

## MULTIPLY CAPABILITY SUPPORT PROGRAMME

# Engaging Hard to Reach Learners

### ABOUT THIS RESOURCE

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



### WHAT IS MULTIPLY?

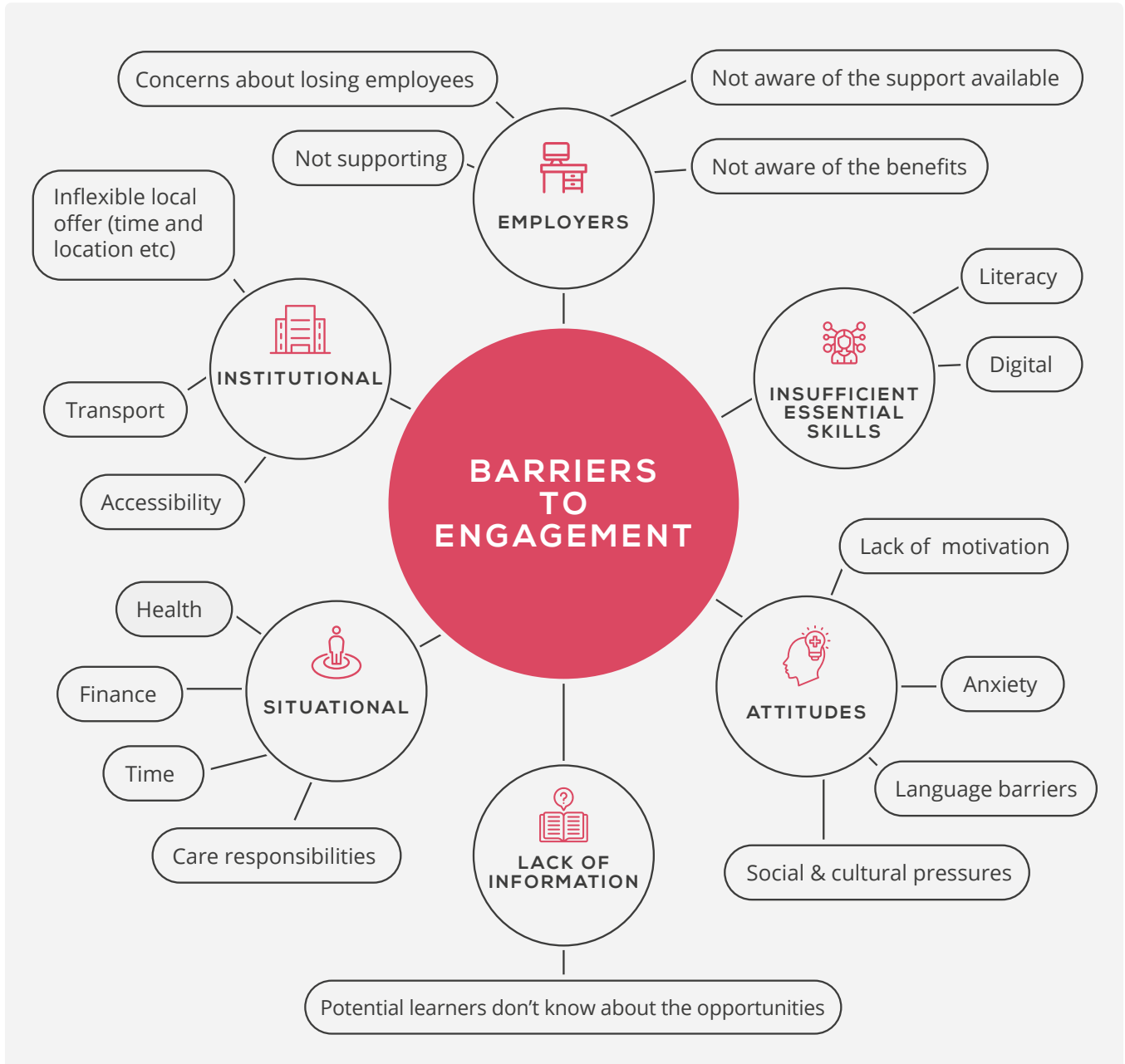
Multiply is a government initiative aimed to support adults to develop their maths skills. The DfE has funded the Multiply Capability Support Programme to encourage providers to share best practice, network, overcome challenges and develop strategies to increase the reach and engagement throughout programme.



[Find out more about the programme](#)



## Challenges and barriers to engagement



### If it doesn't work first time be prepared to amend your approach!

Consider whether you are setting the bar too high.

Listen to the learner and nurture confidence.

Initial assessment scary – consider how to start the process of support.

Build on what you have done before.

# Sources of inspiration: addressing the challenges and barriers

We recognise that there are different ways of working in different settings. We hope you find something useful in your locality.

## Triggers and incentives: an opportunity to engage

- | Children/school/ homework
- | Taking control following a life change e.g. bereavement or divorce
- | Brushing up e.g. when looking for work
- | Quality of life
- | Incentives (shopping vouchers, prize draws)
- | National Older Workers Week: 25 to 29 November 2024

## Marketing strategies

- | Via Champions
- | Local radio
- | Social media
- | Paper based flyers (community centres, schools, GP surgeries)
- | Roadshows
- | Get everyone involved: councillors, Mayor, MP
- | Already existing links
- | Short talks to community groups
- | Use the local index of need
- | Eventbrite for digitally aware

## Engagement strategies

### Publicity and intermediaries

- | Roadshow Events – location data used (parks, leisure centres)
- | Town Centre stalls hired to meet people
- | Food Bank / Food Cycle visits
- | Celebrities may draw in interest
- | Centres offering free support (mental health support groups / clothes swaps / warm spaces / community centres, mother & toddler groups)
- | Community and enterprise hubs
- | Multiply 'pledge' – what are you going to do to improve your maths
- | Christmas lights switch on

### Teaching and learning

- | Ad hoc sessions e.g. Crafts with maths, budgeting for Christmas, cooking on a budget, air fryer cooking
- | Don't mention the maths! Focus on what is useful
- | Focussing on specific groups e.g. travellers
- | Supplying learners with revision guides, calculators, books and maths kits



## Hear from others



Hear people's experiences of engaging hard to reach learners

## Maths champions – ‘feet on the ground’

- | They can share the intent.
- | They might not be maths experts, may not be from a teaching backgrounds. They may need support – share some strategies with them.
- | The link – helping learners feel valued and find out what they need.
- | Building relationships – what does the learner need, what are they struggling with?
- | Signposting.
- | It takes time.
- | ‘Maths by stealth’



“ Engage, engage, engage... Teach.

## Tackling accessibility issues

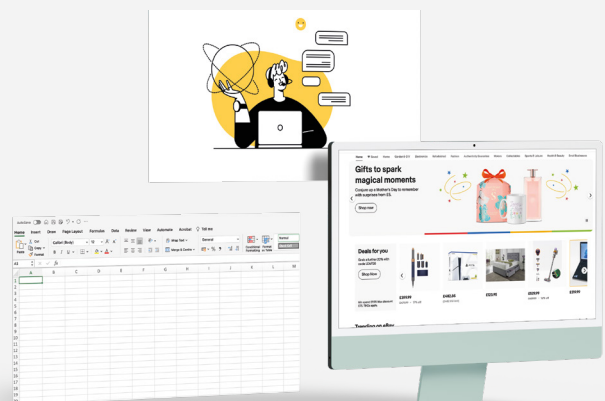
- | Consider going out to where the potential learners are e.g. East Riding CC Multiply bus (more detail to come in the 'legacy' resource).
- | Using already existing ‘hubs’ and meeting spaces.



## Technology/digital barrier or trigger for involvement?

Consider maths through:

- | Selling on online shopping platforms
- | Excel for the workplace
- | Customer service skills



“ Create safe and relaxed women only spaces.

## Hints and tips – overcoming barriers

- | Using Multiply for progression.
- | Using other sources of funding building on other AEB funding routes.
- | Linking to festivals & celebrations.
- | Everyday maths.
- | Wrap-around support – childcare, transport, digital skills and English support considered.
- | Using Multiply for confidence building before GCSE or Functional Skills.

## Considerations for a positive learner journey

- | A constructive start for the ‘learner’ by building a picture of the person and go from there. Construct support around the individual including wrap around support where needed e.g. English/ literacy and ESOL.
- | Clear and achievable progression pathways planned and shared.



**“ It is difficult not to mention maths in Functional Skills, but Multiply opens that door.**

## Communication is key

Make links and develop relationships with organisations who share your aims.

This might be in your local area e.g.:

- Museums, libraries & archives.
- Local schools and community centres
- Charities

The links may be national e.g. [National Databank](#), and [National Numeracy](#)

Together offer mutual support to the target Multiply audience.

Don't forget to share your aims and plans within your organisation – a whole organisational approach.

**“ People come along because they are interested in craft and then they are hooked.**

## Randomised Control Trials (RCT)

Tribal are conducting a series of Randomised Control Trials for the Multiply programme.

If you'd like to get involved:

 [Click here for more information](#)

 [Contact tribal directly](#)

“ It takes time to nurture the relationships.”

## Research

Appleby, Y. (2008) *Bridges into learning for adults who find provision hard to reach*. Leicester/London: NIACE/NRDC.

DfE, (2023) *Numeracy skills interventions for adults (19+): A systematic review of the evidence*.

