NARRATIVE ACTIVITY COMPLETION REPORT[1]

ACTIVITY FACTS		
Name of Platform	Growth and Employment; Environment and Climate	
South Partner Institution	Kwame Nkrumah University of Science and Technology (KNUST), College of Natural Resources and Agriculture	
Activity name	Scientific Writing Course - Modules I and II	
Main responsible resource person(s) for activity from South partner institution[2]	Robert Abaidoo, KNUST William Oduro, KNUST	
Main responsible resource person(s) for activity from Danish university[3]	Peter Furu (PF) Christian Pilegaard Hansen (CPH) Henrik Balslev (HB)	
Workplace of Danish resource person(s)	University of Copenhagen (CPH, PF) Aarhus University (HB)	
Start and end of implementation (dd/mm/yy)	**Start:** Module I: 08/01/13; Module II: 16/04/13 **End:** Module I: 10/01/13; Module II: 18/04/13	
ACTIVITY DESCRIPTION		
Brief description of planned activity[4]	Purpose	This activity relates to LFA specific objectives 1 and 2 on establishment of educational programmes and research networks. The aim of the "Scientific Writing Course" (SWC) was to enhance the capability of participants to write good scientific papers. The SWC emphasized quality of writing and dissemination with a view to improving readability, maximising the contribution of the research done and improving the opportunities for publishing. The SWC furthermore addressed quantity of scientific production by initially focussing on the issue of increasing productivity through peer-guidance, best-practices in organisation of work, co-operation, choice of partners/co-authors and group-dynamics in scientific writing.
	Content	Key issues covered during the course included: Initial journal selection, work efficiency for productivity and impact; team work in scientific writing, outlining format and content; building a scientific paper block-by-block (IMRaD); submission and

[1] Must be filled and submitted to Platform Secretariat no later than 2 weeks upon completion of activity.
[2] All responsible parties must sign Activity Completion Report before submission.
[3] All responsible parties must sign Activity Completion Report before submission.
[4] Use LFA (and/or Monitoring Matrix) as a point of departure, where relevant

		peer review and publishing process; ethics incl. plagiarism. An important component related to the individual writing assignments between course modules emphasizing concrete work on own research material.
	Contribution to research capacity building	The present SWC will contribute to the expected output (2a) described in the **LFA** of the BSU Inception Report with *"Up to five scientific writing workshops held at the African universities resulting in up to 25 submitted research publications"*; 20 participants have gained knowledge and practical experience in scientific writing working with concrete, personal research material which may eventually lead to submission and subsequent publication of results.
	Indicators	The training course has been held according to plan (LFA Output 1a).Research publications have still not been submitted and published as a direct result of the training (LFA Output 2.a.5)
	Other relevant details/comments	The course as a whole was evaluated by participants with an overall very high score (see attached evaluation summary). The results of the evaluation reflect a great need for similar courses and an appreciation of its availability. A Dropbox course folder has been established where all course materials have been uploaded. Access has been given to all participants. The book by Day & Gastel: "How to write and publish a scientific paper" was handed out to all participants who completed the course.
Number of participants	Target	The target groups included senior faculty members, early and mid-career researchers, and PhD-students.
	Result	Module I: 29 participants registered Module II: 29 participants registered. Eventually 20 participants received the certificate for full participation in both modules.
Describe/explain deviations from planned activity (timing, number of participants, content of activity, venue, etc.)	**Collaboration:** The assignment holders decided at an early stage of preparations to work together across BSUGEP and BSUEC platforms thereby benefitting on their collective knowledge and experience in the field. Approach was made early to local counterparts with whom good interaction has taken place on finalization of course outline and content. Very good logistical support from the KNUST BSUGEP and BSUEC Secretariats (platform officers) was experienced throughout. **Timing:** The course was deliberately divided in two parts to allow time for participants to work on own manuscripts in	

	between course modules. This worked quite well and emphasis was put on communication with participants (e-mail groups) during the two months between modules supplementing materials and generally encouraging a continued work on manuscripts. **Participants:** The course witnessed a drop-out of participants mainly due to other commitments as a faculty member with teaching obligations or as BSU fellowship holders (being in Denmark). From the perspective of scientific disciplines represented in the group of participants there was a perhaps too broad range of disciplines. At times it was difficult for participants to give constructive feedback (peer review) of work by colleagues in other fields. **Content:** Implementation according to plan with a division of responsibilities between all facilitators. **Venue:** It worked well in terms of having the necessary set-up for a flexible seating arrangement (for group work). There were problems with serious power cuts affecting use of projector and air conditioning.
Main lessons learned (list 3-5 issues)	• From the expressed course expectations by participants and the analysis of the course evaluation the course meets a great need for capacity strengthening in the area of scientific writing and for contributing to better quality and quantity of scientific publications. • The group of participants was probably too heterogeneous for optimal use of individuals' knowledge and capacities. • Participants learnt better because the course was participatory and hands-on
Suggestions for follow up activities	• The course may be supplemented with training in a) "science writing" (e.g. policy briefs, shorter popular articles) b) research communication and knowledge management • Establishment of "scientific writing groups" at faculties for sharing knowledge and for inter- and cross-disciplinary informal peer review of the work by colleagues. • Start the process to embed scientific writing course into the KNUST School of Graduate Studies

Activity Completion Report submitted by:

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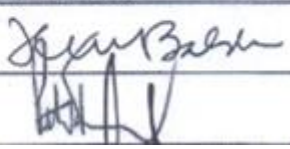
HENRIK BALSLEV	HENRIK.BALSLEV@BIOLOGY.AU.DK	
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Where relevant please enclose:

a) List of participants/attendance register
b) Program/course outline