

Winter Learning Festival for CLD

This session is part of the Winter Learning Festival for CLD - a national series of online & in-person learning opportunities organised by regional CLD professional learning networks across Scotland. The programme was open to CLD practitioners from any part of Scotland. The session was partly supported by grant funding to the West Alliance from the CLD Standards Council for Scotland.

What is Multiply

Multiply is a UK Government funded programme to support adults to build their abilities to understand and use numeracy in daily life, home, and work. It was launched in 2022-23. Each local authority has been allocated funding to drive forward numeracy in their area.

Event Aims

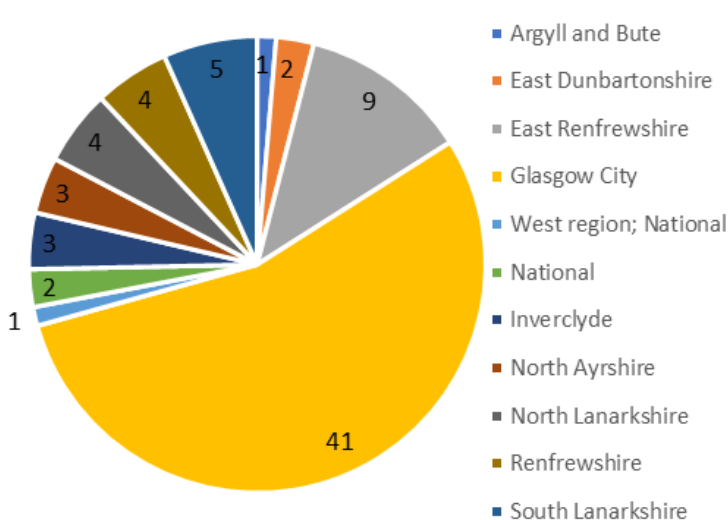
The aim of this professional development session was to learn from our experiences so far of planning and implementing the Multiply Programme across the eight local authority areas in the Glasgow City Region - looking at what has been successful; the challenges faced; and how best to overcome barriers to numeracy learning for adults.

We aimed to update delegates on key marketing activities that will take place across the Glasgow City Region and demonstrate how Glasgow College programmes, with cross regional funding, are targeting new audiences, breaking down barriers and providing increased access to numeracy to students.

Additional activities allowed practitioners to explore CLD approaches to the delivery of Multiply programmes, demonstrate innovative practice, share ideas and expand their Multiply toolkit for delivery.

Attendance

Eighty-one practitioners attended, representing nine local authorities. A breakdown of attendees is shown below.



Attendance 81



Local Authorities 9



Programme of activities

Glasgow City Region Marketing Update

The eight member councils are working together through a regional marketing & communications approach for Multiply, combining budgets to give maximum impact for the associated local authorities. This will be a year-long campaign of dedicated activities supported by a website and phone helpline.

A partner toolkit will be forwarded for Multiply promotion to aid connections with key agencies, employers and specific target audiences.

Website – www.multiply123.co.uk Phonenumber – 0808 171 3030

The programme of activities is detailed below:

Launch, Media Release and Photocall	12 February
Bus Sides and Rears	Feb – March / Aug – Sept
Posters at Key Transport Hubs/Train Stations	March
Multiply Website	From 12 February
Phone Helpline	12 February (6 month pilot)
Radio Campaign	March – April / Sept - Oct
Paid-for social media advertising	May / Nov - Dec

Glasgow Colleges – Innovative Practice

Three colleges have been engaged to provide Multiply courses on behalf of Glasgow City Council with additional regional funding in recognition that students will travel from other local authority areas to take part in city based learning programmes.

Each college was asked to highlight areas of innovative practice that have seen them break down barriers and access new audiences. Care was taken to highlight the variety of practice that is being delivered across the college networks. Details of the highlighted programmes are below:

Glasgow Kevin College

- **Numeracy in Textiles for vulnerable women**

Routes into learning for vulnerable women, utilising a wide variety of textiles and design skills to bring the learning to life.

- **Numeracy in Community Payback; supporting learners in the Criminal Justice System**

Practical trade/DYI activities developing numeracy skills, alongside money management to reduce the cycle of reoffending.

Glasgow Clyde College

- **ESOL & Numeracy through Sign Language**



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Breaking down barriers for sign language users from other countries.

Allowing participants to develop both numeracy and British Sign Language (BSL), while tackling social isolation.

- **Language and Numbers in Social Care Work for Non-Native Speakers of English**

Using the language of numeracy to develop English language skills related to a career in Social Care. Numbers calculations relate directly to the care profession with a pathway directly onto the Social Care employability course.

City of Glasgow College

- **Numeracy supporting Recovery and Homelessness**

Partnership with the Marie Trust to deliver money management and digital skills, leading to SCQF Level 2-4 qualifications for those who have suffered hardship in their lives.

- **Cookery and Money Management qualifications for Mental Health**

Numeracy and personal development, embedding money management and life skills as part of an SCQF level 4 qualification.

Let's Talk Multiply

Prior consultation with regional partners indicated a desire to allow partners to discuss their experiences within the delivery of Multiply. Practitioners were asked to answer three questions in smaller groups before providing feedback. Feedback was collated and has been summarised below:

- **Question 1 - What have been the most successful elements of Multiply?**

Partners welcomed the additional leverage that Multiply has brought, allowing them to attract new audiences and to better support their current learners. Community based learning, supporting wider learner needs and breaking down the barriers to learning through a broadened and well funded CLD approach were evident across the feedback. The opportunity to provide initial steps into numeracy, alongside qualifications, were successful in building confidence and removing the anxiety faced by many learners. Practitioners also reported that new approaches in embedding numeracy outcomes in a variety of fun, useful, real life activities which demystify maths and make numeracy relevant to the needs and challenges faced by individuals and families has been one of the most successful elements of the programme.

- **Question 2 - What have the challenges associated with Multiply?**

The challenges faced in implementing the Multiply Project highlight the complexities of delivering numeracy education. The constraints of a short time frame and uncertainty in funding after 2024/2025 pose significant obstacles to effective planning and sustainability. Additionally, the lack of guidelines, publicity, and marketing resources specific to Scotland was highlighted as a challenge by practitioners. Engagement and retention of learners, particularly the ineligibility of young people aged 16-19, has proven to be difficult, while learners' concerns about the potential impact on benefits has added to the reluctance of some learners to enrol in adult learning programmes. Finding suitably trained tutors, as well as addressing numeracy alongside associated literacy challenges are crucial for success. The future of learners and staff after the Multiply Project ends in 2025 poses a concern, as there will be far fewer opportunities available. To overcome these



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challenges, a collaborative and adaptable approach, co-production with other organisations and individuals, and efficient administrative processes are necessary. Practitioners also highlighted the importance of gathering evidence effectively, establishing clear guidelines, and catering to the specific needs of learner groups such as ESOL learners and those with literacy challenges.

- Question 3 - In what ways have you overcome the barriers to learning within Multiply?

The feedback demonstrated that overcoming barriers to numeracy learning for adults requires a comprehensive and flexible approach. Financial support for travel costs and providing creche facilities have proven to be effective in removing practical barriers. Creating a comfortable and familiar learning environment, such as going to where learners feel at ease or using innovative real life learning methods can enhance engagement. Personalisation and tailoring courses to learner needs ensures relevance and continued engagement. Embedding numeracy in other activities to build confidence while breaking down stigma are important areas for success. Collaborative partnerships, creative resources, and flexible sessions cater to diverse needs. Encouraging a culture of peer support, smaller groups and tailoring the language used make learning more accessible. Building on successful practices and learning from other contexts can inform numeracy education initiatives. By implementing these strategies, barriers can be overcome, and numeracy learning can be made enjoyable, relevant, and inclusive for adult learners.

Enhance your Multiply Toolkit



Practitioners were asked to bring an informal Tabletop Sharing Exercise to the event that demonstrates positive practice within their Multiply programmes. On the day the group were encouraged to share their activities and ideas to help build a collective Toolkit for Multiply across the Glasgow City Region.

Feedback from practitioners was overwhelmingly positive for this activity, with many stating that more time on the day would have been valuable. Additional opportunities to share ideas in the future would be warmly welcomed. An identified area for development is a share point resource where partners can store Multiply programme resources and exercises.



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What's Next

The two main themes of the feedback from practitioners on what they'd like to see next was clarity on the future shape of the programme beyond the funding confirmed for the 2024-25 financial year and the desire to build on the successes of the day with further practice sharing events in the future.



There were a number of suggestions from practitioners for a follow-up face-to-face event in roughly 6 months which would be based on sharing good practice and successful approaches to overcoming barriers. The creation of a regional online resource which allows projects to share successful approaches and resources was another popular suggestion with some proposing that this could be used as a repository for regional guidance, logos, sample registration forms, compliance guidance and relevant statistics.

Evaluation Feedback on the event was very positive. The practitioners were particularly enthusiastic to meet other organisations, understand different programme delivery methods and to share practical ideas. Many indicated that they had taken some new activities on board to deliver within their own area of work. There was also a consensus toward hosting future events and dedicating additional time for the ideas sharing and networking elements that were most valuable.



Increased knowledge of the topic: Before: 3.7/5 vs After: 4.45/5



Overall rating of the session: 4.7/5



Objectives Met: Fully - 14 Partially - 6 Not sure - 0