



Male youths from Pate Island comparing and discussing the daily activities of men and women in their communities  
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# Guidance on Gender Transformative Approaches for conservation practitioners

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Between 2023 and 2025 Fauna & Flora led a project titled *Promoting equitable gender norms to strengthen conservation governance and impact*. This guidance is an output of that project. It is informed by external literature but draws heavily on our experience and learning gained from promoting gender transformative change during the project.

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- Sera Wildlife Conservancy
- Pate Marine Community Conservancy
- Kenya Wildlife Conservancies Association
- CARE Kenya

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## Acronyms

<b>BMU</b>	Beach Management Unit
<b>GBV</b>	Gender Based Violence
<b>GESI</b>	Gender Equality and Social Inclusion
<b>GT</b>	Gender transformative
<b>GTA</b>	Gender Transformative Approach
<b>KWCA</b>	Kenya Wildlife Conservancies Association
<b>MEL</b>	Monitoring, Evaluation and Learning
<b>NRM</b>	Natural Resource Management
<b>NRT</b>	Northern Rangelands Trust
<b>PMCC</b>	Pate Marine Community Conservancy
<b>SAA</b>	Social Analysis and Action
<b>SWC</b>	Sera Wildlife Conservancy

# 1. Introduction

Gender Transformative Approaches, or GTAs, are those that seek to address the underlying causes, and not just the symptoms, of gender inequality. GTAs have gained traction in the development sector in recent years but, to date, they have not been widely used in the conservation sector. Whilst guidance on GTAs is already available, it is not easily accessible for conservation practitioners and there is very little that is tailored specifically to a conservation context.

This guidance document contributes to filling that gap. It has been written for staff at Fauna & Flora and within our partner organisations, as well as for conservation practitioners more widely. It is intended to serve as an introduction to gender transformative approaches: what they are, why they are important for effective and equitable conservation, and how to promote transformative change within conservation programming.

From 2023 to 2025 Fauna & Flora implemented the project *Promoting equitable gender norms to strengthen conservation governance and impact in two community conservancies in northern Kenya*, funded by the UK Government's Darwin Initiative (Box 1). This guidance is an output of that project and draws heavily on Fauna & Flora's experience and learning gained from promoting gender transformative change during the project, but it is also informed by external literature. A second, complementary, project output is a 'theory of change' that uses data collected during the project to demonstrate the causal links between improvements in different dimensions of gender equity and improved conservation governance which, in the longer term, will lead to improved conservation outcomes.<sup>1</sup>

Most GTAs have been implemented at site level, focusing on addressing harmful social norms that uphold inequality within communities. This was also the focus of Fauna & Flora's project, in which we drew on one specific GTA: CARE's Social Analysis and Action (SAA) methodology. This guidance document is informed by our experience of implementing an adapted SAA process, but it is not an SAA specific guide.<sup>2</sup> Rather, we hope to show the potential for all conservation projects to 'shift the needle' towards more transformative change by exploring and adapting GTA guides and tools, whether the project is taking an explicit gender transformative approach or not. We also include some insights on how such approaches can be scaled for wider impact.

GTAs require time and resources, including gender and GTA expertise, as well as a genuine commitment to gender transformation. Whilst implementing GTAs effectively can be challenging, the benefits they reap are profound. We hope that this guidance inspires and encourages conservation practitioners to integrate more gender transformative approaches into their projects and programmes.

Throughout the document we have included reflections and insights from our own project experience including quotes from participants and statements extracted from project reports. We have labelled this document 'Version 1' because it is based on our experience of

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<sup>1</sup> *A Theory of change linking gender equity with improved conservation governance and impact: a case study of two community conservancies in Kenya.* <https://www.fauna-flora.org/publications/a-theory-of-change-linking-gender-equity-with-improved-conservation-governance-and-impact>

<sup>2</sup> To the best of our knowledge, Fauna & Flora and Kenya Wildlife Conservancies Association (KWCA) are the only conservation organisations that have implemented CARE's SAA. Throughout, the organisations have worked closely together for mutual support and shared learning. KWCA worked with CARE Kenya to adapt CARE's Social Analysis and Action Global Implementation Manual for community conservancies in Kenya. The adapted manual is available on KWCA's website at <https://kwcakenya.com/download/social-analysis-and-action-saa-manual-for-community-conservancies/>

implementing a gender transformative approach in one project. As we integrate GTAs into more projects in more sites we will update this document based on our experience and learning.

**Box 1: Promoting equitable gender norms to strengthen conservation governance and impact**

The Fauna & Flora led project was implemented in two community conservancies in northern Kenya, in year one focusing on Sera Wildlife Conservancy (SWC) in Samburu County, and in year two on Pate Marine Community Conservancy (PMCC) and 3 of its constituent Beach Management Units (BMUs) on Pate Island in Lamu County.

The two sites were chosen because Fauna & Flora has worked closely with both conservancies for some years, and both are members of the Northern Rangelands Trust (NRT) with which Fauna & Flora has a longstanding relationship. Both target conservancies were well established and had relatively stable sources of funding with ongoing projects and activities.

Both sites are highly patriarchal, one in primarily Samburu pastoralist communities with a legacy of moranism (warriorhood) and historical conflicts between different communities over water and grazing land, and the other in largely Muslim Bajun fishing communities. With one site being terrestrial and the other coastal and marine there was increased scope for identifying learning relevant to both, and to a wider range of conservation contexts.

The project adapted CARE's Social Analysis and Action (SAA) approach to encourage and support men and women to reflect and act upon harmful gender norms, attitudes and practices in their own lives and households, within their communities, and within their conservancies, with the aim of promoting more gender equitable governance and, ultimately, to improve conservation outcomes.

In both sites the process started with one week of training. At SWC one training targeted board and staff members and a second training targeted community members; in total 77 participants (25 female, 52 male) attended SAA training at Sera. At PMCC, there was just one training for PMCC board members and representatives (2 male and 2 female) from each of 3 BMUs; in total 33 participants (13 female, 20 male) attended the training in Pate. Participants were selected based on a number of criteria including their position and various attributes including being known and trusted within their communities, communication skills, and commitment to conservancy and community development. Attempts were made to involve equal numbers of men and women but in both sites the majority of office holders are men, so more men than women attended the training.

Following the training 'early adopters' from amongst the training participants (who came to be known as 'champions') were supported through regular visits to continue the reflection and action process within their own spheres, at household, community, staff and board levels. The training and subsequent visits were facilitated by independent consultants in Sera, and by two CARE Kenya staff members in Pate.

Although the process was externally facilitated the focus and direction of the discussions depended, to a great extent, on the participants. Participation in the SAA process is voluntary and individuals can choose to participate and share as much or as little information as they feel comfortable with. A key element of the process is the use of participatory tools to encourage and facilitate reflection, dialogue and action. Whilst facilitation is externally led, the process and the focus of the dialogues is informed and led by the participants themselves. A range of tools were selected, both from CARE's SAA guidance and elsewhere, and adapted for the context.

Further information on the project, including more on our approach and outcomes, is included throughout this guidance.

## 2. Introduction to Gender Transformative Approaches

### 2.1 What and why

Over the last decade or more, there has been increasing recognition of the need to consider gender within conservation programming and policy. However there has been a tendency to conflate gender with women and at site level this has translated into initiatives that focus solely on women, for example by promoting women's leadership or women's economic empowerment. Whilst these approaches have merit and provide benefits for the individual women involved, they are often separate from the main conservation project and tend to ignore the role of men in influencing and controlling women's choices and opportunities. They can also lead to perverse outcomes such as reinforcing stereotypical gender roles, increasing women's workloads, and can even exacerbate gender-based violence, for example if women are perceived to be becoming 'too empowered'. More recently, efforts have been made to actively promote women's participation in conservation projects, including in management and governance, but the systemic barriers to gender equality remain. In short, such approaches have limited impact on the status quo because they address the symptoms of gender inequality rather than the causes.

*“Beadwork has drained women. They have to sit under tree for long hours with no free time. Some women have lost eyesight as they work during the day and use lights at night to beat deadline given to complete the order, which is usually so close.”*

Male community member, Sera Wildlife Conservancy

By contrast, gender transformative approaches are “intentionally oriented, facilitated and applied with the aim of examining, challenging, and transforming the *underlying* causes of gender inequality” (McDougall, C et al. 2023).

CARE's Gender Equality Framework (Figure 1) identifies 3 domains which are critical for gender equality. These domains are: **agency**, the ability or inability of men and women to be able to make their own choices and act upon them; power **relations**, through which power is distributed between different people, often unequally; and **structures**, the norms, practices, laws and policies that govern peoples' lives. Each domain contains both formal and non-formal spheres. Discriminatory social norms, customs, values and exclusionary practices are non-formal structures. Change needs to happen and be sustained in all 3 domains for gender equality to be realised (CARE, 2018).

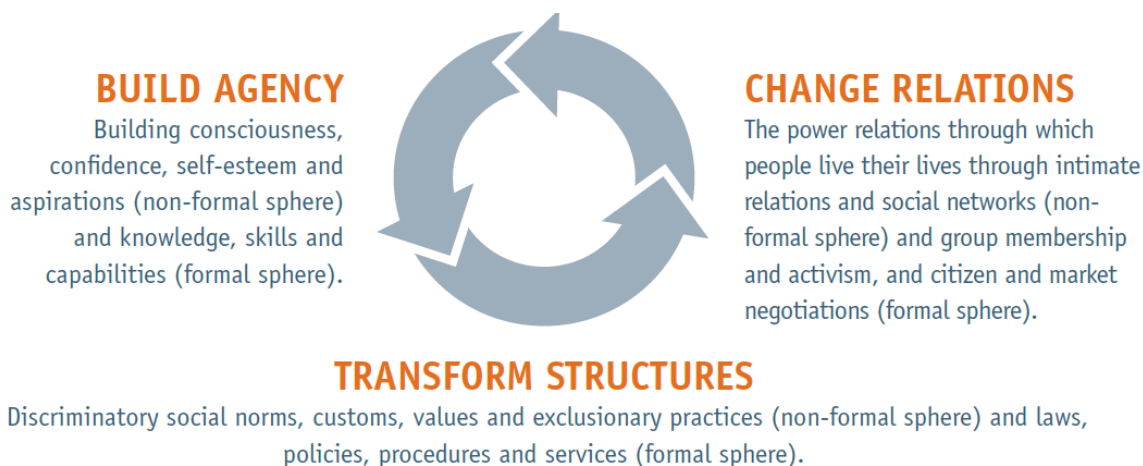
Conventional approaches to gender in conservation tend to focus on women's **agency** and pay insufficient attention to power **relations**. They may consider formal **structures**, such as policies and procedures, but they generally **ignore the informal structures** that perpetuate and reinforce inequality in all domains. Harmful and discriminatory social norms, and gender norms in particular, are perhaps the biggest structural barrier to gender equality both generally and within biodiversity conservation. GTAs aim to address these structural barriers. Whilst their focus is on gender, GTAs naturally consider other social and power norms as, in practice, they are all interlinked and reflection on gender norms encourages reflection on wider social issues and the exclusion of other marginalised groups.

### 2.2 Distinguishing between different approaches to gender integration

Several organisations have developed or adapted a Gender Integration Continuum that distinguishes between different approaches to address gender inequality, these being gender

**blind**, gender **sensitive**, gender **responsive** and gender **transformative** (Figure 2). Other organisations have developed similar frameworks, most notably the Reach-Benefit-Empower-Transform (RBET) framework, developed for researchers and implementers working in agricultural, nutrition and health.<sup>3</sup>

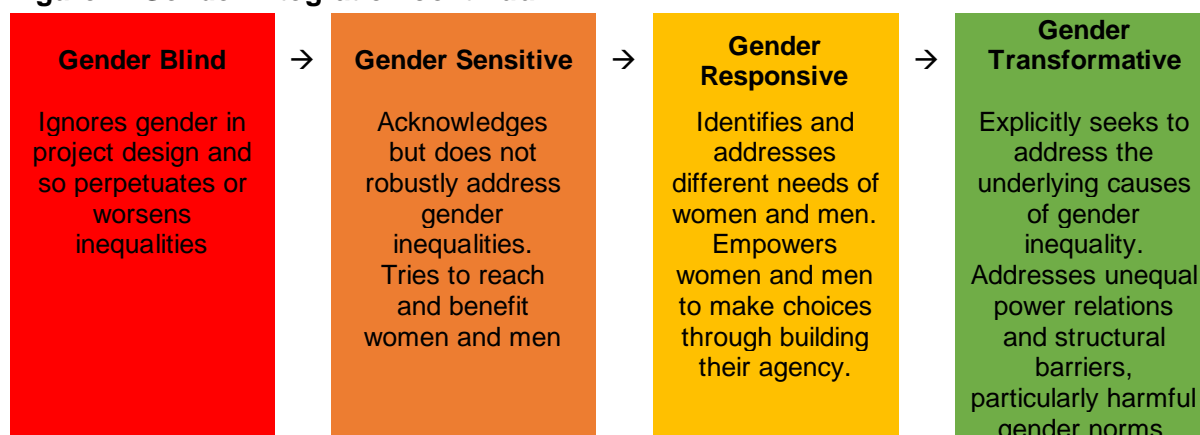
**Figure 1: CARE’s Gender Equality Framework**



Source: Gender Equality and Women’s Empowerment Guidance Note (CARE, 2018)<sup>4</sup>

Gender blind approaches should not be followed; such an approach will perpetuate inequalities and, over time, will exacerbate them. **Gender Sensitive** approaches acknowledge gender differences and attempt to **reach** and **benefit** both men and women. **Gender Responsive** approaches go further and try to **empower** women. They may begin to challenge differences and promote equitable benefit sharing. Gender sensitive and gender responsive approaches tend to focus on women’s **agency**. These approaches have been described as being ‘gender accommodative’ because they tend to work around gender differences, for example by providing childcare at meetings or conducting activities closer to women’s homes to enable them to participate in project activities whilst performing their gendered roles. Of course these actions are valuable and should be continued, but they don’t fully address the constraints that women face because they focus on the symptoms rather than the causes.

**Figure 2: Gender integration continuum**



Adapted from UNICEF (2022)

<sup>3</sup> <https://gender.cgiar.org/tools-methods-manuals/reach-benefit-empower-transform-rbet-framework>

<sup>4</sup> [https://insights.careinternational.org.uk/media/k2/attachments/Gender\\_equality\\_womens\\_voice\\_Guidance\\_Note\\_2018.pdf](https://insights.careinternational.org.uk/media/k2/attachments/Gender_equality_womens_voice_Guidance_Note_2018.pdf)

Whilst gender sensitive and especially gender responsive approaches can make considerable contributions to gender equitable outcomes, gender transformative approaches build on these approaches and outcomes for more sustained and impactful change, seeking to change the harmful structures and power relations that cause inequality in the first place.

Table 1 gives examples of objectives, strategies and indicators for gender transformative approaches and those that reach, benefit and empower women. Such framings can help to distinguish between different levels of action to promote gender equality but whilst they are useful in planning and assessing how projects are integrating gender, it is recommended against using such frameworks as a tick box exercise and focusing solely on where a specific project falls. Rather, they should encourage programme staff to reflect on their current approaches and consider what steps they can take to shift their projects towards a more transformative approach.

### **3. Gender norms**

#### **3.1 What are gender norms?**

Social norms are the unwritten and informal rules that guide how we behave. Gender norms are a subset of social norms and relate to the expected behaviours of men and of women. Norms are complex and are comprised not just of how we behave but also how we think others behave, and how we think others expect us to behave. They are held in place by those whose opinions matter to us - our reference group - along with benefits and sanctions for adherence or non-adherence to them (UNICEF, 2021). These are often social rewards and punishments, such as being socially welcomed and included or the fear of disapproval or being ostracised.

**Women also said they would not allow their husbands to go to the kitchen lest they are accused by his family and the community in general of bewitching him.**

Extract from SAA training report for SWC community members

Norms become naturalised; as we grow up we are socialised and taught how to behave by our parents and other family members, by our community members, by school, by the media and so on. We learn what behaviour is expected of us, as a male or a female. This explains why both men and women uphold gender norms, even if they are harmful to themselves personally. However, not all norms are harmful; many social norms promote cooperation and community cohesion. It is also important to recognise that whilst women bear the brunt of harmful gender norms men can also be affected, for example they may be taught from a young age not to show their emotions, to be tough and to 'act like a man'.

Norms are linked to but distinct from attitudes. Attitudes are what an individual thinks and feels about something whereas social norms are more socially motivated; they are linked to what we think others do and what they expect of us. Our individual attitudes may or may not be aligned with social norms, and the strength of both our attitude and the norm will affect whether we adhere to them or not. Even if personal attitudes change people may still feel compelled to act within the prevailing norms (UNICEF, 2021).

Whilst there may be commonalities - for example in many communities women bear the burden of care work (such as cooking, cleaning, caring for children and the elderly) both in and outside of the home - norms can be very different across different locations. Social, gender and power norms are closely linked and gender norms around what is or is not appropriate for a man or a woman also overlap with other norms related to age or other social factors such as ethnicity, education, wealth and social status. It is therefore important to develop a strong understanding of the specific norms in any project site.

**Table 1: From Gender Sensitive to Gender Transformative approaches**

	Objectives	Example actions	Example indicators	
<b>Reach</b>	Reach women as well as men as project participants	Inviting women to participate; reducing barriers to women's participation; using quota system for activities such as training events.	Number or proportion of women and men participating in project activities.	<b>Gender Sensitive</b>
<b>Benefit</b>	Deliver access to resources and benefits to women and men. Increase women's material well-being.	Designing projects to consider practical gendered needs, preferences and constraints to ensure women as well as men benefit.	Number or percent change in relevant key outcomes, such as agricultural productivity, income, or other benefits arising from conservation activities, disaggregated by sex, age, etc.	
<b>Empower</b>	Strengthen the ability of women and men to develop and implement strategic life choices, in a context where they previously could not do so.	Enhancing women's decision-making powers in households and communities; facilitating women's organisations to identify and address women's strategic gender interests; addressing key areas of disempowerment.	Changes in women's decision-making power over natural resources, agricultural production or income; changes in women's control over assets and/or their purchase or sale; reduction in outcomes associated with disempowerment (e.g. gender-based violence, time burden).	<b>Gender Responsive</b>
<b>Transform</b>	Address the root causes of gender inequality, moving beyond the individual to the structural level. The focus is on changing unequal power relations and transforming structures, including discriminatory norms and practices, and laws and policies.	Engaging with women and men to challenge structural barriers, particularly harmful gender norms; empowering both women and men to advance gender equality for all; promoting gender equitable masculinities.	Changes in unequal power relations between men and women. Changes in gender norms, measured by: people's perception of the norm over time; changes in attitudes/beliefs and related statements; people's perceptions about certain behaviours (i.e. how wrong or right they are) and how others in their community would react; and evidence of behaviour change. Changes in law and policy, from gender-blind laws/policies to those that purposefully address the underlying causes of gender inequality.	<b>Gender Transformative</b>

Source: Adapted from FAO, IFAD, WFP & CGIAR GENDER Impact Platform (2023)<sup>5</sup>

<sup>5</sup> FAO, IFAD, WFP & CGIAR GENDER Impact Platform. 2023. *Guidelines for measuring gender transformative change in the context of food security, nutrition and sustainable agriculture*. Rome. <https://doi.org/10.4060/cc7940en>

## 3.2 Why gender norms are important for conservation

Patriarchy is a structure of power relations that benefits men. Whilst it does not benefit all men, it does favour men in both private and public spheres. Gender norms are moulded by patriarchy, and harmful gender norms have been described as ‘patriarchal brakes’ to social change (Harper, C et al. 2020).

Historically, men were seen as the natural partners for conservation action and remain the main participants in and beneficiaries of conservation (James, R. et al. 2021). Conservation has been described as a social process, which involves changing the way people interact with the environment<sup>6</sup>, but addressing gender norms may be perceived to be ‘interfering’ with local culture or beyond the scope or means of conservation programming, especially where resources and capacity are stretched.

*“The problem is: who decides what is African culture and what is not? The only thing that culture guarantees is that it will change and is dynamic.”*

Mukoma Wa Ngugi<sup>7</sup>

It is widely recognised that women and men interact with biodiversity and natural resources in different ways because of their different, gendered, roles and responsibilities. They thus have different knowledge, values, and views and experiences of natural resources as well as different needs and priorities. Taking account of these differences and incorporating a diversity of knowledge, as well as promoting equity, will make conservation more effective as well as more equitable (Martin, A. 2017).

Men and women are also impacted differently both by biodiversity loss and environmental degradation and by conservation projects intended to address this. They may have different vulnerabilities and risks, and have different rights and access. Decision making power is often in the hands of, or dominated by, men. Gender norms and the formal structures they underpin, are the underlying but often unrecognised roots of these differences and inequalities that are embedded within natural resource management and conservation governance (McDougall, C et al. 2023).

Data from Fauna & Flora’s project (and elsewhere) shows that improving different dimensions of gender equity, through challenging harmful gender norms, has improved governance not only through women’s increased representation and influence in decision-making but also enhancing transparency, reducing conflict and strengthening collaboration. Whilst direct conservation impacts were not measurable within the project’s timeframe, project participants linked improved gender equity and governance to better resource management, including improved decision-making, increased community support and engagement, and reduced rule-breaking.

The importance of gender is now recognised in the CBD, in Target 23 - Ensure Gender Equality and a Gender-Responsive Approach for Biodiversity Action<sup>8</sup> - and most conservation organisations and practitioners now recognise that addressing gender within their programmes results in more equitable and effective conservation.

Gender sensitive and responsive actions, that aim to reach, benefit and empower women, can contribute significantly to more gender equitable outcomes within conservation, but addressing the root causes of inequality, through gender transformative approaches, will

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<sup>6</sup> <https://www.conservation.org/blog/why-understanding-people-is-key-to-protecting-nature>

<sup>7</sup> <http://blogs.african-writing.com/mukoma/2011/01/27/african-feminism-and-the-dilemma-of-class/>

<sup>8</sup> <https://www.cbd.int/gbf/targets/23>

amplify the effectiveness and equitability of such approaches and of conservation projects and programmes. For example, in Kenya's community conservancies, as elsewhere, significant effort has been made to promote women's leadership through leadership training for both women and men and through quotas. Whilst this has led to an increase in the number of women in leadership positions, their ability to meaningfully influence decisions may still be limited, for example women who are co-opted or nominated onto boards, rather than having stood for election, are not always respected by their male peers who have been elected.

*“Nominated seat on the board is belittled. They call them namunoki – one who provides as little as a pinch of salt.”*

Female board member, Sera Wildlife Conservancy

Additionally, GTAs benefit everyone – men and women, including those not directly involved in the initiative, as well as other marginalised groups – through promoting more equitable attitudes, norms and practices at multiple levels and in multiple spheres.

### **3.3 Changing social norms**

Due to their nature, challenging and changing harmful gender norms is not easy. People may fear the consequences of challenging them, in terms of what they may lose, for example power or specific cultural practices, or how they think others will feel. Many norms are 'just the way things are'; people may not consciously choose to adhere to them, they just do because they always have. Challenging the 'natural order' can be scary but until they are encouraged to critically reflect upon their own values, attitudes and practices, and those within their community, people may not be aware that it needs to be changed (UNICEF, 2021 and Harper, C et al. 2020).

*“If I got this information earlier my wife could be a ranger now because, in the past, I could not allow my wives to participate out of Samburu norms. I sometimes feels like crying when I think how I have lost a lot, just by self-oppression because of ignorance.”*

Male board member, Sera Wildlife Conservancy

Challenging and changing harmful gender norms is a slow process and can face strong resistance. The change is not linear and may not be steady; *“As change happens, these changed norms may be incorporated into new frames of reference, and new cultural codes of what is permissible. We take two steps forward, and one (or occasionally two) steps back, but there is still forward momentum”* (Harper, C et al. 2020).

Fauna & Flora's project was implemented over 2 years, with one year or less of implementation at each of the two sites. Even in this short period of time, and without implementing a 'full' SAA process, we have seen profound changes in both sites with positive benefits for men as well as for women, improved conservancy governance, and indications – in the longer term - of improved conservation outcomes (Box 12). In the rest of this guide we will explore GTAs in more detail, and demonstrate how even small steps towards a GTA could reap significant benefits.

## 4. How to implement Gender Transformative Approaches

### 4.1 Issues to consider before exploring a GTA

The following are key issues to consider before implementing a GTA (adapted from Lau, J et al. 2021). Costs and resources will also be a key consideration and further information on these aspects can be found below in section 6.

**GTAs take time and capacity** because challenging gender inequalities and specifically harmful gender attitudes, norms and practices is a long-term process. GTAs are not easy to implement and they require understanding, self-reflection and skilled facilitation. Norms change is complex and monitoring and reporting on this change can be challenging. Sustained funding, preferably from understanding donors, is therefore desirable.

**GT tools can be used** even if a full GTA process is not implemented due to funding or other constraints. For example, some of the tools in Annex 3 can be incorporated into existing or planned project activities that gather staff or community members together, provided that committed and sensitive facilitation skills are available.

**Consider where your project is currently** before launching a GTA because it might not be appropriate to implement a full GTA in a project that has to date been gender blind, for example. It might be necessary to first develop or strengthen gender sensitive and gender responsive actions, although as noted in the previous point some tools may still be used to promote awareness and reflection.

**Partnerships and integration can strengthen GTAs.** Partnerships may be required to provide technical support, but partnerships and integration into existing projects and interventions can also help promote sustainability, capacity more widely, and potentially also policy change, enabling wider impact.

**GTAs should be adapted, and require flexibility and sensitivity.** GTAs are generally very flexible and they can, and must, be adapted to the specific context in which they are implemented. They must be implemented in a way that is sensitive to the context, to avoid tension or backlash. There will undoubtedly be challenges, including within institutions or the implementing team themselves, so the specific approach must also be adaptable to address these.

### 4.2 Characteristics, principles and mechanisms of GTAs

GTAs share some key characteristics and it is these that make them gender transformative. These characteristics can be considered as both guiding principles and mechanisms for implementation. The following characteristics are mentioned at least once in Lau, J et al. (2021), FAO, IFAD, WFP. (2020), and Marcus, R et al. (2022), and the majority are reflected in Fauna & Flora's project.

**Address the underlying causes of gender inequality.** This means working to challenge and change harmful attitudes and practices, and specifically the underlying norms and values, and discriminatory laws and policies, that uphold gender inequality.

**Seek gender equality for all.** There is often an assumption that promoting gender equality means only benefiting women, because women tend to face more marginalisation and discrimination than men, but GTAs seek equality and benefits for women, men, boys and girls and recognise differences within these groups.

**Engage both women and men.** Both women and men are active participants in promoting gender transformational change. In practice, this means having some mixed-sex sessions but it is also important to give women and men safe spaces to discuss issues without members of the opposite sex present.

**Use participatory approaches.** These are inherent to GTAs, to facilitate dialogue and to build trust and ownership of the transformation process. Whilst the GTA may be introduced and coordinated externally, the pace and focus of change is guided by the interests and ambitions of the participants. GTAs encourage participants to identify, question and shift harmful gender attitudes, norms and practices themselves.

**Catalyse a cycle of reflection and action.** Participatory tools are used to prompt individuals to reflect deeply, and to develop self-awareness and critical thinking towards the social, power, and gender norms and dynamics that affect their own lives and the lives of others, particularly women and other marginalised groups, within their households and communities.

**Do not try to impose change.** GTAs are designed to encourage critical self-reflection around values and harmful attitudes, norms and practices. Participation in the process is entirely voluntary and the change has to come from the individuals and communities themselves.

**Work with men and boys.** GTAs explicitly engage with men and boys as key participants and encourage them to champion gender equality. Whilst women and girls bear the brunt of harmful gender attitudes, norms and practices it is also important to acknowledge and ideally explore how men and boys may also be harmed, for example by pressure to provide for their household or to act in overtly masculine ways. It is also important to work with men to reduce potential backlash, and to prevent gender-based violence.

**Engage with influential power holders.** Norms are held in place by various means, but those with power in a community, such as religious leaders or elders, are likely to hold and influence norms and practices to a significant extent. Power holders should be engaged not only to understand their influence, but also as participants in the transformation process.

**Work ‘intersectionally’.** This means recognising that men and women are not homogenous groups and that sex intersects with other factors of diversity such as age, marital status, (dis)ability, education, ethnicity, and wealth. These factors can influence the barriers and opportunities that people face, including the attitudes, norms and practices they may be subject to. Whilst GTAs focus on gender inequalities they can and should also be used to address other social inequalities.

**Work with actors at multiple levels.** Gender norms are in play and reinforced not just within households and communities, but also within institutions and wider society. Even if working at the level of a specific site or community, a project will have more impact if it engages with actors from multiple levels, including government representatives for example.

**Promote gender transformative training and reflection by staff.** Project staff should work, and engage with communities, in gender equitable ways. Staff have their own biases and may hold harmful attitudes and norms. Many GTAs start with ‘staff transformation’ through training and reflection, to enable staff to implement and support projects more effectively and to facilitate the transformation process within communities or with partner organisations.

**Underpin the design of broader interventions.** Ideally, GTAs should be embedded within a broader conservation intervention. They can also complement and strengthen actions that are targeted specifically at women, for example training to build their leadership, business or agricultural skills.

Perhaps the most important characteristic to remember is that GTAs are by their nature transformative and lead to lasting change. *“What emerges is fundamentally different from what existed before.”* (Lau, J et al. 2021)

## 4.3 Integrating GTAs into the project cycle

In some cases, as in Fauna & Flora's project, the GTA may in effect be a stand-alone project. Whilst stand-alone GTA projects can have a significant impact, in practice it is probably more impactful and sustainable to integrate a GTA into an ongoing project or alongside a thematic focused intervention. In either case, gender transformative elements should be applied across the whole project cycle (FAO, IFAD, WFP. 2024).

### 4.3.1 Gender and social analysis

Any project or programme should be based on a good understanding of the social and gender context. A gender, or GESI, analysis is the process of collecting, interpreting and analysing information to identify, understand and describe social, gender and power relations and dynamics in a specific context. It explores differences and inequalities between different groups, particularly women and men, in relation to access and control of resources and opportunities and the distribution of constraints, risks, costs and benefits, including those arising from a conservation project. It also explores how gender relations are maintained and the ways in which inequalities are being or can be challenged or reinforced. A gender transformative analysis pays more attention to the underlying drivers or barriers of inequality than a traditional GESI analysis might do. Various guidance on gender analysis is available and a gender transformative analysis can additionally be guided by the gender equality framework (FAO, IFAD, WFP. 2024). Whilst a GESI analysis exercise should be carried out at the beginning or before implementation, during a GT process new or more nuanced understandings of issues will arise, so the process of analysing gender norms and relations will be an ongoing process. Most gender analysis guidance is not specifically written for the conservation context; one exception is that from IUCN.<sup>9</sup> Box 2 outlines the approach we took in Sera and Pate.

#### **Box 2: Fauna & Flora project – gender analysis**

Due to limited resources, Fauna & Flora's initial gender and power analysis was desk-based. The project lead had managed a gender focused action-learning project in SWC, albeit some years previously, one output of which was a gender analysis report. Another staff member had carried out a more recent gender analysis that included Pate Island. Drawing on these reports, along with available reports from other organisations and a limited number of interviews with key stakeholders, such as the SWC Conservancy Manager, an updated gender analysis report was collated for each site. These reports served as background for the consultants who were contracted to facilitate the SAA process, and were used to inform the early stages of the project including the content of the initial training. The reports were updated following this training, during which much additional data on gender norms was generated. A fuller gender analysis, including field work to more fully explore gender attitudes, norms and practices, would have been preferable before implementation but was not possible with the resources available.

### 4.3.2 Planning and design

The analysis will highlight priorities that the project should address and the gender norms that affect the ability of women and men to engage with the project and its focus (whether this be improving governance or NRM decision making or strengthening livelihoods and so on).

A review of 15 GTAs implemented at local level found that they tend to address the following issues (FAO, IFAD, WFP. 2020):

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<sup>9</sup> Fauna & Flora's gender analysis and action planning guidance is currently being developed and will be available on our website here: <https://www.fauna-flora.org/our-work/partnership/partner-hub/#gender>. IUCN's guidance is available at <https://genderandenvironment.org/iucn-gender-analysis-guide/>

- unequal workloads between women and men, especially regarding unpaid care and domestic work;
- women's lack of voice in household decision-making;
- women's unequal access to, and ownership of, resources;
- gender-based violence (GBV) and other aspects of well-being; and
- women's unequal participation in organisations, both as members and leaders.

GTAs have also been used to address other aspects of gender inequality, including unequal access and inequalities relating to safe and nutritious food, markets, training, financial services, education, information, mobility, control of income, and more (FAO, IFAD, WFP. 2020). In reality, the root causes of many of these inequalities are the same. Whilst a project may choose one specific area of inequality to focus on the outcomes are likely to be broader.

Whilst the project team may identify these priorities, GTAs are flexible by their nature and, to a large extent, are informed and implemented according to the interest and priorities of the participants. CARE's social norm prioritisation tool (Annex 1) helps identify the specific norms to address, and can be used with project participants. A number of norms are analysed and assessed according to who is affected by the norm, consequences of the norm, positive changes resulting from changing the norm and how easy it is to change. As well as helping the project team and community in identifying priority norms to address, it also helps to build analytical and critical thinking skills. See Box 3 for information on the focus of Fauna & Flora's project.

During the planning phase specific entry points can be identified. This can include identifying the level (e.g. couples, household, community) and specific target groups (e.g. male and female adults, youth, farmers, protected area staff, and so on) including norms holders (e.g. religious leaders, extension workers, teachers, elected representatives, government officers, etc). It is also useful to identify existing opportunities for reflection and dialogue (e.g. existing meeting points, groups and initiatives within a community).

### **Box 3: Fauna & Flora project – participants and focus**

Fauna & Flora's project was developed to address the under representation and lack of influence of women in conservancy leadership and decision making, and to demonstrate that improving gender equity leads to stronger governance and ultimately improved biodiversity conservation. All conservancy leaders (board members) were therefore invited to participate, along with some representatives of the wider membership at SWC and of 3 of the conservancy's constituent BMUs at PMCC. A limited number of staff also attended. Ideally, in SWC all conservancy staff would have been invited and in Pate, office holders from all 11 BMUs and more BMU members would have been invited, but this was beyond the scale and scope of the project so strategic decisions were made about who to invite. The 3 BMUs, for example, were chosen because they were the focus of a sister Fauna & Flora and NRT project focusing on conservation and fisheries development in Pate and Kiunga. A representative from Kiunga Community Wildlife Association (another of NRT Coast's focal conservancies) participated in all project activities, to promote cross conservancy learning. Box 1 contains further information on how individual participants were selected.

The project was developed to tackle the underlying causes of inequality in leadership, decision-making and participation more generally, and therefore focused on norms around leadership and decision-making. For example, after the training in Pate the following statement was developed to use as a focus for reflection and discussion with participants: *Women do not have the natural qualities to be good leaders, for example they lack courage, they do not think ahead and they are too emotional whereas men are naturally courageous, think ahead and are less emotional.* The statement reflected attitudes that had been expressed by training participants.

There may be opportunities to use specific policy or legal developments, or moments in time (for example related to social movements) to generate interest and discourse. In Fauna &

Flora's project, relevant 'hooks' related to the Kenyan constitution's 'two third gender rule', as well as developments in community land and fisheries regulations (Box 4).

#### **Box 4: Fauna & Flora project – policy hooks**

In both Sera and Pate, there are relevant policies that promote women's participation in natural resource management, that participants in the SAA training themselves mentioned. The two group ranches that formed Sera Wildlife Conservancy have transitioned to register as Community Land under the Community Land Act 2016 (CLA). The act has provisions to promote the property rights of women including to equal benefit from community land, of participation in the community assembly and of representation in the management committee. Whilst there are challenges in its implementation, the CLA regulations stipulate that the 'two third gender rule' be taken into account in the election of the Community Land Management Committee. This is also the case for the Fisheries Management and Development (Beach Management Units) Regulations 2024. This rule is referring to Article 81 of the Constitution of Kenya that states "not more than two-thirds of the members of elective public bodies shall be of the same gender." Whilst knowledge of the detail of such policies varies between community members, the 'two thirds gender rule' is widely known and was frequently brought up by participants, some of whom used it as a goal to aim for in their action plans.

The specific tools or GTA used need to be chosen and adapted according to the specific context and the participants (Box 5). FAO, IFAD, WFP. (2020) reviews 15 GTAs, each of which will have their own tools, although some will be similar across some of the GTAs. The tools presented in this guide (Annex 3) have been tried and tested in both Fauna & Flora and KWCA's projects and have been adapted to a conservation context.

At this stage it is useful to refer back to Table 1 to check whether the project is being designed in a transformative way.

#### **Box 5: Fauna & Flora project - adaptation of the SAA process**

The Fauna & Flora led project used CARE's SAA methodology because of our existing relationship with CARE Kenya, our experience supporting KWCA in implementing SAA in a conservation context, and because it is appropriate to use at group, rather than household, level, and within a relatively short period of time (one year).

CARE's SAA process starts with 'staff transformation'. This is described as the foundational step of the whole process, but is one that continues throughout. Within a CARE project it will be CARE project staff who facilitate and integrate the SAA process into the 'main' project, facilitating discussions with community members. In the Fauna & Flora project we named this stage 'personal transformation' because our target group was not project staff. Whilst a limited number of SWC staff joined the training at Sera, and some NRT staff joined the training at Pate, our main target groups were conservancy and BMU board members and representatives from their community membership.

After this initial step, we planned to support emerging 'champions' to follow the remaining steps in the SAA process: reflect with community; plan for action; implement plans; and evaluate. Our plan had been that at each site, ~10–20 'early adopters' would emerge and they would be supported through regular visits and calls by an experienced facilitator, to take action within their own spheres, be it households, community groups, board meetings, or workplace, following an iterative cycle of reflection-planning-action-learning. In the event, the process evolved slightly differently at each site (Box 7).

Most of the tools used were drawn from CARE's SAA manual. SAA was originally developed for sexual and reproductive health and rights programming, but the manual gives guidance on how the tools can be adapted to women's economic empowerment, food and nutrition security and GBV programming. In our case, we worked with the consultants to adapt the tools to each site, drawing on the gender analysis reports and staff insights. The main tools used can be found in Annex 3 and further tools can be found in the adapted CARE and KWCA SAA manual (Ibid).

### 4.3.3 Implementation

Ideally, GTAs should be integrated into an existing or planned project or intervention. The mechanisms described above (section 4.2) are the 'how' in terms of design and implementation of GTAs, with an iterative cycle of reflection and analysis, planning, action and review at the core.

At the community, site or project level there are a number of steps that are common to the implementation cycle of many GTAs, although the ongoing process steps of self-reflection and action and engaging with community are the only steps that are common across all GTAs reviewed by FAO, IFAD, WFP. (2020). These are iterative rather than linear steps, for example norms prioritisation or action planning may be repeated at intervals and many of these steps are ongoing, such as critical reflection and engagement with the community.

1. **Critical reflection by staff on gender norms** including their own biases, attitudes and practices and to build skills and confidence on the specific GTA being used.
2. **GESI analysis** to identify existing social and gender norms in the project sites.
3. **Prioritisation of norms** to further analyse the norms identified during the analysis and to agree which norms to address through the GTA.
4. **Identification and adaptation of tools** and approaches, or development of curriculum, to ensure that they are appropriate to the context and the target group(s).
5. **Identification and / or formation of target groups or entry points**, such as couples, households or community groups or to bring individuals together into groups if they are not already formed. This may also include the identification of norms holders, such as religious or community leaders, either as individuals or as groups.
6. **Critical self-reflection and commitment to change** with the target group(s) within the community. Critical self-reflection is encouraged through the use of participatory tools, and this encourages commitment to change. It should be appreciated that not all participants will be transformed and/or committed to taking action.
7. **Action planning** with the target group(s). The action plans developed may be a documented plan or they may simply be identification and agreement of specific action points and responsibility for implementing them.
8. **Engaging with the wider community, including norm holders** to encourage change more widely.
9. **Outreach by participants** to encourage reflection and dialogue with their household members, neighbours, group members or wider community members.
10. **Experience-sharing among participants** and support from facilitators, to encourage ongoing reflection and scaling.
11. **Graduation** of participants or champions who commit to continue the process of critical reflection and dialogues amongst their groups or community.

During implementation the specific GTA and associated tools chosen should be reviewed and adapted, based on experience and participant feedback to ensure that they remain appropriate and sensitive to the context. It is also important to consider the overall or general approaches a project takes, to ensure that it is as participatory and transformational as possible (Box 6).

*“There are a lot of transformation changes taking place in me. ...I [had] been forcing things in my family and I was the sole decision maker, but since the training I decided to have a dialogue with my wives and my family at large. My wives are now making very good decisions regarding family issues unlike before when they would sit back and wait for me to make even very simple decisions since they knew I wouldn't agree with them... The training humbled me.”*

Male board member, Sera

#### **Box 6: Fauna & Flora project – training to catalyse transformation**

CARE's SAA process starts with 'staff transformation' but we named this stage 'personal transformation' because our main target groups were conservancy and BMU board members, and representatives from their community membership. It was vital that this initial training was well received to catalyse ongoing processes of reflection and action.

SAA training materials were adapted for the context and a training facilitation guide was developed and tools selected and adapted, with input from local staff and consultants to ensure that they were appropriate to the context. The training guide suggested an outline and tools for each day but was intended to be flexible and adapted according to the needs and responses of the participants at the time. It is particularly important that training of this nature is at a pace the participants are comfortable with and that external facilitators do not introduce particularly sensitive topics unless the participants raise it themselves. Similarly, in Sera the facilitators were asked not to introduce any Samburu proverbs or sayings but to let them originate from the participants.

Attempts were made to ensure that the training was fully accessible to all participants. This was particularly important in Sera where many participants have not completed formal education. Here, we had no power-points, all content and delivery was in Samburu (translators were available for those sessions not delivered or facilitated directly by Samburu speakers), notebooks and pens were available to those who wanted them but were not distributed automatically (as commonly happens, because this is immediately alienating to those who cannot read and write), and there was no use of technical terms and jargon.

One elder male board member with no formal education reported that of all the trainings and events he has attended it was the first time he felt that he could fully participate; that normally information is shared with illiterate participants after it has been presented, giving them little opportunity to comment and discuss. It was also appreciated by all participants that discussions were facilitated in Samburu; normally training is delivered in Swahili but in Sera most people, and especially women, are more comfortable speaking in Samburu (and especially on potentially sensitive issues) even if they can speak Swahili. This approach helped to generate ownership and commitment to the

As part of the implementation cycle some GT methodologies include 'outreach' by community participants to other households or community groups, to share learning and scale out the methodology. In Fauna & Flora's project this worked well with conservancy members in Sera (Box 7).

Most GTAs at community level will have an implementation cycle of several years to kickstart the transformation process but gender transformative change is an ongoing and lifelong process, and the committed participants or groups will continue beyond the implementation cycle (FAO, IFAD, WFP. 2020).

#### **4.3.4 Monitoring, Evaluation and Learning**

As with any project, Monitoring, Evaluation and Learning (MEL) is essential to track progress, including both positive and negative changes, potential risks and backlash, as well as the specific sectoral outcomes (e.g. improved agricultural practices). Of course, all data should be sex and preferably age disaggregated, and other factors or characteristics may also be important depending on the project.

Assessing transformational change can be challenging. Norms change is slow, it is not linear, and it can be difficult to assess the impact of specific actions on specific changes that occur (Harper, C et al. 2020). Any MEL system and methods used need to be both specific to the context and flexible. A wealth of qualitative data was generated by Fauna & Flora's project and we have no doubt about the impact we have had at both sites (Box 12), but we did face a number of monitoring challenges (Box 8).

### **Box 7: Fauna & Flora project – community champions and outreach**

The Fauna & Flora project anticipated that early adopters, or 'champions', would emerge from the training and be supported to have informal discussions and conduct semi-formal dialogues or raise gender issues within their own spheres, be that within the household, community groups, board meetings or workplace. They were supported through quarterly support visits to review progress, discuss challenges and opportunities, and plan for the coming months, and refresher training was given as needed. A dialogue guide was prepared for champions, including how to plan and conduct a dialogue and how to use tools to promote reflection and discussion. The champions were already familiar with these tools from the training.

At SWC, by the end of the project there were still over 34 champions (16 female, 18 male), of whom 21 are active community champions (13 male, 8 female) who continue to facilitate dialogues and discussions within their communities. The remaining are committed staff and board members who are not facilitating formal dialogues but report that they are now more reflective and are considering gender issues in their decision-making. Up to the end of August 2025, over 72 dialogues had been conducted, reaching over 900 women and around 700 men. This is impressive, since the training was in September 2023 and the last formal support visit and stipend for these champions was in May 2024. Many of the champions at Sera have no formal education so documenting action plans was challenging, but they certainly demonstrated their commitment to reflect and act.

At PMCC, the emergence of champions was somewhat slower. Here, there initially seemed to be more resistance particularly from male participants (Box 9), and those who were keen for change did not have the confidence to promote the change themselves. This is perhaps due to what has been described as 'pluralistic ignorance' where an individual personally does not approve of a norm but adheres to it anyway because they falsely believe that others approve (Harper, C et al. 2020). Despite this, there have been many positive changes within the project site (Box 12) and around 129 people (61 female, 68 male) are actively challenging harmful attitudes, norms and practices either within their own homes, through their own actions, or by having informal discussions within their communities. In Pate, the project has encouraged a total of 405 participants (194 females, 211 males) to critically reflect on their own attitudes and practices and harmful norms within their communities.

In both sites, but particularly in Pate, people who were not amongst the original trainees have been inspired to be part of the change process, by what they have heard and seen.

For the purposes of most conservation projects it is advisable to keep things relatively simple and focus on what matters most. Commonly expressed attitudes can be used as a proxy for social norms, as long as attention is also paid to influences on those attitudes: people or groups whose opinions are important (reference groups) and rewards and punishments for certain behaviours.

Attitudes and perceptions can also be useful for informing project implementation, for example a man or group of men may feel that a specific change (such as more women speaking up or being perceived to be 'demanding' in meetings) is negative whilst other community members, or the project team, view this as a positive change. The ongoing collection and analysis of data enables the project to adapt to and address these issues and thus avoid backlash (Box 9).

As with any MEL system, useful mechanisms include theories of change, outcomes and indicators at different levels and in different dimensions, using participatory approaches, collecting both quantitative and qualitative data, continuous monitoring to inform implementation and adaptation, and measuring negatives and unexpected outcomes as well as the positive and intended outcomes. For GTAs it is also particularly useful to include staff reflection, to promote a culture of reflexivity, innovation and learning (Lau, J et al. 2021).

## **Box 8: Fauna & Flora project – MEL approaches and challenges**

### ***Sources of data***

Data was largely collected by the consultants through quarterly support visits, during which the project participants were encouraged to reflect on their progress and to plan for the next period. Most of the data was collected in group discussions, sometimes using the tools in Annex 3. There were variations in the quality of data, as we were largely dependent on what the consultants captured and reported. This, along with being dependent on the directions the discussions took according to participants interests and willingness to share their views and experiences, made it challenging to collect specific data.

### ***Managing and analysing qualitative data***

The majority of the data is qualitative and we underestimated how much would be generated by the project. Cleaning and analysing the data, with the limited resources available, proved challenging and additional Fauna & Flora staff time was needed to support this. Data was analysed through inductive and deductive thematic analysis. Deductive analysis was applied to code within broad categories (such as changes in different aspects of gender equity) and inductive analysis was then applied within those categories to identify the themes that emerged.

### ***Attitudes and norms test***

An 'attitudes and norms' test was developed to use at the beginning of the training to act as a baseline, to track changes throughout the project, and to collect some quantitative data to report against specific indicators. This was based on a series of statements related to the components of gender norms (i.e. individual beliefs, perceptions of what others believe, and sanctions) that inhibit gender equity, for example, 'Women and men should have equal access to conservancy resources and opportunities' and 'I would encourage a female family member to stand for election on the conservancy board' and 'Even if my community opposed me I would encourage a female family member to stand for election on the conservancy board'. Participants were asked to 'vote with their feet' to signal the extent to which they agreed or disagreed with each statement.

Participation in the project convened meetings and discussions was entirely voluntary, dependent on an individual's interest and commitment, their availability at the time, and sometimes targeted at specific groups (e.g. youth or religious leaders). This meant that although there has been a core of regular participants at both sites, some participants attended only some of the sessions. The attitudes and norms tests were therefore not always administered with the same group of people. In addition, the consultants adapted the questions as they felt was appropriate at the time and according to the specific group of participants. This meant that different questions were asked at different points in time.

### ***Participatory Impact Assessment***

We chose not to set interim targets but to measure outcome targets at project end, partly due to the relatively short timeframe of the project and also due to anticipated challenges collecting such data. A Participatory Impact Assessment (PIA) was purposefully chosen as the methodology to assess the project's impact at project end as it is particularly useful where baseline data is weak or non-existent. We also collected a number of 'human interest stories', using semi-structured interviews to explore how an individual's attitudes and beliefs changed between pre-project and at the time of the PIA, as well as perceptions of how wider community norms are shifting.

### ***Data disaggregation***

All data has been anonymised (with the exception of the stories) and more than half of it is coded so that we can trace it back to a specific individual, meaning that we could analyse it based on various factors (e.g. sex, age, location, position). However for much of it we only know the sex of the person. Analysing the data to explore intersectional factors in depth would therefore be challenging.

### ***Continuous active learning***

We tried to build in continuous and active learning throughout the project through a Project Steering Group with representatives from all partner organisations, including CARE Kenya. Towards project end a number of After Action Review meetings were held, to reflect on what went well and less well and why, and to draw out learning for future implementation.

When deciding what to monitor it may be useful to refer back to CARE's gender equality framework and collect data in the domains of relations and structures, as well as agency. Table 1 does not include specific indicators but it suggests areas for which specific indicators can be developed. Annex 2 contains additional sample indicators but any indicators chosen must be adapted to the specific project and context. Depending on the length and approach of the project it may be appropriate to develop intermediate outcomes and indicators such as changes in knowledge or capacity as steps towards more transformative change (Marcus, R et al. 2022).

#### **Box 9: Fauna & Flora project – dealing with resistance**

In the early stages of the SAA process in Pate the Fauna & Flora project faced resistance from some of the male participants, many of whom used religion as an explanation for things being the way they are. For example, “It is God’s commandment that men should be leaders” and “The Islamic religion allows this [a husband to beat his wife]; it makes her remember things easily.” Here, we had intentionally recruited a Muslim consultant and this greatly helped in facilitating reflective discussions around Islam, allowing participants to open up more because there was resonance and trust through engaging with someone who shared their religion. It was also decided that we needed to engage directly with religious leaders, despite this not being planned for originally, and so during one of the consultant’s follow up visits time was spent with religious leaders from across the 3 BMU communities.

The aim of the day was to facilitate discussions on the roles of men and women, on GBV, and on women’s leadership in the conservancy and community. Both Islamic and Christian leaders were invited, to promote interfaith dialogue and collaboration, to facilitate reflection by all religious leaders on harmful gender norms and practices, and to encourage them to act as role models and use their platforms to advocate for change that supports gender equality. Subsequently a number of sessions were held with both religious leaders and the participants. Religious leaders helped to demystify some of the notions that some participants held, for example that women should not be on committees, based on misinterpretations of religious texts. This encouraged resistant individuals to change their beliefs and attitudes because clarifications came from trusted sources. Many participants fed back that they now feel confident sharing their own stories of change around gender norms and practices that resonate with Islam. Despite this progress, there is a need for additional dialogue with religious leaders, to counter how religion – both Islam and Christianity – is being used or interpreted to uphold patriarchal norms.

Similarly in Sera, we noticed that there was some resistance amongst male rangers. Unfortunately we had not been able to include rangers in the original training but in subsequent visits the consultant held a number of sessions with rangers. Whilst there is need for more reflection and discussion, there has been positive changes as a result of these sessions. In both sites, having participants debate amongst themselves, with some of the more ‘transformed’ champions challenging any negative comments really helped to shift attitudes.

*“I’m more motivated to work, because now I am being listened to by my male colleagues which was not happening before. My husband has seen that I’ve been promoted and being listened to and I have gained his respect at home.”*

Female ranger, Sera Wildlife Conservancy

## **4.4 Selecting and using GT tools for analysis, implementation, and MEL**

McDougall, C et al. (2023) categorises GT methods into formative (for analysis, planning and design), catalytic (for implementation) and measurement (for MEL) but notes that these methods may overlap. For example methods that are intended to gather data may also increase awareness and promote reflection on harmful norms. Some GTAs, such as CARE’s

SAA, Oxfam Novib's Gender Action Learning System, and Promundo's Journeys of Transformation, are designed to be used at all stages of the project cycle.

Many GTA tools, including those in Annex 3 can be adapted and used for multiple stages of the project cycle. For example 'Vote with your feet' (Tool 2) can be used during the analysis to understand attitudes and underlying norms around specific gender issues, during implementation to prompt discussion and reflection, throughout implementation to monitor change, and during evaluation or final assessment to assess outcomes. Other widely used participatory approaches, such as drama and role plays, seasonal calendars, asset mapping or wealth ranking can be adapted to encourage reflection and discussion on gender attitudes and norms, and others such as outcome mapping, outcome harvesting, most significant change, can be adapted and used to assess gender transformative change.

## 5. Facilitation of Gender Transformative Approaches

As noted above, CARE's SAA process starts with 'staff transformation'. This is described as the foundational step of the whole process, but is one that continues throughout. Within a CARE project it will be CARE project staff who facilitate and integrate the SAA process into the 'main' project. Through ongoing critical reflection on social, gender and power norms staff increase their own understanding of norms and of the SAA process, as well as comfort and skills in facilitating critical reflection and dialogue with community members. In some cases and especially for conservation organisations, as with Fauna & Flora's project, there may not be staff with the necessary skills and characteristics available, so external expertise is likely required.

Ideally, direct facilitation of the gender transformative process in a community should be undertaken by, or at least with, facilitators from that community. However, especially in the early stages, there may not be individuals with the necessary skills or mindset, so some level of external (to the community) facilitation will be required.

The desirable characteristics of both external and internal facilitators from across 15 GTAs have been identified (FAO, IFAD, WFP. 2020) as shown in Box 10. These were used to inform the development of criteria for conservancy and community participants in Fauna & Flora's project who we hoped would become 'champions' (Box 11).

### **Box 10: Desirable characteristics of facilitators**

- Commitment to gender equality and an ability to model equitable gender relations
- Ability to facilitate without dominating and to engage with participants in a participatory and non-hierarchical manner
- Ability to listen and be respectful of other people's views
- Experience and knowledge of the local cultural context
- Being respected and trustworthy

### ***Additional characteristics of community-based facilitators***

- Volunteer spirit
- Respect within their community
- Ability to mobilise the community
- Open mind
- Proactivity and resourcefulness
- At least a basic level of literacy
- Knowledge of the local language
- Time availability
- Good communication skills

There should be a combination of male and female facilitators, and where single-sex discussions are held the facilitator should be the same sex as the group. If not from the same community, the facilitator should be of the same culture or ethnic group or religion as the participants (Box 11).

#### **Box 11: Fauna & Flora project – external and internal facilitation**

As this was our first experience implementing a gender transformative approach we recognised the need for both technical and facilitation support. We were keen to recruit facilitators from as close to the sites as possible, preferably from the same culture and who spoke the local language. We also wanted a team of one male and one female for each site.

##### ***Facilitation in Sera – the importance of culture and language***

One early challenge faced was that CARE Kenya was not able to provide Samburu speaking SAA facilitators for the process in Sera. We contracted an independent SAA consultant recommended by CARE to lead the process, and an additional independent consultant from Samburu who, whilst not trained in SAA, is a skilled and experienced facilitator including of gender work. Additional facilitation support was provided by a second local Samburu facilitator from NRT's Leadership and Management Programme (LAMP). Having two Samburu facilitators, one female and one male, worked very well and built trust with the participants who appreciated that discussions were held in Samburu (rather than Swahili) with people who understand Samburu culture.

##### ***Facilitation in Pate – the importance of religion***

In Pate, again we had one male and one female consultant. Whilst neither were from Lamu, they were both skilled SAA facilitators and one is Muslim. Having a Muslim consultant with a sound understanding of how masculinity, femininity, and religion interact was essential and built trust and engagement, and helped participants to distinguish between religion and culture. It also helped when engaging with religious leaders. In Pate, the CARE consultants were supported by 3 NRT LAMP facilitators, one male and two female. Again, this worked very well as the LAMP facilitators are from the communities and well known to participants.

##### ***Community champions***

We anticipated that early adopters, or 'champions', would emerge from the training and be supported to have discussions and dialogues within their own spheres. Criteria were developed, similar to those for community-based facilitators in Box 10. In Sera, community participants for the initial training were selected by board members. In Pate, participants were selected by board members in consultation with NRT and Fauna & Flora staff. Participants received a small stipend to cover travel and offset lost income. More champions than anticipated emerged in both sites and, particularly in Sera, they have been holding discussions and dialogues since the training i.e. for a period of almost 2 years to date, despite direct support ending after less than one year.

The project therefore had a combination of external and internal facilitation, but general coordination and oversight of the whole process was external to the communities.

## **6. Costs and resources for Gender Transformative Approaches**

The cost of implementing a GTA at project level may vary significantly. Some of the considerations include:

- GESI analysis and other relevant research. What field work is necessary to supplement existing data, who will collate the existing data and carry out any additional fieldwork, who will do the analysis and reporting etc.
- Technical oversight. This could be through partnering with an organisation that has the necessary technical skills or through contracting consultants to play this role.
- Training of trainers and facilitators. Even if project staff will facilitate much of the process they will need ongoing technical support and possibly refresher training on top

of any initial training. Likewise, community facilitators will need training and ongoing technical support.

- Preparation of manuals, community dialogue guidance, training materials etc. Even if materials are already available they will need to be adapted to the specific project and context.
- Facilitation. Who will facilitate the different parts of the process. The budget will need to cover salaries or allowances, as appropriate.
- Community champions. Whilst they may be volunteers, it may be appropriate to provide a small stipend to offset lost income, to cover travel and other incidentals (e.g. refreshments), as well as to indicate appreciation.
- Travel and subsistence costs. For consultants, staff, facilitators, and community members, to attend training, follow up visits, meetings, exchange visits, dialogue sessions etc. It is important to budget adequately for multiple smaller gatherings (rather than fewer larger gatherings) as well as single-sex gatherings because, due to the nature of the issues being discussed, it is essential that participants feel comfortable to engage in the critical reflection and discussion.
- Any additional staff, participant, meeting and travel costs associated with MEL activities throughout the project, and at project end.
- Communication and other related materials e.g. t-shirts.
- Costs of financial, administrative and logistical support.
- Costs of any other additional and relevant inputs that may not be covered by an associated project e.g. fishing gear, agricultural inputs.

As noted above, most GTAs are implemented over several years. Fauna & Flora's project was implemented over a one-year period at each site (two years in total). Table 2 indicates the steps that the Fauna & Flora project took at each site. The steps taken may vary considerably, for example we only carried out a desk-based gender analysis, and so the time and costs required will also vary. However, the table below may help in planning how much time is required for each step and the resources required.

**Table 2: Fauna & Flora project steps and approximate timeframe**

Activity	Month (of 12)	Weeks required
Gender and power analysis	1	4 – 6 (with fieldwork)
Prioritisation of norms	1	1
Set criteria for and identify participants to attend training	1	1
Adapt training materials for the specific context and deliver >one week training	1 - 2	2 - 3
Identify 'early adopters' (champions) to lead local group dialogues and action	1 - 2	1
Re-prioritisation of norms with champions	1 - 2	1
Identify entry points for local dialogue and action	1 - 3	1
Preparation of materials to support champions (e.g. dialogue guide)	2 - 3	2
Support visits to local champions – ongoing review and action planning, and refresher training as needed	3, 6, 9, 12 - Quarterly (one per month is preferable)	1 - 2 weeks per visit x 4 visits
Ongoing action by champions e.g. dialogues	2 – 12 (and beyond)	Ongoing

Ongoing reporting, review and data analysis	2 - 12	Ongoing
Monthly meetings (e.g. of Project Steering Group) to monitor and review progress	Monthly	2 days
Participatory Impact Assessment	12	2 – 4 weeks

As an indication of costs (bearing in mind that this will be highly context specific), in the Fauna & Flora project the process at each site – excluding staff costs and consultancy fees, but including consultants and local staff travel costs – cost in the region of £23,000.

## 7. Outcomes of Gender Transformative Approaches

Obviously the number of direct beneficiaries reached through a GT project varies depending on the scale and the extent to which those who have attended training and/or reflection sessions with facilitators then go on to have reflective dialogues or discussions with their peers, whether formally (planned) or more informally and impromptu. The quality of engagement with direct beneficiaries is more important than the number reached; greater impact is likely if more sessions are held with fewer people than just one or two sessions held with many people. It can be challenging to quantify the number of indirect beneficiaries, but because GTAs involve that element of personal transformation those who are transformed will change their behaviour in all aspects of their lives.

Specific changes attributed to site level GTAs include the following (FAO, IFAD, WFP. 2020):

- Changes in attitudes towards harmful practices such as GBV.
- Improved intra-household relations including decision-making and distribution of workloads.
- Increased productivity as a result of more equal access to resources and more opportunities to engage in productive activities.
- Improved participation and leadership including men executing their leadership duties more equitably and women participating more in groups both as members and leaders.
- Strengthened communities through increased organisation and resilience meaning that community members are agents of change.
- Gains for youth due to increased equality in the home and parents treating boys and girls more equitably.
- Gains for project staff through increased knowledge, improved community engagement skills and critical self-reflection leading to behaviour change.

Many of these changes were found in Fauna & Flora’s project, the main outcomes of which are highlighted in Box 12. Further information can be found in the theory of change<sup>10</sup> that traces the causal pathways linking improvements in gender equity with improved natural resource governance, which in turn can lead to an improvement in conservation outcomes.

*“Women’s rights were abused in the past but after the SAA project, the rights have been observed. For example, women were not allowed to speak during meetings.”*

Male, Pate

<sup>10</sup> A Theory of change linking gender equity with improved conservation governance and impact: a case study of two community conservancies in Kenya. <https://www.fauna-flora.org/publications/a-theory-of-change-linking-gender-equity-with-improved-conservation-governance-and-impact>

## Box 12: Fauna & Flora project outcomes

### **Improved Gender Equity**

- **Recognition:** of women's rights including of freedom from gender-based violence; of their knowledge, opinions, leadership skills, and labour; and men more willing to publicly support women.
- **Participation:** Greater involvement of women in governance forums, elections, and traditionally male-dominated activities, and activities outside of the home.
- **Distribution:** More balanced distribution of household labour and of opportunities such as training, employment and leadership roles.

### **Improved Governance**

- Increased women's representation and influence in decision-making.
- Enhanced transparency, reduced conflict and stronger collaboration.
- Increased attention to other marginalised groups e.g. youth and people with disabilities.

### **Improved Conservation Outcomes**

While direct conservation impacts were not measurable within the project's timeframe, participants linked improved gender equity to better resource management, including:

- Improved decision-making
- Increased community support and engagement
- Reduced rule-breaking and increased reporting

### **Other outcomes**

The SAA process has not only improved gender equity but has also led to various related outcomes some of which will continue to shift gender norms to promote greater equity, improve conservancy governance and, in the longer term, improve conservation outcomes. These include:

- Women's increased confidence
- Improved wellbeing especially for women
- Improved household and community relations
- Improved critical thinking and analytical skills
- Increased motivation to change

## 8. Factors that promote sustainability and scaling

McDougall, C et al. (2023) distinguishes between scaling out horizontally at local level, scaling in within organisations, and scaling up to meso and macro level for more systems and society wide change.

### 8.1 Scaling out and sustainability at local level

At the site level, scaling out is relatively easy as long as there is commitment and resources to do so. The tools used in GTAs are relatively accessible and some of them, or the techniques used, will be familiar to those who are experienced community facilitators. The main barrier to scaling out may be the availability of technical input and oversight, and of course the commitment and resources including funding.

Attention should be paid to ensuring that the process in one location is sustainable before, or whilst, scaling out more widely. Whilst the nature of GTAs means that the change generated is enduring, sustainability can be strengthened.

Actions to promote sustainability include:

- Working with households and existing long-term groups, rather than grouping disparate individuals especially for the process so that the way those households and groups function is permanently changed.

- Providing ongoing support, in terms of training, stipends and also moral support or recognition and appreciation for example through training certificates, to help maintain motivation for the change process.
- Fully involving partner organisations in the process so that their capacity for promoting and implementing more gender transformative actions is increased.
- Engaging with relevant officers and departments from the local or county government.
- Integrating GTAs into ongoing and related project activities e.g. ongoing or wider work with protected area staff, fishers, farmers, producers etc.
- If appropriate engaging with other actors operating within the site that are relevant to the thematic focus of the project e.g. agri-businesses, buyers.

(Adapted from FAO, IFAD, WFP. 2020)

Box 13 highlights some of the factors that may help Fauna & Flora with scaling out in Pate.

**Box 13: Fauna & Flora project – engagement with other actors to support scaling out**

In Sera, Fauna & Flora’s engagement was solely with SWC. Several NRT staff attended the initial training but they did not follow the process. In Lamu, Fauna & Flora has a staff member in situ and shares an office with NRT. We therefore have connections and existing relationships with a wider range of actors. Here, NRT staff have engaged more deeply in the process and have been involved in planning and delivering activities, and 3 LAMP facilitators have been involved along with a representative from a conservancy in Kiunga. We have also engaged with religious leaders and county government representatives including Fisheries Officers, Children’s Officer, Assistant County Commissioner, and Area Chiefs and. Not only has this exposed these individuals to a new approach it will also help with scaling out and sustaining the work. Fauna & Flora has been approached by several organisations seeking more information about the project and the approach used, having been told about the project by community members.

## 8.2 Scaling in at organisational level

Scaling in may need to be promoted before, or at the same time, as scaling out in order to generate the commitment for more gender transformative work. The most effective way to do this is to implement a critical reflection process with staff at all levels. This goes beyond gender training, which should be a given as a matter of course; rather it means applying GT tools internally to promote staff transformation at all levels, and ideally all staff.

Obviously resourcing, including funds and technical skills, will be required but potentially the main barrier to ‘scaling in’ is the commitment, and this may not in fact be a lack of commitment per se but a lack of awareness of the need for and the potential of GTAs. Sharing the learning and outcomes from projects implemented at local level may help to generate the interest and commitment to implementing a similar approach within an organisation.

Once the commitment has been generated, GTAs are more likely to be funded and promoted within organisational systems, such as project and proposal development, budget allocations, organisational MEL systems, partnerships, and other organisational functions. This will help to accelerate scaling out, both within an existing site or programme and to other sites where an organisation works or funds activities.

## 8.3 Scaling up

Fauna & Flora’s project, and those of most other organisations that have implemented GTAs, focused on the local or site level, addressing the informal structural barriers to gender equality i.e. harmful gender norms. McDougall, C et al. (2023) recognises that scaling out at local level can influence meso and macro levels, but also identifies a number of strategies that have been

used to promote transformative change at these levels, including eliminating discrimination and enshrining equality in policy and legal frameworks and institutions and addressing embedded bias to reform financial and market systems. These strategies address the ‘formal’ barriers to gender equality by engaging with formal structures.

This guidance focuses on GTAs at the site level, but it is worth noting that site level activities can complement and inform these higher-level strategies through generating qualitative and quantitative data and case studies. By engaging with government at local level, a site level project may, with time and advocacy, be able to influence national government policies and actions. And again, the tools used to promote critical reflection at community level could – given the commitment and resourcing – be applied at any level, including within national and even international structures and organisations. Policies and laws are shaped by people and by the prevailing norms and values that lie behind them.

The challenge of scaling, at all levels, is to maintain the transformative nature of GTAs. Whilst the rewards are significant, the quality of GTAs does depend on the facilitation and the depth of ongoing support that can be provided to participants especially in the early years.

## 9. Learning from Gender Transformative Approaches

### 9.1 Challenges

GTAs can face a number of challenges including those presented in Table 3 with their potential solutions. The solutions presented here are suggestions only and there may be other potential solutions depending on the situation and context. Any solutions should, of course, be sought collaboratively with partners and, as far as is possible, with participants, and adapted as appropriate to the context.

**Table 3: Common challenges and potential solutions**

Challenge	Solution
<b>Limited understanding of GTAs amongst staff</b>	Mandatory training of staff in GTAs. Shifting the mindset of staff through critical reflection. Do not assume that staff who are skilled facilitators or have experience integrating gender are aware of their own biases or understand GTAs and their benefits.
<b>Securing enough / appropriate technical and facilitation skills</b>	In the early stages technical input is likely to be needed from another organisation, either as a partnership or consultancy basis. Including staff of the lead implementing and partner organisations in critical reflection processes and training on the specific GTA being used will help to build both technical and facilitation skills. Ongoing training and mentoring, and critical reflection, will help to maintain these skills and commitment amongst facilitators.
<b>Volunteer fatigue</b>	Community volunteers can be motivated by recognition of their role and ongoing support including certificates, t-shirts and other materials, contextualised guidance manuals, exchange visits, and regular check-ins and visits from a lead facilitator or project staff. Payment of a small stipend to offset lost income, travel and other incidentals is beneficial.
<b>Reluctance to change and / or backlash</b>	Greater engagement across communities and focused engagement with specific target groups (e.g. groups of men, male youth, religious leaders, etc).

<b>Community level champions or facilitators lack confidence / fear backlash</b>	Increase the support given to community champions and facilitators, through refresher training and more regular support visits. Increase the numbers of champions to create a visible mass of people changing their lives and acting as role models. Continue to support critical reflection amongst facilitators and champions.
<b>Pace of change is slow</b>	Collect and analyse data from the beginning of the project to identify early changes. Consider developing intermediate indicators that point towards longer term change.
<b>Measuring impact and attributing change</b>	Measuring change in social norms is not easy. From the start it should be recognised that norms change is not linear. Much of the data generated will be qualitative and it is important to budget for managing and analysing qualitative data.
<b>Lack of organisational commitment</b>	Generate commitment by sharing learning and impact, including from the experience of other organisations if necessary.
<b>Limited funding</b>	Generating organisational commitment, amongst management and project staff, will help to secure appropriate levels of funding.

Source: Adapted from Marcus, R et al. (2022) and FAO, IFAD, WFP. (2020)

## 9.2 Success factors

GTA's have proven to be successful in delivering transformative change. The following factors contribute to their success (Adapted from FAO, IFAD, WFP. 2020).

- Critical self-reflection at the start and throughout the process, to make the invisible and normalised barriers to equality visible, catalyses and maintains motivation and momentum for change.
- Participants set the pace of change and, to a large extent, what they want to see change.
- Participatory tools and facilitation engages participants in thought provoking, interesting and sometimes fun ways.
- Working with the same group of participants builds trust and encourages individuals to share openly and honestly in a safe space.
- Working with both men and women helps to avoid backlash from men and enables both to see the benefits of gender equality and the harms caused by inequality, and certain notions of masculinity, to men as well as women. Working with couples and households can accelerate this process.
- Even if the focus is not households, changes at household level happen quickly, motivating participants and generating interest from others in the community.
- Participants who have become champions act as role models and share their views and experiences with others in their community.
- Supporting champions and facilitators from within the community builds community capacity that will last beyond the end of the project.
- Involving the wider community, and especially norms holders such as community and religious leaders, builds a more enabling environment for challenging harmful norms and practices.
- GTAs can be integrated into other activities and groups (e.g. savings groups) to strengthen them and accelerate progress.

Many of the challenges and success factors of Fauna & Flora's project have already been mentioned, but Box 14 highlights the main ones, some of which have not been mentioned above.

#### **Box 14: Fauna & Flora project – challenges and success factors**

##### **Challenges**

- Funding was limited relative to the ambitions of the project. This meant, for example, that the gender analysis was desk-based, only 3 support visits per site was budgeted, and the allowance for champions to conduct dialogues was minimal.
- Heavy reliance on one staff member to manage the project, including providing technical support.
- CARE were unable to provide a Samburu speaking consultant.
- Misinterpretation of religious texts led to some resistance amongst participants in Pate.
- Capturing data from community champion facilitated dialogues in Sera was not possible due to low literacy levels and the fact that many are spontaneous and / or informal impromptu discussions.
- Whilst we would not have the learning from implementing this approach in two different contexts, focusing on one site would enable a greater depth and length of engagement.
- The volume of qualitative data generated was challenging to manage and analyse.

##### **Success factors**

- The training approach, including the use of tools, engaged participants and encouraged buy in and ownership of the process.
- The same norms were addressed and the same tools were used throughout the process which made it easier for champions to take forwards in their own communities.
- Support visits were greatly appreciated by participants.
- The process in Pate has benefited greatly from the presence of both Fauna & Flora and NRT staff in Lamu. NRT has engaged much more in Pate than in Sera.
- The presence of Fauna & Flora and NRT staff in Lamu facilitated engagement with a wider range of stakeholders, including county government staff, Area Chiefs, and religious leaders.
- CARE, Fauna & Flora and NRT staff held regular meetings to plan and review progress in Pate.
- SWC community champions were effective in making the most of existing entry points where people gather, such as water points and men's games meetings, rather than mobilising community members specifically to conduct dialogues.
- LAMP facilitators at both sites strengthened the project and may, in due course, influence the LAMP curriculum and tools.
- A team of one male and one female lead facilitators at each site, with Samburu facilitators in Sera and a Muslim facilitator in Pate.
- Skilled facilitation by CARE Kenya staff and the Samburu consultant.
- The project responded flexibly to the challenges faced, helped by good working relationships between Fauna & Flora staff and the consultants.

### **9.3 What would we do more of?**

Fauna & Flora's project was not without challenges, but the impact the project had at both sites, and in such a short period of time, has been impressive. The following are things that we did do, to varying extents, and which worked very well. In addition to addressing the challenges we encountered (Box 14), these are the key things we would plan to do more of if implementing the project again and resources allowed.

- Make more frequent (e.g. monthly) follow up visits to provide ongoing support and mentoring to champions.
- Hold more single-sex sessions with both women and men to enable deeper engagement in a 'safe space'.
- Hold more 'age group' sessions, especially but not only with youth, to provide safer spaces for deeper engagement.

- Deliver ‘Training of Trainers (ToT)’ to local champions to become ToTs, and provide more regular and ongoing support to them to facilitate reflective dialogues in their communities.
- Hold more, and more regular, reflective sessions targeting influential norms holders (e.g. religious leaders or elders) to better equip them with the commitment and knowledge to challenge harmful gender norms and practices.
- Develop or adapt materials and tools to specifically focus reflection and discussion around masculinity and use them with men and male youth.
- Engage more with other actors (e.g. county government) to facilitate scaling up and out.
- Recruit or have a staff member, based at or near each site, to coordinate project activities (including logistics and MEL) and to strengthen relationships with and between actors.

*“Eh, you are very serious, you have come back! We thought it would be like other trainings and they come once. We are like one family”*

Female community member, Sera

## 10. Conclusion

Unless concerted efforts are made to ensure the active and meaningful participation of both women and men in conservation decision making, projects are likely to uphold, and potentially even exacerbate, existing gender inequalities. More attention is needed to addressing the underlying causes of such inequalities, and specifically the harmful gender norms that uphold them.

GtAs require a good understanding of context as well as time and resources, including gender and GTA expertise. They also requires a genuine commitment to gender transformation, and this is perhaps the biggest obstacle. It is not practical to expect projects that have, to date, taken a gender blind or even gender sensitive approach to start implementing a gender-transformative approach overnight. But all projects can assess their progress and approach to date and start to use some of the tools presented in this guide. Whilst they may not be categorised as ‘gender transformative’, over time, as capacity is built and benefits are seen, resources can be mobilised to implement a full gender transformative approach.

Ensuring women and men are both empowered by GtAs creates sustained transformation. Once they have experienced the benefits of gender equality most do not want to revert to previous practices (FAO, IFAD, WFP. 20203). Whilst implementing GtAs effectively is challenging, the benefits they reap - for women, for men, and for conservation - are profound.

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## Annex 1: Norms prioritisation tool

After completing the gender and power analysis, this tool will help in analysing and then prioritising which gender, social and power norms to address through reflective dialogues with communities.

1. Distribute handout (table below) or draw a large table with six columns with headings as per the table below.
2. Brainstorm in plenary brainstorm discussion to fill in each box of the table.
3. Once complete, ask participants to contemplate the contents of the table and discuss what norms they may want to address during reflective dialogues and why. The following are some ways to help participants prioritise:
  - Consider which norms affect the greatest number of people or which norms affect the most vulnerable and marginalised populations?
  - Consider which norms affect the project the most or which norms the project is most likely to be able to affect?
  - If the group cannot come to a consensus, facilitator can have participants vote.

Norm	People affected by the norm and how	Consequences for conservation (or specific project focus)	Impacts on household	Positive changes resulting from changing the norm	How easy to change? Who may resist change?

4. If there is time available, have participants start planning for SAA implementation for the prioritised norms by considering the following questions:
  - Which tools are most relevant and appropriate to address the norms prioritised?
  - When will these dialogues take place?
  - Who will facilitate these dialogues and what training and/or support do they need to be effective?

Where possible, this tool should be used in conjunction with gender and power analysis findings. To do this, give participants time to reflect on the gender and power analysis findings (by reading a summary, quickly giving a presentation on the findings, etc.). Then, step 2 should include a discussion of which norms are most present and important within the study's findings. If there is limited time, step 4 should be led by the project manager at a later time using the information generated in the table to plan for implementation of SAA in coordination with other project activities.

Adapted from CARE (2018)

## Annex 2: Example indicators

The following are some example indicators with some options for wording. This is not an exhaustive list and it is vital that all indicators are adapted to the specific context and project. All indicators **must** be disaggregated by sex (and, if possible, other factors such as age). Indicators can be expressed as number of or percentage of respondents or individuals.

### Agency

% of women who report positive change in / feel that they have influence over household decision making

% of respondents [men / women] who report confidence in their [e.g. negotiation and communication] skills

% of women who feel confident speaking in public [or community / board / other] meetings

% of men who feel confident speaking in support of women in public and / or [community / board / other] meetings

% of respondents [men / women] who reject GBV

### Relations

% of women who decide how [most of] their own income will be used

% of women who report that their husband/male partner supports them with household chores [cooking, cleaning, childcare]

% of respondents [men / women] who report improved relations / reduced conflict / increased harmony within the household

% of respondents who report that they can rely on a community member in times of need

% of respondents [men / women] who trust / have faith in their community leaders / board members

### Structures

% of women reporting their sex as a barrier to participation in local groups or forums

% of women holding leadership positions in formal and informal groups who feel that they have influence in those groups

% of women [and men] who feel that they have influence over community decisions / report positive change in their ability to influence NRM decision-making

% of men who report positive change in women's ability to participate in and influence NRM decision making

% of men who express support for (positive) change in women's ability to participate in and influence [household / community / NRM] decision making

% of individuals [men / women] reporting participation in collective action towards a common goal

% of respondents [men / women] who report gender equitable attitudes [e.g. that men and women should have equal access to [particular] resources and opportunities]

% of people who think that others in their community [adhere to a particular norm]

% of people who think others will judge them negatively if they do not [adhere to a particular norm]

% of men who would assist a women being beaten by her husband or partner

Adapted from CARE (2018) and FAO, IFAD, WFP. (2022)

## Annex 3: Tools to promote reflection and discussion for gender transformative change

The following tools were adapted from CARE (2018) and CARE (2023)

### Tool 1: Persons and things

#### Why

To illustrate the existence of power in relationships and its impact on individuals and their relationships.

Gendered social norms, beliefs, and institutions tend to vest men with power over women, from laws and policies down to household-level interactions. It is essential to understand the extent and impact of men's power over women (and vice versa) and to explore alternatives (equality of power). Some men (and women) feel that men need to have power over women in order to maintain order and stability. But when humans are in a position to exercise power over others, they can fail to respect others' dignity, perspective, or humanity.

This exercise helps participants to explore what it feels like to be powerless and to have power over others. It helps reflect on how men and women within families can take responsibility toward sharing power, and use this shared power jointly in positive ways.

#### How

1. Divide the participants into three groups. Each group should have the same number of participants. (Note: If the number of participants does not allow for an even distribution, assign the extra participants to the third group).
2. Tell the participants that the name of this activity is 'Persons and Things'. Choose, at random, one group to be the 'things', another to be 'persons', and the third to be 'observers'.
3. Read the following directions to the group:
  - THINGS: You cannot think, feel, or make decisions. You have to do what the persons tell you to do. If you want to move or do something, you have to ask the person for permission.
  - PERSONS: You can think, feel, and make decisions. You can tell the things what to do.
  - OBSERVERS: You just observe everything that happens, in silence.
4. Assign each 'person' a 'thing' and tell them that they can do what they want with them (within the space of the room). The observers should watch and listen to what the 'persons' and 'things' do. Give the group five minutes for the 'persons' and 'things' to carry out their designated roles.
5. After five minutes, tell them that they will switch and that now the 'persons' will be 'things' and the 'things' will be 'persons'. Give them another five minutes.
6. Ask the groups to go back to their places in the room and use the questions below to facilitate a discussion:

#### Questions for discussion

For the 'persons' and 'things':

- How did your 'persons' treat you? How did you feel? Did you feel powerless? Why/why not?
- How did you treat your 'things'? How did it feel to treat someone this way? Did it make you feel powerful? Why or why not?
- Why did the 'things' obey the instructions given by the 'persons'?
- Were there 'things' or 'persons' who resisted the exercise? Why?

- In your daily lives, do others treat you like ‘things’? Who? Why?
- In your daily lives, do you treat others like ‘things’? Who? Why?

For the observers:

- How did you feel not doing anything? Did you feel like interfering with what was happening? If yes, what do you think you could have done?
- In our daily lives, are we ‘observers’ of situations in which some people treat others like things? Do we interfere? Why or why not?

For everyone:

- If you had been given a chance to choose between the three groups, which would you choose to be in and why?
- Why do people treat each other like this?
- What are the consequences of a relationship where one person might treat another person like a ‘thing’?
- In your communities, do men most often belong to one of these three groups? Which group?
- Do women most often belong to one of these three groups? Which group? Why do you think this is?
- What are the factors that give people power in relationships? In what spheres of your own life do you have power?
- How does our community / culture perpetuate or support these kinds of relationships?
- What can we do to make sure that different groups such as men and women live in a world where they can enjoy the same opportunities, equal treatment, and equal rights?

## **Tool 2: Vote with your feet**

### **Why**

Explore different beliefs and encourage people to reflect on their own beliefs.

### **How**

1. Before you start think about how you want people to vote. This can be by a show of hands, or by people saying Agree or Disagree or by asking them to move to one side or the other side of the space.
2. Explain that you are going to read some statements. Make sure everyone understands how to express whether they Agree or Disagree.
3. Explain that you want them to think about their own opinion on the statement and that it is important not to judge others on what they think. Ask them not to discuss with each other but to do what they personally believe.
4. Read one statement slowly and ask people whether they Agree or Disagree with the statement. Give them time to think about it. The following are some example statements you can pick from (or you can use the statement on page 1). Pick one statement to discuss at a time.
  - It is better to vote for a man than a woman.
  - Women should form at least one third of the [e.g. conservancy] board.
  - Women’s use of land, marine and other natural resources should be secondary to men’s.
  - A man should do household chores to help his wife.
  - Men who help their wives with household chores are weak and it is ok to mock them.
  - Women and men should have equal rights and receive the same treatment.

5. Ask if anyone would like to explain why they agree or disagree. Why did you Agree / Disagree with this statement?
6. After 3 or 4 statements have been read out and discussed, hold a general discussion.

#### **Questions for discussion**

- Did you learn anything from this discussion?
- Would you have voted the same way in a more public place / with more people present?
- Has anyone changed their mind or understanding of any of the issues discussed?

### **Tool 3: Act Like a Man, Behave Like a Woman**

#### **Why**

To identify the differences between rules of behaviour for men and for women. To understand how these gender rules can negatively affect the lives of both women and men

#### **How**

1. Ask the male participants if they have ever been told to “Act like a Man.” Ask them to share some experiences of someone saying this or something similar to them (Examples: Men don’t cry, men must provide for his family). Ask them: Why do you think they said this? How did it make you feel?
2. Now ask the female participants if they have ever been told to “Behave like a woman.” Ask them to share some experiences of someone saying this or something similar. (Examples: Women must get married; Women must obey their husbands). Ask them: Why do you think they said this? How did it make you feel?
3. Ask for more examples of when men have been told to act like a man, or when they have felt they needed to act like a man.
4. Ask for more examples of when women have been told to behave like a woman or when they have felt they should act like a woman.
5. Ask the men if they have ever felt judged or have been criticised for not acting like a man.
6. Ask the women if they have ever felt judged or been criticised for not behaving like a woman.

#### **Questions for discussion**

- What do you think of these examples? What are the differences between the examples for men and the examples for women?
- Where do these expectations come from?
- Can any of these messages be potentially harmful? Why?
- How does living in the box limit men’s lives and the lives of those around them?
- What happens to men who do not follow all of these gender rules (or “live outside the box”)? What do people say about them? How are they treated?
- How does living in the box limit women’s lives and the lives of those around them?
- What happens to women who do not follow gender rules? What do people say about them? How are they treated?
- Are these rules fair for both men and women?

#### **If you have time and people are willing**

- Ask for a male volunteer to do a silent role-play in which he is “acts like a woman.” Ask a female volunteer to do a role-play, in which she “acts like a man.”

#### **Questions for discussion**

- Why does this make us laugh?
- How do we learn these rules of behaviour?
- What might be the benefits of “living outside the box” – for individuals, families and communities?
- How can you, in your own lives, challenge some of the unfair ways in which men/women are expected to act?
- What is one action you might try this week?

## **Tool 4: Pile sorting**

### **Why**

To identify and reflect on the roles of men and women and decision making in the household and community.

This tool is best used in groups up to around 12 or 16 people. If there are more than this, some can be observers.

### **How**

1. Divide the group into two - if there are equal numbers of males and females this can be a men's group and a women's group. Make sure that there is an equal number of people in each group.
2. Ask them to stand in line next to each other but all facing forwards – so there are two lines of people standing shoulder to shoulder, all facing in the same direction.
3. One group represents men and the other group represents women.
4. Ask the first man in line to say what a typical man in his community is doing at 5am (e.g. sleeping, praying, washing). After he has stated the task or activity he moves to the back of the line.
5. Ask the first woman in line to say what a typical woman in his community is doing at 5am. After she has stated the task, she moves to the back of the line.
6. Ask the man now at the front of the line to state what the man does after he has finished what he was doing previously. After he has stated the task, he moves to the back of the line.
7. Ask the women now at the front of the line to state what the woman does after she has finished what she was doing previously. After she has stated the task, she moves to the back of the line.
8. Repeat and keep repeating until one line cannot think of any additional tasks (i.e. when the typical man or woman has gone to bed).
9. Ask the other line to continue stating task until they cannot think of any more.
10. Ask what time the man went to bed. And what time the woman went to bed.

### **Questions for discussion**

- Who does more tasks? Why?
- If one group has more tasks, what are the consequences or effects of this unequal distribution?
- Ask participants to pick out the 3-4 of the most important tasks and then ask, “Who does more ‘important tasks’, and why?”
- Which tasks are not done by women? Which tasks are not done by men? Why?
- Are there tasks and responsibilities that you wish to be shared by other members in the household or community? Why?
- Are there any tasks that both men and women do?
- Have men ever done women's tasks? Why or why not?
- What has happened if men have done women's tasks? Why?
- Have women ever done men's tasks? Why or why not?
- What has happened if women have done men's tasks? Why?

- What are the difficulties of more tasks being shared by men and women?
- Would men and women be willing to share more tasks?
- If yes, what are the reasons it has not been done so far? If not, what are the reasons?

## **Tool 5: Leadership qualities**

### **Why**

To help people to identify leadership qualities of their own and those of people they admire as leaders.

Participants will be able to share values they seek in a leader and show that women, men and young people can all have leadership qualities and a role to play in the leadership of the different groups or committees.

### **How**

1. Ask the participants, individually, to think of someone they see as a good leader. It could be their mother, grandfather, former teacher, aunt, elder leader, community leader, etc. Ask them to consider why they admire them. How does this person act? What qualities does this person have to make them admire her/him?
2. Then ask the group to pair up with the person next to them and take turns to explain why they have chosen that person and the things they admire about the person's actions, attitudes and values.
3. After about 5 minutes, ask each participant to present to the group the person chosen by the other person in the pair. They should state why they admire this person. How do these leaders relate to the person they want to become and things they want to achieve?
4. Ask participants the following questions:
  - What leadership qualities or skills did many of the admired leaders have in common?
  - Are most of the mentioned leader's men or women?
  - Are there any leadership positions open only to men or only to women? If so, why is this?
  - What leadership roles do women hold in your community? They can be people who are influential in maintaining traditions, or who perform a function necessary to the community. (If the leadership roles of women, young people and people with disabilities in the community is minimal, ask why?)
  - Do women and young people have the qualities for the admired leaders mentioned? (Emphasize that there are no leadership positions for only men or women.)
5. Explain that both women and men have the desired qualities for leadership. Both women and men also have the potential to develop the qualities.
6. Ask participants to think of themselves:
  - What leadership characteristics do you feel you have?
  - Do you identify yourself as a leader? Why or why not?
  - Would others consider you a leader? Why or why not?

### **Questions for discussion**

- What are the reasons holding women and men from becoming a leader?
- What are some ways one may use to overcome these reasons/challenges?
- What can you do (as individuals) to develop your own leadership skills?

Summarise the main points as:

- Both women and have the potential to become leaders.
- Leaders are responsible to guide and support a group gently to their goals.
- Remember the qualities of a good leader. Leadership is a skill that people can develop. Even if they are not elected as leaders for this period, they can develop their skills and be better leaders for the next election.

## **Tool 6: Learning to Listen**

### **Why**

To reflect on how gender affects whose voice is heard (in a household, conservancies or communities) and to demonstrate and practice active listening skills (using mind, heart, and body language) to improve communication and understanding.

Good communication is critical to working in groups, to building harmonious relationships, and to joint decision-making. Active listening is a communication skill that takes practice to develop. It requires paying attention, empathy (caring), and openness to seeing from another's perspective. This exercise enables participants to practice active listening, and to reflect on communication in their households or groups.

### **How**

1. Divide participants into groups of 3. Give the first instruction: Ask participants to think about a moment in your life when you were very happy.
2. Have each group decide who is A, B, and C:
  - A is the storyteller.
  - B is the listener
  - C is the observer
3. Explain that when you give the signal, A begins to tell her/his story, B must listen actively, and C should watch. Give the signal for storytellers to start.
4. After a few minutes stop the process. Without stopping to discuss, give the next instruction: Repeat the scenario, but this time, A will continue telling the story but now B will not listen actively or pay attention to the storyteller. Again, C must observe what B does.
5. After a few minutes stop and discuss what happened.

### **Questions for discussion**

6. Ask the observers:
  - How did you know that B was listening?
  - How could you tell when they stopped listening?
  - What body language did you use to show that they were paying attention?
  - What body language showed that they were not listening?
7. Ask the storytellers:
  - How did it make you feel when they were or weren't listening?
  - How did it change the way that you told your story?
8. With the entire group, ask participants to reflect on their own experiences:
  - Have you experienced situations like this before? What happened? How did you respond in these situations?
  - Why is active listening an important part of communication?
  - How do you know when active listening takes place in your home?
  - How do you know when active listening takes place in community meetings?
  - What can we do to make sure that everyone's voice is heard (in the home, or in a group)?

9. Explain and discuss: People speak with their whole bodies, and we need to listen with our whole bodies— heads, hearts, and hands and feet.
  - Listening with our head means being open, non-judgmental, and interested.
  - Listen with our heart means putting ourselves in the other person’s perspective.
  - Listening with hands and feet means using body language to pay attention to the speaker.

### **Additional steps**

10. Ask participants to get back in groups of three. One speaker and one listener sit facing each other, and the third is the observer. Speakers have 2 minutes to talk about their hopes for the future. Listeners and observers must listen and not interrupt.
11. After 2 minutes, call “stop,” and ask the listeners to repeat what the speaker said.
  - Did the listener give an accurate summary? Did the listener reflect the speaker’s thoughts, ideas, emotions and intentions?
12. Summarise the key points about active listening.
  - Working together requires us to listen well and be clear when we speak.
  - Listening is hard work; it means having an open ear to others.
  - Active listening is through the head, heart, and body: Listen to thoughts, feelings, and intentions.
  - Communication is a give and take: both speakers and listeners have to make an effort for it to succeed.
  - Within the household, everyone has important things to say.
  - Better decisions can be made when everyone in the household has a chance to be heard.
  - When we listen actively to our family members, we show respect and bring harmony to the home.
13. Homework: Practice active listening in your home: repeat what others have said. Think about whether or not you can report their message accurately. Share what you have learned today with your family members.

## **Tool 7: Fixed position**

### **Why**

Demonstrate how different people may view the same thing differently, and that it is important to recognise different views and to be open to changing your own point of view or position on an issue.

This tool is best to use with people who can read and write, but it can also be explained to those who cannot.

### **How**

1. Use sticks to create the number 3 on the ground (or draw it on paper).
2. Select 4 volunteers and stand them one on each side of the number.
3. Ask each person in turn what they see. They should see either the number 3, the letter M, the letter E or the letter W.
4. Explain that even though they are all looking at the same number / letter, every person is seeing it differently.

### **Questions for discussion**

- Are decisions better if they are informed by more than one point of view?
- Can holding a fixed position negatively affect other people?

- Is maintaining a position more important than the impact it has on someone else's life?

## **Tool 8: But why?**

### **Why**

To analyse the underlying causes of harmful gender norms and issues, and to think about what can be done to change them.

### **How**

1. If the group is more than 10 people it might be helpful to divide into smaller groups. You could ask each group to look at the same norm, or give a different norm to each group.
2. For each dialogue, one or two norms is enough to focus on (but others may come up in discussion because they are connected). You can use the norm stated on page one or focus on other norms. Here are some other examples you can use.
  - It is better to vote for a man than a woman.
  - Men are better leaders than women.
  - Women should not hold leadership roles in the community.
  - Women should not speak out in public meetings.
  - Men should have the final say in household decisions.
  - Women and girls should be responsible for household chores and childcare.
  - Women should not work outside the home.
3. If you have divided participants into smaller groups, you can give each group a different norm to analyse. Tell each group which gender norm or issue to analyse. (If participants can write, the norm can be written in a circle in the centre of a large paper)
4. For the norm you are looking at today ask, but why does this norm exist? Take note of each immediate answer. (Each immediate answer can be written in separate circles around the central circle and linked with a line).
5. For each immediate answer ask, but why does this happen? (Take note, or they can be written / linked in separate circles around the previous circles)
6. Repeat until the group cannot think of any more reasons.
7. Each group can present their diagram and/or discussion points to the wider group.

### **Questions for discussion**

- What are the most common reasons found for the norm discussed?
- Did you learn anything new about this norm?
- How are these norms interconnected?
- Who is most negatively affected by these norms?
- Does anyone benefit from these norms?
- Is there a need to change any of the norms we discussed? Why? Why not?

### **Additional questions**

- What can be done to change it?
- Who can support this change?
- Who might oppose this change?

## **Tool 9: Fish bowl**

### **Why**

To listen to the experiences, ideas and feelings of the opposite sex. To discuss ways to improve their household and community relations.

This tool is very useful to use during staff meetings, board meetings or AGMs, in fact whenever men and women meet together. It can also be used to enable youth to speak in meetings.

In this example we start with the men discussing the issue first but it might be better to start with the women – you need to decide what is appropriate depending on the group you are working with.

### **How**

1. Explain that there will be an opportunity for everyone to speak.
2. Sit the men at the centre of the space and ask the women to sit in a circle around the men. They should sit at a respectable distance from the men but must be able to hear them.
3. Explain that the men in the inner circle are the speakers.
4. Explain that the women in the outer circle are observers.
5. Observers are not allowed to speak. They are to listen and learn from the fishbowl speakers. Observers will have an opportunity to discuss in due course.
6. Ask the speakers to discuss a specific issue.
7. You can pick one of the following depending whether the speakers are men or women.
8. Examples for women:
  - What are your experiences/feelings about the participation of women in leadership roles in the community?
  - How do you feel about the way decisions are made in your home?
  - How do you feel about the way decisions are made in your community?
  - What support would like from your partner during your daily routine?
9. Examples for men:
  - How does it feel to have full responsibility for providing for and protecting your family?
  - How do you feel about having a woman represent your community on the board?
  - What do you feel is the role of your partner / wife in your life?
10. If they are slow to discuss, ask them some more direct questions from the examples above (for example if you have asked about decision making in the home you can also ask about decision making in the community).
11. Allow the discussion to continue for 15 minutes.
12. Then swap the speakers and the observers – this time the women are in the centre of the room and are speakers. The men are now the observers and must keep quiet but they must listen to what the women are saying.
13. Ask the women to discuss what they heard during the men's discussion. Do they agree or disagree with any of the issues discussed?
14. Allow the discussion to continue for 15 minutes.

### **Questions for discussion**

- To the observers: Was it difficult to not respond to the fishbowl speakers' comments during the fishbowl? Why?
- To the fishbowl speakers: How did it feel to share your feelings about your gender situation, knowing that the other gender members were listening closely?
- To the fishbowl speakers: Do you usually have opportunities to share your perspectives on your gender's experiences and feelings with members of the other gender?

- To the observers: Did you hear anything from the fishbowl that surprised you?
- For the observers: Are there any things you would change based on what you have heard?
- What is one thing you have learned from this experience?