

Promoting Sustainable Community Development through Effective Participatory Approach: Evidence from the University for Development Studies – Ghana

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ABSTRACT

This paper evaluated the UDS's engagement program in an attempt to bridge gaps amongst its actors. The study evaluated the program as a case-study grounded in transformative learning theory using qualitative design. The findings of the study indicated a landslide deficit of knowledge about the program between the university and the partner communities and the lack of definition and distribution of power that detaches the local communities from owning the program. It is recommended that an empowerment support scheme should be administered on prospective community partners.

Keywords: Sustainable, Community, Effective, Participatory, Approach, Evidence

INTRODUCTION

There is an on-going rapid development or change in how institutions of higher learning implement and run their curricular; how they strive towards meeting the demands of globalisation and development education (Comeau et al., 2018). The new phenomenon presents universities and all institutions of higher learning with an additional mandate of contextualising and meeting development needs at local, national, regional and global levels (Abonyi, 2016). This explains why Comeau et al. (2018) argue that, the challenge of higher education now is to synthesis its own history; articulate and accept its role of working with diverse constituencies in the society, and working towards a vision for a better tomorrow. Recognising the importance of communities (local, national, regional and global) deciding their needs and offering practical solutions, paved way for the paradigm shift. It is noted that the paradigm shifts of practicalising research calls for collaborations across academic disciplines and sectors, coupled with the sustainability principles of inclusion and participation through which the voices of local communities are heard together with the communiqué from academics and the government. Due to the potency in binding university curricula with local communities, the practice of community-engaged learning is fast becoming both an instrument for development and for studies (Tando, 2015).

Data from the western world identifies viable community-engaged learning programs as the drivers for their rapid socioeconomic development (Abonyi, 2016). This implies that, developing countries should vouch for sustainable university-community partnerships and result oriented community research programs to catalyse their socioeconomic development process.

Sustainability has always been a challenge to Ghana's development agenda (Bonye & Aasoglenang, 2013). From the early days of Ghana's independence to date, successive governments have endeavored to improve livelihoods and to promote development through documentations, but the plans always fail before the policy implementation period elapses. Diverse development initiatives aimed at improving rural life, especially the savanna in Ghana, are facing the same fate as they are rigid and centralised; inviting little to no participation from the local communities whose interest the initiatives seek to serve. Community-engaged

learning in Ghana is fast becoming a failure too, due to the cause-effect nexus drawn above (Jackson, 2009).

The idea of practicalising teaching and learning to the benefit of society has a long-standing history. It is conventionally called service learning (SL). Service learning or community-engaged learning creates a link between students and local communities working on common educational goals; a partnership between a faculty and/ or with a host community (Sharpe, 2016). It entails the usage of both “common knowledge” and university knowledge to enhance learning and community development. This approach to curriculum delivery is as important as some scholars assert that, in order for a higher institution of learning to maintain its relevance and vire – then, it cannot do without a community engagement component in their curriculum (Clark & Jasaw, 2014). Therefore, it is mandatory for universities to ensure the civic health of the society in which they operate; and to also come onboard as partners and promoters of development (Jongbloed, Enders, & Salerno, 2008).

Due to its potency in the delivery of rapid development, the Ghanaian government adopted this approach in the year 1992 to bridge the development gap between southern Ghana and northern Ghana, by establishing a pro-poor university. Community-engaged learning was identified as a practical tool for the promotion of sustainable socioeconomic development in the northern part of Ghana. The government established the University for Development Studies, tasked to carry out the collective praxis of education for development (Abonyi, 2016).

Previous studies have reported that, drivers of the interest and benefits of the program are more student and faculty-inclined than for the host communities (Tando, 2015). This current posture of the program, affects the sustainability of its outcomes in the local communities due to lack of ownership of the program from the communities’ perspective – rendering the TTFPP program, kind of a mechanical annual routine to the delivery of curriculum at UDS. Tando (2015) propounded this lacuna in the TTFPP deliverables and teased out the need for linking the University’s community-engagement with development planners, but left ajar – the sustainability and impact factor on the direct beneficiaries, thus, the local communities. Therefore, this paper informed the unraveling the direct linkage of the impact emanating from the University’s Community-Engagement program (TTFPP) and the community partners – aimed at cementing and sustaining the partnerships and its benefits to the host communities.

The study also sought to put the local communities in a better position for a sustainable community-engagement program with UDS. It would prod for a pro-sustainable development approach to community-engagement in order to enhance the University’s TTFPP program. In the end, the study would have address issues of exclusion and modes of assessment that derails the TTFPP from impacting the very communities they seek to support.

LITERATURE REVIEW

The Third Trimester Field Practical Program (TTFPP) of the University for Development Studies

University for Development Studies runs an outstanding Community-Engaged Learning program called the Third Trimester Field Practical Program (TTFPP). Unlike other public universities in Ghana, UDS has a trimester academic calendar and the last trim of every academic year is set aside for community-engagement. The community-engagement component of U.D.S is non-negotiable for all undergraduate students, irrespective of the program of study or campus. During the program, students are put into groups, and are equipped with the necessary skills and tools for researching and learning with communities following their dispatch to deprived communities – resulting in a mutual process of knowing and community profiling. Acknowledging the power of indigenous knowledge; documenting

and teasing out the traditional knowledge of partner communities is paramount to the program (Mohammed & Yirbekyaa, 2018). The idea of the TTFPP is to remove all barriers, so, there will be free flow of knowledge between UDS and the rural communities in order to empower the students, the lecturers and most importantly, the host communities – for a sustained development process, as the ultimate end. Below are the general objectives of the TTFPP program as stated by Van der Riet and Boettiger (2009).

1. The TTFPP fosters an effective interaction amongst students, staff and the host communities geared towards the promotion of sustainable socioeconomic development.
2. It draws both academics and community members together, so as, to expose the connection between knowledge and development in order to promote development in northern Ghana in particular, and Ghana as a whole.
3. It prepares the minds and hearts of students towards working in rural communities by way of orientation and exposure to the development needs of deprived communities, and how urgent their services are needed there.
4. The program supports the efforts of District Assemblies, Nongovernmental Organisations and other development actors to achieve the central government's decentralisation and community-initiated development agenda.
5. It grants UDS a better position to render practical and useful services directed towards meeting the needs and aspirations of local communities.
6. Lastly, it informs the pedagogy of the University in living up to its mandate of practicalising knowledge for the betterment of the Ghanaian rural community, especially the northern regions.

Theoretical Framework of the Study

Community Engagement has been propounded arguably within the theories of transformative learning and service learning which are synonymous in terms of goals and objectives, and endogenous development – maybe due to its novelty and its record of been researched upon lately (Quillinan et al., 2019). For instance, champions of community development from “within” believes that the conduct of Community Engagement Learning - CEL, especially the TTFPP, must be directed towards reviving local cultures and utilising - local resources, networks and governance – to promote University-Community mutual learning for development (Odame & Ameyaw, 2021). The ground rule is to model endogenous development into the Third Trimester Field Practical Program in order to inculcate the culture of the local people into the young educators, so that, the aims and objectives of community-engagement programs will be in synch with the cherished way of life of the partner communities (Menchu, 2007).

Universities are enjoined to establish and maintain the learning and practice of African education (Odame & Ameyaw, 2021). A well-crafted community-engaged learning program like the TTFPP with a focus on the co-creation and learning of cultures through participatory means empowers communities to “speak development” in their own terms; and presents the faculties with an opportunity to understand the needs and aspirations of the local communities (Tanko, 2015). This approach looks practical and empowering in face-look, especially in the context of the TTFPP program; but would be quite demanding and complicated – dealing with a multiplicity of cultures and diverse groups of students.

The term “transformative learning,” was brought into the limelight by Jack Mezirow, an American sociologist, an approach to community engagement which aims at reorienting students' perspectives. This approach favors the promotion of multiculturalism, students' empowerment and experiential learning; at the same time, building cohesive and informed communities through critical engagements as in the case of the TTFPP (Sharpe, 2016). It visualises CEL arrangement as an experiential therapy for adult learners – presenting them with

different perspectives of approaching situations and affirming already established norms and practices. Narrowing the scope down to the conduct of Community-Engaged Learning (CEL) at UDS, the Third Trimester Field Practical program by far has been critically examined within the transformative learning theory of Mezirow. Those who have written on it – either viewed the TTFPP from the experiential learning scope or through participatory action for change; both schools of thought fall within the realms of learning for transformation as opined by Mezirow (Gardenier, 2014).

For instance, Tando (2015) propounded it (TTFPP) in the experiential learning scope – he argues that the program lacks “action” which is one of the key principles of Participatory Action Research (PAR); debunking the stance of the proponent of the TTFPP as Participatory Action Research program. His ideas express the local communities as receivers or recipients of remnants of knowledge and development as a result of UDS’s Service-Learning program (TTFPP); an experience for university students to have firsthand feels of communities of inquiry (Nhamo, 2013). For this stance to prevail, the UDS’s mandate of blending academic knowledge with endogenous knowledge to engender local and national development will derail from its cause; because, service-learning approach will render the local communities only as “learning fields,” and not as partners in knowledge creation and development as called for by the mandate of the University (Nhamo, 2013; Tando, 2015).

On the contrary, Clark and Jasaw (2014) grounded the program in the Participatory Action Research (PAR) tradition. The rationale behind the TTFPP being subject relevance, moral imperative, community gain, new relationships between students and staff and between researchers and researched, and the effectiveness of experiential learning (Clark & Jasaw, 2014). The theory of Participatory Action Research quite encapsulates the mandate of the University for Development Studies and its TTFPP (Clark & Jasaw, 2014) an educational philosophy that employs a “mixture” of learning goals to foster perspective change for the faculty, students and most especially – the larger society (Quillinan et al., 2019). This approach to community engagement prevents a situation whereby the needs of the researcher (the University) are met at the expense of the researched (Watson-Thompson, 2014; Tanko, 2015). This school of thought entails the identification and solving of societal problems through participatory means (Quillinan et al., 2019). For this reason, Nhamo (2013) explains it clearly by saying that “it is both diagnostic and therapeutic (Nhamo, 2013).

The Concept of Community-Engaged Learning (CEL)

The Michigan State University defines Community-Engaged Learning as a teaching and learning strategy that exposes students to a process of knowing through community partnerships, instructions and critical reflection aimed at enhancing students quest for knowledge, teaching civic and social responsibility, and also at strengthening the localities involved (Bonye & Aasoglenang, 2013). The idea is to create a link between Higher Educational Institutions (HEI) and their host communities to engender constructive dialogue between the two; through purposive common projects for the mutual benefit of the two social settings (Quillinan et al., 2019). As an experiential learning approach, learners are incubated and submerged into the larger society by moving the learning scope from the school setting to the communities (Comeau et al., 2018; Olson & Brennan, 2017).

It is simply, the coming together of an institution of higher learning and a local community to co-create knowledge for the mutual benefit of the two different entities involved (thus, the University and the Community) (Thompson et al., 2010). The concept of Community-Engaged Learning has a variety of names: service learning, community engagement, civic engagement, community-based learning – and even at the international level, global volunteerism or engagement abroad (Scott & Graham, 2015). The practice takes place in the spirit of collective participation and collaboration engendering action for

development and behavior change amongst community members and university students through co-creation of knowledge or participatory teaching, learning and research. This study will treat Community-Engaged Learning as an action-based partnership between a university and a local community to co-create personal and community development-oriented knowledge for the mutual benefit of both the University and the local community through active participation and engagement of all parties at every stage of the deal. Within the principles of community engagement learning, emphasis is placed on practical engagements and efforts that places the local communities at the center of University-Community Engagement program (Scott & Graham, 2015; Thompson et al., 2010; Comeau et al., 2018).

MATERIALS AND METHODS

Kumbungu district was purposively sampled out of the Sixteen (16) districts in the northern region of Ghana for this study. If not totally, almost all the districts that fall within the operational area of the TTFPP program of UDS share the same features, development needs and challenges, traditional governance system, norms, values, taboos – to mention but a few. Based on this common believe and notion, the researcher chose Kumbungu district as the case-study area out of convenience, and also to maintain cost-effectiveness and time management without compromising on the authenticity and validity of the study. The location has no significant influence on the focus of the study than to provide the operation of the TTFPP or Community-Engaged Learning from a community partners' perspective – so in the end, the results and findings could speak for all local communities and their involvement in the TTFPP. The study employed the case-study approach. This approach is employed when a researcher specifically aims at bringing a phenomenon or social program to the limelight and to explain how its stakeholders communicate with it (Jackson, 2009).

RESULTS AND DISCUSSION

Partnership Mutual Stake and Knowledge of the TTFP Program

The institution (UDS) as the higher learning center championing the course of community development through the University-community engagement arrangement is a rich source of diverse perspectives about the program – owing to the difference in critical orientations of the staff on the program, and how they make meaning out of the program. Subjective accounts of the program from the staff will provide resourceful repertoire of knowledge about the TTFPP program and the stakes ahead. The program in text is to foster and fast track development in deprived communities within the northern regions or the savanna of Ghana. On record, as the University's mandate says: "blend the academic world with 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" (Section 2 of PNDC Law 279). The policy goes further to outline some informed objectives meant to effect changes to students' perspective on rural life, challenge the students with the development deficit of the northern regions, rendering useful services to the communities and laying the foundation for development-oriented research.

The program's mandate and the objectives, calls for a consistent dialogue for both the university and the communities to discuss community development issues. Arguably, the terms are well defined for the discharge of academic curriculum. Responses from the University's end, suggests the program is unique to the University for Development Studies approach to delivery of content and curriculum.

The uniqueness of the TTFPP was clearly demonstrated by an administrator of the university when he stated;

“Allan, you know – the ttfpp is a unique approach that the University has adopted in the discharge of higher learning curriculum. The institution is a research institution where people carryout research about the challenges of deprived communities around. U.D.S is a pro-poor University – so, we check through the communities where they have issues in order for us to research into the problems and then proffer solutions”.

The concept of “constructive interaction” which is in the university’s mandate, is expressed within the ideas and principles of inclusion and participation through service learning. The institution is on the quest to use service learning to expedite rural development and to practicalise learning for the students. The voice of a former senior administrator argues that;

“The program is meant to bridge the gap between the locals and the academics. When the students are immersed into the communities, lots of interactions take place. Both the locals and the students learn from each other – so, there is sharing of knowledge between them. Through the program, students have the feel of local scientific methods such as shea butter processing, ‘dawadawa’ making, local architecture; the rural folk on the other hand learnt business skills, better ways of preserving and storing their foods and development lobbying. Therefore, interaction between the communities and the program is very key in how the program is ran”.

Constructive interaction between the institution and communities is therefore visualised as a clear conduit for the delivery of academic curriculum; and also meeting the demands of service learning in the engagement arrangement; but quite relaxed on the tenets of a holistic Participatory Action Learning which favors the empowerment of both students and the communities they work with. The institution has a roadmap for the engagement program – planning the program at the faculty level, working with the communities to identify their development needs and aspirations and finally, producing a ready-to-use development plans for the communities. The TTFP program of UDS serves as a social incubator for sharpening students experiences in working with and in rural communities and their interest therein. A former student just like many of the past students who participated in the TTFPP had this to say when quizzed on whether she thinks the TTFPP meets both the development aims of communities and the university curriculum objective.

As students, we are able to learn how to apply development tools which we learn in the class room. We engage communities and we experience how they live, help them develop interventions to address their community development challenges. This process equips us so much with the needed practical skills for the development work ahead of us.

This statement was corroborated by a faculty TTFPP coordinator who stated;

“...of course, it does meet both university and community need’s effectively. You see, the program is well structured and coordinated. Before students are sent to any community, the community must have met some requirements and is deserving of the program. That is why we do not send students to developed areas or towns. They render useful services to the partner communities’ whiles doing their academic task – they teach in schools, they organise sporting events, clean-up exercises, and on the volition of some of the students, they go to farm with them. Feed from the communities are core to the school’s plan, so, every student shows interest in the upliftment of the community in question. At the end of the day, they (the students) are assessed and scored – and this is where the academic thing comes in.”

The following is an account from another coordinator on the waves of the program; he thinks the program brings out the best from students in the field, and it contributes to community development when he argued that;

“You see – the students actually develop more interest for the program when they actually find themselves in the field. On the field, the community members and children treat them like kings and queens, so, they are charged to do more for the community before they leave – you would find some of them assisting in schools, farms and organising communal labour.”

The responses from the university and community is in synch with what is actually felt and appreciated at the community level. Despite the program being seen purely as an academic program meant for engendering local development, there are concrete evidence to show how it touches key development areas of the partner communities. These development areas include health, education, economic development, sanitation and sports. The program induces free flow of innovations towards addressing solve community development challenges such as the use of local materials to construct toilet facilities has been accept by some communities – and it has helped in solving the menace of open defecation. The innovativeness of the TTFPP program was reflected in many communities and key stakeholders. This is illustrated from the voice of the Unite Committee member who stated;

“We cannot thank UDS enough – their reward is with God. The coming of the students to our communities have made education appealing to the minds and hearts of the laggards amongst us. Before this program – there were old men and women who would never reason with an educationist to send his or her ward to school. The last time we received them, there was this small girl amongst them, we were told was a doctor undertraining – the sight of her and her feat, motivated some of our children to go back to school with the aim of becoming doctors like her in the near future.”

Through the program, the innovative trends run through teaching and learning in the communities, farming practices, business and entrepreneurship – and the civic health of the partner communities.

Partner Communities Knowledge of the TTFP Program

The partner communities play a very important role in the engagement program, but are lacking comprehensive knowledge of the program and its operations. The study revealed a zero-participation rate for the communities in the content drafting stage of the program; they are only consulted by way of communiques through TTFP program coordinators and respective district assemblies. This is reflected in the statement made by a community assemblyman;

“No, I only met an officer of the school who informed us that they will be bringing their students to come and stay with us for some time, and do their research. And that they need the community’s support by way of helping the students with some important information, accommodating them and ensuring their safety. But before they met me, they had already gone to the chief’s palace to inform the chief about the move.”

Building upon the knowledge of the above respondent, another assembly member had this to say when asked about his knowledge on the program. In his voice;

“What I know is that the university brings students to come and live with us so they may learn about our problems, situations and opportunities. But as to what goes into their plan of bringing the students here or what the ins and outs are, about the program – I don’t know. My job is to receive the students, give them accommodation and also ensure their security throughout their stay.”

Contrary to this, a faculty members alluded that communities are not involved at the planning stage of the TTFPP program. This is reflected in his statement;

“Of course, documentation and development of content for the tfpp is done by the university. Planning of the program is done by the faculty members here – but by large we consult the partner communities through the structures of the decentralised governance system. In mapping out communities, the regional coordinating council is involved and selected communities are also informed through their respective district assembly and community chiefs. So basically, planning is done by the university but the actual engagement is done in partnership with the communities.”

The view expressed above suggest that at the planning stage, the buck stops at the university’s end; and the communities do not have a seat as a core stakeholder of the program when the TTFPP faculty calls a meeting to decide on the program. The response below was commonly expressed in different forms by the assemblymen and unit committee members who are the liaison officers of the partner communities. The voice of an assemblyman indicates;

“Not at all – we don’t have a seat, if there is any forum that decides on the UDS program. There is a body in the university that takes care of the community’s program – but as to who and who constitutes its composition, I cannot tell. But frankly speaking we only come on board when it is time for the students to come to the field – and the moment they leave too, our connection with the program is reduced to personal acquaintances.”

Similarly, an interview discussion with a former assembly member for a beneficiary community corroborated the arguments made by community members. This is illustrated in his statement that;

“As assemblymen and as a community, it is at the implementation stage of the program that we are consulted and involved. The institution contacts us either through assembly and or through our chiefs and the assembly protocol to seek for our acceptance of the program and to inform us on what is expected of the students and the community members. The school needs our corporation in furnishing the students with some vital information in the cause of their community stay and studies; therefore, the students would have to tell us the activities they want to carryout, and the information that they would have use for. Then, as a community we take keen interest in their activities, especially when they demand for our voice on certain issues.”

From the responses derived from community members, two accounts about the program from the community’s standpoint had one thing in common – they are aware of the program, but they have never been empowered to know about its composition and how it functions. Their lack of knowledge about the program has not called for their rejection of the program; they take keen interest in the CEP when the students finally arrive in their communities. This suggest there must be some benefits attached to the program. Interviews with community members revealed that, communities revealed benefits they derive from the TTFPP program included

the delivery and support of students in teaching services, health and sanitation, commerce and agriculture as well as sporting activities. An assemblyman who was fortunate to receive students under the program understudy some few years ago had this to say when asked about the gains of the program;

“The program offers us a lot – in terms of its contribution to development. Education is one of the core areas that the UDS programs helps a lot. During the students stay period, some of them assume teaching roles fully – relieving us the bane of lack of classroom teachers for a short while. And their presence in the community too, motivates the youth to take their education serious – so they serve as role models and mentors to our rural youth.”

From community and the university interviews, the study found out that, there is a passive participation for them at the implementation stage – what Tanko (2015) describes as the “theatre stage.” This is the stage where the students are actually living within the communities and soliciting information from the community partners in order to fill in the report guideline designed by the institution for them. The students are assessed based on the practicality and authenticity of their report documents, but the community partners are exempted from this assessment plan which undermines the very essence of mutual learning and its goals (Tanko, 2015).

Partner Communities Views About the TTFPP

The study compiled some propositions and sense of agency in filling in some gaps with engagement program. The Participatory Model for the TTFPP as conceptualised by the author, figure 1 below, where a common voice by the stakeholders of the CEP is depicted by a megaphone, says and acts upon the development needs of the deprived communities; and at the same time, meeting the academic requirement is championed and advocated for by this study. Because of the advantaged position of the University for Development Studies as the driver of the engagement program and their superior knowledge on the principles governing participatory processes, sustainability of projects outcomes and monitoring and evaluation – the radar was put on the community participants to critically observe and comment on the CEP about what needs to be done to make the program more appealing to them.

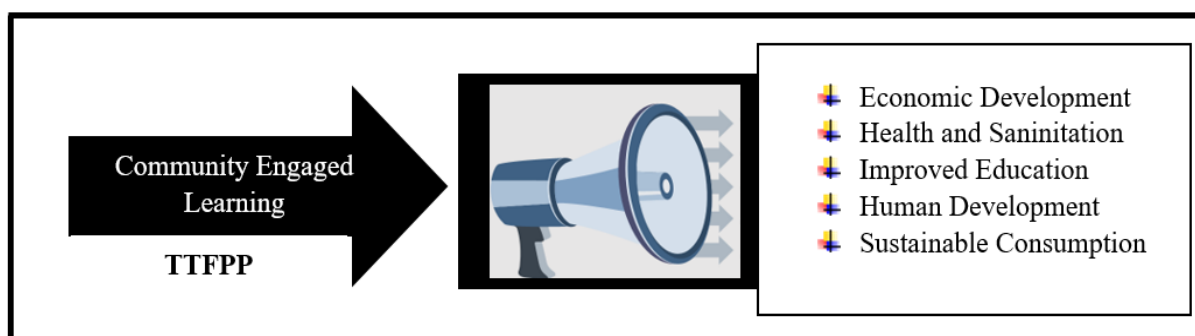


Figure 1: TTFPP Participatory Framework

The study revealed that, the community as partners are mostly informed about the program – but are not imbued with the technicalities of CE. Therefore, the communities would be glad and happy to receive empowerment on the operations of the TTFPP (if not all the time, but from time to time). An organised forum on the operations of the TTFPP will help answer some critical questions from the community-partners’ end and to dispel some erroneous believes about the program such as the believe that – the program should yield concrete developmental or infrastructural projects in the shortest possible time. Engaging them this way

will also make the program more vibrant and forward looking, because the knowledge and expertise from the communities would have complemented the all-time efforts of the University.

Another important observation made was about including the liaison officers of at least proposed operational areas of the TTFPP in the planning and management of the program for the years they are in contract with the program (if not all the time). The move will boost their confidence and trust level in the CE arrangement – so as, to made them a part and parcel of the program and to strengthen their grip on the program as well as its outcomes on the field. Lastly, a concern about delegating some power to the local communities popped up. This was in view of playing checks and balances on students’ attitude towards the CEP on the field. The idea is to legitimise the stake of the local communities and to ensure quality of the CEP through a 24/7 surveillance and monitoring of students presents in the field. The liaison officers of the partner communities such as the assembly members could be co-opted to be part of the assessment team – they could be the better judges since the field experience happens under their care and presence.

CONCLUSION

The study concludes that, the TTFPP favors the university and the students more than it favors the partner communities, so therefore, it is more a tool for education than for development. Although this revelation does not take away the impact that the program has on the operational areas, it does however present us with the new challenge of fashioning the community-engagement to warrant a closely knitted mutual benefit and representation for the duo stakeholders. The program supposedly champions community development through the constructive interaction between the academic world and the community knowledge; but the study observed that; there is passive participation by communities at the documentation and planning stage of the TTFPP program. It is explicit that, participating communities are only consulted in the cause of planning the CEP; they do not take center-stage in the planning process. Secondly, the study found out that a supposed “active participation” by the partner communities is felt and seen at the execution stage of the program when students are actually in the field to fulfill the TTFPP requirement of the university. In the eyes of the community members, the students are the researchers and they, the community members are the researched upon. It is safer to say that, it is at this stage that the community partners are heard and represented well in the program.

Thirdly, the study has also shown that, the aftermath of the students stays and study in the communities marks the end of the community partners connection to the TTFPP. Lastly, the TTFPP is noted to be a force worth reckoning in the campaign for Compulsory Universal Basic Education (CUBE) in Ghana. The study has shown that, student-fellows of the program mostly dedicate their early hours to teaching and assisting basic schools in the communities – and their presence in the communities also serves as a motivating factor for school enrolment. The program impacts education greatly, and also serves as a consequential campaign for children enrollment into schools.

ABBREVIATIONS

| | |
|------|------------------------------------|
| CEL | Community Engagement Learning |
| SLT | Service-Learning Theory |
| TTFP | Third Trimester Field Program |
| UDS | University for Development Studies |

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AUTHOR CONTRIBUTIONS

Zachary Pealor: Methodology, Supervision, Writing – original draft.

Alan Burns Ishark: Conceptualisation, Investigation, Project administration, Writing – original draft.

Zuweira Yakubu: Software, Validation, Visualisation, Writing – review & editing.

CONFLICTS OF INTEREST

The authors declare no conflicts of interest.

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