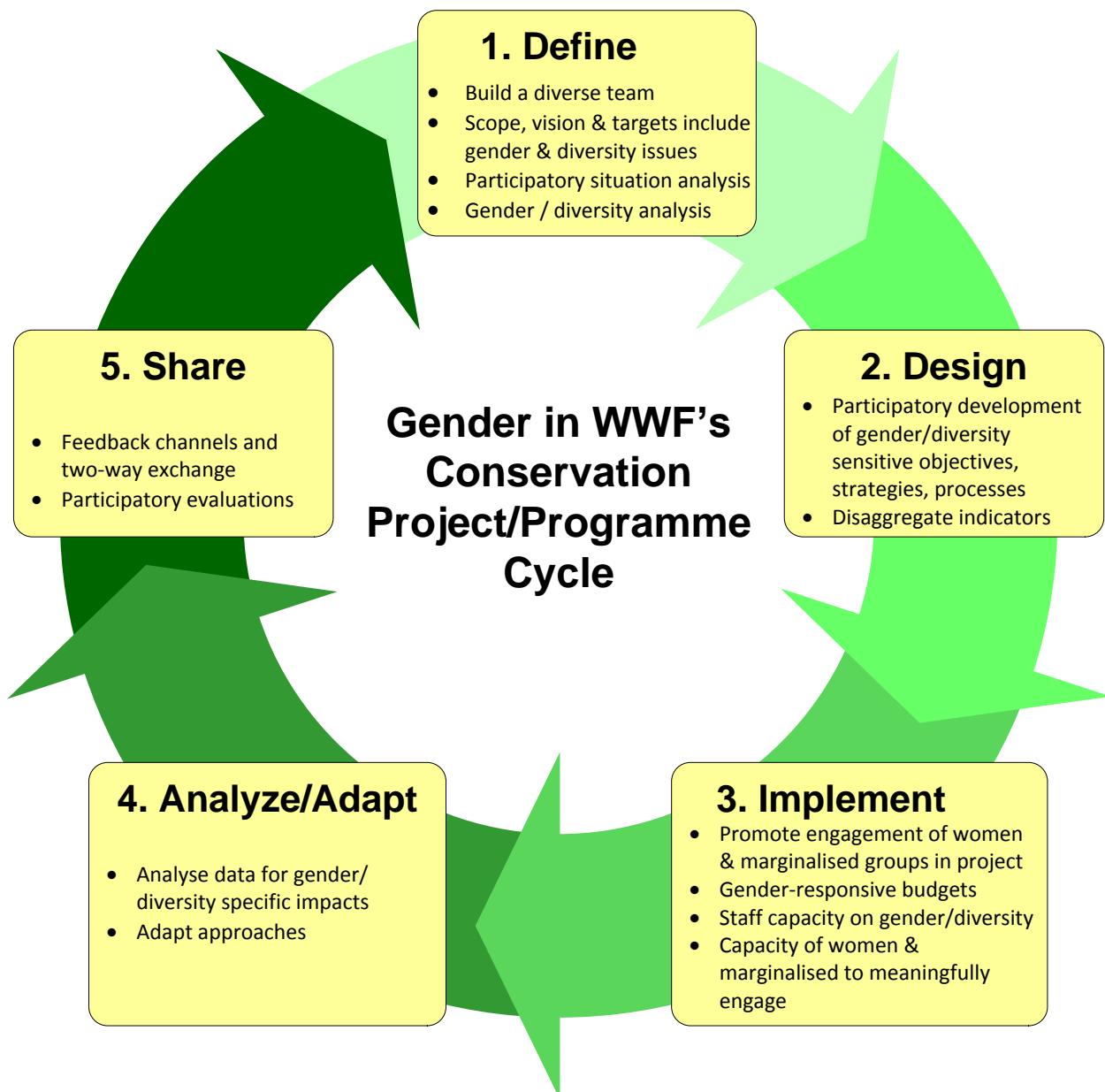


# Resources for Implementing the WWF Project & Programme Standards

## Gender and Diversity – short version

October 2017



# GENDER AND DIVERSITY

This guidance summarises the key points from the PPMS guidance note on Gender and Diversity. For more detailed guidance on any of the points contained within this note, please refer to the full guidance document [here](#).

## 1. WHAT IS GENDER AND DIVERSITY?

WWF recognises that people's behaviour, their 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.
- This 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<sup>1</sup>.

**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<sup>2</sup>. 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.

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

Fully considering social dimensions also supports compliance with WWF’s other [social policies](#) on

<sup>1</sup> Oxfam Canada

<sup>2</sup> UNDP, Gender Mainstreaming in Environment and Energy Training Manual, 2007

[Indigenous Peoples, Poverty and Conservation](#) and on [Human Rights](#) and the [Environment and Social Safeguards Integrated Policies and Procedures \(SIPP\)](#).

**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 of different social groups, in order to achieve fairness. 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 be extended to include the diverse social groups that are relevant to the project; any gender hierarchies should be recognised, and also how class, racial relations, ethnic belonging etc. overlap and determine different experiences regarding access to power and decision-making processes.**

## **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 proved that gender is one of the most important aspects to achieve sustainability of conservation outcomes<sup>3</sup>.

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 projects. The same applies to different social groups, with attention to traditionally marginalised groups being particularly necessary.

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.<sup>4</sup>

## **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.

The table below summarises when in the project cycle your project should take gender and diversity into account. For further guidance regarding the stages below, please refer to the PPMS guidance.

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<sup>3</sup> 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.](#)

<sup>4</sup> PPA Briefing Paper: Gender in climate-smart, pro-poor conservation

Step	Gender and Diversity Issues
<p><b>DEFINE</b></p> <p>1.1 Initial Team Composition 1.2 Scope and Vision and 1.3 Targets 1.4 Context and Stakeholders</p>	<p>Your team should aim to be representative of the project area in which it is working in terms of the gender and diversity mix.</p> <p>Local key stakeholders should be involved in developing the 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).</p> <p>For place-based projects your situation analysis should examine community diversity, the ability of different groups to participate and benefit from the project, and any implications on achieving and sustaining conservation results. Gender analysis should be used to develop this baseline from which the project takes its stand. See the <a href="#">full Gender &amp; Diversity guidance</a> for <b>sample questions</b>.</p> <p>For policy focussed projects your situation analysis should:</p> <ul style="list-style-type: none"> <li>Identify the key gender / diversity issues for your area of policy (see the <a href="#">full Gender &amp; Diversity guidance</a> for <b>gender issues common to WWF's focal policy areas</b>)</li> <li>Begin to think who the policy will ultimately impact upon and;</li> <li>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.</li> <li>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.</li> </ul> <p>See the <a href="#">full Gender &amp; Diversity guidance</a> for <b>sample questions for policy projects</b>.</p> <p>Stakeholder analysis should be as specific as feasible 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.</p>
<p><b>DESIGN</b></p> <p>2.1 Action Plan: Goals, Objectives, Strategies and Assumptions 2.2 Monitoring Plan</p>	<p>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.</p> <p>Consider what specific approaches to communication, consultation and participation are needed to ensure that women and other marginalised groups are aware of, and involved in, the project e.g. female staff speak with women's groups.</p> <p>See <a href="#">full Gender &amp; Diversity guidance</a> for some practical measures to <b>facilitate the participation of all relevant social groups</b> in local consultation.</p> <p>Include gender and diversity sensitive indicators, disaggregated by gender and other relevant social factors you have identified that will enable you to monitor:</p> <ul style="list-style-type: none"> <li>the project's impact on men and women and the other relevant social</li> </ul>

	<p>groups you identified during the situation analysis and vice versa.</p> <ul style="list-style-type: none"> <li>• how gender equity is progressing e.g. increase in women's involvement in decision making over natural resources.</li> </ul> <p>See <a href="#">full Gender &amp; Diversity guidance</a> for examples of gender-sensitive indicators.</p>
<b>IMPLEMENT</b>	<p><b>3.1 Workplans and Budgets</b></p> <p>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</p> <p><b>3.2 Capacity Building</b></p> <p>Use your capacity assessment to identify the skills and knowledge your team will require to address gender and diversity issues.</p> <p>Consider whether you need to include activities to build capacity of women / marginalised groups to be able to <u>meaningfully</u> participate</p> <p><b>3.4 Partnerships</b></p> <p>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.</p>
<b>ANALYSE AND ADAPT</b>	<p><b>4.1 Manage incoming data on an ongoing basis.</b></p> <p>Quantitative data e.g. attendance at trainings / meetings, levels of wealth etc., should be disaggregated by gender and age and other relevant social groups.</p> <p>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.</p> <p><b>4.2 Analyse project results and assumptions</b></p> <p>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.</p>
<b>SHARE</b>	<p><b>5.1 Lessons</b></p> <p>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 affect gender and diversity dynamics.</p> <p>Resources should be made available for two-way learning exercises. Learn from positive experiences as well as problems encountered.</p> <p><b>5.2 Formal Communications Products</b></p> <p>Communications products should be provided in a format and language that is accessible to the different social groups the project is working with.</p> <p>Project grievance mechanisms should be accessible to all, see Community Accountability Guidance.</p> <p><b>5.3 Feedback, Evaluations and Audits</b></p> <p>Evaluations should test the gender/ diversity aspects of the project and draw conclusions on their effectiveness.</p> <p>All those directly affected by activities (including both men and women) should be consulted during the evaluation process.</p> <p>See <a href="#">full Gender &amp; Diversity guidance</a> for sample questions for <b>evaluating</b> whether your project's objectives and strategies are sensitive to gender and diversity.</p>