



Centre for
Humanitarian
Dialogue

Mediation for peace

Peer Reviews

March 2021

**Guidance for
Facilitators and
Participants**



This guide is for all participants and beneficiaries of peer reviews at the Centre for Humanitarian Dialogue (HD) – the project team, peers, and facilitators. It explains what peer reviews look like (as both in-person and online events), how they take place and what they can cover. It includes a set of concrete examples and templates to facilitate a team’s and peer’s participation in this exercise.

Acronyms

HD – The Centre for Humanitarian Dialogue

MESU – Mediation Support and Policy Team

M&E – Monitoring and evaluation

PM – Project Manager

QA – Quality Assurance

RD – Regional Director

The Centre for Humanitarian Dialogue (HD) is a private diplomacy organisation founded on the principles of humanity, impartiality, neutrality and independence. Its mission is to help prevent, mitigate, and resolve armed conflict through dialogue and mediation.

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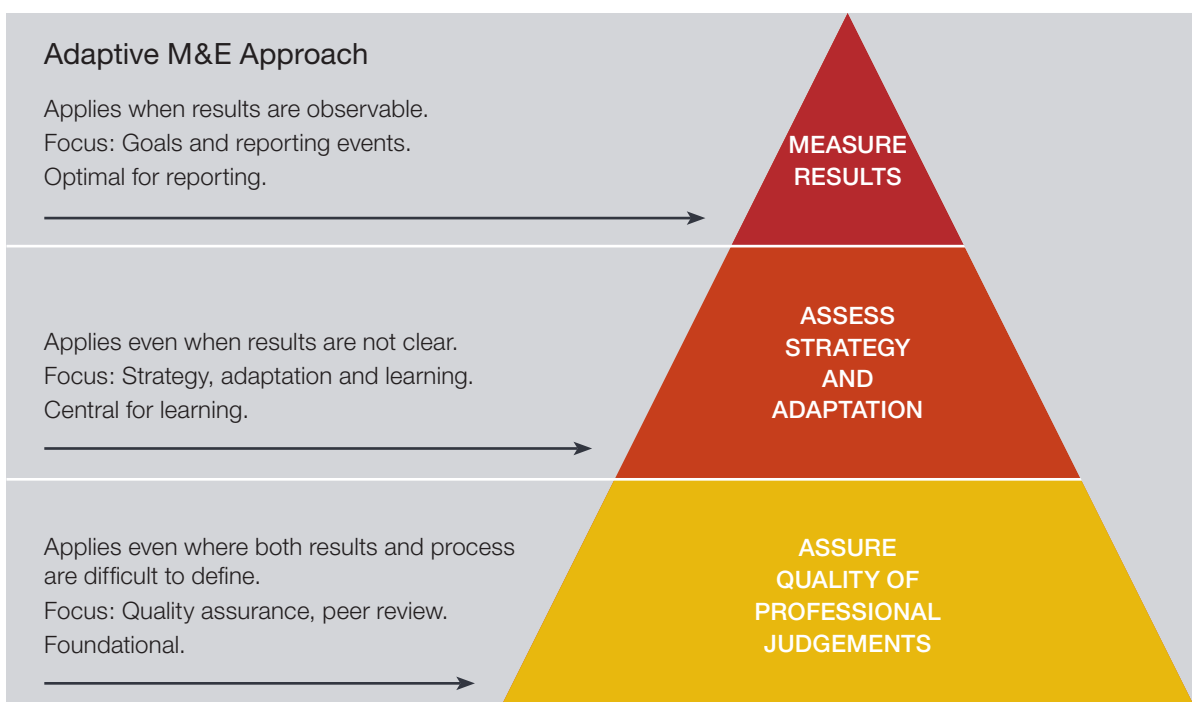
1. Introduction to peer reviews

Peer reviews are a low-burden monitoring and evaluation (M&E) tool that HD uses to review and adapt its peacemaking work at critical points in a project lifecycle. Peer reviews are increasingly replacing external evaluations for HD projects, as they tend to produce better insights for the project team and the donors.

However, peer reviews are not replacements for more 'investigative' M&E methods, which are used when HD management or donors seek an expert determination, a fact-finding process, or additional verification of outcomes on the ground. Peer reviews can complement or precede these kinds of investigative methods, and are especially useful in sensitive settings where it is not possible to engage external evaluation consultants due to confidentiality requirements.

A peer review typically involves a small group of colleagues from inside and outside HD helping the project team to reflect on objectives, logic, assumptions, risks and results. They are guided by an independent facilitator, usually from HD's Mediation Support and Policy (MESU) team, to provide an appropriate level of independence to assume the role of facilitator. In this way, the project team benefits from a broad range of trusted peer perspectives, reducing the risk of bias while promoting rapid adaptation and consensus-building. They are designed to respond rapidly to operational needs, enabling HD teams to adapt faster and deliver better results in complex operating environments. They also strengthen peer-to-peer learning and mentoring.

Peer reviews are one of the tools that HD uses in its adaptive M&E system.¹ This system is specifically tailored to peacemaking practice by recognising that both results and process are significant in determining the value-for-money of our work. The system is built around three levels – measuring results; assessing strategy and adaptation; and assuring the quality of our professional judgments.



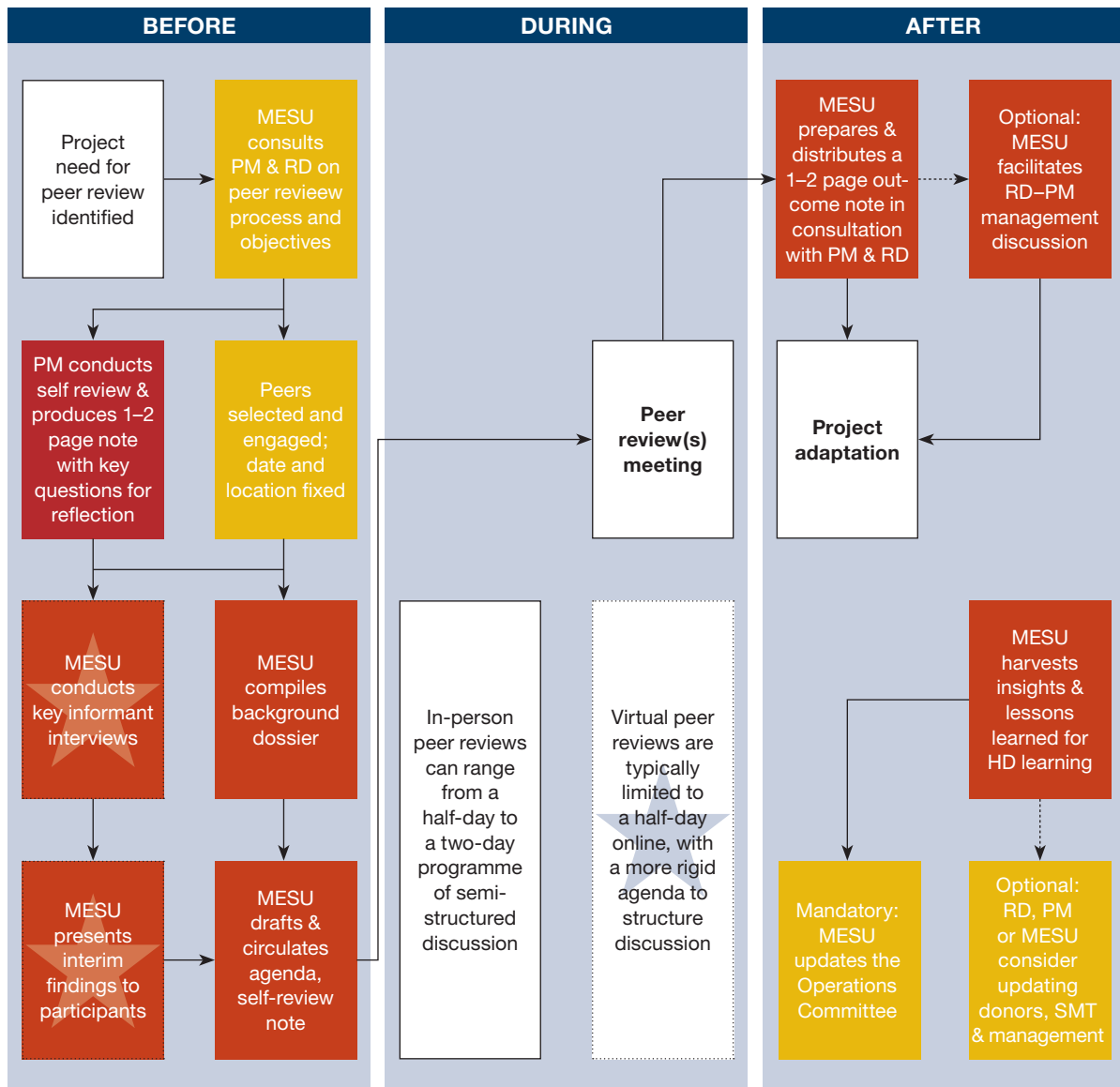
The Peer Review Process

Roles and responsibilities

- PM = Project Manager; RD = Regional Director
- MESU = Mediation Support & Policy
- PM, RD & MESU

Chart key

- In person and online peer review
- ▤ Online/virtual peer review ONLY



This system allows for different analytical methods at each level, depending on the circumstances and constraints of each project. Peer reviews are particularly suited for assessing the strategy of a project and assuring the quality of a team's professional judgments. This is why the focus of the review is usually forward-looking, designed to shape and adapt the strategy of the project. However, the review can also have a retrospective focus if needed, assisting a project team to define and attribute the value created by their project, as well as identify sources of supporting evidence.

The HD peer review model works well because it counters the cognitive biases which can hamper decision-making. It functions well in situations where traditional evaluation tools do not, such as where data is scarce, operations are sensitive, and time is limited.

Note

1. For more information on HD's adaptive M&E system, see Valuing peace: delivering and demonstrating mediation results.

2. Undertaking a peer review at HD

a. Defining elements of a peer review

When should a peer review take place?

The peer review process is designed to respond rapidly to operational needs – such as a significant change in the context, HD's mandate or available resources.

Peer reviews are most useful when they are timed to precede project planning meetings, key decision-points, or reporting milestones. This ensures that plans, decisions and reports benefit from critical reflection.

Peer review at HD is applied across HD's portfolio on a risk-responsive basis as mandated by the Board, and in response to requests from directors and project teams.

What are the key components of a peer review?

1. Planning and design

- They are planned and designed by the MESU team, in close co-operation with the Project Manager (PM) and with the agreement of the Regional Director (RD).
- The planned review is presented to all participants as a collegial reflection, rather than an evaluation or performance review.
- The approach remains light and fast so that 'on-demand' peer reviews can be undertaken at short notice when necessary.

2. The team

- This starts with establishing a planning and facilitation team sufficiently independent from, but trusted by, the project team. This is usually provided by MESU. On occasion, peer reviews can be co-facilitated by MESU and the regional team in order to build the capacity of regional teams for critical reflection exercises.
- One or more internal peer reviewer/s are then selected for their combination of experience and independence. They are colleagues from within HD, working on different projects and in different regions, whose comparative insight provides a valuable insider-perspective. They have often faced similar contextual challenges or are working on comparable thematic issues. Ideally the internal peer reviewers will include a more senior and junior colleague to encourage a diversity of contributions and peer-to-peer learning.
- One or more trusted, and credible, external people from a relevant, but not competing, institution in the conflict resolution or humanitarian sector are then selected as peer reviewer/s. They should be able to provide a fresh outlook while avoiding conflicting interests. They typically participate in a personal capacity rather than representing their employer. There are several peer organisations who have agreed to provide staff on a pro bono basis to HD for reviews.
- Once the peer reviewers have been selected, they are briefed by MESU who oversee the peer review process.
- The MESU facilitator may also invite the Regional Director, a conflict actor, or a project donor to join for a limited part of the agenda if this will add important input into the discussions.

3. The aim

- The review is designed to deliver insights on project results, obstacles, risks, strengths and weaknesses. The outcomes of a successful peer review are the increased effectiveness of project decisions and project adaptations.
- The review is tailored to reflect the priorities identified by the project team and the RD, and supported by the facilitator.
- The peer review process should enable honest discussions to be held in a safe environment. Comments during the process are not attributed to individuals and peer reviews are usually held without the direct involvement of donor representatives.
- Peer reviewers are there to ask useful questions, and *not* to provide binding recommendations, findings, expert opinions, or assessments. This means decision-making processes for the project are kept separate from the peer review, while they can also build on the valuable insights generated by the process.

4. The record

- To keep them fast and light, peer reviews involve minimal documentation: (1) a short self-review note by the PM/project team as part of the planning phase to inform all participants of project realities, priorities and key questions for review; and (2) a short peer review outcome note by the facilitator which summarises the process and key insights after the review.
- While the RD, PM, and peer reviewers have an opportunity to comment on the outcome note, MESU retains ownership of it and circulates it to all participants. This guarantees independence, objectivity and the credibility of the review process and its findings.
- The outcome note provides insight to support the project team and inform ongoing management decisions. It is typically shared with the Executive Director and Deputy Executive Director, but is not intended for external readers, unless agreed otherwise.

How long does a peer review take?

Preparation time is minimal, requiring only a short self-review note by the PM/project team, while MESU provides peer reviewers with background information on the conflict including maps and analysis, if required.

The facilitator briefs all peer reviewers before the peer review event/joint meeting, and proposes an agenda highlighting key questions for discussion. The in-person peer review event itself can take a day or less, depending on the format.

Teams may choose to follow the peer review with a separate decision-making meeting, building on the insights it has generated. The MESU team often supports this meeting as well.

What is the output of a peer review?

The main aim of a peer review is not a written document for filing, but rather better decisions and results through higher quality professional judgements and faster adaptation. A short outcome note of the discussion is prepared by the facilitator and shared as an *aide memoire* with the project team and the peers. The note is tailored to meet operational needs, and is not an evaluation or assessment of the project.

b. Conducting peer reviews in-person

Organising a peer review involves close co-operation between the respective PM and MESU.

- **Step 1:** MESU and the PM/RD agree whether there is a need for a peer review. If so, MESU organises short *planning calls* with the PM, regional focal point and/or RD to identify the objectives and priorities for the review. MESU and the project team identify a *suitable timeframe* for peer review preparations and the peer review event.
- **Step 2:** MESU contacts and confirms the availability of *preferred internal and external peers*. Peers are briefed about the peer review process and the project team's needs.
- **Step 3:** The project team prepares *key questions* they hope to answer through the review and drafts a short *self-review note*.

- **Step 4:** MESU prepares a *draft agenda* and any background documents for the review, and shares these with the participants.
- **Step 5:** MESU facilitates the *peer review event*, which can range from a half-day to a two-day program.
- **Step 6:** MESU prepares a short draft *outcome note* summarising key insights from the discussions, gives the project team and peer reviewers an opportunity to comment, then finalises and shares the note with all participants.
- **Step 7:** The project team and management discuss the need for *project adaptations* based on insights from the peer review. MESU often facilitates a follow-up discussion involving the RD to ensure the uptake of key findings.
- **Step 8:** The project team and MESU decide whether to *update HD management and donors*, and MESU collects *lessons learned*. Any further follow-up support from MESU is at the discretion of the respective PM and RD.

c. Conducting virtual peer reviews

A range of operational realities may mean that it is necessary, or preferable, to conduct a peer review virtually without participants being required to travel. Unlike in-person peer reviews, a virtual peer review is conducted as a process rather than an individual peer review event.

The process aims to maximize the advantages, and take into account the limitations, of engaging online. Virtual peer reviews are consequently conducted in stages which can be adapted to the specific context and the needs of the project.

- **Step 1:** MESU and PM/RD agree whether there is a need for a peer review. MESU organises short *planning calls* with the PM, regional focal point and/or RD to identify the objectives and priorities for the review. MESU prepares a process road map and drafts a peer review agenda.
- **Step 2:** MESU contacts and confirms the willingness of *preferred internal and external peers* to take part in the process. The project team *prepares key questions* they hope to answer through the peer review process and drafts a short self-review note.
- **Step 3:** MESU conducts *key informant interviews* with team members and external experts to discuss the key questions. These interviews seek to increase understanding of the context, gather external perspectives on the topics under review, and test opinions about how HD may need to adapt.
- **Step 4:** MESU *summarises and anonymises the findings* from the key informant interviews in a presentation highlighting opinions expressed by informants as well as areas of consensus and divergence. This presentation is intended to spark debate during the online peer review.
- **Step 5:** MESU *facilitates an online peer review meeting* with the project team and peer reviewers to share findings from the key informant interviews, draw out insights and discuss possible adaptations to the project. This online meeting lasts about half a day. The MESU facilitator will manage the technical set up and take notes. The usual format for these online meetings is:
 - The MESU facilitator presents the key insights from the key informant interviews and highlights the key questions to answer through the peer review.
 - The participants are then divided into smaller break-out groups (with 2–3 project team members and one peer reviewer each) to discuss the findings from the key informant interviews and the key questions.
 - The whole group re-forms for a facilitated discussion about any proposed changes to HD's strategy and priorities with the MESU facilitator presenting a rapid overview of insights at the end.
- **Step 6:** MESU drafts a short outcome note summarising the insights from the key informant interviews and online meeting. MESU circulates this draft among the participants to give the project team, RD and peer reviewers an opportunity to comment.
- **Step 7:** MESU *facilitates an optional management discussion* between the peer reviewers, the PM and the RD. The aim is to use the insights from the peer review to decide on any project adaptations.
- **Step 8:** MESU, in consultation with the PM, *finalises the outcome note and shares it with all the participants*.
- **Step 9:** The project team and MESU decide whether to *update HD management and donors*, and MESU collects *lessons learned*. Any further follow-up MESU support is at the discretion of the respective PM and RD.

d. Developing key questions for a peer review – A guide to peer review topics

The peer review should identify lessons learnt by the project team, gaps in knowledge, expertise or resources, outstanding questions, things that worked well, things that didn't work well, and questions for further deliberation. This is a list of some of the areas a peer review can cover to help PMs/project teams choose the most pertinent areas to focus on for their project. It is neither necessary nor useful to answer all questions below.

1. Assessing the project objectives

- What does HD intend to ultimately achieve with the project?
- What intermediate objectives is the project currently working towards?
- To what extent are the objectives informed by the mandate (formal or otherwise) HD has or the needs of the HD's ultimate beneficiaries?

2. Developing the project logic

- What interim results could be expected as HD makes progress on the objectives?
- Is there a clear argument linking the current activities to the objectives?
- Are there any gaps or untested assumptions in the project logic?
- Have gender and inclusion issues been considered in both the analysis and the approach?

3. Adapting to changes in the conflict context

- Is HD's access and network still relevant?
- Which new actors should the project engage – if any?
- Is the project engaging with women, young people and marginalized groups to ensure an inclusive process?
- How has the operational space evolved?
- Is HD competing for space among other peacemakers?
- Have there been any changes within the team and at HD – including increased capability, changes to team composition, resourcing and donor relationships – and does the project need to adapt?

4. Considering future scenarios

- What are the main factors that will be pivotal in shaping future conflict dynamics?
- What scenarios could these factors produce?
- Is HD's approach likely to enable it to respond to these scenarios?

5. Monitoring risks

- What are the existing or potential physical, legal/regulatory, financial, reputational and strategic risks around the project?
- Are there any new or unmanageable risks?

6. Strengthening the project's narrative of progress and success

- How do we know if the project is succeeding, including interim steps?
- How can we demonstrate or measure this success?
- How do we attribute progress to HD's own actions?

3. Benefits of peer reviews

Peer reviews offer significant benefits in relation to each of the key aspects of traditional M&E practice – such as satisfying donor expectations and assuring professional judgments – while contributing to quality project management, internal learning and HD's reputation.

Benefits for donors and the HD Board

- Peer reviews address the value-for-money requirements of the Board, and of donor agencies who are overseeing spending.
- By assuring HD's professional judgments, enabling rapid adaptation, and fostering organisational learning, the peer review model helps HD to deliver better results, and to ensure that donor funds are carefully stewarded.
- Peer reviews answer the key question: what supports the quality of HD's professional judgments in both project management and in evaluating project results?

Benefits for Regional Directors and HD's Senior Management Team

- Peer reviews provide additional perspectives and insight, without disrupting formal RD authority.
- Peer reviews require minimal resources and time, while providing insights that are generally as useful as those from lengthy and expensive external evaluations.
- Peer reviews clarify the key questions around a project and allow HD to more effectively understand key risks.

Benefits for Project Managers

- The process is collegial, based on trust, and owned by the project team.
- Peer reviews provide cross-sectoral and cross-regional insights, without disrupting project implementation or decision-making.

Benefits for internal learning at HD

- Peer reviews provide an opportunity for HD to capture key lessons from project teams while maintaining confidentiality by disseminating lessons across the organisation in aggregated formats.
- Benefits for professional development and staff mentoring
- Peer reviews provide high-value professional development and learning opportunities for all participants.
- A peer review ideally involves a senior peer being paired with a more junior HD staff member to build internal capacity and enable the transfer of knowledge.
- Peer reviews offer opportunities for more junior staff to participate in, or co-facilitate, a critical reflection process alongside respected mentors and leaders in the field.

4. Peer review toolbox – Templates and examples

a. Preparing self-review notes – A guide for PMs and project teams

A short self-review note drafted by the PM (or through a collaboration across the project team) should provide a brief summary of the *current situation* and *HD's role* for the benefit of internal and external peers, as well as the MESU facilitator. It should give background information on the project and help focus the peer review on the *questions of most value* to the project.

Self-review notes are only shared with the peer review participants. They should be *as honest as possible* to set the scene for a critical and constructive discussion in a collegial environment. The self-review note should be about *two pages* and is often in bullet point format. The self-review note should be sent to the MESU facilitator who will share it with all the peer review participants.

Illustrative examples for the structure adopted by HD teams for their self-review notes in the past are provided below, noting that there is no 'right way' to prepare such a note.

Examples of self-review notes

Self-review note structure – Example 1

1. Project objective and strategies
 - 3 short paragraphs.
2. HD's activities
 - One paragraph descriptions of what HD has done at the local/national/regional levels, followed by questions that the team still needs to answer to plan the next phase.
3. HD's focus and niche
 - Short reflection on what this currently is, followed by a list of questions prompting whether it might need to change and why.

Self-review note structure – Example 2

A combination of narrative text and bullet points addressing the following in relation to the specific period under review:

1. Objective and logic of the project
2. Operational space and other actors
3. Chronology of HD's involvement
4. Key achievements/milestones
5. Key questions for the project team

While there is not one set template, some of the themes and questions which PMs/project teams may want to cover in the self-review note include:

Questions currently asked by the project team

- What questions do you ask yourself about this project and/or the context? Have any of the project team members raised any questions about the project recently?

Operational space

- Describe changes in project opportunities (operational space) and potential obstacles.
- Refer to relevant changes among the key conflict actors and dynamics between them, the role of civil society and marginalized groups in the conflict and peace process, and that of other third-parties.
- Refer to relevant changes or challenges within HD (e.g. networks, team composition, resourcing, donor relationships).

Project objectives and strategies

- What is the project ultimately trying to achieve?
- What are the three or four main activities that are helping the project move towards achieving this objective?
- What are some possible alternative objectives, if the current objective were to be obstructed? And which activities could support those alternative objectives?
- Has the inclusion of women, youth, civil society or other marginalised groups been considered as objectives? Or as a means to achieve the overall objectives?

Progress towards objectives, and obstacles

- What are some recent signs of progress or success in the project?
- What are the main obstacles preventing progress?

Project chronology or timeline

- Provide a short description or timeline of the major recent changes in the project. The timeline should focus on milestones in the project, not the surrounding context.

b. Preparing peer review outcome notes – A guide for facilitators

Following the peer review, the facilitator prepares a short outcome note. This captures new insights, identified decision points, or questions emerging from the peer review, typically without recapping the context. They generally cover some or all of the following:

What did the peer review accomplish?

A brief summary of the peer review which considers why it was useful, for example: it may have validated achievements or claims, identified risks and ways to mitigate them, challenged assumptions and helped clarify project logic/objectives, helped the project team adapt to changes in the political context, strengthened team cohesion etc.

What were the key insights and emerging questions?

A summary of new insights or questions emerging from the peer review, focusing on those that are most pertinent for the project team immediately or in the medium-term. These can be presented as text, bullet points, schematics or tables. Points raised and discussed should not be attributed to individuals, although it may be important to differentiate between interventions made by project team members and those made by peers.

The key insights and emerging questions might relate to one or more of these areas:

Objectives and logic

- Does the project need to change what it is ultimately trying to achieve?
- What is the new project logic (i.e. 'A+B+C will lead to D, ultimately supporting E and F')?
- What are the key assumptions upon which the project logic is based?

Adaptation

- How might the project strategy change, including any exit strategies?
- Which future scenarios did the peer review identify and consider?
- Which future decision points did the peer review identify?

Operational space and capability

- What is HD's added value and niche in this particular operational space?
- What are the risks, obstacles, or opportunities which deserve further attention?
- Were there diverging views on the political, military, humanitarian or peacemaking dynamics?
- What observations were made about HD's capability and resourcing for the project, including capacity for inclusive programming?
- Does HD have the capacity to deliver the envisaged objectives, using its proposed strategy?

Achievements

- What is HD's contribution/role in any claimed results?
- Have there been any unintended or unexpected effects of HD's work, including negative effects?
- Did the peer review draw out any good examples showing how HD used the inclusion of women, youth, civil society or other non-elite groups to advance the prospects for conflict prevention, mitigation or resolution?

What are the next steps for the project?

- Suggest a suitable timeframe for following up on issues from this peer review, if possible.
- Identify questions raised which need further reflection by either the project team or their respective senior management.
- Identify future decision points for the project.

Examples of outcome notes

These are two examples of the structure used by facilitators for the outcome notes in the past, including how they were presented. Each of these outcome notes was about 3 pages.

Outcome note structure – Example 1: In-person review

1. Participants
2. Purpose
 - Short summary of the peer review objectives, making this a standalone document.
3. Headline insights
 - Key findings from the peer review, in bullet point format.
4. HD's approach to a changing context
 - Summary of changes identified in the operational context during the period under review, and how HD responded to them.
5. HD priorities for the year ahead
 - Clarification of HD's goal.
 - Identification of a proposed revised project strategy, built around four pillars discussed during the review.
6. Key risks in the current context
 - Clear listing of likely (political) obstacles and risks for HD to mitigate.
 - Presumed likelihood that these scenarios would happen.

Outcome note structure – Example 2: Virtual peer review

1. Participants and facilitator
 - With external peers identified by function rather than name due to project sensitivities.
2. The exercise and its key findings
 - Brief overview of the multiple steps that the virtual exercise included.
 - One paragraph summary of the key findings, reporting on the peer review objective as identified in the peer review agenda.
3. Summary of key achievements
 - Bullet point overview of HD's intermediate results and perceived added value, as confirmed during the review.
4. Operational realities and HD's positioning
 - Narrative summary of key insights gained throughout the peer review, without identifying which points were made by whom.
5. Scenarios and a future project logic
 - Two-sentence summaries of three possible scenarios for the operating context.
 - Schematic depicting a hypothetical future project logic, as developed during the peer review.
6. Outstanding questions
 - Overview of key questions that the team now needs to consider.

c. Preparing as a peer

The main contribution HD is looking for from peer reviewers is asking valuable questions and offering constructive, collegial challenges to our assumptions and our logic. Effective peer reviewers tend to combine strong analytical skills with creativity and curiosity. HD is not looking for an expert opinion, it is looking to generate new insights in a collaborative way. This will involve listening and questioning, identifying salient themes, and rapidly synthesising new information. The project team is also placing trust in you as a peer reviewer and relies on your trust following the review too.

Your role as a peer reviewer in this process is to:

- Listen, and ask constructive questions in a collegial manner.
- Follow the direction of the facilitator.
- Help drive critical and constructive reflection on the project's context, objectives, logic, assumptions, strategy, results, and challenges.
- Help the project team generate new insights and, therefore, more effective project decisions.

Timing

An in-person peer review event normally takes one day or less, the longest have been up to two days. A virtual peer review process is usually spread over one to two weeks. This will involve short bilateral interviews between individual participants and the facilitator at the start of the process and a joint session once the key informant interviews have been completed. The facilitator will arrange the schedule for these with you.

Participants

Participants in a peer review will typically include a MESU facilitator, HD's project team, one or more internal peers from within HD, and one or more external peers. Occasionally the facilitator may invite the Regional Director, a conflict actor, or a project donor to join for a limited part of the agenda.

Confidentiality

The level of confidentiality expected will be explained to you by the project team. External peers are invited to participate based on a confidentiality agreement with HD.

Pre-reading

Peer reviews are expected to require minimal pre-reading. The facilitator will provide a 1–2 page self-review note in advance. Where relevant, project teams may also provide project proposals or reports as background reading.

Remuneration for external peers

External peers are usually invited to participate pro bono, with all reasonable expenses reimbursed by HD. Where an external peer is an independent consultant, HD will pay professional consulting fees, agreed in advance.

d. Peer reviewers – Some questions to promote critical reflection

These questions are meant as prompts-for-thought, to inspire critical thinking and to help peer reviewers challenge undisputed assumptions and biases. It is by no means necessary or useful to try to answer all of these questions.

Open questions

- What questions do you ask yourself when you think about this conflict, or this project?
- Where is there a risk of a blind-spot or gap?

Project strategy and logic

- What change is the project seeking to achieve?
- How will you know the project is succeeding?
- Which objectives are realistic and which objectives are ambitious?
- What would you do if you started the project today?

Added value

- How would you describe the project's operational space?
- How do HD's activities relate to other initiatives?
- How would you describe the position of other actors in that space and their relation to HD?
- How does the project offer strategic value to HD?

Risks

- What is the risk you are most concerned about?
- What would be the worst risk to become a reality and how would you react?
- How likely is that risk to become a reality?

Reflecting on past activities

- What has surprised you in the project in the past 12 months?
- If you had the chance to take a decision again, what might you do differently and why?
- How did HD adapt to any major changes in the project's activities? How does this relate to changes made by other actors?

Future scenarios

- What are the pivotal factors that will influence the conflict dynamics in the next year?
- How would the team react if significant changes in the conflict dynamics occurred?

Relation to other actors

- How do you think the major stakeholders perceive HD?
- If there were one stakeholder you would like to engage with (more), who would that be?

Capability

- If you could add one capability or attribute to the team, what would it be?
- Which activity would you like to engage in but the team doesn't currently have the capability?

Funding

- How would you handle any potential conflicts of interest between the donor and the project?

Overall

- What are the next steps to take or adaptations the project team needs to make?

e. Facilitators – Some questions to promote critical reflection

Open questions

- Ask a directed 'why' question, and then follow with two more 'why' or 'how' questions

Project strategy and logic

- Could you name three arguments for and three against the proposed strategy?
- If you were to take a contrary position, what would you say about this project?
- Describe your objectives. Describe how your objectives relate to one another. Describe how your objectives lead to the change you are trying to achieve.

Added value

- How does the project offer strategic value to HD?

Risks

- Imagine that the project has failed catastrophically; take two minutes to write the reasons why it has failed. After two minutes, regroup and discuss.
- How would you rate the project's risks on a scale?

Reflecting on past activities

- If you started the project again, what might you do differently and why?
- If you had not already invested X years of effort in this project, where would you start?
- Write down what you feel was the team's greatest missed opportunity. Discuss answers.

Future scenarios

- Imagine it's the future and you're saying "I wish we'd thought about X." What is X?
- Present two alternative scenarios to the expected one and how they might have an impact on the project – how likely is it that these scenarios occur?

Relation to other actors

- Have you considered strengthening relationships with civil society and marginalized groups?

Capability

- Which expertise does the team seek from external experts? Could this expertise be developed within the team?

Funding

- What is your long-term funding strategy?

Wrap-up questions

- How have you found the peer review process?
- Has any part of the process surprised you?
- Which part of the process have you found most useful?



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