

MULTIPLY CAPABILITY SUPPORT PROGRAMME

Legacy

ABOUT THIS RESOURCE

This resource is aimed to provide some top tips and guidance to address the common challenges within Multiply. The content included in this resource has been drawn from discussions with providers, surveys, and learning from the *Legacy* webinar. We hope you will use the resource to promote discussion, support your planning and encourage creative approaches.

The Multiply programme is delivered differently in each local area. The delivery framework is dependent on what your Local Authority/Combined Authority has agreed with you. If you are unsure of how your framework is delivered within your area, please do contact your local authority/combined authority.



Your local leads can support you.
Email them here



Find more resources here



WHAT IS MULTIPLY?

Multiply is an initiative instigated by the previous government which aimed to support adults to develop their maths skills. DfE funded the Multiply Capability Support Programme to encourage providers to share best practice, network, overcome challenges and develop strategies to increase reach and engagement throughout the programme. This resource concentrates on *Legacy*. It is worth noting that there are overlaps with **ALL** the other resources produced e.g. *Teaching and Learning* so we suggest looking across the resources.



Find out more about
Multiply



Legacy

“ Something that happens or exists as a result of things that happened at an earlier time

The focus of our Legacy Webinar was to capture the positive legacy of the Multiply programme i.e. what we have learned and what we can take forward into future programmes and activity.

The positive legacy highlighted by providers, in all of our webinars and other interactions, have been legion and include:

Collaboration with:



External – working in partnership

- Employers
- Colleges
- [Department for Work and Pensions](#) and [Job Centre Plus](#)
- Training providers
- Charities
- Voluntary and community organisations
- Other funding opportunities e.g. Shared Prosperity Fund



Internal

- Non maths specialist staff
- Maths specialists
- Across Local and Mayoral Authority departments
- Other funding opportunities

Staff development. Making the most of the expertise of staff by encouraging sharing and collaboration.

Engagement of learners.



Engagement

England has a diverse range of issues and within each region there is a mix of affluence and social deprivation. Via Multiply providers have had the flexibility to establish an offer of support which suits their local requirements and challenges.

These have included:

- | Poor infrastructure
- | Little public transport
- | Few employers
- | Low levels of numeracy in some areas

“ **We can always look at alternative funding streams if and when they are available. But we want to keep it going.** ”

“ **Multiply has shown us that different models do work; so we know what to do.** ”

How to tackle the challenges

Using local knowledge

Including developing and building upon relationships with local charities, community organisations and schools.

Going out to hard-to-reach audiences. This might be by linking with community organisations. Other providers have learning hubs and have worked in partnership with local organisations.

Incentive based learning

Engaging some of the hardest to reach has included a range of incentives to encourage initial and ongoing engagement.

Some provision has included working with local social supermarkets, learners receiving a food voucher when they sign up to Multiply. This has shown a range of benefits:

| As part of their learning, participants practise and improve their budgeting skills by adding up their shopping to match the value of a voucher

| This approach not only boosts confidence in numbers but also highlights the practical importance of these skills in daily life

| Learners moving from engagement activity to substantive learning continuing to receive the vouchers

| Learners progressing from Multiply to Functional Skills also continue to receive vouchers

| This incentive has been successful in attracting new learners and, has now been extended to residents accessing the social supermarket

| Many learners have commented that the incentive has been of great value to them and their families

Incentive based learning does not have to include monetary/ food vouchers incentives. Incentives might include:

| Certificates of achievement or attendance.

| Support materials such as calculators, paper and pencils.

Future challenges

Local strategic priorities. Ensuring the new Local Skills and Improvement plans scope includes numeracy

New adult funding rules - from August 2024 the Adult Skills Fund (ASF) replaced the Adult Education Budget (AEB). The way the funding rates are set has also been changed. The new Adult Skills Fund funding rates apply to all new starts in academic year 2024/25.

Devolution - strategic priorities will be shared responsibility, this will open boundaries, combine focus on priorities and allocate support where most needed

From August 2024 new Tailored Learning aims broadly reflect the existing Community learning aims but there are added levels to some areas to support evidencing of progression, including sub-levels for some entry level essential skills aims. A set of aims for employer-facing provision that is based on Sector Subject Areas has also been introduced

Positives and impact



Some continuation of delivery of Multiply but under different umbrellas and names e.g. Numeracy Focus.



Development in broadening/ changing of focus to include literacy and digital skills.



Teacher passion has been evident throughout.



'When we work together, we are a force for good'.

“ **Multiply has allowed us to do a whole load of different things that we knew would work but we never had a chance to try out.** ”





Learner progression

Multiply has led many to ask questions which can contribute to planning for future support/programmes including:

- Are we assessing the right things in the right way in our initial assessment?
- Are our on-boarding processes empathetic enough? Are we approachable?
- Are people's reasons for studying maths what they say they are? Their stated reason might be supporting their children but they may want to study for other reasons. Allow learners to open up and share their reasoning.
- If adults have different gaps in knowledge, is our traditional linear "one-size-fits-all" scheme of work appropriate?
- Whatever course learners are studying, does it need to take a year? Flexible approaches can mean that learners can move more quickly – not waiting for the traditional September start to courses. This keeps the momentum going.
- What role does educational technology have? Can more learners be encouraged to use it if the right approach is used?
- Is there still room for "soft" progressions? Perhaps developing maths conversations in other settings and allowing the maths to be discovered.



MINI CASE STUDY

Malcolm the bus

Working in Partnership - VCS

Worked with local VCS to deliver tailored support to residents based on deep-rooted connections and knowledge.

Increased the reach of services – using VCS organisations and commissioning a bus (MALCOLM) through UKSPF to deliver services across large geographical area and diverse communities.

Unlocked untapped resources within the community itself - offering support and training to VCS organisations so that people and resources could be mobilised like never before.

Working in Partnership – Training providers and Colleges

Working with other local training providers and colleges to deliver substantive learning activity. This included more formal learning, leading more readily to accredited qualifications

Impact

- | Increase the reach
- | Mobilisation
- | More formalised
- | Routes to further progression
- | Will continue to be used and for promotional activity

Source: East Riding of Yorkshire Council to provide new adult financial literacy courses

MINI CASE STUDY



Incentive based learning

Aim

To engage some of the hardest to reach.

How

Working with a local social supermarket, learners receive a food voucher when they sign up to Multiply

As part of their learning, participants practiced and improved their budgeting skills by adding up their shopping to match the value of a voucher

This approach not only boosts confidence in numbers but also highlights the practical importance of these skills in daily life

Impact

Learners moved from engagement activity to substantive learning and continue to receive the vouchers

Learners progressed from Multiply to substantive learning e.g. Functional Skills also continue to receive vouchers

This incentive has been successful in attracting new learners and, has now been extended across regions

Many learners have commented that the incentive has been of great value to them and their families 'a lifeline'.

Useful contacts

Food Poverty Alliances e.g. [ERFPA](#) , [CFPA](#), [SFPA](#)



Developing expertise

Some of the expertise developed within Multiply will be moving to other areas of support as job roles come to an end.

There have been deep and meaningful learnings about, and then unpicking, the damage done and anxiety developed through poor maths practice during learners' school career.

Non maths specialists have developed the skills to support maths and maths specialists have learned more about supporting vulnerable learners.

“ Allow learners to “grow into their maths skin”.

“ A shared vision is crucial to enable joint working and bring the system together by allowing different organisations to work together towards a common goal rather, than working towards solutions in silos.

Learning from 20 years of place pilots

Taking the next step 'it's all change'

Not possible to future proof but strategies to consider:

Diversify your offer to broaden and strengthen partnerships

Embed maths in all your courses

Continue to develop mutual understanding, goals and collaborative efforts.

Empower communities to flourish.

Allow mechanisms and purposes that have been developed to continue to innovate – internally and externally.

Continue to share the resources that have been developed.

People can enjoy maths in the right environment and with the appropriate activities.

Continue to consider non substantive outreach.



Hints and tips



Integrate maths into everything you do.



Learners need to build study skills.



Use data to find out if your provision is getting into and impacting the areas of deprivation.



Give learners the opportunity to discover maths, share their stories, and their anxieties. This might include grievances about school that they have held for many years. From this you can start building.



Listen to learners and their fears of failure. Learning organisations have reported the panic that learners feel because they are anxious, fear failure, feel overwhelmed because of earlier experiences.



Continue to develop relationships and trusted partnerships including the funders.



Develop relationships through cups of coffee rather than through emails. Pick up the phone. Find the person that can say 'yes'. Coffee/cake/calculate.

“ We haven't got time to sit around worrying about how long its going to take to get into delivery mode!

“ If it looks polished and lovely, and you've got loads of data, and it's all gorgeous. Then the chances are you are picking the low hanging fruit. If it's clunky and your data is a bit mashed up, and you know you're all a bit tired and messy. Then there's a very good chance you were doing a very good job in the places you need it to go.

Research and information you might find interesting

Campaign for Learning, (2025) *Family learning for every child and every parent in England – five asks for government*. [online] Available at: <https://www.campaign-for-learning.org.uk/five-asks-family-learning> Accessed 5March2024.

Foster, C., (2024) *Maths blog*. [online] Available at: <https://www.foster77.co.uk> Accessed 7December24.

Gov.uk, (2024) *Targeted retention incentive payments for school teachers*. <https://www.gov.uk/guidance/targeted-retention-incentive-payments-for-school-teachers> Accessed 7December2024.

OECD (2003), *“Strengthening the Incentives and Motivation for Adults to Learn”*, in *Beyond Rhetoric: Adult Learning Policies and Practices*, OECD Publishing, Paris. [online] Available at: <https://doi.org/10.1787/9789264199446-7-en> Accessed 7December2024.

Rawlings L.J., (2024). *Pathways for all: commission on post-16 education and training*. [online] Available at: <https://www.youthemployment.org.uk/dev/wp-content/uploads/2024/02/Commission-on-L2-L3-Pathways-for-Young-People-Final-Report.docx.pdf> Accessed 4March2024.

University of Sussex, 2024. *Sussex Centre for Research on Kindness* <https://www.sussex.ac.uk/research/centres/kindness/> Accessed 8December2024.

“ We can’t get it done in a year.

“ Don’t mention the “M” word!



“ We need to take away the tricks.