







## TOOL 24 | HMCCC and Gender

Learning Objective	Understand the influence of HMCCC on gender roles		
Learning Outcome	After use of the tool, participants will <ul style="list-style-type: none"><li>▶ understand:<ul style="list-style-type: none"><li>▶ that HMCCC influences gender roles</li><li>▶ how HMCCC influences gender roles</li></ul></li><li>▶ be able to:<ul style="list-style-type: none"><li>▶ analyse the influence of HMCCC on gender roles</li></ul></li></ul>		
Target Group	All		
Type	 	Duration	30 minutes
Use	 	Participants	10-25
Complexity	Medium		
Material Needed		<ul style="list-style-type: none"><li>▶ Flipcharts per group and markers</li><li>▶ Group working rooms</li></ul>	
		<ul style="list-style-type: none"><li>▶ Breakout rooms</li><li>▶ Whiteboards per breakout room</li></ul>	
Preparation Steps	Prepare cases for the groups to discuss. Make sure the examples are suitable to the cultural context of the participants (drought in a rural area, flooding on the coast, hurricane in a city, etc.).		
Implementation Steps	<ul style="list-style-type: none"><li>▶ Build groups</li><li>▶ Give every group a case and ask them to develop the story around the case concentrating on<ul style="list-style-type: none"><li>▶ possible impacts on specific gender roles due to HMCCC</li><li>▶ reasons for these impacts</li></ul></li><li>▶ Groups should develop the story as a mind-map with visuals e.g., when a drought happens, women are more likely to... while man more likely to, this will rateher ead to... for women and for man and for (make sure participants elaborate, in what ways women/girls might be affected differently by a drought than men and what are the reasons for such differences).</li><li>▶ Let groups present and discuss the stories and what might be missing.</li></ul>		