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UNIVERSITY OF IBADAN
IBADAN, NIGERIA

**CENTRE FOR SUSTAINABLE
DEVELOPMENT**



DEVELOPMENT PRACTICE PROGRAMME



**MASTER'S IN
DEVELOPMENT PRACTICE
(MDP)**

FIELD TRAINING MANUAL

Prepared by:

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- problems encountered on the fields and the ways they were solved

It should be noted that field trip report is graded and form part of the final grade for Internship: MDP 781.

9. Evaluation/Grading of the Field Trip

The structure of grading of the field trip/internship is presented in the Table below.

Item	Score
Preparation and submission of internship plan (including explanation of the internship experience to the MDP core competency learning needs)	10
Preparation of internship reports, according to timelines	30
Seminar presentation after the internship (to be assessed by internship panel)	20
Evaluation of performance during internship by field supervisor	10
<i>Grade from the field trips</i> Local field trips = 15 Foreign field trip = 15	30
TOTAL	

Participation on an Internship Panel

This is for the purpose of finalising the grade for the internship. All the students must be present and each student will make a presentation on his/her experience following the lines of the report earlier submitted.

University of Ibadan, Ibadan, Nigeria
Centre For Sustainable Development (CESDEV)
Development Practice Programme (DPP)

Master's in Development Practice

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that includes the accompanying University staffs contact information and any emergency contacts and numbers. Faculty members should also review with participants any health, safety and/or weather conditions they may face and precautions they may take. Finally, faculty should review with participants what to do in the event of an emergency.

7. Field Trip Logistics

7.1 Transportation

Whenever possible, chartered buses or University-owned vehicles should be used for transportation on an academic field trip. Privately-owned vehicles must not be used for transporting students on academic field trips.

7.2 Insurance

All students and staff on field trip must be covered for travel insurance obtained by the University from a reputable insurance firm.

8. Expected Outcomes of the Field Trips

At the end of the field trips, the student must submit a field training report and an evaluation of the field trip. The report must be between 4000 and 8000 words (or 10-20 pages). The consolidated field training reports should include, among others, the following:

- comprehensive analysis of local conditions,
- identified development challenges,
- recommendations for addressing the development challenges,
- suggestions on a roadmap for working toward sustainable development, and



6.1 Responsibilities of Key Stakeholders for the Field Trips

1. The University staff accompanying the students must officially submit the trip itinerary to the Director, CESDEV. The University staff must attend the field trip. Such person(s) have a duty to exercise reasonable care to protect and supervise students participating on the field trip.
2. During the field trip, students are expected to work in groups and/or teams to cover various aspects of sustainable development practice that can be found or identified on the field.
3. All field trips should begin and end on the University campus. Field trips involving air travel should begin and end at the airport the participants departed from in Nigeria.

6.2 Course Lecturers and Field Trip Facilitators

All required academic field trips must be clearly identified as such in the course syllabus at the beginning of the semester, with detailed information about date, time, locations, means of transportation, and any cost that might be involved. If an unforeseen educational opportunity arises later in the semester, as soon as possible the faculty member should discuss it with the MDP management. In that case, such a trip may not be required for all students.

The faculty or staff member in charge of each academic field trip should ensure that he/she has access to communication (e.g., cell phone) throughout the event.

Prior to departure, the MDP coordinator and/or the course lecturer should prepare and provide participants with a detailed trip itinerary

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I. Introduction and Background to the MDP Programme

A field trip is an off-campus group learning activity of students led by a faculty or staff member who travels with the group. This definition does not include off-campus learning activities such as internships or visits to other places where a student acts independently or for a group assignment. Field trip participants are limited to fully enrolled students of the Master's in Development Practice (MDP) programme.

The MDP belongs to a global network of Universities and collaborating organizations and has been developed according to recommendations outlined in the report of the International Commission on Education for Sustainable Development Practice.

Generally, MDP programmes are designed for the following set of persons and purposes:

- **Generalist development practitioners:** To deepen their knowledge in diverse but related disciplines, enabling them to better coordinate and implement the insights of specialists;
- **Specialist development practitioners:** To find out their knowledge base, enabling them to contribute more effectively to interdisciplinary policy teams;
- **Policy administrators and policy professionals:** To equip them to pursue effective strategies for sustainable development practice;
- **Private-sector professionals:** To prepare them for decision-making and problem-solving roles in matters relating to sustainable development practice; and
- **Educators:** To help them better address in their curricula the wide range of issues in sustainable development practice.

- planning, and
- execution

5.1 Orientation

The field trip orientation programme is conducted by the MDP coordinators with the specific aims of providing information to the students on the schedule of field trip for the semester.

5.2 Site Identification and Selection

In the case of course-related field trip, the MDP Coordinator collates all the requests for field trip by individual course facilitators. He/she then makes a schedule of the various trips to fall within a specified **field trip week** for the students. When practicable, the site of the academic field trip should be reviewed by the faculty member or an appropriate University representative in advance to evaluate potential risks and to mitigate, to the extent possible through effective planning.

5.3 Planning and Execution

After the Orientation for the students and the initial site selection and visit, the MDP Coordinator makes a final decision on the site for field training and then prepares a written **field trip plan**, with appropriate consultation with the different course facilitators. He then obtains an approval from the Director of CESDEV.

6. Field Activities

The University staff and the MDP students constitute the key stakeholders for the field trip.



4.1 Local Field Trips (Course Related)

These field trips must be clearly identified in the course syllabus (as to location, time, and with some reference to inherent risk associated with the particular activity). This means that the syllabus should identify the academic field trip as “required” for the course. It is therefore, important that the course facilitator must plan the field trip with the course outline and content. In this wise, the facilitator must identify the site, objectives of the trip and the expected learning outcomes. This must be communicated to the MDP Coordinator not later than the first week of the semester. Any field trip that is communicated to the MDP Coordinator by the end of the second week into the semester may not be approved.

4.2 General Local Field Trip

In addition to the course-related field trip, MDP students are also expected to have a general local field trip within the country. This is not course specific and is expected to enhance students' knowledge on development practice.

4.3 Foreign Field Trips

This form of field trip is the component that is done in another country outside Nigeria. The foreign countries currently identified are Ghana and Senegal. Contacts are being made with Botswana, Uganda, Kenya, Cameroun and South Africa for other field trip sites.

5. Pre-Field Trip Activities

The steps involved include:-

- orientation,
- site identification and selection,

The John D. and Catherine T. MacArthur Foundation committed more than \$16 million to create the first 20 MDP programmes at universities worldwide. The University of Ibadan MDP programme is part of the global MDP and requires full-time enrolment of graduate-level students for a duration of 22-24 months, and focuses specifically on the following five core-competency areas:

- **Health Sciences:** Nutrition, basic epidemiology of infectious and non-infectious disease, health policy, and health system and management.
- **Natural Sciences:** Agriculture, forestry and fishery management, water management, energy, engineering, environment and climate science, information management systems and design
- **Social Sciences:** Anthropology, economics, education, politics and international political economies, statistics
- **Management Sciences:** Project design and management, budget planning and financial management, commodities management, communication and negotiations, critical self-reflection, geographic information systems and decision making tools, institutional resource and human resource management, monitoring and evaluation
- **General Studies:** Culture, Leadership and Sustainable Development; Communication, Negotiation and Conflict; Social and Public Policy; Integrated Approaches to Sustainable Development Practice (IASDP) taught by lecturers in different Universities in Europe, America and other African countries through the global Classroom model.



The purpose of this manual is to provide students, facilitators, and other stakeholders with a reference on guidelines and procedures pertaining to the MDP field training programme.

2. Objectives of the MDP Field Trip / Training Programme

Field trip is an important component of the MDP programme and it is compulsory for all students. Even students who bring considerable experience with them benefit from well-planned and supervised field training. It is important that each field trip is carefully planned. This means that every stakeholder must be actively committed and the essence of collaboration among the University, the students and development partners are reinforced by the field trip. It should be noted that the MDP field trip is not the same as field tourism or excursion programme. It is a well structured academic programme.

The specific objectives of the field trip are to:

- i. participate in learning experiences that are not normally available in the classroom, but are essential for sound training in development policy and administration.
- ii. test the validity and applicability of classroom learning to practice, thus helping students develop their own professional skills.
- iii. develop an agenda for subsequent learning and achieving sustainable development.

3. Structure of the Field Training

Academic field trip/training is an integral part of the MDP curriculum. For the purpose of this manual, field trip is defined as a course-related activity which normally involves travel for the group of students enrolled in the MDP programme. Field trip provides students with practical field experience in sustainable development.



The field trip is expected to serve educational purposes and occurs outside of the classroom at a location other than the campus on which the course is regularly taught. The trips may be scheduled for one day or extended over a number of days. Academic field trips are undertaken so as to significantly enhance the content of a course by providing a type of information hard to convey in the classroom. ***It should be noted that independent study, internships, class meetings, and student-organised excursions as well as out-of-work on an individual project are not considered as academic field trip.***

4. Required Number of Field Trips

MDP Students are expected to embark on field visits at least four times during the course of the programme. These include:

- **First field trip** at the designated week in the first semester (specifically related to courses being taught during the semester);
- **Second field trip** at the designated week in the second semester (specifically related to courses being taught during the semester);
- **Third field trip** called local trip which is (a general) field trip for all the MDP students to the millennium villages or projects for development practice experience. The visits should be to the different development projects in the different geo-political zones of the country); and
- **Fourth field trip** outside the country for a period of between 10-20 days to have international perspectives to development practice.