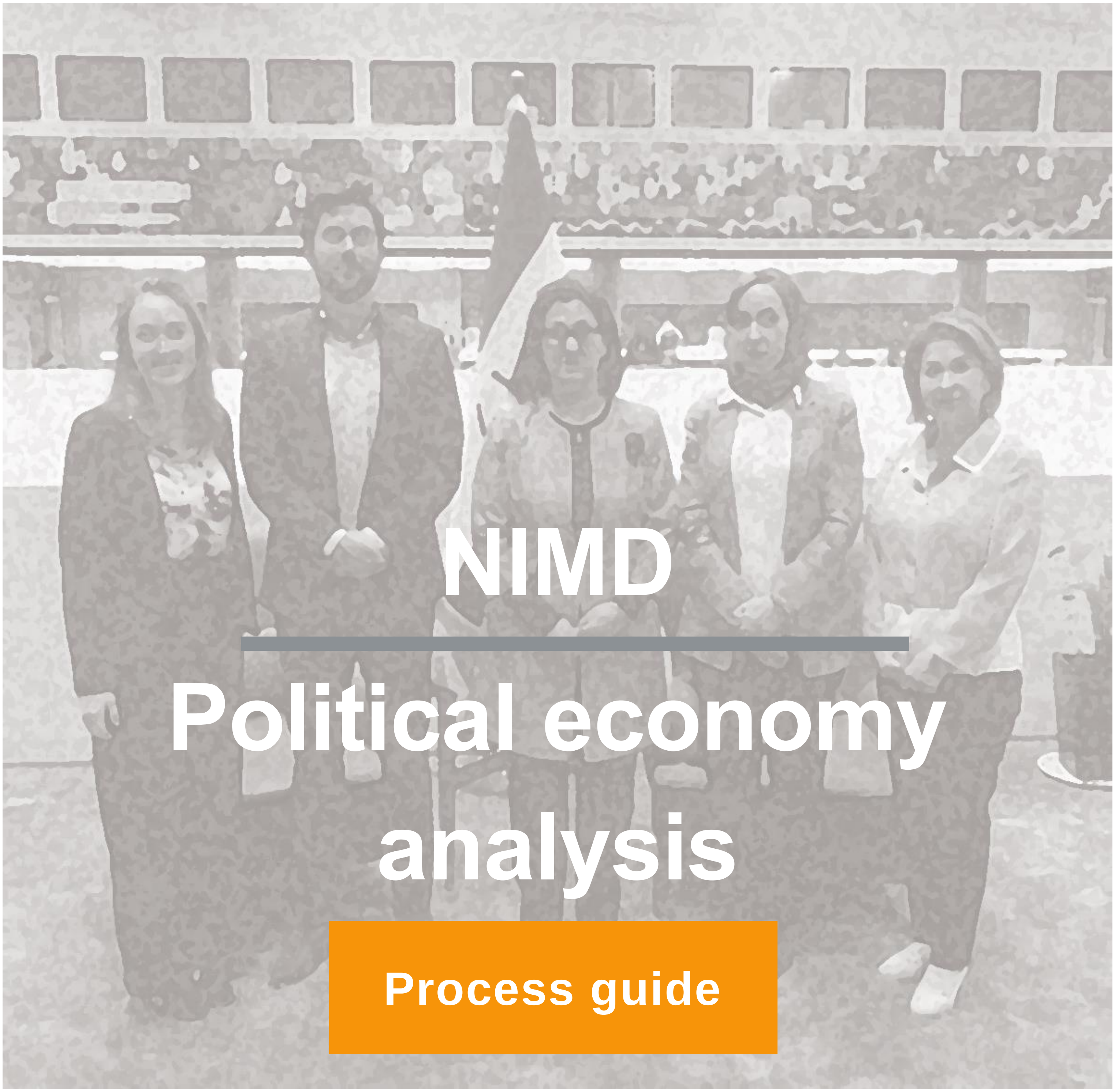

NIMD

Political economy analysis

Process guide

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INTRODUCTION

We gain a lot from embedding our PEA approach within our programme cycles. It gives us more flexibility in programming, adds to our impact and coherence, stimulates a culture of discussion and learning, and enables the sharing of knowledge within teams and across different projects and programmes.

The PEA process itself generates useful opportunities for teams to come to a shared analysis of what the political issues at stake are, develop what is needed in the programme to address them together, and to reach out to our network of target groups and other stakeholders.

The role of PEA within our organization is to strengthen our programmes by making politically agile adaptations easier, developing cutting edge interventions, and to challenge the assumptions we make. Subsequently, it provides the input and evidence to further develop and adjust our programme- or country ToCs, and update programming. Finally, the PEA reports are building blocks that feed directly into PMEL processes.

In the long run, the complete package of all country PEAs, adjusted country ToCs, programmatic experiences and PMEL evidence feeds into an updated organization-wide ToC. This makes sure the NIMD ToC is evidence-based and fully built on the expertise that is present within our network.

To make sure our PEA approach supports better programming and ToCs, it is;

- *Standardized but adaptable*

It provides a shared collection of building blocks that are tailored to our specific line of work, but gives each team space to adapt it to each specific context.

- *Mandatory yet voluntary*

Every programme is built on a solid PEA practice, yet the shape, timing, and focus of the PEA process is up to the country team.

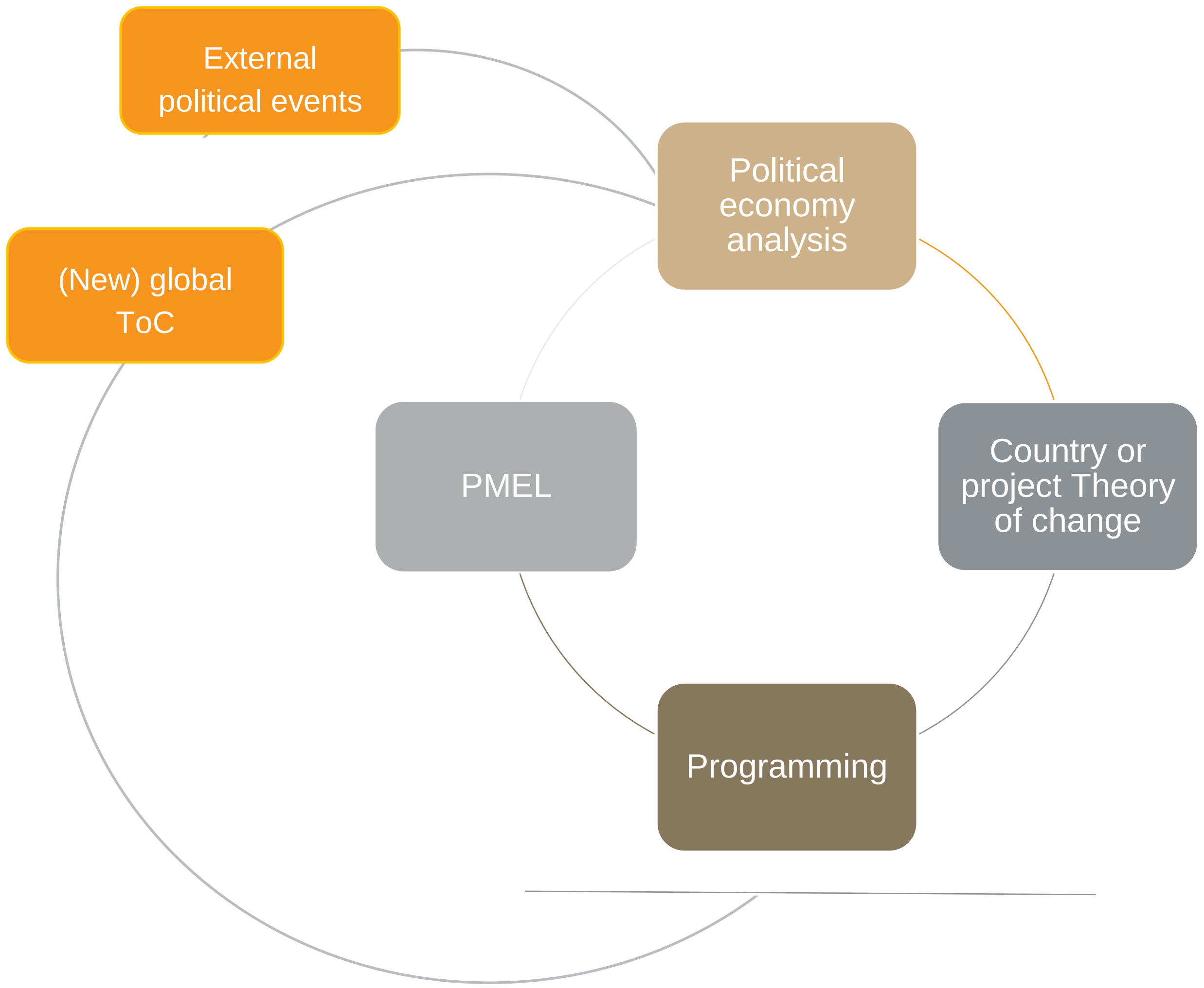
- *Embedded yet autonomous*

The PEA process has a clear function and responsibility in our programming cycles and organizational processes, but primarily serves decentralized and country-specific needs and purposes.

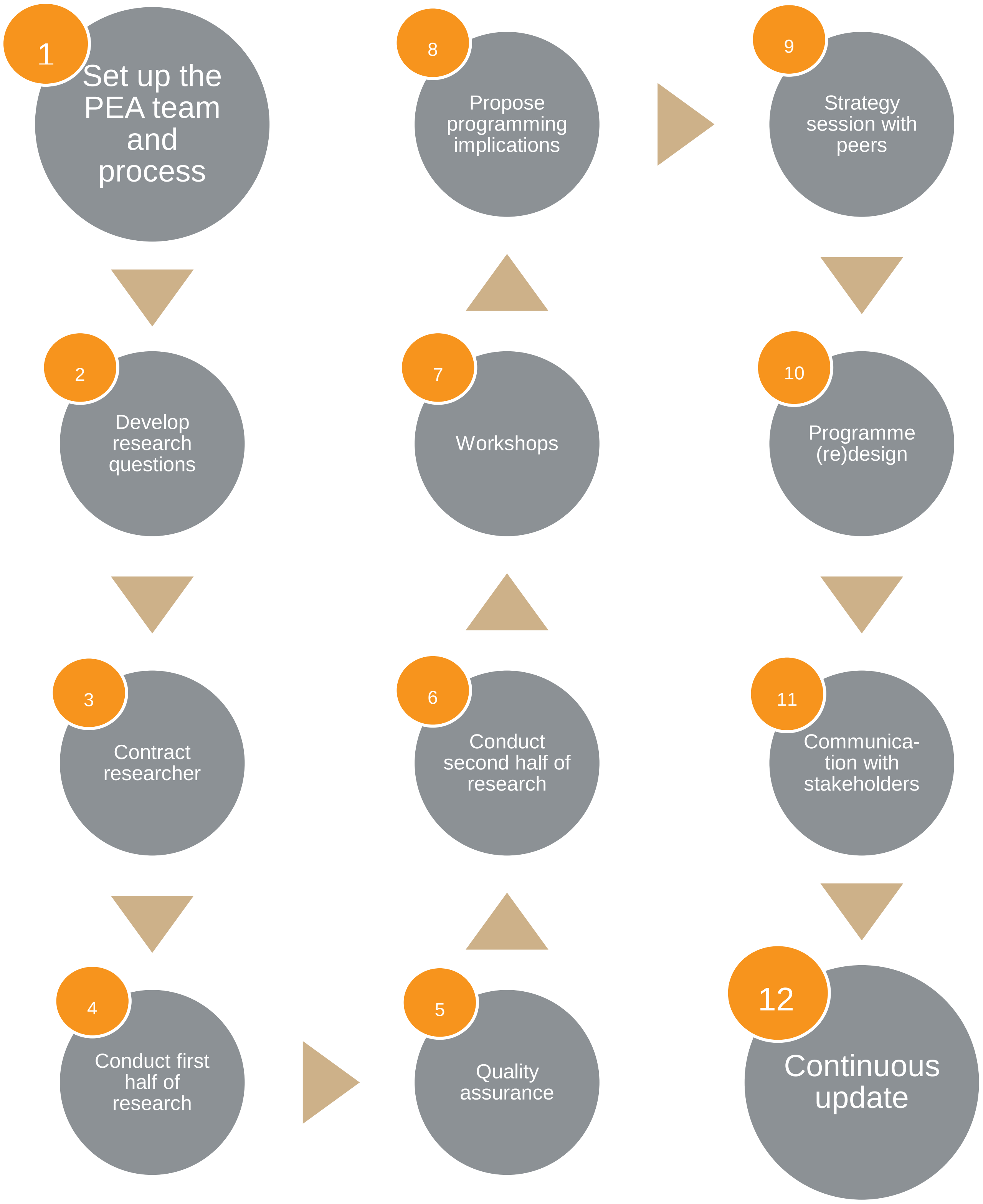
- *Regular but purposeful*

PEAs are updated on a regular basis, but the exact timing, focus and depth should depend on country context, programme development, and the needs of each country team.

Figure 1. Place of PEA in the organizational processes



SUMMARY OF THE PEA PROCESS



The PEA process has several steps that teams can go through together. These are outlined and summarized in the table below. It can be seen as a menu of choices; whether, and to what depth, each step is taken is determined by the current analysis or programming needs of each team.

Step		To do
1	Set up the PEA team and process	○ Assemble team and divide roles ○ Assess risks, available budget, and current analyses ○ Design process and select steps ○ Outline the choices made in the PEA design form
2	Develop research questions	○ Discuss gaps in knowledge and programming needs ○ Develop research question(s) to address needs
3	Contract researcher	○ Discuss the data, expertise, and network needed to answer the research question ○ Contract researcher with the right qualifications
4	Conduct first half of research	○ Researcher collects all necessary data ○ Researcher formulates first draft of analysis and answers to the research question ○ Researcher presents the first draft to the PEA team
5	Quality assurance	○ Discuss whether findings so far address knowledge and programming needs ○ Make adaptions to data collection or research question when necessary ○ Start preparing the workshops for Step 7
6	Conduct second half research	○ Researcher implements agreed upon changes ○ Researcher writes the final analysis and answers the research questions ○ Researcher presents and discusses the final research with the whole country team
7	Workshops	○ Agree on the final goal of the workshops ○ Develop the workshop formats ○ Hold the workshop
8	Propose programming implications	○ Review relevant ToC and Actor-based pathways of change ○ Develop programmatic implications based on the findings and workshops
9	Strategy session with peers	○ Send strategy note with programmatic implications to peers ○ Discuss the proposed implications and make changes where necessary
10	Programme (re)design	○ Design or adapt the program in line with the decisions made in Step 9
11	Communication with stakeholders	○ Decide which stakeholders you want to inform about (part of) the PEA findings ○ Communicate the findings in writing, presentations, visualizations, etc.
12	Regular update	○ Keep track of relevant processes and findings from PEA ○ Make small adaptions to the programme when necessary, capture in strategy note ○ Return to Step 1 when new political developments or programming needs make a new in-depth PEA process necessary

THE PEA PROCESS IN DETAIL

(1) COMPOSE THE PEA TEAM

1	**Set up the PEA team and process** ○ Assemble team and divide roles ○ Assess risks, available budget, and current analyses ○ Design process and select steps ○ Outline all choices made in the PEA design form (available on Knowledge Hub)

The first and most important step is to assemble the PEA team. Once assembled, the team together assesses the potential risks involved, the budget and staff time available, and the existing analyses and research. Based on that, the PEA team together designs the subsequent PEA process. This Step 1 is concluded when the team outlines the choices they made together in the 'PEA process form' (available on the Knowledge Hub) to support the roll out of the process.

Assembling the team

When assembling the team, one choice that needs to be made is about the balance between staff from the own country team, regional teams and/or The Hague colleagues, partners, and external consultants. The strongest PEA teams are usually a combination of these. Those teams can mix context-specific knowledge and access, with PEA skills and a focus on relevant outcomes. Ideally, a team is carefully chosen to complement each other's skills and knowledge, and in a way that is relevant to the research question.

In any case, diversity in personal backgrounds will add depth and avoid possible bias in the analysis. Such bias can be created if, for example, there is not sufficient diversity in terms of gender, religious or ethnic identity, or ideological beliefs and values.

Once the team members are assembled, it is important to discuss the different roles each team member will have. One individual can take up more than one role, for example, the PEA lead and PEA expert can be the same person.

It is advisable to have five roles allocated;

Table 1. Roles in a PEA team

Role	Tasks	Usual suspects
PEA lead	This individual is responsible for running a smooth PEA process. Tasks include planning the team meetings, contracting the researcher, scheduling the workshops, inviting the participants, organizing the peer review strategy session, etc.	Team member of PEA country
PEA expert	This individual is responsible for the content of the PEA process. This responsibility includes ensuring that the research and the workshops provide the team with high quality input for their programming. Tasks include monitoring the research, assessing the quality of the research findings, support preparing the content of the workshops, etc.	Team member of: PEA country (e.g. PMEL officer) AND/OR NIMD The Hague PEA support team AND/OR PEA expert from within the NIMD network
Programming expert	This individual is responsible for the programmatic implications and related decisions in the PEA process. The most important task is keeping the eye on the right ball throughout the PEA process: getting relevant outcomes for programming, and when needed, support and make the decisions to adapt the programme.	Team member of PEA country
Researcher	This individual can, but does not to be, NIMD staff. Tasks include doing the research to answer the research question, and (when necessary) organizing/presenting in/participating in the subsequent workshops. See further details under Step 2 and 3. It is valuable to build a longer-term relationship with this researcher for future PEAs.	Consultant based in- or outside of the PEA country
Devil's advocate	PEA processes are a unique opportunity for each team to critically reflect on their political analyses and past work, and challenge findings or assumptions together. It is valuable to allocate the devil's advocate role specifically to a PEA team member, so that there is always someone who is tasked with challenging group thought. The devil's advocate is usually also the programming expert or the PEA expert, but it can also be a stand-alone role.	Any member of the PEA team who is comfortable providing critical feedback throughout the process.

Assess risks, available budget and staff time, and existing analyses

When the roles are allocated, it is time to discuss the risks involved in going through the research exercise, the budget and staff time that is available for the PEA process, and the quality of the existing analyses and research reports.

Given PEAs often focus on who gains and who loses in the current resource distribution of the political system, the information uncovered can be sensitive to different stakeholders within the country. Therefore, it is important for the PEA team to discuss together what the risks will be, and how they can be mitigated.

The available budget and staff time will influence how in-depth the PEA process can be. The final important factor that should guide the choices made in the process design, is whether previous PEAs or relevant analysis are available, of sufficient quality and still up to date.

Design process and formalize choices made in 'PEA design form'

Once the budget and risks are clear, these three issues can inform the design of the process. Designing the process means choosing which steps of the PEA the team will go through together, and how extensive they want to make a specific step.

For example, when an up-to-date and PEA of high quality is already available, it might make most sense to work from Step 7 to Step 12 only, and start with convening a validation workshop to validate the previous findings, and update the existing PEA using the insights from the workshop.

As a minimum and to make sure a high quality process, each in-depth PEA process should consist at least of;

- Step 1: Set up the PEA team and process
- Step 2: Develop the research questions
    - *Step 3 – 6 dependent on state of current analyses*
- Step 7: Workshops – the validation workshop
- Step 8: Propose Programming implications
- Step 9: Strategy session with peers
- Step 10: Programme (re)design
    - *Step 11: dependent on needs, budget and risk assessment*
- Step 12: Regular update

Indicate these choices in the PEA process design form (available on the Knowledge Hub) to support the role out of the process, and to make sure the whole team agrees on the proposed way forward.

(2) DEVELOP RESEARCH QUESTION(S)

2	**Develop research questions** ○ Discuss gaps in knowledge and programming needs ○ Develop research question to address needs

The second important step towards an effective in-depth PEA with relevant outcomes is getting the research question as clear as possible beforehand. Many things can inspire the development of your research question, such as political developments, a country Theory of Change, pathways or target groups, and PMEL results.

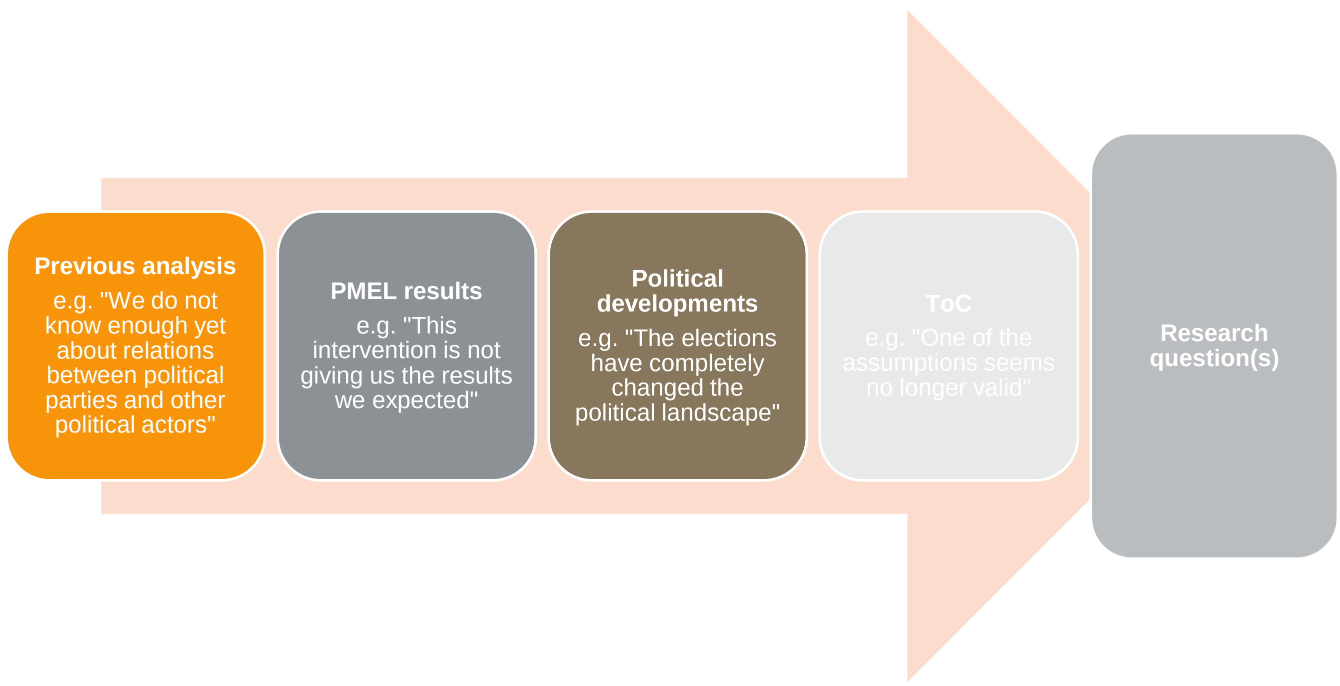


Figure 2. Different types of input for developing research questions

When developing the research question, it is crucial to keep in mind the purpose and desired process after the research report is delivered. Ideally speaking, in which way will the findings from the analysis help to navigate or inform the country-level ToC and/or programming? Clearly identifying the question and keeping an eye on the eventual goal will help maintaining focus throughout the PEA process and guarantee relevant outcomes. Both question and purpose are likely to be adjusted during the PEA process, but they should be clearly decided upon before the next step is taken.

For new programmes, one way to develop the question is to start with the NIMD or a general programme ToC, and seek out an issue that arises when translating it to the specific country context. Also gaps that emerged from scoping mission reports or other types of research can be used to develop a question.

Example questions are available on NIMD's Knowledge Hub. These can help inform the type of question(s) to ask, but they should be adapted to fit the specific needs and country contexts. Several questions can be used for one PEA. It is recommended to divide the research questions into several smaller sub-questions, as that will make answering the overall question easier.

For ongoing programmes, it makes most sense to build on the analysis, knowledge and research that is already present. A first step is then to make an inventory of the available knowledge, and subsequently to identify a gap in that knowledge or a specific unresolved issue, challenge or opportunity that NIMD or partner staff wants to address. This can be an issue that emerged from the country ToC or ongoing programming, and that could not be solved by regular day-to-day analysis and engagement. Then, the team can design a question(s) that will help in understanding how the issue is embedded in the political context.

Different people can support this preparation, and who should be involved depends on where the need for a PEA came from. For example, if the question or purpose is based on issues encountered in current programming that includes an external partner, it makes sense to prepare this together with that partner. Jointly defining the question and purpose of the PEA can have an added value as a partnership building exercise, and supports legitimacy and ownership of the process.

(3) CONTRACT THE RESEARCHER

3	**Contract the researcher** ○ Discuss the data, expertise, and network needed to answer the research question ○ Contract researcher with the right qualifications

In Step 3, it is time to think about *who* and *what* data is needed to answer your research question.

When identifying the right researcher, it is useful to think through what background the researcher needs to have. For example, a desk study by an international consultant might provide an answer your question, but this individual might not be able to uncover the data that is not available in existing research reports, or might not have access to the necessary local networks. We have listed some of the considerations related to choosing an in-country, international or NIMD researcher in the table below.

Table 2. Considerations when choosing a researcher

Who?	Advantages	Disadvantages
In-country research institute or consultant(s)	○ In-depth knowledge of context ○ Likely to have better access to key informants ○ Likely to have more legitimacy ○ Opportunity for potential partner networking ○ In-country capacity-building ○ In-country ownership	○ Embedded in structures to be studied (for example: limited freedom of expression, religious/ethnic cleavages) ○ Possibly varying degrees of awareness of PEA as methodology
International research institute or consultant(s)	○ Can be selected specifically for PEA expertise ○ Outsider's perspective ○ Likely to challenge existing ideas and practices	○ Less likely to have in-country sensitivity and access ○ Embedded in other types of normative structures ○ Less likely to be familiar with NIMD objectives and requirements ○ No capacity building within country, NIMD or partner organization
NIMD/partner organization research staff	○ Familiar with NIMD objectives and requirements ○ Internal capacity building ○ NIMD ownership ○ Focus on organizational relevant outcomes	○ Possible more difficult to be critical of own context and work ○ Less likely to be 'neutral' towards possible outcomes of the PEA

PEA teams should also choose their researcher based on what kind of data, and subsequent, what kind of skills this researcher needs to have. To see what data is needed to answer the research question, it can be useful to do a quick dive into the organizational memory, that of other (partner) organizations, and browse through other readily available data sources. Often, the initial question can be refined or deepened with the findings of this stage.

Below follows a short overview of different data collection methods, and the related the opportunities and challenges. It is good practice to choose a combination of these methods. This is called data triangulation, and benefits the validity and legitimacy of the findings. Ideally, the chosen methods complement each other and cancel out the disadvantages of each separate method.

In addition, data triangulation makes it easier to gather different perspectives. Because data is never objective or neutral, an important aim of data collection should be getting a representative and diverse answer to the research question.

All data sources used in the research report should be referenced in the running text of the eventual report - that is to say, all findings should be supported by clearly identified sources. Data sources should also be noted down in a reference list, so as to make the quality of the data open for (peer) review.

What?	Opportunities	Challenges
Desk studies	○ Relatively less costly ○ Relatively time efficient ○ Can draw on both quantitative and qualitative data	○ Getting existing data that is sufficiently representative of both elite and marginalized groups' perspectives ○ Getting local legitimacy ○ Finding 'new' data or data on politically very sensitive or new issues
Focus groups	○ Getting 'new' data and information ○ Getting data on current perceptions and ideas on the topic at hand ○ Getting insights on latest developments ○ Networking with participants ○ Capacity-building participants ○ Local legitimacy ○ Validating desk study findings	○ Getting a representative and diverse group ○ Creating a space in which politically sensitive issues can be discussed openly, especially in groups that combine elite and marginalized groups ○ Preventing reinforcing existing power structures and ways of talking about specific topics ○ Getting to the core of the question ○ Preventing being locally perceived as 'only talk'
Expert interviews	○ Getting 'new' data and information ○ Getting insights on latest developments ○ Able to discuss sensitive topics	○ Getting a representative image, also including marginalized voices
Political actor interviews	○ Getting 'new' data and information ○ Getting insights on latest developments ○ Hearing it from actors' themselves ○ Able to discuss sensitive topics	○ Getting a representative image, also including marginalized voices ○ Getting data or information that is not in the interest of interviewee to become public.

(4) CONDUCT FIRST HALF OF THE RESEARCH

4	**Conduct first half of research** ○ Researcher collects all necessary data ○ Researcher formulates first draft of analysis and answers to the research question ○ Researcher presents the first draft

The fourth step is up to the contracted researcher(s). In this step, all the agreed-upon data should be collected, and a first attempt at answering the research questions should be made.

When the researcher is working for NIMD for the first time, it is useful to stay in regular contact and to keep each other informed. This is vital to make sure the research is tailored to the needs of the team, and to guarantee research outcomes that are of direct relevance to the programme.

This step is concluded when the researcher shares her or his initial findings in writing, and in a presentation for the other members of the PEA team.

(5) QUALITY ASSURANCE

5	**Quality assurance** ○ Discuss whether findings so far address knowledge and programming needs ○ Make adaptions to data collection or research question when necessary ○ Start preparing the workshops for Step 7

Step 5 is about discussing the first findings, and potentially further fine-tuning the research question or deciding to collect other (types of) data.

This step is of vital importance in making sure that the PEA team believes the work done by the researcher will give them the answers that they need, and that these will be directly relevant to the programme. In short, this step is a thorough check-in, in which everyone in the PEA team makes sure they agree with the process so far, and have the opportunity to make changes where needed.

Research is usually an iterative circle between diving into the collection of data, and formulating answers to the research questions. Therefore, it is common that during the research process new or unexpected issues come up that need to be taken into account. For example, it might be necessary to adapt a research question, or find other sources of data than was initially planned for.

The step is concluded when the PEA team, including the researcher, agree on potential changes to be made, and the way forward.

It is possible to start the preparation for the workshop after this step. For example, it might become clear that, based on the first findings, it will be useful to invite some members of the target group of the programme to validate the findings, or to even collect new data in that workshop (see Step 7).

(6) CONDUCT SECOND HALF OF RESEARCH

6	**Conduct second half of research** ○ Researcher implements agreed upon changes ○ Researcher writes the final analysis and answers to the research questions ○ Researcher presents and discusses the final research with the whole team

Step 6 focuses on the researcher, who can now finalize the research report.

After agreeing upon potential changes, the researcher can continue the research, by (potentially) collecting extra data, writing a solid analysis that is visibly build on the findings, and developing the final answers to the research questions.

This step is concluded when the researcher delivers the final research report, in writing and in a presentation, and it is approved by the PEA team.

(7) WORKSHOPS

7	**Workshops** ○ Agree on the final goal(s) of the workshops ○ Develop the workshop formats ○ Hold the workshop

Step 7 is about deciding on the final goals of the workshops, and designing and executing them accordingly.

Workshops in the PEA process can have different goals. It is possible to combine these different goals, for example, by organizing the workshops in separate parts with different participants.

Each team can pick and choose the goals and possible participants, depending on the needs and issues that need solving, and based on the research findings. The table below lists some potential goals of the workshops with possible participants who can be invited. However, as an absolute minimum, one part of the workshop should be dedicated to validating the most important or relevant findings.

The tables below outline the different possible purposes of the workshops.

Whatever the eventual purpose of the workshops, it is always useful to assign one or two members of the PEA team as note taker for the workshops. Often new and interesting information emerges in these workshops, and the notes can be used to add this to the final PEA report.

Minimum goal	Description	Possible participants
Validation	Even when the research report is complete, it is still crucial to validate the findings in a workshop in which the researcher presents the research, and the report can be discussed elaborately. The session could also result in additional information or changes that need to be made to the report.	Programme target groups, experts

Additional goals	Description	Possible participants
Data collection	It is possible that some gaps in knowledge still exist after the research report was delivered. It is then useful to gather a group of participants that can help in filling those gaps and answer the research question.	Programme target groups, experts
Do No Harm evaluation	It is possible that the PEA points out several risks related to the target groups of the programme. It is useful to evaluate these risks with external participants, who know the existing programme well.	Programme target groups that have already participated in an intervention, experts.
Partnership building / networking	A part of the validation workshop can also be used to make sure the findings are shared across different partners. A shared analysis of what the issues at stake are, is a useful basis to build or further strengthen partnerships.	Programme target groups, (potential) donors, (potential) consortium partners, (potential) network partners.
Participatory programme design	If the team wants to use the PEA to generate new ideas for their programming, a (part of) a workshop can be dedicated to a brainstorm with the participants. It should be noted that this is a separate session from the programming implications session described in the following step.	Programme target groups, (potential) donors, (potential) consortium partners, (potential) network partners.

(8) PROPOSE PROGRAMMING IMPLICATIONS

8	**Propose programming implications** ○ Review current ToC and Actor-based pathways of change ○ Develop programmatic implications based on the findings and workshops

In step 8, the team sits together (inviting externals when desired), to discuss the changes that need to be made to the programme, as based on the findings emerging from the PEA process. This can be a half-day effort to translate the PEA analysis into program implications, or (re-) design the country Toc and Actor-based pathways.

The PEA team participates in the workshop together with the full Country programme team (ED, Programmes Head/Officer and PME focal point). Other participants depend on context, but could include stakeholders, and colleagues from other NIMD country teams and the PEA or PME support teams in NIMD The Netherlands, if not already included in the PEA Team.

If it is the first time a PEA was conducted and a first Country ToC needs to be designed, then an 'in-depth' meeting spanning a full day (or even more) is likely needed. If this already exists, then a light type of meeting can be organized for no more than half a day, assuming Actor-Based Pathways of Change have been developed and there have been no major changes in the country since the last workshop.

In short, such a programming implications meeting has three objectives, dependent on the stage of the programme:

For a new programme:

i. Identification of key PEA findings that are central in their impact on programme design;
ii. Adjust an existing ToC to the country context, or creating a new country ToC, taking into account the actors identified in the PEA to work with, the outcomes and intermediate outcomes that are relevant and realistic towards achieving overall programme objectives, the interventions that are most likely to result in these intermediate outcomes and outcomes, and the assumptions that need to be in place for these outcomes an intermediate outcomes to actually happen;
iii. Identify/re-design detailed Actor-Based Pathways of Change for the programme.

For an ongoing programme:

i. Identification of new key PEA findings that are central in their impact on programme design;
ii. Review the detailed Actor-Based Pathways of Change, taking into account the updated PEA analysis of the actors identified in the PEA to work with, the outcomes and intermediate outcomes that are relevant and realistic towards achieving overall programme objectives, the interventions that are most likely to result in these intermediate outcomes and outcomes, and the assumptions that need to be in place for these outcomes an intermediate outcomes to actually happen;
iii. Update the detailed Actor-Based Pathways of Change for the programme and the country ToC.

Formats to support these sessions will be made available on the Knowledge Hub.

(9) STRATEGY SESSION WITH PEERS

9	**Strategy session with peers** ○ Send strategy note with programmatic implications to peers ○ Discuss the proposed implications and make changes where necessary

In Step 9, the PEA team convenes a discussion with one or several external colleagues or partners to strategize and discuss the PEA results and program implications as identified. The purpose of this meeting is to build on the peers' expertise, and solicit advice on the way forward, for example on the actor-based pathways, the program objectives, resources, risks, or Do No Harm principles.

To prepare for this meeting, the team writes a short strategy note that describes;

1. The key findings from the PEA
2. How those can influence the programme
3. The proposed changes to the program, and/or or the reasoning why no additional changes are necessary.

A format for this note is available on the Knowledge Hub. The strategy note is send to the peers before the meeting. The peers can then provide their initial input in writing ahead of the meeting to increase the level of engagement and quality of reflection.

This step is concluded when the potential changes as discussed in the peer session are made to the strategy note.

(10) PROGRAMME (RE)DESIGN

10	**Programme redesign** ○ Design or adapt the program in line with the decisions made in Step 9 ○ Implement strategy for updating the PEA findings in relevant work processes

In Step 10, the PEA team makes the proposed changes to the program final.

Once the proposed changes made by the peers are incorporated when and where relevant, the programme can be redesigned. The changes can be made to the ToC, the programme's actor-based pathways, the programme plans or interventions. Also the strategy that the team will use to continue monitoring and updating their PEA can be implemented (see Step 12).

(11) COMMUNICATION WITH STAKEHOLDERS

11	**Communication with stakeholders** ○ Decide which stakeholders you want to inform about (parts of) the PEA findings ○ Communicate the findings in writing, presentations, visualizations, etc.

Step 11 offers the country teams the opportunity to further strengthen their partnerships and networks, or lobby for their work, using their PEA.

There are different ways in which (some version of) the PEA can be used for communication purposes. This is often strongly dependent on team's risk assessment, as made in Step 1. Not all data or information can be shared publicly, and it is up to the team to if and what they want to share with outside stakeholders. Options include;

- The PEA team communicates the main PEA findings and program adjustments to local stakeholders in the country in question (including local donor representatives). Ideally, the same group of stakeholders that participated in the workshop is invited for a presentation session in-country to communicate and to strengthen the network.
- The PEA team or the PEA support team of NIMD the Netherlands can communicate the main PEA findings and program adjustments to corporate stakeholders (including donor representatives, such as the Dutch MFA in The Hague), among other things to demonstrate how research insights were used for adaptive programming.
- The ToR, the research report, and note outlining the programmatic changes – when possible and taking into account possible security risks - can be uploaded to the Knowledge Hub to support other colleagues with examples.
- The PEA team can consider to visualize the main PEA findings in relation to program adjustments and/or new programs. This can take the form of a one-page infographic or simple visual. The aim is to communicate key insights, messages and changes in an easy-to-comprehend overview.

(12) REGULAR UPDATE

12	**Regular update** ○ Keep track of relevant processes and main findings from PEA ○ Make small adaptions to the programme when necessary ○ Return to Step 1 for an in-depth PEA update when new political developments or programming needs make it necessary

Step 12 is about monitoring and continuously updating the main PEA findings.

Political incentive structures are constantly shifting and changing. This is why a regular update, or team discussion, about political developments and main trends found in the PEA report is crucial. It allows the team to continuously learn together, and evaluate the relevant political processes as described in the PEA report. Through these regular updates, the team can continue to work on their shared analysis and vision on what their programme can (and cannot) do.

Many teams have processes in place in which they analyze their political contexts together and make changes to the programme when necessary. Their experiences show there are several ways to create a sustainable political economy analysis practice together as a team. Options can include, but are not limited to, the following:

- A frequent team workshop (e.g. twice times a year), in which the main trends found in the PEA report and other relevant political developments are discussed and changes made to the programme and ToC when necessary;
- A regular discussion on the main trends found in the PEA report and other relevant political developments directly linked to the Outcome Harvesting sessions
- A frequent workshop (e.g. twice a year) with external peers and experts to discuss political developments, and how they impact the programme;
- A frequent ToC workshop , in which the team sits together to evaluate whether the assumptions still hold, and the pathways are still relevant in the current political developments;
- A workshop before major donor reporting deadlines, to discuss and update the main findings from the PEA report and other political developments, and make changes to the programming plans and ToC when necessary.