

FEMINIST PARTICIPATORY ACTION RESEARCH (FPAR) TOOLKIT

A Practical Guide for Community-Led Research and Social Change



Feminist Participatory Action Research (FPAR) Toolkit: A Practical Guide for Community-Led Research and Social Change

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About this Toolkit

This toolkit is rooted in Feminist Participatory Action Research (FPAR), a methodology that challenges traditional, top-down research approaches by centering on community voices, especially those of women, and emphasizing collective action. FPAR is grounded in values such as inclusion, power analysis, intersectionality, community/women-led research, action orientation, and a strong commitment to ethics and safety throughout the process.

The toolkit was developed to support women-led groups, researchers, facilitators, and grassroots activists in applying FPAR principles to their work, whether for research, community engagement, or advocacy.



Co-creation and Development Process

This toolkit was created through a collective process, drawing on diverse regional experiences and expertise, and community contributions through this co-creation journey ensure the toolkit remains contextualized, accessible, relevant, and user-friendly. It integrates:

- Input from FPAR experts and practitioners across the Mekong region,
- Feedback from pilot workshops conducted with women's groups, facilitators, activists, and researchers,
- Reflections from lived experience and practice in community-based work.

This toolkit was adapted based on the feedback from the regional inputs and pilot insights to suit different contexts and user groups.



Who is this toolkit for?

This toolkit is designed for:

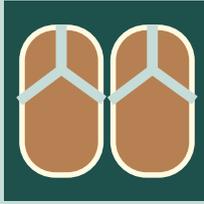
- Women leaders and grassroots activists leading community change,
- Community facilitators working with marginalized groups,
- Researchers and practitioners committed to participatory approaches,
- Women's networks and organizations supporting gender equality research and storytelling,
- Civil society organizations engaged in advocacy for social and environmental justice,



The structure

The toolkit is structured into seven modules. Each module includes: clear learning objectives, step-by-step facilitation guides, activity instructions with time allocations, templates and tools and real-world examples.

#	Module	What's Inside	Use When You Want To
1	FPAR Foundations	Key concepts, principles, ethics and FPAR as advocacy tool	Understand FPAR basics, build shared values, train team members
2	Designing Research	Identify issues, set questions, problem tree analysis	Define your research focus, understand root causes and plan approach
3	Participatory Methods	Step-by-step guides for FPAR tools (mapping, storytelling, FGDs, etc.)	Collect stories, map power, document experiences creatively
4	Data collection and analysis	Preparation, note-taking, coding, ranking, collective analysis	Make sense of the findings together, organize data, prioritize issues
5	Reporting and Storytelling	Formats, framing, writing guides, templates	Share results, inspire action, reach difference audiences
6	Advocacy and Action (to be developed)	Planning, stakeholder mapping, media engagement, action trees	Turn research into real-world change, plan campaigns
7	Evaluation and Learning (to be developed)	Feedback, impact assessment, reflection tools	Reflect, adapt and celebrate progress



How to use this toolkit

This toolkit is designed to be flexible, adaptable, and localized. It is not a rigid manual, but a living resource that can be tailored for various purposes, including:

- Community workshops,
- Advocacy campaigns,
- Feminist research,
- Capacity-building sessions, and
- Designing women-led strategies for change.

You can:

- Use any module as a stand-alone guide,
- Follow the full process step-by-step,
- Pick and choose the activities that fit your purpose,
- Adapt content for time and local context,
- Translate and contextualize for your community.

Different Starting Points

- New to FPAR? → Start with Module 1 to understand foundations, then Module 2 for readiness assessment,
- Have a specific issue to address? → Jump to Module 3 to design your research, then select relevant methods from Module 4,
- Already collected data? → Go directly to Module 5 for analysis guidance,
- Ready to share findings? → Use Module 6 for reporting and Module 7 for advocacy planning.

MODULE 1

FPAR Foundation



1.1 Rethinking Knowledge and Power in Our Communities

1.2 Introduction to the FPAR Concept

1.3 The Principles of FPAR

1.4 FPAR Process Towards Social Change

1.5 Ethics and Safety in FPAR

1.1 Rethinking Knowledge and Power in Our Communities (45 minutes)

Activity Objectives:

- To unpack participants' lived experiences with research,
- To reflect on extractive vs. participatory research,
- To introduce the idea of FPAR as a people-led and justice-oriented approach.

Time: 45 minutes

Materials: papers and pens

Methods: small group sharing, reflection, group discussion

Process: 3 activities

Activity 1: Facilitator Framing (5 mins)

“Let’s start by talking about research, not from books, but from your own experiences. Research can mean many things. Sometimes, it means outsiders coming into our communities, asking questions, and then disappearing. Sometimes, we don’t even know what they did with our answers. This kind of experience is what we sometimes call 'extractive research'. But there are also other ways of doing research -ones that involve us, that listen to our voices, that are led by the community.”

Activity 2: Small Group Discussion (30 minutes)

Divide participants into small groups to reflect on the guiding questions below. Encourage them to share their own experiences and thoughts.

Guiding Questions:

- What comes to mind when you hear the word “research”?
- Have you ever seen someone come into your community to ask questions or do research?
- Who did they talk to? Were women included in those conversations?
- Were you informed about why they were doing the research?
- Did you ever hear back from them or find out what they did with the information?
- Why is it a problem when outsiders come, take information, and leave?
- If you were doing the research, how would you do it differently?
- How can research be done in a way that benefits your community and supports the changes you want to see?

Activity 3: Group Reporting (10 minutes)

Each group will briefly share their reflections (maximum 3 minutes per group).

You may assign each group a focus area:

- Group 1: Share experiences (Questions 1–3)
- Group 2: Reflect on critical issues (Questions 4–6)
- Group 3: Offer alternative ideas for change (Questions 7–8)

Wrap up:

Thank the participants for sharing and emphasizing:

“Your experiences and insights matter. FPAR is about turning research into something led by women, grounded in your realities, and used to create change. In FPAR, we don’t just answer questions - we ask them, shape them, and own the knowledge that comes from them.”

1.2 Introduction to the FPAR Concept (45 mins)

Activity Objectives:

- Understand the key principles of FPAR in simple, accessible language,
- Encourage reflection on how FPAR connects with participants' lives and community struggles,
- Highlight the differences between extractive and feminist participatory research,
- Highlight the importance of integrating gender perspectives into research for system change.

Time: 45 minutes

Materials: papers, pens, PowerPoint presentation, flipcharts

Methods: interactive warm-up, gallery walk, presentation

Process: 4 activities

Activity 1: Interactive Warm-Up (10 mins)

Ask participants:

- When you hear the word “Feminist”, what words or images come to mind?
- Let a few participants respond with no judgment.
- What about participatory or action research? Have you heard or seen that in your working environment?

Activity 2: Mini Gallery Walk Activity (15 mins)

Print 4–5 short key phrases and post them around the room (or on large sheets of paper).

Key phrases:

1. FPAR centers women's voices and experiences.
2. Communities identify the questions, lead the research, and take action.
3. FPAR combines research and activism to drive change.
4. FPAR supports gender justice and challenges power imbalances.

Ask participants to walk around and choose one phrase that resonates with them. Then invite a few to share to move, think, and connect the concept to their reality:

- “Why did this stand out to you?”

Activity 3: Facilitator Summary (10 mins)

Introduce the FPAR concept through a brief PowerPoint presentation

What is Feminist Participatory Action Research (FPAR)?

- Combines feminist principles with Participatory Action Research (PAR) methodologies.
- Builds upon PAR ethics and practices, keeping gender and women's diverse experiences central.
- Centers the voices, experiences, and rights of Indigenous peoples, grassroots women, and other groups marginalized by dominant systems.
- FPAR is about listening, learning, taking action, and challenging power.

Purpose of FPAR

- Empowers marginalized groups: Women leading research = women leading change.
- Generates knowledge through collaboration, shared decision-making, and collective action for gender equality and social change.

Key Features of FPAR

- Projects are community-led, often in partnership with organizations or academic researchers.
- Combines research and activism to drive structural change.
- Supports strategic, evidence-based advocacy to claim rights.
- Emphasizes collective and democratic decision-making: Communities identify issues, design research, and use findings for meaningful action.

FPAR's Contribution

- Integrates the principles of: Feminism, Participation, Action, Research.
- Creates a powerful framework for achieving social and environmental justice.

FPAR grows from strong community roots

Use a simple tree diagram

- Roots = values of feminism/participation,
- Trunk = research process,
- Branches = action & change.

Activity 4: Closing Reflection (10 mins)

Ask participants to reflect in pairs or small groups:

- "Why is it important that women and communities lead research?"
- "Can you think of an issue in your community where FPAR might help create change?"

Wrap up

"Today, we explored a new kind of research, one that doesn't just study communities, but strengthens them."

1.3 The Principles of FPAR (45 minutes)

Activity Objectives:

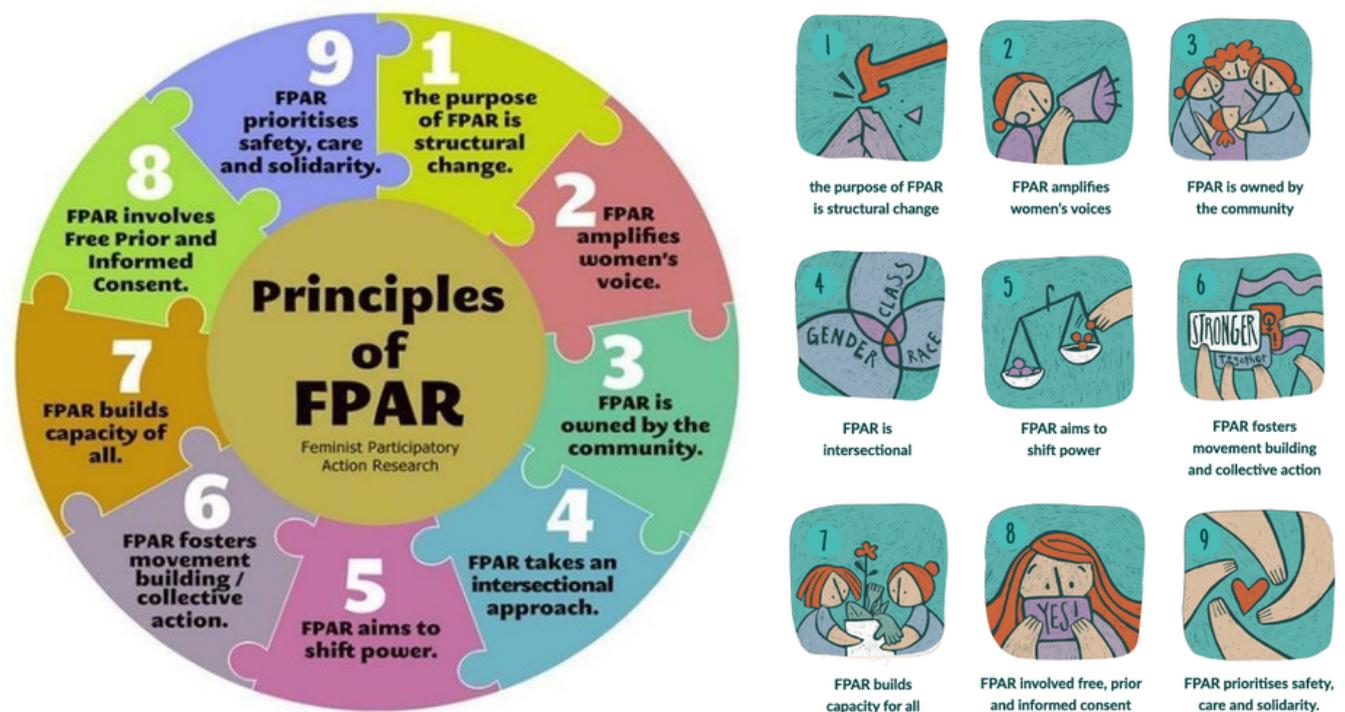
- Introduce the 5 core themes and 9 principles of FPAR in an accessible way,
- Encourage community women to connect these principles to their lived experience,
- Identify local challenges and ways to practice these principles in their research and action.

Time: 45 minutes

Materials: Printed version of 9 FPAR principles of Asian Pacific Forum on Women, Law and Development (APWLD) and FPAR Principles Pie Chart (in local language if possible), markers, sticky notes, flipchart papers, papers, and pens for note-taking, tape to stick flipcharts around the room.

Methods: Group discussion, matching activity, reflection.

Process: 5 activities.



Principles of Feminist Participatory Action Research. Source: APWLD 2020b

Activity 1: Warm-Up & Framing (5 mins)

The facilitator speaks simply and clearly:

"Today, we'll explore what makes FPAR different. It's not just about collecting data, but about making sure women like us lead the process, speak for ourselves, and use research for change. We'll talk about some important ideas, like respect, working together, and making sure our work is safe, useful, and fair."

Briefly describe the five themes using simple words:

- **Participation:** We are not just helpers—we lead!
- **Empowerment:** Our voices and experiences matter.
- **Critical Thinking:** Let's look at what causes problems, not just the symptoms.
- **Action:** Research should lead to real change.
- **Ethics/Safety:** We care for each other's rights and dignity.

Activity 2: Group Matching Activity: "Which Principal Fits Where?" (15 mins)

Divide participants into 5 small groups.

Give each group the printed FPAR principles (from APWLD's 9 principles), sticky notes, and flipchart paper.

Ask groups to:

- Read and discuss the principles together.
- Decide which theme (from the 5 core themes) each principle fits best under.
- Write their decision and reason on the sticky note.
- Post sticky notes under the appropriate theme on a large flipchart or wall.

Facilitator support: Walk around, help read the principles if needed, clarify meanings using local language or examples from daily life.

Activity 3: Sharing & Reflection (10 mins)

Invite each group to present briefly (1-2 mins):

- Which theme did they choose?
- Why did they choose it?

Activity 4: Deepening the Discussion (10 mins)

Still in groups, let each group pick one principle they liked and ask:

- What challenge might we face when applying this principle in real life?
- What are the benefits if we follow this principle in our work?
- How can we apply this principle in our community when doing research or taking action?

Ask each group to write or draw 1 idea on a flipchart paper and present it quickly (1 min each).

Activity 5: Wrap-Up & Affirmation (5 mins)

The facilitator brings everyone together:

"You've shown that we already understand and live many of these values. FPAR is just a name for something many women and communities are already doing, learning, thinking, and taking action together. This research is ours, and these principles help us make it strong, fair, and powerful."

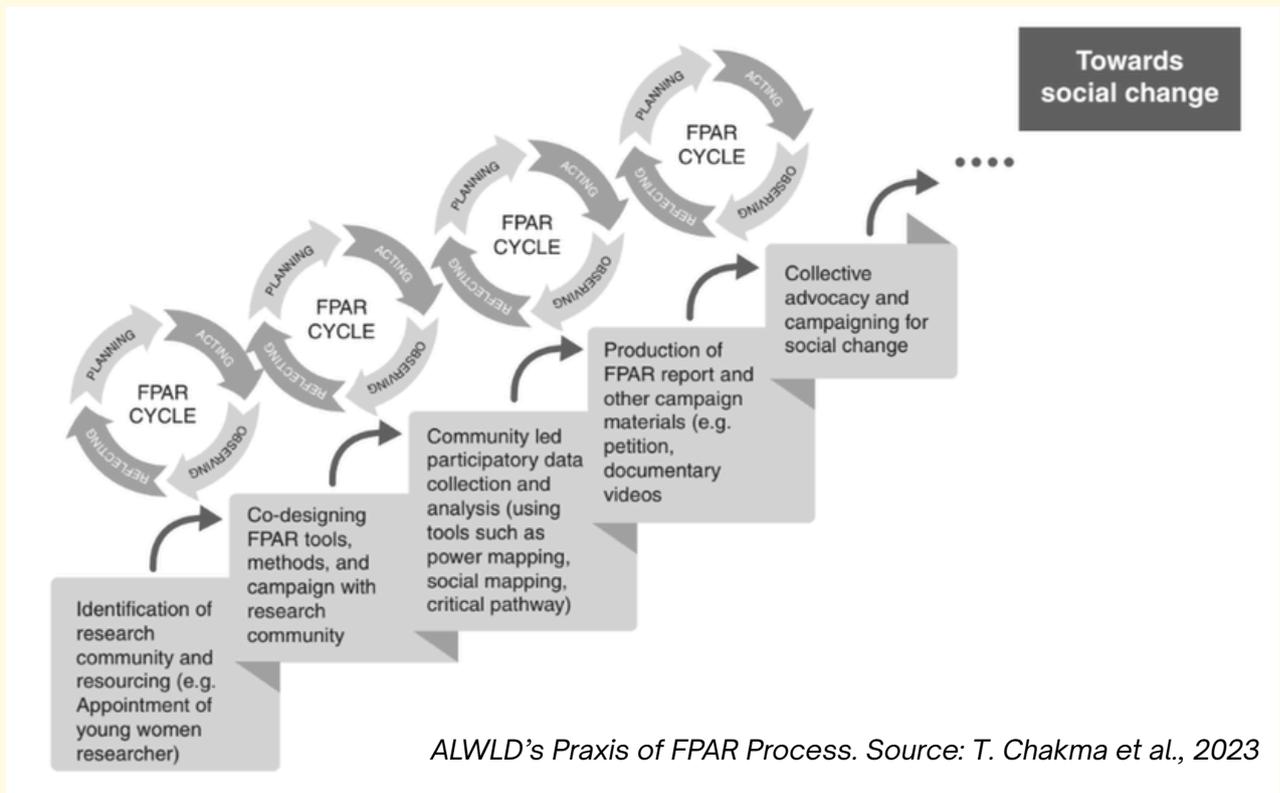
1.4 FPAR Process Towards Social Change (20 mins)

How We Do FPAR – Step by Step for Change

Step 1: Set the scene

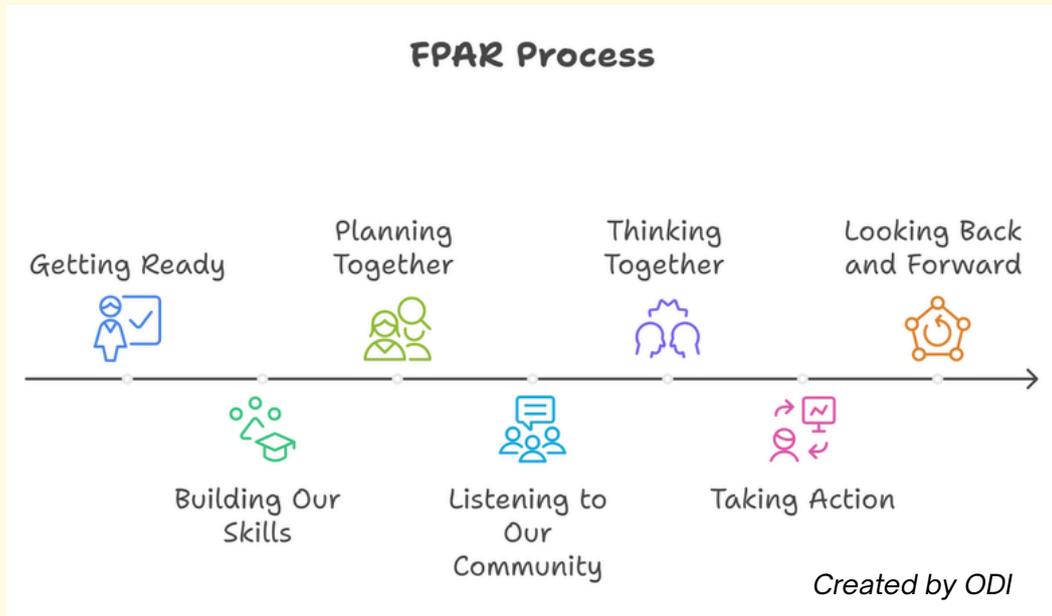
Start by saying:

"FPAR stands for Feminist Participatory Action Research. It's a way for women and communities to learn together, ask questions, share experiences, and find ways to change things that are unfair. It's not just about research; it's about action and change led by women like you."



Step 2: Walk Through the FPAR Process

Show a cycle diagram to represent the process and walk the participants through the FPAR process.



1. Getting Ready (Assessment and Preparation)

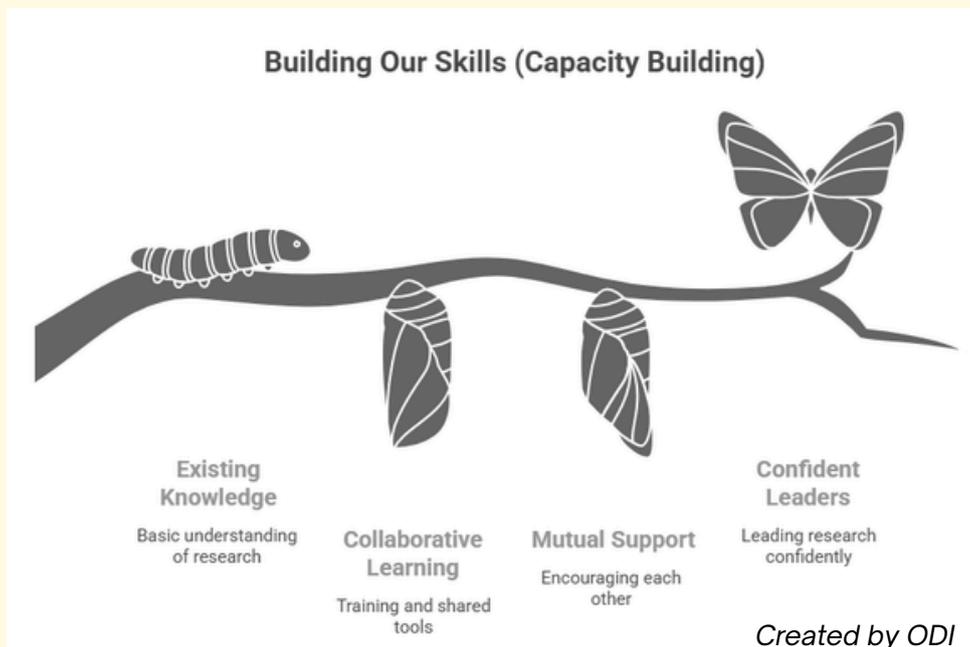
“We begin by asking: What do we want to learn? Who will work together?”

We build a small team of local women, co-researchers, and friends who will help us carry out the research together.”



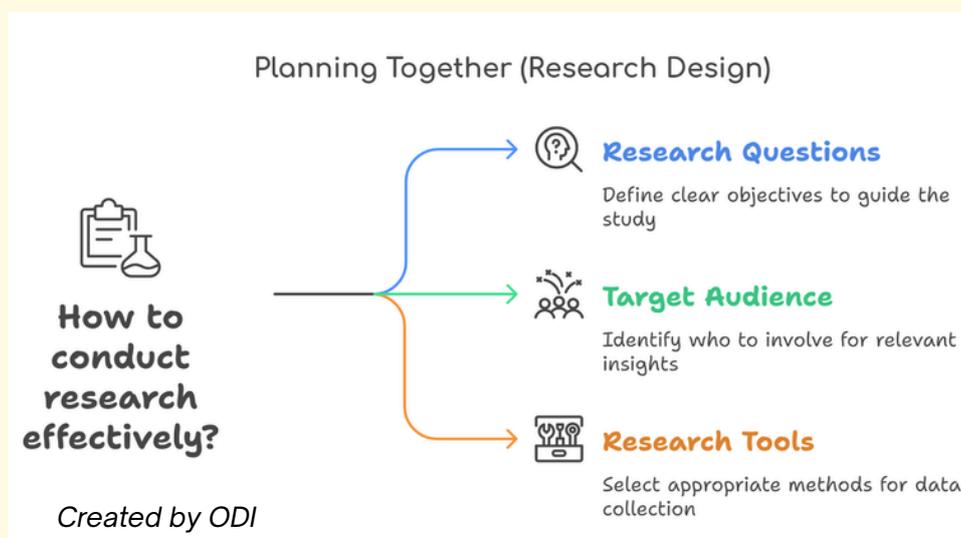
2. Building Our Skills (Capacity Building / Strengthening)

“We learn together, through simple training and shared tools. We don’t need to be experts. We already have knowledge. The goal is to support each other to feel confident in leading research.”



3. Planning Together (Research Design)

“We talk about the problems we want to study, especially how they affect women. Together, we decide: What do we want to know? Who should we ask? What tools will we use?”



4. Listening to Our Community (Data Collection)

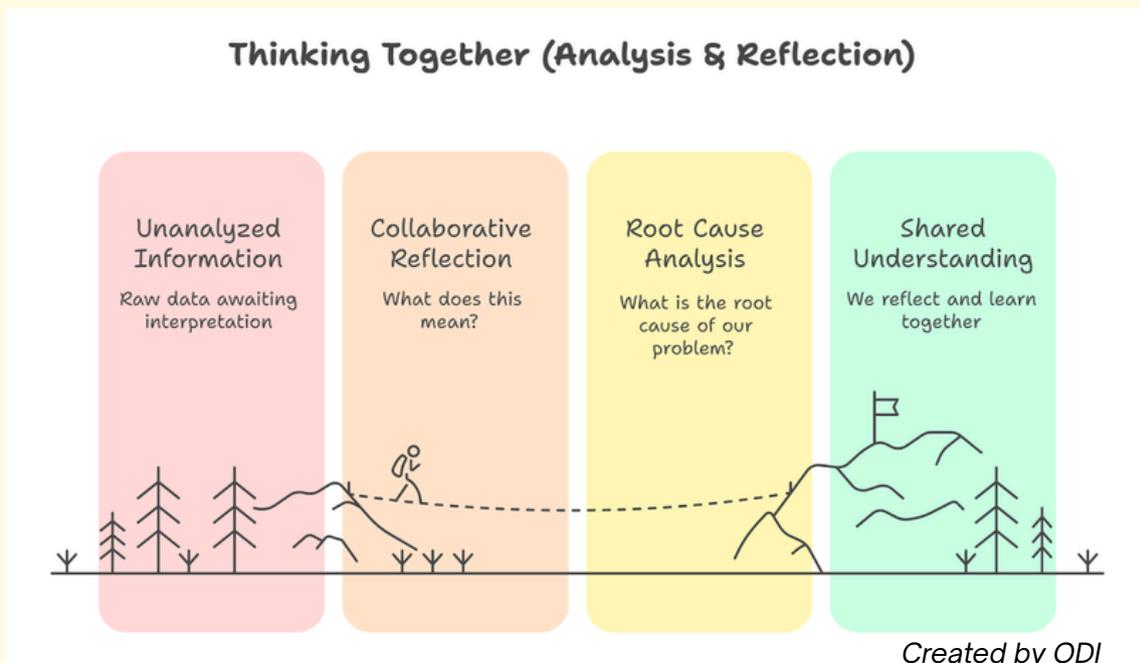
“We go out and collect stories, ideas, and information by asking questions, holding group discussions, mapping, or even drawing. Everyone’s voice matters.”



Created by ODI

5. Thinking Together (Analysis and Reflection)

“After we collect information, we sit together to think: What does this mean? What is the root cause of our problem? We reflect and learn together.”



Created by ODI

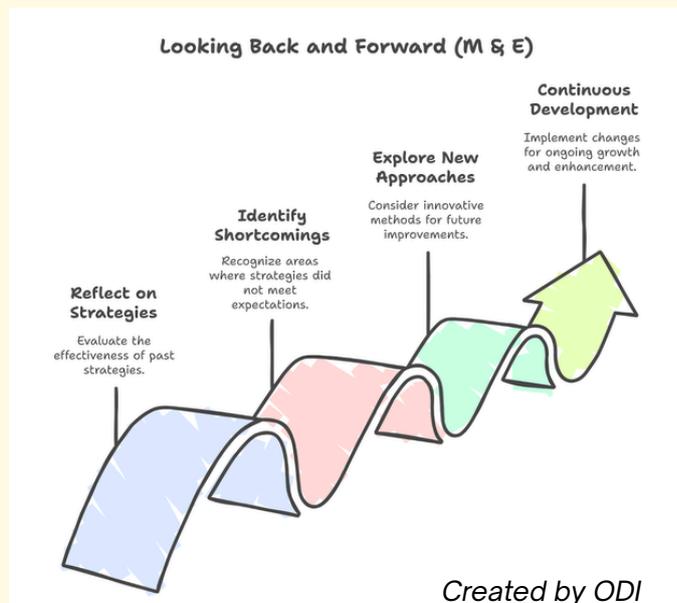
6. Taking Action (and Advocacy)

“Then, we act! We use the knowledge to push for change, whether in our community, with authorities, or in policies. We decide what action makes sense for us.”



7. Looking Back and Forward (Monitoring and Evaluation)

“Finally, we look back: What worked? What didn’t? What should we try next? This helps us grow and keep improving.”



Step 3: Reflection

“Have you ever done something like this, asking questions, learning, and taking action?”

Wrap up by:

“FPAR is not a straight line. It’s a circle—we plan, act, learn, and act again. It’s about building power together, so women and communities lead the change we want to see.”

1.5 Ethics and Safety in FPAR

Doing Research with Care and Respect (60 minutes)

Activity Objectives:

- Understand what ethical engagement means in FPAR,
- Recognize common ethical challenges in community-based research,
- Co-create practical solutions to uphold respect, safety, and dignity,
- Build a shared ethical framework to guide participants' future FPAR work.

Time: 60 minutes

Materials: Sticky notes, markers, flipcharts, printed role-play scenarios (or verbal instructions)

Methods: Role play, small group sharing

Process: 4 activities

Activity 1: What Does Ethical Research Mean to You? (5 mins)

Step A: Say: "Before we talk about ethics in FPAR, let's reflect. What does ethical research mean to you? How do we treat people with care and fairness in the research process?"

Step B: Ask participants to write 1–2 short ideas on sticky notes (e.g., "don't harm anyone," "ask for permission").

Step C: Invite them to place their notes on a flipchart titled "Our Ethical Concerns."

Step D: Briefly highlight a few of their points out loud to affirm their knowledge. "The ethical principles for Feminist Participatory Action Research (FPAR) aim to make the research process ethical, safe, inclusive, respectful, and empowering while addressing power dynamics and protecting the rights of everyone involved, including participants, researchers, and the community."

Activity 2: Role-Play: What Can Go Wrong? (25 mins)

Step A: Group Work (10 mins)

Divide participants into 5 groups and give each one an ethical scenario.

Scenarios:

- A participant hesitates to share their story in a group setting but is pressured by other members.
- A researcher unintentionally imposes their own agenda during a workshop, sidelining the community's priorities.
- A community member shares sensitive information but later asks for it to be removed from the final report.
- A participant feels uncomfortable with the way their photo is used in a public presentation.
- Power imbalances emerge during a focus group, with dominant voices overshadowing marginalized participants.

Ask each group to create a 3-minute role-play showing what went wrong and how people felt in that situation.

Say: “Use your creativity! Pretend you are in a workshop or interview. Show us what happened and where the problem was.”

Step B: Presentations & Reflections (15 mins)

- Each group presents their short role-play (3 mins each).
- After each presentation, ask the whole group:
 - What was the ethical issue here?
 - How could this have been handled better?

Capture key points from each group on a flipchart under “Lessons Learned.”

Activity 3: Co-Designing Ethical Solutions (20 mins)

Step A: Keep the same groups. Now, ask:

- “If you were the researcher, what would you do to make sure this situation is safe, fair, and respectful?”
- “How can we protect each other and our communities during research?”

Step B: Each group writes its solutions on a flipchart.

Encourage ideas around:

- Getting informed consent.
- Keeping information private.
- Giving people the right to change their minds.
- Respecting different opinions and voices.
- Using photos with permission.

Activity 4: Deepening the Discussion (10 mins)

Step A: Ask each group to share their solutions quickly (1 min each).

As a facilitator, group their ideas under key themes on one big flipchart:

- Consent
- Respect
- Confidentiality
- Safety
- **Inclusion**
- **Etc.**

Step B: Say:

“This is our shared ethical framework. These are the values we will carry with us throughout our FPAR work.”

Step C: End with a reflection:

- “What’s one thing you’ll remember about ethics in research?”
- Invite a few volunteers to share.

Wrap up:

“Ethical research means protecting each other and being kind and fair. In FPAR, we are not just collecting stories; we are building trust, and that trust deserves our care and respect in every step.”

MODULE 2: Designing FPAR



2.1 Identifying research problems/issues

2.2 Developing research topic and questions

2.3 Preparing for FPAR Design

2.1 Identifying research problems/issues (70 mins)

Activity Objectives:

- Identify issues from a gender perspective,
- Explore root causes and consequences,
- Develop research questions and action ideas for change.

Time: 70 minutes

Materials: Flipcharts, Markers, Sticky notes, Printout or drawing of a blank tree

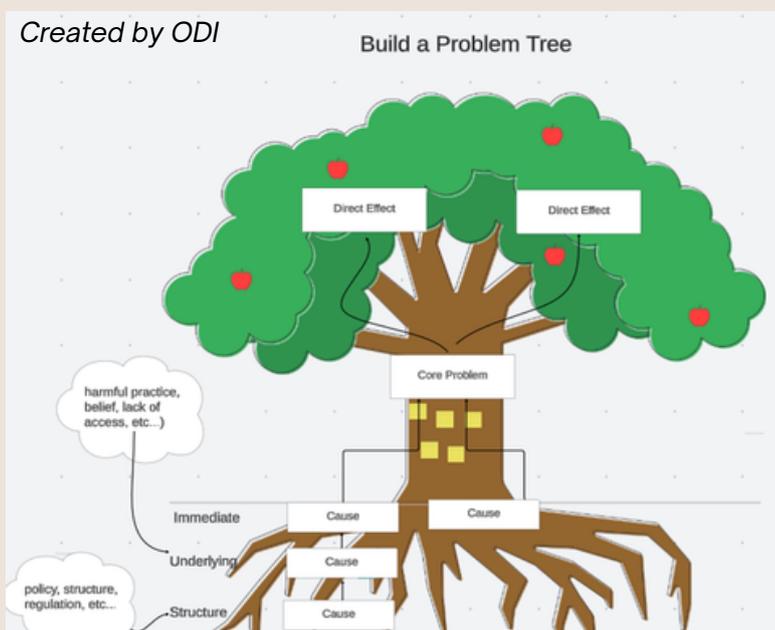
Methods: Problem tree analysis, group discussion

Process: 6 steps

Step 1: Welcome and purpose (5 mins)

“This session will help us explore problems or issues in our community by looking at the root causes and the effects. This will help us decide what kind of research or action we want to do to create change, especially from a woman’s perspective.”

Step 2: Explain the Problem Tree Structure (5 mins)



Show a big tree on a flipchart or the screen:

- Trunk = The main problem
- Roots = Root causes
- Branches/Leaves = Effects or impacts

“This tool helps us break down a big problem into causes and effects. Once we see the full picture, we can turn problems into ideas for action or research.”

Step 3: Identify the Core Problem (15 mins)

Ask: “What is the main water-related issue in your community, especially something that affects women?”

Examples:

- Not enough clean water
- Women are excluded from water management
- High cost of water
- Poor irrigation systems

Write 1–2 core problems on a big paper. Agree as a group and write it on the trunk.

Step 4: Identify Root Causes (15 mins)

Ask: “Why is this problem happening? What are the deeper reasons behind it?”

Examples:

- Men make all water decisions.
- Rules are unclear or unfair.
- Women are too busy to attend meetings.
- No one asks for women's opinions.

Instructions:

- Give each group sticky notes or colored cards.
- Write one cause per card.
- Stick them under the tree as “roots.”
- Keep asking “Why?” to go deeper.

Step 5: Identify the Effects (15 mins)

Ask:

“What happens because of this problem? Who is affected, and how?”

Examples:

- Women walk far for water.
- Girls miss school.
- Crops fail.
- Health issues increase.

Write each effect on sticky notes and place them as branches or leaves on top of the tree.

Step 6: Reflection and Discussion (10 mins)

“Let’s step back and look at our tree. What do you see?”

Ask discussion questions:

- Which causes can we change first?
- Which effects are most serious?
- Is anything missing?

Write emerging themes on a flipchart. You can guide them to notice links to gender roles, power, or systems.

Examples of emerging themes: Gender inequality, lack of participation, power imbalance, cultural norms, poor governance, environmental injustice, etc...

2.2 Developing research topic and questions (30 mins)

Instructions:

- Break into small groups of 3 to 5 people for a 20-minute discussion.
- Use the tree to create 2–3 research questions.
- Cover: the problem, causes, or effects.

Prompts for groups:

- What do we want to understand better?
- What needs to change in the system?
- What do we want to know from other women?

Examples:

- “Why are women excluded from water decision-making?”
- “How does water scarcity affect women’s health?”
- “How can our community change water rules to be fairer?”

Each group shares its research questions. (max 2 mins per group)

2.3 Preparing for FPAR Design (20 mins)

(Keep this simple and brief)

“If we were to study this issue, how would we do it?”

Ask participants:

- Who do we need to talk to?
- What methods would work best? (interviews, storytelling, mapping?)
- What tools would you need?

Encourage co-creation and local knowledge.

Wrap-Up and Reflection

Ask:

- What did you learn from this activity?
- What issue do you care most about now?
- How can we turn this into real action?

Examples:

Core problem:

"What water-related challenges do women face daily?"

Root Causes:

"How do cultural norms affect women's participation in water governance?"

"What are the systemic barriers to equitable water distribution?"

Effects:

"What are the health impacts of poor water quality on women and children?"

"How does unequal access to water resources affect women's livelihoods?"

"What is the biggest obstacle to fair water governance?"

Action for Change:

What inclusive and community-driven solutions can address the systemic, cultural, and governance challenges that limit women's equitable access to clean and sustainable water resources?

MODULE 3: FPAR Methods

3.1 Introduction to FPAR Methods

**3.2 Understanding Power and
Stakeholders in Our Communities**

3.3 FPAR Methods



3.1 Introduction to FPAR Methods (15 mins)

“Today we’re going to talk about a way of doing research that puts you, your stories, your knowledge, and your voices at the center. In this toolkit, we’ll explore six engaging participatory data-collection and analysis methods, while acknowledging that many other options remain available. Refer to Annex 1 (page 78) for: Menu of participatory methods for data gathering and analysis.

FPAR employs creative and participatory tools, such as drawings, storytelling, role-play, dance, theatre, song, mapping, timelines, and photo-voice, to help us deepen our understanding of issues and collaboratively plan for change.

The methods we’ll explore together include:

- **Stakeholder Mapping and Power Analysis:** “We look at who has power, who makes decisions, and how we are affected.”
- **Community Mapping:** “We draw maps of our land, forests, rivers, and social spaces. It helps us see who uses what, and what’s changing.”
- **Timelines:** “We look at important events and changes in our lives, families, or villages over time.”
- **Storytelling:** “We use pictures, drawing, and personal stories to share how we feel and what we know.”
- **Theater of the Oppressed:** “We act out real-life situations and imagine new ways of solving them.”
- **Focus Group Discussions (FGDs):** “We sit in circles and talk about our shared experiences and ideas.”



Power Dynamics in FPAR Research



Created by ODI

“FPAR is not just about collecting information, it’s about making sure you are leading the process, learning from one another, and deciding what actions to take. These methods help us speak up, support each other, and create real change in our community.”

“Before we start mapping power and stakeholders, let’s take a moment to understand what power means in our daily lives and our communities.”

Power is all around us, in who makes decisions, who speaks, who is heard, and who is left out. It affects how natural resources like land and water are used, and who benefits or suffers from those decisions.

In this next session, we will talk about the different types of power that exist, not just the kind that politicians or officials have, but also the power within us and in our relationships. We will reflect on our own experiences, and together, we’ll begin to explore who holds power in our community, how they use it, and how it affects our lives, especially when it comes to things like water and natural resources.

This is an important step in our FPAR journey because when we understand power, we can ask better questions, challenge unfair systems, and action plan that brings real change.

3.2 Understanding Power and Stakeholders in Our Communities

Activity Objectives:

- To identify and analyze different sources and types of power in the community.
- To explore power dynamics and decision-making (for example in natural resource governance, especially water).
- To reflect on personal experiences with power and resistance.
- To map out stakeholders and their roles, interests, and influence.
- To link power analysis to research planning in FPAR.

Time: 2 hours

Materials: A4 papers, sticky notes, flipchart papers, and markers (red, black, blue), pre-cut shapes in different sizes (representing stakeholders), tape, printed scenarios for role-play.

Methods: role-play, interactive game

Process: 6 activities

- Activity 1: What is Power in Our Society? (20 minutes)
- Activity 2: Interactive Game: "Lead and Follow" (20 minutes)
- Activity 3: Type of Power & Color Exercise (20 minutes)
- Activity 4: Personal Story Sharing: Lived Experiences of Power (30 minutes)
- Activity 5: Community Decision-Making and Power Map (20 minutes)
- Activity 6: Wrap-Up & Linking to FPAR Research (10 minutes)

Activity 1: What is Power in Our Society? (20 mins)

Ask: "Who has the most power in our society? Why?"

List answers on a flipchart. These may include wealth, education, political position, gender, etc.

Write: "Sources of Power" on top and keep this list visible.

Movement Game:

- Form two lines. One side stands; the other squats.
- Partners look into each other's eyes for 10 seconds.
- Switch roles and repeat.

In a circle, discuss:

- How did it feel to stand vs. squat?
- Which felt more powerful?
- What does this tell us about our own experiences with power?

Activity 2: Interactive Game: "Lead and Follow" (20 mins)

Pair up. One leads, and one follows hand movements.

Switch roles.

Discuss:

- Was this fun or uncomfortable?
- Would you prefer to lead or follow?
- Did anyone resist being led?
- What does this teach us about power in daily life?

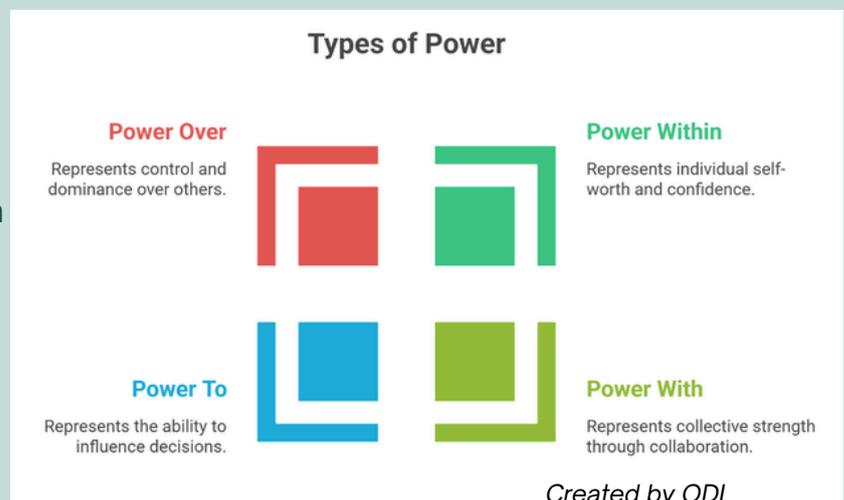
Activity 3: Type of Power & Color Exercise (20 minutes)

Introduce four types of power:

- **Power Over (control):** when a person or group uses their sources of power to control, and/or make decisions for another person or group- the focus is on the goal.
- **Power Sharing (collaboration):** When a person or group uses their sources of power to support one another, share resources, and make decisions together, the focus is on the process.
- **Power Within (confidence/inner strength):** a person or group has or can develop to help them overcome fear and create positive change through nonviolent action.
- **Power To (action capacity):** the ability or influence to take action and make things happen.

Use four colors:

- Red = Power Over
- Dark Green = Power Within
- Light Green = Power With
- Blue= Power To



Instructions:

1. **Revisit** the “Sources of Power” list.
2. **Hand out** colored markers; each participant gets red, black, blue, and pink.
3. **Ask** participants to circle each “source of power” word on the list using the marker color corresponding to the type of power they believe it represents.

Discuss:

- “Can one word represent more than one type of power?”
- “How do we choose how to use power, influence, control, collaboration, or inner strength?”

Note that many of the words can be associated with all four types of power. Education, for example, it may be used to impose top-down authority (Power Over), facilitate collective decision-making (Power With), foster inner confidence (Power Within), or empower individual action (Power To).

Invite participants to share which color they chose for each word and why. Ask participants whether they feel power is good or bad, discuss how we can choose the way we use our power, and for what purpose.

Activity 4: Personal Story Sharing: Lived Experiences of Power (30 mins)

1. **Divide** participants into groups of 3-4 people.
2. **Ask** each shares a time when someone used power over them. What sources of inner or shared power did they use to address the situation?
3. **Share** their experience within 5 minutes each, while others practice deep listening with full attention and respect.
4. **Return** to the larger group and invite volunteers to share their experiences.

Activity 5: Community Decision-Making and Power Map (20 mins)

1. **Invite** participants to reflect on the previous lesson by reviewing some of the sources of power they identified in their society.
2. **Draw** two columns: **More Power and Less Power**
3. **Ask:** “If a big water project came to our community, traditionally, who has more power to participate in decision-making around such a project?”
4. **List responses** in each column.

Prompt further discussion:

- “Is the mother who collects water every day involved?”
- “Do fisherfolk get consulted about dam locations?”

Conclude with:

- “What would it look like if those closest to the water had equal say in decisions?”

Activity 6: Wrap-Up & Linking to FPAR Research (10 mins)

Key Points to Reinforce:

- Power is part of every research process.
- FPAR aims to shift power to communities.
- Understanding power helps us create better, more inclusive research questions and actions.
- In the next steps, we’ll use this analysis to build our research design and advocacy strategies.

3.3 FPAR Methods

Method 1: Stakeholder Mapping and Power Analysis (45 mins)

Activity Objectives:

- To identify all key stakeholders related to the issue discussed in the previous session.
- To understand each stakeholder's level of power and involvement.
- To visualize relationships among stakeholders.

Time: 45 minutes

Materials: Color A4 papers (various sizes and shapes), pens and markers, sticky notes, flipchart or large poster paper, tape or glue.

Methods: small group activity, brainstorming,

Process: 5 steps

- Step 1: Recap and Link to the Previous Session (5 mins)
- Step 2: Stakeholder Brainstorming (10 mins)
- Step 3: Power and Engagement Analysis (10 mins)
- Step 4: Group Presentation and Discussion (15 mins)
- Step 5: Reflection and Wrap-up (5 mins)

Step 1: Recap and Link to the Previous Session (5 mins)

Say:

“In the previous session, we identified key issues and their root causes using the problem tree. Today, we will build on that discussion by exploring who is involved in these issues, who holds decision-making power, who is affected, and who can be part of the solution.”

Ask:

“Can you think of people, groups, or institutions that are connected to this issue?”

Step 2: Stakeholder Brainstorming (10 mins)

Small group activity

1. Divide participants into their original issue groups (or groups of 3–5 people).
2. Give each group one A4 paper and pens.
3. Ask:
 - “Please write down all the people or groups connected to your issue.”
 - “This can include government offices, community leaders, private companies, NGOs, or family members.”
4. Have them list all stakeholders; no need to sort yet.

Step 3: Power and Engagement Analysis (10 mins)

The facilitator provides colored/shaped paper of various sizes

Explain:

- Shape = type of stakeholder (government, community, private, etc.)
- Size = level of power (big = powerful, small = less power)
- Space = closeness to the center shows their level of involvement

Instructions:

1. Ask groups to choose a shape and size for each stakeholder.
2. On a large flipchart, draw a circle in the center to represent the issue.
3. Ask them to place each stakeholder around the circle based on:
 - How powerful they are (paper size)
 - How closely involved they are with the issue (placement)

Step 4: Group Presentation and Discussion (15 mins)

Each group briefly presents their Venn diagram (2–3 minutes each).

Facilitator asks:

- “Why did you choose this size or shape?”
- “Why did you put them close or far from the issue?”

Note down:

- Stakeholders’ roles, interests, and motivations
- Key power holders and gaps

Step 5: Reflection and Wrap-up (5 mins)

Ask:

- “What surprised you during this activity?”
- “Who has the most power in this issue?”
- “Are there any groups missing from the conversation?”
- “How can we include more voices in future planning?”

Conclude: “This map will help us decide who we need to work with, who needs to be included, and how we can shift power for change in our research and advocacy plan. Stakeholder mapping using the Venn diagram method is not only useful for data collection and analysis, but also serves as a valuable tool for advocacy and strategic planning.”

Method 2: Community/Social Mapping (45 mins)

"Today, we'll be working together to explore and co-create our shared knowledge about the natural resources in our community, where they are, who uses them, who controls them, and how that's connected to gender roles and daily life. We'll also look at the key people and institutions that influence decisions around these resources. This will help us better understand the bigger picture of how power and access shape our environment and our lives."

Activity Objectives:

- To visualize local landscapes and natural resources.
- To explore gendered roles, access, and control over resources.
- To reflect on changes in the landscape and resource use over time.
- To identify key institutions and social relationships in the community.
- To link mapping with the previous stakeholder and power analysis.

Time: 45 minutes

Materials: Flipchart paper, A4 paper, colored markers or crayons, sticky notes, maps of the local area (if available), tape

Methods: small group activity, drawing, painting, reflecting, and sharing

Processes:

- Activity 1: Introduction & Purpose (5 mins)
- Activity 2: Resource Mapping (20 mins)
- Activity 3: Social Mapping (10 mins)
- Activity 4: Group Reflection and Sharing (10 mins)

Activity 1: Introduction & Purpose (5 mins)

"Today, we will draw our community together, not just the places we live and work, but also where we get water, food, and support. We'll also explore who uses, controls, and makes decisions about these resources."

Activity 2: Resource Mapping (20 mins)

Drawing the Physical Map (10 mins)

"In groups, draw your village or community. Include homes, farms, rivers, forests, markets, temples, or any important sites. Don't worry about being perfect, just show what matters to you!"

Add Gender Lens (10 mins)

"Mark or draw who uses or controls each place. For example, who collects water? Who works on the farms? Who owns the land? Use symbols or colors to show men, women, or both."

Facilitator's Tip: Encourage everyone to contribute and talk while drawing. Walk around and ask questions gently to deepen the discussion.

Activity 3: Social Mapping (10 mins)

After finishing the resource map, ask:

"Now let's think about people and institutions. Who are the key actors in your village? These could be school teachers, monks, village leaders, committees, or even informal networks."

Have participants draw a social map showing:

- Village institutions or leaders
- Their relationships (draw lines/arrows to show how they connect)
- Who has influence or decision-making power

Facilitator's Tip: "Think of the stakeholder mapping we did. Can you place those people or institutions here?"

Activity 4: Group Reflection and Sharing (10 mins)

Each group briefly (2-3 mins) presents:

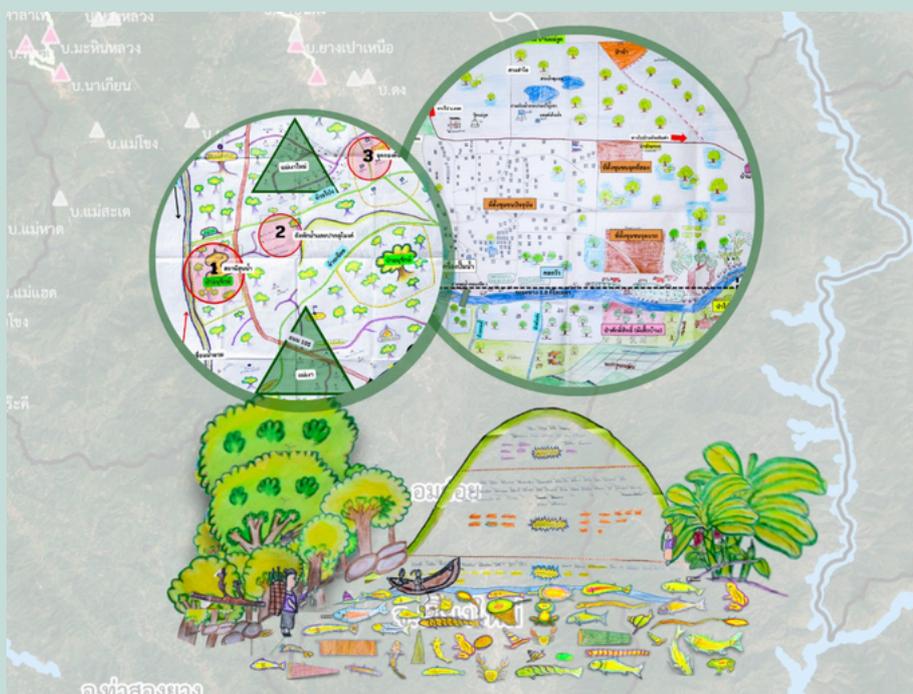
- One resource-related issue (e.g., who controls what)
- One insight from their social map (e.g., who makes decisions)

Guiding questions to ask during reflection:

- "Did anything surprise you?"
- "Who has access to resources? Who does not?"
- "How has this changed over time?"
- "How do these maps connect to the problems we identified earlier?"

Wrap-Up

"These maps help us see not just our landscape, but the relationships, power, and challenges that shape our daily lives. They also show us where change is needed, and where we already have strength."



Participatory Resource Mapping on Community EIA in Northern Thailand. (Photo by: CDEC)

Method 3: Timelines and Significant Changes (45 mins)

The timelines tool in research allows both participants and the researcher to explore multiple "layers of experience" more effectively than interviews alone.

Activity Objectives:

- To document historical changes in Natural Resource Management

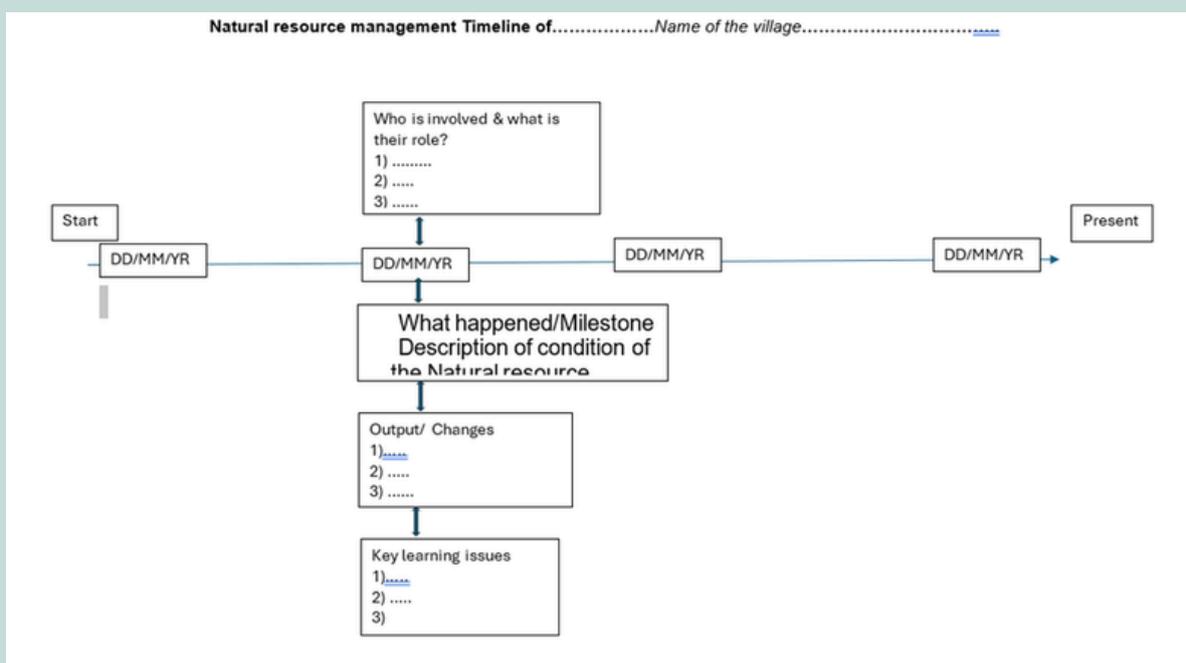
Time: 45 minutes

Materials: Papers, pens, markers, sticky notes, flipchart, tape, sample format

Methods: Timelines and Significant Changes

Processes:

- Draw a long timeline on a large sheet of paper,
- Ask participants to recall and mark key life moments or historical events and plot them on a timeline,
- Ask participants to identify the stakeholders involved in the key events,
- Each participant shares their experiences and emotions related to the timeline,
- Discuss how these events have affected gender roles, land rights, community structures, or ecological changes,
- Analyze patterns collectively and draw learning issues by linking personal stories to larger political contexts and broader social justice issues.



Method 4: Storytelling

Activity Objectives:

- To amplify personal and collective experiences.
- To reveal community relationships, social structures, and power dynamics.

Materials: Safe space, audio/video recording, notebook, pens.

Processes:

- Create a safe and inclusive environment where participants feel comfortable sharing their stories.
- Use open-ended questions like:
 - "Can you share a moment when you felt empowered or silenced?"
 - "How has your community responded to changes in land or resources?"
- Encourage participants to use spoken stories, drawings, or performances in different formats.
- Document stories through audio recordings, writing, or video (with consent)
- Analyze themes collectively, ensuring participants interpret their narratives.

Storytelling types:

- Photo-voice
- River of life
- Drawing

Type 1: Photo-voice

Photo-voice is a participatory research method that uses photography and storytelling to document and share community experiences.

Activity Objective: To allow participants to express their story through visual storytelling.

Process:

1. **Define the focus:** A central research question or theme (e.g., gender, land rights, climate change, or livelihoods).
2. **Training:** Offer basic photography skills (composition, lighting, storytelling), and discuss ethical concerns and consent.
3. **Photo Taking:** Ask participants to take photos that answer key questions like:
 - What challenges do you face in your community?
 - What represents power, resilience, or oppression in your daily life?
4. **Reflection:** Ask participants to write short descriptions or personal reflections on each photo.
5. **Sharing:** Gather participants in a safe space to share and discuss their photos based on guided questions:
 - What story does this photo tell?
 - Why did you take this photo?
 - How does it connect to larger social and political issues?
6. **Analysis:** Identify themes—look for recurring patterns, such as gender inequalities, land struggles, or climate changes.



Photovoice on the Interconnection of People, River and Forest. (Photo by: MPYA)

Type 3. Drawings

Drawings is a visual method to share stories or personal lived experiences collectively. It is a useful tool for those who may have difficulties reading, writing, or speaking the same language.

Activity Objective: To allow participants to express their story through written/visual storytelling.

Process:

1. Choose a safe, private, and comfortable place for participants to make their drawings.
2. Provide drawing materials such as large sheets of paper, colored pens and markers, and discuss ethical concerns and consent.
3. Explain what drawing involves including who they are, the environment they live in, their hopes and demands.
4. Ask participants to sit together and draw their stories, then share their stories with the larger group—where they work, their interests, and why they are being impacted by development, disaster, or losing land.
5. Identify themes and analyze common challenges and impacts.

Example in practice:

This exercise helps women visually express their identities, the climate impacts they experience, and their hopes for the future. The activity encourages self-reflection, storytelling, and collective dialogue through drawings.

Processes:

- Ask women to draw stories and share who they are, what the climate impacts on their lives are, and what they hope to improve their livelihoods.
- Ask them to draw in three concentric circles or draw three boxes in the table.
- In the first box, they use coloured pens to draw “Who am I? Identity and Daily life.”
- In the second box, draw the climate impacts such as floods, droughts, destroyed farms, etc...
- In the third box, ask them draw the solutions and their dreams.
- The process is guided by these questions:

First box	Second box	Third box
<p>What does your daily life look like? Draw:</p> <ul style="list-style-type: none"> • Your family, home, school, or workplace • Your activities (farming, fishing, selling in the market, caring for children, etc.) • The environment around you (trees, rivers, roads, mountains, animals, etc.) <p>Ask them to discuss and reflect: What do these elements mean to you? What makes you happy or proud in your daily life?</p>	<p>How has climate change affected your life? Draw:</p> <ul style="list-style-type: none"> • Extreme weather events (floods, droughts, storms, rising sea levels, etc.) • Impact on your work, home, and community (damaged farms, lost income, relocation, etc.) • Changes in natural resources (dry wells, loss of fish, soil erosion, deforestation, etc.) <p>Ask them to discuss and reflect: What changes have you noticed over the years? How have these impacts affected you and your family’s well-being?</p>	<p>What do you need to improve your livelihood and secure your future? Draw:</p> <ul style="list-style-type: none"> • Solutions that can help (better farming methods, water storage, reforestation, support programs, etc.) • Dreams for your family and community (education for children, better income, stronger homes, etc.) • Messages to decision-makers (government support, land rights, access to resources, etc.) <p>Ask them to discuss and reflect: What changes would make life better? What support do you need from your community, organizations, or government?</p>

Method 5: Theater of the Oppressed (60 mins)

Theater of the Oppressed is a participatory drama method where community members enact real-life struggles and explore solutions through performance. This method is used for challenging power structures, exploring feminist resistance, and engaging broader audiences.

Activity Objectives:

- To use performance for critical reflection and collective action

Time: 60 - 90 minutes

Materials: Audio equipment, performance area, audience seating space, script/storyline and relevant costumes.

Methods: Performance, acting, forum theater.

Processes:

- Participants identify personal or community struggles. Prepare the story and script.
- They act out a short scene of injustice or oppression that reflects a real-life struggle (e.g., a woman denied land rights).
- Encourage audience members to suggest or act out alternative solutions. The audience can pause the scene, step in, and suggest alternative actions.
- Reflect together: Discuss what was learned and possible real-life actions.



Theater of the Oppressed on a Mining Project in Shan State, Myanmar. (Source: Mong Pan Youth Association)

Method 6: Focus Group Discussion (60 minutes)

Activity Objectives:

- To gather diverse insights, lived experiences, and opinions around the research topic using a participatory and inclusive discussion format.

Time: 60 minutes

Materials: Flipchart paper, markers, sticky notes, report templates.

Methods: Small group discussion, group presentation.

Processes:

- Step 1: Welcome and Set the Scene (2 mins)
- Step 2: Explain FGD Method and Objectives (3 mins)
- Step 3: Prepare Guiding Questions and Group Formation (20 mins)
- Step 4: Discuss Guiding Questions in Groups (25 minutes)
- Step 5: Group Reporting (5 mins)
- Step 6: Recap and Reflection (5 mins)

Step 1: Welcome and Set the Scene (2 mins)

Facilitator says:

“Today, we’ll use Focus Group Discussion (FGD) to learn from each other’s experiences and ideas. This is not a test; everyone’s voice matters.”

Emphasize confidentiality, respect, and the value of diverse perspectives.

Explain that this session supports collective knowledge building to shape the research.

Step 2: Explain FGD Method and Objectives (3 mins)

Introduce three FGD types briefly: structured, semi-structured, and unstructured.

“There are three types of FGDs: Structured FGDs have a set of questions with no expansion on the questions, semi-structured FGDs have a flexible guide allowing for open discussion, and unstructured FGDs are free-flowing discussions driven by participants’ responses.”

Let them know today’s FGD will be semi-structured, guided by open-ended questions, but allowing space to go deeper.

Facilitator says:

“The goal is to hear your thoughts, concerns, and ideas about issues that affect your lives, based on 'the selected issues". Today, we will apply the issue related to water governance, land, and women’s participation in decision-making.”

Focus Group Discussions (FGDs) are commonly used in participatory research where the questions are co-designed and co-facilitated by co-researchers. FGDs typically involve a small group of participants from 6-12 people, and the facilitators ensure that discussions remain focused while encouraging diverse perspectives.

Step 3: Prepare Guiding Questions and Group Formation (20 mins)

- Ask participants to define objectives and prepare guiding questions.
- Divide participants into small groups of 6-8 people to discuss open-ended questions and encourage diverse perspectives.
- Assign the following roles:
 - Facilitator (1 per group) – keeps discussion flowing.
 - Note-taker – captures key points on a flipchart or a report sheet.
 - Timekeeper – ensures balanced time for each question.

Step 4: Discuss Guiding Questions in Groups (25 minutes)

5 mins per question (total of 5 questions). Rotate who speaks first to avoid domination.

Sample open-ended guiding questions:

1. What are the biggest challenges women face in accessing or managing water resources?
2. What are the barriers to women’s participation in decision-making in your community?
3. How do land rights and wages impact women’s lives and power?
4. How do traditional gender roles affect who holds power in natural resource governance?
5. What local solutions or changes would support more equality and inclusion?

Step 5: Group Reporting (5 mins)

- Each group presents their key findings from at least one or two questions.
- Ask the note-taker or a volunteer from each group to share.
- Display notes on a flipchart or a wall.

Step 6: Recap and Reflection (5 mins)

As a full group, reflect together:

- What ideas or experiences were common across groups?
- Did anything surprise you?
- What changes would you like to see based on these discussions?

Focus Group Discussions Report Template

Key themes/areas of discussion based on the key questions.	Key Discussion Points	Gender Dynamics Observed	Concerns/Barriers	Possible Solutions
Gender roles in water governance				
Wages and land rights				
Women's participation in decision-making				

MODULE 4: Data Collection and Analysis



4.1 Developing Interview Questions

4.2 Planning for Data Collection

4.3 Guidelines for Note-taking and documentation for FPAR methods

4.4 Participatory Data Analysis

4.1 Developing Interview Questions

Activity Objectives:

- To co-create clear, respectful, and relevant interview questions that help collect stories and information from the community based on the research topics.

Time: 90 minutes

Materials: Flipcharts, markers, paper, pens, sticky notes, sample research topics (from previous sessions).

Methods: group discussion, presentation, and feedback

Process: 4 steps

- Step 1: Warm-up (10 mins)
- Step 2: Link Questions to Research Topics (20 mins)
- Step 3: Build Questions from Themes (30 minutes)
- Step 4: Group Presentation and Feedback (30 minutes)

Step 1: Warm-up, “What makes a good question?” (10 mins)

Ask participants in pairs:

“What kind of questions help people talk openly and honestly?”

“What kind of questions shut people down?”

Collect answers on a flipchart. Summarize:

- Good questions are open-ended, clear, respectful, and connected to real life.
- Avoid yes/no or leading questions.

Example:

- Good: “Can you tell me what changed in your life when the water was blocked?”
- Not good: “Are you angry about the water issue?”

Step 2: Link Questions to Research Topics (20 mins)

In small groups, recall your group's research topic or issue (e.g., access to water, women's role in decision-making).

Ask:

- What do we want to understand about this issue?
- What do we need to ask people in the community to learn more?

Write 2-3 key things they want to understand.

Examples:

- Women's daily struggle with water
- Who makes decisions about water
- How water scarcity affects farming

The facilitator helps turn these into main themes.

Step 3: Build Questions from Themes (30 minutes)

Introduce simple steps:

1. Start with one topic or theme.
2. Think of one big question about it.
3. Add small follow-up questions (to go deeper).

Example:

Theme: Women and Water.

Main Question: "Can you tell me about your daily experiences with water in your household?"

Follow-ups:

- How do you get water every day?
- What problems do you face?
- Who helps you? Who decides how water is used?

In groups, follow these 3 steps to make 3-5 interview questions. Use a flipchart or sticky notes.

Step 4: Group Presentation and Feedback (30 minutes)

- Each group presents their list of interview questions to the whole group.
- After each presentation, invite feedback from other participants:
 - Are the questions clear and respectful?
 - Will these questions help people share real stories?
 - Is there anything confusing or missing?

Facilitators help guide the feedback gently and supportively.

Reflection questions to ask the whole group:

- What did you learn from hearing others' questions?
- Which questions will work best in the community?
- How can we improve our questions further?

Facilitator reflects on:

- The importance of using simple, clear, open language.
- Asking with respect and listening with care.

4.2 Planning for Data Collection

Activity Objectives:

- To co-develop a clear, participatory, and ethical data collection plan that aligns with the research objectives, tools, and roles of the FPAR team.

Time: 90 minutes

Materials: Flip charts, markers, pens, printed blank Data Collection Plan templates (one per group), sticky notes, sample FGD and mapping tools (for reference).

Methods: Group planning, discussion.

Process: 5 activity

- Activity 1: Opening and Objectives (10 mins)
- Activity 2: Exploring Tools and Methods (20 mins)
- Activity 3: Planning the Details (40 mins)
- Activity 4: Reflection and Closing (5 mins)

Activity 1: Opening and Objectives (10 mins)

Facilitator says:

"We've designed our research questions together, and now we move to the next step: collecting data in the community. This session will help us plan how, with whom, when, and in what ways we collect data, while being ethical, inclusive, and strategic."

Activities:

- Recall the research objectives and scope, and refer to the exercise in Module 2: Designing FPAR (page 24).
- Explain what a data collection plan is and why it matters.
- Briefly introduce the table format and categories in the plan.

Activity 2: Exploring Tools and Methods (20 mins)

"This session aims to help us choose the right tools that match our research questions and fit well with our community's context."

Instructions:

In small groups, ask:

- "What are the best ways to collect answers to our research questions?"
- "What tools fit best for women, elders, or youth?"

Give 5 example methods to choose from:

- Focus Group Discussions
- Timelines/River of Life
- Stakeholder Mapping
- Resource/Social Mapping
- Storytelling / Photovoice / Drawing

Output: Each group selects 1–2 tools that they will use.

Activity 3: Planning the Details (40 mins)

Facilitator says:

"The purpose of this activity is to prepare a detailed data collection plan using the format provided."

Instructions:

Each group fills in their Data Collection Plan Template, using the tools they selected.

Facilitators support the process. They should consider:

- **Approach:** How the method will be used
- **Questions/Topics:** Key words
- **Documentation:** Notes, recordings, photos?
- **Roles:** Who is the facilitator, note taker, organizer?
- **Timeline:** When will it happen?

Reminder: Emphasize the importance of ethics, informed consent, and sensitivity to local dynamics, particularly regarding gender roles and power relations.

Activity 4: Reflection and Closing (5 mins)

Facilitator Asks:

- "What did you learn from this planning process?"
- "How can we support each other during data collection?"

Wrap-up Message:

"Our tools and plans are not fixed; they are flexible and evolving. Let's remain open to adapting them during our work in the field. What matters most is staying true to feminist values: inclusion, respect, safety, and shared power."

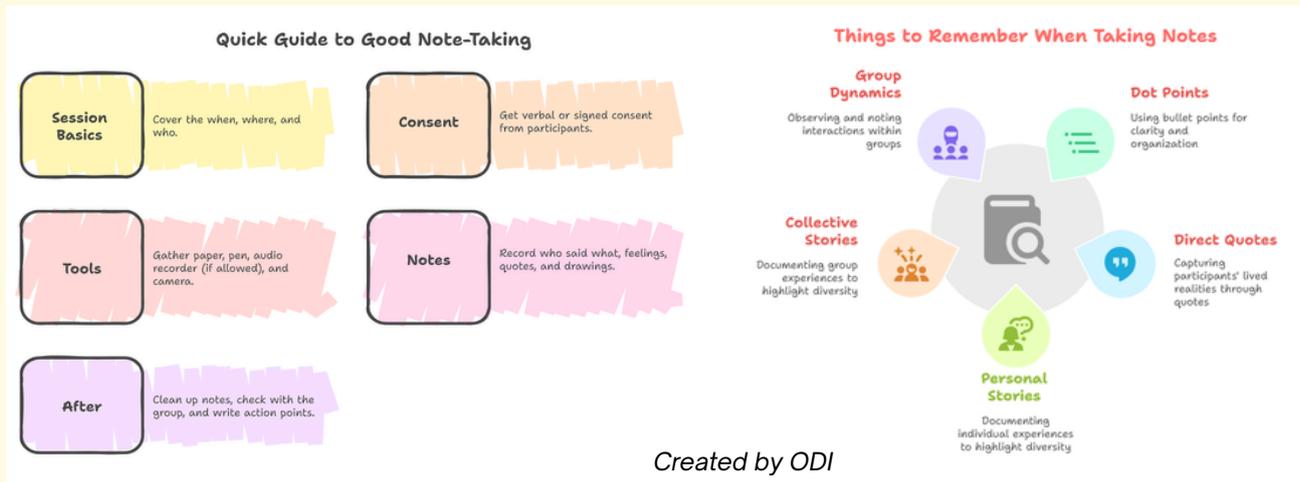
Data Collection Plan Format

Methods	Approaches (How will you use this method)	Documentation /recording	Responsible persons & specific skills	Roles	Timeline
Method 1 Example: FGDs	<p>Example: -No of participants -Duration of the section -FGD open questions include:</p> <p>What major changes have you observed over time? How have these changes affected your daily life, livelihood, and well-being? Have these changes impacted different groups in the community (e.g., women, fishers, farmers) in different ways? If so, how? Are women involved in decision-making processes related to land and water governance? Why or why not? What barriers do women face in taking on leadership roles in the community? What are your recommendations for improving environmental conservation while ensuring fair participation for women? Are there any other topics or concerns related to environmental changes and women's roles that you would like to discuss?</p>	<p>Example:</p> <p>Note-takers Voice-recorder Notes will be taken on flip-charts. Voice recordings will be transcribed.</p>	<p>Example:</p> <p>List the co-researcher names</p>	<p>Example:</p> <p>Facilitator Note-taker Event organizer</p>	<p>Example</p> <p>Date and time</p>
Method 2 Stakeholder Mapping					
Method 3 Resource & Social Mapping					
Method 4 Timelines or River of Life					
Method 5 Theater of the Oppressed					

4.3 Guidelines for Note-taking and documentation for FPAR methods

Note-taking format

Name of research activity	Resource mapping
Date of research activity	Feb 26, 2025
Time that research activity began	9:00am
Time that research activity ended	11:45am
Place of research activity	Xxx community
Name of facilitator/s	
Name of note-taker/s	
Number of participants	
Approach to consent collection (attached with evidence)	
Techniques of note-taking	Audio/audio recording, live note-taking on shared docs or paper, and capturing photos of participants' drawings, writings, and expressions. (to support written notes.)
Notes of discussion	<p>Example: Question: Whaxt barriers do women face in leadership roles?</p> <ul style="list-style-type: none"> • Cultural norms- traditional gender roles limit women's participation. • Confident level- Women doubt their abilities. • Accessibility-Limited opportunities for leadership training and opportunities <p>Quote: "Even when I have ideas, I hesitate to speak up because I'm afraid of criticism." (Chali, 37 years old, Member of Women Association)</p>



When taking notes, things to consider:

- Use dot points when note-taking for clarity and organization.
- Capture direct quotes that reflect participants' lived realities.
- Document both personal and collective stories to highlight diverse experiences.
- Observe and note group dynamics – Who speaks more? Who remains silent? Are there power imbalances?

When structuring notes, consider using these questions:

- Who is speaking? (Demographics, role in the community, positionality).
- What is being said? (Key themes, challenges, aspirations, emotions).
- How is it being said? (Tone, body language, level of engagement).
- Reflections & Insights: Your observations, emerging patterns, and critical takeaways.
- Actions or follow-ups: What needs further discussion, action, or validation?

When reporting notes, things to consider:

- Review notes with participants to ensure accuracy, representation, and consent.
- Use findings to co-develop action plans that align with community priorities.
- Protect confidentiality and ensure participants have ownership of their narratives.

4.4 Participatory Data Analysis

Activity Objective

- To help the community understand and organize their research findings, and prioritize what matters most to them through discussion and participation.

Time: 2 hours and 30 minutes.

Materials: Flipcharts, markers, colored pens, stickers for voting, tape, sticky notes.

Methods: Group discussion, group reflection, presentation, and feedback.

Process: 6 activities

- Activity 1: Reflection and Analysis Tools (10 minutes)
- Activity 2: Reviewing Data (30 mins)
- Activity 3: Initial Coding (Identifying Themes) (40 mins)
- Activity 4: Organizing Codes into Categories (30 mins)
- Activity 5: Ranking (Prioritizing Issues) (30 mins)
- Activity 6: Analyzing and Using the Results (10 mins)

Activity 1: Reflection and Analysis Tools (10 minutes)

Facilitator says:

“Today, we will look at the stories, ideas, and problems you shared during the previous session. Together, we’ll find common themes, organize them, and decide what’s most important to take action on. We are not just analysing, we are learning from each other to plan for change.”

Activity 2: Reviewing Data (30 mins)

Step 1: Reviewing Data

Review the transcripts or notes that highlight keywords, phrases, or recurring issues related to the research questions.

Example: The following research questions from the “Problem Tree Analysis activities” will guide the identification of the common themes.

Step 2: Small Group Reflection

Split into small groups.

Ask each group to review summaries or quotes from past discussions (transcripts/notes).

Ask each group to read, highlight, or mark repeated problems or ideas using color markers or stickers.

Activity 3: Initial Coding (Identifying Themes) (40 mins)

List all the common themes in a coding sheet and create code. Use the example coding sheet below to help set up.

Note: Remember to use symbols that are familiar to the team and agree on what each symbol represents. For example, the letter P (for participation) could represent decision-making or the social and cultural norms that hinder their participation, and N (for norms) could represent norms.

Below are some examples of code you can use for the data:

- Colors: Red, green, yellow, blue, pink, etc..
- Numbers: 1, 2, 3, 4, 5, etc.
- Letters: A, B, C, D, E, etc.

After coding group discussions, common themes might include:

1. Access to Water- Availability and distance to water sources.
2. Decision-making Power- Women’s role in community water management.
3. Cultural Barriers-Traditional gender roles limiting women’s participation.
4. Water Rights and Policies-Awareness and access to legal frameworks.

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4. Water Rights and Policies-Awareness and access to legal frameworks.

On a big sheet, make a table with 2 columns:

- “Code” (symbol or letter)
- “What does it mean” (theme or issue)

Example:

Code	Theme
A	Access to Water
D	Decision-making Power
N	Cultural Norms/ Barriers
R	Rights and Policies

Activity 4: Organizing Codes into Categories (30 mins)

“Now that we’ve collected and talked about many issues from your stories, the next step is to group similar ideas. This helps us see the bigger picture.

“For example, if some people said, ‘no water nearby,’ and others said, ‘pipes are broken,’ we can group both under Water Access Problems.”

Example from practices:

“In a fishing community we worked with before, people shared problems like ‘women not being part of decision-making’ and ‘water becoming scarcer because of climate change.’ These may sound like different issues, but when we look closely, we can group them into bigger topics, like governance or water access problems.

Doing this helps us understand the deeper causes of the problems and how they are connected. It also makes it easier for us to plan what to do next, whether it’s talking to local leaders, creating a community action plan, or pushing for changes in policies.

So today, we’ll work together to organize the ideas into categories that make sense to everyone. This will help us find clear directions for action.”

Use these examples as guides:

Category 1: Gender and Governance

It's about power, participation, and decision-making.

- Decision-making power/lack of representation in local water governance.
- Cultural barriers restricting women's participation.
- Exclusion from policy discussions.

Category 2: Structural Barriers to Water Access and Availability

It's about the systems, environment, and infrastructure that limit access.

- Distance to safe water sources.
- Climate-related water shortages.
- Poor water Infrastructure.
- Policy constraints.

Ask questions to prompt thinking:

- "Do these problems come from the same cause?"
- "What is the bigger topic they all belong to?"
- "Can we give this group a name that makes sense to everyone?"

Summarize by saying:

"When we group the information this way, it helps us see how many of our problems are connected to bigger, deeper issues, not just single events.

For example, water problems might not just be about one broken pipe, but also about bigger things like government planning, lack of support, or unfair policies.

Once we understand this, we can plan smarter actions, like asking for better water systems, making sure women have a voice in meetings, or helping people understand their legal rights."

Activity 5: Ranking (Prioritizing Issues) (30 mins)

Give everyone 5 stickers.

Assign scores (e.g., 1-5) to indicate importance:

- 1 = Most important
- 5 = Least important

Ask them to "vote" on the themes they think are most important.

Tally votes and make a ranking table.

Example Ranking Sheet:

Theme	Votes	Rank
Cultural Norms	25	1
Access to Water	23	2
Decision-making	20	3
Rights and Policies	7	4

Discussion Prompt:

- Why do you think these are the most important?
- What needs urgent attention?

Activity 6: Analyzing and Using the Results (10 mins)

Now that we've finished the ranking, we can look at the results to see which problems the community thinks are most urgent and need to be dealt with first.

When we read the ranking sheet, we can see what issues are affecting people the most. We can also look at which strategies or actions the community feels are most useful; those will be the ones ranked the highest.

But remember, just because something is ranked low doesn't mean it's not important. It might be that some things are urgent right now, or people feel they have the tools or resources to act on those first.

Once we know the priorities, we can start planning what to do next, whether it's pushing for changes in policies, improving local rules, or designing new activities together.

Example:

In one community, women talked about their struggles with water, like not being included in decisions, or the water source drying up. After talking and ranking the issues, they found that "access to water" and "having a voice in decisions" were the top concerns. This helped them push for more women to join water management groups and demand better support from local authorities.

MODULE 5: Reporting FPAR



5.1 Writing Key Findings and Discussion

5.2 Choose Reporting Styles and Formats

5.3 Reporting FPAR Templates

5.1 Writing Key Findings and Discussion (90 minutes)

Activity Objectives:

- Help participants turn what they found in the research (stories, quotes, themes) into clear and meaningful sections for the final report or presentation.

Time: 90 minutes

Process: 5 steps

- Step 1: Warm-up Discussion (15 mins)
- Step 2: Small Group Writing (40 mins)
- Step 3: Sharing and Discussion (20 mins)
- Step 4: Credit and Consent (10 mins)
- Step 5: Validation and Next Steps (5 mins)

Step 1: Warm-up Discussion (15 mins)

Facilitator asks:

- What do you think is the most important message we want to share from our research?
- Who do we want to read or hear our report?
- Why is it important to write our findings in our own words?

You can also say:

“We are not writing for academics only. This is a story of our community. We want our voices to be clear, real, and useful, so others can understand, learn, and support.”

Let the group choose the categories or themes they want to work on.

Examples:

- **Categories:**
 - Gender and Governance
 - Structural Barriers to Water Access and Availability
- **Themes:**
 - Lack of Representation in Local Water Governance
 - Cultural Barriers to Participation
 - Distance to Safe Water Sources
 - Policy Constraints

Step 2: Small Group Writing (40 mins)

Divide participants into small groups. Give each group 1 category to work on. Each group can use this simple structure:

- Theme Title (Example: “Women and Governance”).
- What is happening? (Short paragraph, tell the story in your own words).
- A real voice (Share 1-2 quotes or stories from people in the community).
- Why it matters (How does this issue affect people? Who is most affected?)
- What the community wants (Ideas, proposed solutions, or what needs to change).

Facilitator:

Encourage them to write in simple sentences, use local words or phrases, and draw or add a photo if helpful.

You may say:

“Write like you’re telling a story to your neighbor, your kids, or the village head. It should be clear and come from your heart.”

Women and Governance

In many villages, women collect water and care for the home. But when the leaders meet to talk about water systems, women are not invited.

“We collect the water, and we know when it’s clean or not. But when the village head meets with the district, no women are invited.” – Ms. Nit

Cultural traditions make it harder for women to speak up in public. This means decisions are often made without hearing their ideas.

What women want:

- More women included in village water committees.
- Support for women to speak in meetings.
- Training and exchange visits with women leaders from other areas.

“Let’s make sure every theme has a real voice, a clear message, and a strong solution.”

Step 3: Sharing and Discussion (15 mins)

Each group reads what they wrote to everyone.

Ask the full group:

- Does this sound like our real experience?
- Is anything missing or not clear?
- What parts should we highlight most when we share our report?

Step 4: Credit and Consent (10 mins)

Facilitator says:

“This work belongs to the community. We want to make sure people are credited fairly and that no one feels unsafe sharing sensitive information.”

Ask:

- Who should be named as co-authors or contributors?
- Are there stories or quotes that should stay private or anonymous?

Step 5: Validation and Next Steps (5 mins)

Together, decide:

- Who will put all the sections together?
- Do we want to take this draft back to the community for feedback?
- When will we finalize the report?

Examples of Writing Key Findings:

Category/theme 1: Gender and Governance

Lack of Representation in Local Water Governance

In all three communities, women expressed frustration over limited involvement in water-related decision-making structures. While they are often responsible for household water collection and use, their voices are rarely heard in formal meetings or village committees overseeing water resource management.

“We collect the water, and we know when it’s clean or not. But when the village head meets with the district, no women are invited.” Ms.Nit, community member.

Cultural Barriers to Participation

Many women identified long-standing cultural expectations that discourage them from speaking in public meetings or challenging male authority. This limits their ability to influence decisions that directly affect their daily lives.

“We are raised to stay quiet when men talk. Even if I had an idea, I feel shy to say it in front of the elders.” Ms.Somsi, a fisherwoman.

After the quote, you may include a suitable photo that represents the message.

Category/theme 2: Structural Barriers to Water Access and Availability

Distance to Safe Water Sources

In the community, many households, particularly those led by women or elderly people, must travel long distances to fetch clean water, especially during the dry season. This burden falls mostly on women and children.

“My daughter walks 30 minutes each way just to fill two buckets of water. Sometimes she misses school.” Mrs. Hseng, a single mother.

Policy Constraints

Several participants mentioned that current policies favor centralized water systems or private sector involvement, often without local consultation. These frameworks ignore community-driven solutions and do not allocate a budget for inclusive maintenance structures.

Community Priorities and Proposed Solutions

Ranked Priorities (from community voting)

1. Strengthening women's leadership in Water Governance.
2. Improving rainwater collection and storage systems.
3. Expanding community-based reforestation efforts.
4. Fostering intergenerational learning and support networks.
5. Enhancing community engagement with policymakers.

Insights from the Prioritization Process

- **Women** emphasized the connection between their daily labor and the need for a voice in governance.
- **Elders** prioritized climate adaptation and restoring traditional water knowledge.
- **Younger** participants wanted better infrastructure to reduce their burden.

Community Proposed Solutions/ Recommendations

- Establish local water user groups with equal gender representation and clear roles in decision-making.
- Request support to repair and upgrade broken infrastructure and improve rainwater harvesting systems.
- Advocate for creating community-level climate adaptation plans that recognize women's water knowledge.
- Develop a participatory policy feedback platform with local authorities to ensure inclusion of all voices.

Refer to Annex 2 (page 82) for Sample writings

5.2 Choose Reporting Styles and Formats

There are many ways to share your FPAR findings; choose the style or combination of formats that best fit your community, audience, and available resources. Below are some examples of different reporting styles:

- Narrative Reports / Community Stories
- Community Maps
- Policy Briefs
- Photo-voice Galleries
- Digital Storytelling / Short Videos
- Forum Theatre

Each format can be adapted to the local context and combined to reach different audiences (e.g., story + map + video). Choose what amplifies community voices, respects local knowledge, and supports your advocacy goals.

Narrative Reports / Community Stories

Format: Written report, often in story format.

Features:

- Uses community voices, quotes, and lived experiences.
- Easy to understand and emotionally engaging.
- Highlights the human impact of issues.
- Suitable for sharing with NGOs, local leaders, and other communities.

Best for: Building empathy and understanding; honoring local knowledge.



Community Maps

Format: Hand-drawn or digital maps.

Features:

- Created with or by the community.
- Visualizes problems, assets, changes, and power structures in local spaces.
- Encourages collective reflection and analysis.

Best for: Showing spatial data; visualizing patterns of access, control, or exclusion.



Policy Briefs

Format: Short (1–4 pages), structured document

Features:

- Focused on key messages and clear recommendations.
- Uses simple language, charts, and bullet points.
- Designed to influence decision-makers, donors, or policy advocates.

Best for: Advocacy and influencing policy change.

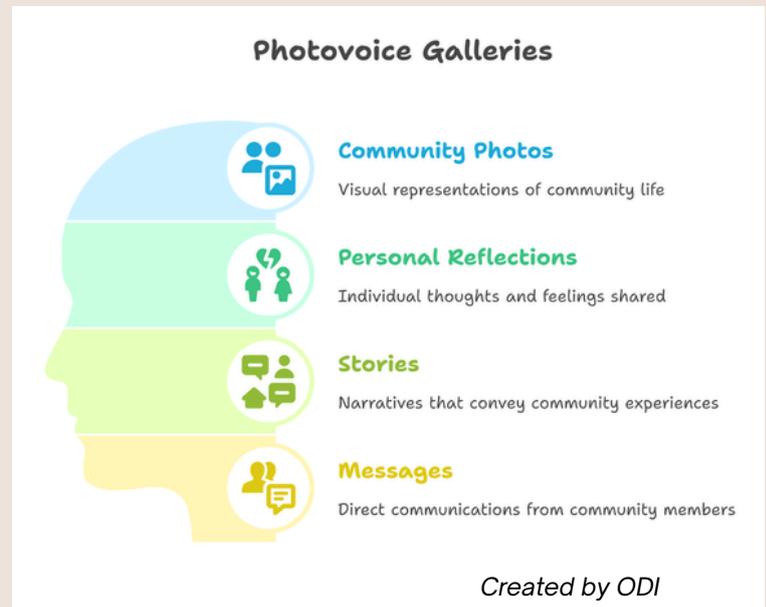
Photovoice Galleries

Format: Printed or digital photo displays with captions.

Features:

- Photos taken by community members.
- Accompanied by personal reflections, stories, or messages.
- Highlights lived experiences and perspectives often unseen.

Best for: Exhibitions, public awareness, and emotional engagement.



Digital Storytelling / Short Videos



Format: Video (1–10 minutes), with voiceovers, interviews, or music.

Features:

- Combines visuals, sound, and narrative.
- Highly engaging and shareable on social media or in community screenings.
- Can reach diverse audiences, including those with low literacy.

Best for: Mass awareness, fundraising, or community pride.

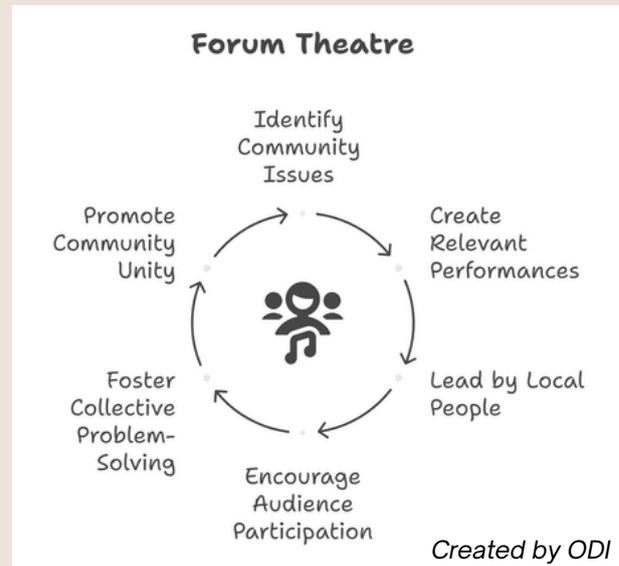
Forum Theatre

Format: Live drama performance.

Features:

- Based on real community issues.
- Performed by local people, often with opportunities for audience participation.
- Encourages collective problem-solving and dialogue.

Best for: Community education, reflection, and sparking action.



5.2 Reporting FPAR Template

Template 1: Standard FPAR Report Structure

Title page <ul style="list-style-type: none">• Title of report• Author/s names• Logos of organisations and funder (if relevant)• Date of report
Introduction <p>Introduce the FPAR project and the key focus, aims and objectives of the project. Then explain the structure of the report and what is included.</p>
Background and context <p>Provide the background to the FPAR project (the reason for doing the Project), and the context of the project, This includes the location, issues, community demographics, and information about the organisations and movements involved.</p>
Literature review <p>Review the existing literature related to this issue and the project. What is already known and what are the gaps of knowledge and action that the FPAR project aims to address.</p>
Methodology <p>Explain the research methods, sample (number of people who participated, disaggregated by gender), and the ethics strategies.</p>
Findings <p>Present the research findings from the data. This can be presented thematically, with evidence from the different methods and strong quotes to illustrate the key issues. Be careful about what information is shared - safety and ethics first!</p>
Discussion <p>Discuss the implications of the findings, and what they mean for policy and action. The findings can be situated with the existing literature.</p>
Actions <p>Share the FPAR strategies and actions that co-researchers have undertaken to demand their rights, and the impacts and outcomes of those strategies. Be careful about what information is shared - safety and ethics first!</p>
Recommendations <p>Provide a list of recommendations for action for different actors (different levels of government, institutions, communities, individuals). Try to keep the recommendations meaningful and achievable and based on your evidence.</p>
Conclusion <p>Summarise the findings and conclude the report with a call to action.</p>
References <p>Provides references for any literature or other materials that you have cited in the report.</p>

Template 2: APWLD-Adapted FPAR Report Template

This template was originally developed by APWLD and has been thoughtfully adapted by EWTI-ODI to align with the FPAR toolkit. It's designed to support you in writing your final FPAR report. The questions included are meant to guide your reflections and documentation based on your project experience. You don't need to answer each question one by one; just focus on the ones most relevant to your work. Thoughtful responses will help you craft a strong and meaningful report.

The main sessions include as follow:

- Cover page
- Acknowledgements
- Acronyms
- Table of contents
- Executive Summary
- Introduction
- Research Framework
- Findings and Analysis
- Conclusion and recommendations
- Summary of Key Findings and Learnings
- Relevance of Your FPAR to structural and systemic change
- Impacts of Your FPAR
- Policy and Advocacy Recommendations
- Advocacy and Future Actions
- ANNEXS

Refer to Annex 3 (page 87) for details report template

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Annexes:

Annex 1: FPAR: Menu of participatory methods for data gathering and analysis

#	Method	Method for data gathering	Method for data analysis or interpretation	Materials
1	Drawings, collages and sculptures	<ul style="list-style-type: none"> Co-researchers make drawings, collages or sculptures to express their response to the research question. The art can be photographed. Co-researchers usually also provide an explanation of their art, which may be filmed, recorded or transcribed. Data can be analysed by grouping drawings (and stories) with similar themes; comparing multiple drawings to find similar themes (using post-its). 	<ul style="list-style-type: none"> To analyze data, co-researchers may draw rather than write themes they identify across data sets. A collective drawing/sculpture can be a way of presenting a group's interpretation (meaning) of data that has been analysed. 	<ul style="list-style-type: none"> Paper and coloured markers Creative art supplies Voice recorder and camera Pen and paper/computer to write explanations of artworks
2	Participatory filming / photography (Photovoice)	<ul style="list-style-type: none"> Individuals or groups take films or photographs to respond to a research topic. Co-researchers provide explanations of their photos and films. Photovoice data can be analysed by grouping photos with similar themes and identifying the trends across those photos; counting similar themes; writing comments on photos about the themes in the data. Co-researchers critically reflect on the information coming through the data. 	<ul style="list-style-type: none"> To analyse data, co-researchers may use/take photos to represent the themes they identify across data sets. A film can be a way of presenting a group's interpretation (meaning) of data that has been analysed. 	<ul style="list-style-type: none"> Cameras Pen and paper/computer to write explanations of photos and films
3	Mapping	<ul style="list-style-type: none"> Co-researchers collectively create a map of their community/story/issue. This can be done on large pieces of paper (drawing), or using furniture, sticks, plants etc. Co-researchers then explain the map. Maps can be analysed by identifying themes in the map/s (e.g., using post its, writing on the maps); comparing maps for similarities and differences. 	<ul style="list-style-type: none"> To analyse data, co-researchers may create a visual map (e.g., poster) of the themes they identify. The map may include writing and/or pictures. 	<ul style="list-style-type: none"> Posters and coloured markers Post-its
4	Timelines	<ul style="list-style-type: none"> Co-researchers collectively create a timeline of their community/story/issue. This may be done on paper, in a drawing, in a roleplay, or another expressive form. Co-researchers then explain the timeline. Timelines can be analysed by identifying themes (eg using post-its, writing on the timelines); counting repeated themes/events; comparing timelines etc. 	<ul style="list-style-type: none"> Co-researchers may create a collective timeline from multiple stories/perspectives that are shared in other data. 	<ul style="list-style-type: none"> Posters Coloured markers Post-its Notepad
5	Storytelling	<ul style="list-style-type: none"> Individuals or groups share their personal stories regarding a research topic. Stories can be recorded in video, voice recording, or written down. They can also be accompanied with a drawing. Stories can be analysed by coding for themes (writing on the transcript); comparing stories for shared themes; counting how many times a particular issue is raised in the stories. 	<ul style="list-style-type: none"> Co-researchers may create a 'meta-story' that highlights the key themes and trends from other data. 	<ul style="list-style-type: none"> Paper and pen Posters and markers Camera for recording
6	Oral herstories	<ul style="list-style-type: none"> Individuals or groups share their herstories, to inform a historical perspective on an issue Oral herstories can be recorded in video, voice recording, or written down. They can also be accompanied with a drawing. Analysis may include comparing oral herstories and generating timelines. 	<ul style="list-style-type: none"> Co-researchers may create a collective oral herstory based on multiple stories/perspectives that are shared in other data. 	<ul style="list-style-type: none"> Paper and pen Posters and markers Camera for recording

Annex 1: FPAR: Menu of participatory methods for data gathering and analysis (cont)

#	Method	Method for data gathering	Method for data analysis or interpretation	Materials
7	Roleplay, mime, theatre, dance, song, human statue	<ul style="list-style-type: none"> Co-researchers respond to the research question by creating a roleplay, mime, theatre, dance, song or human statue. This is presented to the whole group, and can be filmed. This method is analysed by the whole group discussing their observations of the key themes/issues/findings in each presentation. Observations of each presentation can be recorded (written on posters) and then compared to find trends across the themes. 	<ul style="list-style-type: none"> Co-researchers may interpret their analysis of other data through a roleplay or other expressive method. The roleplay tells us about what they understood from the data. 	<ul style="list-style-type: none"> Camera to film Posters and markers to write up themes
8	Participatory Rural Appraisal	<ul style="list-style-type: none"> Ranking: Co-researchers create a list of options/ideas and everyone individually selects their top priorities and preferences. This can be done using pictures to represent the options and stones to select priorities. Scoring: Co-researchers create a list of options/ideas and develop criteria for scoring, and everyone individually gives a score (eg 1-5) for each option. These tools all be done in non-text format on the ground, e.g., using pictures for each option and people put pebbles/shells into their preferred options. PRA data is analysed by counting the responses to identify preferred options. 	<ul style="list-style-type: none"> PRA tools can be used to analyse other data, eg: <ul style="list-style-type: none"> using pebbles/stones/coloured dots to identify common themes on drawings/transcripts/other data ranking drawings/quotes/maps from least to most relevant/important using coloured dots to prioritise themes in the data (especially recommendations) 	<ul style="list-style-type: none"> Paper and pens / pebbles and sticks Coloured markers A calculator may be helpful
9	Participatory surveys	<ul style="list-style-type: none"> Co-researchers create a list of questions/options for a basic participatory survey. The survey can be done on the ground (pictures and pebbles), online or on paper. Everyone individually responds to the questions. Data is analysed by counting the responses, and then a collective discussion about what the survey results mean. 	<ul style="list-style-type: none"> Co-researchers can analyse other data by designing a participatory survey that asks co-researchers to select from a list the themes that are most common in the data. This will show which issues are most prominent to co-researchers involved in analysis. 	<ul style="list-style-type: none"> Paper and pens / Computer / pebbles and sticks A calculator may be helpful
10	Participatory interviews	<ul style="list-style-type: none"> Co-researchers develop interview questions based on their impact objective/s. Co-researchers interview each other as individuals. Responses to questions are recorded on video and/or notes. Co-researchers report back the key ideas to the whole group (it is helpful to write up key responses on posters). Interview data can be analysed by thematically grouping responses with key quotes as co-researchers back report their discussions. This can be followed by a group discussion of the key trends across the interviews. 		<ul style="list-style-type: none"> Posters and coloured markers Paper and pen Voice recorder Computer and paper can be used to transcribe
11	Participatory focus group discussions	<ul style="list-style-type: none"> Co-researchers develop FGD questions based on their impact objective/s. A FGD facilitator is selected, and leads small groups in the FGD. Responses to questions are recorded on video and/or written in notes. Co-researchers report back the key ideas to the whole group (it is helpful to write up key responses on posters). FGD data can be analysed by thematically grouping responses with key quotes as co-researchers back report their discussions. This can be followed by a group discussion of the key trends across the FGDs. 	<ul style="list-style-type: none"> Co-researchers can use a FGD to analyse other data, by collectively identifying themes in the data and trends across the themes. The discussion can be recorded and documented (eg voice recording, writing posters). 	<ul style="list-style-type: none"> Posters and coloured markers Paper and pen Voice recorder Computer and paper can be used to transcribe

Annex 1: FPAR: Menu of participatory methods for data gathering and analysis (cont)

#	Method	Method for data gathering	Method for data analysis or interpretation	Materials
12	Journalling	<ul style="list-style-type: none"> Co-researchers collectively decide the focus and timeframe for the journals. Co-researchers write/draw/film journals of their personal/collective experiences. Co-researchers share and compare their journals. Journals are analysed by collectively finding common themes across the journals. 	<ul style="list-style-type: none"> Co-researcher can analyse other data by individually writing / drawing / filming journals about the key themes they identify in the data. Journals can then be shared and compared to find key trends across the themes and identify key findings. 	<ul style="list-style-type: none"> Notebooks Coloured pens Camera (optional)
13	Facebook / Twitter	<ul style="list-style-type: none"> Co-researchers gather information that is already available on public online forums such as a Facebook page or a Twitter account. Facebook/Twitter data is collectively analysed by reading through the webpage and identifying key themes, issues and quotes. 	<ul style="list-style-type: none"> Data (e.g., a video interview) can be posted on Facebook/Twitter and co-researchers make “comments” to share the key themes they identify in the data. Each piece of data and the comments are then compared for trends across the themes. 	<ul style="list-style-type: none"> Computer Internet Printer Coloured pens
14	Freedom of Information and fact-finding mission	<ul style="list-style-type: none"> Co-researchers plan and implement a process to request information/documents from duty bearers to investigate an issue. 		<ul style="list-style-type: none"> Computer and internet Phone Transport to access institutions
15	Participatory technology development	<ul style="list-style-type: none"> Co-researchers collaboratively design and develop technology to suit their collective needs. They collectively test the technology and record experiences (eg strengths, weaknesses, proposed changes). Co-researchers refine the technology based on their individual and collective experiences. This data can be analysed with a timeline, visual map or PRA tools for co-researchers to track the changes, impacts and effectiveness of the technology. Ongoing discussion and reflection is important. 		<ul style="list-style-type: none"> Calculators Materials for technology Computer
16	Participatory planting	<ul style="list-style-type: none"> Co-researchers test different types of seeds and plants. They collectively record experiences with the plants (eg water usage, weather conditions, fruit). This data can be analysed with a timeline, visual map or PRA tools for co-researchers to track the changes, impacts and effectiveness of the technology. Ongoing discussion and reflection is important. 		<ul style="list-style-type: none"> Plants Garden tools etc Notebooks and pens Temperature gauge
17	Document and media analysis	<ul style="list-style-type: none"> Co-researchers design questions and themes for analyzing documents and media. They collect a sample of documents / news media. They collectively analyse the text, photos and videos in documents and news media, identifying common themes in the data and trends across the themes. 		<ul style="list-style-type: none"> Printer Computer Internet

Annex 1: FPAR: Menu of participatory methods for data gathering and analysis (cont)

#	Method	Method for data gathering	Method for data analysis or interpretation	Materials
18	Peer review	<ul style="list-style-type: none"> Two peer entities (e.g., organisations, individuals, communities) design research together. They conduct data collection with each other using selected methods. The entities then analyse the data together and take learnings back to their stakeholders. 	<ul style="list-style-type: none"> Two peer entities can analyse each other's data and feed back the information to each other. 	<i>Depends on methods used</i>
19	Appreciative Inquiry	<ul style="list-style-type: none"> A group collaboratively inquires into an issue or topic, focusing on strengths and resilience through identifying high points and low points, learnings, changes in their lives, and hopes for the future. 		<i>Depends on methods used</i>
20	Cooperative inquiry	<ul style="list-style-type: none"> A process where a group of community members become co-researchers and they move through several cycles of action and reflection; designing their research together, gathering data, and reflecting on the knowledge with ongoing meetings. 	<ul style="list-style-type: none"> Cooperative inquiry includes data gathering and analysis 	<i>Depends on methods used</i>
21	Case study	<ul style="list-style-type: none"> A group decides their approach for sharing their story, developing various methods to gather information (e.g., mapping, interviews, photos etc). The group then collectively analyses the information, finds common ideas, and then presents the information in a format to share the case study. 	<ul style="list-style-type: none"> Data that is gathered from other methods can be pulled together into a case study. 	<i>Depends on methods used</i>

Annex 2: FPAR writing examples

Writing example 1: Community Narrative Report: We Carry the Water

“We Carry the Water, But Not the Decisions”

A story from the community of Inlay Lake, Shan State, Myanmar

The Inlay Lake community, located in the highlands of Shan State, is known for its floating farms, rich biodiversity, and deep cultural heritage. For generations, families living along the lake have depended on it for drinking water, irrigation, fishing, and household use. Women play a central role in managing water at home, collecting it, storing it, and ensuring it's safe. Yet, despite their vital contributions, they remain largely invisible in the decision-making spaces that govern local water systems.

In recent years, the Inlay Lake community has faced growing water-related challenges. Rainfall patterns have shifted, and seasonal droughts have become longer and more intense due to climate change, severely impacting the lake's water levels and threatening the community's iconic floating gardens and traditional farming practices. In addition, a recent earthquake caused significant damage to already aging infrastructure, including water pipes and canals, disrupting the community's ability to access and distribute safe water. As in many rural areas, women are the first to feel the strain of these environmental and structural changes, yet their voices remain largely absent from village meetings, local committees, and broader policy discussions.

Gender and Governance

Women in the community consistently spoke of being left out of local water governance structures. Though they are primary water users and caretakers, decisions about water resource planning, budgeting, and partnerships with external agencies are made by male-dominated village committees.

“When the officials came to talk about the new water tank, they only invited the village head and his friends. We didn't even know the meeting happened.”

Ma Aye, a woman's group member

Cultural expectations continue to limit women's ability to speak in public meetings. Elders shared that they were taught from a young age to defer to men in village matters. As a result, even women with experience and ideas often stay silent.

“We are told to be quiet, to respect the men who speak. But we are the ones carrying the buckets every day.”

Daw Hla, community elder

Structural Barriers to Water Access and Availability

The community faces chronic water shortages, especially during the dry season. The nearest safe water source is a 40-minute walk for some households. Women and children are most affected, missing work or school to fetch water.

“My daughter wakes up at 5 a.m. to help collect water before school. By the time she comes back, she's already tired.”

Hseng, single mother

Climate change has made these problems worse. Inlay Lake is drying up earlier each year, while increasing water pollution in the Lake, driven by the rapid expansion of hotel zones without proper waste management, has severely degraded water quality. At the same time, deforestation in surrounding areas has disrupted the water table, causing some wells to run dry or become contaminated, making them unsafe for use. Existing infrastructure, pipes, pumps, and tanks are either broken or too expensive to maintain. Government policies tend to favor centralized water management schemes that overlook rural voices and exclude community-led solutions.

“If women were included in planning, things would work better. We know where the water is, how to manage it, and what’s needed.”

Hla Hla, youth volunteer

“The policies are made far away, by people who have never walked to collect water. They don’t know our daily life.”

U Ba, fisherman

“We don’t want charity, we want to be asked, included, and respected in decisions that affect us.”

Thuzar, Women’s leader

Insights from the Prioritization Process

During the participatory ranking process, women strongly emphasized the connection between their daily responsibilities in managing household water and the importance of having a voice in water governance. They expressed that their lived experiences should inform local decision-making processes.

Elders prioritized climate adaptation and the revival of traditional water knowledge, highlighting how past generations successfully managed changing seasons through community practices and ecological wisdom.

Younger participants focused on the urgent need for improved water infrastructure, such as functioning pipes and storage systems, as a way to reduce their physical burden and improve daily life for their families.

Community Priorities and Proposed Solutions

Through a series of reflective discussions, participatory ranking, and collaborative analysis, the Inlay Lake community identified several key priorities and practical solutions to address the intertwined challenges of water access, gender exclusion, and environmental degradation. These priorities reflect both the community’s lived experiences and their vision for a more inclusive and resilient future.

1. Include Women in Water Decisions

- Create women-led water user groups
- Set gender quotas for local committees
- Train women and girls in leadership skills

“We know the problems because we deal with them every day. Let us be part of the solution.” –
Community member, Inlay Lake

2. Improve Rainwater Storage

- Build bigger, affordable rainwater tanks
- Train locals to fix and maintain them
- Run water safety campaigns in villages

3. Restore Forests and Water Sources

- Organize tree planting with women and youth
- Work with officials to protect forest land
- Use traditional knowledge to guide reforestation

4. Connect Elders and Youth

- Share stories and lessons between generations
- Build local mentorship groups
- Involve schools in environmental projects

5. Talk to Policymakers

- Hold regular forums with local leaders
- Send women to township meetings
- Use videos, drawings, and stories to share community needs

“We don’t want charity. We want to be included.” — Thuzar, women’s leader

“We don’t want outsiders to speak for us. We want to speak for ourselves—with confidence, and with support.” – Youth participant, Inlay Lake

These priorities reflect the community’s desire not only for better water access but for justice, dignity, and long-term resilience. They seek not just short-term fixes but deeper systemic change, rooted in equity, knowledge-sharing, and ecological care.

Inlay Lake’s story is not just about water; it’s about power, participation, and the right to be heard. As climate change intensifies and water becomes scarcer, the community is ready to lead, but they need space, support, and solidarity to do so.

Writing example 2: Storytelling: The Buckets We Carry

“The Buckets We Carry”: A Story from Inlay Lake

In the early mornings of Inlay Lake, before the sun has fully risen, the sound of footsteps echoes through the narrow dirt paths. It’s women, mostly mothers and grandmothers, walking with empty buckets toward the lake. Among them is Ma Aye, a mother of four. Her daughter Hnin, just 13 years old, walks beside her, rubbing sleep from her eyes.

“This is our daily life,” Ma Aye says. “We collect water before the sun gets too hot. Sometimes the lake is low, and we walk farther.”

Water is life here, used for cooking, washing, farming, and fishing. Women like Ma Aye know the lake intimately. They know when it’s clean, when it smells strange, and when it’s risky to use. But when village leaders meet to talk about new water tanks or fixing broken pipes, Ma Aye and other women are left out.

“We carry the buckets,” she says, “but we don’t get a seat at the table.”

Voices Left Behind

In a small gathering under a tamarind tree, village women speak softly at first, then more boldly.

“We are told we are too emotional, too shy. But we are the ones who know the real problems,” says Daw Hla, an elder.

“My daughter misses school just to help fetch water. Yet no one from the government ever asks what we think,” adds Hseng, a single mother.

The more they talk, the more it becomes clear: women are water managers at home, but invisible in decisions about it.

What’s Causing the Problems?

The lake is changing. Rain doesn’t fall like it used to. Trees that once shaded the water are gone. Tourists come and go, but their hotels discharge waste. Policies are made far away in offices, while broken pipes here leak silently into the ground.

There was even an earthquake that cracked the main water line. It hasn’t been fixed for months.

“We don’t want charity,” says Thuzar, a women’s group leader. “We want to be included.”

What the Community Dreams Of

As stories are shared, people begin to dream out loud, not just about water, but about change.

- Women want a seat in village committees where water decisions are made.
- Young people want to learn how to fix water systems, not just carry buckets.
- Elders want to pass down traditional knowledge on water and forest care.
- Everyone wants to protect the forests and rain, because they know these are connected.

Buckets Full of Wisdom

In a participatory workshop, women, youth, and elders sat down together and mapped their ideas. They grouped their problems, like “long walks for water” and “no say in decisions,” into big themes, like “lack of access” and “being left out.”

They created a plan, not just complaints:

- Fix broken water systems: with local training and low-cost tools
- Store more rainwater: using local materials and community know-how
- Plant trees: to bring back shade and steady water flow
- Train women to lead: with confidence, skills, and public speaking
- Create spaces to meet with decision-makers: so their voices can shape real change

A Final Message

The people of Inlay Lake are not waiting to be rescued. They are ready to lead.

“We carry the buckets. We know the land. We have the answers. We just need to be heard.”

This is not just about water. It’s about respect, inclusion, and dignity. From the lake shore to the township halls, from forest trails to village meetings, every voice counts. Especially the ones who carry water.

Annex 3: FPAR report templates

This template was originally developed by APWLD and has been thoughtfully adapted by EWMI-ODI to align with the FPAR toolkit. It's designed to support you in writing your final FPAR report. The questions included are meant to guide your reflections and documentation based on your project experience. You don't need to answer each question one by one; just focus on the ones most relevant to your work. Thoughtful responses will help you craft a strong and meaningful report.

Cover page

- Title of the research
- Subtitle- Name of the organization/community
- Researcher's name
- Mentor's name

Acknowledgements

Acronyms

Table of contents

Layout primary sections and subsections of research report, with page number

Executive Summary

Provides a summary of the issues, the focus of the research, the community

Section 1

1. Introduction

- Describe the particular social, economic and political context of women in general, and also particularly to the women in the context of your communities (For example: rural women, indigenous/tribal women, urban poor women, fisherfolk, women in conflict areas, etc)
- Describe the different forms of structural violences, and what had been the specific impacts to the women.
- What are the existing laws, policies and programmes that are relevant to your research topic? Include if there are (or lack of) references to gender/women's rights.
- Why is your research topic important?

2. Research Framework

- Community Profile - Describe the women in the community where your research takes place. Who are they, and what roles do they play in their families, communities, and local environment?
- Research Sites – where are your communities located? Please give a description about each site, for instance, if your research is in 5 villages, give a description of the community that is relevant to your research (e.g., data on geography, demography, how many households), decision-making processes at the local level, education/literacy level, major source of income/livelihood, etc.
- Research Question and Topic – Based on the impact objective what are the main questions the FPAR is seeking to answer? (The main question should start with what/who/ when/ where/ why/ how? There can be a few questions but not too many. Your FPAR should aim to answer the research questions.
- Data Collection Questions and Methods– What are the data collection questions you developed and used in producing specific data and information needed to reach the impact objective? How would you collect the data? What methods are most appropriate in the community?

- **Timeframe of the Research:** Indicate a time frame for undertaking your critical pathway.
- **Ethical and Safety Strategies:** What are the ethical and safety issues when doing this FPAR? What are the strategies to address these issues?
- **Limitation of the Research:** What issues faced by women in the research area have you decided not to integrate into your research? Why?
- **Obstacles/Difficulties Faced in Conducting Research** (e.g., militarisation, hard to access governments' data) and strategies used to overcome the obstacles

Section 2. Findings and Analysis

Note: In this part, you should go back to the scope of your research and data collection questions (in the previous section). The guiding questions below are to support you in shaping your analysis, but there's no need to answer them one by one; rather build your narrative based on your research questions. Please provide enough data to support your analysis based on your findings (quotes from the women, numbers, results of consultations and workshops, etc).

A. Key Findings

This section should present the main insights that emerged from your research. Qualitative statements should be supported with quantitative data, quotes/messages that arose from your methods (participatory interviews, FGDs, storytelling, etc.)

The following are questions and guidelines to assist you in writing your key findings:

- What are the central findings or messages that emerged from your research? Describe the key narratives in your own words, drawing from the voices and experiences shared by women. Support your qualitative insights with relevant data, such as statistics, quotes, or observations gathered through participatory interviews, FGDs, storytelling, and other methods.
- What common themes or patterns did you notice across different data sources? Highlight shared concerns, aspirations, or challenges expressed by the women. Consider how these themes reflect the broader context of your research.
- Were there any conflicting perspectives or experiences within the community or among different groups of women? Describe these tensions and explain how they influenced your understanding of the issues.
- Bring your findings to life by including direct quotes, short stories, or creative outputs (e.g., drawings, maps, or photos) shared by the women. These help center their voices and make your report more vivid and grounded.
- What did you learn through your use of participatory methods? Share any unexpected insights, shifts in your perspective, or feedback from participants. Reflect on how your approach affected the findings and engagement.

B. Analysis

In this section, interpret the meaning and significance of your findings. Go beyond describing what was said or observed—dig into why those things matter and how they relate to broader systems of power and change. The following questions can guide your analysis:

- What patterns or trends have emerged from your findings?
- How do these reflect the lived experiences, priorities, and visions of women in the community, especially to structural or systemic change?
- What power dynamics are at play in the community, and how do they affect women's participation, rights, and access to resources?
- What laws or policies (local, national, and international) support the rights and demands of women in your research?
- How do your findings connect with broader feminist, environmental, or social justice struggles?
- Where are the gaps between the policy and the reality on the ground?
- Based on your analysis, what kinds of change are needed? What would systemic or structural change look like from the perspective of the community?

C. Women's initiatives

This is very important because it is what differentiates the FPAR from other research.

- What have been the women's strategies in addressing the conflicts in their communities? (eg.; organising themselves; engaging decision-makers, etc.)
- Successful/best practices of women and/or women's groups initiatives that empowered them.
- Lessons from failed practices that do not empower women. Identify obstacles that women face in bringing forward their interests. Did they have any resistance from the men in the community? If yes, what were the strategies they employed to face or overcome these?
- Are women's leadership and their role in the community socially accepted?
- Do the initiatives bring about changes in the community? What are the impacts?

Section 3: Conclusion and recommendations

This final section brings together your main insights and reflects on the broader significance of your FPAR. It is also a space to offer strategic, actionable recommendations for change across different levels.

Summary of Key Findings and Learnings

- Briefly restate the most important findings from your research.
- Highlight the main lessons learned through the FPAR process, both from the data and from working with the community.

Relevance of Your FPAR to structural and systemic change

- How does your research contribute to broader struggles for gender justice, and social/environmental justice?

Impacts of Your FPAR

- What changes, small or large have occurred as a result of your project?
- Consider both tangible (e.g., changes in policy, behavior, access to resources) and intangible impacts (e.g., increased awareness, empowerment, stronger networks).
- Whose voices and leadership have been strengthened?

Policy and Advocacy Recommendations

Based on your findings and analysis, provide clear and practical recommendations that can support structural change at various levels. Tailor your recommendations to your audience (e.g., government, civil society, companies, donors):

- At the international level
- At the regional level
- At the national level
- At the local/community level
- For the private sector/company (if any)

Advocacy and Future Actions

- Have you engaged in any advocacy during your research?
- What potential for advocacy can you identify?
- Do you have an advocacy action plan? How will you utilise your findings to engage in the policy arena?

