Co-Learning Methodologies and Tools
Exploring its application in the Asia Pacific and Africa IWRM context and needs

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Upscaling Water Security for Asia and Africa Program
AKNOWLEDGEMENTS

- The information presented in this communication reports to 7 years of experience in delivering courses in Water Governance and IWRM to more than 200 participants from more than 50 countries, in Australia and Europe, including a special course from Pakistan. To all of those co-learners I would like to dedicate this presentation, with deep thanks for all the wisdom I gained from them.

- The co-learning methodology used was developed and applied with Jeff Camkin, my constant partner in this journey of water education.
Delivered 16 master and trade certificate courses to 200 students from 60 countries.

Annual delivery of the Water and Agricultural Landscapes module of the MSc in Integrated Water Management for the International Water Centre (2012 to present).

Annual deliver of the Water Governance and IWRM module in the MSc in Tropical Hydrogeology and Environmental Engineering at the Technical University of Darmstadt, Germany (2016 to present).

Annual delivery of the Global Water Issues and IWRM module of the MSc in Coastal Ecohydrology at the University of Algarve, Portugal (2010-2014).

Delivery of Australia Pakistan Agricultural Scholarships course in Irrigation and IWRM for 24 participants for Pakistan for Australian Aid (2013-2014).
1. LEARNING PHILOSOPHY AND METHODOLOGY
2. MAIN OBJECTIVES
3. LEARNING DIAGRAM
4. TOOLS
4. RESULTS
5. IDEAS FOR DISCUSSION
LEARNING PHILOSOPHY AND METHODOLOGY

- Approach based on co-learning processes
- Building a learning process that departs from the experience and expectations of the participants
- Substantial contribution from the participants, with own experiences to support peer learning
- Lectures and workshops used to introduce fundamental information, tools and methodologies
- Emphasis on active learning by drawing on the full range of knowledge, skills and experiences provided by peers, presenters and course coordinators
- Facilitator role of the course coordinators.
LEARNING PROCESS AND MAIN OBJECTIVES

- To support the participants in ‘back-casting’ from their individual targets/objectives and to build a learning process that will support them to understand, filter and incorporate each session (inputs from lessons, class discussions or other improved knowledge originated by exposure to the sessions) into his/her own learning objectives.

- Through this process of ‘filtering’ through the different learning activities and by using an individual register of what is more relevant from her/his own perspective and future objectives, each student is invited to participate in some kind of group daily reflective exercise and to pursue this further through individual consolidation.

- This process aims to effectively support progress along the course sessions with a critical personal view that will reinforce the capacity of each participant to improve their knowledge towards their personal learning objective and future professional / career development.
LEARNING DIAGRAM

Example: Learning Diagram of the IWC WATR780 Module 'Water Management and Agricultural Landscapes'
The Learning Diagram shows the flow of learning and its relationship to course and personal learning objectives, learning activities and course outputs and outcomes.
Personal Details Sheet

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**Personal Details Sheet**

**Name:**

**Address:**

**Nationality:**

**Age:**

**Marital Status:**

**Education:**

**Experience:**

**Current Plans of Work:**

**Areas of particular interest in Water and Agricultural Landscapes:**

**Personal Learning Objectives (PLO):**

- Outline three areas, what are your personal learning objectives related to your academic path, current work, or other professional pursuits for your future career goals, and personal goals.

**Water and Agricultural Landscapes Case Study:**

For 1-2 paragraphs briefly introduce either a current situation you are working in or an example that is interesting, or a topic of your interest in the near future related to Water and Agriculture.

THANK YOU!
Individual Learning Activity Diary

[Diagram of an activity diary with sections for notes, reflections, and action plan]

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**Workshop Output Summaries**

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Self assessment diagram

The diagram represents important strategies in development, as illustrated below:

1. **Basics**
   - Identify to what extent and apply into analysis
   - Capacity to understand driving forces of change
   - Workforce capacity to adapt to different contexts and propose solutions

2. **Objectives**
   - Work towards sustainable management
   - Identify objectives
   - Work towards sustainable management
   - Work towards sustainable management

3. **Strategies**
   - Work towards sustainable management
   - Work towards sustainable management
   - Work towards sustainable management

4. **Evaluation**
   - Work towards sustainable management
   - Work towards sustainable management
   - Work towards sustainable management

5. **Monitoring**
   - Work towards sustainable management
   - Work towards sustainable management
   - Work towards sustainable management

The diagram includes various strategies and objectives, emphasizing the importance of sustainable management and adaptation.
- Participant Presentations
RESULTS

- Capacity building of the participants in their work places with increased critical view and practice related to IWRM

- Increased capability of understanding complex problems within a broader IWRM framework

- Higher capability of diagnosing and undertaking situational analysis

- Better understanding of local contextual factors, and drivers for change

- Increased networking between students / participants and lecturers or other experts that contributed to courses (learning community - community of practice)

- Constant feedback from students / participants regarding their progress both in academic and professional careers

- More publication of both academic articles and practical experience reports
Applicability of the methodology to different contexts is a major condition of success; including adapting to individual expectations of learning.

Background of the participants – diversity favors more comprehensive approaches and better understanding of local contextual factors.

Re the trainers: capability to readapt and rearrange topics and contents as the courses go, adjusting to students / participants learning expectations.

Re the students / participants: increased self-confidence and critical view, reinforce capacity to address complex problems, adopt holistic approaches, embrace interdisciplinary and inclusive knowledge (also from informal sources).

Become agents for change, influence the ‘institutional learning’ processes.

Reinforcing the Learning Cycle: establishing ‘Communities of Practice’.

Follow up of results (e.g. Return-to-work plans) and ‘agency’ role of participants in their work places.

Closing the Learning Cycle: Include further experience in new courses (close the cycle).

Include new approaches in Curricula; influence political decision level.

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THANK YOU!

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