

# Guidelines for integrating gender into conservation programming

These guidelines aim to provide basic information about how to better recognize, understand and integrate gender dimensions into community-based conservation projects.



## Introduction: Why is gender an important consideration in conservation?

Men and women interact with their environments differently; they have different needs, priorities, and uses for natural resources. In addition, men and women often have different knowledge about natural resources that can open up new conservation opportunities. Conservation projects, especially those which rely on community ownership and management, must understand and respond to those differences by integrating gender issues. This can improve the outcomes of conservation initiatives and ensure that both men and women participate in, and benefit from, project activities. Analyzing gender dimensions and making project adjustments based on those can significantly increase a project's efficiency, effectiveness, and sustainability, leading to economic and social gains, an improvement in conservation performance, and increased participation. Looking closely at gender dimensions in this manner should be part of a larger social or community assessment where other social groups (e.g. youth and elders, ethnic background, or religious affiliation) are examined.

### **What is gender?**

Gender is a social construct that refers to relations between and among the sexes, based on their relative roles. It encompasses the economic, political, and socio-cultural attributes, constraints, and opportunities associated with being male or female. **As a social construct, gender varies across cultures**, is dynamic and open to change over time. Because of the variation in gender across cultures and over time, gender roles should not be assumed, but investigated. **Note that "gender" is not interchangeable with "women" or "sex."**

Ideally, a gender-integrated conservation project should ensure equal *access* to all project information, equal *participation* throughout all stages of the project, and equal *opportunities* to benefit from the project.

These guidelines are meant to be general, and of course gender norms are very much context-specific. Local norms and customs should be respected while collecting socioeconomic information and implementing projects. It is important to seek guidance from local contacts and community members to ensure this happens.

## Gender at Conservation International

As an organization working closely with communities, Conservation International has always understood the need to engage community members to ensure long-term program sustainability. This is borne out in our mission "to empower societies...for the well-being of humanity". In 2012, CI adopted a Rights-based Approach (RBA) to conservation, a framework for integrating human rights norms, standards, and principles into conservation work. CI's RBA explicitly states that the organization will "respect and promote human rights and human well-being within conservation programs", as well as "protect the most vulnerable to infringements of their rights". Within this framework, CI adopted its Gender Policy in the same year, which states that CI will "actively work to incorporate gender issues and anticipate gender-related outcomes in our design and implementation phases".

It is from this set of institutional priorities and policies that these guidelines emerge, as practical advice and support for integrating gender into CI's programs around the world.

## Enabling policies, laws, and institutions

Understanding what policies and laws are in place that support (or erode) gender equality at the international and national levels can be useful in demonstrating broad support for gender integration. There are several primary international conventions that most countries have signed onto that speak to gender equality.

- **The Convention on the Elimination of All forms Discrimination against Women (CEDAW)** ensures women’s equal access to, and equal opportunities in, political and public life; it is legally binding when ratified
- **The Protocol to the African Charter on Human and Peoples’ Rights on the Rights of Women in Africa**, guarantees comprehensive rights to women including the right to take part in the political process and to social and political equality with men; it is legally binding when ratified.
- **Security Council Resolution 1325 on Women, Peace and Security** stresses the importance of women’s equal participation and full involvement in all efforts for the maintenance and promotion of peace and security; it is legally binding in UN member states.

Gender also figures prominently in the **Millennium Development Goals**, with elements of gender equality across all goals, and specifically goal 3: to promote gender equality and empower women.

At the national level, gender equality is often written into important documents like the constitution, as well as environmental policies and plans. For information on these, the **Environment-Gender Index** ([www.environmentgenderindex.org](http://www.environmentgenderindex.org)) is a good place to begin. Many countries also have specific government ministries dedicated to gender or women.

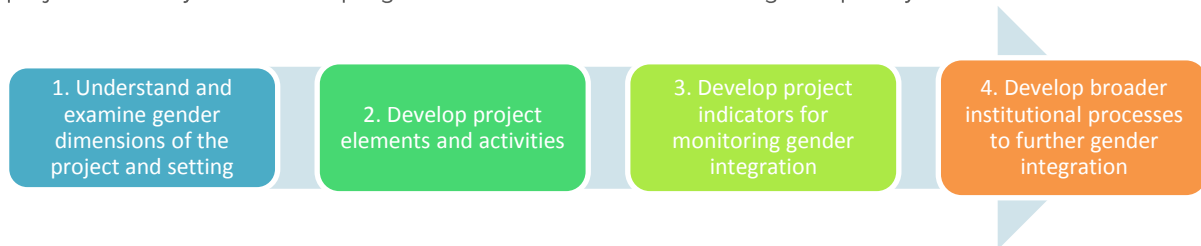
It is important to remember that men and women are not homogenous groups themselves, and within each there may be varying degrees of financial status or educational levels and different religions, ethnicities, races or castes, among others. Understanding and accounting for these different identities is fundamental to understanding dynamics between and within groups of men and women.

***What do men have to do with gender equality?***

Gender equality is not a concern only of women, but is the responsibility of all individuals and of the society as a whole and requires the active support and participation of both women and men. As community and political leaders, and as husbands and fathers, men often wield significant power over many aspects of women’s lives. Strengthening women’s empowerment without involving men in the process often leads to their power being threatened. It is therefore important that men are involved in discussions about gender dimensions of conservation, and understand and support the empowerment of women in this realm. For information on how to engage men in gender equality, see [www.menengage.org](http://www.menengage.org)

## Integrating Gender into Conservation Programs

These guidelines aim to provide basic information on what, why, and how to better understand and integrate gender into conservation projects. These guidelines will go through the key steps to begin integrating gender into a project. While it is ideal to conduct a gender analysis at the beginning design phase of a project, it is never too late to look at an ongoing project that can be adaptively managed to incorporate gender-based issues. Gender issues and impacts should be revisited periodically throughout a project as a way to measure progress and ensure issues are being adequately addressed.



## Step 1: Understand and examine gender dimensions of the project and setting: conducting a gender analysis

It is important to understand the social and cultural dimensions within the context of the project as well as understand how the project will impact, or will be impacted by, gender dimensions. A **gender analysis** is a type of socio-economic analysis that highlights how gender relations affect a project or program, and how the project or program will affect men and women. The analysis collects, identifies, examines and analyzes information on the different roles of men and women.

This first step will assist in the review of gender dimensions of conservation projects through collection and identification of information on the different roles of men and women. This step will help to provide information about the project's impact on men and women, with three key activities: A) gathering background information (if it's an existing project), B) conducting interviews to gather information and C) identifying gender-based constraints and opportunities.

### A. Document the project's structure and assess institutional capacity

*If this is an ongoing project*, gather project documents (e.g. the project proposal, annual reports, etc.) and talk to any staff members involved in project design and implementation. Gather answers to questions like:

#### **Project design**

- What community members were consulted and how were they involved in the project's design?
- Do documents reference men and women specifically or only "community members"?
- What targets, if any, are set for women's (or men's) participation in activities?
- Is sex-disaggregated data (separate data on men and women) collected? If so, what do the data show when analyzed?
- What is the goal of this project? (what resources does it aim to conserve?) Has the project documented who uses those resources?
- Is there any funding in the budget for activities specific to men or women, or funding to reduce gender inequalities?

#### **Project implementation**

- When and where does the project generally hold meetings with stakeholders?
- How does the project communicate information? Does it take into account different literacy levels?
- Does anyone on the project team have experience with gender issues?
- What training and extension services are being used? Who is accessing them?
- Are there project components that could potentially make life harder for either men or women? Are any measures currently being taken to address those?

### B. Explore gender norms, roles, values and standards

This activity will help to highlight two key questions: how gender may impact the project, and how the project may impact men and women. This activity involves talking openly with people living in communities where the project is implemented. This information can be collected through a series of focus groups and interviews with individuals from the local community, using female enumerators with women and male enumerators with men whenever possible.

Individual interviews should be conducted to supplement the focus groups and to solicit alternative views.

Key people to interview may include village elders, local government representatives or partner/neighbor organization staff members. Be sure to interview both men and women, with questions targeted to each individual. The number of focus groups and interviews will depend on how many communities the project covers, and is a decision to be made based on time, money, and geographical project scope.

Purpose	Sample questions
<p><b>Practices and participation:</b> <i>peoples' behaviors and actions in life and how they vary by gender</i></p>	<ul style="list-style-type: none"> <li>• What work do men and women do?</li> <li>• When do men and women do work? (per day, month, season)</li> </ul>
<p><b>Access to resources:</b> <i>one's ability to use financial and other resources or assets.</i></p>	<ul style="list-style-type: none"> <li>• What natural resources (impacted by this project/program) do men and women have access to and use?</li> <li>• What other resources (credit, information, training, etc.) are available for men and women? Who uses these resources?</li> <li>• How do men and women access project information?</li> </ul>
<p><b>Knowledge, beliefs and perceptions:</b> <i>social norms of, and about, women, men, girls and boys</i></p>	<ul style="list-style-type: none"> <li>• How do men and women receive and share information in a community?</li> <li>• What barriers exist for men or women to attend meetings/trainings or to participate in decision making?</li> <li>• Do women tend to voice their opinions during community decision making? Why or why not?</li> <li>• Do men and women share information they've gathered at a meeting/training with the household? Do they consult others in the household before making community-level decisions?</li> </ul>
<p><b>Legal rights and status:</b> <i>how men and women are regarded and treated by the customary and formal legal codes and judicial systems.</i></p>	<ul style="list-style-type: none"> <li>• What do formal codes say about men's and women's rights? Do the formal codes differ from customary codes? <ul style="list-style-type: none"> <li>• Who can own land or other property?</li> <li>• Who can enter into legal agreements or contracts?</li> <li>• Who can inherit property?</li> </ul> </li> </ul>
<p><b>Power:</b> <i>the capacity to control resources and to make autonomous and independent decisions free of coercion.</i></p>	<ul style="list-style-type: none"> <li>• Who has the power to make decisions at the household and community level?</li> <li>• Who controls how money is spent within a household?</li> <li>• Who determines when land, livestock or agricultural products are sold?</li> </ul>
<p><b>Impact:</b> <i>How might the project impact men and women?</i></p>	<ul style="list-style-type: none"> <li>• How might the project affect the daily lives of men and women?</li> <li>• What benefits does the community receive from this project? How are they shared between men &amp; women?</li> <li>• What costs (e.g. time commitments, labor) does the community experience from this project? How are the costs shared between men &amp; women?</li> <li>• Are there equal opportunities for men and women to participate in the project decisions and benefits?</li> <li>• Do people feel that they have access to information about the project?</li> <li>• What do men and women do with the project income?</li> <li>• How does the project change men's and women's workloads?</li> </ul>

## C. Identify gender-based constraints and opportunities

Now that the data have been collected, it is important to assess the information collected in the focus groups and interviews and make meaning of it all:

- Are there negative or unequal outcomes for men or women specifically?
- Do men and women have equal opportunities to benefit (real or perceived)?
- What are some of the main barriers (e.g. cultural, social, political) identified that limit men's or women's participation?
- Did anyone suggest specific activities or strategies to make the project more equal?
- Given the responses, what additional constraints or opportunities might be present within this particular project?

## Step 2: Adapt and develop project elements and activities

This step will help to take information gathered in the last step through the gender analysis – information about the project's design, how it is impacting men and women, and what gender-based opportunities and constraints exist – and put it to use.

This step will help to develop specific adjustments or additions to the project that can both improve project outcomes and lead to better equality between men and women. This step requires very good knowledge of the project process and brainstorming, and should be done with as many project staff as possible. Bringing in all staff will also help to create ownership of the process and produce better outcomes.

These adjustments and additions will depend on local culture, the nature of the project, budget, and staff availability. It is important that these solutions are developed *by* and *with* the community so that they are culturally appropriate and feasible. Some examples of actions include, but are not limited to:

- Provide basic gender training and follow-up trainings, particularly for staff members who interact with the community. Budget an amount in the project allocated for gender activities and/or training
- Consult with local women's organizations, gender-focused governmental entities, or gender consultants to provide input to project decisions
- Develop new or adjust existing activities to cater to both men's and women's needs (e.g. livelihood activities that specifically include activities that men or women typically engage in)
- Create a seasonal activities calendar so the times of year when men and women have more time to participate is known; plan activities for periods during those times when men and women are not engaged in other necessary activities
- Make activities accessible: women are generally less mobile than men because of household duties, childcare and lack of transportation options, and it may be difficult for them to leave their homes for longer periods; consider providing childcare during meetings or trainings
- Consider that local language may differ between age groups or genders, and create communication materials in languages that everyone can understand in order to access the information
- Tailor messages for men and women through different channels (radio, written, etc.) depending on how each get their information
- Ensure that information about community meetings is provided to both men and women
- Ensure that men are informed about and invited from time to time to meetings in women-focused projects and vice versa
- Hold separate meetings or activities with women to allow them to become familiar with the issues

## Step 3: Adapt or develop project indicators for monitoring gender integration

Regular monitoring is needed to ensure that gender integration strategies are pertinent and achieving the desired outcome; it also enables responsive action when needed. Effective monitoring of progress towards gender equality in projects involves identifying the gender-based targets or goals, developing relevant gender-sensitive indicators to measure progress towards those goals, and collecting and strategically using sex-disaggregated qualitative and quantitative data.

It is important to recognize that quantitative indicators have their limits; for example, an indicator may ask how many men and women participated in a project, but will not necessarily give information about the nature, degree or effects of their participation.

### ***New project or existing project?***

While it is ideal to develop gender-sensitive indicators at the beginning of a project so that gender-based changes can be measured over the lifetime of the project, it can also be beneficial to look at existing indicators of a project (those without explicit gender-related indicators) to improve data collection.

### ***Adapting existing indicators***

If this is an ongoing project, think about what data is already being collected in the project, and how indicators and survey methods could be adapted to be more gender-sensitive. What indicators for monitoring and evaluation will reveal changes in how men and women are impacted by, or benefit from, the project over time? It is important to choose indicators for each stage of the project cycle, *always ensuring that indicators measure progress towards achieving project objectives.*

Adapting existing indicators to be gender-sensitive is ideal because of the ability to measure change over time, with little to no extra cost. For example, instead of collecting information on “number of community members trained in protected area management”, the project would measure “number of men/women trained in protected area management”.

### ***Creating new indicators***

If this is a new project, or even within existing projects, it may be appropriate to develop a few new gender-sensitive indicators to track progress, perhaps because new activities were added or more socio-economic data is needed. These indicators do not need to form their own survey or information gathering session; rather, they can be added to existing stakeholder assessments or other socio-economic surveys to save on effort and cost.

Think through how these adapted or new indicators will need to be collected. What are budget and staff time implications? Decide when and how monitoring & evaluation will be conducted. How will findings be reported?

#### **Gender sensitive indicators**

measure gender-related change over time, and can be quantitative (number of men/women) or qualitative (people’s judgments or perceptions).

#### **Sex-disaggregated data is**

individually-collected and presented separately on men and women (e.g. 50% of attendees were men; 50% were women).

### **Collecting data**

It is also important to consider how data is collected (through survey, focus groups, etc.), since a representative number of men and women is needed to answer. In many cases, simply talking to the head of the household will only give access to the male head – think about how to reach out to interview women. Using female-surveyors or focus group facilitators may also help to facilitate more honest interviews with women. Often quantitative data is collected during surveys, while qualitative data is collected during focus groups or interviews.

For additional guidance, see the accompanying CI document *Incorporating Gender into Monitoring and Evaluation*, available at: <https://sites.google.com/a/conservation.org/rights-based-approach/tools-and-guidelines/gender-integration>

## **Step 4: Move beyond project integration: broader institutional steps towards gender integration and mainstreaming**

While following the above steps on a new or existing project is a good way to begin building knowledge and capacity of staff to integrate gender, broader strategies are needed for meaningful gender-sensitive conservation programming. For this to happen, gender must be incorporated into policies, strategies, programs, project activities, administrative functions, and the culture of an office or institution; this is called gender mainstreaming. Steps towards gender mainstreaming can include:

- *Building core gender capacities of staff:* make training in gender a key part of staff capacity building, with reinforcement over time. Connect with a local NGOs or government entities to see if they can help with the training. Consider training partner organizations and local authorities or other key stakeholders. If budget allows, it may be good to hire someone who has experience in gender integration.
- *Design project accountability systems and procedures:* this will help to capture and document gender integration results across time and between different projects. Consider making a gender analysis a standard procedure in all project stages.
- *Develop systems and procedures for staff to undertake gender integration:* integrating gender into projects should start during the development phase and continue throughout the project. Incorporating gender-related questions or elements into a project design (including indicators) and implementation can help facilitate integration.
- *Seek out local gender resources:* Aside from internal CI support, there are likely more local resources such as government ministries or NGOs that operate in the area. In many areas there may be specific women’s organizations, or at least more general development-focused NGOs with some gender-expertise.
- *Incorporate funding for gender integration within project budgets:* ensuring that budgets actually include gender integration pieces will have significant impact on following through. Elements in a project that may need gender-specific budgeting include:
  - Collection of sex disaggregated data
  - Gender training of project staff, partner organizations
  - Gender planning, monitoring and evaluation based on gender indicators



## Annex 1: Questions to ask throughout a project

Overall	<ul style="list-style-type: none"> <li>• Make sure that people are not all lumped together as “community members”</li> <li>• Number of times key words are mentioned in project documents: gender, women, men, etc.</li> </ul>
Background & Justification	<ul style="list-style-type: none"> <li>• Are particular gender-related aspects highlighted in the projects’ background information section?</li> <li>• Does the justification include convincing arguments for gender mainstreaming and gender equality?</li> <li>• Are the different needs and priorities of men and women analyzed as part of the social context?</li> </ul>
Goals	<ul style="list-style-type: none"> <li>• Do the project goals and objectives reflect the needs of both men and women?</li> </ul>
Objectives	<ul style="list-style-type: none"> <li>• Do the goals contribute to correcting gender imbalances through addressing the practical needs of men and women?</li> </ul>
Target groups	<ul style="list-style-type: none"> <li>• What should the gender balance be within the target group?</li> </ul>
Activities	<ul style="list-style-type: none"> <li>• Do planned activities involve both men and women?</li> <li>• Are measures incorporated to ensure women’s inclusion and participation in project planning and implementation? Examples include: interviewing women separately from men, capacity building for women, etc.</li> </ul>
Indicators	<ul style="list-style-type: none"> <li>• Have indicators been developed to measure progress towards each objective? Do these indicators measure the gender aspects of each objective?</li> <li>• Are indicators sex disaggregated?</li> <li>• Are targets set for sufficient participation by both men and women in activities?</li> </ul>
Implementation capacity	<ul style="list-style-type: none"> <li>• Do project staff members and partner organizations (if applicable) have adequate gender integration skills?</li> <li>• Will both male and female staff participate in project implementation?</li> </ul>
Monitoring & Evaluation	<ul style="list-style-type: none"> <li>• Does the M&amp;E strategy include a gender perspective?</li> <li>• Is the framework sex-disaggregated for baseline, monitoring, and impact evaluation?</li> </ul>
Risks	<ul style="list-style-type: none"> <li>• Has the greater context of gender norms within society been considered as a potential risk to project success?</li> <li>• Has the potential negative impact of the intervention been considered (e.g. increased burden on women or social isolation of men)?</li> </ul>
Budget	<ul style="list-style-type: none"> <li>• Has the need to provide gender training or to engage short-term gender experts been factored into the budget?</li> <li>• Does the project explicitly allocate budget and resources for gender-related activities?</li> </ul>
Communication strategy	<ul style="list-style-type: none"> <li>• Does the project communication strategy for public dissemination take into account the different ways that men and women might access information?</li> </ul>
<p><i>Source: Energia - Adapted from UNDP, Gender Mainstreaming in Practice: A Handbook, 2002 and ToR, Review of gender mainstreaming in SDN projects, World Bank</i></p>	

## Annex 2: Tips for conducting focus groups and interviews

Separate focus groups with traditional village elders, women, and men will likely be most appropriate. Explain why men and women are being gathered separately (so that everyone feels comfortable speaking). Also think about other social dimensions that may affect focus groups, such as different social or economic classes.

The focus group and interview portion should be conducted by project staff members who have familiarity with participatory approaches to gathering information such as facilitation of focus groups and conducting interviews. Additional guidance on participatory methods can be found online; a few tips to help prepare include:

1. **Develop questions:** While the previous page contains a list of suggested questions, these can and should be adjusted for the particular situation to be the most effective and informative. Aim for around 10 questions per focus group, but be prepared with more.
2. **Pilot test the questions** to ensure they are clear and solicit the type of information that is needed. This can be done first with colleagues at the CI office, followed by a small number of male and female community members. Adapt questions as needed based on the pilots.
3. **Identify and recruit focus group and interview participants.** Things to consider: will participants need to be compensated for their time? When and where will the focus groups and interviews be held? Remember that men and women may be available at different times of the day.
4. Be sure to take along a **note taker** who can record answers and discussion points

### Good facilitation techniques

The facilitator's role is to nurture discussion in an open and safe format (recognizing that gender can be a sensitive topic), with the goal of generating different ideas and opinions from as many different people as possible. A few suggestions for a successful focus group:

- Be sure to explain the purpose of the focus group and how the information will be used; be sure everyone has consented before continuing
- Focus groups with all women should be conducted by a female facilitator if at all possible, while focus groups with men should have a male facilitator.
- Focus groups should be conducted in a participatory manner, with open-ended questions. Facilitators must be prepared to ask uncued questions, and should use leading questions such as: "Can you talk about that more? Can you give an example?"

#### Online resources

Bioversity International: [Practical Tips for conducting gender-responsive data collection](#)  
Duke University: [Guidelines for Conducting a Focus Group](#)  
Rowan College: [Toolkit for Conducting Focus Groups](#)

### Key informant interviews

Interview participants should be chosen carefully, and consist of a representative group of the project's target population. Examples of people who should be interviewed include members of a local women's group or men's group, village elders and local leaders. Many of the same questions can be used as the focus group, although some may need adjustment or perhaps there is a set of new questions that should be asked.

### Reporting back to the community

It is important to report back to the community about how their participation in the focus groups and interviews was important and what the information showed. Be prepared on a subsequent trip to the field to share general findings and explain what the project team is doing with the information, although make sure that individual responses are kept anonymous.

## **Annex 3: Frequently Asked Questions (FAQs)**

### ***Why do we interview men in the gender analysis?***

Male support and involvement is crucial in conservation and development work with women in both integrated and women-only projects/programs. Opportunities should be created for dialogue and negotiation between women and men, and for creating a common understanding of the benefit to men and the community of women's full participation.

### ***What happens when women's empowerment and traditional roles conflict?***

Our mission puts an emphasis on empowering societies and human well-being. In some of the areas where we work, it can be difficult to reconcile between what is expected of women in traditional societies and the crucial role women play in environmental sustainability and development. Traditional decision-making structures may not adequately allow for women's substantial involvement, sometimes resulting in outcomes that place additional burdens on them.

While it is important for us to respect the traditional societies within which we work, it is advisable to discuss this issue with the community, and devise culturally-appropriate solutions to give women a voice while still respecting traditional norms.

For example, in some communities women have decided to hold separate meetings and then present their thoughts and suggestions as a unified group to the community. This allows them the opportunity to openly discuss and debate issues within a safe environment, and voice their perspective, while not pushing cultural boundaries.

We should also remember that cultures are not static, and that working with communities on conservation or economic development issues also has the potential to change cultural norms.

### ***It doesn't seem that men (or women) are concerned about gender issues, and it's the (elder) men who make decisions anyway so why is there the need to include women?***

Perhaps, but have you actually asked people? Have you asked women about their opinion? Often there just hasn't been a venue to discuss these cultural norms before, but that doesn't mean it is not impacting lives.

### ***It is too difficult to get in contact with women (they are too busy, no common language, etc.)***

Is it because we don't approach them on their terms? Is it that field staff are mostly men? When we commit to working with community members, we need to approach them on their terms. Some ideas for engaging women include:

- Hold meetings during the time of day when women may have more time to participate
- Visit women in their homes
- Contact women through formal structures (i.e. Women's organizations)
- Use female staff, interpreters, and contact persons to reach out to women

### ***While I think this is important, I cannot afford to budget for gender integration, what should I do?***

The degree to which gender is integrated into a project can vary, and carries corresponding budget implications. There are ways to adjust projects to be more gender sensitive without adding additional costs. For example, adjusting survey questions to collect the sex of the respondent will provide important information without costing extra money. Likewise, adjusting what time of day meetings with the community are held can significantly increase the number of women in attendance.

## Annex 4: Definitions

**Gender** refers to the economic, social, political, and cultural attributes and opportunities associated with being men and women. Gender is a social construct, which does not imply addressing only women's roles, but the simultaneous consideration of both male and female roles and their interaction in society.

**Gender analysis** examines the differences in women's and men's lives, including those which lead to inequity, and applies this understanding to policies and programs.

**Gender aware** refers to the explicit recognition of local gender differences, norms, and relations and their importance to outcomes in program and policy design, implementation and evaluation. This recognition derives from analysis or assessment of gender differences, norms, and relations in order to address gender equity in outcomes.

**Gender equity** is the process of being fair to men and women. To ensure fairness, measures must be taken to compensate for historical and social disadvantages that prevent women and men from operating on level playing field.

**Gender equality** is the state or condition that affords women and men equal enjoyment of human rights, socially valued goods, opportunities, and resources

**Gender integration** refers to strategies applied in program assessment, design, implementation, and evaluation to take gender norms into account and to compensate for gender-based inequalities

**Gender sensitive** is recognizing the differences, inequalities and specific needs of women and men, and acting on this awareness.

**Gender role** refers to a set of social and behavioral norms that are considered to be socially appropriate for individuals of a specific sex.

**Gender mainstreaming** is the process of incorporating gender into policies, strategies, programs, activities, and administrative functions, as well as the institutional culture of an organization.

**Gender blind** approaches ignore gender differences and do not take them into account in designing projects or programs. They typically maintain the status quo.