

South Pacific Regional Writeshop Evaluation



Pacific participants at an Alliance of Small Island States (AOSIS) meeting at the UNFCCC COP 16 in Cancun, Source: SPREP¹

Pacific Research and Evaluation Associates

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¹ SPREP, <http://sprep.org/Climate-Change/writeshop-on-climate-change-adaptation-and-disaster-risk-reduction>

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Executive Summary

The Stockholm Environment Institute (SEI) and the International Strategy for Disaster Reduction (ISDR) collaborated with implementing partner SPREP to host a five day 'Writeshop' (workshop) in Fiji in 2011. The Writeshop was funded by the UNITAR Climate Change Capacity and Development (C3D+) Support programme. The objective/outcomes of the Writeshop were twofold:

1. To build capacity of young Pacific country scholars, practitioners and policymakers to write quality publishable papers in the area of climate change, particularly on climate change adaptation and the linkages to disaster risk reduction.
2. To produce quality publishable papers ready for peer-review and facilitate the publication of peer-reviewed articles in academic journals to inform the policy making process on climate change.

This Writeshop evaluation was informed by desktop research, an online survey and interviews with some key stakeholders. The evaluation was guided by a set of evaluation questions.

- Were approximately 16 quality publishable papers published in academic journals as a result of the Writeshop?
- What factors have contributed to achieving or not achieving intended outputs and outcomes of the C3D+ project?
- What progress toward the outcomes has been made by the C3D+ project? Has the C3D+ partnership between UNITAR and SPREP been appropriate and effective?
- To what extent have the C3D+ project outputs and assistance contributed to outcomes of the PACC programme?

A summary of the key evaluation findings which respond to these questions is presented below.

Writeshop participants reported a better understanding in journal article production and publishing. Participants also reported having an increased level of confidence to write and publish articles. In summary the Writeshop increased participant's capacity to produce journal articles.

The Writeshop did not achieve its target of producing 16 quality publishable papers. The actual number of publishable papers cannot accurately be determined. Evidence was presented that two papers have been published in academic journals, and three papers were published in other publications. There were a number of factors that explain why the Writeshop target of 16 quality publishable papers was not reached. Key factors include:

- An unrealistic target considering the limited initial pre-Writeshop knowledge, skills and experience in research and paper writing and publication of many participants. This reflects on the participant selection process and the need to be more stringent in selecting participants with the right amount of initial knowledge skills and experience.
- Limited quality draft papers taken into the Writeshop for further development. Some participants only had research data to take into the Writeshop rather than drafts of papers.
- Limited follow-up mentoring which was caused mainly by participants not having the time or dedication to allocate time to work on their paper with their mentor post-Writeshop. At least one mentor did not meet the expected performance in their role to contact and support mentors.

The partnership between UNITAR and SPREP was both appropriate and effective. UNITAR funding helped build capacity internally at SPREP through SPREP staff participating in the Writeshop activity. Additionally, UNITAR funded a communications technical assistant role to assist the Pacific Adaptation to Climate Change (PACC) project between 2010 and 2012. This support filled a capacity gap identified by the PACC RPMU. The Writeshop only directly involved one country coordinator from the PACC project and thus the Writeshop made only a minimal contribution to directly building capacity at the country level.

The evaluation makes a number of recommendations at the end of this report for consideration in future Writeshop delivery. Key recommendations include improvements to the participant selection

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process and methods to help participants come to the Writeshop with a quality draft paper for further development.

Introduction

The Stockholm Environment Institute (SEI) and the International Strategy for Disaster Reduction (ISDR) collaborated on a series of 'Writeshops' to support developing country authors writing on the topic of disaster risk reduction and adaptation to climate change. The Writeshops were funded by the UNITAR Climate Change Capacity and Development (C3D+) Support programme².

The objective/outcomes of the Writeshop were twofold:

1. To build capacity of young Pacific country scholars, practitioners and policymakers to write quality publishable papers in the area of climate change, particularly on climate change adaptation and the linkages to disaster risk reduction.
2. To produce quality publishable papers ready for peer-review and facilitate the publication of peer-reviewed articles in academic journals to inform the policy making process on climate change.

The Pacific Region Writeshop was held in partnership with the Secretariat of the Pacific Environment Programme (SPREP) and held at the University of the South Pacific (USP), Laucala Campus in Suva, Fiji, from 10 - 14 October 2011.

Twenty participants from Cook Islands, Fiji, Niue, Palau, Papua New Guinea, Samoa and Solomon Islands participated. There were ten women and nine men.

The participants were mentored by six individuals during the workshop: Ceridwen Spark (Victoria University, Australia), Graham Sem (Independent Consultant), John Campbell (Waikato University, New Zealand), Joeli Veitayaki (USP, Fiji), Murari Lal (USP, Fiji), Lisa Schipper, senior scientist at SEI. The first five mentors were contracted to provide follow-up support to the participants following the Writeshop.

The Writeshop ran for five days, and consisted of plenary sessions, group discussion, and individual work supported by the mentors. An email (Google) group was established so that participants could communicate with each other and with mentors.

Background

The Intergovernmental Panel on Climate Change (IPCC) 4th Assessment Report (AR4) indicated that there was a lack of information available in peer reviewed journals on adaptation and vulnerability in developing countries. Key reasons provided are that developing country authors have little exposure to writing academic articles, they can struggle with writing in English, or simply do not have the time available to write because they are overstretched with other responsibilities³.

The Writeshop process is designed to allow participants to learn about academic writing, and work with mentors in a one-on-one process, in order to help these authors reach a standard of writing suitable for publication in peer reviewed journals.

Participants are expected to come to the workshop with a concept paper that has been sufficiently worked on to develop it to publishable standard by the end, or soon after, the Writeshop.

Evaluation objectives

This evaluation builds on the post-workshop report produced by SPREP. It considers the delivery, follow-up support, and impact of the Writeshop, and lessons learnt to inform follow-up initiatives to build capacity of Pacific Island researchers, practitioners, and policy makers.

The evaluation objective for this report was to assess the performance of the Writeshop against its planned and expected outcomes, specifically the preparation of academic papers. A target of 16 quality papers produced was set in the Terms of Reference (ToR) for the evaluation, from a cohort of at least twenty participants.

² SPREP received a grant of USD80,000.

³ Stockholm Environment Institute. Developing a Writeshop and Mentorship Programme to Support Developing Country Publications on Disaster Risk Reduction and Adaptation to Climate Change.

Specific evaluation questions in the ToR are as follows:

1. Were stated outputs and outcomes as set out in the UNITAR-SPREP MoU (September 2011, Annex 1) achieved?⁴
2. What factors have contributed to achieving or not achieving intended outputs and outcomes of the C3D+ project?⁵
3. What progress toward the outcomes has been made by the C3D+ project? Has the C3D+ partnership between UNITAR and SPREP been appropriate and effective?
4. To what extent have the C3D+ project outputs and assistance contributed to outcomes of the PACC project?
5. What practical lessons learned could inform the implementation of similar initiatives (e.g. Write shops) in the future?

Evaluation methodology

This independent evaluation was conducted by Pacific Research and Evaluation Associates (PREA). The evaluation consisted of mixed methods, including a desktop review of materials related to the Writeshop, an online questionnaire sent to participants⁶, a series of questions sent to presenters/mentors, and a teleconference with Lisa Schipper and SPREP staff involved in the Writeshop. Follow up phone/Skype calls were made to some participants to contact them directly to get information, or to leave message to encourage/remind them to complete the questionnaire.

The data was analysed to respond to the evaluation questions noted earlier. The results and discussion are presented in this report based on the evaluation questions.

A key limitation in the methodology was the significant time lag between the Writeshop and the evaluation (over three and half years). A number of workshop participants and one mentor had changed roles and therefore the contact details were not valid. As such, a number of participants were not contactable, or did not respond to emails, even after searching and in some cases identifying new (but not confirmed) contact details.

Results

A total of ten survey responses were received (48% response rate) from a possible 21 participants. Eight respondents were practitioners (Government or NGO staff), and two respondents were from an academic background.

Responses were received from four of the five mentors, and also from the SEI presenter.

Were approximately 16 quality publishable papers published in academic journals as a result of the Writeshop?

The evaluation objective was to assess the performance of the Writeshop against its target of 16 quality publishable papers from a cohort of at least twenty participants.

⁴ Specifically Output 2: approximately 16 papers published. Output 1 was for the Writeshop to be conducted, with at least 20 participants. This was achieved and is described in the post-workshop report.

⁵ One evaluation question was similar to this question, so was not considered separately in this report- "What factors contributed to effectiveness and ineffectiveness of the delivery of outputs and outcomes?" which is similar to the second question.

⁶ Using the email list from the workshop, as well as corrected emails where participants' new positions were known. This included online searches, LinkedIn and phone calls to encourage participants to complete the questionnaire,

There were 21 participants in the Writeshop, with seven from the USP (academics, students or research/post-Doctoral roles) and 14 practitioners from Government or NGOs across a number of North and South Pacific countries. There was a near equal number of men and women participating in the Writeshop which represents gender balance in the participant selection process.

Only 10 participants responded to the impact survey so it is not possible to provide a definite answer on the total number of papers from the Writeshop published in academic journals. Based on the survey responses, only one of ten respondents indicated that they published their Writeshop paper in an academic journal. Another respondent indicated that they had presented the article prepared in the Writeshop in New York and won an award for it (see Appendix 1 for papers resulting from Writeshop). As such, the target of 16 could not have been reached, as even if all remaining participants who did not respond to the survey (n=11) had published a paper, the total would not meet the target.

Additionally, feedback from mentors indicated that only one or two participants published papers worked on during the Writeshop which adds weight to the evidence that the target of 16 papers was not met. In summary, the Writeshop fell considerably short of meeting its key output of 16 papers.

Results from the participants and mentor questionnaire, and other feedback obtained during the evaluation, provide a number of reasons for the low number of published papers. These are covered in the following evaluation question.

What factors have contributed to achieving or not achieving intended outputs and outcomes of the C3D+ project?

Overall, most respondents were satisfied with the delivery of the Writeshop as supported by the summary findings below (also see graphs in Appendix 2).

- Nine of ten respondents noted that the Writeshop provided them with the skills to write a peer-reviewed article. One respondent disagreed.
- Eight of ten respondents noted that the Writeshop provided them with confidence to write a publishable article. One respondent disagreed.
- Seven of ten respondents noted that mentors provided respondents with the one-on-one support needed to complete their article during the Writeshop. One respondent disagreed.
- Seven of ten respondents noted that the Writeshop was of a sufficient length to put knowledge into practice.

Four respondents noted that the plenary sessions were good and five respondents indicated that the group work or group discussions were useful.

Mentors noted that participants were very interested and engaged in the Writeshop and that overall, the Writeshop ran well. However, feedback received also indicated that mentor presentations could have been more engaging and that the Writeshop would have been improved if there was more contributions from mentors during group discussions.

“I liked that they stressed that getting published is hard and that you shouldn't be let down by rejection but keep moving forward. I feel that the write shop help me greatly in writing research papers”. PARTICIPANT

Overall, the respondents' feedback indicates that the Writeshop provided most participants with skills and confidence to develop published papers.

The level of follow-up engagement between mentors and workshop participants was one of the likely factors that impeded the target of 16 papers being published.

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About mentor and participant engagement post-Writeshop:

- Half of the respondents noted that mentors provided support to complete articles following the workshop. One respondent strongly disagreed, and four were 'neutral'.
- Six of ten respondents indicated that they never made a request to mentors for support post-Writeshop. Only one respondent indicated that they made three or more requests.
- Seven of ten respondents indicated that mentors had made contact with them post-Writeshop, with two respondents indicating they received three or more messages from their mentor. Three respondents noted that they did not get contacted by their mentor post-Writeshop. The lack of mentor contact is a concern given it was a contracted deliverable for mentors to provide follow-up support.
- Only one respondent indicated that they used the email group set up to communicate post-Workshop. One respondent indicated that they did not use the email group, and eight respondents were 'neutral' which may indicate that they also did not use the email group.

Based on respondents' feedback, more than half of them indicated that they did not actively seek to engage with mentors, even though most respondents noted that mentors communicated with them at least once or twice.

Based on respondents' feedback, most participants did not communicate with their peers using the group email. A participant from SPREP indicated that one-on-one communication between participants and mentors was likely a more appropriate process for sharing and seeking help as opposed to posting to a group email list.

Though completing a paper was the key objective of the Writeshop, this was not put to participants as a signed commitment. As such, there was no 'driver' to compel participants to connect with mentors, or their peers.

Feedback from mentors (Table 1) presents a similar picture of contact between mentors and participants; however, mentors indicated that participants contacted them more often than was reported by the participants themselves.

Table 1. Mentors account of contact between mentors and participants.

Mentor	Approximate number of times participants contacted mentors for follow-up support after the Writeshop	Approximate number of times mentors contacted participants to follow-up and offer support after the Writeshop
1	2	2
2	2	2
3	1	2
4	2	3
5	Unknown	Unknown

"It was a wonderful opportunity to explore our writing skills and talent, however, if more time was given for the write shop maybe I would have been able to get an article peer reviewed". PARTICIPANT

Three respondents indicated that the Writeshop could have been improved with more follow-up communication and support between mentors and mentees.

Two of eight respondents noted that lack of communication or follow up with mentors was a factor in not publishing Writeshop papers.

Two respondents suggested that the Writeshop should have been longer. One respondent suggested "...say 2 weeks so at least we can complete our article and send it to a peer review journal.....Due to the distance between the mentors and the mentees I think it will be quite difficult for us to

frequently communicate after the Writeshop. Therefore, completing the task at the Writeshop would be a better option.”

The Writeshop model using a one week workshop has been used in several locations around the world and was found to work well in those locations, however, whilst the number of days training was sufficient, several mentors noted the need for an extended amount of time at the Pacific Writeshop for participants to work on their papers. The need for extra time at the Pacific Writeshop was due in part to the lack of either scientific or academic skills of participants. The fact that many participants did not bring well developed draft paper into the Writeshop is another reason why more time may be required to develop papers.

*“Work schedule and limited time to write”.
“Lack of communication with my mentor and
also time constraints”. PARTICIPANT*

The lack of follow-up engagement is a key area to improve on for any follow-up workshops. The concept note prepared by SEI explaining the rationale, objective and implementation of the Writeshop noted that participants must be committed to completing a paper, with the aim for it

to be of publishable quality in an academic journal. Whilst it was suggested that organisers are supposed to get participants to sign an agreement at the beginning stating their intent to fulfil this requirement, this did not happen in the Pacific Writeshop and one facilitator could not recall it being used in other Writeshops held in other regions. Requiring an agreement of this type may also form a barrier to registering participants for the workshop.

“...it is difficult for people to find the time to complete their articles. The training was sufficient but then people go back to 'real life' and the demands of teaching, completing research projects etc. and publishing seems less of a priority”. MENTOR

One of the main likely reasons for the lack of follow-up engagement from participants is the lack of time to work on the articles once they returned to their normal roles/workplaces. Lack of time, or competing time demands, was the most important barrier to completing papers, as identified by five of the eight respondents who did not publish articles from the Writeshop. Mentors also acknowledged a lack of time following the Writeshop to be a barrier, noting that even University staff in the Pacific get little or no time to research and write papers. One mentor also commented that participants that project officer type positions were also distracted by their day-to-day project responsibilities and that this detracted from the time they spent working on their papers. Additionally, participants in non-academic roles had little incentive to develop and publish papers.

Other barriers identified by respondents included lack of self-motivation, projects stopping, and finding out that there were already a lot of published articles on the chosen topic. Finding the right journal to publish papers in, and meeting the academic language of different journals were also identified as barriers to publication, however, it should be noted that there was a Writeshop module presented on the topic of selecting a journal. Participants were supposed to identify a primary and back-up journal to target for publication. Participants also received a USB drive with examples of papers published in many of the recommended journals.

*“I did not know which journal to send it to and
also I did not know if it will be accepted. More
so, I lost contact with my mentor”. PARTICIPANT*

Another reason for not meeting the desired target of published articles following the Writeshop is that most participants were practitioners, and often did not have a high level of

research or writing skills compared to participants with an academic background.

Most respondents (seven of ten) indicated that they had not published peer-review articles prior to the workshop. Though the Writeshop's intention was to improve research and academic writing skills, participants are supposed to come to the workshop with a certain level of skills and experience. One Writeshop document reviewed notes:

*“This Writeshop targets early career professionals, both researchers and practitioners, who are working in the fields of disaster risk reduction and adaptation to climate change in their regions. These are **individuals who have carried out research and understand how to formulate a scientific argument, collect and analyse data**, but struggle to communicate well on a scientific level. Some of the participants may already have co-authored published papers, but usually were not in the centre of the writing and submission process, and have several rejections or difficulty getting papers even considered”.*⁷

Mentors noted that some of the participants lacked the science background necessary for the Writeshop. Some were graduate students (at PhD level) through to those with little or no tertiary education. Whilst these participants may have had a detailed level of technical knowledge in their subject areas, their limited education and experience in writing papers made the paper writing process difficult. Only a few of the participants had conducted research and had something relevant to write about.

There was a low number of applications for the Pacific Writeshop, so the process of selecting the most suitably skilled people to participate was overtaken by the need to select participants to fill the number of participant places in the Writeshop. Nearly all Writeshop applicants that applied were accepted into the program. Writeshops conducted in other regions attracted much higher numbers of applicants and allowed for a more rigorous selection process. One of the reasons for the small number of applicants for the Pacific Writeshop was the limited time available to recruit participants. This limitation was imposed due to the need to deliver the Writeshop within a specific funding timeframe which made options for extending the recruitment period or delaying the Writeshop impossible.

With the knowledge that the participants may not have had the right level of skills coming into the Writeshop, the target of 16 published papers could have been revised to a more realistic one that is reflective of the baseline level of skills. If the Writeshop were to be held again in 2015 it was thought that there would be a larger pool of qualified candidates to draw upon in the selection process.

“A key factor [for improvement] would be for a longer notification period and perhaps a stricter application of the need for participants to bring a reasonably substantial body of work with them to work on”. Mentor

All participants brought concepts and ideas into the Writeshop to develop, however, many were still finding it difficult to decide what to write about by the end of the week. Only a few had well developed drafts requiring fine tuning and further work. Several participants only had research data that was insufficient to turn into a quality paper. The low standard of drafts brought into the Writeshop is another reason that helps explain the low level of peer-reviewed papers published at the end of the Writeshop project.

⁷ Response to Reviewers Questions document

What progress toward the outcomes has been made by the C3D+ project? Has the C3D+ partnership between UNITAR and SPREP been appropriate and effective?

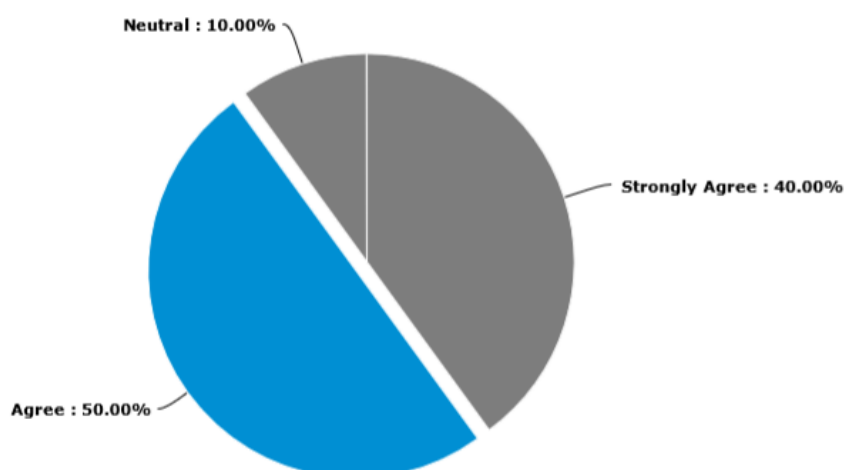
The previously mentioned SEI concept paper noted that if mentors do not consider the paper to be of sufficient quality to be submitted to a peer reviewed journal, participants are supposed to work with mentors to get the article to a level where it can be submitted to a magazine or a non-peer reviewed publication.

“It was a great experience and I greatly benefited from the experience”. PARTICIPANT

Overall, two respondents (one practitioner, one academic) indicated that they had published papers in peer-review journals following their participation in the Writeshop.⁸ It is unclear if these were the papers worked on during the Writeshop. One respondent indicated that although they did not finish the paper that they took into the Writeshop, they did publish another one following the training.

Three of ten respondents noted that they had published articles in non-peer reviewed publications following the workshop. Nine of ten respondents noted that the Writeshop helped with preparing reports, and other written work in their professional life (Figure 1).

Figure 1. The Writeshop helped with preparing reports, and other written work in respondents' professional life



Though the Writeshop may not have achieved its desired outputs and outcomes, in terms of participants producing quality papers from the training to be published in peer-review journals, the training did build the capacity of participants, particularly practitioners, to improve their writing. It also helped build confidence in some of the respondents. This is supported by comments from six of

⁸ Published in Journal of Sustainable Finance & Investments, and UN FAO Land Tenure Journal.

the ten respondents that said the Writeshop was a great experience, with three noting that it should continue. One respondent noted that they would like a ‘refresher’ training.

As noted previously, nearly all respondents noted that the Writeshop provided them with the skills to write a peer-reviewed article, and eight of ten respondents noted that the Writeshop provided them with confidence to write a publishable article.

One participant interviewed noted that they found workshop really useful and it made them think differently about writing. They had put the skills from the Writeshop to use in their professional life.

Overall, it is found that the Writeshop brought considerable benefits to most of the participants, especially the practitioners, who were able to learn skills around structuring thoughts and writing to improve their written communication. Though it may have not led to publishable papers, it has improved the standard of participants’ technical writing (e.g. reports, proposals) in areas that include climate change adaptation and disaster risk reduction. As such, there is some progress in communicating about climate change, but not in the desired format (peer review journals).

The partnership between UNITAR and SPREP formed through the C3D+ project was both appropriate and effective. UNITAR funding helped build capacity internally at SPREP through SPREP staff participating in the Writeshop activity. An interview with one participant from SPREP indicated that whilst they did not have a draft paper to bring into the workshop, they learnt how to draft an abstract during the workshop and put this skill into practice to create an abstract and plan a research project on evaluating the effectiveness of sea walls as a climate change adaptation measure in Samoa. The Writeshop helped respond to a capacity gap SPREP had identified in member countries. The lack of capacity in the Pacific region in writing peer-reviewed articles on climate change related topics was notable through the limited contributions made from the region to inform Intergovernmental Panel on Climate Change (IPCC) reports.

In May 2015, one of the Writeshop participants was engaged by SPREP in the role of facilitator to develop a report as part of the Pacific Climate Change Roundtable. This participant noted about the Writeshop that it was “just a matter of putting it into practice”. In summary, the partnership between UNITAR and SPREP was beneficial to both parties. Additionally, the successful partnership through the C3D+ work may lay the groundwork for future collaborations between the parties in the future.

To what extent have the C3D+ project outputs and assistance contributed to outcomes of the PACC programme?

UNITAR funded a communications technical assistant role to assist the Pacific Adaptation to Climate Change (PACC) project between 2010 and 2012. This support filled a capacity gap identified by the PACC Regional Project Management Unit. The communications specialist assisted PACC country coordinators develop communications plan and ensured there was visible PACC branding on communications products developed.

Cost-Benefit Analysis (CBA) was identified by SPREP as another capacity weakness at the PACC country level. CBA was deemed to be an effective tool to put some scientific rigor into the process of selecting the preferred demonstration measure to implement at the country level. Three CBA workshops were held across the Pacific region to build capacity at the country level to undertake CBA. UNITAR assisted SPREP to build this capacity through the provision of training resources and technical expertise.

There was only one Writeshop participant directly involved with the PACC programme. Tuvalu participant, Loia M. Tausi (Tuvalu PACC Coordinator at the time of the Writeshop), indicated in her Writeshop application, that the experience would assist her in her report writing, including the completion of a Vulnerability and Adaptation (V&A) analysis for PACC Tuvalu project.

None of the peer-reviewed articles published in academic journals were directly related to the PACC project. The benefits of the Writeshop to the PACC programme would have been more pronounced if more PACC country coordinators had participated.

Lessons

What practical lessons learned could inform the implementation of similar initiatives (e.g. Write shops) in the future?

A number of lessons can be drawn from this evaluation to inform similar initiatives in the future. The lessons are summarised below, and inform the recommendations in the following section.

The recruitment of suitable participants is key to meeting the desired outcome of having papers from the training published in peer review journals. Most of the participants in the 2011 Writeshop did not necessarily have the requisite skills/experience coming into the Writeshop that may have been expected by SEI, according to their concept paper. Many participants did not bring draft papers to the Writeshop. Instead, they brought research data, sometimes accompanied with notes on a concept for a paper. Though it is good to bring research data to the Writeshop, participants should also be selected based on having a paper at a draft stage, which can be worked on to completion during and immediately following the Writeshop.

With an extended participant recruitment period it may be possible to select more appropriate participants. Additionally, if workshop objectives are to be achieved, then the selection process needs to be more stringent, only allowing participants with well-developed draft papers entry into the program. It was suggested by one mentor that the mentoring process could start before the workshop to help ensure that the draft papers brought into the workshop are of a high standard. Future Writeshops in the Pacific may consider identifying likely candidates, or seek recommendations for candidates, that could come from Government, University professors as well as CROP agencies.

The target of 16 papers from 21 participants is very high, especially from a cohort of participants that were mostly practitioners. The target should reflect the abilities of the participants at the Writeshop. There is an opportunity for participants at the Writeshop to assist in setting a target for published papers towards the end of the training. This target setting could assist get commitment from participants and motivate them to get papers published.

“The write shop in general was very good in such a way that ideas and knowledge was shared amongst the participants. Materials distributed were very helpful and easy to understand as well as the length in which the workshop was being run. The only challenge faced is that there should be a follow up and commitment between participants and their mentors”.

There needs to be more follow-up engagement following the workshop. It was noted that SEI identified the need to sign some form of agreement or commitment binding participants and mentors to work together following the Writeshop. However, this did not occur in the Pacific Writeshop or Writeshops held in other regions. Research demonstrates that such publicly-signed commitments are known to have positive benefits on motivating the desired behaviour/practice, however, such measures need to be assessed against what is culturally appropriate in each region. A request to make a commitment of this type could be interpreted as

inappropriate and rude, whilst also acting as a barrier to participant recruitment. After the Writeshop, some participants found there were already a lot of published articles on the chosen topic. If this is a barrier to publication, then the implementing entity (or mentors) could be more proactive during the participant selection process to attempt to select participants with more unique topics.

Another means of increasing the likelihood of follow-up work on articles post-Writeshop is to request the employer of participants make publishing a peer-reviewed article part of the participant's professional development plan. This action makes the production of an article a mutually shared objective between both the employer and employee (participant). Additionally to providing motivation for the participant to complete and publish an article, it provides a process for following up on the progress made and identifying the next steps to progress the development objective.

Recommendations

The evaluation makes the following recommendations for consideration in future Writeshop delivery.

- Greater lead time to advertise for participants to ensure a high level of applicants to select most suitably skilled ones.
- The participant selection process needs to be more stringent and select only those participants that have or provide a strong indication that they will have quality draft papers to bring to the Writeshop. It is good to bring in research documentation but participants should also have a draft of their paper. The selection process could also select participants with more unique topics that are more likely to generate interest from journals and other publications.
- Mentor engagement with participants could start before the Writeshop to assess and assist the development of the draft papers to take into the Writeshop.
- Get upper-level management roles in Government and CROP agencies to recommend or nominate staff that they see as having the requisite skills and motivation to take the next step to write peer-review papers. Employers or professors could be engaged in the enrolment process so as to encourage them to allow staff to have time to complete papers following the Writeshop, thereby helping overcome the 'time' barrier.
- Request participants' employer adds the publishing of a peer-reviewed article into the participant's professional development plan.
- Develop list of mentors that have time to support practitioners (non-academic roles) in particular to guide and motivate people to develop papers, and review the content. This could be retired academics, etc. There would need to be a commitment from both parties.
- The implementing partner could also be more proactive post-Writeshop to remind mentors of their obligations to follow-up with participants. Additionally, a small retainer payment of the mentors total award could be held until several months after the Writeshop and only paid after the mentors have can demonstrate several communication attempts with participants.

APPENEDIX 1 – Writeshop papers published/presented

Papers published following/since Writeshop

- Francis, H. (2012) Developing a self-sustaining protected area system: A feasibility study of national tourism fee and green infrastructure in the Solomon Islands. *Journal of Sustainable Finance & Investments*, Vol 2, Issue 3-4
- McNamara, K.E., Jacot des Combes, H., Climate change and relocation in Fiji: Communities begin to move. Accepted in *Disaster Prevention and Management: An International Journal*.
- Mitchell, D., Jacot des Combes, H., Myers, M., McEvoy, D., (in print). Addressing land issues in Disaster Risk Management in the Pacific Island Countries. *UN FAO Land Tenure Journal*.

Unpublished but presented at conference (and won award)

‘Vanua Sauvi - Conservation, Food Security and Carbon Sink’

APPENEDIX 2 – Questionnaire results

Figure 1. The Writeshop provided the skills to write a peer-reviewed article

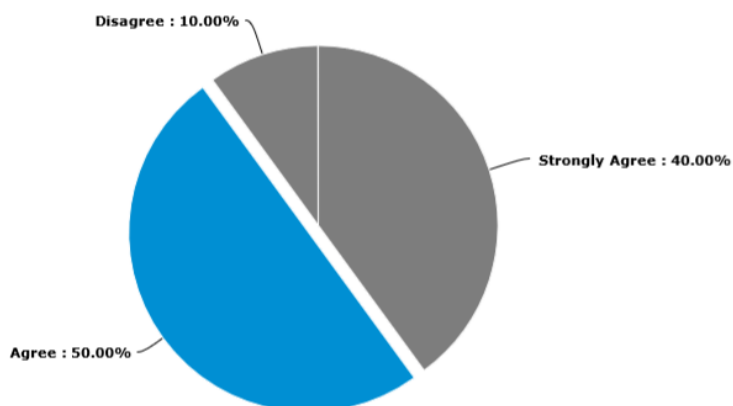


Figure 2. The Writeshop provided respondents with the confidence to write a publishable article

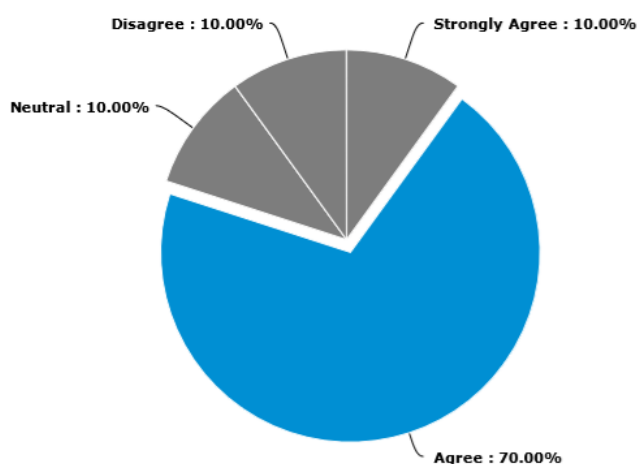


Figure 3. Mentors provided respondents with the one-on-one support to complete their article during the Writeshop

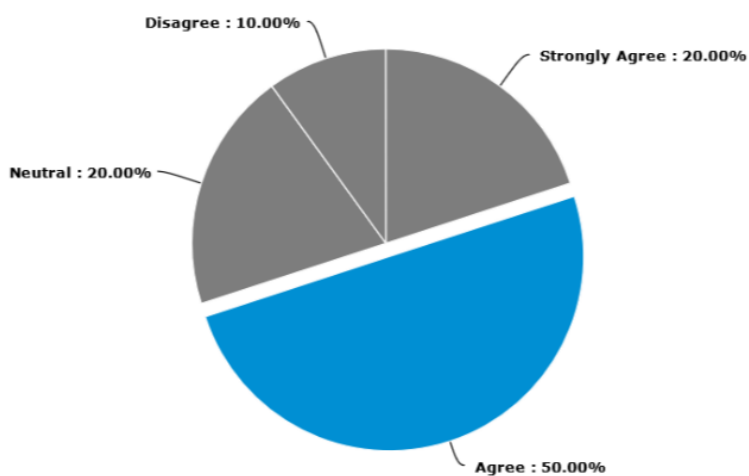


Figure 4. Mentors provided support to complete articles after the Writeshop

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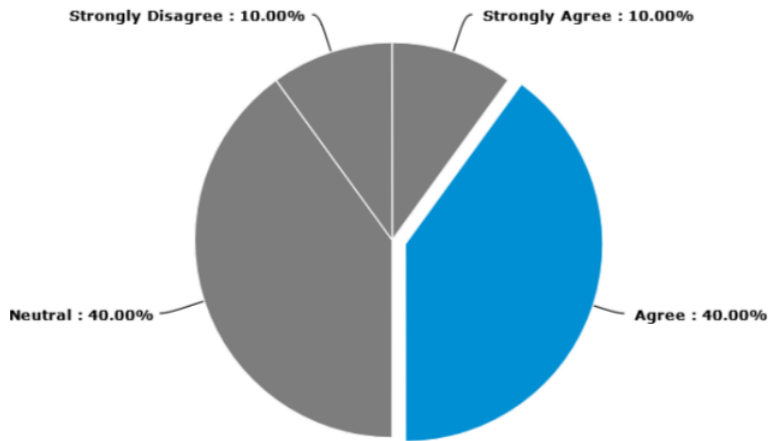


Figure 5. Respondents used the email group post-Writeshop

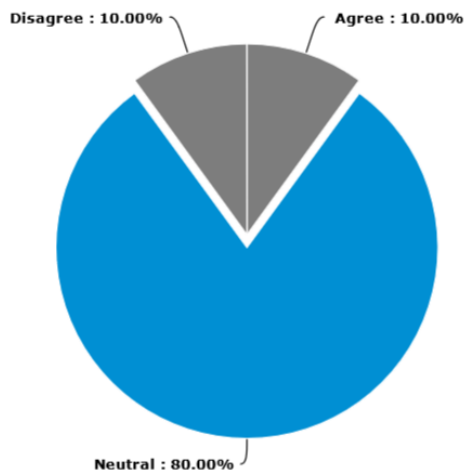


Figure 6. Writeshop length was sufficient to put the knowledge into practice by developing respondents' articles

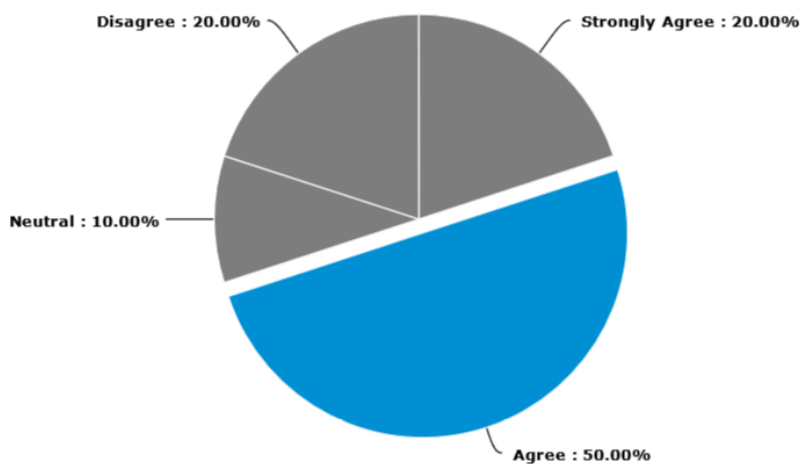


Figure 7. Approximate number of times respondents contacted their mentors for advice and follow-up support after the Writeshop

South Pacific Regional Writeshop Evaluation

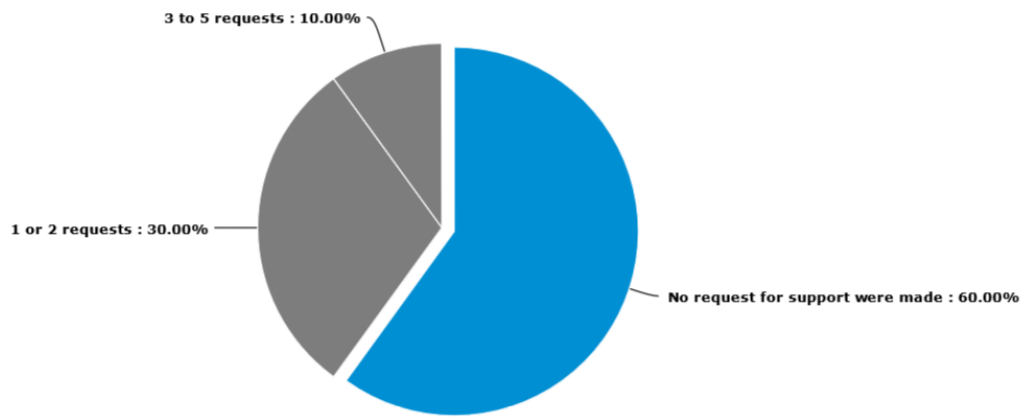


Figure 8. Approximate number of times mentors contacted respondents on their progress of writing and submitting articles for publication after the Writeshop

