Climate Resilient Water Services Masterclass (CRWSMC)

Facilitators Handbook

By IRC WASH
December 2025

GLOBAL CENTER ON ADAPTATION

IRC Supporting water sanitation and hygiene services for life

Contents

ABBREVIATIONS **3**
GLOSSARY OF KEY TERMS AND CONCEPTS **4**
INTRODUCTION **8**
MODULE 1: INTRODUCING CLIMATE-RESILIENT WATER SERVICES **13**
Duration 13
Key content Module 1 13
Learning outcomes Module 1 13
Outline Module 1 13
Exercises Module 1 15
Materials needed for Module 1 15

MODULE 2: CLIMATE HAZARDS & RISKS AND THE ROLE OF INCLUSION **16**
Duration 16
Key content Module 2 16
Learning outcomes Module 2 16
Outline Module 2 17
Exercises Module 2 18
Materials needed for Module 2 22
Your learning journal 23

MODULE 3: CLIMATE RISK ASSESSMENTS **24**
Duration 24
Key content Module 3 24
Outline Module 3 25
Exercises Module 3 27
Materials needed for Module 3 29
Your learning journal 30

MODULE 4: CLIMATE ADAPTATION AND RESILIENCE OPTIONS **31**
Duration 31
Key content Module 4 31
Learning outcomes Module 4 31
Outline Module 4 32
Exercises Module 4 34
Materials needed for Module 4 34
Your learning journal 35

MODULE 5: TOOLKIT FOR WATER AND SANITATION INFRASTRUCTURE PLANNING **36**
Duration 36
Learning Outcomes Module 5 36
Key content Module 5 36
Outline Module 5 37
Exercises Module 5 39
Materials needed for Module 5 40
Your learning journal 41

DAY 5: GOOD PRACTICES, REFLECTION AND ASSESSMENT **42**
Duration 42
Key content day 5 42
Learning outcomes day 5 44
Outline day 5 44
Exercises day 5 45
Materials needed for day 5 47

Your learning journal..... 48

ANNEX 1: ASSESSMENTS AND SURVEYS 49
ANNEX 2: LIST OF MATERIAL NEEDED 50

Abbreviations

CC	Climate Change
CRA	Climate Risk Assessment
CRVAs	Climate Risk and Vulnerability Assessments
CRWSMC	Climate Resilient Water Services Masterclass
GCA	Global Center on Adaptation
LGBT+	Lesbian, Gay, Bisexual, Transgender, and others
NBS	Nature-based Solutions
NGO	Non-Governmental Organization
OpEx	Operational Expenditure
PPP	Public-Private Partnership
SDG	Sustainable Development Goals
WASH	water, sanitation and hygiene

Glossary of key terms and concepts

This Masterclass aims to contribute to developing a shared language among stakeholders. You can use this overview of key terms and concepts as a reference while taking this Masterclass and in your daily work.

If you want to keep learning how to speak climate fluently throughout and after the Masterclass, check out UNDP's pocketbook version of their climate dictionary in multiple languages.

Climate adaptation

Includes the actions, that are often at a local level, to address the impacts of climate change. It is all about managing climate-related risks.

Climate change

Refers to the long-term changes in the Earth's climate that are warming the atmosphere, ocean and land. Climate change is affecting the balance of ecosystems that support life and biodiversity, and impacting health. It also causes more extreme weather events, such as more intense and/or frequent hurricanes, floods, heat waves, and droughts, and leads to sea level rise and coastal erosion as a result of ocean warming, melting of glaciers, and loss of ice sheets."

Climate impact

Refers to the effects or consequences of climate change on various aspects of the environment, society, and economy. These impacts can manifest in different ways and may include shifts in ecosystems and biodiversity, sea-level rise, agricultural productivity, quality and availability of water resources, and can cause health and socio-economic disruptions.

Climate justice

Means addressing inequality and building a more resilient and more just society. This requires that efforts to build climate resilience in cities, such as through **locally led adaptation**, strive for equality, equity and social inclusion.

Climate hazard

Refer to specific events or conditions that pose a threat to human life, ecosystems, or infrastructure due to atmospheric phenomena. These hazards can include extreme weather events such as hurricanes, droughts, floods, heatwaves, and wildfires. They are typically characterized by their sudden onset and potential to cause significant damage or disruption.

Climate hazards include both rapid onset events like hurricanes and slow onset events such as prolonged dry spells and droughts. These shocks and stresses, along with their unpredictability, significantly impact water security, sanitation, and hygiene services and behaviors.

Climate mitigation

Includes the actions to address the causes of climate change. It is all about reducing greenhouse gas emissions and absorbing carbon.

Climate trends

Long-term patterns and changes in Earth's climate over extended periods, typically spanning decades to centuries.

Climate resilience

Refers to the ability of an ecosystem, society or business to anticipate, prepare for and respond to the impacts of climate change (IMB, 2024).

Climate risk

The potential for adverse consequences for human or ecological systems, recognizing the diversity of values and objectives associated with such systems. In the context of climate change, risks can arise from potential impacts of climate change as well as human responses to climate change. Relevant adverse consequences include those on lives, livelihoods, health and wellbeing, economic, social and cultural assets and investments, infrastructure, services (including ecosystem services), ecosystems and species (IPCC 2022).

Risk is influenced by a combination of the probability of an event and its negative consequences and results from the interaction of hazard, vulnerability and exposure.

Equality

Means that each individual or group of people is given the same resources or opportunities, regardless of their background, identity or circumstances. Equality means that everyone gets the exact same treatment or support– even if that support works better for some people or groups than others based on their current power or privilege. In the context of climate change, equality means people have equal access to information and equal input into decision-making to respond to climate risks. However, in reality different groups have different levels of power which give them more say in decision-making climate and help them prepare better to minimize climate impacts.

Equity

Is about giving everyone what they need to have an equal chance of success. This can mean providing extra support to vulnerable or marginalized groups to make up for the structural barriers they face so that they can achieve equal outcomes to more privileged groups who don't face such barriers.

In the context of climate change, equity means recognizing that vulnerable and marginalized groups face greater climate risks and impacts. It also means addressing these disproportionate climate risks by including these groups in planning and decision-making and by prioritizing actions for vulnerable groups to ensure that equal outcomes are achieved from climate protection efforts.

Inequality

is state of not being equal, especially in status, rights, and opportunities (socially, economically, etc.)

Inclusion

is the practice of including relevant stakeholders and communities, particularly marginalised groups, in policy making and urban governance processes, in order to ensure a fair policy process with equitable outcomes despite different needs.

Exposure

The presence of people; livelihoods; species or ecosystems; environmental functions, services, and resources; infrastructure; or economic, social, or cultural assets in places and settings that could be adversely affected.

Inclusive services

Aim to eliminate barriers and discrimination, promoting a fairer and more just society.

Inclusive services are designed in a participatory manner to ensure that all individuals, regardless of their background, identity, or disability status, can access and benefit from services equitably.

Resilience

Is the ability to cope with and recover from setbacks, challenges, or difficult situations.

"Climate resilience is the capacity of social, economic and environmental systems to cope with a hazardous event or trend or disturbance, responding or reorganising in ways that maintain their essential function, identity and structure while also maintaining the capacity for adaptation, learning and transformation."

Resilience is an entry point commonly used, although under a wide spectrum of meanings. Resilience as a system trait overlaps with concepts of vulnerability, adaptive capacity and, thus, risk, and resilience as a strategy overlaps with risk management, adaptation and transformation. Implemented adaptation is often organized around resilience as bouncing back and returning to a previous state after a disturbance."

Source: Intergovernmental Panel on Climate Change (IPCC) is the United Nations body for assessing the science related to climate change and put forth a contribution focused on resilient community development: Climate Change 2022: Impacts, Adaptation and Vulnerability

Risk management

Is the process of identifying, assessing, and prioritizing risks, followed by the application of resources to minimize, monitor, and control the probability and/or impact of adverse events or to maximize the realization of opportunities.

Vulnerability

The propensity or predisposition to be adversely affected. Vulnerability encompasses a variety of concepts and elements, including sensitivity or susceptibility to harm and lack of capacity to cope and adapt.

Water services

Water services refer to the systems needed to supply, treat, distribute, and manage water for various uses, including:

- Irrigation: Supplying water for agricultural purposes.
- Industrial use: Delivering water for manufacturing, cooling, and other industrial processes.
- Stormwater and flood management: Handling excess water from rainfall to prevent flooding and protect ecosystems.
- Drinking water: Ensuring safe and clean water for human consumption.
- Sanitation: Providing water for hygiene, sewage treatment, and waste disposal.

(WASH) System

A system is all the factors, actors and links between them that are needed to deliver services as water, sanitation and hygiene. It is a dynamic network of human and non-human elements - whose success is judged by the quality of its output (i.e., delivering water for agriculture, industry and clean, safe water for drinking and practising basic hygiene in homes, schools and health facilities).

Social inclusion

Social inclusion means making sure everyone, no matter who they are, including marginalised and vulnerable people, communities and districts, has a chance to be part of climate efforts.

Introduction

Welcome to **the Climate Resilient Water Services Masterclass (CRWSMC).** Global Center on Adaptation (GCA) commissioned IRC WASH for the development of the course. It is part of a series of courses intended for a professional audience working on critical climate and water services issues.

The Global Center on Adaptation (GCA) is an international organization working to accelerate action on adapting to climate change. GCA supports adaptation solutions at the international and the local levels, partnering with the public and the private sector.

IRC WASH is an international think tank actively building strong water, sanitation and hygiene systems – from the bottom up and the top down. IRC exists to support countries to build strong local and national services, underpinned by resilient systems, that transform lives and build equity, justice and opportunity for all. IRC has a 50-year history of learning, teaching and training sector professionals and leaders in water, sanitation and hygiene issues, including climate change.

Why this masterclass?

For professionals working the water sector, as well as regulators or other key stakeholders involved in water service provision, climate change is an issue that is having an increasing impact on the ability of water systems to provide adequate services. Across geographical regions and across countries, the challenges faced are complex, and often daunting. However, there are many actions that can be taken to build resilience and capacity in water systems so that the impacts of climate change can be managed more effectively. This masterclass provides an introduction and roadmap to taking effective action in the context of water service provision, designed by and for professionals working in the sector.

This course will show how strengthening climate adaptation capacity in water systems is essential to establishing resilient and sustainable water and sanitation infrastructure. It will help develop strategies for ensuring water security under diverse climate scenarios, which in turn support social and economic development. It will highlight actions and methods of integrating climate change adaptation considerations into water and sanitation infrastructure investment planning and watershed management through both green-grey infrastructure and nature-based solutions. These actions offer significant opportunities for enhancing ecosystem integrity and human well-being, which are the ultimate goals of the water service provision that we seek to manage and provide.

Masterclass objectives

The learning objectives of this masterclass are:

- To help you understand the impact of climate change, the risks and challenges, and how to take meaningful action, both now and in the future.
- To support you in training others in your organisation or your professional sector by showcasing key learning methods and materials
- To promote continuous reflection and improvement of adaptation tools, methods and approaches which you can use in your role of position.
- To enhance the capacity of national and local governments or service authorities and providers to integrate high-impact climate adaptation interventions in water infrastructure and water investment planning.
- To enable government officials, regulators or key stakeholders to address climate-related challenges affecting water and sanitation services.

Purpose of this handbook

This handbook is part of the learning materials developed for the CRWSMC and sits alongside a comprehensive slide deck with detailed notes, a participant's handbook, and is supported by online component on the WASH Systems Academy. It is designed to be used by facilitators during and after the course, as both a reference and guide to the material presented in each session. We encourage you to use this handbook as a journal throughout the training to reflect on what you are learning and how you can apply it. At the end of each module, there is a space where you can leave notes.

The Handbook structure

This Handbook follows the structure of the Masterclass:

- Module 1: Introducing Climate-Resilient Water Services
- Module 2: Climate hazards & risks and the role of inclusion
- Module 3: Climate Risk Assessments
- Module 4: Climate Adaptation and Resilience Options
- Module 5: Toolkit for Water and Sanitation Infrastructure Planning

Module 1 of the Masterclass is a self-paced and guided online module which has been designed for participants to complete on their own prior to joining the in-person training. Modules 2 – 5 are taught in-person during a 4.5-day Masterclass.

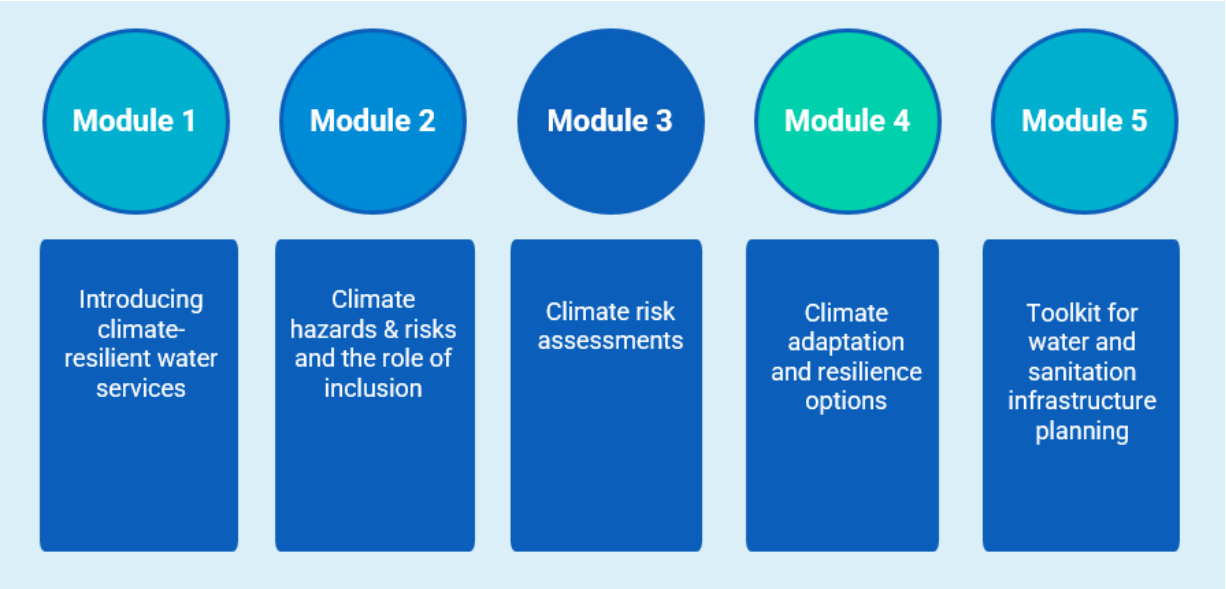


Figure 1: Outline Climate Resilient Water Services Masterclass (CRWSMC)

General structure of modules

Each of the four modules of the CRWSMC follows a similar format that the trainer will deliver:

1. **Module overview**
2. **Learning objectives:** Aims of the module.
3. **Technical content:** Deep dive into the module topic.
4. **Country-specific content:** A deeper look into the technical content, as it relates specifically to Kenya and TBD country.

In some cases, the country-specific content is woven into the narrative along with the technical content from the previous section(s) and this section is therefore merged with the previous section. In other cases, there is a dedicated section of country-specific content here that outlines the application of the technical content to Kenya/ Ethiopia and (Country TBD).

- **Interactive exercises:** To apply learnings to individual contexts.
- **Key points:** A summary slide that outlines the next steps in the learning journey.
- **Quiz:** Multiple-choice questions for participants to test their understanding of each module.
- **End of the day reflection:** This final section also should be used by Trainers to open the floor to any final questions that the participants have about the content that has been covered in this module.

Specific content for each module is provided in the next Section of this Handbook.

Available materials

The following materials are available to support you in this Masterclass:

- 5 PowerPoint slide decks with detailed notes.
- 1 Participant handbook.
- 1 online introduction module on the WASH Systems Academy, included in this handbook.
- 1 Glossary with key terms (included in this handbook)
- For facilitators, there is a facilitators handbook available (this document).

How to access materials

All materials can be downloaded from *(add links)*

- GCA
- IRC website
- WASH Systems Academy

Certificate

After successfully completing the Quiz of Module 1, with a score of 80 per cent or more correct, you can download a digital certificate of completion for Module 1. This certificate will also be automatically e-mailed to you. You can take the quiz as many times as needed with the highest score shown on the certificate. The test has ten multiple choice questions. This certificate gives you entry to the face-to-face part of the Masterclass.

To receive a certificate for the entire Masterclass, you need to successfully complete the quiz at the end of each Module, with a score of 80 per cent or more correct. You can take each quiz as many times as needed with the highest score shown on the certificate. At the end of each day in the Masterclass there will be time allocated for you to complete each quiz. The certificates for the entire class will automatically be e-mailed to you when you successfully complete all five quizzes

Programme

Modules 2 – 5 are delivered in-person as a 4.5-day masterclass:

Day 1 - Module 2: Climate Resilient Water and Sanitation

Day 2 - Module 3: Climate Risk Assessments

Day 3 - Module 4: Climate Adaptation and Resilience Options

Day 4 - Module 5: Toolkit for Water and Sanitation Infrastructure Planning

Day 5 (half day) - Good practices for adult learning, reflection and assessment

The fifth day of the program is planned as a half day, allowing participants to travel after lunch. Alternatively, this half day could be used for:

- An exercise where participants identify follow up actions and finalise a Terms of Reference to contract a consultant to do a risk assessment.
- A field trip.
- Completion of Module 1 on the morning of day 1.

Contact hours

Suggested contact hours for the Masterclass are:

09:00 – 12:00 Group session

12:00 – 13:30 Lunch

13:30 – 17:00 Group session

At the start do mention logistics such as when breaks are, where the toilets are, emergency exits and ask for special diets. Consider including prayer times when in Muslim countries and be aware if it is Ramadan period or any other national or religious holiday during the week.

Participation

We have designed the CRWSMC as an interactive masterclass where participants are encouraged to take an active role, both before, during and after the course. They should be able to ask questions, discuss ideas, and share their own experience throughout the masterclass.

The content of is presented as:

- **Taught content:** delivered by using the PowerPoint slides and the notes attached to each slide. Participants should be encouraged to ask questions if they need to.
- **Case studies:** delivered by the trainer using the PowerPoint slides and the notes attached to each slide. Participants should be encouraged to discuss or comment on case studies.
- **Exercises:** There are three types of exercise throughout the masterclass:
    1. **Quick, fun exercises:** The first exercise of each module is designed to be fast paced and fun for participants. These should be delivered quickly, without too much emphasis on content. They are important to relax participants into the module and recap important definitions.
    2. **Short check in review exercises:** Throughout each module there are exercises that encourage participants to apply the material, ask questions, or share their experience. These exercises serve as pauses in the material to allow participants time to reflect and apply their learning.
    3. **Red thread exercise:** Each module completes with a longer exercise to help participants apply their learning to their own context and share their ideas with one another.

Throughout the masterclass training can pause at any time to invite participants to ask questions.

Code of Conduct for Participants

To make the course a success for all, and to ensure a productive, respectful, and positive environment, we commit to the following principles:

1. Respect and Inclusion

- To value the diversity of experiences, disciplines, and perspectives in the room.
- To listen actively and avoid interrupting or dominating discussions.
- To use inclusive language and respect cultural, gender, or professional differences.

2. Professionalism and Collaboration

- To arrive on time and engage fully in sessions and group work.
- To share knowledge, evidence, and practice openly, while crediting others' contributions.
- To provide constructive feedback and critique ideas, not individuals.

3. Confidentiality and Trust

- To build a learning atmosphere grounded in trust and professional support.
- To treat case studies, discussions, and personal reflections shared in class as confidential unless explicit permission is given to share externally.

4. Responsibility for Learning

- To take ownership of our learning by preparing, participating, and applying insights in exercises.
- To be open to challenge, reflection, and trying new approaches.
- To ask questions and contribute actively to peer learning.

5. Commitment to Impact

- To link learning to our professional contexts—to consider how to apply climate-resilient approaches in your organisation and sector.
- To support colleagues in co-creating practical solutions and takeaways for real-world application.

6. Supportive Environment

Furthermore, we commit to:

- Respect the physical and mental wellbeing of all participants.
- Raise concerns directly with facilitators if you have any concerns.
- Have zero tolerance for harassment, discrimination, or intimidation.

Training room set-up

The room used for the training should be set up café style with small tables, allowing participants to sit in groups of 4 or 5. The use of tables allows participants to freely discuss ideas during the short check in exercises, and to work together in exercises.

- The room should have a projector to show the training slides, and a microphone for the trainer.
- Good lighting and ventilation are necessary to keep participant's alert.
- Flip chart paper, Post Its in different colours and markers should be available for the participants to share ideas visually.
- The participant workbook can be printed for each participant and provided to them on the first day.
- Participants will also need a notepad and pen to make their own notes.
- Internet access is required for participants to complete the daily online quiz on each module necessary to receive a certificate of completion. At the end of the Masterclass, internet access is also required to fill out a feedback survey on their experience.

Put up a 'parking lot' (i.e., a blank piece of flipchart paper on the wall): for issues that come up that clearly have not been finished, or are a completely new subject, these can be put on a parking lot. An daily review of this parking lot makes it easier to assure all aspects have been discussed. It also provides a good space for side discussions over lunch breaks, when a topic maybe important to some participants but not relevant to the actual workshop content.

Module 1: Introducing Climate-Resilient Water Services

Duration

1.5 hours

Key content Module 1

This first online module provides a concise refresher on what water services are, the fundamentals of climate resilience in water and sanitation systems. It focuses on the key challenges for water services and adaptive approaches necessary to address climate-related impacts. It is designed for participants with some prior knowledge of the topic. The module revisits the critical linkages between climate change and water services.

The module can accessed on the WASH Systems Academy via Introducing Climate-Resilient Water Services: Introducing Climate-Resilient Water Services | WASH Systems Academy

Online: *Ask participants to fill in this survey before they start Module 1. This helps you to get a good understanding of who they are and what they already know.*

Learning outcomes Module 1

By the end of this module, participants will be able to:

- **Explain** the objectives and structure of the Climate-Resilient Water Services Masterclass
- **Describe** the programme for the Climate Resilient Water Services Masterclass Training of Trainers
- **Explain** the basics of what climate change entails and its impacts on water services
- **Describe** climate-resilient water services
- **Explain** the basics of climate adaptation, mitigation and resilience in relation to water and sanitation services

Outline Module 1

Module 1 consists of one Session and a quiz to earn a certificate (see Figure below).

Figure 2: Outline Module 1

Session	Activities and duration
	Duration: 15 minutes • Introduction with learning objectives • READ: Climate Resilient Water Services Masterclass • READ: Training of Trainers program
	Duration: 1 hour • Introduction with learning objectives • HEAR: Unpredictable climate future • SEE: Climate change • SEE: Water services under threat • CONNECT: Your climate hazards • SEE: Climate hazards and water security • SEE: From sustainability to resilience • READ: Defining climate-resilient water services • SEE: Climate-resilient services • Completion success • READ: Climate mitigation and adaptation • SEE: Incorporating climate adaptation • SEE: Resilient services • SEE: Adaptive approaches • KEY POINTS: Module 1
	Duration: 15 minutes • Feedback survey • Quiz Module 1 • Extra resources

Exercises Module 1

CONNECT: Your climate hazards

Duration: 10 - 20 minutes

Participants are asked to reflect and share in an online forum on: 'What climate hazards hinder water services in your context?'

Quiz Module 1

Duration: 15 minutes

Participants are asked to take a quiz to confirm your knowledge and understanding and earn your certificate for Module 1. This certificate gives them entrance to the face-to-face masterclass.

Feedback survey

Duration: 10 minutes

Participants are asked to reflect on Module 1 and share their expectations for the face-to-face Masterclass in a survey.

Materials needed for Module 1

Internet connectivity to access Module 1 on the WASH Systems Academy or bit.ly/gca_module1

Module 2: Climate hazards & risks and the role of inclusion

Duration

8 hours

Key content Module 2

Module 2 focuses on the key challenges, frameworks, and adaptive approaches necessary to address climate-related impacts. The module revisits the critical linkages between climate change and water services introduced in Module 1.

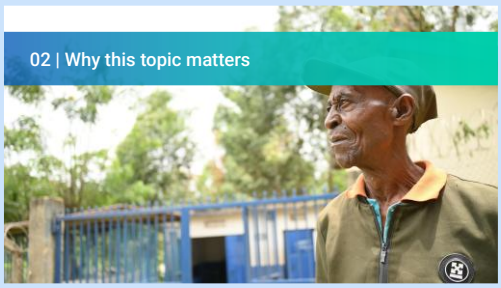
Learning outcomes Module 2

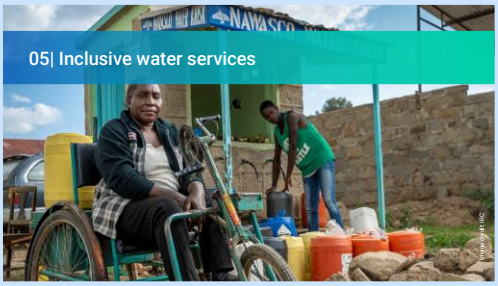
By the end of this module, you will be able to:

- **Recap of Module 1**: Describe the key concepts around climate change, climate risk, and climate-resilient water services.
- **Identify and explain** the primary connections between climate risks and the delivery of safe, sustainable water services.
- **Explain** the importance of water resources management, water supply, inclusion, equity and justice aspects linked to climate change.
- **Recognise** the impacts on the water sector caused by climate-related threats, including:
    - Too little water
      (e.g., drought, reduced rainfall)
    - Too much water
      (e.g., flooding, sea level rise)
    - Too dirty water
      (e.g., pollution)
- **Describe** how resilient water systems can strengthen the capacity of households, communities, and economies to withstand broader climate impacts such as extreme heat, displacement, and other indirect effects.

Outline Module 2

Module 2 is divided in 7 sessions. Detailed explanation of all exercises can be found below.

Session	Activities and duration
	Duration: 15 minutes • Acknowledgements • Overview content • Learning objectives • Code of Conduct
	Duration: 1 hour • Pre-review exercise • What is climate change? • Climate impact • Climate hazards • Review Exercise: Climate hazards
	Duration: 1 hour • Climate-resilient water services • A resilient system • Climate mitigation and adaptation • Quiz: Is it climate mitigation, adaptation or both? • Review exercise
	Duration: 45 minutes • What is climate risk? • Climate risk assessment • Review exercise: Definition Bingo
	Duration: 1.5 hours

	Duration: 1.5 hours • Energizer • Resilience for whom? Unique risks and impacts • Equity, equality and inclusion for resilience • Vulnerability assessment • Review Exercise: Pictionary
	Duration: 1.5 hours • How to create resilient water services? • Structural and non-structural approaches • Review exercise: Nature-based solutions • Integrating risk, vulnerability, and resilience into the project cycle • Review Exercise
	Duration: 30 minutes • Quiz • Reflection exercise • Key points • Extra resources

Exercises Module 2

Code of Conduct

Duration: 10 - 20 minutes

At the start of day 1 of the Masterclass go through the Code of Conduct (see Introduction). You can read out each point and ask if each point is understood. Alternatively, you can print out of copy of the code of conduct and ask each participant to sign it.

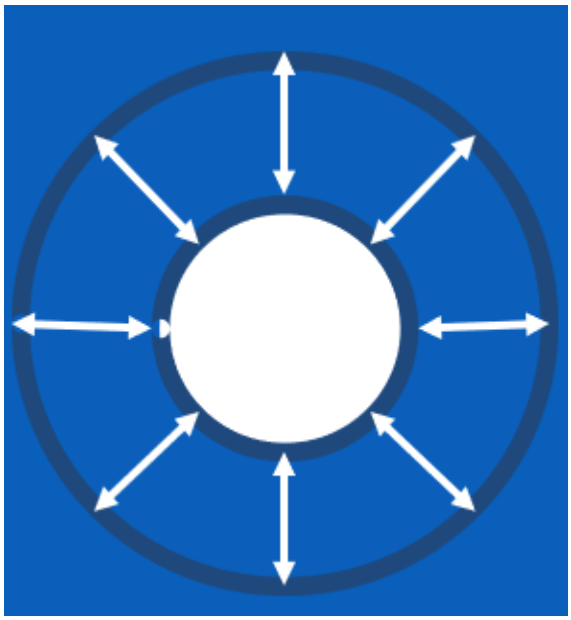
A third option requires some preparation, but is more engaging:

- Before the meeting starts, write each of the conducts on a separate post it notes.
- Randomly stick them under different chairs in the room.
- When the PowerPoint slide with the code of conduct appears, ask people to look under their chair.

The four people that have a post it need to read them out. Make these four participants the custodians of the code of conduct.

Introductions and icebreaker

Duration: 10 - 20 minutes



Since this is the first time participants have been brought together, please walk them through the following Icebreaker Exercise so that they can introduce themselves.

1. Split the group in half.
2. Form two circles; one inside the other (Everybody in the outer circle should be facing a person in the inner circle).
3. Introduce yourselves.
4. Every minute the outer circle moves clockwise.
5. Keep moving round every minute.

River exercise

Duration: 15 minutes

Place a blue rope of around 5 meters on the ground in the meeting room. We will use this rope to symbolise a river, and it will be used in several exercises throughout the Masterclass. Explain that the rope is the river and we are all on a boat on it.

Each day of the Masterclass, will represent a different part of the river. In this first day we are at the source of the river.

You can leave the rope on the floor for the rest of the week. Ask participants to suggest a name for the river.

Pre-review exercise

Duration: 15 minutes

During the day, ask participants to write down at least one thing that was new to them (an “Aha” moment) and write down at least one question you would like to ask.

At the end of the day, ask for a show of hands who wants to share an ‘Aha moment’. If possible, without making it obvious, indicate a woman to answer first. Ask who else had the same ‘Aha moment’ with a show of hands. Repeat this a maximum of three times.

If there is time, do the same for questions, each time asking if others had a similar question. Only then answer the three.

Review exercise: Climate hazards

Duration: 15 minutes

Ask participants to take out a piece of paper or open a document on their computer and answer the following three questions:

1. What is the difference between a risk and a hazard?
2. How does climate change create new or increased hazards?
3. What are the top hazards in your context?

Ask a participant to share their answer in plenary for question 1 and 2. Ask if there are any questions on these key terms. For question 3 ask another participant to share top hazards in their context. With a show of hands, ask who else had the same answers. Ask who had other answers.

Quiz: Is it climate mitigation, adaptation or both?

Duration: 15 minutes

Set up: Ask participants to stand up and stand together in the back of the room.

Rules: Tell them that you will present a series of five statements, one by one. For each statement, they need to decide if it's an action of **Mitigation**, **Adaptation** or **Both**.

If participants think the statement is about

- **Adaptation**, move to the **right** side of the room.
- **Mitigation**, move to the **left** side of the room.
- **Both**, move to the middle of the room.

Once everyone is in position, reveal the correct answer and give all participants with the correct answer a **yellow post-it**.

Repeat this process for all the statements. At the end of the quiz, count the number of yellow post-its to see who performed the best.

The statements are:

1. Improving energy efficiency and converting from fossil fuels to solar for pumping. **Mitigation**
2. Elevating a well platform to allow for access during a flood. **Adaptation**
3. Reducing the time untreated waste is stored and retrofitting treatment plants with carbon capture to reduce emissions from sanitation services. **Mitigation**
4. Planting native plants and trees in the source area catchment to improve infiltration and reduce runoff. **Both**
5. Increasing availability of hardware and other materials that are likely to be damaged in the case of extreme weather events caused by climate change. **Adaptation**

Definition bingo

Duration: 15 minutes

Lead participants through this Definition Bingo exercise:

- Each participant selects their own three words from the screen.
- You read out the definitions only (without the key word!!)
- Check when someone shouts bingo that they have got it correct.
- The aim is to have fun, but also to check their understanding of the definitions.

The notes on the slides have the definitions ready to be read.

Energizer after lunch day 1

Duration: 10 minutes

To get everyone engaged, focused, and laughing while practicing quick thinking and coordination.

Setup:

- Everyone stands in a circle.

- One person starts by saying "1", and the count continues clockwise.

Rules:

- Each person says the next number in sequence (1, 2, 3, 4…).
- BUT—whenever a number is a multiple of 3 (like 3, 6, 9, 12…), the person must clap instead of saying the number.
- No speaking allowed on multiples of 3—just a single clap.
- If someone says the number instead of clapping, hesitates too long, or claps at the wrong time, they're out or the group starts over (depending on how competitive you want it to be).

Variations:

- Reverse direction when someone claps.
- Add more rules: clap on multiples of 3, stomp on multiples of 5, jump on multiples of 7.
- Math twist: Replace clapping with saying a silly word like "climate" or "water."

Review Exercise: Pictionary

Duration: 10 minutes

Ask participants to choose one of the definitions and ask them to draw in 2 minutes a simple sketch of what they think this concept would look like in real life. After that they need to ask someone else on their table to guess which of the definitions they have drawn.

Ask if there are any questions on any of the concepts.

Review exercise: Nature-based solutions

Duration: 10 minutes

Ask participants to think of examples of nature-based solutions in your context and discuss with their neighbour. Ask three participants to share their examples in plenary. The notes on the slide has examples of nature-based solutions.

Quiz Module 2

Duration: 15 minutes

Ask participants to log into the online course and take the quiz of Module 2 to confirm your knowledge and understanding.

Alternatively, you use slides with five multiple choice questions.

End of the day reflection

Please ask participants to fill on yellow post-it what went well today and on a pink post-it what could be improved of today. Based on that, you can see if you need to make any changes.

Materials needed for Module 2

- Hand out the participant handbook at the start of the day to all participants.
- Blue rope of around 5 meters
- Coloured post-its
- Flip charts

Your learning journal

What went well?

What needs to be improved on both content and learning techniques?

Things I want to remember

Module 3: Climate Risk Assessments

Duration

8 hours

Key content Module 3

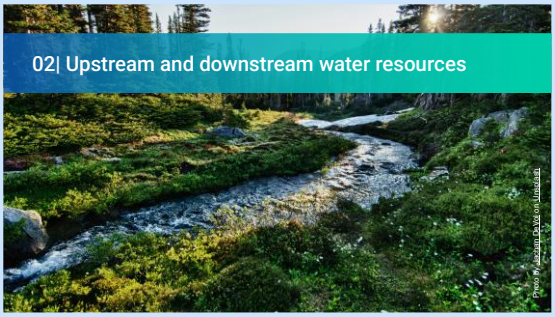
In this module, participants explore the core principles and practical steps involved in conducting, commissioning, or managing climate risk assessments tailored to local contexts and specific projects. It builds on the broad risk categories introduced in Module 2.

By the end of this module, participants will be able to:

- **Explain** the fundamentals of climate risk assessment, with a focus on aligning assessments with local conditions and project-specific needs.
- **Describe** key tools and resources used to identify and evaluate climate risks.
- **Include** vulnerable groups, including women and marginalized populations, to ensure inclusive and equitable risk analysis.
- **Recognise** uses and limitations of climate models

Outline Module 3

Module 3 is divided in 8 sessions. Detailed explanation of all exercises can be found below.

Session	Activities and duration
	Duration: 30 minutes • Acknowledgements • Feedback exercise • Our River • Overview content • Exercise: Guiding principles for participation • Learning objectives
	Duration: 30 minutes • River exercise: Upstream and downstream water resources
	Duration: 30 minutes • Recap: What is a climate risk? • Exercise: What are the climate risks in your context? • Climate impacts on marginalised groups
	Duration: 1.5 hours • What is a climate risk assessment (CRA)? • Main steps of a CRA • Equity & inclusion in CRA's • EXAMPLE: Vulnerability assessments in Rwanda • Recap exercise CRA • Group photo

	Duration: 1.5 hours
	Duration: 30 minutes • Energiser: Spear, wall, gazelle • Bottom-up approaches
	Duration: 1 hour • Types of CRA Outputs • Exercise: Experience & Share
	Duration: 30 minutes • Climate risk assessment tools • Guest speaker • Working in data scarce environments
	Duration: 1 hour

Duration: 30 minutes

- Quiz
- Reflection exercise
- Key points
- Extra resources

Exercises Module 3

Feedback exercise

Duration: 10 minutes

Briefly touch on the issues (positive and negative) that were raised at the evaluation of Module 2 and indicate what changes have been made to respond to them.

Highlight the items in the parking lot and indicate which ones are integrated today.

Our river

Duration: 10 minutes

As combining theme through the masterclass, we use the metaphor of a river. Each day will be represented by a part of the river. Today we will go through rapids.

- Discuss which symbolism we can link to rapids and risk assessments.
- Can people provide examples of what they do to judge if they can pass with their boat. *Does anybody suggest walking around? Does anyone suggest swimming lessons, build a bigger boat, wear a helmet?*

All these are examples of how people are judging a risk and coming with examples how to reduce their vulnerability. How they are adapting to ensure they can survive this treacherous part of a journey .

If you are using a rope, you can unroll it further, but feel free to make knots, twirls and other ways to represent the rapids.

Exercise: Guiding principles for participation

Duration: 5 minutes

At the start of each day, remind the participants of these simple 'housekeeping' principles:

- Listen carefully, follow along and make your own notes.
- Ask the trainers questions or clarifications at any time.
- Your own experience is valuable, and we encourage you to share it.
- Share and discuss with others during exercises, breaks and reflections.

River exercise: Upstream and downstream water resources

Duration: 15 minutes

In this exercise the rope will be used to visualise upstream and downstream water services.

Ask participants to think of examples of upstream and downstream water services and place this along the rope. Let them physically stand where they feel most they belong along the river.

Ask participants to read the notes around them and see if they feel that represents their work. Are there notes wrongly placed? Are there many notes that cannot be placed anywhere?

Exercise: What are the climate risks in your context?

Duration: 15 minutes

Take a few minutes to start a discussion with participants. Discuss the different climate risks that they face in their context. **What risk does climate change pose for water services?** This question is at the core of climate risk assessments.

You can these questions to prompt discussion with participants.

- What risks does your context face?
- Who will they affect?
- Can you link any particular risks to particular groups?

You can also show this video (2 mins) introducing climate risk assessments. The video introduces climate change Impacts and risk management. The video was developed by the German Climate Consortium, in collaboration with World Wildlife Fund Germany.

https://youtu.be/7XB4xOHNEPc

Recap exercise CRA

Duration: 5 minutes

Ask participants to pause and discuss with their partners/table for a few minutes if they have any questions.

Once they have discussed for a few minutes, open the floor for a few participants to share their experience with the rest of the participants in the room.

Energiser: Spear, wall, gazelle

This energiser is like the game rock, paper and scissors but with actions to represent different objects and animals.

- Split your group into two (To form the teams – you can ask people cross their arms – about 50% does right over left and 50% left over right. Quick and fun way to get them split).
- Tell them to secretly decide whether they will be ;
    - A spear (put one hand outstretched forward and one backward),
    - a wall (both hands out sideways)
    - or a gazelle (both hands pointing upwards and forwards).

The two groups line up facing each other, with their backs to each other. On the count of three tell them to turn around and reveal their chosen action.

Remember to win - the wall can break the spear, the spear can kill the gazelle and the gazelle can jump over the wall.

Do up to 3 rounds and see who wins.

Exercise: Experience & Share

Duration: 10 minutes

Ask participants to pause and discuss the following questions with their partners / table for a few minutes.

- Have you had any experience working with CRA outputs?
- Have you ever used a CRA in decision making?

Once they have discussed for a few minutes, open the floor for a few participants to share their experience with the rest of the participants in the room.

Exercise: Decisions for the Decade

This is an interactive game developed by the Red Cross Climate Centre designed to support learning and dialogue about key aspects of long-term investments under uncertainty.

The game helps participants to (i) Plan for extremes, (ii) experience and understand climate change impacts, (iii) cooperate to better manage risk. While particularly suited for government officials at local to national level, this game can be useful to a wide range of stakeholders affected by long-term climate risks.

Full links for how to facilitate this game are:

- Full facilitation notes: https://www.climatecentre.org/wp-content/uploads/Decisions-for-the-Decade.pdf
- Full facilitation explanation video: https://vimeo.com/215056621
- Game hosted on the climate centre page: https://www.climatecentre.org/games/2520/decisions-for-the-decade/
- Cone print out: https://www.climatecentre.org/wp-content/uploads/ConeFinal-for-Print-.pdf

Quiz Module 3

Duration: 15 minutes

Ask participants to log into the online course and take the quiz of Module 3 to confirm your knowledge and understanding.

Alternatively, you use slides with five multiple choice questions.

End of the day reflection

Please ask participants to fill on yellow post-it what went well today and on a pink post-it what could be improved of today. Based on that, you can see if you need to make any changes.

Materials needed for Module 3

- Blue rope of around 5 meters
- Coloured post-its
- Flip charts
- Cone print out: https://www.climatecentre.org/wp-content/uploads/ConeFinal-for-Print-.pdf

Your learning journal

What went well?

What needs to be improved on both content and learning techniques?

Things I want to remember

Module 4: Climate Adaptation and Resilience Options

Duration

8 hours

Key content Module 4

This module guides participants through technical, strategic, and policy-based approaches to enhancing climate resilience in water and sanitation infrastructure and services, building on insights from Climate Risk and Vulnerability Assessments (CRVAs).

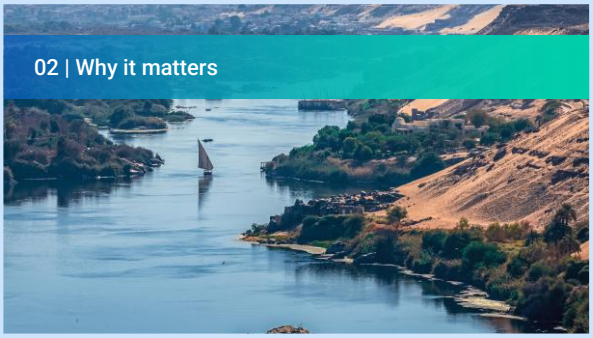
Learning outcomes Module 4

By the end of this module, participants will be able to:

- **Explain** technical, strategic, and policy-based approaches to enhancing climate resilience in water and sanitation infrastructure and services, including Nature-based Solutions and non-structural solutions
- **Describe** how resilience is affected by the broader enabling environment.
- **Explain** the three strategies, green, blue strategies and grey strategies, and hybrid strategies, and identify where each of these might be appropriate

Outline Module 4

Module 4 is divided in 7 sessions. Detailed explanation of all exercises can be found below.

Session	Activities and duration
	Duration: 30 minutes • Acknowledgements • Feedback exercise • Our River • Overview content • Exercise: Guiding principles for participation • Learning objectives
	Duration: 30 minutes • Making infrastructure resilient
	Duration: 2 hours • How climate change impacts infrastructure • Cascading impacts of climate change • Climate impacts on vulnerable groups • Review Exercise: Climate-resilient infrastructure & services • Approaches to climate resilient infrastructure
	Duration: 1.5 hours

Duration: 1 hour

- Energiser: River of Life
- The building blocks to analyze systems
- What is climate finance?

Duration: 1 hour

- Three ways to build resilient urban infrastructure

Duration: 1 hour

Duration: 30 minutes

- Quiz
- Reflection exercise
- Key points
- Extra resources

Exercises Module 4

Exercise: Guiding principles for participation

Duration: 5 minutes

At the start of each day, remind the participants of these simple 'housekeeping' principles:

- Listen carefully, follow along and make your own notes.
- Ask the trainers questions or clarifications at any time.
- Your own experience is valuable, and we encourage you to share it.
- Share and discuss with others during exercises, breaks and reflections.

Review exercise

Duration: 15 minutes

This is an individual exercise. The objective of this exercise is for participants to start to develop an understanding of their own context by thinking critically about your infrastructure and services.

Ask participants to:

- Use the list of hazards and risks you started at the end of Module 1
- Considering this list, which infrastructure and / or services in your context are most at risk?
- What infrastructure or services would you consider a priority for climate risk reduction?
- How might you do this?

Ask participants to keep their answers on a paper or document so they can refer to them again.

Energiser: River of Life

Duration: 15 minutes

The objective of this exercise is for colleagues to think where the current training fits in their own personal development. People came here already with a lot of information, and they will have more information as they go ahead.

Background information can be found here:
https://actbelievechange.wordpress.com/2014/11/27/river/

Instructions:

- Give participants at least 10 minutes to draw their river. Indicate that the drawings should not have any name
- Put the rivers on the wall and ask a couple of colleagues to highlight their river briefly. Provide short observations on what you see.

Materials needed for Module 4

- Blue rope of around 5 meters
- Coloured post-its
- Flip charts

Your learning journal

What went well?

What needs to be improved on both content and learning techniques?

Things I want to remember

Module 5: Toolkit for Water and Sanitation Infrastructure Planning

Duration

8 hours

Learning Outcomes Module 5

By the end of this module, participants will be able to:

- **Apply** a structured and context-sensitive approach to infrastructure planning and resilience-building in the face of climate uncertainty.
- **Understand** climate change impacts on infrastructure systems
- **Differentiate** between hard and soft infrastructure components
- **Apply** scenario-based approaches to climate resilience planning
- **Conduct** rapid stress tests for water infrastructure systems
- **Develop** integrated adaptation strategies for various contexts

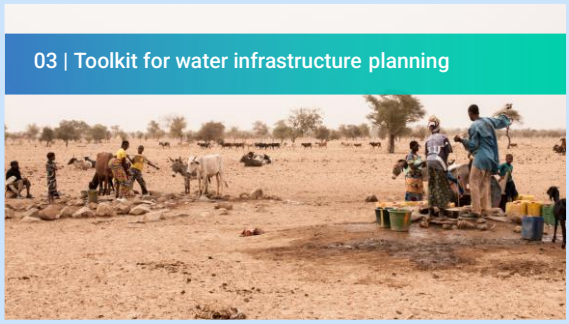
Key content Module 5

This module is designed to equip participants with the knowledge and tools needed to understand and manage the impacts of climate change on water and sanitation infrastructure. It covers:

- Scenario-based planning approaches to assess and manage the effects of climate change on infrastructure functionality and long-term planning needs
- Climate stress testing of water infrastructure using appropriate tools and methodologies, including rapid assessment techniques (i.e., climate first tool).
- Foundations of infrastructure management, including:
    - Differentiating between hard and soft infrastructure
    - Applying systems thinking to address complex challenges
    - Selecting and adapting suitable solutions across diverse contexts.

Outline Module 5

Module 5 is divided in 7 sessions. Detailed explanation of all exercises can be found below.

Session	Activities and duration
	Duration: 30 minutes • Acknowledgements • Our River: Adaptations • Overview content • Exercise: Guiding principles for participation • Learning objectives
	Duration: 45 minutes
	Duration: 1 hour • Introduction to the tool for Water Infrastructure Planning: the climate adaptation matrix • Three Climate Resilience Assessment steps • Exercise: The Climate Adaptation Matrix
	Duration: 45 minutes • Climate First tool

	Duration: 1.5 hours
	Duration: 1.5 hours • Three phases of scenario-based planning
	Duration: 1.5 hour
	Duration: 30 minutes • Quiz • Reflection exercise • Key points • Extra resources

Exercises Module 5

Exercise: Guiding principles for participation

Duration: 5 minutes

At the start of each day, remind the participants of these simple 'housekeeping' principles:

- Listen carefully, follow along and make your own notes.
- Ask the trainers questions or clarifications at any time.
- Your own experience is valuable, and we encourage you to share it.
- Share and discuss with others during exercises, breaks and reflections.

Our river: Adaptations

Duration: 15 minutes

As combining theme though the masterclass, we use the metaphor of a river. Each day will be represented by a part of the river.

On this day, discuss with colleagues how adaptations are made. *What are the dams/blockages in achieving resilience? How can we create space for rivers/adaptation? What tools do we have to make the river flow?*

Exercise: The Climate Adaptation Matrix

Duration: 30 minutes

This exercise is a simulation of the very process participants will likely use in their daily jobs.

Split into Groups A and B. Using the CCKP and ThinkHazard! websites, you will analyze a specific county, identify its top climate hazards for drinking water, and start filling in the Climate Adaptation Matrix.

Instructions:

- Make two groups (A and B).
- Group A analyzes Turkana County.
- Group B analyzes Kwale County.
- Identify two major climate hazards for your assigned county and fill in the matrix for drinking water.
- Each group will then present their adaptation matrix.

Exercise: Scenario based planning

Duration: 30 minutes

The goal of this exercise is to critically reflect on how current processes do or do not account for future risks and uncertainty. It sets the stage for why scenario-based planning is needed.

Exercise setup

- Format: group work around tables (ideally 4-6 people per group).
- Time: 20 minutes for matrix completion.
- Material: prepare a matrix on a flipchart in landscape orientation.

Roles and task

- Appoint roles: each group must appoint a facilitator, documenter, and rapporteur.
- Identify processes: identify 2-3 planning processes you are involved in, influence, or are affected by.
- Complete the matrix: for each identified process, detail the following:
    - Scope: single vs. multi-Stakeholder planning?
    - Scale: national, county, sub-county, etc.
    - Timeframe: (e.g., from - to).
    - Involvement: (e.g., directly involved, have some influence, affected by decisions).
    - Risk Integration: indicate if and how the process addresses current or future (climate-related) risks.

Output & presentation

- After 20 minutes, we will display all flipcharts in the plenary.
- Each group's rapporteur will have 2 minutes to present their key findings.

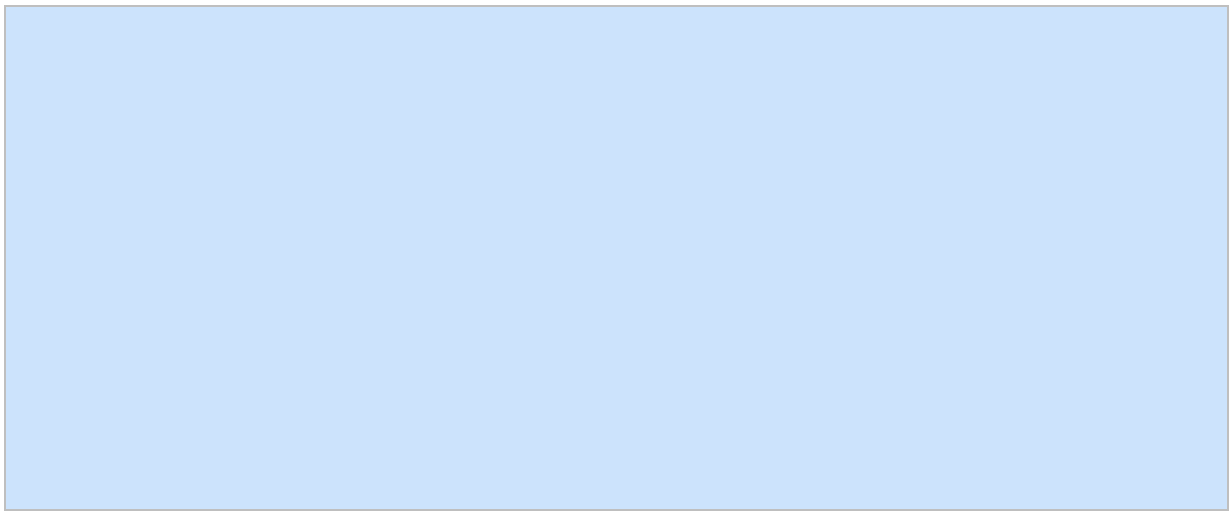
Materials needed for Module 5

- Blue rope of around 5 meters
- Coloured post-its
- Flip charts

Your learning journal

What went well?

What needs to be improved on both content and learning techniques?



Things I want to remember

Day 5: Good practices, reflection and assessment

Duration

4.5 hours

Key content day 5

This final day focuses on reflecting on good practices for adult learning. Participants undertake an online assessment to receive a Certificate of Completion for the Masterclass.

Effective adult learning is grounded in the principles of **andragogy**, which emphasize that adults learn best when the content is **relevant, participatory, and applicable** to their lived experiences. This Masterclass has integrated these principles to create a dynamic and impactful learning environment.

Adult learning principles

Key principles of adult learning are:

1. Active Participation and Reflection

Adults are self-directed learners who benefit from engaging directly with content. Techniques such as interactive discussions, role-playing, and guided reflection exercises encourage learners to connect new knowledge with their existing experiences. Reflection journals, learning logs, and structured debriefs after activities help deepen understanding and promote critical thinking.

2. Real-World Case Studies and Scenarios

Adults are motivated by learning that solves real problems. Using authentic case studies, simulations, and scenario-based learning allows participants to apply concepts in practical contexts. These methods foster problem-solving skills and make learning immediately relevant and transferable to their work or community settings.

3. Collaborative Learning and Peer Coaching

Learning is enhanced through social interaction. Group work, peer feedback, and peer coaching sessions create a supportive environment where learners can share diverse perspectives, co-create knowledge, and build confidence. Facilitators act as guides rather than lecturers, encouraging dialogue and mutual learning.

4. Adaptability to Local Contexts

Recognizing the diversity of learners' backgrounds is essential. The Masterclass encourages contextual adaptation by inviting participants to localize examples, reflect on cultural relevance, and co-design solutions that fit their specific environments. This approach respects learners' expertise and promotes ownership of learning outcomes.

Adult learning techniques

These adult learning principles can be applied with the following techniques to effectively engage, motivate, and support adult learners:

Self-directed learning

Adults prefer to take responsibility for their own learning. They value autonomy and often want to set their own goals and pace.

Example: Use tools like learning journals or personal action plans.

Experience as a resource

Adults bring a wealth of personal and professional experiences that enrich the learning process. These experiences are a valuable foundation for reflection, discussion, and application.

Example: Use simulations, role-playing, field visits, and hands-on activities.

Relevance and practicality

Adults are motivated to learn when the content is directly applicable to their work, personal life, or goals. They want to solve real problems and improve their performance.

Example: Use real or fictional cases to explore complex issues.

Internal Motivation

While external factors can motivate adults, internal drivers like personal growth, satisfaction, and self-esteem are often more powerful.

Example: Use certifications, promotions

Collaborative Learning

Adults can often learn more easily when they can build on shared experiences and diverse perspectives.

Example: Use group discussions, peer coaching, and team projects.

Teaching styles

Gaining insight into your own teaching styles and techniques can help you to better adapt your style towards your students. Common styles of teaching are:

Traditional Lecture: You emphasize clear explanations, direct instruction, and lectures in classrooms with a strong focus on teacher explanation and student notetaking.

Facilitator: You focus on student-centred learning. Facilitator teachers guide discussions, ensuring everyone has a voice and fostering respectful dialogue. They encourage group projects where students collaborate, share ideas, and learn from each other.

Demonstrator: This teaching style is all about “show, don’t tell.” Demonstrator teachers excel at modelling skills and concepts through hands-on activities and visual aids. You might use technology like simulations or educational apps to enhance demonstrations.

Delegator: You empower students through project-based learning and independent study. You provide guidance and support, such as scaffolding projects into manageable steps, but allow students to take ownership of their learning journey.

Each style has pros and cons. It is about selecting the style that best fits you and tailor the content to the needs of your students.

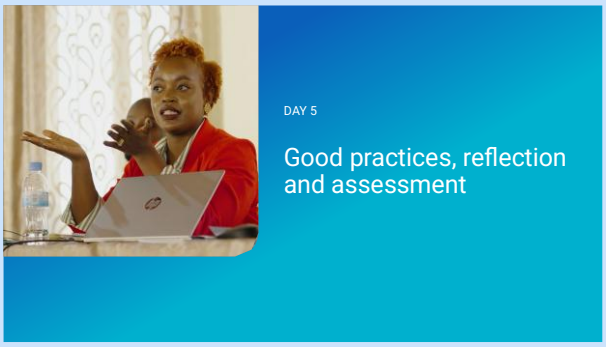
Learning outcomes day 5

By the end of today, participants will:

- Know good practices for adult learning
- Reflect on your own approach to teaching

Outline day 5

Day 5 is divided in 4 sessions. Detailed explanation of all exercises can be found below.

Session	Activities and duration
	Duration: 30 minutes • Guiding principles for participation • Overview content • Acknowledgements • Learning objectives • Exercise: The River
	Duration: 1 hour • Principles of adult learning • Adult learning techniques • Reflection exercise: Adult learning principles and techniques • Common teaching styles • Reflection exercise: Your approach to teaching
	Duration: 1.5 hours • Exercise: Review to improve • Exercise: Prepare yourself

Duration: 30 minutes

- Final assessment & Certificate
- Feedback survey
- Thank you

Duration: 1 hour

Exercises day 5

Experience Mapping: Ask participants to map their own learning journeys and identify what made those experiences effective. This highlights the importance of relevance and autonomy.

Exercise: Guiding principles for participation

Duration: 5 minutes

At the start of each day, remind the participants of these simple 'housekeeping' principles:

- Listen carefully, follow along and make your own notes.
- Ask the trainers questions or clarifications at any time.
- Your own experience is valuable, and we encourage you to share it.
- Share and discuss with others during exercises, breaks and reflections.

Exercise: Our river

Duration: 10 minutes

As a combining theme through the Masterclass, we will used the metaphor of a river. Each day will be represented by a part of the river.

- Ask all participants to stand up and go to the final part of the blue rope
- Discuss with colleagues the symbolism of reaching the sea. *Does it go via a delta? Does the river fall off a cliff? Does it mix with salt water? How do they feel it comes together today?*

Reflection exercise: Adult learning principles and techniques

Duration: 30 minutes

First introduce the adult learning principles and ask participants to form pairs and discuss:

- Can you think of examples how we applied these techniques in this masterclass?
- Did we apply all principles and techniques?
- What do you prefer yourself?
- What could we have done more (or less)?

Participants can use the facilitators manual to see all exercises. Ask each group to report back in plenary.

Reflection exercise: Your approach to teaching

Duration: 30 minutes

First introduce common styles to teaching, then ask participants individually reflect on:

- Do I prioritize discussion and collaboration, or do I rely more on structured lectures?
- How often do I adapt my methods based on learner feedback or needs?
- Do I encourage self-directed learning, or do I guide learners closely?
- What style best fits with me?
- Do you want to incorporate more styles of teaching in your work?

Participants can go back to their learning journal in the facilitator's handbook. What did they note down on learning techniques? They can also take some free online quizzes to get a better understanding as:

What Is My Teaching Style? Take The Quiz To Find Out! | ClassPoint

Quiz: What Teaching Style Do You Use? - Teachng Online Learning

Ask participants to report your reflections back in plenary and make any notes in the facilitator's manual.

Exercise: Review to improve

Duration: 45 minutes

This exercise is to learn from learning.

- Make five tables
- Each table gets a module to review in detail
- Ask each table to looking back at the notes
- Facilitators move from table to table and reflect with participants on what they think went well and what did not go well.
- Note down all changes needed.

Ensure that you get good pointers on what still needs to be improved and how to additionally support the facilitators to roll out the training by themselves.

Exercise: Prepare yourself

Duration: 45 minutes

This is an individual exercise. Ask participants to list the aspects they need to prepare/improve before providing the Masterclass

- What do you need to remind yourself to prepare/pay attention to, before providing the Masterclass yourself?
- You can use the list made on each module in the previous exercise.
- Write a mail to yourself where you specify what you need to do.

Exercise: Final assessment

Duration: 20 minutes

Ask participants to go back to the WASH Systems Academy Module and complete the quiz for all five modules.

When they successfully complete all five quizzes, they automatically receive a trainer of trainer's certificate by e-mail. The certificate can also be downloaded from the platform.

Exercise: Feedback survey

Duration: 20 minutes

Ask participants to go back to the WASH Systems Academy Module and complete the quiz for all five modules.

When they successfully complete all five quizzes, they automatically receive a trainer of trainer's certificate by e-mail. The certificate can also be downloaded from the platform.

Materials needed for day 5

- Flipchart paper
- Pens

Your learning journal

What went well?

What needs to be improved on both content and learning techniques?

Things I want to remember

Annex 1: Assessments and surveys

Overview with links to all digital Masterclass assessments and surveys

Pre-Masterclass survey

https://formlink.mwater.co/#/73b000f839dc408ca3ed406c35b090f8/d5a1f60ac3b14ebd895903db27493cf3?branding=mwater

Assessment Module 1

Climate Resilient Water Services Masterclass Test | WASH Systems Academy

Feedback survey Module 1

https://formlink.mwater.co/#/0c71a52230424e9695a6d079a2a89dc4/4e3f87c8f51a43278e4a1b2a65302618?branding=mwater

Feedback survey

https://formlink.mwater.co/#/d633402527ca4a80a14f6ce2f2f51c97/232f6010c8b4435ab7cb82fc87472fe1?branding=mwater

Final Assessment

Annex 2: List of material needed

- Participant handbook
- Blue rope of 4 – 5 metres
- Marker Pens (loads)
- Post it notes in different colours (loads)
- Pens
- White tack
- Notepads
- Flipchart paper
- Stapler and staples
- Coloured card (loads)
- Name labels
- Masking tape
- Scissors
- Internet access for at least 30 minutes at the end of each day