

UNIVERSITY FOR DEVELOPMENT STUDIES

(THIRD TRIMESTER FIELD PRACTICAL PROGRAMME)

STUDENT FIELD GUIDE (YEAR 1)

BACKGROUND

The University for Development Studies has adopted practically oriented methodologies to teaching and learning, research and outreach services as a means to fulfilling its mandate¹ of blending “the academic world with that of the community in order to provide constructive interaction between the two for the total development of Northern Ghana in particular and the country as a whole”. An integral component of this approach is the Third Trimester Field Practical Programme (TTFPP) programme.

The TTFPP is an iterative process modeled on an integrated approach. This approach offers students from the faculties/schools of the University the opportunity to live and work together in selected communities. The programme covers two phases engaging students from the first year through to the second year in a single community. The work of each year builds on to the other in a dynamic manner.

Students are introduced to aspects of community studies during the first year. Students practice community entry and aspects of community diagnosis using participatory approaches. Emphasis is placed on techniques of needs assessment, culminating in the assessment of the problems and potentials of the community using a variety of complementary techniques as well as, suggesting tentative/ possible interventions.

The problems and potentials analyzed during the first year serve as the starting point of the activities for the second year whereby students are tasked to propose pragmatic interventions to the resolutions of the problems. Students are expected to demonstrate the use of the identified potentials of the community in their proposals or plans.

GENERAL OBJECTIVES

The proposed General Objectives of the Integration concept of the TTFPP include:

- i. Helping students to develop favourable attitudes towards working in rural and deprived communities.
- ii. Exposing students, practically, to the nature of the development problems of Northern Ghana (Upper East, West, Northern and Brong-Ahafo Regions) in particular and the country as a whole.
- iii. Providing useful services to Ghanaian rural communities through the exchange of knowledge and its application to address the felt needs and aspirations of these communities; and
- iv. Generating data for further research into problem solving development issues, and other purposes.

¹*The mandate is spelt out by PNDCL 279 Section 3*

OBJECTIVES SPECIFIC TO YEAR ONE

- i. Equip students with the basic tools, techniques and skills required for community studies
- ii. To introduce students to community studies through living in and working with communities
Students should marry traditional knowledge with scientific knowledge in their community studies.
- iii. Assist students to apply the methods and experiences acquired to collect relevant data analyse the data and on that basis write a comprehensive community profile.

ORGANISATION

First year students will undergo an intensive orientation during the second trimester on their campuses. The time allocated for the orientation during this time is deducted from the eight weeks TTFPP period leaving actual field work as seven weeks. Students are also required to make adequate preparation for their bedding and lodging while in the field. Essential items that students will need to bring along include personal mattresses, lanterns, torchlights, mosquito nets, First Aid, and other protective clothing. Assessments will be made during the orientation and in the field (See section under assessment). Students who fail to participate in the orientation will not qualify to go to the field and will be regarded as having failed in the TTFPP. Students must pass in all the assessment areas to be able to complete the programme

TASKS

During their stay in the communities students are expected to:

- i. Go through the community entry process
- ii. Collect information/data on all aspects of the community (for outline see appendix 1)
- iii. Analyze information/data and write a comprehensive group report on problems and potentials of the study community and present a draft copy for assessment in the field and a final type written copy in the second week of first trimester of year two.
- iv. Keep a notebook, in which he/she will make daily entries of activities undertaken and the results
- v. Orally present results of community studies, individually and in groups to assessors and in groups to the communities.

WORK PLAN

Week One

- Travels, settling, registration in community (two days)
- Community entry process

Week Two to Four

- Prepare for data collection, instruments, target groups, schedules, responsibilities, etc.
- Intensive data collection: Qualitative, Quantitative, Sample and Specimen collection
- Problem and potential analysis using tools: Problem Tree, SWOT, Tanking, etc.

Week Five

- Data analysis and synthesis
- Validation of findings with community members
- Report writing

Week Six and Seven

- Finalization of report
- Preparation for field assessment
- Final Assessments
- Editing of reports to include comments by assessors and presentation of field reports.
- Departure from communities

EXPECTED OUTPUTS

The expected output of each group will be a written report covering the following:

- Detailed profile with quantitative information, diagrams, maps, pictures etc(reflecting changes and filling data gaps)
- Development problems - new information identified from community
- Development potentials reflecting suggested interventions.

MODE OF ASSESSMENT

The assessment would be conducted in each community by a multi-disciplinary team of assessors.

Students shall be assessed and graded at the end of each TTFPP session. It must be noted that a zero score in any of the listed areas of assessments will lead to a final zero score of the total assessment.

Students will be assessed on the following basis: -

1.	Orientation	100
2.	Community entry/stay	100
3.	Field notebook	100
4.	Oral presentation (group)	100
5.	Oral presentation (individual)	100
6.	Peer assessment	100
7.	Written reports	100
	Total	700

APPENDIX 1

DEVELOPMENT OF COMMUNITY PROFILE

CONTENT		DATA SOURCES AND COLLECTION TECHNIQUES	TECHNIQUES OF ANALYSIS / PRESENTATION
Unit 1. Physical Resource Base			
1.1	Location	1. Reconnaissance survey	1. Mapping
1.2	Geology	2. Secondary data	2. Graphical presentations
1.3	Relief	- Geological	3. Tables
1.4	Drainage	- Survey department	4. Others
1.5	Climate	- Meteorological	5. Transect diagrams
1.6	Vegetation	- Department	6. Trend analysis (PRA)
1.7	Soils	- MOFA	
1.8	Implications of the above for the development of the community	3. Other known sources	
Unit 2 Demographic characteristics			
2.1	Population size, distribution dynamics	1. Census reports	
		2. Survey reports	- do -
2.2	Household size	3. Field surveys	
2.3	Occupational distribution		
2.4	Religion		
2.5	Ethnicity, kinship, values, taboos		
2.6	Property ownership		
2.7	Educational status		
2.8	Health status Transfer to health and nutrition		
2.9	Housing		
2.10	Income distribution		Lorenz curve
2.11	Implication for development		Gender profile

Unit 3 Socio-Political Organization

- | | | |
|------------------------------------------------------------------------|------------------------------|--------------------------------|
| 3.1 Historical Aspects | | |
| 3.2 Traditional political systems | 1. Archives | Organograms |
| 3.3 Modern political structures and functions | 2. Oral Tradition | Analysis |
| | 3. Traditional rulers/elders | |
| 3.4 The interrelations between the modern and traditional institutions | 4. District Assembly | Institutional linkage Analysis |
| | 5. Decentralized departments | Target group Analysis |
| 3.5 Communication systems | 6. NGOs | |
| 3.6 Decision-making processes | 7. Other groups | |
| 3.7 Social groups and linkages | 8. organizations | |
| 3.8 Gender relations in communities | | |

Unit 4 Agriculture and Natural resources

- | | | |
|-------------------------------------|---------------------|-------------------------------|
| - What are the natural resources | | |
| - Types of crops and livestock | | |
| - Method of farming | - MOFA | Pie charts, tables bar charts |
| - Types farming systems | - NBSSI | Simple description analysis |
| - Land acquisition and ownership | - BAC | |
| - Water and agriculture | - District Assembly | |
| - Productivity | - Survey reports | |
| - Financing | - NGOs | |
| - Labour | - Farmers forum | |
| - Storage | | |
| - Marketing | | |
| - Tools and technique of production | | |

Unit 5 Science, Technology & Industries (Rural Industries)

Types:

- 5.1 Forestry related industries
- 5.2 Small scale mining/ extractive industries
- 5.3 Principal technology
- 5.4 Handicrafts
- 5.5 Formal and traditional savings and credit systems
 - Scientific principles
 - Ownership sources of raw materials
 - Financing
 - Marketing
 - Strengths
 - Problems (e.g. health, environmental and social)
 - Suggested alternative technologies

Unit 6 Spatial Organization

- | | | |
|---------------------------------------------------------------------|----------------------------|--------------|
| 6.1 Community layout | 1. Census reports | |
| - List of sections | 2. Maps | - Maps |
| - Population settlements | 3. Reconnaissance survey | - Ranking |
| | | - Scalogram |
| 6.2 Spatial distribution of social infrastructure | | |
| a) Educational facilities (Types/Levels) | G. E. S | |
| - Nursery | | - Maps |
| - Primary | | - Tables etc |
| - J. S. S. | Key informants | |
| - S. S. S. | | |
| - Vocational/Technical | Reports | |
| 6.3 Technical infrastructure | | |
| 6.3.1 Transport & Communication | | |
| - Postal Agents | | |
| - Post Office | | |
| - Telephone/Motorola | - P & T | |
| - G. P. R. T. U. Office | - Key informants | - Maps |
| - Lorry parks | - Feeder Roads | - Tables etc |
| - Bus stops | - Water & Sewerage | |
| - Tracks | - District Assembly | |
| - Feeder Roads | - NGOs | |
| - 1 st , 2 nd and 3 rd class roads | | |
| 6.3.2 Water & Sanitation | | |
| - Boreholes | | |
| - Pipes | | |
| - Wells | | |
| - Sewerage system | | |
| - Solid and liquid waste disposal | | |
| 6.3.3 Social Amenities | | |
| - Community Center | | |
| - Youth Club | - District Assembly | |
| - Video/Cinema Houses | - Key informants | |
| - Others | - Internal Revenue Service | |
| 6.3.4 Marketing | | |
| - Commodity flows | | |
| - Daily markets | - key informants | |
| - Periodic markets | | |
| - Marketing problems | - market survey | |

Unit 7 Social Services

- Water and sanitation
- Education training
- Health nutrition
- Adult literacy
- Traditional Healers
- Types of medical herbs
- Chemical sellers
- Private maternity homes

GUIDE TO REPORT WRITING – YEAR ONE

A. Content outline for writing year one report should be in the order presented below:

1. ACKNOWLEDGEMENT

- Acknowledge help, assistance or guidance received
- The reasons for thanking the persons are also stated

2. TABLE OF CONTENT

- Help reader locate specific material in the report
- Number each topic and sub-topic and write the page number on which it appears
- The numbering of the elements up to abstract/summary is done in Roman numerals eg i, ii, iii etc.
- From introduction onwards use Arabic numerals e.g. 1,2,3 etc.
- Leave four centimeters margin on the left and three centimeters on the right top and bottom of the page

3. EXECUTIVE SUMMARY

- This is a condensation of the report
- The executive summary includes:
 - Brief Background
 - Objectives
 - Methodology
 - Key findings
 - Conclusions/ recommendations
- Length of the summary should exceed one page

4. INTRODUCTION

- State the subject and the purpose of the integrated TTFPP
- State the objectives, general and specific and task of the first year programme
- Describe the basic procedure or methods followed for the collection of data and their sources (sampling, methods of data collection and analysis)
- Constraints / Limitations

5. MAIN BODY

- Natural Resource and Environment
- Population Characteristics

- Social Development
- Economic Development
- Historical and Local Governance
- Community problems and potentials emanating from the community profile

6. **CONCLUSION**

- No new material is added at this point. Conclusions are logically arrived at from what has gone on before
- State main points arising from the report

7. **RECOMMENDATION (S)**

- Recommendations are derived from conclusions /findings in the form of follow-up actions
- Recommendations are derived from the basis of decision making/activities
- Conclusion and recommendations are presented in short sentences.

8. **APPENDIX**

- Any materials that can enhance the understanding of the report; which might obstruct the flow of the report is placed here. These include: questionnaire, tables, figures, referred in text, maps etc.

B. Composition of the main body of year one report

COMMUNITY PROFILE

1.0 Natural Resources and Environment

1.1 Physical Resource Base

- Location (in district and regional context) and size (settlement pattern and the land resource area, approx.)*
- Relief*
- Drainage*
- Climate*
- Vegetation*
- Geology and soil types (economic implication)*
- Major findings*

1.2 Biological Resource Base

- Plants-economic and wild trees e.g. sheer, dawadawa, baobab and other plants of medicinal value etc*
- Animals: Aquatic and Terrestrial (Land) - Domestic and wild*
- Forest – types*
- Major findings*

1.3 Environmental Issues

- Natural Environment – conditions of the natural Environment*
- Built Environment – conditions of the built environment*
- Level of environmental degradation*
- Major findings*

2.0 Population Characteristics

- i. *Population size*
- ii. *Age - sex structure*
 - Population pyramid
 - Labour force
 - Age dependency ratio
 - Economic dependency ratio
- iii. *Population Density*
- iv. *Household size (include number of female household heads and male household heads)*
- v. *Fertility and mortality rates*
- vi. *Migration*
- vii. *Major findings.*

3.0 Social Development

- i. *Religion – types and numbers(%) of people per religion*
- ii. *Ethnicity, Kinship, Values, Norms, Taboos, Marriage systems etc*
- iii. *Gender issues*
- iv. *Education*
 - Number and types/levels of schools (public and private)
 - ♦ Nursery / Kindergarten
 - ♦ Primary
 - ♦ J.S.S
 - ♦ S.S.S
 - ♦ Vocational/Technical
 - ♦ Teacher Training College
 - ♦ School enrolment rate for at least two years (general, male and female)
 - ♦ School drop out rate
 - ♦ Non-formal
 - ♦ Literacy rate
 - ♦ Others (specify)

- Teacher – Pupil Ratio

- ♦ Number of trained teachers
- ♦ Number of untrained teachers
- ♦ Trained Teacher- pupil ratio
- ♦ Teacher – pupil ratio

By the type of school and for all types of school

- Educational status (of the people in the community)
- Conditions of schools
 - Building
 - Furniture
 - Text books
 - Water and sanitation
- Trend of academic performance of pupils
- Potentials and challenges in the educational sector.

-

v. *Health*

- ***Number and type (public and private) of health institutions*** (if hospital, then discuss the various units / departments in the facility)
- Number and types of pharmaceutical facilities- including chemical sellers
- Doctor – patient ratio
- Nurse- patient ratio
- Prevalent diseases (state the 10-top diseases)

- The state and condition of the health facilities- the infrastructure and equipments
- ***Number and types of traditional health facilities*** - Birth attendance- TBAs and traditional medical practices).
- *Medicinal plants(and parts) used in the different preparations with respect to common diseases in the community*
- Potentials and challenges in the health sector.

vi. *Housing*

- The materials used to build houses eg.,
 Number of houses built and roofed with sandcrate and aluminium /zinc
 Number of houses built and roofed with sandcrate and thatch
 Number of houses built and roofed with landcrate and aluminium / zinc
 Number of houses built and roofed with landcrate and thatch
 Number of houses built and roofed with wattle and daub and aluminium or thatch.
- Types of facilities in the houses (number of houses with either kitchen, water, bathroom, toilets and electricity)
- Room occupancy rates.
- Property ownership (number of household owner occupies and household tenants – occupiers)
- state of houses in the community (including the foundation of the houses)
- Housing problems in the community

vii. *Water and sanitation*

-Water

- ◆ Sources of water supply
- ◆ Distance from home to water sources
- ◆ Problems of water supply

-Sanitation

- ◆ Waste disposal (type of waste disposal facilities (liquid and water)
- ◆ State of management of liquid and solid wastes
- ◆ Drainage situation of the community
- ◆ Types of drainage facilities and drainage distribution system
- ◆ Problems of sanitation in the community

viii. *Major findings under social development*

4.0 Economic Development

i. *Employment status*

- ◆ Potential labour force
- ◆ Number of potential labour force gainfully employed
- ◆ Number of inactive labour force
- ◆ Unemployment rates (number of unemployed people)

ii. *Occupational Distribution*

- ◆ Number of people employed in agriculture
- ◆ Number of people employed in industry
- ◆ Number of people employed in commerce / services

Note: At times people are employed in two occupations; one as major and the other as minor indicate those in major and minor occupations in numbers and percentages.

iii. *Agricultural Production*

- Number of people employed in crop farming, livestock farming, poultry and fishery.
- Crop Farming:
 - ◆ Land tenure system and Mode of land acquisition (indicate the percentage of people owing land in terms of gender)
 - ◆ Farming systems
 - ◆ Farm practice
 - ◆ Farm size
 - ◆ Types of labour
 - ◆ Farming technology and inputs
 - ◆ Source of finance
 - ◆ Access to agricultural extension services
 - ◆ Major crop grown in output level
 - ◆ Distance from homestead to farm – mode of transport from homestead to farm
 - ◆ Storage of produce – types of storage facilities used.
 - ◆ Marketing of farm produce
 - ◆ Extension Officer -Farmer ratio (national extension officer / farmer ratio is 1:3000)
- Animal Production
 - ◆ Types of livestock, poultry, and fish reared
 - ◆ Output levels
 - ◆ Common animal disease
 - ◆ Veterinary services Officer – farmer ratio
 - ◆ Marketing
- Agricultural supporting institutions
 - ◆ Financing institution
 - ◆ Farming organisation
- Potentials and challenges in the Agricultural sector

iv. *Industrial Activity*

- ◆ Types of industries and number of people employed. (small, medium and large scale)

Example

Type	Industry composition	Number of People	%
Traditional textiles industry	Smoke making etc		
Forest / wood based and related industry	Carpentry, charcoal burning, sawmilling		
Service –related industry	Dress –making, hairdressing leather work.		
Metal –based industry	Brick and tile, pottery making, mining		
Agro-based industry	Pito brewing, distillery, soap making, bakery, food processing.		
Total			

- ◆ Scientific principles behind the industrial process
- ◆ Environmental impact of industrial activity on the community
- ◆ Type of ownership
- ◆ Age and educational background of industrialists
- ◆ Sources of starting capital
- ◆ Type of labour and educational background

- ◆ Methods of production (labour /capital intensive) and inputs
 - ◆ Marketing of products
 - ◆ Waste disposal
 - ◆ Problems in the industrial sector
 - ✚ Problems related to inputs supply
 - ✚ Problems related to production
 - ✚ Problems relating marketing
 - ✚ Other problems facing industry
 - ◆ Potentials and challenges
- v. *Commerce and services*
- ◆ Major commercial activities
 - ◆ Major services activities
 - ◆ Number of people employed in each type of activity
 - ◆ Periodic market (if any) and days for the marketing activities
 - ◆ Financing and banking services (including informal financial services / institutions eg Credit Associations)
 - ◆ Tourism (including areas of historical and aesthetic importance).
 - ◆ Potentials and challenges
- vi. *Household income and expenditure*
- Household income
 - ◆ Major sources of household income
 - Household expenditure
 - ◆ Household expenditure pattern / components
 - Income distribution
 - Household savings (per year, per source)
 - Income distribution analysis
 - Poverty situation in the community
- vii. *Transport and Communication*
- Transport*
- Major modes of transport
 - Road network and road condition
 - Transport services (types of transport operators)
 - Transportation problems in the community
- Communication*
- Type of communication facilities accessible to the community
 - Problems
- viii. *Energy*
- sources of energy used
 - sources of energy by number of households
 - problems of energy used in the community
- ix. Major findings

5.0 Historical and Local Governance

- Historical development of the communities
- Traditional political systems / authority (indicate gender perspectives and decision making processes)
- Modern political structure
 - ◆ District Assembly set-up
 - ◆ Sub-district institution
 - ✚ Area council set-up



Unit committee set-up

- Interrelationship between modern and traditional institutions
- Non Governmental organisation
- Inter institutional/organisational relationships / linkages
- Community initiated projects
- On-going projects

6.0 Community Problems and Potentials Emanating from the Community Profile

- Natural Resources and Environment
- Population characteristics
- Social Development
- Economic Development
- Historical and Local Governance