

# METHODOLOGICAL FRAMEWORK FOR INTERSECTIONALITY ANALYSIS

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# What?

- Intersectionality helps to understand interlinked complexities of discrimination:

*“Intersectionality is a lens through which you can see where power comes and collides, where it interlocks and intersects. It’s not simply that there’s a race problem here, a gender problem here, and a class or LGBTQ problem there. Many times that framework erases what happens to people who are subject to all of these things.”*

(Kimberly Crenshaw)



[https://www.intersectionaljustice.org/img/reach-everyone-on-the-planet-kimberlé-crenshaw\\_uhweck.pdf](https://www.intersectionaljustice.org/img/reach-everyone-on-the-planet-kimberlé-crenshaw_uhweck.pdf)

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# Why?

- The world is not on track for achieving most of the 2030 Agenda for Sustainable Development goals to eradicate poverty and guarantee an **equitable future for all**.
- The expert report “The Future is Now” names four trends which are moving in the opposite direction: **rising inequalities**, climate change, **biodiversity loss** and increasing amounts of waste (Independent Group of Scientists, 2019, p. 20).

*“Effective action in any of those areas requires acknowledging and addressing the links among them – the close ties between climate change and human health, for instance, or the ways in which biodiversity loss and deterioration of ecosystem services exacerbate inequalities.”*

(Independent Group of Scientists, 2019, p. 23)

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# How? Intersectionality + PLANET4B

- 3 + 1 online workshops
- Co-created knowledge on intersectionality in biodiversity case studies
- Methodological considerations – how can P4B use intersectionality?
- Published report:
  - literature overview,
  - methodological framework
  - intersectionality-approaches of all five intensive case studies

**Case Study:**

<b>Case Study Description</b> Describe your case study in a nutshell - add a photo if you can.	<b>Contextual situations</b> What do you know about the context (place, environment, time, etc.)? Do you know who is 'usually' involved in this? Who is not involved (yet)?	<b>Learning communities</b> How can you involve more and diverse actors? How can you include diverse needs, knowledges and perspectives? Which problems do you expect?
<b>Why?</b> Why is it important to implement the transformative change linked to your case study? (both for biodiversity and people involved)	<b>Value proposition</b> What kind of values are behind your case study? What is important to you?	<b>Restrictions and limitations</b> What can prevent you from setting up inclusive learning communities? Which resistances do you envisage? What capacities are needed?
<b>Capacities:</b> What can help you to set up inclusive learning communities? What can support actors in your case study? What capacities are there yet already?		

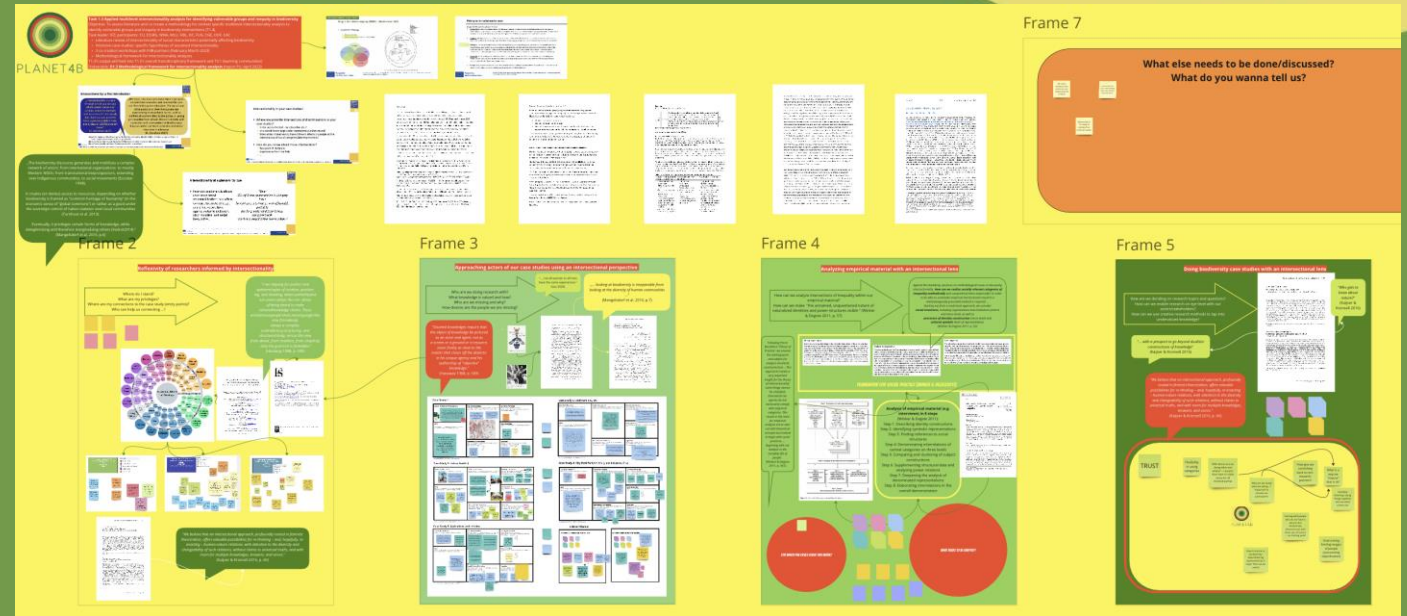
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# How? Intersectionality in biodiversity research and practices (case studies)

1. Reflexivity of researchers informed by intersectionality
2. Approaching actors of biodiversity case studies using an intersectional perspective
3. Doing biodiversity case studies with an intersectional lens



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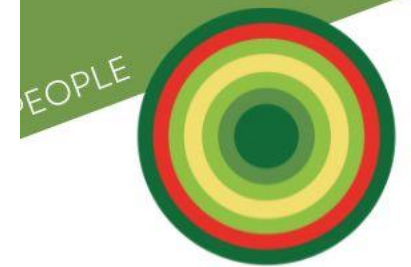
# How? 1. Reflexivity

Useful questions to start biodiversity research with a self-reflexive intersectional lens are:

- Where do I stand?
- What are my privileges?
- Where are my connections to the case study?
- Where are my entry points?
- Who can help us connecting to human and non-human actors?



Elsherif et al. (2022)



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# How? 2. Approaching people

Useful questions to approach and include actors of biodiversity case studies with an intersectional lens are:

- Who are we doing research with?
- What knowledge is valued and how?
- Who are we missing and why?
- How diverse are the people we are missing?

*"Situated knowledges require that the object of knowledge be pictured as an actor and agent, not as a screen or a ground or a resource, never finally as slave to the master that closes off the dialectic in his unique agency and his authorship of "objective" knowledge."*

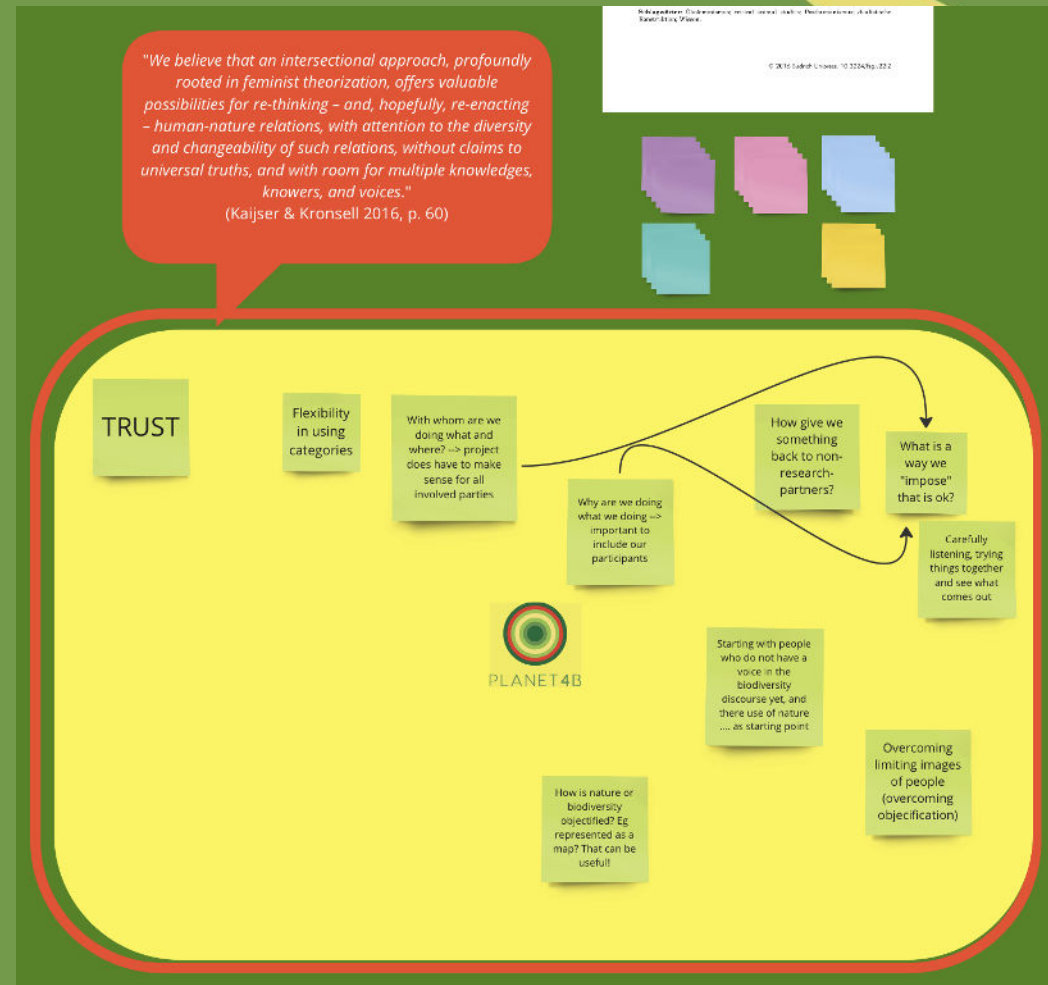
(Haraway 1988, p. 589)



# How? 3. Intersectionality in research

Useful questions for doing biodiversity case studies with an intersectional lens are:

- How are we deciding on research topics and questions?
- How can we enable research on eye-level with our actors/stakeholders?
- How can we use creative research methods to tap into undervalued knowledge?





# How? Intersectionality in P4B

## Shared understanding:

- We need trust!
- We need to have flexibility (in our thinking and) in using categories.
- With whom are we doing what and where? The biodiversity activity needs to make sense for all actors involved.
- Why are we doing what we are doing? It is important to include all participants in this.
- How do we give something back to communities?
- What is a way of 'imposing' which is acceptable? We need to carefully listen, try out things and learn together.
- We have to start with people who do not have a voice in the biodiversity discourse yet, and use their connection to nature as a starting point.
- We have to overcome limiting images of people, and overcome objectification. How is nature or biodiversity in our case study objectified? For instance, how is nature represented in maps?

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**THANK YOU FOR YOUR  
ATTENTION.**

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