

LANCASHIRE
2050



Multiply Interim Evaluation

August 2024



This report represents an Interim Evaluation of the first two years of Multiply programme delivery across Lancashire. The report presents information from desk-based analysis, and evidence collected using both qualitative and quantitative methods from stakeholders, providers and participants.

A final full programme evaluation will build on the findings from this evaluation and be presented in May 2025.

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Executive Summary

+ Numeracy Skills – Multiply

Numeracy skills enable people to be more confident and competent to use numbers and data to make good decisions in their work and daily lives. However, levels of numeracy across the UK are low by international standards, and this challenge is persistent and substantial. It comes with a significant financial cost to the individual (£1,600 per year¹) and our national economy estimated at £20bn² per year.

Beyond economic costs, there are also significant social costs associated with poor numeracy skills. For example, there is a strong correlation between poor numeracy and poor physical and mental health.

In 2022, the UK government, as part of the Levelling Up agenda, announced the national Multiply programme, aimed at boosting peoples' ability to use maths in their daily lives both at home and work. The delivery of the programme runs until March 2025 with a £7.5m budget allocated across Lancashire.

The Lancashire area comprises the 12 local authorities that are within the Lancashire County Council (LCC) area (£5.9 million: 78%) plus the two unitary authorities of Blackburn with Darwen Borough Council (£851,021: 12%) and Blackpool Council (£770,711: 10%). This interim evaluation covers the first two years of the Multiply programme's three-year delivery plan.

The Lancashire Multiply programme is delivered by a range of providers including local colleges, unitary adult learning teams, Independent Training Providers (ITPs) and community groups, procured and managed by the three upper tier authorities, who have each developed their own funding models and priorities for delivery.

The three upper tier authorities³ work closely together, sharing good practice through collaboration and joint working, including holding a pan-Lancashire

1. National Numeracy (2021) Counting on the recovery

2. National Numeracy (2019) Numerate Nation? What the UK thinks about numbers?

3. Lancashire County Council, Blackpool Council and Blackburn with Darwen Borough Council



The Local Problem

Across Lancashire, there are high levels of both need and demand for the Multiply programme given the challenging socio-economic conditions faced by residents. The region is significantly impacted by high levels of deprivation, with multiple geographic areas among the most deprived on the Index of Multiple Deprivation⁴. Notably, 6 out of 14 areas are in the top 50 most deprived.

The numeracy index⁵ highlights that areas of Lancashire including Burnley, Hyndburn, Blackpool and Blackburn with Darwen are nationally amongst the places of highest numeracy need, in the 97th to 99th percentile.

Parts of Lancashire suffer from high proportions of residents with no or low qualifications (Level 1) and low proportions of residents with Level 4 qualifications. Additionally, Lancashire has relatively high levels of economic inactivity. All three upper tier areas have significantly more employees in the SOC Major Groups 4-9 highlighting the regions propensity for relatively low skilled occupations contributing to lower-than-average wage levels.

Lancashire's unemployment is the 9th highest in the country and its economic inactivity is the 7th highest. Lancashire's primary challenges with economic

inactivity are driven by ill-health (31.2% of all inactive residents), and caring responsibilities (19.3%). 36% of vacancies in the area are hard to fill, over 10% higher than the national average⁶.

In Lancashire, the most common cause of a hard to fill vacancy is a shortage of applicants with the required skills. Employers report service intensive jobs as those most difficult to fill, especially caring and leisure occupations. A shrinking workforce due to economic inactivity puts pressure on employers as it reduces the candidate pool. Using Multiply as a driver to increase numeracy skills could help more people into work, supporting Lancashire to meet its economic growth aims, and improving productivity.

Local Skills Improvement Plans (LSIPs) focus on the skills needs of employers, ensuring that skills provision in the area matches industry need. This helps to

bridge skills gaps in the local area, making the local economy more prosperous and competitive. The evidence base for the Lancashire LSIP showed that 92.2% of local businesses identified numeracy as being an important skill. It also recognised several specific skills needs which cut across sectors, for example understanding data and data analytics, digital skills and project management. Many of these sector-specific skills require a good

understanding of numeracy. There is an expectation that the Multiply programme will support employers to boost the skills of low skilled employees to help address this need ⁷.

4. Index of Multiple Deprivation

5. UK Numeracy Index by Region

6. Lancashire 2050 (2023) Lancashire Skills and Employment Strategic Framework 2024-2029

7. Multiply Programme Year 2 Grant Recipient Handbook

+ Multiply – Part of the Solution

In the first two years of the programme, a total of 14,295 residents have benefited across Lancashire (118% of profile) with spend at 95%, despite the project starting later than anticipated in year one.

14,295
Residents

118%
Of profile

95%
Spend

An assessment of economic impact of Multiply across Lancashire shows an estimated Net Present Value (NPV) of £9.8m, giving a high Benefit Cost Ratio (BCR) of 2.33:1 and generating £2.33 of benefit for every £1.00 of public expenditure, which demonstrates that Multiply delivery in Lancashire has represented very good value for money.

Providers interviewed highlighted the excellent relationships with the contracting authorities and appreciate the regular newsletters and regional community of practice meetings hosted by the Lancashire Skills and Employment Hub. The sharing of information and best practice is welcomed, and this provision-focused approach is shaping contract management strategies ahead of a proposed Combined County Authority devolution deal.

The Multiply programme offers a wide range of delivery models and is effective in engaging participants who can be described as “hard to reach” through numeracy provision, offering a clearly differentiated approach to the more traditional courses with classroom-based delivery available through the Adult Education Budget.

This is evidenced by significant proportions of residents accessing the programme from the most educationally deprived areas and successful targeting at priority geographical areas.

“for a change in career and to help my daughter with future maths homework”

Activity is contextualised to integrate maths into daily life and, in some instances, delivered by stealth, integrated into other activities such as cooking or horticulture, often offering a first step into education.

250 participants responded to an online survey regarding provision. The programme is performing well in attracting cohorts from ethnic minority backgrounds and this was validated during programme observations. The use of community grant models and FE colleges delivering within local community hubs (rather than college premises) is further facilitating programme diversity.

“to be more maths confident and meet other people”.

The programme is helping to break the taboo of the classroom and offering educational progression routes, with 29% of LCC participants progressing from outreach to substantive provision and 27% of survey respondents indicating that they had progressed onto another course following

Multiply, whilst 69% indicating they may seek further numeracy support in the future. The 250 survey respondents outline the breadth and flexibility of the programme and the variety of reasons for choosing to attend the programme.

In terms of progression into work, 11% of 250 survey respondents have gained employment and 5% indicated that they have progressed to a higher position at work as a result of the programme. Overall, 91% of respondents were satisfied or very satisfied with the support they received on the programme, and 89% would recommend others to access Multiply provision.

“I want to go for a Teaching Assistant course. They have requirements for English and maths”

There is significant evidence to show that the programme is working well throughout Lancashire and is being successfully managed and delivered by the three upper tier authorities.

However, there is a recognised, significant challenge in that the programme is due to end in March 2025, with no indication from Department for Education (DfE) presently regarding continuation funding or announcement regarding successor programmes. Analysis shows that there is significant need for a numeracy programme in the Lancashire area, with high levels of economic inactivity and worklessness, and relatively low qualification levels and pay levels. Delivery of the Multiply programme is providing an opportunity for the three upper tier local authorities and partners to develop effective local capacity and delivery models to support with preparation for greater commissioning and oversight of adult learning programmes.

Recommendations

The three upper tier local authorities should consider the following recommendations to inform both the delivery of the remainder of the Multiply programme and any future successor programmes:

+ Dissemination of Best Practice:

- 1.** Further development of regular pan-Lancashire community of practice events aimed at ensuring continuance of strong delivery, including an increase in the delivery of programmes aimed at parents, employers and care leavers.
- 2.** Formation of a **local authority Multiply leads group** to work towards standardising management information requirements for the final phase of evaluation and to develop approaches to project extension and / or project closure, including the sourcing of alternative funding, and opportunities for longer term skills and employability support for those who benefit from Multiply or Multiply-like programmes.
- 3.** Those **lacking basic numeracy skills are over-represented in harder to reach and disadvantaged groups** which has meant that programmes involving strong partnerships of education / training providers and other support agencies have been important to programme success alongside delivery methods that address practical barriers to engagement. This includes practical considerations in programme design and tailored support for more complex attitudinal barriers to engagement, such as anxieties or fears about learning (including a lack of confidence in numeracy skills) which may often be a result of previous learning experiences. Throughout Lancashire, the Multiply programme has been delivered with the flexibility to support residents to overcome these significant barriers.

Sustainable Programme Funding:

- 4.** **Lobby government regarding programme continuation**, using the findings and data contained within this report to demonstrate the positive impact. Engage with Government departments on a regular basis regarding the contribution made by Multiply to the local skills and employment landscape.

Accelerating national confirmation of future programme funding will sustain local capacity both in terms of management and delivery capacity.
- 5.** There is a significant opportunity to showcase the benefit and impact Multiply is delivering to individuals across Lancashire. The local authorities should consider **inviting local and national politicians and officials** to visit and experience directly the programme in action, alongside producing an **exemplar Case Study** template and encouraging providers to regularly provide real life examples of programme impact to help with the promotion and celebration of Multiply across Lancashire.
- 6.** **Explore options on how alternative local funding streams** could be made available to support a programme of this type, if necessary, post-2025 in the absence of programme continuation.

+ Enhanced Local Reporting:

7. Consider **enhancing local data collection** to capture management information which better demonstrates the broader impact of the programme. Highlight qualification achievement and progression onto further courses and into employment, enabling Lancashire to better communicate the true value of the programme.

8. Average unit costs vary significantly between the three areas in the range £124 to £504. **Additional financial information** should be produced at a disaggregated level to assess the differing costs per intervention, delivery type and provider type to better understand variances and inform programme costings and models moving forward. This will not require any additional information to be collected.

9. Introduce regular **employer feedback mechanisms** to capture the views of employers throughout programme delivery during the final year, avoiding reliance on end-of-programme engagement.

+ Improved Programme Targeting:

10. Identify **opportunities and approaches to attract Asian/British-Asian men**, who are currently under-represented, to the programme, including considering where and when programmes are made available.

11. Develop internal strategies to **increase engagement with care leavers** which, across the UK, has been difficult to engage with through the Multiply programme as a significantly disadvantaged cohort.

12. Consider strategies to **attract more employers to engage** with the programme, including the opportunity to cluster employers sectorally and geographically based on Lancashire's key employment sectors. Consider the opportunity to work with further ITPs and those engaging with employer-focused provision such as apprenticeships.



INTRODUCTION

Eunoia Associates were commissioned to undertake an interim evaluation of the Multiply programme across Lancashire which encompasses the first two years of delivery.

The aim of the interim evaluation is to understand the performance and impact of the Multiply programme pan-Lancashire, and to identify areas of best practice and make recommendations for future programme delivery.

This interim evaluation will be followed by a final report in May 2025 which will consider the full three years of programme delivery.

+ Evaluation Methodology

The evaluation has been delivered through five work packages as set out in the following diagram:

Infographic 1



+ Evaluation Context

To help understand the development and impact of the Multiply programme, within the desk-based review phase, an in-depth assessment of previous numeracy policy was undertaken to provide programme context, outlining:

- A brief history of numeracy policy and initiatives in the UK
- Insights from the Skills for Life Programme and Pathfinder Extension Activities, as important forerunners to the Multiply Programme
- Evaluations of other national and European initiatives involving basic skills; and
- Insights into other Multiply Programme evaluations and research OFL.

Analysis of the history of numeracy policy shows that government learnt from previous delivery in the development of the

Multiply programme which, as a result, has been designed to focus upon:

- Priority groups i.e. those without a Level 2 qualification
- Priority provision types – the intervention types A-J (as set out on page 29)
- Flexibilities, in terms of delivery including the distinction between outreach and substantive provision
- Promotion of the wider benefits of numeracy skills
- A wide range of differentiated outcomes such as qualifications, progression onto other provision, entry into employment and in-work progression

The full background review of numeracy policy can be found in **Appendix 3**.

How will this help me?

Think about the job role you have mentioned that you would like to do.
How will the past 3 sessions help you with that job role?

The job role I am interested in is _____

How will each sessions maths help me?

Session	How will the Maths help me

THE NUMERACY CHALLENGE



+ National Context

Across the UK, an estimated 16 million workers are thought to have low numeracy skills⁸. Numeracy skills enable people to be more confident and competent to use numbers and data to make good decisions in their daily lives.

16 million

Workers are thought to have low numeracy skills

£20bn

Cost to the individual and our economy each year¹⁰

Levels of numeracy across the UK are low by international standards and, if anything, are deteriorating over time⁹. This challenge is persistently stubborn and substantial; it is not a new one and has a long list of consequences for the nation. For instance, poor numeracy ability comes with a financial cost, with the overall cost to the individual and our economy being approximately £20bn each year¹⁰. The wage differential between employees with good and poor numeracy skills is £1,600 per year¹¹.

A lack of confidence in numbers can hold people back, with maths anxiety being twice as common for women as men. 25% of people would be deterred from applying for a job if numbers and data were listed as a requirement, meaning a lot of job vacancies could potentially go unfilled due to issues related to numeracy.

Despite this, there is a reluctance to participate in skills training to improve their numeracy, with many stating that they don't see how improving their skills might benefit them.

Beyond the economic cost, there is also a social cost to poor numeracy skills. There is a correlation between poor health and poor numeracy and a further correlation between poor numeracy and depression¹².

In 2022, the government published its Levelling Up White Paper, outlining an ambition to spread opportunity more equally across the UK, building further on the Skills for Jobs paper published the previous year¹³.

Improving skills in the UK, the paper cites, will lead to increases in employment, pay and productivity, especially in the lowest skilled areas¹⁴.

Improving human capital such as skills and experience has been highlighted by the government as a clear way to achieve Levelling Up, which will ultimately enhance the potential of every part of the UK, improving quality of life for all.

In response to the blight of innumeracy, which continues to be a national issue, the UK Government have introduced a number of initiatives over the years. Up to 11 million adults have had the opportunities to gain new skills related to the job market. £95m funding was made available by the Lifetime Skills Guarantee (2021/22), making

almost 400 qualifications available for no cost to the learner¹⁵. A variety of sectors are included in this scheme, including accounting, finance, maths and statistics¹⁶.

Additionally, the National Numeracy Challenge¹⁷ is a free online numeracy improvement tool. The adult improvers on the course report their increasing numeracy makes them feel more able to gain further qualifications, find a job or get on better at work. Evaluation found that this intervention was most useful in helping those without Level 2 qualifications (a GCSE grade C/4 or equivalent).

8. National Numeracy (2021) Counting on the recovery

9. National Numeracy (2019) Numerate Nation? What the UK thinks about numbers

10. National Numeracy (2019) Numerate Nation? What the UK thinks about numbers

11. National Numeracy (2021) Counting on the recovery

12. National Numeracy. Why is numeracy important?

13. HM Government (2022) Levelling Up White Paper

14. Department for Levelling Up, Housing & Communities (2023) Levelling up the United Kingdom

15. Hundreds of free qualifications on offer to boost skills and jobs - GOV.UK (www.gov.uk)

16. Free courses for jobs - GOV.UK (www.gov.uk)

17. Number Confidence and Social Mobility (National Numeracy)



+ The Advent of Multiply

The Multiply programme was established in September 2022 in line with the Government's Levelling Up ambitions. The programme is a fully funded government scheme that aims to increase the levels of functional numeracy in the adult population, targeting adults over 19 years of age who do not have a GCSE at Grade C/4 (or equivalent).

The DfE sponsored, UKSPF funded, £560m national programme aims to support adults to improve their daily maths skills. The lack of skills interventions in UKSPF generally in its first three years shows the primacy the government places on numeracy.

Multiply aims to support meaningful participation that boosts people's ability to use maths in their daily life, at home and in work. This includes helping people attain a formal qualification to open doors for them (such as a job, progression in a job, or progression to further study) and building confidence in numbers to support everyday life skills. The following have been identified as success measures at a national level:

1. More adults achieving maths qualifications and an increase in participation in numeracy courses.
2. Improved labour market outcomes.
3. Increased adult numeracy across the population.

By supporting the advancement of adult numeracy skills, it is hoped that the Multiply Programme will contribute to multifaceted improvements in household finance management, the ability of parents to support their children with homework and upskilling and reskilling at work ¹⁸.

In addition, as Level 2 Maths and English are a requirement for the majority of Level 3 and above courses, the Multiply Programme should help to address and combat this wider barrier to progression. Multiply will also support employers, by improving employee numeracy skills, boosting productivity and aiding local economic growth.

Multiply – Lancashire

Funds for Multiply were announced in the 2022 Autumn Spending Review and referenced in the Levelling Up White Paper. Multiply funding was allocated by government to the three upper tier local authorities in Lancashire.

Lancashire was granted £7.5 million of Multiply funding over the three years of the programme, broken down as follows:

- Blackburn with Darwen Borough Council £851,021 (12%)
- Blackpool Council £770,711 (10%)
- Lancashire County Council £5.9 million. (78%)

Lancashire County Council attracted 78% of total funding due to greater need, especially in some district councils.

18. North & Western Chamber of Commerce & East Lancashire Chamber of Commerce (2023) Lancashire Local Skills Improvement Plan

Lancashire Socio-Economic Context

Lancashire is comprised of the 12 local authorities that are within the Lancashire County Council area plus the two unitary authorities of Blackburn with Darwen Borough Council and Blackpool Council.

The area is home to 1.5million ¹⁹ people, 60% of which are working age, broken down as follows.

Lancashire mid-year population estimates, 2022

Table 1

District Authority	Population	% Overall
Burnley	95,553	6%
Chorley	118,624	8%
Fylde	83,008	5%
Hyndburn	83,213	5%
Lancaster	144,446	9%
Pendle	96,110	6%
Preston	151,582	10%
Ribble Valley	63,107	4%
Rossendale	71,169	5%
South Ribble	112,166	7%
West Lancashire	119,367	8%
Wyre	114,809	7%
Lancashire CC area	1,253,154	81%
Blackburn with Darwen	155,762	10%
Blackpool	141,574	9%
Lancashire-14 Area	1,550,490	100%

Source: ONS, mid-year populations for England and Wales, 2022

81% of residents live within the county council footprint, with districts such as Lancaster, Preston, West Lancashire comparable in population size to the unitary authorities of Blackburn with Darwen and Blackpool (which together make up 19% of Lancashire's population).

The Lancashire economy is worth £39.6 billion ²⁰ in terms of Gross Value Added (GVA) and is the third largest in the North of England, being home to over 55,000

businesses. However, Gross Domestic Product (GDP) per head at £29,119 is substantially less than both the North West average of £32,889 and England average of £37,852 as coastal areas and former mill towns across the county suffer the aftereffects of long-term economic restructuring.

This disparity is further highlighted in the Index of Multiple Deprivation (IMD) data, which measures income, employment, education / skills, health and environmental deprivation at neighbourhood level showing that three Lancashire districts (Blackpool, Blackburn with Darwen, Burnley) are all in the ten most deprived nationally, whilst additionally Preston and Pendle are also included in the twenty most deprived.

In addition to this high concentration of deprivation, Lancashire faces some of the highest levels of economic inactivity in the UK.

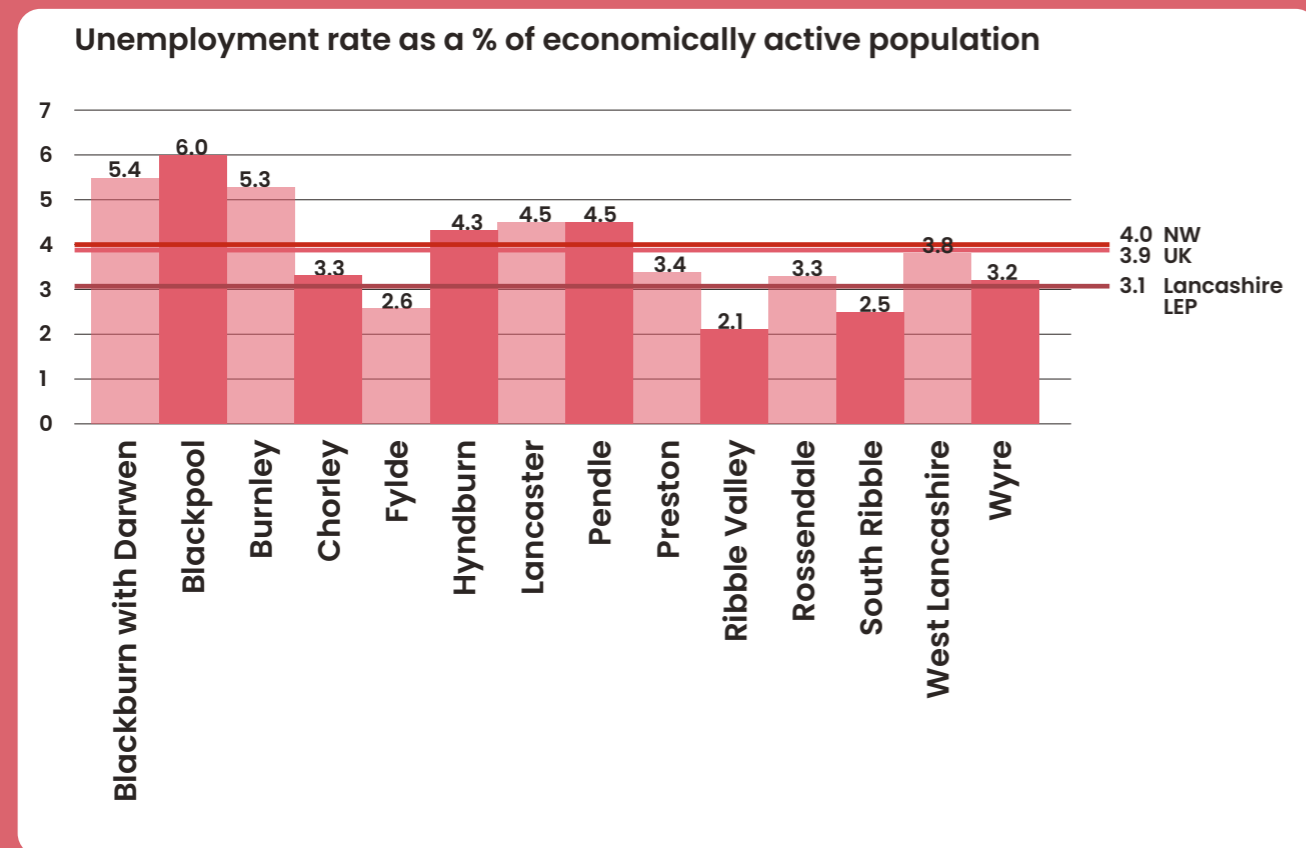
19. ONS, mid-year populations for England and Wales, 2022

20. ONS, Regional gross domestic product, 2022

The Labour Market

Only 72.7% of the Lancashire working age population are in employment compared to 76.7% in the North West and 78.8% in Great Britain. Whilst only 3.1% are unemployed compared to 3.9% nationally, six districts out of 14, including Blackburn with Darwen, Blackpool, Burnley, Chorley, Hyndburn, Lancaster and Pendle, all have unemployment rates above the national average.

Chart 1



Source: ONS Annual Population Survey, April 2019 – March 2020

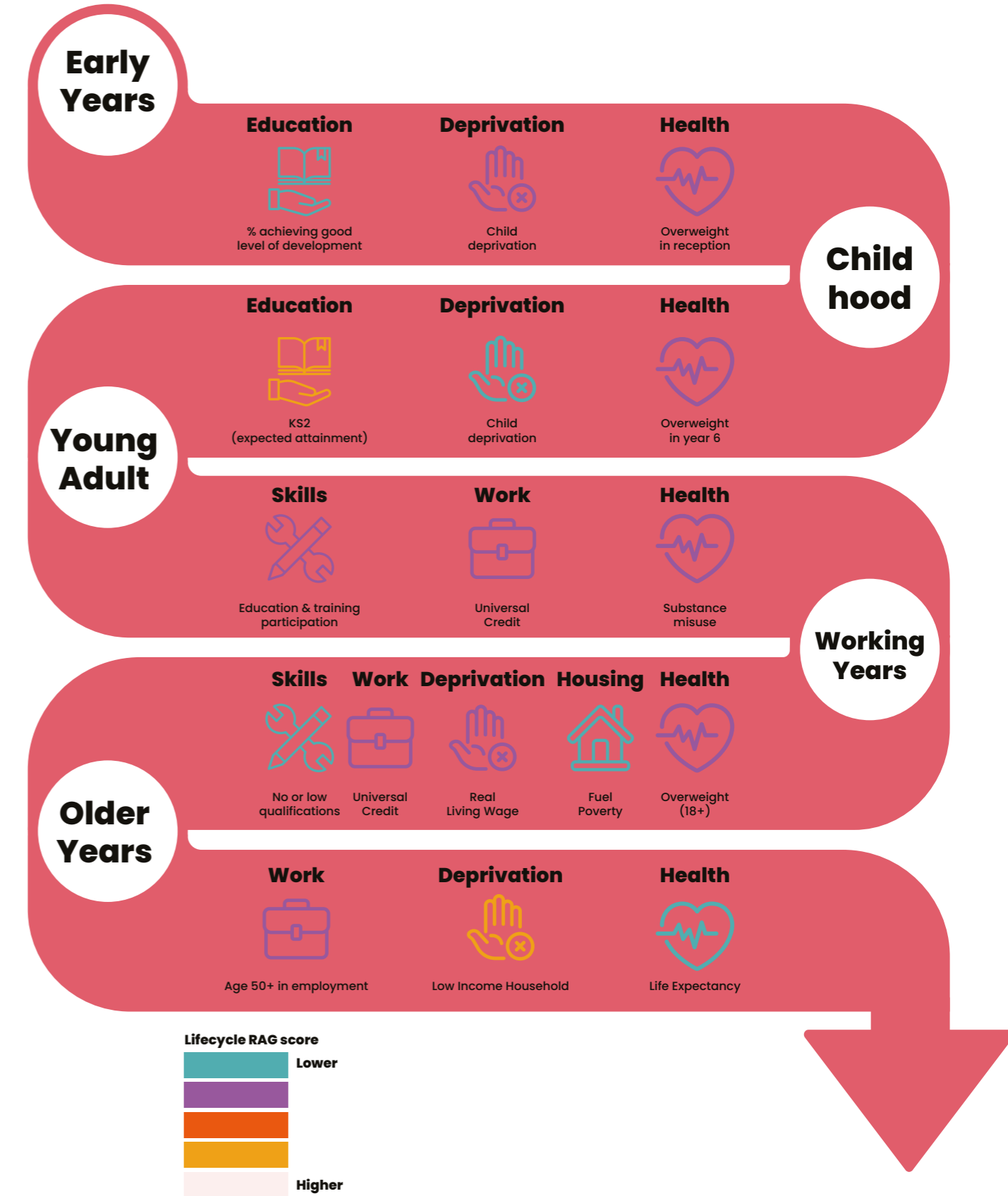
41,240 individuals claim Out of Work Benefits, which is 4.4% compared to national average of 3.9%, whilst the local jobs density at 0.78 is lower than the national average of 0.87.

25.2% of the population in Lancashire are classified as economically inactive, compared to the national average of 21.2%.

Economically inactive residents are those of working-age who are not in work and are not seeking work. Lancashire is one of the worst affected areas in the UK, with 225,900 economically inactive residents.

Lancashire Through the Lifecycle

Infographic 2



Source: Lancashire Independent Economic Review

Metro Dynamics undertook a lifecycle analysis as part of the Lancashire Independent Economic Review. Infographic 2 shows that the area performs poorly across all life stages, with worse outcomes for residents than national averages.

It has the lowest RAG scores for Early Years and Working Years, whilst the areas of young adults and older years all other are recorded as medium, highlighting the distance to be travelled across a wide

range of indicators to improve outcomes to meet the local challenges.

Performance is rated lowest for indicators such as:

- % achieving good level of early years development
- High levels of child deprivation.
- High levels of fuel poverty
- High levels of no or low qualifications

+ Qualifications

Lancashire suffers from areas of low qualification attainment, with high proportions of residents with no or low qualifications.

Table 2

Qualification Level	Blackburn with Darwen	Blackpool	Burnley	Chorley	Fylde	Hyndburn	Lancaster	Pendle	Preston	Ribble Valley	Rosendale	South Ribble	West Lancashire	Wyre	England
No qualifications	24.2	24.6	24.4	16.0	16.1	22.8	15.8	24.8	19.4	13.2	18.6	15.7	17.8	19.8	18.1
Level 1 and entry level qualifications	10.9	11.8	11.1	9.3	9.3	10.4	8.6	10.6	9.4	7.9	9.5	9.6	9.2	10.1	9.7
No qualifications/Level 1	35.1	36.4	35.5	25.3	25.4	33.2	24.4	35.4	28.8	21.1	28.1	25.3	27.0	29.9	27.8
Level 4 qualifications or above	26.8	22.5	24.3	33.8	34.5	25.2	32.3	25.4	31.7	39.7	30.7	32.0	30.0	28.3	33.9

Source: ONS TS067, Highest level of qualification

Over half of the Lancashire districts perform below England averages, in terms of those without any qualifications, with the area overall in line with the England average at 18.6%.

Additionally, nine districts out of 14 have higher than average rate of residents with no or low (Level 1) qualifications. The area has below average rates of qualifications held at Level 4, with Blackpool 22.5%, Burnley 24.3%, Hyndburn 25.2%, Pendle 25.4% and Blackburn with Darwen 26.8%. The county council area overall (12) is below the national average at 30.6%.

34% of employers surveyed in 2019 who

had job vacancies that were considered hard to fill reported finding “basic numerical skills and understanding challenging amongst candidates” – this compares to 26% nationally ²¹.

The Multiply investment plan highlights that significant evidence indicates that jobs exist in Lancashire and support is needed amongst some of the lower-skilled population to bring their skills up to the level required to fill these jobs. There is a clear relationship between employer demands for improved basic numeracy skills and the increased likelihood of employment and possession of basic skills.

21. Source: Employer Skills Survey, 2019

+ Indices Of Deprivation 2019

Since 2015, 11 out of 14 Lancashire authorities have become relatively more deprived using the IMD average rank measure. Blackpool, Burnley, Blackburn with Darwen and Hyndburn are all in the 10% most deprived areas, whilst both Pendle and Preston are within the 20% most deprived areas.

IMD rank average score

District Authority	Rank Average Score	Decline
Blackpool	1	1
Burnley	8	1
Blackburn with Darwen	9	1
Hyndburn	16	1
Pendle	33	2
Preston	45	2
Lancaster	89	3
Rosendale	92	3
Wyre	129	5
West Lancashire	155	5
Chorley	177	6
Fylde	195	7
South Ribble	204	7
Ribble Valley	283	9

Table 3 shows the Lancashire 14 districts and their deprivation rank out of the 317 districts nationally. Lancashire features 4 districts in the first decile, with 8 county council districts (out of 12) in the first to fifth decile.

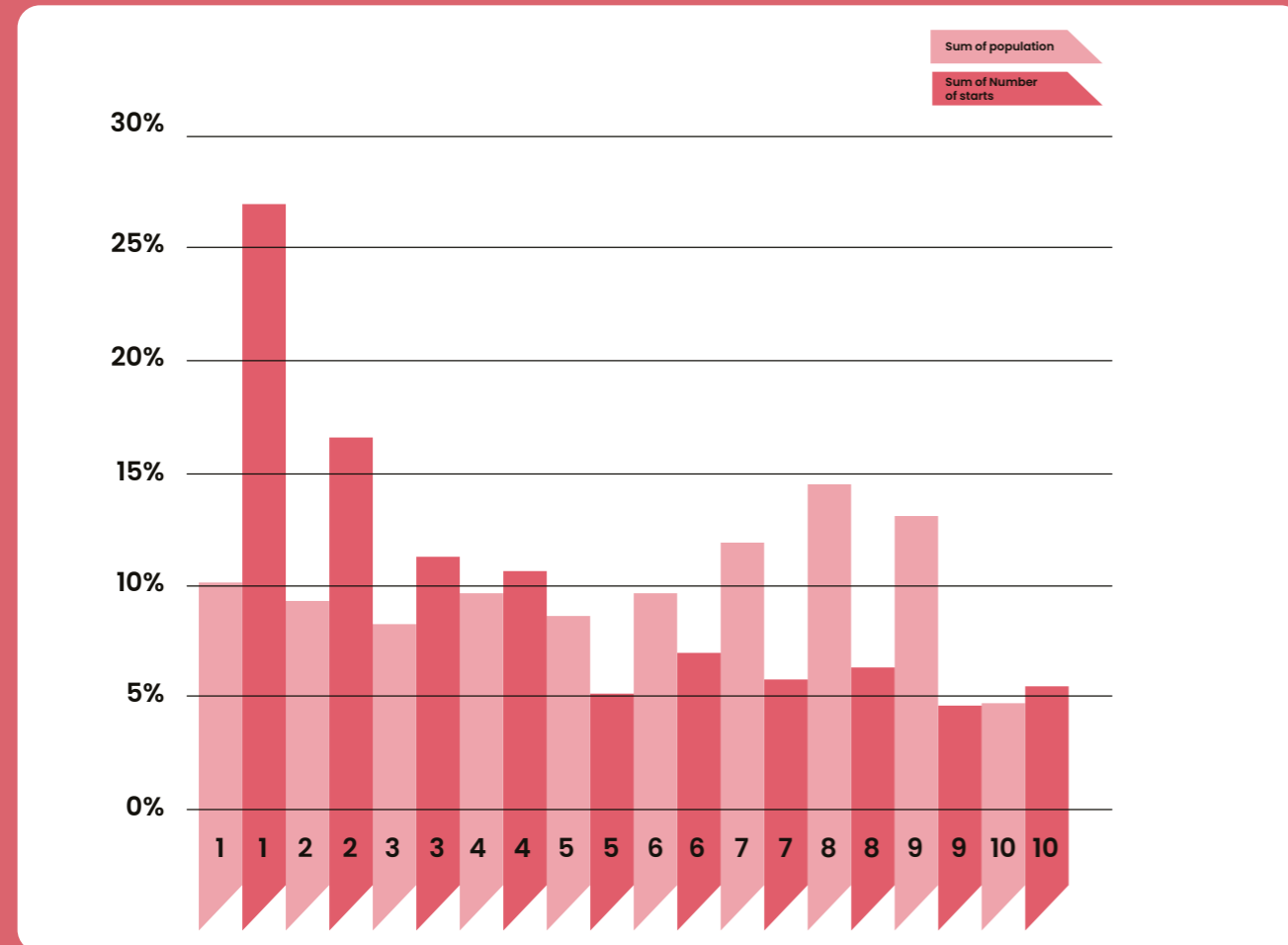
Using the education indicator, some local authorities in Lancashire perform poorly, with Blackpool ranked 8th, Burnley 22rd, Blackburn with Darwen 29th, Pendle 33rd and Hyndburn 52nd out of 317. In terms of health and disability and links to deprivation, Blackpool is ranked 2nd, Burnley 9th, Blackburn and Darwen 18th, Hyndburn 23rd and Preston 48th.

Source: The English Indices of Deprivation, 2019 – Key findings for Lancashire



Provision by Decile Area: Skills Deprivation

Chart 2



Source: Multiply Programme Performance Data 2024

Chart 2 shows that the Multiply programme has been successful at targeting residents from the most deprived areas, with 27% of participants from decile 1 and 17% from decile 2 far exceeding the population proportions in these areas.

+ Qualifications And Employment

Employment data highlights that the proportion of employees in the county council area in professional occupations (SOC groups 1-3) is below both regional and national averages.

All three areas upper tier areas have significantly more employees in the SOC Major Groups 4-9 demonstrating Lancashire's propensity for relatively low skilled occupations.

Given that low skilled jobs correlate to low wage levels, wage data in the unitary

authorities is significantly lower than regional and national averages. LCC's average wages are greater than the two unitary authorities but remain below regional and national averages. Nine out of 12 LCC areas are below the national average, with Burnley (£578.30) and Pendle (£537.10) the lowest.

Qualification levels, employment by SOC code and wage levels

Table 4

Variable	Blackburn with Darwen Borough Council	Blackpool Council	Lancashire County Council	North West Region	Great Britain
Employment by SOC Major Group 1-3 (%)	42.2	37.8	50.6	52.1	52.6
Employment by SOC Major Group 4-5 (%)	20.8	24.4	19.3	18.1	18.4
Employment by SOC Major Group 6-7 (%)	16.2	16.1	16.4	14.7	14.1
Employment by SOC Major Group 8-9 (%)	20.8	21.7	13.8	15.1	14.9
Gross Weekly Pay (All) £	591.2	532.9	643.0	649.0	682.6

Source: ONS Annual Population Survey, 2023, ONS, Annual Survey of Hours and Earnings, 2023

Median Annual Pay

Table 5

Median Annual Pay	Blackburn with Darwen Borough Council	Blackpool Council	Lancashire County Council	England
Median Annual Pay	£31,527	£27,256	£32,341	£35,100
% difference between England	-10.2%	-22.3%	-7.9%	

Source: Annual Survey of Hours and Earning, Resident Analysis, 2023

Both gross weekly pay and median annual pay throughout Lancashire is lower than the England average, with earnings in the range -7.9% to -22.3%.

Industry Sector

Table 6

Industry (Current)	Lancashire 14	England
Total: All usual residents aged 16 years and over in employment the week before the census	100.0	100.0
A: Agriculture, Forestry and fishing	1.0	0.8
B: Mining and quarrying	0.1	0.2
C: Manufacturing	9.8	7.3
D: Electricity, gas, steam and air conditioning supply	0.7	0.6
E: Water supply; Sewerage, Waste management and Remediation activities	0.7	0.7
F: Construction	8.3	8.7
G: Wholesale and retail trade; repair of motor vehicles and motorcycles	16.3	15.0
H: Transport and storage	4.4	5.0
I: Accommodation and food service activities	5.0	4.9
J: Information and communication	2.7	4.7
K: Financial and insurance activities	2.0	3.8
L: Real estate activities	1.3	1.6
M: Professional, scientific and technical activities	4.7	6.7
N: Administrative and support service activities	4.7	5.3
O: Public administration and defence; compulsory social security	7.3	5.8
P: Education	10.0	9.9
Q: Human health and social work activities	17.0	14.6
R, S, T, U Other	4.0	4.6

Source: ONS TS060 – Industry, 2021

Lancashire has significant clusters of employers in manufacturing, wholesaling and retail, public administration and human health. There are opportunities to bring employers together in these sectors in localities to build sector-focussed Multiply cohorts.

+ The UK Numeracy Index

The UK Numeracy Index ²² provides the first ever model to predict numeracy skills and confidence which ranks by area. A higher value on the Numeracy Index indicates areas of higher relative need. The North West as a region is placed at the 67th percentile.

Eight districts are below the North West average, whilst five, including Burnley, Blackpool, Blackburn with Darwen, Hyndburn and Pendle, are all in the 10% most impacted areas. This indicates that they are amongst the areas of highest need in terms of numeracy skills, and have

significantly lower numeracy levels than many other local authorities in the North West region. Parts of the LCC area fare better, with four areas slightly higher than the regional average (67th percentile).

22. UK Numeracy Index by Region

UK Numeracy Index: Lancashire District

Table 7

Percentile	Type	District
32 nd	LCC	Ribble Valley
48 th	LCC	Fylde
61 st	LCC	South Ribble
61 st	LCC	West Lancashire
62 nd	LCC	Wyre
64 th	LCC	Chorley
67 th		North West
73 rd	LCC	Lancaster
83 rd	LCC	Preston
83 rd	LCC	Rossendale
95 th	LCC	Pendle
97 th	LCC	Hyndburn
97 th	UA	Blackburn with Darwen
98 th	UA	Blackpool
99 th	LCC	Burnley

Source: UK Numeracy Index, UK Government, Department for Education, Data Tables

+ Summary

As highlighted, Lancashire faces significant socio-economic challenges, such as relatively high levels of deprivation, low qualification levels, high economic inactivity and lower than average wages. The advent of Multiply and the devolution of the power locally to purchase and flexibly manage the programme for the benefit of residents, businesses and the economy is an important addition to the education and skills landscape.

STRATEGIC CONTEXT

+ Programme links to local & regional strategies

The Multiply programme supports the aims of several local and regional strategies. This includes the Lancashire Skills and Employment Strategic Framework (2024-2029) which was developed in response to the government’s call for Levelling Up and seeks to support an inclusive workforce.

9th

Lancashire’s unemployment is the 9th highest

Amongst several measures, it has worked with employers to create sector-specific Skills Bootcamps to support more people into good jobs as well as supporting numeracy through Multiply. The intended impact of Multiply in Lancashire is to boost the market mobility of unemployed and inactive individuals towards and into employment (inclusive workforce, a theme of the Strategic Framework) across the county. It was anticipated that this would contribute significantly to the framework’s inclusive workforce target.

In turn, the programme will, through a series of measures, support a skilled and productive workforce enabling people to upskill and reskill irrespective of whether they are in or out of work.

The Lancashire 2050 framework also highlights employment and skills as a key priority. Employment in Lancashire was heavily affected by the Covid-19 lockdowns, dropping by 4.7 percentage points between 2020 and 2022 to 71.5%, 3.7 percentage points below the national average²³.

The framework highlights that Lancashire’s unemployment is the 9th highest in the country and its economic inactivity is the 7th highest. 36% of the vacancies in the area are hard to fill, over 10% higher than the national average²⁴. Using Multiply as a driver to increase numeracy skills could support more people into work, helping Lancashire to meet the economic growth aims set within the 2050 Plan.

In conjunction with this priority, Lancashire aims to increase the proportion of adults receiving Level 4 qualifications and improve their access to tailored skills provision. This will improve the local skills pipeline, ensuring that people entering the workforce are able to meet the needs of local businesses. If this priority is to be achieved, people will not be

held back by their skills or background. Everyone will have the opportunity to find good jobs that reflect their skill set and Lancashire will build a highly skilled workforce that is able to take advantage of a growing, regional economy²⁵. This is an

important ask, considering that some local authority areas are significantly behind the national average, with Blackpool over 11 percentage points behind the England average.

23. Lancashire Skills and Employment Hub (2022) Employment, Unemployment and Economic Inactivity Lancashire LEP

24. Lancashire 2050 (2023) Lancashire Skills and Employment Strategic Framework 2024

25. Lancashire 2050: A strategic framework for Lancashire

% Residents with Level 4

Table 8

Authority	Blackburn with Darwen Borough Council	Blackpool Council	Lancashire County Council	England
% with a Level 4 qualification	26.8%	22.5%	30.6%	33.9%
% difference between England	-7.1pp	-11.4pp	-3.3pp	

Source: Census, 2021

Multiply also complements the needs identified in the LSIP. The evidence base for the Lancashire LSIP showed that 92.2% of local businesses identified numeracy as being an important skill. The LSIP research identified the importance of numeracy in the workplace. It also recognised several specific skills needs which cut across sectors, for example, understanding data and data analytics, digital skills and project management. Many of these require numeracy skills. There is an expectation that the Multiply programme will support employers to boost the skills of low-skilled employees to help address this need²⁶.

Numeracy is critical in supporting individuals to independently live and gain good employment. Lancashire County Council’s Education Strategy aims to give young people the best start in life, through empowering parents and carers to support young people with homework and be positive role models in relation to financial management. The aims of Multiply support this route.

Multiply helps to address Lancashire County Council’s corporate priorities which include Supporting Economic Growth and Caring for the Vulnerable. It is an example of investing in skills to enable Lancashire residents to improve their ability to secure good quality employment, as well as tackling inequality and boosting the ability of priority groups to live independently, manage their finances and engage in employment.

Finally, the Multiply Programme will form part of the agenda for the Lancashire Adult Skills Forum, bringing together employability providers and health and employment providers to support people into employment. The goal is to ensure that provision is complementary and enables cross referrals to Multiply where numeracy provision will add value, and from Multiply to employment programmes where relevant, to enable progression into or closer to employment.

26. Multiply Programme Year 2 Grant Recipient Handbook

DELIVERY CONTEXT

This section provides an insight into programme delivery and the management arrangements of the Multiply programme across Lancashire.

+ Multiply Programme Delivery

As noted earlier, LCC was allocated £5.9m of UKSPF funding, Blackburn with Darwen Borough Council £851,000 and Blackpool Council £770,000²⁷. The LAs were permitted to utilise a maximum of 10% of the funding for administrative purposes and remainder for delivery. Funding was delivered across three financial years from 2022 to 2025.

Ahead of the procurement process, the Lancashire Skills and Employment Hub hosted pan-Lancashire market engagement events alongside the local authorities, aimed at ensuring the local providers and stakeholders were aware of the forthcoming opportunities available through the Multiply programme, including

its ethos, background and objectives. These events were utilised by the local authorities to inform the final Investment Plans submitted to DfE.

The original Investment Plans sent to the DfE outlined how they would facilitate the programme and what interventions they would prioritise for purchase and delivery. LCC indicated that they would deliver all ten elements of the programme, whilst Blackburn with Darwen Borough Council (6) and Blackpool Council (6) were more specific and focussed on a smaller number of interventions

²⁷. Report to the Cabinet (2022) Multiply Funding to Improve Adult Numeracy Skills



Interventions by Local Authority Area

Table 9

Interventions	Blackburn with Darwen Borough Council	Blackpool Council	Lancashire County Council
a) Courses designed to increase confidence with numbers for those needing the first steps towards formal numeracy qualifications.	✓	✓	✓
b) Courses designed to help people use numeracy to manage their money.	✓	✓	✓
c) Innovative numeracy programmes delivered together with employers – including courses designed to cover specific numeracy skills required in the workplace.	✓	✓	✓
d) Courses aimed at people who can't apply for certain jobs because of lack of numeracy skills and/or to encourage people to upskill in numeracy order to access a certain job/career.	✓		✓
e) New intensive and flexible numeracy courses targeted at people without Level 2 maths, leading to a Functional Skills Qualification.	✓		✓
f) Courses for parents wanting to increase their numeracy skills in order to help their children and help with their own progression.	✓	✓	✓
g) Numeracy courses aimed at prisoners, those recently released from prison or on temporary licence.			✓
h) Numeracy courses aimed at those 19 or over that are leaving, or have just left, the care system.			✓
i) Numeracy activities, courses or provision developed in partnership with community organisations and other partners aimed at engaging the hardest to reach learners.		✓	✓
j) Additional relevant maths modules embedded into other vocational courses.		✓	✓

Source: Multiply Programme Performance Data 2024

+ Contracting and Procurement

Following procurement rounds in each of the three areas, the Multiply provider base features a range of provider types including individual colleges, ITPs and Adult Learning Services, alongside a representative organisation of the Lancashire Colleges. Table 10 shows the delivery partners (as of 2022) ²⁸:

Providers by Local Authority

Table 10

Lancashire County Council	Blackburn with Darwen Borough Council	Blackpool Council
The Lancashire Colleges (TLC)	BwD Adult Learning	Blackpool Adult Learning
WEA Community Grant partners	Al Hayat Languages	PHX Training
PHX Training	Blackburn College	GroundWork
Inspira	Get Set Academy	Blackpool & The Fylde College
	IMO Charity	
	Positive Smiles	
	Spring North Collaboration	

Source: Multiply Programme Performance Data 2024

28. Lancashire Skills and Employment Hub (2022) Multiply Stakeholders Presentation PowerPoint.

+ Funding Methodologies

Multiply contracting authorities are able to establish their own funding models and payment methodologies.

LCC and Blackburn with Darwen Borough Council applied an actual cost / defrayed expenditure model (as per many ESF, ERDF and UKSPF projects) which was agreed at the beginning of the year through a profiling process, whilst Blackpool Council paid providers on a funding model based on hours of participation, as follows:

- **2-5 Hours (£300)**
- **6-10 Hours (£700)**
- **11 Hours plus (£1,200)**

+ Marketing

The Lancashire Skills and Employment Hub undertook stakeholder events to determine views on what marketing activities would be appropriate for the Multiply programme and the part providers and partners would play to support and promote activities. LCC procured Shout Connect to enable marketing and stakeholder engagement focussed through the Skills Hub, including:

- Social media campaigns
- Production of digital assets
- Supporting colleges, providers and community groups.

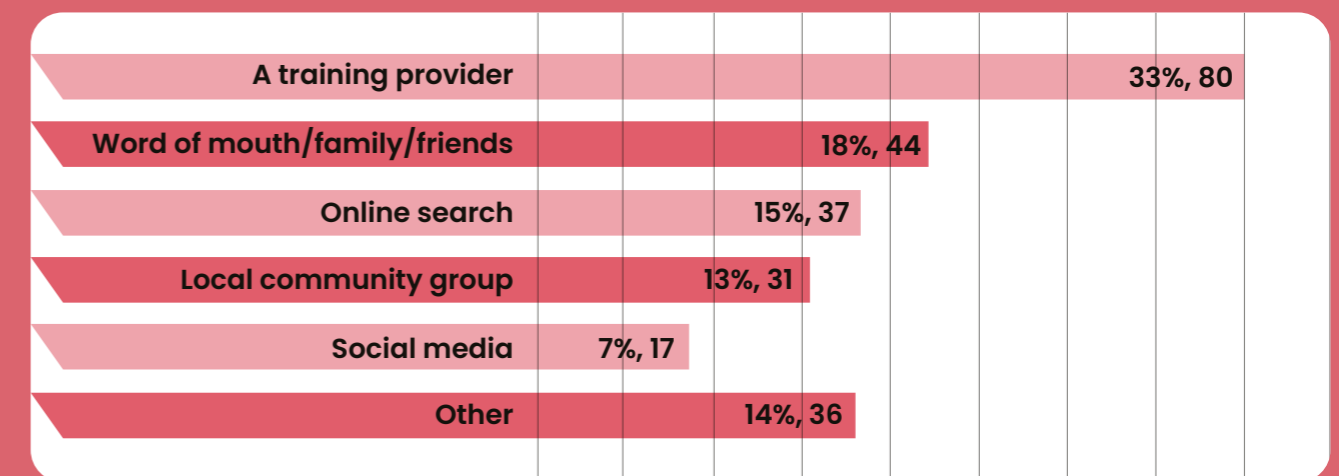
The approach adopted includes the generation of generic Multiply messaging, whilst targeting specific cohorts including

employers, through radio and bus stop advertising. The organisation has led on door drop deliveries, a case study campaign and are currently working on a campaign to attract care leavers to the programme, which is important given that so far the programme has only attract 11 care leavers (14%) of profile.

Overall, the programme has performed well in attracting participants, delivering 118% of profile, with each of the three areas over delivering. The participant survey asked the question, "How did you hear about Multiply?" An analysis of responses is shown in Chart 3.

How did you hear about Multiply?

Chart 3



Source: Eunoia Associates analysis, 2024 (n=245)

The most common response was 'training provider' with 33% of respondents stating that they found out about the programme this way. Word of mouth, online search and local community group were proportionately similar answers (18%, 15% and 13% respectively).

7% of respondents indicated that they had found out about Multiply through social media.

For those (14%) who selected 'Other', answers included: through their child's school, through a teacher and through the Jobcentre Plus.

Feedback from providers and stakeholders highlights that there could have been more support for the programme through national marketing, particularly in year one. It is clear that the "brand" is gaining traction and colleagues believe that branding should persist post March 2025.

PROGRAMME PERFORMANCE

The Multiply Programme in Lancashire has performed well in its first two years of delivery, highlighting the extent of need and demand across the area. To date, the programme has delivered to 14,295 participants in total, exceeding the profiled target by 2,198 (18%).

14,295
Participants in total

There has been some variation of achievements across interventions and geography. However, each of the three authority areas has exceeded profiles in terms of local people accessing the programme.

A detailed analysis of programme performance, including data by intervention and geographic area,

can be found in **Appendix 1**. It should be noted that there is currently no publicly available information on other local evaluations of Multiply in other regions and no national analysis of the Multiply programme to date to provide any comparator analysis. It is hoped that in the final evaluation report due in May 2025, there will be comparator data available to enhance programme assessment.

The analysis here (table 16) therefore draws on output and expenditure data provided by the Multiply teams at each of the Local Authorities for the first two years of programme, presented against programme profile targets.

Of the 14,295 outputs delivered in the first two years, 52% (7,420) were substantive interventions (informal or formal learning delivered in two or more hours) and the remaining 48% (6,875) were outreach interventions (activities lasting less than two hours).

Output Summary Data

Table 11

	Output Profile Total	Achieved Total			Achieved against profile (%)
		Total Substantive Achieved	Total Outreach Achieved	Achieved Total	
Total	12,097	7,420	6,875	14,295	118%
Lancashire County Council	8,406	3,910	5,634	9,544	114%
Blackpool Council	787	824	19	843	107%
Blackburn with Darwen Borough Council	2,904	2,686	1,222	3,908	135%

Source: Multiply Programme Performance Data 2024

Outputs across interventions have been achieved, with all but one intervention exceeding or achieving over 92% of their total target across the three geographic areas.

The most successful intervention was the delivery of courses designed to increase confidence with numbers. A total of 4,785 courses were delivered, making up a third of all interventions. Delivery of courses to help manage money were successful, especially in LCC and Blackpool, where profile targets were exceeded by 40%

and 4% respectively. Blackburn with Darwen Borough Council fell slightly short of their original profile by 12%. However, a reallocation took place to those interventions which had a higher demand from Blackburn with Darwen residents.

Courses aimed at those leaving, or who have just left the care system have seen the least progress towards target, delivering just 11 courses (19% of target) to date. This intervention is only being delivered in the LCC area. However, it should be prioritised in the final year of delivery (Year 3).

Output data by intervention and area (number and progress) ²⁹

Table 12

Interventions	Lancashire County Council		Blackpool Council		Blackburn with Darwen Borough Council		Total	
	Achieved	Achieved against profile	Achieved	Achieved against profile	Achieved	Achieved against profile	Total	Achieved against profile
Total	9,544	114%	843	107%	3,908	135%	14,295	118%
a) Courses to increase confidence with numbers	3,072	123%	74	106%	1,639	234%	4,785	146%
b) Courses to help manage money	2,509	140%	192	104%	620	88%	3,321	124%
c) Courses for numeracy skills in the workplace	437	90%	53	110%	639	96%	1,129	94%
d) Courses to upskill for access to jobs	431	93%	N/A	N/A	105	214%	536	105%
e) Intensive and flexible courses targeted at people without L2 maths	495	104%	N/A	N/A	189	86%	684	98%
f) Courses for parents to increase numeracy skills	477	64%	78	108%	716	127%	1,271	92%
g) Courses aimed at prisoners	444	129%	N/A	N/A	N/A	N/A	444	129%
h) Courses for those over 19 and leaving the care system	11	14%	N/A	N/A	N/A	N/A	11	14%
i) Courses aimed at engaging hardest to reach learners in communities	888	112%	374	105%	N/A	N/A	1,262	110%
j) Additional relevant maths modules embedded into vocational courses	780	107%	72	129%	N/A	N/A	852	108%

Source: Multiply Programme Performance Data 2024

29. N/A marks interventions that were not delivered.

Expenditure Summary (Years 1 and 2 Cumulative)

Table 13

	Budget Profile Total	Total Spend	Spend against profile (%)
Total	£4,437,130	£4,209,212	95%
Lancashire County Council	£3,486,604	£3,297,363	95%
Blackpool Council	£451,670	£424,562	94%
Blackburn with Darwen Borough Council	£498,856	£487,287	98%

Source: Multiply Programme Performance Data 2024

The total spend for the Multiply Programme to date is £4,209,212, which is only 5% below the profiled budget, despite the timing difficulties with establishing provision in the first year (including late notification of allocations) and the fact that underspends cannot be carried between financial years. This is impressive considering the overachievement in output delivery across all geographic areas and represents better than planned value for money.

Despite participation being over the profile, each of the three Local Authorities has spent less than profile, with unit costs therefore being lower than anticipated.

Actual Unit Cost vs Profiled Unit Costs

Table 14

Area	Profile Participants	Budget	Profiled Unit Cost
Blackburn with Darwen Borough Council	2,904	£498,856	£171.78
Blackpool Council	787	£451,670	£573.91
Lancashire County Council	8,406	£3,486,604	£414.78
Total	12,097	£4,437,130	£366.80

Area	Actual Participants	Actual Spend	Actual Unit Cost	Difference	% Difference
Blackburn with Darwen Borough Council	3,908	£487,287	£124.69	£ 47.09	73%
Blackpool Council	843	£424,562	£503.63	£ 70.28	88%
Lancashire County Council	9,544	£3,297,363	£345.49	£ 69.28	83%
Total	14,295	£4,209,212	£294.45	£ 72.34	80%

Source: Multiply Programme Performance Data 2024

The average profiled unit cost of Multiply provision per participant across the Lancashire area was £366.80, with provision planned to be most expensive in the Blackpool area at £574. Actual costs of provision have proven to be significantly less in each geographical area, with the actual average cost for the first two years being £345.49 or 80% of the planned cost.

Actual unit costs differ between the three areas, and range between £125 in Blackburn with Darwen, £345 in LCC and £504 in Blackpool. The areas have different provision mixes in terms of the intervention (A-J), provider types and whether delivery

is outreach or substantive, with Blackpool Council delivering 2% outreach provision, LCC 59% and Blackburn with Darwen Borough Council 31%.

In summary, Multiply across Lancashire has performed strongly against both volume and financial targets, demonstrating effective ongoing leadership and management of the programme.

It is recommended that additional financial information should be produced at disaggregated level to assess the differing costs per intervention, delivery type and provider type to better understand variances and inform contracting and

MULTIPLY – ECONOMIC IMPACT

This section of the report outlines the economic impact assessment of the Multiply Programme and assesses the value for money of public sector investment (the ‘economic impact’ – a measure of all benefits to society rather than focussing solely on financial benefits). The approach was taken to assess the gross to net benefits of the Multiply programme and consider the net present value of the benefits delivered.

The assessment of the economic impact of the Multiply Programme provides three estimates of impact:

1

An estimate of the wellbeing benefits of people entering employment (as life satisfaction is higher for those in work than those who are unemployed).

2

An estimate of the productivity uplift generated through increased basic skills that the programme helps develop within the labour force.

3

An estimate of the wellbeing benefits of the changing status of indebtedness.

+ Wellbeing benefit of movement into employment

The approach to estimating the wellbeing benefit of movement into employment is outlined below:

- The Multiply Programme delivers interventions linked to developing numeracy skills that can be utilised in the workplace, including (b) courses to help manage money, (c) courses for numeracy skills in the workplace and (d) courses to upskill for access to jobs. A total of 4,986 outputs have been achieved against these interventions.
- Data collected in the survey data tells us that 11% of beneficiaries have now gained employment because of the Multiply support. This proportion has been applied to the output figure relating to employment interventions.
- Gross to net adjustments have been applied using benchmark figures in the HCA Additionality Guide ³⁰.
 - **Deadweight was assumed at 26.3%.**
 - **Displacement was assumed at 17.9%.**
 - **Leakage was assumed at 13.5%.**
- The net estimated number of Multiply participants who have entered work as a result of their involvement in the programme has been applied to the estimated wellbeing benefits of movement into employment ³¹ at £7,510 per person who moves into work at 2024 prices.
- This estimate is an annual benefit as it is unclear how long employment-related benefits generated by the programme will be sustained.

This benefit has been estimated at **£2,116,619.**

³⁰ HCA Additionality Guide

³¹ Green Book Supplementary Guidance on Wellbeing, 2018 estimate adjusted to 2024 prices.

+ Productivity uplift from increased basic skills

The approach to estimating the productivity uplift benefit from increased basic skills is outlined below:

- The Multiply Programme delivers interventions linked to developing numeracy skills that can be utilised in the workplace, including (b) courses to help manage money, (c) courses for numeracy skills in the workplace and (d) courses to upskill for access to jobs. A total of 4,986 outputs have been achieved against these interventions.

- Data collected in the survey data tell us that 22% of beneficiaries have now gained a maths qualification because of the Multiply support. This proportion has been applied to the output figure relating to employment interventions.

- A gross to net deadweight adjustment of 30%³² has been applied.

- Multiply courses provide beneficiaries with increased numeracy skills. This, in turn, enables businesses that employ them to operate at a higher level of productivity. Workers with basic skills qualifications earn a 'wage premium'³³ compared to other workers.

- A 4% wage premium is estimated for provision of basic skills. The basic skills wage impact in current prices is £1,108³⁴. This has been applied to the net estimate of Multiply beneficiaries gaining a qualification.

- For skills and workforce development interventions, a persistence of 3 years is assumed.

- A decay of 10% has been applied.

- A discount rate of 3.5% has been applied to convert to a present value.

This benefit has been estimated at **£850,864**

Wellbeing benefit of changing status of indebtedness

The approach to estimating the wellbeing benefit of changing status of indebtedness is outlined below:

- The Multiply Programme delivers an intervention to help beneficiaries increase their confidence budgeting and managing money ((b) Courses to help manage money). A total of 3,321 outputs have been achieved against this intervention.

- We have assumed that a modest 20%³⁵ of this output total will fall within the cohort of individuals falling out of debt due to engaging with the programme to help them better manage their finances.

- As per a study that looks at the welfare changes following change in the status of indebtedness³⁶, the per-consumer compensating surplus of those moving out of arrears is £8,253 in 2024 prices. This has been applied to the net estimate of Multiply beneficiaries moving out of debt.

- This is an annual benefit as the benefit of moving out of debt can only be counted as a one-off.

This benefit has been estimated at **£5,481,769**

+ Economic Benefits and Cost Benefit

Table 15 shows a summary of the impact benefits and the total net present value.

Economic impact of the Multiply Programme

Table 15

Economic Benefit	Net Present Value
Wellbeing impact of movement into employment	£2,116,619
Wage premium uplift as a result of increased basic skills	£850,864
Wellbeing impact of changing status of indebtedness	£5,481,769
Total	£9,832,510

Source: Eunoia Associates modelling 2024

The estimated NPV of £9.8m results in a benefit cost ratio (BCR) of 2.33:1, i.e. each £1.00 of public investment will generate £2.33 using the programme budget spent. This represents high value for money according to the DLUHC Appraisal Guide³⁷.

Value for money assessment

Table 16

Value for Money	
Multiply Programme Benefits	£9,832,510
Public Sector Costs	£4,209,212
Benefit Cost Ratio (VFM category on public sector investment)	2.33:1 (High)

Source: Eunoia Associates modelling 2024

32 BIS: Assessing the Deadweight Loss Associated with Public Investment in Further Education and Skills

33 The 'wage premium' is defined as the percentage uplift in annual earnings associated with the achievement of specific skills levels, compared to the earnings of someone with qualifications one level below.

34 Measuring the Net Present Value of Further Education in England 2018/19

35 A recent study, by the Money & Pensions Service, stated that 15% of the UK adult population fell into the category of those needing debt advice. We have assumed that a slightly higher proportion of the cohort of Multiply participants would be likely to fall into this category (20%).

36 The Wellbeing Effects of Debt and Debt-Related Factors

37 DLUHC Appraisal Guide

PROGRAMME FEEDBACK

In addition to considering quantitative analysis derived through management information, the performance of the programme also considers qualitative feedback secured through three primary routes:



Employer feedback was due to be captured as part of this evaluation through focused workshops. However, due to limited attendance (with only one employer responding positively to provider requests) it has been agreed that employer feedback will be a more significant element of the final programme review.

+ Observations

The findings of this evaluation have been informed by observations undertaken at sessions delivered by six providers of various types, delivering across Lancashire.

Table 17

Provider	Location
UDevelop	Chorley
PHX Training	Preston
New Ground	Blackburn
Lancaster and Morecambe College	Lancaster
Blackpool and Fylde College	Fleetwood
Nelson and Colne College Group	Preston

Observed sessions were targeted at differing groups ranging from provision integrated into a Sector-based Work Academy Programme (SWAP) with the curriculum focussed specifically upon the available jobs, to provision delivered in the community aimed at building numeracy skills for those whose English is not their first language.

+ What We Saw

Observation provides a key insight into programme delivery from both a provider and participant perspective that cannot be gleaned from traditional paper-based evidence. The value of observing sessions is paramount and the support and input from providers is much appreciated. Key observations can be summarised as follows:

- Multiply is attracting individuals and cohorts who would not necessarily attend more formal, or qualification driven provision.
- Provision delivered within small groups provides real opportunities for one-to-one support by providers who clearly cared and were prepared to go the extra mile to help participants.
- Sessions delivered a sense of comradery within the room, with participants supporting each other and clear understanding of respective difficulties and sensitivities.
- There is evidence of Multiply making a real difference with overall confidence and maths anxiety. Some candidates were palpably excited as they learnt, realising they could do it.
- All sessions were clearly targeted at maths and the importance of improving

numeracy skills. Where delivery was embedded within broader context, it was not 'maths by stealth,' with sessions retaining the distinct focus.

- Some of the sessions were integrated into Sector-based Work Academy Programmes or employability provision and were targeted at specific job roles or numeracy around the financial benefits of work.
- Sessions supported the importance of the "language" of maths, acknowledging that participants originating from other countries may use different words for the basic arithmetic operations, with language a barrier. The availability of one-to-one support was a great help in addressing this barrier.
- All candidates observed wanted to be there; they were there for a reason and committed to learn. Participants worked hard during the sessions and even asked for homework.
- Most participants were utilising Multiply as a stepping stone to something else and the provider was clearly helping people to aim towards and reach their individual goals.
- Sessions run by colleges, were delivered within the community and were helping colleges to integrate and delve deeper within the community.

Local Authorities and providers should consider how programme observation and direct experience of provision could help wider partners, including the new government, to understand the context, impact and benefit of local programme delivery.

+ Interviews

Extensive one-to-one interviews (29) were undertaken with a wide range of stakeholders using a semi-structured questionnaire to elicit responses and delivery insight. Stakeholders included:



As previously stated, employer engagement was limited with only one response gathered. Programme managers should consider developing an approach to securing feedback from employers on an ongoing basis.

What We Heard

Feedback secured through one-to-one interviews has been woven throughout this report. Overall, feedback was extremely positive with stakeholders highlighting Multiply's flexibility as a key strength of the programme. In particular, the ability to deliver short sharp interventions offers an alternative to classroom-based provision without the need to engage in a full qualification, with Multiply acting as Adult and Community Learning for Maths.

Evidence from providers, stakeholders and observations of provision highlights how the programme is reaching participants who wouldn't necessarily access mainstream maths qualification provision.

- Providers welcomed the ability, and flexibility to deliver programmes, utilising different techniques which allowed both targeted maths programmes and embedded programmes, where the numeracy elements were not overly explicit.

- Providers identified significant opportunities for innovation, with Blackburn with Darwen Borough Council attracting participants through Games Fest, introducing numeracy provision through games including dominoes, darts, bingo and cards. However, some stakeholders indicated that other geographical areas have been more innovative, including the use of celebrity endorsements and promotional videos.

- Some interviewees highlighted their surprise that the programme focusses upon numeracy rather than previous policies which have targeted basic skills in general including English language and digital literacy. However, it has led to a focussed programme with a single outcome of engaging more people without Level 2 into some form of maths provision. The separate funding for the programme gives an additional drive and focus, particularly for colleges for which the Multiply allocation would get lost if it were subsumed into mainstream funding. Additionally, providers articulate that this first step in maths often leads to participants undertaking other forms of provision, which is validated by 13% of survey respondents indicating that they have signed up to another course that is not maths related.

- Several providers subcontract with smaller community focused organisations who were felt to be better able to target cohorts that mainstream providers often found it difficult to engage.

- Providers were creative in their contextualisation of programmes to attract individuals who would not ordinarily sign up for a classroom-based maths programme, which included:

- o Cooking and food preparation
- o Personal finance / budgeting
- o Budgeting for work (travel / salaries / taxation / saving)
- o Grounds maintenance / gardening
- o Creativity and crafting

- All providers welcomed the opportunity to deliver broader outcomes, with programmes offering the opportunity to gain multiple skills including addressing confidence, maths anxiety, social isolation and mental or physical health issues.

- Providers speak highly of the relationships that they have built with the relevant contracting authority, and welcome opportunities to regularly discuss progress with their "relationship manager". The upper tier authorities have developed relevant performance management systems, which facilitate high levels of delivery.

- The regular pan-Lancashire community of practice meetings, led by the Lancashire Skills and Employment Hub with local authority leads and all providers, are well-received, providing opportunities to disseminate information, share good practice and network. There is a significant opportunity to further expand and embed these meetings through Adult Skills Fund devolution.

- A number of stakeholders and providers highlighted that, as a national programme, there could have been a more concerted national advertising / marketing campaign particularly in year one. It takes time to build a brand and establish high quality programmes. As we enter the third and final year of delivery, the programme is becoming more established, with better brand recognition and increased recruitment through word-of-mouth, which will be lost if the programme is not continued in some form post 2025.

- Providers indicated that they found it difficult to develop good quality case studies. This could be supported by the contracting authorities disseminating a best practice model and rolling this out at a relevant community of practice model. Participants should be regularly encouraged to share their experiences and articulate the benefits of the programme, which are clearly seen through observation and responses to our recent survey.

The programme is made up of intervention types targeted at particular clients (a to j) and evidence shows that some are more difficult to recruit and deliver than others, most notably:

- (c) **Courses for numeracy skills in the workplace.** Working with employers often takes significant time and investment. There is a long lead time from inception to delivery. Providers highlighted that it has proved difficult to build cohorts within employers for several reasons, including a reluctance to declare a numeracy need and the isolating impact of splitting employees into those with and without level 2 maths qualifications. One

employer received zero responses, despite encouraging 600 individuals to engage.

o For provision within the workplace, it may be worth considering the flexing of the Level 2 criteria and training all those who come forward themselves or are nominated by their employers. This would not affect finances in areas where the provider is funded upon actual costs.

o There is no opportunity to deliver by stealth when working with employers. However, the flexibility of the programme does relieve some pressure from candidates as delivery can be job focussed and not exam / qualification driven.

o Moving forward, it may be worth considering the role of ITPs (particularly apprenticeship providers) in the delivery of Multiply, given their relationships with the employer base.

o Workplace delivery has been most successful when it is focussed on an employer's business needs, and job role challenges. There is an opportunity to cluster companies geographically and deliver sectoral provision (e.g. to the manufacturing employers in Burnley). There is also a significant opportunity to target relevant Local Authority employees.

- (f) **Courses for parents to increase numeracy skills.** Despite many participants indicating the benefits of helping the young people in their lives, providers indicate that, even when they have built strong relationships with schools who are willing to host provision attendance, rates tend to be low, largely due to parental embarrassment rather than a lack of need.

- (g) **Courses aimed at prisoners, those recently released from prison or on temporary licence.** This type of provision is only delivered in the LCC area, with all four providers undertaking delivery. 80% is delivered by the college sector.

- (h) **Courses for those over 19 and leaving the care system.** Again, only delivered in LCC area and in very small numbers (11). It is recognised that this cohort faces significant and multiple disadvantages, and should be considered as a priority by the purchasing authorities, considering how they can work in partnership with relevant teams within the local authority.

- Multiply is being effectively delivered within communities, with providers articulating the importance of local provision in nearby recognisable venues, which is having both an educational and social impact. There are a wide range of community organisations delivering the programme through direct provision and, notably, community grants. Colleges are often now delivering their Multiply provision in community settings, bringing them closer to cohorts of learners and changing thinking about community delivery models.

- Interviews highlight that the programme has been successful at attracting Asian/ British Asian women out of the home and into adult education, often for the first time.

Some providers are embedding practical numeracy within ESOL provision, as Asian/ British-Asian women often lack numerical confidence. It is felt that there are often the same numeracy needs within the Asian/British-Asian male community, but participation is far lower due to cultural issues alongside work commitments.

The commissioning authorities have utilised the opportunity to purchase differing offers and taken different approaches to meet the needs of their residents and employers, with providers targeted at delivering different aspects of the programme through the purchasing strategy. There is evidence of providers integrating Multiply to complement or follow other provision such as Restart or Sector-based Work Academy Programmes.

Desk-based research, interviews and observations all highlighted the "real" need for this type of provision across Lancashire, driven by high levels of deprivation, low levels of qualification achievement and relatively low wages across the area.

Progression and achievement on programmes like Multiply is not always linear and immediate, with candidates often taking small but significant steps forward. The power of first step programmes often goes unrecognised, as success is difficult to collect and explain through MI and data analysis alone, relying upon accomplishments to be conveyed in the form of "stories".

+ Participant Survey

A short online survey (approximately ten minutes in duration) was forwarded to substantive learners who had accessed provision in either year 1 or year 2 to gain their views and opinions on the Multiply experience.

The survey was distributed by providers only to substantive learners, as this was the only cohort they retained email addresses for through the Individualised Learner Record.

The survey remained open for two weeks and we received 250 responses from across the Lancashire area. An in-depth analysis of survey responses can be found in **Appendix 2**.

What We Were Told

Key findings from the participant summary are set out below:

- Respondents were more likely to be female (60%) than male (36%). A total of 11 people did not state their gender and one identified as non-binary.
- From the responses received, the programme has performed well in attracting cohorts from ethnic minority groups when compared to the overall population, particularly women from Asian/Asian British origin.
- Many of the respondents stated their purpose for attending Multiply was to help them with their current job or to increase their options when looking for future work. Areas in which people wanted to develop included nursing, accountancy and teaching assistants.
- Many participants chose the programme as a stepping stone to other educational offers.
- The highest number of respondents undertook the Multiply programme at Blackpool and the Fylde College (16%). Colleges made up the five most common providers, with the sector supporting 167 out of the 250 respondents (67%).
- 89% of respondents rated the professionalism and expertise of their tutor as good or excellent.
- 92% of respondents found the course content appropriate, whilst 93% indicated that the provider understood their needs.
- 91% of respondents were satisfied or very satisfied with the support they had received on the programme.
- 89% of respondents would definitely (75%) or probably (14%) recommend the programme to others, whilst 69% of respondents would definitely or probably seek further numeracy support in the future.
- 69% of respondents agree or strongly agree that they now have the opportunity to apply for a wider range of jobs as a result of attending the programme.



Participants were asked, "In what ways did the course help you progress?"

62% felt that Multiply helped them build their confidence in maths.

22% indicated they gained a maths qualification.

11% stated that they had secured a new job, with a further 5% now holding a higher position in their organisation because of attending the programme.

14% have enrolled for additional maths courses, while 13% have progressed to other courses within the skills sector.

FINDINGS AND RECOMMENDATIONS

Overall, the Multiply programme has delivered well throughout the Lancashire area in its first two years, with strong performance against volume and financial targets. All three Local Authorities have exceeded profiles in terms of local people accessing the programme, delivering at a unit cost below planned levels. The programme has delivered excellent economic benefit, returning £2.33 for every £1.00 of public funding invested.

There is a good strategic fit, with evidence demonstrating a clear demand and need for numeracy programmes in Lancashire, and Multiply contributing well to local strategic priorities. The programme has been well managed, with contracting and delivery arrangements offering a breadth of provision and programme models that are being adopted in line with participant need.

Providers highlight the responsiveness of the contracting authorities and the support of the wider network as positive steps in preparation for wider devolution of skills funding.

Providers and stakeholders were positive in their feedback, providing a good insight into programme delivery. A total of 250 respondents provided survey feedback, highlighting the significant benefits and outcomes that they had experienced as a result of Multiply.

Recommendations

The three upper tier local authorities should consider the following recommendations to inform both the delivery of the remainder of the Multiply programme and any future successor programmes:

Dissemination of Best Practice:

1

Further development of regular pan-Lancashire community of practice events aimed at ensuring continuance of strong delivery, including an increase in the delivery of programmes aimed at parents, employers and care leavers.

2

Formation of a **local authority Multiply leads group** to standardise management information requirements for the final phase of evaluation and to develop approaches to project extension and / or project closure, including the sourcing of alternative funding, and opportunities for longer term skills and employability support for those who benefit from Multiply or Multiply-like programmes.

3

Those **lacking basic numeracy skills are over-represented in harder to reach and disadvantaged groups** which has meant that programmes involving strong partnerships of education / training providers and other support agencies have been important to programme success alongside delivery methods that address practical barriers to engagement. This includes practical considerations in programme design and tailored support for more complex attitudinal barriers to engagement, such as anxieties or fears about learning (including a lack of confidence in numeracy skills), which may often be a result of previous learning experiences. Throughout Lancashire, the Multiply programme has been delivered with the flexibility to support residents to overcome these significant barriers.

Sustainable Programme Funding:

Lobby government regarding programme continuation, using the findings and data contained within this report to demonstrate the positive impact. Engage with the new Government as soon as possible regarding the contribution made by Multiply to the local skills and employment landscape.

Accelerating national confirmation of future programme funding will sustain local capacity both in terms of management and delivery capacity.

4

5

There is a significant opportunity to showcase the benefit and impact Multiply is delivering to individuals across Lancashire. The local authorities should consider **inviting local and national politicians and officials** to visit and experience directly the programme in action, alongside producing an **exemplar Case Study** template and encouraging providers to regularly provide real life examples of programme impact to help with the promotion and celebration of Multiply across Lancashire.

6

Explore options on how **alternative local funding streams** could be made available to support a programme of this type, if necessary, post-2025 in the absence of programme continuation.

7

+Enhanced Local Reporting:

Consider **enhancing local data collection** to capture management information which better demonstrates the broader impact of the programme. In particular, highlighting qualification achievement and progression onto further courses and into employment will enable Lancashire to better communicate the true value of the programme.

8

Average unit costs vary significantly between the three areas in the range £124 to £504. **Additional financial information** should be produced at a disaggregated level to assess the differing costs per intervention, delivery type and provider type to better understand variances and inform programme costings and models moving forward. This will not require any additional information to be collected.

9

Introduce regular **employer feedback mechanisms** to capture the views of employers throughout programme delivery during the final year, avoiding reliance on end-of-programme engagement.

+Improved Programme Targeting:

10

Identify **opportunities and approaches to attract Asian/British Asian men**, who are currently under-represented, to the programme, including considering where and when programmes are made available.

11

Develop internal strategies to **increase engagement with care leavers**, a significantly disadvantaged cohort, which has so far been low / unsuccessful, utilising internal relationships with colleagues to develop integrated offers.

12

Consider strategies to **attract more employers to engage** with the programme, including the opportunity to cluster employers sectorally and geographically based on Lancashire's key employment sectors, alongside. Consider the opportunity to work with further ITPs and those engaging with employer-focused provision such as apprenticeships.

APPENDIX 1 PERFORMANCE ANALYSIS

The Multiply Programme in Lancashire has performed well in its first two years of delivery. To date, the programme has delivered to 14,295 participants in total, exceeding the profiled target by 2,198 (18%). There has been some variation of achievements across interventions and geography. However, each of the three Local Authorities has exceeded profiles in terms of local people accessing the programme.

The analysis below draws on output and expenditure data provided by the Multiply teams at each of the Local Authorities for the first two years of programme, broken down by geography and intervention, and presented against programme profile targets.

Of the 14,295 outputs delivered in the first two years, 52% (7,420) were substantive interventions (informal or formal learning delivered in two or more hours) and the remaining 48% (6,875) were outreach interventions (activities lasting less than two hours).

+Output Summary Data

Table 18

	Output Profile Total	Achieved Total			Achieved against profile (%)
		Total Substantive Achieved	Total Outreach Achieved	Achieved Total	
Blackburn with Darwen Borough Council	2,904	2,686	1,222	3,908	135%
Blackpool Council	787	824	19	843	107%
Lancashire County Council	8,406	3,910	5,634	9,544	114%
Total	12,097	7,420	6,875	14,295	118%

Source: Multiply Programme Performance Data 2024

Expenditure Summary Data

Table 19

Local Authority	Budget Profile Total	Total Spend	Spend against profile (%)
Blackburn with Darwen Borough Council	£498,856	£487,287	98%
Blackpool Council	£451,670	£424,562	94%
Lancashire County Council	£3,486,604	£3,297,363	95%
Total	£4,437,130	£4,209,212	95%

Source: Multiply Programme Performance Data 2024

The total spend for the Multiply Programme to date is £4,209,212, which is 5% below the profiled budget. This is impressive considering the overachievement in output delivery across all areas, the late start to provision in year one, and inability to carry over funds between financial years.

Despite participation being over the profile, each of the three Local Authorities has spent less than profile, with unit costs therefore being less than anticipated, demonstrating better than planned value for money.

Actual Unit Cost vs Profiled Unit Costs

Table 20

Area	Profile Participants	Budget	Profiled Unit Cost
Blackburn with Darwen Borough Council	2,904	£498,856	£171.78
Blackpool Council	787	£451,670	£573.91
Lancashire County Council	8,406	£3,486,604	£414.78
Total	12,097	£4,437,130	£366.80

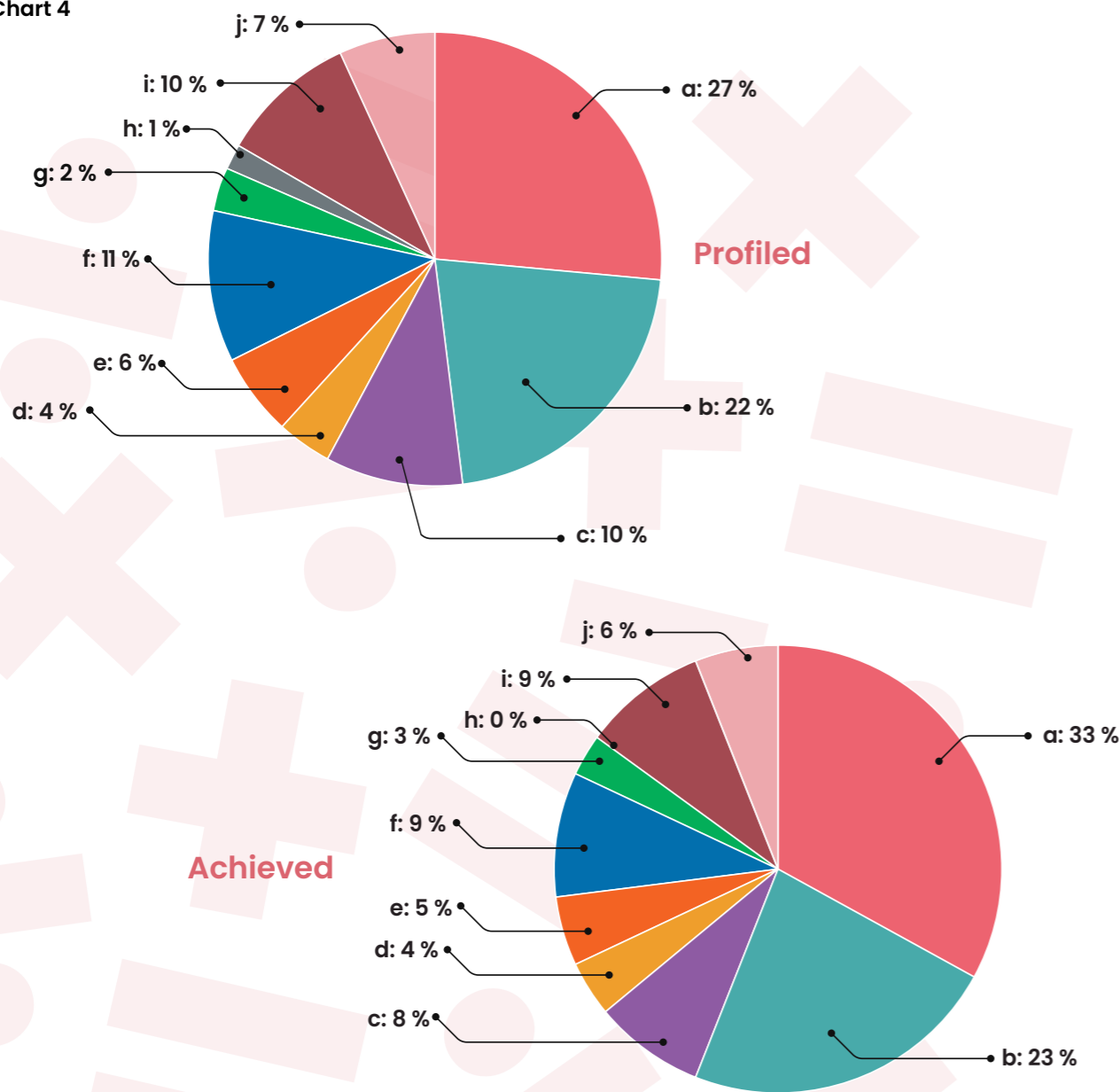
Area	Actual Participants	Actual Spend	Actual Unit Cost	Difference	% Difference
Blackburn with Darwen Borough Council	3,908	£487,287	£124.69	£ 47.09	73%
Blackpool Council	843	£424,562	£503.63	£ 70.28	88%
Lancashire County Council	9,544	£3,297,363	£345.49	£ 69.28	83%
Total	14,295	£4,209,212	£294.45	£ 2.34	80%

Source: Multiply Programme Performance Data 2024

The average profiled unit cost of Multiply provision per participant across the Lancashire area was £366.80, with provision planned to be most expensive in the Blackpool area. Actual costs of provision have proven to be significantly less in each geographical area, with the actual average cost for the first two years being £294.45 or 80% of the planned cost.

Intervention profile (all areas)

Chart 4



Source: Multiply Programme Performance Data 2024

The first pie chart illustrates the profiled number of total interventions. The second illustrates the total number of interventions achieved to date.

Interventions designed to increase confidence with numbers (a) and those designed to help people use numeracy to manage their money (b) make up the majority of both profiled and delivered activity. These interventions have seen the highest performance in terms of number of interventions delivered, both exceeding their profiled targets.

The remaining interventions have achieved slightly below their profiled targets, apart from courses to upskill for access to jobs (d) and courses aimed at prisoners (g) which have met their proposed targets.

Output data by intervention and area (number and progress)

Table 21

Interventions	Output data by intervention and area							
	Lancashire County Council		Blackburn with Darwen Borough Council		Blackpool Council		Total	
	Achieved	Achieved against profile	Achieved	Achieved against profile	Achieved	Achieved against profile	Total	Achieved against profile
Total	9,544	114%	3,908	135%	843	107%	14,295	118%
a) Courses to increase confidence with numbers	3,072	123%	1,639	234%	74	106%	4,785	146%
b) Courses to help manage money	2,509	140%	620	88%	192	104%	3,321	124%
c) Courses for numeracy skills in the workplace	437	90%	639	96%	53	110%	1,129	94%
d) Courses to upskill for access to jobs	431	93%	105	214%	N/A	N/A	536	105%
e) Intensive and flexible courses targeted at people without L2 maths	495	104%	189	86%	N/A	N/A	684	98%
f) Courses for parents to increase numeracy skills	477	64%	716	127%	78	108%	1,271	92%
g) Courses aimed at prisoners	444	129%	N/A	N/A	N/A	N/A	444	129%
h) Courses for those over 19 and leaving the care system	11	14%	N/A	N/A	N/A	N/A	11	14%
i) Courses aimed at engaging hardest to reach learners in communities	888	112%	N/A	N/A	374	105%	1,262	110%
j) Additional relevant maths modules embedded into vocational courses	780	107%	N/A	N/A	72	129%	852	108%

Source: Multiply Programme Performance Data 2024

N/A marks interventions that were not delivered.

Table 21 presents the output data (by number and percentage progress towards targets) for the Multiply Programme in Lancashire, dissected by geography and intervention.

Successful interventions:

- Performance across interventions was successful, with all but one intervention exceeding or achieving within 8% of their total target in total across the three geographical areas.
- The most successful intervention was the delivery of courses designed to increase confidence with numbers (a) which exceeded its target by 46%. 4,785 courses were delivered, making up a third of all interventions delivered across all three areas. Delivery of these courses was

particularly successful in Blackburn with Darwen, where 234% of the target output was achieved.

- Delivery of courses to help manage money (b) was successful, especially in LCC and Blackpool, where profile targets were exceeded by 40% and 4% respectively.
- Courses aimed at prisoners (g), which has only been delivered in LCC, also experienced good progress against output targets, and has overachieved by 29%.
- Courses for numeracy skills in the workplace (c) and new intensive and flexible numeracy courses targeted at people without L2 maths (e) have both made good progress towards their profiled targets, at 94% and 98% respectively.

Intervention development opportunities (areas for improvement):

- Courses aimed at those leaving, or those who have just left, the care system (h) have seen the least progress towards target, delivering just 11 courses (19% of target) to date. This intervention is only being delivered in LCC. It should be focussed on as a priority intervention in the final year of delivery (year 3). It should be noted that care leavers may have accessed Multiply courses without declaring that they are care leavers.
- Courses for parents to increase numeracy skills (f) underperformed, at just 64% of the target in the LCC area. This was low compared to achievement in other areas and should aim to be a focus of delivery in year 3. This is primarily due to prior maths attainment eligibility criteria of those who attended courses run in schools.

Multiply Performance Analysis By Geographic Area

This section provides a breakdown of data by year in each geographic area, assessing the breakdown of substantive and outreach outputs, and the performance of outputs and expenditures against interventions.

Lancashire County Council

Lancashire County Council output data by year

Table 22

Interventions	Year 1			Year 2			Overall Total		
	Output Profile	Outputs Achieved	Achieved against profile	Output Profile	Outputs Achieved	Achieved against profile	Output Profile	Outputs Achieved	Achieved against profile
Total	2,718	2,674	98%	5,688	6,870	121%	8,406	9,544	114%
a) Courses to increase confidence with numbers	693	1,002	145%	1,804	2,070	115%	2,497	3,072	123%
b) Courses to help manage money	492	703	143%	1,304	1,808	139%	1,796	2,509	140%
c) Courses for numeracy skills in the workplace	202	72	36%	282	365	129%	484	437	90%
d) Courses to upskill for access to jobs	147	46	31%	316	385	122%	463	431	93%
e) Intensive and flexible courses targeted at people without L2 maths	144	136	94%	331	359	108%	475	495	104%
f) Courses for parents to increase numeracy skills	362	81	22%	380	396	104%	742	477	64%
g) Courses aimed at prisoners	15	0	0%	328	444	135%	343	444	129%
h) Courses for those over 19 and leaving the care system	49	11	22%	30	0	0%	79	11	14%
i) Courses aimed at engaging hardest to reach learners in communities	341	358	105%	455	530	116%	796	888	112%
j) Additional relevant maths modules embedded into vocational courses	273	265	97%	458	515	112%	731	780	107%

Source: Multiply Programme Performance Data 2024

The LCC area has delivered well against profiles, achieving 98% of planned starts in year 1, improving to 121% in year 2 which ended in March 2024. LCC took the decision to deliver against all 10 interventions.

- Looking across the annual profiles and achievement rates, it is evident that year 2 has seen improving performance, where all interventions have exceeded their profile target, with the exception of (h) courses for those over 19 and leaving the care system.
- The most significant changes between years 1 and 2 were in courses for numeracy skills in the workplace (c), courses to upskill for access to jobs (d), courses for parents to increase numeracy skills (f), and course aimed at prisoners (g). All these interventions have exceeded their year 2 targets, and this is largely attributable to the significant lead in times to engage with employers, schools and particularly prisons, including access and gaining appropriate clearances.
- Delivery against profile targets have decreased slightly on courses to increase confidence with numbers (a) and courses to help manage money (b), suggesting that there was a shift in delivery priorities in year 2. However, outputs achieved against these interventions remain above profile.
- Courses for numeracy skills in the workplace (c) increased substantially, from 72 (36%) in year 1 to 365 (129%) in year 2.
- Courses to upskill for access to jobs (d) delivered 46 (31%) in year 1, rising to 385 (122%) in year 2, reflective of greater engagement, programme understanding and advocacy from key DWP colleagues.
- In year 1, just 22% of the profile was delivered on courses for parents to increase numeracy skills (f). However, this increased in year 2 to 396 (104%).
- While courses aimed at prisoners (g) were not delivered in year 1, this became a focus in year 2 as courses were delivered to 444 learners (135%).



Lancashire County Council – Proportionate breakdown of substantive vs outreach outputs achieved

Table 23

Interventions	Year 1		Year 2	
	Proportion of substantive outputs achieved	Proportion of outreach outputs achieved	Proportion of substantive outputs achieved	Proportion of outreach outputs achieved
Total	37%	63%	42%	58%
a) Courses to increase confidence with numbers	38%	62%	42%	58%
b) Courses to help manage money	27%	73%	42%	58%
c) Courses for numeracy skills in the workplace	28%	72%	37%	63%
d) Courses to upskill for access to jobs	41%	59%	54%	46%
e) Intensive and flexible courses targeted at people without L2 maths	36%	64%	76%	24%
f) Courses for parents to increase numeracy skills	27%	73%	34%	66%
g) Courses aimed at prisoners	0 ¹	0%	9%	91%
h) Courses for those over 19 and leaving the care system	100%	0%	0 ²	N/A
i) Courses aimed at engaging hardest to reach learners in communities	58%	42%	48%	52%
j) Additional relevant maths modules embedded into vocational courses	35%	65%	49%	51%

Source: Multiply Programme Performance Data 2024

1, 2 No outputs achieved

Most interventions were delivered through outreach provision, although substantive provision increased by 5% in year 2 to 42% of provision. Substantive provision was most prevalent (72%) in (e) Intensive and flexible courses for people without L2 maths, doubling from the previous year.

Lancashire County Council – Output data: Substantive and Outreach Breakdown in Year 2³⁸

Table 24

Interventions	Substantive			Outreach			Overall Total		
	Y2 Output Profile	Y2 Outputs Achieved	Y2 Achieved against profile	Y2 Output Profile	Y2 Outputs Achieved	Y2 Achieved against profile	Output Profile	Outputs Achieved	Achieved against profile
Total	2,339	2,918	125%	2,742	3,954	144%	5,081	6,870	135%
a) Courses to increase confidence with numbers	831	864	104%	706	1,206	171%	1,537	2,070	135%
b) Courses to help manage money	422	753	178%	553	1,053	190%	975	1,806	185%
c) Courses for numeracy skills in the workplace	184	136	74%	178	229	129%	362	365	101%
d) Courses to upskill for access to jobs	145	208	143%	76	177	233%	221	385	174%
e) Intensive and flexible courses targeted at people without L2 maths	193	272	141%	193	87	45%	386	359	93%
f) Courses for parents to increase numeracy skills	197	135	69%	410	261	64%	607	396	65%
g) Courses aimed at prisoners	36	40	111%	280	404	144%	316	444	141%
h) Courses for those over 19 and leaving the care system	10	0	0%	N/A	N/A	N/A	N/A	N/A	N/A
i) Courses aimed at engaging hardest to reach learners in communities	183	254	139%	228	276	121%	411	530	129%
j) Additional relevant maths modules embedded into vocational courses	138	254	184%	118	261	221%	256	515	201%

Source: Multiply Programme Performance Data 2024

38 Please note that substantive and outreach profile data is not available for Year 1. Therefore, we are unable to present the proportion of the target achieved to date. This is presented for year 2 only.

In year 2, provision of substantive interventions exceeded its profile target by 25%.

In year 2, provision of outreach interventions exceeded its profile target by 44%.

Almost all interventions exceeded their profile target for both substantive and outreach provision, excluding courses for parents to increase their numeracy skills (f) which was under target for both substantive and outreach targets in year 2.

Lancashire County Council expenditure data by year

Table 25

Interventions	Year 1			Year 2			Overall Total		
	Budget Profile	Overall Spend	Spend Against Profile	Budget Profile	Overall Spend	Spend Against Profile	Budget Profile	Overall Spend	Spend Against Profile
Total	£1,424,321	£1,235,079	87%	£2,062,283	£2,062,283	100%	£3,486,604	£3,297,362	95%
a) Courses to increase confidence with numbers	£298,287	£149,274	50%	£490,140	£499,281	102%	£788,427	£648,555	82%
b) Courses to help manage money	£290,510	£178,486	61%	£401,049	£407,614	102%	£691,559	£586,100	85%
c) Courses for numeracy skills in the workplace	£128,971	£105,021	81%	£126,655	£119,735	93%	£255,626	£224,756	87%
d) Courses to upskill for access to jobs	£87,072	£50,777	58%	£131,108	£128,430	98%	£218,180	£179,207	82%
e) Intensive and flexible courses targeted at people without L2 maths	£140,218	£105,180	75%	£123,606	£118,625	96%	£263,824	£223,805	85%
f) Courses for parents to increase numeracy skills	£188,625	£93,076	49%	£220,530	£220,456	100%	£409,155	£313,532	77%
g) Courses aimed at prisoners	£22,055	£20,557	93%	£76,123	£75,931	100%	£98,178	£96,488	98%
h) Courses for those over 19 and leaving the care system	£50,366	£43,676	87%	£25,841	£26,087	101%	£76,207	£69,763	92%
i) Courses aimed at engaging hardest to reach learners in communities	£248,281	£173,217	70%	£139,700	£126,299	90%	£388,981	£299,516	76%
j) Additional relevant maths modules embedded into vocational courses	£178,856	£138,385	77%	£118,612	£133,596	113%	£297,468	£271,981	91%

Source: Multiply Programme Performance Data 2024

Year one saw strong delivery against participation targets, with a small underspend of £189k which, unfortunately, could not be rolled forward into year two. Delays in delivery in year one contributed to this underspend and the budget was 100% spent in year two.

In year two, spend by interventions were all within -7% and +13% of their budget profiles demonstrating effective profiling and budget management by intervention, and efficient spend against targets.

+ Lancashire County Council

Additional Information

LCC provided further additional information regarding its delivery in Lancashire.

Delivery by Priority District ³⁹

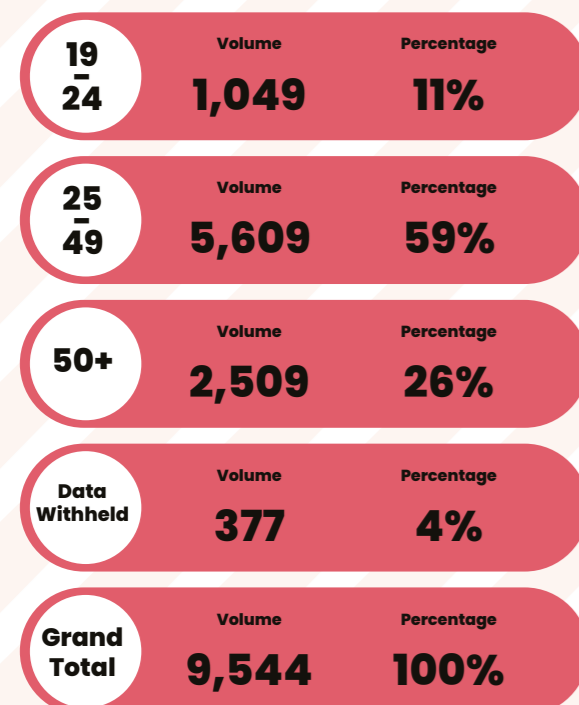
Table 26

Priority District	Count of Priority District	% of Total
Blackburn with Darwen	169	1.77%
Blackpool	76	0.80%
Burnley	1,150	12.05%
Hyndburn	615	6.44%
Non-priority area	5,849	61.28%
Out of area	96	1.01%
Pendle	816	8.55%
Rossendale	367	3.85%
West Lancashire	406	4.25%
Grand Total	9,544	100.00%
Priority District Total	3,599	37.71%

Source: Multiply Programme Performance Data 2024

Delivery by Age Range

Table 27



Source: Multiply Programme Performance Data 2024

³⁹ Geographic areas identified ahead of programme commencement as "priority" due to historic low levels of numeracy achievement and attainment.

Progressions from Outreach to Substantive Provision: Unique Learners

Table 28

District Authority	Year One Actuals				
	Outreach Learners	Substantive Learners	Unique Learners	Outreach to Substantive Progressions	Progression Rate
Burnley	246	121	292	75	30.5%
Chorley	80	52	89	43	53.8%
Fylde	23	17	30	10	43.5%
Hyndburn	145	102	181	66	45.5%
Lancaster	275	169	369	75	27.3%
Pendle	194	117	252	59	30.4%
Preston	354	169	424	99	28.0%
Ribble Valley	9	6	11	4	44.4%
Rossendale	35	30	51	14	40.0%
South Ribble	72	37	90	19	26.4%
West Lancashire	59	17	67	9	15.3%
Wyre	58	85	133	10	17.2%
Out of Area	98	35	128	5	5.1%
Total	1,648	957	2,117	488	29.6%
Priority Area Total	679	387	843	223	32.8%

District Authority	Year Two Actuals				
	Outreach Learners	Substantive Learners	Unique Learners	Outreach to Substantive Progressions	Progression Rate
Burnley	362	309	527	156	43.1%
Chorley	235	110	290	57	24.3%
Fylde	158	132	251	40	25.3%
Hyndburn	253	160	331	85	33.6%
Lancaster	740	447	1,011	182	24.6%
Pendle	290	208	377	130	44.8%
Preston	538	358	810	103	19.1%
Ribble Valley	53	22	61	15	28.3%
Rossendale	152	107	224	38	25.0%
South Ribble	191	97	259	32	16.8%
West Lancashire	209	132	259	83	39.7%
Wyre	228	232	364	106	46.5%
Out of Area	197	101	275	24	12.2%
Total	3,606	2,415	5,039	1,051	29.1%
Priority Area Total	1,266	916	1,718	492	38.9%

Source: Multiply Programme Performance Data 2024

Table 28 shows unique learners who started outreach or substantive provision, highlighting that 36% of learners are residents of areas deemed a priority by LCC. Overall, 29% of unique outreach starts progressed to substantive provision, whilst 33% (year one) and 39% (year two) of unique participants from priority areas progressed between the two elements of the programme, highlighting the success of programme targeting.

Blackburn with Darwen Borough Council

Blackburn with Darwen Borough Council output data by year

Table 29

Interventions	Year 1			Year 2			Overall Total		
	Output Profile	Overall Achieved	Achieved against profile	Output Profile	Overall Achieved	Achieved against profile	Output Profile	Outputs Achieved	Achieved against profile
Total	1,529	1,780	116%	1,375	2,128	155%	2,904	3,908	135%
a) Courses to increase confidence with numbers	400	722	181%	300	917	306%	700	1,639	234%
b) Courses to help manage money	350	323	92%	355	297	84%	705	620	88%
c) Courses for numeracy skills in the workplace	350	284	81%	315	355	113%	665	639	96%
d) Courses to upskill for access to jobs	25	9	36%	24	96	400%	49	105	214%
e) Intensive and flexible courses targeted at people without L2 maths	104	44	42%	116	145	125%	220	189	86%
f) Courses for parents to increase numeracy skills	300	398	133%	285	318	112%	585	716	122%

Source: Multiply Programme Performance Data 2024

- Performance in year 1 was positive at 116% of profile, increasing to 155% in year 2, which is an increase of 29%.
- All 6 interventions delivered in year 2 exceeded profile with the exception of (b) Courses to help manage money. Funding was reallocated to courses with a higher resident demand.
- The number of residents to increase confidence with numbers (a) delivered increased from 722 in year 1 (181% of profiled target) to 917 in year 2 (306% of profiled target), due to the reallocation noted above.

- There was a slight decrease in delivery of courses to help manage money (b), from 323 (92% of target) in year 1 to 297 (84% of target) in year 2.
- The interventions that were below target in year 1 (c, d and e) saw progress against delivery in year 2. Courses to upskill for access to jobs (d) delivered just 9 courses in year 1 (36% of target), but significantly rose to a total of 96 delivered in year 2 (400% of target).
- Blackburn College were targeted at delivering interventions within the workplace, partnering with employers such as Totally Wicked. There are plans to deliver the programme within the local authority in year three. This could be a model replicated by LCC and Blackpool Council.

Blackburn with Darwen Borough Council– Proportionate breakdown of substantive vs outreach outputs achieved

Table 30

Interventions	Year 1		Year 2	
	Proportion of substantive outputs achieved	Proportion of outreach outputs achieved	Proportion of substantive outputs achieved	Proportion of outreach outputs achieved
Total	64%	36%	73%	27%
a) Courses to increase confidence with numbers	88%	12%	82%	18%
b) Courses to help manage money	16%	84%	62%	38%
c) Courses for numeracy skills in the workplace	100%	0%	100%	0%
d) Courses to upskill for access to jobs	100%	0%	0%	100%
e) Intensive and flexible courses targeted at people without L2 maths	100%	0%	100%	0%
f) Courses for parents to increase numeracy skills	28%	72%	36%	64%

Source: Multiply Programme Performance Data 2024

The total substantive provision in Blackburn with Darwen Borough Council was greater than the outreach provision across both years. Substantive provision amounted to 64% of total outputs in year 1 and 73% in year 2.

Both Blackburn and Darwen Borough Council and Blackpool Council focus more heavily on the delivery of substantive provision, whilst more outreach provision is delivered in the LCC area, with 29% of learners progressing from outreach to substantive provision.

Blackburn with Darwen Borough Council – Output data: Substantive and Outreach Breakdown in Year 2

Table 31

Interventions	Substantive			Outreach		
	Y2 Output Profile	Y2 Outputs Achieved	Y2 Achieved against profile	Y2 Output Profile	Y2 Outputs Achieved	Y2 Achieved against profile
Total	755	1,555	206%	620	573	92%
a) Courses to increase confidence with numbers	210	756	360%	90	161	179%
b) Courses to help manage money	85	185	218%	270	112	41%
c) Courses for numeracy skills in the workplace	275	355	129%	40	0	0%
d) Courses to upskill for access to jobs	24	0	0%	N/A	N/A	N/A
e) Intensive and flexible courses targeted at people without L2 maths	116	145	125%	N/A	N/A	N/A
f) Courses for parents to increase numeracy skills	45	114	253%	220	204	93%

Source: Multiply Programme Performance Data 2024

- Substantive provision in year 2 achieved more than double the profiled target.
- Outreach provision in year 2 fell 8% below the profile target, outlining the predominance of substantive provision in the area, with nearly three times more substantive provision delivered.



Year 1 showed a small underspend against profile (92%) compared to year 2, which shows a small overspend (103%). However, it is recognised that over-delivery in year, is not claimable from DfE.

Spend decreased from year 1 to year 2 on delivery of courses to help manage money (b), from a spend against profile rate of 65% to 40%.

Spend was over profile for four of the six interventions delivered. Money was reallocated to those interventions with a higher resident demand.

Spend more than doubled on courses for numeracy skills in the workplace (c) and the spend against profile rate increased from 78% to 142%.

On courses for parents to increase numeracy skills (f), the spend against profile rate dropped massively from 234% to 102%. Profiles were changed to meet the emerging needs of residents and to accommodate the changes or requests for support.

Blackburn with Darwen Borough Council expenditure data by year

Table 32

Interventions	Year 1			Year 2			Overall Total		
	Budget Profile	Overall Spend	Spend Against Profile	Budget Profile	Overall Spend	Spend Against Profile	Budget Profile	Overall Spend	Spend Against Profile
Total	£231,525	£212,276	92%	£267,331	£275,011	103%	£498,856	£487,287	98%
a) Courses to increase confidence with numbers	£79,575	£87,145	110%	£65,856	£89,466	136%	£145,431	£176,611	121%
b) Courses to help manage money	£62,203	£40,686	65%	£69,082	£27,827	40%	£131,285	£68,523	52%
c) Courses for numeracy skills in the workplace	£43,840	£34,183	78%	£52,857	£75,274	142%	£96,697	£109,467	113%
d) Courses to upskill for access to jobs	£3,125	£989	32%	£3,750	£1,988	53%	£6,875	£2,977	43%
e) Intensive and flexible courses targeted at people without L2 maths	£30,450	£20,347	67%	£61,100	£65,440	107%	£91,550	£85,787	94%
f) Courses for parents to increase numeracy skills	£12,332	£28,906	234%	£14,686	£15,016	102%	£27,018	£43,922	163%

Source: Multiply Programme Performance Data 2024

Blackpool Council output data by year

Table 33

Interventions	Year 1			Year 2			Overall Total		
	Output Profile	Overall Achieved	Achieved against profile	Output Profile	Overall Achieved	Achieved against profile	Output Profile	Outputs Achieved	Achieved against profile
Total	324	366	113%	463	477	103%	787	843	107%
a) Courses to increase confidence with numbers	32	36	113%	38	38	100%	70	74	106%
b) Courses to help manage money	65	72	111%	120	120	100%	185	182	104%
c) Courses for numeracy skills in the workplace	16	21	131%	32	32	100%	48	53	110%
f) Courses for parents to increase numeracy skills	32	39	122%	40	39	98%	72	78	108%
i) Courses engaging hardest to reach learners in communities	163	173	106%	193	201	104%	356	374	105%
j) Additional relevant maths modules in vocational courses	16	25	156%	40	47	118%	56	72	129%

Source: Multiply Programme Performance Data 2024

Output performance in Blackpool has been strong.

All but one of the interventions has met or exceeded its profiled output targets, in both years 1 and 2.

Courses for parents to increase numeracy skills (f) has not quite met its year 2 target but has delivered 98% of profile.

More courses were delivered in year 2 (477 in total), 30% more than in the first year. However, year 1 delivered against profile at 113% compared to 103%.

Blackpool Council – Proportionate breakdown of substantive vs outreach outputs achieved

Table 34

Interventions	Year 1		Year 2	
	Proportion of substantive outputs achieved	Proportion of outreach outputs achieved	Proportion of substantive outputs achieved	Proportion of outreach outputs achieved
Total	95%	5%	100%	N/A
a) Courses to increase confidence with numbers	100%	0%	100%	N/A
b) Courses to help manage money	100%	0%	100%	N/A
c) Courses for numeracy skills in the workplace	100%	0%	100%	N/A
f) Courses for parents to increase numeracy skills	100%	0%	100%	N/A
i) Courses engaging hardest to reach learners in communities	89%	11%	100%	N/A
j) Additional relevant maths modules in vocational courses	100%	0%	100%	N/A

Source: Multiply Programme Performance Data 2024

• Substantive provision has been the focus in the Blackpool area, delivering 95% of total outputs in Year 1 and 100% in Year 2.

• This differs from the model applied in the LCC area, where delivery was 58% outreach in the second year of the programme.

Blackpool Council – Output data: Substantive and Outreach Breakdown in Year 2

Table 35

Interventions	Substantive			Outreach		
	Y2 Output Profile	Y2 Outputs Achieved	Y2 Achieved against profile	Y2 Output Profile	Y2 Outputs Achieved	Y2 Achieved against profile
Total	463	477	103%	N/A	N/A	N/A
a) Courses to increase confidence with numbers	38	38	100%	N/A	N/A	N/A
b) Courses to help manage money	120	120	100%	N/A	N/A	N/A
c) Courses for numeracy skills in the workplace	32	32	100%	N/A	N/A	N/A
f) Courses for parents to increase numeracy skills	40	39	98%	N/A	N/A	N/A
i) Courses engaging hardest to reach learners in communities	193	201	104%	N/A	N/A	N/A
j) Additional relevant maths modules in vocational courses	40	47	118%	N/A	N/A	N/A

Source: Multiply Programme Performance Data 2024

Outreach provision in Blackpool amounted to just 5% of courses being delivered across years 1 and 2.

Blackpool providers only delivered substantive provision in year 2 and exceeded the profile targets by 3%.

Blackpool Council expenditure data by year

Table 36

Interventions	Year 1			Year 2			Overall Total		
	Budget Profile	Overall Spend	Spend Against Profile	Budget Profile	Overall Spend	Spend Against Profile	Budget Profile	Overall Spend	Spend Against Profile
Total	£209,703	£182,748	87%	£241,987	£241,814	100%	£451,670	£424,562	94%
a) Courses to increase confidence with numbers	£20,970	£46,683	218%	£57,817	£49,740	86%	£78,587	£96,423	121%
b) Courses to help manage money	£41,940	£24,776	59%	£46,487	£49,074	108%	£87,427	£73,850	84%
c) Courses for numeracy skills in the workplace	£10,485	£9,929	95%	£12,130	£13,086	108%	£22,615	£23,015	102%
f) Courses for parents to increase numeracy skills	£20,970	£13,514	64%	£15,162	£16,929	112%	£36,132	£30,443	84%
j) Courses engaging hardest to reach learners in communities	£104,853	£77,440	74%	£96,408	£95,727	99%	£201,261	£173,167	86%
j) Additional relevant maths modules in vocational courses	£10,485	£11,407	109%	£15,182	£17,258	114%	£25,647	£28,665	112%

Source: Multiply Performance Data 2024

Year 1 was 13% below budget overall in Blackpool despite exceeding targets by 13%. However, in year 2, the budget was maximized with 100% of the funds spent.

Spend increased in year 2 across all six interventions delivered in Blackpool. Notable increases include spend on courses to help manage money (b) and courses engaging hardest to reach learners in communities (i).

In Blackpool, additional relevant maths modules embedded into other vocational courses (j) is the intervention that has seen a slight overspend in both years 1 and 2 of delivery.

Courses to increase confidence with numbers (a) saw an overspend of 118% in year 1, but in the second year of delivery, it has come in under budget.

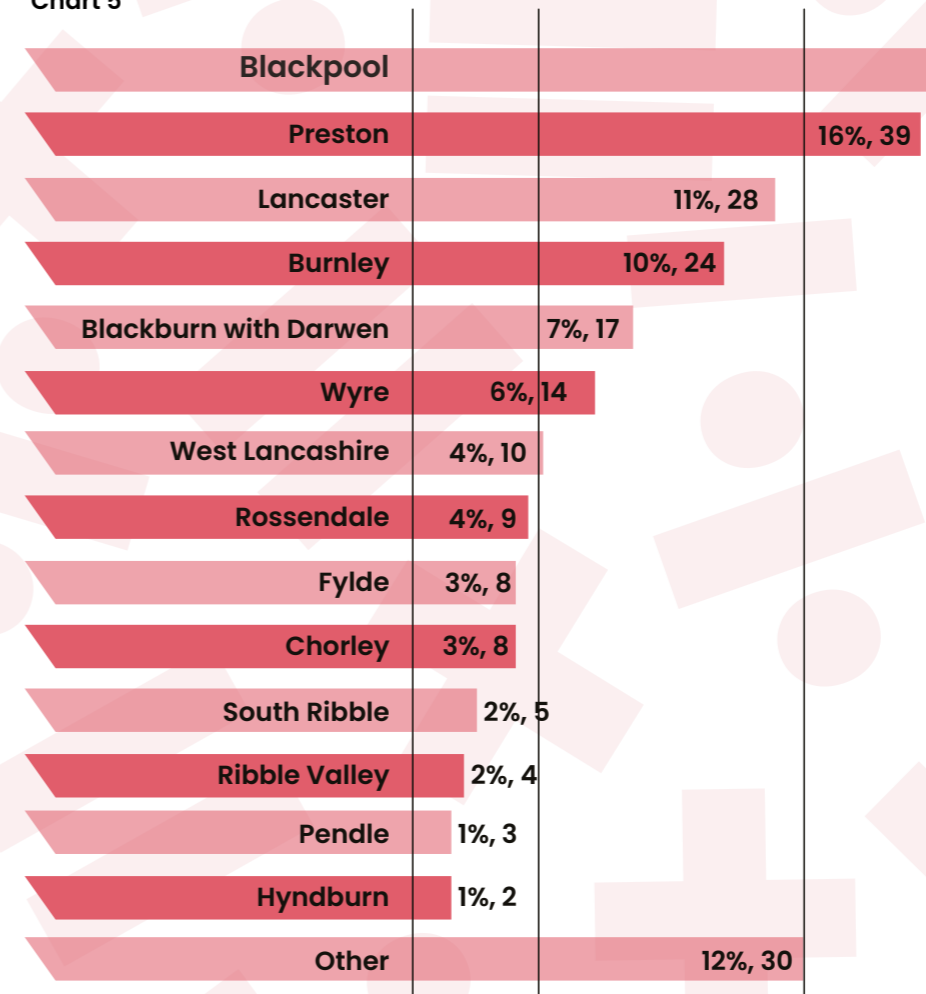
APPENDIX 2 SURVEY FINDINGS

+ Beneficiary Profile

This section highlights the characteristics of those who responded to the survey, including location, age, gender, ethnicity and disability. It also presents information on employment status and highest qualification achieved.

Beneficiary breakdown by location

Chart 5

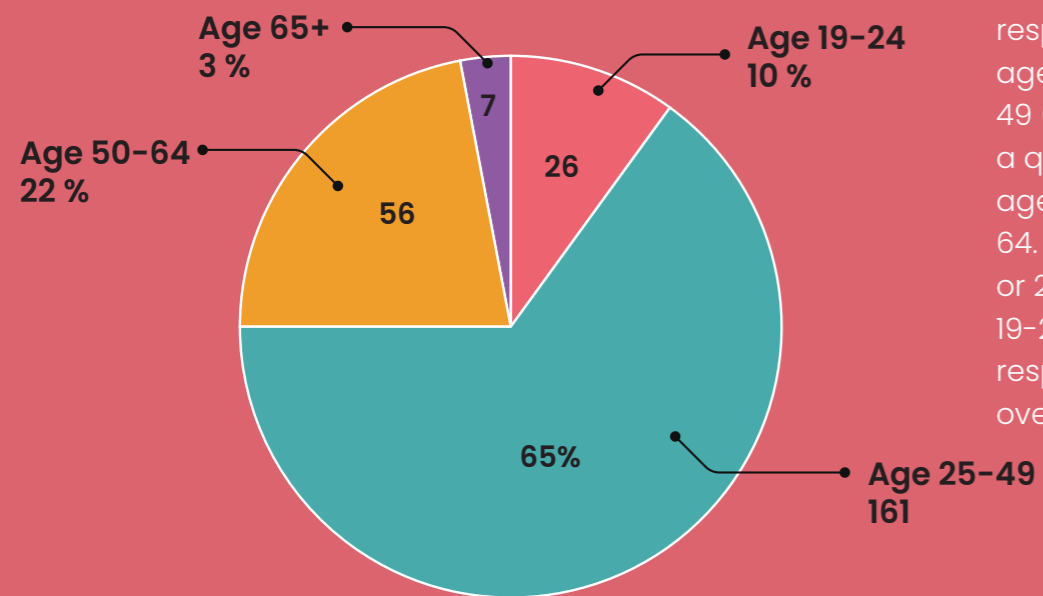


Source: Eunoia Associates analysis 2024, (n=250)

Blackpool saw the most respondents at 49 (20%), followed by Preston at 39 (16%) and Lancaster (11%). Pendle and Hyndburn saw the fewest respondents (1% and 0.8% respectively). Examples of 'Other' include St. Anne's, Todmorden and Heysham.

Beneficiary age breakdown

Chart 6

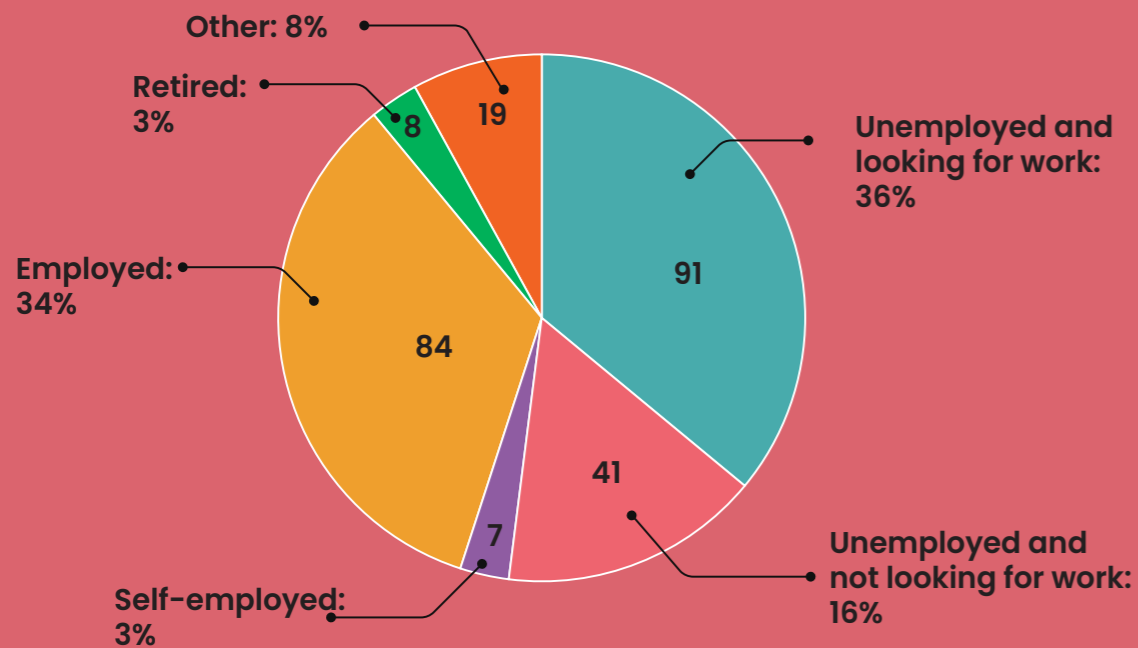


The majority of respondents were aged between 25 and 49 (65%). Just under a quarter (22%) were aged between 50 and 64. 10% of respondents or 26 were aged 19-24. Only seven respondents were over 65.

Source: Eunoia Associates analysis 2024, (n=250)

Beneficiary breakdown by employment status

Chart 7

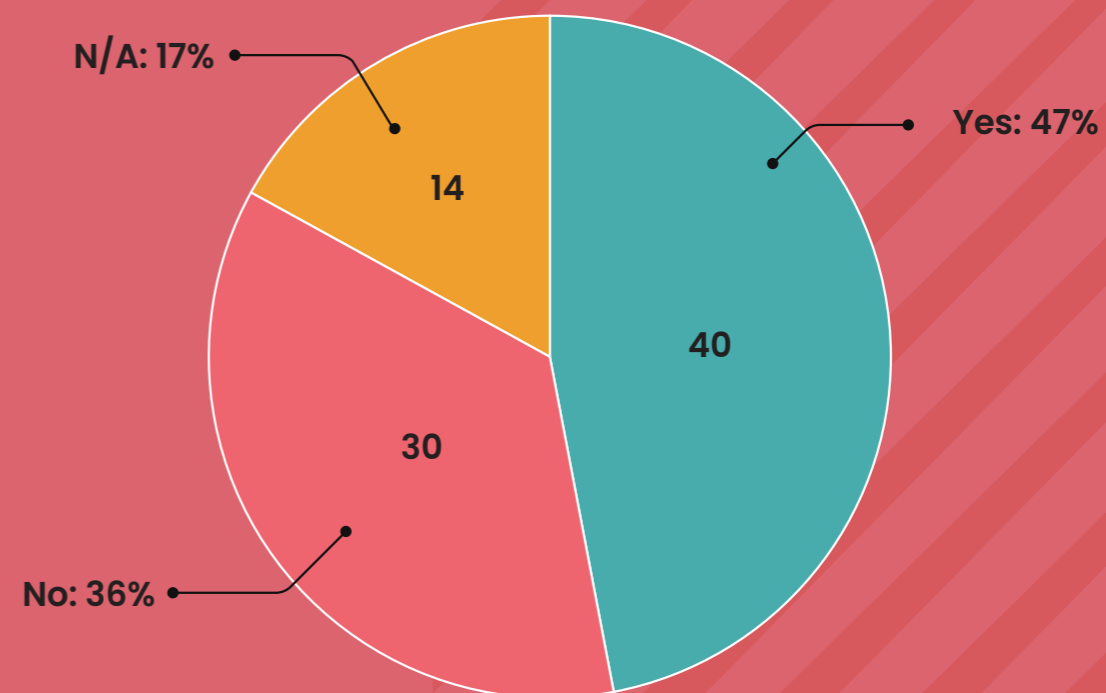


132 (53%) respondents were unemployed at the time of responding. Of those unemployed, 69% (91) were searching for work and the remaining 31% (41) were not. 91 respondents were employed or self-employed (36%) and 3% were retired. Of those who selected 'Other', responses included 'student', 'volunteer' and 'carer'.

Source: Eunoia Associates analysis 2024, (n=250)

Employer supported with accessing course

Chart 8



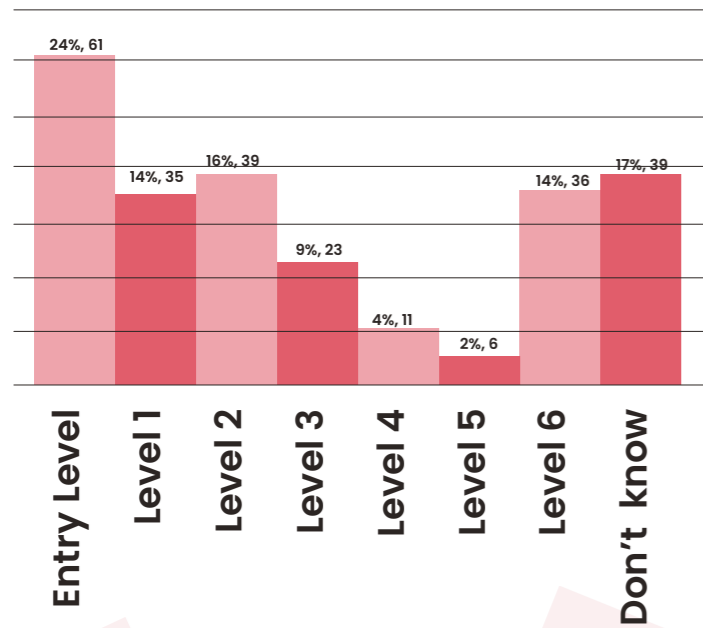
Source: Source: Source: Eunoia Associates analysis 2024 (n=84)

The 84 employed respondents completed this question. Excluding the 14 beneficiaries who responded that this question was not applicable, 57% stated that their employer has supported them to access the course whilst 43% said they had not received support from their employer.

This highlights the potential for employed learners to access the programme on any of the elements with or without the support of their employer.

Beneficiary breakdown by qualification before engaging with the programme

Chart 9

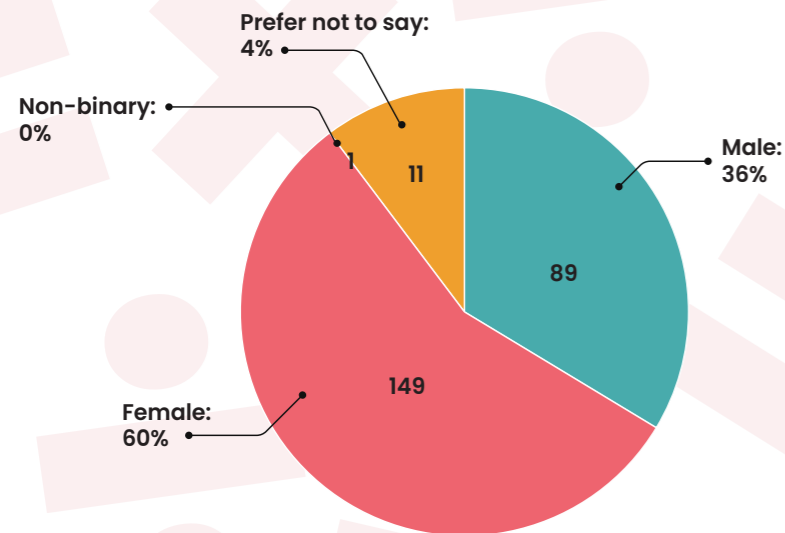


Source: Eunoia Associates analysis, 2024 (n=250)

A significant number of respondents (17%) are unsure of the highest qualification level they hold. 54% hold qualifications at Level 2 or below, whilst 29 hold qualifications at Level 3 or above, including 14% at Level 6 (equivalent to first degree).

Beneficiary breakdown by gender

Chart 10



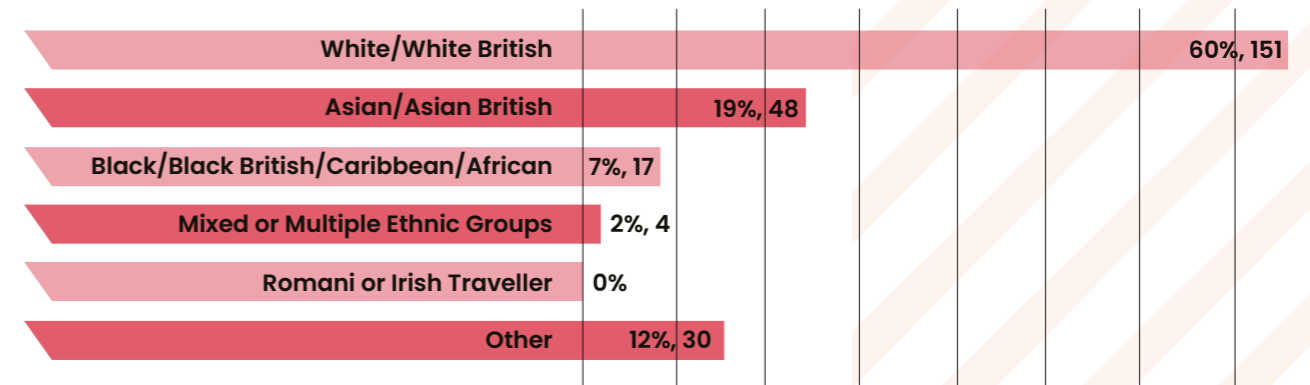
Source: Eunoia Associates analysis, 2024 (n=250)

Respondents were more likely to be female (60%) than male (36%). 11 people did not state their gender and 1 identified as non-binary.

Survey respondents may be reflective of the overall programme picture regarding gender as maths anxiety is twice as prevalent amongst women compared to men. Interviews and observations with providers highlight that recruitment from Asian women has outperformed that of the male Asian population.

Beneficiary breakdown by ethnicity

Chart 11



Source: Eunoia Associates analysis, 2024 (n=250)

Most respondents listed their ethnic identity as White (60%). 19% of respondents were Asian or Asian British and a further 7% were Black/Black British/Caribbean/African. No Romani or Irish Travellers responded.

Arab/Arabic was listed under 'Other', and some respondents preferred not to say. From the responses received, the programme has performed well in terms of attracting cohorts from ethnic minority groups when compared to the overall population in 2021.

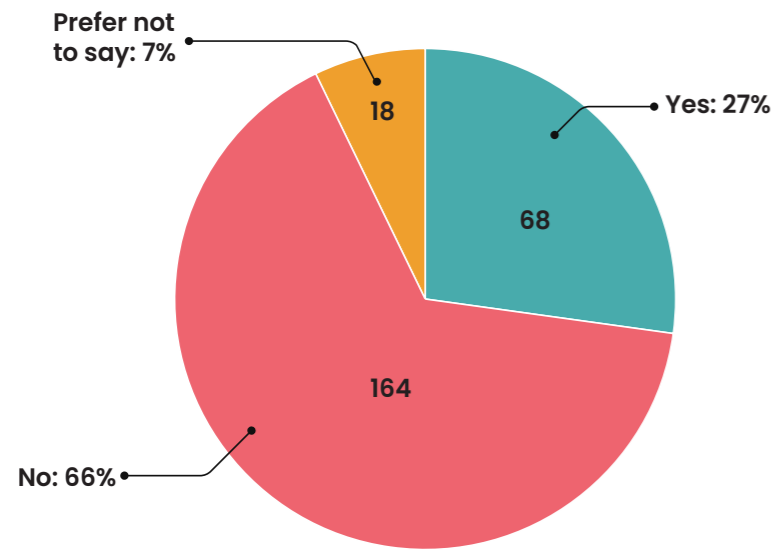
Table 37

Ethnicity	Responsees	Population	% difference
White / White British	60%	82%	-22%
Asian / Asian British	19%	9%	+10%
Black / Black British / Caribbean / African	7%	4%	+3%
Mixed or Multiple Ethnic Groups	2%	3%	-1%
Other	12%	2%	+10%

Source: Eunoia Associates analysis, 2024 (n=250)

Do you have long term health condition or disability?

Chart 12



Most respondents (66%) did not have a health condition or disability. However, over a quarter reported that they did have a long-term health condition or disability (27%), which is slightly over the national proportion of 23% (working age). 7% of respondents preferred not to say.

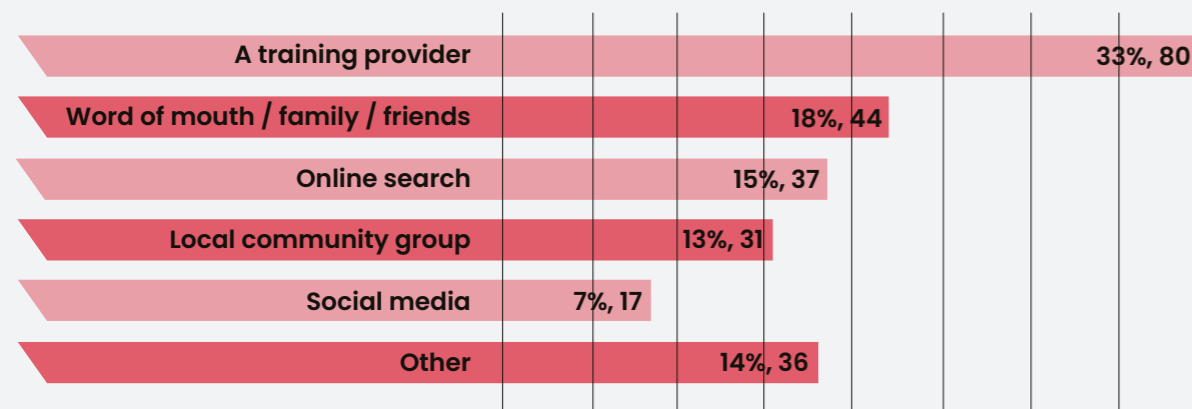
Source: Eunoia Associates analysis, 2024 (n=250)

+ Beneficiary Engagement in Multiply

This section presents the customer journey from learning about the programme, to engaging, to finishing the course. It covers how an individual was introduced to Multiply, their motivations for engagement, the courses they engaged with and their overall satisfaction with the project.

How did you hear about Multiply?

Chart 13



Source: Eunoia Associates analysis, 2024 (n=250)

The most common response was 'training provider', with 33% of respondents stating that they found out about the programme this way. Word of mouth, online search and local community group were proportionately similar answers (18%, 15% and 13% respectively). 7% of respondents indicated that they had found out about Multiply through social media. For those (14%) who selected 'Other', answers included through their child's school, through a teacher, or through the Jobcentre Plus.

Why did you choose to attend the Multiply programme?

Many of those attending the programme did so to help them with their current job or to increase their options when looking for future work. Areas in which people wanted to progress included nursing, accountancy and teaching assistants.



"I failed my GCSE maths and, having secured an undergrad degree and being in the middle of a master's degree, I wanted to make sure I wasn't going to be limited when searching for jobs just because I failed my maths".

"As an accountant working in a care home, I needed to revise my basics to make the best use of my work and talent. This course really helped me to perform my job more efficiently".



Many participants chose the programme as a stepping stone to other educational courses.

"I needed maths to apply for a university degree".

"Wanted to go for teaching assistant course. They have requirements for English and maths"

"Requirement of degree to obtain maths qualification".

Outside of work, some engaged with the course simply out of enjoyment or to challenge themselves.



“I never got O-Level Maths when I was at secondary school and wanted to do something to challenge myself. Also, I wanted to keep my brain active and support my Godson who is doing his GCSE maths”.

“To gain confidence in myself.”

“Because it helps me in life”.

“To get me out of the house and to try to get my brain to work”.

“To be more maths confident and meet other people”.

However, others engaged with the course to help young relatives, such as children or grandchildren, with their homework and to better understand what their (grand) child might need support with. One parent acknowledged that numeracy methods had changed since they were at school, and they wanted to ensure that they understood current methods.

“Because it will enable me to help my kids in their studies & also learn new methods of doing maths”.

“My kids school informed me that this course is good for learning to assist our children in the future”.

“For a change in career and to help my daughter with future maths homework”.



For those who did not have English as their native language, some found that the course presented a good opportunity to improve their language skills and help them to communicate with others.

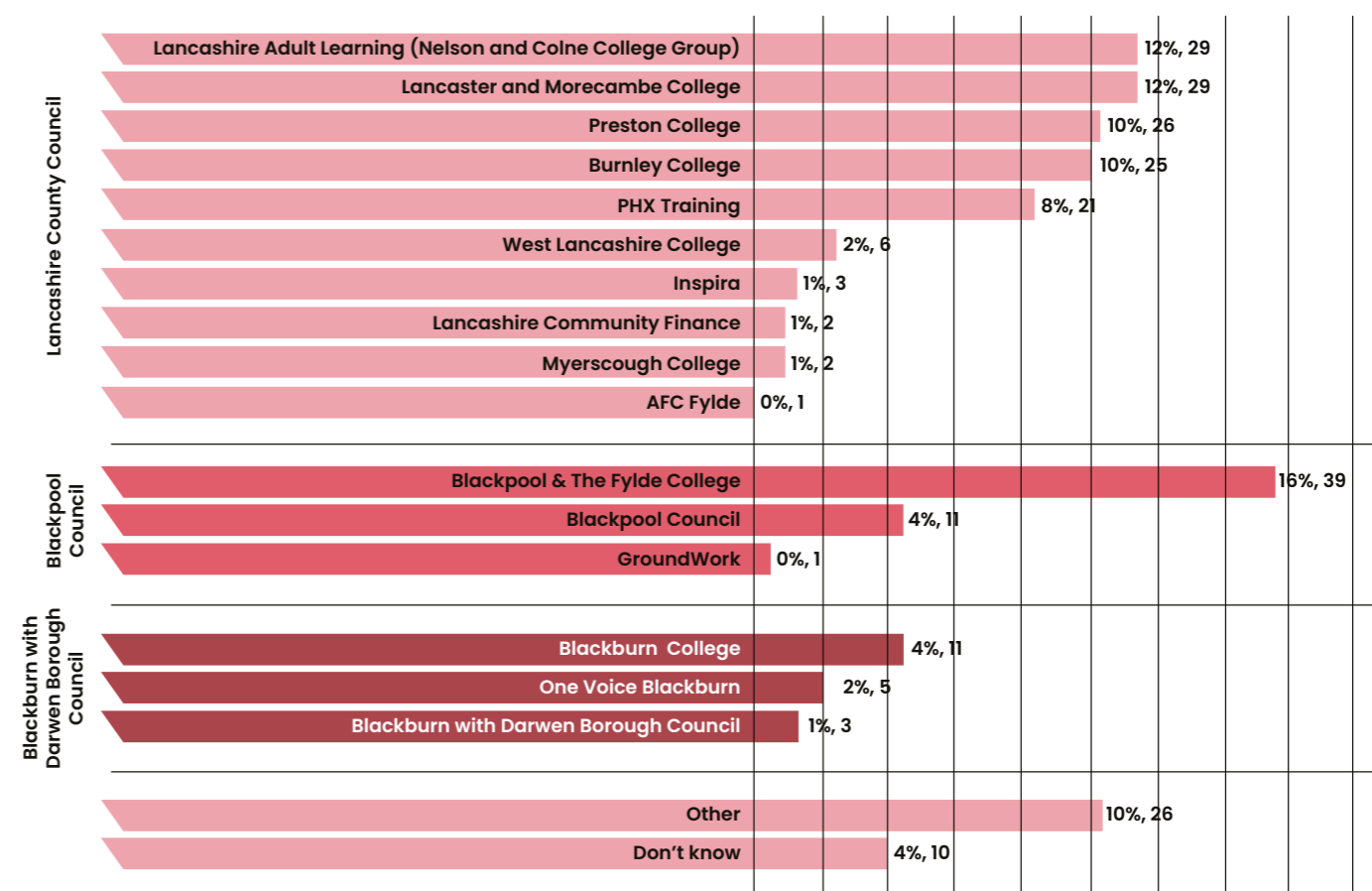


“I chose to participate in the Multiply programme because I needed to review and update myself on essential mathematics knowledge, specifically in English, before starting technical and professional training”.

Which college/training provider did you attend?

* Blackpool & The Fylde College and PHX Training deliver for both Blackpool Council and LCC

Chart 14

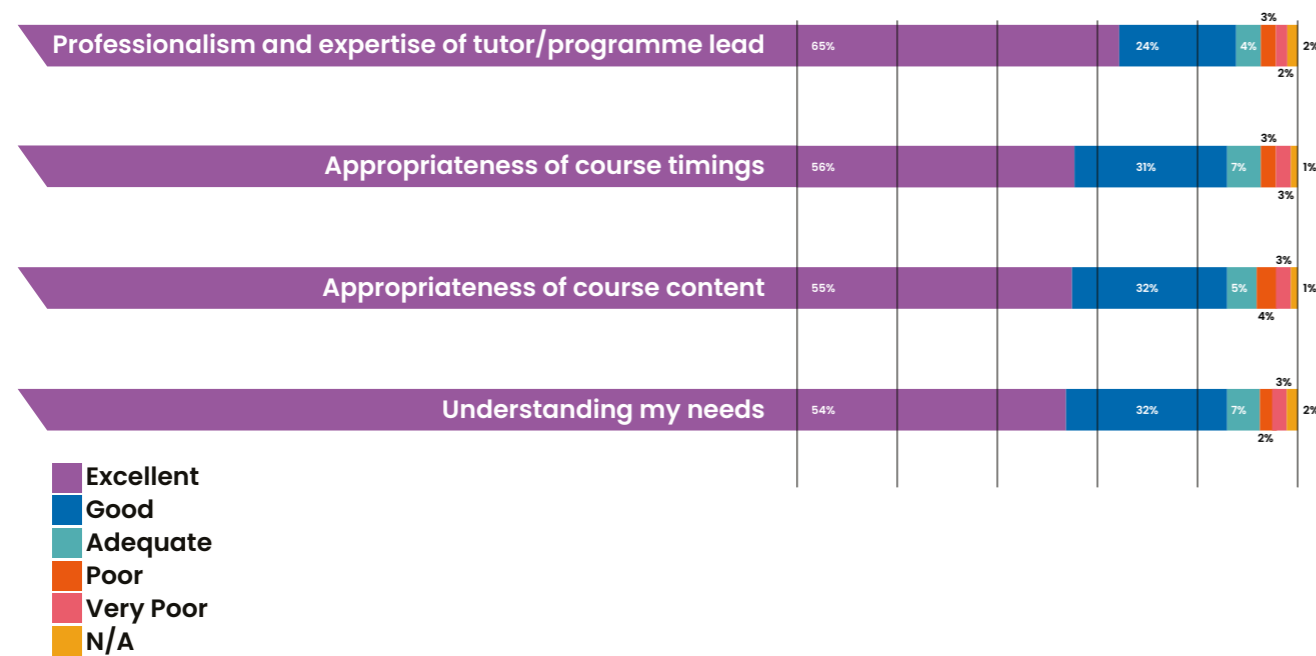


Source: Eunoia Associates analysis, 2024 (n=250)

Proportionately, the highest number of respondents undertook the Multiply programme at Blackpool and the Fylde College (16%). Colleges made up the 5 most common providers, with the sector supporting 167 of 250 respondents (67%). 4% of respondents did not know which provider had delivered their Multiply sessions. Examples of those who selected 'Other' include Buttercups Training, Morgenster Teacher's College and the University of Lancaster.

Programme satisfaction

Chart 15



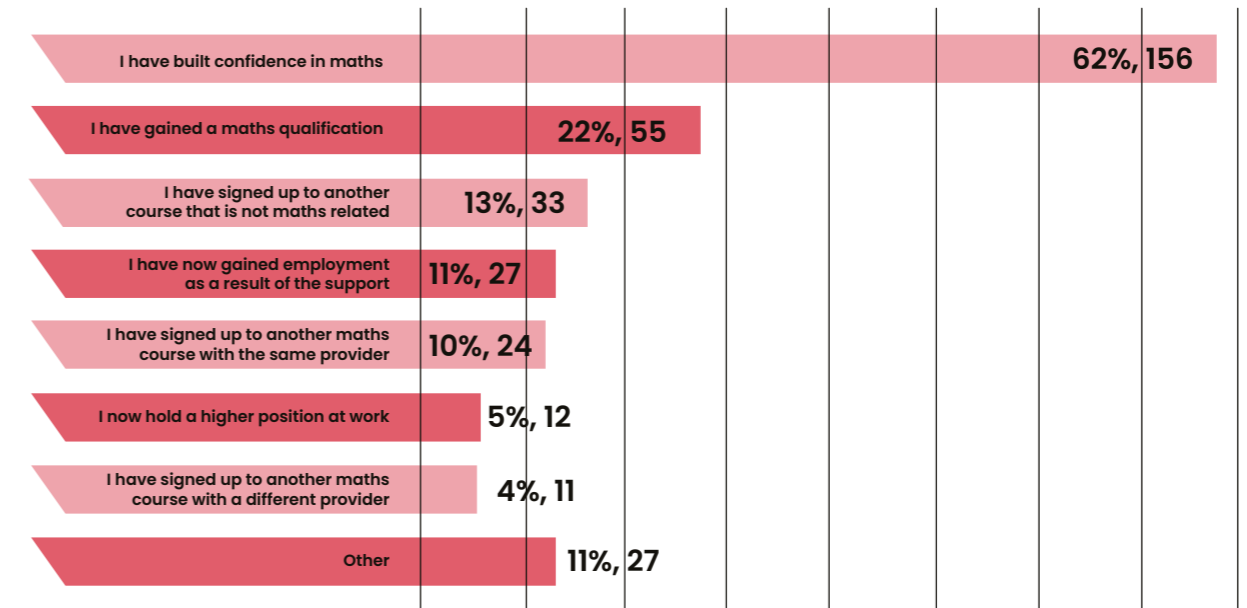
Source: Eunoia Associates analysis, 2024 (n=250)

Outcomes

This section covers the outcomes of the project, such as confidence, budgeting, additionally, ability to help others and job opportunities.

In what ways did the course help you to progress?

Chart 16



Source: Eunoia Associates analysis, 2024 (n=250)

89%

of respondents rated the professionalism and expertise of the tutor / programme lead as good or excellent.

87%

rated the appropriateness of course timing as good or excellent. However, 6% had issues with timings rated them either poor or very poor.

92%

of respondents found the course content appropriate, whilst 93% indicated that the provider understood their needs.

62%

of respondents felt that Multiply helped to build their confidence in Maths, with this being the most common response given.

55

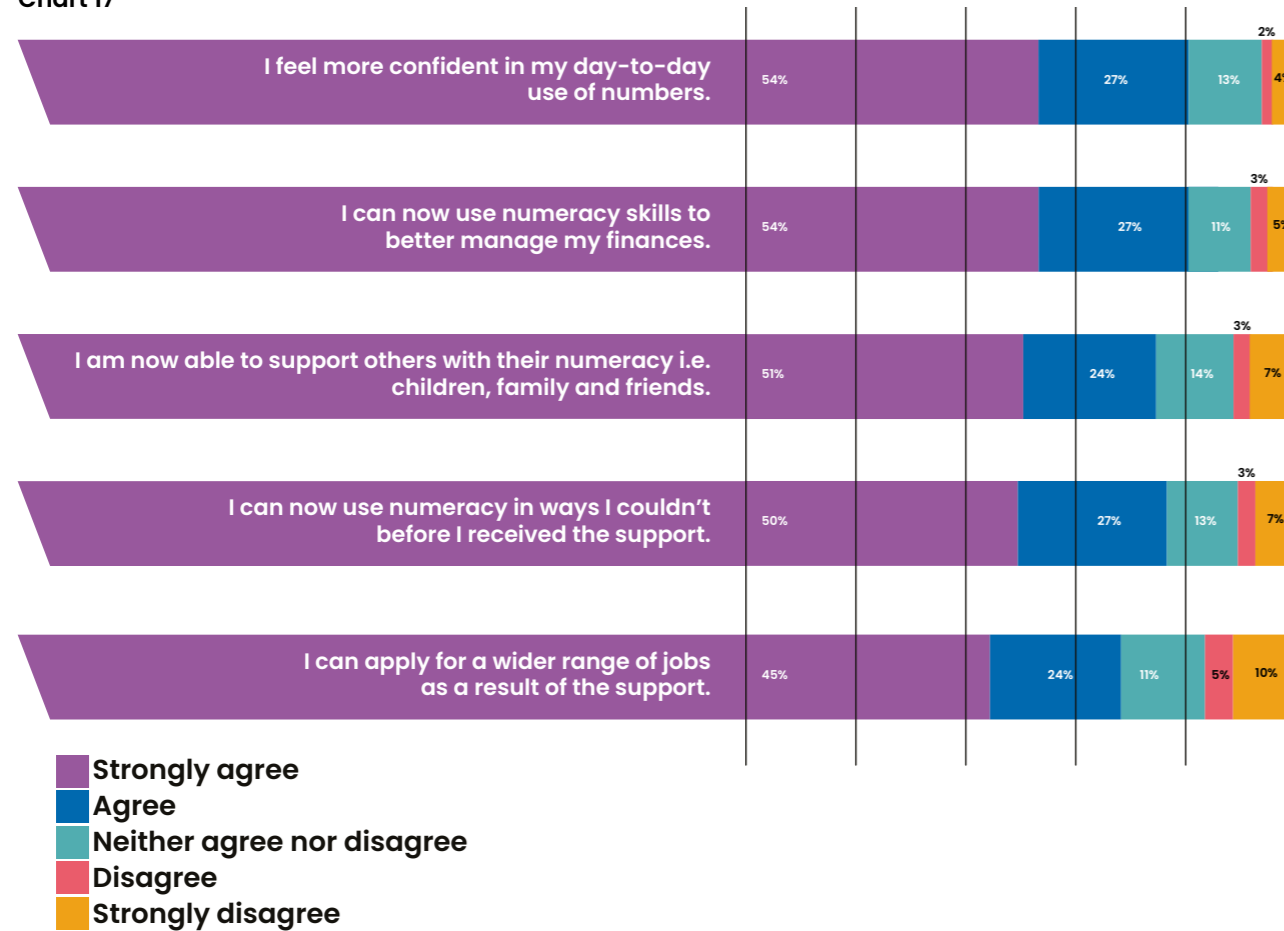
respondents (22%) indicated that they gained a maths qualification. 39 respondents (16%) now hold a job or higher position at their current job because of their engagement with Multiply, whilst 11% have now gained employment, highlighting real and tangible benefits of engaging with the programme.

14%

have signed up for additional maths courses, while 13% have enrolled on other courses within the skills sector.

Overall project outcomes

Chart 17



Source: Eunoia Associates analysis, 2024 (n=250)

Chart 17 shows that respondents felt that their confidence in day-to-day use of numbers and their skills surrounding finance were the most impacted by Multiply.

69% of respondents indicated that they can apply for a wider range of jobs.

Individual analysis for each of the stated outcomes can be found later in the appendix.



+ What has been the biggest outcome of the support and to what extent will it help you in the future?

Outcomes matched the motivations for joining, suggesting that the course helped participants to reach their goals. Having access to more job opportunities was commonly listed as an outcome, alongside the ability to help their children with their homework and better understand what their children are expected to learn at school.

As well as this, many cited improved confidence as an outcome for them, not just in terms of numeracy but also in terms of their overall self-confidence.

Being able to budget better was also a common outcome of the course, which will help households to build their understanding of money. This practical application of maths can help with important tasks such as budgeting for food and paying bills on time.



"I have a daughter who goes to school. I can help her. I am very happy to have the chance to learn and improve my knowledge level".

"It's vanished my fear and boosted my confidence in maths and given me courage that I can do it at a higher levels".

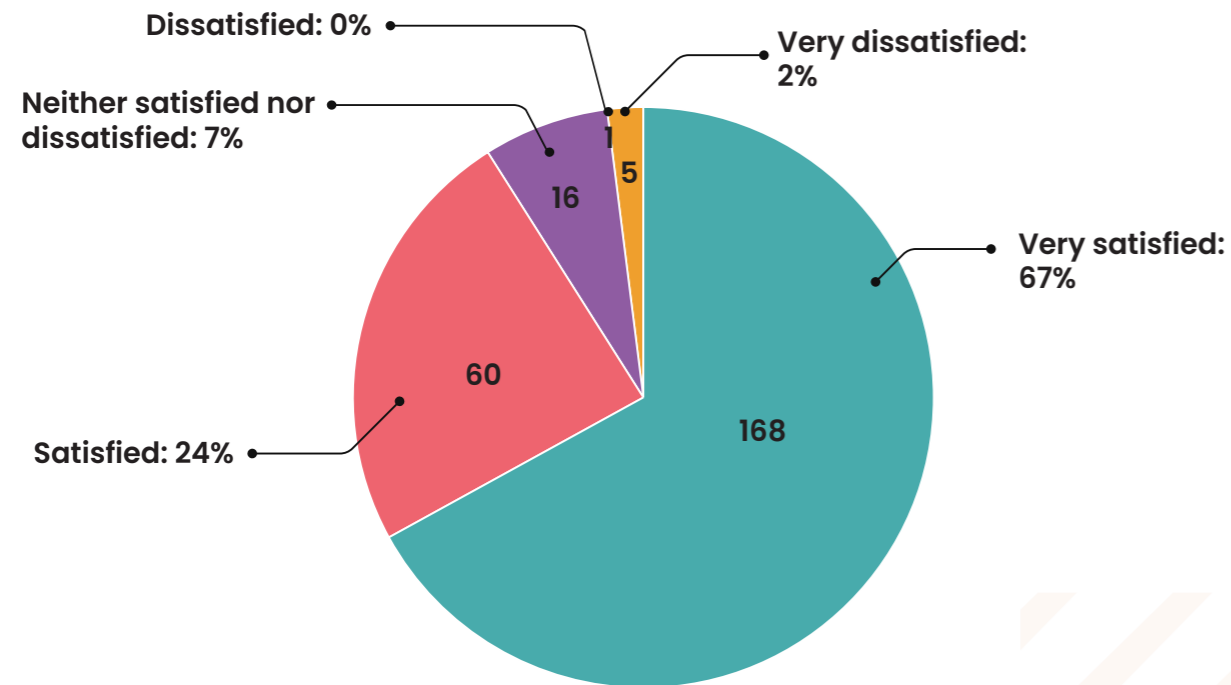
"I have benefited from this course immensely; I feel more confident when using Excel and the skills learnt have enabled me to produce more in-depth and effective spreadsheets when budgeting".

+ Satisfaction and recommendations

This section presents participant perception of the course following their participation, highlighting the areas that went well and areas that should be focused on for improvement. It offers recommendations for future delivery and specific improvements that participants feel would benefit them or future participants. It also presents the demand for future courses both in numeracy and other skill areas.

How satisfied are you with the support you have received?

Chart 18



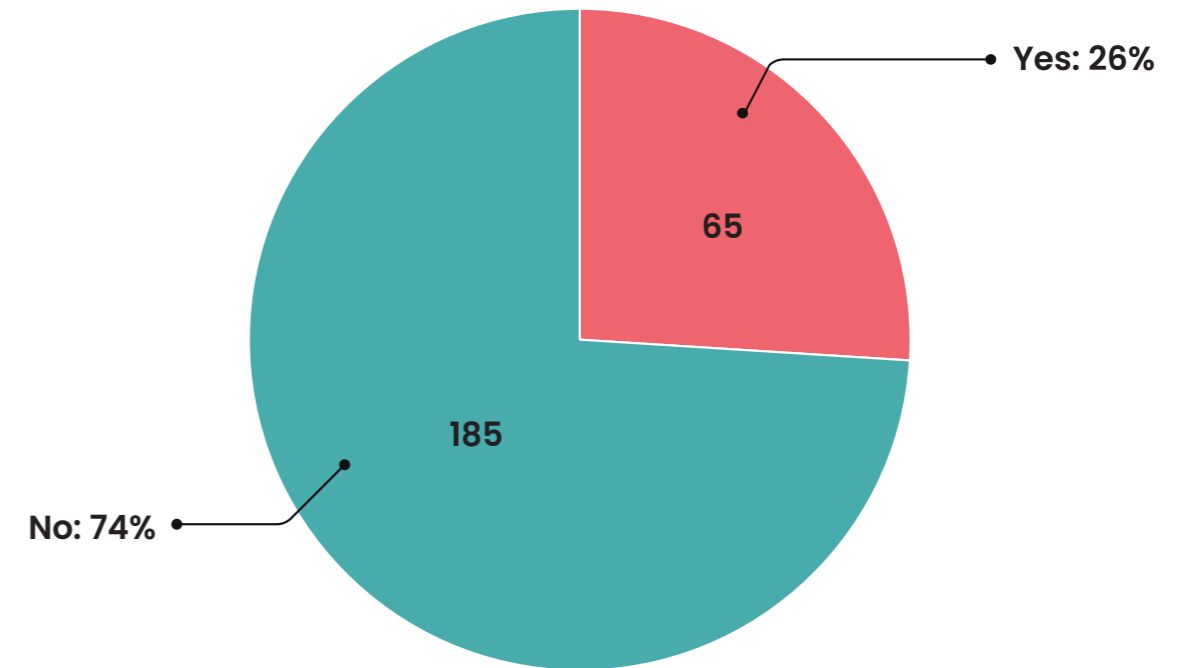
Source: Eunoia Associates analysis, 2024 (n=250)

91% of respondents were satisfied or very satisfied with the support they had received on the Multiply programme.

2.4% of respondents reported being dissatisfied or very dissatisfied with the support.

Do you think the Programme could be improved in any way?

Chart 19



Source: Eunoia Associates analysis, 2024 (n=250)

74% of respondents did not think that any improvements could be made to the programme, whilst 26% felt that the programme could be improved.

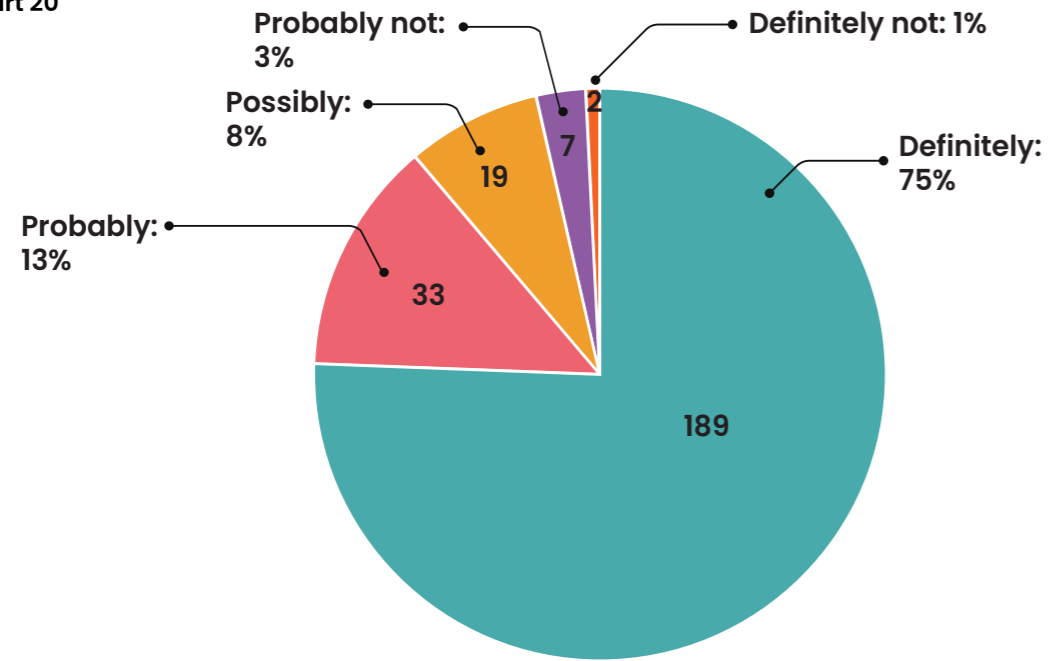
Examples of how the course could be improved include more personalised support for those with a disability or with SEN, and more importance placed on the real-world application of maths, which could highlight the importance of numeracy.



“Incorporating real-world examples and practical applications of math concepts to show their real-life usefulness, which can help motivate students by showing them the importance of what they are learning”.

Would you recommend the course/Programme to family/friends?

Chart 20

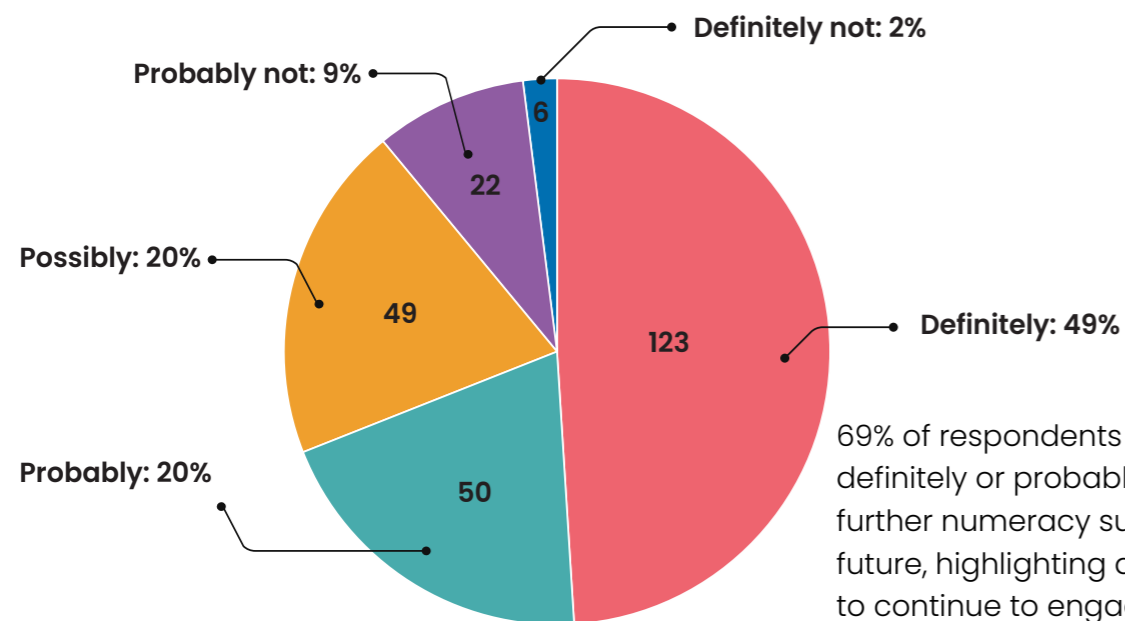


89% of respondents would definitely (75%) or probably recommend the Multiply programme to others, whilst just 1% would definitely not recommend the programme.

Source: Eunoia Associates analysis, 2024 (n=250)

Would you seek further support for numeracy/maths skills in the future?

Chart 21



69% of respondents would definitely or probably seek further numeracy support in the future, highlighting a willingness to continue to engage and a definitive acceptance of the need to engage. Only 2% of respondents indicated that they would definitely not seek future numeracy support.

Source: Eunoia Associates analysis, 2024 (n=250)

+ What has been the biggest outcome of the support and to what extent will this help you in the future?

Many participants described improvements with overall confidence or maths confidence.



"Built my confidence. Will assist me to manage money better".

"It built my confidence back up and I feel better when applying for jobs knowing I have a qualification in Functional Skills Maths. I am also more likely to consider embarking on a GCSE maths course with Preston College in the future"

"These courses help build confidence with numbers and support everyday tasks such as managing budgets, progressing at work, and assisting children with maths homework".



Many highlighted improvements in employment opportunities.

"I am now home educating two of my children and am confident helping them with maths/numeracy. Also, I've taken on a Treasurer role in a local community ground, now involved taking cash payments and reconciling the figures".

"This will help me a lot in the future because it will open more jobs opportunities for me".

"It will improve my chances of gaining further employment as well as applying for other courses".

"I'll find a job".

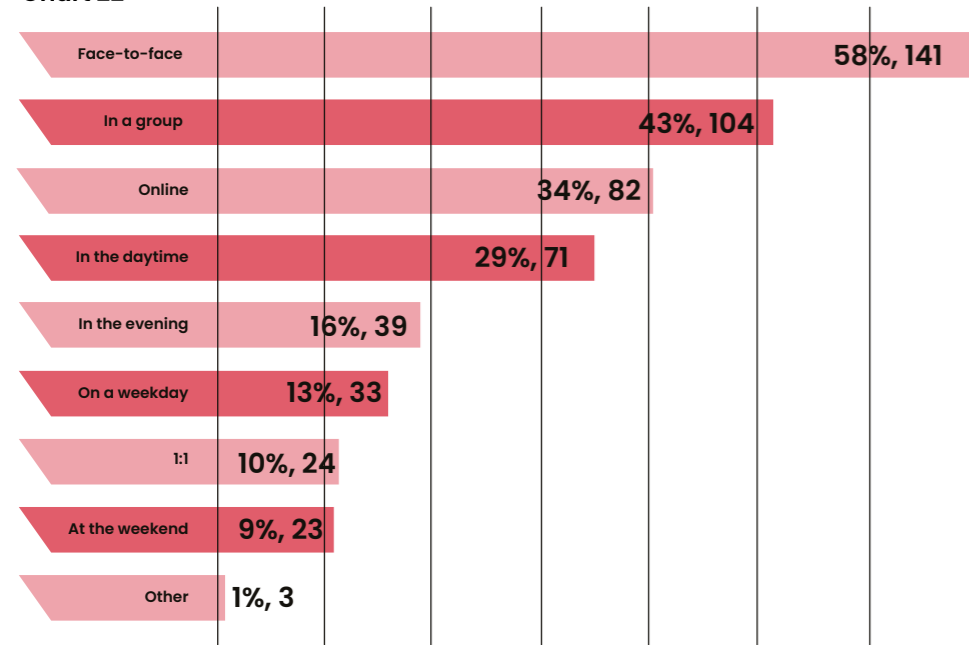
"It will help me in my new job to better understand adding up products by weight".

"Move on to do my paramedic degree".

"I am more confident to apply for jobs that I ignored before".

How would you like future courses to be delivered?

Chart 22



Source: Eunoia Associates analysis, 2024 (n=243)

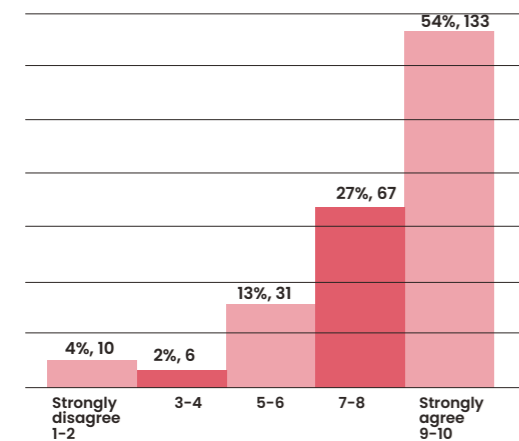
58% of respondents indicated that face-to-face courses were preferable, with 43% preferring group provision. 82 respondents (34%) preferred online delivery.

16% would like delivery to take place in the evenings, with 9% preferring delivery at the weekend.

+ Survey Project Outcomes (Detail)

I feel more confident in my day-to-day use of numbers

Chart 23

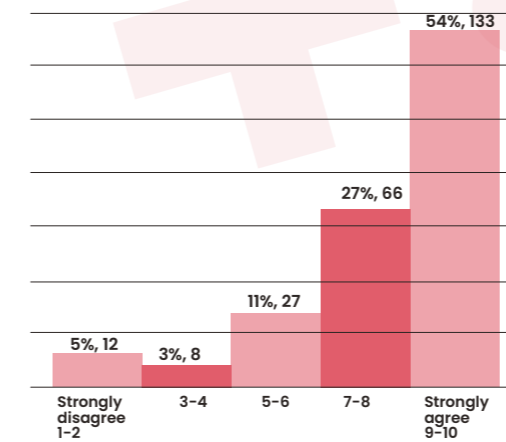


The average respondent rating was 8.18 out of 10.

81% of respondents agreed or strongly agreed that participating in Multiply had made them feel more confident in their day-to-day use of numbers.

I can now use numeracy skills to better manage my finances

Chart 24



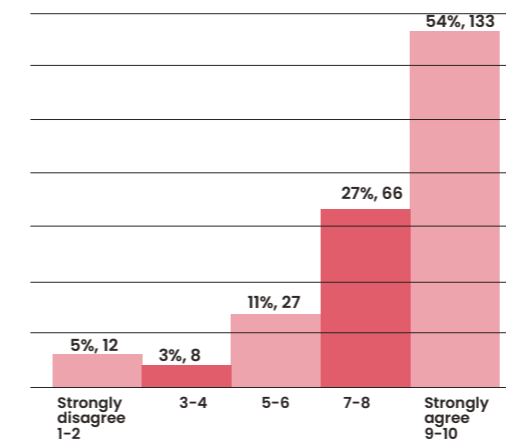
Source: Eunoia Associates analysis, 2024 (n=246)

The average respondent rating was 8.11 out of 10.

81% of participants agreed or strongly agreed that Multiply had helped them to better manage their finances, a finding that is reflected in the main outcomes of the programme. 8% disagreed or strongly disagreed that the course had helped them to manage their finances.

I can now use numeracy in ways I couldn't before I received support

Chart 25



Source: Eunoia Associates analysis, 2024 (n=248)

The average respondent rating was 7.86 out of 10.

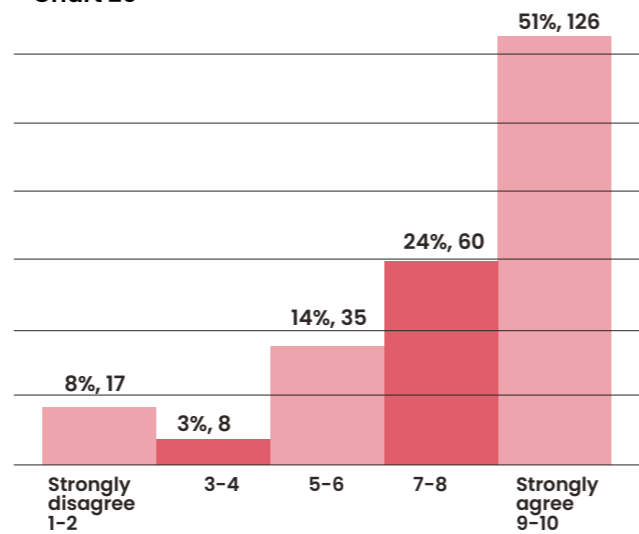
77% of respondents felt that the course has helped them to use numeracy in a way that they would have been unable to before the course, suggesting a high level of additionality. 10% disagreed or strongly disagreed that the course has allowed them to use numeracy in ways they would have been unable to before participating in Multiply.

I am now able to support others with their numeracy i.e. children, family and friends.

The average respondent rating was 7.89 out of 10.

75% of respondents agreed or strongly agreed that they were able to support others with their numeracy now. This is reflective of motivations for engagement, with being able to support younger relatives appearing often as a reason for engaging in support. 10% disagreed that they were able to support others with their numeracy.

Chart 26



Source: Eunoia Associates analysis, 2024 (n=246)



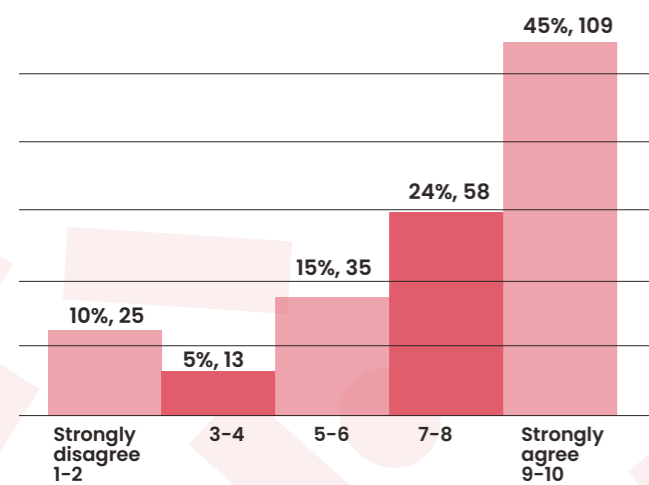
APPENDIX 3 NUMERACY POLICY

A desk-based review was undertaken to contextualise the Multiply programme. It outlines:

- A brief history of numeracy policy and initiatives in the UK
- Insights from the Skills for Life Programme and Pathfinder Extension Activities as important forerunners to the Multiply Programme
- Evaluations of other national and European initiatives involving basic skills; and
- Insights into other Multiply Programme evaluations and research.

I can apply for a wider range of jobs as a result of the support

Chart 27



Source: Eunoia Associates analysis, 2024 (n=240)

The average respondent rating was 7.46 out of 10.

69% of respondents agree or strongly agree that they now have the opportunity to apply for a wider range of jobs due to their participation in Multiply. 15% disagree or strongly disagree that this is the case.

+ History of national numeracy policy and initiatives

Government policy for numeracy skills can be tracked alongside the development of mathematics education in England, starting with national approaches to teaching maths in the 1860s and the introduction of the first national curriculum. The Elementary Education Act of 1870 guaranteed elementary education for all children. Since then, many developments have taken place to modernise maths education and curriculum to respond to changing national concerns about numeracy skills and growing demands for numeracy and maths skills as industry needs and technology have evolved.

A timeline of key national milestones for numeracy initiatives was published as part of the Cambridge Assessment review of mathematics education in the UK and the US⁴⁰, illustrating that the focus of policy has historically been primarily on formal education.

Government policy on maths and numeracy gathered pace from the early 1980s onwards with the Cockcroft Report *Mathematics Counts* published in 1982, although the national projects that followed targeted school age students⁴¹. Policy interest in numeracy and basic maths skills amongst adults only started to gain more traction from the mid-1990s onwards. The key policy developments which serve as predecessors to the Multiply programme are the Moser Report *Improving literacy and numeracy* (1999) and the subsequent Skills for Life Strategy (2001) and Skills for Life Programme (2001-2011).

In 1996, Secretary of State for Education, Gillian Shephard, announced the launch of the National Numeracy and Literacy projects to raise standards of basic skills. Following this, in 1999, the *Improving literacy and numeracy: A fresh start* report (*The Moser Report*) highlighted low levels of adult numeracy and literacy, and recommended a national survey of numeracy and literacy which led to the publication of the Skills for Life Strategy (2001), the first Skills for Life Survey in 2003⁴² and the Skills for Life programme of initiatives, which ran from 2001 to 2011.

The Pathfinder Extension initiative was launched by the Department for Education and Employment (DfEE) in 2001 as one of the core delivery arms for achieving the Skills for Life goals, aimed at boosting adult basic skills. The Pathfinder Extension activities were delivered across nine Pathfinder areas and intensively for offenders in seven prisons across the UK.

+ Skills for Life

The first large-scale national programme for adult numeracy and literacy skills

The Skills for Life Programme was part of the national strategy for improving adult literacy and numeracy, launched with a high-profile suite of interventions led by the Department for Education and Employment / Education and Skills (and its subsequent iterations)⁴³. The Programme sought to address national concerns about adult literacy, numeracy and Information and Communications Technology (ICT) skills levels on the basis that improving these skills amongst adults brings multiple benefits to employers, individuals, families and wider society.

Priority groups were identified to engage with targeted literacy, numeracy and ICT skills development.

Unemployed people and those on benefits

Prisoners and those supervised in the community

Low-skilled employees

Public sector employees

Other groups at risk of social exclusion



40 Majewska et al. Cambridge Assessment (2022). How did we get here? Timelines showing changes to maths education in England and the United States

41 Majewska et al. Cambridge Assessment (2022), as above. The Cockcroft Report (1982) led to national projects aimed at those struggling with maths, including the 1983-86 Low Attainers Mathematics Project and 1985-89 Raising Achievements in Mathematics Project, and 1986 Calculator Aware Number Project (primary education focussed).

42 The Moser Report 1999

43 DfEE (2001). Skills for Life: The National Strategy for Improving Adult Literacy and Numeracy Skills

An initial Public Service Agreement (PSA) target for the Programme was set to improve literacy, language and numeracy skills for 2.25 million adults through achievement of a nationally recognised qualification. This target was surpassed, with 3.25 million adults achieving nationally recognised qualifications by 2010. The Programme was overall considered a success, with an average of 400,000 participants each year, and over 50,000 of these taking external examinations.

Although the Programme was considered a success (in relation to targets met), concerns remained over its impact on overall literacy and numeracy levels, the sustainability of these skills gains and the fact that other comparator countries were improving basic skills levels more rapidly.

The subsequent Skills for Sustainable Growth ⁴⁴ strategy and programme aimed to ensure a better match between the basic skills provided (functional literacy and numeracy skills that individuals and employers need) and the basic skills required for the greatest socio-economic and personal returns. The New Challenges, New Chances consultation outcome paper published in 2011 committed to continued financial support for basic English and maths learning ⁴⁵. Functional Skills and GCSEs then became the main qualifications (and measures) for basic skills achievement.

The Further Education Trust for Leadership published a reflections and recommendations report in 2021, assessing what worked well in the Skills for Life programme. The legacy of the Programme is noted in the substantial investment made in basic skills provision infrastructure.

Factors that contributed to the success of the Skills for Life programme include:

Endorsement from the top and a whole-government approach to delivery

Clear and measured targets, goals and objectives, with robust programme management and accountability

Mainstreaming of provision within the FE sector

Collaboration between delivery partners, stakeholders, teachers, learners and employers to improve the learning experience

Ensuring quality and consistency by setting clear standards and development of a basic curriculum and national test

Emphasis on building capacity and supporting teachers

Using mainstream media and frequent, large-scale media campaigns to raise awareness ⁴⁶

The evaluations and progress reports produced specifically for the Pathfinder Extension Activities are summarised in an overarching evaluation report published in 2003 ⁴⁷. They indicate that the innovative aspects of the activities, which may have contributed to their success, were two-fold:

1

The course experience was more concentrated than other adult basic skills provision (available more widely through the Skills for Life Programme) with learning **compressed into a shorter timeframe** and / or by **focussing it around tightly defined learning objectives**. The more concentrated models of delivery included residential programmes, intensive courses compressed into no more than 4 weeks, highly structured or prescriptive courses.

2

Financial incentives offered for engagement made it easier for individuals to engage, addressing financial barriers associated with costs to engage (including potential loss of wages, taking time off work and arranging childcare to complete the learning).

The evaluations of the Pathfinder Extension Activities focussed on two types of benefits individuals may experience: educational outcomes and job-related outcomes. The activities were deemed successful in extending the reach of basic skills provision to those who are harder to reach or disadvantaged, such as those with a health condition or learning difficulty. Childcare was identified as a key barrier to engagement and, to successfully engage disadvantaged learners, education providers needed to collaborate effectively with a wide range of other agencies.

⁴⁴ DBIS (2010). Skills for sustainable growth: strategy document

⁴⁵ DBIS (2011). New Challenges, New Chances: Next steps for implementing the Further Education Programme

⁴⁶ Further Education Trust for Leadership (2021). Skills for Life: A new strategy for English, Maths, ESOL and Digital. Learning from the past to improve the future

⁴⁷ White, P. Policy Studies Institute (2003). Evaluation of Adult Basic Skills. Pathfinder Extension Activities: An Overview see also Barnes et al. Policy Studies Institute (2003). Making Second Chances Work: Final Report from the Qualitative Evaluation of Adult Basic Skills Pathfinder Activities.

The qualitative evaluation of the Pathfinder Extension Activities highlighted impacts in relation to confidence, personal effectiveness and employability, including motivation and team working skills. Employers involved reported benefits relating to employee motivation, proficiency in job roles, self-esteem and commitment, which in turn impacted positively on productivity and personal / career development opportunities.

The Department for Business, Innovation and Skills (DBIS) 2011 Skills for Life Survey tracked progress made in national adult literacy and numeracy levels and ICT skills to demonstrate impacts of the Skills for Life Programme (vis-à-vis the 2003 Skills for Life Survey). A 25-minute-long computerised assessment in literacy, numeracy and ICT topics was administered with respondents during their interviews. 7,230 interviews were conducted between May 2010 and February 2011 with literacy levels established for 5,824 individuals and numeracy levels for 5,823 individuals and ICT skills rated for over 2,220 individuals⁴⁸. Although rates of Entry Level 1 or below had increased since the 2003 baseline survey, there had been a reduction of 3.7 percentage points in the proportion of working age adults with numeracy skills at Level 2 or above.

The survey found that almost half of the working age adult population (49%) had numeracy skills equivalent to those expected of children at primary school (Entry Level 3 or below), with the gap broadening since the 2003 survey. The Programme was deemed more successful for literacy, helping many to achieve a Level 2 qualification. Outcomes of the decade-long Skills for Life Programme illustrated the ongoing challenges associated with improving numeracy skills amongst adults.

Despite the overall successes of the Skills for Life programme, issues relating to low levels of adult numeracy and literacy (as identified in the 1999 *A fresh start report, The Moser Report*) were highlighted as being relatively unchanged by the MEI in 2018⁴⁹. A drop in engagement levels in basic skills education and training since the Skills for Life Programme concluded, particularly since the Covid-19 pandemic, has been a catalyst for a renewed national policy focus on boosting adult basic skills. Annual participation in English and maths courses peaked in 2009 and remaining at around 800,000 thereafter, before falling in 2016/17 to 753,300 and to 479,300 in 2019/20⁵⁰.

+ Evaluations of other national numeracy and basic skills initiatives

Evaluations and reviews of national numeracy and combined basic skills initiatives are summarised below:

National Numeracy published its 10-year impact assessment report in 2022, drawing on a commissioned YouGov survey of 2,229 adults (18+) to assess numeracy levels and explore attitudes towards maths and numbers, and a survey conducted by YouGov in 2019 of approximately 2,000 people (16+). The report details qualitative case studies to highlight the “real-life impacts” of developing numeracy skills (through the National Numeracy Challenge), ranging from improved confidence to securing employment⁵¹.

A report by the HM Inspectorate of Education in Scotland (2005)⁵² which reviewed **adult numeracy and literacy provision in Scotland** highlighted that targeting specific hard-to-reach groups requires the application of “hooks” to encourage engagement e.g. programmes that targeted parents via homework clubs for children in promotional material or supporting learners to regain confidence lost at school to ensure more sustained development in self-confidence.

An evaluation of **Essential Skills in the Workplace in Wales**, partly financed by the European Social Fund, found that the Programme had engaged 21,589 participants (87% of the initial target), with 65% achievement against the target for attaining a qualification. A survey of 300 employers found that there was still work to do in educating businesses about the impact of a lack of basic skills on productivity and staff motivation / progression. Impacts of engagement in the Programme on learners were noted in respect of pay, occupation and supervisory skills, though caution is noted in relation to causality. General awareness-raising amongst employers and individuals was considered key to continued success of adult basic skills programmes, alongside tailored provision to meet learner needs, including working with unions to promote engagement from those groups who are less likely to engage e.g. older age groups⁵³.

The **national evaluation of the European Social Fund (ESF)**⁵⁴ includes qualitative case studies which identified the following success factors of the Programme in terms of engaging hard-to-reach learners and addressing persistent basic skills gaps:

- o The key worker model facilitated a consistent point of contact for the learner, ensuring personalised and holistic support.
- o A flexible approach was important for working with individuals and employers, particularly given that individual circumstances could be fraught with change.
- o A varied supply chain helped to support ‘those hardest to help’.
- o In-work support required frequent contact with employers and participants.

48 DBIS (2012). 2011 Skills for Life Survey

49 MEI (2018). A fresh start: Improving literacy and numeracy revisited

50 Further Education Trust for Leadership (2021). Skills for Life: A new strategy for English, Maths, ESOL and Digital. Learning from the past to improve the future

51 National Numeracy (2022). A decade of impact, 2012-2022

52 HM Inspectorate of Education (2005). Changing Lives: adult literacy and numeracy in Scotland

53 Starkes et al (2016). Evaluation of Essential Skills in the Workplace 2010-2015

54 DWP (2022). Summary: Evaluation of the European Social Fund 2014-2000 Programme in England: qualitative case studies

+ Multiply Research and Evaluations from Other Regions

Recent government research into numeracy skills interventions for adults (age 19+) in support of the national Multiply Programme has reviewed the Understanding Society survey⁵⁵ to assess current low levels of adult numeracy. It found that half of adult respondents have achieved a Level 2 numeracy qualification at some stage in their life, but the likelihood of achieving this qualification varies by a range of characteristics such as ethnicity, income and employment. Adults with below Level 2 numeracy are also less likely to have a Level 2 literacy qualification and are less likely to engage with technology. This research has also explored challenges in measuring national numeracy levels and barriers and motivations to engagement in adult numeracy skills development⁵⁶.

There is currently limited publicly available information on evaluations of Multiply in other regions. The Greater London Authority (GLA) has published details of its ratified decision to approve an evaluation of its Multiply Programme,

which provides some insight into how the evaluation will be handled. The GLA Multiply Programme will be integrated into the GLA's four-year impact evaluation of adult education (Adult Education Budget initiatives) in London⁵⁷ and improvements in numeracy levels will be monitored on an annual basis. This combined approach to evaluation is intended to reflect the complementarity of Multiply and AEB programmes. The GLA will seek to measure the social and economic impacts of the Multiply Programme via the London Learner Survey, which is also being used to measure the outcomes achieved by the London's AEB activities. All Multiply learners in London will be encouraged to complete the London Learner Survey to provide insight into what works in London regarding development of literacy and numeracy skills⁵⁸.



55 Understanding Society. The UK Household Longitudinal Study

56 DfE (2023). Alma Economics for Government Social Research. Numeracy skills interventions for adults (19+): A systematic review of the evidence

57 GLA (2019). Measuring the impact of the Adult Education Budget

58 GLA (2023). Evaluation of the London Multiply Programme and GLA (2022) Multiply Programme 2022-24

Summary

In summary, the Skills for Life Programme and the Pathfinder Extension Activities were important predecessors to the national Multiply Programme, laying the foundations for basic skills provision and infrastructure. The targeted approach to identifying priority learner groups, a whole-government strategy with clear targets, and integration into mainstream funding through the Education and Skills Funding Agency (providing free education for those without a Level 2 qualification in maths and / or English) facilitated high participation levels and positive Programme outcomes.

A significant national media campaign highlighted the economic and personal benefits of investing in adult basic skills. This, combined with investments in teaching capacity and quality, and dedicated curriculum development and resources with national standards, contributed to the Programme's cohesiveness and success.

Improving basic numeracy skills has been a persistent national challenge and the focus of policy and initiatives for over 40 years, with ongoing concerns that the UK lags behind comparable nations in both basic and advanced numeracy and maths skills. While the Skills for Life Programme was considered successful overall, it had more success in raising literacy levels than numeracy levels, highlighting the difficulties in addressing low adult numeracy in the UK. Typically, numeracy skills have been addressed as part of broader national initiatives aimed at improving all basic skills (literacy, numeracy, ESOL, and digital), with few large-scale schemes dedicated solely to numeracy before the Multiply Programme.

Evaluations of the Skills for Life Programme, Pathfinder Extension Activities, European Social Fund programmes, and national basic skills programmes in Scotland and Wales indicate that high-intensity courses and consistent support have been somewhat successful in engaging learners and sustaining their participation through to completion. High-intensity provision has also proven effective in prison settings, such as in the Pathfinder Extension Activities. Individuals lacking basic skills are often over-represented in harder-to-reach and disadvantaged groups. Consequently, programmes that involve strong partnerships between education/training providers and other support agencies have been crucial to their success. Effective delivery methods address practical barriers to engagement, including financial incentives, childcare support, and tailored assistance for more complex attitudinal barriers, such as anxieties or fears about learning and a lack of confidence in numeracy skills, often stemming from previous learning experiences.



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