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# ADULT LITERACY IN GREATER LINCOLNSHIRE

A spotlight on the Coast

## ABSTRACT

This is an abbreviated version of the full report on Adult Literacy in Greater Lincolnshire that was published by LORIC on 27/04/2021. Adult literacy was found to be a lynchpin in many of the local skills and economic regeneration initiatives. This abbreviated report details the findings of the research as they pertain to the Lincolnshire coastal communities.

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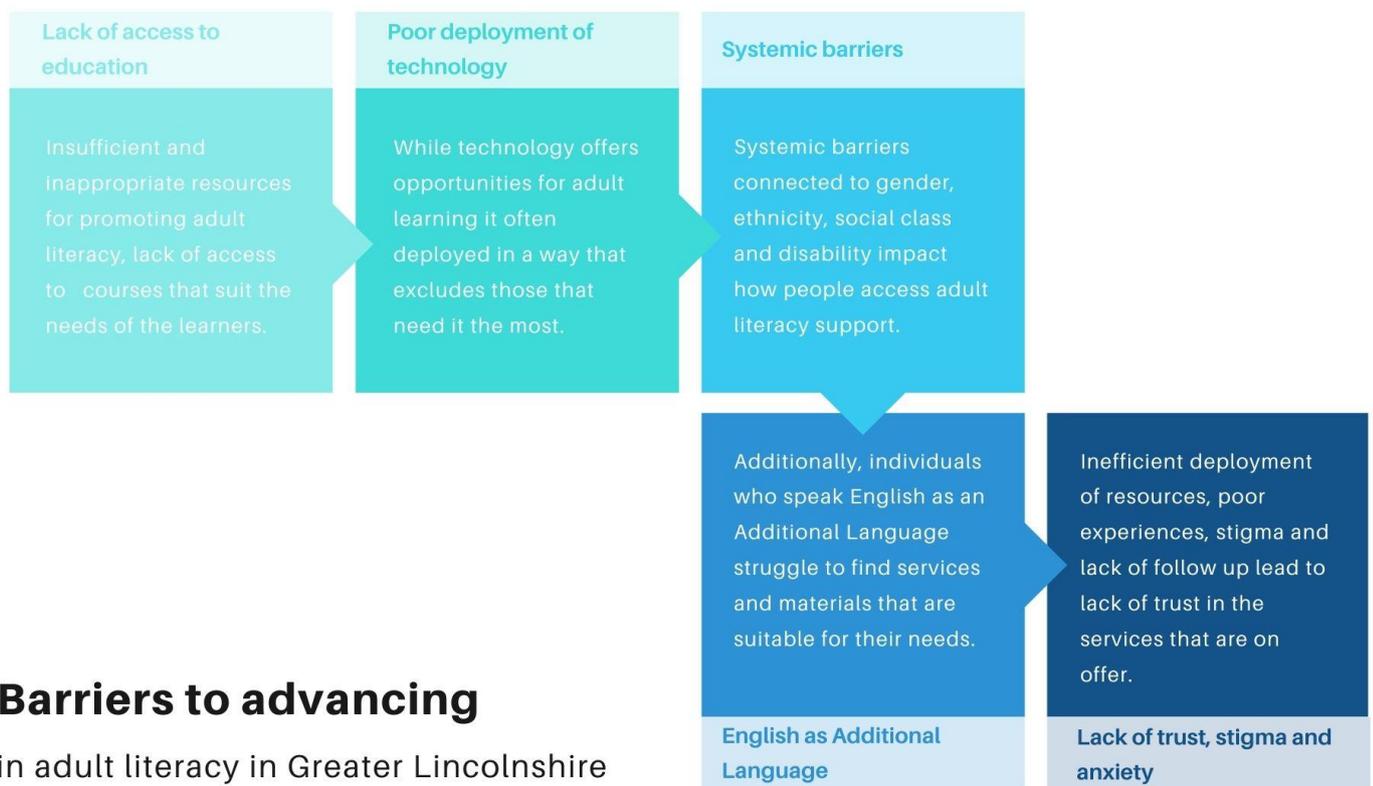
# Adult Literacy in Lincolnshire

A spotlight on the coast

## Executive Summary

- There has not been an in-depth survey into adult literacy in Great Britain since 2003; the last report on functional skills for the workplace was published in 2011. A white paper published in 2021 by HMG details the importance of literacy, numeracy and digital skills to the economy; as such, local authorities need up-to-date information about what the state of adult literacy is.
- This is an abbreviated version of the full report on Adult Literacy in Greater Lincolnshire that was published by LORIC on 27/04/2021. (Link to read the full report: <https://loric.thedata.place/dataset/adult-literacy-in-greater-lincolnshire>)
- The aim of the original research project was to conduct an exploratory study on the state of adult literacy in Greater Lincolnshire. Its conclusions can be summed up as follows:
  - I. Within the context of Greater Lincolnshire, the report identified several barriers to individuals' personal and professional wellbeing that are rooted in literacy levels.
  - II. Such challenges manifest in a variety of ways, including but not limited to: lack of access, poor deployment of technology, systemic barriers to learners with advanced learning needs, challenges for EAL learners, and poor levels of trust in services, stigma and anxiety.
  - III. These challenges were found to have significant impacts on individuals, employers, and the economy.
  - IV. While these challenges manifested across Greater Lincolnshire, they took on a very particular form in Lincolnshire's coastal communities.
- More specifically to coastal communities, adult literacy was found to be a lynchpin in many of the local skills and economic regeneration initiatives. From the report:
  - I. Engagement in initiatives has historically been higher in urban areas rather than rural or coastal.
  - II. There are fewer opportunities in coastal areas than in urban ones.
  - III. All training providers find that they work a lot harder to build up trust with individuals and businesses in coastal areas to get them to engage with programs and services.
  - IV. Areas with high immigrant populations on the coast (like Boston and Skegness, or North Lincolnshire) face additional challenges due to a lack of engagement on behalf of potential learners and a lack of ESOL provision.
- This "Spotlight on the Coast" report will delve more deeply into the specific issues as they were brought up. However, for full context, the reader is advised to read the full report.
- Recommendations from the full report that apply especially for the coast:
  - I. Existing providers have the experience and capability to develop support for adult learners – resources are often the missing step.
  - II. Development of services that can work in collaboration with existing providers is important if the experience and capacity is not available.
  - III. What is needed:

- i. Compassionate, bespoke, 1-to-1 functional skills building to help bridge the gap between apprenticeship requirements for adult learners.
  - ii. Development of more adult-appropriate literacy teaching and learning tools.
  - iii. Compassionate, bespoke, 1-to-1 literacy provision for adults who might have undiagnosed learning difficulties.
  - iv. Development of flexible, bespoke tutoring and course provision for people with inflexible work schedules.
  - v. Compassionate, bespoke provision for learners in digital poverty.
  - vi. Development and strengthening of course provisions for EAL/ESOL learners at all levels, including for those who may only seek to build up their literacy skills in order to take part in public life.
- IV. It is crucial for providers to build trust with learners and adopt a person-centric approach to the work.
- V. It is crucial for existing providers to be given a voice as new interventions are developed, as they have the connections and trust, as well as the expertise necessary to develop the work further.



## Terms of reference

This report was funded by the Research England Strategic Priorities Fund and has been prepared by the Lincolnshire Open Research and Innovation Centre (LORIC). LORIC is a research and consultancy entity which is part of Bishop Grosseteste University. LORIC's mission is to support local stakeholders with data-driven decision-making, whether that is to support policy changes or to foster innovation on a regional and national level.

For the purposes of this summary, what is defined as the Coast are: **Tetney, Marshchapel, North Somercotes, Skidbrooke with Saltfleet, Mablethorpe (North, East, and Central), Trusthorpe and Mablethorpe, Sutton on Sea (North and South) Alford, Chapel St Leonards, Ingoldmells, Winthorpe, Scarborough, Croft, Wainfleet and Friskney wards**. Where possible, ward-level data will be used to illustrate the findings; however, in datasets where there is not any recent ward-level data, parliamentary constituency-level data for Boston and Skegness and East Lindsey will be used instead.

This report contains Open Data that has been licensed under OGL 3.0 and Creative Commons 4.0 (share-alike with attribution).

Open data used in this report has been externally collected and verified. For information on what the open dataset contains and the limitations of that dataset, please refer to the original statistical release as indicated in the report.

Where this report refers to or uses previous LORIC research, it will be annotated as such. Please send any questions about previous LORIC research that you might have to [loric@bishopg.ac.uk](mailto:loric@bishopg.ac.uk).

New primary data collected as part of this report will be annotated as such.

All new primary data collected as part of this research project was collected following approval from the Bishop Grosseteste University Research Ethics Committee.

Please be aware that the data presented in this report represents the views of the participants and their lived experiences as professionals and members of the Greater Lincolnshire community. Testimonies reflect the knowledge, experiences, and perceptions of participants, as well as their accrued knowledge of their beneficiaries. This data reflects personal observations, discussions, and reflections on the topic of adult literacy, which will be used as a starting point for bigger discussions and research; however, the data will not reflect the full picture on the state of adult literacy in Greater Lincolnshire as there are far more stakeholders at play.

For a full description of the project methodology and full list of participating organisations, please see [the full report](#).

All organisations who contributed operated within Greater Lincolnshire. Some of them limited their activities to the local level; others operated all over the local enterprise area; a third group operated across counties. As a group, participants were able to offer a wide variety of opinions and experiences to this inquiry.

## Introduction

Research from the Reading Agency indicates that 1 in 6 adults in the UK struggle to read<sup>1</sup>. A 2003 review from the Department for Education estimated that 23.8 million adults had literacy levels below level 2 at the time<sup>2</sup> and a 2011 survey published by the Department for Business, Innovation and Skills suggested that there has been a 44% rise in adults struggling with their literacy in the years since<sup>3</sup>. While the 2009 report by the House of Commons Public Accounts Committee clarified that the target for Skills for Life was to achieve functional literacy and numeracy in 95% of working age adults by 2020, there has not been sufficient evidence produced since to inform policymakers as to whether those targets have been achieved, to what extent they have been achieved, and what further challenges are available.

As stated in the full report on Adult Literacy in Greater Lincolnshire ([available here](#)) quantifying the problem for the Greater Lincolnshire Local Enterprise Partnership is challenging due to the lack of data pertaining directly to literacy. Similarly, it is difficult to put specific numbers to the coastal areas, as ward-level data from the 2021 census is not scheduled for release until 2023. However, it is possible to make some inferences by looking at employment data and data on qualifications held.

### Two important things to note from the main report:

1. According to the 2019 annual population survey, there appears to be a connection between holding high qualification levels in Greater Lincolnshire and an adult being in employment. Furthermore, the percentage of economically active adults with high qualifications were lower in Greater Lincolnshire than in the rest of Great Britain. Area-by-area breakdown might have shown some variation but overall the trend appears to hold true across multiple datasets.
2. While this data used in the main report is from 2019, data available from 2020 does not seem to indicate that those trends have been reversed. Indeed, given the rapid proliferation of technology to assist homeworking and the growing importance of digital skills, it is likely that those disparities will continue, and advancing adult literacy will be key to addressing them.

It is worth noting that there are many reasons why an individual might be economically inactive. The most common reasons cited in Greater Lincolnshire's annual population survey were long-term health conditions and caring responsibilities. It is also worth noting that there are structural challenges like a lack of sufficient jobs that offer flexible working hours, inability to afford childcare, or a lack of sufficient digital resources that might prevent a person from becoming economically active. Qualifications and literacy are only one part of the question.

It is also worth noting qualifications held are one part of the story of an adult's personal and professional advancement. Equally relevant is the employers' willingness to invest in their employees. Data for 2019<sup>4</sup> showed that 10% of the employees surveyed had received job-related training in the past 4 weeks, while another 10% had received it in the last 13 weeks. However,

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<sup>1</sup> <https://readingagency.org.uk/adults/>

<sup>2</sup> <https://publications.parliament.uk/pa/cm200809/cmselect/cmpublicacc/154/154.pdf>

<sup>3</sup> [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/36000/12-p168-2011-skills-for-life-survey.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/36000/12-p168-2011-skills-for-life-survey.pdf)

<sup>4</sup> Source: ONS Annual Population Survey, as seen on NOMIS.

looking at more granular data for Greater Lincolnshire, it is also seen that 37% of all employees holding an NVQ4+ level had received job-related training in the past 13 weeks, compared to only 22% of all employees holding an NVQ3 qualification or below.

What this means is that employers do invest in the training and advancement of their staff, but those holding a high qualification are much more likely to be given the opportunity for training than those with lower levels of qualification held.

A recurring theme in the interviews and focus groups conducted as part of this research project was that, according to participants, literacy was fairly low among the adults that they met in the context of their work. Levels of literacy reported varied from group to group, from adults who struggled somewhat to those who didn't hold a qualification.

It was further emphasised that literacy difficulties are a largely hidden problem. This was partially due to stigma and anxiety, but also because literacy levels are not easily surmised from the person's qualifications or their occupation. Participants noted that many school leavers who struggle academically tend to be directed towards manual or highly skilled occupations; and that even those that hold higher qualifications might not have the confidence to use those skills.

With those things in mind, let's look at Coastal Communities.

## Section One: Defining the challenge for the Coast

Coastal areas around the UK have been identified as areas of particular interest for regional development<sup>5</sup>. Lincolnshire Coastal Communities – particularly the towns of Skegness and Mablethorpe – are implementing several initiatives aimed at improving connectivity, skills, business, and regeneration in the area<sup>6</sup>. Indeed, of the regions examined in this report, coastal areas are undertaking some of the most ambitious projects for local regeneration.

However, testimonies from participants in this research project suggest that coastal areas also have some of the poorest levels of trust towards services. Training providers reported that they had to work a lot harder to build up trust with individuals and businesses in coastal areas to get them to engage with programs and services than they did in urban or rural ones. According to participants, adult learners from coastal wards often saw new programs starting up and then closing with little in the way of follow-up or accountability, which was not suitable for the needs of the learners.

The interview evidence appears to be supported by statistical data as well – the IMD for the coastal wards shows that they rank among the most deprived deciles overall, as well as in the Educational, Skills, and Training domain, and in the Barriers to Housing and services domain (see below figure for more information):

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<sup>5</sup> <https://www.gov.uk/government/collections/coastal-communities>

<sup>6</sup> <https://connectedcoast.co.uk/>

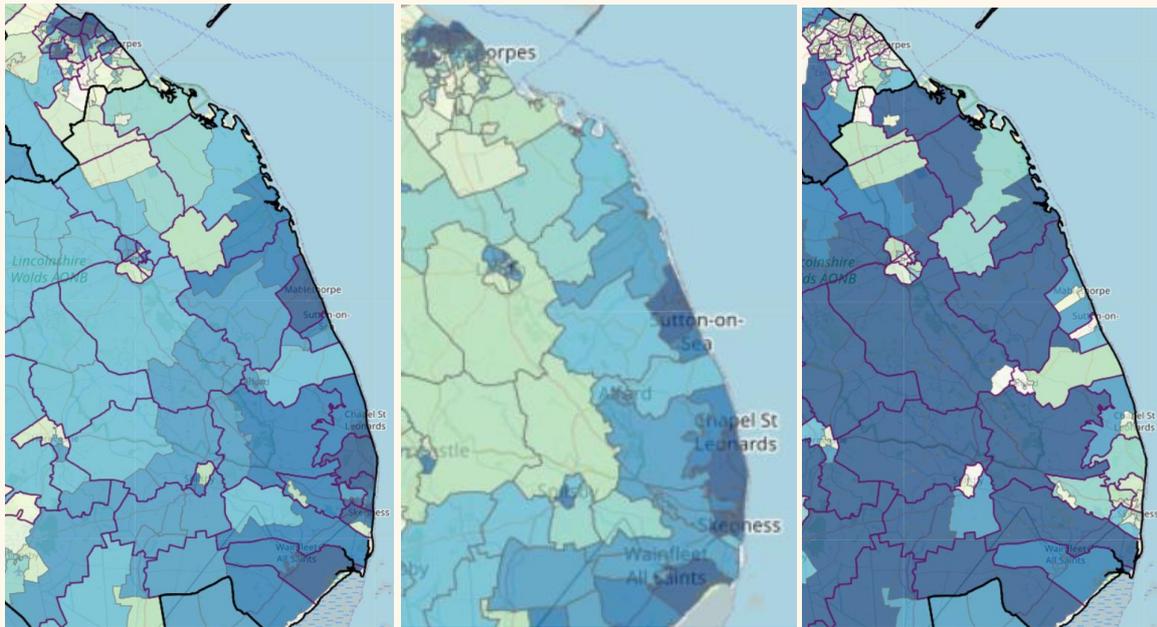


Figure 1: (left) IMD for coastal area; (middle) Education, Skills and Training domain; (right) Barriers to housing and services domain

Furthermore, according to the annual population survey, only 29% of adults held and NVQ4 or above qualification, compared to 40% in Great Britain as a whole. On a regional level, the differences are even more stark. The wider report looked at all parliamentary constituencies, but for constituencies that include coastal communities, the percentage of the overall population that held lower or no qualifications (NVQ1 and NVQ2) was much higher than for the rest of Great Britain by as much as 3 percentage points.

	Boston And Skegness	Louth And Horncastle	Cleethorpes	Greater Lincolnshire	Great Britain
<b>NVQ4 and Above</b>	24.6%	36.6%	26.2%	29%	40.3%
<b>NVQ3</b>	21.8%	25.6%	24.5%	23%	18.2%
<b>NVQ2</b>	18.1%	19.7%	21.1%	22%	17.1%
<b>NVQ1</b>	12.1%	6.8%	13.0%	13%	10.0%
<b>Other</b>	13.7%	#	5.7%	9%	6.7%
<b>No qualifications</b>	9.7%	#	9.5%	9%	7.7%

This statistic is relevant in the context of the wider report, in that higher qualifications appear to be associated with higher employment prospects; but it is also relevant in the context of the coast, as some of the findings from the qualitative interviews and focus groups demonstrate a particular lack of trust towards providers on the part of the local population.

Looking at qualification distributions alongside a map<sup>7</sup> of the English Indices of Multiple Deprivation, it is possible to see a correlation between an individual living in a deprived area and an individual not

<sup>7</sup> [http://dclgapps.communities.gov.uk/imd/iod\\_index.html#](http://dclgapps.communities.gov.uk/imd/iod_index.html#)

holding high qualifications. This is further reflected in the map when it only considers the Education, Skills and Training Domain and not all the Indices of Multiple Deprivation taken together. This was especially pronounced on the coastline, Cleethorpes, and the Boston and Skegness constituency.

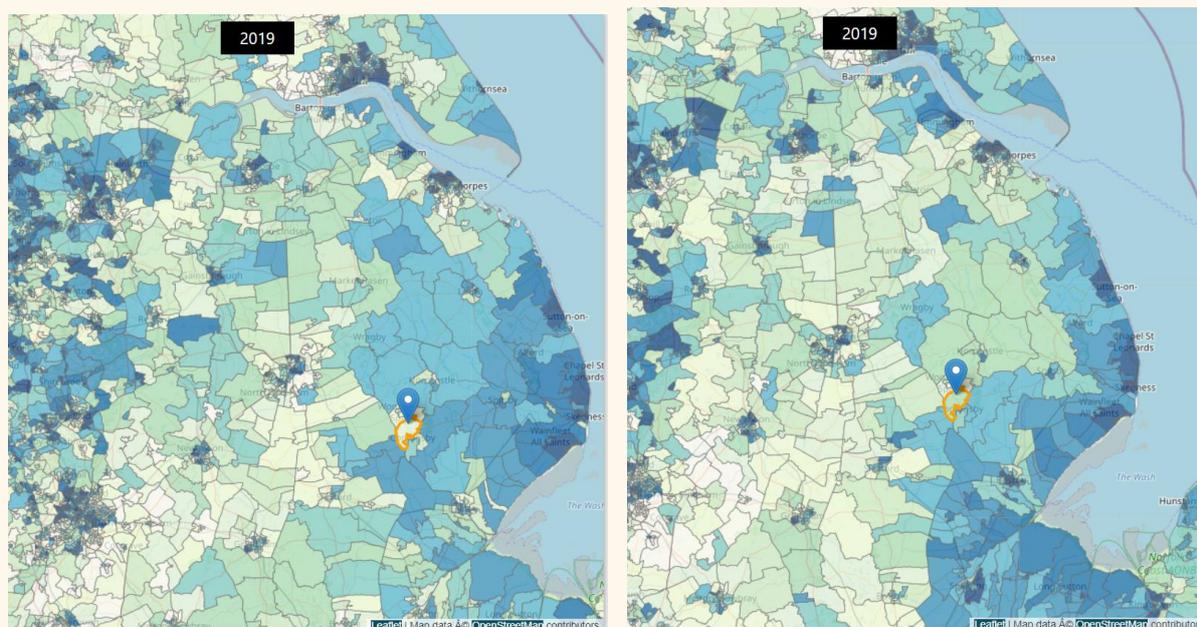


Figure 2: (left) 2019 map of Greater Lincolnshire Indices of Multiple Deprivation; (right) Education, Skills and Training Domain only

Additionally, it is worth noting that access to literacy services was a key factor in the wider report, which influenced both levels of literacy, opportunities for improvement, and willingness of the wider population to engage with any literacy initiatives. Libraries were a key discussion point during the interviews and focus groups, as they are largely free to access, open to the public, and could serve to promote literacy to individuals who might otherwise be discouraged from seeking support in improving those skills.

However, as seen from figure 3, the distribution of services in the Greater Lincolnshire Local Enterprise Partnership is uneven, particularly on the coastal wards<sup>8</sup> where there were only 4 libraries listed and only 1 of them was open during the COVID-19 public health emergency. There were more libraries in Boston and Skegness that were open (see Appendix 2) but for the most part access to such services was restricted to individuals who had the time, means, and inclination to seek them out.

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<sup>8</sup> For the purposes of this summary, what is defined as the coastal wards are: Tetney, Marshchapel, North Somercotes, Skidbrooke with Saltfleet, Mablethorpe (North, East, and Central), Trusthorpe and Mablethorpe, Sutton on Sea (North and South) Alford, Chapel St Leonards, Ingoldmells, Winthorpe, Scarborough, Croft, Wainfleet and Friskney

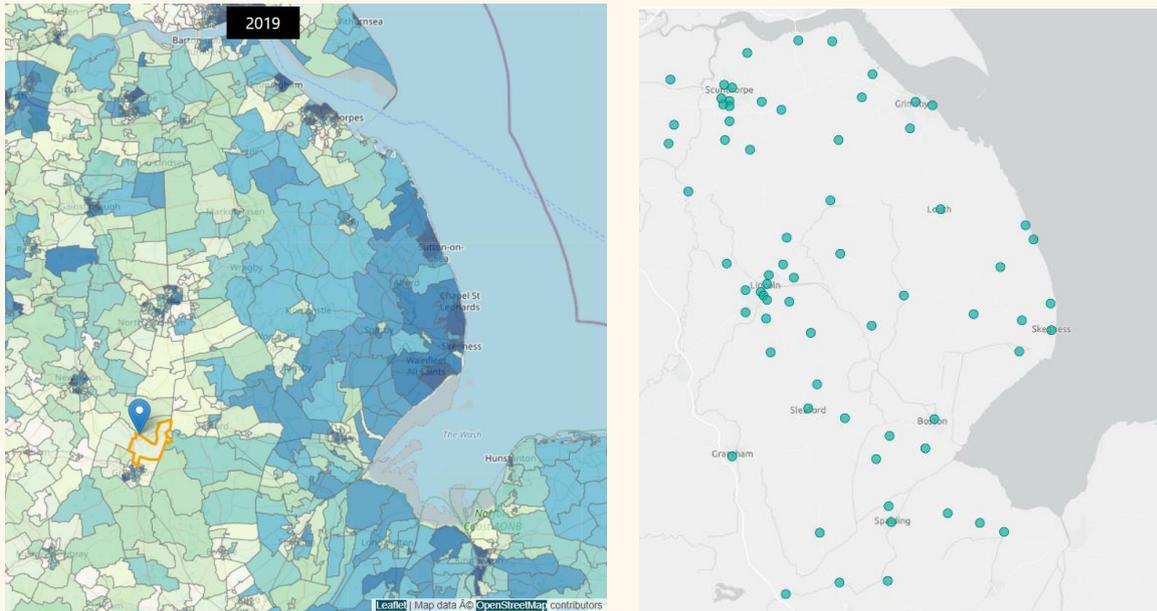


Figure 3: (left) IMD for Lincolnshire; (right) Map of libraries in local area

For residents Coastal Lincolnshire, access to private training and skills providers were also limited. A search through online databases conducted by LORIC staff revealed 52 different providers from across the LEP area. Of those, 36 were based in Lincolnshire, 4 in North East Lincolnshire, 5 in North Lincolnshire, and 5 have their bases outside of the LEP area.

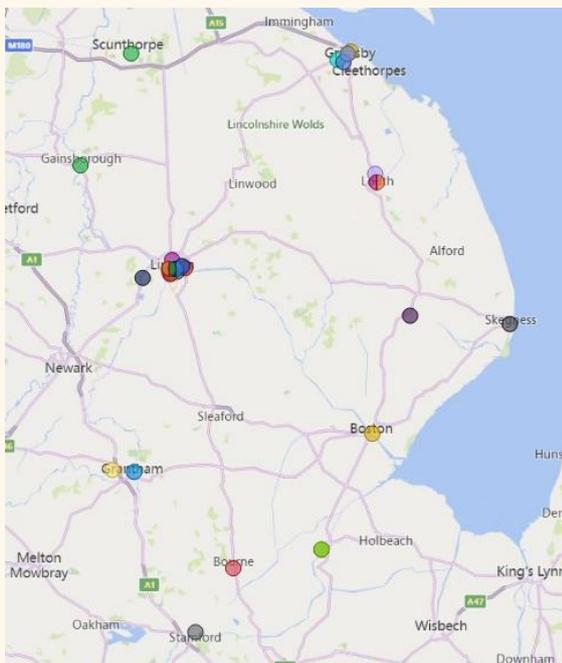


Figure 4: Private adult literacy provision

For residents in coastal wards, the nearest providers of private adult literacy courses were in Skegness, Louth, or Cleethorpes. During the COVID-19 public health emergency, some of the providers were able to introduce online learning. However, that was not the case for all providers, and even so, access to online learning was predicated on the student having appropriate equipment and wifi connections. All this contributes to barriers to access and how willing residents are to engage with literacy services.

Digital poverty is a known challenge for Greater Lincolnshire, and data from the House of Commons library shows that rural Lincolnshire has some of the slowest download speeds in the country as well as some of the slowest connections<sup>9</sup>. Combined with the ward-level data on access to services and combined IMD data, it appears that the coast has some way to go before it can set up the infrastructure necessary to help all residents access training and support. As for physical resources, there were only a handful of libraries identified in the coastal area, only one of which worked through the winter 2021 lockdown.

### Section Three: Specific barriers to improving adult literacy

In the wider report on Adult Literacy in Greater Lincolnshire, participants described the problem with literacy as multi-layered and multi-faceted. Examples of literacy problems manifesting included, but were not limited to:

- Adults struggling with literacy but not disclosing that due to stigma and social pressure.
- Adults struggling with literacy and coming up with roundabout ways to hide their difficulties (i.e., having their children explain documents to them or fill in paperwork for them).
- Adults struggling with the consequences of being typecast as not being academically gifted in school.
- Adults with literacy problems struggling to access appropriate support for systemic reasons, such as caring responsibilities, conflicting work responsibilities, transport links to the location of the course, digital barriers, and not fitting the funding profile because of other aspects of their lives (for example, they accessed support for something unrelated to literacy that makes them ineligible for a literacy program).
- A sizeable group of adults struggling with literacy problems also presented with issues that are symptomatic of a learning difficulty. Though these adults didn't have a formal diagnosis, many responded well to techniques and resources aimed at those with learning difficulties.
- Highly skilled adults for whom English was an Additional Language struggling to find appropriate course materials and instructions.
- Lack of foundational or bridging courses for both native English speakers and EAL learners, leading them to become discouraged from seeking further support.
- Lack of functional English language provision for learners that might not be able to enter the workplace, but still need a level of support to engage in public life.
- Adults with literacy problems having poor or humiliating experiences in traditional classroom settings, leading them to completely give up on engaging with similar programs in the future.

Indeed, one of the key issues raised that was how ill-suited classroom settings were for some adult learners. Baseline skills were frequently found to be higher than what the learners had, and the experience of those adults in the classroom setting was described by the participants as “discouraging” and “humiliating”. Examples given included adult learners being so put off by their experience they gave up on any further endeavours to improve their literacy.

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<sup>9</sup> <https://commonslibrary.parliament.uk/constituency-data-broadband-coverage-and-speeds/>

In the same vein, provisions for improving literacy in later age were considered by participants as being scarce and homogenous, offering very little provision for accommodating different learning needs or requirements. To quote some examples of barriers to access:

- “One type of literacy learning”: Some participants felt that literacy courses were not geared towards the practical realities of a learner’s life. Indeed, participants noted that adult learners made more progress on their literacy on functional skills courses than on “literacy-only” courses.
- Physical barriers: Adults living in rural areas would have to travel a lot further to access a course or a library. This, in turn, was predetermined on physical mobility, access to a personal vehicle, or the availability of a reliable public transportation.
- Barriers of time: For adults relying on seasonal work (for example, in the visitor economy) taking on courses at a local college was often impractical as they were found to run well into the season.
- Economic barriers: Lack of money for private tutoring limited access to courses. While free tutelage was available through different programs, participants noted that this was not universally accessible. For example, a course at a college is only free if it is completed – otherwise, learners incur a charge. Participants also noted that adults who claim benefits might hesitate to take a course, even a free one, if it is not approved by the DWP.

Furthermore, while participants in this research project talked primarily about the experiences of individual learners, it is worth noting that participants that worked on the coast also found it difficult to engage with and build trust with businesses. While training providers found it relatively straightforward to engage with businesses based out of more urban areas like Lincoln, Scunthorpe or Grimsby, they noted that it was much more difficult to explain the value of their training to coastal businesses unless they specifically targeted it towards them.

The wider report on adult literacy in Greater Lincolnshire goes into more detail about barriers to entry like deployment of technology, diagnosed or undiagnosed learning difficulties, and the root of mistrust into services. Those barriers are not unique to the coastal wards but they are especially pronounced. To sum up those sections in brief:

- Technology was found to have mixed results in improving adult literacy: while some participants found it to be a detriment rather than an aid, others pointed at the ways it had improved access for some participants. Some participants noted explicitly that technology and online learning could be a great benefit for supporting adult learners who might feel uncomfortable in a classroom setting.
- There are systemic barriers to access that are to do with residence, caring responsibilities, and the means of accessing private adult literacy support. However, by far the most cited systemic barrier were learning difficulties in the adult population, particularly undiagnosed learning difficulties. Many adults that participants worked with presented with symptoms that could fit the criteria for a learning difficulty, but had never sought out a diagnosis. In such cases, using resources aimed to help those with learning difficulties were seen as very beneficial.
- Poor levels of trust in services, stigma, and anxiety among adult learners are some of the biggest contributors to low engagement. Indeed, those are often the hidden pitfalls that many adult learning initiatives are not prepared for.

- Provision for EAL (English as an Additional Language) learners on the coast is very narrow and can exclude many who do not fit the criteria for support. Statistically, most EAL learners living in coastal wards are economically active, but unless they are working towards a higher qualification, they are unlikely to find support designed at helping them learn. English courses aimed at teaching the fundamentals of the language (which could help refugees or EAL learners who hold a lower qualification) are limited and hard to access as well.

It is worth reiterating that literacy levels are not immediately obvious from the qualifications a person might hold, their occupation, or their seniority. Many adults, especially those in older generations, are reluctant to disclose struggling with literacy and will sometimes develop elaborate coping mechanisms to make up for relative lack of confidence with reading and writing. However, automation and drivers for more technological innovation across industry will necessitate rapid upskilling across the workforce. It is therefore likely that adults who struggle with literacy will become increasingly more visible as a population in coming years.

Finally, it is worth noting that specifically on the coastal wards, the labour market is known to have aligned strongly with the local visitor economy<sup>10</sup>. Many participants noted that, with many potential learners relying on the tourist season for work, the overlap with many college courses could act as an incentive against them engaging. This related both to adult literacy courses as well as any other formal skill-building initiative – participants noted that most adult learners were more likely to prioritize paid work over gaining new or additional qualifications.

While LORIC was not able to gather more specific data for the coastal region during this research project, the Centre has been involved in other research projects that have established a baseline for skills, employability, and economic needs for the coastline. It is worth noting that the economy of the Lincolnshire coast is very strongly aligned with the visitor economy, far more so than in urban or rural areas – as such many businesses prioritized the training needs of seasonal staff. Many residents were also registered (as of the annual population survey 2019) as having caring responsibilities and chronic illness, making them more likely to seek out temporary or flexible working arrangements.

## Section Four: What are the impacts of adult literacy challenges?

Adult literacy challenges were perceived to have a powerful impact on individuals, on employers, and on industry in Greater Lincolnshire. For individuals the impacts manifested themselves in low aspirations, achievement, and future opportunities, as well as an overall decrease on their ability to engage effectively in public life. For employers, low levels of literacy among adults meant increased costs of upskilling and training, and a difficulty in applying government-run initiatives like the apprenticeship scheme. For industry, low levels of adult literacy mean delays in innovation and the deployment of technology. Talent and resources were perceived as going to waste because of lack of provision.

It is worth noting here that while more and more businesses try to take advantage of the apprenticeship programs to support and upskill their staff, many participants felt that they were not suited for building up functional skills, including literacy. Indeed, participants felt that trade apprenticeships were largely inaccessible to people with literacy difficulties for many reasons, including but not limited to:

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<sup>10</sup> An employment, skills, and economic profile of Lincolnshire's Seaside Coastal Community, LORIC, submitted in April 2020 to the Lincolnshire County Council and Skills Reach.

- The applications process: participants felt that adults who did not have the baseline literacy level would not be able to complete the application or get through the selection process for the apprenticeship.
- The administrative requirements during the apprenticeship: participants pointed out that there are additional administrative requirements in apprenticeships that adults would struggle with if they did not have the necessary literacy levels.
- The assessments needed to complete the apprenticeship: participants noted that assessments required a level of literacy skill to complete that learners may not be able to acquire in the time they need to complete the program.

Taken together with the rapid automation and digitization of businesses, many of the trade apprenticeships being offered are now requiring a fairly high level of literacy as well as technological confidence. This is particularly problematic on the coast, as a lot of the local businesses were structured around the visitor economy prior to the COVID-19 public health emergency.

## Recommendations

All the conclusions from the overarching report on Adult Literacy in Lincolnshire apply to the coastal areas. However, specific recommendations that pertain to the Lincolnshire coast include:

- Existing providers have the experience and capability to develop support for adult learners – resources are often what is missing.
- It is crucial for existing providers to be given a voice as new interventions are developed, as they have the connections and trust, as well as the expertise necessary to develop the work further.
- It is crucial for providers to build trust with learners and adopt a person-centric approach to the work.
- Development of services that can work in collaboration with existing providers is important if the experience and capacity is not available.
- What is needed:
  - I. Compassionate, bespoke, 1-to-1 functional skills building to help bridge the gap between apprenticeship requirements for adult learners.
  - II. Development of more adult-appropriate literacy teaching and learning tools.
  - III. Compassionate, bespoke, 1-to-1 literacy provision for adults who might have undiagnosed learning difficulties.
  - IV. Development of flexible, bespoke tutoring and course provision for people with inflexible work schedules.
  - V. Compassionate, bespoke provision for learners in digital poverty.
  - VI. Development and strengthening of course provisions for EAL/ESOL learners at all levels, including for those who may only seek to build up their literacy skills in order to take part in public life.
- It is also crucial for providers to work with local employers, communicating the benefits of their programs, and collaborating on delivering interventions that are attractive to those working in the visitor economy.

## Appendix 1: Resource Lists

Shannon Trust: Shannon Trust is a national charity supporting thousands of prisoners a year to transform their lives by unlocking the power of reading. They inspire and train prisoners who can read to teach prisoners who can't. <https://www.shannontrust.org.uk/>

Read Easy: Read Easy is a not-for-profit organisation that recruits, trains and supports volunteers to give one-to-one tuition to adults who struggle with reading. <https://readeasy.org.uk/>

Reading Well: Reading Well supports readers to understand and manage their health and wellbeing using helpful reading. <https://reading-well.org.uk/>

## Appendix 2: Libraries on Coast

Name of Library	Address	Open	Closed
<b>Alford Library and Focal Point</b>	6 South Market Place Alford Lincolnshire LN13 9AF		√
<b>Boston Library</b>	County Hall Boston Lincolnshire PE21 6DY	√	
<b>Burgh le Marsh Library and Community Hub</b>	Tinkers Green Jacksons Lane Burgh le Marsh Skegness Lincolnshire PE24 5LA		√
<b>Ingollmells Community Library</b>	Royal Arthur Centre Skegness Road Ingollmells Skegness Lincolnshire PE25 1NP		√
<b>Kirton Library</b>	New Life Community Church The Junction, Wash Road Kirton Boston Lincolnshire PE20 1QJ		√

<b>Mablethorpe Library and Customer Service Centre</b>	Stanley Avenue Mablethorpe Lincolnshire LN12 1DP	√
-		
<b>Magdalen Library</b>	Wainfleet St John Street Wainfleet Skegness Lincolnshire PE24 4DL	√
-		
<b>Skegness Library</b>	23 Roman Bank Skegness Lincolnshire PE25 2SA	√
-		
<b>Sutton on Sea Library and Community Hub</b>	Broadway Sutton on Sea Mablethorpe Lincolnshire LN12 2JN	√
-		
<b>Swineshead Community Library</b>	Methodist Church High Street Swineshead Boston Lincolnshire PE20 3LH	√
-		