unit 66

Conducting community-based needs identifications for intangible cultural heritage in situations of conflict and displacement

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Lesson plan

**Duration:** 8 hours

**Objective(s):**

This unit aims to provide participants with the knowledge and skills to carry out a community-based needs identification in line with the 2003 Convention’s Operational principles and modalities for safeguarding intangible cultural heritage in emergencies. Building on Unit 65, participants will learn about the different steps undertaken in a community-based needs identification to assess the specific needs for intangible cultural heritage in situations of conflict and forced displacement.

**Description:**

This unit builds on the conceptual knowledge acquired in Unit 65 on the basics of safeguarding intangible cultural heritage in situations of conflict and forced displacement. The previous unit addressed, among other subjects, the actions contained in the three stages of the operational modalities (preparedness, response and recovery). This unit looks specifically at community-based needs identification, which was mentioned as an action to be undertaken in both the response and recovery stages. Community-based needs identification (CBNI) is a methodology for communities to identify their safeguarding needs in the context of an emergency, as well as those elements that may be mobilized by communities as a source of resilience. While this methodology can be used in both situations of disasters and conflict, this unit focuses on how to apply this methodology in situations of conflict and forced displacement. Thus, this unit will introduce the community-based needs identification methodology and explain the various stages to conduct this methodology through practical exercises.

*Proposed sequence:*

- Introduction to community-based needs identification

- Ethical principles for conducting a community-based needs identification,

- Key principles for conducting a community-based needs identification.

- Who, when and what is needed to develop a community-based needs identification.

- Stages in conducting a community-based needs identification.

**Supporting documents:**

Facilitator’s notes Unit 66

PowerPoint presentation Unit 66

Unit 66 Handout 1. Recommendations for safety during humanitarian actions.

Unit 66 Handout 2. Exercise 1 Formulating draft questions.

Unit 66 Handout 3. Exercise 2: Formulating the methodology

UNESCO 2019. A Methodology for community-based needs identification: Engaging cultural resources in displacement. https://ich.unesco.org/doc/src/68815-EN.pdf

UNESCO 2020. Operational principles and modalities for safeguarding intangible cultural heritage in emergencies. https://ich.unesco.org/en/operational-principles-and-modalities-in-emergencies-01143

Other relevant resources from the UNESCO Capacity-building materials repository. https://ich.unesco.org/en/capacity-building%20materials:

• Unit 22: Free, prior and informed consent

• Unit 23: Methods & techniques of inventorying

• Unit 24: Audio recording in inventorying

• Unit 26: Photography in inventorying

**Additional resources:**

CDA Collaborative Learning Projects (2004). The Do No Harm Project. The “Do No Harm” Framework For Analyzing The Impact Of Assistance On Conflict: A Handbook. Cambridge. <https://www.cdacollaborative.org/wp-content/uploads/2016/01/The-Do-No-Harm-Framework-for-Analyzing-the-Impact-of-Assistance-on-Conflict-A-Handbook.pdf>

UNHCR 2006. The UNHCR Tool for Participatory Assessment in Operations. https://www.refworld.org/pdfid/462df4232.pdf

UNHCR 2008. Community-based approach in UNHCR operations. <https://www.refworld.org/pdfid/47da54722.pdf>

UNHCR 2017. Needs Assessment Handbook. https://www.unhcr.org/handbooks/assessment/sites/assessment/files/2023-10/UNHCR%20Needs%20Assessment%20Handbook.pdf

UNESCO 2015. Ethical Principles for Safeguarding Intangible Cultural Heritage. <https://ich.unesco.org/en/ethics-and-ich-00866>

UNESCO. 2017. Rapport final. Identification des besoins de sauvegarde du patrimoine culturel immatériel avec la participation des communautés dans la région du Nord-Kivu, République démocratique du Congo. Paris, UNESCO Living Heritage Entity. <https://ich.unesco.org/fr/projets/identification-des-besoins-de-sauvegarde-du-patrimoine-culturel-immateriel-dans-le-nord-kivu-avec-la-participation-des-communautes-00378>

UNESCO 2017. Guidance Note on inventorying intangible cultural heritage. <https://ich.unesco.org/en/guidance-note-on-%20inventorying-00966>

International Committee of the Red Cross 2022. SAFE. Security and safety manual for humanitarian personnel. <https://www.careemergencytoolkit.org/wp-content/uploads/2022/05/SAFE-revised-2022-english.pdf>

Notes and suggestions

This unit should be undetaken only once Unit 65 on basics in safeguarding intangible cultural heritage in situations of conflict and forced displacement have been completed. Consider completing both units 65 and 66 together in approximately 12 hours.

*Participants*

Participants are expected to be the same as those who took the Unit 65 training, which provides the conceptual foundation to the present unit. In line with the previous unit, this unit is aimed at a variety of participant profiles, such as government officials, personnel of humanitarian organizations, NGO actors, security actors, cultural managers, UN agency field workers, community leaders and researchers, among others interested in this area of knowledge. The facilitator should consider including a wide representation of participants (different genders, ages, ethnicities and other relevant social categories). Moreover, as in the past unit, the facilitator should consider the level of sensitivity involved in dealing with situations of conflict and intangible cultural heritage issues, and should familiarize themselves before the workshop with the profile of participants to avoid potential conflicts due to political/cultural differences. In some cases, the facilitator may consider organizing more than one or separate workshops for these different participants.

*Preparing for the unit*

This unit requires preparation by the facilitator through consultation of the additional resources listed above. The facilitator should be familiar, in particular, with the Operational Principles and Modalities for Safeguarding Intangible Cultural Heritage in Emergencies (2020). The Facilitator’s Notes should be consulted beforehand, as they offer additional detail to that provided on the slides

**Facilitator’s narrative**

**Introductory comments**

**Overview of the unit**

This unit provides basic information on how to conduct a community-based needs identification, with accompanying exercises. The facilitator’s introductory remarks should highlight the place of community-based needs identifications within the framework of the Operational principles and modalities. The unit begins by introducing the concept of community-based needs identification and then covers the guiding principles to be taken into account when carrying out a community-based needs identification. A first exercise enables participants to understand these principles. This is followed by an explanation of the security aspects to be taken into account when conducting fieldwork. A second exercise allows participants to analyze and explain the security aspects to be taken into account when conducting fieldwork. This is followed by an explanation of who, when and what to consider when conducting a community-based needs identification. Finally, the training focuses on the 10 steps to carry out a community-based needs identification.

**Learning objectives**

The overall objective of this unit is to provide participants with the knowledge and skills to carry out a community-based needs identification. More specifically, at the end of this unit participants will be able to do the following:

* Explain what constitutes a community-based needs identification and where this action fits into the Operational principles and modalities;
* Cite the guiding principles for carrying out a community-based needs identification;
* Identify who, when and what is required to develop a community-based needs identification;
* Present the 10 steps for conducting a community-based needs identification and know how to apply them.

###### SLIDE 1

Conducting community-based needs identifications for intanginle culural heritage in situations of conflict and forced displacement

Title slide.

Photo: Cultural practices and expressions linked to the balafon of the Senufo communities of Mali, Burkina Faso and Côte d'Ivoire © Direction du Patrimoine Culturel, 2012

###### SLIDE 2

In this presentation…

Building on the theoretical knowledge acquired in Unit 65, this unit introduces the community-based needs identification methodology that can be used to help communities identify and safeguard their intangible cultural heritage that may be both threatened by a conflict situation, and serve as a source of resilience.

Key topics covered are:

* Guiding principles of a community-based needs identification
* Security and ethical recommendations during fieldwork
* Who, when and what is required to conduct a community-based needs identification
* Steps to carry out a community-based needs identification

###### SLIDE 3

**What is a community-based needs identification?**

It is a methodology that seeks to prioritise resourcing and supporting the capacity of affected communities to identify and address, through a community-based approach, their immediate safeguarding needs and harness their intangible cultural heritage to mitigate the immediate effects of a conflict.

The main goal of the methodology is to assess the needs in view of defining context-based safeguarding actions for the safeguarding of intangible cultural heritage in conflict situations.

###### SLIDE 4

**Guiding principles**

In conducting a community-based needs identification, three basic principles for working in the field with communities that have experienced an emergency should also be kept in mind:

* *A rights and community-based approach:* Specifically in situations of emergency, besides being the only ones who can identify and define what constitutes their cultural heritage, the concerned communities, groups and individuals should be primarily engaged with to assess the effect of an emergency on their heritage, what measures are needed to safeguard it, as well as how they might draw on it as a resource (Principle 3, UNESCO 2019c). This is in line with a human rights-based approach to safeguarding living heritage in emergencies, emphasizing the active participation of communities in all decisions which affect their heritage.
* *Inclusiveness and equality:* Communities do not experience emergencies or their aftermath in the same way. Risks, needs, priorities, capacities, resilience, and coping mechanisms are varied, depending not only on age, gender, social roles, and other forms of diversity but also on the extent to which groups are able to participate in finding durable solutions to their situations. The 2003 Convention promotes an inclusive approach (see Operational Directives 174) to ensure that safeguarding plans are fully inclusive of all sectors and strata of society, including Indigenous Peoples, migrants, immigrants and refugees, people of different ages and genders, persons with disabilities and members of vulnerable groups.
* *Do No Harm (DNH).* This is a key humanitarian principle to avoid exposing people to additional risks through any humanitarian or development intervention in conflict settings. It means taking a step back from an intervention to look at the broader context and mitigate potential negative effects on the social fabric, the economy and the environment. A community-based needs identification should be carried out taking into account UNESCO's Ethical principles for the safeguarding of intangible cultural heritage (see https://ich.unesco.org/en/ethics-and-ich-00866).

###### SLIDE 5

**Ten recommendations for safety when conducting a community-based needs identification in the field**

*The following recommendations have been adapted from the International Committee of the Red Cross 2022. SAFE. Security and safety manual for humanitarian personnel. Ten recommendations. Pp. 10-12. For the full text see:* [*https://www.careemergencytoolkit.org/wp-content/uploads/2022/05/SAFE-revised-2022-english.pdf*](https://www.careemergencytoolkit.org/wp-content/uploads/2022/05/SAFE-revised-2022-english.pdf)

1. Take an interest in the context where you work. Understand the local context to anticipate problems, respect cultural norms, and identify potential threats.
2. Be respectful. Show respect by adapting to local customs and avoiding behaviors that may cause offense or misunderstandings.
3. Listen and observe. Stay alert by actively listening and observing changes in your surroundings to detect potential dangers.
4. Take the initiative. Take initiative in improving security by consulting colleagues, reporting concerns, and contributing to a safer environment.
5. Obey the security regulations. Follow security regulations designed for collective safety and trust the guidelines established by experts.
6. Be rigorous. Be disciplined in assessing risks objectively and prioritize caution over unnecessary heroics.
7. Plan and prepare carefully. Carefully plan and prepare for each activity to minimize risks and avoid preventable security incidents.
8. Think about what you publish on social media. Be mindful of your online presence, as what you share can impact personal and organizational security.
9. Use your common sense. Trust your judgment and use common sense to navigate security challenges in varying contexts.
10. Look after yourself. Prioritize your physical and mental well-being, seek support when needed, and foster solidarity with colleagues.

Discuss with the group each recommendation and ask if they can give an example to illustrate the recommendation from their own experience or a hypothetical situation.

###### SLIDE 6

**Community-based needs identification requirments: Who, when, what?**

Who should conduct a community-based needs identification?

The person coordinating a community-based needs identification should have extensive experience working in the field with communities in areas related to the social sciences and humanities. Ideally with experience in culture and/or conflict situations. In addition, they should have taken this course and/or handled the information provided in units 65 and 66.

In order to conduct a community-based needs identification, there should also be a team in charge of collecting information in the field. This team should be local and have experience in social research and be sensitive to the conflict situation (see step 5).

The number of people in the field team, as well as the number of people the coordinator may require to support the analysis of the study, will depend on the complexity, geographic extension and timeframe of the study.

Partnership

A community-based needs identification cannot be designed without the participation of bearers, who are the experts from the community on the practices and could also involved researchers. Nor can it be implemented without involving, or even partnering with, community-based organisations (CBOs) or other relevant structures or networks within the community concerned. It is also key to involve humanitarian or development organisations working with communities affected by the conflict.

When should a community-based needs identification be conducted?

A community-based needs identification should be carried out in the response phase of the emergency cycle after the immediate emergency interventions by humanitarian agencies have been completed. If it cannot be conducted in the response phase, it should be carried on to the recovery phase.

What aspects should a community-based needs identification consider?

* Technical: Team that will conduct the a community-based needs identification.
* Financial: Responsible for managing the project budget.
* Logistics: Logistic support is key to accessing and engaging concerned communities in a suitable manner.
* Security: Consider aspects outlined above in security recommendations.

For an example of conducting a community-based needs identification, facilitators may wish to refer to the following workshop report for further information:

* UNESCO. 2023. Final report: Training on identifying needs for safeguarding intangible cultural heritage in situations of conflict and forced displacement. Minawao Refugee Camp, Cameroon. Available from (Available from Secretariat on request)

###### SLIDE 7

Steps to conduct a community-based needs identification

The following slides present the steps to be followed in carrying out a community-based needs identification.

These steps are adapted from the UNESCO 2019. *A Methodology for Community-Based Needs Identification: Engaging cultural resources in displacement*. https://ich.unesco.org/doc/src/68815-EN.pdf

1. Developing lines of inquiry
2. Performing situation analysis
3. Contextualising the methodology
4. Holding a participatory inception workshop
5. Mobilising the research team
6. Finalising the methodology and tools
7. In the field
8. Processing and analysing data
9. Participatory planning
10. Keeping communities informed

During the workshop, if possible, the participants are encouraged to apply each step to a concrete case. The final goal of this workshop is to develop the methodology in a concrete case together with the participants, so it is strongly recommended to give at least two days for this activity.

###### SLIDE 8

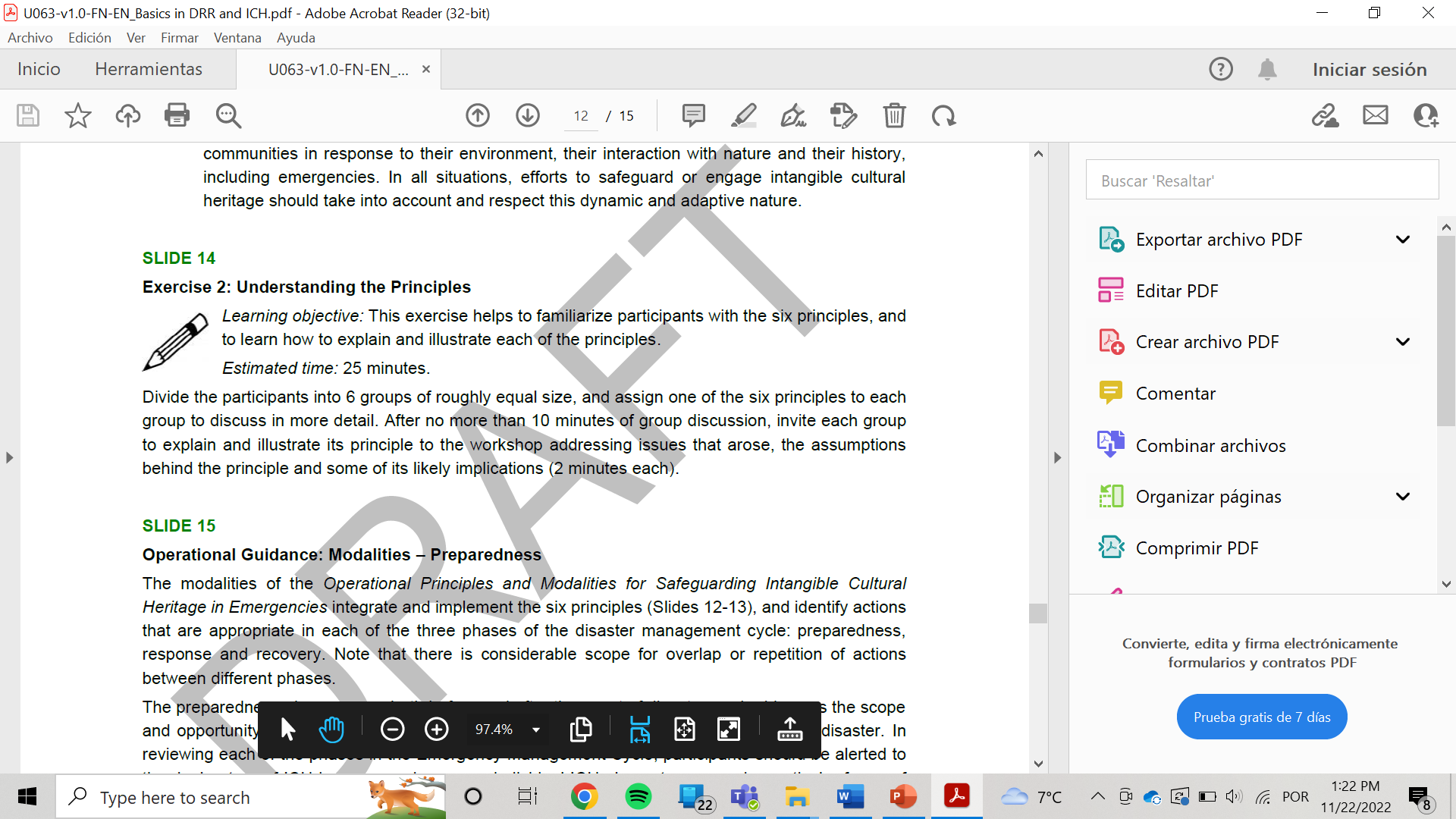
Step 1: Developing lines of inquiry

The first step is to design lines of enquiry which should encompass the safegaurding needs of communities which have emerged as a result of the conflict situation. They should also be able to identify what elements have emerged, strengthened, or been revived in the communities as a result of the conflict and that have served as a resource of resilience during this crisis situation. Suggested lines of enquire are the followings:

1. Disappearance of customs/traditions.
2. The weakening of customs/traditions.
3. Strengthening, emergence or resurgence of customs/traditions that take on a new role as a resilience mechanism.
4. Mixing/hybridisation/crossover with the customs and traditions of the host community with the host community in case of forced displacement.
5. Adoption of new customs/traditions specific to the host community in case of forced displacement.

These lines of enquiry are translated into questions, which will be refined in step 4 and 6 and used for data collection with the community in step 7.

###### SLIDE 9

**Exercise 1: Formulating draft questions**

*Learning objective:* This exercise allows participants to begin designing draft questions that will be used later to collect information with the community in the field.

Estimated time: 25 minutes.

Give participants the handout 2 Formulating draft questions. This contains a proposal of lines of enquiry, and the questions that were used in the community-based needs identificationthat was carried out in the field. It is proposed that each participant formulate five questions based on the context in which they plan to develop the community-based needs identification.

###### SLIDE 10

Step 2: Performing a situation analysis

A large number of social and humanitarian organisations working with conflict use conflict analysis to understand the dynamics, history and actors involved in the conflict. This analysis allows for the establishment of activities that enable an effective response to the affected communities.

Conflict analysis is called situation analysis in the case of a community-based needs identification. This is a documentary or bibliographic study that identifies and assesses the complex interactions between the intangible cultural heritage and the conflict situation. It includes the identification of the social, political and cultural context of the region where the conflict is taking place. If there is a displaced population, the displacement movement should also be contextualised. Official and unofficial information (if available) related to intangible cultural heritage in the region/country where the community-based needs identification is to be carried out should also be identified.

Situation analysis also identifies the main actors involved in the conflict situation, specifically seeking to understand the power relations between different groups according to their geographical origin, cultural, linguistic, ethnic or religious profile, other socio-economic characteristics and demographic variables such as gender and age.

In addition, the situation analysis provides a picture of the operating environment, including other existing and potential resources, their capacities and constraints - e.g. local NGOs, government agencies, UN organisations, faith-based organisations, etc. - along with the acceptance by national and/or local actors of possible interventions that address the culture of the affected populations.

To best conduct a situation analysis in the context of conflict and displacement, it is suggested that it be developed by a small and focused team, combining expertise in issues related to cultural diversity, conflict analysis and/or political economy, relevant language skills to access a diversity of sources, and prior knowledge of the specific geopolitical and social, cultural and economic context. The information is mainly found in secondary sources that can be complemented by some key informant interviews.

The expected outcomes of the situation analysis are:

* A report summarising and analysing information relevant to the design and implementation of the community-based needs identification process in the specific context.
* An analysis of how to indicate potential sensitive issues that need to be taken into account when designing and implementing community-based needs identification . This may include customs/traditions incompatible with human rights, actors abusing or disrespecting culture, use of culture to dominate or marginalise certain categories of people or social groups, cultural stereotypes, negative attitude of the host community or authorities towards the culture of conflict-affected people, terminology to avoid, etc.
* An identification of knowledge gaps in the areas of relevance.
* A reference list of knowledge sources (published and unpublished studies, cultural inventories, etc.) or resources (key informants, audio-visual or artefact collections, etc.) on ICH and affected populations, including the displaced population, and details on how these sources or resources can be accessed.

Some of the anticipated challenges to performing a comprehensive situation analysis are:

* Limited time and financial and/or human resources to cover all themes.
* The availability of and access to credible and valid sources on all topics of relevance.
* Keeping focus on the main lines of inquiry to avoid irrelevant data and analysis.

The facilitator can provide participants with Handout 3: Example of a situation analysis in a community-based needs identification conducted in the North Kivu region of the Democratic Republic of Congo in 2017.

###### SLIDE 11

Step 3: Contextualising the methodology

Findings from the situation analysis are incorporated into the contextualised methodology for community-based needs identification that includes at least:

* Ethical principles guiding community-based needs identification adapted from UNESCO Ethical Principles for Safeguarding Intangible Cultural Heritage (UNESCO 2015c), UNHCR Key Principles for Needs Assessments (UNHCR 2017a: 29-30) and Ethics of Participation (UNHCR 2008: 13-14);
* Refined lines of inquiry forming the basis of discussion and interview guides to be developed by the research team (see step 6);
* Identification of potential partners (international organisations, government, academic and research institutions, local NGOs, CBOs, etc.);
* Provisional identification of sites where to implement a community-based needs identification (specific locations and/or types of locations such as camps or settlements for the displaced, rural or urban areas where displaced people live among host population, etc.);
* Provisional list of groups and categories of people to include as participants (refugees, IDPs, returnees, host communities, and sub-groups among them);
* Identification of resource persons, key informants, gate keepers and other influential people to include in preliminary consultation about the community-based needs identification design and methodology;
* Identification of relevant research and consultation tools that depend on the context, time and resources available.

###### SLIDE 12

**Step 4: Holding a participatory inception workshop**

Once partnerships are established, the next recommended step is to hold an inception workshop to consult with resource persons, key informants, gate keepers, community members and other influential people who can facilitate access to and involvement of concerned communities. Workshop participants typically include members of cultural organisations, leading cultural practitioners, NGOs and CBOs, academics and researchers, community and opinion leaders (according to context) and local authorities.

If the location(s) where the community-based needs identification is planned to be implemented is already known at that stage, the majority of participants should be members of the concerned communities while ensuring that a variety of subgroups are included in terms of gender, age, ethnic, religious and other social characteristics.

The objectives of the workshop are:

* To introduce the community-based needs identificationprocess;
* To probe the interest of participants, secure their support for the process, and incorporate their input into the final methodology;
* To collectively review the main findings of the situation analysis, lines of inquiry, customised methodology and proposed tools;
* To agree on local terminology, definition and categories related to intangible cultural heritage relevant to the context;
* To identify or confirm the selection of communities and locations where to implement a community-based needs identification;
* To discuss practical challenges and ways of overcoming them.
* And the workshop is also an opportunity to fill some of the information gaps identified in the situation analysis, locate additional information sources and resources, and identify researchers and implementing partners from the concerned communities if this has not been done before.

###### SLIDE 13

Step 5: Mobilising the research team

Next comes the mobilisation of a team of female and male researchers drawn from the concerned community(ies) who are the team that would collect the information with the community in the field. They may or may not live on the site(s) where the community-based needs identification will be carried out, but are familiar with them and possess local connections, language skills, social and cultural knowledge, and awareness of sensitive issues. Researchers can be people engaged in a cultural practice, students, teachers, academics, professional researchers or enumerators, volunteers with local or international organisations, etc. They either have previous experience conducting field research or demonstrate interest for cultural resources and the motivation and right attitude to conduct highly qualitative field-based research.

Unless all members of the team already have a solid field-research experience, a training component is included. It covers in particular research ethics, in-depth interview and consultation techniques and the use of audio-visual material to capture data. It is best to prioritise local trainers, ideally some members of the research team who can also assume a supervisory role during fieldwork.

###### SLIDE 14

Step 6: Finalising the methodology and tools

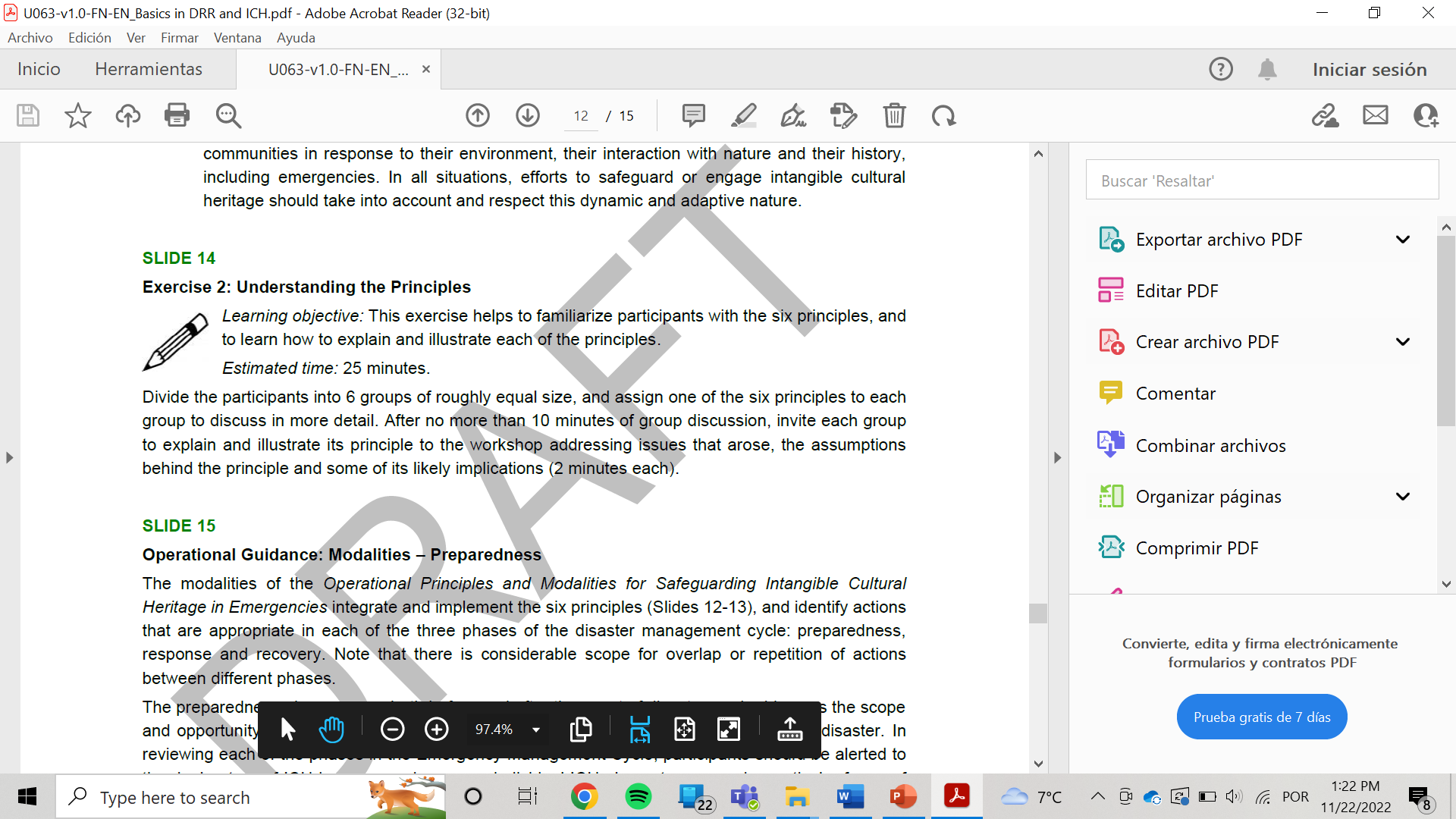
The research team must be involved in the finalisation of the methodology. This includes the final decision on locations where to implement the community-based needs identification, identification of specific sensitive issue and areas and gate keepers in the chosen locations, selection of categories of people and local organisations to involve in discussions and interviews – community leaders of various types, local authorities, camp managers, etc.; members of a specific ethnic/language group, persons displaced from a specific region, host families, married women or men with children, single women or men, older persons, youth, practitioners of certain cultural expressions, holders of a specific knowledge (such as traditional healers) or skills (such as artisans), etc.; cultural, professional, religious organisations, cooperatives, etc. – and type and number of discussions and interviews to hold in each location. A fieldwork plan (including list and details of locations, timeline, logistics, allocation of responsibilities, supervision and communication mechanisms) is prepared and agreed upon.

The team conducting the commuity-based needs identification discusses and clarifies ethical matters including how to approach gate keepers and other participants, involve marginalised persons, ensure the safety and anonymity of vulnerable participants, obtain free, prior and informed consent, respect limitations participants may put on sharing information about cultural practices, avoid sensitivities and manage potential conflict, safely store and protect information, deal with sensitive issues should they arise, etc.

The research team prepares discussion and interview guides based on the lines of inquiry, making sure each member feels comfortable with the topics to be discussed and language used. Different categories of people to be involved and different formats (community discussions, small group meetings, individual interviews, focus group discussions) may require different guides. The research team also prepares reporting templates. In case audio-visual equipment is planned to be used, the team agrees on a protocol (when to record or not, when to capture images or not, how to safely store and manage the data, etc.).

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| Note: For further information on the topics mentioned in this step please refer to and include in the training the following information which is located in UNESCO Capacity-building materials repository (https://ich.unesco.org/en/capacity-building%20materials):  • Unit 22: Free, prior and informed consent  • Unit 23: Methods & techniques of inventorying  • Unit 24: Audio recording in inventorying  • Unit 26: Photography in inventorying |

###### SLIDE 15

**Exercise 2 : Formulating the methodology**

*Learning objective:*This exercise aims to help participants develop a methodology for conducting community-based needs identification by focusing on conflict situations that are familiar to them in their own region or country.

*Estimated time:* 1 hour

In groups of three, ask the groups, based on their own conflict situation, to draft a methodology following the format from Handout 3 Formulating the methodology.

###### SLIDE 16

Step 7: In the field

Arrangements to gain access to concerned communities in the field and organise the practicalities of the field work depend on the context and scope of the community-based needs identification (one or several sites, type of site, accessibility, etc.), the capacity of local partners to organise the field component and the relational resources the research team can mobilise. As a general rule, on each site, gate keepers – relevant local authorities, institutions, organisations and influential figures representing or providing access to a variety of sub-groups – should be approached, consulted about the methodology, asked to facilitate the fieldwork, and, when relevant, interviewed in priority as key informants.

In contexts where security is problematic, another consideration is that research team members should feel safe in locations where they conduct interviews and the safety of participants should not be compromised. This may demand last minute shifts to alternative fieldwork sites with better security conditions. The United Nations Department of Safety and Security (UNDSS), the agency coordinating safety and security in the field for UN agencies and their partners, can advise on accessibility and the evolution of local security conditions.

The amount of time to spend on each site and the number of community members to involve depends on several factors. The research team should have sufficient time to approach gate keepers, build confidence gain access, organise individual and group meetings to introduce the community-based needs identification and discuss the issues at hand, identify suitable and/or safe spaces where to hold interviews and discussions, organise and conduct in depth individual interviews and focus group discussions with pre-identified population categories, and allow time for additional discussion with participants identified during the fieldwork or categories of the population who are more difficult to access, such as marginalised groups. Experience tends to show that, regardless of the population size in a selected site, one week is the average time required in each location provided that the research team is already familiar with the environment and a local partner has prepared the ground effectively.

Points to bear in mind during fieldwork:

* As the questions in the questionnaire are likely to include the term intangible cultural heritage, it is essential to explain it in the best possible way and preferably with examples. Some example of intangible cultural heritage are provided in Unit 65.
* Do not raise expectations in the communities with the community-based needs identification. It is necessary to explain to the people contacted what the process is about and what is expected of them.
* When the conflict-affected community is contacted, they probably expect some financial or material retribution. As financial retribution is not possible, it could be considered to compensate them at the meetings by inviting them to meals and paying for their transport to where they have to go to the meetings.
* When obtaining consent with the people who are going to participate in the data collection, it must be taken into account that some of them, although willing to participate, will be reluctant to sign any document because they have suffered persecution during the conflict. In this regard, it could be proposed that, in these cases, consents can be audio-recorded.
* Also, in terms of consent, there may be illiterate people who cannot read or sign. In this regard, the consent should be read to them and they can use a mark or footprint if they wish to do so.
* If you conduct group interviews or focus groups, do not include people with different ideologies (political, religious, cultural, etc.) in the same group.
* If the terrain in which you plan to conduct fieldwork is very hostile, or the communities with whom it is planned to conduct the community-based needs identification are widely dispersed, and there is good internet access in those areas, consider conducting interviews online.

###### SLIDE 17

Step 8: Processing and analysing data

Transcribing hand-written or voice recorded discussions and interviews is a time-consuming process, especially if translation also needs to be performed. When this is the case, it is important not to underestimate the necessary resources in terms of time and competences. Local researchers, when they have the required linguistic abilities, should be involved in performing or reviewing translations, and be available to provide clarification to the person or team performing the data processing and analysis.

Further steps of data processing and analysis are performed by one single person or a small group in a harmonised and coordinated manner. A fiche is created for each transcribed individual or group interview and discussion (including all consultative workshops and small group meetings), participants are anonymised, and data reduction is performed according to its relevance to the lines of inquiry. It is best to use a qualitative textual data analysis software to code the dataset along themes derived from the lines of inquiry and additional relevant ones that have emerged from the discussions and interviews. Thematic analysis is then performed by identifying patterns and interrelations across themes, categories/profile of participants and locations.

From a methodological perspective, the dataset is meant to reflect the experiences, views and expectations of a small but diverse sample of community members. The analysis should allow to identify variations between participants but is not intended to be statistically representative of the whole community, nor to cover the whole range of possible experiences and opinions. In qualitative research, the findings are considered reliable through internal validation. External validation is sought through triangulation with the literature, at least on topics for which it exists. The situation analysis provides a basis for such validation.

A potentialities analysis may follow. This explores resources, capacities and opportunities that are unutilised or underutilised but may be utilised or developed. These can be internal to the community as revealed by the consultation and interview process, or available outside the community (in national or local institutions and organisations, other social groups such as the host community, international agencies, etc.).

Once the analysis is performed, findings have to be communicated and discussed with the research team before a report is finalised and dissemination and discussion material adequate to the context (in terms of language, visual tools, etc.) is prepared to use for participatory planning.

###### SLIDE 18

**Step 9: Participatory planning**

Participatory planning concludes community-based needs identification by linking the situation analysis and the fieldwork findings to the design of activities, a project or a programme.

Participatory planning brings the various stakeholders together to undertake a final analysis of the results of field-based research and consultation process, agree on goals and actions, and identify roles and responsibilities in carrying out these actions. Elements of the intangible cultural hertiage needing action to better contribute to the resilience of the concerned community, to social cohesion and reconciliation are prioritised. The priority needs and preferred actions are analysed from an age, gender, and social and cultural diversity perspective. The capacities and contributions of the community members and other stakeholders is assessed jointly in order to identify gaps and ways of addressing them. The final outcome will vary in format, depending on the type of organisation and the goals of the participating stakeholders. Typically, it takes the form of a project or a programme. It should include any budgetary requirements and agreements on what efforts will be undertaken to meet these and by whom.

Participants in the inception workshop are invited to join the planning process, together with additional officials, policy makers, service providers and/or organisations that can contribute external resources. The concerned community is represented by men and women of all ages, also ensuring diversity in terms of cultural, social and other relevant characteristics. In some displacement situations, it might be difficul to include certain categories of the concerned population if there are security or sensitivity concerns. In these cases, it might be necessary to have separate planning meetings.

Participants must be given appropriate and timely information so that they can participate meaningfully. It is best to communicate a summary of the findings to participants before convening them. Some participants may need oral rather than written communication of the findings and may need to be trained on the planning process.

###### SLIDE 19

Step 10: Keeping communities informed

As a follow up to the participatory planning process, the organisation leading the community-based needs identification should disseminate reports and the programme or project design with the concerned community, and keep community groups informed about outcomes and changes (both intended and non-intended) to the programme. Project reports should be written in an adequate manner to ensure the understanding from concerned community members and consent should always be sought from the communities before the dissemination of the report.

###### SLIDE 20

**Wrapping up**

In closing this unit, seek to clarify any outstanding issues raised above, responding to questions about content, and ensuring that participants are confident in their understanding of the key concepts and issues around the community-based needs identification.