

Adult Education: Widening access and accessibility

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Some imaginings

Imagine if schooling was not compulsory, and children and parents had to be encouraged to attend, could elect how they attended, what courses they would engage in and for what purposes.

How might schooling be different as a result?

Consider also the entire range of experiences through which children learn what they need to know to function in their social, educational and community worlds.

Would a more inclusive concept of 'schooling' might arise ?

Both imaginings prompt considerations for understanding and developing further adults' participation in lifelong education and how the broader range of educative experiences can be engaged with and optimised.

Case

Adults access to educative experiences is critical to their personal and occupational development and contributions to their family, community and citizenship.

Beyond being and remaining employable, are the abilities to pursue social and cultural interests, make informed decisions for themselves and advise others.

Securing and widening access to educational experiences is central here.

Proposes that institutional and societal imperatives shape adult education provisions and educative experiences and how access is viewed and enacted.

Working age adults' life history narratives reveal a broader range of educative experiences afforded and engaged with through work and communities.

A more inclusive view about the purposes, practices and provisions of adult education are suggested in conclusion.

Progression

Engaging and accessing adults' educative experiences

Brief case studies

- i) Participating in CET - students' perspectives
- ii) Widening access for mature age students – educators' perspectives
- iii) Learning across working life (contributions of work and community)
- iv) Innovations and learning (zones of potential development)

Swiss PIAAC data: provisions of continuing education and learning across working life

What does this mean for provisions of adult learning in the Swiss context?



Engaging and accessing adults' educative experiences

Wide and growing acceptance of the importance of learning across the adult lifespan for personal, economic, social and cultural purposes.

Personal – individuals' employability, well-being and cultural betterment

Economic – workplace viability and national sustainability, and sovereignty

Social – maintaining societal cohesion and continuity (e.g. political churning) amidst economic transformations

Cultural – maintaining and developing cultural practices and beliefs (e.g., democracy, inclusion, fairness) – have countries that even its detractors would prefer to live in

1. Singapore: provisions of CET and Lifelong education

Continuing Education and Training (CET): A national priority (ERC 2010) – economic and demographic imperatives – human resources are central

Special Diplomas through 5 polytechnics and Institute of Technical Education (i.e. distinct from Diplomas taken by 'school leavers')

Strong focus of occupational specific outcomes and employability –

Usually evening f2f provisions, 2 nights a week, sponsored, but 'compulsory' attendance

Financial incentives: SkillsFuture Credit (S\$500) encourages citizens to pursue interests to foster lifelong learning habits and promoting cultural betterment.

Credit goes up to S\$4000 for adults 40+ in occupationally aligned programs

Singapore study: CET as lifelong education – 180 graduates CET graduates interviewed; 860 adult Singaporeans surveyed

Graduates' perspectives (Billett, Leow & Le, 2024)

Main purposes for participation were professional-personal (much work related)

Compulsory attendance – liked by many informants

Growing preferences for combinations of online and f2f provisions, particularly after CoVid circuit-breaker

Need for modes of education that can accommodate 'time jealous' adult students

Strong reliance on govt sponsorship

Findings recommended:

Independent counselling prior to enrolment (i.e. appropriate courses) and after completion (alignment with employment opportunities)

Exploring hybrid educational models (combinations of on-line and f2f) to assist access and effective modes of education and attendance.

Incentives and subsidies have unintended legacies (dependence)

2. Widening Access to Mature Students (WAMS) – (Billett & Le in press 2025)

How tertiary education institutions can and are engaging and supporting these students. (UK funded – 2023-24) educator & administrator perspectives

Widening access project - survey of tertiary educators and administrators gathered data about recruiting and engaging these students.

Australian data – 399 useable surveys from respondents in universities and vocational educational institutions on:

- i) what constitutes mature students,
- ii) how they might be encouraged and engaged with and
- iii) support to achieve success in tertiary education.

Relevant findings

Mature age students – those who are aged over 21, with work life experience, along with the categories of those ‘failing to gain tertiary entrance through schooling’

Indicates profiles and characteristics distinct from school leavers

Yet, <50% of institutions reportedly actively recruit and identify these students on entry

Purposes for identifying them categorised as providing support [supp] and achieving institutional goals [inst] (see Appendix 2)

Different imperatives across universities [supp] and vocational education [inst]

Overall, activities to engage mature age students ranked higher than efforts to support their learning.

Those with an ongoing resource implication tend to be ranked lower than those about making one-off arrangements. (see Appendix 2)

Yet, it seems initial and ongoing support will be required for these students’ success.

Educators' perspectives

Variables	Values	N	%
Experience with mature age students	Very positive	47	11.8
	Some positive aspects	22	5.5
	No problems	16	4.0
	Not a positive inclusion	309	77.8
	Challenging	3	.8

Most respondents reported experience with mature age students as negative

Statistical differences between age groups (i.e., under 40 and 40 or above), no gender difference

About half (i.e., 47.8%), reported challenges to accommodate and manage mature age students' needs requiring individual and additional support.

Reported difficulties were with:

- balancing these students' study and competing commitments (e.g., work, family & personal);
- classroom facilitation to include mature age students;
- accommodating mature age students' worklife experiences and perspectives in educational activities;
- providing relevant and up-to-date resources and materials; and
- facilitating classroom discussions (e.g., peer interactions & collaborations with younger students).

3. Learning across working lives and transitions (Billett, Sallen Olesen & Filliettaz 2023)

Recent study investigates processes and sources of learning across working lives, including transitions (2019-2023).

Work life histories of 66 working age Australians and survey of 678 other working age adults, including migrant, refugee migrant and indigenous Australians

Two concepts are helpful here:

- i) personal curriculum and
- ii) educative experiences

Together, these can inform about what constitutes learning across working life.

Distinguishing between lifelong learning and lifelong education

Lifelong learning - a personal process of change in what individuals know, can do and value occurring across their lives through experiencing what they encounter.

Lifelong education - the intentional provision of experiences to achieve specific educational goals. (see Appendix 3)

LLE (e.g. CET) is but one process through which working age adults learn.

Important to open up how adults' learning can be considered supported and legitimised through certification in ways other than just lifelong education provisions.

Privileging lifelong education ignores most of the learning across adults' lives.

Includes work life learning of interest to individuals, employers and governments.

Acknowledging key sources of learning through and across working lives (i.e. by work activities and interactions) and across work lives, and support of 'community'

i) Problem-solving at work

Program of International Assessment of Adult Competence (PIACC) data indicates the frequency Swiss workers engage in problem-solving activities and learning

Two items on problem solving at work:

- i) problems for which a solution can be found in less than 5 minutes and
- ii) problems that take 5 to 30 minutes find a solution (Swiss PIAAC data, 2023)

Problem solving	N	At least once a week	Everyday (%)
Simple problems (routine problem-solving)	5472	23.0	58.9
Demanding problems (non-routine problem-solving)	5467	34.6	14.0

Routine p/s (82%) reinforces, refines and hones what individuals know, can do and value, and non-routine (49%) p/s extends/transforms and generates new forms of personal knowledge, weekly – aligned with innovation.

Technical workers report highest levels of engagement in non-routine problem-solving*

Higher order thinking/acting generative of workplace innovations occurs frequently through work.

ii) Learning processes at and through work

The 2023 PIAAC data indicates the frequency of how Swiss adults report: i) learning new things; ii) learn by doing and iii) keep up to date, at and through their work.

Learning at work	N	At least once a week (%)	Everyday (%)
Learning new things	5495	32.8	34.2
Learning by doing	5471	30.3	31.1
Keeping up to date	5472	22.2	14.7

Consistently report learning new knowledge through everyday work activities (by doing) at least weekly, forming key sources of learning through and across working lives.

As above, this includes higher order and strategic kind, not ‘concrete’ learning (2001).

Problem-solving and learning processes data illustrates the kinds of learning through work rarely formally acknowledged, captured or certified or viewed as educative experiences .

Personal curriculums

Personal curriculums – personal pathways of activities and interactions across the lifespan as shaped interdependently by what is afforded by the social world, mediated by maturation and engaged with intentionally (i.e. consciously, effortfully and directedly) and un-intentionally (i.e. habitual and societally sanctioned) by individuals that shapes and is shaped by their (ontogenetic) development (2023a).

... shaped by educative experiences in ‘schools’, workplaces and ‘community’ and individuals’ directions, and electing to engage in and learn through them.

Personal curriculums are shaped by three interrelated mediational means:

Person – individuals’ capacities, interests and intentions – mediating what they experience, including the brute fact of maturation

‘Educative experiences’ – access to, quality of and outcomes of educative experiences – as afforded by hybrid (i.e. educational) institutions or in practice

‘Community’ – what is afforded by familiars, acquaintances and social networks



Educative experiences

The education process has no end, beyond itself; its own end. It is itself a process of living (Dewey, 1916, p. 59)

Drawing on Dewey (1916) educative experiences are those that guide, assist and support individuals' participation in activities and interactions through which they learn to achieve their goals.

Educative experiences (2023) assisting, guiding and supporting worklife learning were those that:

- guide towards and provide opportunities for individuals to engage in activities which they learn what would have otherwise been unavailable;
- supported engagement in activities and interactions that would be otherwise unavailable;
- support and mediate access to knowledge required for engaging in those activities and interactions that they would not learn through discovery alone;
- guide the development of those capacities either directly or indirectly through their interventions; and
- acknowledge, capture, reward and certify their learning in ways that allow them to progress that they would otherwise be unable.



Role of 'community'

The contributions of 'community' was evident in many of the work life transitions identified from the interview data and verified by informants (et al 2023)

Aspects of 'Community' (n=162)	n	%
Professional network/contacts	47	29.0
Familiars	46	28.4
Ethnic/cultural affiliation or neighbourhood/local community	36	22.2
Family	33	20.4
	162	100.0

Important to acknowledge the educative experiences providing guidance, advice and support of these kinds, that being provided by personal and professional networks.

Source and contributions of educative experiences (2023)

Workplaces – most frequently reported in three of five kinds of educative experiences:

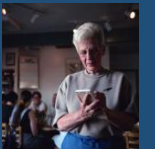
- i) opportunities and guidance to engage in activities from which they learnt;
- ii) support and access to the knowledge required to be learnt and
- iii) guidance in the development of that knowledge.

Community – most frequent - opportunities to engage, move, transit and advice were reported largely arising from 'community' (e.g. familiars, family etc)

Education – most frequently acknowledging, capturing and certifying what had been learnt.

Suggests that conceptions of what constitutes educational experiences needs to be considered more broadly

Policy and practice focus cannot be restricted to orthodox 'lifelong education' provisions as workplace practices and community contributions shown to be central.



4. Innovations & learning through work: a CET model (Billett et al 2022 & 2022)

Innovations and learning at work co-occur and are interdependent.

Engaging workers in innovations offers a focused and grounded approach to CET that assists enterprise continuity (two Singapore studies into innovations in SMEs)

Those studies identified workplace factors largely mediated the initiation and enactment of innovations, and invitations afforded workers to engage in these processes.

Identified three kinds of invitations – Strategic, Work practice and Procedural Innovations

Each offers distinct zones of development opportunities given the kinds of activities, problem-solving and decision-making required.

That is, potential for workers' learning in all these innovations, yet Procedural Innovations represent the ones most frequently engaged in by line workers.

The greater the involvement in initiating, identifying, justifying and enacting innovations, the greater the learning potential.

Support and guidance can expand individuals' zone of potential development (Vygotsky)

So, what do the PIAAC data advise further about Swiss workers' participation in educative experiences?

Programme of International Assessment of Adult Competence (PIAAC)

PIAAC - survey of adult competence with work-related capacities, including technologies (2023)

Recent PIAAC data - 2nd cycle of data released on 10th December 2024 (31 countries)

Countries participating include Switzerland (n= 6,648), Singapore (n=5,011) and UK (n=5041)

Data includes work discretion, learning, innovation, problem-solving & ICT skills

Age groupings used to compare societal sentiments vs evidence of performance

PIAAC data: substantial body of data; face-to-face interviews; high face validity.

Has rich descriptive potential, including cross tabulations with variables.

Using multiple countries is not for comparisons, but to identify patterns across countries

Direct comparisons can be helpful, if situational factors are considered.

Swiss PIAAC data: quantitative account

Swiss Programme of International Assessment of Adult Competence(PIAAC) data
Survey administered in 2022-23 with 6648 informants and data released on 10th December 2024
Respondents represent a balance across gender and age categories
Indications of training activities, compared with UK and Singapore

Variables	Values	N	%
Age	≤24	967	14.5
	25-34	1269	19.1
	35-44	1424	21.4
	45-54	1448	21.8
	55+	1540	23.2
Gender	Male	3287	49.4
	Female	3361	50.6

Variable	Values	Swiss	UK	Sing
Training activity (last year)	Yes	48.6	54.3	45.5
	No	51.4	45.7	54.5
Number of training activities (last year)	1	40.8	26.2	36.3
	2	23.9	16.4	21.1
	3	14.8	11.9	15.2
	4	7.2	8.2	6.9
	≥5	13.2	37.3	20.5

Almost a majority of Swiss adults engage annually in 1 or 2 training activities per year.

Focus of CET

Table 1.3 Main focuses of training activities (%)

Values	Swiss	UK	Sing
Computer or software skills [OG]	11.8	13.5	18.3
Operating machinery or equipment [OS]	3.6	5.2	3.4
Project management or organizational skills, e.g. time management [OG]	6.1	5.9	9.0
Team-working or leadership skills, e.g. conflict resolution [OG]	9.6	8.7	9.4
Handling customers, clients, patients or students [OG]	10.8	12.0	7.4
Communication and presentation skills [OG]	4.5	3.7	4.3
Security, e.g. work safety or first aid [OG]	8.6	17.0	9.7
Foreign language [RE]	9.9	2.3	2.2
Reading and writing skills [OG]	.8	.6	1.1
Skills involving numbers, calculating skills [OG]	1.4	1.2	2.5
Sports [RE]	5.0	1.8	2.8
Creative or musical skills, e.g. crafts [RE]	4.1	3.4	5.1

Notes: OG – occupational general, OS – occupational specific, RE – recreational, 23.9% stated ‘Other.’

Majority (80%) of CET related to job – work activities (Table 1.5)

Table 1.5 - job relatedness of the training

Values	Swiss	UK	Sing
Yes	79.7	89.3	78.3
No	20.3	10.7	21.7

Main focuses of that CET can be categorised as Occupational General (53.6%) – not pertaining only to a specific job, just one being Occupationally specific (3.6%), and (19%) for Recreation purposes.

Reasons for, modes of participating in CET

Table 1.6 - Reason for participating per item

Values	Swiss	UK	Sing
To improve my job or career opportunities (advancements) Per	19.0	19.7	24.2
To improve my knowledge or skills on a subject that interests me (interest) Per	29.2	16.6	23.8
To better carry out my regular work tasks (work performance) Prf	17.1	19.6	18.6
To better deal with new or changing work tasks (work performance) Prf	14.2	8.6	10.1
To obtain or to renew a certificate (certification) Prf	6.2	9.6	5.7
I was obliged to participate (mandated) Prf	12.6	24.6	16.0
Other reason	1.6	1.4	1.6

Personal or professional purposes for engagement.

Personal interest in Switzerland (29.2%) higher than in other countries, although advancement purposes Singapore (24.2%) higher than both UK (20%) and Swiss (19%).

Work performance related reason (31%) higher than in UK (28%) and Singapore (28%).

Table 1.10 - Organization of training activity

Values	Swiss	UK	Sing
Face-to-face	62.1	38.9	48.3
Online	19.7	46.7	36.6
Combination of F2F & online	18.2	14.4	15.1

Table 1.13 Timing

Values	Swiss	UK	Sing
Only during paid working hours	51.8	74.5	63.3
Mostly during paid working hours	16.5	9.7	15.1
Mostly outside paid working hours	9.7	5.9	6.8
Only outside paid working hours	22.0	9.9	14.8

Outcomes of and barriers to participation

< 90% informants across the 3 countries indicated usefulness (either very, moderately or somewhat useful) of the training activities. In particular, 56.6% of the UK workers indicated it was *Very Useful*, followed by the Swiss (46.2%) then lower rating of *Very useful* (39.8%) by the Singaporean workers.

Table 1.14 - Useful for job

Values	Swiss	UK	Sing
Not useful at all	7.4	6.6	8.3
Somewhat useful	11.4	15.3	18.9
Moderately useful	35.0	21.5	33.0
Very useful	46.2	56.6	39.8

Table 2.2 Barriers to participation in educational activities (%)

Values	Swiss	UK	Sing
I did not find any suitable training activity	2.9	3.3	3.8
I had no time due to family responsibilities	17.3	17.1	16.7
I had no time due to work-related reasons	31.2	24.4	41.3
I did not have the prerequisites [LP]	1.9	1.7	1.2
Lack of employer’s support [RC]	5.0	9.0	2.3
Training activity would have been too expensive [RC]	13.3	16.1	10.6
Training activity took place at an inconvenient time or location [LP]	6.2	7.7	8.0
Training activity was cancelled or postponed [LP]	5.6	3.4	2.9
Something unexpected prevented me from participating [LP]	4.8	4.9	3.4
Other reason	11.9	12.3	9.8

Two most frequent barriers: lack of time to engage, followed by cost, relevance and accessibility
 Reminds of time jealousy of working age adults, who have many overlapping commitments.

Swiss PIAAC data about participation in CET

In sum, most Swiss working age adults engage annually in 1 or 2 training activities per year, whose main focuses can be categorised as Occupational General.

They do so, mainly for professional-personal purposes, mostly related to their job.

Training provisions are predominately face-to-face, only about half of this occurs in work time, lower than other countries, but widely reported as being useful for work (80%)

Key barriers are other work and family commitments, difficulty of finding appropriate CET provisions, cost and accessibility.

Accessibility, broader engagement with on-line education provisions and utilising work settings seem to be ways forward here.

Engagement and participation in CET

To conclude, approaches to increase adults' participation in CET need to include having: tertiary education institutions with clear intents and processes to engage and support them;

curriculum models and pedagogic practices suited to these 'time jealous' students
educators who are adequately prepared to facilitate the learning of diverse kinds of adult students;

counselling to advise and guide adults' selection of courses;

a 'community' orientation to encourage, guide and support adults' participation;

acknowledgement of, capturing, extending and certifying their learning arising from work activities and interactions; and

workers initiating and enacting work innovations as a powerful approach for ongoing learning.

Appendix 1 - Japan: social engagement (Le & Billett 2022)

Japanese adult education programs provide contrast to globally orthodox drivers(i.e., neo-liberal reforms, employability and economic outcomes).

National government's focus on education and health-welfare has origins in post-war efforts to build a democratic society, and more recently an 'lifelong learning society'.

Has the oldest population profile globally, who vote.

Key purposes include overcoming social isolation of older Japanese citizens, often organised locally and responding to aged population's imperatives.

A focus on sustaining the adult employability, including the re-employment of retirees, in structured ways and tailored to meet their needs and enacted locally.

Engagement unevenly distributed across population (i.e. middle-class women)

Local government contracts private and public sectors organisations to deliver programs.

Retirement age being extended to 70, emphasising employability

So, broad purposes driven by demographic and social imperatives, but also emerging concerns for maintaining employability and skills currency of national workforce.

Appendix 2 – WAMS data

Purposes for identifying mature-age students	All	TAFE	University
To organise appropriate support for their participation in their courses [supp]	1	4	1
To check their eligibility to enter the institution [inst]	2	2	2
To provide opportunities for recognition of prior learning [supp]	2	2	4
To check their likelihood of being able to complete the course [inst]	4	1	4
To provide advice and counselling [supp]	5	6	2
To meet Access and Participation targets [inst]	6	5	6

Engagement activities	All	TAFE	University
Targeting communities/groups who might benefit from this option [eng]	1	4	2
Advertising in the community about this means of accessing tertiary education [eng]	2	7	1
Easing and supporting entrance processes [eng]	3	1	4
Support and preparation for individual mature students [curr]	3	2	8
Allocation of resources to support students' success [curr]	5	3	4
Differentiated pathways and assessment [curr]	6	4	4
Teacher professional development [curr]	7	6	4
Support and preparation for cohorts of mature students [curr]	8	8	3
Special teaching allocation [curr]	9	9	10
Deliberate mainstreaming [curr]	10	10	8

Appendix 3 - Differing premises of lifelong learning and education (Billett 2018)

	Lifelong Learning	Lifelong Education
Foundational factors	Personal factors and goals (2009)	Institutional/Social factors & goals
Enactments	Process of experiencing	Provision of experiences
Intended outcomes	Learning and development	Societal continuity and/or change
Antecedents	Individuals' knowing and knowledge	Social institutions' practices, norms & forms
Mediational means	What individuals know, can do & value	Suggestion & projection of the social world
Manifestation of paid work	Vocations	Occupations

Key sources of learning through and across working lives (i.e. by work activities and interactions) and support of 'community'

Appendixes 4 and 5

Appendix 4 – Example of Personal curriculum

Appendix 5 – Examples of educative experiences

Transition	Description	Changes that initiate, shape and represent worklife challenges	Mediation: Person + Education + 'Community' (+/-)
1- Left school at grade 10 and did a 5-year mechanical apprenticeship	Grew up on a farm up in Brookfield, went to local state school until grade 8 , then to XXX state high for 2 years in 1959-1960. Left school at grade 10 and secured an apprenticeship as a mechanic in 1961. Just to get an interview there was street-long queue for three positions. Not his first choice but had to take it. Completed a 5-year apprenticeship, then did an extra year or so for diesel and auto electrics that weren't part of the mechanic's curriculum.	Stages of life; Changes of employment status; Change in occupations or occupational focus; Change in skills and capacities; Change in Subjectivity	person + education
2- Became a mechanic in two different transport companies	On completing his apprenticeship, he got a job with International Harvester in xxx in 1967 and worked there for less than a year due to the company having no business [...] because of a new government regulation about registration of trucks manufactured in Queensland. He worked for another company, but found their standards of repair were low so he left after about 10 months. It was a learning experience in itself for him.	Changes of employment status; Change in Subjectivity	person + education + opportunity (i.e., a learning experience although they were not worthwhile companies)
3- Got a job working on boat engines and did a second apprenticeship	He worked as a diesel mechanic on boats. It was interesting, but he injured his back and was told he never walk for a while . In 1969-1970, he put himself through a second electrical apprenticeship at xxxx TAFE doing instrumentation and process control for his job on the boats, until the end of 1977, when was made redundant . After finishing his second apprenticeship, he couldn't find a job because of the introduction of electronics and even TV electronics technicians couldn't secure jobs .	Changes of employment status; Change in occupations or occupational focus; Change in location; Change in skills and capacities; Personal Physical health/well-being; Change in Subjectivity	person + education + restructuring (i.e., the introduction of electronics limited the opportunity to secure electrical work) (--)
4- Became redundant after the second apprenticeship and did casual painting job	He then started working with his next-door neighbor doing some painting such as buildings in the city and interior painting of the City Hall.	Changes of employment status; Change in occupations or occupational focus; Change in skills and capacities; Change in Subjectivity	person + education + community
5- Became a breakdown mechanic at RACQ for 30 years and retired at the age of 64	Then he secured a job as a breakdown mechanic with RACQ and was in the job for over 30 years and retired at the age of 63 in 2008 due to his long service accrued leave and Global Financial Crisis hitting his superannuation. The only way to get his superannuation was to leave .	Changes of employment status; Change in occupations or occupational focus; Change in skills and capacities; Change in Subjectivity	person + education + opportunity (i.e., opening for a job as a breakdown patrolman with RACQ)
6- Post-retirement: Did some casual maintenance work	Worked in maintenance in the factory where his son-in-law worked until he was 67. Was told he couldn't work fast enough and had to give up the job. Joined the Men's Shed in 2012 while doing some freelance maintenance work which he found too demanding too petty: A friend working in a childcare centre advised him of need for maintenance and repair, so he got the job, then had a similar job with another centre.	Stages of life; Changes of employment status; Change in occupations or occupational focus; Personal physical health/well-being ; Change in Subjectivity	person + education + family (i.e., son-in-law), familiar (i.e., a female friend of his ex-wife)

Educative experiences	N	Examples
<p><u>guide towards and provide opportunities</u> for individuals to engage in work activities which they learn and would have otherwise been unavailable</p>	256	<p>Alex - <i>Became a mechanic in two different transport companies</i></p> <p>After he finished his apprenticeship, he got a job with an agricultural company in 1967 and worked there for less than a year due to the company having no business [...] because of a new government regulation about registration of trucks being manufactured in Queensland. Then, he went to work for another company - a carting company. He found their standards of repair were low, so he left after about 10 months. He said it was a learning experience in itself.</p>
<p><u>acknowledge, capture, reward and certify</u> their learning in ways that allow them to progress that they would not otherwise have been able</p>	148	<p>Parker - <i>Moving to Cairns and becoming a first officer then Captain</i></p> <ul style="list-style-type: none"> • further aviation qualifications to fly using instruments only, which also built up 1500 hours to apply for the air transport licence • Got a job with a charter company, flying turboprop • Got the job as a first officer on 36 or 50 seat turboprop aircraft with national airline, then promoted to Captain for 2 years • Became First Officer on a 146 jet with small airline, a contractor - training provided for this position, in role for 12/13 months • Became a 737 First Officer for another major airline. Had to pay \$20,000 for his rating on the 737 and one-week training and simulator of the classic model of 737 in the US
<p><u>support and mediate access to knowledge</u> required for engaging in those activities and interactions that they would not learn through discovery alone</p>	141	<p>Dave - <i>Returning to university to complete his first degree</i> (Bachelor of Arts doing German) (1971) and becoming a high school teacher in Central Queensland – 1 year (in 1972)</p> <p>When he finished those two years, there was an arrangement where he could go back into paid full-time study if he had missed out on study because he had been in the army. And that gave him a chance to actually go back and finish his first degree, Bachelor of Arts, majoring in German. So, he came back to Brisbane in 1971.</p> <p>After he finished his study, he went back to the Queensland Education Department and was posted to Central Queensland for 12 months as a high school teacher.</p>
<p><u>guide the development of those capacities</u> either directly or indirectly through their interventions</p>	127	<p>Danim - <i>tobacconist and grocery business</i></p> <p>Having sold its restaurant, the family moved back to Brisbane and Danim and his family purchased a tobacconist and then shortly after, an Asian grocery store. This coincided with Danim completing his year 12 schooling and working in the tobacconist and grocery store. They combined the selling of cigarettes with the grocery store activities which included doubling the extent of the stock in the grocery store. So, this transition marked Danim's movement into adult life beyond schooling, and also working extensively within the family business. It was in this work that Danim learnt how to go to the fish market and purchase fish, and also to the central fruit and vegetable market and purchase wholesale vegetables to be sold in the grocery store.</p>
<p><u>provide invitations to engage in activities and interactions</u> that would be otherwise unavailable</p>	30	<p>Ann - <i>Returning to contracted research and career consultancy work in higher education sector</i></p> <p>Being offered the same role from her previous boss at a women's hospital</p>