

Assessing the Real Needs of the Adopted Community: Towards Sustainable Social, Economic, Health and Well-being of the Beneficiaries

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ABSTRACT: The Commission on Higher Education [CHED] (2016) stated that it is imperative to inspire and enable Philippine higher education institutions (HEIs), including the University of Cebu (UC), to become platforms for research development, innovation, and extension in pursuit of social and economic development. However, the different socially beneficial services of the university will have a tangible impact on the community if it addresses their real needs. Hence, this study assessed the needs of selected beneficiaries of Barangay Tinago, Cebu City, the adopted community of the University of Cebu-Graduate School, to formulate a community program of activities and projects. The study utilized the case study research design with ten (10) selected research participants interviewed about their needs in community policing, health, education, and livelihood. Permission from the Barangay Captain of Barangay Tinago, Cebu City, was sought before the research proceedings commenced. In gathering data, the researchers undertook focus group discussions (FGD) with the selected community extension beneficiaries and stakeholders. The interview proceedings were audio-recorded with the participant's permission. Data analysis applied thematic analysis. Ethical principles of beneficence, non-maleficence, justice, and equity were observed. Hence, all their responses and identities will be kept confidential. The themes developed for needs for assistance for community policing are *Capacitating the Barangay Public Safety Officers (BPSO) through Rebuilding Community BPSO Headquarters and Juvenile Orientation*, while for the community health needs is *Dearth of Medical Supplies; Health Promotion Seminar; and Free Consultations for Senior Citizens*. The community education needs are *Reinforcing the Para-Education Program, and the Livelihood Needs are Revival of the Entrepreneurship for Mothers Program*. Therefore, the selected beneficiaries need help from the HEIs to strengthen their ability to maintain peace and order and mold the young residents according to existing laws and social norms. However, the needed health kits are needed to respond to emergency healthcare. Also, rebuilding the learning resource center and social enterprise is essential for community sustainability.

Keywords- Social, community safety, livelihood, health and literacy needs

I. INTRODUCTION

Community members come from different backgrounds and have unique cultures, customs, and values. Utilizing this wide range of ideas and wisdom is critical to assessing the community's needs and strategizing areas for improvement (Centers for Disease Control and Prevention [CDC], 2013). In line with this, the global community dedicated to improving the lives of children worldwide shared that in serving the community, organizations must do it effectively; all must know what the community needs first. That is where a community needs assessment comes in (Kiwanis Organization, 2018).

The public service of the University of Kansas (2019), called the community toolbox, emphasized the importance of community needs assessment before planning and implementing community programs. Through

community needs assessment, the group learns more about what the group or community needs are. A good survey can supplement sharp-eyed observations and experiences. It can give detailed information from a more prominent and representative group of people than one can get from view alone. The group can get a more accurate and objective description of needs than people might tell in public or become aware of possible needs they never knew existed. To ensure any actions are eventually taken or joined in alignment with requirements expressed by the community.

With the lack of socially responsible actions by the government and institutions nowadays, the university plays an essential role in developing educational strategies and community. Members of the academe are practicing university social responsibility. The University social responsibility is the capacity of higher education institutions (HEIs) to disseminate and implement a set of principles and general and specific values aimed at enhancing the educational and social challenges of society through four critical processes: management, teaching, research, and extension (Emeagwali, 2017).

The most effective community extension services are the ones that have a long-term impact on the target beneficiary or community and its sustainability. This community extension program is one of the University's trifocal functions that will manifest the heart of the organization to be mindful of uplifting the life of the people in the community (Ferrater-Gimena et al., 2023). Llenares and Deocarís (2018) opined that there is an increasing appreciation of the impact of higher education extension in the teaching and learning process as students apply their disciplinary knowledge to help address real-world problems.

Moreover, community projects strengthen the educational experience for students by providing a unique opportunity to develop skills as an integral element in the teaching/learning process. Needs and strengths assessments prove helpful in health educators, primarily in planning programs, promoting effective public relations, and developing appropriate program and policy solutions to persistent and emerging public health concerns. It also helps identify and diagnose health problems and evaluate health programs (Emeagwali, 2017). Soska and Butterfield (2013) added that extension programs help instill the value of citizenship in a manner that traditional classroom teaching cannot provide. Such engagements can also add new ideas and insights to the intellectual process and give broader meaning to the work and world of academics. Concomitantly, community stakeholders gain more understanding of relevant issues and are empowered to make decisions to alleviate their present conditions.

Misra and Ballard (2003) also posit that using needs assessment projects as part of the course-work provided health education students an active learning opportunity, increased their knowledge and understanding of community problems, and developed skills that will enable them to understand health issues more effectively. The experience also exposed students to real problems in the community and allowed them to work in teams to develop solutions with guidance from formal and informal community leaders. The methods and strategies provided a unique learning opportunity for addressing community health problems.

In 2016, the Commission on Higher Education [CHED] Memorandum Order No. 52 mandated that universities and colleges extend their educational and civic services to the communities. The policy provides some guidelines to the Higher Education Institutions [HEI] community extension programs to provide space to discover practical, evidence-based, and science-based answers that can address real-world social, economic, and environmental challenges of partner citizens and communities. This policy emphasizes that the incubation, knowledge validation, diffusion, and utilization process in extension, translational, or applied research requires much deeper relevance when universities collaborate mutually beneficial with partner communities. The dynamic synergy of research, extension, and instruction, wherein the interaction of faculty cum researcher with undergraduate, graduate, and post-doctoral students further catalyzes the dynamic learning and knowledge-generation process, is the indispensable, foundational, distinctive, and specialized hallmark of universities. Hence, the quality of the extension services determines how effective extension systems are in accomplishing a sustainable development strategy (Corpuz et al., 2022).

The Barangay Tinago has been the adopted community of the University of Cebu-Graduate School for many years. However, many community problems were left unaddressed due to limited resources and the beneficiaries' lack of commitment to the programs implemented for them. There was also a myriad of concerns relating to the sustainability of the current extension programs of the University that were expected to create positive impacts on the selected beneficiaries yet were not materialized nor achieved due to the changing social, behavioral, economic, and environmental conditions. Thus, this study aims to determine the current community needs of Barangay Tinago, Cebu City, to devise a proposed Community Awareness, Relations and Extension Services (CARES) of the University of Cebu-Graduate School program of activities.

II. FRAMEWORK

Corporate social responsibility (CSR) involves enhancing the personal satisfaction of the workforce and their families just as of the nearby network and society everywhere with the proceeding with responsibility by business to act morally and add to financial enhancement (Bueno et al., 2019).

The community development paradigm in the early 1970s focused on helping people experiencing poverty at the community level within the context of existing social and economic structures. This model means that decisions and programs are defined by "outsiders" rather than by the local community members themselves. Being top-down and bureaucratic, many viewed this process as efficient in achieving specific national socio-economic goals (Morgan, 1965). The bottom-up paradigm invokes the role of the local people in determining the type of intervention, priority setting, and implementation of community programs. Also, this development paradigm concentrates on community empowerment (Flora & Flora, 1993; Mendes, 2009) and operates at the grassroots rather than on the policy level (Brocklesby & Fisher, 2003).

Community development is a practice-based profession and an academic discipline that promotes participative democracy, sustainable development, rights, economic opportunity, equality, and social justice through the organization, education, and empowerment of people within their communities, whether these be of locality, identity, or interest, in urban and rural settings (Gilchrist & Taylor, 2011).

In its purest sense, community development is the collective means by which the ideal conditions of freedom and security – human kindness, mutual respect and recognition, tolerance, care, solidarity, and social justice – might be achieved. Community development is a process that involves people working together in productive and non-exploitative ways to remove inequality and oppression and improve their collective conditions of existence. However, before developing a community, community profiling is a must. It is a standard research method that involves building up a picture of the nature, needs, and resources of a locality or community, with the active participation of its members, the aim being to create and implement an action plan to address the issues unearthed (Blackshaw, 2013).

Community development is used both as a tool and process to address the challenges faced by the respective communities (Morgan, 1965). Community development is a process where government, nongovernment organizations, the volunteer sector, and even private corporations work together to empower communities economically, socially, and even politically (Perkins et al., 2004). Some scholars view this as a means of mobilizing positive societal change by alleviating poverty, strengthening families and values, addressing specific social problems (e.g., increasing crime rate, etc.), and promoting democracy and inclusive development (Campfens, 1997).

Corporate social responsibility has been a fixture in the business world for decades. It has become embedded in many universities as higher education leaders seek alternative ways to achieve sustainability. Some universities refer to themselves as engaged institutions involved in civil and community service or outreach (Weiss, 2016).

The participation rate in the extension program is critical in bringing benefits to the families in the community. Their attendance may indicate life-long learning and the aspiration to improve their quality of life (Llenares & Deocaris, 2018).

By assessing the community's needs, the organization will better understand the area they want to serve, whether an entire city or a small neighborhood. Organizations will learn about the community's resources, engage with community members, and develop new community partnerships. A community needs assessment is beneficial for any new and ongoing project (Kiwaniis Organization, 2018).

Many organizations conduct community assessments "because we have to" - as a requirement for receiving funding. For many years, all types of agencies and organizations became caught up in program mentality, and needs assessments ran (and sometimes continue to run) the risk of becoming skewed to prove the need, thereby fitting a funder's or the agencies' agenda. In some cases, after so many years, an organization's needs assessment became an annual (or semi-annual) collection of data to prove a need. Sometimes, those conducting the assessment held their breath to see if the statistics changed for the better - because if that happened (the service area did not show as much need), it might result in the agency receiving less funding (Moore, 2009).

A community-based needs assessment is the systematic process of determining what a group of individuals, an organization, or a community requires to achieve some basic standard or improve its current situation. Needs assessments can vary in rigor and scope, the level of involvement of stakeholders, and political orientation. Less rigorous, informal needs assessments can "test the water" for a new idea, whereas more rigorous, formal needs assessments are usually approached as applied research. A needs assessment begins with a specific question or set of questions, involves identifying and recruiting members of a target population, and requires a data gathering and analysis plan to address the question(s). The target population for a need assessment can be the individuals in a

group or community or the providers of services. All needs assessments ultimately seek to gather information that can be used to plan, implement, and evaluate programs, allocate resources, and develop or advocate for policies that support the target population in some way (Finlayson, 2007).

Jannetti (2012) likewise explained that needs assessment determines an organization's needs. It usually consists of three main parts: initiation, data collection and analysis, and final production. The organization's need precedes the gap analysis and how to fill the gap between where the organization is currently, where it is heading, or where it wants to be. At a busy organization, so many things are going on that it is hard to pinpoint exactly what may be holding it back. The needs assessment is vital because it helps an organization determine the gaps preventing it from reaching its goals. These gaps can exist in either knowledge, practices, or skills. Knowing what is working well and what needs to be changed is crucial to progressing effectively toward those goals and making an organization or community successful.

Change is the main reason for obtaining accurate information regarding the needs of a community. All communities are in a continual state of change. As they experience natural growth and development, communities encounter fluctuating demographics. For instance, there may be significant shifts in the average age of the population, the ethnic composition, or the unemployment rate. Other contributing factors are the social, cultural, and economic changes that can alter the character or attitude of a community. Policies and programs that once may have been suitable are later viewed as inappropriate or obsolete for the area. Effective planning and action require accurate and up-to-date information about the needs of the community. The community needs an invaluable assessment process for involving the public in solving problems and developing goals. People naturally resist change due to inadequate information or involvement in decision-making (Utah State University Extension, 2003).

Likewise, talking to community members to understand the data is essential. For example, data gathered over several years may show that there has been a notable change related to health outcomes, educational attainment, or employment. Conducting a focus group with community partners or community members can help explain why the changes have occurred (North Carolina Department of Health and Human Services Division of Public Health, 2014).

Also, a community needs assessment identifies the strengths and resources available to meet the needs of children, youth, and families. The assessment focuses on the community's capabilities, including its citizens, agencies, and organizations. It provides a framework for developing and identifying services and solutions and building communities that support and nurture children and families (Child Welfare Information Gateway, n.d.).

A community needs assessment provides community leaders with a snapshot of current local policy, systems, and environmental change strategies and helps identify improvement areas. With this data, communities can map out a course for health improvement by creating strategies to make positive and sustainable changes. This involves laws, regulations, rules, protocols, and procedures that guide or influence behavior. Policies can be either legislative or organizational. Policies often mandate environmental changes and increase the likelihood that they will become institutionalized or sustainable. This also involves change that affects all community components, including the social norms of an organization, institution, or system. This type of change relates to the physical, social, or economic factors that influence people's practices and behaviors (Centers for Disease Control and Prevention [CDC], 2013).

A community assessment involves an evaluation of the current situation in a community, a judgment of what the preferred or desired position in that community would be, and a comparison of the actual and desired location to prioritize concerns. A community assessment is usually performed early in developing a coalition to understand the community better and decide how the alliance might best address its concerns (Butterfoss, 2007).

High-quality community needs assessments can focus limited resources on the needs of a rapidly expanding population. Based on such assessments, organizations and communities can effectively plan and deliver cost-effective, appropriate health promotion or wellness programs and health or social services to targeted populations (Beverly et al., 2005).

The primary outcomes of a community needs assessment are in three (3) main categories: policy change, systems change, and environmental change. Policy change involves laws, regulations, rules, protocols, and procedures that guide or influence behavior. Policies can be either legislative or organizational. Policies often mandate environmental changes and increase the likelihood that they will become institutionalized or sustainable. Examples of legislative policies include taxes on tobacco products, provision of county or city public land for green spaces or farmers' markets, regulations governing a national school lunch program, and clean indoor air laws. Examples of organizational policies include schools requiring healthy food options for all students, menu labeling in restaurants, and required quality assurance protocols or practices (e.g., clinical care processes). System Change This involves change that affects all community components, including the social norms of an organization, institution, or

system. It may include a policy or environmental change strategy. Policies are often the driving force behind systems change. Examples are implementing a national school lunch program across a region or local school system or ensuring a hospital system becomes tobacco-free. Environmental change This type of change relates to the physical, social, or economic factors that influence people's practices and behaviors (Centers for Disease Control and Prevention [CDC], 2013).

Over the years, higher education has faced social and economic dynamics that have influenced the architectural dimensions and approaches to research, innovation, and extension. Quite several interlocking discourses have also nuanced these definitions and approaches, such as, to name a few, a) tension between basic and applied research, b) the necessity to address questions of practical relevance, c) nurturing independent incentive and creative thinking, and experimentation, d) research for innovation vs. research on innovation, e) partnership between universities and industry, f) academic and intellectual freedom, g) global research participants, and h) trans-multi and interdisciplinary engagements and changing lifelong learning needs (Commission on Higher Education [CHED], 2016).

Extension is an essential function of higher education institutions that derives its plans and programs for delivering community services from instruction and research. Conducting community extension service is about relationships in building communities through teaching. Community Extension Services (CES) programs and activities are geared toward helping people by empowering themselves through sustainable programs. The extension enables the educational programs to reach and "touch the lives "of communities and the environment through services that transfer knowledge and technologies to impact holistic and sustainable development programs and people empowerment. Sustainable community extension services via responsive and relevant programs that support the community's needs (Calayan Educational Foundation Inc., n.d.).

In particular, extension programs in higher education institutions provide the space to discover practical, evidence and science-based answers that can address real-world social, economic, and environmental challenges of partner citizens and communities; the incubation, knowledge validation, diffusion, and utilization process in extension, translational or applied research acquire a much deeper relevance when universities carry these out in mutually beneficial collaborations with partner communities such as industry, local businesses, or community groups. It is a set of iterative processes that enable evolution, revision, adaptation, and change. The dynamic synergy of research, extension, and instruction, wherein the interaction of faculty cum researcher with undergraduate, graduate, and post-doctoral students, further catalyzes the dynamic learning and knowledge-generation process, is the indispensable, foundational, distinctive, and specialized hallmark of universities (Commission on Higher Education [CHED], 2016).

More and more universities worldwide are integrating social responsibility into their mission statements, including their research and teaching missions, arguing that higher education is better off when it gives back to society. Likewise, institutions of higher learning aim to imbue the students with the spirit to work together, give back to the community and culture, and realize the differences they can make as a generation (Weiss, 2016).

Another important aspect of this study is the security and protection needs of the adopted community. Community policing involves three key components: developing community partnerships, engaging in problem-solving, and implementing community policing organizational features. Community policing encourages interactive partnerships between law enforcement agencies, their officers, and the people they serve. By developing connections within the community, police are better informed and empowered to solve public safety problems (International Association of Chiefs of Police, 2018).

The United Nations Development Programme [UNDP] (2019) discussed that the absence of safety and security measures could perpetuate a lack of trust among individuals, communities, and the state. This can affect economic growth and investment and absorb government resources, which could otherwise be spent on development. Also, security is, as much as anything else, something we experience. Therefore, community security can also be seen as an end-state whereby people feel protected and valued as members of society. This end-state is achieved when the processes behind community security are functioning, or rather, the mechanisms to ensure communities can articulate their security needs exist in conjunction with the local and institutional capacity and willingness to respond to them.

Barangay and brigades were organized to assist the government in maintaining peace and order in the country. According to that duty, they conduct rondas or nightly patrols, necessarily exposing their lives and limbs to danger in the hands of criminal elements and other wayward members of society. In fact, an alarming number of barangay tanods have already been assaulted, injured, and/or killed, leaving their families and dependents to fend for themselves (Estrada, 2010).

In accordance with Memorandum Circular 2003-42, the following are the powers and duties of barangay tanod under the supervision of Chieftain: assist the barangay officials in the prevention of crime and the promotion of public safety; conduct patrol/ronda in the barangay; report to the concerned barangay officials or through hotline "117" the occurrence of any crime, fire, accident, public disturbance, and environmental degradation activities and other untoward incident in the barangay; monitor the presence and/or activities of suspicious persons, criminals, and other lawless elements within their jurisdiction, and report the same to proper authorities or through Hotline; conduct surveillance on crime breeding within the barangay/purok and report their observation/findings to proper authorities or through hotlines; assist the police and the barangay conciliation committee in the execution of warrants and other judicial processes such as tracking the whereabouts of missing persons, in arresting escaped prisoners and other fugitives from justice, and in the recovery of stolen properties; coordinate closely with the barangay officials and police/local authorities in the drive against all forms of crimes such as terrorism, smuggling, carjacking, drug trafficking, drug pushing, illegal gambling, child abuse, crime against women, all forms of ices and syndicated crimes; assist in the institutionalization of Patrol 117 Program; assist in the implementation of Fire Code of the Philippines; detect all forms of fire hazards and other public safety hazards/ violation and to institute corrective measures within their capability; assist in facilitating smooth flow of traffic; and perform other functions as may be directed by the Chieftain (National Barangay Operations Office, 2020).

Another essential component in this investigation is the community's health needs. According to Ravaghi et al. (2023), community health needs and assets assessment is a means of identifying and describing community health needs and resources, serving as a mechanism to gain the necessary information to make informed choices about community health. There is a need for holistic approaches to assess the community's health needs, focusing on physical, mental, and social well-being, along with considering the broader systems factors and structural challenges to individual and population health. They emphasized assessing community health assets as an integral component of the process, beginning foremost with community capabilities and knowledge.

A Community Health Needs Assessment (CHNA) is a systematic process involving the community to identify and analyze community health needs. The process provides a way for communities to prioritize health needs and to plan and act upon unmet community health needs (Center for Rural Health, n.d.).

Community health needs assessment has a central role, enabling practitioners, managers, and policy-makers to identify those in greatest need and ensure that healthcare resources are used to maximize health improvement. It is a vital healthcare planning tool to be used at the level of families, communities, and populations (Rowe et al., 2001).

Health promotion and disease prevention programs focus on keeping people healthy. Health promotion programs aim to engage and empower individuals and communities to choose healthy behaviors and make changes that reduce the risk of developing chronic diseases and other morbidities (Rural Health Information Hub, 2022a).

The emphasis of health promotion in the Western Pacific Region is on Strengthening health promotion capacity (financing and infrastructure), Promoting urban health (including healthy cities and health equity through Urban HEART), Building other healthy settings (including schools and workplaces), and healthy islands; and Developing health literacy (World Health Organization [WHO], n.d.).

In particular, humans are, by nature, social animals. No matter our age, we all have social needs – whether needing to be loved, accepted by our peers, or belonging to a community. Satisfying these social needs can improve the quality of life and help protect against illnesses and depression (Gauvin, 2018).

According to data from World Population Prospects, the proportion of elderly worldwide has increased rapidly in recent years. It is projected to accelerate in the next few decades (United Nations Department of Economic and Social Affairs [UNDESA], 2015). This demographic shift started in high-income countries, such as Japan and France; now, low- and middle-income countries are undergoing this change. It is predicted that by 2050, 80% of the elderly will be living in low- and middle-income countries (World Health Organization [WHO], 2015). This shift challenges low- and middle-income countries to ensure their social and health systems' readiness for the growing numbers of elderly. Therefore, all countries must promote healthy aging and help the elderly build and maintain their functional abilities to meet their basic needs: learning, growing, making decisions, being mobile, maintaining relationships, and contributing to society. Among five key domains, the ability to meet basic needs still needs to improve in low-middle-income countries (Putri & Lestari, n.d.).

Education and literacy are some of the components of this study. According to Wagner (2016), for students to participate effectively in the global community, they will need to develop global competence: the attitudes, knowledge, and skills required to live and work in today's interconnected world and to build a sustainable, peaceful, inclusive society for the future. Global competence is often, and rightly, labeled a "21st-century skill" needed for employment in today's global economy. Nevertheless, the comprehensive ability is much more than a ticket to a competitive job. Students also need global competence to participate as empathetic, engaged, and productive

citizens. Education is essential to children, adults, and society. Education gives people knowledge of the world and changes it into something better. It develops in people a perspective of looking at life, helps them build opinions, and has points of view on things in life. To an individual, education increases confidence as it makes a person aware of his/her surroundings. It also helps an individual to communicate better and express his/her opinions. The mind matures through proper education and training. Education improves people's standard of living. It helps people understand their needs and gives them a way to acquire them. It provides a platform for a decent livelihood. One can take up a job in industry or another professional service if he/she is educated.

Community Education is an effective way to respond to the challenge of improving education at the international, national, and local levels of society. It expands the traditional roles of public schools by creating relationships between home, school, and community. At the heart of Community Education is the ability of an individual and the entire community to become lifelong learners. Through Community Education, citizens can develop relationships and problem-solving skills to conquer our society's diverse challenges (Florida Atlantic University, 2023).

Another vital part of this study is the livelihood of the residents in the community. Livelihood, as discussed by Food Security Information for Action in 2007, is the set of various activities and resources that allow people to live. Livelihood is also defined as a means of securing the necessities of life. It is a vital part of our work to secure a 'holistic' solution to health. In all places, a community's livelihood, food, and health are tightly interconnected (Health Poverty Action, 2018).

Different people have different lifestyles and ways of meeting their needs. Understanding those lifestyles will help when they look at food security and access to food. As multiple factors determine livelihoods, a combination of different types of information is needed to understand them. This information includes vulnerability context that refers to the full range of factors that can impact people's livelihoods and place them at risk of becoming food insecure; livelihood resources or assets that encompass what people have, i.e., human, social, natural, physical and financial resources; policies, institutions, and processes; livelihood strategies that refer to the range and combination of activities and choices that people frequently make or undertake in stable and peaceful times to achieve their life goals; and livelihood outcomes or goals (Food Security Information for Action, 2007).

In this study, the researchers included research relevant to the present research on community needs assessment.

The research of Llenares and Deocariz (2018) provides insights into future inquiries on developing tools to measure community outcomes or impact. Notably, the sustainability of community extension programs depends only partially on sponsors and funders but mainly on the responsiveness of the community and the stakeholders' approach towards community empowerment through the actions of the delivering institution. Given the positive attitudes of Filipinos despite poverty, future studies may also explore the characteristics of a resilient community.

A study entitled Community-Based Needs Assessment in an Urban Area: A Participatory Action Research Project by Ahari et al. (2012) was carried out in an area of high socio-economic deprivation in Ardabil, Iran, with six hundred households. The study showed that the main problems of the area appeared to be the asphalt problem, lack of easy access to medical centers, addiction among relatives, and unemployment of youth. High participation rates of community members in the survey suggest that problems identified through this research genuinely reflect community opinion. The community-based participatory research has been identified as a critical strategy for effectively reducing health disparities in underserved communities. This study also revealed that when society's health problems are assessed, other social issues that influence the community's general health may be observed. Working "with people and for people" during the project indicated that efforts to establish relationships, empower people, trust vital roles in health research, and involve them in health research could pave the way for excellent community participation.

The study by Garcia (2017) about Integrating Community Services and Research: A Livelihood Needs Assessment at the Countryside of the Philippines revealed that the community's residents were engaged in farming, sold agricultural products, and had only three variety stores that sourced their supplies from other places. They encountered livelihood problems mainly related to marketing and transportation. They wanted an additional livelihood program to improve sales and be provided with seminar workshops on business-related activities. The findings show a need for a program to enhance their livelihood needs. It is recommended that actions be taken to improve the community's livelihood situation in cooperation with the local government unit and the school, extending relevant community services based on research.

The assessment of Beverly (2005) confirmed that health problems in the communities were consistent with leading causes of morbidity and mortality at the state and national levels. It indicated that respondents' top three health needs related to affordability, including affordability of prescription medications, medical care, and health

insurance, and that needs varied inversely with age. This community needs assessment has enabled the Arkansas Aging Initiatives (AAI) to address respondents' needs by developing specific educational and interdisciplinary healthcare initiatives, such as increasing access to prescription drug assistance programs.

II. OBJECTIVES OF THE STUDY

This study assessed the community needs of Barangay Tinago, Cebu City, the adopted community of the University of Cebu-Graduate School. Specifically, this study seeks to determine the community needs of the people in the area of community safety and security, health, education, and business and livelihood, with the end view of devising a community program of activities and projects.

III. MATERIALS AND METHODS

The study utilized a case study research design to determine the community needs of Barangay Tinago, Cebu City.

The case study approach allows in-depth, multi-faceted explorations of complex issues in real-life settings (Crowe et al., 2011). Yin (1984) defines the case study research method as an empirical inquiry that investigates a contemporary phenomenon within its real-life context when the boundaries between phenomenon and context are not evident, and multiple sources of evidence are used.

The study was conducted at Barangay Tinago, Cebu City, the adopted community of the University of Cebu Graduate School. The research participants were the community relations and extension stakeholders of Barangay Tinago, Cebu City, Philippines. This study employed the self-made interview guide as the principal tool in gathering data about the community needs in Barangay Tinago, Cebu City. The interview guide consists of questions about the community's needs in the areas of criminal justice and community policing, health, education, and livelihood. Further, it will undergo content validation from an expert in community extension and research.

The researchers obtained permission from the Barangay Captain of Barangay Tinago, Cebu City. In gathering data, the researchers undertook focus group discussions (FGD) with the randomly selected community stakeholders. The proceedings of the focus group discussions (FGD) were audio recorded with the permission of the participants, and the significant statements were written in the minutes of the FGD. After gathering all the accomplished data, the researcher used the appropriate tools to analyze and interpret the data as follows:

Thematic analysis is a powerful yet flexible method for analyzing qualitative data that can be used within various paradigmatic or epistemological orientations. Thematic analysis is an appropriate method for analyzing and understanding experiences, thoughts, or behaviors across a data set (Kiger & Varpio, 2020). The first step of the thematic analysis process is becoming familiar with the entire data set, which entails repeated and active reading through the data (Braun & Clarke, 2006). After the first step, researchers can begin to take notes on potential data items of interest, questions, connections between data items, and other preliminary ideas. This phase is the beginning of the coding process. This phase of work generates codes, not themes (Kiger & Varpio, 2020). The third step involves examining the coded and collated data extracts to look for potential themes of broader significance. The fourth step is reviewing the themes (Braun & Clarke, 2006). There is a two-level analytical process. In the first level of analysis, the researcher looks at coded data placed within each theme to ensure proper fit. He or she reviews relevant codes and data extracts under each theme (Attride-Stirling, 2001). At this point, data extracts can be re-sorted and themes modified to reflect better and capture coded data. Themes can be added, combined, divided, or even discarded. This first level of analysis is complete when the researcher is confident that the revised thematic map adequately covers all of the coded data to be included in the final analysis. Once the thematic map has been refined, the researcher creates a definition and narrative description of each theme, including why it is essential to the broader study question. The names of themes to be included in the final report are reviewed to ensure they are brief and adequately descriptive. This final step involves writing the final analysis and description of the findings (Braun & Clarke, 2006). Elements of the writing process have already begun through note-taking, describing themes, and selecting representative data extracts in previous steps (Kiger & Varpio, 2020).

The conduct of the research will adhere to the ethical principles of beneficence wherein the research participants will be the selected beneficiaries of the community programs and activities. Also, the participants will not be harmed while conducting the study. Hence, all their responses and identities will be kept confidential. There will be no discrimination in the selection of the research participants. As part of the respect for the person, the researchers undertook a short orientation about the purpose of the study and the contents of the consent form before the focus group discussions. During the orientation, all participants will be asked if they would be willing to participate in the study. Only those participants who will signify their consent to participate in the study will be asked to sign the Informed Consent Form [ICF].

IV. RESULTS AND DISCUSSIONS

This part presents the themes developed from the narratives of the research participants during the focus group discussions.

1. **Assistance for Community Policing.** Community policing is a collaborative effort between the Philippine National Police, the Barangay Public Safety Officer (BPSO), locally known as the tanned, and the community, in general, to ensure that the place where they live is peaceful and safe.

Community Policing is generally defined as a law enforcement philosophy that allows officers to continuously operate in the same area to create a stronger bond with the citizens living and working there. This allows public safety officers to engage with residents and prevent crime from happening instead of responding to incidents after they occur (Everbridge, 2023).

a. **Capacitating the Barangay Public Safety Officers (BPSO).** During the focus group discussions, the *barangay public safety workers (tanods)* expressed that they needed updated training about appropriate laws for the *tanods* since those barangay tanods who participated in the last training conducted by the University of Cebu Graduate School have been replaced, and there are already needs sets of tanods at the moment. He added that they also need some equipment and supplies so that they will be able to carry out their duties and responsibilities within the bounds of law in the country.

A barangay tanod, also known as a barangay police officer – and sometimes as a Barangay Public Safety Officer (Belmonte, 2016), barangay peacekeeping and security officer, or barangay police safety officer) – is the lowest level of law enforcement officer in the Philippines. He is a watchman for a barangay, supervised by the barangay captain, and performs various police functions. Tanods are "front liners in preparing and responding to any atrocities, public disorders, emergencies, and even disasters or man-made calamities that threaten peace and order and public safety (Government Regional Resource Center Region VI, 2012).

b. **Rebuilding community BPSO headquarters.** During the focus group discussions, the participants requested scrap materials to renovate the damaged headquarters for the tanods or BPSO peace in Barangay Tinago, Cebu City, which is essential for ensuring that the assigned barangay peace volunteers would have headquarters to discuss important matters relating to keeping the peace and order of the community. Also, the barangay BPSO headquarters will serve as the place where the community peace and security workers and volunteers undertake meetings relating to the peace and order situation of the community. It was promised that the BPSOs and volunteers would help one another repair BPSO's headquarters. The Graduate School faculty members would request the scrap building materials from the Building Maintenance Office or Property Custodian Office.

c. **Juvenile Orientation.** The research participants also expressed concerns about the undesirable behavior of the underage residents in Barangay Tinago, Cebu City. They further divulged the seminars for the youth or young (underage) community members so that they will be oriented on the proper behavior they should exhibit, especially during nighttime. These revelations denote that the young residents of the adopted community need to undergo seminars about the prevailing state legislations and policies so that juvenile delinquency will be avoided or mitigated.

Juvenile delinquency seriously threatens society and the future as a nation. No one can blame any single person or authority for this problem. Parents, schools, society, and local and government agencies are responsible for youth crimes. So, instead of simply passing the buck, it is better to accept the responsibility and collaborate to fight the problem (Secure Teen, n.d.).

All sociological explanations of delinquency maintain that social variables and structures, not biological or psychological characteristics, are responsible for delinquent behavior. Whether or not particular behaviors by juveniles are considered delinquent depends upon a specific community's definition of delinquency, the specificity of the law in a particular area, the perceptions of the juvenile judge in a particular jurisdiction, the policies of law enforcement in a given area, and parents' values about the behavior of juveniles (Nagla, 1981).

The factors causing the crime are complex. It comprises psychological and social circumstances that interact, causing particular behavior. Family relationships cause a crime committed by a minor. Most juvenile delinquents lack parental care since children with parents abroad sometimes find themselves in the wrong environment and "go astray." Children who live on the streets and lack a home are considered to be at risk. Childhood psychological trauma, violence, imitation of criminal authorities, etc., are also cited as reasons for juvenile delinquency (Gogua, 2020).

2. **Community Health Needs.** Community health needs are one of the crucial components in any community extension or outreach program of universities. Hence, it is essential to assess how university stakeholders will be able to address and contribute towards filling in the needs of the poor and health-vulnerable members of the adopted community.

A community health needs assessment is the starting point for addressing a rural community's needs. The assessment identifies and measures factors that impact health, such as gaps in services, as well as assets and strengths available to help resolve these issues. This assessment will help to identify topics and issues relevant to a community (Rural Health Information Hub, 2002b).

a. ***Dearth of Medical Supplies.*** One of the problems of the Barangay Health Workers is the shortage of over-the-counter medicines for the people who cannot afford to purchase over-the-counter and first-aid kits medicines at the nearby drug stores. This hinders community healthcare providers from responding to people's health emergencies, especially during nighttime.

b. ***Health Promotion Seminar.*** The research participants also asked for a seminar that would focus on promoting the health consciousness of the residents in the community so that diseases, predominantly those communicable, would be lessened. Also, this seminar would enable the residents to learn how to manage their health properly.

Health promotion is the process of enabling people to increase control over and improve their health. It moves beyond focusing on individual behavior towards various social and environmental interventions. As a core public health function, health promotion supports governments, communities, and individuals to cope with and address health challenges. This is accomplished by building healthy public policies, creating supportive environments, and strengthening community action and personal skills (World Health Organization [WHO], n.d.).

c. ***Free Consultations for Senior Citizens.*** During the focus group discussions, one of the active members of the Association of Senior Citizens in Barangay Tinago, Cebu City, disclosed that they needed free consultations exclusive to senior citizens only. In this way, their specific needs and current health conditions would be addressed or taken care of by health providers.

As we age, our social priorities and needs can change. They can also be more difficult to fulfill due to health problems, mobility challenges, and a shrinking social network, which may contribute to the feelings of loneliness and social isolation experienced by many older adults (Holt-Lunstad et al., 2010; James et al., 2011).

In addition, the elderly vulnerability to chronic health conditions puts them in need of appropriate and accessible health care. The three most significant challenges to accessible health care for the elderly in low- and middle-income countries are (a) the capability to afford the health care visits (60.9%), (b) the ability to afford transportation (28.1%), and (c) the feeling of not being sick enough (27.3%). Other significant challenges are no available transport (20.7%), equipment or skill inadequacy of the healthcare provider (7.8%–14.1%), the lack of knowledge about where to go (9.8%), and previous lousy treatment (7.9%) (World Health Organization [WHO], 2014).

Aside from healthcare accessibility, another critical issue in low- and middle-income countries is the ability to treat disease early and prevent suffering from chronic conditions (Bloom et al., 2015).

3. ***Community Education Needs.*** Even with the presence of public schools in Barangay Tinago, Cebu City, there were still some areas wherein the University may help supplement the learning needs of the students there.

Individuals enhance their lives and communities through Community Education, which provides opportunities for learning and collaboration. It impacts everyone from local community members, schools, government, families, neighbors, and the individual (Florida Atlantic University, 2023).

a. ***Reinforcing the Para-Education Program.*** In education, the Barangay Library and Reading Center, which the University of Cebu Graduate School provided with books, were used by Sangguniang Kabataan members. The books the University gave were placed in the stockroom, and termites destroyed most of them. This means that the University needs to provide learning materials, particularly books so that the said community learning resources can operate again since Barangay Library and Reading Center are of excellent health for the learner to study. Also, it has been a trustee of the national government to establish libraries and reading centers. So, this program will be successful in partnership with the academe.

It is at this moment declared the national policy to promote the moral and intellectual well-being of the people: elevate the literacy level of every Filipino to the end that illiteracy is eradicated by the end of the century, and recognize the vital role of knowledge and information in nation-building by establishing public libraries in every congressional district, city, and municipality, and reading centers in every barangay throughout the Philippines (Congress of the Philippines, 1994).

4. ***Livelihood Needs.*** Due to the high incidence of poverty in Barangay Tinago, the people need help from Higher Education institutions (HEI) to provide them with the opportunity to earn income through self-help and cooperation from one another.

a. ***Revival of Entrepreneurship for Mothers Program.*** The onslaught of COVID-19 caused the emergence of economic problems for the members of the existing "Entrepreneurship for Mothers Program, which led to the

inability of the borrowers to pay their dues due to loss of income or they were placed under a No-Work-No-Pay arrangement when the business entities where they husband worked cease the operation.

This calls for the revival of the abovementioned social enterprise program for the mothers wherein the University would provide fresh seed capital so that the people can continue the abovementioned microfinance program by the beneficiaries will be expanded as "Microfinance for Women" so that they would no longer be exclusive for mothers, but all interested women will be included as long as they signify their interest and commitment.

Gimena et al. (2023) opined that developing the selected beneficiaries' financial literacy would be a critical factor in ensuring that the social enterprise will be sustainable in expanding and including more beneficiaries. Moreover, involving the community in a business initiative within their reach of understanding and capacity enables them to feel more empowered as a member of society. This type of community initiative provided them with a sense of value, affording them the comfort of sharing their thoughts for the betterment of all.

V. CONCLUSION

The people had apparent needs for community policing, health, education, literacy, livelihood, and entrepreneurship. Therefore, the selected beneficiaries need help from the Higher Educational Institutions [HEIs], especially the University of Cebu (UC), which expressed the commitment to share resources to help the Barangay Officials, volunteers, and marginalized groups to become dependent and reliant. The various community programs and activities are necessary to strengthen their ability to maintain peace and order and mold the young residents according to the law. However, the needed health kits are needed to respond to emergency healthcare. Also, rebuilding the learning resource center and social enterprise is essential for community sustainability.

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