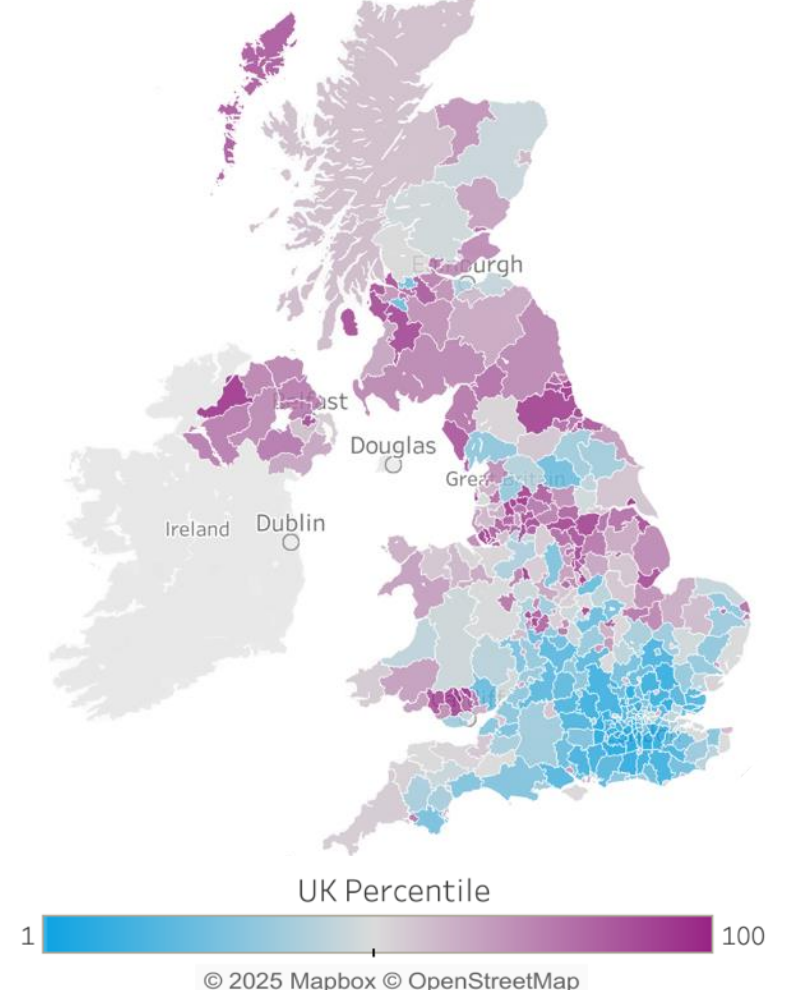
Undoubtedly, significant numeracy progress has been made; although more still needs to be done with Lincolnshire remaining a lower-skilled community with numeracy confidence/qualifications a barrier to many residents aspiring to progress for personal or career gain. In the first-ever UK Numeracy Index (produced by National Numeracy and Experian in 2022, <https://www.nationalnumeracy.org.uk/>), and referring to the image on the right, Boston was found to have the highest need of Lincolnshire's local authority areas being in the 92<sup>nd</sup> percentile. Lincoln closely follows, being in the 90<sup>th</sup> percentile, East Lindsey in the 75<sup>th</sup> percentile, and South Holland in the 73<sup>rd</sup> percentile.

The current National Numeracy Strategy (2025-2028) finds that

***“Poor numeracy costs the UK economy up to £25 billion a year”. Furthermore, “it is holding (the UK) back, and it needs to change. Not getting on with numbers blights lives and livelihoods, contributing to pervasive problems from unemployment to poor health and debt. Low numeracy can be a lifelong barrier to social mobility. The strongest predictor of a person’s numeracy skills in the UK is their socio-economic background”.***

## Numeracy Index by Local Authority

(higher values represent areas of higher need)



# Project Method and Context - Our Brief and Aims

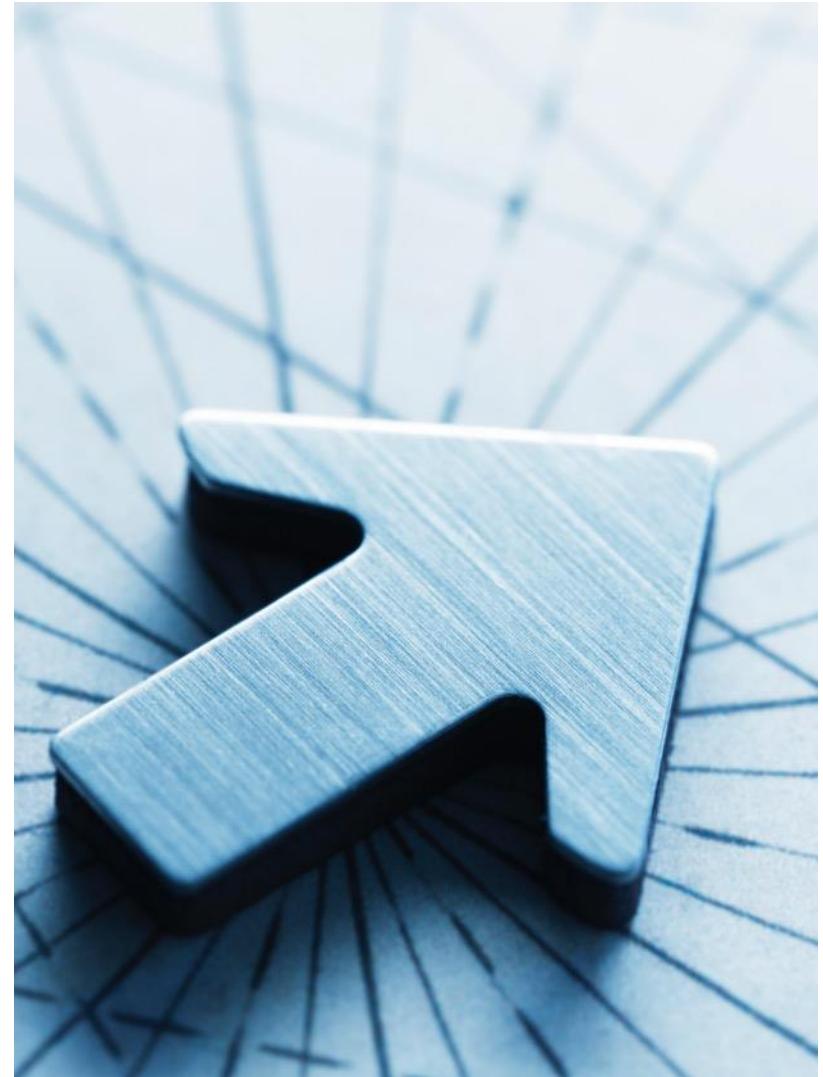
## Our Brief

- To evaluate the impacts of the Lincolnshire Multiply Programme (including the local Multiply Champions initiative)
- To find out and document the lessons learned from the Multiply Programme flexibilities and innovations that could potentially be applied to other adult learning developments, to increase the scale and scope of reach, engagement, learning participation, and skills progression for Lincolnshire residents.

## Our Aims

In order to fulfil the brief, we aimed to answer the following questions:

- Why was innovation and increased flexibility needed? (**What did we need?**)
- What was the Lincolnshire Multiply Champions delivery model: How were Multiply Providers provided with additional flexibility? (**What did we do?**)
- What were the impacts of Lincolnshire Multiply Champions and additional Multiply Provider flexibility? (**What did we achieve, 'what worked?' and 'what didn't work?'**)
- What did we learn from the additional Multiply Programme flexibilities that could, in the future, increase the scale and scope of reach, connections, engagement, and progression for Lincolnshire residents? (**How can we improve it?**)
- What can we take from our lessons learned that could add value to future Adult Learning programmes in Lincolnshire? (**Future Potential?**)





# Project Method and Context - Our Methodology

To meet the brief and achieve our aims, the following activities comprised our methodology:

- With Project Officers, agree and articulate the key explicit (and implicit) aims, objectives, outcomes, and design/delivery of the Multiply programme overall, including the Lincolnshire Multiply Champions element.
- Conduct a desk review of the total provision and Champion grant investment against measures, including place and grant concentration.
- Carry out a desk review of the project's 'Progress and Support' evidence base.
- Conduct a review and analysis of the available Learner Satisfaction Survey data.
- Design, test, promote, and report confidentially from two 'independent' online surveys of each Champion organisation and Multiply Provider to establish areas such as: Project impacts - quantitative (engagement, learning), qualitative (the differences made to the organisation and its communities); Gains made; Barriers overcome; Barriers remaining; Grantee 'satisfaction' (with the business support model); Improvement opportunities.
- Design and deliver online focus groups with Multiply Champions, Schools, Learning Providers, and the Multiply Project Team including the sharing of early findings from the surveys.
- Collate all available Multiply Champion and Provider 'Case Stories' and review for recurring and cross-cutting themes.
- Review the findings of both the Community and Employer Numeracy Skills Project reports.

## How?

Data Analysis

Desk Research

Surveys

Focus Groups

Case Stories

Progress and Support

121 Feedback



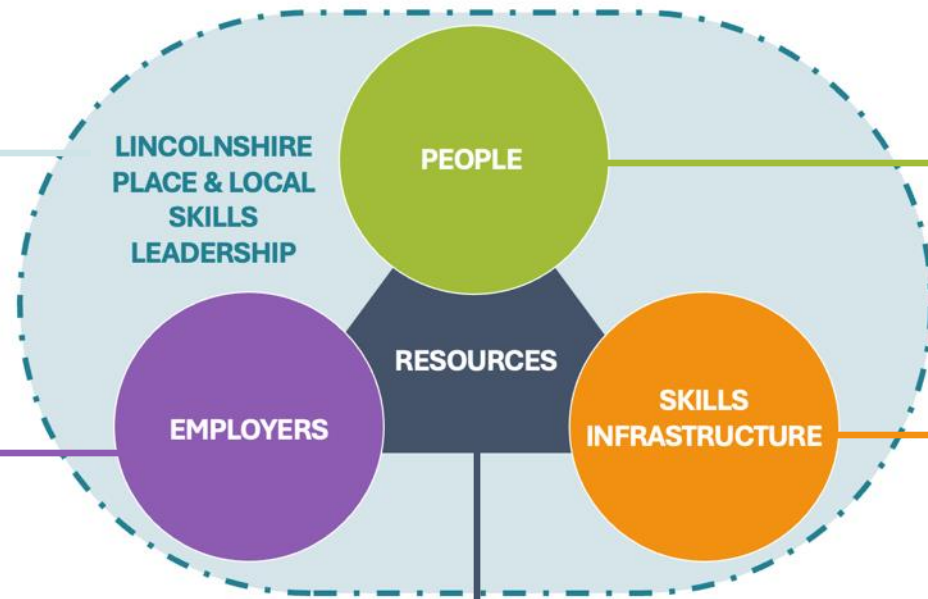
# Project Method and Context - Our Local Skills Ecosystem and Multiply

The Local Skills Ecosystem is a model which reflects the place balance and dynamics of local skills initiatives. We reflect upon these balances, interdependencies, and local place dynamics, in considering skills impacts and future potential in developing numeracy in Lincolnshire.

Multiply provides an excellent example of how evaluation across all elements of the Skills Ecosystem supports local place-based skills understanding, design, planning and forward momentum.

**PLACE:** The critical driver focusing upon local numeracy need, opportunity, initiative, innovation and action, adding local place value particularly through creative flexible commissioning.

**PEOPLE:** Considering numeracy in respect of our local communities including residents, workers, young people, self-employed, unemployed, and economically inactive.



**RESOURCES:** For Multiply, a local, time-limited, significant, numeracy-skills budget that was flexibly commissioned and managed locally to support all three elements in a Lincolnshire place context.

**EMPLOYERS:** Local/national employers and businesses that generate demand for numeracy skills in workforces, supply chains and therefore in local communities.

**SKILLS INFRASTRUCTURE:** The combined assets and reach of our local skills and education providers, physical learning resources, and where local leadership supports innovation such as Multiply Champions.

# Section 1 – Multiply in Lincolnshire: What Did (And Do) We Need?

**This section draws on the following in-project and evaluation-generated evidence to tackle the question of ‘what is the numeracy need in Lincolnshire?’**

- The Lincolnshire Multiply Investment Plan (2019) submitted to DfE
- The Community and Employer Numeracy Reports
- The Multiply Champion and Provider Surveys conducted as part of the evaluation
- ‘In-project skills conversations’ from Focus Groups and Champion ‘LinknLearn’
- The Progress & Support evidence base

**In summary, the evaluation finds that** the collated evidence points to a local area which, whilst broadly in line with national averages on numeracy levels at county level, does have significant pockets and communities where numeracy is a significant issue, masked by Lincolnshire being a large, rural and sparsely populated area. Furthermore, this numeracy need is jointly about skills and formal qualifications, and ‘number-confidence’. This is based on the following evidence:

- 50%+ of Greater Lincolnshire residents (aged 16-65) have numeracy levels at/below ‘Entry-Level 3’ (which is below Level 1).
- 107,252 Lincolnshire working age residents (24.7%) have low essential skills. Rates range from 19 to 30 per cent across Lincolnshire.
- Lincolnshire residents consistently reported improving budgeting skills and better understanding financial information such as interest rates, loans, mortgages APRs, pensions etc., as their main numeracy concern.
- Lincolnshire employers consistently reported needing employees to feel more confident with numerical tasks at work as their top ask.
- Local Provider Multiply course provision is mainly geared towards basic numerical skills (as opposed to ‘traditional maths’ content) to meet their assessment of learner demand.



# Local Place Optimising - Widening Access to Numeracy for Lincolnshire Residents

The Investment Plan sought to optimise the scale, scope and impact of Multiply in Lincolnshire meeting its unique local place needs. The programme was commissioned flexibly to empower Learning Provider enterprise and innovation; and also to establish and pilot a brand-new network of community and workplace Multiply Champions. The aim of both was to widen reach, engagement, participation, and progression, in numeracy for adult residents across Lincolnshire.

The figures to the right demonstrate the scale of need in a sparsely populated county with approximately 230,000 local working-age residents estimated by the Learning & Work Institute to have numeracy levels below Level 1. This is despite Lincolnshire being a high performing county for adult participation. For the last two years there have been approximately 26,000 people per year aged 19 plus participating in further education and skills courses (this covers education and training, community learning, and apprenticeships). In 2023/24 the Lincolnshire's participation rate in further education and skills for those aged 19 plus was 5,843 per 100,000 people, compared to 5,346 across England.

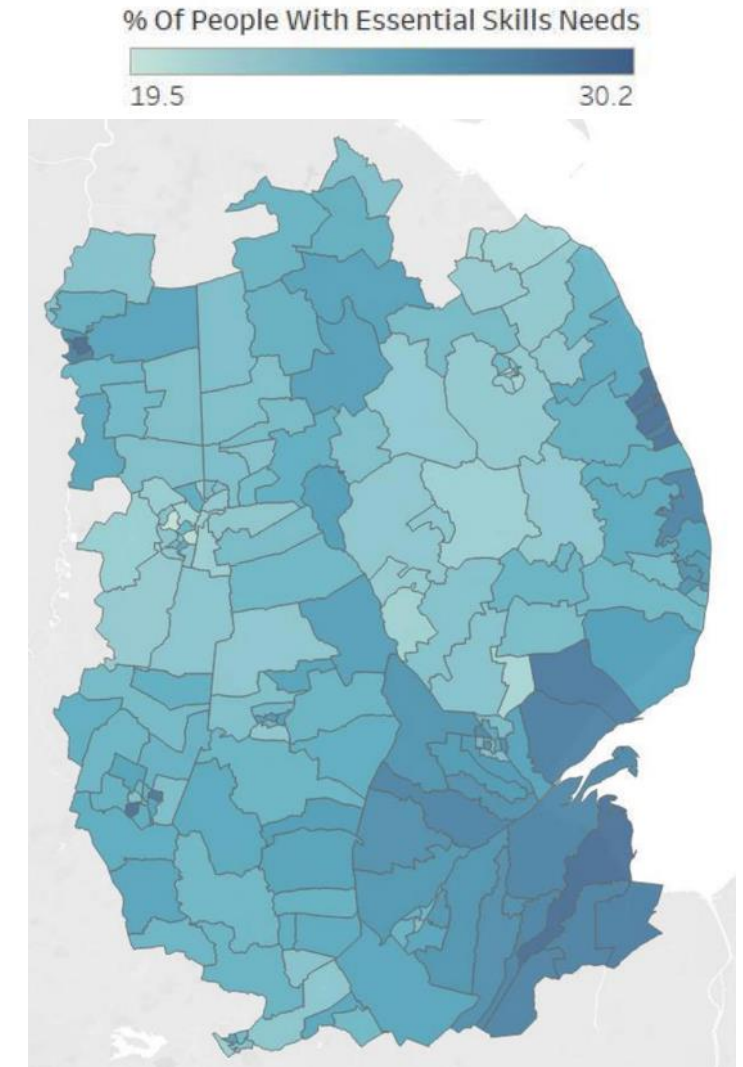


- **59%** of the total Lincolnshire population are aged 19 to 66 years
- **45%** of them live in rural areas compared to 16% across England
- **42 minutes** the average travel time to FE colleges using public transport in rural areas (compared to 23 minutes in urban areas)
- **230,000 (50%)** are estimated as having numeracy levels below Level 1
- **c26,000** residents have participated in adult learning each year for the last two academic years, at participation rates above the national average

# Pre-Multiply Evidence of Numeracy Need in Lincolnshire

A number of factors are set out in the 2019 Lincolnshire Multiply Investment Plan pointing towards lower levels of numeracy across Lincolnshire particularly in rural/coastal and/or deprived areas. These include:

- Lincolnshire is in the bottom third nationally in DfE rankings for upper Local Authorities (16–64-year-olds with level 3 qualifications, 2019).
- 50%+ of Greater Lincolnshire residents (aged 16-65) have numeracy levels at/below Entry Level 3 i.e., below Level 1.
- A third of residents in eastern Lincolnshire have no/low qualifications.
- Lincolnshire County Council (LCC) commissioned, in 2023, the Learning and Work Institute to undertake 'Essential Skills Modelling' for the county. National data shows that 1 in 4 working-age adults in England have low literacy and/or numeracy, and that Lincolnshire results are consistent with this. On this basis, 107,252 Lincolnshire working age residents (24.7%) have low essential skills. The map on the right shows that rates range from 19 to 30 per cent across Lincolnshire.
- East Lindsey in Lincolnshire had the highest levels of essential skills needs in the UK, with 26.7% of the adult population estimated to have low essential skills (Learning and Work Institute, 2023.)
- In several place comparisons, Lincolnshire's adult working-age residents have lower levels of numeracy attainment (and lower levels of essential skills per se) with implications for both employment, career progression, and day-to-day living.



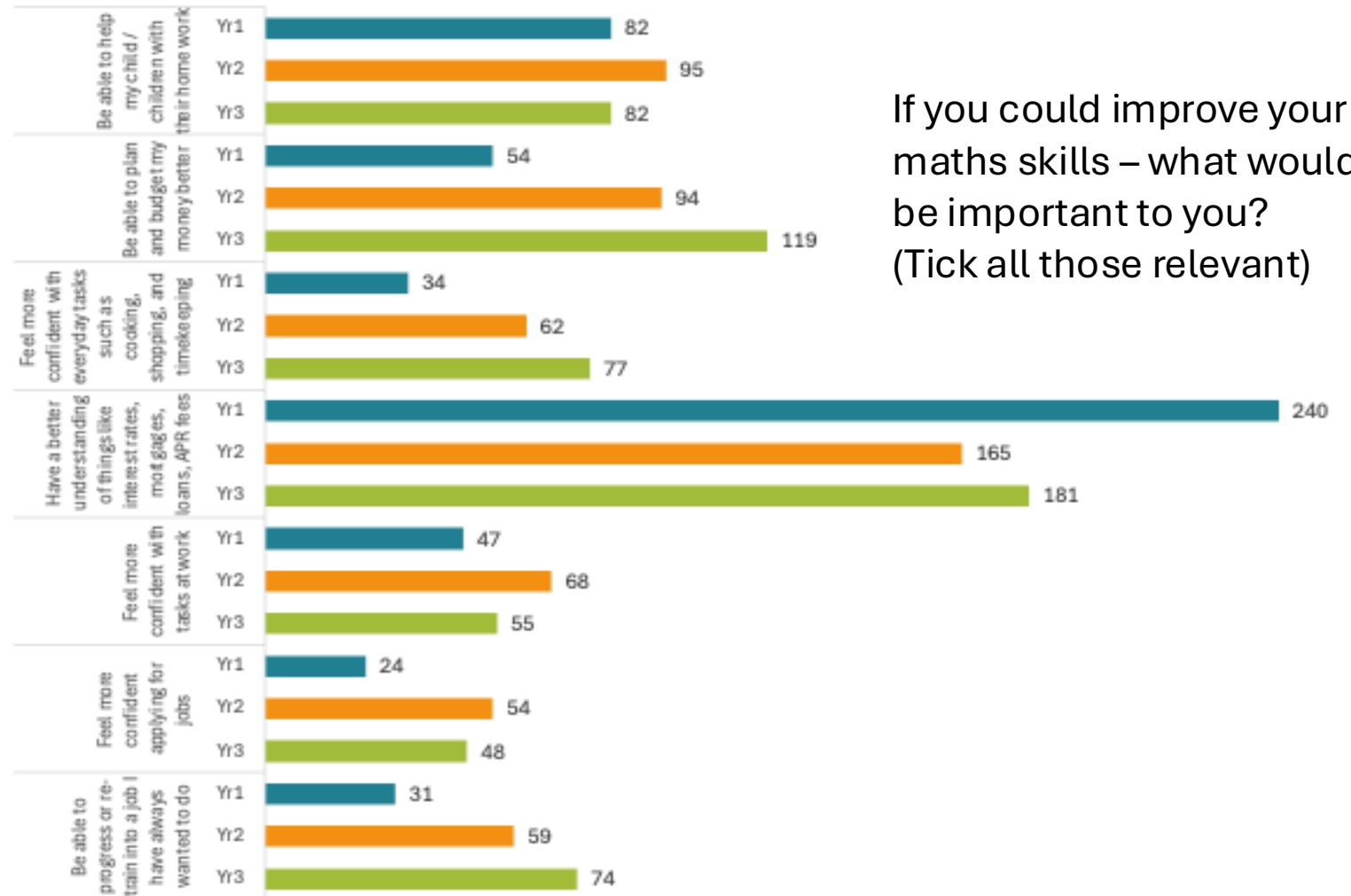
# In-Project Evidence of Numeracy Need – Community

Survey work with both employers and members of the public carried out yearly during the life of the Multiply programme has additionally identified, from a community perspective, that people have placed a consistent focus on numeracy to help them better manage their money (e.g., through understanding household budgeting and applying financial terminologies such as APRs, interest rates etc..).

In year three, 335 people responded to the online survey. The top three answers have remained the same in every year of the survey, those being:

1. Have a better understanding of rates, mortgages, loans, APR fees.
2. Be able to help my child/children with their homework
3. Be able to budget money better

**Source:** Multiply Numeracy Skills Project, General Public Year Three report, Lincolnshire County Council



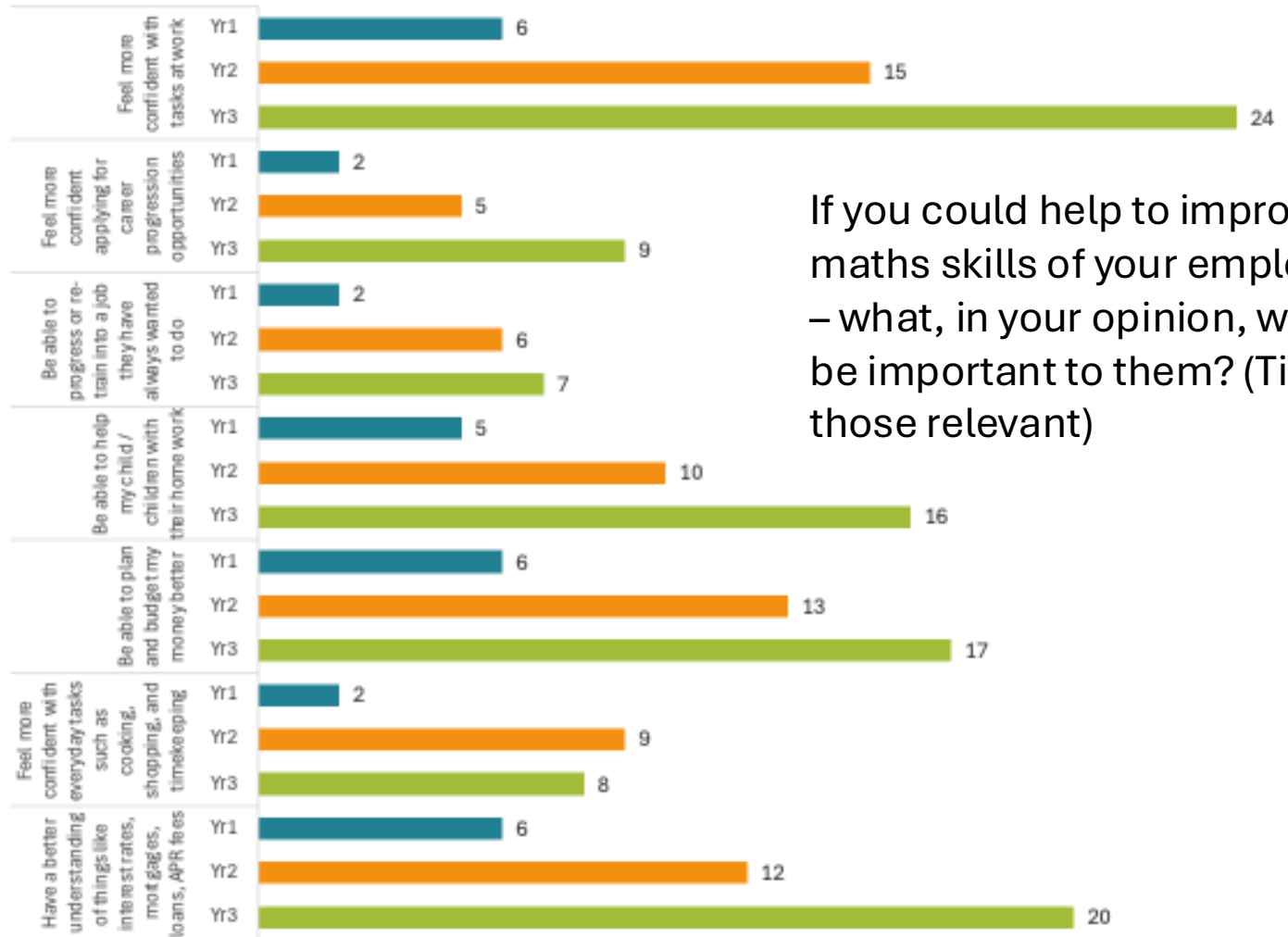
If you could improve your maths skills – what would be important to you?  
(Tick all those relevant)



# In-Project Evidence of Numeracy Need - Employers

Referring to the employer element of the online workplace survey (to which 26 businesses responded in year three), employers emphasised the role of numeracy such as budgeting skills, but more importantly that ‘number confidence’ contributes to a wide range of day-to-day tasks. This theme is showcased in the image on the right.

**Source:** Engagement Report, Multiply Numeracy Skills Year Three, Employers and Business, Lincolnshire County Council



If you could help to improve the maths skills of your employees – what, in your opinion, would be important to them? (Tick all those relevant)

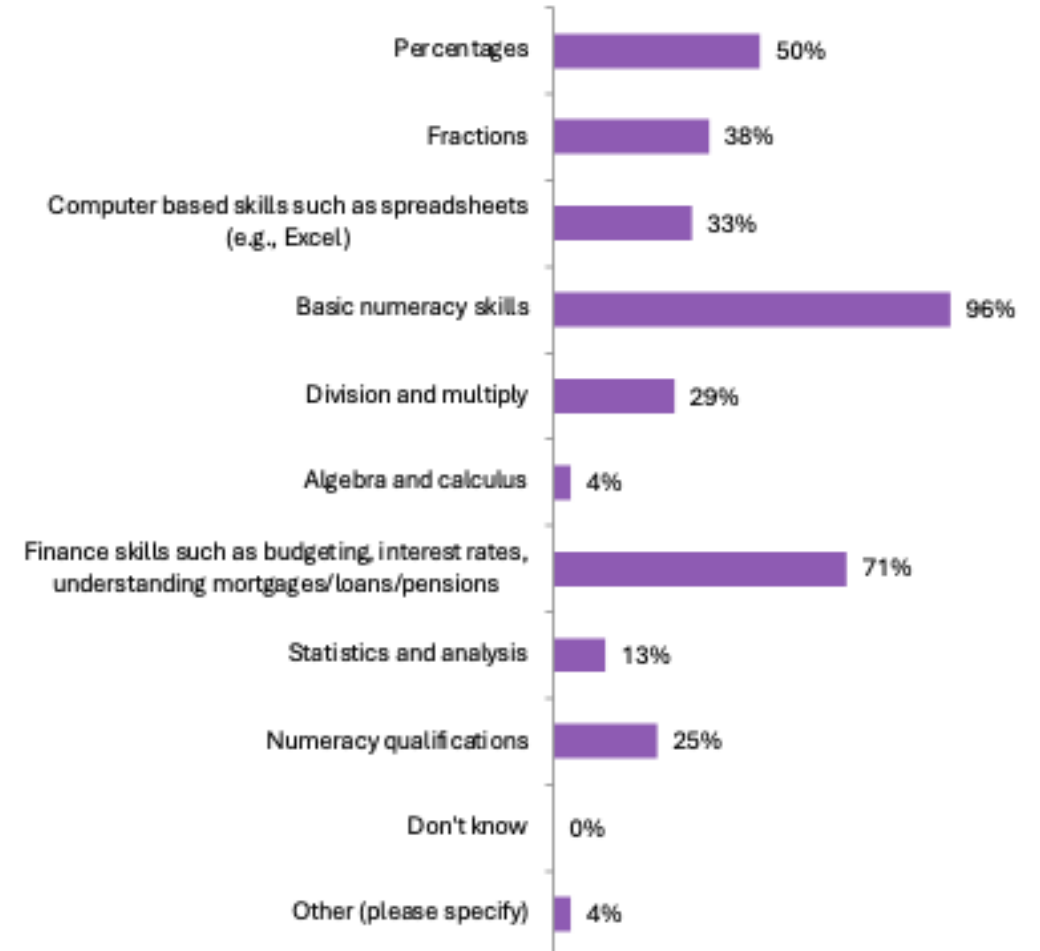
# Evidence of Numeracy Need – Multiply Provider Perspective



In assessing potential numeracy needs of Multiply learners, Providers identified 'Basic Numeracy Skills' 'money-management' and percentages as the key subject matter for their courses. 'Numeracy qualification' were only targeted by 25% of Providers suggesting that qualifications were not deemed as a high priority need. More traditional, less-applied maths 'topics' such as 'algebra and calculus' and 'statistics' scored particularly lowly. It was also surprising that Excel skills was only identified by a third of providers.

Providers were clearly developing course provision to meet their assessment of learner demand (rather than need), so the lack of 'traditional maths' content, and the emphasis upon daily-living skills and general number confidence, is striking and accords with feedback across this report.

At which numeracy needs was your Multiply course provision targeted?



# Evidence of Numeracy Need – Multiply Champion Perspective



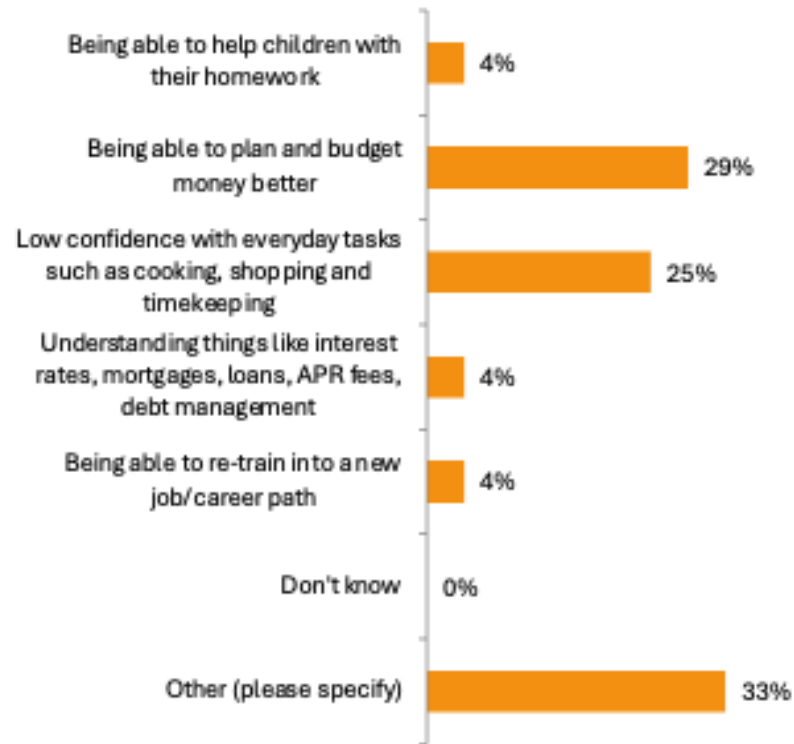
Our own survey work with Champions revealed that those focused on intervention in their community identified numeracy issues such as budgeting and confidence. Where Champions had responded ‘other’ then the main thrust of additional comments was around improving ‘basic numeracy’ and ‘general confidence’.

For those Champions looking to tackle numeracy issues within their workforce, the priority was clearly ‘employee confidence with tasks at work’.

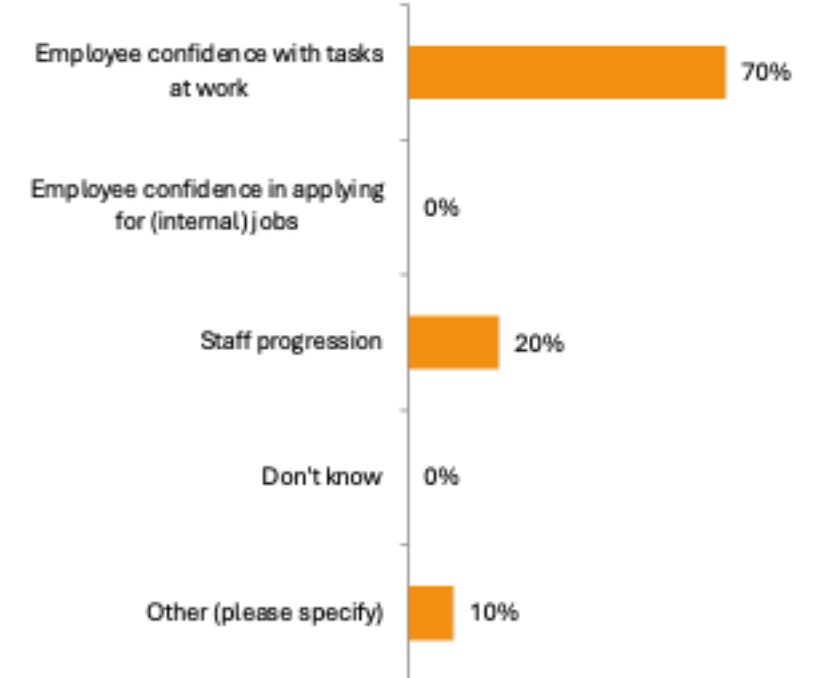
Champions overall were asked what were the most important numeracy issues in their community /workforce (and were able to select all that applied) with ‘basic numeracy skills’ being the top pick with 65 per cent of Champions selecting this option. Next up was ‘finance skills (budgeting/interest rates/loans/mortgages/pensions)’ with 47 per cent of Champions selecting this option. **Finally, 41 per cent of Champions selected ‘as an important numeracy need, computer-based skills e.g., Excel’**

Across this evaluation process, the importance of number confidence and money-management skills were identified as the highest priorities.

## What was the priority numeracy issue in your community?



## What was the priority numeracy issue in your workforce?



# Evidence of Impact of Numeracy Needs – Other In-Project Feedback

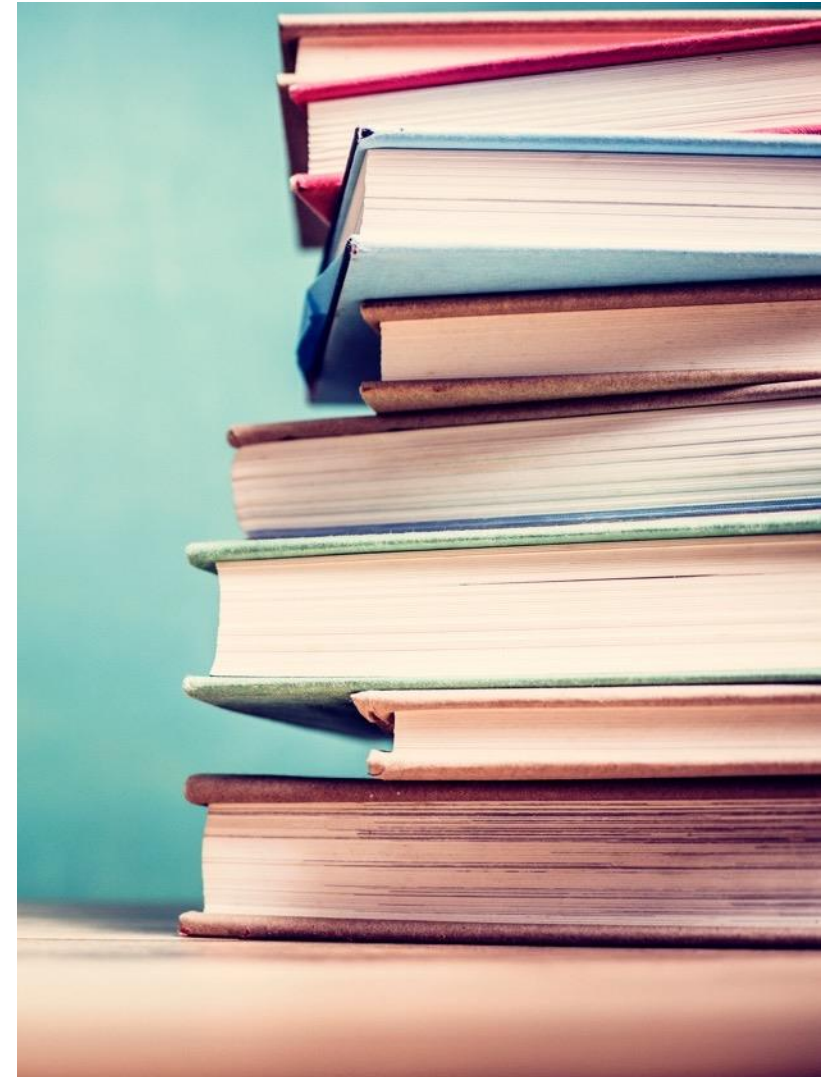
Providers and Champions identified a range of impacts that are a direct or indirect causes of low numeracy skills including:

- **EMPLOYMENT** - Access to jobs, including functional skills requirements for Apprenticeships (identified before the 2025 policy change)
- **CAREERS** - An inability to progress to higher skilled jobs due to numeracy skills or qualification requirements
- **FAMILY WELLBEING** - Parents feeling unable to support their children's maths progression at school, perhaps risking a cycle of low numeracy attainment and learning barriers
- **HOUSEHOLD BUDGETS** – Adults without the skills to manage their income and resources to best effect, increasing the likelihood of reliance on Food Banks and emergency benefits
- **HEALTH AND NUTRITION** – Significant support invested in the numeracy awareness of tasks such as preparing healthy, low-cost family meals and your 'health numbers' such as BMI, Blood Pressure etc.
- **COMMUNITY AND EMPLOYMENT ENGAGEMENT** – Employers and Community organisations regularly describing how understanding number metrics encouraged greater employee and community/volunteer engagement

***All these points relate to specific numeracy 'skills', although there has been consistent feedback from all parties across Multiply that it is often 'number confidence', rather than specific numeracy skills, that is the major barrier for many adults; with it often cited that low maths confidence links back to poor educational experiences.***

# Evidence of Employer Need – Desk Based and In-Project Feedback

1. **Basic calculation skills:** Many employees struggle with performing simple arithmetic calculations without relying on calculators
2. **Interpreting numerical data:** Employees often have difficulty understanding and analyzing numerical information for decision-making purposes
3. **Problem-solving:** Employers consistently report that employees lack problem-solving skills, which often involve numerical reasoning
4. **Mental arithmetic:** Concerns about employee inability to perform mental calculations and estimate results without technology
5. **Understanding pay-slips and financial documents:** Many employees struggle to interpret and understand pay-slips, taxation, pensions, in-work benefits and other financial information
6. **Time management and scheduling:** Employees in sectors like domiciliary healthcare can have difficulty calculating and reporting hours worked and managing time effectively
7. **Using workplace software and tools:** While technology can mask some numeracy deficiencies, employees still need skills to use software packages such as Excel and interpret their outputs
8. **Applying numeracy to specific job tasks:** Many employees do not recognize the numeracy components in their daily work, such as estimating weights or planning efficient routes in warehouses
9. **Budgeting and financial management:** Both personal and professional budgeting skills are often lacking
10. **Report writing and documentation:** Increasingly, jobs require employees to provide reports involving numerical data, which can be challenging for those with poor numeracy skills





# Which Need-Based Design Elements Were Reflected in Commissioning the Lincolnshire Multiply Programme?

Whilst an initial evidence base for Multiply was established in 2019, it has been continuously updated in-project through resident, provider, and champion feedback. Multiply has been commissioned to empower Learning Providers and Champions to innovatively widen the reach, engagement, participation, and progression of adults across Lincolnshire.

This locally-developed, evolving approach included:

- A recognition that adult learning opportunities in Lincolnshire currently only reach a fraction of those that could benefit
- Numeracy development can also contribute to our aim of extending Lincolnshire adult learning numbers
- Incentivising innovative Provider learner-engagement approaches
- Encouraging outreach – taking the learning to the most diverse range of community settings
- Creating a network of Lincolnshire Multiply Champions, modestly funded and supported to champion and advocate numeracy development with their communities, workplaces or service-users in ways that align with their specific needs
- Real-world application – ensuring that numeracy skills are learned in real-world, practical contexts – on the basis that such embedded numeracy learning will be more appealing and accessible for the most vulnerable or unconfident



## Section 2 – Multiply in Lincolnshire: What Did We Do?

**This section explains the following three key elements of the Lincolnshire Multiply Programme:**

1. The Lincolnshire Multiply Champions Pilot including: What is a Lincolnshire Multiply Champion; The commissioning and business support model; Champions grant allocations; Champion and Provider feedback on the Multiply Business Model.
2. Additional Multiply Learning Provider Flexibilities: What were the flexibilities?; Provider feedback on their usage of the flexibilities
3. Champion / Learning Provider partnerships: What operational difference did they make?; Champion and Provider feedback on partnership added value and legacy

**In summary, the evaluation finds that:**

- A total of 219 grants amounting to £262k (£219k in Champion grants and £43k in one-off Added Value grants) were awarded to individuals based in 45 Champion organisations (of significant diversity) over the three years of the Multiply programme.
- 48 individual Multiply Champion grants were awarded in year one, 86 in year two, and 85 in year three, aptly demonstrating increasing demand as the project gained momentum. These grants were issued to organisations with a base in every Lincolnshire district other than South Kesteven.
- Champions and Providers were highly satisfied overall with the Multiply business and commissioning model.
- Although Providers valued the specific additional funded elements of Multiply incentivising engagement, the importance of funding per learner was viewed as most important.
- Champion / Provider partnerships made a difference in terms of access to specialist expertise and additional resource (Champions); and community engagement and increased learner numbers (Providers).



# What is the Lincolnshire Multiply Champion Pilot?

As part of the local innovation that was encouraged through the Multiply Programme, Lincolnshire introduced Multiply Champions. Their role was to advocate for, promote and support numeracy development opportunities for employees or individuals in local communities and workplaces.

Each Champion organisation could do this in a way that best fitted their own priorities, skills and resources; and the bespoke needs of their community or workplace.

The proposed activities were broad ranging and time consuming. As an acknowledgement, Multiply Champion organisations were able to apply for a modest grant, in support, recognition and thanks for their investment of time, patience, expense, energy, enthusiasm and creativity.' (**Source:** 2aspire website)





# The Sheer Diversity of Lincolnshire Multiply Champions

A total of 48 unique organisations from a vibrant mix of sectors were appointed Lincolnshire Multiply Champions. These included:

- Housing Associations
- Hostels
- A Fire and Safety solutions business
- A domestic abuse support service
- Historic museums
- A large food preparation company
- A Parish Council
- A Social Club
- An open prison
- Pre-school, primary and secondary schools and a university
- A mix of community groups, businesses and charities that primarily support the seldom heard community with essential nourishment, professional advice, innovative arts and crafts activities, safe spaces, training and lots of other valuable resources.

These employers and community groups have a workforce of either employees or volunteers ranging in size from 5 to over 1,200 people and between them cover the whole of Lincolnshire.



# A Snapshot of the Lincolnshire Multiply Champions Model

## Multiply Champions Business Model:

- Reaching, engaging and supporting learning and progression across harder to reach communities
- A modest grant scheme with outputs defined by the Multiply Champion organisation applicant
- £1,000 per individual Champion with organisations having between 1 and 11 Champions
- A 'grant' rather than a contract with specified outputs
- Targeted at communities and workplaces
- A Multiply Champion could not also be a Multiply Learning Provider
- Speedy application process with a regular Grant Panel
- 'Progress & Support' rather than traditional 'monitoring'
- Facilitation of partnerships with Learning Providers
- A Champions network and regular CPD through 'LinknLearn'
- All Champions had the opportunity to bid for an additional one-off added value grant in March 2023

## Values underpinning Multiply Champions Grants:

- Supporting enterprise, risk and innovation in Champions
- Trusting that Champions know best how to engage with their communities, workforces or service users
- Modest grant awards that align with organisational goals, raising the profile and development of numeracy skills
- A 'learn from' pilot – 'no failure, only feedback'



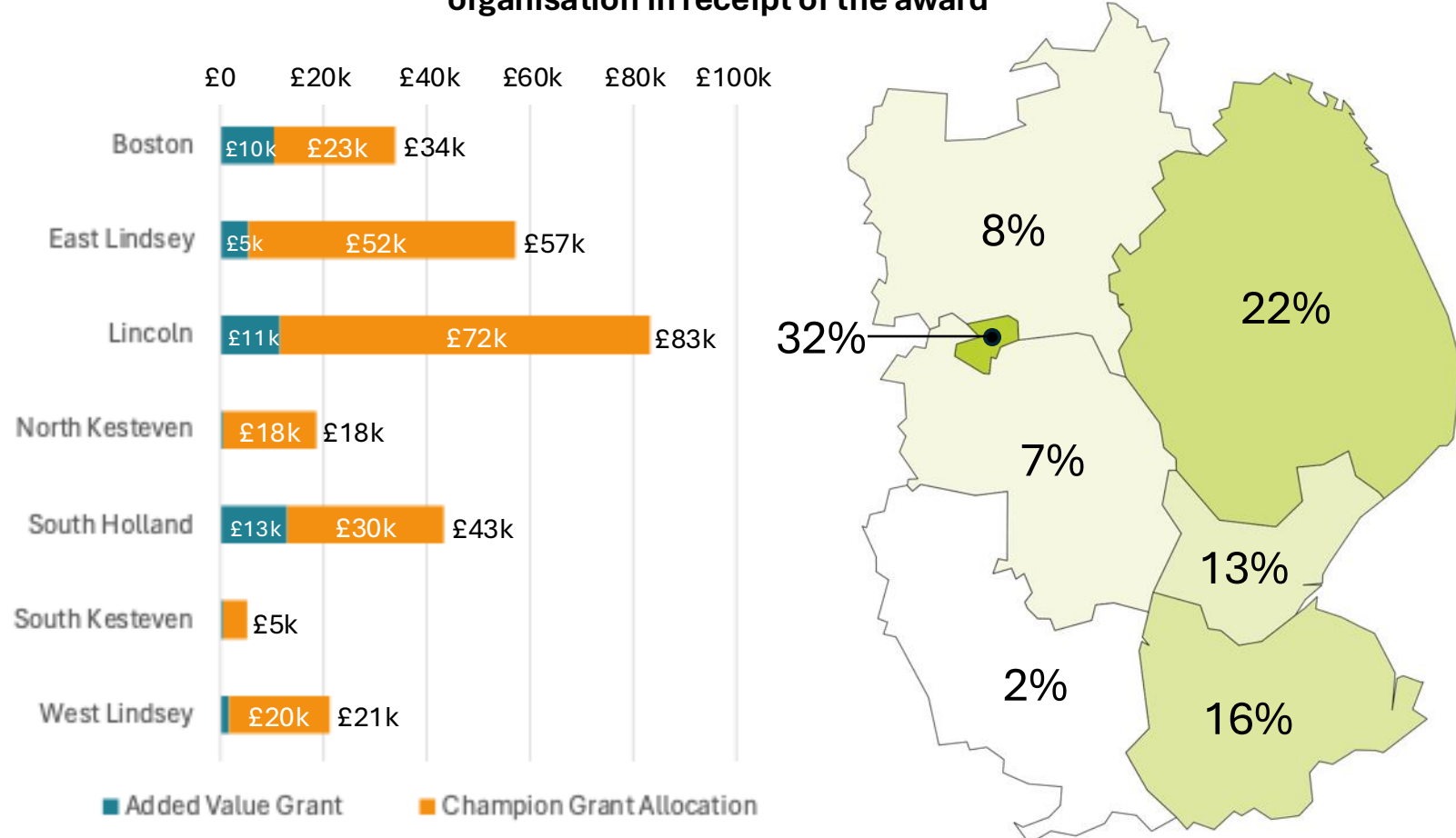
# Champions Coverage and Added Value Analysis

A total of 219 grants amounting to £262k (£219k in Champion grants and £43k in one-off Added Value grants) were awarded to individuals based in 45 Champion organisations over the three years of the Multiply programme. In terms of the Champion grants there were 48 awarded in year one, 86 in year two, and 85 in year three, aptly demonstrating increasing demand as the project gained momentum.

Champion grants were issued to organisations with a base in every Lincolnshire district other than South Kesteven. The images on the right, however, show allocation to South Kesteven as this analysis has apportioned grant awards by the geographic coverage of the awarded organisation activities. For example, some organisations had a county wide coverage and therefore we have assumed that a portion of that award would have benefitted South Kesteven. On this basis, City of Lincoln-based organisations received the highest level of grants, although many had county-wide coverage.

Over the three years of Multiply, the average Champion grant award was £4.9k whilst the average total grant award (including Added Value) was £5.8k.

**Champion and Added Value Grant awards across Lincolnshire based on the delivery area of the organisation in receipt of the award**



Figures rounded to the nearest 1,000

# Provider / Champion Feedback on the Multiply Programme Business Model



As part of our surveys, we asked both Providers and Champions to provide feedback on how well the Multiply Programme Business Model had worked for them.

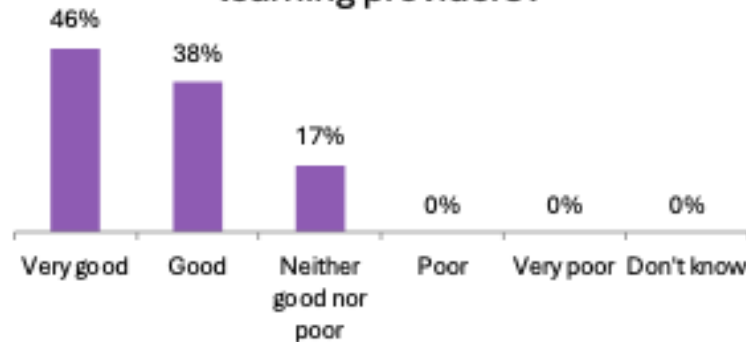
84 per cent of Providers rated the local Multiply project support provided to them as being either good (38 per cent) or very good (46 per cent). 17 per cent of Providers described it as 'neither good nor poor'.

The same question was asked of Champions with 97 per cent of respondents rating the local project support as either good (15 per cent) or very good (82 per cent). Only three per cent described the support as being 'neither good nor poor'.

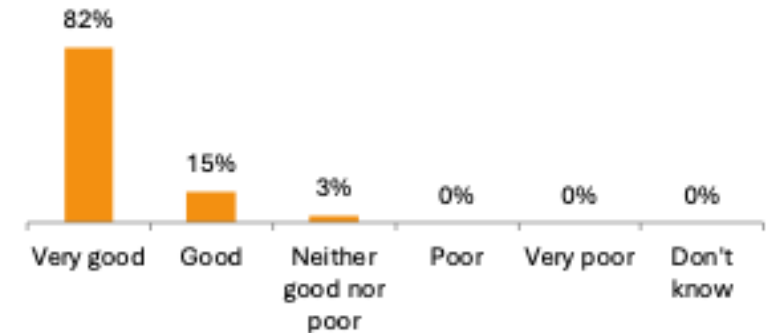
Champions were also asked to rate the application process for a Lincolnshire Multiply grant, with 100 per cent of respondents stating it as being easy (41 per cent) or very easy (59 per cent).

These results demonstrate that both Champions and Providers were highly satisfied overall with the Multiply business and commissioning model.

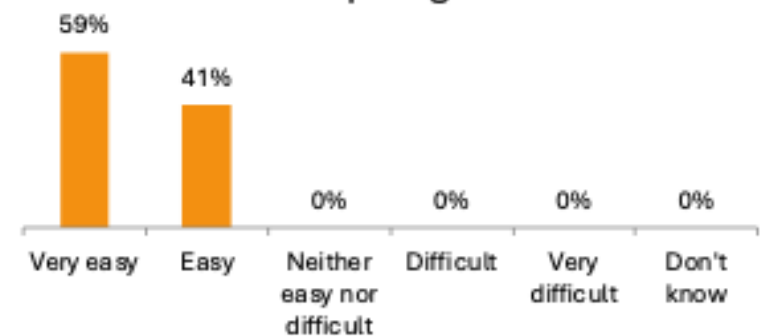
How would you rate the local Multiply project support provided to learning providers?



How would you rate the local project support provided to Lincolnshire Multiply Champions?



How would you rate the process of applying for a Lincolnshire Multiply Champion grant?



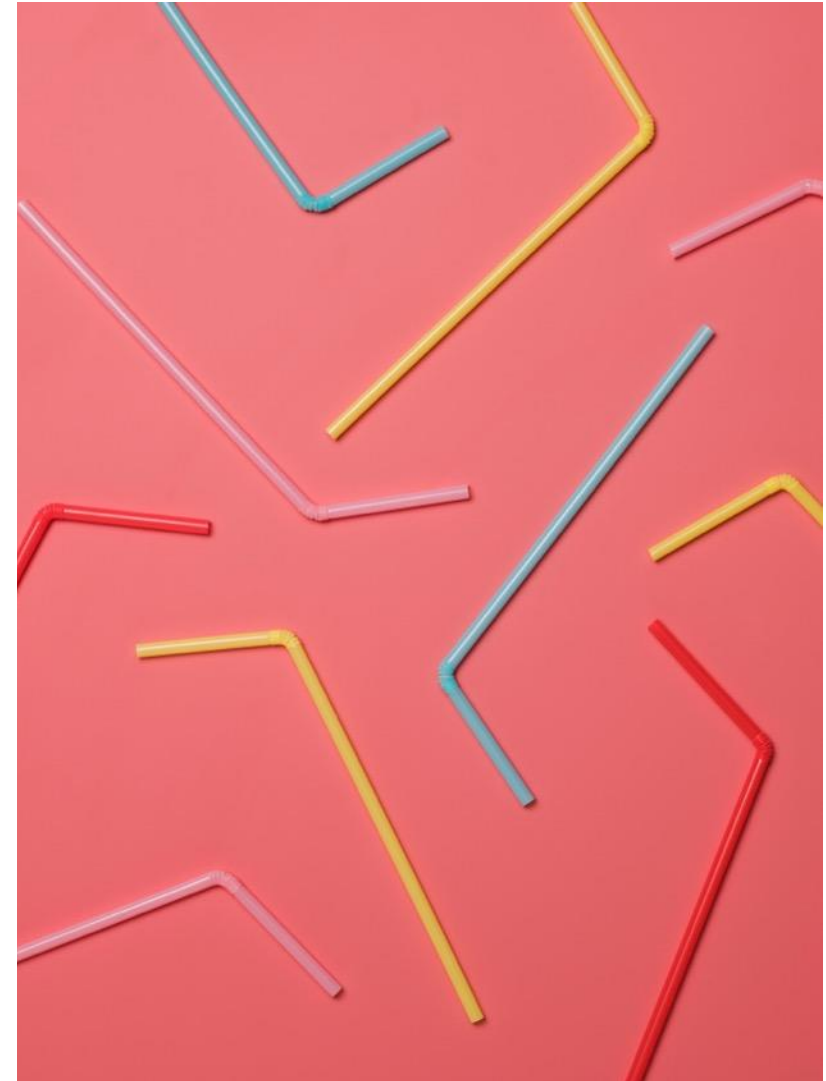
# What Were the Additional Learning Provider Flexibilities?

'The Lincolnshire Multiply programme was commissioned with additional flexibilities compared to many typical adult learning contracts which often solely fund learner enrolment, progression, and achievement and do not separately fund engagement activity.

As well as additional funding per enrolled learner, Multiply flexibilities included:

- Funded incentives for Learners to participate (including vouchers, community resources, family outings, air fryers).
- Additional added value grants supporting market testing activity in harder-to-reach communities. In year two the programme was able to provide a grant scheme for providers to support any of : delivery staffing / engagement staffing / staff training / other (generally resources). This was in direct response to the barriers that were being identified as part of quarterly reporting.
- Funding for 'outreach' engagement off-site from traditional learning centres.
- Flexibilities for shorter course durations, course outcomes and content. This was effectively a reduction from three to two Guided Learner Hours, plus reduced reporting requirements as Multiply was not subject to Ofsted, and reduced monitoring requirements.

Lincolnshire Multiply Programme commissioning included significant flexibilities not generally seen in more traditional adult learning contracts which are more likely to be fixed-tariff based with engagement and innovation activity not specifically targeted or priced in.



# Provider Usage of Flexibilities



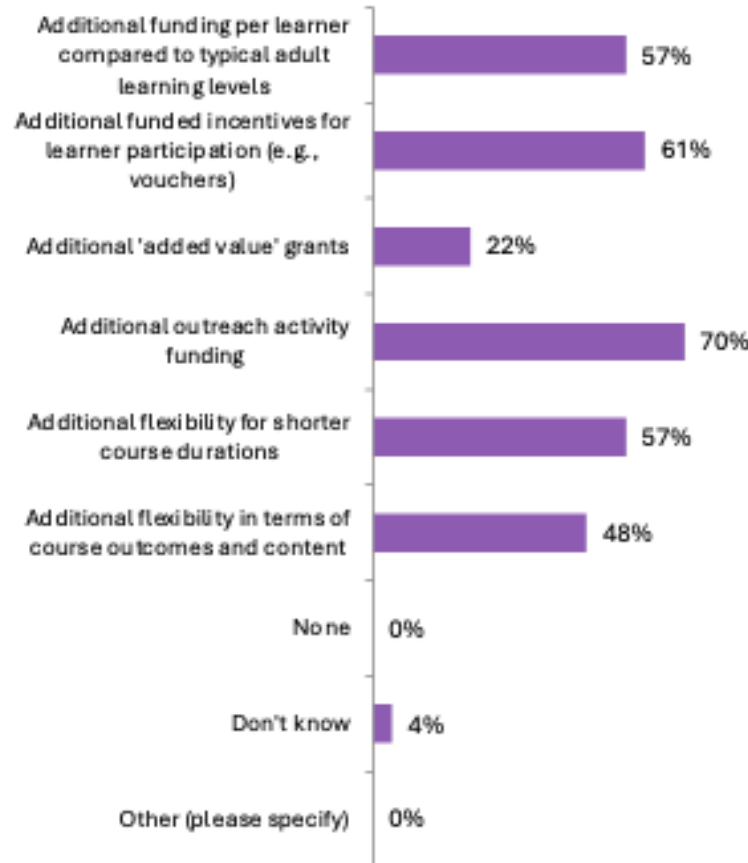
We asked providers which flexibilities they had been able to utilise in their Multiply delivery plans. 'Additional outreach activity funding' featured the most frequently (70 per cent) followed by 'incentives' (61 per cent).

'Additional funding per learner' and 'shorter course durations' were a tied third place (both 57 per cent).

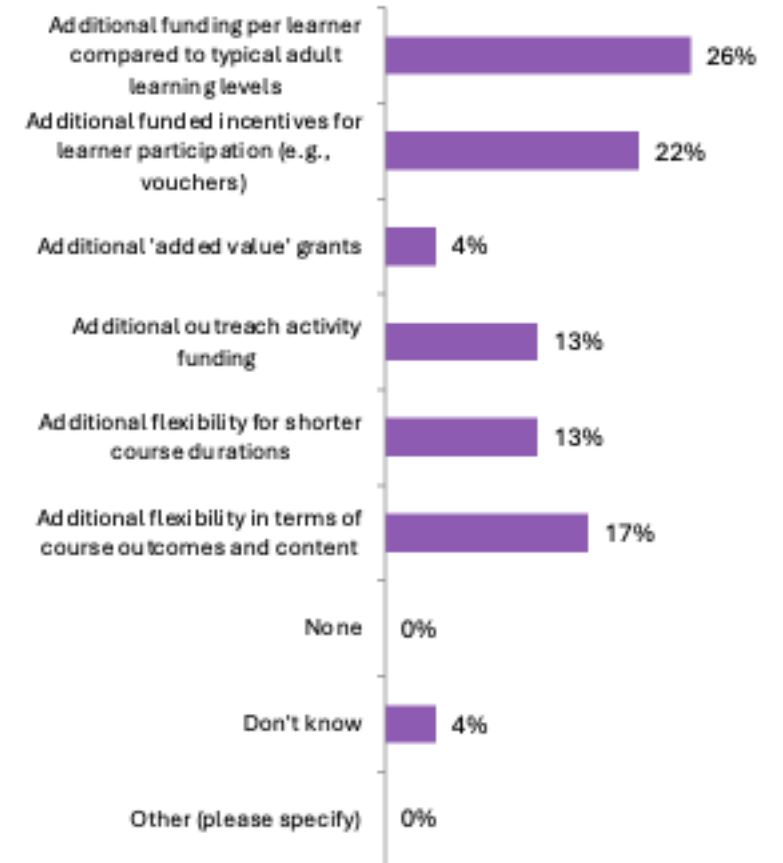
However, when asked to pinpoint which flexibility had been the most important, 'additional funding per learner' (26 per cent) and 'incentives' (22 per cent) featured the strongest. Surprisingly, both 'additional outreach funding' and 'shorter course durations' were only identified as the most important by 13 per cent (each) of providers despite them featuring highly in terms of their usage in delivery plans.

Although Providers valued the specific additional funded elements of Multiply which incentivised engagement, additional funding per learner was still viewed as most important – perhaps because it aligns with regular adult learning commissions.

Which of the following flexibilities did you utilise in your Multiply delivery plans? (Tick all that apply)



Which of the flexibilities was the most important in the delivery of your Multiply plans?



# Provider Usage of Flexibilities – Provider Comments



What have been the impacts, benefits or any challenges of the flexibilities provided by the Multiply programme?



*"We were able to deliver a greater number of courses."*

*"Outreach funding allowed us to take innovative activities to communities who perhaps otherwise would have overlooked the course opportunities in their area..... This opened the door to inviting them onto our courses."*

*"Without these grants we would have struggled to continue in year three to deliver in a payment by results model."*



*"Being able to deliver short courses has met our learners' needs. This has helped with recruitment, retention and achievement on this contract."*

*"We have had many learners who have been homeless, facing financial difficulty or have had other external factors affecting their mental and physical health, and we have been able to provide them with the means and the knowledge to access resources like the local Community Grocery, air fryers and understanding of taxes, national insurance and pensions."*

*"Grants enabled small providers to go out to communities which takes a lot of time and money."*



## Provider Barriers to Flexibilities – Provider Comments



Please provide additional detail as to why you were unable to take advantage of some or any of the flexibilities provided by the Multiply programme:



Barriers included *“time, staffing, understanding ‘what’s there’. There were too many options to do, and work out, when you are also delivering other contracts as a provider.”*

*“Lack of staff with capacity to deliver.”*

*“We weren’t sure what the ‘added value’ grants were.”*

*“Because we embedded Multiply into other support programmes rather than just running it as a standalone activity.”*

*“Unsure of process.”*

*“Probably more that we weren’t aware of the differences between this and other adult education contracts having never delivered them.”*



# Champion / Provider Partnerships

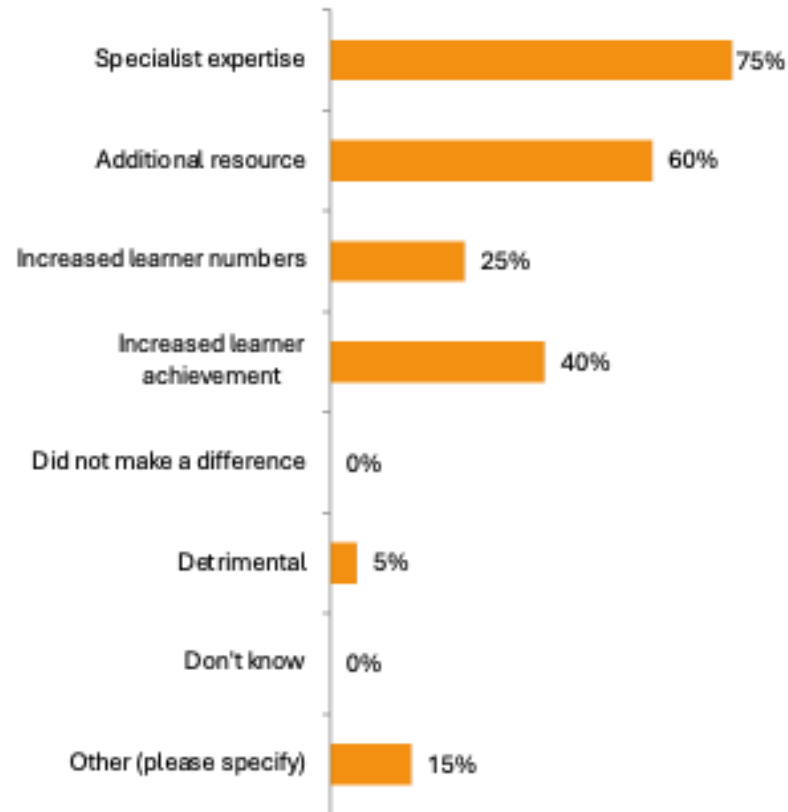


Through the three years of the Multiply Programme, opportunities were increasingly brokered for Multiply Champions to partner up with Providers on promotion and delivery of numeracy skills – thereby bringing the additional funding and professional learning support to Champions and the communities and workplaces they supported.

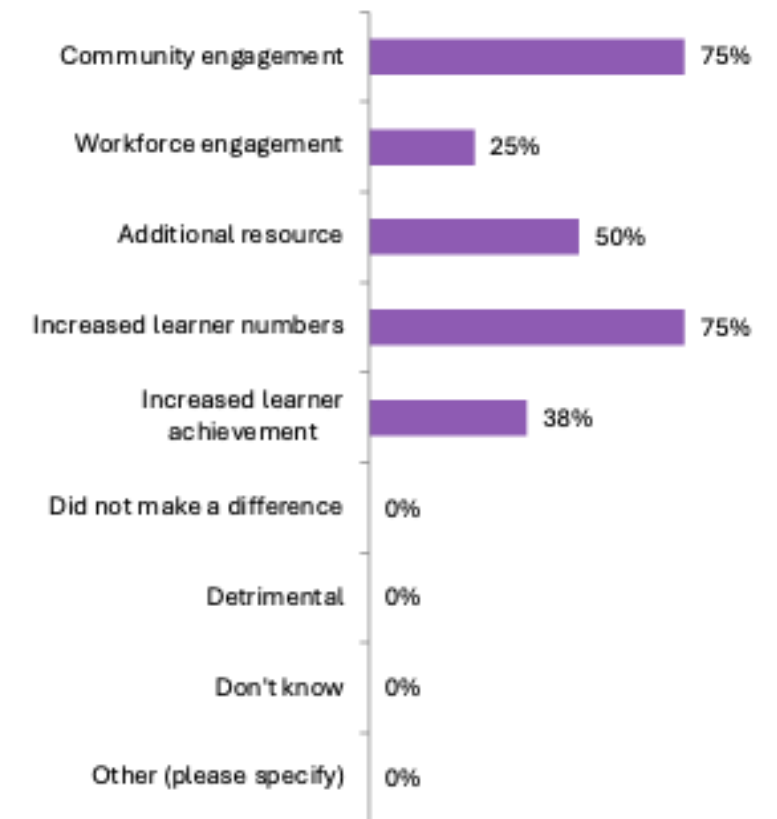
Three fifths (59 per cent) of Champions during the three-year programme worked (or attempted to work) in partnership with a learning provider. 90 per cent of those that did work in partnership rated the experience as good (10 per cent) or very good (80 per cent). Similarly, 90 per cent said that the impact of working with a learning provider had been positive (25 per cent) or very positive (65 per cent).

A third (33 per cent) of learning providers on the programme worked in partnership with a Multiply Champion with a further 13 per cent attempting to. Of those that were successful in working in partnership 100 per cent described the experience as either good (63 per cent) or very good (37 per cent). Similarly, 100 per cent of those successful in working in partnerships described the impact of the partnership as either positive (75 per cent) or very positive (25 per cent).

## How did your learning provider partnership make a difference? (Tick all that apply)



## How did your Multiply Champion partnership make a difference? (Tick all that apply)



# Champion / Provider Partnerships – Added Value and Legacy Comments



What will the lasting legacy (if any) be from this partnership?



*“Good relationships with schools, community groups and centres which we hope will drive engagement with future learning opportunities we can provide.”*

*“Our Multiply Champions have engaged with us to understand our offer and services and helped promote this through housing tenants. The legacy will be seen in our AEB contract as the champions will now continue to support our offer.”*



*“We have formed a brilliant relationship with our local college who now support our families with regards to budgeting and money management.”*

*“Links to doing more courses beyond maths including IT sessions.”*

*“We are already working with the agency to see what other sessions can be tailored to our individual school needs.”*

*“Better connections and relationships - easier to refer in future.”*

## Section 3 – Multiply in Lincolnshire: Achievements and Impacts

### **This section covers:**

- The overall Multiply programme performance
- Multiply learner satisfaction survey results
- Champion feedback on achievements and impact on learners
- Provider feedback on their impact on learners
- Multiply Champion and Provider case stories including cross-cutting themes

### **In summary, the evaluation finds that:**

- Lincolnshire outperformed Department for Education targets on the large majority of the nine interventions aimed for in the overall Lincolnshire Multiply Programme
- The overall ‘reach’ of the programme (i.e., the number of people reached out to with messages around the Multiply programme, irrespective of actual take-up) was estimated at 25,000 (14,700 by Champions, and 10,300 by Providers).
- Two thirds (65 per cent) of Providers thought that the Multiply programme had supported growth in their learner base. Two thirds (67 per cent) of Providers also stated that they would not have undertaken similar numeracy activity without the Lincolnshire Multiply programme.
- Learner Satisfaction Survey results show very little difference between Multiply learner responses and those on other courses, with high standards being maintained and the overall picture around satisfaction with teaching, and progress, being positive.
- Champions estimated the number of residents engaged in informal numerical activities at 4,000; 1,800 individuals participated in a learning session incorporating numeracy skills that lasted at least 2 hours; and 160 individuals started a numeracy related qualification.
- Both Champion and Provider feedback on learner impacts places a significant emphasis on helping learners with ‘number confidence’, as opposed to numeracy skills or qualifications



# Overall Multiply Programme Performance

The table represents total claim data for the programme (primarily delivered by Learning Providers) showing that Lincolnshire outperformed Department for Education targets on the large majority of the nine interventions aimed for by Lincolnshire County Council. Targets such as functional skills qualifications and vocational modules were not achieved.

Engagement on informal numeracy activities (i.e., outreach) by Providers was recorded at 5,421, with substantive learners at 4,656 unique individuals (note that the table on the right shows total enrolment numbers).

Results from the Provider survey showed that their estimated 'reach' (i.e., the number of people they have reached out to with messages around the Multiply programme, irrespective of actual take-up) was over 10,300.

The survey also showed that around two thirds (65 per cent) of Providers thought that the Multiply programme had supported growth in their learner base.

INTERVENTION	OUTREACH *		SUBSTANTIVE LEARNERS **	
	DfE target	Actual	DfE target	Actual
Increase confidence	700	996	1,232	1,370
Money management	340	488	630	680
Working with employers	786	488	480	673
Supporting job skills	150	343	636	661
Leading to functional skills qualifications	580	507	692	683
Working with parents	288	977	302	281
Prisoners	40	38	197	228
Hard to reach	980	1,540	912	1,170
Vocational modules	60	44	343	217
<b>TOTALS</b>	<b>3,924</b>	<b>5,421</b>	<b>5,424</b>	<b>5,963</b>

*\*'Outreach' covers engagement activities with residents that do not require formal enrolment (an informal taster session or a 'drop-in' event) e.g., a stall in a supermarket, or a family Lego sessions in libraries.*

*\*\*\*Substantive Learners' reflect enrolments (not unique individuals) for a learning session of at least two Guided Learning Hours.*



# Provider Feedback on Additionality



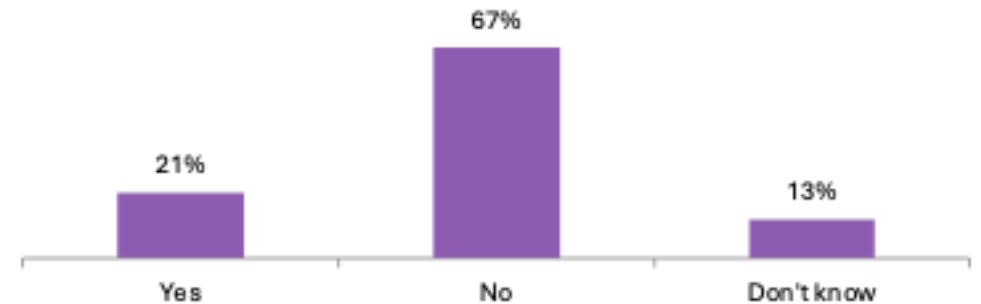
Referring again to the Provider survey, two thirds (67 per cent) of Providers stated that they would not have undertaken similar numeracy activity without the Lincolnshire Multiply programme.

Furthermore, of those providers that stated they would have undertaken similar activity, 40 per cent said that it would not have been at a similar level to what they achieved as part of the Multiply programme, demonstrating further additionality.

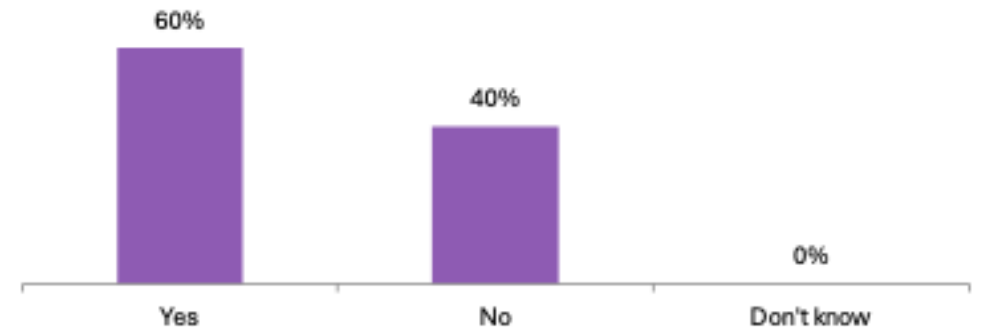
This clearly shows that the programme has stimulated substantial additional numeracy activity across the county as opposed to it being activity that would have happened anyway (i.e., deadweight).



**Would your organisation have undertaken similar numeracy improvement activity without the Lincolnshire Multiply programme?**



**Would this level of activity be similar to what you achieved as part of the Lincolnshire Multiply programme?**



# Learner Satisfaction Survey Results Q1 – Q5

The images draw from the findings of the Learner Satisfaction Survey that Lincolnshire County Council ran with learners on their funded courses.

The results shown are a combination of the full 2023/24 academic year, and those that were available at the time of analysis for the academic year 2024/25.

As part of our analysis, we have been able to draw out those responses from learners on formal Multiply courses and compare them against all other responses.

Ultimately the results from questions one to five on the survey show very little difference between Multiply learner responses and those on other courses, with consistent high satisfaction levels maintained and the overall picture around learner satisfaction with teaching, and progress, being positive.

Q1 - How would you rate the teaching on your course to date?

Multiply Results

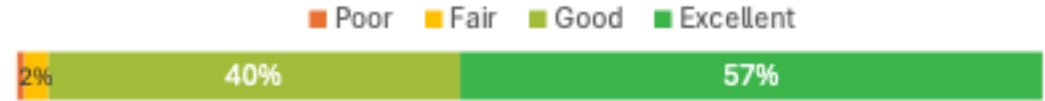


All Other Results



Q2 - Would you rate your progress on this course so far as:

Multiply Results



All Other Results



Q3 - How well are your individual needs being met?

Multiply Results



All Other Results



Q4 - How would you rate the management of behaviour and conduct on your course?

Multiply Results



All Other Results



Q5 - Overall, how satisfied are you with your current learning experience?

Multiply Results



All Other Results



# Learner Satisfaction Survey Results Q6 – Q9

Continuing with our analysis of the results from the Learner Satisfaction Survey, Multiply provision is on a par with established Adult Learning provision in terms of learner satisfaction.

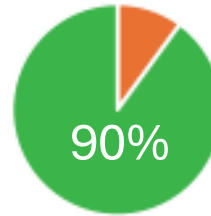
The most significant divergence in the two sets of results is in the responses to question nine. Here, only 80 per cent of Multiply learners felt that the course would help them to progress into employment or further learning compared to 87 per cent across all other learners. We do note here that this question was only asked in the 2024/25 version of the survey. As a result of not having access yet to a full academic year set of results, the base numbers of respondents to this question are smaller than for other questions (particularly in the case of all other results).

It is difficult to be definitive about the Q9 in relation to progression, although the high proportion of multiply courses that relate to life-skills rather than employment make this slight deficit unsurprising.



Multiply Results

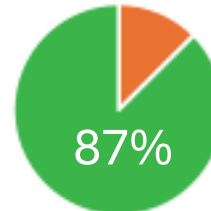
Base: 109



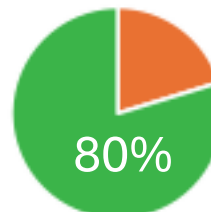
Base: 131



Base: 119



Base: 69



Q6 - Have you received a learner handbook or welcome booklet for your course?

Q7 - Do you feel safe in the learning environment?

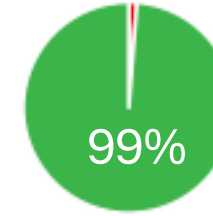
Q8 - Are you treated fairly and with respect?

Q9 - Will this course help you to progress into employment or further learning? (2024/25 survey only)



All Other Results

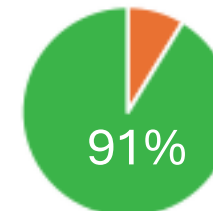
Base: 2,112



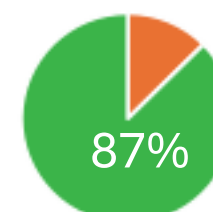
Base: 2,056



Base: 1,978



Base: 150



# Multiply Champion Feedback on Numbers



How many individuals have started a numeracy related qualification at any level either through yourselves or a provider?

160

Skills Progression

Approximately how many individuals have participated in a learning session incorporating numeracy skills that lasted 2 hours or more either through yourselves or a provider?

1,800

Learning Participation

Approximately how many people have you engaged with on informal activities incorporating numeracy?

4,000

Engagement

Approximately how many people have you reached out to with messages around the Multiply programme (irrespective of actual take-up)?

14,700

Reach



# Champions Feedback on Impacts on Learners

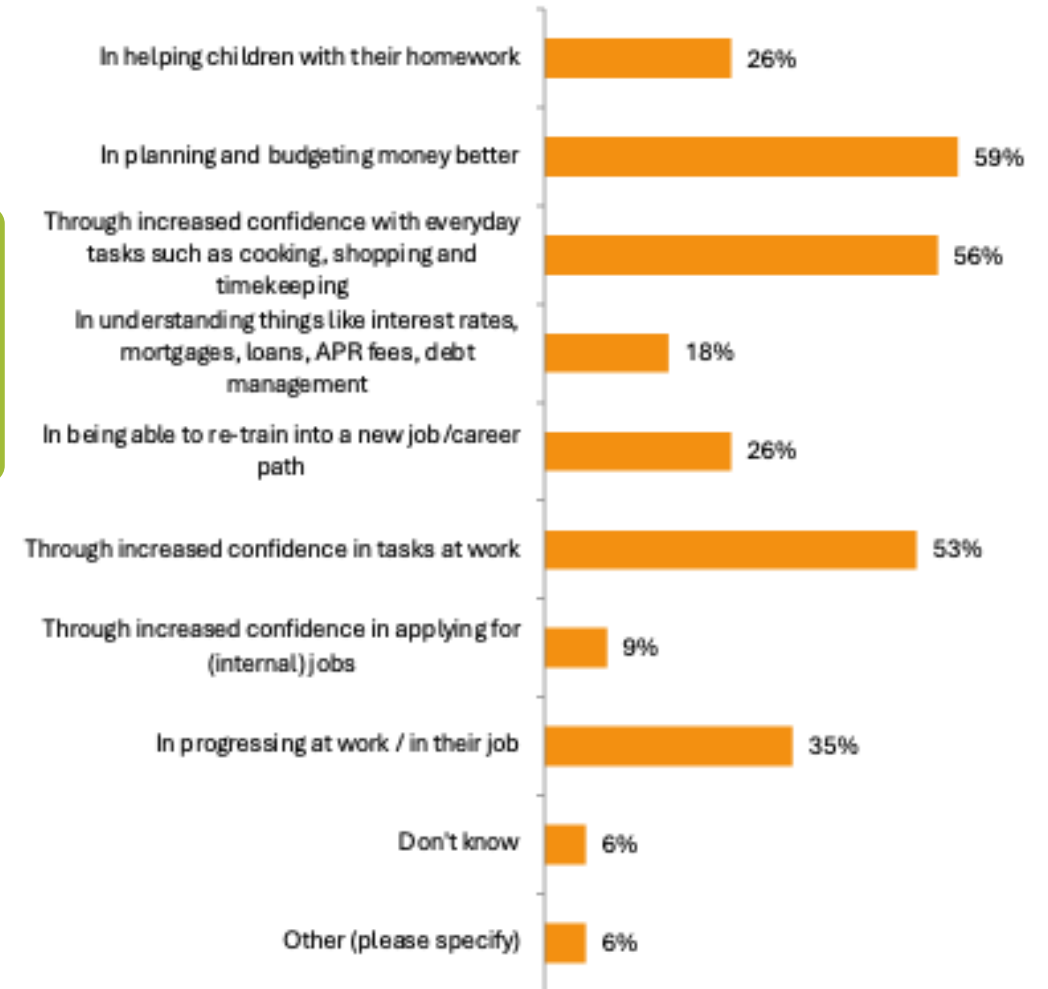


Champions survey respondents felt that they had had the most impact in helping learners with:

- Planning and budgeting money better
- Everyday tasks that require some level of numeracy confidence such as cooking, shopping and timekeeping
- Tasks at work that require numeracy confidence.

Progression at work and on career paths also featured quite strongly.

The emphasis on number confidence (as opposed to numeracy skillsets) is a regular feedback theme across the Multiply project.



# Champions Feedback on Overall Multiply Programme Impact

How would you summarise the impact of the Lincolnshire Multiply programme on your organisation and/or the communities you support?



*"The benefits of the multiply grant transcend beyond maths to include communication skills, being part of a community and life skills such as cooking."*

*"It has been a wonderful resource and provided focus and information as well as access to providers."*

*"Empowering our workforce and giving our community members hope and confidence."*

*"Parents have felt empowered to go on and learn more and we have increased intake on family learning courses."*



*"The impact has been huge in growing confidence and also showing that further education is accessible and not 'scary'."*

*"The support in both applying for the grants - and then actually the key people who worked with us - were excellent."*

*"Learning that it is okay to learn as an adult and that other people also struggle with Maths and have their own ways of learning. It has also made a difference knowing that there is support for adult learning."*

*"The impact has been considerable in view of the extreme lack of confidence of the participants."*

# Provider Feedback on Learner Impacts

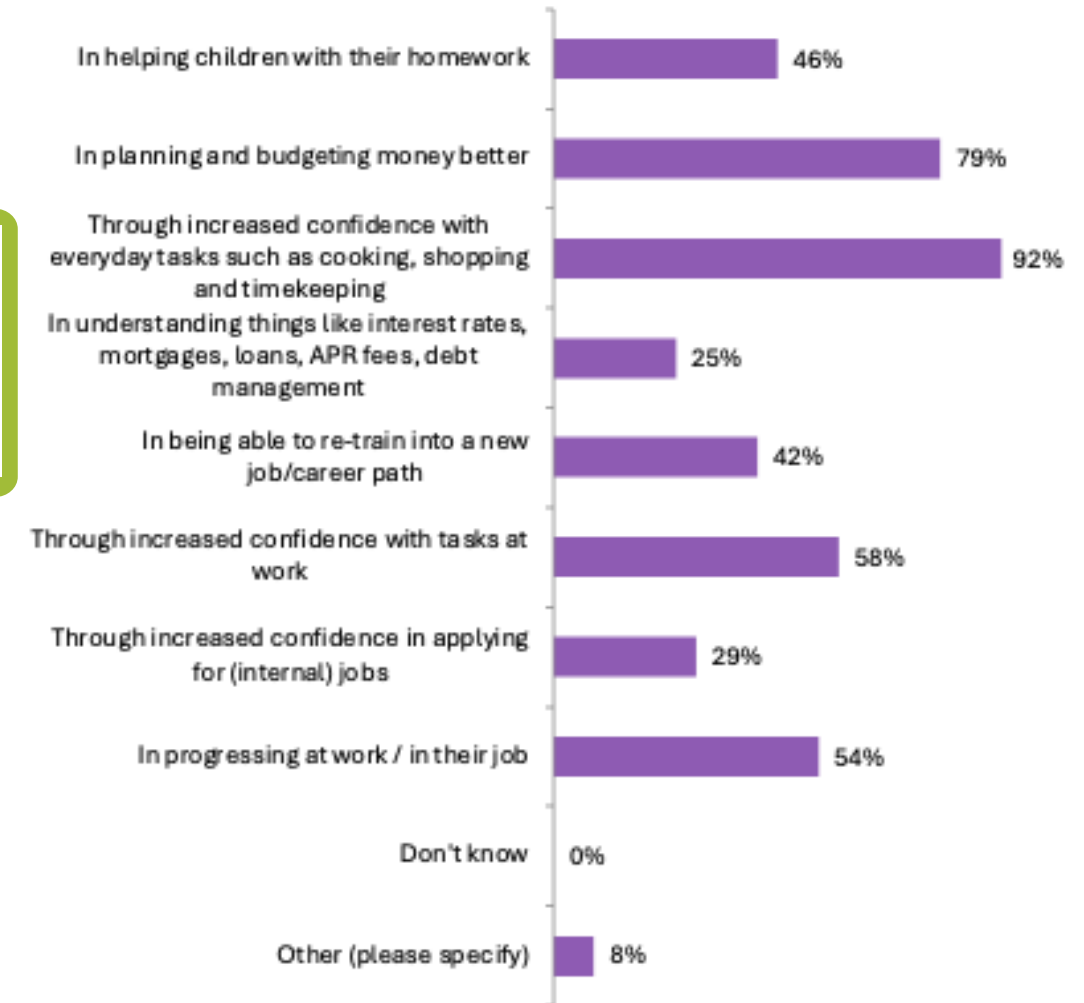
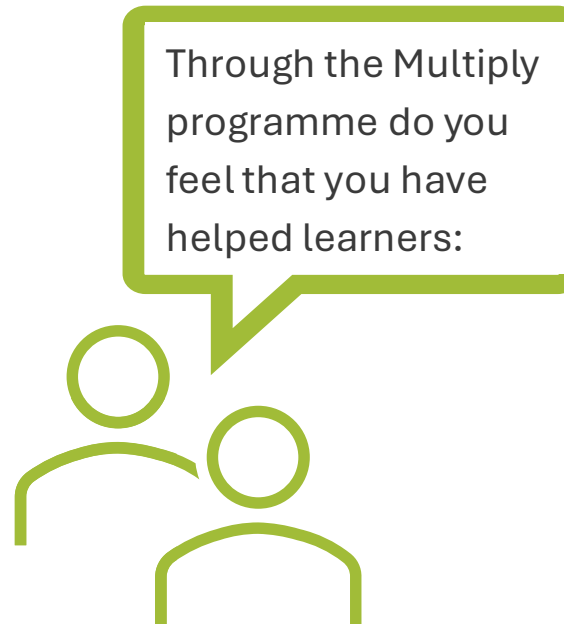


Provider survey respondents felt that they had had the most impact in helping learners with:

- Everyday tasks that require some level of numeracy confidence such as cooking, shopping and timekeeping
- Planning and budgeting money better
- Tasks at work that require numeracy confidence.

Similarly, progression at work and in career paths also featured quite strongly.

These were the same top three results identified by the Champions and suggests consistency of need and response across both Providers and community and workplace Champions.



# Provider Feedback on Overall Multiply Programme Impact



How would you summarise the impact of the Lincolnshire Multiply programme on your organisation and/or the communities you support?



*"The Multiply programmes have supported our accredited offer allowing learners to develop their skills and confidence sufficiently to progress to either main aims or further short courses."*

*"It has allowed us to respond directly to the needs of people while removing the fear people have over maths."*

*"Multiply has enabled many of the hardest to reach in our community to be able to develop their basic skills."*

*"It has helped increase our offer and learner footfall and raised the profile of adult education."*



*"Supporting unemployed people into work and the Multiply support played a key part in this, as we embedded the provision into other employability programmes."*

*"Genuine change with some learners in terms of qualification and career progression."*

*"Has fostered new partnerships and working relationships; and given us a lead into communities in which we hadn't previously done much delivery."*

*"It has helped to reengage with those learners who often feel marginalised."*



# Case Stories – Cross Cutting Themes

We reviewed over 30 case stories provided by Champions and Learning Providers.

Seven strong cross cutting themes emerged that featured many times within the case stories, with some demonstrating multiple themes. These cross-cutting themes are presented along with the number of case stories that demonstrate the relevant theme. All these themes are derived from a numeracy development context and really demonstrate how ‘essential skills’ development impacts in a much wider way than simply ‘improved maths’.

Basic numeracy development, probably similar to other essential skills such as literacy, ESOL and digital skills, forms part of a much broader life education and skills pathway, rather than being something where basic numeracy skillsets gained directly lead to specific job or life outcomes.

The following slides provide relevant extracts from most case stories to demonstrate the wider impacts that the Multiply programme has had on people and communities. Note that some case stories included multiple cross-cutting themes and that we have presented them where we feel that they fit best.



**Improved Financial Awareness**  
(7 case stories)



**Improving Employability and Progression at Work**  
(6 case stories)



**Improved Confidence**  
(19 case stories)



**Improved Mental Health**  
(11 case stories)



**Further Courses Undertaken**  
(11 case stories)

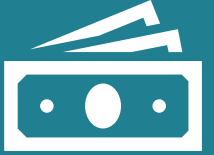


**Helping Others**  
(6 case stories)



**Building Stronger Communities**  
(8 case stories)

# Case Stories – Improved financial awareness



*“Guest R came on a budgeting course after a recommendation by his employer. Having struggled with budgeting and managing his personal finances he was able to learn skills in budgeting, organising bank accounts, understanding credit and risk, the importance of saving and healthy spending habits. He completed the whole course, saying that it was refreshing to be able to speak with people about money in a way he hadn't before”.*

**Acts Trust**

*“Being unemployed for 2 years following redundancy had a detrimental effect on his mental health and P had become quite isolated, but I was able to tailor his support, giving relevant information and guidance, including how to reduce utility bills and use energy more efficiently. We used a variety of websites including MoneySupermarket to compare prices for utility bills to see if we could reduce his outgoings”.*

**LAGAT**



*“I found the course very useful, particularly the conversations around pensions and how to make best use of savings accounts to plan for the future and set up a long-term budget. Doing this course during the workday meant I had access to my payslips and other financial information and dedicated time to consider my own circumstances, which was hugely beneficial.”*

**BGU Social Enterprise Hub**

*“The most successful part has been the training and sharing knowledge of payslips with employees to ensure they understand their payslip, pension contribution and furthermore budgeting. Really successful sessions with employees”.*

**Magna Vita**

# Case Stories – Improving Employability and Progression at Work



*“Multiply has supported our ability to create and deliver a range of bespoke, short confidence building courses for our health and care learners. As part of the project, we have created a numeracy unit within our Care Certificate and Your Workplace Essentials courses. This has enabled early intervention with those people entering clinical/non-clinical health care careers who do not hold a Level 2 Maths qualification. Once completed, many of our learners have then moved onto achieving their Functional Skills qualifications and are now **looking forward to developing Healthcare careers such as Nursing, or Allied Professional roles**”.*

**Lincolnshire Community Health NHS Trust**

*“This case story is about a group of learners who attend the Pelican Trust (for work experience to socialise and to gain new skills), all are adults, and each of them has a learning difficulty or face mental health challenges. As part of the Multiply contract we are offering a course which supports job skills, in this case the course title being ‘stocktaking in an industrial setting. Really enjoying this, they were engaging, and they worked as a team, supporting each other by engaging in peer-to-peer learning. The outcome of this was that they were able to converse as a group and have a go at something beneficial, which could **enhance their employability skills in the future**”.*

**Pelican Trust**



*“Eight learners created a Halloween Haunted House to raise money for charity, surprising themselves with the variety of maths they used! This project-based course showed learners real-life applications of maths as well as developing transferable skills such as teamwork, negotiation, risk assessment and problem solving. The course allowed learners to demonstrate a wide range of maths skills at all levels. **Most were unemployed/ under-employed, so it also provided something unusual to talk about in job applications**”.*

**Voluntary Centre Services**

*“A recently completed the Preparing for Self-Employment course with the aim of re-entering the workforce or starting his own business upon his return to the UK. A benefitted from Multiply support in refreshing his maths skills, an aspect crucial for business planning and financial management. **This additional assistance complemented his learning experience, reinforcing his readiness for entrepreneurial endeavours**”.*

**Steadfast**

# Case Stories – Improved Confidence



*“By the end of the "Calculating Confidence" course, K had made significant progress in her math skills. She was no longer afraid of numbers; instead, she felt empowered and capable. **The course had not only improved her job prospects and confidence but had also given her a new-found sense of self-belief.** At work, K has developed key skills specifically around fractions, decimals and percentages to improve her knowledge and confidence when talking about discounts and offers”.*

**Stamford College**

*“Our charity is quite small and had a problem with budgeting and trustees understanding of simple accounts. Treasurers' reports were just a few lines mostly just numbers read out from cheque stubs. as there was no understanding, this led to no questions being asked or plans made for the future. Everyone having access to the accounts via the software has created a much better understanding of the charity's financial needs, it also enables members to ask informed questions. **This has also led to a more confident committee**”.*

**Fosdyke Playing Field Social Club**



*“The session on cash flow was delivered across the organisation and used as an example the processes our finance manager uses to complete the cash flow. A number of staff in the organisation are responsible for project budgets which requires them to report back to funders. Having a better understanding of the way our finance manager does the cash flow **helped staff members to feel more confident about how they could go about this process independently**”.*

**Heritage Trust**

*“R was our trainee who spent a year with us as a charity learning about gardening and horticulture. She had highlighted that she struggled with her literacy and numeracy processing skills as part of her neurodiverse needs and these specific activities took her much longer. Her self-confidence with maths was quite low so our Gardens Manager introduced numerical activities into her daily work tasks to aid familiarising R with numeracy activities, almost without her realising she was undertaking tasks that including numerical thinking”.*

**Green Synergy**

# Case Stories – Improved Mental Health



*“A lady attended the Air Fryer Course and on successfully completing it decided that she wanted to further her Maths skills. The lady now takes part in the Alford Hub Adult Maths course every Saturday and is working towards her functional skills. **This has had a major impact on her mental health as she has never gained any qualification in Maths**”.*

**Alford Hub**

*“When she arrived at the refuge she was a shadow of herself, she had been so worn down by the perpetrator that she had no self esteem and no money. We worked closely with her over a 6 month period, she engaged in budgeting courses and sought counselling for the domestic abuse. We helped her to apply for benefits and to set up payment plans for her debts. Over time she started to realise how much the domestic abuse had impacted her life and how much she had to look forward to in her future. She is now in her own property and working towards having her children back in her care”.*

**Haven Domestic Abuse Service**



*“One participant is continuing her maths education through Functional Skills beyond the expectations of the Multiply scheme. She continues to cook family healthy meals and is now able to calorie count. **Her success has been a real boost to her self-confidence and has improved her mental health** which had been rather fragile”.*

**Lincolnshire Traveller Initiative**

*“We had an elderly gentleman who is recently widowed and needed help with learn to cook nutritious meals.. He used to get very stressed when cooking due to struggling to understand the numerical aspects. He now feels confident and this is enabling him to cook outside of the group. **He also said that he experienced benefits to his mental health and it was nice to be with individuals in a similar position to himself as he had been lonely**”.*

**Tonic Health**



# Case Stories – Further Courses Undertaken



*“B joined the Multiply programme as she was very nervous about Maths and felt that she had no ability or confidence in the subject. As soon as she joined the programme it was clear what a positive influence she is and her confidence grew and grew. Once B had finished her Multiply programme, she was determined to prove to herself what she could do and so she chose to complete a recognised Maths qualification starting her Maths Functional skills qualification which she has now completed to a very high standard.”*

AG&I

*“One volunteer who had taken an interest in the maintenance side of the museum was wanting to progress further and expand his confidence and knowledge. He was keen to take part in the Maintenance Maths course which he thoroughly enjoyed. He stated that he struggled with some parts but it was okay as the tutor was very understanding and he had the other volunteers doing the course helping him too. He has expressed his enjoyment in the course and would like to attend more courses,. He feels a boost in confidence and it's given him ideas of what he can do at home”.*

Village Church Farm Museum



*“We had a prisoner who enrolled onto the Multiply programme as an Entry level 2 learner on the Basic Budgeting & Building Confidence courses. These courses enabled him to build his confidence and gain a real belief in himself. **He subsequently signed up to study for and achieved Entry Level 3, Level 1 and a Level 2 qualification.** The feedback we received was that he would have been unable to gain his qualification if the Multiply courses hadn't given him the confidence to do so”.*

HMP North Sea Camp

*“At first participant A was a little reluctant to join in with the activities, preferring to make drinks and chat. Initially, only joining in as an outreach participant, telling me that she didn't like maths. However, after a few weeks, and by the time I had started to deliver the second programme of Count on Crafts, she was a full participant, often the first up to the table and couldn't wait to engage. **Since then, participant A gained the confidence to complete an 8-week maths course to further improve her maths skills and help support others to develop their mathematical ability”.***

Children's Links

# Case Stories – Helping Others



Comments in relation to the course Unlocking the Magic of Maths: A Parent Learning Course for Boosting Numeracy Skills

*"This course is helpful in clarifying the thinking process behind mathematics, guiding children to question why and discover problem-solving strategies. I will definitely recommend this course to other parents".*

*"I feel that after completing the course, I have gained a better understanding of maths, and my communication skills have improved when helping my child with homework. I wholeheartedly recommend this course to other parents".*

**Curiosity Global Education**

*"A prisoner who enrolled onto our first cohort of learners for the Multiply courses told us that he felt nervous as he had not studied maths for a number of years. The transformation in both his confidence and ability over the 6-week delivery was astounding. So much so, that he requested to mentor others through the courses and become a Multiply Champion. We have enabled him to have time off work to support his peers in the classroom and work alongside the Boston College tutor every week".*

**Boston College / HMP North Sea Camp**



*"The Multiply Programme and subsequent Functional Skills course has had a transformative impact on DB's life. She now applies her improved numeracy skills to help her daughter tackle mathematical problems at school, fostering a stronger bond and setting a positive example of lifelong learning. Her progress in Functional Skills Maths has also opened doors to further educational opportunities and personal growth".*

**Lincoln College**

*"Kim was able to refresh her understanding on different mathematical concepts and learn the way that her child would be learning it at school. This provided her with the confidence to show her child that she can help with her Maths homework. With an increase in confidence in her skills and an incredible 100% score on her final assessment, **Kim continues to immerse herself in her child's school activities to try and improve the educational experience for all children.***

**Lincoln City Foundation**

# Case Stories – Building Stronger Communities



*“One activity that has worked well across all the shifts has been darts competitions. Each shift has run their own knockout style competition, and everyone has really got behind this, doing this in work time, bringing people out of the factory. It has been great to see as some people have never thrown a dart before, so they have had exposure to a new game, but have also used their mathematics skills in addition and subtraction. We have even had some of our Site Leadership Team challenged to games with Operatives which has been great for bridging the gap between hourly paid and salary paid staff”.*

**Gousto**

*“The Windmill used this opportunity to upskill existing and new volunteers, several of whom had support needs, to increase their confidence in their roles and to enhance employability for anyone interested in this aspect of volunteering. **It was also used to engage people living in and around the village with maths and raising awareness of lifelong learning opportunities.** Our demographic of volunteers is growing but 70% are over 70 years old and **these courses have also helped us to engage with younger volunteers”.***

**Heckington Windmill**



*“I attended one of R-evolution’s Multiply workshops in Lincolnshire, centred around creating floral displays. The workshop provided her with a welcoming space to socialise, meet new people, and develop valuable skills. I found the day especially meaningful as it offered a much-needed distraction from her role as a carer for her sister, who has dementia and recently transitioned into residential care. I took the idea of floral arrangements into her sister’s residential home. **Through this experience, she has brought creativity, engagement, and a sense of community into the care home setting”.***

**R-evolution**

*“We introduced Multiply as part of our One Day Cooking Classes in Skegness. Our learners attended as they had very limited cooking skills and are carers for a family member at home and heard about us through the support group Carers. Not only did they want to learn how to cook a variety of dishes but also how to budget and cost meals in advance. The course not only gave attendees confidence in maths in cooking, but they met other people who were also carers. Being a carer can be lonely, and **they enjoyed being part of a group meeting other people** and gaining confidence in their cooking skills. **The group have become very good friends”.***

**First College**

## Section 4 – Learning: What Would We Repeat? What Can We Improve?

This section presents the feedback generated (covering the three themes of ‘what worked well’, ‘enduring barriers’, and ‘improvement opportunities’) in-project and by the following focus groups: Multiply Champions; Multiply Providers; Employers; Schools; Multiply Project Team.

In summary, the evaluation finds that we have learned the following:

- **Champion and Learning Provider partnerships are a positive ‘work in progress’.** However, Learning Provider take-up at c30 per cent could have been higher with very few providers working with more than one Champion.
- **Locally-led investment in learning ‘reach’ and ‘engagement’ generates additional learners and builds local learning communities.** However, there is a risk that these fledgling highly-localised multiply skills initiatives will not continue to flourish without further support and learning provider partnerships.
- **The importance of familiar ‘safe places’ to learn.** However, there will come a point where learners will need to progress to more traditional learning spaces.
- **Numeracy ‘by stealth’ has built number confidence.** However, risks have been raised about where numeracy has become so ‘embedded’, it becomes difficult for learners to recognise their progress in both number confidence and skills. Tutoring skills to facilitate conscious numeracy development and competence are key.
- **Learning incentives support more people to engage and learn – especially vulnerable learners.** However, there are clearly limits and risks to extrinsic incentives, with longer term learner motivation needing to be founded on achieving personal, family or work aspirations.
- **Creative, enterprising, and localised commissioning has extended our learning community.** However, transition from a well-backed local numeracy pilot, to longer term extension of adult learning communities across a devolved Greater Lincolnshire Combined County Mayoral Authority area, will need additional planning and creative commissioning. Particularly in the context of greater local influence but also diminishing budgets.



# Perspectives – Multiply Champions

45 organisations were awarded Lincolnshire Multiply Champion grant awards for a total of 219 community or workplace numeracy Champions supporting tailored numeracy engagement, learning and progression. Every organisation was Lincolnshire-based, championing locally-led multiply learning support to a diversity of residents located across this rural county. Champion grant activity was not heavily specified, but rather organisations were supported to develop approaches tailored to their unique circumstances.

## What worked well:

- Extending the sheer number of residents benefitting from numeracy development and the local adult learning system.
- Providing innovative, accessible, low-risk numeracy opportunities that provide a first step and confidence boost that could encourage more formalized learning.
- Real numeracy skills with life/work impacts such as budgeting skills, supporting self-management and sustainability, and parental confidence to support children with maths learning at school.
- Embedding numeracy learning into important practical day-to-day activities such as cooking, gardening, shopping and crafting.
- The flexibility of the Champions scheme to align with current community and employer priorities in so many different settings.
- The development of working partnerships between adult learning providers and Multiply Champions widening opportunities for Lincolnshire residents.

- Notable examples of where residents became engaged, participated in learning activities and then gained confidence to progress onto more structured maths qualification programmes.
- The Multiply Champion peer networking via LinknLearn with a culture of shared learning and palpable collaboration.

## Enduring Barriers:

- Challenges of unpredictable learner footfall and cohort viability – in rural and/or niche communities, the business case to deliver in community venues is not always clear – although less so for Multiply than in traditionally tariffed adult learning provision.
- The need for improved awareness of the Lincolnshire Adult Learning offer would enable Champions to more easily refer to local, funded learning programmes and perhaps ‘import’ provision to their own site.
- Some Champions found partnerships with Multiply Providers less successful – for example, around a provider appetite or capacity to flex off-site provision to meet very specific community needs.

## Project Learning Opportunities:

- Communicating with potential learners in ways that will motivate rather than relying in more traditional course descriptions.
- Resources to make the Champions initiative more transformative – for example in School settings, although perhaps increased LCC Family learning engagement by schools would have a similar impact.
- Finding better ways to engage smaller businesses over their own and their workforce numeracy needs.



# Perspectives – Multiply Learning Providers

25 Learning Providers were commissioned by LCC to deliver Multiply engagement and learning activities. Every Learning Provider, bar one, was based in Lincolnshire, providing locally-led multiply learning support to a wide diversity of residents located across this large rural county. Learning Providers were commissioned with greater local funding flexibilities to optimise engagement with our isolated and seldom heard communities.

## What worked well:

- Provider funding for engagement, as well as substantive learning, helped promote numeracy development more widely and extend the offer to more learners across Lincolnshire.
- Learner incentives such as air fryers, vouchers, tape measures etc. were key to engagement – particularly with the most vulnerable communities.
- Outreach-based, local-community located approaches definitely increased learner engagement. It can be very difficult to encourage some communities to ‘get over the threshold’ of a FE campus.
- Some terrific examples shared of how Learning Providers worked collaboratively with Multiply Champions to meet very specific community numeracy needs.

## Enduring Barriers:

- Providers raised concerns about the costs, fragility and sustainability of community-based outreach provision in rural areas or with niche communities.
- Providers regularly reported a skills shortage of numeracy tutors, finding it difficult to resource sessions where a need had been identified, and often ‘upskilling’ tutors in other areas with numeracy-learning approaches.
- Nearly half of Learning Providers did not work or attempt to work in partnership with Multiply Champions.

## Project Learning Opportunities:

- Multiply helped change learner and provider mindsets in reaching new learners and supporting them to progress.
- The benefits of embedding numeracy in learning around day-to-day practical activities such as cooking, gardening, crafts, music. Although with a health warning that if numeracy is ‘too embedded’ numeracy skills development will not be recognised or valued by learners, and therefore will not support number confidence or progression.
- It worked best that Maths was often not ‘front and centre’ with learners who often had negative experiences of Maths at school.
- There was widely acknowledged potential for extending the ‘Multiply Approach’ to other essential skill areas such as literacy, digital and ESOL skills.
- The importance of CPD for Providers (and Champions) in strategies to reach out to new learners, widen engagement, embed essential skills and progress learners further.

# Perspectives – Employers

The Multiply Champions pilot included four large, local employers, a business membership organisation, and a number of small community employers seeking to upskill their staffing/volunteer teams with work-related numeracy skills. Take-up from employers relative to community organisations was lower, and the grant-application gestation time was generally far longer.

## What worked well:

- Smaller community organisations, working with very modest grant sums, reported positively on building organisational numeracy awareness and effectiveness, although relatively low numbers of people were impacted.
- There were some really innovative examples of employee engagement with numeracy in the larger employers although translating engagement to more structured formal learning/qualification sessions often proved challenging.
- Connections with other initiatives such as the National Numeracy Campaign proved to be complementary and often added great value.

## Enduring Barriers:

- Take up of smaller private-sector employers with numeracy development was disappointing and it seemed that such employers found it difficult to align their business priorities with supporting staff numeracy development.
- Irrespective of whether employers arranged numeracy learning sessions to tackle work-based, or non-work personal / family needs, employees were unwilling to participate unpaid in such sessions.
- Progression from employee engagement activities to more substantive learning and qualifications proved problematic.
- Sometimes providers found it difficult to respond to employer needs for on-site learning delivered at non-standard times such as during night-shifts, weekends, evenings.

## Project Learning Opportunities:

- Champions provided valuable staff numeracy support to a number of small, social enterprises, although such investment is probably not a longer-term priority e.g., compared to community settings.
- The undoubted potential to support adult workforce learning and development across essential skills, tackling skills gaps and career progression could be a game-changer economically, as well as for individuals; although adult learning dynamics in large, organised workplaces probably require very different engagement approaches to those that work in community settings.

# Perspectives – Schools

Throughout the project, school settings were important potential contributors to adult numeracy engagement and learning based on their role and potential in respect of family learning, and the evidence that an important numeracy motivator for parents was to better support children with their homework and learning. Eight schools became Multiply Champions over the three years – one secondary school and seven primary schools based across most Lincolnshire districts. It is interesting to note that schools engaged as a Multiply Champion in Years 1 and 2 were only involved for one year; whereas typically Champion organisations were involved for two or three years. There was also a small influx of schools in Year 3. Some Champion schools already worked in a wider Family Learning partnership with Lincolnshire County Council, and for them, Multiply Champions seemed to be the most familiar territory.

## What worked well:

- High aspirations across all schools involved to embrace Champions to support their local communities of parents and carers to develop as a benefit for the whole household.
- Some great examples of learning progression where schools reached out to families; provided parent engagement activities; arranged structured learning sessions with skillfully embedded numeracy in areas such as household budgets and preparing healthy low-cost meals; and then guiding some parents towards their own personal learning/qualification pathways.
- Some great examples of school collaborations with Multiply Learning Providers to support the school in delivering family engagement and learning sessions.

## Enduring Barriers:

- Schools' Champion success was highly reliant on consistency of staffing and resources – in some schools, there was an early change of staffing, and projects seemed to falter because of that.
- Schools that already had connections with LCC Family Learning appear to have found the Champions role easiest to adapt to and often had the most positive impacts.

## Project Learning Opportunities:

- Schools vary considerably with different cultures, approaches, facilities and staffing for community engagement. A 'one size fits all' approach to adult learning engagement therefore will not work.
- Schools, through their parent and carer connections, are uniquely positioned as a routeway to extend Lincolnshire Learning Communities, although there is a need for support on what can be achieved and how.
- Improved understanding of, and support for, schools with resource solutions to provide consistent programmes – for example, when staffing changes occur.

# Perspectives – Multiply Project Team

Lincolnshire Multiply Champions was conceived, designed and delivered by a cross-disciplinary LCC ‘virtual’ project team including LCC Business Support and Adult Learning expertise. Team roles, generally fulfilled by Officers with other substantive responsibilities, included: promoting Multiply Champions to employers and community organisations; supporting the Champions grant application process; administering grant panels; grant administration; monitoring, progress and support; LinknLearn peer networking / CPD; facilitating Champions collaborations with Multiply Providers.

## What worked well:

- Cross-departmental partnerships bringing together different commissioning approaches.
- A responsive, high-trust ‘business support’ model that processed grant applications swiftly and transparently.
- Modest grant levels (averaging less than £3,000) which sought to align and add value to existing community and employer activity.
- Depth and breadth of community engagement with some new high potential, diverse community representatives now involved in community skills.
- A system that facilitated local community and employer ‘ownership’ of local learning.
- Some very promising Champion/Provider partnerships brokered.
- A positive peer network feel to the Champions initiative with generous sharing of ideas and learning.

## Enduring Barriers:

- Community organisation take-up outstripped employers/ workplaces that were under-represented.
- An inconsistency of Champions’ impacts not always related to size of grant award.
- Connecting grants to individual champions increased project risks where the individual left the organisation.

## Project Learning Opportunities:

- Is this approach as well suited to employer workplace engagement as it is to community organisations?
- Without losing the critical culture of trust and innovation, is there an opportunity to develop further a grant-scheme based upon mutual expectations (and metrics?) in areas such as Learning Provider partnerships, community engagement?
- Could the Champions model, now focused upon numeracy development, be extended to support wider Adult Skills Budget (ASB) learning across all essential skills and beyond?

# What Have We Learned from the Lincolnshire Multiply Programme?

## **Champion and Learning Provider partnerships – a very positive work in progress**

Multiply engagement initiatives such as Champions, Learner Incentives and Outreach support have paved the way and ‘shared the risks’ of partnership working.

It is estimated that up to 100 additional community and workplace courses (supporting substantial additional learner numbers) took place through these collaborations. Many of these learners were not previously connected with our local ‘skills system’.

There are also examples where well-intended partnership have not worked. Two thirds of Learning Providers did not work in partnership with Champions. It has been noticeably more challenging to establish Multiply learning partnerships with employers, especially smaller employers.

**However, Learning Provider take-up at c30 per cent could have been higher with very few providers working with more than one Champion.**





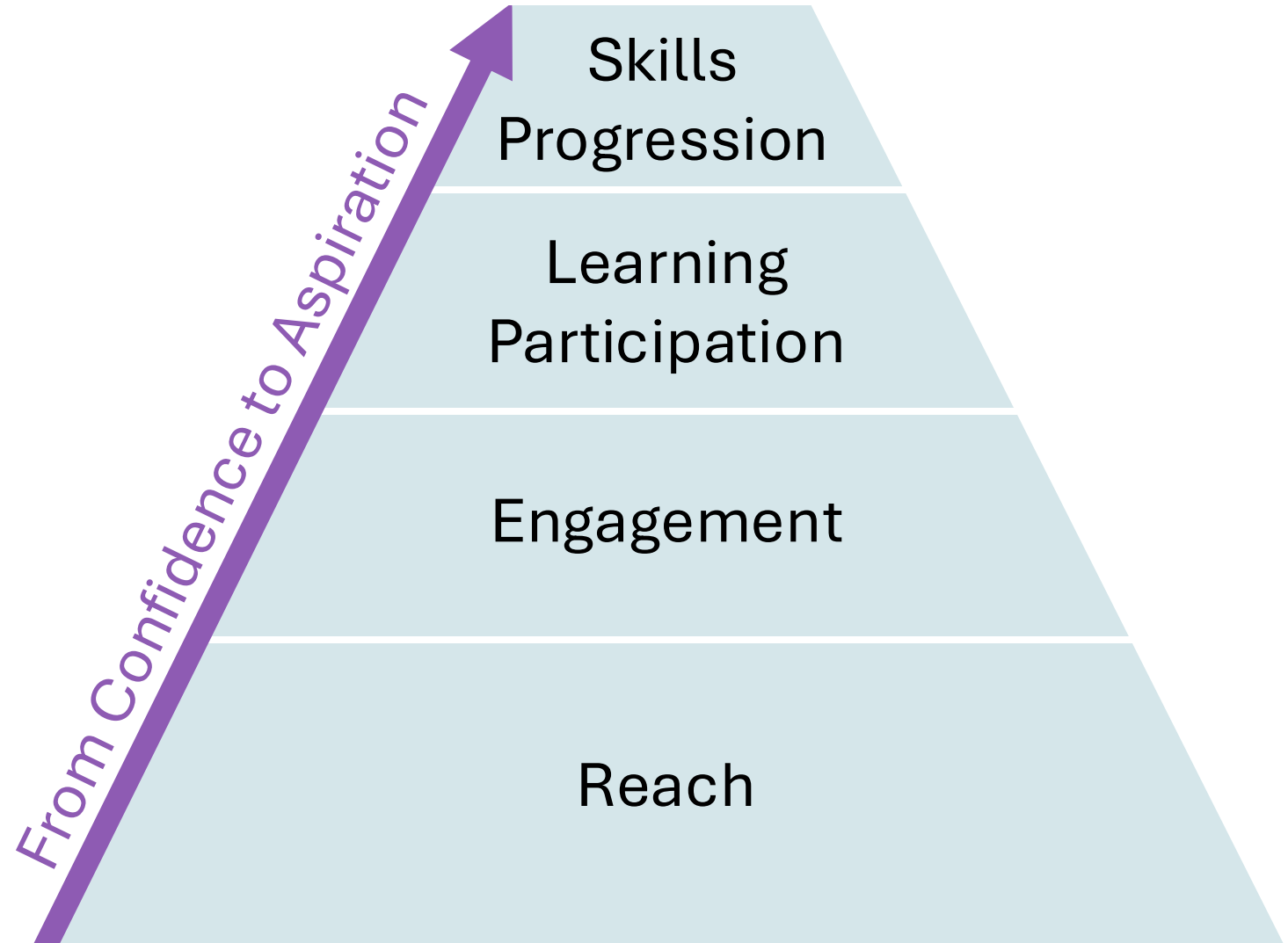
# What Have We Learned from the Lincolnshire Multiply Programme?

## **Locally-led investment in learning 'reach' and 'engagement' generates additional learners and builds local learning communities**

A point consistently made by Champions and by many Providers is the importance of extending reach and incorporating engagement activities. This often encouraged more adults (and especially those that are seldom heard) to get involved in structured learning sessions, building self-confidence and increasing the likelihood of progression onto more structured qualification pathways.

This perspective is backed up by evidence suggesting that approximately 1,000 additional learning sessions were delivered through the Champions pilot.

**However, there is a risk that these fledgling highly-localised multiply skills initiatives will not continue to flourish without further support and learning provider partnerships.**



# What Have We Learned from the Lincolnshire Multiply Programme?

## The importance of familiar 'safe places' to learn

Champions particularly shared many examples of such 'safe spaces' being in the heart of their community rather than in an unfamiliar classroom – however well safeguarded those spaces are.

There was also an emphasis on the timings when the community / workplace is most ready to learn. For example, schools talked about pre-child pick up; employers talked about night-shift learners; communities talked about weekends and social occasions. The importance of Champions as 'community navigators' providing familiar reassuring faces around the learning space also cropped up frequently.

**However, there will come a point where learners will need to progress to more traditional learning spaces.**



# What Have We Learned from the Lincolnshire Multiply Programme?

## Numeracy 'by stealth' has built number confidence

There are many terrific examples of where Providers and Champions have carefully embedded numeracy into learning practical skills such as gardening, cooking, crafting and gaming.

Almost unanimously, Champions and Providers have emphasised that advertising a 'Maths Course' opportunity would not have engaged learners on anything like the same scale due to 'maths stigma' 'due to poor school experiences.

**However, risks have been raised about where numeracy has become so 'embedded', it becomes difficult for learners to recognise their progress in both number confidence and skills. Tutoring skills to facilitate conscious numeracy development and competence are key.**





# What Have We Learned from the Lincolnshire Multiply Programme?

## **Learning incentives support more people to engage and learn – especially vulnerable learners**

A range of learning incentives were piloted across the breadth of Multiply. These include very tangible items such as airfryers, slow-cookers, supermarket vouchers, family outings and less tangible things such as having priority in a community kitchen queue or being able to keep the fruits of own learning labour such as food, crafts and fresh produce.

Providers and Champions have often shared that offering an incentive has made the difference in terms of learner participation – particularly to their most vulnerable community members.

**However, there are clearly limits and risks to extrinsic incentives, with longer term learner motivation needing to be founded on achieving personal, family or work aspirations.**



# What Have We Learned from the Lincolnshire Multiply Programme?

## **Creative, enterprising, and localised commissioning has extended our learning community**

Some Champions identified that the commissioning model, which awarded Multiply grants that align with community or employer purpose, encouraged several new organisations to get directly involved in the learning and skills system for the first time. This has undoubtedly brought these communities (some of which are decidedly niche, vulnerable or isolated) into the Lincolnshire adult learning system.

As well as 'alignment', the modest level of grant award, and the collaborative approach (rather than a more traditional 'contract-management' style) has brought some new players into adult learning.

**However, transition from a well-backed local numeracy pilot, to longer term extension of adult learning communities across a devolved Greater Lincolnshire Combined County Mayoral Authority area, will need additional planning and creative commissioning. Particularly in the context of greater local influence but also diminishing budgets.**





# Future Potential – What Should Stay?

If you were to run Multiply courses again in the future, what would you repeat to maintain learner engagement, achievement and outcomes?



*“Relaxed atmosphere, sessions run by friendly tutors. Lots of time to speak to learners about their needs and help overcome their aversion to maths.”*

*“Actively encourage more workforce to gain qualifications in numeracy.”*

*“Continue to offer incentives and continued support for learners to develop their maths knowledge to reach higher opportunities.”*

*“Working in partnership and rural delivery; engaging with existing groups to identify needs and opportunities.”*



*“Working closely with the external providers - it was only through longer conversations that we realised the actual wide scope of support available to the community.”*

*“Working with the community to create opportunities based on their needs and experiences.”*

*“Maintain a broad range of uses the funding can be used for.”*

*“Offer an incentive to participate.”*

*“Provide an open, welcoming and inclusive space.”*

*“Keep short courses as this has really helped new learners take a chance on attending.”*

# Future Potential – What Would You Do Differently?

If you were to run Multiply courses again in the future, what would you do differently repeat to improve learner engagement, achievement and outcomes?



*"An effort to be creative with course titles and more promotion from a national and regional level"*

*"Work with more partnerships in the county that we don't know about."*

*"Greater variety of the project activities to widen scope of numeracy skills for different levels."*

*"Do more outreach as this was valuable"*



*"Better promotion of activities and 'hidden maths' in everyday workplace activities"*

*"Advertise the opportunities slightly differently. I think I may have been bit too 'academic' with my approach. The most effective way was human contact and reaching out to individuals and letting it be a bit more organic for the more personal content."*

*"Regular social events with the learners to promote community learning."*

*"Start to work with a provider earlier to support the community that comes to us on a Sunday, Perhaps some of the community may then be more confident and feel in a position to offer to volunteer."*

*"More organisation of sessions with clear reward system for taking part."*