

PARTICIPATORY INQUIRY EXERCISES FOR CO-CREATING GENDER-RESPONSIVE BIODIVERSITY ACTION WITH LOCAL COMMUNITIES

LIMITED EDITION

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SUGGESTED CITATION

United Nations Environment Programme, Bioversity International, United Nations Development Programme (2026). *Participatory Inquiry Exercises for Co-Creating Gender-Responsive Biodiversity Action with Local Communities*. Limited edition for CBD COP 17.

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COVER PHOTO

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This publication was jointly developed by the NBSAP Accelerator Partnership, United Nations Environment Programme (UNEP), Bioversity International, and the United Nations Development Programme (UNDP), in collaboration with the CBD Secretariat and with support from Global Affairs Canada.

ABOUT THE PROJECT

Through the project *Accelerating Systemic Change for Gender Equality and Biodiversity Conservation through NBSAPs*, Antigua and Barbuda, Comoros, Costa Rica, Eswatini, Tajikistan, Thailand and Togo led national co-creation processes to strengthen gender-responsive biodiversity planning and implementation. Countries undertook activities that enhanced institutional capacities, deepened understanding of the gender-biodiversity nexus, identified gender and biodiversity priorities, and strengthened the participation and leadership of women in all their diversity.

Practical experiences and lessons learned from the seven countries informed the development of the Gender and Biodiversity Resource Collection, comprising the *Practical Guide: Co-Creating National Gender-Responsive Biodiversity Action* and a set of accompanying tools and templates to support countries seeking to strengthen gender-responsive biodiversity action in their own contexts. Together, these resources contribute to global knowledge exchange and support implementation of the **Kunming-Montreal Global Biodiversity Framework**, particularly **Targets 22** and **23** as well as the **CBD Gender Plan of Action (2023–2030)**.

The project was funded by the Government of Canada and implemented by the **NBSAP Accelerator Partnership**, in partnership with the **United Nations Development Programme (UNDP)**, the **United Nations Environment Programme (UNEP)**, and **Bioversity International (as part of the Alliance of Bioversity International and CIAT)**, in collaboration with the Secretariat of the **Convention on Biological Diversity (CBD)**.

PROJECT RESOURCES

https://nbsapaccelerator.org/gender-and-biodiversity/

ACKNOWLEDGEMENTS

The United Nations Environment Programme (UNEP), Bioversity International, and the United Nations Development Programme (UNDP) would like to thank the authors, contributors and reviewers for their contributions to the development of this tool. Particular thanks go to the members of the Core Country Teams from the seven partner countries–Antigua and Barbuda, Comoros, Costa Rica, Eswatini, Tajikistan, Thailand and Togo–that participated in the project *Accelerating Systemic Change for Gender Equality and Biodiversity Conservation through NBSAPs.*



Photo: Foundation for Ecological Society

PURPOSE

This resource consists of **three participatory inquiry exercises for conducting inclusive consultations with local communities to inform gender-responsive biodiversity action, plans and strategies, including National Biodiversity Strategies and Action Plans (NBSAPs).**

The exercises are designed to generate locally grounded information on how women, men and people of different genders and social groups use, manage, conserve and benefit from biodiversity; their knowledge, roles, rights, access to and control over resources, participation, leadership and decision-making; the differentiated impacts of biodiversity loss and degradation; the underlying gender-related barriers and inequalities that shape these experiences; and locally identified opportunities and priorities for gender-responsive biodiversity action. They also seek to recognize the knowledge, agency, contributions and existing practices of women and different social groups in the conservation, sustainable use and restoration of biodiversity.

The exercises are designed to be used in sequence:

1. **Exploring the gender–biodiversity context and identifying priorities:** Gender-differentiated roles, responsibilities, contributions and knowledge; rights, access to and control over biodiversity and associated resources; participation, decision-making and leadership; distribution of benefits; biodiversity loss and degradation; sustainable use, recovery and conservation; and differentiated impacts on women, men and different social groups.
2. **Understanding the factors causing biodiversity change:** Immediate and underlying causes of the priority biodiversity change, including gender-related factors such as social norms and practices; rights, access to and control over resources; power, participation and decision-making; knowledge and capacities; and relevant laws, policies and institutions.
3. **Identifying opportunities for gender-responsive biodiversity action:** Existing knowledge, agency, stewardship, successful practices and enabling factors; opportunities and entry points for gender-responsive biodiversity action; who may benefit, who may bear costs or risks, and who may be excluded; which actors need to be involved; and the conditions required to support equitable and effective outcomes.

METHODOLOGY

The three exercises follow **a sequential process**, with the outputs of each exercise informing the next, so the sequence should be preserved wherever possible. The outputs of earlier exercises should remain visible throughout the consultation, allowing participants to see how the exercises connect and facilitators to refer back to them as the inquiry progresses.

The exercises **can be adapted to the local context and are designed to be accessible to participants with different literacy levels**.



Photo: Marlène Elias/Bioversity International



PARTICIPANTS

Invite approximately **8–10 women and 8–10 men** to participate, beginning in separate groups. Participants should reflect the diversity of the community, including differences that may shape people's experiences of and **relationships with** biodiversity, such as age, indigenous or ethnic identity, disability, livelihood or other locally relevant factors.

Where appropriate, additional or separate groups can be formed to allow people with different experiences or perspectives to speak freely; for example, young women and young men, or indigenous women and indigenous men.



FACILITATION

Participants should be encouraged to speak from their own experience and the perspective of the group in which they are participating, rather than on behalf of other groups. Women's groups discuss women's experiences, men's groups discuss men's experiences, and where groups are formed along other axes of social differentiation (e.g., young women/young men, indigenous women/indigenous men), participants should discuss the experiences and perspectives relevant to their group.

Facilitators bring the groups together at the end of each exercise to listen to each other's experiences and share perspectives across groups during plenary, creating a fuller picture.

Similarities, differences and complementarities emerge through dialogue and foster reflection among participants.

Facilitation tips

- Use simple, familiar words and translate technical terms into local language.
- Record participants' own words wherever possible.
- Use examples only to clarify a question; avoid suggesting the answers. 'Facilitator Prompts' are suggested throughout to keep the discussion flowing, but use only those that are needed and most relevant. Otherwise, let the participants direct the conversation.
- Encourage participants to consider diversity among women and among men, including differences based on age, indigenous or ethnic identity, disability, livelihood, wealth and/or other factors considered most relevant to the local context.
- Do not ask one group to speak for, correct or validate another group.
- Explain at the outset how the information will be used, and obtain participants' consent to record and share what they say. Do not attribute views to named individuals.
- Note any causes or solutions that arise before their allotted exercise on a separate sheet, acknowledge them, and return to them at the right moment rather than closing down the discussion.



MATERIALS

- Flipcharts
- Cards or sticky notes
- Markers in several colours
- Voting objects such as stickers, stones or seeds

ADAPTING EXERCISES FOR THE CONTEXT

The exercises can be adapted for participants with different literacy levels. Where participants are not comfortable reading or writing, facilitators or volunteers can record their ideas, and **drawings or symbols can be used instead of written responses**. For prioritization exercises, participants can vote with readily available materials, such as stones, seeds, leaves or stickers.

POSSIBLE AGENDA FOR ONE-DAY CONSULTATION

The agenda assumes a full day, including the time needed for plenary reflection at the end of each exercise. If participants cannot commit to a full day, the exercises can be split across two half-day sessions. The exercises are designed to be used in sequence, as the outputs of each exercise inform the next.

Time	Content
8:30-9:00	Participant registration
9:00-9:30	**Welcome** ▪ Introduction and objectives. ▪ Participant introductions: Participants are invited to introduce themselves and share their experience with biodiversity. For example, ask what their favourite species is (trees, animals, insects) and why this species is important to them.
9:30-11:20	**Exercise 1.** Exploring the gender–biodiversity context and identifying priorities
11:20-11:35	Break
11:35-13:00	**Exercise 2.** Understanding the factors causing biodiversity change
13:00-14:00	Lunch
14:00-15:50	**Exercise 3.** Identifying opportunities for change and gender-responsive biodiversity action
15:50–16:05	Break
16:05–16:20	**Closure** Thank participants, explain how the outputs will be used and what happens next.

EXERCISE 1

EXPLORING THE GENDER–BIODIVERSITY CONTEXT AND IDENTIFYING PRIORITIES

Time

110 MIN

Purpose

This exercise helps participants build a shared understanding of how biodiversity supports people's lives and livelihoods, and of how women, men and different social groups use, manage, conserve, benefit from and make decisions about biodiversity. It addresses socially differentiated roles, responsibilities, knowledge and contributions, as well as rights, access to and control over biodiversity and associated resources. It also identifies the main forms of biodiversity loss and degradation, or sustainable use, recovery and conservation, and how these changes affect different people in different ways.

Participants speak from the experience of the group they represent. Understanding these differences helps ensure that the actions identified later respond to local realities and take account of those most affected.

Preparation

Prepare a large sheet of paper for each group. Participants will use it to build a visual map throughout the exercise.

Have cards or sticky notes, markers in several colours and voting objects such as stickers, stones or seeds ready.

Keep the completed maps visible for the remainder of the consultation so that participants and facilitators can refer back to them in the following exercises.



Photo: Marlène Elias/Bioversity International

Key questions

How do [women/men] in your community use, manage, conserve and depend on biodiversity? What is changing, who contributes to these changes, and how are different groups affected?

Expected outputs

- **The biodiversity resources and ecosystem services that are most important to different groups.**
- **The ways different groups (e.g., women/men, young women/young men) use, manage, conserve and benefit from biodiversity.**
- **Differences in roles and responsibilities, contributions, knowledge, rights, access to and control over resources, and participation, leadership and decision-making.**
- **The main forms of biodiversity loss and degradation affecting these resources. Positive and negative changes affecting these resources, including sustainable use, recovery, conservation, loss and degradation.**
- **How changes in biodiversity benefit or adversely affect the people represented by each group, including differences in who is affected.**
- **A shared picture of similarities and differences across groups.**
- **One priority change in biodiversity to take forward for deeper analysis in Exercise 2.**

Facilitation process

STEP 1 **Introduce the exercise** (5 minutes)

Explain that the group will discuss how biodiversity fits into the everyday lives of the people the group represents (e.g., women/men, young women/young men). Emphasize that different groups experience biodiversity differently, that there are no right or wrong answers and that every experience is valuable. Remind participants to speak about their own group's experience rather than on behalf of others. Participants can contribute by speaking, drawing, writing or using symbols and objects.

As the exercise goes on, participants will build a visual map showing:

The biodiversity resources and ecosystem services that matter to them → How they use, manage, conserve and benefit from biodiversity → Positive and negative changes in biodiversity, and related practices → How different people contribute, benefit or are affected

STEP 2 **Map the biodiversity resources that matter** (15 minutes)

Ask participants to consider the biodiversity resources and ecosystem services that are most important to the people their group represents. These may include, for example, particular plants, trees, animals, fish, forests, soils, water sources, grazing areas or other locally important biodiversity.

Participants can write or draw each resource on a card and place it on the map.

Once the group has identified the resources, give each participant five voting objects and ask them to vote for those that are most important to the people their group represents. Participants may place more than one vote on the same resource.

Take the five resources with the most votes forward to the next step.

Facilitator prompts, if needed:

What do [women/men] in your community depend on from nature and biodiversity for food, income, medicine, water, fuel, materials, cultural purposes or other aspects of your lives and livelihoods? Is anything important missing?

STEP 3 **Show how people interact with and manage biodiversity** (25 minutes)

For each of the five priority resources, ask participants to add information to the map showing how different groups of [women/men] from their community interact with it. Organize the map around five areas:

Use and benefits

- Who uses the resource and for what purposes?
- Who benefits from it, including through income or other livelihood, social or cultural benefits?

Roles, responsibilities and stewardship

- Who collects, harvests, produces or otherwise manages the resource?
- Who conserves, protects or restores it?
- Who plays a stewardship role in maintaining or caring for the resource?

Knowledge

- Who holds knowledge about the resource and its conservation and sustainable use?
- How is that knowledge shared or passed on?
- Whose knowledge is recognized and valued and whose may be overlooked?

Rights, access and control

- Who has rights to the resource, and what kinds of rights do they have?
- Who can access the resource, and who faces barriers?
- Who has control over the resource and its benefits?

Decision-making and leadership

- Who participates or has influence over decisions about the resource?
- Who has limited voice or influence?
- Who takes on leadership roles when it comes to the resource?

Participants should add their contributions directly to the map using cards, drawings, symbols or connecting lines. Encourage participants to show differences within their group, including differences related to age, indigenous identity, disability, livelihood, wealth or other locally relevant factors. The facilitator should allow participants to build the picture themselves and use the prompts only to explore important dimensions that do not emerge on their own.

STEP 4 **Identify changes in biodiversity and gendered impacts** (40 minutes)

Ask participants to look at the resources on their map and identify changes they have observed over time, both positive and negative. These may include recovery or decline of species, restoration or degradation of ecosystems, and improvements or deterioration in biodiversity condition. Ask participants to identify practices that may be contributing to these changes, including those that help conserve, restore or sustainably use biodiversity. Record each change and relevant practice on separate cards and place them beside the resources concerned. The factors shaping these changes will be explored in Exercise 2.

Facilitator prompts, if needed:

What changes have [women/men] in your community observed over time? What has improved, recovered or been conserved? What has declined, deteriorated or disappeared? What practices have driven these changes?

Ask participants to add to the map the impacts of each change in biodiversity on the people their group represents as well as other groups.

Participants place each impact on a card beside the relevant change and indicate who experiences it. Encourage them to show where the same change affects people in different ways or where some people are affected more than others. Impacts (positive or negative) may relate to livelihoods and income, workload and use of time, food and nutrition, health and wellbeing, safety, access to resources, knowledge and its transmission or relationships within households and communities.

Facilitator prompts, if needed:

Who is affected and how? Who is most affected? Are some people affected differently from others? Can participants give an example from their own experience?

Allow the impacts to emerge from participants' own experiences rather than working through these categories as a checklist.

Do not assume in advance how women, men or other groups are affected. The purpose is to understand the differences in impacts that participants themselves identify.

STEP 5 **Select a priority change in biodiversity** (10 minutes)

Ask participants to look at the completed map and review the identified changes affecting biodiversity and their impacts.

Give each participant three voting objects and ask them to vote for the changes they consider most important. These may be positive changes they wish to sustain or strengthen, or negative changes they wish to reverse or mitigate.

Ask participants to consider:

- how significant the change is for biodiversity;
- how strongly it affects the people their group represents;
- whether some people are particularly affected, positively or negatively; and
- how widespread its effects are.

Use the results of the voting to agree on one priority change in biodiversity to take forward for deeper analysis in Exercise 2.

STEP 6 **Share and reflect** (15 minutes)

Display the completed maps and bring together the groups that have been working in parallel. Rather than asking each group to give a long presentation, invite participants to look at the other groups' maps and notice:

- what is similar;
- what is different; and
- what they had not previously considered.

Use the plenary to briefly reflect on the different ways people use, manage, benefit from and make decisions about biodiversity, and how experiences of biodiversity loss and degradation or sustainable use, recovery and conservation differ across groups.

Each group's experience should be treated as its own perspective. Do not ask one group to confirm, correct or speak on behalf of another. Different groups may have selected different changes. Retain these differences.

HOW THIS INFORMS THE NEXT EXERCISE

This exercise builds a shared understanding of how different groups use and depend on biodiversity, manage the biodiversity changes that matter most to them, and how they are affected. In Exercise 2, participants take the priority biodiversity change forward to explore its immediate and underlying causes.

EXERCISE 2

UNDERSTANDING THE FACTORS CAUSING BIODIVERSITY CHANGE

Time

85 MIN

Purpose

This exercise helps participants understand the factors shaping the priority change in biodiversity selected in Exercise 1. Using a simple logic (or causes and effects) tree, participants explore what contributed to the change, including relevant practices, enabling conditions and barriers. They consider gender-related inequalities alongside people's knowledge, stewardship, collective action and influence, to identify entry points where action may contribute to meaningful and lasting change.

Preparation

Keep the maps from Exercise 1 visible.

For each group, draw a large tree on flipchart paper:

- Trunk: the priority biodiversity change
- Branches: its positive and negative effects
- Roots: contributing factors and underlying causes

Write the biodiversity change from Exercise 1 on the trunk.

Have cards or sticky notes, markers and voting objects ready.





Photo: Arben Llapashtica/UNDP Eurasia

Key question

What has contributed to this change, and what has helped or hindered it?

Expected outputs

- **A shared understanding of the factors shaping one selected change in biodiversity.**
- **Identification of immediate and underlying causes.**
- **Gender dimensions and contributing factors.**
- **Two or three priority factors to be carried into Exercise 3.**

Facilitation process

STEP 1 **Set up the logic tree** (10 minutes)

Write the priority change the group selected at the end of Exercise 1 on the trunk of the tree. Confirm that everyone in the group understands and agrees on how it is worded.

STEP 2 **Add the effects to the branches** (15 minutes)

Return to the impacts the group identified in Exercise 1 and write or draw these on the branches, one per branch. This does not need to be repeated in detail; it simply reconnects the issue to its effects before the group turns to its causes.

STEP 3 **Identify contributing factors and causes** (40 minutes)

Ask participants: **What has contributed to this change? What has helped it happen or made it harder to achieve a positive outcome?** Write or draw each factor on a separate card and place it among the roots of the tree.

For each factor, ask participants: **what made it possible or what lies behind it?** Continue for two or three levels, where useful, to explore underlying conditions, barriers and enabling factors.

Invite participants to add and arrange the cards themselves as the roots develop. Encourage participants to consider factors operating at household, community and wider institutional or policy levels. Do not assume that changes in biodiversity are caused solely by local practices or decisions.

STEP 4 **Prioritize the factors and reflect in plenary** (20 minutes)

Before joining the plenary, give each participant three voting objects and ask them to mark the factors they believe matter most and offer opportunities for action. These may be barriers to address or enabling conditions to strengthen. Take the two or three with the most votes forward to Exercise 3. Then bring the groups together, ask each group to present its tree and the factors it has prioritized and invite participants to reflect on what the trees have in common, where they differ and what they reveal about the factors contributing to the different ways women, men and other groups relate to biodiversity. Keep the completed logic trees visible for the next exercise.

Bringing out the gender dimensions

Facilitator prompts, if needed:

Knowledge, skills and influence

- Could this biodiversity change be related to people's knowledge, skills, priorities, stewardship and influence? Whose contributions are recognized or overlooked?
- Is this different for women and men? Which women? Which men?

Access to resources and opportunities

- Could this change be related to who can access or control over land, water, forests, finance, services, technologies or training?
- Is this different for women and men? Which women? Which men?

Social expectations and "unwritten rules"

- Could this change be related to social expectations about what women and men should do, how they should behave, or whose voice should be heard?

Formal rules, institutions and policies

- Could laws, policies, institutions or formal rules have supported or constrained this change?
- Do these rules and decision-making processes work differently for women and men?

HOW THIS INFORMS THE NEXT EXERCISE

Understanding the underlying factors helps move beyond identifying what is happening to biodiversity and how women, men and different social groups are affected, to understanding why the change is occurring and why people may experience it differently. The priority factors identified here are taken forward into Exercise 3 to identify what could be strengthened, sustained or changed, and what enabling conditions would be needed.

EXERCISE 3

IDENTIFYING OPPORTUNITIES FOR CHANGE AND GENDER-RESPONSIVE BIODIVERSITY ACTION

Time

110 MIN

Purpose

This exercise helps participants identify feasible gender-responsive biodiversity actions by building on successful practices and lessons from previous experiences.

Participants consider what has brought about positive change in the past, including existing knowledge, practices and agency; who took part and benefited; what enabled change; and what could work in their own context given the right conditions. They also consider who might benefit from or be excluded from proposed actions. Their ideas become community-informed inputs to gender-responsive biodiversity strategies, plans and actions.

Preparation

Display the maps and logic trees from Exercises 1 and 2.

Have cards or sticky notes, markers in several colours and voting objects ready.



Photo: UNDP South Sudan

Key question

Which factors offer the greatest opportunities for gender-responsive biodiversity action, and what can we learn from existing practices and previous experiences to identify what should be done in the future?

Expected outputs

- **One or two factors identified as priority entry points for gender-responsive biodiversity action.**
- **Examples of successful experiences or lessons from approaches that did not work.**
- **Practical, community-generated ideas for action.**
- **Identification of who would benefit from each proposed action, and who might be excluded or negatively affected.**
- **Conditions and support needed for the proposed action to succeed.**
- **Community-informed priorities and proposed actions to inform gender-responsive biodiversity strategies, plans and actions.**

Facilitation process

STEP 1 **Review and select priority opportunities for action** (15 minutes)

Display the logic tree from Exercise 2 and read out the factors the group prioritized. Check that everyone still understands what each one means.

Take each factor in turn and ask whether it could feasibly be influenced, and by whom. Then ask the group to select one or two factors that:

- are important for biodiversity and the people the group represents;
- pose important barriers or significantly strengthen practices and conditions that support positive outcomes;
- could feasibly be influenced; and
- if addressed, could contribute to lasting and equitable benefits.

Record the selected factors on cards and place them where everyone can see them.

Facilitator prompts, if needed:

- If this factor were addressed, would it make a significant difference for biodiversity and for the people in your group?
- Who would notice the difference most?
- Is this something the community could change on its own or would others need to help?

STEP 2 **Learn from positive experiences and past efforts** (30 minutes)

For each selected factor, ask participants to identify experiences in their own community or elsewhere where people have successfully overcome similar barriers, conserved, restored or sustainably used biodiversity, or strengthened rights or participation. For example, participants may reflect on whether and how different groups have contributed practices and solutions related to traditional and local knowledge, sustainable natural resource management, seed and crop diversity, fisheries and forestry, sustainable production and harvesting, ecosystem restoration, biodiversity monitoring, biodiversity-based livelihoods, and related decision-making, among other areas of action.

Ask the group to describe what happened and identify what helped make the gender-responsive action possible. Record each example on a card and write the reasons it worked underneath in a different colour.

If the group does not know of a successful example, ask what has been tried before, what happened, and what can be learned from the experience.

Keep the discussion focused on three questions:

- What was done, and what changed?
- Who contributed and who benefited?
- What helped make the experience successful, or what could have been done differently?

Facilitator prompts, if needed:

Did the action involve:

- people gaining knowledge, skills or confidence;
- improved access to land, water, money, resources or training;
- support from families or leaders;
- changes in ideas about what women and men should do;
- changes in, or support from, a rule or law;
- an effort that was well supported, well shared and locally led; or
- local or indigenous knowledge?

STEP 3 **Develop practical ideas for action** (25 minutes)

Ask the group to propose concrete actions, drawing on the factors identified in Exercise 2 and existing local practices and lessons discussed in Step 2. Actions may seek to sustain or expand effective practices, address barriers, strengthen rights and participation, or create more equitable opportunities to contribute to and benefit from biodiversity conservation and sustainable use.

Encourage participants to be very specific in their answers. Ask participants: **Who would do what and where?**

Record each action on a card, in writing or as a drawing, and place the cards side by side so they can be compared. Aim for three or four well-developed ideas rather than a long list of vague ones.

STEP 4 **Identify who benefits and what each idea needs** (20 minutes)

Take each proposed action in turn. Ask participants to consider:

- who would benefit;
- whether anyone might be excluded or negatively affected (e.g., by unintentionally restricting access to resources, increasing unpaid work or concentrating benefits among more powerful groups);
- what the proposed action would need in order to work;
- whether the action could be sustained or adapted elsewhere; and
- what support or conditions would be needed.

Draw explicitly on the lessons about what has helped change happen in Step 2.

Record the answers beneath each idea in a different colour.

STEP 5 **Reflect** (20 minutes)

Bring the groups together and ask each to briefly present its proposed actions, who could benefit or be excluded, and what would be needed for the actions to succeed.

Give every participant three voting objects and ask them to vote for the proposed actions they think have the greatest potential to improve biodiversity while benefiting the people they represent equitably. Participants vote individually across all the proposed actions.

Before finalizing the priorities, check whether actions particularly important to marginalized or less-represented groups received fewer votes. Record these actions and the reasons for their importance even if they are not among the highest-ranked.

Ask several participants to briefly explain their choices, as the reasoning matters as much as the ranking. Record the priority actions together with the reasons given.

USING THE RESULTS

The outputs of this exercise are community-generated priorities, lessons and proposed actions. Document the priorities identified by each group, including areas of agreement and differences in perspectives. These provide locally grounded inputs to the wider gender and biodiversity analysis and to subsequent processes for developing gender-responsive biodiversity actions, plans and strategies. **Communities should receive feedback on what follow-up they can expect.**

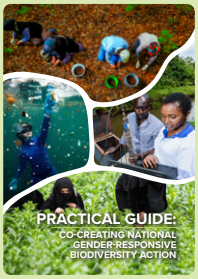


Photo: Mansour Boundaogo/SNV Burkina

ABOUT THE RESOURCE COLLECTION

This tool is part of a collection of gender and biodiversity resources that accompanies the *Practical Guide: Co-Creating National Gender-Responsive Biodiversity Action*. The practical tools and templates can be used in sequence or on their own to provide detailed 'how-to' guidance to strengthen gender-responsive biodiversity planning and implementation.

The Practical Guide and the suite of tools can be accessed here: https://nbsapaccelerator.org/gender-and-biodiversity/

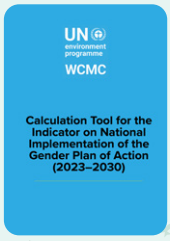


Practical Guide: Co-Creating National Gender-Responsive Biodiversity Action

Suggests a flexible five-step process with tools to support each stage and country experiences that illustrate how elements of the process have been applied in different national contexts.

Calculation Tool for the Indicator on National Implementation of the Gender Plan of Action (2023–2030)

Supports countries to track progress against 18 indicative actions and identify gaps and opportunities for action.



Gender and Biodiversity Analysis: Illustrative Outline

Offers an indicative report outline for a gender and biodiversity analysis, with accompanying guidance on what evidence to collect and analyze.



Participatory Inquiry Exercises for Co-Creating Gender-Responsive Biodiversity Action with Local Communities

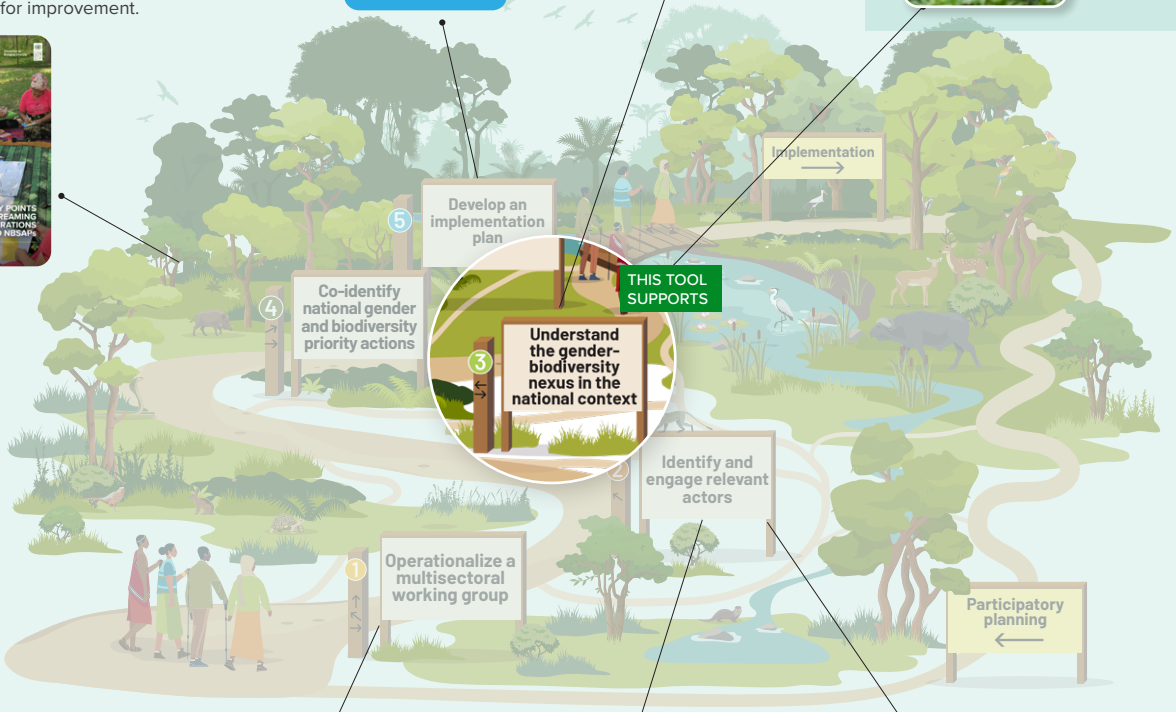
Provides three sequential exercises to explore gender inequality and biodiversity challenges, their root causes, and possible actions with local communities.



Entry Points for Mainstreaming Gender Considerations into NBSAPs

Presents a practical reflection tool to identify where gender considerations are relevant in a country's NBSAP and to highlight gaps and opportunities for improvement.





Scan here for Resource Collection:



Model Terms of Reference/ Procurement Notice for a Gender and Biodiversity Expert

Provides a ready-to-use, adaptable template for procuring relevant expertise on gender and biodiversity.



Actor Analysis for Gender-Responsive Biodiversity Action

Helps identify who to engage, why they matter and barriers to their participation.



Inclusive Participatory Approaches: A Facilitator's Guide

Offers practical strategies for supporting full and effective participation before, during and after participatory processes.



Photo: Nathaniel Abadji/World Vision Ghana