LONG LEARN *ACTIVE* LEARNING MATERIALS

FOR CONTINUING PROFESSIONAL AND PERSONAL DEVELOPMENT IN

LOCAL AND REGIONAL GOVERNMENT

LOCAL LEARNING PROVIDERS

AND

EVERYONE AND EVERY ORGANISATION WITH AN INTEREST IN CREATING STABLE, VIBRANT AND PROSPEROUS LEARNING CITIES, TOWNS AND REGIONS

Chapter 5 Session 7:

The Personal Learning Audit Part 3: Meeting your Future

'*Truly lifelong learning is now a reality, and an essential, for many people. In this section you use these tools to re-examine yourself and your values, and to modify these to cope with a world of constant change.*'
From 'Learning Cities. Learning Regions, Learning Communities – Lifelong Learning and Local Government' (Norman Longworth)

LONG LEARN LIMITED – HELPING TO SHAPE A LEARNING FUTURE

Chapter 5 Session 7:

The Personal Learning Audit Part 3: Meeting your Future

Session outline: **This session is part 3 of a personal learning audit, whose overall objective is to articulate the need, and stimulate the desire, for learning among citizens. This third part explores the individual's personal learning in the future, and attempts to provide insights into the way in which the world may change and the learning that may be needed in order to respond to that change. It provokes an inner searching into motivations, aspirations and personal needs. As in most audits, the questions are non-judgmental and are designed to promote a sympathetic dialogue between the participant and the person, usually but not necessarily a learning counselor, as a basis for further progress into the development of a personal learning plan in future sessions. Learning Cities and Regions can use these in many different types of environment - in community centres, with the unemployed, on second language courses, in learning providers and workplaces, in voluntary organizations and youth clubs, and as part of a drive to create a culture of learning among hard to reach people. They are however equally useful for those motivated people seeking to improve their status, performance and prospects. They can also be used to gather information on learning attitudes and requirements. The Audits have been tested in a number of environments and this version improves on previous versions tested in the SKILL Europe and Learning Jamat projects. The opening introduction is repeated here for those who have not completed the previous sessions.**

Guidelines for using this Active Learning session

Goals

The creation of learning cities and regions is in all our interests. It promotes social stability, encourages wealth creation, and enables citizens to fulfil their potential, their dreams and their ambitions. It is a survival strategy for our future, and that of our children and grandchildren. But it won't happen unless all of us play our part in making it so. It won't be a simple transition process, to be put into practice by someone else in the local authority. That means that we all, especially local government managers, professionals and staff, need to know and understand more about what it is, why it's important and what the major issues and opportunities are. There are many of them. These sessions have been written to enable each of us to increase our understanding and knowledge of those issues and opportunities. Each one, and there are 57 of them, takes a different theme and offers the learner new insights.

Learning approach

This is an Active Learning session. Lifelong Learning has taught us that people learn best when they are actively involved in the learning. We have therefore given the ownership of the learning over to you, the learner. As well as presenting new concepts in the assignments and exercises, , we draw upon your experience, creativity, imagination and knowledge so that you can better understand the subject matter, and will be better able and more motivated to act upon it. You may, or may not, have a learning leader to help organise the groups, and to bring several learners together into discussion groups and sessions. That will certainly make it easier. We all have different learning styles – but we can also all learn from each other. That is why this session, like all the others, recommends a mixture of individual, small group and large group work, so that ideas and experiences and understandings can be bounced around people. Above all you are urged to make this an enjoyable experience. Learning can be fun. It's up to you to make it so.

Learning Organisation

You will find that the session is divided into 2 main parts

- ✓ **The Learning Space:** A set of assignments that will unlock the brain and involve learners in practical discussions and exercises leading to a greater understanding of the issue

✓ **The Learning Kitbag**: A set of source learning materials that provide additional information, charts, diagrams, case studies etc to stimulate further insights.

While each session could be used individually as a self-learning module, it is preferable if there is a learning leader to organise small and large group discussions and to act as a focal point. This can be a departmental manager, a staff member appointed to perform that task, or a professional educator from inside or outside of the organisation. Assignments may be studied on site, or set as preparation for group discussions in the workplace or at a learning provider.

The whole course can be incorporated into a continuous professional development programme in the workplace, or taught separately at a school, college, community centre or university. It takes its provenance, and its inspiration, from the book:

<p style="text-align: center;">**Learning Cities, Learning Regions, Learning Communities – Lifelong Learning and Local Government By Norman Longworth, published by Taylor and Francis ISBN 10 0 415 37175 9**</p>

Learners taking the course are recommended to obtain this book either from Amazon.com or from the publishers at http://www.taylorandfrancis.co.uk/shopping_cart/search/search.asp?search=longworth

Target Audiences

The session will be suitable for those who wish to improve their understanding of the session title's theme, in order to help influence the city, town or region's response to the realities of the 21st century. This includes:

➢ Elected representatives and Mayoral staff

➢ Managers, Professionals and staff from all departments in local government as part of a continuous development programme

➢ Community and Voluntary organisation leaders

➢ Educators at all levels in local and regional stakeholder organisations, including schools, universities, colleges and workplaces

➢ Industrialists and Business people as stakeholders in the local authority

➢ All Citizens with an interest in the development of their community

➢ Students in universities, adult education institutions and teacher training establishments

Further Reading

 Learning Leaders wishing to update themselves on the subject matter of this module will find the following additional references useful.

➢ 'Lifelong Learning in Action – Transforming 21st century Education' by Longworth, (Taylor and Francis, Abingdon) http://www.taylorandfrancis.co.uk/shopping_cart/search/search.asp?search=longworth

➢ 'The Local and Regional Dimension of Lifelong Learning ' EC Policy Document found on http://europa.eu.int/comm/education/poledu/tels.pdf

Ideas for treatment particular to this session: *For seminars and courses with several participants* it is suggested that, after the opening assignments, the rest of the session is performed in groups of two, with one person acting as the counsellor and the other as the participant in the audit, exchanging roles from time to time. You should take frequent open session discussions to discuss progress, where changes may be needed to meet local cultural requirements , how it can be improved etc and what effect it might have on a particular target audience. Assignment 13 is an opportunity to identify other topics of interest to the course/workshop/seminar members and to develop individualised courses for each.

For *self-learning individuals* try to find someone with whom you can discuss your answers and opinions either by email or face to face.

The Learning Space

Assignment 0: These learning materials derive from, and extend, the concepts and ideas in 'Learning Cities, Learning Regions, Learning Communities.' Reading pages 94 to 97 of this valuable book before carrying out these assignments would provide an excellent introduction to the session, and strengthen learning.

(NB For those who have completed parts 1 or 2 of the personal learning audit in sessions 5.5. and 5.6, assignments 1-4 below will not be necessary)

Assignment 1: Why is a learning culture essential for your city or region? Try for 5 reasons

1 _____

2 _____

3 _____

4

5 _____

Assignment 2: Discuss your answers with others

Assignment 3: As Individuals, read the opening blurb of the audit noting its analogy with a learning voyage. Comment on this below.

_____

_____

_____

Assignment 4 Discuss your comments with others

Assignment 5: Role play participant counsellor – get the counsellor to go through the points made in the introduction of the next stage of the personal learning audit in the learning kitbag with you and to persuade you that this is a good action to take.

Assignment 6: Complete 5.1 to 5.5 of the Audit individually. Then discuss your answers with your neighbour**.**

Assignment 7: What other changes in the future do you think ought to have been mentioned?

1	
2	
3	
4	

Assignment 8: Discuss your answers to assignments 6 and 7 with all others in the group

Assignment 9: Look at questions 5.6 to 5.24 in the learning kitbag. With another person acting as your counsellor, go through the questions and exercises with them**.**

Assignment 10: Discuss your reactions to this exercise with others in a plenary session. What improvements would you make?

Assignment 11: For which sections of the population in your city would this exercise be most useful?

Assignment 12: Discuss your ideas with others

Assignment 13: This completes this session but not hopefully your need for knowledge on this important subject. You are invited to complete the diagram on the next page by ticking the relevant box.

LEARNING CITIES AND REGIONS FOR THE FUTURE - YOUR LEVEL OF KNOWLEDGE

		High	Enough to get by	Not enough	None	Session
1	Consultation methods and levels					7.1, 7.2
2	Characteristics of a Learning Organisation					2.3
3	Your city as a learning organisation					2.4
4	Skills and competences for learning cities and regions					1.6
5	The city as an ideopolis					1.5
6	Learning Communities in all their senses					2.5
7	Smart cities, wired cities, slow cities					2.6
8	Learning Festivals for developing a learning culture					3.3
9	Learning Charters for demonstrating a city's commitment:					3.2
10	Leadership in the Learning City/Region:					3.4
11	Tools for measuring city and region performance					3.1,4.1,4.2, 4.3,4.4,4.5
12	Lifelong Learning as wealth creator					5.3, 1.5,2.3
13	Tools for activating learners – Personal Learning Audits					5.4,5.5,5.6, 5.7,5.8,5.9
14	Stakeholders in the Learning City/Region – Who? What?					6.1
14	Schools as Stakeholders in community, city and region					6.2, 8.4
15	Higher Education as a stakeholder in community, city and region					6.3
16	Business and Industry as stakeholders in community, city and region					6.4
17	Adult Education Colleges as stakeholders in the city					6.5, 8.5
18	Bringing Museums, Libraries, Archives and Galleries into the learning world					6.6
19	Family Learning					6.7
20	The power of partnerships					6.8
21	Using Technology in the learning city					7.3
22	Active citizenship and volunteering in the learning city					7.4
23	Mentoring in the learning city and region					7.5
24	Resources for the Learning City and region					7.6
25	Global roles and responsibilities for learning cities and regions					8.1
26	Internationalising Learning City Networks					8.2, 8.3
27	International projects as learning city stimulators					8.4, 8.5
28	Two-way profiting from international cooperation					8.6
29	Organisational issues in the learning city and region					9.2
30	Enabling issues in the learning city and region					9.3
31	Pedagogical issues for learning cities and regions					9.4
32	Practical Actions to become a learning city					9.1, 1.4
33	Learning Cities for Elected Representatives (Councillors					4.6
34	Individuals as learners					5.1,5.2,6.7
35	Change, society and the city/region					1.1, 1.2
36	Learning City Domains					1.3
37	Some Research results on Learning Cities and Regions					4.2,4.3, 4.4
38	Towards true Learning Societies					2.2
39	Defining Learning Cities and Regions					2.1

All sessions shown in the last column follow the progress of the book 'Learning Cities, Learning Regions, Learning Communities – Lifelong Learning and Local Government' by Norman Longworth (Taylor and Francis – www.tandf.co.uk/books/) ISBN 10 0-415-37175-9, and add new dimensions. They are downloadable from www.longlearn.org.uk .

Assignment 14: On the lines below please put your personal reactions to working on this session, based on how much you have learned, how much you have worked creatively and how your ideas have developed as a result.

_____

_____

_____

The

LEARNING

KITBAG

Tools for Developing Human Potential

Route 1 - A Routemap for your Personal Journey into Learning

'Learning is the most natural Human instinct'
(Written on the wall of a car manufacturing plant to encourage world-class learning)

A PERSONAL LEARNING AUDIT

PART 3: MEETING YOUR FUTURE

It is recommended that this personal learning audit is carried out together with a professional learning counsellor. However, anyone - a friend, a family member, a stranger - who is willing to listen to your needs and is sympathetic to your aspirations and personal goals can help you go through these exercises and questions and discuss with you why it is important to understand what the future might hold so that you can develop your potential to meet it with confidence. Read on…..

Route 1 - A Route Map for Personal Learning - what is it about?

Learning is the most natural human instinct. And in a rapidly changing world, each one of us needs to remain adaptable, flexible and versatile. Equally, each of us has a personal challenge to recognise our own greater potential and our ability to achieve it. This can only be done through motivating ourselves to learn continuously.

There are new tools and new approaches to make learning more effective, more attractive and more pleasurable - throughout life, whether you are 5 or 95, whether you have found it difficult in the past or not, whether you are rich or poor. None of us is immune from the need, or the desire, to learn more. We may want to enrich ourselves in our personal lives by developing new skills or improving old ones; we may want to improve our performance, and our salary, at work; we may want to give ourselves and our families a better quality of life

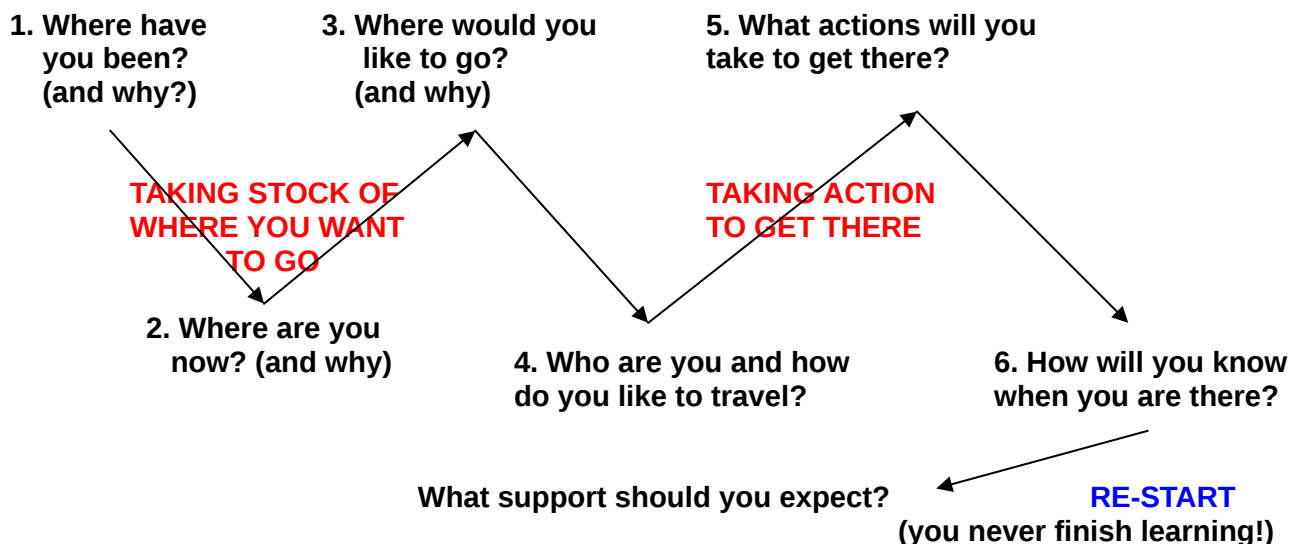Whatever our motive, we believe that Learning, developing your own potential, is:

♦ for everybody throughout life, from cradle to grave, from hatch to despatch, from womb to tomb;
♦ about making progress at work, about more enjoyable leisure and a better quality of life - all those things which encourage you to live up to your own potential;
♦ about continuously acquiring new knowledge, skills and understanding;
♦ about learning in a variety of new ways and focused around your own needs, your own circumstances and your preferred ways of learning;

It's the natural human condition which somehow many of us lose during formal education.

So what follows is a route map to help you achieve this - to take stock of your own learning needs and then to take action to do something about them. It is your own personal voyage to self-fulfillment through learning. On the voyage you will be asked many questions to help you understand yourself and your learning requirements and goals. At the end, you will complete an exercise to put these into a realistic perspective so that you can commit to meeting all your objectives confidently and creatively. It is not a process to be rushed. Journeys offering the greatest reward take time to plan.

We involve you in the journey planning all the time - this isn't an exercise in telling you what to think or what to do. We want your opinions, your thoughts, your dreams. Naturally, those with an already high commitment to learning will find it easier to embark on the trip and may wish to take a short cut by by-passing some of the questions. But this route planning process can be used by everyone - employed and unemployed, young and old, qualified and unqualified, rich and poor, those who have been inspired by past experiences of learning and those who have been damaged by it. You are about to become a Learning Community of one, within a Community of many and each individual in your family and your community will benefit. Your journey starts here. So have a look at the diagram below for a preview of the routemap

START

1. Where have you been? (and why?)

3. Where would you like to go? (and why)

5. What actions will you take to get there?

TAKING STOCK OF WHERE YOU WANT TO GO

TAKING ACTION TO GET THERE

2. Where are you now? (and why)

4. Who are you and how do you like to travel?

6. How will you know when you are there?

What support should you expect?

RE-START (you never finish learning!)

In Part 3 here we take you through step 3

INTRODUCTION TO PART 3

In order to make decisions affecting your own future you will need to explore what that future will be like. Children entering school in the year 2011 will not leave full time education until they at least the year 2028 – and the world will be a very different place then. Similarly the workplace and the opportunities for employment will change as will many aspects of life.

This section therefore explores with you some visions of the future and your opinion of them. It also discusses with you what your reaction to these changes might be, the advice you would give to your children in variety of situations and the support you could expect from your family.

The purpose of this is to give you a better vision of the need for your journey, and some insights into your own ability to keep to the route you will map out for your self in future sessions.

Part 5: THE (UNKNOWN) FUTURE

So far you have said what you feel about your self and your present needs for learning. Here we are trying to relate this to the sort of world we may find in the future, and to find out your opinions and perceptions on a range of subjects influencing the way we will live.

5.1 At this moment in time what do you think about your learning future? Write down a few observations

5.2 Try to envisage your life in 2020. What changes do you think there would be?

1

2

3

4

5

5.3 These are statements which have been made in the press as a result of research carried out. Please let us know your opinion about the degree of truth of the statements on a scale from 1-5

	1=Strongly Agree	2=Agree	3=Don't know	4 Disagree	5=Strongly Disagree
5.3.1 In my city/region semi-skilled jobs (more than 50%) will disappear in the future as a result of new technology					
5.3.2 In my city/region employment will depend on employability – people will need to be constantly retrained to remain employable					
5.3.3 Most people will need to have a much wider range of skills to remain employable.					
5.3.4 Educational levels will need to increase for a country to remain competitive in the world					
5.3.5 Companies are becoming more international, more mergers with foreign companies are likely and language skills will be highly valued.					
5.3.6 This also means that more people will move from their home region to find employment					
5.3.7 In the future many more people will have several jobs in a lifetime					
5.3.8 The more people give to the learning of others the more they will learn themselves					
5.3.9 The difference between the well-paid and low-paid is related to the learning people do					

5.3.10 Employment will also depend on the creativity of the nation, the region and the people					
5.3.11 People learn most if they are motivated to do so					
5.3.12 This also means that learning methods will need to be changed in order to encourage motivation					

5.4 I think that the following are responsible for raising educational standards to cope with future issues of this kind. (Insert your own in the blank boxes if you wish. Please try to rank in order *1= most important, 2= 2nd most important etc*

	Rank
National Government	
Local Government	
Employers	
Myself	
Schools	
Post 17 Education Providers	
Parents	

5.5 We've covered a few big issues for the future together. Use the lines below to comment on anything you like on the future of employment and its effect on you and your children?

_____

_____

_____

YOURSELF AND YOUR FUTURE LEARNING

5.6 If any or all of the things in 5.1.1 to 5.1.12 were true, how do you think your need to learn would be affected?

a lot	
a little	
Not at all	

5.7 Why do you say this?

_____

_____

_____

5.8 I would be prepared to devote the following amount of time to education/training in each week.

None	
1-5 hours	
6-10 hours	
more	

5.9 I might be interested in taking the following types of course if the opportunity arises…(Insert another in the blank box if you so wish)

		Very much	moderately	Not at all
5.9.1	Personal Skills Development eg Management skills,			

	Stress Management, Negotiation Skills, Time/self Management etc			
5.9.2	Job related Skills (practical skills which improve performance on the job or new processes)			
5.9.3	Recreational Courses eg Language courses, Art or Music Appreciation, woodwork, cooking			
5.9.4				

5.10 If I decide to take further training/education, a formal qualification would/would not be important to me?

5.11 I expect to be able to work for the following number of years

35+,	
25-35	
15-24	
5-15	
Less than 5	
already retired	

5.12 I expect/do not expect learning to play any part in achieving the figure I have marked?

5.13 Why do you say that?

_____

_____

YOU, YOUR FAMILY AND THE FUTURE

Here we are exploring together some learning preferences and opinions as they affect you and your family.

5.14 What will you advise your (grand)children to do about education?

		stay on after compulsory education	Get a job as soon as you can	Get a special tutor	Other(please say)
5.14.1	if they learn easily and well				
5.14.2	if they are reluctant learners				

5.15 (when) I would prefer to learn (insert any alternative in the blank box)

part-time, a few hours a week	
continuously on a concentrated course	
On the job with a mentor	

5.16 (where) I would prefer to learn (insert any alternative in the blank box)

At an employer's Training Centre	
At the local adult learning college	
At home (if possible)	
In the workplace on the job (if possible)	
At a neighbourhood centre close to home	

5.17 (How) A lot of work has been done about peoples' learning styles. How would you rate your own best learning style? (insert any alternative in the blank box)

	Mostly	Partly	Not at all
Learning alone from a book or self-study course			
Learning with others in a classroom environment			
Learning by computer at work or at home			
Learning by doing			
Learning when I decide and own the learning myself			
Learning when others tell me what to learn			

5.18 I would/would not like to have a mentor to help (a mentor is someone other than the teacher to help with your learning)   …

5.19 The following type of mentor might be useful to me in my studies? (insert any alternative in the blank box)

	Yes	No
Someone who has a knowledge of the subject area		
Someone who knows you and how you work		
Just a sympathetic ear to discuss things with		

5.20 My family would/would not support me in developing and taking further learning

5.21 My family would/would not join in further learning together with me

5.22 The following is a list of subjects which can be useful for job development, for personal development or for interest. Please put a cross against any which might be interest to you and add any others. (put a tick against those for which you already have full skills)

Using a Computer		Health and Fitness		Cooking	
Interpersonal Skills		Stress Management		Understanding Music	
Meditation		Public Speaking		Local History	
Modern Sciences		Current Affairs		Art Appreciation	
Local Environment		Improving Reading		Creative Writing	
Crafts (Wood working, pottery etc)		Learning a Language Say which)		Sports (say which)	
Surfing the internet		Time Management		Family Finance	
Painting		Learning to play an instrument (say which)		Do it yourself household skills	

5.23 We have explored together a number of issues relating to your future both at work and leisure. They are all related to developing your own human potential. On the line below put a cross where you think you are at present in terms of developing your full potential.

0%   100%

5.24 Feel free to write anything wish about how you see the development of your own potential in the future.

L   **L**ead fuller and more fulfilled lives

I   **E**arn higher salaries

F   **A**ccept the challenge of learning

E   **R**elease the power of their own potential

L   **N**urture their own inner strength

O   **E**njoy life and learning

N   **R**efuse to be beaten by a problem

G   **S**timulate others to learn

LEARNING IS <u>THE</u> MOST NATURAL HUMAN ACTIVITY

LongLearn Ltd

A LIFELONG LEARNING COMPANY
(WWW.LONGLEARN.ORG.UK)

Where to find sessions on topics

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	Topic	Session(s)
1	Consultation methods and levels	7.1, 7.2
2	Characteristics of a Learning Organisation	2.3
3	Your city as a learning organisation	2.4
4	Skills and competences for the 21st century	1.6
5	The city as an ideopolis	1.7
6	Learning Communities in all their senses	2.5
7	Smart cities, wired cities, slow cities	2.6
8	Learning Festivals for developing a learning culture	3.3
9	Learning Charters for demonstrating a city's commitment:	3.2
10	Leadership in the Learning City/Region:	3.4
11	Tools for measuring city/region performance	4.1, 4.2, 4.3, 4.4, 4,5
12	Lifelong Learning as wealth creator	5.3, 1,5, 2,3
13	Tools for activating learners – Personal Learning Audits	5.4, 5.5, 5.6, 5.7, 5.8, 5.9
14	Schools as Stakeholders in community, city and region	6.2, 8.4
15	Higher Education as a stakeholder in community, city and region	6.3
16	Business and Industry as stakeholders in community, city and region	6.4
17	Adult Education Colleges as stakeholders	6.5, 8.5
18	Bringing Museums, Libraries, Archives and Galleries into the learning world	6.6
19	Family Learning	6.7
20	The power of partnerships in the city and region	6.8
21	Using Technology in the learning city	7.3
22	Active citizenship and volunteering in the learning city	7.4
23	Mentoring in the learning city	7.5
24	Resources for the Learning City	7.6
25	Global roles and responsibilities for learning cities and regions	8.1
26	Internationalising Learning City Networks	8.2, 8.3
27	International projects as learning city stimulators (schools, adults)	8.4, 8.5
278	Two-way profiting from international cooperation	8.6
289	Organisational issues in the learning city and region	9.2
309	Enabling issues in the learning city and region	9.3
31	Pedagogical issues for learning cities and regions	9.4
32	Practical Actions to become a learning city	9.1, 1,4
33	Learning Cities for Elected Representatives and Councillors	4.6
34	Individuals as learners	5.1, 5.2, 6,7
35	Change, society and the city/region	1.1, 1.2,
36	Learning City Domains	1.3
37	Some Research results on Learning Cities and Regions	4.2, 4.3, 4.4

The sessions themselves are downloadable from the learning materials section of the longlearn website

www.longlearn.org.uk