

UNIVERSITY FOR DEVELOPMENT STUDIES

(THIRD TRIMESTER FIELD PRACTICAL PROGRAMME)

STUDENT FIELD GUIDE (YEAR 2)

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).

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. In the second year, emphasis is placed on review of the problems and potentials of the community identified the previous year. 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.

ORGANISATION

The TTFPP is an eight-week programme whereby students live and work in selected communities during this period. Deployment of students to the community is normally preceded by orientation. The orientation prepares students about the tasks and techniques to employ in the field. The orientation for the second year will take place at the various campuses towards the close of the second trimester. This will enable students to report direct to their communities.

Students are entreated to make adequate preparations for the period. They should have sufficient logistics to meet their housing, lodging and health requirements.

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

OBJECTIVES

The General Objectives of the Integration concept of the TTFPP are:

- i. To help students develop favourable attitudes towards working in rural communities.
- ii. Exposing students, practically, to the nature and dimensions of development problems of plaguing rural communities.
- iii. Providing useful services to Ghanaian communities through the exchange of knowledge and its application to address the felt needs and aspiration of these communities, and
- iv. Generating data for further research into problem solving development issues, and other purposes.

OBJECTIVES SPECIFIC TO FINAL YEAR IN FIELD

The programme at the final year seeks:

- To assist students to apply methods and skills to the preparation of participatory development planning proposals/plans as determined by the felt needs of communities/target groups.
- To introduce students to the practice of the techniques and strategies of development problem solving.

TASKS

The tasks to be undertaken by students during the period of stay in the community include the following:

- Go through the normal community entry process to:
 - ☞ Thank them for last years support.
 - ☞ Explain this year's task and the future engagements.
 - ☞ Explain the importance of what they are doing and relevance for them and expected outputs.
- Present and discuss development problems and potentials emanating from the findings of the previous year to the community
- Create the necessary fora to review and up-date the development problems and opportunities with community members.
- Solicit view of the community and development agents on appropriate interventions.

- Prepare proposals/development plans with members of the community, as an integrated team.
- Orally and in written form present proposals to assessors and stakeholders (community and District Assembly).

Each student will be expected to keep a comprehensive daily journal of activities accomplished during the period.

EXPECTED OUTCOMES

At the end of the programme students in each community will be required to write a proposal, which outlines in practical manner, how key development problems of a given community will be solved.

MODE OF ASSESSMENT

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

The assessment will cover the following

1.	Orientation	-	100
2.	Community entry/stay	-	100
3.	Field Journals (notebooks)	-	100
4.	Oral presentation (group)	-	100
	(Details)		
	▪ Introduction/Objectives	-	25
	▪ Content/Analysis	-	40
	▪ Linkages/Integration	-	25
	▪ Overall Impression	-	10
5.	Oral presentation (individual)	-	100
	(Details)		
	▪ Appearance	-	8
	▪ Language/Clarity	-	12
	▪ Subject matter knowledge	-	60
	▪ Linkages	-	20
6.	Peer assessment	-	100
7.	Written report	-	100
	TOTAL	-	700

PLAN OF WORK TO GUIDE STUDENTS

Week One

- Travel to community, settling
- Community entry processes

Weeks Two to Four

- Preparation and presentation of previous year's findings
 - Prepare and collect data on key problems and potentials
 - Data Analysis
- Review and update of community problems and potentials
- Review and update of community problems and potentials

Week Five and Six

- Present up-dated and reviewed problems and potentials to community
- Solicit views from community and stakeholders on appropriate interventions
- Develop proposal/plan
- Summary of proposal for oral presentation to assessors

Week Seven

- Oral assessment
- Present proposal/plan to community
- Departure

GUIDE FOR REPORT WRITING – YEAR TWO

A. Content outline for writing year two 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 e.g., 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

- Brief presentation of the community profile
- Community problems and potentials emanating from the community profile

- Analysis of community needs and aspirations
- Analysis of demands and potentials of the private sector, NGOs and CBOs in the community
- Identification of community development issues/interventions. (Community SWOT/POCC Analysis on the Community Development Issues Identified. Note: S=Strengths; W=Weaknesses; P = Potentials; C = Constraints; O=Opportunities; and T = Threats; C=Challenges)
- Goal
- Objectives
- Operationalisation of the proposal
- Budget
- Sustainability issues (environment, gender, economic, cultural values and principles, community participation etc)
-

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.

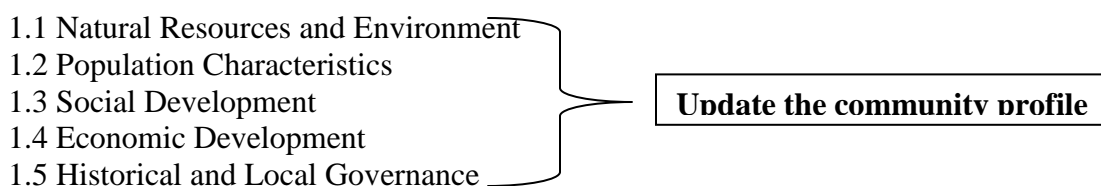
8. **APPENDIX**

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

B. Composition of the main body content of year two report

IDENTIFICATION OF PROBLEMS, POTENTIALS AND KEY DEV'T ISSUES

1.0 Brief Presentation of the Updated Community Profile



2.0 Community Problems and Potentials Emanating from the Community Profile

- 2.1 Natural Resources and Environment
- 2.2 Population characteristics

- 2.3 Social Development
- 2.4 Economic Development
- 2.5 Historical and Local Governance

3.0 Analysis of Community Needs and Aspirations

4.0 Analysis of Demands and Potentials of the Private Sector, NGOs and CBOs in the community

5.0 Identification of Community Development Issues

6.0 Community SWOT/POCC Analysis on the Community Development Issues Identified

7.0 DEVELOPMENT INTERVENTION (PROPOSAL WRITE-UP)

7.1. Justification of prioritized development intervention

- + What is the development issue?
- + What is the magnitude of the development issue? (Incidence, quantified etc. –refer to TTFPP report of the previous year)
- + What has been done so far?
- + What is the gap?

7.2 Goal

- What is the ultimate desire of your proposal?
- What do you want to achieve in the long term e.g Improve Health Status of the people?

7.3. Objectives

- Short term means of solving or achieving a goal. e.g.
 - + To provide two boreholes by the close of 2007 at the cost of.....
 - + To educate 3 units on the need to keep surroundings clean.

NB: The objective must be SMART (i.e., S-Specific; M-Measurable; A-Achievable; R-Realistic; T-Time-bound)

7.4 Operationalization of the proposal

- Logical frame work analysis (LFA) or adapt other instruments you are familiar with.
- Explain different components of the LFA or the adapted instrument may include the following component:
 - Activities
 - Objectively verifiable indicators (OVI)
 - Means of verification (MOV)
 - Time frame (TF)
 - Inputs
 - Outputs

- Responsibilities
- Assumptions

Activities may be presented as shown in the table below

Activity Planning Matrix

Activity	OVI	MOV	TF	Inputs	Outputs	Responsibility

NB: Explain logical relationships

7.5 Budget

Proposed Budget Format

Activity	Input description	Quantity	Unit cost	Total cost

7.6 Sustainability Issues (environment, gender, economic, cultural values, community participation etc)