



## International Peer-learning Programme for Political Activists

The Democracy School's international Peer-Learning Programmes (PLPs) aim to foster a new generation of ethically grounded 'citizen-politicians'.

PLPs differ from conventional programmes in that 'clients' can start at any time and are able to progress at their own pace. Each PLP consists of an initial learning needs assessment, an individually tailored learning agenda against which progress is measured, as well as an international peer-mentoring and/or peer-coaching programme. Subject to demand, residential action learning seminars may be added to this mix at a later stage.

Initial needs assessment: Learning needs assessments clarify clients' political aims and objectives and identify gaps or deficits (needs) their PLPs will address. Based on these assessments individual peer-learning budgets are then drawn up to establish the basic parameters for the subsequent development of learning agendas. Anyone interested in setting up a PLP should get in touch with the School to request a free needs assessment.

Learning agendas: Learning agendas are fully costed road maps, designed to help clients navigate and complete their respective PLPs. They are developed by each client at the start of their programme with the support of a dedicated learning facilitator who stays with their PLP through to its completion. Learning agendas are usually built around (and support) specific political campaigns or other political projects clients are involved in.

Mentoring and coaching: The School's peer-coaching and peer-mentoring networks enable PLP learning facilitators to recruit political activists and politicians internationally as mentors and coaches on behalf of their PLP clients (based on the needs assessments, budgets and learning agendas they have produced). The process of identifying suitable mentors and/or coaches is conducted in anonymity. Only if and when both sides agree to their names being disclosed will introductions be made. The PLP client then interviews the potential mentor/coach and, if appropriate, invites him/her to join his/her PLP. If the invitation is accepted by the other side, a peer-mentoring or peer-coaching agreement is finalised. Learning facilitators will stay involved as advisors and to monitor progress. Detailed information about how this process works in practice is available on request.

The total cost of individual PLPs depends on clients' learning needs and is agreed with clients prior the start of their respective Peer-Learning Programmes. The learning needs assessment, detailed breakdown of costs and letter of support provided by the Democracy School may enable some participants to apply to trusts/foundations for financial support.