



# THE REAL TIME LEARNING PROCESS FOR NUTRITION :RTLTP-N



Real Time Learning Process for Nutrition (RTLTP-N)

# What is Nutrition Real time learning Process (RTL-P-N)?

- ❑ Commissioned by Nutrition Sector
- ❑ Funded by UNICEF & DFID
- ❑ 14 Months
- ❑ 5 Counties (Marsabit, Baringo, Turkana, Kwale, Wajir)

# Two Cross-Cutting Components :

1. A real time consultative process to:-
  - ▣ Identify What Works and what are the bottlenecks to integrating nutrition into the health system and strengthening the health System
  - ▣ Focus on Learning not Accountability

# Two Cross-Cutting Components

2. To support the health and nutrition stakeholders to:-
  - ❑ Develop a real time approach to learning which results in action,
  - ❑ Leading to a more effective Nutrition Sector support to Health System Strengthening.

# RTL-P-N Expected Outputs:

- From Component 1: (Evolving Process)
  - ▣ Baseline/Learning Findings – Review Process
  - ▣ Share Lessons learnt/Innovations.
- From Component 2:
  - ▣ Real Time Learning Approach/Methodology

# SO, HOW HAVE WE INTERPRETED RTLP-N?



Real Time Learning Process for Nutrition (RTLP-N)

# Background- Nutrition In Kenya

- A lot of what needs to be done, is **known** already.
- Quite a lot of what is known already is **being done**.
- Why is some of what we are doing working and some not?
- Part of answer is about **how** it is being done?
- RTLP-N aimed at addressing the “**how**”

# To address the “how”, RTLP-N focuses on:

- ❑ **Hard Capacities:** technical, functional, tangible and visible and include :-
  - ❑ technical skills ,explicit knowledge & methodologies, structures, systems and policies”\*
- ❑ **Soft Capacities:** relational, social, invisible & intangible and include:
  - ❑ organizational cultures, leadership and political skills, implicit knowledge and experience, learning, analysis, adaptation and change management;\*

\*Lucas, B. (2014). Capacity development at the national level in fragile and conflict-affected states (GSDRC Helpdesk Research Report 1127). Governance and Social Development Resource Centre, University of Birmingham, Birmingham, UK (2014) 15 pp. Available from: <http://r4d.dfid.gov.uk/pdf/outputs/GovPeaks/hdq1127.pdf> ( Accessed: 15 April 2016)



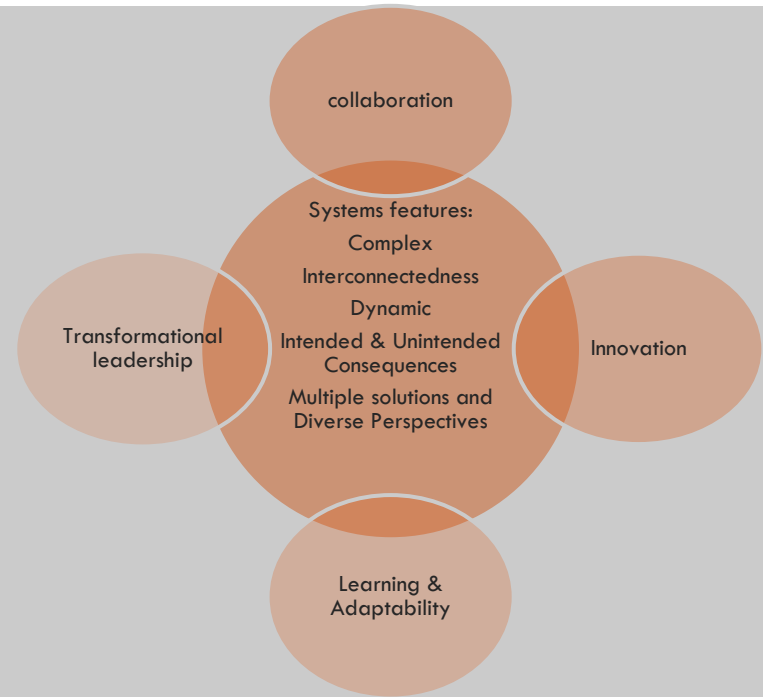
# Overview of the Review Process: Component 1

- Learning - A focus of review process; not accountability (e.g. MEAL)
- Systems Approach - used to guide review process
  - HSS Building blocks fundamental framework
- Review Period : 2011 to 2015
- Key Observations: 2 phases:
  - **Nutrition Integration** - Focus was on integrating nutrition interventions within health e.g. move from NGOs parallel programs to capacity building of health facility staff on nutrition service delivery
  - **Systems Approach to Nutrition** - Focus on “Making health systems work for nutrition” e.g. CNAP, institutionalization of Vitamin A

# From Nutrition Integration to Systems Approach to Nutrition\*

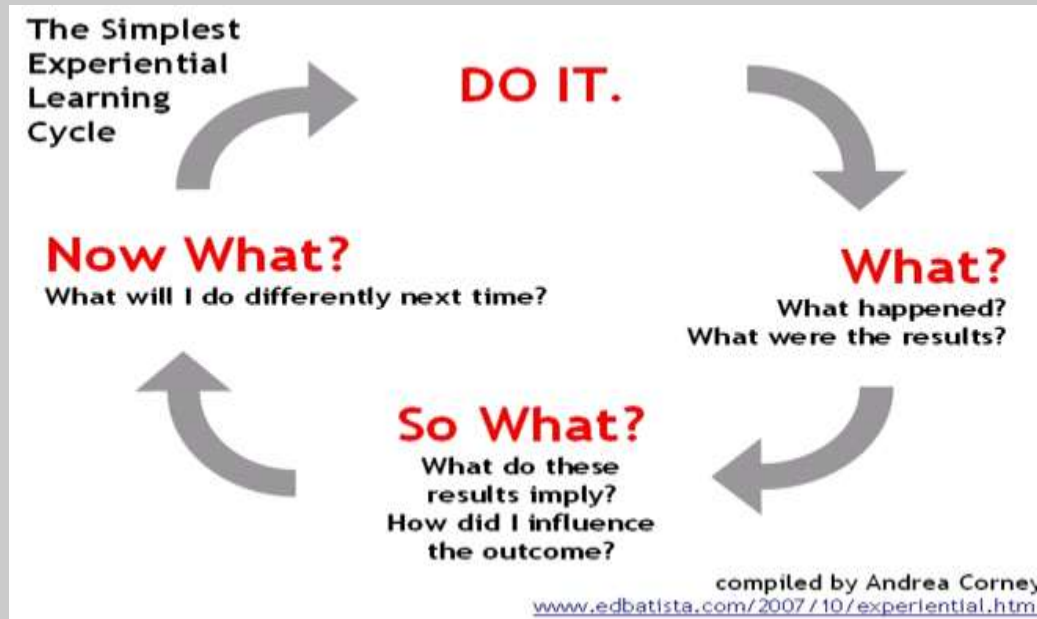
- With the move from Nutrition Integration to Systems approach to Nutrition,
  - it is important to acknowledge the context with which this will be implemented
  - In addressing the “how”, there is a need to ensure: Collaboration, Innovation, Learning and adaptability which requires transformation leadership

\* Source: World Health Organization (2009) ‘Systems thinking for health systems strengthening’ Available from: <http://www.who.int/alliance-hpsr/resources/9789241563895/en/> (Accessed: 30 March 2016).



# RTL-P-N is Based on 2 Learning Models:

## □ David Kolb's Model of Experiential Learning:





Success doesn't come from one-off classroom training. You need to make sure you engrain that into the real world.

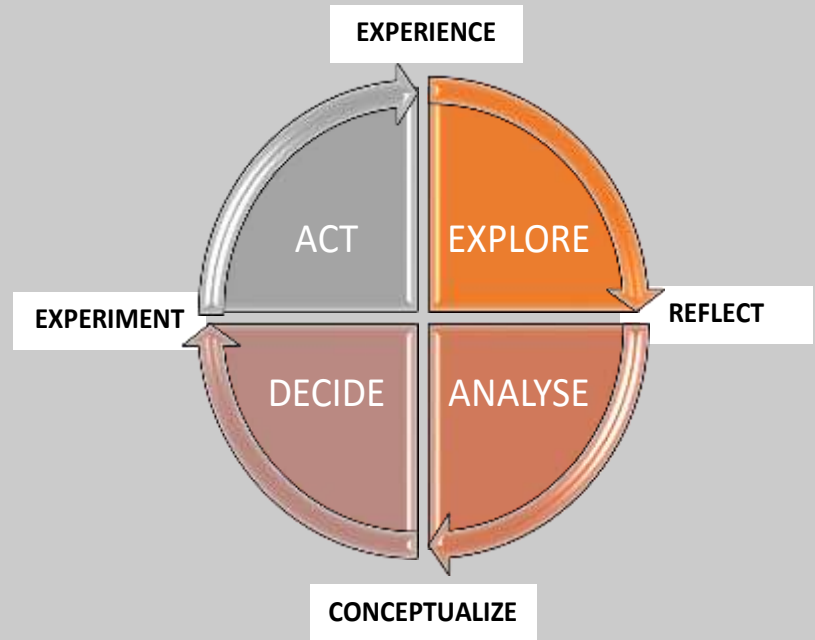
70:20:10

## LEARNING BY DOING.

The 70:20:10 model for learning and development : 70% of their knowledge from job related experiences, 20% from interactions with others and 10% from formal educational events

# What is critical for RTLP-N?

- Space + Time to reflect.
- Evidence (data and experience).
- Iterative Experimentation.
- Learning Environment (adaptive decision making)



# The New World of Learning.

Approaches to learning need to adapt if they are to succeed in our world of rapid change and innovation.

Traditional Learning	Workplace Learning
Store Knowledge	Find Knowledge
Learning Events	Continuous Learning
Learning by Knowing	Learning by Doing
Just in Case	Just in Time
For Everyone	For the Individual
Learning Enabling Work	Learning as Part of Work
Formal (10%)	Formal and Informal (70:20:10)

Adapted from 70:20:10 Forum ([www.702010forum.com](http://www.702010forum.com))

# Inherent in RTLP-N Methodology are RTLP-N Principles : Focus on Systems Approach

- **Iterative learning** – To improve our “**fit**” within a complex context - multiple ways of solving problems?
- **Collaborative process** – “**Problem- driven**” within a context of varying stakeholder interests?
- **Innovation** - “**Local solutions for local problems**” within an environment of limited resources?
- **Transformational leadership** – “**Adaptability & Flexibility**” in real time within a dynamic context?

# HOW ARE WE APPLYING RTLTP-N METHODOLOGY



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# Learning Cycles (LC)

## Objectives:

- ❑ Learning Cycles designed based on David Kolb's learning Model
- ❑ Learning Cycles used to demonstrate how **RTLTP-N methodology** could be **applied and integrated** within various **activities and process** aimed at strengthening Nutrition and Health Systems
- ❑ Learning Cycles currently being implemented in the 5 selected counties: Marsabit, Kwale, Turkana, Wajir and Baringo
- ❑ **Learning environments also mapped out** - what hinders and enables learning, roles and responsibilities, capacities, resources

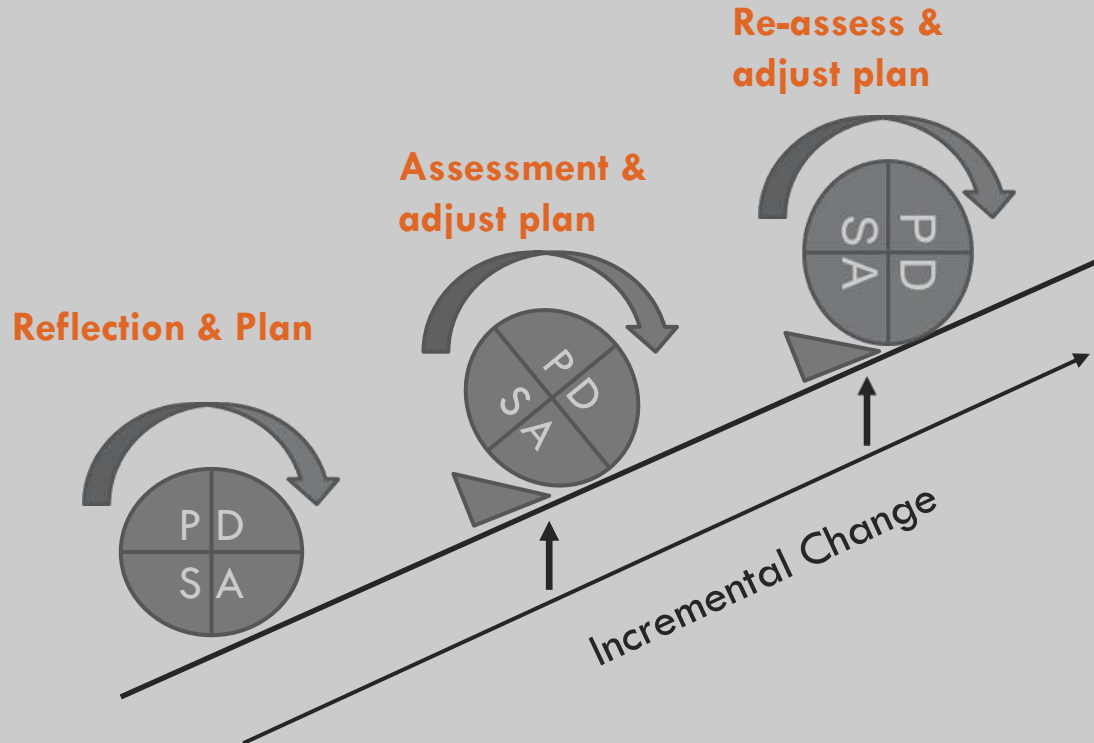
*\*Experiences from Learning Cycles to inform final RTLTP-N Methodology*

# Learning Cycles (LC)

- Organized in a cyclical Process based on Experiential learning Model:
  - **Learning events** : Action plan developed
  - **Action period** : Implementation & continuous reflection on what we are learning
  - **Review** : Overall Reflection of the learning, progress, change from the Learning Cycle. New learning cycle initiated.

\*\* Complete Cycle – LC1, LC2, LC3...

# Learning Cycles being used to demonstrate RTLP-N at County level



# WHAT ARE WE LEARNING SO FAR?



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# What are we Learning?

- **Enthusiasm** by participants during the Learning Events
- A lot of learning **experiences and knowledge** at county level but needs time and space to promote reflection for learning. Average years of experience of participants during learning events = **>300years**
- **Common Goals , Many Stakeholders** but with somewhat different projects/funding source?
- Tools to promote learning exist - Experience, Coordination mechanisms, many stakeholders, common plans, Management support?

# What are we Learning?

- **Competing Priorities** - a systems strengthening issue?
- **Project driven vs Problem driven** : Monitoring and evaluation systems of projects maybe inflexible hence limiting its adaptability to change? How are our diverse projects set up to allow for flexibility in addressing a common goal/problem?
- **Daunting nature of RTLP-N Concept** - “invisible and intangible” concept

# Learning Quotes from the county teams

*“ Let’s use our 20% to the attain 80%” Racheal Jumwa Kahindi – County Nutrition Coordinator, Kwale County*

*“My definition of a leader is anyone who can breathe”– Honorable Mary Ekai, CEC Health, Samburu County*

*“To change the current narrative of nutrition in Samburu County ,we have to build bridges to link the silos” - Honorable Mary Ekai, CEC Health, Samburu County*

*“There are many ways of solving a problem” – Sub County Nutrition Officer, Turkana*

*“I can see how learning can help me in my planning” – Nutrition Support Officer- Baringo.*



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