Women in Conservation Leadership:
A Global Landscape Study

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Acknowledgements

Executive Summary & Message from the Collaborators

Women* play a pivotal role in shaping conservation outcomes around the world, yet their leadership** remains underrepresented and undervalued. This global landscape study, supported by Re:wild and the Denver Zoo Conservation Alliance, seeks to understand the opportunities and needs facing women in conservation leadership today. By combining a review of 95 organizations, survey responses from over 800 women worldwide, and in-depth interviews with six women leaders, the study offers a comprehensive view of both the progress made and the challenges that persist.

The findings reveal a highly educated and experienced community of women conservationists, the majority of whom have held leadership roles. Their motivations for engaging in leadership programs are clear: to strengthen skills, advance careers, and foster personal growth. Conflict management, effective communication, and adaptive management emerged as the most sought-after leadership practices by those surveyed, while expert interviews with six women leaders underscored the critical importance of safe spaces, role models, and mentorship in supporting women's growth.

At the same time, systemic barriers continue to constrain women's advancement. Entrenched gender norms, inequitable access to resources, and a lack of recognition for women-led initiatives remain widespread. Interviewees reinforced that leadership development cannot focus solely on technical training—it must also address enabling conditions, including well-being, cultural change, and institutional support.

Promising practices are already emerging. Co-created curricula, peer- and alumni-led initiatives, and integrated mentorship structures demonstrate effective models for empowering women as leaders. Building on these lessons, the study recommends that future programs prioritize inclusive, flexible, and context-sensitive designs and expand access to women across regions that remain underrepresented.

Ultimately, advancing women's leadership is not only a matter of equity—it is essential to achieving global biodiversity and climate goals. By investing in women, the conservation sector can unlock diverse perspectives, foster innovative solutions, and build resilient leadership structures that drive progress toward a sustainable, just, and resilient future for all.

*Women
It's important to define how we use the word "women." Our definition includes cisgender women, femme/feminine identifying, Two-Spirit, trans, genderqueer, and non-binary individuals who have historically been excluded from the environmental space (Planet Women, 2025).

**Leadership
In parallel with Conservation Leadership Capacity Building: a Landscape Study, our focus is primarily placed on individual behaviors and practices (rather than groups, teams, or organizations). We also concentrated on the ability for individuals to "lead from anywhere," within a group or organization, rather than limiting the focus of leadership only to those in designated and/or positional leadership roles. However we acknowledge that conservation success can sometimes hinge on the efforts and passion of a singular out-in-front individual, oftentimes an individual at the helm of an organization or team. Similarly, based on a review of the literature, a previous definition of leadership (Drouillard & Kleiner, 1996 as cited in Mango 2018) that was modified as a guide for the aforementioned landscape study, is used here as well: The influencing of others, by means of reason and inclusion, and based on a critical and systems understanding of context, to achieve organizational goals that are in the long-term best interest of all involved, with the wellbeing of society in mind.

Gratitude

We extend our deepest gratitude to every single woman who generously took the time to complete our online survey. We are equally grateful to those who shared the survey with their networks, helping to amplify its reach. The overwhelming response far exceeded our expectations and affirms the critical importance of this work. We are grateful to the six leaders who participated in expert interviews, enabling us to understand what makes women's conservation leadership programming successful across perspectives and geographies. By sharing their experiences and insights into their work supporting and empowering women in conservation, they enriched this study immeasurably. Their commitment is deeply inspiring, and we hope this work strengthens both their leadership and the programs they champion.
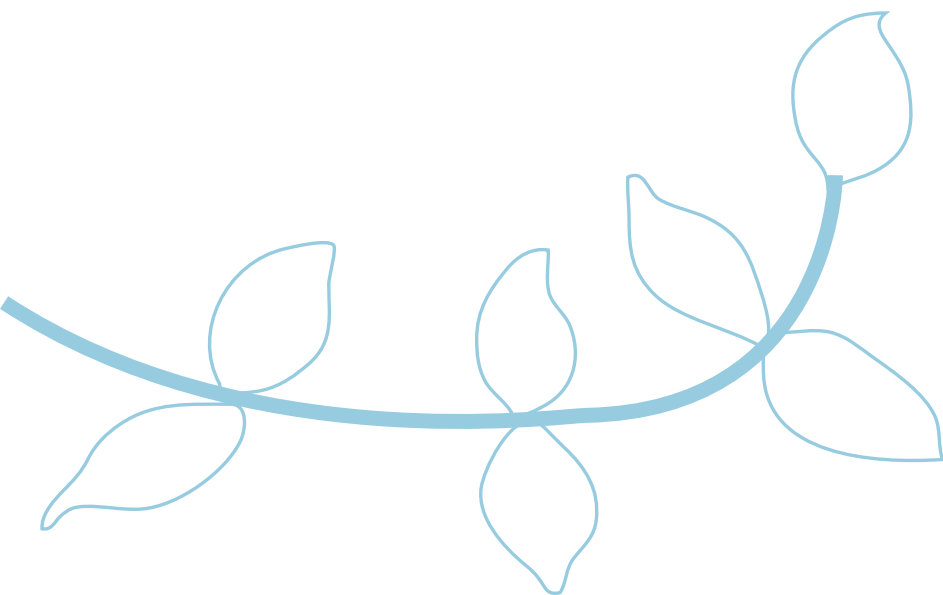
Finally, we would like to recognize the many dedicated women in conservation worldwide whose encouragement and thoughtful input shaped and supported this study. This work would not have been possible without their contributions, and for that, we are profoundly grateful.

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Glossary

Capacity - For the purposes of this study, capacity refers to the combination of skills, knowledge, resources, relationships, institutional conditions, and power structures that enable individuals or groups, especially those historically marginalized, to participate meaningfully, exercise leadership, adapt, and thrive. Capacity is co-constructed, dynamic, and shaped by equity, access, and agency. In this study, we also use terms such as capacity strengthening and capacity sharing to emphasize that capacity is not inherently absent or deficient, and that capacity exchanges are reciprocal and mutually beneficial.

Conservation - The responsible management and protection of valuable resources—such as the environment, cultural heritage, and biodiversity, to ensure their long-term preservation and sustainable use.

Conservation Sector - The field of work dedicated to protecting, managing, and restoring natural environments and biodiversity, while promoting the sustainable use of resources for the benefit of both people and the planet.

Formal leadership position - A role within an organization that is officially designated with authority and responsibility for guiding, directing, or influencing others. This includes positions such as team leader, project manager, department head, committee chair, or any role involving supervisory or decision-making responsibilities.

Gender - For consistency, we focus on women (defined below) in this study to highlight the distinct barriers and opportunities experienced by those who identify as women. We acknowledge, however, that these experiences are shaped by broader gendered systems, and that meaningful equity work requires attention to all gender identities.

Global Biodiversity Framework (GBF) - The Kunming–Montreal Global Biodiversity Framework (2022) is the global plan under the Convention on Biological Diversity to halt and reverse biodiversity loss by 2030. It sets goals and targets for protecting ecosystems, ensuring sustainable use, and sharing benefits fairly. The GBF highlights the essential role of Indigenous peoples, local communities, women, and youth, recognizing that women's leadership and participation are critical for effective and equitable biodiversity conservation.

International Congress for Conservation Biology (ICCB) - Hosted by the Society for Conservation Biology and held every two years, ICCB is the premier global meeting for conservation scientists and professionals, including researchers, students, agency personnel, environmental educators, practitioners, and other conservation stakeholders.

Leadership - In parallel with Conservation Leadership Capacity Building: a Landscape Study, our focus is primarily placed on individual behaviors and practices (rather than groups, teams, or organizations). We also concentrated on the ability for individuals to "lead from anywhere," within a group or organization, rather than limiting the focus of leadership only to those in designated and/or positional leadership roles. However, we acknowledge that conservation success can sometimes hinge on the efforts and passion of a singular out-in-front individual, oftentimes an individual at the helm of an organization or team. Similarly, based on a review of the literature, a previous definition of leadership (Drouillard & Kleiner, 1996 as cited in Mango 2018) that was modified as a guide for the aforementioned landscape study, is used here as well: The influencing of others, by means of reason and inclusion, and based on a critical and systems understanding of context, to achieve organizational goals that are in the long-term best interest of all involved, with the wellbeing of society in mind.

Regions or Geographic Scope - This study, for the most part, uses the World regions of the SDG framework of the United Nations map that was adapted to separate Northern America (Canada and the United States of America) and Europe as two separate regions. In instances when the descriptor "international" is used, this denotes more than one region or country.

Snowball Sampling - a non-probability sampling technique applied in qualitative research where existing study subjects recruit future subjects from among their acquaintances. Thus the sample group is said to grow like a rolling snowball. As the sample builds up, enough data are gathered to be useful for research.

Sustainable Development Goals (SDGs) – The Sustainable Development Goals are 17 global targets adopted by the UN to end poverty, protect the planet, and promote prosperity by 2030. Gender equality (Goal 5) is both a stand-alone goal and a driver of progress across all others, making women's leadership and participation essential for achieving sustainable development.

Women - We have adopted Planet Women's definition of "women" to be as inclusive as possible. The team includes cisgender women, femme/feminine identifying, Two-Spirit, trans, genderqueer, and non-binary individuals who have historically been excluded from the environmental space.

1 Introduction

The field of conservation is fraught with challenges, but solutions exist. One that we fail to fully leverage is the role of women*, particularly in leadership. Gender imbalances across the conservation profession limits innovation, and ultimately the diversity of solutions necessary to address the triple crises of biodiversity loss, climate change and pollution.

Women leaders are pivotal in advancing both the Sustainable Development Goals (SDGs) and the Kunming-Montreal Global Biodiversity Framework (GBF). Beyond SDG 5 (Gender Equality), women's leadership can contribute directly and indirectly to all of the SDGs, generating a multiplier effect that accelerates progress while embedding inclusivity and equity at every stage (Filho et. al, 2022). Similarly, within the GBF, women's leadership is critical to achieving Targets 22 and 23, which emphasize human rights, gender equality, and Indigenous participation. By championing these principles, women leaders strengthen conservation outcomes, ensure fairness, and build resilience across communities.
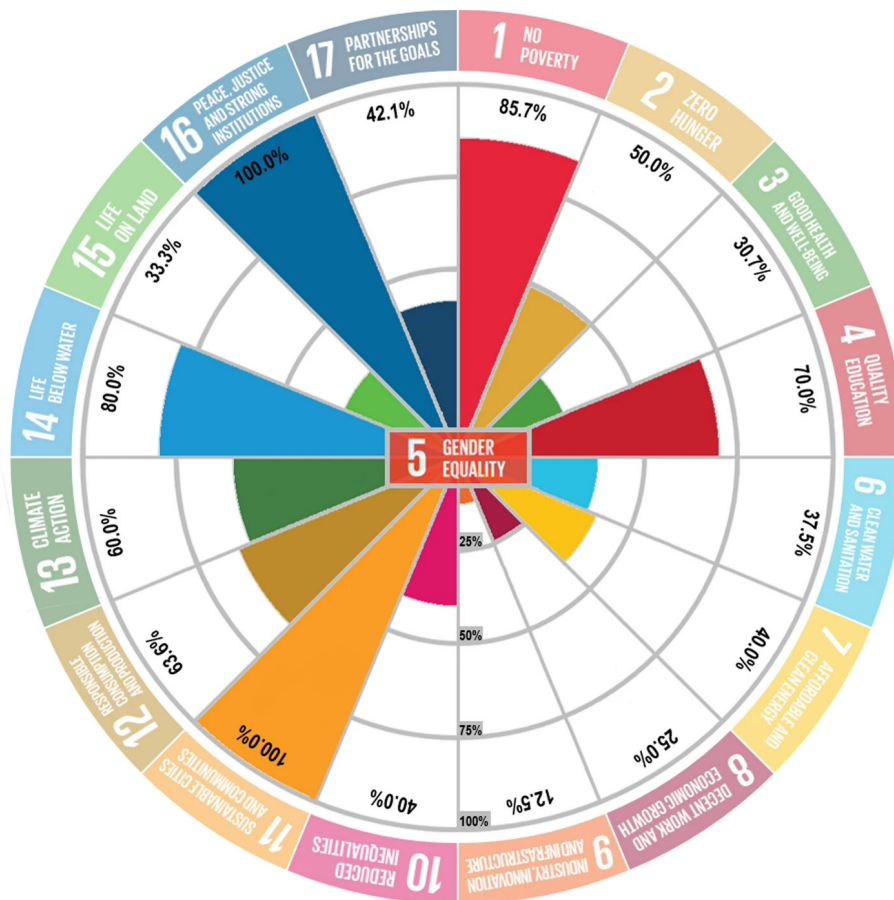

Figure 1. The success of the SDGs is inseparable from gender equality and ultimately women's leadership, as proposed in a recent article. Reprinted from *Promoting gender equality across the sustainable development goals* (p. 14190) by Walter Leal Filho et al. (2022).

Women's leadership in conservation is urgently needed. Despite making up half the global population, women make up only 15% of environment ministers at the national level (UN Women, 2023). Yet, research indicates that women's involvement leads to more collaborative, transparent, and lasting solutions (Leisher et al., 2016). With nearly 3 million additional conservation workers needed by 2030 (Appleton, et al., 2022), accelerating the inclusion of women isn't just a moral imperative, it's essential for achieving biodiversity goals.

This study was inspired by recent research and reinforces mounting anecdotal evidence from around the world, showing that women face gender-related challenges and barriers in the conservation sector (Jones and Solomon, 2019; James et al., 2023). Systemic barriers, including restricted access to resources, unequal opportunities for training and networking, and cultural constraints in many regions, impede women's ability to learn, participate, contribute and lead effectively (Diana et al., 2025). This limits their ability to exercise agency and lead large-scale ecological and social change. Although there has been progress in recent years (Setyaningrum and Juansih, 2024), significant challenges remain in achieving gender parity in leadership, influence and decision-making.

Denver Zoo Conservation Alliance and Re:wild, the "Collaborators," joined forces with the "Consultant team," led by Fátima D. Gigante, Ana Liz Flores and María Belén Comparini, to develop a comprehensive understanding of the current landscape of women in conservation leadership globally. The Collaborators, as organizations offering leadership opportunities for women, were the primary audience for this study. Motivated by a desire to critically examine our collective efficacy and impact, we sought to identify the range of existing opportunities, the specific needs of women in the conservation sector, and insights from organizations implementing effective programs that support women's leadership. However, this study has also gone beyond its initial aims—highlighting regions and thematic areas that warrant further investigation, as well as uncovering opportunities for collaboration and for enhancing the effectiveness of existing programs. The inspiration for this work stems from Conservation Leadership Capacity Building: A Landscape Study commissioned by National Geographic Society, Global Wildlife Conservation (now Re:wild) and the Smithsonian Institution and led by Bruyere et al., from 2019-2020, but with the goals focused on women in the sector. The outcomes of this study are intended to help inform and improve future conservation leadership initiatives and identify areas for synergy, as well as gaps in knowledge that will require additional investigation.

2 Methodology

The research methodology for the study comprised three key components: (1) Review - a global analysis of conservation and related organizations that currently offer leadership programs or leadership skills training to women, (2) Survey - an online survey distributed through global networks of women working in the conservation sector, and (3) Interviews - expert, in-depth interviews with six women in leadership positions who manage leadership programs for women in conservation. The geographic scope used in this report is based on the regions established by the Sustainable Development Goals (SDG) framework of the United Nations and processed by Our World in Data. For the global analysis of current programs, we added "Africa" and "International" to include initiatives that corresponded to more than one of the reference regions. Additionally, we created separate categories for "Northern America" (United States and Canada) and "Europe."
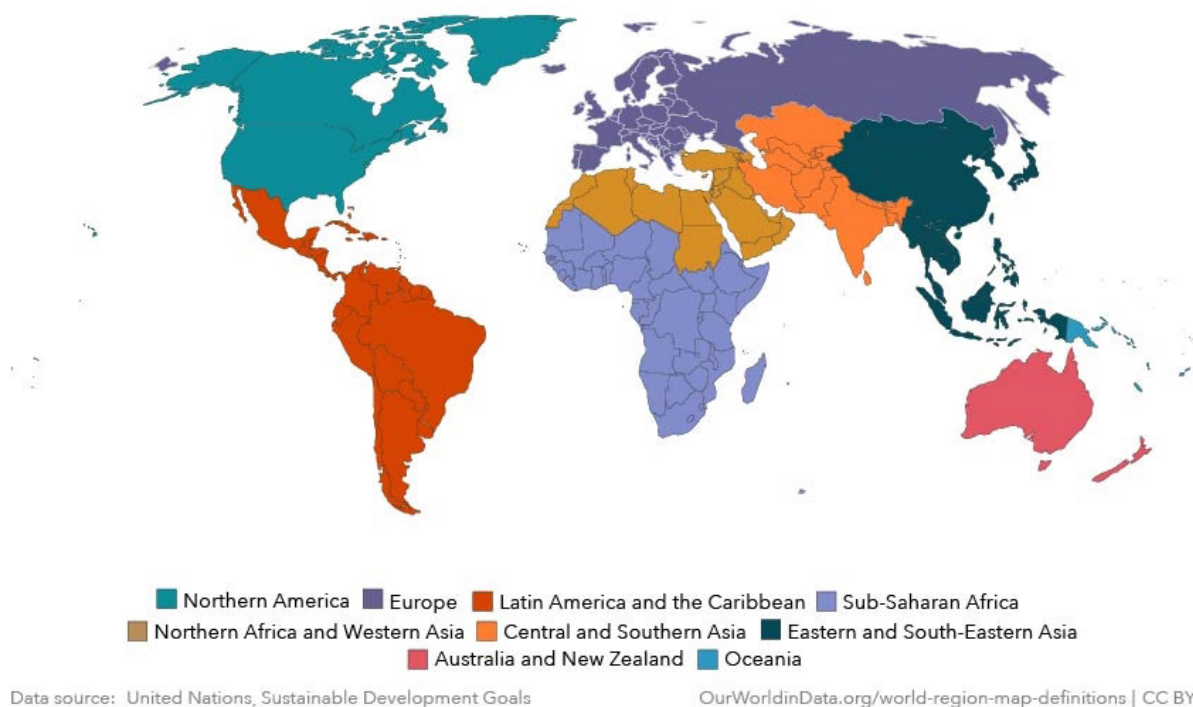
Figure 2. Adapted SDG map that is the basis for our analyses

2.1 Review - Global Analysis of Current Organizations

To identify and broadly characterize initiatives that strengthen the participation and leadership of women in the conservation sector, we conducted an online search to assess what women-specific conservation leadership training, community support, and other resources are currently available for early and mid-career professionals.

A Boolean search strategy was implemented from April to June 2024. The primary set of keywords was "women," "leadership," and "conservation," along with their Spanish equivalents, "mujeres", "liderazgo", and "conservación" were used. These keywords were combined in various forms using Boolean search operators to create search strings targeting relevant initiatives in both languages..

Searches were conducted across various websites and digital repositories that host information on conservation initiatives, leadership programs, and gender-focused projects. Search engine positioning, considering Search Engine Optimization, was used to gauge the relevance and timeliness of the initiatives. Therefore, only those initiatives appearing on the first two pages of search results were considered for the study.

The initial search mechanisms identified 209 potential initiatives. Following a detailed evaluation, we chose to expand the analysis to the parent organizations where the initiatives are housed, rather than focusing solely on the initiatives themselves, as the initiatives did not fully capture the breadth of opportunities available to women in this space. For example, a training opportunity flagged by the search often revealed additional programs and resources within the organization that were not initially identified. Each organization meeting the criteria for strengthening women's leadership in conservation, particularly those targeting emerging and mid-career conservationists, was subsequently evaluated. These 95 organizations were then further characterized by their location and the geographic scope of their offerings. Drawing on information available from organizational websites, we documented their offerings across five categories:

1. Community, including mentoring and networking

2. Training programs that are active, participatory, time-bound workshops that are in-person or online

3. Resources, including funding, libraries of relevant publications or trainings

4. Conferences and Summits (one-time events)

5. Advocacy, including actively getting women's leadership "to the table"

2.2 Surveys - Women Working in the Sector

This component aimed to identify women's most critical leadership capacity needs to accelerate global progress in meeting conservation goals. The three objectives aimed to:

1. Identify the most critical leadership practices where women in the conservation sector feel additional capacity building would be most beneficial.

2. Determine the most preferred training modalities, durations, and types of continued support for women in the conservation sector.

3. Evaluate the best practices and lessons learned from existing women's leadership and capacity building programs to identify the most useful approaches.

We gathered insights from as many women working in this sector as we could reach through an online survey, which was conducted in English and Spanish between May 27 and June 24, 2024. The survey was launched via the SurveyMonkey platform, and the initial selection (seed groups) of participants was drawn from the Consultant team and Collaborators' networks, using the snowball sampling technique. Simultaneously, the survey link was shared across various social media platforms (such as LinkedIn and WhatsApp) to facilitate participation and further dissemination.

The eligibility criteria included:

- Being 18 years of age or older.
- Self-identifying as a woman.
- Working in the conservation sector, working for an organization with a conservation mission, and/or aspiring to work in the conservation sector.

The survey was divided into six sections, each collecting specific information from the respondents, as detailed in Table 1. They included both closed and open-ended questions to capture relevant aspects and gather in-depth information (see appendix). Additionally, we included definitions for some terms in the survey to ensure respondents understood the questions better.

Table 1. Description of the information collected in each section of the online survey.

Section	Description of the information collected
About you (Demographics)	Sociodemographic data was collected to identify and characterize the respondents. The data included age, sex-gender identity, nationality, country of residence, highest level of education attained, and the focus topic of the highest level of education completed. Respondents were also asked about their current employment status, the type of organization they most recently worked for, whether they currently held a formal leadership position within their organization, and if they had any paid and/or unpaid professional experience in the conservation sector.
Professional experience in the conservation sector	Respondents with professional experience (paid and/or unpaid) in the conservation sector were asked to provide details on the number of years of experience, the areas and disciplines that best described their conservation work, and whether they currently held or had held a leadership role specifically within the conservation sector.
Professional career in the conservation sector	Respondents without professional experience in the conservation sector were asked whether they were prioritizing the development of their professional career in conservation-related areas. If not, they were asked to specify their area of interest.
Defining leadership	We explored the respondent's personal vision of leadership by asking them what it looked like when someone was leading and to identify the top three characteristics of an effective leader. Respondents were also asked to rate themselves as leaders and to indicate whether they had ever participated in a training program focused on developing leadership skills.

Section	Description of the information collected
Participation in a leadership focused training program (optional)	This section could only be accessed by those who had responded positively in the previous section. To map leadership-focused training programs that respondents had attended, we asked for the name of the program, the provider institution, the year they attended, the duration of the program, the most valuable aspect of the program, and areas that could have been improved. An open-ended question was included at the end of this section for respondents to leave any additional comments regarding the program.
If you were to enroll in a leadership-focused training program...	To identify leadership capacity interests and needs, we explored the motivations that would prompt respondents to enroll in a leadership-focused training program. We also examined the leadership practices (further explanation on the list of leadership practices provided is available in Annex X) they would like to see emphasized, their preferences for the learning modality, program duration, and cohort composition, as well as the types of learning experiences they would find most valuable.
Women-focused initiatives and leadership	We aimed to understand the context in which respondents are developing their professional careers. First, we asked whether they have ever had women leaders they considered role models and if so, which were the outstanding qualities of these leaders. Next, we inquired if they had received mentorship in their field or area of interest, and whether their mentor was a wotman, a man, or identified as another gender. Finally, we asked whether they were a member of any women-focused network, movement, community, or initiative.

For the purposes of this report, the analysis of the survey responses was primarily descriptive. Only those respondents who met the eligibility criteria and provided complete responses, including mandatory questions, were included in the analysis.

2.3. Interviews - Women Leading in the Sector

To complement the survey results, we conducted six semi-structured, expert interviews designed to add depth and context to women's experiences in conservation leadership. Between July 9 and August 2, 2024, the Consultant team conducted four interviews with administrators of leadership-focused training programs targeting women in the conservation sector, and two interviews with women leaders actively engaged in empowering and supporting other women in the field.

The interview protocol was developed collaboratively by the Consultant team and Collaborators and underwent one routnd of review. Each interview lasted between 60 and 75 minutes, was conducted virtually by a member of the Consultant team, recorded, and automatically transcribed. Transcripts were then reviewed by both the Consultant team and Collaborators. While not exhaustive, these interviews were intended to provide supplementary insights that would enhance and contextualize the survey data. Quotes from participants are included throughout this report to illustrate key findings.

Limitations of the Study

Several limitations of this study should be acknowledged. As Boolean searches were only carried out in English and Spanish, initiatives in other languages may have been overlooked and therefore not included in the identification of initiatives for women in conservation leadership. The Boolean search only identified initiatives that have a presence online, with the assumption that the information is up to date.

The survey was conducted online and disseminated through virtual platforms, which may have excluded potential participants without reliable internet access or familiarity with digital tools. Recruitment relied on snowball sampling, beginning with the networks of the Consultant team and Collaborators. As a result, participation may have been lower in regions where these networks are less established.

In addition, the survey was administered only in English and Spanish, restricting participation to individuals fluent in these languages. This language constraint may have excluded perspectives from participants who could have provided valuable insights. Despite efforts to encourage global participation, the distribution of responses was skewed toward North America (United States and Canada) and Europe. This imbalance is reflected in some of the findings and has been noted as an area requiring further research to ensure broader geographic representation.
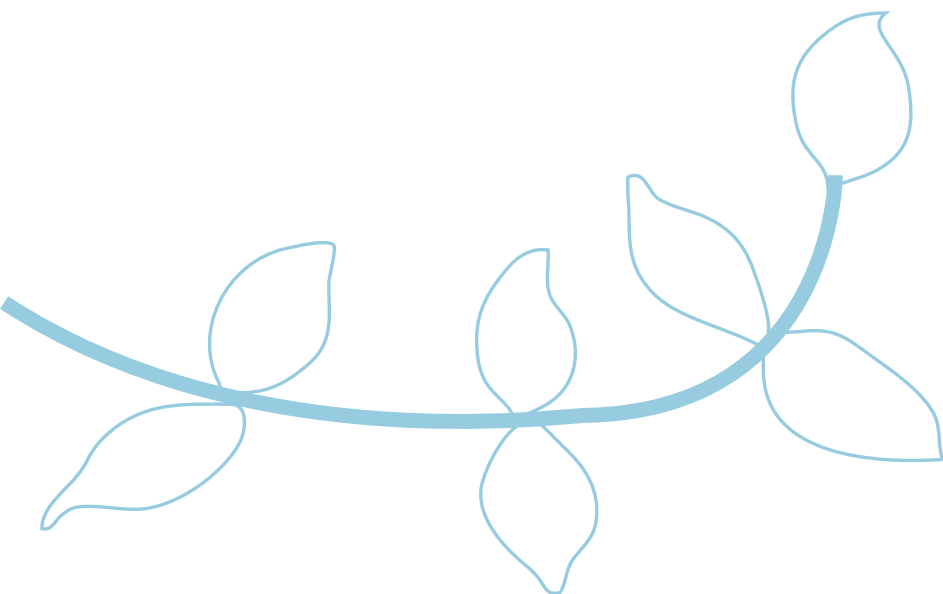
3 Results and Discussion

3.1 Review - Global Analysis of Current Organizations

From this initial landscape overview of what is currently available for emerging and mid-career women in conservation leadership, we identified 95 organizations with offices in 25 countries and 9 organizations that have offices in more than one country.
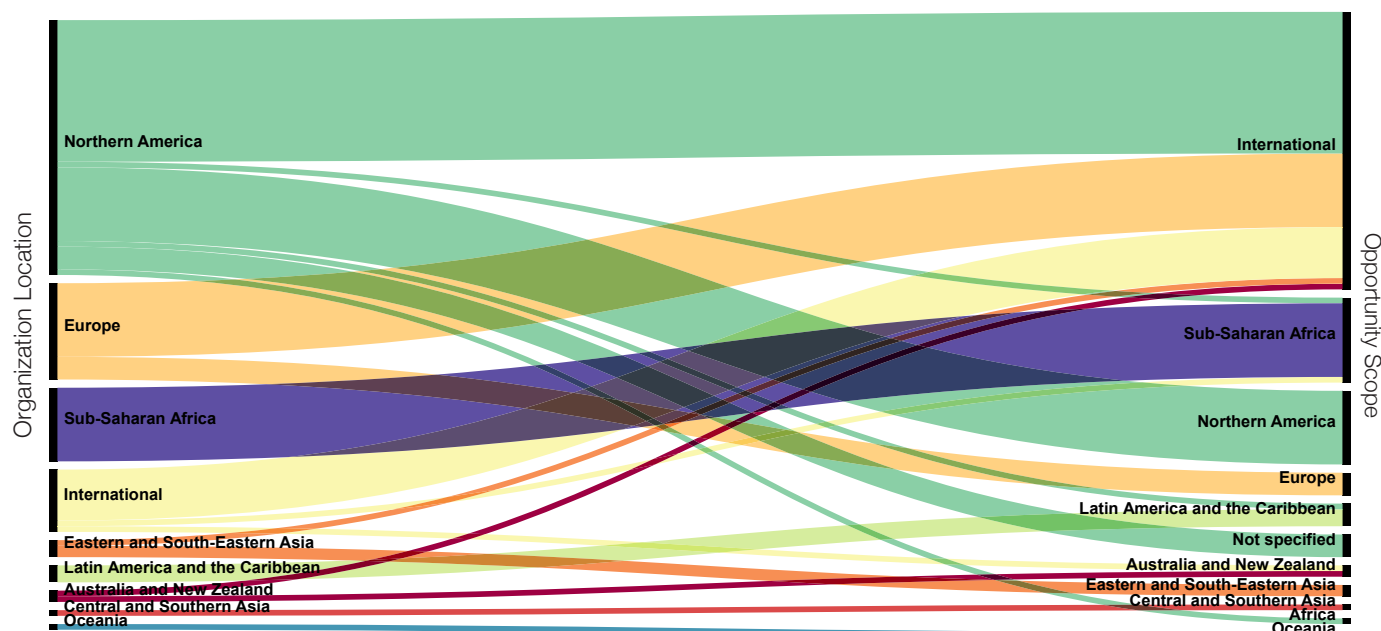

Figure 3. Organizational base and scope of offerings

We found 95 organizations offering leadership opportunities across five categories. Nearly 50% of the organizations are based in the USA and Canada; however, more than half have an international scope.

1. **71%** offer COMMUNITY (networking, mentoring)
2. **59%** offer RESOURCES (repository of training and funding opportunities)
3. **46%** offer TRAINING (in-person, online, hybrid)
4. **35%** offer ADVOCACY (in national and international fora)
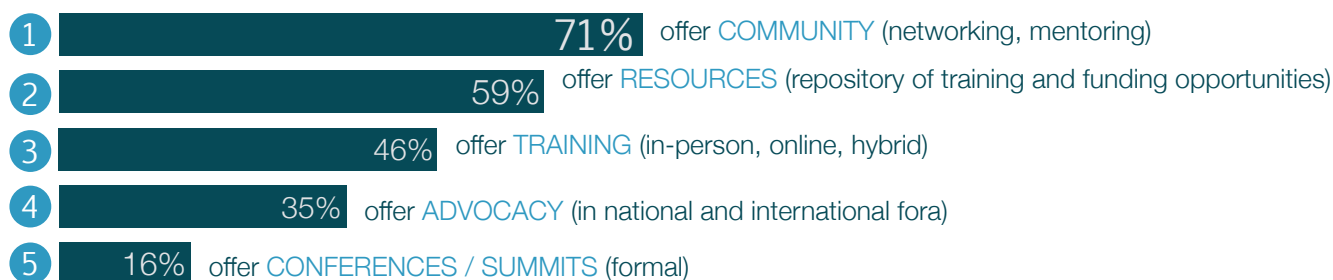5. **16%** offer CONFERENCES / SUMMITS (formal)

Figure 4. Five Opportunity Categories: types of leadership opportunities being offered.

Almost three-quarters (71%) of the 95 organizations offer some form of community, whether this is a network and/or mentoring and 46% of these organizations offer some form of training.

While recognizing the limitations of this study, the findings suggest that a substantial number of organizations provide resources and support for women in conservation leadership. Yet critical questions remain: Does the current supply of opportunities meet the demand across the sector and regionally? Are these opportunities accessible where they are most needed?

Although 48% of the identified organizations are based in the United States and Canada, more than half of these operate with an international scope. This global reach is promising; however, it raises further questions about whether programs are effectively reaching their intended audiences, and whether language and cultural barriers may limit engagement and ultimately, impact. Data that is much more difficult to collect is the reach of these resources, both in numbers and geographically.

Outside of Western countries, Sub-Saharan Africa stands out as the region hosting the highest number of organizations (12) based in Sub-Saharan Africa. One of these maintains a dual presence in both the United Kingdom and Cameroon, while the remainder operate exclusively within Sub-Saharan Africa. It is important to note that this figure does not account for international organizations headquartered elsewhere that also provide opportunities in the region.

Compared with other regions, what factors are driving progress in Sub-Saharan Africa, and could this serve as a model adapted to cultural contexts for replication elsewhere? In contrast, Asia, despite having nearly three times the population, hosts only five organizations that have programs focused on women's leadership in conservation, noting the language limitations of this study.

Based on our findings, these disparities underscore the need for further research, particularly into the scope and reach of specific initiatives, the factors contributing to their success or limitations, and opportunities for greater alignment or collaboration across organizations.

3.2 Surveys - Women Working in the Sector

This section examines the demographic profile, career stages, and leadership pathways of women working in the conservation sector. Drawing on responses from over 800 survey participants, the data presented here highlights levels of education, professional experience, and leadership roles held by women across regions. These findings provide a foundation for understanding the strengths women bring to the sector that shape their career trajectories.
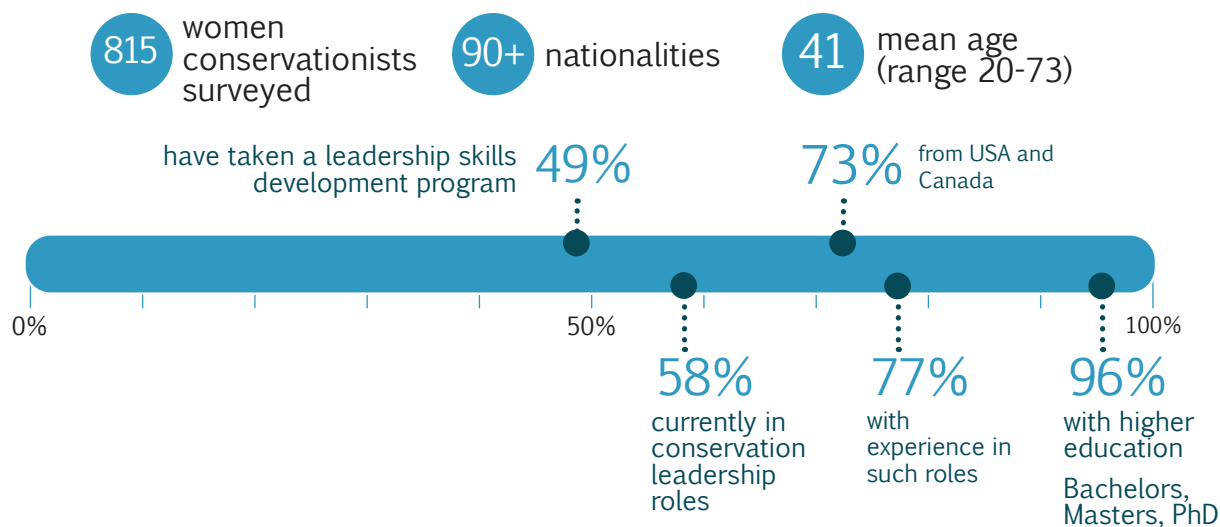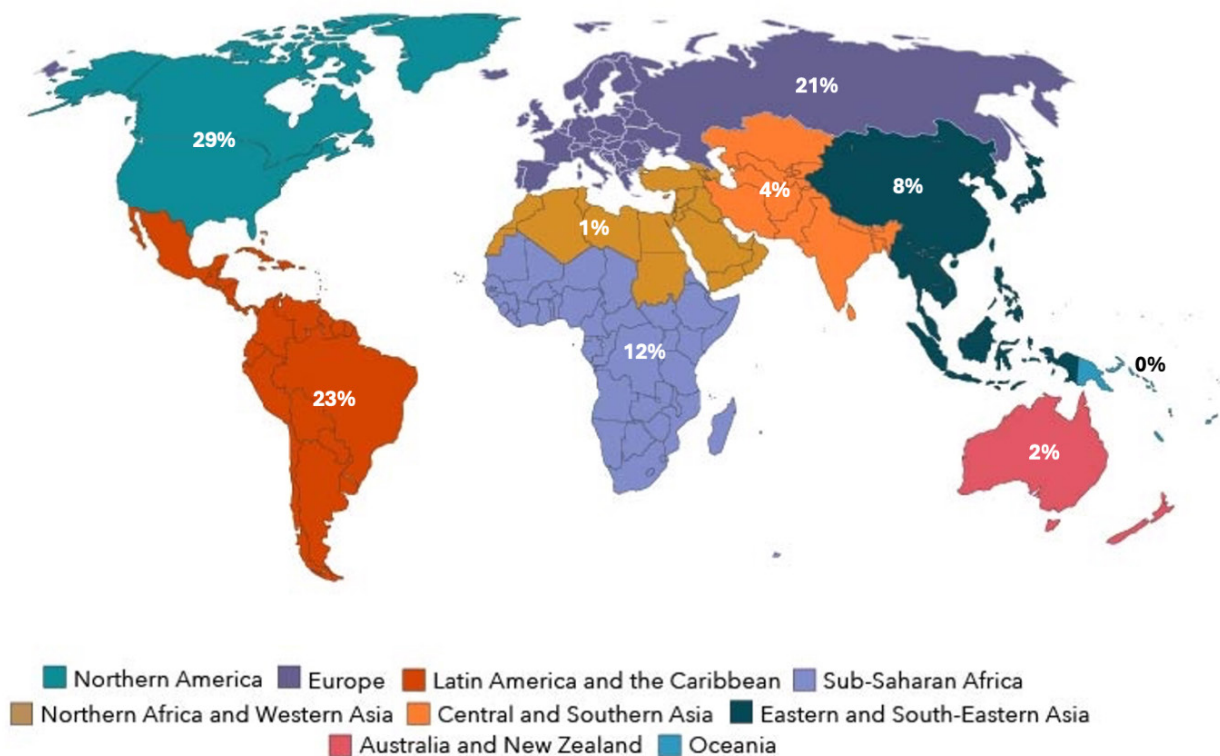
815 women conservationists surveyed

90+ nationalities

41 mean age (range 20-73)

have taken a leadership skills development program **49%**

73% from USA and Canada

0%   50%   100%

58% currently in conservation leadership roles

77% with experience in such roles

96% with higher education

Bachelors, Masters, PhD

Figure 5. Survey respondents at a glance

29%

21%

8%

4%

1%

12%

0%

23%

2%

■ Northern America ■ Europe ■ Latin America and the Caribbean ■ Sub-Saharan Africa
■ Northern Africa and Western Asia ■ Central and Southern Asia ■ Eastern and South-Eastern Asia
■ Australia and New Zealand ■ Oceania

Data source: United Nations, Sustainable Development Goals   OurWorldinData.org/world-region-map-definitions | CC BY

Figure 6. Nationalities of respondents by SDG regions, noting that 73% of respondents are from three regions (Northern America, Latin America and the Caribbean, and Europe)
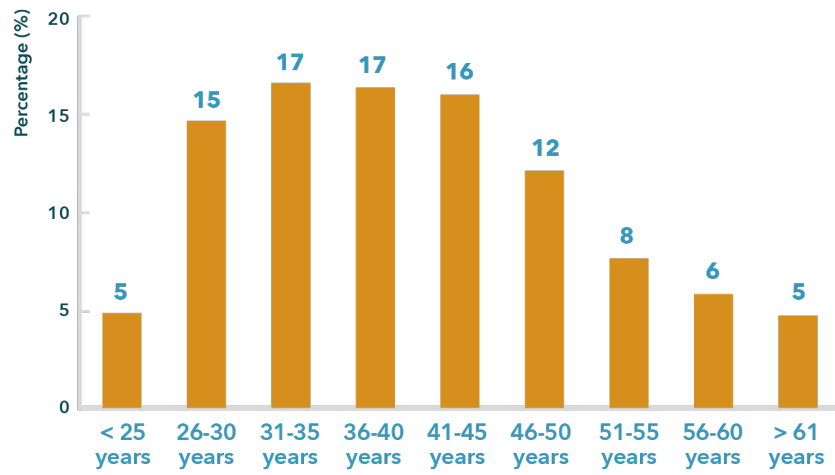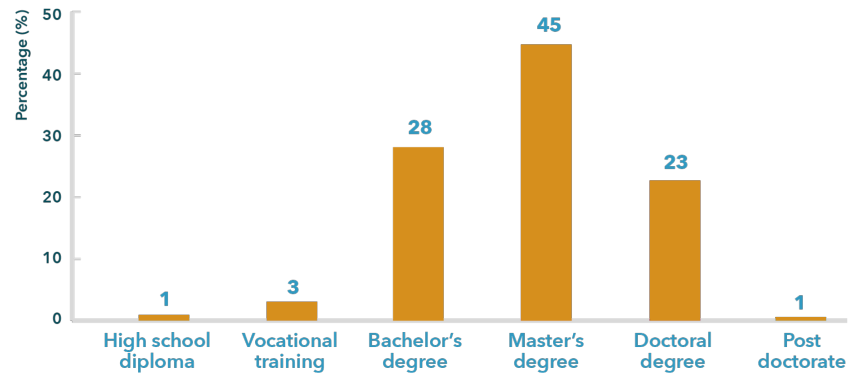
Figure 7. Age of respondents

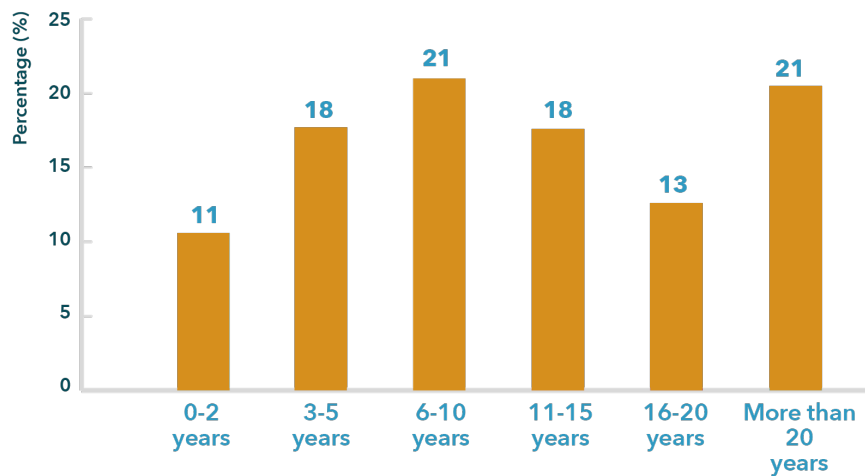Figure 8. Education of respondents

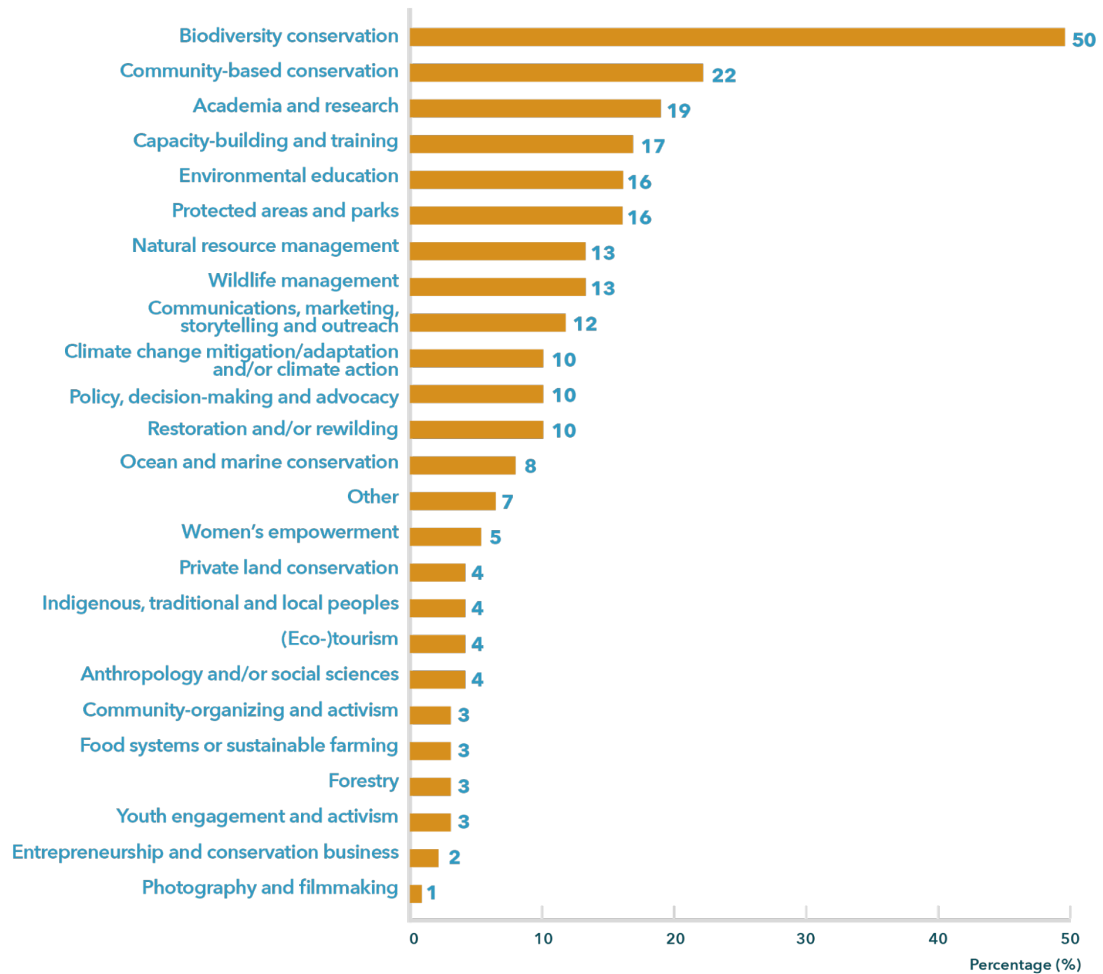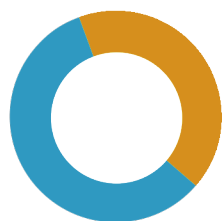Figure 9. Respondents' years of experience in conservation

Figure 10. Primary discipline(s) of respondents (note: respondents were able to select more than one)

58%
The majority of respondents were currently holding a formal leadership position within their organizations (58%; N = 474).

77%
The majority of the respondents currently hold or have held a leadership role in conservation (77%; N = 594).

49%
Almost half of the respondents (49%; N = 400) had participated in a training program focused on developing leadership skills in the past.

Figure 11. Respondents' experience in leadership

The "Average" (or not-so-average) Respondent

The 815 survey respondents represent a highly educated and experienced community of conservation professionals. The average age was 41, with most between 26 and 45. Nearly all (94%) reported formal conservation experience, many with either 6–10 years (21%) or more than 20 years (21%) in the field, and 77% had held leadership roles. Education levels were consistently high, with 96% holding at least a Bachelor's degree and nearly half a Master's degree. Respondents represented over 90 nationalities, though most were based in Northern America, Latin America and the Caribbean, or Europe. Employment was concentrated in non-profit organizations, with smaller shares in government, academia, and the private sector. Biodiversity conservation was the most common career path, though many also reported experience in community-based conservation, academia, training, environmental education, and protected areas.

The findings point to several actionable strategies for strengthening the global conservation community. The strong leadership profile and depth of professional experience among respondents could be harnessed to establish peer-to-peer knowledge exchange and mentorship programs, particularly connecting senior and mid-career professionals. The multidisciplinary backgrounds present an opportunity to foster cross-sector collaboration, while the concentration of education and training expertise could be leveraged to bridge disciplines through structured capacity-sharing initiatives. However, addressing the regional concentration in the Americas and Europe will require deliberate efforts to expand engagement in underrepresented regions and ensure more globally balanced perspectives.

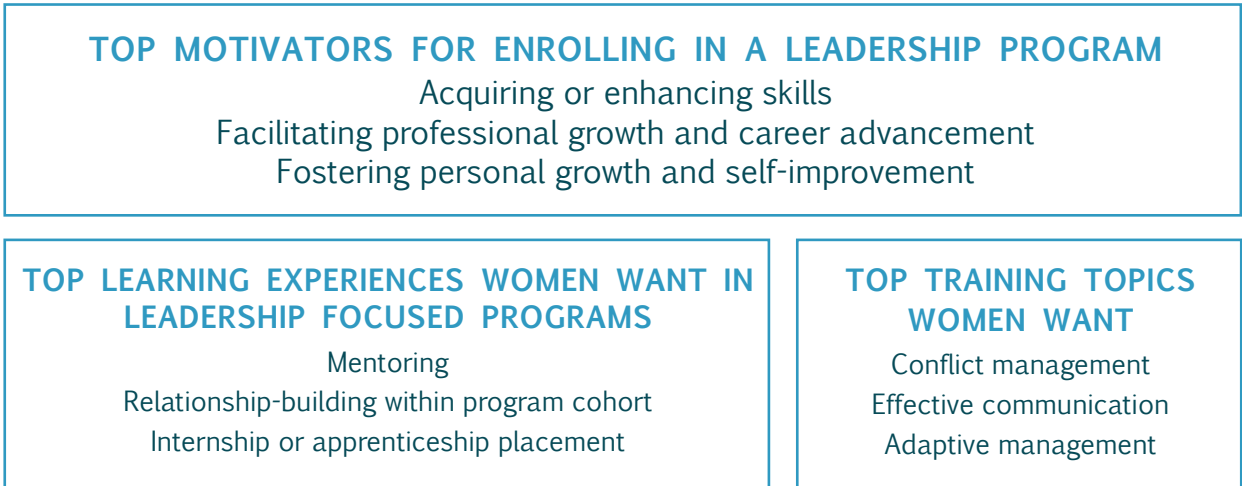## What Women Want - Training and Support

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TOP MOTIVATORS FOR ENROLLING IN A LEADERSHIP PROGRAM
Acquiring or enhancing skills
Facilitating professional growth and career advancement
Fostering personal growth and self-improvement

TOP LEARNING EXPERIENCES WOMEN WANT IN LEADERSHIP FOCUSED PROGRAMS
Mentoring
Relationship-building within program cohort
Internship or apprenticeship placement

TOP TRAINING TOPICS WOMEN WANT
Conflict management
Effective communication
Adaptive management

Figure 12. At a glance, what motivates respondents and what they need

>50%

prefer hybrid learning
methodologies of 2mo - 1yr

online and in-person

75%

prefer a mixed gender cohort

noting USA / Canada skew
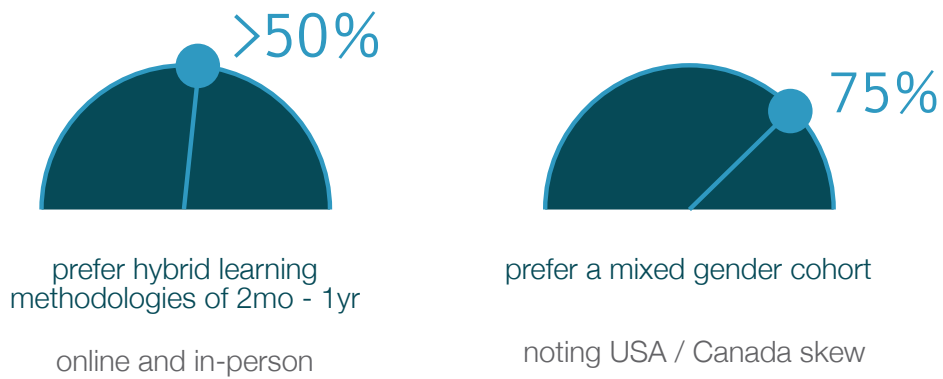
Figure 13. How respondents prefer learning opportunities

Motivation	Percentage (%)
Acquiring new skills or enhancing existing ones	36
Facilitating professional growth and career advancement	30
Fostering personal growth and self-improvement	24
Expanding my professional network	4
Other	2
Satisfying curiosity about a specific topic or area of study	2
Obtaining a recognized certification and/or credential	2
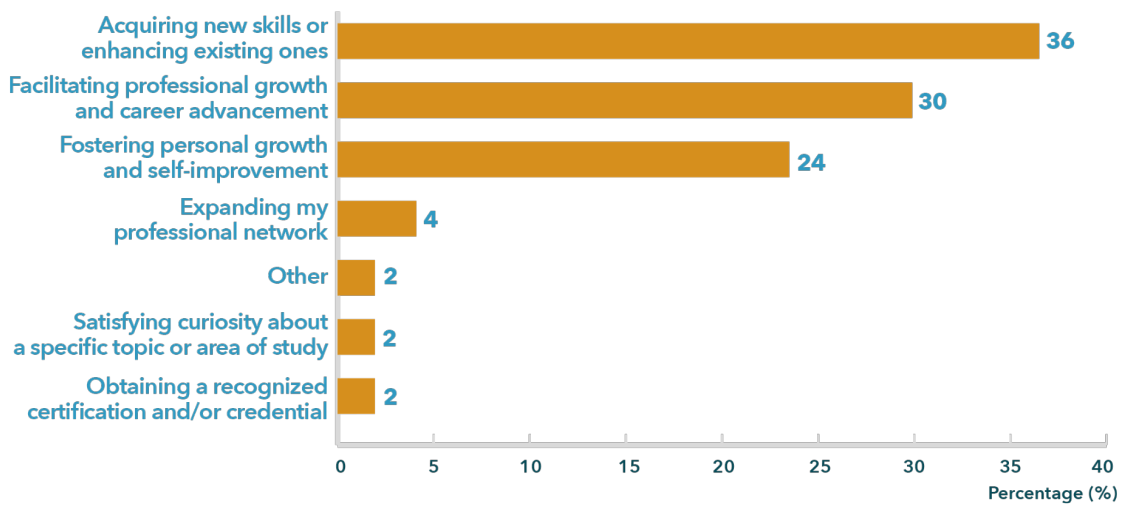
Figure 14. Motivation for enrolling in training programs

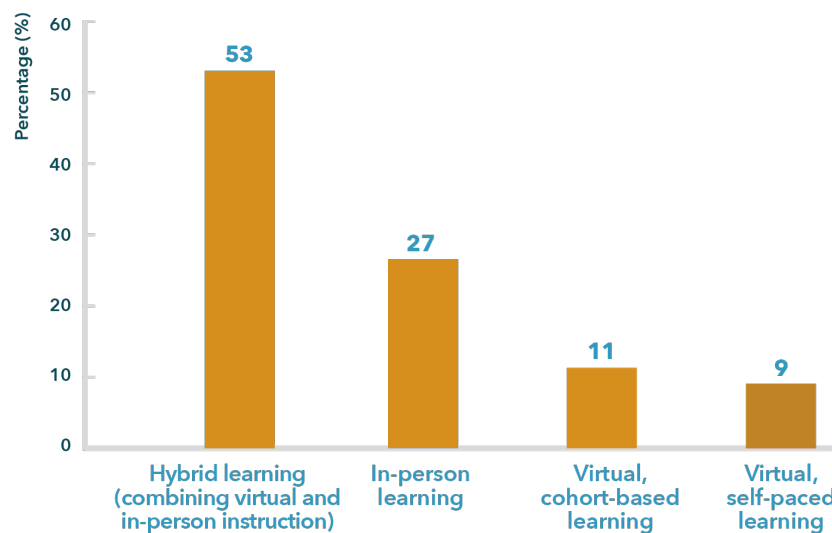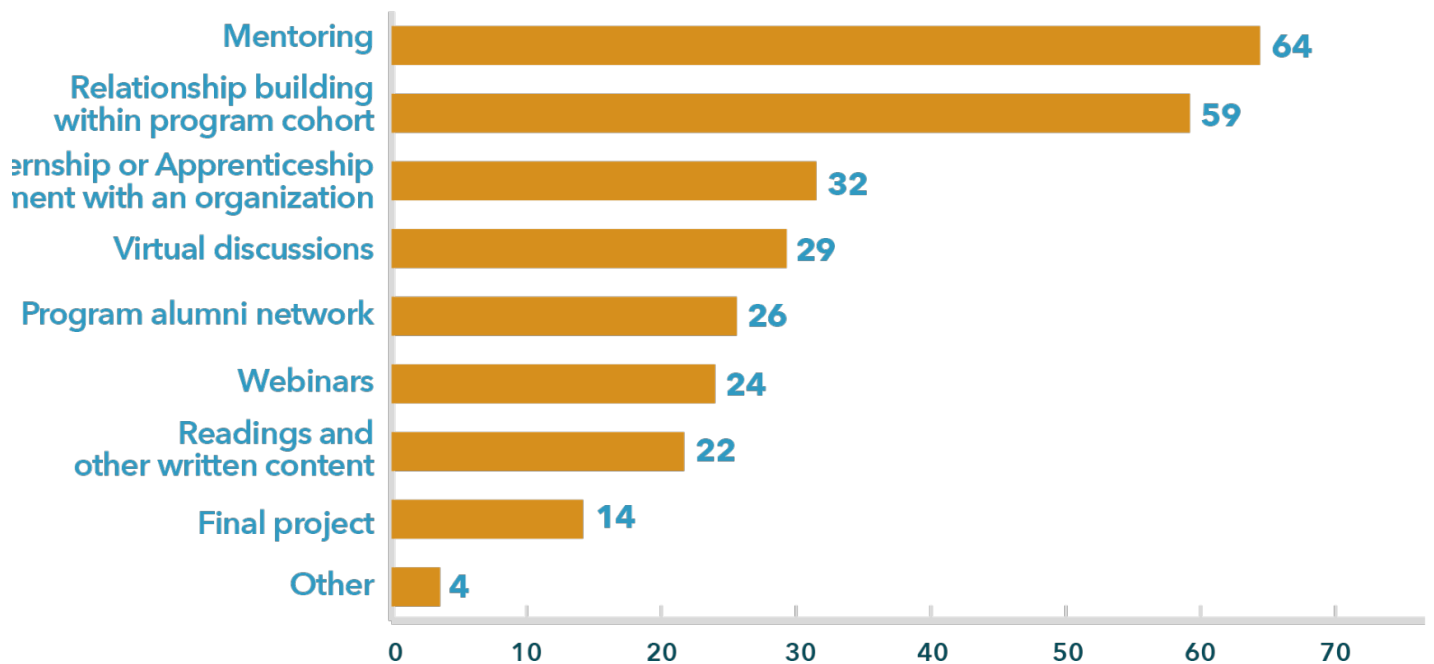| Learning mode	Percentage (%)
Hybrid learning (combining virtual and in-person instruction)	53
In-person learning	27
Virtual, cohort-based learning	11
Virtual, self-paced learning	9

Figure 15. Preferred learning modes

Figure 16. Qualities women want in a leadership training program
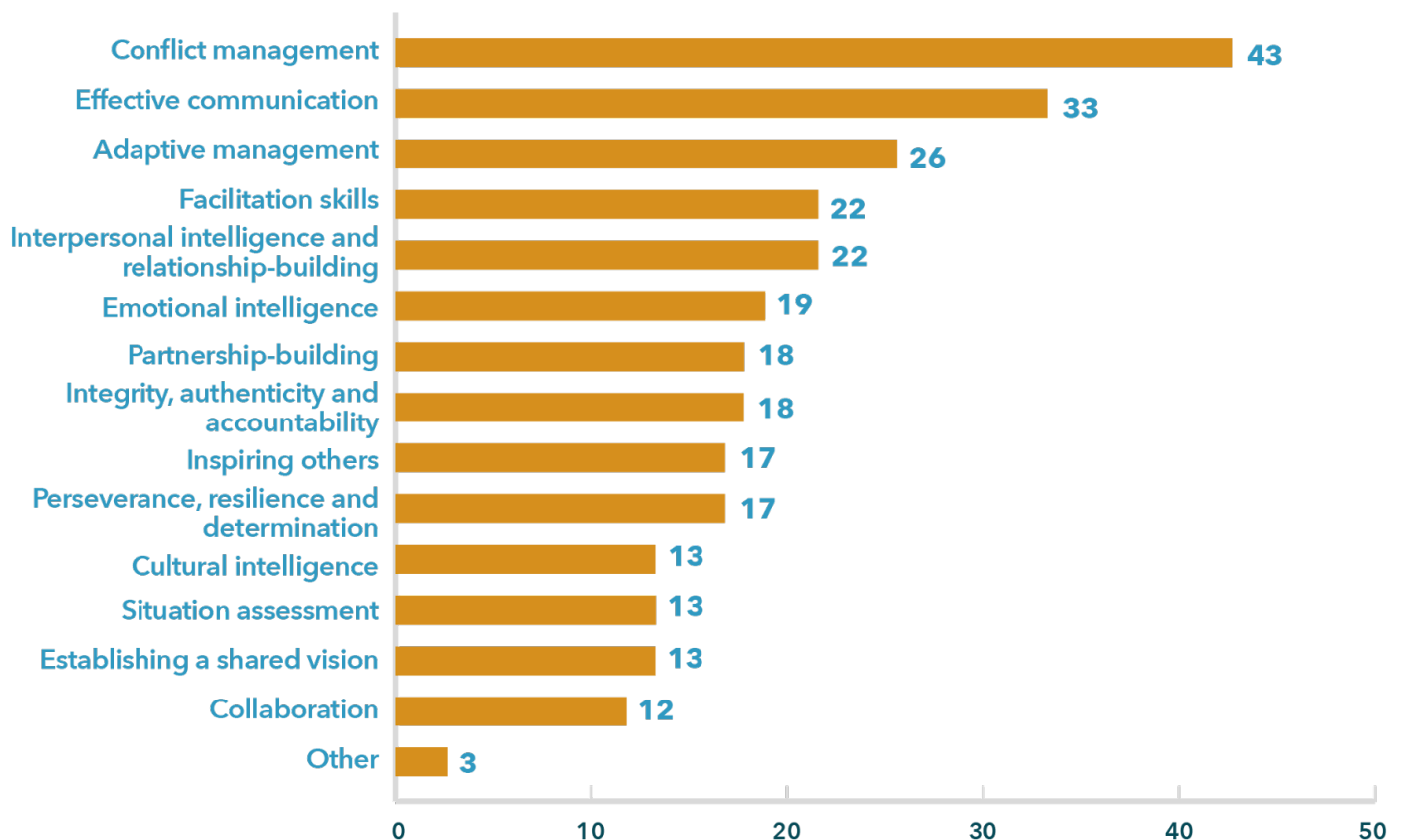
Figure 17. Topics of most interest

Percentage (%)

31%
Only one-third of the respondents (31%; N = 251) were members of a women-focused network, movement, community, or initiative.

87%
A great majority of respondents (87%; N = 705) had had women leaders whom they considered role models or looked up to.

72%
The majority of respondents (72%; N = 587) had received mentorship in their field or area of interest. Of those, more than half (55%; N = 324) had received mentoring only from female mentors, one-third (30%; N = 174) had received mentoring only from male mentors, and a minority (14%; N = 81) had received mentoring from both female and male mentors.
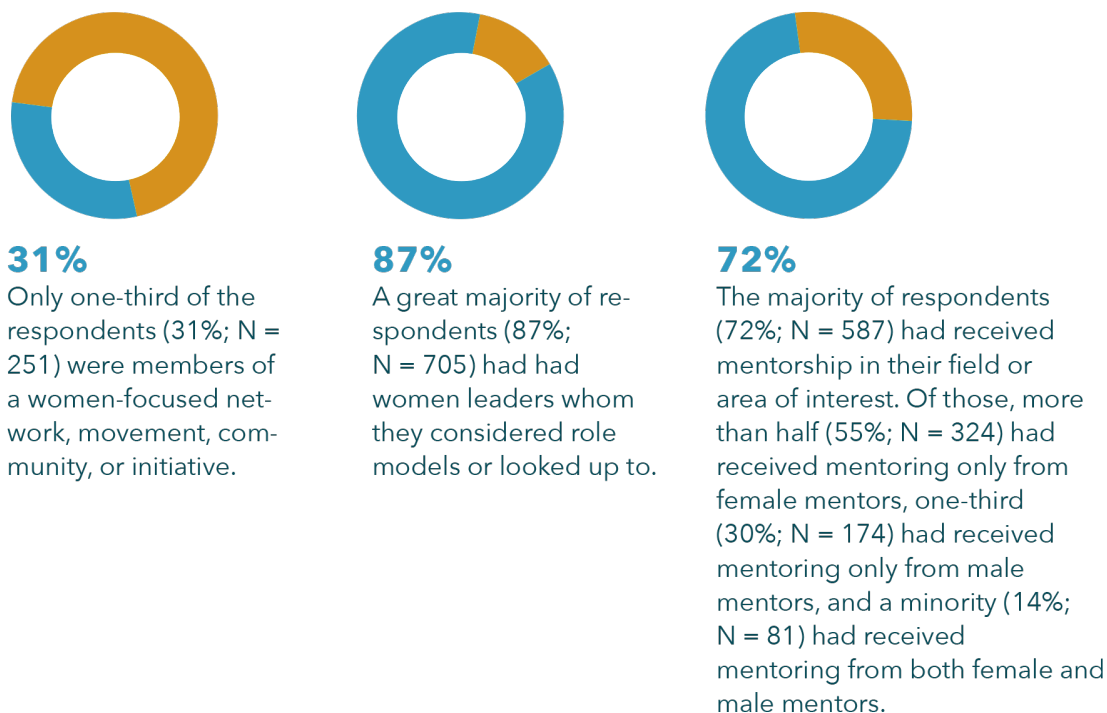
Figure 18. Mentorship and Role Models

The survey received 815 responses from women in the conservation sector worldwide, with 77% having held leadership roles and nearly half having participated in leadership training before. Motivations for enrolling in leadership-focused programs centered on acquiring or strengthening skills (37%), advancing careers (30%), and fostering personal growth (24%). The most valued learning experiences were mentoring (64%), relationship building within cohorts (59%), and internship placements (32%). Hybrid learning emerged as the most favored format (53%), combining virtual and in-person sessions, with preferred program durations ranging from two months to a year. Most respondents (66%) preferred mixed-gender cohorts, though a third favored women-only spaces. Finally, only 31% were members of women-focused networks, though a large majority (87%) had female role models and 72% had received mentorship, often from women. These findings indicate strong demand for skill-based, practice-oriented leadership development tailored to women in conservation.

In terms of preferred leadership practices, interpersonal conflict management (43%), effective communication (33%), and adaptive management (26%) were prioritized. This emphasis reflects the unique challenges of conservation work, which often involves negotiating across diverse stakeholder interests in rapidly changing environments. The preference for conflict management aligns with previous conservation leadership studies and may highlight a distinctive aspect of this field compared to leadership more broadly (Bruyere, 2015; Webb et al., 2022). Given that conservation efforts frequently conflict with other human activities (Redpath et al., 2013), mastering conflict management is especially crucial for women in conservation leadership roles.

Effective communication, previously identified as a key leadership practice for conservation professionals (Webb et al., 2022), is important for both internal team communications and external stakeholder interactions. While widely recognized as crucial across various fields (Rizvi and Popli, 2021; Topley, 2023), communication skills are particularly vital in conservation contexts.

Previously described as "a critical leadership strategy in our era of scientific uncertainty" (Bruyere, 2015), adaptive management frameworks enhance the ability of women leaders to respond quickly to changing environments, especially when conservation plans prove inadequate, inaccurate, or unrealistic.

The preference for hybrid formats suggests that accessibility and flexibility are critical, particularly given women's dual professional and personal responsibilities. The popularity of mentoring and peer relationship building highlights the importance of community and sustained support, areas where current gaps exist given low membership in women-focused networks.

Taken together, these results point to opportunities for designing programs that not only strengthen critical leadership skills but also foster durable professional networks, prioritize mentorship, and create flexible, context-sensitive learning models that can expand women's leadership capacity across regions.

3.3 Interviews - Women Leading in the Sector

From the expert interviews conducted with six women leaders working in the sector globally, we summarized the common themes from the conversations. The interviews reinforced survey findings while offering deeper insight into the lived experiences of women leading in conservation.

Welcoming, secure environments

Interview findings underscore the importance of creating spaces where women can engage openly and without fear of judgment. Safe spaces were described as essential to enabling vulnerability, fostering trust, and catalyzing personal and professional growth. Such environments allow women to share challenges and experiences that may otherwise remain unspoken, ultimately strengthening their leadership capacity.

Role Models

The presence of women in senior and decision-making positions was identified as both inspirational as well as validating. Interviewees emphasized that visible role models provide critical encouragement for aspiring leaders, while the absence of such representation remains a persistent barrier to advancement. This highlights the need to actively elevate women leaders within the conservation sector.

Organizational and cultural barriers to gender equity

Interviewees stressed that leadership development for women cannot focus solely on skills but must also address structural inequities. Persistent challenges, such as entrenched cultural expectations, gender norms, and organizational systems not designed with women in mind, continue to restrict women's advancement. Recognizing and addressing these systemic barriers is therefore fundamental to the success of leadership initiatives.

Prioritizing Well-being

Sustained leadership requires attention to personal resilience as well as professional development. Interviewees highlighted the importance of integrating practices that promote well-being, including opportunities for rest, renewal, and relief from caregiving responsibilities. Such approaches not only prevent burnout but also equip women to sustain their leadership roles effectively over the long term.

INTERVIEWS

We conducted interviews with six **female leadership development experts** from around the world who design and lead programs for women in conservation. We asked **what makes their programs successful:**

6/6

SUPPORTIVE NETWORKS & COMMUNITY

"They feel this supportive community of women around them. They see themselves through the eyes of other women. And that reflection is often very different to the one they've internalized from patriarchal environments. They begin to believe in their potential in a new way."
- *Project Vice President, USA*

6/6

WELL-BEING & BURNOUT PREVENTION

"They're getting nurtured... with beautiful food and a lovely place to sleep... they're not having to care for others. They're really just focusing on themselves."
- *Leadership Programs Director, Australia*

5/6

AUTHENTIC & VALUES-BASED LEADERSHIP

"[We focus on] how to be a leader in a way which is authentic to you as an individual and not following...a model of 'this is what a leader looks like.' Which I think is very powerful for women."
- *Organization Director, Singapore*

5/6

SYSTEMIC BARRIERS & GENDER NORMS

"Leadership development for women is often geared towards skill development... but it wasn't really getting at the core issue... we live in a system that wasn't built for us."
- *Project Vice President, USA*

5/6

SAFE & INCLUSIVE SPACES

"The ability for someone to finally be vulnerable... the safe space creates growth in ways that are unimaginable."
- *Organization Executive Director, Kenya*

Figure 19. Broad overview of five common themes from the six interviews

Promising Practices in Program Design

Several promising practices were identified, including co-creating curricula with participants to ensure relevance, embedding mentorship throughout training structures, supporting alumni-led initiatives, and emphasizing authentic, values-based leadership. These approaches were described as particularly effective in equipping women with the confidence and tools to lead in ways that resonate with their identities and experiences.

The expert interviews reveal that effective leadership development for women in conservation extends well beyond technical skill-building. Safe and inclusive spaces, visible representation, systemic change, and support for well-being emerged as central pillars for enabling women to lead effectively and sustainably. Program design should therefore prioritize co-creation, mentorship, and authentic leadership models while embedding strategies that address systemic inequities. By doing so, leadership initiatives can not only strengthen individual leaders but also contribute to more inclusive, resilient, and equitable leadership structures across the conservation sector.

4 Recommendations

Foundational Considerations

Effective leadership development programs for women in conservation must begin with a strong foundation. This includes understanding the systems in which women lead and how these dynamics shape their leadership opportunities and challenges. Programs should leverage the expertise of organizations that have successfully implemented similar initiatives, particularly those with multiple iterations, while collaborating closely with local organizations and networks that hold deep expertise in women's leadership across the broader conservation sector. Equally important is the intentional design of cohorts tailored to specific contexts, creating opportunities for peer learning, relationship-building, and mutual support.

Program Design Considerations

Program design should prioritize co-creation with participants to ensure offerings reflect their unique leadership values, contexts, and needs. A strong emphasis on self-reflection and personal awareness is essential, alongside integrating well-being practices that build resilience. The most critical leadership practices identified through the survey should guide curriculum focus, while formal and informal mentoring, coaching, and peer support should be built into the program during and after its delivery. Cohort composition and size should be carefully tailored to goals and cultural contexts, ensuring rich opportunities for peer learning. Short-term hybrid formats, combining online learning with immersive in-person components in natural settings can maximize both accessibility and impact.

Implementation Considerations

Successful implementation requires integrating practical opportunities, such as internships or apprenticeships, into leadership development programs to strengthen applied learning. Alumni networks should be prioritized and ideally led by alumni themselves, ensuring sustainability while reducing institutional burden. Expanding program access to a wide range of conservation professionals not only women conservationists addressing local issues, can create diverse cohorts that foster cross-disciplinary learning and allow participants to draw on varied expertise for more impactful outcomes.
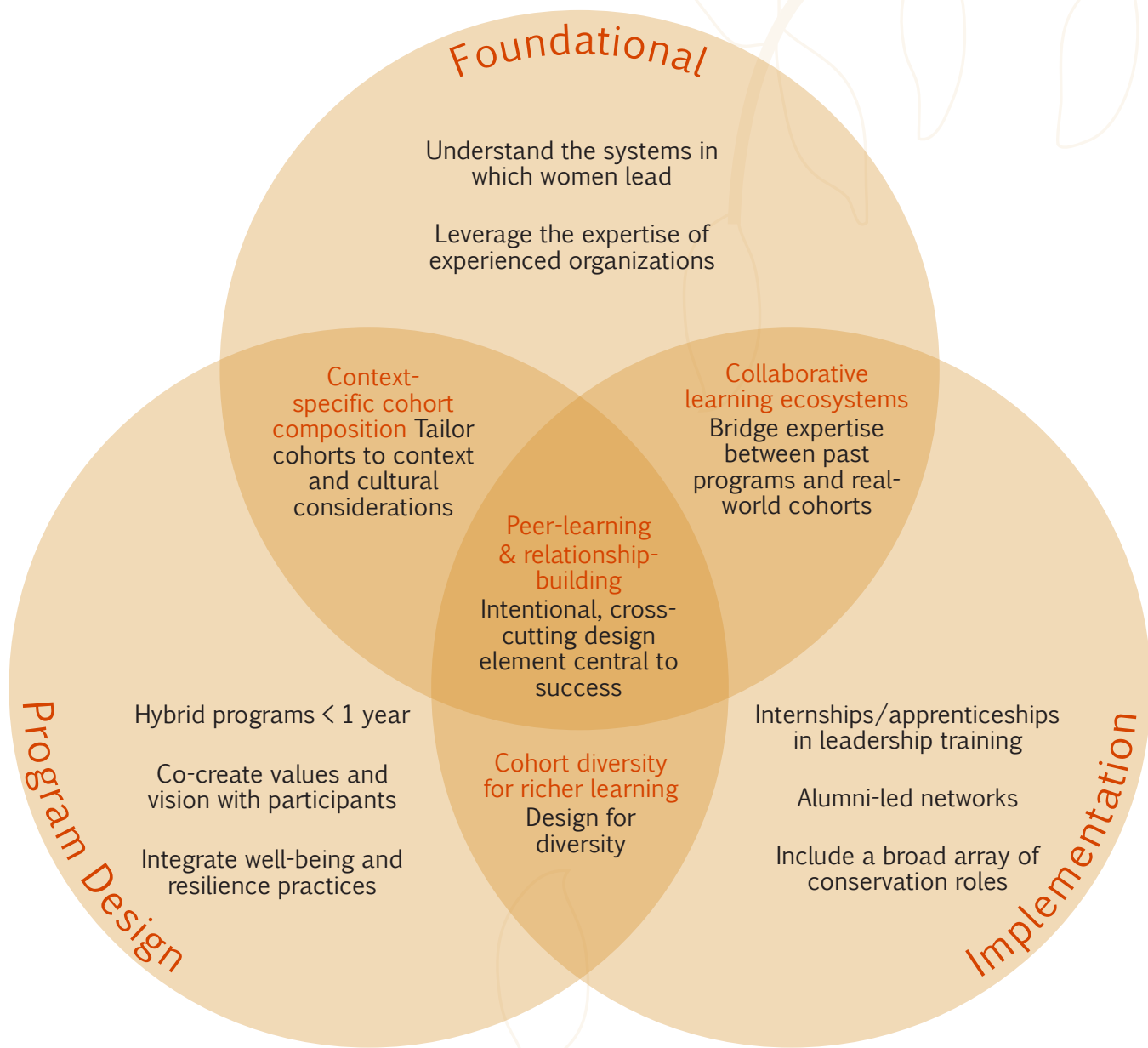
Foundational

Understand the systems in which women lead

Leverage the expertise of experienced organizations

Context-specific cohort composition Tailor cohorts to context and cultural considerations

Collaborative learning ecosystems Bridge expertise between past programs and real-world cohorts

Peer-learning & relationship-building Intentional, cross-cutting design element central to success

Program Design

Hybrid programs < 1 year

Co-create values and vision with participants

Integrate well-being and resilience practices

Cohort diversity for richer learning Design for diversity

Implementation

Internships/apprenticeships in leadership training

Alumni-led networks

Include a broad array of conservation roles

Figure 20. From the respondents and interviews, a summary of recommendations for future training opportunities.

Building Momentum within the Conservation Community

In June 2025, the Collaborators convened a session at the International Congress for Conservation Biology (ICCB) in Brisbane, Australia titled "Where Are All of the Women: Pathways Toward Gender Balance in Conservation Leadership." The session was designed to share insights from this report and foster deeper dialogue around its central themes, what women in conservation need, what is available, while building on the growing momentum for advancing women in conservation. Despite being scheduled as the final session on the final day of ICCB, it drew a standing-room-only turnout of more than 70 participants of all genders.

Through a facilitated exercise, attendees worked in small groups to respond to two guiding prompts: What do women in conservation need in order to conduct their work effectively and What do women offer to better support one another and maximize their collective impact? Collectively, the small group discussions generated a robust list of Needs and Offers. In addition to the small group discussions, it was evident from the session that women want to gather in safe spaces to have open conversations to talk about their successes, challenges and desires for opportunities to create stronger networks and connections to other women working in this field.

Understanding the distinction between what women in conservation say they want from training programs (technical skills and opportunities) and what they need to thrive in their work environments (enabling conditions) is essential for designing effective leadership initiatives. The survey in the study highlights women's interest in concrete skill-building, such as mentoring, communication, conflict management, and structured career pathways. While the ICCB session showcases the systemic catalysts required to put those skills into practice: safe spaces, recognition, equitable advancement, and work-life balance. Examining these two dimensions together reveals that technical training alone cannot close leadership gaps; without enabling conditions, women may gain skills but remain unable to fully exercise their leadership potential. By addressing both sides, the conservation community can create programs that are not only relevant but also transformative, ensuring women are equipped and empowered to lead with impact.

While this report does not include the generated list of Offers from the ICCB session, it is important to highlight the relationship between wants, needs and offers. By examining needs, offers, and enabling conditions together, we see a cycle: women are not only asking for systemic support, but are actively demonstrating how they can co-create it. Leadership programs, therefore, must not only equip women with skills but also harness their collective offers to model inclusive, supportive environments, ensuring transformation at both the individual and systems level. In other words, the Offers identified by women serve as building blocks that help generate and reinforce the enabling conditions required for leadership to flourish.

Below is a high level summary of the Needs and Offers identified by attendees of the ICCB symposium:

Mentorship & Role Models
Mentoring only thrives when women see visible role models who "look like us" and when institutions recognize and support their leadership.

Networks & Cohorts
Cohort-building is highly valued, yet requires safe, equitable, and trusting environments to thrive.

Career Pathways
Internships and apprenticeships must be linked to clear, transparent advancement systems for lasting impact.

Leadership Skills
Skill-building in conflict management, communication, and adaptive leadership is critical, but must be paired with systemic reforms and opportunities to apply them.

Accessibility & Well-being
Expanding program access globally is essential, but women also need time, flexibility, and support to fully participate without burnout.

The enthusiasm at ICCB demonstrated that among these participants, there is a clear appetite not only to participate in initiatives supporting women, but to actively shape and co-create them. Participants expressed a strong desire to move beyond being recipients toward becoming contributors and collaborators in efforts led by and for women. To sustain this momentum, facilitators collected contact information during the session with the intention of continuing dialogue and ensuring that the final report is shared widely across participants' networks.

5 Next Steps for Further Research

This study provides a foundation for understanding the landscape of women's conservation leadership and the programs that support it. To build on these findings and create meaningful change in women's conservation leadership, further research is needed in several key areas. The following priorities would enable more targeted interventions, strengthen collaborative approaches, and ensure that leadership development opportunities reach women conservation professionals where they are most needed:

- Using disaggregated data for organizations offering leadership opportunities to women in conservation by country or region, compare what is currently available to the needs expressed through the surveys. Where are the gaps most pronounced? And what is driving this?

- Further research is needed in regions underrepresented in this study, specifically Oceania, Northern Africa and Western Asia, Australia and New Zealand, Central and Southern Asia, and Eastern and South-Eastern Asia, and diversifying search mechanisms beyond solely web-based.

- Additional research into each organization's training, resourcing, convening, networking and mentoring offerings to capture regional synergies, and identify potential collaborative opportunities, as well as efficiencies where organizations overlap; collate these initiatives to be shared broadly through an accessible platform.

- In-depth evaluation of existing leadership development training programs for women in the conservation sector to identify and share effective methodologies, lessons learned, and best practices.

- Based on gap analyses, research how to strategically increase, integrate and phase investments (funding and resources) in women's leadership development training programs, particularly through the efficacy of formal (and informal?) funder and institutional collaborations.

- Encourage mainstreaming of study findings in organizational programs and protocols, where appropriate.

- Advance research on how the role of allyship, particularly with men, can support women's leadership.

- Examine the added value of "credentials" (from certificates to advanced degrees) and their role in career advancement for women.

- Additional research into systemic barriers faced by women in the sector and viable solutions.

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About the Collaborators

Re:wild protects and restores the wild. We have a singular and powerful focus: the wild as the most effective solution to the interconnected climate, biodiversity and human wellbeing crises. Founded by a group of renowned conservation scientists together with Leonardo DiCaprio, Re:wild is a force multiplier that brings together Indigenous peoples, local communities, influential leaders, nongovernmental organizations, governments, companies and the public to protect and rewild at the scale and speed we need. In 2022, Re:wild launched the Women Rewilding initiative under the Guardians program strategy, which works to ensure that anyone in a position to rewild the planet has agency to do so. Women Rewilding aims to increase women's visibility, influence and resilience through access to direct funding, professional development and a global support network.

Denver Zoological Conservation Alliance has been engaged in conservation for over 30 years. Our program has refined and matured over the years and in 2022, we transformed our strategy and approaches to better align with global conservation priorities. As part of this, we also intended to transform our historic program of supporting women in conservation internationally (previously called "Untapped") to improve our longer-term impacts for women and the environment. Previously, our program provided small, one-time scholarships for women working in the countries where Denver Zoo Conservation Alliance supports in situ conservation. This study was envisioned to provide a basis for strengthening our own programs and advancing our commitment to women in conservation.

Appendix

Women In Conservation Leadership Landscape Study

Survey questions in English and Spanish

Women In Conservation Leadership Landscape Study	Estudio del Panorama del Liderazgo de las Mujeres en la Conservación
Welcome to the Women In Conservation Leadership Landscape Survey!	**Bienvenida al Estudio del Panorama del Liderazgo de las Mujeres en la Conservación!**
Re:wild and Denver Zoo are commissioning research to develop a collective understanding of initiatives focused on strengthening capacity for women's conservation leadership. As part of this effort, we invite you to participate in this survey, aiming to capture the critical needs and preferences of female conservationists regarding leadership development. We are looking for participants that: ● Are 18 years of age or over. ● Self-identify as a woman (this may include cisgender women, transgender women, femme/feminine-identifying, genderqueer or nonbinary individuals). ● Work in the conservation sector, work for an organization with a conservation mission and/or are aiming at working in the conservation sector.* * For this research, we envision the term ***conservation*** in its ample meaning as *"protecting, preserving, and/or sustainably managing natural resources, ecosystems, and biodiversity for current and future generations."* 🔲 **No background knowledge** is required to complete the survey.	Re:wild y el Zoológico de Denver están llevando adelante una investigación para desarrollar una comprensión colectiva de las iniciativas centradas en fortalecer la capacidad de liderazgo de las mujeres en la conservación. Como parte de este esfuerzo, te invitamos a participar en este cuestionario, con el objetivo de captar las necesidades críticas y preferencias de las mujeres conservacionistas con respecto al desarrollo del liderazgo. Buscamos participantes que: ● Sean mayores de 18 años. ● Se autoidentifiquen como mujer (esto puede incluir mujeres cisgénero, mujeres transgénero, personas que se identifican como mujeres/mujeres, personas de género queer o no binarias). ● Trabajen en el sector de la conservación, que trabajen para una organización con una misión de conservación y/o tengan como objetivo trabajar en el sector de la conservación.* * Para esta investigación, utilizaremos el término ***conservación*** en su significado más amplio que implica "*proteger, preservar y/o gestionar de manera sostenible los recursos naturales, los ecosistemas y la biodiversidad para las generaciones actuales y*

⏱ The survey is estimated to take approximately **15 minutes** to complete.

💬 We will only be able to process answers in **English**. If you would like to answer the survey in Spanish, please go to the survey **here**.

📅 Responses will be collected until **June 17, 2024 at 11:59 pm UTC**.

Press the 'Next' button to review the information on how your responses will be collected and disseminated before agreeing to participate in this study.

Thank you for considering the opportunity to contribute to this research!

futuras".

🟦 **No se requieren conocimientos previos** para completar esta encuesta.

⏱ El tiempo de respuesta de la encuesta está estimado en **15 minutos**.

📅 Las respuestas serán recibidas hasta el **17 de Junio de 2024, a las 11:59 pm UTC**.

Presione el botón 'Siguiente' para revisar la información sobre cómo serán recopiladas y difundidas sus respuestas, antes de aceptar participar en este estudio.

¡Gracias por considerar la oportunidad de contribuir a esta investigación!

Informed consent

Consentimiento informado

Please carefully review the following information before agreeing to participate by ticking the boxes below. Feel free to contact us at women.conservation.leadership@gmail.com if you have any questions before deciding to take part.

👤 **The survey is anonymous.** No one will be able to link your responses back to you. Your responses to the survey will not be linked to your computer, email address or other electronic identifiers. Please do not add any information that could be used to identify you.

🙋 **Your participation is voluntary.** If you do decide to take part, you may withdraw at any point for any reason before submitting your answers by closing the browser. After the survey is submitted, we will not be able to remove your responses because we will not know which responses came from you.

Revise cuidadosamente la siguiente información antes de aceptar participar marcando las casillas a continuación. No dude en contactarnos en women.conservation.leadership@gmail.com si tiene alguna pregunta antes de decidirse a participar.

👤 **Esta encuesta es anónima.** Nadie podrá vincular sus respuestas con usted. Sus respuestas a la encuesta no estarán vinculadas a su computadora, dirección de correo electrónico u otros identificadores electrónicos. No agregue ninguna información que pueda usarse para identificarlo.

🙋 **Su participación es voluntaria.** Si decide participar, puede retirarse en cualquier momento y por cualquier motivo antes de enviar sus respuestas cerrando el navegador. Una vez enviada la encuesta,

📊 **The results of this research will become publicly available.** Whether in the form of infographies, reports, conference communications and/or scientific articles.	no podremos eliminar sus respuestas porque no sabremos cuáles provienen de usted. 📊 **Los resultados de esta investigación estarán disponibles públicamente.** Ya sea en forma de infografías, informes, comunicaciones de congresos y/o artículos científicos.
Please note that you may only participate in this survey if you are 18 years of age or over.	**Tenga en cuenta que solo puede participar en esta encuesta si tiene 18 años o más.**
● I certify that I am 18 years of age or over.	● Certifico que tengo más de 18 años
If you have read the information above and agree to participate with the understanding that the data you submit will be processed accordingly, please tick the box below to start.	**Si ha leído la información anterior y acepta participar con el entendimiento de que los datos que envíe se procesarán en consecuencia, marque la casilla a continuación para comenzar.**
● Yes, I agree to take part.	● Si, estoy de acuerdo en participar.
<u>**About you**</u>	<u>**Sobre usted**</u>
What is your age?	**¿Cuál es su edad?**
Which of the following best describes you? *Select ONE answer.* ● Woman ● Man ● Non-binary ● Prefer to self-describe (please specify: _____) ● Prefer not to answer	**¿Cuál de las siguientes opciones le describe mejor?** *Seleccione UNA respuesta.* ● Woman ● Hombre ● No binario ● Prefiere describirse a sí mismo (especifique: _____) ● Prefiero no contestar
What is your nationality?	**¿Cuál es su nacionalidad?**

What is your country of residence?	**¿Cuál es su país de residencia?**
What is the highest level of education you have completed? *If you are currently enrolled in an education program, please indicate the highest level of education you have received. Select ONE answer.* ● High school diploma ● Vocational training ● Bachelor's degree ● Master's degree ● Doctoral degree ● Other (please specify: _____)	**¿Cuál es el nivel más alto de educación que ha completado?** *Si actualmente está inscrito en un programa educativo, indique el nivel más alto de educación que ha recibido. Seleccione UNA respuesta.* ● Diploma de escuela secundaria ● Formación profesional ● Título de grado universitario ● Maestría ● Doctorado ● Otro (especifique: _____)
What was the main focus topic of the highest level of education you have completed? *If your highest level of education was not focused on any particular topic, please answer "Not applicable" or "NA" to this question.*	**¿Cuál fue el tema principal del nivel más alto de educación que ha completado?** *Si su nivel más alto de educación no se centró en ningún tema en particular, responda <<No aplicable>> a esta pregunta.*
Are you currently enrolled in a (or pursuing) Doctoral degree? ● Yes, I am currently enrolled in (or pursuing) a Doctoral degree. ● No, I am not currently enrolled in (or pursuing) a Doctoral degree. Please specify the focus of your Doctoral Degree: _____	**¿Está actualmente inscrito en un doctorado (o está en curso)?** ● Sí, actualmente estoy inscrito (o cursando) un doctorado. ● No, actualmente no estoy inscrito (o cursando) un doctorado. Por favor especifique el foco de su Doctorado: _____
What is your current employment status? *Select ALL that apply.* ● Employed (full-time or part-time) ● Self-employed (contract, occasional worker) ● Unemployed, but actively seeking employment ● Unemployed, but not currently seeking employment ● Student ● Volunteer or unpaid work ● Retired ● Other (please specify: _____)	**¿Cuál es su situación laboral actual?** *Seleccione TODOS los que correspondan.* ● Empleado ● Autónomo (por contrato, trabajos ocasionales) ● Desempleados, pero en busca activa de empleo ● Desempleado, pero que actualmente no busca empleo ● Estudiante ● Trabajo voluntario o no remunerado ● Jubilado ● Otro (especifique: _____)

In what type of organization have you most recently worked (if any)? *Please select the option that best describes your most recent employer.* • Government agency • Private sector • Research institution • Academic institution • Non-profit organization • Civil-society organization • Independent professional • Not applicable (i.e., not currently employed in an organization) • Other (specify: _____)	**¿En qué tipo de organización ha trabajado más recientemente (si es que ha trabajado en alguna)?** *Seleccione la opción que mejor describa a su empleador más reciente.* • Agencia gubernamental • Sector privado • Institución de investigación • Institución académica • Organización sin fines de lucro • Organización de la sociedad civil • Profesional independiente • No aplicable (es decir, no empleado actualmente en una organización) • Otro (especifique: _____)
Do you currently hold a formal leadership position within your organization? *By "formal leadership position" we mean that you hold a role within your organization that has been officially designated with authority and responsibility for guiding, directing or influencing others. This could include roles such as team leader, project manager, department head, committee chair, or any other position where you had supervisory or decision-making responsibilities.* • Yes, I currently hold a formal leadership position. • No, I do not currently hold a formal leadership position.	**¿Ocupa actualmente una posición de liderazgo formal dentro de su organización?** *Por "posición de liderazgo formal" nos referimos a que usted tiene un rol dentro de su organización que ha sido designado oficialmente con autoridad y responsabilidad para guiar, dirigir o influir en otros. Esto podría incluir roles como líder de equipo, gerente de proyecto, jefe de departamento, presidente de comité o cualquier otro puesto en el que tuviera responsabilidades de supervisión o toma de decisiones.* • Sí, actualmente ocupo una posición de liderazgo formal. • No, actualmente no ocupo una posición de liderazgo formal.
Do you have any paid and/or unpaid professional experience in the conservation sector? *By 'professional experience,' we mean that you have worked in positions directly related to conservation work, including but not limited to paid employment, internships, research assistantships, and freelance work. Please exclude any time spent in educational settings solely for the purpose of studying. However, please note that having*	**¿Tiene alguna experiencia profesional remunerada y/o no remunerada en el sector de la conservación?** *Por "experiencia profesional" nos referimos a que ha trabajado en puestos directamente relacionados con el trabajo de conservación, incluidos, entre otros, empleos remunerados, pasantías, ayudantías de investigación y trabajo independiente. Por favor, excluya cualquier tiempo que pase en entornos educativos con el único propósito de*

completed a Ph.D. program should be counted as professional experience.

- Yes, I have professional experience in the conservation sector.
- No, I don't have professional experience in the conservation sector.

How many years of paid and/or unpaid professional experience do you have working in the conservation sector?
As a reminder, by "professional experience" we mean that you have worked in positions directly related to conservation work, including but not limited to paid employment, internships, research assistantships, and freelance work. Please exclude any time spent in educational settings solely for the purpose of studying. Also, please note that having completed a Ph.D. program should not be counted as professional experience.

Please select the range that best represents your total years of experience.

- 0 - 2 years
- 3 - 5 years
- 6 - 10 years
- 11 - 15 years
- 16 - 20 years
- More than 20 years

What disciplines best align with your current career path?
Please select your top THREE choices from the list below.
- Academia and research
- Anthropology and/or social sciences
- Biodiversity conservation
- Capacity-building and training

estudiar. Sin embargo, tenga en cuenta que haber completado un programa de doctorado debe contarse como experiencia profesional.

- Sí, tengo experiencia profesional en el sector de la conservación.
- No, no tengo experiencia profesional en el sector de la conservación.

¿Cuántos años de experiencia profesional remunerada y/o no remunerada tiene trabajando en el sector de la conservación?
Como recordatorio, por "experiencia profesional" nos referimos a que ha trabajado en puestos directamente relacionados con el trabajo de conservación, incluidos, entre otros, empleo remunerado, pasantías, ayudantías de investigación y trabajo independiente. Excluya cualquier tiempo pasado en entornos educativos únicamente con el fin de estudiar. Además, tenga en cuenta que haber completado un Doctorado no debe contarse como experiencia profesional.

Seleccione el rango que mejor represente el total de sus años de experiencia.

- 0 - 2 años
- 3 - 5 años
- 6 - 10 años
- 11 - 15 años
- 16 - 20 años
- Más de 20 años

¿Qué disciplinas se alinean mejor con tu trayectoria profesional actual?
Seleccione sus TRES mejores opciones de la lista a continuación.
- Academia e investigación
- Antropología y/o ciencias sociales
- Conservación de la biodiversidad

- Climate change mitigation/adaptation and/or climate action - Communications, marketing, storytelling and outreach - Community-based conservation - Community-organizing and activism - Entrepreneurship and conservation business - Environmental education - Forestry - Food systems or sustainable farming - Indigenous, traditional and local peoples - Natural resource management - Ocean and marine conservation - Photography and filmmaking - Policy, decision-making and advocacy - Private land conservation - Protected areas and parks - Restoration and/or rewilding (Eco-)tourism - Wildlife management - Women's empowerment - Youth engagement and activism - Other (specify: _____)	- Creación de capacidades y entrenamientos - Mitigación/adaptación al cambio climático y/o acción climática - Comunicaciones, marketing, narración de historias y divulgación - Conservación basada en la comunidad - Organización comunitaria y activismo - Emprendimiento y negocios de conservación - Educación ambiental - Silvicultura - Sistemas alimentarios o agricultura sostenible - Pueblos indígenas, tradicionales y locales - Gestión de los recursos naturales - Conservación de los océanos y del medio marino - Fotografía y cine - Política, toma de decisiones y cabildeo - Conservación de tierras privadas - Áreas protegidas y parques - Restauración y/o rewilding - Ecoturismo - Manejo de la vida silvestre - Empoderamiento de la mujer - Participación y activismo juvenil - Otro (especifique: _____)
Have you ever held a leadership role in the conservation sector? *By 'leadership role,' we mean formal and/or informal roles where you were responsible for guiding, directing, or influencing others in achieving conservation-related goals.* *Please select the option that best applies.* - Yes, I currently hold a leadership role. - Yes, I have held a leadership role in the past.	**¿Ha ocupado alguna vez una posición de liderazgo en el sector de la conservación?** *Por "posición de liderazgo" nos referimos a roles formales y/o informales en los que usted era responsable de guiar, dirigir o influir en otros para lograr objetivos relacionados con la conservación.* *Seleccione la opción que mejor se aplique.* Sí, actualmente ocupo una posición de liderazgo.

● No, I have never held a leadership role in the conservation sector.	● Sí, he ocupado una posición de liderazgo en el pasado. ● No, nunca he ocupado una posición de liderazgo en el sector de la conservación.
Are you prioritizing the focus of your professional career to be in the conservation sector? ● Yes, I am prioritizing the focus of my professional career to be in the conservation sector. ● No, I am not prioritizing the focus of my professional career to be in the conservation sector. Please specify what is the focus you are prioritizing: _____	**¿Estás priorizando el foco de tu carrera profesional en el sector de la conservación?** ● Sí, estoy priorizando el foco de mi carrera profesional en el sector de la conservación. ● No, no estoy priorizando el foco de mi carrera profesional en el sector de la conservación. Por favor especifique cuál es el enfoque que está priorizando: _____
Leadership	**Liderazgo**
In your view, what does it look like when someone is leading?	**En su opinión, ¿cómo se ve cuando alguien está liderando?**
What do you believe are the top THREE characteristics of an effective leader? 1. _____ _____ 2. _____ _____ 3. _____ _____	**¿Cuáles crees que son los TRES principales componentes clave del liderazgo?** 1. _____ _____ 2. _____ 3. _____ _____
14. On a scale from 0-10, how would you rate yourself as a leader? (0: Extremely low leadership skills / 10: Exceptional leadership skills)	**En una escala del 0 al 10, ¿cómo te calificarías a ti mismo como líder?** (Siendo 0: Habilidades de liderazgo extremadamente bajas / 10: Habilidades de liderazgo excepcionales)

This training does not necessarily have to be specifically focused on leadership but may include elements related to it. Also, this training does not necessarily have to be specific to the conservation sector. *Please select the option that best applies.* • Yes, I have taken a training program focused on developing leadership skills. • No, I have not taken such a program (Section 5).	**en desarrollar habilidades de liderazgo?** *Esta formación no necesariamente tiene que estar enfocada específicamente en el liderazgo, sino que puede incluir elementos relacionados con él. Esta formación no tiene por qué ser necesariamente específica para el sector de la conservación.* *Seleccione la opción que mejor se aplique.* • Sí, he tomado un programa de capacitación enfocado en el desarrollo de habilidades de liderazgo. • No, no he tomado tal programa (Sección 5).
Participation in a leadership-focused training program	**Participación en un programa de formación centrado en el liderazgo.**
Filling out this section is optional.	*Completar esta sección es opcional.*
Name of the leadership training program:	**Nombre de la capacitación de liderazgo**:
Training provider(s):	**Proveedor**(es) de la formación:
Year(s) **of instruction:**	**Año**(s) **de instrucción:**
Length of the training (*please, add whether the length is in days, weeks, months, years*)**:**	**Duración de la formación** (*por favor indique el tiempo de duración en días, semanas, meses o años*):
What ONE aspect of the training program has been the most valuable to you since you participated, and why?	**¿Qué aspecto de la capacitación ha sido el más valioso para usted desde que participaste y por qué?**

If you could change or improve ONE thing about the training program, what would it be and why?	**Si pudiera cambiar o mejorar UNA cosa del programa de formación, ¿qué sería y por qué?**
Is there anything else you would like to share with us with regards to this training program?	**¿Hay algo más que le gustaría compartir con nosotros con respecto a esta capacitación?**
If you were to enroll in a leadership-focused training program…	*Si se inscribiera en un programa de capacitación centrado en el liderazgo...*
What would be your main motivation for enrolling in such a program? *Select ONE option.* ● Facilitating professional growth and career advancement. ● Acquiring new skills or enhancing existing ones. ● Expanding my professional network. ● Obtaining a recognized certification and/or credential. ● Satisfying curiosity about a specific topic or area of study. ● Fostering personal growth and self-improvement. ● Other (please specify: _____)	**¿Cuál sería su principal motivación para inscribirse en una capacitación de este tipo?** *Seleccione UNA opción.* ● Facilitar el crecimiento profesional y el avance de mi carrera. ● Adquirir nuevas habilidades o mejorar las existentes. ● Ampliación de mi red profesional. ● Obtención de una certificación y/o credencial reconocida. ● Satisfacer la curiosidad sobre un tema o área de estudio específica. ● Fomentar mi crecimiento personal y la superación personal. ● Otro (especifique: _____)
Which of the following leadership practices would you like to see more emphasis on in the program? *Please select up to THREE leadership practices.* ● Adaptive management ● Collaboration ● Conflict management ● Cultural intelligence ● Effective communication ● Establishing a shared vision ● Emotional intelligence ● Facilitation skills	**¿En cuál de las tres siguientes prácticas de liderazgo le gustaría ver más énfasis en la capacitación?** *Seleccione hasta TRES prácticas de liderazgo.* ● Gestión adaptativa ● Colaboración ● Manejo de conflictos ● Inteligencia cultural ● Comunicación efectiva ● Establecer una visión compartida ● Inteligencia emocional

English	Español
- Inspiring others - Integrity, authenticity and accountability - Interpersonal intelligence and relationship-building - Partnership-building - Perseverance, resilience and determination - Situation assessment - Other (please specify: _____)	- Habilidades de facilitación - Inspirar a otros - Integridad, autenticidad y responsabilidad - Inteligencia interpersonal y construcción de relaciones - Creación de alianzas - Perseverancia, resiliencia y determinación - Evaluación de la situación - Otro (especifique: _____)
What of the following learning modalities would you prefer? *Please select the ONE option that best aligns with your preferred learning modality.* - In-person learning - Virtual, self-paced learning - Virtual, cohort-based learning - Hybrid learning (combining online and face-to-face instruction)	**¿Cuál de las siguientes modalidades de aprendizaje preferirías?** *Seleccione UNA opción que mejor se alinee con su modalidad de aprendizaje preferida.* - Aprendizaje en persona - Aprendizaje virtual a su propio ritmo - Aprendizaje virtual basado en cohortes - Aprendizaje híbrido (combinando instrucción en línea y presencial)
What would be your preferred duration of the program? *Please take into account the preferred learning modality selected above and specify whether the duration is in days, weeks, months, or years.*	**¿Cuál sería su duración preferida del programa?** *Tenga en cuenta la modalidad de aprendizaje preferida seleccionada anteriormente y especifique si la duración es en días, semanas, meses o años.*
Which classroom composition would you prefer for your learning environment? - Mixed-gender - Women only	**¿Qué composición de aula preferiría para su entorno de aprendizaje?** - Mixto - Solo para mujeres
What of the following program learning experiences would be most valuable for you? *Please select up to THREE learning experiences.* - Relationship building within program cohort	**¿Cuál de las siguientes experiencias de aprendizaje del programa sería más valiosa para usted?** *Seleccione hasta TRES experiencias de aprendizaje.* - Construcción de relaciones dentro de la cohorte del

- Mentoring - Program alumni network - Webinars - Virtual discussions - Final project - Internship or Apprenticeship placement with an organization - Readings and other written content - Other (please specify: _____)	- programa - Tutoría - Red de egresados del programa - Seminarios web - Debates virtuales - Proyecto Fin de Carrera - Pasantía o prácticas en una organización - Lecturas y otros contenidos escritos - Otro (especifique: _____)
Have you ever had women leaders whom you considered role models or that you looked up to? - Yes, I have had women leaders whom I considered role models or that I looked up to. - No, I haven't had women leaders whom I considered role models or that I looked up to.	**¿Alguna vez has tenido mujeres líderes a las que considerabas modelos a seguir o a las que admirabas?** - Sí, he tenido mujeres líderes a las que consideraba modelos a seguir o a las que admiraba. - No, no he tenido mujeres líderes a las que considere modelos a seguir o a las que admirara.
What were the qualities of these women leaders that stood out to you? *Here, you can add any characteristics, skills, behaviors, and/or leadership styles that specifically made you consider them role models.*	**¿Cuáles fueron las cualidades de estas mujeres líderes que te llamaron la atención?** *Aquí, puedes agregar cualidades, componentes, habilidades, comportamientos y/o estilos de liderazgo que te hayan hecho considerarlos modelos a seguir.*
Have you ever received mentorship from someone in your field or area of interest? *In this context "mentorship" includes guidance, advice, or support from a usually, but not reduced to, more experienced individual. This mentorship does not need to be part of a formal program; it could have been informal.* - Yes, I have received mentorship from someone in my field or area of interest. - No, I have not received mentorship from someone in my field or area of interest.	**¿Alguna vez ha recibido tutoría de alguien en su campo o área de interés?** *En este contexto, la "tutoría" incluye la orientación, el asesoramiento o el apoyo de una persona que suele tener más experiencia, pero no se reduce a ella. Esta tutoría no necesita ser parte de un programa formal; podría haber sido informal.* - Sí, he recibido tutoría de alguien en mi campo o área de interés. - No, no he recibido tutoría de alguien en mi campo o área de interés.

Your mentor was… ● A woman ● A man ● Other (please specify: _____) ● Prefer not to disclose	**Tu mentor fue...** ● Una mujer ● Un hombre ● Otros (especificar: _____) ● Prefiero no revelar
Are you a member of a women-focused network, movement, community or initiative? ● Yes, I am a member of a women-focused network, community or initiative. ● No, I am not a member of a women-focused network, community or initiative.	**¿Eres miembro de una red, movimiento, comunidad o iniciativa centrada en las mujeres?** ● Sí, soy miembro de una red, movimiento, comunidad o iniciativa centrada en las mujeres (en caso afirmativo, especifique: _____) ● No, no soy miembro de una red, movimiento, comunidad o iniciativa centrada en las mujeres.
Is there anything else you would like to share with us?	**¿Hay algo más que te gustaría compartir con nosotras?**
Thank you very much for taking the time to complete this survey!	**¡Gracias por tomarse el tiempo de completar esta encuesta!**
Your responses are invaluable and will help us further understand what are the most critical needs of women working in conservation in terms of leadership development and strengthening. We invite you to follow Re:wild and Denver Zoo to be updated about the progress of this research and be able to access the results of this survey as soon as they become publicly available. Additionally, if you know of anyone else who could respond to this survey, please feel free to share the following link with them. If you have any further comments or suggestions, please feel free to contact us at: women.conservation.leadership@gmail.com	Sus respuestas son invaluables y nos ayudarán a comprender mejor cuáles son las necesidades más críticas de las mujeres que trabajan en la conservación en términos de desarrollo y fortalecimiento del liderazgo. Le invitamos a seguir a Re:wild y al Denver Zoo para estar actualizada sobre el progreso de esta investigación y poder acceder a los resultados de esta encuesta tan pronto como estén disponibles públicamente. Además, si conoce a alguien más que pueda responder a esta encuesta, no dude en compartir con ella el siguiente enlace. Si tiene más comentarios o sugerencias, no dude en contactarnos en: women.conservation.leadership@gmail.com