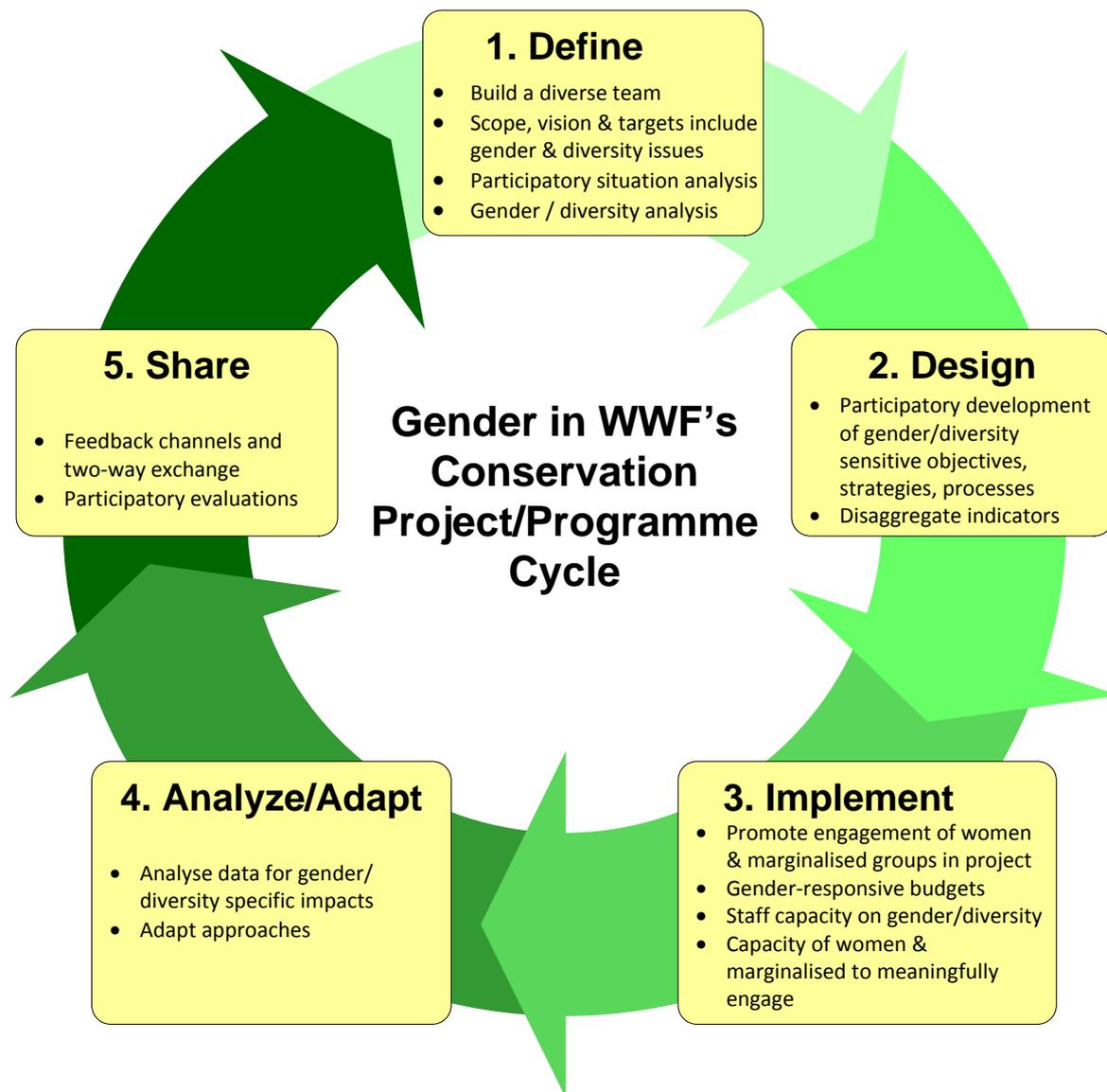# Resources for Implementing the WWF Project & Programme Standards

Gender and Diversity

October 2017

Gender in WWF's Conservation Project/Programme Cycle

1. Define
- Build a diverse team
- Scope, vision & targets include gender & diversity issues
- Participatory situation analysis
- Gender / diversity analysis

2. Design
- Participatory development of gender/diversity sensitive objectives, strategies, processes
- Disaggregate indicators

3. Implement
- Promote engagement of women & marginalised groups in project
- Gender-responsive budgets
- Staff capacity on gender/diversity
- Capacity of women & marginalised to meaningfully engage

4. Analyze/Adapt
- Analyse data for gender/ diversity specific impacts
- Adapt approaches

5. Share
- Feedback channels and two-way exchange
- Participatory evaluations

Gender and Diversity

CONTENTS

Gender and Diversity

GENDER AND DIVERSITY

1. WHAT IS GENDER AND DIVERSITY?

WWF recognises that people's behaviour and natural resource use and management decisions are shaped by complex and interlinked cultural, social and economic structures and processes, including social groups: age, ethnicity, race, class, gender, indigenous groups, religion and caste.

> **Box 1. The "myth" of community**
>
> It is a 'myth' to see the community as a homogenous and harmonious unit where members share the same interests.
>
> Such an approach ignores differences in opportunities, interests and power based on social, economic and cultural factors.

Diversity reflects the visible and invisible differences that exist among people, including but not limited to, gender identity, race, ethnic origin, sexual orientation or identity, age, economic class, language, religion, location, nationality, education, and family/marital status. These visible and invisible differences among people can also lead to differences in experiences, values, attitudes and ways of thinking, behaving, communicating and working[1].

Gender refers to roles, responsibilities, rights, relationships and identities of men and women that are defined or ascribed to them within a given society and context – and how these roles, responsibilities, rights and identities of men and women affect and influence each other. These roles etc. are changeable over time, between places and within places[2]. *Note that 'gender' is not interchangeable with 'women' or 'sex' but refers to the simultaneous consideration of both men and women's roles and their interaction.*

> **Box 2. Use of the term 'gender'**
>
> When working with communities, the term gender should be used with caution as it can create barriers and misunderstandings.
>
> 'Gender' should only be used with those communities that are familiar with the term. Elsewhere, more neutral terms like 'men and women' 'boys and girls', 'family', 'intra-family relations' etc. may be more easily understood, are non-threatening and generally accepted.

The WWF Network Gender Policy recognises that gender relations influence the ways in which women and men respond to conservation issues. It commits us to work towards **gender equity**, or **fairness** between men and women, and towards situations where women and men have equal status, rights, responsibility, access to resources and power at their disposal[3].

If social dimensions are not considered and addressed in the design and implementation of policies or projects, social inequalities can become further entrenched and people can be further marginalised and disadvantaged. Environmental degradation has severe consequences for all people; however, it disproportionately affects the most vulnerable sectors of society, particularly women and children. Well-designed projects and policies can promote both poverty eradication and environmental sustainability.

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[1] Oxfam Canada
[2] UNDP, Gender Mainstreaming in Environment and Energy Training Manual, 2007
[3] WWF Network Gender Policy

Social exclusion is the outcome of the multiple human rights violations a social group experiences. Exclusion can take place on the basis of gender, race, class, caste, ethnicity, age, religion and sexual orientation, as well as due to many other factors. Women and girls are generally further marginalised because of power dynamics which privilege men and subordinate women.

One way in which WWF already recognises diversity is through paying special attention to indigenous peoples. WWF collaborates with many indigenous peoples and their organizations on activities such as conservation area management and governance, sustainable use and management of natural resources and policy advocacy on issues of shared concern.[4]

WWF's policy and guidance on working with indigenous peoples can be found here and at: http://wwf.panda.org/what_we_do/how_we_work/people_and_conservation/our_work/indigenous_peoples/

WWF's Gender Policy (2011) recognises the important role that gender plays in conservation, stating that WWF is: *Committed to ensuring that its conservation policies, programmes and activities benefit women and men equally and contribute to gender equity.*

Box 3 presents the key commitments of WWF's Gender Policy at a programmatic level. **Note that each of these points is also relevant to all areas of diversity.**

Gender and social equality implies equal rights, responsibilities and opportunities for social groups that tend to be excluded because of gender (men, women, girls and boys), ethnicity, poverty, religion and/or other social factors. A critical aspect of promoting gender and social equality is the empowerment of women and marginalised social groups. Empowerment can be pursued in different contexts or dimensions, for example: economic, socio-cultural, family, legal, political and psychological.

Gender and social equity is the process of being fair to both men and women, and different social groups. It is about recognising and balancing the rights and interests of men and women, and different social groups in order to achieve fairness through:

- Considering how costs and benefits

> **Box 3. WWF's Programmatic Commitments to Gender**
> - Incorporate a gender perspective into programme and project development processes through the application of gender awareness and analysis in the project cycle, including design, implementation, monitoring and evaluation. Where appropriate, develop gender analysis and sex-disaggregated social and economic indicators and targets.
> - To the extent possible, assess potential impact of programmes and projects on **gender equity**, and ensure that potential negative impacts on women and men are addressed, if appropriate also identify and use opportunities to reduce gender inequities;
> - Apply a culturally sensitive approach, especially when working with local communities, that respects and takes account of different roles, responsibilities, entitlements and knowledge among men and women involved in and/or affected by the programme/project;
> - Examine how policies, processes and institutions at and beyond community level (i.e. national, regional and global) affect gender equity, and men and women's access to and control over resources, as well as power of decision-making in our programmes/projects and identify options and, where appropriate, promote gender equity within these;
> - Encourage continuing effort to expand WWF's knowledge and commitment to social and gender equity, through staff training, documentation and sharing of lessons.
>
> Source: WWF Gender Policy Statement, 2011

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[4] WWF International 2008. Indigenous Peoples and Conservation: WWF Statement of Principles. Gland, Switzerland: WWF International.

Gender and Diversity

related to WWF Interventions are distributed amongst male/female stakeholders (ensuring a fair gender balance). Also think how resources are distributed between different social groups.

- Understanding different people's rights, interests and concerns.
- Ensuring that decision-making is inclusive, e.g. ensuring that both men and women have equal access to be heard and to influence decision-making.[5] Also think about how different social groups are able to access and influence decision-making, particularly traditionally marginalised groups.

In practice this involves ensuring that throughout the project, decision-making and allocation of resources are fair to both men and women (and across social groups), and any imbalances in the benefits available are understood and addressed. For any given context, this requires understanding women and men's perspectives of what equity/ fairness is (as well as members of marginalised social groups).

Promotion of equity should not be limited to gender but should also be extended to include the diverse social groups that are relevant to the project. This is called an intersectional approach, which recognises not only gender hierarchies but also how class, racial relations, ethnic belonging, origin etc overlap and determine different experiences regarding access to power and decision-making processes.

Good practice efforts in mainstreaming gender in programs and policies include:

- understanding gender mainstreaming and issues relating to gender discrimination;
- agency-wide understanding of gender issues and concerns;
- application of gender analysis in policies, programs and projects;
- moving beyond token gestures such as counting numbers of men and women;
- access to information, resources and training on gender issues;
- availability of sex-disaggregated data and gender-specific indicators;
- awareness-raising on gender issues;
- gender-responsive budgeting.
- having a person responsible for counselling, giving input and having the overall responsibility for socio-gender aspects in projects.

Full commitment of senior management is vital to promote mainstreaming of good practice in this area.

2. WHY IS IT IMPORTANT TO CONSIDER GENDER AND DIVERSITY?

Evidence shows that integrating gender and diversity into conservation projects promotes better efficiency and effectiveness while promoting more democratic forms to carry out conservation activities, in line with a rights-based approach. Comprehensive research has also proven gender is also one of the most important aspects to achieve sustainability of conservation outcomes within a project or policy[6].

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[5] The three dimensions of equity - http://www.iied.org/equity-justice-ecosystem-services-what-do-we-mean
[6] For some examples see WWF-UK "The Case for Gender Integration" and also González, A.M., and Martin, A.S. 2007. "Gender in the Conservation of Protected Areas". Innovations in Conservation Series. Parks in Peril Program. USA: The Nature Conservancy.

Gender and Diversity

To design and implement effective programmes, we must understand the differences in how men and women interact with the environment, analyse how they interact with each other, and create space for both women and men to participate meaningfully in our programmes. The same applies for different social groups.

For example, women's extensive experience makes them an invaluable source of knowledge and expertise on environmental management. However, in many societies, discriminatory social structures and attitudes, at personal, community and institutional levels, persist in deeply entrenched patterns of inequality. This often results in limited recognition of what women contribute, or have the potential to offer to sustainable development and conservation.[7]

Recognising and embracing gender and diversity throughout the project management cycle and ensuring equity in decision making and benefit sharing leads to more effective and sustained conservation results through:

- Providing a strong analysis of the context in which the project operates, in particular the roles and responsibilities of different social groups with regard to achieving conservation results. Particular attention should be given to identifying people that belong to one or several of the following categories - gender, age, race, ethnicity, indigenous, class, caste and religion.
- Drawing on the unique knowledge that certain social groups e.g. women, marginalised groups, indigenous people etc. have of their local environment, by using an intersectional approach.
- Building trust and long term commitment to the project through an inclusive approach that embraces a diverse range of groups and interests and secures everyone's equal participation.

> **Box 4. Inequitable distribution of benefits undermines conservation**
>
> In Bwindi National Park, Uganda, some local people feel that they do not receive a fair share of the benefits from conservation. Their response to this is to compensate themselves by taking resources illegally from the national park. This is undermining the conservation efforts of other local people.

- Ensuring a better understanding of the perspectives and needs of different groups within societies and how the benefits arising from projects can be equitably shared. This can help to ensure that conservation efforts are not undermined (Box 4).
- Helping to avoid negative impacts on marginalised communities and / or increasing their vulnerability to climate change and other shocks.
- Empowering all community members to become active stewards of the environment.
- Supporting compliance with WWF's social policies especially WWF's Gender Policy, but also its policies on Indigenous Peoples, Poverty and Conservation and on Human Rights and the Environment and Social Safeguards Integrated Policies and Procedures (SIPP).

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[7] PPA Briefing Paper: Gender in climate-smart, pro-poor conservation

Gender and Diversity

3. WHEN AND HOW TO CONSIDER GENDER AND DIVERSITY DURING THE PROJECT CYCLE

Gender and diversity should be considered throughout the project cycle and in particular when identifying, engaging, and working with key stakeholders and partners.

All too often gender and diversity is not thought about until the team is monitoring the project because there is a need to provide data to donors on who is involved and benefitting. Such an approach means that projects have a limited understanding of the context in which they are working. In the long term the project may struggle to be sustained and successful if the needs and perspectives of different social groups on which the project will have an impact have not been fully understood. Annex 1 summarises when in the project cycle your project should take gender and diversity into account.

DEFINE

1.1 Initial Team Composition

Build a diverse team

The first step to integrating gender and diversity is during team selection. Employing female staff and staff from diverse backgrounds such as members from minority/indigenous groups is one of the best ways of being able to engage with different groups. By employing staff that are able, for instance, to communicate in minority languages or understand the opportunities and constraints of minority cultures, awareness on the environmental issues that are of concern to minority and marginalised groups is raised. It is important that the staff are trained on gender issues and have capacities and capabilities to assure gender integration in the project cycle. It is not always possible e.g. where you are not able to find suitable staff with the relevant skills. In such situations you should consider:

- Adapting some activities to increase the possibility of certain groups' participation. For example, provide information channels that are open to larger population or hold seminars at hours when more people have the possibility to attend. Consider whether women and men, boys and girls are given the same opportunities to be included and participate in the project as beneficiaries, as participants, decision makers and as implementers. Keep in mind that there are groups that use the environment in an informal way.
- Encouraging the project team to develop an understanding of the relevant gender issues and minority groups in their project area, the key issues they have, and to be sensitive to minority cultures and languages.[8] Bear in mind that sometimes the majority group is the one being marginalised.
- Including internships within the project that will nurture emerging professionals from marginal groups.
- Allocating budget to overcome gender/diversity challenges.

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[8] Marginalised Minorities in Development Planning, A UNDP Resource Guide and Toolkit, UNDP, 2010.

Gender and Diversity

1.2 Scope and Vision
1.3 Targets

Understand the relationship between gender/diversity and your project's vision and targets.

Stakeholder analysis will help you build up a picture of the different people, groups, and organisations who may affect or be affected by the project. During the analysis you should be as specific as feasible e.g. if stakeholders include local communities, consumers, general public etc. these should not be considered as homogenous units. Instead, you should identify the different social groups within these e.g. men and women, young, old, ethnic groups, socio-economic status, class and religion etc. and their relationship to the project's targets.

For policy programmes, the stakeholder analysis should include a consideration of who will be affected by the policy, as well as who can potentially affect its implementation and results. It is important to remember that as beneficiaries, women and men and social groups are often influenced by policy reforms in different ways. As actors who affect policy implementation e.g. through civil society organisations, unions, business associations, or industry representatives) men and women from different social groups represent different viewpoints that are not always represented equally.[9]

1.4 Context and Stakeholders

Building on your knowledge from the stakeholder analysis, the situation/ context analysis (Step 1.4) provides an opportunity to examine community diversity and the implications of such diversity on achieving conservation results. For place based programmes, a gender analysis focussed on understanding how different groups within society manage, use and control natural resources and the impact of the project on such groups can help develop this understanding.

Gender analysis is an important tool in order to identify vulnerable groups and inform the context analysis. As part of gender analysis, it is also critical to address masculinities. Masculinity refers to those perceived notions and ideas about how men and boys are expected to behave in a given society. These social norms and pressures can lead not only to women's increased vulnerability and discrimination, but also to the suffering of boys and men, who may experience fear of not being able to fulfill this role, low self-esteem and loss of male identity.

Gender analysis can be done through talking to the communities / target groups that you are working with. This might be through a mix of individual meetings and focus groups with a range of different people from within the community including village leaders, local government officials and of course both men and women. Thus, it is important in most settings that a woman interviews women, and any interpreter

> **Box 5. Gender analysis in Conservation International's (CI) Programmes.**
>
> CI's programme in Timor-Leste used focus groups and key informant interviews to identify the existence of barriers for women to participate in conservation and livelihood activities. Obstacles identified ranged from a language barrier, which made it difficult for women to contribute to community forums, to the unequal division of labour in household and child-rearing duties, which limits women's ability to participate in other activities. A similar analysis conducted among fishing communities in Ecuador's Galera San Francisco Marine Reserve uncovered the invisible role of women in fishing and related conservation activities, despite opportunities for them to engage at various points of the value chain.

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[9] Integrating Gender into Poverty and Social Impact Analysis, World Bank, 2013

Gender and Diversity

is also a woman. In any case the person interviewing should be a person who is gender sensitive and has been trained to approach gender issues with men and women. Box 5 presents some of the findings from gender analyses conducted by programmes supported by Conservation International (CI).

Gender/diversity analysis for place based projects:

Table 1 provides a series of questions for place based projects that staff / partners and/or an external consultant could use to conduct a gender/diversity analysis with local communities / target groups.

Table 1. Focal areas for gender/diversity analysis in place based projects.

Line of enquiry	Sample questions
Who does what and why?	**What work, both formal and informal,** do men, women, adults, children, elders and other relevant social groups[10] do? **When** do men and women / other relevant social groups do work both formal and informal (per day, month, season)? **What factors influence the differences identified** in gender roles/roles occupied by certain social groups and divisions of labour both formal and informal?
Access to resources	**What natural resources** (impacted by the project) do men, women and other relevant social groups (including marginalised groups) **have access to and control of?** **What other resources (credit, information, training etc.) are available** for men, women and other relevant social groups (including marginalised groups)? **Who uses these resources?** How do men, women and the identified social groups **access project information?** **What factors influence the differences identified in** gender/diversity roles, and **access to and control of resources and other benefits**?
Knowledge, beliefs and perceptions?	How do men, women and identified social groups **receive and share information in a community?** **How well are the recipients of the project aware of the project components?** **What barriers exist** for social groups in the area, including men and women, **to attend meetings/ trainings or to participate in decision making?** Do women /men belonging to different identified social groups **voice their opinions during community decision making**? If not, why? **Are these opinions listened to?** If not, why? Do men / women **share information** they've gathered at a meeting/ training with the household? Do men **consult women** in the **household before making a community level decision and vice versa?**
Decision making power	Who **makes decisions** at the household and community level? **Who decides** at the community and household level how natural resources e.g. water, forest resources etc. are managed and used? **Who controls** how money is spent within the household?

[10] Social groups here refers to the groups identified in the stakeholder analysis.

Gender and Diversity

	Who determines when land, livestock or agricultural products are sold?
Legal rights and status and the policy environment	What do **formal policies / laws** say about men's, women's and identified social groups' rights? Do the formal policies / laws differ from customary law? Areas you should consider include: - Who can own land or other property? - Who can enter into legal agreements or contracts? - Who can inherit property? - Are there any previous e.g land conflicts? **How do the state, market and community institutions influence gender relations and the status of different social groups that are marginalised**? Do they perpetuate gender inequality and limit opportunities for other relevant social groups / marginal groups? **Are there any informal laws that control behaviour or access for men and women?**
What are people's priorities / needs?	What do women, men, marginalised groups and identified social groups feel they need to be able **to manage** resources in a sustainable way? What do the identified social groups diverse by sex, age, ethnicity, race, religion etc. need **to achieve greater equality with respect to natural resource management/governance issues i**n the community? How will your project **respond to or impact on the needs and interests of different social groups** within your project area?
Impact: How will/ does the project impact on men/ women/ marginal groups?	**How does the project affect the daily lives** of women, men, marginal and other relevant social groups? What **benefits** will / does the community receive **from the project**? How will these benefits be equitably shared and who will decide this? What **costs** (e.g. time commitments, labour) does the community experience **from this project**? How are the costs shared between men, women and the identified social groups? **Are there equal opportunities** for men, women and marginal groups to participate in the project decisions? Do men and women from different social groups feel that they **have access to information** on about the project? Where the project helps people generate additional income, what do men and women do with that income? How does the project **change men's and women's workloads**?

Adapted from Gender Integration Guidelines, Conservation International, 2014

To promote accountability and begin developing ownership of the project beyond WWF it is important that you feedback to the community the findings of your gender and diversity analysis. This will also help validate your findings and provides an opportunity for the community to be involved in developing recommendations.

Even if the project is up-and-running, it is not too late to do a gender analysis. You could consider doing one to feed into an annual review / mid-term review when there will be opportunities to adapt the project in response to the findings of the analysis. This approach was taken by the Hariyo Ban community forest management project, Nepal. During implementation the project discovered that there were barriers to women participating in decision making and this was limiting the effectiveness of their conservation strategy. In response to this a gender analysis focussed on 'How women's leadership in natural resource management could be improved?' was conducted (Box 6).

10

Gender and Diversity

Box 6: Improving women's leadership in forest management in Nepal.

In Nepal women play a critical role in the conservation of genetic resources, species and ecologically critical areas. Their enhanced participation in decision-making bodies such as Community Forest User Groups (CFUGs) has been shown to contribute to improved forest governance, and sustainable use of resources.

This important role is recognised in Government Policy which states that, 'women, Indigenous Peoples (IPs) and Dalits should be proportionately represented in the executive committees of CFUGs, that women should be included in key positions (either chairperson or secretary) and at least 35% of the CFUG's total annual income should be spent on livelihoods improvement targeting poor women, Dalits, and IPs (Community Forest Development Guideline 2008).

The Hariyo Ban programme, Nepal found that despite this Government Policy, in reality women were not involved in leadership roles within CFUG's and this was impacting negatively on both people's livelihoods and forest management. In response to this, they decided to carry out a gender analysis that specifically focused on understanding, *'How can women's leadership and their meaningful participation in natural resource management (NRM) be improved?'* The analysis explored in detail the following questions:

- . What is the status of membership and inclusion of women and men in the community-based natural resource management (CBNRM) institutions?
- . How have leadership roles in CBNRM institutions changed over the last two decades?
- . Do social/gender norms, gender differentiated access to and control over resources and gender power relations influence women's leadership?
- . Do men and women have different indigenous knowledge about identification, conservation, use and management of biodiversity resources in various ecosystems?
- . To what extent are the NRM actors at district and national level aware of and accountable to implementing the gender equity and social inclusion (GESI) policy of the government?

To answer these questions the project drew on both primary and secondary sources of data. Approaches used to gather primary data included in-depth interviews with key informants, focus group discussions and participant observation at the community, district and national level.

The analysis showed that there were a number of factors limiting women's participation and leadership. These included traditional social perceptions of gender roles, limited access to information and resources by women and inadequate capacity of natural resource institutions, local government and non-governmental organisations working at the local level to understand and address gender issues. Recommendations to address this included:

- . Recognising women's leadership and associated gender issues as a key issue to be considered during programme planning and review processes.
- . Engaging and sensitising men within NRM institutions to understand and address gender issues.
- . Ensure women's access to forest incomes, park revenues and other financial benefits by incorporating gender specific provisions in the forest and protected area legislation, policies, strategies, and CFUG Development guidelines. For example, making a provision for allocation of at least 10% of the total annual forest incomes / park revenue received by natural resource user groups is allocated for activities/ benefits that address women's needs.
- . Investing in women's leadership development

Source: Gender Assessment of Natural Resource Management: Dynamics of Power Relations and Indigenous Knowledge, Hariyo Ban Programme, Care Nepal 2014

Gender/diversity analysis for policy focussed projects:

Gender and Diversity

If the project is policy focussed, during the situation analysis you should build upon the stakeholder analysis, identifying which groups in society the policy will impact upon, the potential nature of that impact and whether there are any differences in impact by gender and social groups. Table 2 presents some sample questions that were designed to provide gender analysis in policy contexts and which you could adapt to include relevant social group considerations. Not all are relevant to all projects and will depend on your specific context.

Table 2: Sample questions for gender/diversity analysis in policy focussed projects

Line of enquiry	Sample Questions
Potential impact areas	Will the proposed policy / policy reform lead to changes in men's and women's (diversified into social groups: religion, indigenous, age, ethnicity, class, caste): − Access to and control over key resources e.g. natural resources, land, financial, information? − Roles and the division of labour? − Access to goods and services? E.g. energy, water etc. − Employment opportunities - formal and informal? − Consumption patterns? Will the policy lead to price changes and what will be the impact of these on people's behaviour and the household?
Access to resources	Are there any general barriers in men's or women's access to resources or assets related to the project (e.g. literacy levels may be a barrier to information, inability to own land may be a barrier to participating in a REDD+ project)?
Decision making power	What barriers exist for men and women from different identified social groups to participate in decision making at different levels? Will the policy lead to changes in the rights and empowerment of different groups at the local, national, international level?
Partners	Do the partners you work with represent the diversity of the social groups that will be affected by the project? Who do they represent and what processes do they have in place to ensure the voices of the most marginalised are heard in policy dialogues?
Policy context	Do environment- or conservation-related policies consider gender and/or diversity implications?
Costs and Benefits	What benefits and costs might arise from the policy change? Are there measures in place to ensure the equitable distribution of benefits and that costs are equally shared?

Adapted from: Kartini consulting's Gender Policy Analysis Tool, Integrating Gender into Poverty and Social Impact Analysis, World Bank, 2013 and CI's guidelines for integrating gender into GEF projects.

To stimulate thought on some of the gender issues that WWF's policy focussed programmes might need to consider, Annex 2 provides an overview of common gender issues associated with some of the key areas that WWF's policy programmes work in. However, it should be remembered that gender varies across cultures, is dynamic and open to change over time and consequently **gender roles and impact should not be assumed but investigated.**

DESIGN

2.1 Action Plan: Goals, Objectives, Strategies and Assumptions

Gender and Diversity

Develop objectives, strategies and processes that are sensitive to gender / diversity issues.

It is good practice to consult with and ensure that key stakeholders including women and marginalised groups actively participate in developing the project's goals, objectives and strategies. The stakeholder analysis and gender analysis will have helped you identify which groups within society are key to the success of the project and will also help you to have understood the potential barriers to these groups' involvement in the design and implementation of the project (e.g. social norms that limit different groups' participation, knowledge of when men and women are busy with work- daily and seasonally). This information should inform the development of your stakeholder engagement and community accountability strategy (Step 2.4) which sets out when and how different stakeholders will be involved throughout the project's lifetime. As you develop your thinking on this you may need to adopt specific approaches and adjust your time frames to ensure that women and other marginalised groups can be actively involved. Box 7 presents some suggestions on how you might do this, whilst Box 8 presents how the SWAUM programme, Tanzania has done this in practice.

> **Box 7: Practical measures to facilitate the participation of all relevant social groups in local consultation**
>
> *Encourage minority participation:*
>
> - Hold meetings at times and locations where different social groups especially women and minorities can attend safely
> - If necessary arrange informal childcare during meetings
> - Provide translation into minority languages in meetings as needed; this may include translation into local dialects, which may be particularly important for facilitating broader participation
> - Ensure that all groups know about the process by disseminating information through a range of associations or in areas frequented by the different social groups   (e.g. religious institutions), or through a range of radio or TV advertisements to inform a broader audience.
>
> *Be aware of cultural dynamics:*
>
> - Conduct meetings so that all the different social groups can voice their concerns (e.g. moderator to arrange for discussions in differentiated groups and invite feedback from each one.)
> - Hold separate meetings for different social groups on the same issue of consultation
> - If direct participation from the specific social groups is not possible, at least invite an agreed representatives (from NGOs, community-based organizations).
>
> *Be aware of other obstacles to participation of all social groups:*
>
> - Build the capacity of marginalised groups to participate through education about their rights, and information about local political processes
> - Use communication methods which ensure that illiterate people can participate
> - In the longer term, build the capacity of women and marginalised groups to participate through leadership capacity building.

As you work with key stakeholders to develop your objectives and strategies you should consider how they can both improve project outcomes and respond to the key gender/diversity issues identified during the gender/diversity analysis. For example, consider whether the strategies:

- Respond to the needs of the different social groups you have identified as being affected and/or can

Gender and Diversity

have an effect on the project.

- Enable more equitable participation and sharing of costs and benefits from the project by men and women and different social groups.
- Need to be gender differentiated to respond to any differences you have discovered in terms of how women and men relate to the natural resource base that you are seeking to conserve.
- Promote affirmative action for excluded groups e.g the Hariyo Ban project Nepal recommended the allocation of at least 10% of the total annual forest income / park revenue received by natural resource user groups to activities that addressed the needs of women and poor people.
- Help avoid negative gender/diversity impacts.

Box 8: Ensuring participation by women and marginal groups in catchment planning.

WWF's Sustainable Water Access, Use and Management (SWAUM) programme, Tanzania is working to ensure that women and marginal groups are able to fully participate in the multi-stakeholder process that the project is supporting. For its annual stakeholder workshops, great care is taken during the planning to try and ensure that women and men and different resource users across the catchment are equally represented. The first day provides an opportunity for local people to share their ideas, concerns and feedback on progress. This has helped to convey to local people that their contributions are valued. On the second day the formal stakeholders are invited to join. This has enabled local people to share their views with the formal stakeholders. Activities during the second day are designed to give women, men and more marginalised community members the confidence to voice their opinions; for example by actively inviting people to speak, or working initially in small peer groups, which may be less threatening. Mixed groups and plenary sessions during which facilitators ensure that there is strong representation in discussions from women and marginalised groups are also employed to ensure a broad participation.

An outcome of these workshops has been the development of collaborative projects that address issues that have been jointly identified by workshop participants. This has included supporting women to secure sufficient and safe water in the lower reaches of the Ndembera sub- catchment. To enable this process, the project set aside funds to specifically support these collaborations.

2.2 Monitoring Plan

Monitor outcomes for different social groups

As you monitor your project's progress and the impact it is having it is important that your monitoring plan is able to provide you with data that will help you understand:

- The impact of the work on both men and women and the other social groups that you identified as relevant during the design process for example:

  - How have women /men/ other social groups benefited?

  - Do women/men / other social groups benefit from the project in the same way?

  - Are some women/men/ other social groups negatively impacted by the programme?

- How the project is contributing to gender equity e.g. are gender relations between men and women changing as a result of the programme?

Gender and Diversity

To do this you should develop and / or adjust existing indicators so that they are gender / diversity sensitive. Gender / diversity sensitive indicators are indicators that are disaggregated by sex, age, socio-economic background etc. and are designed to measure changes between women and men and different social groups in a given society over a period of time. They can be quantitative (number of men and women) or qualitative for example people's judgements or perceptions.

If your project is already up and running it may be possible to adapt existing indicators so that information

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Box 9: Examples of gender-sensitive indicators

It is important that quantitative and qualitative indicators are identified at the beginning of a project in a joint effort with both women and men of the target groups. Indicators may have to be modified/adapted/supplemented in the course of a project.

Quantitative gender sensitive indicators will indicate what advances have been reached within a certain amount of time (e.g. a year) in for example:
• Number of project activities targeting women/men
• Number of women and men participating in project activities
• Number of women and men participating in project or community groups and committees
• Number of women and men that have access to decision-making and project resources/services
• Shares received by women and men of the benefits arising from the projects
• Number of women/men with control over material resources,
• Number of women/men with access to natural resources, to credit and other opportunities,
• Number of women with increased control over the benefits resulting from their productive efforts
• Level of increase or decrease of key animals or plant species available for sustainable use by women and men respectively
• Level of income for women and men respectively from the sustainable use of the specific natural resources
• Level of distance to and time spent in fetching clean drinking water or reaching hunting/fishing areas etc.

Qualitative indicators are related to the impact or the effect that the project activities have on peoples' lives and on the natural resources in a short and longer term. Qualitative indicators are intended to measure and assess (i) social or human processes, such as improved self-esteem, empowerment (i.e., the capacity of understanding you own situation and taking action to solve problems), increased respect and status within your family and community as well as (ii) environmental consequences of natural resource management initiatives, such as increased biodiversity

Qualitative indicators will be based on the expectations of the women and men with respect to for example:
Quality of life: Do they perceive their daily life to have improved in terms of:
• level of work load
• greater sharing of responsibilities
• more equitable distribution within the household of the benefits that accrue from natural resource management
• improved quality of relationships between men and women
• Improved family relations
• Improved relations to other stakeholders

Self-esteem
• Women feel more assertive in homes/in meetings/within organisation
• Women feel they are being listened to, feel that their knowledge and skills are respected and put to use
• Women feel more involved in decisions making at household level, at community level and at organisational level
• Men feel that they accept and appreciate a more equitable relationship with women and the women feel the same

Increased biodiversity
• Women feel having achieved access to increased variety of plants, including medicine plants
• Women and men perceive that their nutritional requirements are better met through greater access to hunting, wild plants, and/or agricultural activities
• Men and women perceive having better access to forest and other wild produce for income generation
• Women and men feel having access to better and more varied seeds for storing

Source: Integrating Indigenous and Gender Aspects in Natural Resource Management , WWF, IWGIA, KULU, Nepenthes & DIIS 2005

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on gender and diversity is captured e.g. if you are collecting information on who participates in projects workshops / training / receiving benefits from natural resource revenues this could be disaggregated by gender and social groups and in addition qualitative information collected on different groups' perceptions.

Gender and Diversity

2.4 Stakeholder engagement and beneficiary accountability strategy

Consider whether you need to adopt specific approaches to communication, consultation and participation to ensure that women and other marginalised groups are aware and involved in the project: e.g female staff speak with women´s groups.

IMPLEMENT

3.1 Workplans and Budgets

Workplans should include specific activities to promote engagement of women and identified marginalised groups in the project, specifically to:
- Promote their access to information about the project;
- Promote their ability to participate in the project (e.g., by holding meetings when they are likely to attend and/or building their capacity to participate more meaningfully);
- Promote their access to or control over natural resources, including access to information about their rights to natural resources; and
- Develop and promote procedures, protocols and policies that promote women's and marginalised groups' meaningful engagement in the project as a means of securing better conservation outcomes.

Budgets should secure funds for activities that address gender/diversity issues such as:
- Collection of gender/diversity disaggregated data
- Gender training of project staff, partners, community groups, government partners etc
- Gender /diversity planning, monitoring and evaluation based on gender/diversity indicators

3.3 Capacity Building

Ensure you have capacity and resources to address gender and diversity.

If you have considered gender and diversity when building your project team your team should have sufficient skills and knowledge to implement your project's strategies in a gender /diversity sensitive way. If your project is already up and running then a capacity assessment (Step 3.3) can help identify the skills and knowledge your team will require to address gender and diversity issues. In practice, addressing gender / diversity capacity gaps might mean:
- Providing training for staff and key partners on gender and diversity.
- Ensuring that future staff recruitment is gender / diversity sensitive.
- Developing a partnership with a development NGO with expertise in this area.
- Recruiting someone with expertise in this area.

Community capacity building

Bear in mind that often women or other marginalised groups may not have the technical or organisational capacity to immediately engage in project activities. You may need to include activities to build capacity and confidence of women and members of marginalised social groups to reach a level where they can meaningfully engage in decision-making processes, or represent their interests. You will also need to build

16

Gender and Diversity

time into the project for such capacity building processes. This might include, for example, working first with women-only groups to build women's confidence in voicing their views, with representatives reporting back to male decision-makers etc.

You should also ensure that budget is allocated to support capacity building as needed (Step 3.1)

3.4 Partnerships

Aim to develop partnerships that are inclusive and represent the diversity of the social groups identified during the define stage to maximise the potential of achieving and sustaining conservation results.

ANALYSE AND ADAPT

4.1 Manage incoming data on an ongoing basis.

Quantitative data e.g. attendance at trainings / meetings, levels of wealth etc., should be disaggregated by gender and age and other relevant social groups.

When collecting qualitative data (for example, when collecting stories from key stakeholders or from focus groups with key stakeholders), consider gender and diversity when selecting who to interview.

4.2 Analyse project results and assumptions

Develop your understanding of how addressing gender and diversity within the project is impacting on your conservation results. The following questions will help you consider this:

- Has data been analysed to demonstrate gender / diversity specific impacts?

- Have gender/diversity issues been examined at the mid-term review, in terms of impacts and outcomes?

- Have necessary adjustments and changes been made to correct approaches and alter techniques, or to adapt project components, that were deemed unsuccessful or problematic by either women or men stakeholders?

SHARE

5.1 Lessons and Good Practice

Identify document and share lessons on how addressing gender and diversity within the project is impacting on your conservation results, and how conservation impacts can address gender and diversity dynamics. Resources should be made available for two-way learning exercises. Make sure to learn from positive experiences as well as problems encountered.

Gender and Diversity

5.2 Formal Communications Products

These should be provided in a format and language that is accessible to the different social groups the project is working with.

5.3 Feedback, Evaluations and Audits

Feedback: Project grievance mechanisms should be accessible to all, see Beneficiary Accountability Guidance.

Evaluations: Evaluate the effectiveness of your approach to gender and diversity and the impact of this on your conservation outcomes. All those directly affected by activities (including both men and women) should be consulted during the evaluation process.

Evaluations provide an opportunity to understand how well you project is addressing gender / diversity issues and whether this is contributing to improved conservation results. It is important that in the terms of references for evaluations you include questions that will develop your understanding of this. Box 10 provides examples of questions that evaluations should seek to answer.

Box 10: Sample questions for evaluating whether your project's objectives and strategies are sensitive to gender and diversity.

- How have women and men and different social groups have been involved in the design and implementation of the project.
- Has the project responded to the gender / social differentiated issues identified during the context analysis.
- How has the project benefited and impacted on men, women and marginal groups / relevant social groups ?
- How have these benefits been distributed between these different groups and are they happy with this?
- Did the project produce the intended benefits for men and women? How do the results compare to the targets? What factors account for variations in impact?
- Have there been any negative effects for any group?
- To what extent to is the project promoting more equitable gender relationships and equal opportunities and creating fair conditions under which women and men benefit equally.
- How are men and women involved in decision making over natural resources?
- How many women and how many men are on resource user group committees and what roles do they play?
- How do different stakeholders perceive changes caused by the project?
- How are gender disaggregated activities contributing to conservation outcomes?
- Are there any new gender issues emerging within the project?

With both evaluations and on-going monitoring processes, you need to ensure that you engage / speak to a representative number of men and women and other relevant social groups. You may need to adopt specific approaches to ensure that women and marginal groups are involved e.g. using women / local language interviewers, planning evaluations and monitoring around times when women's workload is less etc. Box 6 provides guidance on how to engage these groups.

Recommendations from evaluations should be shared with those involved, this may mean that you need to produce them in different media so that they are accessible to a broad audience, the Beneficiary Accountability and Communication Strategies guidance provides more information on how to do this.

Gender and Diversity

FURTHER READING

Frameworks for gender implementation and analysis:

- **The Harvard Analytical Framework** – (gender analysis framework)
- **The Moser Framework** (gender planning)
- **The Women´s Empowerment Framework**

WWF produced material regarding gender:

- **Gender Policy**, 2011
- **Climate Adaptation and Gender**, 2012
- **Fisheries Management and Gender**, 2012
- **Forest Management and Gender**, 2012
- **Water Resource Management and Gender**, 2012

Other materials:

- UNDP, **Gender Mainstreaming Training Manual**, 2007
- IUCN, **Training Manual on Gender and Climate Change**, 2016
- Sida, **Gender and Environment**, 2016
- Sida, **Gender Mainstreaming**, 2015
- Sida, **Gender Analysis**, 2015

REFERENCES

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Gender Integration Guidelines, Conservation International, 2014, Available at: https://docs.google.com/file/d/0B23PUHp4FJPZb3AzNUZWNENkLVk/edit

Integrating Gender into Poverty and Social Impact Analysis, World Bank, 2013. Available at: http://siteresources.worldbank.org/EXTPSIA/Resources/PSIA-Gen.

GENDER SMART - "MICRO" SCALE OF PROJECT OR INTERVENTION, WWF UK, PPA 4, QUALITY REVIEW CRITERIA

The Case for Gender Integration, WWF UK

González, A.M., and Martin, A.S. 2007. "Gender in the Conservation of Protected Areas". Innovations in Conservation Series. Parks in Peril Program. USA: The Nature Conservancy.

Gender and Diversity

ANNEX 1: WHEN TO CONSIDER GENDER AND DIVERSITY IN THE PROJECT CYCLE.

Step	Gender and Diversity Issues
DEFINE 1.1 Initial Team Composition 1.2 Scope and Vision and 1.3 Targets 1.4 Context and Stakeholders	Your team should aim to be representative of the project area in which it is working in terms of the gender and diversity mix. Local key stakeholders should be involved in developing your scope, vision and targets. Ensure that groups that are typically not well represented in conservation planning can be involved. Identify these groups in your area. Human wellbeing targets should be informed by the gender analysis (part of the situation analysis) and differentiated by gender and /or social group as relevant to context (age, ethnicity, socio-economic status, race, class, sex, indigenous groups, religion and caste). For place based projects your situation analysis should examine community diversity and the implication of such diversity on achieving conservation results. Gender analysis should be used to develop this baseline from which the project takes its stand. Analysis of the situation for groups in the communities and their possibility to participate and benefit from the project For policy focussed projects your situation analysis should: • Identify the key gender / diversity issues for your area of policy (Annex 2) • Begin to think who the policy will ultimately impact upon and; • Either identify ways of involving representatives of these groups in the project and/ or understand how the partners you are working with relate to these beneficiaries. • Have a gender sensitive budget, meaning e.g that money is earmarked for the promotion of gender and diversity by hiring a gender expert or promoting gender equality through other activities. Stakeholder analysis should be as specific as possible e.g. local communities, consumers, general public etc. should not be considered as homogenous units. You should aim to identify the different social groups within these e.g. men and women, age-groups, ethnic groups, socio-economic status, class, race, religion and their relationship to the project's targets. This is to assure social sustainability of the project and mitigate the risk to marginalise vulnerable groups.
DESIGN 2.1 Action Plan: Goals, Objectives, Strategies and Assumptions 2.2 Monitoring Plan	You should ensure that your understanding of the different roles of men and women and other relevant social groups informs and is articulated in the theory of change and corresponding strategies to achieve this. Consider whether you need to adopt specific approaches to communication, consultation and participation to ensure that women and other marginalised groups are aware of, and involved in, the project: e.g female staff speaks with women´s groups. Include gender and diversity sensitive indicators, disaggregated by gender and other relevant social factors you have identified that will enable you to monitor: • the project's impact on men and women and the other relevant social groups you identified during the situational analysis and vice versa. • how gender equity is progressing e.g. increase in women's involvement in decision making over natural resources.

Gender and Diversity

IMPLEMENT 3.1 Workplans and Budgets	Include specific activities to promote engagement of women / marginalised groups and allocate budget for these activities and any other work required to address gender/diversity issues
3.2 Capacity Building	Use your capacity assessment to identify the skills and knowledge your team will require to address gender and diversity issues. Consider whether you need to include activities to build capacity of women / marginalised groups to be able to <u>meaningfully</u> participate
3.4 Partnerships	Aim to develop partnerships that are inclusive and represent the diversity of the social groups identified during the define stage to maximise the potential of achieving and sustaining conservation results.
ANALYSE AND ADAPT 4.1 Manage incoming data on an ongoing basis.	Quantitative data e.g. attendance at trainings / meetings, levels of wealth etc., should be disaggregated by gender and age and other relevant social groups. When collecting qualitative data e.g. collecting stories from key stakeholders, focus groups with key stakeholders, consider gender and diversity when selecting groups to interview.
4.2 Analyse project results and assumptions	Develop your understanding of how addressing gender and diversity within the project is impacting on your conservation results. Make any changes to your approach if necessary.
SHARE 5.1 Lessons	Identify document and share lessons on how addressing gender and diversity within the project is impacting on your conservation results, and how conservation impacts can address gender and diversity dynamics. Resources should be made available for two-way learning exercises. Learn from positive experiences as well as problems encountered.
5.2 Formal Communication Products	These should be provided in a format and language that is accessible to the different social groups the project is working with.
5.3 Feedback, Evaluations and Audits	Project grievance mechanisms should be accessible to all, see Community Accountability Guidance. Evaluations should test the gender/ diversity aspects of the project and make conclusions on their effectiveness. All those directly affected by activities (including both men and women) are consulted during the evaluation process.

Gender and Diversity

Annex 2: Gender issues common to WWF's focal policy areas

Sector	Issues to consider	References and further resources

Climate Change	• There are / will be differences in men's and women's experiences of climate change e.g. in developing countries, typically women's livelihoods are dependent on climate-sensitive sectors, such as subsistence agriculture or water collection. Poor men experience stress and loss of income when their rural livelihoods are undermined as a result of climate change.
	• Market based approaches around mitigation and low carbon development can:
	  – Change people's access to resources with impact being felt greatest by poor and vulnerable and in particular women e.g. commercialisation of forest resources through REDD
	  – Not always lead to the equitable distribution of benefits
	• Limited opportunities for women to participate in decision making around climate change.
	• Women often viewed as vulnerable beneficiaries rather than agents of change.
		Gender and climate change. Overview report. Bridge 2011.
		
		Global Gender and Climate Alliance website.

Energy Access **Clean Energy (**Renewable Energy, Energy Efficiency and Climate Change) **Energy Policy** (Subsidies, Tariffs and Reforms)	• Time poverty due to fuel collection (women and children) and cooking. • Violence related to fuel collection. • Health impacts due to indoor air pollution. • Lack of access to information and financing for energy services or technologies. • New technology can create opportunities for employment and training. • Women and female headed households (HH) typically have less information on energy technology. • Lack of access to financing and collateral to purchase energy technology or services. • Female headed HHs often poorer and may suffer more from rapid tariff increases. • Men often have power over HH budgets and decision making. • Men may be more affected than women by direct job losses in heavy manufacturing. • Women may not be included in policy consultations and decision making due to societal norm.	Integrating Gender Considerations into Energy Operations, World Bank. Women at the forefront of the clean energy future, 2014, USAID & IUCN. IUCN Webinar – Gender and Large Infrastructure, Oct 2015.
Fisheries Management	• Women predominantly involved in preparatory work e.g. mending nets, and in processing and marketing. However this is changing e.g. in Cambodia and Thailand women increasingly own boats and fish whilst in Bangladesh there are more female owners of fish farms • Under-represented in decision making over fisheries management. Industralisation of fish processing can lead women to lose processing role and resources gained through this. Can also lead to competition between men and women for this type of work.	Fisheries management and gender, WWF Brief, WWF UK, 2012. Gender in fisheries and aquaculture. Module 13. World Bank Gender Source Book.
Forestry **Forest governance and sustainable management**	• Men more interested in commercial forestry. Typically play greater role in timber and non timber forest product extraction (NTFP) for commercial purposes. • Men and women have different roles in planting, protecting or caring for seedlings and small trees, and maintaining woodlots. • Forest degradation leads to loss of job opportunities, and migration of	Forest management and Gender, WWF Briefing, WWF UK, 2012 A road map to mainstreaming

Gender and Diversity

REDD+	male members in search of employment. Increases women's workload through increased agricultural responsibilities. • Gender differences exist with respect to decision making, participation, ownership, access and control of resources such as land, trees and forests. This may lead to inequitable distribution of the benefits from sustainable forest management. • Limited participation by women in local and national decision making. All of the above and in addition: Environmental and social safeguards should ensure that: • Negative impacts of REDD+ activities on the disadvantaged/vulnerable groups in society, particularly women are minimised / addressed. • Women's rights to benefits from land and natural resources are recognised.	gender considerations into Ghana's REDD+ Process, IUCN Gender equality within the REDD and REDD-plus framework – guidance on mainstreaming gender throughout every REDD process. The business case for mainstreaming gender in REDD+, UN-REDD Programme, 2011 His REDD+, her REDD+: how integrating gender can improve readiness, IIED Briefing, 2012
Hydro-power	• Limited representation of women in the processes involved in hydropower development e.g. from engineering to resettlement. • Women often bear disproportionate share of the social costs of resettlement. • Inequitable allocation of the benefits from resettlement schemes. • Where women do not have land rights they may not be able to access compensation for land acquisition. • Acquisition of land, changes to water quality and environmental damage undermine women's capacity to provide food and clean water for families. • Forests, fisheries and other common property resources, which support subsistence livelihoods, are often not replaced during resettlement with women often bearing a disproportionate share of the resulting costs. • Replacing access to common resources e.g. water and riverbanks, with services that require payment can add a burden to household budget costs and impact greatest on poor and vulnerable.	Balancing the scales. Using gender impact assessment in hydropower development. Oxfam Australia, 2013 Dams and Development. A New Framework for Decision Making. World Commission on Dams, 2000.
Large infra-structure construction e.g. roads	• Transient workers led to higher incidence of prostitution/ HIV, achol abuse / violence towards women. • Women subjected to more pollution	IUCN Webinar – Gender and Large Infrastructure, Oct 2015.
Mining	Globally benefits of mining tend to be captured by men whilst women often bear a disproportionate share of social, economic and environmental risks. • Environmental damage e.g. loss of forest and water sources and/ or airborne / noise pollution and / or the loss of land resources can undermine women's capacity to provide food and clean water for their families and increase their workload. • Women may not be involved in consultations to negotiate free, prior, informed consent, access to land, compensation and royalties. • Where compensation and royalties are paid to men on behalf of families, female headed households may miss out • Influx of transient male work force can lead to social and health problems e.g. higher incidence of prostitution, HIV and Aids, sexually transmitted	Women, Communities and Mining: The gender impacts of mining and the role of gender impact assessment, Oxfam Australia Gender in the extractives industries – World Bank

	diseases, alcohol abuse and increased violence towards women. • Potential benefits for women if processes are inclusive include increased employment opportunities, access to revenues, and expanded investment in the local community.	
Sustainable Food Production	• Increasing presence and role of women in agriculture in developing countries e.g. in Africa and East and South-East Asia, women account for over 40 per cent of the agricultural workforce, in Sub Saharan Africa they account for 60% of marketing and almost all food production and make up a large share of employment in export orientated agriculture. • Women farmers are skilled in biodiversity management and are major repositories of traditional knowledge upon which many indigenous populations survival strategies depend. • Women often have restricted access to land, credit, markets and technology. • Changes in markets and demand for agricultural commodities can create opportunities for greater market participation for both women and men; however, for women in particular, to date, equal access to these markets is still limited. • Gendered difference to food purchasing, dietary choices and consumption.	Agricultural innovation for food security and environmental sustainability in the context of the recent economic crisis: Why a gender perspective? World Economic and Social Survey, 2011. Gender in Agriculture Sourcebook. World Bank, Food and Agriculture Organization (FAO) and International Fund for Agricultural Development (IFAD) (2009).
Water Stewardship	• Men tend to be more reliant on water for commercial use e.g. irrigation. Women generally more responsible for domestic supply. • Limited participation in water management decisions. Poor women less likely to be elected to positions on water committees. • Women often have no rights to land and water. • Changes in water prices impact on women's financial resources more than men since they are expected to pay for water and sanitation, more than men.	Water resource management and gender, WWF UK Briefing, 2012. Resource Guide. Mainstreaming Gender in Water Management. UNDP 2006

Gender and Diversity