



## CASE STUDY – Interrupted Formal Learning

Name	Rachel
Age	27
Gender	Female
Job	Works in retail
Tell Me About The Learner	<ul style="list-style-type: none"> <li>• Rachel left school part way through grade 9.</li> <li>• She wants to go to the local college for her Business Administration Diploma.</li> <li>• She had negative learning experience in school and now is nervous about whether she “can learn anything”.</li> </ul>
Signs Up For	Pre-CAEC prep
Coordinator / Program Support / Front Line	<ul style="list-style-type: none"> <li>• The coordinator does a pre-CAEC assessment and finds that Rachel needs to work on Math and English before writing her CAEC.</li> <li>• You suggest that she join a small informal pre-CAEC prep study group that meets twice a week.</li> <li>• You encourage Rachel that her goal is attainable but that it will take some time and commitment for her to succeed. (It is important to give people a realistic timeline, as they sometimes think a 2 week course is all they need when in reality it may take much longer).</li> </ul>
Instructor / Tutor / Facilitator	<ul style="list-style-type: none"> <li>• The instructor needs to be very supportive and encouraging. Make sure the instructor knows about the student’s previous poor experience with school.</li> </ul>



Where The Learner Starts Out	<ul style="list-style-type: none"> <li>• Rachel starts out really strong, coming to every group and doing the work between classes that the instructor assigns.</li> <li>• She begins to miss classes and you find out that there have been some issues at home keeping her away. Rachel drops out completely.</li> </ul>
During the Program	<ul style="list-style-type: none"> <li>• While she was attending, Rachel reported that she enjoyed the challenge of the assignments, and liked pushing herself towards her end goal of getting into a college program.</li> </ul>
Next Steps	<ul style="list-style-type: none"> <li>• The instructor is very supportive and encouraging.</li> <li>• You and/or the instructor try to touch base with Rachel to see why she has stopped coming but Rachel isn't returning calls.</li> <li>• Rachel phones the CALP office and tells you she has moved away so she won't be finishing the class.</li> <li>• CALP Staff can refer Rachel to another CALP organization in her new community and encourage her to look them up when she's ready to keep working towards her goal.</li> </ul>
Measurable Outcomes	<ul style="list-style-type: none"> <li>• Although Rachel did not complete the learning opportunity, she reported that she felt she was getting closer to her goal (Learner Progress)</li> <li>• Rachel also reported that, even though circumstances changed, she appreciated that the CALP staff always made her feel welcome (Welcoming Space) and that the program she did participate in helped her move closer to what she wants to achieve (Program Relevance)</li> </ul>
What Evaluations Tells Us	<p>Not every learning journey ends with a course completion or a certificate. As a CALP organization, we offer the best help and resources we can, and are responsive and adaptable to learners' life circumstances. Giving Rachel a positive learning experience to reflect on may help her when she is able to pursue her learning again.</p>