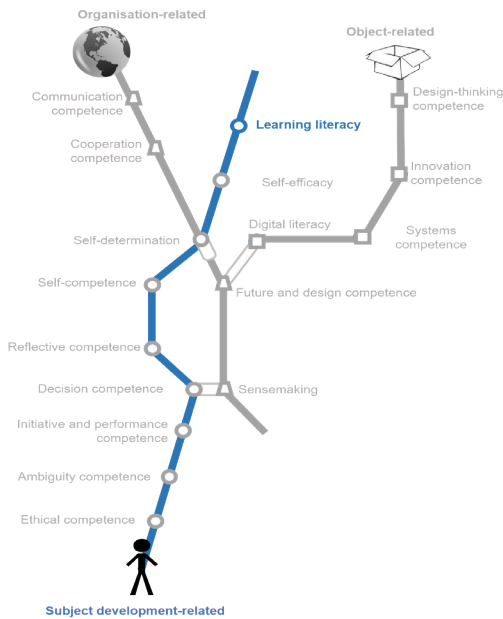


### A 3.1.1 Future Skill Profile #1: Learning literacy Learning literacy



**Definition:** Learning literacy is the ability and willingness to learn in a self-directed and self-initiated fashion. It entails metacognitive skills as well. (*mean value: 4.5 of 5, standard deviation: 0.68*)<sup>13</sup>

**Reference competences:** self-directed learning, metacognitive skills

**Significance:** Learning literacy as a *Future Skill* enables individuals in highly emergent contexts to make the necessary adaptations through learning, to anticipate them and to shape them if they are necessary, e.g. in working or living environments or task areas that are subject to strong change.

**Description:** Learning literacy is defined as the ability and willingness to self-directed learning and to self-learning competence. That includes a kind of learning

<sup>13</sup> In the following, the mean value (M) and the standard deviation (SD) from the Delphi Survey are given for each *Future Skills Profile*, with which the experts assessed the relevance of the respective *Future Skills Profile*.

in which learners essentially control their learning process themselves. Learners must have a range of competences or learning strategies that enable them to use the existing leeway for their own learning. The learning process is specifically influenced through the deliberate use of learning strategies. This includes amongst others four learning strategies (Kilius 2002):

- Cognitive learning strategies – have a direct impact on the information to be acquired and processed.
- Metacognitive learning strategies – serve to plan, monitor and regulate the learning process.
- Motivational learning strategies – to ensure the success of cognitive and metacognitive learning strategies, students must be able to motivate themselves optimally.
- Resource-based learning strategies – i.e. scheduling, working with learning partners or using media and other tools.

Learning literacy as a *Future Skill* Profile enables the acting person to analyse the necessary learning needs in highly emergent practice contexts. The participants of the *NextSkills* Studies often stated that an essential aspect of current and future personnel development is to promote the self-directed learning skills of the organisation's members. The concepts and tools used for this are oriented towards promoting the ability for self-directed learning, the ability for lifelong learning and the readiness for learning in communities. Reference can be made here to instruments for organisational development, such as the Competence Workshop in Chapter II.3.1 Building a Networked Organisation, which focuses on these skills.