

The background is a vibrant, abstract composition. It features several thick, wavy lines in bright colors: yellow, light blue, red, and teal. These lines are set against a dark, almost black background. There are also large, soft-edged shapes in shades of blue and purple. A white hand with a pointing index finger enters from the right side, pointing towards the text. The overall style is modern and artistic.

INTRODUCTION

INTRODUCTION

These prompts are **flexible**, **adaptable**, and **sensitive** to context. They are not checklists, standards or fixed principles.

The prompts include **48 relevant questions**—including foundational questions—and 7 main prompts. Each prompt includes a core question and supporting sub-questions.

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INTRODUCTION

HOW TO USE THE PROMPTS

This tool can be used in a variety of ways. You can roll the dice and explore the related prompt that appears. If making the dice is not feasible, you can instead shuffle and draw from the deck of prompt cards .

The prompts can be used:

- *At different stages of a project*
- *Selectively*
- *Individually or collectively*
- *As conversation starters*
- *As tools for reflection, not checklists*

SCAN FOR
MORE
INFO &
DICE





FOUNDATIONAL
QUESTIONS

The background is a vibrant red color with a white, wavy-edged shape in the center. Two thick, teal-colored wavy lines are overlaid on the red background, one in the top right and one in the bottom left.

DEFINING THE COMMUNITY

Who do we consider
to be part of the
community in this
research?



FOUNDATIONAL
QUESTIONS



DEFINING THE COMMUNITY

Who might be
missing, excluded, or
underrepresented?



FOUNDATIONAL
QUESTIONS



PARTICIPATION AND VOICE

How do people want
to be involved in this
research?



FOUNDATIONAL
QUESTIONS

The background is a vibrant red color with large, white, wavy shapes that create a sense of movement and depth. Overlaid on this are several thick, teal-colored wavy lines that swirl and loop across the page, adding a dynamic and artistic touch.

PARTICIPATION AND VOICE

How does it feel for participants to take part, and what support do they need?



FOUNDATIONAL
QUESTIONS

The background is a vibrant red color with several white, wavy, organic shapes that resemble clouds or water splashes. A thick, teal-colored line swirls across the top right and bottom left corners of the page.

CO-CREATION AND AGENCY

Are there ideas,
practices, or local
knowledge that should
shape the research?



FOUNDATIONAL
QUESTIONS

The background is a vibrant red color with white, wavy, organic shapes that create a sense of movement and depth. A thick, teal-colored line swirls across the top right and bottom left corners, adding a dynamic, hand-drawn feel to the design.

CO-CREATION AND AGENCY

How can community members contribute to setting research questions or priorities?



FOUNDATIONAL
QUESTIONS

The background is a vibrant red color with white, wavy, organic shapes that create a sense of movement and depth. Teal-colored swirls and lines are scattered across the red field, adding a playful and artistic touch to the design.

KNOWLEDGE AND PERSPECTIVES

What experiences, perspectives, or ways of understanding are important for us to include?



FOUNDATIONAL
QUESTIONS

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KNOWLEDGE AND PERSPECTIVES

Are there forms of knowledge outside academia that we should value and consider?



FOUNDATIONAL
QUESTIONS

The background is a vibrant red color with several thick, teal-colored wavy lines that meander across the page, creating a dynamic and organic feel. The lines are positioned in the top right and bottom left corners, framing the central text.

STAKEHOLDERS AND INTERMEDIARIES

Who else should be involved, such as community organisations, development agencies, or local leaders?

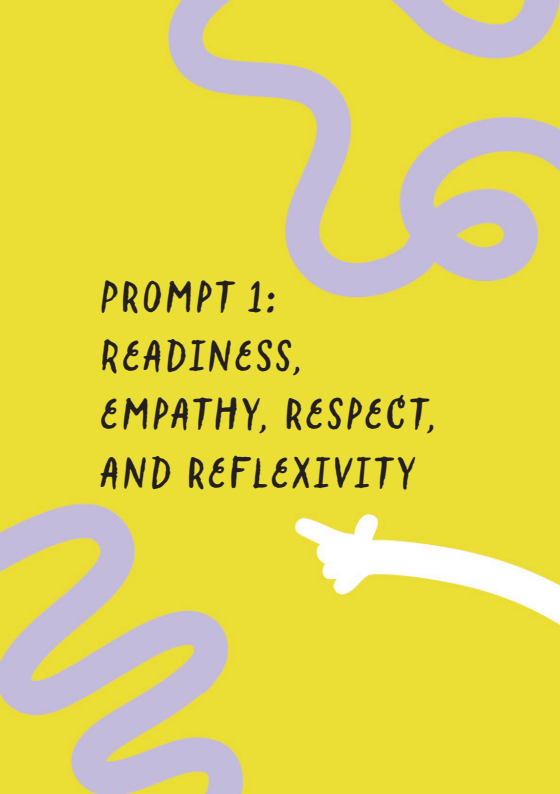


FOUNDATIONAL
QUESTIONS



STAKEHOLDERS AND INTERMEDIARIES

How can we make sure a wide range of voices are included, not just the loudest or most visible ones?

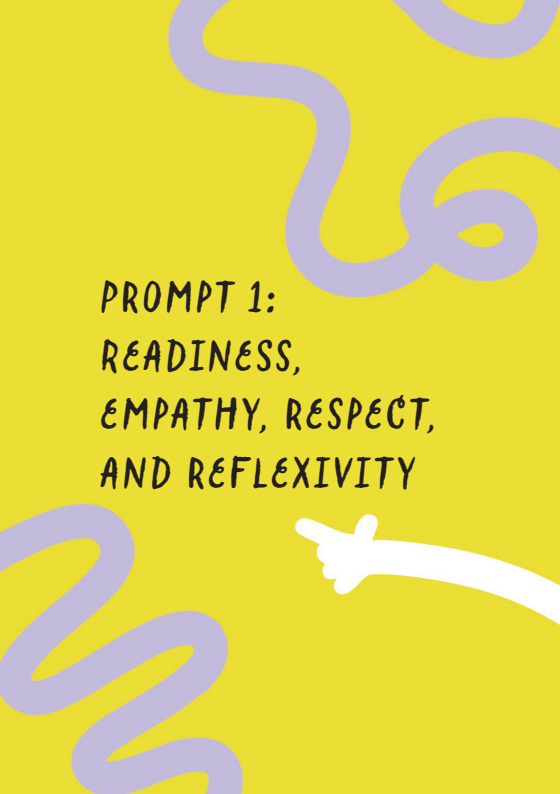
The background is a solid yellow color. There are several thick, purple, wavy lines that meander across the page. In the lower right quadrant, there is a white, stylized hand with the index finger pointing towards the text.

PROMPT 1:
READINESS,
EMPATHY, RESPECT,
AND REFLEXIVITY

A large, irregular yellow shape with wavy edges is centered on a white background. Several thick, light purple wavy lines swirl around the yellow shape, some entering from the top and others from the bottom.

CORE QUESTION

How prepared are researchers to engage ethically, respectfully, and reflexively in this community context?

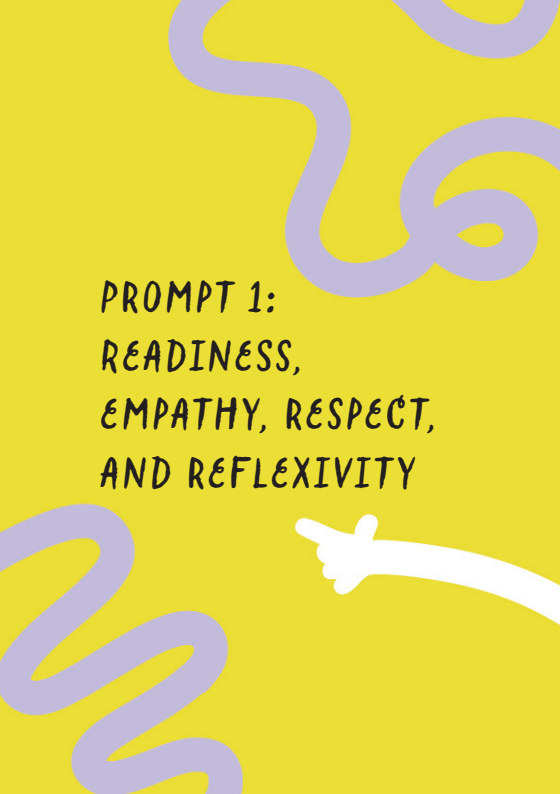
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PROMPT 1:
READINESS,
EMPATHY, RESPECT,
AND REFLEXIVITY



SUB-QUESTIONS

What level of empathy and reflexivity is appropriate for this research type and community?

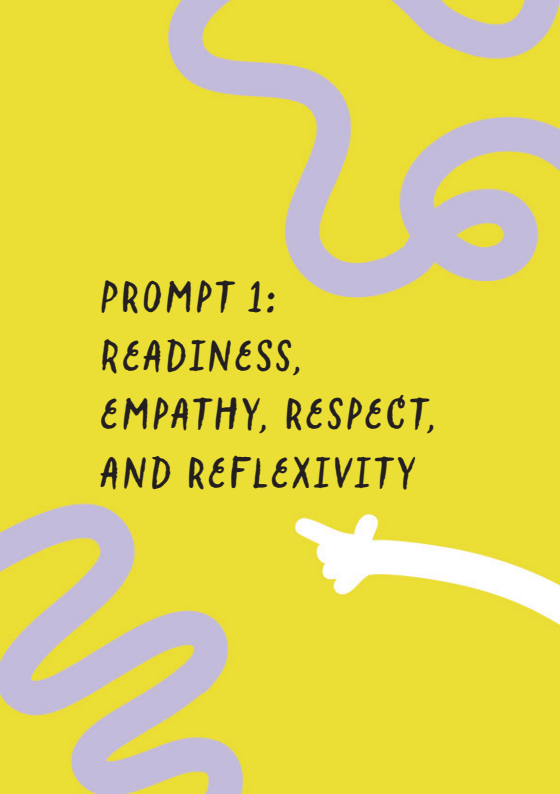
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PROMPT 1:
READINESS,
EMPATHY, RESPECT,
AND REFLEXIVITY



SUB-QUESTIONS

What assumptions, values, or expectations are researchers bringing, and how can these be made visible and reflected on?

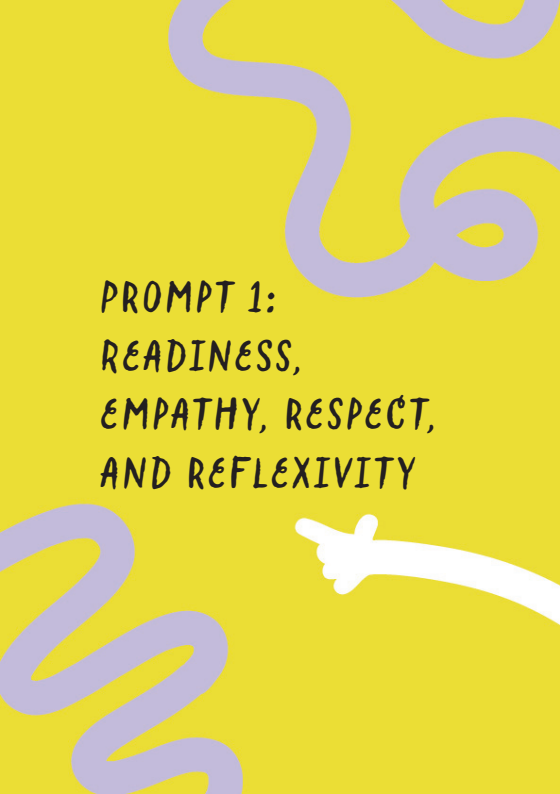
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PROMPT 1:
READINESS,
EMPATHY, RESPECT,
AND REFLEXIVITY



SUB-QUESTIONS

How do proximity and forms of embeddedness influence trust, understanding, and engagement in this context?

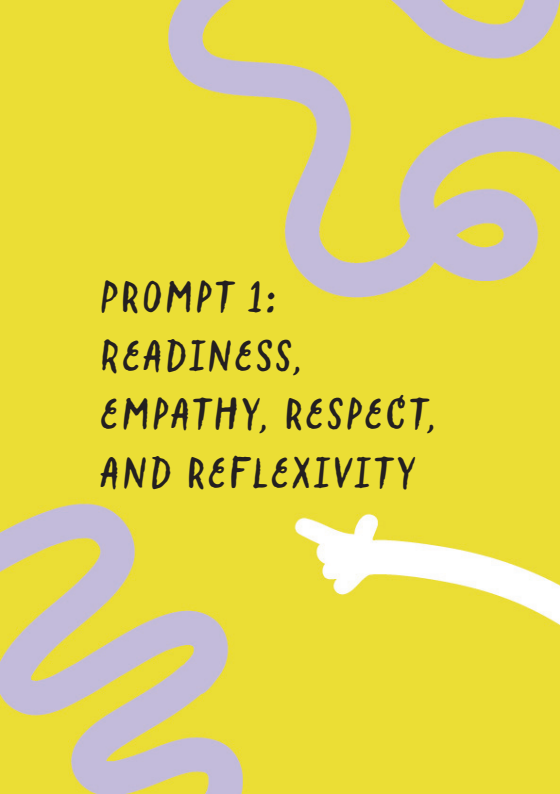
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PROMPT 1:
READINESS,
EMPATHY, RESPECT,
AND REFLEXIVITY



SUB-QUESTIONS

How do language choices, including the use (or absence) of languages other than English, shape respect, accessibility, and participation?

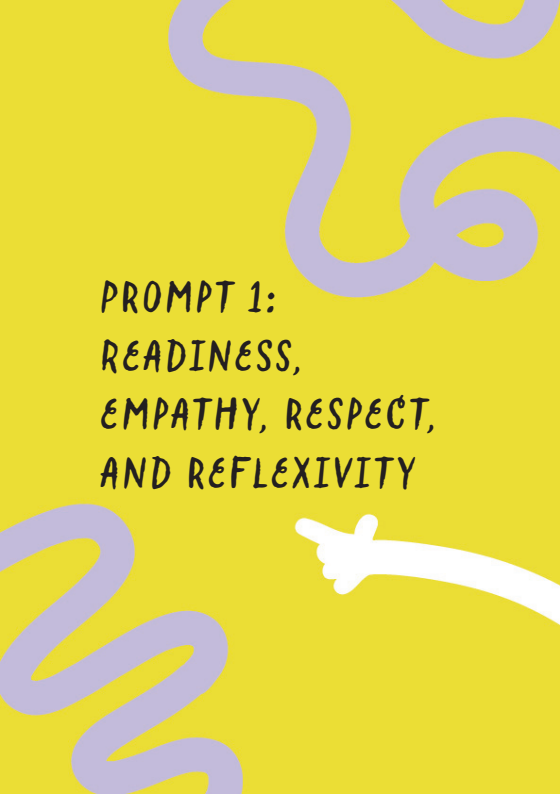
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PROMPT 1:
READINESS,
EMPATHY, RESPECT,
AND REFLEXIVITY



SUB-QUESTIONS

What forms of preparation or “leg work” are necessary to build understanding and respect, particularly when sustained presence is not possible?

The background is a solid yellow color. There are several thick, purple, wavy lines that resemble calligraphic scribbles or stylized waves. One large wave starts from the top right and curves downwards. Another wave starts from the bottom left and curves upwards. A white, stylized hand with the index finger pointing towards the text is located in the lower right quadrant.

PROMPT 1:
READINESS,
EMPATHY, RESPECT,
AND REFLEXIVITY



SUB-QUESTIONS

How prepared are researchers to respect different preferences for involvement, including limited or non-participation?



PROMPT 2:
TRANSPARENCY AND
INSTITUTIONAL
LIMITS





CORE QUESTION

How are project opportunities, limitations, and constraints, communicated and navigated with communities?



PROMPT 2:
TRANSPARENCY AND
INSTITUTIONAL
LIMITS





SUB-QUESTIONS

What institutional, temporal, or resource limitations exist, and how can they be shared transparently?



PROMPT 2:
TRANSPARENCY AND
INSTITUTIONAL
LIMITS





SUB-QUESTIONS

How is learning
throughout the process
acknowledged and
practiced?

The background features several thick, yellow, wavy lines that resemble calligraphic scribbles or stylized waves, set against a solid blue background. One large wave is in the top right, another in the bottom left, and a third in the bottom right.


PROMPT 2:
TRANSPARENCY AND
INSTITUTIONAL
LIMITS





SUB-QUESTIONS

What capacities, individual, institutional, and community, are needed, and where are the realistic boundaries of what can be offered?

The background features large, thick, blue wavy lines that resemble calligraphic scribbles or stylized waves, set against a light blue background. One large scribble is in the upper right, and another is in the lower left.


PROMPT 3:
RECIPROCITY,
CONTINUITY, AND
TRUST IN PRACTICE





CORE QUESTION

How are benefits discussed, agreed, and revisited with communities over time?

The background features large, thick, blue wavy lines that resemble stylized calligraphy or abstract patterns. One large loop is in the upper right, and another is in the lower left.


PROMPT 3:
RECIPROCITY,
CONTINUITY, AND
TRUST IN PRACTICE





SUB-QUESTIONS

What do communities
gain from being involved
in this research?




PROMPT 3:
RECIPROCITY,
CONTINUITY, AND
TRUST IN PRACTICE





SUB-QUESTIONS

Who are the points of contact, and how do tools, communication, and systems support or inhibit continuity?

The background features large, thick, blue wavy lines that resemble calligraphic scribbles or stylized waves, set against a light blue background. One large wave is at the top, another at the bottom left, and a white hand-like shape is on the right.


PROMPT 3:
RECIPROCITY,
CONTINUITY, AND
TRUST IN PRACTICE





SUB-QUESTIONS

How is reciprocity shaped when relationships are time-limited, externally led, or when communities prefer intermittent or indirect involvement?




PROMPT 3:
RECIPROCITY,
CONTINUITY, AND
TRUST IN PRACTICE



SUB-QUESTIONS

How are endings
acknowledged,
communicated, and
handled responsibly?

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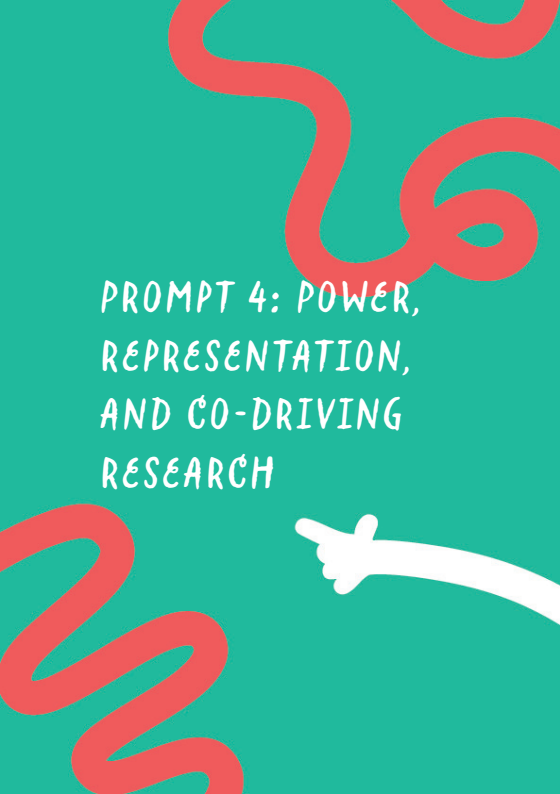
PROMPT 3:
RECIPROCITY,
CONTINUITY, AND
TRUST IN PRACTICE





SUB-QUESTIONS

Who decides what counts as a benefit and whose perspectives are prioritised?

The background is a solid teal color. It features several thick, hand-drawn red wavy lines that meander across the page. One line starts at the top right and loops downwards. Another starts at the bottom left and loops upwards. A white hand-drawn arm with an index finger pointing towards the text is located on the right side.

PROMPT 4: POWER,
REPRESENTATION,
AND CO-DRIVING
RESEARCH

A teal-colored abstract shape with wavy, organic edges is centered on a white background. Two thick, red wavy lines, resembling ribbons or streamers, are positioned around the teal shape: one starts at the top right and loops downwards, and another starts at the bottom left and loops upwards.

CORE QUESTION

How are power, decision-making, and knowledge legitimacy negotiated with communities, including decisions about levels of involvement?

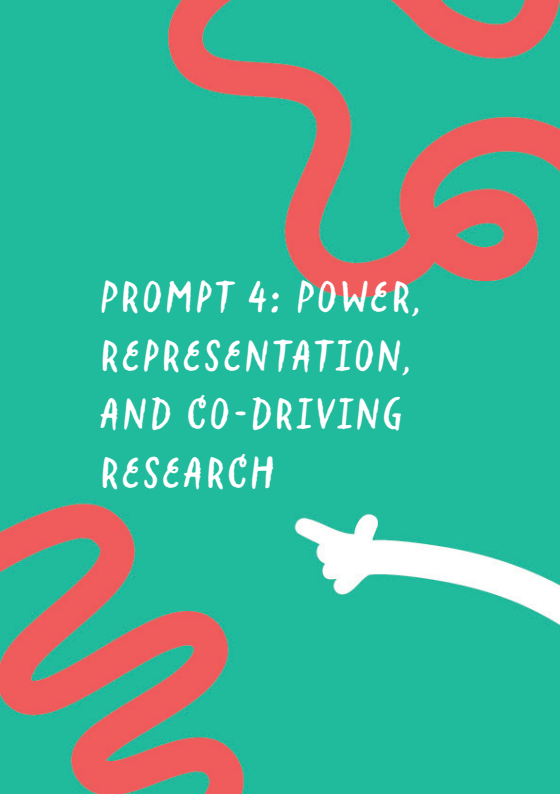
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PROMPT 4: POWER,
REPRESENTATION,
AND CO-DRIVING
RESEARCH



SUB-QUESTIONS

Who defines the community in this project, and whose voices are included, over-represented, or missing?

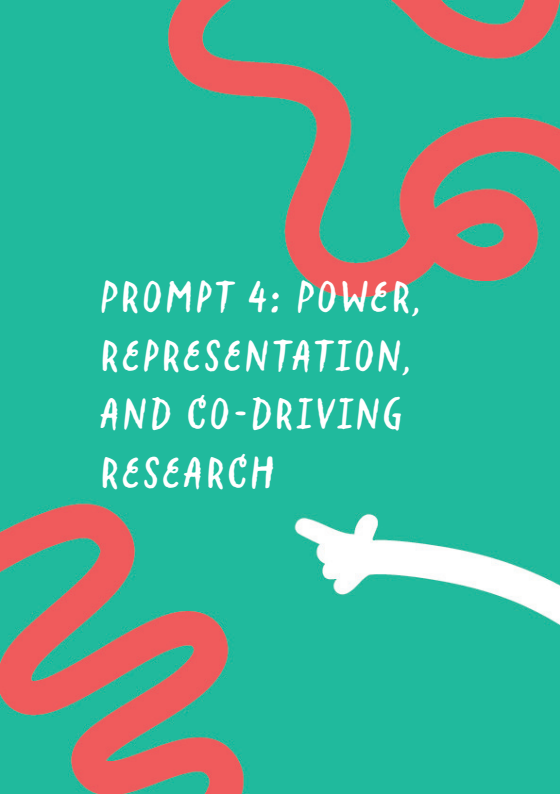
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PROMPT 4: POWER,
REPRESENTATION,
AND CO-DRIVING
RESEARCH



SUB-QUESTIONS

Who generates the research questions, and whose knowledge is considered legitimate and valuable?

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PROMPT 4: POWER,
REPRESENTATION,
AND CO-DRIVING
RESEARCH



SUB-QUESTIONS

How are power, hierarchies, and decision-making authority addressed beyond participation in activities?

The background is a solid teal color. It features several thick, hand-drawn red wavy lines that meander across the page. One line starts at the top right, loops around, and goes down towards the center. Another line starts at the bottom left and goes up towards the center. A white hand-drawn arm with an index finger pointing towards the text is located on the right side.

PROMPT 4: POWER,
REPRESENTATION,
AND CO-DRIVING
RESEARCH



SUB-QUESTIONS

How are conflicts within and between communities anticipated and what routes exist to navigate them successfully?

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PROMPT 4: POWER,
REPRESENTATION,
AND CO-DRIVING
RESEARCH



SUB-QUESTIONS

Who has chosen not to be involved, and how are their interests or concerns still acknowledged?

The background is a solid dark blue. It features several thick, light blue wavy lines that flow across the page. In the lower right quadrant, a white hand with a pointing index finger is visible, pointing towards the text.

PROMPT 5:
FLEXIBILITY,
DIALOGUE, AND
STRUCTURAL
CONSTRAINTS



CORE QUESTION

How are engagement approaches responsive to community priorities within existing structural constraints?

The background is a solid dark blue. It features several thick, light blue wavy lines that meander across the page. In the lower right quadrant, a white hand with a pointing index finger is visible, pointing towards the text.

PROMPT 5:
FLEXIBILITY,
DIALOGUE, AND
STRUCTURAL
CONSTRAINTS



SUB-QUESTIONS

How is dialogue used to identify mutual interests, risks, and possibilities?

The background is a solid dark blue. It features several thick, light blue wavy lines that meander across the frame. In the lower right quadrant, a white hand with a pointing index finger is visible, directed towards the text. The text itself is white and arranged in five lines, centered horizontally.

PROMPT 5:
FLEXIBILITY,
DIALOGUE, AND
STRUCTURAL
CONSTRAINTS



SUB-QUESTIONS

What structural or procedural limits (e.g. funding, evaluation) constrain flexibility?

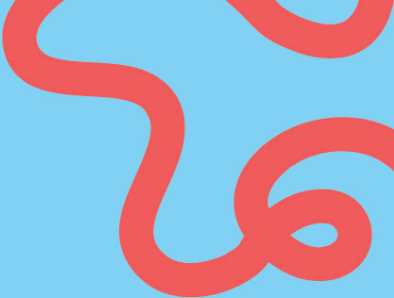


PROMPT 5:
FLEXIBILITY,
DIALOGUE, AND
STRUCTURAL
CONSTRAINTS




SUB-QUESTIONS

What practical tools or frameworks support adaptation without adding burden to communities and/or researchers?



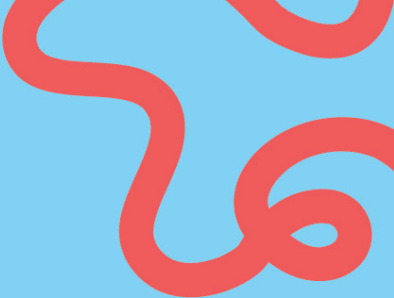
PROMPT 6: SUPPORT,
CAPACITY, AND
SUSTAINABILITY






CORE QUESTION

How does the project provide meaningful support and contribute to sustainable community capacity?



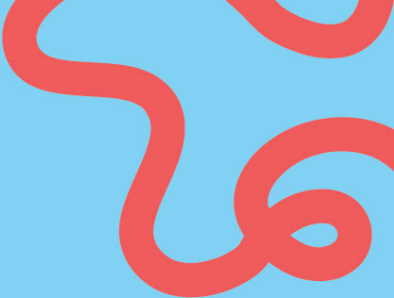
PROMPT 6: SUPPORT,
CAPACITY, AND
SUSTAINABILITY






SUB-QUESTIONS

What does “support” or “capacity building” mean in this specific context, and to whom?



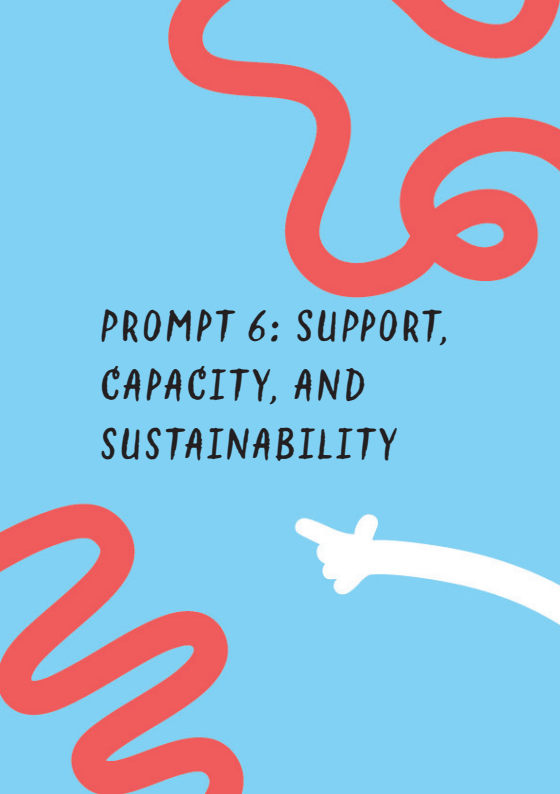
PROMPT 6: SUPPORT,
CAPACITY, AND
SUSTAINABILITY





SUB-QUESTIONS

How does the project contribute to sustainable systems or capabilities beyond individual participation or short-term outputs?



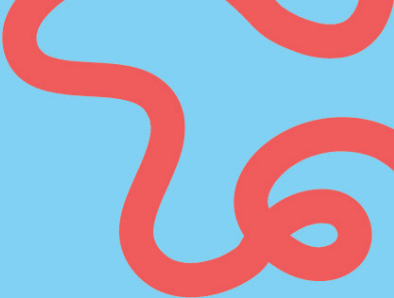
PROMPT 6: SUPPORT,
CAPACITY, AND
SUSTAINABILITY






SUB-QUESTIONS

How are engagement fatigue, over-saturation, and the risks of “helicopter research*” being addressed?



PROMPT 6: SUPPORT,
CAPACITY, AND
SUSTAINABILITY





SUB-QUESTIONS

How does the project avoid assuming that participation or capacity building is always desired or appropriate?



PROMPT 7: IMPACT,
RESPONSIBILITY,
AND POST-RESEARCH
FUTURES





CORE QUESTION

How are impact, responsibility, and post-research outcomes considered and managed ethically?



PROMPT 7: IMPACT,
RESPONSIBILITY,
AND POST-RESEARCH
FUTURES





SUB-QUESTIONS

What kinds of impact or change are meaningful in this context?



PROMPT 7: IMPACT,
RESPONSIBILITY,
AND POST-RESEARCH
FUTURES





SUB-QUESTIONS

Who defines what counts as “success” or a “stronger position” of the community?



PROMPT 7: IMPACT,
RESPONSIBILITY,
AND POST-RESEARCH
FUTURES





SUB-QUESTIONS

How are outcomes, unintended consequences, and limitations identified and reflected on collectively?



PROMPT 7: IMPACT,
RESPONSIBILITY,
AND POST-RESEARCH
FUTURES





SUB-QUESTIONS

How are endings,
boundaries,
recognition (including
remuneration), and care,
for both communities
and researchers,
handled responsibly?



PROMPT 7: IMPACT,
RESPONSIBILITY,
AND POST-RESEARCH
FUTURES





SUB-QUESTIONS

What, if anything, is intended to be sustained beyond the project, and how is this discussed and agreed with communities?