



Direct and indirect work with marginalised groups

Credit Works

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Director of Credit Works - Finbar works directly and practically on every Credit Works assignment to see how research evidence, theories and technical specifications can be used to bring about real benefits. Credit Works was established in 2004 to work with and seeks to influence the reform of learning and skills in the UK and beyond.

Who identifies the 'marginalised groups'?

Our organisation

Our clients; usually government agencies

Do you have any issues with how these groups are defined?

If so, describe briefly what this means for how you conduct work

Only when the boundaries between these groups is false – e.g. older workers are in a different group from prisoners for skills development – and this skews the research as well as how people are viewed.

Is funding for your work linked to reaching some or all of these marginalised groups?

No

Describe (simply) the different marginalised groups your organisation works with:

Research groups:

Older workers

Prisoners

Young NEETs (**N**ot in **E**ducation, **E**mployment or **T**raining)

Older NEETs

People without qualifications below level 2

State what DIRECT activities your organisation undertakes with each marginalised group

Research which looks at how their skills and knowledge can be developed and how the system can be improved to reach them and support their learning

Explain what works successfully about this activity

Government takes notice we have influenced policy in these areas

Say what evidence there is of this success

Research reports – but more importantly changes in policy

Does this activity promote intercultural dialogue? If so how?

Not really – there is dissatisfaction with multiculturalism but no moves to intercultural dialogue or learning yet.

What evidence do you have of ICD success if any?

None – only in our day to day practice where it is having an impact.

Do you undertake any activities which may have an INDIRECT benefit to marginalised groups?

Our research does have indirect benefits where it has changed how govt funds and operates LL for adults

If so, do you collect evidence of this INDIRECT work?

Yes see www.creditworks/publications

Do you have any examples of work (DIRECT or INDIRECT) with marginalised groups that may help to illustrate your work and any points about this work that you think are important to share?

See www.creditworks.org.uk/publications for these two reports. They summarise what we do well and have wider significance beyond the UK.

[Credit Works, Adult learning, skills and progression to level 2; a study of market failure. LSC February 2006](#)

[Credit Works, Characterising First Steps Learning LSC May 2006](#)