

FACILITATION TOOLKIT:

Co-Creating Gender-Responsive Approaches for National Biodiversity Management and Conservation

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Introduction to the Toolkit

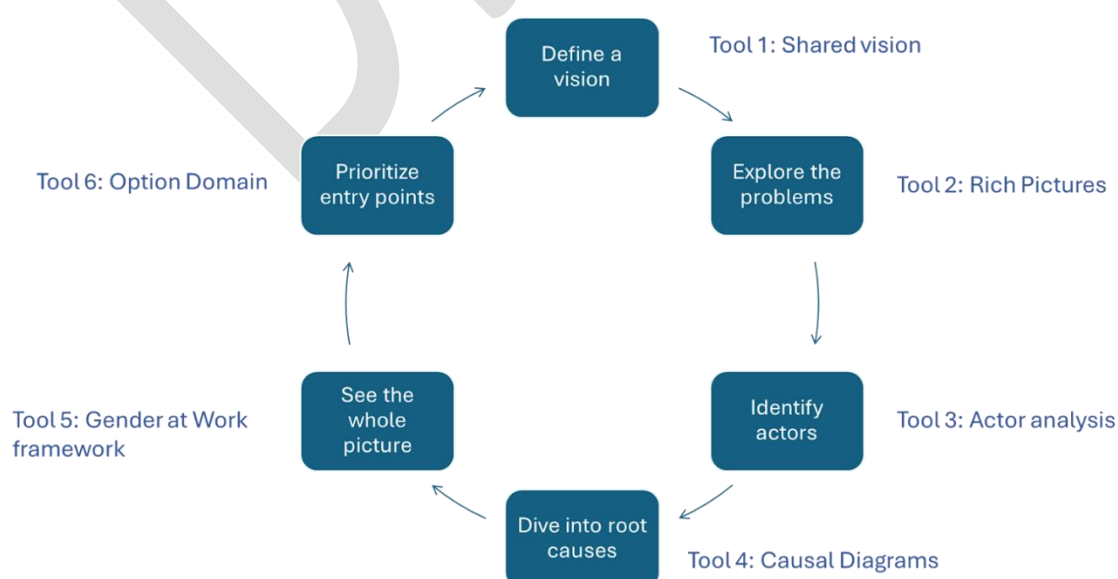
Gender equality and social inclusion are priorities in the implementation of Convention on Biological Diversity's (CBD) Kunming-Montreal Global Biodiversity Framework (GBF), which countries agreed in December 2022. The GBF highlights that the successful implementation of the Framework will *depend on ensuring gender equality and the empowerment of women and girls and reducing inequalities*. Further, it includes two dedicated targets focused on promoting gender equality and women's empowerment, Target 22 and 23. Specifically, target 23 invites countries to "Ensure gender equality in the implementation of the Framework through a gender-responsive approach, where all women and girls have equal opportunity and capacity to contribute to the three objectives of the Convention, including by recognizing their equal rights and access to land and natural resources and their full, equitable, meaningful and informed participation and leadership at all levels of action, engagement, policy and decision-making related to biodiversity".

Achieving these targets will require placing women, particularly from Indigenous Peoples and Local Communities (IP&LCs), and their concerns at the heart of the implementation of the GBF. This calls for a deep engagement and meaningful consultations and collaborative actions with these key stakeholders. This toolkit offers options for such engagement, and for engaging with a range of actors in the context of the revision and implementation of the National Biodiversity Strategies and Action Plans (NBSAPs) that will guide national biodiversity action.

The toolkit presents a journey that follows principles and methodologies rooted in a systemic inquiry process to explore, from multiple actor perspectives, root causes and holistic solutions for systems transformation towards gender-responsive, inclusive, and sustainable biodiversity conservation. The proposed process involves six steps, each with a corresponding gender-responsive, participatory tool for systemic inquiry that can stimulate reflection, raise the voices of women from/and IP&LCs in the national biodiversity space. The inputs gathered along this journey by actively engaging women from/and IP&LCs can inform Parties in the revision and implementation of their NBSAPs.

The process is depicted below, and the six tools are presented sequentially in the rest of the toolkit.

Journey to co-create a systemic inquiry into gender and biodiversity



Tool 1: Shared vision

Objectives

- To co-create a shared vision for gender-responsive conservation and sustainable use of biodiversity that complements the 2050 vision of the Kunming-Montreal Global Biodiversity Framework:

The vision of the Kunming-Montreal Global Biodiversity Framework is a world of living in harmony with nature where “by 2050, biodiversity is valued, conserved, restored and wisely used, maintaining ecosystem services, sustaining a healthy planet and delivering benefits essential for all people.”

- To develop common definitions of what transformative change for gender-responsive conservation and sustainable use of biodiversity looks like in a specific context
- To foster discussions among different actors who may have different perspectives on the types of changes sought
- To generate collective buy-in and motivation for gender-responsive conservation and sustainable use of biodiversity

Participants

- This exercise is flexible and scalable: it can be done with a small or large number of participants and with and between all different types of actors.

Materials

- Sticky notes or pieces of paper with tape
- Whiteboard or large flipchart paper

Method

1. Introduce the activity, highlighting that:
 - a. Sharing our visions for change early in the process helps to set the stage for respect, collaboration, learning and planning.
 - b. It is participatory - everybody's perspectives are valid so it is important to contribute and it is ok (and expected) if people have different views.
2. Set the future scene in 2050:
 - a. E.g. “It’s a party! We’re gathering again to celebrate all that has been achieved.”
 - b. E.g. Time machine. “You have travelled forward in time...”
 - c. E.g. Conference time. “You are at a conference and everyone has come to present all the successes of their work...”
3. Provide the main questions to the group:
 - What are we celebrating on gender-responsive conservation and sustainable use of biodiversity?
 - What specific changes or achievements can we observe?
 - What successes are we reporting on?
 - What are signs that the changes have been ‘transformative’ (that is, change that is deep, wide and enduring?)

These questions could be written on a whiteboard or flipchart in advance, or handed out to participants. Make sure they are translated and presented in ways that meet different language or literacy requirements.

4. Ask people to reflect individually and write down the various types of changes that we are celebrating and can be observed in 2050. Ideally one answer per sticky note or paper.
5. Sharing answers, first in pairs then plenary:
 - a. In pairs, ask participants to share their responses with their neighbour. This should enable everyone to have a chance to speak and share, especially if the group is too large for everyone to contribute in plenary.
 - b. Meet back in plenary: Ask one volunteer to share one of their answers, and pin it to the board. If others had similar notes, gather their cards and group them together. Ask for another person to volunteer another answer, group all those related, and repeat until all responses have been shared.
6. Invite final observations from the group and close.
7. Following the session, the facilitator and any interested volunteers can write up the vision to share with the group, and beyond.

Probing questions

For individuals writing sticky notes:

- What kind of changes can be observed in individuals? For women involved in conserving biodiversity? What types of women? For their family members? Among family members? At a community level? Beyond the community? For a range of other actors?
- What kind of changes or impact on biodiversity?
- Emphasize that 'transformative change' may signify something different than other types of changes; what would be 'transformative' in their context?

For the whole group to reflect on in plenary:

- Are all the levels and types of changes covered, and different groups of people who it may affect? Is there anything missing?
- Reflect on who is in the room defining the vision. Are the people who you are seeking to benefit from the changes helping to define the vision? If/how can their views be represented?

Suggestions for adaptation

- With different actor groups together: to surface assumptions, build understanding collective buy-in among groups and support shared strategic planning
- With individual actor groups: to provide safer spaces for certain groups to articulate their vision and build confidence to represent visions in a multi-stakeholder setting.
- Share completed visions between different actor groups. Do the visions align or not? In what ways? For those groups striving to work on behalf of rural women do their visions align with those of women themselves?
- Share and communicate the vision in culturally-appropriate and digestible ways: can help to foster larger discussions between and among actor groups and involve more people / partners
- Use the vision to support strategy development and formulating theories of change

Example

A [shared vision](#) developed by a group of 20+ participants representing communities from across Africa, Asia and Latin America at the Women's Land Rights Learning Exchange (an international workshop hosted by the International Land Coalition in Arusha, Tanzania on October 3-5, 2022).

How will we know that we have achieved gender transformative change in securing women's land rights?

Our vision is that one day...

Legal and policy frameworks support women to secure land rights, and these laws are implemented, enforced and budgeted.

Women know their rights. Women demand their rights to land and fully enjoy them. This means being able to fully use, control, own, transform and make decisions about their land and resources, independently. They are secure, meaning they have formal titles and their right to land is respected by their families, communities and local authorities. Their rights to land are secure over time and they can pass those rights to the next generation. They do not have to fear losing these rights and can live and cultivate in peace. If they have conflicts over their rights to land, they are able to take cases to court and win.

All people – men and women - are aware of the benefits of women owning land and recognize women as farmers and producers and their contributions to their families and communities. Women are confident and know their capacities, including their economic and leadership skills. They strengthen their economic positions, which strengthens their families, communities and their food security.

Husbands and male family members understand, support and champion women's land rights, including their rights to land. Women are able to demand land and property from their fathers, brothers and other family members. They automatically inherit the land that is rightfully theirs. Men write wills that reflect this and brothers are willing to support their sisters' inheritance.

Women are respected. Women are listened to. Women leaders and organizations are in the front row in their communities and active in local platforms that serve to solve land conflicts between men and women. Rural women are able to meaningfully engage in dialogues and government consultations and push for reforms. They are respected and are not at risk of criminalization and eviction for defending their rights.

Women occupy decision-making positions at all levels. They contribute in land management institutions and are able to advocate to fight against climate change. They can make decisions that will improve their land and environments.

This vision is not only for educated women but for all who identify as women: for grassroots women, for young women, for older women, for women who are disabled, for women who work as bonded labour, for all women who are marginalized.

Women collaborate and stand up for each other. Women's collective voices influence positive changes that reach all women – improving the lives of their families, their communities and their society.

Everybody gains their rights and dignity: all women and all men.

Source

This tool was adapted from the 'Celebrating Success: the Time Machine/Helicopter, the Party, or the Conference' Tool (pg 92) in [Hivos ToC Guidelines: Theory of Change Thinking in Practice](#).

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Tool 2: Rich Pictures

Objectives

- To help actors begin to identify clues for tackling and address complex problems, like those found at the nexus of gender and biodiversity.
- To surface different perspectives on the range of possible problems and solutions in order to work towards more textured and collaborative solutions. It helps all actors to keep an open mind and not restrict the potential for richer solutions.
- To aid communicating, expressing and discussing complex ideas through images.
- It is NOT intended to be a diagram of a system, or to be used alone to resolve specific issues.

Participants

- Drawing Rich Pictures can be done by individuals as a thinking exercise. However, it is best done with a group of people with diverse perspectives, with up to 6 people per picture.
- It is ideal to split up larger groups and give them opportunities to compare and learn from different rich pictures of the same situation.

Materials

- Large sheet of paper – one or two sheets of A3-sized flipchart paper
- Felt tip pens

Method

1. Introduce the activity and split up participants, as required.
2. Ask each table to start by writing a title on their paper. Make it neutral, not predefining a problem or solution. E.g. 'Gender and biodiversity nexus in the Comoros'
3. Groups can start drawing their Rich Picture. They should include everything they can think of – the picture needs to be as 'rich' as possible. Note that at the beginning it may feel uncomfortable to start drawing. This is normal.
4. There should only be one person drawing at a time (no parallel pictures). Ask them to describe what they are drawing to others in the group so that it is a conversation. Encourage them to pass the pens around to allow others to add to the main drawing.
5. Once the session is half-finished (or when groups are slowing down or getting stuck), start to ask the probing questions below.
6. At the end of the rich picture drawing, encourage a gallery walk to see other group's Rich Pictures. Provide a few extra minutes if groups want to return to their pictures and add any further insights.
7. Come back in plenary and use the reflection prompts below.

Probing questions

Halfway through the drawing process:

Ask participants to step back and ask if their Rich Picture includes:

- Interrelationships, conflicts, agreements, resources (e.g. people, money, assets, skills)?
- Nature of interrelationships (e.g. strong/weak, conflicted/collaborative, direct/indirect)?

- Non-material aspects affecting how actors, stakes, structures and processes interact: aspirations, goals, motivations, values and norms?
- Policies
- Different aspects of gender that affect biodiversity, for example:
 - The status of women and their ability to exercise their human rights;
 - The gender division of labour and women's work (paid and unpaid);
 - Access to and control over resources of women as compared to men (including mobility);
 - Influence of women in decision-making at household, community and society levels (as compared to men);
 - Self-determination of women over their body, reproduction and sexuality;
 - Gender-based violence or violence against women;
 - Social beliefs and norms about gender roles: what women and men should and should not do and be;
 - Images of women in society;
 - Women's organizations and representation of women's interests.

At the end:

Ask participants to reflect on the process:

- Was drawing the Rich Picture easy or difficult? What is it about the situation that made it easy or hard? What is it about the perspectives of those involved that made it difficult or hard?
- Which were significant areas of agreement and disagreement between those who were involved in drawing the Rich Picture? What can be done about that?

Ask participants to reflect on their Rich Pictures:

- How well does the Rich Picture reflect the situation?
- Which relationships between the elements are known and certain? Which elements are unknown or uncertain?
- What is in the Rich Picture that was unexpected? Is there anything that was anticipated but not in there? What could this mean about prior assumptions about the situation, if anything?
- What are the key themes and issues are emerging from the Rich Picture? Start the answer with 'Something to do with...'

Suggestions for adaptation

- Within a country context, facilitators could choose to focus the Rich Pictures on pre-selected problematic situations (e.g. gender and biodiversity access and benefit sharing; equal access to resources) or on certain geographies.
- In multistakeholder settings where some actors or participants may find it challenging to participate equally, facilitators may choose to group similar actors for the drawing, and then use a gallery walk to allow different actor groups to view and compare their Rich Pictures.

Examples

Tool 3: Actor analysis

Objectives

- Identify and map actors and rights-holders relevant to national biodiversity goals and GBF targets, including entities, groups and persons that may be most impacted by biodiversity loss or action or who may influence its success.
- Analyze the influence, interests, roles, and potential contributions of actors, as well as their interrelations.
- Strengthen inclusive governance and participatory implementation of the GBF to ensure maximum benefits, minimal harms, and successful achievement of biodiversity goals.
- Inform national biodiversity strategy updates, action planning, and communication strategies.

Participants

- This exercise can be done several times with different groups, separately and/or together.
- The exercise is best conducted by actors themselves, typically in the context of a stakeholder workshop (and/or through focus groups and interviews).
- Ideally, include a diverse, cross-sectoral group consisting of:
 - National CBD focal points and biodiversity planning officers.
 - Representatives from ministries (environment, agriculture, finance, gender, etc.).
 - Local and Indigenous Peoples' organizations.
 - Women, youth, and marginalized groups.
 - NGOs and civil society.
 - Academia and research institutions.
 - Private sector actors (e.g., agriculture, forestry, fisheries, finance).

Materials

- Markers, sticky notes or cards and pins, and flip charts.
- National Biodiversity Strategy and Action Plan (NBSAP) and related policy documents.
- The text and goals of the Kunming-Montreal Global Biodiversity Framework.
- This exercise can also be done online using virtual collaboration tools (e.g., Miro, MURAL).

Method

1. Before the activity, **prepare** by clarifying the GBF targets to be addressed and gathering relevant background data.
2. **Introduce** the activity to the group. If it's a larger group, split into small groups.
3. Groups work together to **identify all rights-holders and actors**:
 - a. Brainstorm all groups, entities or individuals across sectors affected by or capable of affecting biodiversity outcomes.
 - b. Differentiate between those whose livelihoods and individual human rights or collective rights could be directly impacted by biodiversity loss and action (rights-holders) and other actors.
 - c. Using markers of two different colours, write down all the rights-holders (e.g., in green) and actors (e.g., in blue) on sticky notes (one per sticky note).
4. Groups then work to **map actors**:
 - a. Start with a two-axis grid: Influence (or Power) vs. Interest.
 - b. Stick the sticky notes on to the grid where the actor best fits:
'influence' or 'power' refers to the capacity to influence decisions and outcomes,

whereas '**interest**' refers to the relevance of the biodiversity decision or outcome to the actor.

- c. Carefully consider the position of each actor or rights-holder along this grid.
5. Once mapping is complete, the groups start to **add arrows to show interrelationships between actors**:
 - a. Discuss actor needs, potential roles, capacities, incentives, and risks.
 - b. How will they be affected (positively or adversely)? Will some face greater risks than others? What resources can they mobilize? And what is the relationship among the different actors?
 - c. Visually represent these interrelations with arrows linking actors. Different types of arrows can represent different types of relationships (collaborative or conflictual, strong or weak) and different directions of flows of resources, information, decision-making power among actors. Vary arrows using colours, thickness, full or hatched lines, etc.
6. **Prioritize engagement**: Categorize actors (e.g., key actors, allies, influencers, marginalized voices) to design engagement strategies. Consider reflecting on the questions below on **how to** engage with different types of actors.
7. **Validate**: Share the map with wider actors for feedback. Consider carefully who represents the respective actors at all steps.
8. **Document and share**: Capture the process, findings, and next steps.

Probing questions

Identification stage

- Who is affected—positively or negatively—by biodiversity loss or restoration and conservation?
- Who is currently involved in biodiversity initiatives, and who is missing?
- How is this entity relevant to gender equality and biodiversity progress in the country and the NBSAP?
- How is the entity engaged in / how can the entity be engaged in the NBSAP process?
- What role is / can the entity play(ing)? Should it be included in the Core Country Team?

Mapping and analyzing

- Who has the power to influence biodiversity-related decisions or outcomes (as supporters or opponents)?
- What are the motivations, interests, or concerns of different actor groups?
- Who are relevant veto players (opposing gender equality or biodiversity goals), who are in a position to put the goals at risk? If so, how can we address their concerns?

How to engage with different types of actors?

- What are the main challenges for engaging diverse actors?
- What good practices do you know of that foster and sustain meaningful engagement and influence of actors, especially women's groups?
- What capacity building or other measures are needed to enable meaningful participation?

Suggestions for adaptation

- Actor analysis can be applied and adapted for different purposes, including:
 - **Workshops**: Organize national or subnational workshops with breakout groups based on sectors or GBF targets.

- **Sectoral Deep Dives:** Conduct focused mapping for high-impact sectors (e.g., agriculture, finance).
 - **Integrate with NBSAP Revision:** Use the analysis to shape inclusive NBSAP planning, implementation, and monitoring frameworks.
 - Different actor analysis tools emphasize different aspects of the analysis. For example, GIZ's 'Capacity WORKS' manual (<https://www.giz.de/expertise/html/60619.html>) differentiates between 'primary actors', 'secondary actors', and 'key actors', and offers different possibilities for visualizing their interrelations (Figure 2 below).
 - 'Primary' actors are directly impacted by biodiversity action or outcomes.
 - 'Secondary' actors are indirectly or only temporarily involved – e.g., as service providers.
 - 'Key actors' can use their position of power to influence biodiversity action and outcomes.
 - 'Veto players' are actors without whose support goals cannot be achieved.
- The relative size of the circles representing each actor indicates their relative power and influence.
- The position of circles relative to each other represents the closeness of the interrelations.
- The types of arrows indicate the nature of the relationship (cooperative or conflictual, etc.).

Examples

The example in Table 1 is too generic: actor identification should be as specific as possible. Overly general categories, such as those below, should be substituted by specific names of groups or entities. A gender-responsive analysis may further specify the gender of those named (e.g., women from X group).

Table 1: Assessment of actor interest and influence in relation to biodiversity decisions and outcomes

Actor Group	Interest in Biodiversity	Influence on Policy	Potential Role	Notes
Indigenous Peoples - Rights-holders	High	Medium	Knowledge holders, co-managers	Ensure FPIC and benefit-sharing
Agriculture Ministry	Medium	High	Policy alignment	May resist land-use restrictions
Private Conservation NGOs	High	Medium	Technical support, fundraising	Strong networks and advocacy role
Youth Networks - Rights-holders	High	Low	Awareness raising, innovation	Need empowerment and support
Mining Companies	Low	High	Impact mitigation, finance	Requires engagement strategy

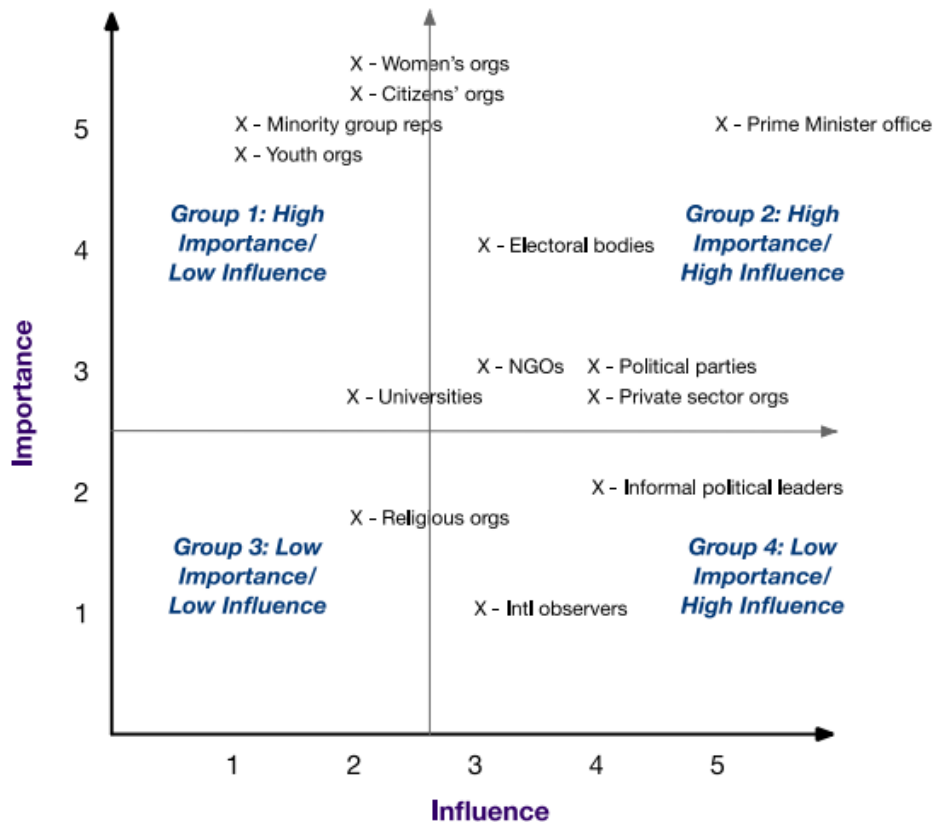


Figure 1: Example of actor importance and influence matrix for an electoral support project

Source: [UNDP SES Stakeholder Engagement](#), p 29.

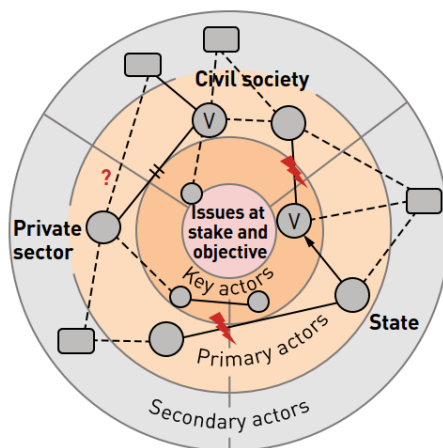


Figure 32: Example of map of actors in the onion format

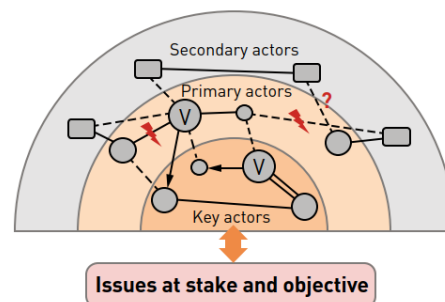


Figure 33: Example of map of actors in the rainbow format

Figure 2: Actor map using different visualization and analysis techniques

Source: GIZ, p. 133, 'Capacity WORKS' manual (<https://www.giz.de/expertise/html/60619.html>)

Sources

This tool draws from:

- CBD's *Stakeholder Engagement Toolkit for Policy Development and Implementation*
- GIZ's [*Capacity WORKS manual*](#)
- UNDP's [*Guidance on Stakeholder Engagement and Participation*](#)
- OECD's *Stakeholder Engagement for Inclusive Water Governance*

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Tool 4: Causal Diagrams

Objectives

- To draw multiple cause diagrams in order to surface problematic patterns and root causes related to the gender-biodiversity nexus, and explore interconnected webs of causes and effects.
- To surface and visualize causal relationships behind situations we experience as problematic, as a precursor to identifying intervention points.
- As a 'thinking device' to help identify potential interventions to shift situations. The factors and relationships identified will depend on the perspective of the person making the diagram. Note that this tool and the diagrams produced are NOT intended to be direct representations of causal relationships.

Participants

- Groups of up to 6 people who are knowledgeable about a situation

Materials

- Flipchart paper
- Tape to tape them together
- Sticky notes (preferably hexagonal, oval or round, not rectangular)
- Felt tip pens
- Flipchart pens

Method

1. Introduce the activity to the group. Split up into smaller groups as required.
2. Ask the small groups to select one problem that they want to focus on and try to explain.
 - a. To select the problem, return to their Rich Picture and the key themes identified.
 - b. Pull out a problem (E.g. *'Lack of women's leadership in conservation'*)
 - c. Write that in the centre of the flipchart.
3. Explore causes to the problem.
 - a. Ask 'what causes this problem?' and write one sticky note for each cause identified. Eg lack of laws/policies on gender-based violence, social norms that condone it
 - b. Place each sticky note in turn on the flipchart and connect it to the problem with arrows.
 - c. Ask 'is there anything else that causes this?' and continue to add.
 - d. Ask 'what does this cause?' and follow the same process
4. Explore what lies behind, or factors that contribute to those causes.
 - a. Add additional sticky notes with more underlying factors or causes with arrows pointing to causes.
5. Look at the links/arrows.
 - a. Are they all direct links to the problem or are there intermediate factors?
Are there connections between the factors?
6. Make sure the small groups have time to share and compare their diagrams.

Probing questions

For reflection with the group at the end:

- What have you learned?
- What have you confirmed?
- How could you improve the diagram? What additional information or data would you need?
- What patterns have you noticed across diagrams? What similarities and differences are there?
- Is there anything missing from the diagram?

Suggestions for adaptation

- Multiple cause diagrams like these can be constructed for various purposes. Two common ones are:
 - To explore key entry points in intervening in a problem. To do this, prompt participants to identify leverage points in the causal diagram. Then ask participants to consider the factors that might have a strong influence on improving the problem. Powerful intervention points are those where one factor causes several events or states, or where intervention may be able to break a feedback loop. Validation by comparing the diagram with different actors' perception of the problem is important.
 - To explore how different people, actors perceive the dynamics underpinning a problem. In which case, you may want to compare and contrast different CDs constructed by different people and gain insights into possible different problem identifications and solutions via those different perspectives.
- An alternative way to construct a multiple cause diagram is:
 1. After identifying the problem focus, then take 3 to 5 sticky notes and write down something that relates to the problem situation. This could be an event, state of affairs, variable, attitude, behaviour, belief, or knowledge. It could be something that improves the situation or makes it worse.
 2. Put all the sticky notes in a row on the paper and number them from 1 onwards. Aim for 15-20 maximum.
 3. Choose two sticky notes with a causal relationship, identify the relationship and put the sticky notes on the board together. Repeat, until most of the sticky notes are used. You may need to duplicate sticky notes.
 4. Now join up the pairs to see broader interrelations.
 5. Tell the story – walk the group through the diagram node by node, explaining what is happening.
 6. Identify leverage points based on the factors that have a strong influence on improving the problematic solution.

Example

Multiple cause diagram generated by a co-inquiry group for urban biodiversity governance.

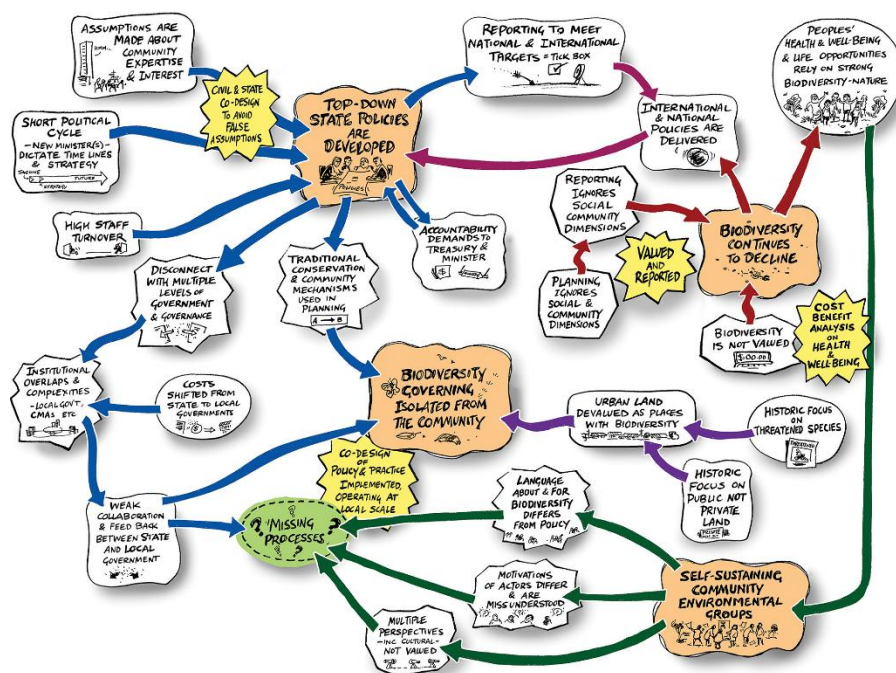


TABLE 1 Problematic issues and potential change leverage point and pathways in urban biodiversity governance in Victoria Australia identified by the co-inquiry.

Problematic issues	Potential leverage point	Potential change pathway
Framing and formulation of public policy	Different conditions for public policy	Initiatives that require codesign with diverse actors and across divisional silos
Valuation of biodiversity: listed species, non-urban landscapes	Plan and act for urban native biodiversity broadly	Value and foster native biodiversity on urban private and public land
Disconnection between social and ecological dimensions of biodiversity stewardship	Recognize and report on inter-related human and ecological wellbeing factors	Involve urban communities to codesign local biodiversity conservation programs

Source

This tool was adapted from:

Bob Williams Systems Diagrams a Practical Guide

<https://bobwilliams.gumroad.com/l/systemdiagrams>

UK Open university site <https://www.open.edu/openlearn/science-maths-technology/engineering-technology/multiple-cause-diagrams>

Example from Mumaw, L. M., Ison, R., Corney, H., Gaskell, N., & Kelly, I. (2023). Reframing governance possibilities for urban biodiversity conservation through systemic co-inquiry. *Environmental Policy and Governance*, 33(5), 517–530. <https://doi.org/10.1002/eet.2047>

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Tool 5: Gender at Work framework

Objectives

- To encourage a more systemic understanding of the various dimensions of gender inequality and biodiversity, and how they are interconnected.
- To show how a conceptual tool or framework can help groups to collaboratively investigate complex or 'sticky' issues.
- To practice mapping root causes against the framework, as well as other possible applications (check Suggested Adaptations below).
- To foster discussions and reflections on gender-related strengths and gaps in research, practice or evaluation (which quadrants have particularly strong efforts and which do not?).

Participants

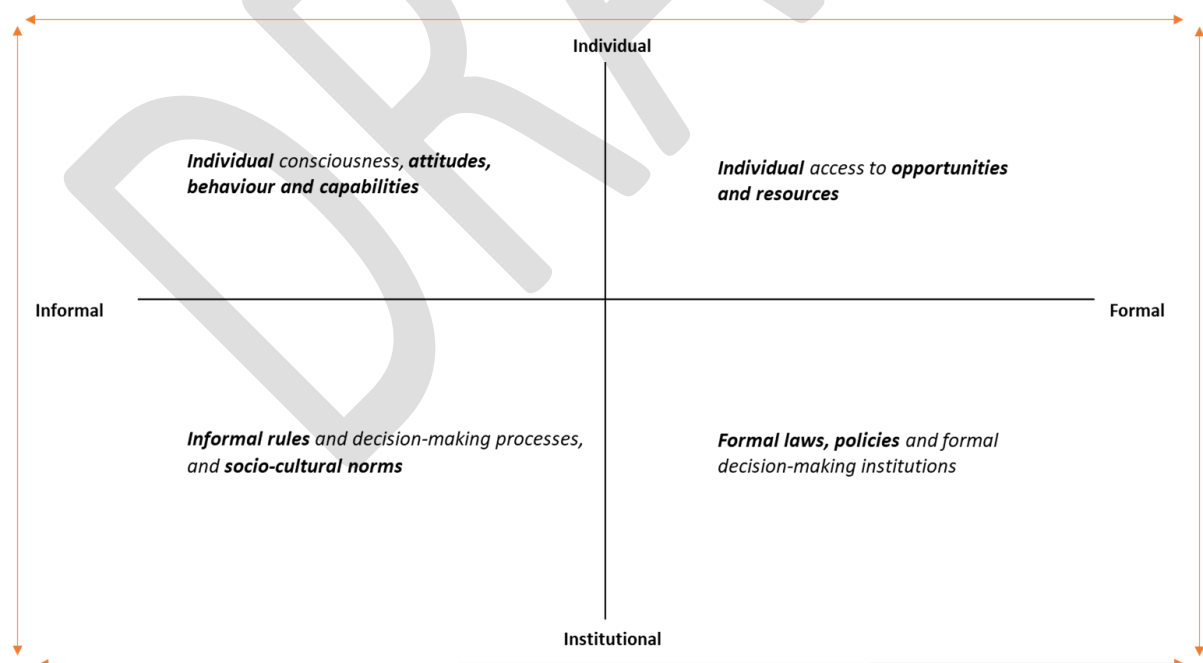
- This exercise is flexible and scalable: it can be done with a small or large number of participants and with and between all different types of actors.

Materials

- Sticky notes or pieces of paper with tape
- Whiteboard or large flipchart paper

Method

1. Introduce the Gender at Work framework: what the quadrants mean and how they interrelate. Ideally pass out the following template for participants to use for the exercise:



2. Split into small groups (country teams). Ask the groups to write out all the causes (including root causes) surfaced in the causal diagrams they worked on (previous exercise). They can start with just the factors from one diagram. Put one sticky note per factor.
3. The groups then map the causes to the Gender At Work framework templates at their tables. Which quadrant does each cause best fit in? If the cause is still too broad or fits

across too many parts, then break it down to identify components and their interrelationships. For example, if gender-based violence is identified as a cause of women's lack of leadership in conservation, it should be explored if lack of laws/policies on gender-based violence is the underlying cause, or social norms that condone it, or possibly both. (later these can feed back into the multiple cause diagrams)

4. Share mapped root causes in plenary:
 - a. Use a large Gender at Work framework (on flipchart).
 - b. Ask one small group to volunteer their causes and to walk up and stick them to the framework while describing each cause. If others in the room have similar causes, gather those cards and group them together. Ask another group to volunteer another answer, group all those related, and repeat until all responses have been shared.
 - c. If causes are connected, invite participants to draw arrows to show their relationship.
5. Reflect on the final picture, invite final observations from the group and close.

Probing questions

- What do you observe on the large Framework? What are the similarities or differences across problems / across countries?
- Are some quadrants fuller than others? Why could that be?
- Are the causes in some of the quadrants easier to change than others? Why?
- Do 'solutions' tend to focus on one quadrant more than others? What is the consequence of taking action in only one or two quadrants?

Suggestions for adaptation

- To map the multiple, overlapping root causes or problematic issues to provide a more holistic and systemic understanding of the context.
- To map existing and planned interventions to identify gaps. In particular, if all interventions focus only on one quadrant of the framework, what other complementary interventions in other quadrants would help to support or sustain those efforts? What other areas of work or partnerships would be required to take a more holistic or systemic approach?
- To identify the range of possible programmatic outcomes that would deliver deep and lasting change (focusing on targeting root causes and structural barriers). If all the planned outcomes cluster in one quadrant, there needs to be more reflection on if/how outcomes in one quadrant can be sustained without changes in other quadrants.

Example

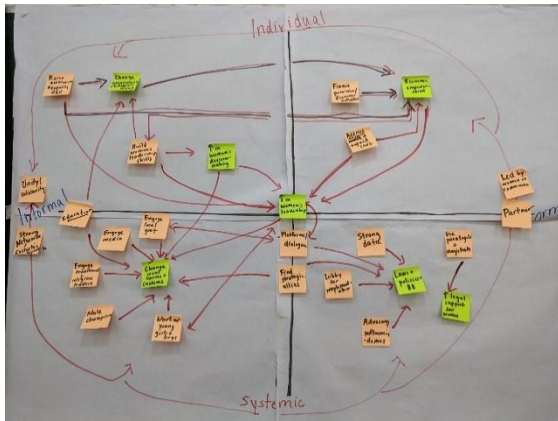


Figure 1 Pathways of change by a group of 20+ participants representing communities from across Africa, Asia and Latin America and the Caribbean at the Women's Land Rights Learning Exchange (a workshop hosted by the International Land Coalition in Arusha, Tanzania in 2022)

Source

This tool was developed drawing inspiration from the Gender At Work framework:

<https://genderatwork.org/analytical-framework>

Tool 6: Option Domain

Objectives

- To identify and prioritize entry points for integrating gender considerations into National Biodiversity Strategies and Action Plans (NBSAPs).
- To explore how gender-responsive policies and programmatic actions can contribute to achieving targets under the Global Biodiversity Framework.
- To enable actors to collaboratively assess opportunities and challenges for nature-positive, inclusive biodiversity policies and actions.

Participants

- This exercise can be done with different groups, separately and/or together. The exercise is best conducted by actors themselves, typically in the context of a stakeholder workshop (and/or through focus groups and interviews). The composition of the group may vary, but should include participants who stand to be personally or collectively affected by the proposed action, and who can assess the potential impact of these actions.
- Government representatives involved in NBSAP updating/implementation:
 - Gender focal points or gender specialists within environment or biodiversity-related ministries.
 - Representatives of gender, finance, agriculture, and other relevant ministries.
 - Representatives of women's groups, youth groups, and Indigenous Peoples and Local Communities (IPLCs) (recommended).
 - NGOs and civil society.
 - Academia and research institutions.
 - Private sector actors (e.g., agriculture, forestry, fisheries, finance).

Materials

- Flipcharts or large sheets of paper
- Markers and sticky notes
- Scoring cards (low/medium/high)
- Option Domain template (printed or drawn)
- Printed GBF targets and NBSAP framework excerpts
- CBD Gender Plan of Action (optional)

Method

1. Introduce the activity to the group. If it is a large group, split into small groups.
2. Small groups work together **to identify a wide range of potential actions**:
 - a. Encourage a wide range of ideas, such as those elucidated in the CBD Gender Plan of Action (policy reforms, community-based approaches, institutional mechanisms, data collection, etc.). Check Box 1 below for a summary of its Objectives.
 - b. Considering the root causes of problems at the gender and biodiversity nexus and/or GBF targets, identify potential gender-responsive actions relevant to the national NBSAP process.
 - c. Write each action on a sticky note.
3. **Assess each action** across four domains using the Option Domain matrix:
 - a. **Desirability** – How socially/culturally acceptable is the option?
 - b. **Feasibility** – How technically/politically/economically feasible is it to implement?

- c. **Effectiveness** – To what extent does it promote biodiversity and gender equality?
- d. **Sustainability** – Will the action produce long-term results?

For each domain, discuss and attribute a score to the potential action (Low – 1, Medium – 2, High – 3).

4. **Prioritize actions.** Use aggregate scores to identify a set of top-priority actions. Reflect on trade-offs and synergies.

Probing questions

These questions focus on proposed actions. They can also be used to guide critical reflection around proposed NBSAP targets [replace ‘action’ with ‘target’].

- Are proposed (NBSAP) actions aligned with the CBD Gender Plan of Action and national development objectives?
- Do these actions offer synergistic opportunities to pursue the (gender-responsive) goals of the other Rio Conventions.
- What additional resources (financial, human and technical) will be required to implement these actions?
- Are there existing gender mechanisms or policies that can be built upon?
- What local knowledge or practices can support gender-responsive actions?
- What institutional or cultural barriers could impact implementation?
- How did/do women and relevant actors for gender equality participate in NBSAP revision? Were there specific concerns raised by them?
- Where does coordination exist among relevant ministries and what gaps exist (e.g. has the women’s ministry been involved in the NBSAP or NDC process)?
- Which GBF targets are most relevant to gender equality in your context; and hence, which gender-responsive actions should be prioritized for impact?
- Additional considerations for reflecting on the CBD [Gender Plan of Action](#) to identify key capacity gaps, data gaps, challenges and corresponding entry points and priorities for action are provided in Box 1.

Suggestions for adaptation

- This tool can be applied and adapted for different contexts, including:
 - **For Country Teams:** Adapt the exercise to align with national NBSAP revision processes.
 - **As a Planning Tool:** Use the output as a precursor to developing gender indicators for monitoring.
 - **With Actor Groups:** Run the same exercise separately with different actors, including IP&LCs, youth, or women’s organizations, and compare outcomes.
- Different domains, numbers of domains, and scales to assess the domains can be included in the Option Domain exercise. For example, actions can be assessed and positioned on the basis of their potential feasibility and effectiveness on a two-axis grid.

Examples

Example: Scoring an Option Using the Option Domain Matrix

Proposed Action: Support women's cooperatives in sustainable harvesting of medicinal plants			
Domain	Criteria	Score (1–3)	Rationale
Desirability	Social and cultural acceptability	3	Aligns with local traditions and builds on women's existing roles
Feasibility	Political, financial, and technical	2	Requires some investment in training and support structures
Effectiveness	Contribution to biodiversity goals	3	Promotes conservation and strengthens women's economy
Sustainability	Likelihood of long-term impact	3	Generates lasting income and incentives for sustainable resource use
Total Score		11	Indicates a strong, actionable entry point for a gender-responsive NBSAP

Box 1: Reflecting on the [CBD Gender Plan of Action](#) Objectives (below), consider the key gaps and challenges in your context to identify entry points and priorities:

Expected Outcome 1: All people in particular all women and girls, have equal opportunity and capacity to contribute to the three objectives of the Convention

- Increasing women and girls' rights to ownership and control over land and access to natural resources and to water, to support the conservation and sustainable use of biodiversity;
- Ensuring equal access for all women and girls to resources, services, and technologies to support their engagement in the governance, conservation and sustainable use of biodiversity;
- Identifying, eliminating, preventing and responding to **gender-based discrimination and violence** related to control, ownership and access to sustainable use and conservation of biodiversity, including **protection of women environmental human rights defenders and park rangers**;

Expected Outcome 2: Biodiversity policy, planning and programming decisions address equally the perspectives, interests, needs and human rights of all people, in particular of all women and girls

- Increasing the opportunities and strengthening the meaningful and effective participation and leadership of women at all levels of action, engagement and decision-making related to the three objectives of the Convention
- Enhancing the meaningful and effective participation and leadership of women in processes under the Convention on Biological Diversity, including through the engagement of women's groups and women delegates
- Integrating human rights and gender equality considerations into NBSAPs;

Expected Outcome 3: Enabling conditions are created to ensure gender responsive implementation of the post-2020 global biodiversity framework

- Developing national capacity to produce and use gender and biodiversity data, including relevant data disaggregation;
- Strengthening the evidence base, understanding and analysis of the gender-related impacts of the implementation of the Kunming-Montreal Global Biodiversity Framework and the role of women and girls as agents of change in achieving its goals and targets, including insights from traditional knowledge;
- Supporting access to information and public participation of women and girls' organizations, networks, leaders and gender experts in the resourcing, implementation, monitoring and reporting on the Kunming-Montreal Global Biodiversity Framework;

- Ensuring coherent gender responsive implementation of the Kunming-Montreal Global Biodiversity Framework through identifying synergies and drawing on experience from related United Nations and international processes;
- Ensuring national reports and submissions under the CBD provide information on the implementation of the Gender Plan of Action and gender-responsive implementation of the Kunming-Montreal Global Biodiversity Framework;
- Allocating adequate human and financial resources to support rights-based gender-responsive implementation of the Kunming-Montreal Global Biodiversity Framework.

Source

This tool draws from:

- CBD Secretariat (2021). *Gender and Biodiversity: Guidelines for Developing Gender-Responsive NBSAPs*
- UN Women and IUCN (2018). *Gender-Responsive Implementation of the Convention on Biological Diversity*
- Chevalier and Buckles (2020). *SAS² - A guide to collaborative enquiry and social engagement*, <https://omec.es/wp-content/uploads/2020/08/00110.pdf>