



**HOW TO MANUAL – THE K-SHIP REAL TIME LEARNING APPROACH**

**Why Real Time Emergent Learning (RTEL)?**

Development programmes as a norm document their activities at the end of reporting cycles (monthly, quarterly, annually etc.). This has however not been effective because documentation of past experiences does not significantly contribute to effective programming. As a result, K-SHIP made a collective decision to start reporting in real time in order to:

1. Deal with implementation problems as they arise for improved programming
2. Help the EA sense learning waves in the programme in real time for rapid response and adaptation
3. Enable horizontal flow of learning and expertise among the network
4. Help inform the EA and IPs what is going on in the field in the different counties

**The K-SHIP RTEL platform**

The K-SHIP RTEL Facebook platform is what has been prescribed for sharing and learning in the programme. Previously, IPs would share what they were doing in the field and they would be able to know what was happening in the different counties. However the programme has moved to a more structured way of sharing to be able to generate learnings from the micro-narratives posted on the platform. This is through the use of the cross-cutting themes framework, which consists of 12 learning themes. These themes were previously used by the Senegal Programme to map out their outputs and outcomes, but because they are cross-cutting, K-SHIP has adopted them to help structure their micro-narratives.

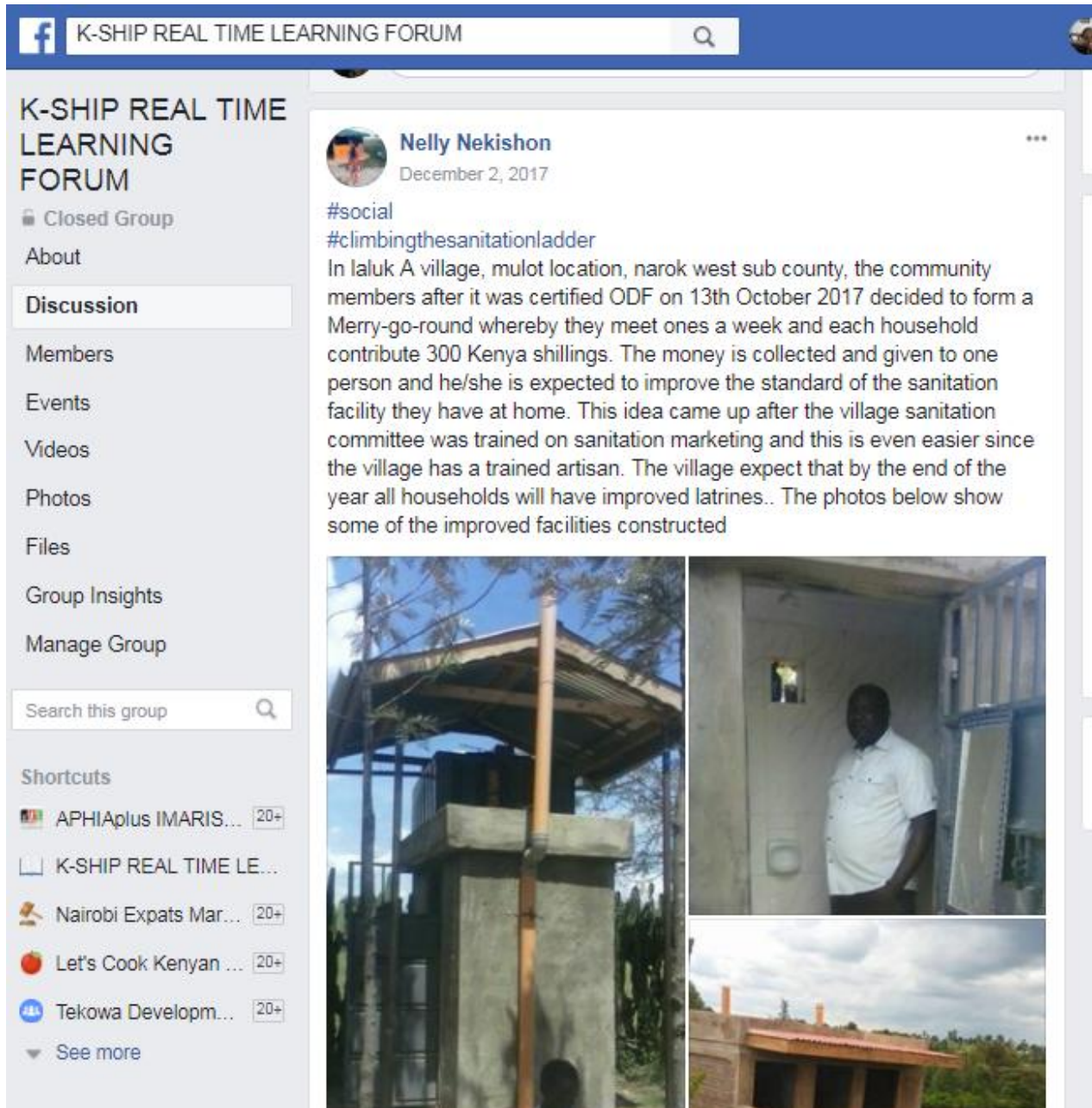
**The Learning Themes**

Cross-cutting themes	# areas	What we learned through action
Reduction of Inequalities	Gender	▪
	Social	▪
	Economic / livelihoods	▪
	Geo-spatial	▪
Empowerment and Voice	Participation/inclusion	▪
	Leadership	▪
	Capacity building / training	▪
	Advocacy	▪
Sustainable Change	Access and use	▪
	Knowledge	▪
	Behaviour	▪
	Economic / livelihoods	▪

### How to use the learning themes

In order for the EA to be able to analyze the platform effectively and also be able to derive learnings from the micronarratives shared in the platform, it is important to put a hashtag before the learning theme you are using before writing out the post as the example below illustrates:

**#gender #social #geospatial #participation #advocacy #access and use**



**K-SHIP REAL TIME LEARNING FORUM**  
Closed Group  
About  
**Discussion**  
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**Nelly Nekishon**  
December 2, 2017

#social  
#climbingthesanitationladder

In laluk A village, mulot location, narok west sub county, the community members after it was certified ODF on 13th October 2017 decided to form a Merry-go-round whereby they meet ones a week and each household contribute 300 Kenya shillings. The money is collected and given to one person and he/she is expected to improve the standard of the sanitation facility they have at home. This idea came up after the village sanitation committee was trained on sanitation marketing and this is even easier since the village has a trained artisan. The village expect that by the end of the year all households will have improved latrines.. The photos below show some of the improved facilities constructed





### Examples of how to use the learning themes:

1. **#Gender** – Can include issues of MHM, and even show matters to do with gender eg the fact that women led households take shorter time or longer to achieve ODF etc
2. **#Social** – Can include social issues such as socially excluded populations and how communities help them achieve ODF, or other social issues like displaced populations or poverty etc
3. **#Economic/livelihoods** – Can include matters to do with how communities earn their living or where they get money to construct their sanitation facilities or the kind of activities they engage in to get income etc
4. **#Geo-spatial** – Can include geographical challenges that communities face when constructing their sanitation facilities eg rocky grounds, issues of collapsible soils/ loose soils, high water table or even distances between populations and sanitation facilities etc
5. **#Participation/ inclusion** – Can include issues of people directly involved in programme implementation, and how communities and stakeholders are taking part in programme activities etc
6. **#Leadership** – Can involve issues of community leadership and associations and committees that have been formed to help propel the sanitation agenda etc
7. **#Capacity building/ training** – Can include people, officers or community members who have been trained on sanitation and hygiene component eg MHM, finance, advocacy, latrine construction, SANMARK etc
8. **#Organizational development** – Can include any development organizations that have been formed to propel the sanitation agenda in the different communities etc
9. **#Access and use** – Can include issues of the number of people with latrines and handwashing facilities and if they use these. It will also look at issues of handwashing with soap/ ash etc
10. **#Knowledge** – Can include hygiene promotion packages that have been developed and spread or even school wash activities being carried out to spread knowledge on sanitation and hygiene etc
11. **#Behaviour** – Can include issues to do with behavior change eg if people have moved from OD to ODF environments as a result of S&H messages, have people adopted handwashing with soap as a daily practice, and have they changed how they dispose child faeces etc
12. **#Collaboration and capacity building** – Can include issues of advocacy and capacity building, and are there any policy changes that have occurred because of K-SHIP work, and any partnerships that have been formed in the line of K-SHIP work etc

***NB: The above are a guide on the learning themes and IPs are at liberty to interpret them (the learning themes) according to their understanding and not necessarily as per the guidelines above.***



## **Basic rules of Real Time Emergent Learning**

### **1. Distinction: Focus on the HOW and the WHY**

*(In writing micro-narratives, many IPs report on the **What**, but now we need to move to reporting about the **Why** and the **How** to give comprehensive information on your posts; also refer to the FB post above)*

### **2. Alignment: Focus on the learning themes and what you like**

*(In the beginning, IPs need to choose a learning theme they like to be able practice with and with time, they will be able to master the use of the other learning themes. Ensure that you put a hashtag before the learning theme before writing the micronarrative so that IPs and the EA can track the learning themes most used and for ease of analysis by the EA)*

### **3. Immediacy: Keep sharing how you solve problems and what you learn in real time**

*(In addition to reporting on the daily events and activities on the ground, IPs should start sharing stories of impact both at the beneficiary level and also at programme level.)*

## **Consent for photos and stories**

It is always important to seek consent for photos and stories used on the platform and other K-SHIP publications. Consent forms are available upon request to the EA and these should be filed after use for accountability purposes.

## **Why contribute to the platform?**

Contribution to the platform is contractual. For collective learning to take place and for learning to be networked, all the IPs need to take part.

## **Analysis of the IPs use of the Real Time Learning Platform**

The EA is going to share out an analysis of the IPs use of the Facebook Real Time Learning Platform on a monthly basis. This will help gauge if the learning is networked and if all the IPs are contributing to the learning network as required.

## **For more information:**

If you need any support in the use of the learning themes or the Real Time Emergent Learning Platform, kindly contact:

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