

INDIVIDUAL LEARNING AGREEMENT

The Individual Learning Agreement (ILA) is a plan that will be developed by the Learning Facilitator and each Learner. The plan records what the learner wants to learn (learning goals) and how (learning activities and strategies) and when (timeline) the learner wants to achieve the learning goals. Furthermore, this form guides the Learning Facilitator in the review of learning goals of the Learner—whether these were achieved, not achieved, or modified. It also helps the Learning Facilitator provide appropriate learning interventions to the Learner.

This form can be accomplished in Filipino or in English.

The learning facilitator may assist the learner or complete this form if the latter is not confident to do so at the start of and during the learning sessions. The form should be reviewed and updated at least once a month or as deemed necessary. The learning goals should also be identified solely by the learner or with the assistance of the learning facilitator. The latter should not solely decide on the learning goals.

This form is an important tool in planning and assessment. It is an agreement between the learning facilitator and the learner through which the latter agrees to work towards achieving the learning goals and the learning facilitator agrees to help the learner by providing learning interventions through various learning activities.

On the other side, the purpose of the Review of Learning Goals is to assess the learning progress of the learner and determine whether the learning goals should be modified.

Please note that the form is a tool to record learning goals and planned learning activities. The actual process of identifying this information will require a process of dialogue and instructional counseling between the learner and the learning facilitator.

This form adds to the information collected in the Record of Module Use and Monitoring of Learner's Progress (ALS Assessment Form 2) and should be included in the learner's working portfolio (work folder).

The form should also be included as one of the selected items for the presentation portfolio if/when the learner decides to have his or her portfolio assessed as part of the expanded A&E certification system.

How to Use this Form

In this form, the Learning Facilitator and the Learner will develop a plan that the latter wants to learn (learning goals) and how (learning activities and strategies) and when (timeline) the learner wants to achieve the learning goals. Furthermore,

this form guides the Learning Facilitator in the review of learning goals of the Learner—whether these were achieved, not achieved, or modified. This may be written in Filipino or in English.

- The learning facilitator should explain the purpose of the Individual Learning Agreement to the learner.
- The learning facilitator should assist the learner through a small group or one-on-one discussion in identifying the latter's learning goals. In doing so, the information from the Checklist of Competencies (RPL Form 4) shall be used.
- The learning facilitator should provide advice to the learner on the suitable learning modules and help the learner select from the complete list.
- The learning facilitator should help the learner set a completion date for the selected learning goals.
- The learning facilitator and the learner should review and update the ILA at least once a month or as deemed necessary to account for new learning goals, learning strategies, or timelines.
- When the learning goals are completed, the learning facilitator should assess the learning progress of the learner and determine whether the learning goals should be modified.
- Please note that at first, the identified learning goals might be rather general (e.g., graduate from high school). Through a process of probing and instructional counseling, the facilitator should be able to help the learner break this large goal into more precise sub-goals (e.g., strengthen my Mathematics skills — in particular, learn how to multiply fractions and compute percentages). Throughout the course of his or her learning journey under the ALS Program, the learner will likely develop self-confidence and awareness and ability to document more precise, shorter-term learning goals, hence the importance of updating the ILA at least once a month to capture these learning refinements.

The learner and the learning facilitator should affix their signatures at the bottom of the form along with the specific date the form was accomplished.