

EVALUATION OF OPERATION PANSAYAN (PROVISION OF TOILET FACILITIES) COMMUNITY EXTENSION PROJECT

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ABSTRACT

As community extensionists, it is a vital step to evaluate the effectiveness of a project in attaining its objectives. This prodded the proponents to conduct an evaluation study to determine if installation of toilet facilities (Operation Pansayan) indeed contributed to the development of the community. CIPP model and Dependency-Self Sufficiency Continuum were used as framework of this descriptive-evaluative study. Results showed that most of the activities were classified in direct services promoting more of dependency rather than self-sufficiency. Eleven households were successfully installed with CRs. In conclusion it can be said that, though the extensionists have not fully achieved its goals, the project provided us with a lot of learning that can guide us in our future extension activities and other institutions in properly conducting an extension project. But it is noticeable that the faculty extensionists do not have ample time in conducting extension activities since they are also required to teach students and generate new knowledge with the promotion and guidance for research work. So proper implementation is necessary with further planning and time management.

Keywords: *CIPP independence, Dependency-Self Sufficiency Continuum, Evaluation of Operation Pansayan*

BACKGROUND AND RATIONALE OF THE STUDY

Higher Education Institutions (HEIs) are mandated to take part in contributing to the attainment of the country's developmental goals through actively conducting research and extension programs and projects, particularly the transfer or application of technology and knowledge (Republic Act No. 7722, Resolution No. 534-2007). Such developments can be realized by allowing State university and college (SUCs) to develop consortia with other firms of linkages with *Local Government Unit definition* (LGUs), institutions and agencies, public and private, local and foreign.

Cebu Normal University (CNU), as one of the leading HEIs in the region. It is inherently responsible to mobilize knowledge, expertise and commitment in order to enhance productivity, generate employment, reduce poverty and enable people by reaching out to the community and making them to become self-reliant and self-sufficient. Hence, the Project E-HELP was organized on 2009 with the active participation of the residents after a thorough and comprehensive

assessment. In this project the needs which were primarily focused dealt with the empowering of the community and the people on the areas of *Education, Health, Environment, Livelihood and Peace*. E-HELP is the integrated community extension service of CNU aiming to assist the community to become self-reliant by empowering the residents with the assistance of the three (3) departments, namely; College of Teacher Education CTE, College of Arts and Sciences (CAS) and the College of Nursing (Lopez, 2009).

Particularly in the Nursing Department, *Operation Pansayan* was initiated last November 2010-March 2012 aimed at contributing towards E-HELP's objectives and also to help the country in achieving the eight (8) Millennium Development Goals (MDGs) by 2015. This was accomplished by assisting the residents in developing necessary skills to improve their health status. Such an achievement involved installing toilets in strategic location per sitio of Barangay Capotatan Norte in Medellin, Cebu utilizing human resources of the community and linking organizations for needed materials.

As community extensionists, it is a vital step to appraise and evaluate the initiated project as being effective in attaining its objectives. This prodded the proponents to conduct an evaluation study to determine whether Operation Pansayan indeed contributed to the development of the community by determining various parameters (extensionists and community residents) that possibly influenced the conduct of the project in different phases. The questions that were put forward regarding this assessment consist of:

- i. Is the formulation and implementation of the project consistent with the principles of involvement in community developments?
- ii. Are the objectives of the project achieved after three years?

These are two (2) broad but critical questions that were attempted to be answered in this paper by utilizing CIPP (*Context, Input, Process, Product*) evaluation model and dependency-self-sufficiency continuum model (Christie and Alkin, 2004).

THEORETICAL-CONCEPTUAL FRAMEWORK OF THE STUDY

To comprehensively evaluate *operation pansayan* extension project, the proponents utilized CIPP model and Dependency-Self Sufficiency Continuum (*refer to figure 1*). CIPP model introduced by Stufflebeam and Shrinkfield in 1985 (Darussalam, 2010), explained that evaluation is the process of delineating, obtaining and providing useful information for judging decision alternatives. The CIPP model evaluates the impact of a project by following the different dimensions and steps (Zhang *et al.*, 2009).

1. The first step is evaluation of **context** by setting the goals and objectives of the program to be achieved (Darussalam, 2010). It addresses the needs, issues, “assets and opportunities” in order to clarify “goals and priorities” of a program (Stufflebeam, 2003).

2. The second step is the evaluation of **input** that focuses on using various strategies and methods of teaching and learning as the content of the program (Darussalam, 2010). It assists in isolating staffing and budget components of a program, and enables the evaluator to look closely at the “cost-effectiveness”. This would be a very valuable area of the program to examine considering the number of staff involved with various

levels of qualifications and specific skills (Stufflebeam, 2003).

3. The third step is the evaluation of **process** that focused on the assessment of the procedure of implementation and existing problems that can circumvent components of the program in the form of context and input (Darussalam, 2010). Therefore, this step focuses on the “implementation plans” in order to inform and “judge program performance and interpret outcomes” (Stufflebeam, 2003). This step would allow the evaluator to generate specific description of the existing process for implementation and execution and connect it and place it side by side against the designed and intended process (Klomp, Dyck and Sheppard 2003).

Gaining an understanding of how the program’s implementation evolved and changed based on the needs and feedback of the individuals and health workers would add great value and input on the future strategies and activities of the program.

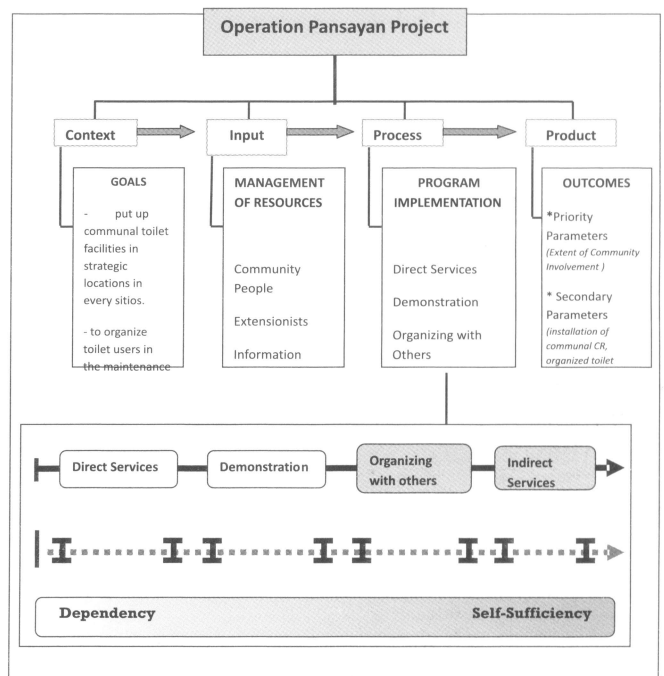


Figure 1. Theoretical-Conceptual Framework

To substantially examine the implementation phase, *dependence-self sufficiency continuum* is further used in order to classify the activities into four (4) categories, namely: direct services, demonstration, organizing with others and indirect services (Dadzie, 2005). From left to right of the continuum, if the activity

is classified to direct service and demonstration, it encourages dependency more. However it promotes self-sufficiency if the activity is more into organizing with others and indirect services.

4. Lastly, the fourth step is the evaluation of **product** that focused on outcomes achievement of one's program (Darussalam, 2010). This places an emphasis on the program outcomes to determine if the program successfully met the identified goals. An improved benefit of this dimension of the CIPP model is that it permits for "intended and unintended, short term and long term" outcomes to be flashed out (Stufflebeam, 2003). This step is crucial as it permits the discovery of unexpected findings and conclusions about the program due to other factors that contribute to the success and failure of the program.

OBJECTIVES OF THE STUDY

This study aimed to holistically evaluate the Operation Pansayan project in terms of a number of parameters:

1. To determine the objectives of the project.
2. To determine and classify the activities conducted in different phases of the project:
 - 2.1 Direct services
 - 2.2 Demonstration
 - 2.3 Organizing with others
 - 2.4 Indirect services
3. To determine if Operation Pansayan has attained its objectives (installation of CRs in every sitio, organized toilet cleaners and fecal-oral diseases incidence rates).

METHODOLOGY

This study utilized a descriptive-evaluative design using CIPP evaluation model. **CIPP** (Context, Input, Process and Product) model is introduced by Stufflebeam and Shrinkfield in 1984 (Stufflebeam and Shinkfield, 2007). This theory explains that evaluation is the process of delineating, obtaining and providing useful information for judging decision alternatives (Stufflebeam, *et al.*, 1971). The CIPP model evaluates the project in terms of various indicators incorporating the dependency-self-sufficiency concepts in the process aspect.

Table 1: Plan of the Project

Activity	Time Frame	Expected Output
Conceptualization and Finalization of Study Proposal	Month 1	Full Blown Study Proposal
Signing of Contract of Services	Month 1	Signed Contract of Services
Revision and Finalization of Study Proposal	Month 2	Revised and Approved Proposal
Gathering of Data	Month 3 to 6	Filled up research Questionnaires and Interview Schedule
Data Analysis/ Drafting of Results	Month 6 to 7	Draft of Final Report
Submission of Final report	Month 8	Hardbound copy of the Terminal report

RESULTS AND DISCUSSIONS

The Operation Pansayan, a medium term community project, was implemented for 3 years in Barangay Capotatan Norte, Medellin which aimed to put up communal toilet facilities in strategic locations in every sitio (1 toilet per sitio) and to organize toilet users in the maintenance of toilet facilities. The *performance indicators* of the project for measurable evaluation were:

- a) Number of sitios with toilet facilities, and
- b) Presence of a community maintenance group per sitio.

These referred to the *context* aspects of the project evaluation.

Table 2: Results of Evaluation

Project	Duration	Performance Indicators	Results
Operation Pansayan	Medium term (3 years)	1. number of sitios with toilet facilities 2. presence of a community maintenance group per sitio	1. Eleven (11) CRs were installed in all sitios 2. For the reason that communal CRs were not materialized, community maintenance group were not also organized.

In the *input* phase, the *formulation of community extension project goals* is influenced by the extensionists' concepts of community development and

the awareness and involvement of the community residents of the proposed project. Ideally, the *extensionists* must first be trained and made aware of the true rationale and proper processes of conducting community extension in assisting the community to attain self-reliance. In the specific project however, the faculty extensionists were assumed to know what community extension is all about and were directed to immediately produce a project on health. Thus, the formulations of the objectives were not that directed towards the community development and self-sufficiency. As is present in the project objectives, focus was more on the provision instead of facilitation (Tan, Lee and Hall, 2010).

Looking closely at *community residents'* objective formulation participation, it is best to make them aware of the proposed project and let them participate in the formulation of project objectives. This is done in order to mutually agree and decide regarding the feasibility and the salience of the goals. Moreover, the community residents were not informed and were not involved in the achievement of the objectives and this will affect in the process of achievement of the objective.

In the *process* stage, the activities conducted are classified according to the dependency-self-sufficiency continuum. Activities conducted were community assembly which oriented the community regarding the project and identification of selected animators with the help of the residents. It also consisted of sitio leaders who supervised and monitored the construction of the toilets, selection of families without toilets, identification of priority beneficiaries and orientation of the chosen beneficiaries regarding their responsibilities of the project (construction,

maintenance) and installation of toilets. These activities were again classified in direct services promoting more of dependency rather than self-sufficiency.

Utilizing the indicators for evaluation, the provision of communal comfort rooms (CRs) per sitio was not realized because the land owners of the strategic areas identified by the extensionists did not allow the installation if the CRs at open areas for public use. This concern is supposedly intervened earlier if the community residents participated in the formulation of goals. It was found that 11 households were successfully installed with CRs instead of 1 communal CR per sitio. Before the project implementation, there were 85 households with CRs but it was increased to 96 CRs after the execution of the programme. It was also found that as the establishment of more communal CRs did not materialize, community maintenance group were also not organized.

CONCLUSIONS

Although, *Operation Pansayan* (Provision of Toilet facilities) project of Cebu Normal University-College of Nursing has not achieved the goals entirely, it provided a lot of learning that can guide in the future extension activities and will help other institutions in properly conducting an extension project. It is noticeable that the faculty extensionists do not have ample time in conducting extension activities since they are also required to teach students and generate new knowledge by promoting researches. Thus proper planning and time management is necessary to properly implement process of community development so it is beneficial for the future generations in the long run.

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