



Lessons / key points from the Webinar presented by Policy Forum from Tanzania

1. **MEL has to be fit for purpose:** a rigorous manageable system that is mindful of the purpose of MEL and its intended use that captures real time monitoring information such that lessons are learnt in time to inform any necessary adjustments in implementation strategies.
2. We should think about an **ecosystem of accountability actors** on the ground working in social accountability practice AND an **ecosystem of learning actors** working towards shared understandings and the sharing of social accountability lessons. Need to think more about the relationship between these, how they coexist, where there are overlaps etc.
3. **Understanding that change is context driven.** Context differs at different levels of implementation, and is constantly changing. The **question** that comes from this observation is then how does one meaningfully use MEL to track change in context, and across contexts?
4. Tracking change is not only about capacity to use MEL tools, but also about **capacity to articulate change** so that it is relatable and useful to other practitioners.
5. Understanding patterns of change is a long terms process. The **question** that comes out of that is:
 - o What is the effective way to track patterns of change over the long term so that long-term change is institutionalised meaningfully?
6. Small 'p'¹ lessons are complex, difficult and context specific – how then do we share these lessons across contexts?
7. **Relationships** are key to successful social accountability practice. One important aspect of this understands the **barriers to duty bearer's willingness to engage**. Practitioners should not assume they know why duty bearers do not engage. They need to understand that it could be about more than just willingness on the part of the individual but rather there are institutional, departmental, national factors that could be influencing willingness to engage. The need for these to be understood in order to foster collaboration cannot be understated.
8. Practitioners need to think differently about **scaling-up** from local level success to national level, by rather thinking beyond large scale up-take to the importance of developing more meaningful engagement with key policy makers and power holders as elements of 'scaling up'.

¹ Small p refers to the use of power in its many forms to influence decisions and choices by individuals and entities such as organisations and institutions. The term acknowledges the role of individual will; opportunity; motivation; conviction; institutional arrangements, structures, deliberate strategies and tacit dynamics in creating or hindering an enabling environment for the application and sharing of knowledge and information within organisations and institutions.



9. A key challenge raised is the difficulty of **capturing tacit knowledge** and turning it into lessons learnt rather than this knowledge remaining anecdotal stories of experiences. How can this challenge be taken into account systematically such that tracking mechanisms are able to capture this to inform adaptive institutional and/or organisational learning?

