Review Committee Member: Michael Urban-   Lead Org: Anaconda Mining Inc

Assessment Form: Targeted Call 2021

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Project Name: Creating a Microlearning Model for the Canadian Mining Industry

Lead Organization: Anaconda Mining Inc.

Link to reviewer packet: Anaconda Mining Reviewer Packet

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.

This proposal has exciting potential to test some potentially impactful new approaches to learning in difficult to reach populations (difficult to reach both in terms of receptivity to learning and physical accessibility). However, the proposal is not particularly clear on a number of key details. Thus, while it has strong potential, I can not recommend that it be funded until a number of these details are more clearly explained.

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

The project's strongest asset is its proposal to assess participants location on a change continuum and use this information to tailor individualized continuous microlearning pathways and coaching interventions to optimize uptake of the learning material. From my perspective, both the change continuum assessment and the continuous microlearning aspects of the project are innovative and could potentially provide important insights that could be used in other contexts.

Where do you think the project has gaps or challenges?

There are a number of gaps and challenges. The first is fairly basic: the proposal explicitly says that frontline staff already know what they need to know to work safely, so it is a little unclear how much learning this project can aspire to impart or what lessons the project proposes to teach. Second, it is not clear whether the project proposes to move learners along the change continuum in order to create opportunities for learning or if it intends to only target learners who are already ready to learn. If there is no plan for moving learners along the continuum, it is unclear how the project will proceed if a large proportion of workers are found to be at stages on the continuum where they are not receptive to learning. Third, the actual substance of the microlearning and the coaching is underdeveloped in the proposal. What will this microlearning entail and how do we know it will be effective? Finally, the workplan is very short on details which makes it difficult to evaluate the appropriateness of the proposed budget.

Comments

Please share any other comments.