Reviewer Assessment Form: Targeted Call 2021

Project Name

Neuromining and Microlearning- The Future of Behavioral Skills Development

Lead Organization

Anaconda Mining

Name of Reviewer

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Conflict of Interest Verification

Conflict of Interest Verification : I have acknowledged and agreed to follow FSC-CCF's Confidentiality and Conflict of Interest Policy and I have no Conflict with this grant application.

A. Relevance

Project aligns with FSC's priorities, addresses recognized systemic challenges about future skills in Canada, and demonstrates demand for service.

A1: Alignment with FSC's strategic priorities

○ Displays little or no alignment with FSC's Strategic Priorities.

○ Pursues FSC's Strategic Priorities, but alignment lacks clarity.

⊙ Adequately aligns with FSC's Strategic Priorities.

○ Presents outstanding alignment with FSC's Strategic Priorities in a way that demonstrates that FSC should not miss the opportunity to partner

with this project.

A2: Addressing systemic challenges

○ Shows little or no scope to address recognized systemic challenges about future skills in Canada.

◉ Presents general but limited scope to address recognized systemic challenges about future skills in Canada.

○ Presents clear and relevant scope to address recognized systemic challenges about future skills in Canada.

○ Demonstrates outstanding potential to address recognized systemic challenges about future skills in Canada with a strong and well-defined scope that sets this project aside from other initiatives.

A3: Demand for service

○ Demonstration of the demand for this service is irrelevant or poorly articulated.

◉ Demonstrates that there is some demand for this service but explanation lacks clarity.

○ Clearly demonstrates that there are high levels of demand for this service and explains how the project adequately fulfills this demand.

○ Articulates a deep understanding of the high levels of demand for this service and makes a strong case for how providing this service is timely.

B. Innovation and Evidence

Project pursues a new way of doing things that can advance knowledge and/or is an evidence-informed model.

B1: Innovative nature

○ It is not innovative, seeks funding for business as usual and, if applicable, is not informed by evidence.

◉ While it is a departure from business as usual, interventions proposed are not particularly novel and, if applicable, are only vaguely informed by evidence.

○ Proposes clearly innovative solutions and, if applicable, articulates how the novel interventions are adequately informed by evidence.

○ Proposes solutions that are without a doubt one of a kind and highly innovative and, if applicable, makes a strong case for how the interventions are grounded on evidence that is relevant and applied in a novel way.

B2: Evidence generation and new knowledge

○ Presents unclear or no plan to generate insights or to advance knowledge.

◉ Demonstrates intent to generate insights and advance knowledge that can benefit the skills ecosystem but the plan lacks clarity.

○ Presents a clear and adequate plan to generate insights and advance knowledge that will clearly benefit the skills ecosystem at large.

○ There are strong and well-designed strategies in place to generate insights and advance knowledge in a way that sets this project aside from other initiatives.

C. Learning

Project has already generated learning that informed the additional scope and identifies concrete problem statements and learning questions to address in the next phase.

C1: Application of learnings from current project

○ Does not demonstrate how learning generated from the current project informed additional scope.

○ Presents general but limited connection between learning generated from the current project and additional scope.

⊙ Presents a clear and relevant connection between learning generated from the current project and additional scope.

○ Makes an outstanding case for how the additional scope is grounded on learning generated from the current project and expertly demonstrates ability to continue to pursue learning.

C2: Problem statements and additional learning questions

○ Presents vague or no concrete additional learning questions.

⊙ Somewhat defines concrete and additional learning questions but the connection between questions and the problem statements lacks clarity.

○ Clearly identifies additional learning questions that are concrete and relevant to address the problem statements.

○ Articulates well-defined and concrete learning questions that will without a doubt contribute to addressing the problem statements within and beyond the scope of the project.

D. Equity, diversity, and inclusion (EDI)

Project incorporates the perspectives of end-users and other stakeholders, particularly groups facing barriers, in the design and execution of the project, presents practices grounded in EDI principles, and shows potential to further EDI.

D1: Incorporation of the perspectives of end-users and other stakeholders

○ Does not incorporate the perspectives of end-users and other stakeholders in the design and execution of the project.

○ Shows that end-users and other stakeholders are somewhat involved in the design and execution of the project, but lacks clarity around the effective incorporation of their perspectives.

⊙ Presents clear evidence that end-users and other stakeholders are involved in the design and execution of the project in effective and relevant ways.

○ There are strong and well-designed strategies in place to involve end-users and other stakeholders, demonstrating an outstanding commitment to incorporating their perspectives at every stage of the project.

D2: EDI practices & activities

○ Project practices and activities do not directly support and are not

⊙ Project practices and activities somewhat support but are only

○ Project is clearly grounded in EDI policies,

○ Project is clearly grounded in EDI policies, practices or activities and

explicitly grounded in EDI principles. | loosely grounded in EDI principles. | practices or activities. | clearly demonstrates commitment to EDI and potential to be a leader in promoting EDI in the skills ecosystem.

D3: Impact on furthering EDI

| ○ Anticipated impact on furthering EDI under the project scope is irrelevant or vague. | ⊙ Demonstrates intent to further EDI under the project scope, but rationale lacks clarity. | ○ Anticipated impact on furthering EDI under the project scope is clear and relevant. | ○ Presents promising and strong strategies to further EDI in the field or sector with potential to impact the skills ecosystem at large. |

E. Capacity

The lead organization (and partners if applicable) have the skills, experience and resources to execute the project successfully and hold a good track record with FSC.

E1: Skills, experience & resources

| ○ Project team lacks skills, experience and resources needed to execute the project. | ○ Project team has some of the skills, experience and resources needed to execute the project. | ⊙ Project team clearly demonstrates adequate skills, experience and resources to execute the project. | ○ Project team demonstrates strong skills, experience and resources to succeed in the project and to be a leader who influences the skills ecosystem. |

E2: FSC track record

| ○ Presents little or no evidence of a good track record with FSC and of addressing challenges faced during the current project, indicating that the organization may struggle to manage the new project effectively and responsibly. | ○ Presents somewhat adequate evidence of a good track record with FSC and of addressing challenges faced during the current project, indicating that the organization may have limited capacity to manage the new project effectively and responsibly. | ⊙ Presents adequate evidence of a good track record with FSC and of addressing challenges faced during the current project, indicating that the organization will manage the new project effectively and responsibly. | ○ Shows clear evidence of an impeccable track record with FSC and has expertly addressed challenges faced during the current project, indicating that the organization has strong project and risk management systems in place to take on the new project. |

F. Coherence

Project displays a logical connection between proposed activities and project objectives with a work plan and a budget that are reasonable, appropriate and aligned.

F1: Connection between activities & objectives

○ Lacks logical connection between activities and objectives.

⊙ Activities and objectives are somewhat connected, but the link lacks clarity.

○ Presents a clear and logical connection between activities and objectives.

○ Activities and objectives are without a doubt strongly connected in a thoughtful way.

F2: Budget

○ Budget is not reasonable, appropriate or aligned with workplan.

⊙ Budget is somewhat reasonable and appropriate, but is only loosely aligned with workplan.

○ Budget is clearly reasonable, appropriate and aligned with workplan.

○ Presents an outstanding value for money and strong alignment with workplan.

Reviewer overall recommendation

Considering the proposal as a whole, do you think FSC should fund this project as a worthwhile contribution to the skills ecosystem?

Overall Recommendation:

○ I recommend this project for funding

⊙ I recommend this project for funding conditional on changes and/or more information

○ I do not recommend this project for funding

Explain your reasoning for this recommendation.

The project proposes to develop a "blueprint for microlearning" based on behavioural change readiness. I wasn't entirely sure what this meant, but assumed it might be because I wasn't familiar with their initial project. Based on my interpretation, they had designed a learning model where a career counsellor does an assessment of the individual's skills related to safety, and of how open they were to learning/change. They'd then design a microlearning plan based on the individual's needs. Their plan might involve receiving a video or an assessment once a day. I was intrigued by the learning model and if well tested, how it could be applied to other sectors. While I think the model is promising, it is not well defined, and a million dollars seems really high for expanding scope to 2000 mining employees in Nunavut. The program is online, from what I understand, so the career counsellors do not need to be onsite. I'd want more details too on how they propose to gather evidence and what the "blueprint for microlearning" that they propose would actually entail in the end.

What do you think are the strongest aspects of this project?

It's an innovative learning model, assuming I've interpreted it correctly (not too many details in the proposal). The model seems to address common barriers to learning identified by survey data: that adults often do not feel a need for training, do not have the time, are intimated by technology and online learning, or don't want to learn in a traditional classroom setting. The prospect of developing a blueprint for continuous/microlearning learning that could be applied to other sectors/organizations is compelling.

Where do you think the project has gaps or challenges?

The learning model itself needs to be more clearly elaborated - what is meant by behavioural change readiness? What tools would be used to assess behavioural change readines by the counsellor? There is also no clear plan for collecting data and generating insights, other than mentioning that they want to create a blueprint for microlearning (seemed vague, no description).

Comments

Please share any other comments.