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<b>Report To:</b>	<b>Education &amp; Communities Committee</b>	<b>Date:</b>	<b>20 May 2025</b>
<b>Report By:</b>	<b>Ruth Binks Corporate Director, Education, Communities and Organisational Development</b>	<b>Report No:</b>	<b>EDUCOM/39/25/TM</b>
<b>Contact Officer</b>	<b>Hugh Scott Service Manager, Inclusive Communities</b>	<b>Contact Number:</b>	<b>01475 715450</b>
<b>Subject:</b>	<b>Inverclyde Multiply Project</b>		

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## 1.0 PURPOSE AND SUMMARY

- 1.1 ☐ For Decision ☒ For Information/Noting
- 1.2 The purpose of this report is to inform the Education and Communities Committee of the achievements made during the Multiply project until its completion on 31 March 2025.
- 1.3 Through funding previously known as UK Levelling Up Funding, Inverclyde Council successfully secured financial support from the UK Government to enhance numeracy confidence and accreditation for adults aged 19+ in the region. £270,000 was allocated from this funding to CLD to deliver this programme in Inverclyde which was used to appoint two full-time development workers, one full-time development worker assistant, and one part-time senior development worker. This investment helped ensure accessible and tailored numeracy learning opportunities for residents across Inverclyde.
- 1.4 The Multiply: Make Numbers Count initiative ran from July 2023 to 31 March 2025. This report provides an overview of the project, its key achievements and outlining the legacy for continuing to support numeracy learning beyond its completion.

## 2.0 RECOMMENDATIONS

- 2.1 It is recommended that the Education and Communities Committee:
- notes the impact of the Multiply project; and
  - notes the project end date of 31 March 2025.

**Ruth Binks**  
**Corporate Director Education, Communities and Organisational Development**

### **3.0 BACKGROUND AND CONTEXT**

- 3.1 Multiply funding in Inverclyde was part of the UK Government's Shared Prosperity Fund, designed to enhance numeracy skills among adults. The initiative, Multiply: Make Numbers Count, offered targeted training and personalised support for individuals aged 19 and over who had not previously achieved a Level 2/SCQF Level 5 or higher maths qualification. The programme aimed to boost learners' confidence, improve employability prospects, and equip them with practical numeracy skills for everyday life.
- 3.2 The Multiply: Make Numbers Count began in July 2023 and ended on 31 March 2025, and focused on:
- courses aimed at prisoners, those recently released from prison or on temporary licence;
  - providing new intensive and flexible courses targeted at people without Level 5 maths in Scotland, leading to an equivalent qualification; and
  - providing activities, courses or provision developed in partnership with community organisations.
- 3.3 The initiative aimed to accomplish the following outcomes:
- Increase adult participation in numeracy programmes, ensuring accessible learning opportunities for those seeking to improve their skills;
  - Support adults in achieving recognised maths qualifications, helping to enhance employability and confidence in numeracy;
  - Cultivate Community Champions, empowering individuals to advocate for and promote numeracy learning within their local areas; and
  - Recruit, train, and develop numeracy volunteers, equipping them with the necessary skills to support learners and strengthen community engagement.
- 3.4 Delivered by experienced literacies staff at Inclusive Communities—formerly known as Community Learning and Development—Inverclyde offered a diverse range of tailored learning opportunities aimed at enhancing numeracy skills.

Learning Opportunities included:

- Personalised 1-to-1 Support: individualised sessions to meet the specific learning needs of each participant; and
- Bespoke Learning Programmes designed in collaboration with key community partners to ensure accessibility and relevance.

These initiatives aimed to break down barriers to learning, empowering individuals to develop confidence and skills for everyday life, employment, and further education.

More information and case studies can be found using the following link:

<https://sway.cloud.microsoft/KgCedZLnEwUJBULQ?ref=Link>

### **4.0 KEY SUCCESSES**

- 4.1 The Multiply initiative in Inverclyde achieved significant milestones in improving adult numeracy and fostering community engagement. Through dedicated staff and strong partnerships, the programme had a positive impact, empowering learners with essential skills for both daily life and employment.

## 4.2 Key Successes of the Multiply Programme in Inverclyde include:

- **Educational Support for the Justice System:** A partnership with Fife College enabled weekly learning sessions at Gateside Prison, offering contextualised numeracy support to help individuals prepare for life beyond incarceration. 21 learners accessed support with 10 achievement SQA accreditation;
- **Widespread Community Impact:** Over the course of the project, 254 learners received targeted numeracy support, strengthening confidence and independence in managing finances, employment, and daily tasks, with 136 achieving SQA accreditation;
- **Inclusive Language Learning:** To support both native Scots speakers and ESOL learners, practical cooking sessions were introduced, integrating numeracy and language development through engaging, hands-on activities;
- **Volunteer Tutor Training:** A total of 8 individuals participated in Volunteer Tutor training, with seven successfully progressing to provide direct support to adult numeracy learners, enhancing the reach and effectiveness of the programme;
- **National Recognition:** A learner and staff member actively participated in the Multiply project launch, which included a national press release and photo shoot, showcasing Inverclyde's commitment to improving numeracy skills; and
- **Development of Bespoke Learning Materials:** A variety of tailored learning resources were co-created with partner organisations, including Parklea Branching Out, Morton in the Community, and Jericho House, ensuring courses were embedded with accreditation to support employability and life skills development.

## 5.0 MULTIPLY LEGACY

5.1 Even though the multiply project in Inverclyde was focused on improving numeracy it created a network of support, education, and empowerment for learners engaged in the project. By fostering collaboration between local organisations, colleges, and volunteer tutors, the initiative left a meaningful impact in ensuring that numeracy learning remains accessible, relevant, and engaging.

5.2 Learners who participated in the Multiply project and wished to continue developing their numeracy skills were provided with the opportunity to access ongoing support through the existing Adult Literacies provision.

To ensure that learners could maintain their progress and further improve their numeracy confidence, they were offered access to a variety of structured learning opportunities under the Adult Literacies programme, which focuses on providing flexible and tailored support.

5.3 Staff members who were funded through the Multiply project have either returned to their substantive roles within Inverclyde Council or successfully transitioned into new positions within the local authority, ensuring their expertise and experience continues to benefit the community.

## 5.0 IMPLICATIONS

5.1 The table below shows whether risks and implications apply if the recommendation(s) is(are) agreed:

SUBJECT	YES	NO
Financial		x
Legal/Risk		x
Human Resources		x
Strategic (Partnership Plan/Council Plan)		x
Equalities, Fairer Scotland Duty & Children/Young People's Rights & Wellbeing		x
Environmental & Sustainability		x
Data Protection		x

## 5.2 Finance

One off Costs

Cost Centre	Budget Heading	Budget Years	Proposed Spend this Report	Virement From	Other Comments
N/A					

Annually Recurring Costs/ (Savings)

Cost Centre	Budget Heading	With Effect from	Annual Net Impact	Virement From (If Applicable)	Other Comments
N/A					

## 5.3 Legal/Risk

None

## 5.4 Human Resources

None

## 5.5 Strategic

None

## 5.6 Equalities, Fairer Scotland Duty & Children/Young People

### (a) Equalities

This report has been considered under the Corporate Equalities Impact Assessment (EqIA) process with the following outcome:

	YES – Assessed as relevant and an EqIA is required.
x	NO – This report does not introduce a new policy, function or strategy or recommend a substantive change to an existing policy, function or strategy. Therefore, assessed as not relevant and no EqIA is required. Provide any other relevant reasons why an EqIA is not necessary/screening statement.

(b) Fairer Scotland Duty

If this report affects or proposes any major strategic decision:-

Has there been active consideration of how this report's recommendations reduce inequalities of outcome?

	YES – A written statement showing how this report's recommendations reduce inequalities of outcome caused by socio-economic disadvantage has been completed.
x	NO – Assessed as not relevant under the Fairer Scotland Duty for the following reasons: Provide reasons why the report has been assessed as not relevant.

(c) Children and Young People

Has a Children's Rights and Wellbeing Impact Assessment been carried out?

	YES – Assessed as relevant and a CRWIA is required.
x	NO – Assessed as not relevant as this report does not involve a new policy, function or strategy or recommends a substantive change to an existing policy, function or strategy which will have an impact on children's rights.

**6.0 Environmental/Sustainability**

Summarise any environmental / climate change impacts which relate to this report.

Has a Strategic Environmental Assessment been carried out?

	YES – assessed as relevant and a Strategic Environmental Assessment is required.
x	NO – This report does not propose or seek approval for a plan, policy, programme, strategy or document which is like to have significant environmental effects, if implemented.

**7.0 Data Protection**

Has a Data Protection Impact Assessment been carried out?

	YES – This report involves data processing which may result in a high risk to the rights and freedoms of individuals.
x	NO – Assessed as not relevant as this report does not involve data processing which may result in a high risk to the rights and freedoms of individuals.

**8.0 CONSULTATION**

8.1 N/A

**9.0 BACKGROUND PAPERS**

9.1 N/A

## APPENDIX 1

ESOL COURSES AND QUALIFICATIONS UNDER THE NEW MODEL				
ESOL Course Level	Level Descriptor of ESOL Course	Scottish Credit & Qualifications Framework Level	Qualifications embedded within ESOL course	Learning offer under the New Model
B1 Level Intensive 6-8hrs per week 44 weeks per year	Independent User	4	SQA Core Skills Level 4	1 cohort at Port Glasgow Town Hall 1 cohort at Greenock Mid Kirk
A2 Level Intensive 6-8hrs per week 44 weeks per year	Basic User	3	SQA Core Skills Level 3	2 cohorts at Greenock Mid Kirk
A1 Level Intensive 6-8hrs per week 44 weeks per year	Basic User	2	SQA Core Skills Level 2	1 cohort at Greenock Mid Kirk
Pre-A1 Literacies Level 2hrs per week 44 weeks per year	Pre-basic user	1	National 2 ESOL For everyday life	1 cohort at Greenock I-Zone <i>Please note this cohort is made up of learners from the above A1 course as well as learners from weekly sessions who need this support</i>
Weekly Session 2hrs per week 44 weeks per year	Mixed level	2-4 mixed level	SQA Core Skills 2-4	1 cohort at Branchton Centre 1 cohort at 7 ½ John Wood St Centre
ESOL ICT Session 2hrs per week 38 weeks per year	Mixed level	2-4 mixed level	SQA Information and Communication Technology	1 cohort at Central Library

Notes:

Intensive courses are curriculum led and can accommodate up to 20 learners per ESOL course

Weekly sessions are for mixed level ESOL learners and are limited to 8 per course as we utilise an individual learning approach

For more information on the ESOL levels please visit <https://www.coe.int/en/web/common-european-framework-reference-languages/level-descriptions>