**Tool – Checklist for planning effective learning activities**

|  |  |  |  |
| --- | --- | --- | --- |
| **Planning checklist** | **Decision taken** | **Discussion still required** | **N/A** |
| **Assess the organizational context** |
| 1. Have adequate resources been allocated for an organizational context assessment, and has such an assessment been built into the project planning? |  |  |  |
| 2. Has the assessment been planned with the maximum engagement and ownership of the concerned individuals?  |  |  |  |
| 3. Is the planned context analysis likely to give a full picture of capacity assets and constraints to the achievement of defined goals? |  |  |  |
| 4. Based on data gathered in the context analysis, is a learning initiative appropriate to address the identified capacity issues?  |  |  |  |
| 5. Does any type of support need to be planned to complement the learning initiative? What type of support? |  |  |  |
| 6. What synergies need to be created or other provisions made to ensure that such complementary support is provided? |  |  |  |
| **Strategically identify the target audience** |
| 1. Has participant identification started with the appropriate people involved? |  |  |  |
| 2. What is the optimal strategy for participant selection given the focus of the initiative? Competitive? Targeted? Widespread? |  |  |  |
| 3. Have national and local partners been involved in setting the profile for participants and are respective roles and expectations in the selection process clear?  |  |  |  |
| 4. Has an appropriate application form and/or an invitation been prepared and shared with relevant actors in Member Countries? Do such documents contain an appropriate description of the candidate’s profile and requirements, including gender? |  |  |  |
| 5. Have pre-course work assignments been considered to screen the motivation of prospective participants as part of the selection process? If not, why not? |  |  |  |
| 6. Who will communicate with prospective participants, how (e.g. writing, orally) and when? |  |  |  |
| **Assess learning needs** |
| 1. Have adequate resources and time been allocated for the learning needs assessment (LNA)? |  |  |  |
| 2. Does the LNA plan include direct consultation with target participants and their organizations? |  |  |  |
| 3. What resources (e.g. consultants, partners) are best placed to help carry out the LNA, and are they available locally?  |  |  |  |
| 4. Have appropriate institutional partners been identified? Have requirements for the development of partners’ capacities been considered?  |  |  |  |
| 5. What information should be included in the concept note, with whom should it be shared (internally and externally) and for what purpose (e.g. fundraising, collaboration, synergies)? |  |  |  |
| **Design content and select delivery modes** |
| 1. Have S.M.A.R.T. learning objectives been defined? |  |  |  |
| 2. Has the optimal delivery mode been identified and have the learners’ context and sustainability considerations been taken into account? |  |  |  |
| 3. Has the support of a professional instructional designer been considered in designing the initiative? |  |  |  |
| 4. Has a task analysis been carried out to help identify/prioritize content that is relevant to the needs of learners? |  |  |  |
| 5. Has a design outline been developed and consensus created around it? |  |  |  |
| 7. Has peer review and/or piloting of the initiative been arranged, and has integration of any lessons learned been planned?  |  |  |  |
| 8. Who will deliver the initiative, when and where? Have Letters of Agreement or contracts been stipulated and have all efforts been made to involve national/local resources? |  |  |  |
| 9. Has a follow-up plan been developed? What provisions can and should be made for follow-up support? Have adequate resources been allocated for current or future projects? |  |  |  |
| 10. What types of evaluation will be conducted to assess achievement of the objectives of the initiative? Have adequate resources been allocated? |  |  |  |
| **Deliver the learning solution** |
| 1. When identifying or appointing the facilitator(s), have appropriate skills for facilitating on-the-job and experiential learning been considered? |  |  |  |
| 2. When identifying or appointing the facilitator(s), have appropriate skills for facilitating formal face-to-face learning initiatives been considered? |  |  |  |
| 3. When identifying or appointing the tutors/ facilitator(s), have appropriate skills for facilitating online collaborative learning been considered? |  |  |  |
| 4. Have gender and cultural aspects been considered in selecting the facilitating team and in organizing the initiative?  |  |  |  |
| 5. Have all opportunities been sought to use local resources for the initiative?  |  |  |  |
| **Provide follow-up support** |
| 1. Is the follow-up plan being used as a reference for deciding the types of follow-up measures to put in place? Are these measures cost-effective? |  |  |  |
| 2. Are follow-up measures included in the work plans for the learning initiative and have resources and time been committed?  |  |  |  |
| 3. If local partners take on the initiative and intend to upscale it in the future, what sort of support are they likely to need? |  |  |  |
| 4. Do national partners need institutional support to uptake changes brought about by the learning initiative in their own context?  |  |  |  |
| 5. Have synergies been created with relevant actors within and outside FAO to ensure that the appropriate support is provided? |  |  |  |
| **Evaluate learning initiatives** |
| 1. Is the evaluation plan confirmed and have resources been budgeted, identified or committed for it? |  |  |  |
| 2. Does the evaluation plan include both process and results evaluation? |  |  |  |
| 3. Have adequate mechanisms been developed (e.g. questionnaires, surveys, knowledge test), based on the evaluation plan and available good practices? |  |  |  |
| 4. Who will carry out the evaluation, and have specialized resources been sought where necessary? |  |  |  |
| 5. Who has an interest in being informed about the result of the evaluation? Who has to be informed? |  |  |  |
| 6. How are evaluation results integrated in future planning? |  |  |  |