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# Gender Transformative Approaches for Advancing Gender Equality in Coral Reef Social-ecological Systems

Good Practice and Technical Brief



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## Background

CARE's work in food and water systems seeks to contribute to realization of the rights to food, water and nutrition security of women small-scale producers and their families. CARE believes that approaches to building community resilience in any ecosystem should address the structural power and relational barriers which deny access to resources and opportunities for women. The relevance of this research and learning project to CARE is hugely significant as we contribute to a major global program led by our strategic partner WWF. This program – the [Coral Reef Rescue Initiative](#) (CRRI) – is established to protect and regenerate tropical coral reefs for the benefit of people through nature-based solutions. The partnership comprises leading scientists and NGOs, working in collaboration with governments and communities to safeguard reefs, food security and nutrition, and livelihoods against climate change and environmental degradation.

## Purpose

The purpose of this project, which comprises a Literature Review, this Technical Brief, and a Policy Brief, is to increase the levels of awareness and knowledge among CRRI partners and the wider development and conservation communities on the relevance and importance of gender transformative approaches in interventions related to coral reef social-ecological systems. A further purpose is to contribute to policy and practice discourse on equitable livelihoods and sustainable natural resource management in the context of relevant global processes<sup>1</sup> and to increase commitment to approaches that deliver positive gender equality and social inclusion outcomes.

<sup>1</sup> Including but not limited to a) the UN Food Systems Summit, b) the UN Framework Convention on Climate Change, c) the UN Convention on Biodiversity, d) the Global Commission on Adaptation, e) the UN Sendai Framework for Disaster Risk Reduction, f) the UN Committee on World Food Security (particularly pertaining to emerging Voluntary Guidelines on Gender Equality and Women's Empowerment)

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Cover image:

Regon Warren, of WorldFish, demonstrates brood stock corals in Western Province, Solomon Islands.

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# 1



## Introduction

**CORAL reefs are among the most biodiverse ecosystems globally, and they support the provision of goods and services for approximately 500 million people in coastal communities (Hoegh-Guldberg et al. 2019). Yet, climate change threatens the sustainability of coral reefs. Increased ocean temperatures mean coral bleaching and mortality events are becoming more widespread (Wilkinson 2000; Speers et al. 2016). These changes are modifying food systems and decreasing fisheries productivity (Rogers et al. 2018), increasing the vulnerability of millions of people dependent on reefs for their livelihoods (Hoegh-Guldberg et al. 2019).**

Within coral reef systems, the effects of social and ecological change are inequitably distributed (de la Torre-Castro et al. 2017; Lau et al. 2021a). Gender, the social meaning and expectations regarding what it is to be a woman or man, shapes how individuals experience opportunities and outcomes within social-ecological systems (Resurrección & Elmhirst 2008; Nightingale 2016). Women tend to face greater constraints than men in their capacities to respond to social-ecological change; men tend to have greater access to and control over assets (i.e., natural resources, income or technology) meaning they are generally better positioned to cope and recover from such change (Cohen et al. 2016; Locke et al. 2017). Moreover, in cases where social-ecological change has created food or economic insecurity, men are more likely to migrate to urban areas to find work, leaving women to bear the brunt of food provisioning, reproductive labour and experience the impacts of poverty more intensely (Rao et al. 2021).

Gender also shapes how people experience and engage with programmes and policies seeking to assist communities overcome social-ecological disturbance. In many cases, men are more able than women to access information and support, have greater flexibility to participate in alternative or adapted

livelihoods, and greater autonomy in making strategic life decisions (Locke et al. 2014; Cohen et al. 2016; Lawless et al. 2019). To ensure both effective and equitable outcomes, it is critical that environmental development interventions consider, and work to address these inequities. Yet, analysis of gender approaches used by interventions within coastal social-ecological systems suggest that current efforts are falling short of catalyzing needed progress toward gender equality (Stacey et al. 2019; Lawless et al. 2021; Mangubhai & Lawless 2021).

How environmental interventions interact with gender can be situated along a spectrum from those that seek to ‘reach’, ‘benefit’ or ‘empower’ women and men (Johnson et al. 2018), to those that actively seek to ‘transform’ gender inequalities (Kleiber et al. 2019) (Figure 1)<sup>1</sup>. Research has shown that the majority of environmental interventions seek to ‘reach’ or ‘benefit’ participants (Danielsen et al. 2018; Mangubhai & Lawless 2021). ‘Reach’ approaches tend to focus on ensuring women are included in interventions, for example, equal

<sup>1</sup> To gauge where a project falls on a spectrum of gender harmful to gender transformative, refer to the CARE gender marker guidance (CARE 2019b).



*Drying fish in Indonesia.  
Photo: Josh Estey / CARE*

numbers of women and men participating in activities or projects. ‘Benefit’ approaches focus on advancing individual access to resources, for example, as a means to increase productivity or income generation (Johnson et al. 2018; Kleiber et al. 2019). While these are important steps, these actions alone are unlikely to generate the profound gender and social change needed to drive equitable outcomes. Further along this spectrum, yet far less evident in environmental and conservation practice, are approaches that seek to ‘empower’ individuals. Essentially, these approaches focus on strengthening agency through expanding strategic freedoms or life choices, ultimately enhancing individual ability to make and act on decisions. Given women tend to have relatively less agency than men (Kabeer 1999; Muñoz Boudet et al. 2013), there is a tendency for ‘empower’ approaches to primarily focus on women.

Gender transformative approaches (GTAs) are considered the frontier of gender best practice. GTAs seek to surface and rebalance unequal norms, power relations and structures toward those that are considered gender equal (expanded in Section 2) (Wong et al. 2019; McDougall et al. 2020). They are distinct from approaches that only seek to address the symptoms of gender inequality (i.e., ‘reach’, ‘benefit’ or ‘empower’ approaches). GTAs are more ambitious and are designed to tackle the root causes of inequality (McDougall et al. 2020) and thus realize more transformative and long-lasting progress towards gender equality across a range of scales. While the use of GTAs is emerging in environmental sectors, and specifically in food systems discourse, to date, there has been little guidance for their application in coral reef social-ecological systems.

A recent literature review (Lau & Ruano-Chamorro 2021) found that although attention to gender and fisheries, and marine environments is increasing (Harper et al. 2013, 2020; Gopal et al. 2014; Kleiber 2014; Frangoudes & Gerrard 2018; Frangoudes et al. 2019), studies of gender are more nascent in tropical seascapes (de la Torre-Castro et al. 2017; de la Torre-Castro 2019), and gender transformative approaches are rarely applied. There is thus considerable scope to enhance gender equality outcomes by elucidating what applying a GTA entails in this context.

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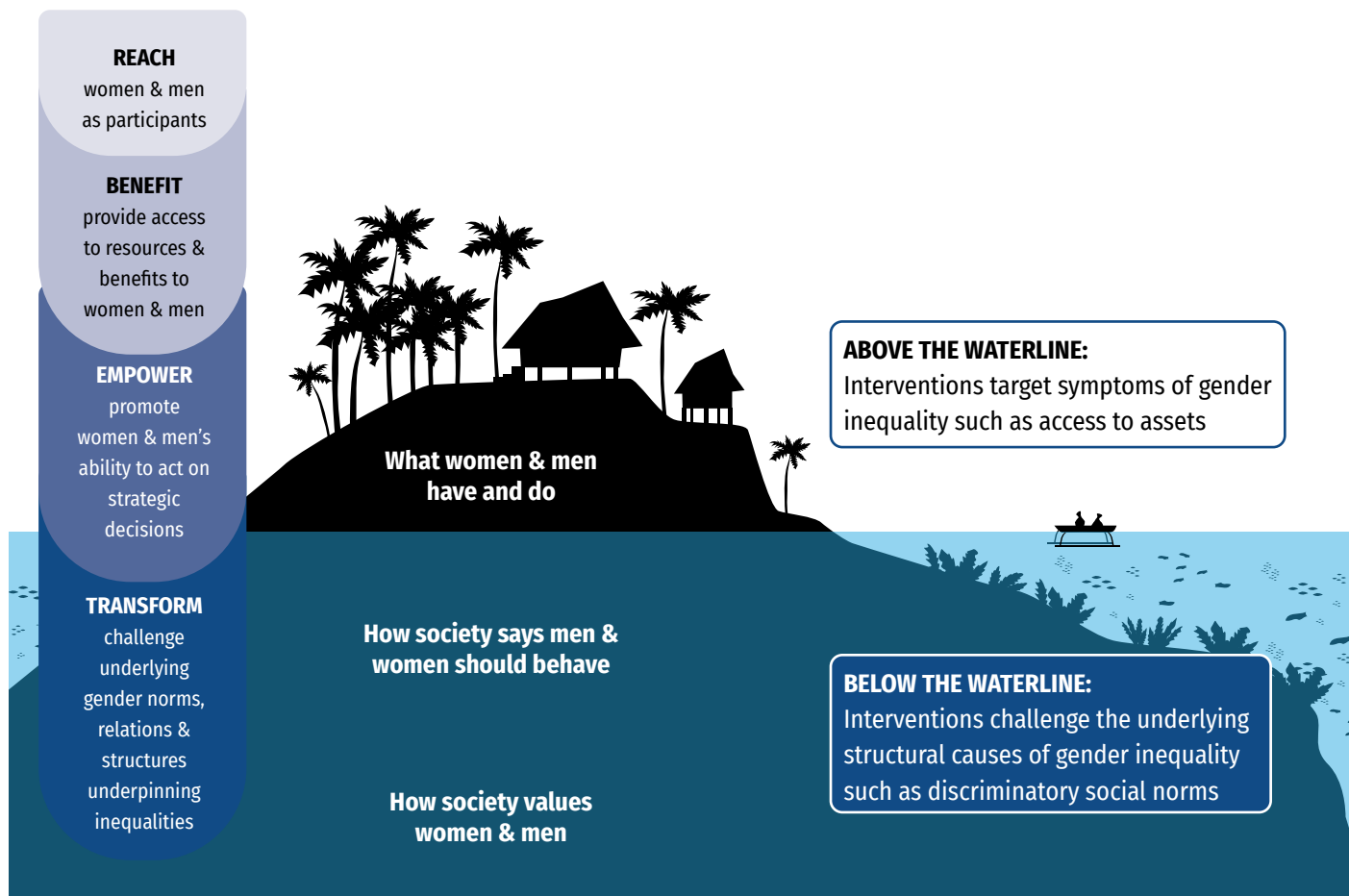
# 1.1

## Why pursue gender transformative approaches in coral reef social-ecological systems?

In coral reef social-ecological systems, GTAs can facilitate both *effective* and *equitable* livelihood outcomes (Kantor 2013; FAO et al. 2020; McDougall et al. 2020). Gender approaches that focus only visible gender differences (above the water line, Figure 2), may only benefit or empower women who are engaged in a project, and only achieve superficial changes that may not be sustained once a project ends (CGIAR Research Program on Aquatic Agricultural Systems 2012; Kantor et al. 2015). At worst, these approaches can lead to perverse outcomes, such as increasing women's workload (Lentisco 2012) or reinforcing gender stereotypes (Lau et al. 2021b). Addressing the less visible aspects of gender inequality (i.e., those below the water line in Figure 2) is critical if development research and practice is to promote sustainable change (CGIAR Research Program on Aquatic Agricultural Systems 2012).



**Figure 1.** Reef fish for sale at Gizo market, Western Province, Solomon Islands. Photo by Filip Milovac. Accessed at <https://www.flickr.com/photos/theworldfishcenter/18726048703/in/album-72157680294843608/>



**Figure 2.** Coral reef atoll island representing the different gender considerations in management, conservation, and development interventions. Most projects engage only above the waterline on changing what women and men have and do, thus treating only the symptoms of gender inequality. These interventions fall on the ‘reach’, ‘benefit’ and sometimes ‘empower’ aspects of the spectrum. In contrast, GTAs also engage with gender specifically below the waterline, ultimately seeking to change social expectations and values around gender.

Evidence from Asia and the Pacific suggest that gender approaches applied in coral reef social-ecological systems have a tendency to focus on ‘reaching’ women (e.g., through their physical inclusion in programs) or ‘benefiting’ women (e.g., increasing income earning potential) (Stacey et al. 2019; Lau & Ruano-Chamorro 2021; Mangubhai & Lawless 2021). These approaches attend to the more visible inequities, those considered ‘above the water line’ (Figure 2). Examples include greater consideration of sex-based differences in roles, for instance, harvesting activities; representation in resource management committees; or access to assets, information or technologies (see Lau & Ruano-Chamorro 2021 for detail). However, approaches targeted ‘above the waterline’ can proceed without attention to the deeper more invisible gender considerations (i.e., those ‘below the

waterline’). For example, simply seeking to include more women in management committees may not address a woman’s agency to make decisions and have influence in that particular space. Importantly, these approaches may overlook the structures that underpin these inequalities in the first place. This oversight is significant because without this level of engagement, gender approaches may be applied without substance, risk being watered down, and not make any meaningful contributions to enhancing gender equality (Wong et al. 2019; Lawless et al. 2021).

Putting GTAs into practice requires commitment, time and gender expertise, deep understanding of context-specificity and partnerships (Table 3). These challenges may explain why GTAs are only nascent in fisheries and coral reef social-ecological systems, and fisheries (Mangubhai & Lawless 2021).

Here, we seek to provide guidance for those working in coral reef social-ecological systems to expand gender approaches that tackle the symptoms of gender inequality (above the water line), to concurrently and deliberately tackle root causes (below the water line), through integrating gender transformative approaches.

### BOX 1:

## Gender Equality and Resilient Livelihoods in Coral Reef Social-Ecological Systems

Resilient livelihoods are those that have the ability to 'adapt to and recover from [shocks and stresses] in a manner that reduces chronic vulnerability' (USAID & Center for Resilience 2018). Building resilient livelihoods is a common entry point for supporting coral reef dependent communities to respond to social-ecological change. These livelihood interventions tend to follow four impact pathways (Table 1, Figure 3).



**Figure 3.** The four pathways through which the livelihoods of women and men living in coral reef dependent communities are influenced by external interventions. Regardless of the pathway(s) pursued, gender transformative approaches are applicable and relevant within each pathway. As such, there are a range of cross-cutting considerations for pursuing GTAs across each of these pathways.

For example, between 2010-2015, a CARE-WWF Alliance initiative pursued an integrated conservation and development model with local organizations and local government in Primeiras e Segundas in Northern Mozambique. The programme included Community-Based Natural Resource Management of fisheries, mangroves and forests (**management pathway**), alongside, Farmer Field Business Schools (see also Case study 5), Village Savings and Loan Associations (**livelihoods pathway**), and Water Sanitation and Hygiene (**adaptive capacity pathway**) in communities (Skinner et al. 2019).

Regardless of the pathway taken, these interventions interact with gender in ways that have the potential to amplify, maintain or transform existing gender inequalities (Resurrección & Elmhirst, 2009). Applying gender transformative approaches within each pathway, or combination of pathways, ensures that all people can equitably access and benefit from the opportunities these livelihoods interventions present.

Pathway	Influence of pathways on livelihoods	Cross-cutting GTA livelihood considerations*
<b>Alternative or improved livelihood initiatives in coral reef dependent communities</b>	Focused on enhancing the productivity of existing coral reef livelihoods (e.g., through technological innovations), or shifting reliance on coral reefs through the introduction of alternative livelihoods.	<p><b>Agency:</b> Agency refers to the availability of livelihood choices, and capacity to exercise choice related to these livelihoods. Women's and men's agency to pursue and benefit from livelihood opportunities differs</p> <p><b>Relations:</b> Social relations influence opportunities for people to engage in livelihoods. Relations within households, communities, management committees, or networks can shape decision-making power related to adoption of new technologies or the use of payments received from livelihoods</p> <p><b>Structures:</b> Structures such as tenure and community governance systems can shape women's and men's ownership of natural resources, and ability to make decisions about their use and management. Other structures may include national or local fisheries regulations, markets, and community management committees</p> <p>*Note: these are example considerations and do not serve as an exhaustive list</p>
<b>Initiatives that build adaptive capacity in coral reef dependent communities</b>	Focused on building adaptive capacity through enhancing access to assets (e.g., savings groups or microcredit), networks, and learning opportunities. These initiatives seek to build strategies to cope with, or adapt to, threats (e.g., saltwater intrusion).	
<b>Conservation initiatives to conserve biodiversity of reefs</b>	Seeks to conserve coral reef resources through interventions such as marine protected areas. Considerations are given to women's and men's ability to harvest resources used to support their livelihoods.	
<b>Resource management of marine/ land activities to ensure sustainability</b>	Focused on natural resource management that supports sustainable resource use. Considers how participation in management and decision-making processes are equitable.	

**Table 1.** Explanation of how the four pathways influence the livelihoods of women and men living in coral reef dependent communities and cross-cutting GTA focal areas.





# Scope and approach of this guide

GTAs are *process*-focused and context specific. The GTA *process* is before (i.e., scoping/ research, baseline analysis), during (procedures/ activities) and after (evaluation and monitoring) the implementation of livelihoods interventions. Thus, this Brief describes key principles and considerations underpinning GTAs, before outlining good practice across all steps of the process. The Brief specifically focuses on GTAs as community-scale projects, in contrast with larger scale-GTAs involving feminist policy, media and finance sector initiatives.

## Aims and audience

This Brief outlines good practice for implementing GTAs, supported by case studies from coral reef social-ecological systems, where possible. It is intended for practitioners working in coral reef social-ecological systems, across any combination of the four pathways.

**Structure** The guide is structured in six key sections:

**Section One (this section):** The introduction provides an overview of the background to GTAs in coral reef social-ecological systems and sets out the structure of the Brief.

**Section Two:** outlines the general background to gender transformative approaches. This section is a useful background summary for those unfamiliar with GTA theory and evidence.

**Section Three:** describes the iterative process of implementing a GTA and outlines good practice across each step. This section is most useful for gaining a deeper understanding of operationalizing GTAs.

**Section Four:** highlights practice and research gaps around GTAs in coral reef social-ecological systems and more broadly. This section is useful for practitioners and researchers seeking to combine research and evaluation with GTAs.

**Section Five:** consists of case studies that illustrate key points from Section Three, and highlights gender equality and resilience outcomes. This section provides synthesis and examples of GTA elements in action in coral reef social-ecological systems and beyond.

**Section Six:** summarizes the key content from Section Three in a short format. This section is useful for practitioner audiences seeking a short overview of how to operationalize GTA. The section references more in-depth explanations in Section Three.

Finally, **Appendix 1:** contains a list of useful references, tools, and resources for pursuing GTAs across all steps of the process.

# 2



## Gender Transformative Approaches

Gender Transformative Approaches (GTAs) are distinct from other gender equality approaches because they deliberately seek to tackle both the symptoms **and root causes** of gender inequalities. These root causes or ‘leverage points’ for change refer to **structures**; deep-seated and invisible **gender norms** and **power relations**. Alongside attention to symptoms, **transforming structures** that (re)produce gendered inequalities is essential to promote more fundamental, systemic, and enduring change.

GTAs are holistic because they encompass the intertwined strategies toward gender equality (i.e., the feedback loop between agency, relations, and structures), to create an enabling environment for gender transformation. **Gender norms** refer to the everyday expectations, attitudes and relations related to what it means to be a woman or a man, and how women and men *should* behave. Norms are embedded in formal and informal institutions (**structures**), nested in the mind (**agency**), and produced and reproduced through social interactions (**relations**). They play a role in shaping women and men’s (often unequal) access to resources and freedoms, thus affecting their voice, power and sense of self (Cislaghi & Heise 2020). **Gender relations** refer to the relationships of power between and among different women and men. These norms and relations govern the informal (i.e., what an individual can and cannot do in their day-to-day life), but are also reflected in the formal societal structures (i.e., laws and informal rules) (Morgan 2014).

In coral reef social-ecological systems gender **norms** shape expectations of appropriate behaviours and activities of women and men. In Solomon Islands for example, a study found that the livelihood activities women are able to pursue were shaped by norms that restricted their physical mobility and whether particular livelihood activities aligned

with perceptions of ‘women’s work’ (Lawless et al. 2019). This study also found that unequal decision-making power between women and men from the same household meant women were less able than men to exercise choice related to livelihoods, or make strategic life decisions, an example of underlying **structure (norms)** inhibiting **agency**.

GTAs deliberately and purposively challenge and change underlying structural barriers by building agency, changing relationships, and transforming structures. In contrast, ‘gender aware’ or ‘gender accommodating’<sup>1</sup> may recognize, but do not actively seek to transform inequitable relations, norms, and structures.

Thus, in applying a GTA, **structural barriers** need to be a central consideration in the design of coral reef livelihood initiatives, alongside attention to curtailed **agency** and restrictive **relationships**. Rather than being prescriptive, GTAs consist of a range of key considerations and principles (Tables 3 and 4) that engage individuals as agents in their own social change process (Wong et al. 2019).

<sup>1</sup> To gauge where a project falls on a spectrum of gender harmful to gender transformative, refer to the CARE gender marker guidance (CARE 2019b).

**GTAs “are programs and interventions that create opportunities for individuals [and societies] to actively challenge gender norms... [and] address power inequities between persons of different genders” (HC3 2015).**

## **BOX 2:**

### **CARE’s Gender Equality Framework**

CARE’s Gender Equality Framework highlights three key domains as critical for realizing gender equality (Figure 4); i) **building agency** to empower individuals to take steps to achieve their rights—informally through building self-esteem, consciousness, and aspirations, and formally through capacity, knowledge and skill-building; ii) **changing power relations**—informally in intimate relationships and social networks, and formally through group membership, activism, citizenship and market relations, and iii) **transforming structures** such as land policies, procedures and services, and informal norms, customs, values and practices (CARE 2018a). These three domains reinforce and feedback on one another and thus benefit from being pursued concurrently at different scales.

#### **BUILD AGENCY**

Building consciousness, confidence, self-esteem and aspirations and knowledge, skills and capabilities.



#### **CHANGE RELATIONS**

The power relations through which people live their lives through intimate relations and social networks and group membership and activism, and citizen and market negotiations.

#### **TRANSFORM STRUCTURES**

Discriminatory social norms, customs, values and exclusionary practices and laws, policies, procedures and services.

**Figure 4.** CARE’s Gender Equality Framework (GEF) (CARE 2019). CARE’s GEF seeks to move beyond technical and surface level approaches to gender equality by concurrently building agency, changing relations and transforming structures. The framework is widely used in agricultural livelihood and climate change adaptation programming.

## 2.1. Key Considerations of Gender Transformative Approaches

There are several key considerations that are important to understand prior to implementation of a GTA approach broadly and in coral reef social-ecological systems. These considerations are summarized in Table 3.

Key consideration	Explanation
<b>GTAs define and understand gender as a social construct</b>	GTAs understand gender as a social relation (Wong et al. 2019) and a social construct, ‘embedded in how societies define women’s and men’s roles and relations and the distribution of resources’ (Cole et al. 2014). As such, gender is not considered as a fixed, binary difference between women and men.
<b>GTAs are adapted to context and underpin the project design of broader interventions</b>	GTAs are usually embedded within broader development, management, or conservation interventions (Figure 3, Table 1). For instance, GTAs have been implemented with interventions aimed to reduce post-harvest fish losses in Zambia (Case study 1) and introduced alongside innovative aquaculture technology in household ponds in Bangladesh (Case study 2). See the section below and different GTAs approaches in multiple contexts (CARE 2019a; FAO et al. 2020).
<b>GTAs seek equality for all (not only women)</b>	Gender transformative change is a political process (Hillenbrand et al. 2015) and GTAs work with and seek gender equality for all women, men, boys, and girls (CARE 2016; International Center for Research on Women 2018). As such, GTAs directly challenge the assumption that promoting gender equality means solely benefiting women. (Brookfield in Kantor & Apgar 2014). It is important women, men, boys and girls are all included in transformation process.
<b>GTAs lead to transformative and enduring change. What emerges is fundamentally different from what existed before.</b>	GTAs do not impose particular visions or changes upon individuals, communities, or societies from the outside. Instead, they <i>facilitate critical awareness and questioning of gender roles and norms</i> . The willingness to engage in gender transformative change has to come from families and communities involved in the process of change (Case study 1 in Zambia, Case study 2 in Bangladesh).
<b>GTAs take time and long-term planning, evaluation, and capacity</b>	Addressing gender equality is not just a technical issue; it is a challenging process, and it is neither quick nor easy to implement. GTAs require understanding, self-critical reflection and facilitation skills from staff, long-term funding, and may face challenges when people are reluctant to change social norms, including within institutions themselves (Hillenbrand et al. 2015; FAO et al. 2020).
<b>GTAs can require partnerships and buy-in across all levels of an intervention</b>	Government actors and civil society organizations play a key role in promoting gender equity (e.g., international commitments and frameworks, women’s rights organizations) (CARE 2018a). GTAs often require partnerships for implementation. Partnerships can also help promote social capital, governance capacity, and policy changes (FAO et al. 2020) (Case study 5). Ultimately, willingness to engage in GTAs and promote transformative change should come from the agents of change themselves (e.g., families, communities, local and national institutions) (Kantor et al. 2015).

Table 3 Summary of key considerations for GTAs

### BOX 3:

## CASE STUDY Blue Venture's Gender Toolbox Integrates Gender Equity Across a Range of Initiatives and Countries

Blue Ventures takes a holistic and human-rights based approach to locally-led marine conservation and management, and it is promoting gender equity through a wide array of initiatives. While not a discrete GTA, this broad toolbox of approaches for mainstreaming gender equity across Blue Venture's marine conservation and management work (<https://blueventures.org/conservation/approach/gender/>), highlights the benefits of integrating gender considerations across many pathways to improving livelihoods in coral reef social ecological systems.

Blue Ventures integrates gender equity across a range of initiatives including through 1) Family planning services, 2) alternative livelihoods (seaweed, sea cucumber, and lionfish jewelry), 3) engaging women in fisheries management monitoring, 4) engaging men (in Timor-Leste), 5) and increasing women's representation in decision-making. Some

parts of the BV toolbox have taken a more gender transformative approach. For instance, in Timor Leste, BV **engaged men** in discussions about gender roles at the household and the community level. In Comoros, BV partnered with the local organization Dahari, to support members of the women's fishing association to undertake an exchange visit to communities in Zanzibar to learn about the benefits of implementing closures to an Octopus fishery, thus **building agency** (<https://blog.blueventures.org/en/inspiring-change-comorian-fisherwomen-visit-zanzibar-to-learn-about-resource-management/>). There is some evidence that BV's integrated and long-term approach to gender equity is changing **power relationships**. For instance, actively promoting women's representation in fisheries management decision-making as members and leaders across a range of projects has led to women being more socially accepted as leaders.



*An octopus fishery in Zanzibar opens after a temporary closure.  
Photo: Blue Ventures / Mwambao.*

# 3



## Good practice guide to Gender Transformative Approaches

GTAs are characterized by a range of principles of good practice that provide guidance for the development of gender transformative livelihoods in coral reef social-ecological systems (Table 4).

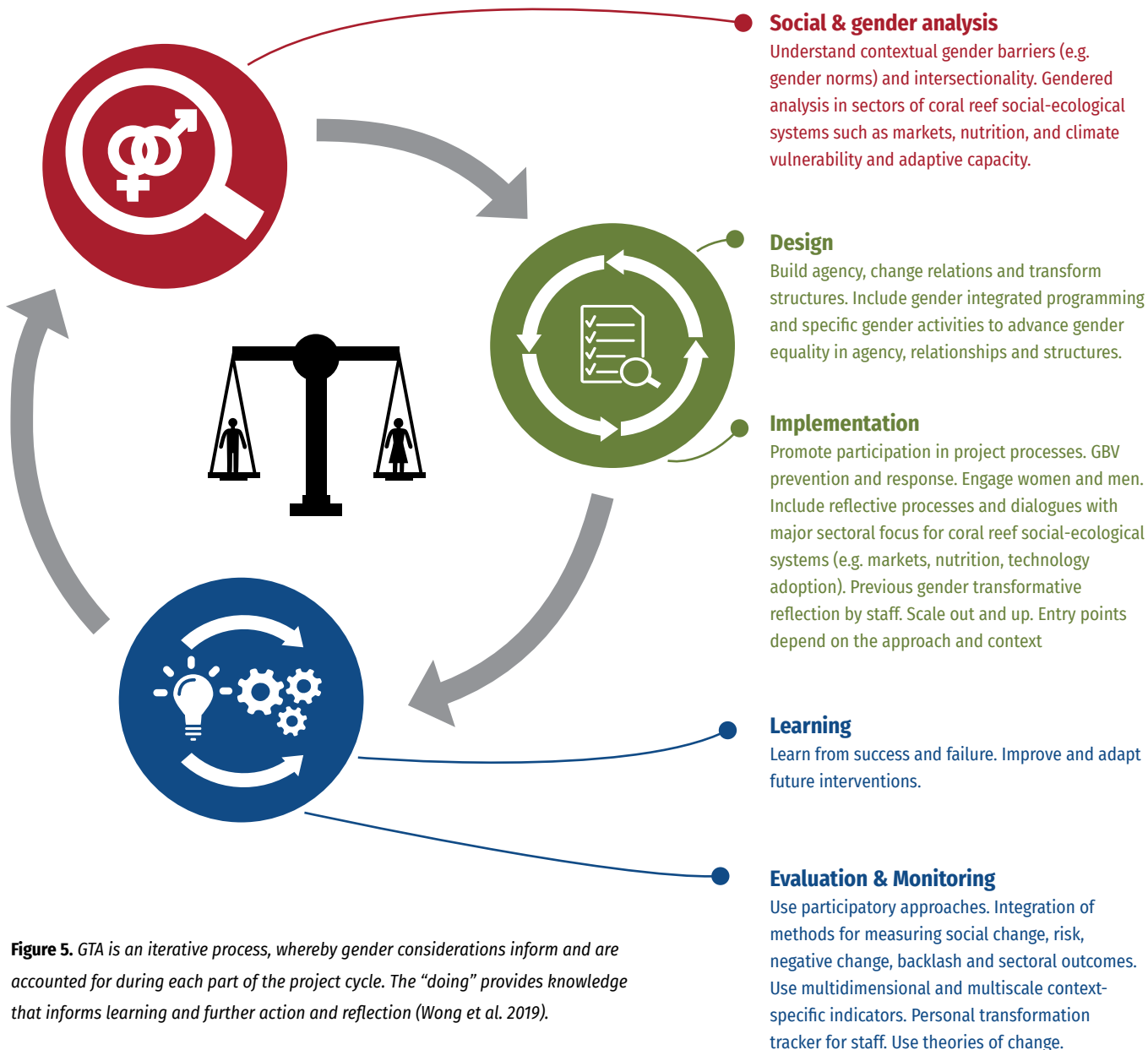
Principle	Explanation
<b>1. Understand the context and conduct gender analysis</b>	Gender influences individual experiences and opportunities in coral reef social-ecological systems. Therefore, having a deep understanding of how social norms, power relations cause gender inequalities and how this intersects with other social identities in a given context, it is critical to inform GTAs (Kantor 2013). Gender analysis helps to identify key issues contributing to gender inequalities (see Figure 5 and section 3.1.1).
<b>2. Focus holistically on transforming structural barriers, building agency and changing relations</b>	GTAs aim to address gender inequalities by building agency, changing relations, to also strongly focusing on the <b>transformation of structures</b> that underpin inequalities (Section 2). Deep and enduring change happens when structures are transformed, and what emerges is fundamentally different from what it was before (Brookfield 2012 in Kantor & Apgar 2013)).
<b>3. Ensure project activities meet the needs of people of all genders</b>	Project services, activities and distributions respond to gender differences regarding needs, risk and inequities (identified in the gender analysis), promote safe and inclusive project access to all participants, and address discrimination (CARE 2019b).

Principle	Explanation
<p><b>4. Adopt participatory approaches</b></p>	<p>GTAs are inherently participatory and provide opportunities for individuals to articulate their own aspirations for change (Hillenbrand et al. 2015). In GTAs, communities work alongside development and other actors, to identify, question and begin to shift harmful or unfair gender norms and gendered power imbalances, in ways that are locally appropriate (Hilly et al. 2012; Lawless et al. 2017).</p> <p><b>Meaningful participation</b> of people of all genders requires designing activities, structures and mechanisms that provide real opportunities to participate, <b>transparent information-sharing</b>, equal and meaningful opportunities to be <b>involved in decision-making across</b> during different stages of the project, and accessible, safe and reliable <b>response feedback mechanisms</b> for complaints or feedback (CARE 2019b).</p>
<p><b>5. Internalize and practice gender equality principles in facilitating organizations</b></p>	<p>It is critical that facilitating agencies, including staff, partners (including government) take time to self-reflect, understand, and embrace GTA principles broadly within their work and organizational culture. Put simply, this principle requires facilitating organizations and groups to ‘walk the talk’ on gender equality within the facilitating institution and at the interface with communities and understanding and reconciling inherent bias.</p>
<p><b>6. Instigate reflective processes</b></p>	<p>GTAs foster cycles of critical reflection to challenge oppressive norms, behaviours, and power dynamics (Kantor et al. 2015; FAO et al. 2020). Reflection is a foundation of social learning processes that seeks transformative shifts in mental models, values, and beliefs (Cole et al. 2014; Wong et al. 2019).</p>
<p><b>7. Engage women and men across a range of identities</b></p>	<p>Women and men are not homogenous groups. Being female or male intersect with other identities (such as age, marital status, ethnicity, and class). These different identity markers can shape the different experiences and opportunities of individuals. As such, engaging a range of women and men, and accounting for their different experiences, is important (Kantor et al. 2015; CARE 2016; McDougall et al. 2020).</p>
<p><b>8. Engage actors at multiple scales</b></p>	<p>Gender norms shaping the expectations of an individual are produced and reinforced at household, communal, institutional, and societal scales. As such, the barriers, and opportunities to engage in and benefit from coral reef associated livelihoods are reproduced at multiple scales. It is important that GTAs engage with actors and institutions at these different scales to challenge the underlying norms and power relations and ensure long-lasting transformative change (Kantor 2013; Cole et al. 2014).</p> <p>(See entry points at different scales for GTAs in FAO et al. 2020, page 7, Table 1 and also International Center for Research on Women 2018).</p>
<p><b>9. Monitor and evaluate throughout</b></p>	<p>Gender transformative projects collect Sex and Age Disaggregated Data (SADD), consider and adapt to needs, safety and security risks, and vulnerabilities issues (e.g., gender-based violence or GBV), measure unintended consequences, and monitor changes in gender roles and relations (CARE 2019b).</p>

**Table 4.** Summary of GTA principles. GTAs rest on a key set of operating principles (CARE 2019b, FAO et al. 2020; McDougall et al. 2020).

## 3.1 The iterative GTA process

The way GTAs are applied within projects and programs is iterative. Gender transformative elements must be integrated beginning with social and gender analysis, through to the design, implementation, monitoring, evaluation and learning about the intervention. These steps occur no matter how GTA is applied. In this section, we detail the steps in this iterative process, drawing specifically on examples from coral reef social-ecological systems—or similar systems when necessary. Relevant case studies are highlighted.



**Figure 5.** GTA is an iterative process, whereby gender considerations inform and are accounted for during each part of the project cycle. The “doing” provides knowledge that informs learning and further action and reflection (Wong et al. 2019).





### 3.1.1 Social & Gender Analysis

A deep understanding of the social, historical, cultural, and gender context (e.g., gender norms, power dynamics in the household and value chain) is an essential first step to inform the design and implementation of GTAs. Gender analysis is used to identify what factors lead to gender inequalities (e.g., gender roles, powers, needs, decision-making patterns, access to and control over resources, benefits and impacts from fisheries) and how gender interacts with other social factors such as ethnicity, age, caste, and status (i.e., intersectionality) (CARE 2015; Barclay et al. 2021). Gender analysis can provide information on specific sectors of coral reef social-ecological systems, such as markets, nutrition, access to resources, and power in management. In addition, specific gender analysis of climate vulnerability and adaptive capacity (Gendered Climate Vulnerability and Capacity analysis, CVCA) is necessary to understand how gender dynamics influence and distribute vulnerability to climate change (CARE 2019c).

Gender analysis informs the design of GTAs. For instance, to equitably improve coral reef livelihoods is essential to understand, recognize and consider men's and women's needs (e.g., what skills will women and men require to benefit from alternative livelihoods), understand and address relationships, institutions, gender norms and policies that shape the ability of men and women to improve their livelihoods, and diagnose discriminatory social and gender norms. In the Barotse Fisheries value chain in Zambia, gender analysis informed the topics included in drama skits used to spark reflection on gender-related issues (Case study 1). In addition, gender analysis can also be used to inform monitoring, evaluation, and learning to see if GTAs have shifted norms (Barclay et al. 2021). Gender analysis must be an ongoing process because gender norms, power dynamics and social relations can shift over time.

***More information on key tools for gender analysis/ evaluation are included in the Appendix.***



### 3.1.2 Design and Implementation

Design interventions that concurrently build agency, change relationships, and address contextual social and gender barriers (structures). GTAs can be designed and implemented in all four pathways that lead to change in coral-reef social-ecological systems (Box 1) and should be guided by GTA principles (Table 4). GTAs are often designed and implemented in combination with development, management, or conservation approaches through gender-integrated programming and through specific gender activities targeting agency, relationships and structures (see principle 3 in Table 4). For instance, in Zambia (Case study 1) and Bangladesh (Case study 2), technological agricultural innovations were implemented in combination with specific GTA activities.

In coral reef social-ecological systems, there have been some efforts to integrate GTAs with conservation, management, and development programmes. In Tanzania, the Tanga project integrated gender equity in a conservation, management, and development programme (Tanga, Case study 3) and

in Philippines, gender equity was mainstreamed in a project that combined family planning and environmental management (project IPOCORM, Case study 4). In coral reef social-ecological systems, GTAs could be implemented as part of different pathways to building resilient livelihoods. For example, critical reflection and dialogues could be integrated with technological innovations, such as fish aggregating devices (Tilley et al. 2019), co-management of coral reef fisheries and marine protected areas (Kleiber et al. 2018), market access and training for marketing coral reef products (Cramer & Kittinger 2021), and projects to increase nutrition security. The entry points of the intervention (e.g., couples, household, community) will depend on the scope and context of GTAs. For instance, in Bangladesh, WorldFish promoted technological innovation in combination with a GTA at household and community levels (Case study 2). Table 5 outlines key mechanisms for operationalizing key GTA principles (Table 4). These mechanisms represent the 'how to' aspect of designing and implementing GTAs.

## Key mechanisms in GTA design and implementation:

Mechanism	Explanation	Case studies and examples
<b>Build agency, change relationships, transform structures holistically</b>	<b>GTA</b> s build agency informally (through building self-esteem, consciousness, and aspirations) and formally (through capacity, knowledge, and skill-building). They shift <b>power relations</b> (expectations and dynamics embedded in relationships) informally through changing norms in intimate relationships and social networks, and formally through group membership, activism, in institutions and market relations. Finally, they <b>transform structures</b> by changing formal and informal rules (e.g., policies, regulatory systems, and social norms) (CARE 2019).	For example, promoting women’s ability to renegotiate market relationships (e.g., with traders and bankers) can result in an increase in mutual trust and understanding (Vossenberget al. 2018).  Farmer Field and Business Schools (FFBS) is a transformative capacity-building model which focuses on building agency, transforming structures, and changing relations. By building farmer’s skills to increase production, access markets, increase collaboration and participate in decision-making, FFBS has increased women’s confidence and autonomy, reduced GBV, and increased families’ and communities’ respect towards women (Case study 5).
<b>Engage both women and men</b>	In GTAs both men and women are engaged, either separately or together, to promote social change towards gender equality.	Farmer Field and Business Schools (FFBS) engaged women and men in “gender dialogues” at the household level to reflect on issues regarding nutrition and household decision-making, workload sharing, interpersonal relations, and income control (See case study 5).  GTAs combined with technological innovations in Bangladesh and Zambia engaged men and women in critical reflective dialogue about gender norms (Case studies 1 and 2).
<b>Foster an iterative cycle of critical reflection and action among participants</b>	Reflection discussions are used to spark critical consciousness through social learning processes and enhance self-awareness of contextual social norms and dynamics and their influence on people’s lives.	GTA combined with technological innovation in Zambia promoted critical reflection discussion around harmful norms affecting the value chain actors (especially women processors) using drama skits at the community level (Case Study 1).  GTA combined with technological aquaculture innovation in Bangladesh promoted critical reflection discussion at the community and household levels to challenge gender barriers to women’s harvesting (Case Study 2).

Mechanism	Explanation	Case studies and examples
<p><b>Use participatory methodologies</b></p>	<p><b>Participatory Action Research (PAR)</b> aims to create knowledge and address structural inequalities through an iterative cycle where people identify problems, design and implement plans to address them, analyze outcomes, reflect, and learn from them (Cole et al. 2014; van der Plöeg et al. 2016).</p> <p><b>Participatory Action Learning (PAL)</b> PAL is a group of practice-oriented approaches used to engage women and men in discussions and critical reflection around gender norms using set tools, manuals, etc. (see Wong et al. 2019, table A page 15).</p>	<p>CGIAR Research Program on Aquatic Agricultural Systems used gender transformative PAR to promote learning, develop partnerships, and strengthen stakeholders' capacities (Case studies 1 and 2).</p> <p>The Joint Programme to Accelerate Progress towards the Economic Empowerment of Rural Women (JP RWEE) used Gender action learning systems (GALS) for households to envision and plan a vision for the future, in a way that transformed gender-based power relations (Case study 6).</p> <p>Examples of tools for participatory action learning include: <i>Nurturing connections</i>, <i>Gender action learning systems (GALS)</i>, <i>Social Analysis and Action (SAA)</i>, <i>Journeys of Transformation</i>, and <i>Rapid Care Analysis (RCA)</i>.</p>
<p><b>Promote gender transformative training and reflection by staff from the beginning and during implementation</b></p>	<p>Building capacity to work in gender aware and gender equitable ways at all organizational levels is essential to promote GTAs. For example, some organizations facilitate gender reflection among staff and partners at the beginning of the GTA process (Hillenbrand et al. 2015; CARE 2018b; FAO et al. 2020), and ensure staff have access to gender training.</p>	<p>A GTA approach “[requires] a constant and sustained investment in strengthening gender capacities; skills and fostering of new gender-aware ways of viewing the world among staff and partners, and among women and men from the communities” (Cole, Steven et al. 2014, 11). This ultimately requires nurturing a culture within organizations, that values and practices gender equality and diversity in everyday practice (ibid).</p>
<p><b>GBV prevention and response integration</b></p>	<p>GTAs can lead to a backlash effect (i.e., men use violence to reestablish power). Engaging men and boys in projects that empower women, encouraging men and boys to question men's behavior, constructions of masculinity and gender relations that harm women, and encourage them to become allies of gender equality, can reduce gender-based violence (GBV) (CARE 2014).</p>	<p>Farmer Field and Business Schools (FFBS) provided training and promoted dialogues on GBV (Case study 5).</p>

Mechanism	Explanation	Case studies and examples
<b>Outreach to share experiences and scale-up</b>	Scaling pathways can be designed into GTA approaches from the outset. Scaling up GTAs involves sharing lessons learned and replicating approaches in other communities (van der Ploeg et al. 2016). Partnership at the provincial and national level “enable creative and innovating thinking on how to address development issues” (Hillenbrand et al. 2015; van der Ploeg et al. 2016). At an international level, shared experiences and insights from implementation “provid[e] opportunity to influence national and regional development policies” (Kantor and Apgar 2013, Nurick and Apgar 2014, in van der Ploeg et al. 2016).	The Farmer Filed Business Schools encouraged engagement with governments to influence policy changes. This intervention promoted changes in government policies to address gender inequity issues such as protection from domestic violence and women’s rights to land (Case study 5).

**Table 5** Key mechanisms in GTA design and implementation



### 3.1.3 Monitoring, evaluation, and learning

Monitoring, evaluation and learning (MEL) can be used to track progress, assess transformational change, risk, negative change, backlash and sectoral outcomes (e.g., nutrition, markets, sustainable management), and improve the ability of the organization or community to implement future projects (Barclay et al. 2021). A transformative project should contain a MEL system that collects and analyzes SADD (Sex and Age Disaggregated Data) and uses this information to adapt the project to changing people’s capacities, vulnerabilities and needs to ensure access to rights, safety, and security. In addition, MEL should monitor positive and negative unintended consequences (e.g., backlash, new economic activities) and monitor changes in agency, structures and relations (see Principle 3, Table 4) (CARE 2019b).

GTAs can lead to social change processes that are complex, difficult to observe and measure, and take a long time to occur. Thus, methods to evaluate transformative change need to embrace complexity and context-specificity (Hillenbrand et al. 2015). This may require a new way of thinking about what and how transformative change is measured (Hillenbrand et al. 2015; Wong et al. 2019). For instance, social change should be measured as an incremental process (e.g. incremental changes in agency, relations, and structures) and indicators of social change will need to be adapted to the context (CARE n.d.; Hillenbrand et al. 2015; Wong et al. 2019). To develop appropriate evaluation methods in a specific context, it is useful to have a set of guidelines that can support interventions in achieving gender equity (Hillenbrand et al. 2015):

## Mechanisms for monitoring, evaluation and learning in GTAs:

Mechanism	Explanation and references
<p><b>Use Theories of Change (ToC) to assess GTA outcomes:</b></p>	<p>A ToC provides understanding of how change happens by specifying the connections between interventions and outcomes. ToCs can be used to reflect on the assumptions made regarding the intervention and the expected changes and compare them with the changes observed (outcome evidencing) (Eerdewijk &amp; Brouwers 2014). For instance, ToCs have been used by Blue Ventures to evaluate the impacts of integrated family planning and environmental initiative on women’s empowerment, development, and conservation outcomes (Singleton et al. 2019).</p>
<p><b>Use multilevel and multi-dimensional outcomes and indicators with attention to gender norms:</b></p>	<p>Measurement approaches should track changes beyond the individual level (e.g., men and women’s income, time, labor), and focus on other scales (e.g., household, community) to detect changes in relationships (e.g., level of family conflict, social networks) and structures (e.g., social norms) (Box 2). (See Hillenbrand et al. 2015 and Barclay et al. 2021 for a complete list of potential indicators).</p>
<p><b>Use participatory approaches to MEL:</b></p>	<p>Engage stakeholders in the MEL process (e.g., data contribution, part of the evaluation team, interpreting results) to be meaningful, relevant, and transparent (Barclay et al. 2021). In addition, engage stakeholders in the development of indicators (Hillenbrand et al. 2015; Barclay et al. 2021). Relevant issues for gender transformation could be identified through social analysis, reflection, and dialogue among stakeholders to identify indicators (Hillenbrand et al. 2015). Rigorous processes to identify indicators can be found in Hillenbrand et al. 2015.</p>
<p><b>Undertake gender transformative reflection by staff and organizational change:</b></p>	<p>Measuring GTA progress requires innovation. It is important to critically think about how social change is measured because it can reinforce gender inequities (Hillenbrand et al. 2015; Wong et al. 2019). Indeed, ‘the choice of indicators and MEL systems is inherently a value-driven and political process’ (Mayoux 2000 in Wong et al. 2019). Organizations need to invest in building critical reflection skills among staff (including in ability to interrogate how their own beliefs and attitudes can affect measurement), create spaces for staff to reflect periodically, promote a working culture of innovation and learning, rather than efficiency and output production (Hillenbrand et al. 2015; Wong et al. 2019), invest in new ways of MEL, and encourage staff to reflect on their own positions and practices.</p>
<p><b>Measure positives and negatives relevant to marginalized groups:</b></p>	<p>Ensure monitoring, evaluation and learning systems and programming remain accountable to marginalized members (Hillenbrand et al. 2015). This includes tracking and reporting on reversals in outcomes and negative changes (e.g., gender-based violence or social exclusion).</p>

Mechanism	Explanation and references
<b>Take a mixed-methods approach:</b>	Both quantitative and qualitative approaches have different strengths in MEL. Quantitative approaches (e.g., Women’s Empowerment Fisheries Index or WEFI) are useful to evaluate and monitor changes, and qualitative approaches (e.g., focus groups, Ladder or Power and Freedom) “are noted for their ability to elicit information about transformative social changes and for being more equipped to capture different types of power inequality, such as intangible gender attitudes, relationships and norms, that quantitative indicators cannot always capture” (Wong et al. 2019). Examples of approaches to MEL are included in Table 7.
<b>Use MEL findings to improve and adapt:</b>	Monitoring and evaluation can provide useful information (e.g., success and failures) that can be used to improve and adapt the design and implementation of GTAs. This is the ‘learning’ aspect of the GTA iterative cycle, after which, new social and gender research and new interventions can be designed.

**Table 6** Principles for monitoring, evaluation and learning in GTAs:

	Qualitative	Quantitative
<b>Measure women’s empowerment</b>	Focus groups and interviews, Ladder of Power and Freedom (GENNOVATE) (Wong et al. 2019, page22)	Project level - Women’s Empowerment in Agricultural Index (Pro-WEAI); CARE’s Women’s Empowerment Index (WEI); WEFI (Women’s Empowerment Fisheries Index (Cole et al. 2020).
<b>Measure attitudinal and normative change</b>	Vignettes- GENNOVATE (Wong et al. 2019. page 23), Focus groups and interviews, Outcome Mapping method (Hillenbrand et al. 2019).	Social Institutions Gender Index (SIGI) (Wong et al. 2019 al. page 23), Gender Equitable Men (GEM) Scale (Singh et al. 2013).
<b>Measure change in outcomes (e.g., food security)</b>	The RBET criteria can be used to measure gender impacts	Coping Strategies Index (CSI) as discussed in the FFBS  Food Insecurity Experience Scale (FIES)
<b>Transformation tracker for monitoring staff transformation</b>	CARE Sri Lanka developed questions to track staff perceptions of empowerment and gender perceptions and attitudes regarding decision-making, division of labour, gender-based violence and homophobia (CARE Sri Lanka 2012 in Hillenbrand et al. 2015).	

**Table 7** Selected qualitative and quantitative approaches to monitoring, evaluation and learning.

# 4



## Research and learning opportunities in coral reef social-ecological systems

The limited application of GTAs in coral reef social-ecological systems offers a substantial opportunity to trial and evaluate gender transformative approaches in these contexts. Some of these opportunities include:

### Testing and modifying GTAs methods by trialing and implementing GTA principles in your own organizations

Learning about GTAs extends beyond formal training or skill development to generating deep-seated attitudinal and behavioural change. This learning takes place within and through the organizational cultures and practices in which we work and requires individuals to reflect on the norms and behaviours that maintain gender inequalities (Wong et al., 2019). Gender transformative practice needs to be applied to our own organisations to ensure it becomes “part of the organizational DNA” (Wong et al., 2019, p. 19).

#### **Research and learning questions:**

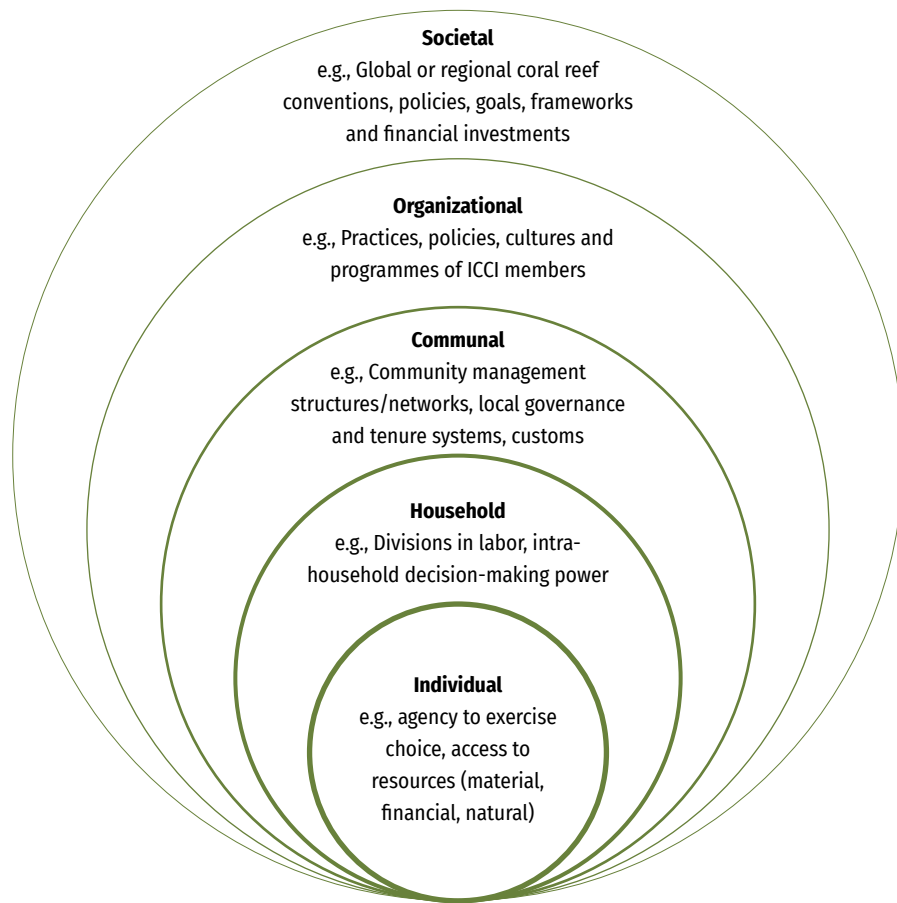
- *How can we ensure GTAs become mainstream practice within individual organizations?*
- *Are there different considerations when applying GTA in a coral reef dependent community compared to an organizational setting?*

### Opportunities to design and evaluate GTAs at different levels of coral reef governance

Gender inequalities are produced and reinforced at multiple scales of governance. Approaches that only seek to enhance women’s agency for instance, are unlikely to be sufficient to create widespread and sustained change. Therefore, GTAs need to be designed, applied, and evaluated across these different levels. Figure 6 shows how these levels are nested within each other and offers some examples of coral reef-specific structures that could be targeted through GTAs. Given the application of GTAs is relatively new in this context, there is potential to better understand these specific structures and the role they play in maintaining, or alternatively, can play in shifting gender inequalities.

#### **Research and learning questions:**

- *How can GTAs be implemented at multiple scales (e.g., household, community, societal)? How do GTA outcomes differ by scale and context?*
- *How can GTA be scaled up (i.e., beyond-households, including groups, organizations working on SFF, markets, policy, and legal arenas)?*



**Figure 6.** Scales of governance relevant to GTA projects and planning in coral reef social-ecological systems.

### Connect and map GTAs to CARE’s Gender Equality Framework

For GTAs to be sustainable and have impact, approaches need to tackle gender inequalities across multiple domains. CARE’s Gender Equality Framework is comprised of three interconnected domains **(1) build agency, (2) change power relations** and, **(3) transform structures** considered critical for realizing gender equality (Figure 4). Limited application of this framework in coral reef social-ecological systems presents an opportunity to determine how each of these different domains can be engaged with. As a first step, working toward building **agency** in coral reef social-ecological systems, may require determining the goals that individuals regard as important, and identifying the different barriers individuals or social groups may face in achieving these goals. Such barriers may include rights over tenure, access to fishing grounds or assets, and decision-making about these systems. Addressing these barriers inevitably requires investigating

the different **relationships** that may undermine achievement of these rights, for example, within marine management groups or networks, or within households. This process may bring an explicit focus to the types of **structures** needing to be transformed, such as marine tenure systems, or informal customs, values or practices.

#### **Research and learning questions:**

- *What are the key principles to consider when designing GTAs to ensure they work toward building agency, changing relations, and transforming structures?*
- *Which practical tools are best suited to facilitating these transformations in coral reef social-ecological systems?*



## Develop an understanding of the values and goals of people in coral reef dependent communities

Coral reefs support the livelihoods of approximately 500 million people residing in coastal communities worldwide (Hoegh-Guldberg et al. 2019). Understanding the diversity of people's relationships with coral reefs in different contexts is essential to ensuring management efforts are locally appropriate and equitable. Future research could investigate what people value and how they want to participate and benefit from coral reef associated livelihoods. This will require attending to the diversity of human experiences in these systems, which may differ by identity (e.g., sex, class, race, status) in a given context.

### Research and learning questions:

- How can GTAs engage with multiple genders and identities (e.g., class, race, status) in coral reef social-ecological systems?
- How does gender in the context of coral reef social-ecological systems, shape women's and men's gender roles, power, needs, decision-making patterns, access to and control over resources, benefits and impacts from fisheries and conservation, management, and development projects?
- What GTA approaches can be designed and implemented to promote gender equity in the specific context you work?
- What are the entry points to promote GTAs?
- How can GTA outcomes be monitored and evaluated in that particular context?
- What indicators are appropriate for the specific context?

## Assess the extent GTAs applied in coral reef social-ecological systems can also drive improvements to the health of coral reefs and enhance broader sectoral outcomes

Coral reefs are a dynamic social-ecological system where the health of coral reefs is tightly connected to human wellbeing. Inherent within a GTA is a desire to drive social change. While the social goals for pursuing GTAs are clear, is it possible that these approaches can also drive ecological changes too? For instance, can more equitable divisions in labour correspond to more effective coral reef management outcomes? Or does more equitable decision-making power within household or communal domains correspond to improve health of coral reefs? Is it possible to make the case that pursuing a GTA has the potential to deliver both socially equitable and ecologically sustainable outcomes? And how might GTAs amplify the impact of sectoral outcomes (e.g., markets, tourism, health, nutrition)? Longitudinal studies and meta-evaluations investigating and monitoring these social and ecological changes at different scales across sectors could assist in determining the efficacy of GTAs within social-ecological system contexts.

### Research and learning questions:

- How can GTAs be integrated across sectors to promote equitable resilience in coral reef social-ecological systems? What are the effects of GTAs on gender equity and social and ecological resilience?



Tetepare women count seagrass as part of the conservation programme of the Tetepare Descendants Association. Western Province, Solomon Islands.  
© Jürgen Freund / WWF

# 5



## Case studies

This section outlines six key case studies drawn from coral reef social-ecological systems, closely related systems (e.g., fisheries), and broader contexts. The first two case studies highlight GTAs combined with technological innovation in non-coral reef aquatic systems, the second are examples of cases in coral reef settings that are close to a GTA approach, and the final two illustrate cases of GTA approaches at broader scales.

Each provides an example of aspects of GTAs in action, and these are bolded in the text. Note that not all case studies take an explicitly GTA approach. Also note that some case studies use language from gender equality approaches other than GTAs, (e.g., women’s empowerment) but still have some elements of GTA and are thus included.

- |   |
|---|
| 1. Understand the context   |
| 2. Focus on structural barriers, alongside agency and relationships           |
| 3. Ensure project activities meet the needs of people of all genders          |
| 4. Ensure participatory approaches  |
| 5. Internalize and practice gender equality within facilitating organizations |
| 6. Instigate reflective processes   |
| 7. Engage women and men across a range of identities                          |
| 8. Engage actors at multiple scales   |
| 9. Monitor and evaluate throughout  |

**Table 9.** Summary of GTA principles, as highlighted in case studies.

List of case studies:

- 1) **ZAMBIA:** Post-harvest fish value chain innovation combined with a GTA
- 2) **BANGLADESH:** Homestead-based harvesting technology combined with a GTA
- 3) **TANZANIA:** Tanga project
- 4) **PHILIPPINES:** IPOPCORM
- 5) **MULTIPLE COUNTRIES:** Farmer Field Business Schools (FFBS)
- 6) **MULTIPLE COUNTRIES:** Joint Programme to Accelerate Progress towards the Economic Empowerment of Rural Women

# CASE STUDY 1

## ZAMBIA: Post-harvest fish value chain innovation combined with a GTA

### Summary

This project integrated a technological innovation to reduce post-harvest fish losses with a GTA. The GTA consisted of **challenging social norms and power relations** that constrain value change actors (e.g., women's **agency**) in the community through communications tools (i.e., drama skits), followed by **discussions, and critical reflection**. The project reduced post-harvest losses, changed gender attitudes, increased women's participation, women's agency, women's access to resources, and reduced labor.

#### PROJECT

Post-harvest technological innovation + GTA / CultiAF (Cultivate Africa's Future)

#### AIM

Reduce post-harvest fish losses, improve livelihoods and gender equity.

#### ORGANIZATIONS

WorldFish and FISH, AAS with Zambian Department of Fisheries.

#### FOCUS AND LOCATION

Value chain of the Barotse Floodplain fishery (Zambia).

Six fishing camps, 256 male and female fishers, processors, and traders.

#### DATE

2015-2017

### Background

In the Barotse Floodplain (Zambia), one-third of the total fish catch is lost every year. Women bear most of the costs of post-harvest fish due to their dominant role in processing (where most of the fish is lost), inequitable power dynamics, and gender norms (e.g., women are not expected to fish because they don't have the required physical skills). Particularly, women processors receive more post-harvest losses and get lower returns on their financial investment relative to men. Women are forced to lower prices of the fish and women have less skills to negotiate prices, because they have less access to government extension services and training (FAO & CARE 2019).

The project used a participatory action research approach (PAR) to test different technologies to reduce post-harvest fish losses (solar tent driers, fuel-efficient kilns for smoking, ice, salting), which involved women and men in different strategies of the process.

### Gender Transformative Elements

The project pursued gender equity by **transforming gender norms and changing relations** which constrained some value chain actors such as women's **agency** (e.g., financial decisions). Gender transformative communication tools (i.e., drama skits) were used to **facilitate critical reflection** and **discussion on harmful norms and power relations** that impacted value chain actors, especially women processors. Local groups performed three drama skits on context-specific gender issues (e.g., gender roles and responsibilities, power, support, decision-making), which were followed by reflective questions and discussion at the community level facilitated by trained individuals (Cole et al. 2020).

The dramas showed that “if women had some assistance with their daily duties and responsibilities and if they could share the burden of processing fish and household duties, post-harvest losses could be reduced and more income could be earned” (Kruijssen et al. 2016). Together, the integration of reflective practices, alongside the introduction of technologies that involved both women and men had a number of positive outcomes.

### GTA elements

#### Engaged women and men

Drama skits were used to facilitate **critical reflection** and discussion **on harmful norms** and **power relations** that impacted value chain actors, specifically women processors.

**Gender analysis** was conducted in each area to inform themes included in the drama skits.

## Outcomes

### Gender equity

**Gender attitudes** towards inequitable norms changed.

**Women’s participation in fishing** increased (from 5 to 75%).

**Women’s agency in the household** increased (e.g., women reported having more ability to make decisions about incomes from fish processing).

**Change in gear ownership status** was promoted (i.e., increased access and control over assets and resources).

### Resilience

Post-harvest losses and processing time were reduced (which may reduce pressure on the fishery).

(Kruijssen et al. 2016; Cole et al. 2018, 2020; FAO & CARE 2019).



*Chimba Catherine, fish trader and CARE microloan foundation participant in Zambia.  
©Peter Caton/CARE*

## CASE STUDY 2

### BANGLADESH: Homestead-based harvesting technology combined with a GTA

#### Summary

This GTA project integrated gender transformative aspects with an agricultural innovation (homestead-based polyculture technology adapted to women's needs) to promote fish productivity, food nutrition, and gender equity. Alongside gender analysis to understand women's needs, it **engaged women and men on critical reflection** of gender norms at the household and community levels and **built women's agency**. The project increased households' food security and income, increased women's self-confidence, status, and respect, reduced gender barriers for participation, and changed gender attitudes.

#### PROJECT

Homestead-based harvesting technology + GTA/  
Aquaculture for Income and Nutrition (AIN)

#### AIM

Improve fish productivity of household ponds, food nutrition and security, and gender equity.

#### ORGANIZATIONS

WorldFish, USAID (funding organization).

#### FOCUS AND LOCATION

Management of household ponds systems, Southern Bangladesh, 10,000 households trained over the duration

#### DATE

2011-2016

#### Background

Homestead-based polyculture fish is an important source of nutrients to rural communities in Bangladesh. However, women do not engage in this activity because they are reluctant to get wet when using the pond. Besides, the fishery is considered a men's job, and neighbors criticize them if women engage in this activity (structural barrier at intrahousehold and community levels).

The project introduced a technical innovation to improve fish productivity of household ponds (i.e., gillnets adapted to women needs) (Kruijssen et al. 2016) and integrated gender into technical training (e.g., vegetable culture, input use, pond management, nutrition education, market links across the production cycle) (Farnworth et al. 2016).

#### Gender Transformative Elements

The project aimed to promote gender equity by **building agency** and **transforming social norms** at the **household** and **community levels**. At the household level, spouses and powerful household members were engaged in **critical reflection** and dialogue about gender dynamics (e.g., power hierarchies, food distribution) to challenge intrahousehold inequalities and gender-discrimination practices that hinder women's ability to adopt a technology (McDougall et al. 2020). The strategies were derived from HKI's Nurturing Connection manual. Facilitators focused on creating a safe space for participants to promote an open engagement and reduce the fears of repercussion (McDougall et al. 2020). At the community level, similar exercises were done with community members (neighbors, village leaders). Furthermore, to build agency training focused on gender training and building women's self-confidence, negotiating skills, and assertiveness.

## GTA elements

### Engaged women and men

Engaged actors at **household and community levels**.

Promoted **critical reflection** and dialogue about **gender norms** to challenge structural barriers.

Facilitators created **safe space** for participation to reduce fears of repercussions.

Provided **gender training** and **built women's confidence and skill**

## Outcomes

### Gender equity

**Women's self-confidence, decision-making, pond management understanding** increased.

**Women's respect** from household and community members increased.

**Household barriers** for women's participation decreased.

**Gender behavior and attitude** increased (e.g., recognition of wife's sacrifices and opinions).

### Resilience

Access to nutritious fish increased.

Household income increased

Other community members were encouraged to look for pond management support and advice.

(Douthwaite et al. 2015; Castine et al. 2017)



Woman holds Mola harvested from her pond in Bangladesh. Photo by Holly Holmes, WorldFish (<https://www.flickr.com/photos/theworldfishcenter/10397141504>)

# CASE STUDY 3

## TANZANIA: Tanga project



### Summary

The Tanga project aimed to empower local people in coastal management and employed an **integrated approach** to promote gender equity throughout the management process. It **built agency, changed relationships**, and began to transform informal structures by implementing participatory strategies, providing capacity development, raising critical consciousness, engaging women and men, leaders and governments, promoting equitable participation in management and gender accountability.

As a result, the project increased gender awareness and women's empowerment, shifted gender attitudes, promoted gender equity in fisheries management, and improved social-ecological resilience e.g., community engagement in natural resource management, status of coral reefs, and fish catches).

#### PROJECT

Tanga Coastal Zone Conservation and Development Programme

#### AIM

Improving the livelihood of coastal communities while restoring and protecting the coastal environment

#### ORGANIZATIONS

IUCN

#### FOCUS AND LOCATION

42 coral reef-dependent coastal communities in Tanga, Northern Tanzania encompassing 1,600 km<sup>2</sup> and over 200,000 people

#### DATE

1994 -2000

### Background

It was one of the first coastal management programs in the region that focused on improving livelihoods and promoting community-based approaches (Wells et al. 2007). Activities included collaborative management plans, new economic activities, building organizational capacity for coastal management, and environmental education (ibid). Local communities were engaged in the identification of problems and solutions, its implementation, monitoring and enforcement (ibid). Collaborative fisheries management plans were developed together with government and local users and resulted in the creation of six Collaborative Management Areas (CMAs), which contained reef areas closed to fishing (ibid).

### Gender Transformative Elements

The Tanga project used **participatory approaches** to identify priority issues in the community. These were discussed in homogenous (e.g., only women) and heterogeneous groups (i.e., men and women together). Homogeneous groups were used to increase women's confidence. Literature suggests that the project sparked **critical consciousness** regarding social norms. In group discussions, participants identified that the lack of women's participation was due to restrictive customs and traditions.

Facilitators, decision-makers and leaders in the community and higher levels (e.g., government) **received training and gender awareness** to promote broad support.

The project sought to **increase agency** and **remove barriers to participation** by ensuring benefits and capacity development for both men and women, by providing training in micro-planning, business management skills, mariculture techniques, as well as technical and material assistance (Van Ingen et al. 2002; FAO 2017).

The project also implemented a gender equity **monitoring program** to assess gender equity across different management issues (e.g., women's participation, distribution of program benefits).

In addition, the project focused on **changing relationships** and **transforming structures** by making institutions and individuals responsible for gender equity, encouraging women's leadership and responsibility in monitoring, and promoting equitable representation at all levels.

### GTA elements

#### Engaged women and men.

May have sparked **critical consciousness** regarding inequitable gender norms.

Promoted actors' gender **equity awareness** and responsibility at **multiple scales**.

Promoted **women and men's agency and participation**.

Promoted a **gender equity monitoring** program.

Encouraged **women's leadership**

Promoted **equitable representation** at all levels.

The Tanga project would have been more gender transformative if contextual and social gender barriers had been addressed at multiple scales.

## Outcomes

### Gender equity

**Gender awareness** increased and **gender attitudes shifted** overall (e.g. men were increasingly accepting women participation in fisheries management).

**Participation in fisheries management** became more **gender equitable** (e.g. women's representation).

Increased **women's empowerment & access to alternative livelihoods** increased.

Women's role in **seaweed farming** and integration of seaweed farming into **collaborative management plans** (increased women's income).

### Resilience

Stakeholders' awareness and understanding on marine resource management increased.

Community engagement and decision-making power in natural resource management increased.

Support for reef closures within CMAs increased.

Support for reef closures within CMAs increased.

Stakeholder representation improved.

Local fishers perceived increase in fish catches and livelihood improvements.

(Torrell et al. 2000; Van Ingen et al. 2002; Wells et al. 2007; Samoilys & Kanyange 2008).



# CASE STUDY 4

## PHILIPPINES: IPOPCORM Project

### Summary

IPOPCORM promoted interlinked approaches to coastal and population management with a mainstreaming gender equity. The gender strategy sought to **change relationships** through empowering women to make decisions regarding fertility and the marine environment, and increasing women's access to alternative livelihoods, and thus also **building women's agency**. In addition, **the project included and empowered men** to engage with family planning issues within the household, to **transform social norms**.

#### PROJECT

The Integrated Population and Coastal Resource Management (IPOPCORM)

#### AIM

Improve quality of life of human communities that depend upon coastal resources, while maintaining biological diversity and productivity of coastal ecosystems.

#### ORGANIZATIONS

PATH Foundation Philippines

#### FOCUS AND LOCATION

Southern Philippines. 1,091 coastal communities, 33 municipalities, 10 provinces.

#### DATE

2000-2006

### Background

IPOPCORM took an integrated approach to improve management of coastal resources, achieve food security, and reduce population pressure. Activities targeted fishers, youth and small-scale entrepreneurs and included: (D'Agnes et al. 2005, 2010)

- 1) providing information and access to reproductive health services;
- 2) building capacity of local communities to manage their own resources;
- 3) supporting economic development and alternative livelihoods (micro-credits); and
- 4) increasing public and policymaker's awareness of the connection between population and environment and possible solutions.

### Gender Transformative Elements

The project engaged women and men to change relationships (especially around household discussions of reproductive health), and increased agency through capacity building and access to credit.

The project integrated a gender strategy within broader project messages; family planning messages were combined with messages on food security and community-based management. Information about reproductive health and male sexuality was provided to men, seeking to shift norms about gender responsibilities for family planning decision-making (family size, birth spacing, reproductive health), which were typically considered women's issues (D'Agnes et al. 2005).

## GTA elements

### Engaged women and men.

Aimed to **change relationships** (specially about household family planning).

Promoted **capacity building** and **access to credit**.

**Gender equity strategy was integrated** with project broader messages.

Sought to **shift gender norms** by providing information to men regarding family planning decision-making.

The IPOPCORM project would have been more gender transformative if:

Men and women had been engaged in reflective processes regarding contextual gender barriers.

Gender barriers had been addressed at multiple scales.

## Outcomes

### Gender equity

Empowered women to make decisions about fertility and the marine environment.

Women's participation in family planning and coastal management increased.

Women's access to credit, training and alternative livelihoods was promoted, thereby increasing agency.

### Resilience

Resource user organizations were strengthened.

Protected areas and regulatory measures increased, and destructive fishing decreased.

Coral reef and mangrove conditions improved.

Number of people trained in alternative livelihoods increased (thereby decreasing pressure on coastal resources).

Poverty among young adults was reduced.

Influenced policy reforms.

(Castro et al. 2004; D'Agnes et al. 2005, 2007, 2010)



*Felicitas Bansiloy, an entrepreneur and beneficiary of a CARE loan in the Philippines. ©Peter Caton/CARE*

# CASE STUDY 5

## MULTIPLE COUNTRIES: Farmer Field Business Schools (FFBS)

### Summary

FFBS is a flexible and integrated approach that aims to promote capacity building on agricultural practices and gender equity by **building agency, changing relationships, and transforming structures**. It provides agricultural and gender training, **engages men and women, and promotes critical reflection on gender norms**. FFBS empowered women, increased respect within families and communities, reduced gender-based violence and influenced government policies. In addition, FFBS positively impacted the resilience of social-ecological systems, such as increased productivity, food security, and resilience.

#### PROJECT

Pathways: Farmer Field Business School (FFBS)

#### AIM

Increase food and nutrition security by enhancing agricultural practices and gender transformative approaches

#### ORGANIZATIONS

CARE

#### FOCUS AND LOCATION

East and South Africa (Ethiopia, Tanzania, Malawi), West Africa (Ghana, Mali), and Asia (Bangladesh, India). The programme reached “directly reached: 52,126 poor women smallholder farmers, 50,290 men and boys, and 2,055 elites (e.g. traditional leaders).

#### DATE

2011-2018

### Background

Millions of people suffer from hunger and poverty globally. Investing in women farmers could increase agricultural production and reduce the number of hungry people by 150 million (FAO 2011). FFBS aims to increase food nutrition and security by enhancing agricultural practices and gender transformative approaches. It builds capacity of women and men (or sometimes only women) farmers in agricultural production, markets, and participatory monitoring and evaluation. It promotes a “learning by doing approach” and it synchronizes training with agricultural season cycles (i.e., learning occurs when needed in real-time). This is highly relevant for women with significant time limitations. FFBS is a flexible approach that can be applied to different contexts (FAO et al. 2020).

### Gender Transformative Elements

FFBS aims to promote gender equity by **building agency, changing relations, and transforming structures** (FAO et al. 2020). It integrates gender trainings and critical reflection and dialogue on gendered social norms with other topics (e.g., agricultural techniques, market, nutrition). It also **promotes women’s agency** by supporting them to become successful farmers, leaders, business-people, and agents of change (CARE 2017). FFBS also **engages men and women and leaders on critical reflection exercises that** challenge social norms at household and community levels. For instance, gender dialogues engage with partner/spouses of women in sessions that cover issues of nutrition and household decision-making, workload sharing, interpersonal relations, harmony in the home, income control. At the community level, **gender dialogues** on special topics are provided (e.g., GVB) and training modules around several key gender issues are delivered (e.g., workload, GBV, access and control

of resources) (FAO et al. 2020). In addition, FFBS encourages engagement with governments to promote policy changes and partnerships with other groups with social capital and governance capacity.

### GTA elements

#### Engages women and men leaders.

Promotes **critical reflection** to **challenge gendered social norms** at the **household and community levels**.

Builds **women's agency** to become successful farmers, leaders, business-people and agents of change.

Engages with governments to promote **policy changes**.

## Outcomes

### Gender equity

Women's self-confidence, number of women leaders, women's decision-making over assets, and women's access to fertile land increased.

Gender attitudes at the household and community levels changed

Gender norms changed (e.g., increase respect for women in families and communities).

Acceptance of GVB decreased and harmony in household relationships increased.

Influence changed in government policies (e.g., protection from domestic violence, women's rights to land).

### Resilience

Adoption of agricultural techniques was promoted.

Agricultural production increased.

Farmer's income and access to finances increased.

Food security and resilience was improved

(FAO et al. 2020)

## CASE STUDY 6

### MULTIPLE COUNTRIES: Joint Programme to Accelerate Progress towards the Economic Empowerment of Rural Women (JP RWEE)

#### Summary

JP RWEE aimed to promote women's economic empowerment\* by **building agency, changing relationships, and transforming structures at multiple scales** (i.e., household, community, institutional). The project provided training in multiple areas to promote women's empowerment and addressed structural gender inequalities by challenging social norms at household and community levels, supporting gender-responsive policies and guidelines, and providing institutional gender training. JP RWEE has improved women's economic empowerment, livelihoods, and leadership; it has promoted the creation of gender-equity policies, improved government's gender skills, and challenged social norms at household and community levels. In addition, the project has increased agricultural production and resilience to COVID-19.

#### PROJECT

Joint Programme to Accelerate Progress towards the Economic Empowerment of Rural Women (JP RWEE)

#### AIM

Promote women's empowerment\* by improving food security and nutrition, increasing women's agency, and challenging structural barriers.

#### ORGANIZATIONS

FAO, IFAD (International Fund for Agricultural Development), WFP (World Food Programme), UN Women.

#### FOCUS AND LOCATION

East Africa (Ethiopia, Rwanda), West Africa (Liberia, Niger), Asia (Kyrgyzstan, Nepal), Central America (Guatemala), more than 60.000 beneficiaries (80% are women)

#### DATE

2012-2020

\* Note that while this project uses the language of women's economic empowerment, it pursues gender equity using approaches that can be considered gender transformative.

#### Background

Globally, rural women suffer from restricted access to resources (e.g., land, education, finance, agricultural technology) and services and face structural barriers that restrict them to equitably participate and benefit from economic activities. This project aimed to promote women's empowerment by improving food security and nutrition, increasing access to and control over assets, promoting women's decision-making power and leadership in local governance and rural producer organizations, and challenging structural barriers that lead to gender inequality (FAO et al. 2020).

#### Gender Transformative Elements

The project provided capacity development on nutrition education, agricultural techniques, women's rights, leadership, organizational skills, business and finance; access to productive assets (e.g. seeds, fertilizers, agricultural tools, irrigation systems, infrastructure); and access to markets and finance (Chiarini 2017). It changed relationships and transformed structures at multiple scales:

**Household:** the project used Gender Action Learning System (GALS), a participatory community-led empowerment methodology for economic, social, and political transformation, which consist of visual tools that household members use to build their vision for the future and define ways to achieve it.

**Community:** gender norms were challenged through: "community conversations" (communities are engaged in processes that help to challenge gender discriminatory practices), Community Listeners Clubs (homogenous or heterogeneous groups who organized themselves to improve gender inequities), and awareness-raising and advocacy events.

**Institutional:** inform and support the design of gender policies and gender training for government staff and other stakeholders (FAO et al. 2020).

The project delivered individual and collective activities to reduce GBV (Chiarini 2017).

## GTA elements

**Built women's capacity** in multiple areas.

Provided **access** to assets, markets and finance.

Changed relationships and transformed structures at **multiple scales**.

Challenged **gender norms** and promoted the creation of **gender policies**.

**Trained staff and government** on gender equity

Delivered activities to **reduce GBV**.



Once a week Philomène travels 36 kilometers on foot to go and buy some fish which she dries and sells in the village's central street.  
Madagascar ©Cyril le Tourneur d'Ison/CARE

## Outcomes

### Gender equity

**Improved livelihoods of rural women** through agricultural practices, market linkages, awareness-raising, and leadership building.

Increased **women's income, and self-confidence**.

Increased the number of **women organized in saving groups** and **women's leadership**.

Improved **government's gender equity** skills.

Equity policies in the agricultural sector were implemented in some countries.

**Challenged social norms** associated with women's rights and decision-making power in **households and communities** (e.g. women are allowed to work outside the home, and men are taking household duties, both women and men are being involved in family planning).

### Resilience

Increased agricultural production of women, diet and nutrition.

Improved women's income families' welfare.

Increased resilience to COVID-19.

(Chiarini 2017; FAO et al. 2020; Buchy et al. 2021)

# 6



## Technical brief

This technical brief provides a simplified guide to operationalizing GTAs in coral reef social-ecological systems. More detail on each stage can be found in Section 3 of this document.

Gender transformative approaches (GTAs) are at the frontier of gender best practice. GTAs seek to surface and transform the underlying attitudes, norms and structures that underpin gender inequalities in ways that engage individuals as agents in their own social change process. While the use of GTAs is emerging in environmental sectors, specifically in food systems, to date, there has been little guidance for their application in coral reef social-ecological systems. There is considerable scope to enhance gender equality outcomes by elucidating what applying a GTA entails in this context.

Key considerations of GTAs
Define gender as a social construct, not a fixed, binary term.
Are adapted to context and can fit with broader interventions.
Seek equality for all (not only women).
Lead to transformative and enduring change.
Take time and long-term planning, evaluation, and capacity.
Can require partnership and buy-in across all levels of an intervention.

**Table 1.** Key considerations of GTAs (see section 2.1. of Good Practice paper).

## BUILD AGENCY

Building consciousness, confidence, self-esteem and aspirations and knowledge, skills and capabilities.



## CHANGE RELATIONS

The power relations through which people live their lives through intimate relations and social networks and group membership and activism, and citizen and market negotiations.

## TRANSFORM STRUCTURES

Discriminatory social norms, customs, values and exclusionary practices and laws, policies, procedures and services.

**Figure 1.** CARE's Gender Equality Framework (GEF) (CARE 2019). CARE's GEF is transformative because it seeks to move beyond technical and surface level approaches to gender equality. The framework is being widely used in agricultural livelihood and climate change adaptation programming.

## Operationalizing GTAs

GTAs are context specific and iterative (Figure 2). They include initial social and gender research, through to the design, implementation, evaluation and learning about the intervention. These steps occur no matter how GTA is applied. This section describes the steps in this iterative process.

### Social & gender analysis

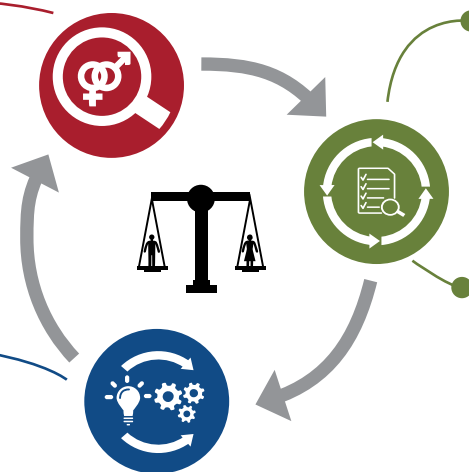
Understand contextual gender barriers (e.g. gender norms) and intersectionality. Gendered analysis in sectors of coral reef social-ecological systems such as markets, nutrition, and climate vulnerability and adaptive capacity.

### Learning

Learn from success and failure. Improve and adapt future interventions.

### Evaluation & Monitoring

Use participatory approaches. Integration of methods for measuring social change, risk, negative change, backlash and sectoral outcomes. Use multidimensional and multiscale context-specific indicators. Personal transformation tracker for staff. Use theories of change.



### Design

Build agency, change relations and transform structures. Include gender integrated programming and specific gender activities to advance gender equality in agency, relationships and structures.

### Implementation

Promote participation in project processes. GBV prevention and response. Engage women and men. Include reflective processes and dialogues with major sectoral focus for coral reef social-ecological systems (e.g. markets, nutrition, technology adoption). Previous gender transformative reflection by staff. Scale out and up. Entry points depend on the approach and context

**Figure 2.** GTA is an iterative process, whereby gender considerations inform and are accounted for during each part of the project cycle. The "doing" provides knowledge that informs learning and further action and reflection (Wong et al. 2019).





## Social & Gender Analysis

**Social & Gender analysis** allows an understanding of the context in which GTAs may be implemented. It helps to identify the factors that lead to gender inequalities (e.g., gender roles, decision-making patterns, access to and control over resources), and how gender interacts with other factors (i.e., intersectionality). Social and gender analysis can also inform monitoring, evaluation and learning. Social and gender analysis can also inform monitoring, evaluation and learning. Gender analysis can provide information on specific sectors of coral reef social-ecological systems, such as markets, nutrition, access to resources, power in management and climate vulnerability and adaptive capacity.



## Design & Implementation of GTAs

GTAs can be designed and implemented in all four pathways that lead to change in coral reef social-ecological systems, they address social and gender barriers in a specific context, and can be implemented at different scales (e.g., household, community). GTAs are applied through gender-integrating programming and specific gender activities targeting agency, relations and structures (Figure 2).

### Key GTA mechanisms to address structural gender barriers

**Build agency** informally (through building self-esteem, consciousness, and aspirations) and formally (through capacity, knowledge, and skill-building), **change power relationships** informally through changing norms in intimate relationships and social networks, and formally through group membership, activism, in institutions and market relations **and transform structures** by changing formal and informal rules (e.g., policies, regulatory systems and social norms) **holistically**.

**Engage both men and women** to promote social change towards gender equity.

**Engage participants in an iterative cycle of critical reflection and action.** Reflection discussions are used to spark critical consciousness through social learning processes and enhance self-awareness of contextual social norms and dynamics and their influence on people's lives.

**Use participatory methodologies such as** [Participatory Action Research \(PAR\)](#) and [Participatory Action Learning \(PAL\)](#)

**Promote gender transformative reflection by staff from the beginning and during implementation.** Building capacity to work in ways that are aware and supportive of gender equity in all levels of organizations is essential to promote the GTA process.

**GBV prevention and response integration.** Engaging men and boys in projects that empower women, encouraging men and boys to question men's behavior, constructions of masculinity and gender relations that harm women, and encourage them to become allies of gender equality, can reduce gender-based violence (GBV).

**Outreach and scale up.** Scaling pathways can be designed into GTA approaches from the outset. Scaling up GTAs involves sharing lessons learned and replicating approaches in other communities. Build partnership at provincial, national, and international levels to promote creative thinking on how to solve problems and influence policy.

See page 17-19 in *Good Practice Brief* for more detail.



## Monitoring, evaluation, and learning

**Monitoring, evaluation, and learning (MEL)** can be used to track progress, assess transformational change, risk, unintentional consequences (e.g., backlash, new economic activities), and sectoral outcomes (e.g., nutrition, markets, sustainable management), and improve the ability of the organization or community to implement future projects. GTAs lead to social changes that are difficult to observe and measure, and take long time to occur. It should collect and analyze SADD (Sex and Age Disaggregated Data) and use this information to adapt the project to changing people's capacities, vulnerabilities and needs to ensure access to rights, safety and security.

Social change can be measured as an incremental process (e.g., incremental change in agency, relations and structures) and indicators will need to be adapted to the context. A set of guidelines to develop appropriate evaluation methods to measure social change will be more useful than a list of indicators.

### Some recommendations for monitoring, evaluation, and learning (MEL)

Use **theories of change** to assess GTA outcomes

Use **multilevel and multi-dimensional outcomes** and indicators with attention to gender norms (list of potential indicators in Hillenbrand et al. 2015, Barclay et al. 2021).

Use **participatory approaches** to make MEL meaningful, relevant, and transparent and to create identify indicators (rigorous process to identify indicators can be found in Hillenbrand et al. 2016).

Promote gender transformative **reflection by staff and organizational change** to promote a working culture of innovation and learning.

Ensure MEL system and programming remain **accountable to marginalized members**.

**Track reversals and negative changes** (e.g., gender-based violence).

Take a **mixed-methods approach**

Use MEL findings to **improve and adapt**.

*See page 19-21 in good Practice Brief for more detail.*

# Annexes



## A: Selected tools, resources and further reading for operationalizing GTAs

Use of established tools and methodologies from other sectors and contexts serve as guidance to learn from and adapt to coral reef specific contexts. Listed below are a range of useful resources which are organized into seven categories: 1) undertaking gender and social analysis, 2) design and implementation, 3) monitoring, evaluation and learning and 4) gender-based violence.

### Gender and social analysis

- *Understanding gender in community-based adaptation. Practitioner brief 3.* CARE, 2016: Introduction to gender analysis in community-based adaptation processes with key resources. [CBA-and-Gender-Analysis-Brief.pdf](https://careclimatechange.org/CBA-and-Gender-Analysis-Brief.pdf) ([careclimatechange.org](https://careclimatechange.org))
- *CARE Gender Toolkit.* This site includes a toolbox of methods for gender analysis. <https://genderinpractice.care.org/gender-mel-toolkit>
- *GENNOVATE methodology.* <https://gennovate.org/>

### Design and implementation

- CARE 2014. Engaging Men and Boys for Gender Equality Series: Stories of Engagement. Brief 1. This brief describes stories of change of men and women involved in CARE's approach. <https://insights.careinternational.org.uk/publications/engaging-men-and-boys-for-gender-equality-series-stories-of-engagement-brief-1>
- CARE 2014. Engaging Men and Boys for Gender Equality Series: Lessons Learnt. Brief 2. This brief provides understanding on each element of CARE's engaging men

and boys for gender equity and information on lessons learned. <https://insights.careinternational.org.uk/media/k2/attachments/CARE-EMB-Brief-2.pdf>

- CARE 2016. Engaging Men and Boys for Gender Equality Series: Man in the Mirror—reflections on men and boys engaging gender work in development. Brief 3. This brief explores what influence men engagement, what are their experiences and its implications. [https://www.care.org/wp-content/uploads/2020/05/care\\_emb\\_brief\\_3\\_eng.pdf](https://www.care.org/wp-content/uploads/2020/05/care_emb_brief_3_eng.pdf)
- CARE 2018. Social Analysis and Action (SAA) Global Implementation Manual. A manual for addressing gender and social norm barriers to promote gender transformative changes development Programming. This is a compilation of tools that CARE uses for gender and social norms transformation interventions and it can be adapted to specific projects. [https://www.care.org/wp-content/uploads/2020/08/saatoolkit\\_final\\_rights\\_reserved.pdf](https://www.care.org/wp-content/uploads/2020/08/saatoolkit_final_rights_reserved.pdf)
- Wong et al. 2019. Annex B. Compendium of participatory action learning (PAL) methods. It provides a detailed description of PAL methods that can be applied in GTAs. These include; Transformative Household Methodology (THM); Rapid Care Analysis (RCA); Gender Action Learning Systems (GALS); Asset-Based Community Development (ABCD); Family Life Model (FLM); Social Analysis and Action (SAA) in Food and Nutrition Security (FNS); Community Conversations (CC); Nurturing Connections; Journeys of Transformation
- Promundo-US and WorldFish. *The SILC+GTA Facilitation Manual: The Savings and Internal Lending Communities Plus Gender-Transformative Approach (SILC+GTA).* (2016).

Washington, DC: *Promundo-US and Mongu: WorldFish*. This manual contains twelve activities designed to engage men and women in sessions regarding gender and power dynamics, caregiving and shared household decision-making, and the prevention of gender-based violence. It was designed for community facilitators with gender equity training who coordinate savings and internal lending communities in the Barotse Floodplain of western Zambia. [SILC-GTA-Facilitation-Manual-1.pdf \(promundoglobal.org\)](https://www.worldfishcenter.org/publication/measuring-gender-transformative-change-review-literature-and-promising-practices)

- *Promundo and CGIAR 2016. Promoting gender-transformative change with men and boys: A Manual to spark critical reflection on harmful gender norms with men and boys in Aquatic Agricultural systems*. This manual contains 13 activities to engage men and boys in gender transformative discussion in aquatic agricultural systems. The activities are focused on promoting an understanding of structural inequalities and action to promote gender equity. <https://digitalarchive.worldfishcenter.org/handle/20.500.12348/246>

## Monitoring, evaluation, and learning

- Hillenbrand, E., Karim, N., Mohanraj, P. and Wu, D. (2015). *Measuring gender-transformative change. A review of the literature and promising practices*. This report examines

literature on frameworks and methods for GTA monitoring, evaluation, and learning. In addition, it provides indicators that can be used to measure gender transformative change. <https://www.worldfishcenter.org/publication/measuring-gender-transformative-change-review-literature-and-promising-practices>

- CARE 2017. *Applying theory to practice: CARE's journey piloting social norms measures for gender programming*. This report provides a theoretical understanding of social norms and provides insights on how they can be identified and how changes in social norms can be monitored and measured. <https://www.girlsnotbrides.org/learning-resources/resource-centre/applying-theory-practice-cares-journey-piloting-social-norms-measures-gender-programming/#resource-downloads>

## Gender-based Violence

- *CARE's guidance for GBV Monitoring and Mitigation with non-GBV Focused Sectoral Program*. This document provides guidance on how to monitor and mitigate gender-based violence (GBV). It is useful for projects that do not integrate GBV as the main program objective. [https://www.care.org/wp-content/uploads/2020/10/CARE-GBV-ME-Guidance\\_0.pdf](https://www.care.org/wp-content/uploads/2020/10/CARE-GBV-ME-Guidance_0.pdf).

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# B: Selected resources on gender, small-scale fisheries, and climate change

## Gender and small-scale fisheries

- *Handbook: Towards gender-equitable small-scale fisheries governance and development*. Biswas, Nilanjana, and International Collective in Support of Fishworkers. 2017. Rome: Food and Agriculture Organization (FAO) of the United Nations. This report provides an understanding of gender in small-scale fisheries and provides gender guidance to support the application of The Voluntary Guidelines for Securing Sustainable Small-Scale Fisheries in the Context of Food Security and Poverty Eradication. <http://www.fao.org/3/a-i7419e.pdf>
- *Gender Research in Fisheries and Aquaculture: Training Handbook, 2018. The Oceans and Fisheries Partnership*. This report provides guidance on how to conduct fisheries

research that integrates social science and gender. It is directed to practitioners, experts, and students working in fisheries and aquaculture, gender theory, and practice. <https://www.seafdec-oceanspartnership.org/resource/gender-research-in-fisheries-and-aquaculture-a-training-handbook/>.

- Barclay K., Leduc B., Mangubhai S. and Donato-Hunt C. (eds.). 2019. *Pacific handbook for gender equity and social inclusion in coastal fisheries and aquaculture*. First edition. Noumea, New Caledonia: Pacific Community. 80 p. This handbook provides a comprehensive overview of gender equity and social inclusion in the Pacific. Module 2 covers gender research, Module 3 covers Monitoring, Evaluation and Learning. <https://coralreefrescueinitiative.org/storage/resource/file/barclay-19-gender-handbook-p5k88.pdf>

## Climate change resilience and adaptation

- ADB 2020. *How to Use Gender Approaches to Build Climate Resilience: Tips for Designing ADB Projects based on Experiences in the Pacific*. A practical guide on how to design projects aiming to promote gender equity resilience to climate risks. It is intended for Asia Development Bank (ADB) project officers and government counterparts working in the Pacific Islands, <https://www.adb.org/publications/gender-approaches-climate-resilience-pacific>
- *Climate vulnerability and capacity analysis Handbook. Informing community-based adaptation, resilience, and gender equality*. CARE 2019. The CVCA process provides a basis for identifying options for building climate resilience while also promoting positive outcomes on gender equality, inclusive governance, and ecosystems. <https://careclimatechange.org/cvca/>
- GIZ (2021). *Toward gender-responsive Ecosystem-based Adaptation: Why it's needed and how to get there*. Authors: A Dazé (IISD) and A. Terton (IISD). Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH, Bonn, Germany. This reports aims to highlight the importance of gender in Ecosystem-based Adaptation and provide examples of how this can be done in practice. [Toward gender-responsive Ecosystem-based Adaptation: Why it's needed and how to get there – Adaptation Community](#)
- FAO and CARE. 2019. *Good Practices for Integrating Gender Equality and Women's Empowerment in Climate-Smart Agriculture Programmes*. Atlanta. 108 pp. Licence: CC BY-NC-SA 3.0 IGO. This report provides examples of agricultural practices implemented by small-scale food producers in developing countries and identifies good practices. <http://www.fao.org/3/ca3883en/ca3883en.pdf>

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