WORKSHOP REPORT

'Project Planning and Management for Health Research'
Research Training Workshop

17-20 March 2014
Atoifi Adventist Hospital, East Kwaio

This Workshop Report has been written as a record of the 'Project Planning and Management for Health Research' Workshop and a resource for research leaders and workshop participants.

For more information about this report, please contact Humpress Harrington, Atoifi College of Nursing humpress.harrington@gmail.com or Michelle Redman-MacLaren, James Cook University michelle.maclaren@jcu.edu.au

This document was current 9 May 2014

Figure One (Front Page): Workshop participants develop skills to write aims and objectives for a research project.

Contents

Figures and Tables

Figure One: Workshop participants develop skills to write aims and objectives for a research project

Figure Two: Mr Humpress Harrington works with group members

Figure Three: Professor Rick Speare leads a discussion with teachers, principals and Provincial Government representatives

Figure Four: Research Spider

Figure Five: Workshop participants' self-assessment of research experience

Figure Six: Esau Kekeubata assists Kwaio mountain chiefs to complete their 'Research Spider' forms

Figure Seven: Michelle Redman-MacLaren counts stones in the baskets, an adapted Likert Scale evaluation

Figure Eight: Dr David MacLaren explains the use of a Gantt chart to manage time for a research project

Table 1: Daily evaluation using adapted Likert scale

1. Introduction

1.1 Research Capacity Strengthening in East Kwaio

In 2008, three Atoifi Adventist Hospital employees requested to learn about public health research during a visit to James Cook University (JCU). In response to this JCU supported a series of practical research capacity building workshops. The first research capacity strengthening workshop was held in 2009 (Redman-MacLaren, MacLaren et al. 2010) with subsequent workshops in 2011, 2012 and 2013. Atoifi Adventist Hospital is a 65-bed Hospital with a College of Nursing attached located in East Kwaio, Malaita, Solomon Islands. Atoifi Hospital directly serves people who live a rural substance lifestyle in the East Kwaio language group and indirectly the people of the other 10 language groups on Malaita. There is a wharf and grass airstrip at the hospital but no roads. People access the hospital by walking, by dugout canoe, irregular shipping or twice-weekly light aircraft. The majority of the local population consists of people live in coastal villages and practice Christian religion with a minority of the population live in the mountainous interior of the island and practice Ancestral religion.

Australian researchers from James Cook University, Tropical Health Solutions and Hunter New England Health have partnered with Atoifi Hospital in research capacity strengthening activities using a mutual, 'learn-by-doing' model (Redman-MacLaren, MacLaren et al. 2012). Hospital and College of Nursing employees, community leaders, chiefs, teachers and more recently government employees have participated in workshops and research activities. Colleagues from Atoifi have also travelled to Australia and Papua New Guinea (PNG) to extend research skills, including Ms Rowena Asugeni (Master of Leadership and Development, Pacific Adventist University, PNG) and Mr Humpress Harrington (Greg Urwin Award recipient, James Cook University, Australia). Since 2009, the emerging research group has been granted more than $250,000 in ten grants and published nine peer reviewed articles and one book chapter.

Figure Two: Mr Humpress Harrington works with workshop participants to develop SMART objectives.

2. The 2014 'Project Planning and Management Workshop'

In 2014, a World Health Organization Tropical Diseases Research (TDR) grant was awarded to Atoifi Adventist Hospital to strengthen operational research for infectious disease control. Mr Humpress Harrington, Principal of Atoifi College of Nursing, is leading this project. Activities funded by this grant will strengthen research systems and research capacity of Solomon Islander researchers in East Kwaio. In 2014, this grant will fund three research capacity strengthening workshops and a symposium to report health research that will be conducted throughout 2014. This report outlines activities, monitoring and evaluation of the first of these research capacity strengthening workshops facilitated at Atoifi 17-20 March and follow-up activities 21 March – 4 April 2014.

The workshop directly responded to needs that emerged during research collaboration between 2009-2013. Specifically during the implementation of a tuberculosis research project in 2013 (Massey, Asugeni et al. 2013), researchers from Atoifi and Australia identified a need to improve project planning and management skills. Therefore, project planning and management was prioritised for the first TDR-funded workshop in 2014.

A successful four-day 'Project Planning and Management for Health Research' workshop was held at Atoifi Adventist Hospital with 67 participants, including community leaders and chiefs from East Kwaio, Hospital staff, College of nursing staff and students, teachers, Malaita Provincial Government officials and community members (women and men) (Appendix A: Workshop participants).

Solomon Islander and Australian researchers negotiated workshop topics to cover specific project planning and management foci. Our thanks go to Dr Peter Massey who contributed content and expertise during the workshop planning. Both Australian and Solomon Islander researchers collaborated to deliver the Workshop content (Appendix B: Full Workshop Program). Workshop topics included:

- What is a research project?
- Who benefits from research?
- Developing aims and objectives for a research project,
- Managing project timelines,
- Health research ethics,
- Writing research methods/activities, outputs for research projects,
- Budgeting for research,
- Working in a research team
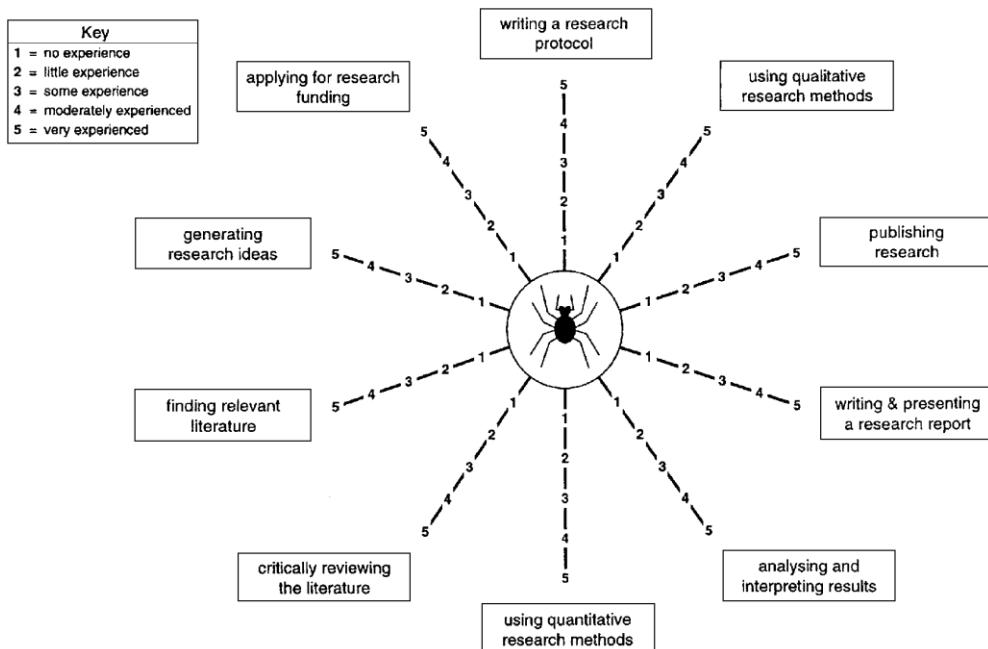- Monitoring and evaluation of research projects

Workshop sessions on theory were delivered in both day and night sessions. The morning sessions were delivered in the languages of Solomon Islands Pijin and Kwaio. This was to ensure that community leaders and mountain chiefs who had limited English (and were the majority of morning session participants) could fully participate. Some nurses and nursing students, who didn't have work or study commitments, also attended the morning sessions. The morning sessions ran for three hours (9 am -12 noon). Practical sessions were held in the afternoon, where research leaders and workshop participants worked on actual research projects utilising the project planning and management theory that had been discussed in the morning session. These sessions were conducted in the languages of Solomon Islands Pijin, Kwaio or English (or a combination) as appropriate for the participants in the session. The research projects planned in the afternoon sessions included the 'Elimination of Soil-transmitted Helminths one village at a time' project and a new education research project about culturally appropriate education in the Kwaio Mountains.

Figure Three: Professor Rick Speare (L) leads a discussion with teachers, principals and Provincial Government representatives about a research project to understand how primary education can be commenced for children in the East Kwaio mountains.

The evening sessions were shorter (2 hours) and conducted in English. This was because of electricity constraints (at the time of the workshop there had not been enough rain to run the hydroelectricity plant, so power was limited to a few hours each day using a diesel-fueled generator) and that most participants were health or education professionals and proficient in English. The evening sessions had less time to explore the content in-depth compared with the morning sessions and there was less time for practical group activities.

On Day Four of the Workshop, 38 participants plotted their research skills and experience using the 'Research Spider' self-assessment tool. This research capacity evaluation tool is a validated star-plot style questionnaire that allows individuals to self-assess their research experience (Figure Four) (Smith, Wright et al. 2002). Workshop facilitators photographed each participant's 'spider' since they wished the participants to retain a copy of their own graph for subsequent comparison (a practical demonstration of monitoring and evaluation!).

Figure Four: Research Spider (Smith, Wright et al. 2002)

The results of participants' self-assessments were entered and analysed using Microsoft Excel (Figure Five).

Figure Five: Workshop participants' self-assessment of research experience

In summary, most participants had little to no experience of all aspects of research activity, with the exception of a few research leaders at the Hospital or Chiefs who had collaborated with international health researchers and/or anthropologists. The research activity that

participants had the greatest experience of was generating research ideas with 21% (8/38) recording some/moderate/very experienced. Most workshop participants had little to no experience of applying for research funding (34/38, 89 %), writing a research protocol (34/38, 89%), publishing research (33/38, 87%), analysing and interpreting findings (33/38, 87%) and using quantitative research methods (33/38, 87 %).

During the upcoming TDR-funded workshop in December 2014, participants will be invited to re-assess their research experience using their research spider to identify any change to their experience/skills of research because of the research capacity strengthening activities throughout 2014.

Figure Six: Esau Kekeubata assists Kwaio mountain chiefs to complete their 'Research Spider' forms, to document their research experience. Although the chiefs are illiterate, they have understanding of research concepts and practice through attending previous workshops and being actively involved in research projects.

3. Evaluation of the Workshop

Written or verbal feedback was sought from workshop participants at the end of each session using the One Minute Reflection method (Davis 1993). An adapted Likert Scale was also used for participants to scale the usefulness of each workshop session. A physical representation of the Likert scale was used by asking each participant to select a stone and to place it in one of five trays that were labelled: Very Bad: Bad, Okay; Good; Very Good). The stones were then counted and the number of stones per tray recorded to quantify the overall scores.

Figure Seven: At the end of a morning session, Michelle Redman-MacLaren counts the stones in the baskets - an adapted Likert Scale evaluation.

Consistent with action learning principles, workshop facilitators collated responses to both of these activities and a summary was provided before the following session. Outstanding questions and issues were discussed and clarified before progressing with the session.

The following is a brief summary of the types of responses provided by participants in the One Minute reflections (Responses in full are recorded, see Appendix C: Results of One Minute Reflections) and the Adapted Likert Scale Daily Evaluation (Table 1).

"Today I was heard more very beautiful idea about budget we discuss, and it gives me some ideas to do a simple budget." Workshop Participant, Session Two 19.3.14

Day One (What is research, why do research, Writing Aims and Objectives):
The information participants found most useful from this day included learning what a research project was, SMART objectives and the value of starting with small research projects as "small is valuable". The questions that remained (and that were discussed the next day in the group) included where to access resources available (people and money) to conduct research, a request to review SMART objectives, and the need to use simpler English (from a participant in the second session- the first session was conducted in Pijin). A question was raised, *"Will this research continue to help my own communities and will they cooperate with me?"*

Day Two (Health Research Ethics, Writing Research SMART Objectives and Activities, Timeframes/Gantt Charts):

The information participants found most useful from this day included the explanation of ethics (Western scientific and Pacific research ethics), how to develop a Gantt Chart by listing research activities, the difference between impact, outputs and outcome and the importance of confidentiality and respect required when doing research.

Questions that remained included how to apply the theoretical knowledge or the implementation part of actually carrying out a research project, "*do you as a research team have a time line to come back and educate us next time about this such research because we as learners need more to come*", does a research project need a team and the need to clearly identify the output, outcome and impact. One participant wrote, "*No question but waiting to do practical activities.*"

Day Three (Budgeting for Research):

"This session of budget really meaning to me it really help me how to manage money for the project and how you faithful with your work."

The information participants found most useful from this day included an "*excellent clarification on outcome, impact and output*", learning how to progress from writing up activities, translating them to Gantt Chart (timeline) into the budget and how to make a clear report on budgeting

Questions that remained included, *"Do I need to involve specialise (sic) people in the project budgeting",* a request for a simple budget as example, will handouts of the presentations be available after the workshop and, *"Can we do more activities at the day remaining in our session?"*

Day Four (Working in a Research Team, Monitoring and Evaluation):

The evaluation for this day's content was included in the Formal Evaluation (results on pages 11-12).

Table 1: Daily evaluation using stones in baskets and adapted Likert scale (% rounded to nearest whole number)

	Very Bad (%)	Bad (%)	OK (%)	Good (%)	Very Good (%)
Monday Morning: 12 participants, 12 stones	0	0	0	42	58
Monday Evening: 12 participants, 12 stones	1	0	2	47	47
Tuesday Morning: 13 participants, 10 stones	0	0	0	40	60
Tuesday Evening: 49 participants, 44 stones	0	0	5	43	52
Wednesday Morning: 16 participants, 16 stones	0	0	12	25	63
Wednesday Evening: 41 participants, 41 stones	2	0	2	41	54
Thursday Morning: 13 participants, 13 stones	0	0	0	0	100
Thursday Evening: 34 participants, 34 stones	0	0	0	0	100

4. Formal Workshop Evaluation

At the end of the final session of the workshop a formal written evaluation was conducted. Forty-nine people completed Formal Evaluation forms. Participants were asked to respond (in writing) to four questions and asked to rank their experience of the workshop using a 10-point Likert Scale For those participants who were not literate, other workshop participants assisted to record their evaluation. All written responses are included in Appendix D with a summary below.

The four questions asked were:

(i) What were the **most useful** sessions in the workshop this week? Please explain;

(ii) What were the **least useful** sessions in the workshop this week? Please explain;

(iii) What has **changed for you** as a researcher because of your participation in this workshop?;

(iv) **Comments and suggestions** for future workshops (add or remove topics, change way material presented, practical sessions, language used, venue, facilitators etc).

The most useful sessions: A summary

Thirteen participants said that all the sessions were most useful. However, the most useful single session was the Budgeting session (n=17), with participants stating, "The budgeting and finance is the most useful to me. It broadens the knowledge I gain from my college study", "…helpful not only for research project but other projects" and "They are helpful not only for research project but other projects." Writing SMART objectives (n=8), writing research objectives (n=7), Managing timeframes, including Gantt Chart (n=7) and monitoring and evaluation (n=5) were also nominated as most useful.

The least useful sessions: A summary

Twenty participants said no session was least useful and many who nominated to least useful sessions stated it was because they were still unclear about the content, not because content was irrelevant. Practical sessions were nominated as least useful for three participants (too fast, I just followed the ideas of my group, etc); budgeting (n=3, with one stating it was because they were late to the session); need for more practicals (n=1); how to start research/what is research project (n=3); the research spider exercise (n=3). One participant stated the spider activity was least useful as, "most activity I did not have any experience of".

What has changed for you: A summary

Participants reported changes resulting from the workshop such as confidence to conduct research, broadening of knowledge about research and being motivated to do research because of being involved. One participant stated, "*I learn to be truthful when creating budget; learnt that rules and ethical principles are important to me*", with another stating, "*Now I realised research is important for further study and other opportunities*".

> **"It changed me dramatically when I participated in this research workshop. It broaden my knowledge, gives me confident and enthusiasm about doing a research in the future".** Workshop Participant, 20 March 2014.

Comments and suggestions for future workshops

Suggestions for future workshops included: a topic on writing and compiling reports on research projects, more practical sessions required, night sessions need to be longer, handouts for those with no computer access and the workshop length needed to be longer – "*it would be better if this workshop runs for 2-3weeks*".

Positive comments received in this section of the evaluation included, *"All the topics, facilitators, venue and practical sessions are good. Look forward for the future workshop";* *"The facilitators are awesome and welcoming. We learn a lot compare to the past sessions"* and "*It is a brilliant idea to have two sessions, it really help for those of us who have commitment during the day*".

Participants also ranked their experience of the workshop using a written 10 point Likert Scale. 42 participants ranked their experience out of 10.

Responses ranged from 2 to 10. The average score was 8.7.

5. Immediate impact of Workshop

There were a number of immediate impacts because of the workshop. Direct progress was made on (i) TDR Nominated Projects (ii) Health Research Projects (iii) Education Research Projects. These included:

5.1 TDR Nominated Projects

5.1.1   During the workshop (and the week following the workshop) planning was advanced on all six projects nominated in the TDR grant with considerable progress was made on (i) malaria laboratory database; (ii) infection control (iii) appropriate village toilets and (iv) use of administrative data.

5.1.2   In particular, the malaria lab results project progressed very well. 35,500 records from 2008 to 2013 inclusive have been entered, initial analysis complete and a draft manuscript is in preparation. It was decided to collect and record data on malaria treatments for the same period. The pharmacist and the doctor have therefore become involved in this project.

5.1.3   The use of administrative data now includes the malaria laboratory results, malaria treatments, and the implementation of an electronic TB register.

5.1.4   Meetings with key village leaders provided a framework to map social, cultural, ecological factors as well as parasite transmission information to inform discussions on appropriate village toilets.

5.1.5   Meetings with key hospital leaders to plan for infection control studies within selected hospital departments.

5.2 **Other Health Research Projects**

5.2.1 As a part of the AITHM funded "Elimination of STH- One Village at a Time' project a 2 day practical 'Soil Transmitted Helminths: Training for East Kwaio' was conducted by Professor Rick Speare and Dr David MacLaren on 24th and 25th March 2014. Eighteen participants completed all theory and practical sessions. Participants were offered the opportunity to be assessed by i) a theory exam and ii) demonstrating competencies in four laboratory techniques (preparation of direct smear; preparation of Kato Katz slide; use of microscope for STH examination; ability to identify STH eggs). Fourteen of the 18 were presented with certificate of competency, 4 with a certificate of attendance. As a part of the Project Planning and management Workshop SMART objectives were used to formulate a feasible plan of action for the STH project in 2014

5.2.1.1 Improving community phase of TB treatment. Detailed work on planning this project commenced in the week following the workshop. The mountain chiefs who had attended the Project Planning and Management workshop used the new knowledge to inform planning for the TB project. In particular, there was a much greater clarity in all participants about budgets and management of budgets.

5.2.1.2 During the workshop and the week following, a number of Atoifi Hospital staff members discussed projects they would like to undertake. These included a survey of patients' perceptions about the Hospital; exploration of the nurses' role in health care; several clinical research projects in the Hospital; head lice survey; lymphatic filariasis survey in the Outer Shortland islands.

5.2.1.3 Detailed discussions were also held about two projects completed by senior Hospital staff as a part of 2013 postgraduate studies in PNG. Plans to publish research findings include the management of a culturally safe TB ward at Atoifi and mental health impacts of rising sea level in East Malaita.

5.3 **Education Research Projects**

5.3.1 An unexpected, but positive outcome of the workshop was the attendance of a large number of teachers and the Director of Education for East Malaita. Most teachers came from the Atoifi region, but two came from East Kwara'ae to the north of Atoifi.

5.3.2 The teachers became enthused to use research findings to directly answer their own local questions.

5.3.3   As a result of teachers enthusiasm, a project proposal was developed during one of the afternoon practical sessions. The problem discussed was that children in the East Kwaio mountains have no primary schools. The project is to explore how culturally acceptable primary school could be provided to children in the East Kwaio mountains. The project aimed to document the level of schooling of children under 16 years of age in the East Kwaio mountains; what level of support the community would give to establish schools in the mountains; what would make such a school culturally acceptable. The important output from this project would be recommendations to give to the education department to enable schools to be established and supported by the mountain community. Alternatively, if the education department was not willing to provide culturally appropriate schooling, the results could be used to find other donors. It was emphasised that health outcomes could be improved by improving education outcomes, and thus the research group were keen to support and collaborate with a cohort of educational researchers in East Kwaio.

Figure Eight: Dr David MacLaren (R) explains the use of a Gantt Chart to manage time for a research project.

6. Recommendations for Atoifi Research Capacity Strengthening Project

The ideas and discussions from this workshop and subsequent activities have been captured in a series of recommendations relevant to the implementation of the TDR project:

6.1 The format of the workshop (Pijin session in morning; English session at night) is effective and feasible given participants time constraints and this will be maintained for subsequent workshops.

6.2 Providing certificates of attendance for attending 3 of 4 possible sessions was well accepted and will be continued for subsequent workshops.

6.3 Working on practical implementation of theory was valuable and will be continued for subsequent workshops. However, the timing (afternoon) excluded many participants who were working during the afternoon. Strategies to make these sessions accessible to all need to be developed.

6.4 The monitoring and evaluation tools (One Minute Reflections, stone Likert scale, standard Likert scale, research spider) were effective and well accepted by participants. These will be used to monitor and evaluate subsequent workshops.

6.5 Printed copies of the workshop materials need to be provided for future workshops. Currently there are no funds for printing handouts and presentations. Workshop participants took an electronic copy of the presentations and resources used during the workshop, but those participants who have no access to computers were disadvantaged.

6.6 The person who fills the position of Research Officer within the TDR project will act as a central point for coordinating and linking health and education professionals, community leaders and outside researchers with existing or emerging research projects.

6.7 For inexperienced people wanting to do research two strategies are recommended:

6.8 Ongoing mentoring of local researchers through electronic communication via Skype or Jabber once the internet bandwidth at Atoifi is increased. The TDR research officer to coordinate this.

6.9 Solomon Islander researchers have again requested support to write up research findings. This will be prioritised in the upcoming workshops and ongoing support will be provided to individuals.

7. References

Davis, B. G. (1993). Tools for Teaching. San Fransisco, Jossey-Bass Publishers.

Massey, P. D., R. Asugeni, J. Wakageni, E. Kekeubata, J. Maena'aadi, J. Laete'esafi, J. Waneagea, H. Harrington, G. Fangaria, D. MacLaren, R. Speare (2013). "Progress towards TB control in East Kwaio, Solomon Islands." Rural and remote health **13**(2): 2555.

Redman-MacLaren, M., D. MacLaren, H. Harrington, R. Asugeni, R.Timothy-Harrington, E. Kekeubata, R.Speare. (2012). "Mutual research capacity strengthening: a qualitative study of two-way partnerships in public health research." International Journal for Equity in Health **11**(1): 79.

Redman-MacLaren, M., D. MacLaren, J. Solomon, A.Muse, R. Asugeni, H.Harrington, E. Kekeubata, R.Speare, A. Clough. (2010). "Research workshop to research work: initial steps in establishing health research systems on Malaita, Solomon Islands." Health Research Policy and Systems **8**(1): 33.

Smith, H., D. Wright, S. Morgan, J. Dunleavey, M. Moore. (2002). "The 'Research Spider': a simple method of assessing research experience." Primary Health Care Research & Development **3**(03): 139-140.

8. Appendices

Appendix A: Workshop Participants

Name	Position
Angelica Flores Ribeyro	Pharmacist
Ben Taloifaga	N/A
Breven Mania	S/N
Breven Mania	S/N
Calvin Taro	P/N
Chesly Ngatulu	B/N
Chillion E Fanuabae	R/N Ophthalmology
Christoper Jimuru	R/N
Debbie Puia	R/N Midwife
Delson Tome Lui	Teacher
Derick Berisikwa	Pastor
Dorothy Esau	Farmer
Dr Elmer Ribeyro	Surgeon
Edward Pojiala	S/N
Ehud Murray Oemauri	Teacher
Eileen Otuana	P/N
Elma Muse	Midwife
Esau Kekeubata	Health worker
Esther Kale	S/N
Franklyn Julius	R/N
Garry Gerea	Student
George Kaola	Teacher
Gilson Fangaria	R/N
Harrison Gao	S/N
Harry Samuel	IT
Hellen Polosovai	Lab Technician
Hillary David	S/N
Jackson Waneagea	Chief
Jacqlyn Gilbert	S/N
James Taeka	R/N
Jeffrey Sogati	Nurse
Jellynsah Reno	S/N
Jenter Ri'imana	P/N
Jeptha Talana	Church leader
John G Wakkey	Teacher
John Laetesafi	Chief
John Maena'adi	Chief

Jonathan Pitamama	P/N
Joseph Wakageni	Teacher
Judith E Moutoa	B/Dept
Lavinia Dilenty	R/N
Lawrencia Riiana	Home keeper
Linda Lota	P/N
Lloyd G Toribaekwa	Principal Education officer
Lynden Tillie	S/N
Mathew Houaimane	R/N
Melissa Belden	R/N
Mike Puia	Nurse
Milton Buka	Nurse
Moses Newton	Church leader
Nicholas Ngidua	Teacher
Peggy Kendall	CEO
Raenisha Konau	P/N
Rayboy Tonnie	S/N
Relmah Harrington	R/N, Midwife, Don
Rex Kera	P/N
Rowena Asugeni	Nurse
Rowena Asugeni	Nurse
Solodia Chris	Landowner
Steve Aquila	Chaplain
Tanya Leketo	S/N
Tommy Esau	Teacher
Trevor Ronnie	P/N
Umalyn Ghanny	P/N
Vitalyn Kua	N/A
Wallex Neke	Home keeper
Warren Nickson	S/N
Zinta Logara	R/N

*A certificate was awarded if participants attended a minimum of three the four available sessions

Appendix B: Workshop Program

Atoifi Research Capacity Strengthening Workshop: Project Planning for Health Research
Atoifi Adventist Hospital, 17-20 March 2014

Course Length: 4 days

Learning Outcomes*

At the end of this workshop, your *project team* will be will be able to:

- Identify who benefits from research and at what cost
- Identify key partners in research
- Write project aims and objectives
- Write research methods and key performance indicators
- Understand research ethics and processes for your project
- Create a project budget and timelines for project activities
- Understand the need to monitor and evaluate a research project

MONDAY 17.3.14 (Day One)

Workshop Topics: What is project; who benefits; project aims and objectives	Time	Facilitator/s	Activities	Resources Required
Welcome and introduction to workshop, Tropical Disease Research (TDR), team members, fellow participants (including attendance sheets). Roles of Atoifi-based research team: Relmah, Humpress, Esau, Tommy (and Australian researchers) Intro to structure of workshop, applied approach linked to projects, building on previous research work, use of Pijin	9-9:30am AND 7:00-7:30pm	Rick and Humpress		
What is research? What is a research project? Who are Project Managers and what do they do? Example STH	9:30-10:00 AND 7:30-8:00pm	David		
Why are we doing this work? Identify/map research partners and people who will benefit (whose interests are being served?); at what cost? Discuss TB Ward project (eg bush people, hospital nurses, hospital admin, fly n build plp,	9:30-10:00 AND 8:00-8:30pm	Michelle	Small group discussions	Butchers paper & pens

researchers, coastal/landowners				
Developing Aims and Objectives: (i) Writing aims for a research project, with examples eg Biodiversity project (ii)Writing SMART objectives, with practical demonstration from Biodiversity project (iii) Practice using worksheets	10:00-11:15am AND 8:30-9:00pm	Humpress & David		Biodiversity proposal
Introduction to Project Timelines: (i)Tools for tracking activities in PM- Gantt Chart (ii) Put activities discussed each day on Gantt chart (at the end of each day)	11:15-11:45am AND 9:00-9:15pm	Michelle	Invite participants to colour in relevant sections	Paper/white board Gantt chart
Evaluate Workshop session: Into to evaluation methods (quant & qual)	11:45-12noon AND 9:15-9:30pm	Michelle	Likert scale using stones and buckets PLUS OMR (in small groups 2-3 plp)	10 little buckets w numbers; Stones; OMR-groups
LUNCH BREAK				
PRACTICAL SESSIONS (working on actual research projects using info from morning) AIMS, OBJECTIVES, STH One Village at a Time Group: (Leaders Humpress, David and Rick)	2:00-4:00pm	ALL researchers		

TUESDAY 18.3.14 (Day Two)

Workshop Topic: Research Activities and Outputs	Time	Facilitator/s	Activities	Resources Required
Review Evaluation from Day One	9:00-9:15am AND 7:00-7:15pm	Michelle		
Health Research Ethics: Basic principles and Atoifi requirements	9:15-10:15 AND 7:15-8:15pm	David		

How will we meet the Aims and Objectives? Writing Research Methods/Activities	10:15-11:00 AND 8: 15-8:30pm	Michelle		
How will we know when we have achieved this? Planning measurable Outputs for research projects	11:00-11:44am AND 8:30-8:45pm	David		
Update Timeline and Evaluate workshop session	11:44-12:00noon AND 8:45-9:00pm	Michelle		
LUNCH BREAK				
PRACTICAL SESSIONS: Discuss and document research activities and measurable outputs in research groups	2:00-4:00pm	ALL researchers		

WEDNESDAY 19.3.14 (Day Three)

Workshop Topic: Budgeting for Research	Time	Facilitator/s	Activities	Resources Required
Review evaluation from Day Two	9:00-9:15am AND 7:00-7:15pm	Michelle		
Budgeting for research: Key budget principles for accountable project management	9:15-10:15 AND 7:15-8:15pm	David & Humpress		
Working through an example: TB project 2013	10:15-11:45 AND 8:15-8:50pm	David		
Update Timeline and evaluate the Workshop session	11:45-12noon AND 8:50-9:00pm	Michelle		
LUNCH BREAK				
PRACTICAL SESSIONS: Create a project budget and timelines for project activities	1:30-4:30pm	ALL researchers	Data Excel template?	

THURSDAY 20.3.14 (Day Four)

Workshop Topic: Working in a research team and monitoring and evaluation for Research	Time	Facilitator/s	Activities	Resources Required
Review Evaluation from Day Three	9:00-9:15am AND 7:00-7:15pm	David		
Working in a Research team	9:15-10:15 7:15-8:15pm	Michelle		

Monitoring and Evaluation: An Introduction Difference between monitoring and evaluation M&E activities from the beginning	10:15-11:45 AND 8:15-8:45pm	David		
Evaluate the workshop (overall)	11:15-11:45am AND 9:15-9:45pm	Michelle	Formal evaluation a.Formal evalution; b. group discussions w/leaders	Evaluation sheets; nominated leaders
LUNCH BREAK				
PRACTICAL SESSIONS: Plan research project: Education in East Kwaio mountains	2:00-4:00pm	ALL researchers		

* Approach to workshop facilitation- small and strong (not overwhelming); a Certificate of Participation will be presented to participants who have attended a minimum of three of the four days

APPENDIX C: RESULTS: ONE MINUTE REFLECTIONS

DAY ONE Session One 17.3.14 (Stones=13; OMRs = 7)
Stones
7 VERY GOOD
5 GOOD
0 OKAY
0 BAD
0 VERY BAD

One Minute Reflections

Most useful, meaningful or intriguing thing/s
Research topic which is clear to leaned more interesting about, more ideas in our community or different places.
I am introduced to new knowledge, ideas and at least skills about research
Starting to learn about what a research project really is and the details about it.
I've learned the meaning of the word research, how will this be came a benefits to communities in terms of evaluating a new knowledge about problem in community. Also this session will improve health, communities, education for people in and around Solomon Islands.
The most useful and meaningful things that I learned during this sessions is research project which new to me. So I want to follow up with this research so I have a professional idea.
Good as have new knowledge to benefit us in the future; good as come from Uni to teach us what we need to know to do this work
Clear explanation about how research project been carry out. Also I learn new and a professional techniques of how to dealt with research project.

Questions remaining?
People need to co-operate together; People need to give more idea
How to write smart objective
No questions really. All is plain, I'm eager to learn more
Everything I learned I need to understand before I finished this session
Can we have a research centre at Atoifi and then expand branch centres of Olimburi, Sinalagu, bush etc?
Everything or people rely on money, however if I want to proposal a research project? What is the main assistance towards my research project? People or money? I need detail explanation.

DAY ONE: Session Two 17.3.14 (n=43; Stones=43; OMRs =38)

Stones
Very good=20
Good =20
Okay=2
Bad=0
Very bad =1

One Minute Reflections

Most useful, meaningful or intriguing thing/s
Smart definitions
The whole session interesting
I got better ideas on how to start during research in the areas come up with important questions to ask before doing research and how to come up with important objectives.
Small piece (one at a time)
SMART
I have understand the research project rather than making money but is to bring new knowledge to the new things. And to find out what causes and effects.
The aim and objective in how to outline it
I learn from the SMART objectives I am very happy with it.
It really helps me know what research is all about, and can I make a good aims and objectives.
I learn new information about research eg SMART objectives
Money is what comes in my mind when I heard project but now I'm clear on it
I thought it is a big thing but now with the introduction, I start to understand.
I now able to have broad idea or information about doing research project
Useful- how to start a research objective before starting a research
SMART objective fantastic and new to know that
Theory to action (practical) aspects
Improve my knowledge/understanding research
Nearly, most of it- to be specific how to write the objectives
The opening idea of how to carry out a research project and besides, I really like the ideas of "little is valuable"
I learned new things I never been through before such learning research in the broader context like goals, aim and objectives of research that really helps.
The most useful season I have learned about new knowledge about research of TB, malaria and other things. It is very helpful for me to learned about this research.
The best part of this session is knowing and understanding the SMART format, it narrows my mind in seeing things in more specifically ways.
Useful- gives me knowledge about what research is- and how to do it. It will help me to improve weak areas or problem in my work place to find better solutions for improvements: help me to get new knowledge; start small- "small is valuable"
Importance and benefits of research and also how to do a research project
How to write the research
How to write aim and objectives
Step to write the research and projects
I was fortunate to learn and to learn how to run a research project
I also learned how to implement the research project
Know how to make a start on how to manage a research on specific topics
Have fair ideas on the benefits of research
How to make a start on how to make a research on specific topics
No it open my mind on how to do research project by starting small
The most useful, meaningful or intriguing thing that I have learned doing this session is focusing mainly on how to conduct SMART research that is tried to explain specific areas of research

Specific, Measurable, Attainable, Relevant and Timely because I just know about these things. I learn a lot about these things.
Research project involves everybody not just individuals
Learned a proper definition of research
Learned a lot of how to decompose and 'aim' into 'objective' which is more specific
First time too, to learn about how to organize as SMART goals and objectives is concerned
Understand research simply as new knowledge
Research is the project and goals/aims
I learn a lot of new things and it is useful to know and learn the word smart, which is so meaningful and very important to know how to run a real smart and small research but it is very important to me where ever I work
The SMART technique to develop my goals/objectives
I have learn here research have nothing to do with money
This is very interesting because I learn how to follow the steps of research, especially when it comes to SMART goals and objectives
How to start a research of making p aims and objectives of the research like smart goals and objectives. The question on how to start a research.
How to formulate a goal and objectives using SMART to be very specific
SMART method of writing research
 I know how to start on doing research basic on topic given
I learned about to start small research
The most useful thing I learned is how to use the SMART objectives also it helps me in understanding on how to make a research- I really enjoy it.
SMART definitions
The whole session interesting

Questions remaining?
What are the main things that I may start up to from research project?
How would I create best relationships with the research partners that I am going to involve?
There is no question, everything presented is clear your team is very good, you explain things very clearly, that's why I have question.
How to write SMART objectives in my project, as practical.
Please if you can use simple English language no that we understand and clear about what we learn.
Madam, you need to slowly in speaking
How can I be able to cope up with this sessions?
Will I be able to cope and carry out this research?
Needs more time to be able to complete and accomplish all intended topics
How can I manage the locals with some skills/information – when the cultures really adapt the close education. Especially when (end)
Do this research will help me throughout the program?
Do this research session will assist/ help me during the research session.
How to identify the SMART objectives and aims
How to do it in practical ways
How to do certain rules- what rules to follow to do a research
I want to have the PowerPoint presentation to be print out to us
No question by now, hoping may have as we cont with our study

Does this session of research will benefit me?
How can I do a better research project?
No question at all
Excellent presentation I would like to start looking at research issues now
Will this research continue to help my own communities and will they cooperate with me? Especially if I want to do research in other provinces?
More time so that the lectures maybe not too fast
Please can you go through once more the SMART
How actually to write the research project NOTE: is there another topic that I can do research on apart from TB, Gutworm and HIV? Example I am interested in doing research on nursing care given to the patient here in Atoifi Hospital
How to real choose specific topic to start with
I think everything is clear and well explain. Can't wait for more! Wish we could have more time so that we know more

DAY TWO: Session One 18.3.14 (n=13; Stones=10; OMRs = 10)

Stones
Very good = 4
Good = 6
Okay = 0
Bad = 0
Very bad = 0
Didn't participate (n=3;1 left early)

Most useful, meaningful or intriguing thing/s
About the ethics, especially 2 types, the western scientific and Pacific ethical values
Also the 4 values and 6 principles of research
I've enjoyed the practical group discussions as well
Helps improvement my knowledge- thank you
Today session I've learnt about values of research also importance of ethics of the research, including time frame with Gantt Chart
Ethics in research/time mapping
I have learned the ethics, research activities, outcomes and impacts
Really excited to introduced to the ethics principles
I learn most ideas of how to make a research projects, timeframes
Getting more idea from this activity learning
How to use Gantt Chart by listing your activities- and planning according to its timeframe, how it has been carried out to achieve the goal within possible time.
Boalea baita fana taungai nga loori Furia elea baita (Thank you so for the work and contribution here, really appreciated.)

Questions remaining?
The timeframe chart (Gannt Chart) is it a adjustable monitoring chart or fixed permanent chart, thanks a lot
I want you to tell us the layout of the proposal

No question but waiting to do practical activities
Responsibilities to yourself and co-workers: physical threats or abuse, psychological trauma, including what is disclosed during fieldwork, Potential of compromising situations, exposure to risk
In the end of this session I could possibly do my own research project to prove for myself
People need to co-operate together in our community and people need to give more guidelines to control more people
How to apply the theoretical knowledge or the implementation part of actually carrying out a research project.

DAY TWO: 18.3.14 Group Two Participants (n=49; OMRs=41; Stones n=44)

Stones
Very good =23
Good=19
Okay=2
Bad =0
Very bad=0

One Minute Reflections
Most useful, meaningful or intriguing thing/s
Definition of 3 key words which are impact, output and outcome
The difference between impact, outputs and outcome
The research objectives and develop a time frame when to start and when to stop
The importance of ethics in health research
When doing research I must have a timeframe for my research program and I must know the impact, outcomes and the output
Learning new skills in how to conduct research
Research ethics, create a timeframe
How to make a time frame table
How to conduct a research project
To put my practical research in simple but effective order; how to create an effective chart for research
I was learning some sort of ideas of how to interact with human research ethics. How to interact with their cultural (end)
Know how to make a proposal
The importance of ethical values about research (or doing research) outputs and impact of research
Input and output of project
Objective and aim
More about the ethics for research, writing research activities and outputs for research, especially understanding and more details on this topics
Information imparted very meaningful regarding research ethics; research timeframes; smart approach
Research ethics, how to create a Gantt Chart
The responsibility to yourself and co-workers and timeframe it really mean a lot to me; but in all I leant much in this session
Knowing the principles of research is excellent
The knowledge of the research ethic principles and how to manage research projects
I have learnt a lot of information from ethical values and principles

I have learnt the importance of timeline in order to work towards in achieving my project

Excellent workshop- timeframes objectives

Research ethics, timeline

It is my first time to attend and I learned a lot concerning values in research, human research ethics etc

Ethics for research

Better understand output, impact and outcome

I've learned about what is ethical and what is not ethical I doing research, especially the Pacific approach

Research ethics and also I learn research activities

Able to make objectives by using SMART technique

Confidentiality and respect doing a research

Outputs, impacts and outcomes

It is very interesting to learn and know how and whats the difference between impacts, outcome and outputs, those are useful to me because I know it will really help me to know how to do a SMART research

4 values in research; value principle with timeframe

Gantt Chart x2

Very simple to understand

Learned something about values and principles

This session…helps me because it helps me as an individual to do research in my field of nursing. I believe you have explain well the research ethics research

One thing that really touches me is about SMART objectives. Because it is a new thing that I came across. Last year I have been doing one of the research proposal in School of Nursing, so I made it, for the sake of doing or completing it. But now I came to realize that there's rules to follow in doing research. In order to accomplish a research proposal we have to do SMART objectives.

Ethics principles in research

Human research ethics and values in researcher

Questions remaining?

How to formulate ethics, health ethics?

When doing research, do I have to have to do it for the individual person or in groups?

Do you as a research team have a time line to come back and educate us next time about this such research because we as learners need more to come

How to make a timeframe

When carrying out this research project does it need a team

How actually to conduct a research project

I was question if you could place after this session during this week you simply information that was printing on the paper.

If you can issue out notes

Budgeting, monitoring and evaluation

The question remains impact and outcome of the project

The session was clear and more details more elaborate and more specific

Principles of ethics

Looking forward to gain a further knowledge from your talks tomorrow

No question

I need more training and 4 days is not enough

Thank you, I really appreciated the topics
Writing SMART objectives
What will happen as we end our time with the sessions?
Need to really put this idea into practical terms
Not able to clearly identify the output, outcome and impact
Practical activities is important that is a must to be done in the session
Not at all
Nothing at all, everything is clear, fine and okay
How do we link impact, outputs and outcomes with the aims and objectives
Where should I start? How should I start the research?
Yes research ethic is clear but we need more time
Practical sessions of the above principles

DAY THREE: 19.3.14 Group One (n=16; Stones=16; OMRs = 11)

Stones
Very good = 10
Good =4
Okay =2
Bad= 0
Very bad = 0

One Minute Reflections
Most useful, meaningful or intriguing thing/s
For me when I attend the course I was really interesting to know more about budgeting, also new thing
Nga ola fo'oru kubi daria faua tau ngainga agu. Boa lea baita (This is a new idea I have discovered, and that will be useful to my work. Thank you indeed.)
This session of budget really meaning to me it really help me how to manage money for the project and how you faithful with your work
Learning how to progress from writing up activities, translating them to Gantt Chart (timeline) form into the budget. Thank you very much
I have learnt most about budgeting how to go about it. And this very clear enough of how to make budgeting for any project if needed
The most useful tool I have learned during the session was the Gantt Chart (very clear and easy to understand)
I was most fortunate indeed for this session which I learn a lot about how to make a research project and also have the knowledge to make real actual budget
How to create budget
How Gantt Chart very important in related to budget
Research structure very meaningful
How to do financial management. I was intrigued to learned about the Gantt Chart, some activities and budgeting for my research project
I learn about more ideas and how to make smart in subject and object, so in that way I know how to setup the budget
Time frame/Gantt Chart so being clearly explained

Questions remaining?
I have no question to comment with the session
Meru miri siria lau mola nga tau ngainga loori. (We look forward to see this work/workshop again.)
My question is it's good for those who support this project to finance to help the one who travel to the place of the workshop
No questions I'm looking forward to the practical session in the afternoon
How to go about the project research?
Do I need to involve specialise people in the project budgeting?
Most thankful indeed I achieved with this session.
I am confident to do research project
This workshop time duration of four days is not enough, please extend your time next time.
I will gain more useful thing that will help me
Budget not being set aside a side for those who assist in the research, especially those who assist in collections of the data from the village people.

DAY THREE: Session 2 19.3.14 (n=41; OMRs n=31 Stones n=41)

Stones
Very good=22
Good =17
Okay=1
Bad=0
Very bad =1

One Minute Reflections
Most useful, meaningful or intriguing thing/s
Budgeting- that was fantastic, it really helps learn a lot. Improving my knowledge on the Gantt Chart
I've learned how to make a clear report on budgeting
Budgeting
I have learned a lot of how to make project proposal and budget that it can help on many ways
Thank very much for this session. It clear and understandable
I learn how to plan for the activities for research project
To write the activities of the timeframe ad how to draw up the budget in this session
Understanding the Gantt Chart and its importance, budgeting concept, planning activities
How to do the budget
How to make budgeting timeline throughout the year with its activities
I've learn the importance of budgeting, time line and how to carry it out, I also learn that I should work with a team members with same interest on the topic of the research
Objectives along with time frame. Budget proposal outline along with the resources needed
Came to understand what budgeting is all about in research
Understand the budget proportion
The most useful thing I learn here is about the skill of making budget because it is very important to do research
New knowledge in try out budget. Time frame becoming more clear
How to plan a budget plan
Learn about budgeting which is very important in research projects, without budgeting research costs

New knowledge of being able to make a budget if I wanted to make a research proposal
Know and how to use the Gantt Chart
Gantt Chart
Budget, timeframe
Chart and budget planning
I have learned at least a bit of ideas about how to make a budget
Excellent clarification on outcome, impact and output
Excellent and clear understanding on how to draw up a Gantt Chart
I learn how to make the budget
Budgeting procedures and process
Today I was heard more very beautiful idea about budget we discuss, And it gives me some ideas to do a simple budget
New knowledge which I don't experience during my learning process
How to make a good budget during project application
Gantt Chart and budget
Budget, timelines, excellent presentation very relevant to practice
The effect idea of budgeting/monitoring/evaluating (or evaluation). Also I've leant the idea of how to do better management

Questions remaining?
Nil, thanks
No question, everything clear and well explained
How to make budgeting
Clear x2
Planning on activity implementation and evaluation
Can we do more activities at the day remaining in our session?
Nothing at all. Clear and fine.
Simple budget as example
How to make a budget proposal
How to write up the budget
Should there be more examples of budgeting?
Could we have more activities because better questions clear (??) of the research
How actually to do or create the budget
Really good, looking forward to another good session tomorrow evening
Do you as a team will issues us hand out after the end of the session during the fourth day?
Do you as researcher team will give us al the copies of the PowerPoints at the end of this workshop? We as the rural dwellers we need these copies very urgently
Nothing- still (end)
Some things of how to do better data analysis in order to avoid the suspection of corruption interviews of the donation given to start the research project

Appendix D: Formal Evaluation of Workshop
Atoifi Hospital 17-20 March 2014 (n=49)

1. What were the most useful sessions in the workshop this week? Please explain.

✓ I find every session most useful since I see each is related and integrated to each other in conveying the whole knowledge package in project management for research

✓ I find budgeting and writing research activities most useful, because it enhances my knowledge on realistic figures on proposal projects.

✓ The useful sessions are; ethnics for research, writing measurable objectives budgeting and managing research projects. They are valuable information and skills for me as a student.

✓ Find most of the sessions in the workshop useful and educational

✓ I find every sessions very useful as they add new knowledge to me.

✓ The final session add new knowledge and skills which is useful in applying to any project in the future.

✓ All the sessions are useful and easy to understand

✓ My most useful session in the workshop is on budgeting. With the knowledge gained I can be able to use that in community projects and family budget.

✓ The most useful sessions in the workshop for me were: team work, advantages and disadvantages of teamwork, ethical principles and Gantt chart.

✓ How to conduct research and rule in research, ethical principles creating budget the importance of "SMART OBJECTIVES, setting up Aims/objectives, Gantt chart were the useful sessions to me.

✓ I find the budget management most useful because it helps or give on how to manage the research project.

✓ The most useful session in the workshop is budgeting. It helps me as a participator to make good list order for the donor to find grant for a project that I want to undertake.

✓ The most useful sessions I learnt from this workshop were; systematic methods of research project, the importance of research, specific objectives of research project, ethical principles, and data analysis, monitoring and evaluation of research project.

✓ Session about team work is useful to me. The knowledge and skills gain will help me to work with different people.

✓ To be honest all the sessions are useful to me. But the one I like most is the one about making "Smart objectives".

✓ The most useful sessions for me in this workshop are; how to make a budget and timeline. They are new ideas and I'm privilege to learn this from the workshop.

✓ The Gantt chart, working in research teams, resolving conflicts and practical sessions are most useful sessions to me.

✓ Sessions on Ethics principles and Budgeting. They are helpful not only for research project but other projects.

✓ The budgeting and finance is the most useful to me. It broadens the knowledge I gain from my college study.

✓ All sessions are important as they are interrelated.

✓ The session on Gantt chart. I find it useful not only in research but can be used in other areas

✓ I like the session on SMART as this enables me to know and learn how to manage and prioritise time and knowledge on the topic. Also Budgeting gives me more ideas how to plan and organise a research budget.

✓ What research is in the real world and its effectiveness in the local community level?

- ✓ Most useful session for me is knowing what Research project is, and the processes of doing a research proposal. Though not in detail but this workshop is very useful for me because it will help me in my area of work.
- ✓ I prefer the session on Thursday to be the most useful, because it stressed the importance of monitoring and evaluating your project.
- ✓ All topics are easily explained and relevant.
- ✓ I enjoy the session on writing research proposal because I have some fair idea as to how to write the proposal using Gantt chart.
- ✓ How to write the Gantt chart and how to set a budget plan, because it helps me to understand the research protocol. Also it gives me more knowledge of how to get fund to start the project.
- ✓ All sessions this week are most useful for me because I learn and come to understand what research is all about its importance and how to do a research project.
- ✓ All of the session this week is useful to me because this is my first time to learn the information. However, the most useful session is on writing SMART objectives.
- ✓ The sessions were useful to me are follows; Timeline – helps me to do things in time, budgeting – helps me to make budget, monitoring and evaluation – which help me to know whether I achieve what I do or not.
- ✓ I found timeframe; project proposal and budgeting are the most useful sessions to me. I learn new knowledge and how useful they are not only for research.
- ✓ The most useful sessions for me would be; research budgeting and monitoring and evaluation.
- ✓ The session on day 3 is the most useful one for me. It gives me new ideas on how to do a budget for any project
- ✓ I leant that budgeting is the most useful session for me during this week.
- ✓ Since this is the first I attended this workshop, I regard all sessions to be equally important.
- ✓ I learn what research is all about, understanding the importance of teamwork, how to carry out proper research and writing SMART objectives.
- ✓ Budgeting, planning and Gantt chart were the most useful sessions for me this week.
- ✓ Discussing what research proposal
- ✓ Ways on how to formulate a research proposal, SMART objectives, budgeting, outcomes, output, input and impact. The reason being that research is a new thing to me and all these information is new to me.
- ✓ All session were important in order to make a successful research
- ✓ Monitoring and evaluation – it helps me to assess myself if I am going to start a mini research. Budgeting – it helps me to be able to apply for research funding
- ✓ All of the sessions this week were very useful. I learn new knowledge and find answers to some of the questions I have, that is to deal with them in an organised and orderly manner.
- ✓ I regard all sessions to be useful. As participants it so of important that we realise the importance of research and how to do it. Doing research help to unfold some of the doubts we have today.
- ✓ The most useful sessions for me is how to write a research and how to do budgeting.

2. **What were the least useful sessions in the workshop this week? Please explain.**
- ✓ Since I find every session most useful I have no least useful session.
- ✓ Working as a team is the least session in the workshop this week, as some people would demand for money for having regular meetings on research projects

- ✓ Some practical sessions are not useful as I just follow the ideas of the group.
- ✓ No least session as every session brought new ideas to me.
- ✓ There were no least useful sessions except need more practical sessions. Especially on the monitoring and the evaluation part.
- ✓ Day 3 sessions which is budgeting and money management for research
- ✓ No least useful sessions, except that I missed few sessions.
- ✓ I feel that all sessions in the workshop are useful, because they are new knowledge to me. I don't find any least useful sessions.
- ✓ How to start the research (assistant resource). Being a new researcher I need more activities and examples to see things clearer.
- ✓ The least useful session is spider activity in which most activity I did not have any experience of it.
- ✓ The activities or practical skills of research project and the knowledge of data analysis.
- ✓ The spider activity is not clear to me, and need more explanation.
- ✓ The least useful session in this workshop for me is the research Spider or spider activity.
- ✓ As a researcher I can now be able to specify and detail the outline of financial budget.
- ✓ Session on what the research project is; explanation of the concept is not quit clear.
- ✓ The team work- it was too fast for me to cope because of how quick we are into explaining.
- ✓ I don't see any session not useful, all sessions are very useful as far as I'm concern.
- ✓ The least useful session for me is about budgeting as I regret it because of my lateness.
- ✓ Session on Ethics and budgeting is not quite clear.
- ✓ I was absent on the first session on Monday so it regrated it, that's the least useful session for me.
- ✓ The most useful sessions for me in this workshop were; writing smart objectives which help me to write smart objectives in Aims that I set. Also budgeting improves my knowledge and answers some of my confusions which help me to do them properly.
- ✓ The meaning of research and research aims are still new to me although I have attended the workshop in 2009.
- ✓ Nil
- ✓ Nil all the sessions this week is useful to me.
- ✓ How to specify the monitoring and evaluating the workshop/ plans. This is important to me to know whether I have achieved the objectives of the projects or programs.
- ✓ I found not one of the sessions least useful as all the sessions are useful and link together.
- ✓ Nil
- ✓ No least useful session except the time is short.
- ✓ The least useful session for me this week is Ethics in research.
- ✓ I treat all sessions equal because all of them are new to me.
- ✓ All sessions are equally important.
- ✓ It is difficult to identify the least useful session, because the workshop is very good.
- ✓ I found nothing in the workshop least useful. Everything in the workshop was perfect and well understood because it links the entire topic each night.
- ✓ Nil
- ✓ Every session is useful – it gives us new ideas on what research is.
- ✓ Nil

✓ None
✓ None
✓ It is hard to find any least useful session as all the sessions were valuable and useful.
✓ The only least useful session for me is on Time taken to absorb all the knowledge.

3. What has changed for you as a researcher because of your participation in this workshop?

✓ Knowing about to some extent what to do in going about or carrying out a research, and how to do it to meet the requirements of doing a reliable, competent and professional research work.
✓ Learning about ethical principles like respect, trust, honesty and integrity
✓ It changed me dramatically when I participated in this research workshop. It broaden my knowledge, gives me confident and enthusiasm about doing a research in the future.
✓ It changed my view and motivates me to involve in research.
✓ It opens my mind to do or applied for any project.
✓ As a participant the workshop gives ideas how to work effectively with different groups or teams.
✓ Expand my level of understanding, introduced to new ideas, and new experiences.
✓ It adds to the little knowledge I have.
✓ Strategic planning for research project helps me to have SMART APPROACH, that these ideas can be implemented in the hospital departments.
✓ I learn to be truthful when creating budget; learnt that rules and ethical principles are important to me, happy to introduce to new knowledge like evaluation and monitoring.
✓ I was drive to do a research due to the limited understanding I have and what I learn.
✓ In these four days I learnt a lot about research, and Iam motivated to do any research.
✓ This workshop has changed me to follow and make better decision in ethical values and setting better goals, aims, and objectives in doing research project.
✓ The skills and knowledge obtain will assist me to work with group and different research group.
✓ I feel that I'm prepared and will volunteer in nay research project. You have inspired me to become a good leader in my community and to be able to achieve great goals.
✓ I learnt a lot from the workshop which gives me new things.
✓ It inspires me to join research team in order to have experience.
✓ Because of the workshop, I look forward to do a trial on one topic in applying the knowledge I have.
✓ The research workshop changed me a lot. Now I realised research is important for further study and other opportunities.
✓ As the result of this training I'm interested to do my research as a practice.
✓ As a participant of this workshop- this workshop helps me to have an interest in involving in a Research project. As well as I want to start a research as soon as I get the assistance.
✓ Understanding better the steps for research
✓ Now thing becoming clearer to me especially on research planning, how to do it and where to start. By now I'm looking forward to in doing research.
✓ It has been a while since involved in research. Relighted the spark.
✓ The workshop helped me to think positive and continue with the research project.
✓ At least now I have some knowledge on how to make Gantt chart, budget, how to do monitoring and evaluating a project or program.

- ✓ The way the workshop was conducted and explained is very attractive in which more people have attended.
- ✓ I learn about new information about research project where I never learned before.
- ✓ The workshop gave me new ideas and guidelines to follow when doing research.
- ✓ I see the importance of involvement in research and not just being participants. I can see that experience comes from involvement.
- ✓ It really helpful in adding new knowledge and ideas and moreover to pursue research as part of life.
- ✓ The workshop motivated me to do a research in the future
- ✓ The workshop broaden my knowledge on how to do research
- ✓ After attending this workshop I am motivated to involve in doing research.
- ✓ This is the first time to join workshop in my whole entire life. This workshop helped me a lot in leading me to be part of a team of research so that I could learn more.
- ✓ The knowledge about the research has changed my idea of research. It also improves my knowledge and view about research.
- ✓ I have better knowledge of research proposal
- ✓ I am happy that I have attended this workshop to learn new knowledge and skills. This also helped me to make good use of the free times I have.
- ✓ Moving from an individual research into a team research
- ✓ The interview of Pro. Rick Speare is inspiring. When I thought about research I used to think about big thing, but Pro. Rick's words days that I have to start small and develop the skills before moving into bigger research. "Small is beautiful"
- ✓ I see the workshop as important for further studies.
- ✓ It gives me more knowledge and encouraged me to become a researcher in the future.

4. **Comments and suggestions for future workshops (and or remove topics, change way material presented, practical sessions, language used, venue, facilitators etc.**

- ✓ If possible in future workshops, add also topic on writing and compiling report on Research projects.
- ✓ I preferred Pijin version in presentation and need more practical session
- ✓ I don't see any problem on the presentation, except for the night session is too short. It would be better if we could extend the time for at least 3 hours if we have hydro power.
- ✓ Very good workshop well done! Look forward for the next research workshop in the future.
- ✓ All the topics, facilitators, venue and practical sessions are good. Look forward for the future workshop.
- ✓ Look forward for future workshop at Atoifi. I'd like to see this workshop continue in the future.
- ✓ I'd like to see more research workshop in the future.
- ✓ Add more topics, on research projects, more practical sessions
- ✓ Presentations were done professionally, although we have limited time. However, we need more of this kind to keep us update learn new ideas and more importantly working as a team and being part of the team is very encouraging.
- ✓ Things are good and favourable, need to extend this kind of workshop to education head teachers and principals of Eastern region
- ✓ Next time provide handouts for each topic for those who don't have access to computer or laptop
- ✓ Most of the sessions are practical and well presented. That is easy to understand and use simple language.
- ✓ The facilitators are awesome and welcoming. We learn a lot compare to the past sessions.

✓ Need to add more topics that are relevant.

✓ For future workshop, it would be better if this workshop runs for 2-3weeks. So that we could have more time for activities and practices, this gives better understand and ideas. (Please need more sessions for practice on research projects.)

✓ I believe this workshop is fair enough for all participants, and if this work can continue in the future it will influence many more participants.

✓ All the sessions are fine with me.

✓ We need handouts for the next time as many of us do not have laptops or access to computers.

✓ For the next workshop change the venue, the conference room could not accommodate everyone.

✓ Everything was perfect.

✓ I need more information with regard to this week's session. For example the exact steps in doing research project, if possible the next on workshop.

✓ I recommended that the timing must be extended to allow us to follow the instruction slowly and easily.

✓ I don't have trouble with all the session, but it would be better if in the next session to provide handouts.

✓ May be in the next workshop should add some of the research work done by your team.

✓ Being new to the idea of research, I find it difficult to understand almost half of the sessions especially on Budgeting. Facilitator talk very fast, so next time slow down a bit.

✓ It is a brilliant idea to have two sessions, it really help for those of us who have commitment during the day.

✓ Should add samples on some simple research publication for us to see please.

✓ All topics important, venue great more chairs, length not too long, Paper handout a suggestion and practical sessions very helpful.

✓ I recommend having more examples after each theory class so that we would know what to do.

✓ This workshop well done, only if Notes are provided for the participants and more exercise/practical after each session.

✓ Just maintain and we want this kind of workshop every year to update us about this research, I really like this work.

✓ The workshop is interesting because relevant and new knowledge. Therefore few workshops is needed in the future.

✓ Providing Handouts for each session is a must.

✓ Provide handouts, one topic at a time, and the presentation is too fast that I learn very little.

✓ Please add new topic in the future. All in all very good session and its really helpful.

✓ I suggest that the research team involve us in the practical session during the day.

✓ I appreciate the presentation but in the future I would like to see more topics added.

✓ The presentation was quite clear and simple; except for the night session was too short.

✓ Next time it is better to provide handouts for each topic, also provide photos of people, places that you carry out your research project in. This is a motivation tool for participants.

✓ Need more time for program and practical sessions.

✓ More training to gain more experience in research

✓ All the sessions that I have attended were counted as opportunities.

✓ Add more practical sessions more time in the session especially during holiday times (2wks) some refreshments (food) and provide hard copy (Research booklet of the presentation binded).

✓ The presentations were very clear. But we need more time and also provide handout for the next sessions. If possible provide computer sessions on how deal with data.

✓ Looking forward for another workshop.

✓ As a nursing student I look forward for the next workshop. I see this as an opportunity for me for my studies.

✓ Need more time, provide handouts for future workshop.

✓

5. Rate the workshop out of 10 (n=47)

Average score 8.7/10

Workshop Ranking	Number of Participants
1	0
2	1
3	0
4	0
5	5
6	0
7	2
8	4
9	8
10	22
No ranking provided	5