

Program of the training

TOPIC	OBJECTIVES
1 Introduction and looking back	<p>Knowledge: participants understand the goal and program of the training</p> <p>Skills: participants set goals for themselves</p> <p>Attitude: participants are motivated to participate in the training – there is a safe atmosphere</p>
2 Who am I and self-esteem	<p>Knowledge: participants are aware of their own strengths and weaknesses</p> <p>Skills: participants develop the ability to present themselves with confidence</p> <p>Attitude: participants feel confident about themselves</p>
3 Understanding others and empathy	<p>Knowledge: participants know how to interpret verbal and nonverbal behavior of others</p> <p>Skills: participants use empathy to understand other's behavior and drivers</p> <p>Attitude: participants are open to understand other people's perspective</p>
4 Communication, negotiation and convincing	<p>Knowledge: participants know how to recognize body language, how to frame a message, what active listening techniques are</p> <p>Skills: participants can frame a message according to (political) context, can negotiate a win-win situation, practice active listening, use own body language consciously to positively influence the situation</p> <p>Attitude: participants are open to understanding other people's opinions</p>
5 Teamwork and networking	<p>Knowledge: participants recognize the different dynamics in teamwork and their own role herein</p> <p>Skills: participants develop teambuilding skills- actively use the awareness of their own tendencies in teamsituations to positively influence their own behavior, and use effective strategies to enhance networking</p> <p>Attitude: participants actively work together with others towards a common goal</p>
6 Emotions and conflict	<p>Knowledge: participants develop a deeper understanding of their own emotions and emotions of others</p> <p>Skills: participants develop the skills to manage stress and anger and to manage tensions</p> <p>Attitude: participants are open to finding solutions to conflicts, anger and stress</p>
7 Diversity and respect	<p>Knowledge: participants develop understanding of different stereotypes and how this influences lobby situations and their own perceptions</p> <p>Skills: participants develop the skills to respectfully work with others from different backgrounds in different (political) contexts</p> <p>Attitude: participants recognize the importance of diversity and respect others with diverse backgrounds</p>
8 Power Relations, and gender roles	<p>Knowledge: participants recognize how power relations are shaped – know how gender roles influences daily life and lobby contexts</p> <p>Skills: participants develop the skills to negotiate power relations –</p> <p>Attitude: participants reflect continuously on existing power relations and gender roles and their own position within this context</p>

TOPIC	OBJECTIVES
<p>Optional Sexual harassment</p>	<p>Knowledge: participants understand the meaning of ‘unwanted sexual acts’ Skills: participants develop the skills to say ‘NO!’ to unwanted sexual acts Attitude: Participants are convinced that ‘unwanted sexual acts’ are an offense – and are aware that it is never their fault if they are abused or forced into sex</p>
<p>9 Problem solving and Critical thinking</p>	<p>Knowledge: participants know how to use different strategies to analyze problems and to brainstorm solutions Skills: participants develop the skills to critically and creatively think about problems and their solutions Attitude: participants develop a critical and creative view on different issues</p>
<p>10 Goal setting and motivation</p>	<p>Knowledge: participants know how to make an action plan and how to connect their skills to daily practice Skills: participants can make an action plan and set goals Attitude: participants are motivated to put their plans into action</p>

Session 1

INTRODUCTION & LOOKING BACK



OBJECTIVES:

Knowledge: participants understand the goal and program of the training

Skills: participants set goals for themselves

Attitude: participants are motivated to participate in the training – there is a safe atmosphere

ACTIVITIES:

- Welcome and opening of the training
- Getting acquainted
- Goals, objectives and expectations
- Program of the training
- Personal goals
- Recap cards game: mobilizing support and sharing experiences
- Evaluation

MATERIALS:

- Worksheet goals ((Make copies beforehand!))
- Recap cards mobilizing support
- Ball

WELCOME (15 min)

Welcome the training participants, introduce yourself and give a short introduction to this training.

Explain that this training is a follow-up on the mobilizing support training. Where the mobilizing support training focusses on the technical part of lobbying and mobilizing support, this training focusses on the 'soft' part of lobbying. Look back with the participants and **ask** "Why do we lobby?".

Before explaining what life skills for lobbying exactly means, we need to set up some ground rules and get to know each other better.

Examples of ground rules:

- Punctuality
- No phones
- Respect for each other
- No unnecessary side talk
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Define ground rules and make little cards with 'consequences', select one person who will take responsibility for handing out the cards to anyone who does not follow the rules. Also, select a timekeeper who will keep track of time and breaks etc.

Explain that the purpose of today is **to get to know each other and to set goals for this training**

GETTING ACQUAINTED (15 min)

Do an activity with the group to get to know each other. For example:

- (1) Ask participants to stand in a circle. Every person will say his/her name, a characteristic, and will make a movement. The rest of the group will follow the movement. For example: "I am Abunie, I am soft-hearted"
Abunie jumps → everybody jumps.
- (2) Divide the group into pairs and ask each pair to interview each other for 5 minutes. Each participant should then introduce their partner to the group.

GOALS, OBJECTIVES AND EXPECTATIONS (10 min)

Discuss expectations: "What do you expect from this training?" and "What do you wish to learn during this training?".

Ask: "What is lobbying?" and "Why do we lobbying?" - What are life skills?"; "Why could life skills be important for lobby?" and "Which life skills do you need for effective lobbying?"

Explain: Life skills are the psychosocial skills we need to be successful in daily life and our work practices. Life skills are about decision making and problem solving, creative and critical thinking, communication and interpersonal skills, self-awareness and empathy and coping with emotions. In this module, we will focus on all those different areas, and connect them to lobbying experiences - while building on the mobilizing support training.

- Life skills are those skills that you need in your daily life to be able to manage yourself, your emotions and to manage the social spheres of your life
- Positive socialization
- No technical or academic skills
- Skills that prepare you for life
- Life skills are similar to social and emotional skills

goal session 1:

ONLY FOR THIS SESSION THE GOAL IS IN BLUE, IT CAN BE LIKE THE OTHER ONES (B AND ORANGE)

PROGRAM OF THE TRAINING (15 min)

Explain the structure of the training: the training is built up of 10 sessions, each with its own topic. The topics will be connected to the experiences of the participants, and skills will be practiced during the training. We will try to draw out connections with work and lobby practice throughout the entire training.

The different topics that will be discussed are:

- Understanding others and empathy
- Communication, negotiation and convincing
- Teamwork and networking
- Emotions and conflicts
- Who am I and self-esteem
- Diversity and respect
- Gender roles and power relations
- Problem solving and critical thinking
- Goal setting and motivation

PERSONAL GOALS (20 min)

Explain the activity:

Step 1. Each person will fill in their personal goals in the 'Worksheet Goals', (annex of this manual). Each person fills in strengths, weaknesses, and the personal goals they have set for this training.

Step 2. Divide the group into pairs, and ask the pairs to interview each other about their goals, strengths and weaknesses – make sure that how they hope to achieve the goals is also included.

Step 3. Each participant will do a presentation about their partner's goals and the way their partner wishes to achieve that goal in the training.

Step 4. Reflect together on the different goals and make sure that every person finds a buddy who will coach him/her to achieve the goals during this training .

Adaptation: if some participants are illiterate, this assignment can be adapted by asking everybody to draw their goals, strengths and weaknesses in step 1.

RECAP MOBILIZING SUPPORT (45 min)

Make a circle with the participants and give every participant 3 cards (cards with questions: mobilizing support).

Explain: throw the ball to a fellow participant and ask the question that is on your card. The one who catches the ball has to answer the question. After answering (s)he throws the ball to the next person, to ask him/her the question on their own card. The game is over when all questions are answered.

Discuss the experiences of the participants about the previous mobilizing support trainings.

Adaptation: *if people are illiterate, this assignment can be adapted by facilitating it as a quiz. The group can be divided into small groups: each group gets 1 min. to discuss the question and to come up with an answer. The groups will take turns to answer the questions, if the group whose turn it is cannot answer the question, other groups may answer.. The group who is right gets a point, so the quiz becomes a competition.*

Facilitators Tip: *make sure you read all the recap cards and corresponding explanations before this assignment, so that you are prepared to help the participants to give the right answers.*

EVALUATION (15 min)

Evaluate the day in a creative manner. Make sure to at least answer these questions:

- “How will life skills help you in successfully practicing lobbying?”
- “What went well today?”
- “What are improvement points?”
- “How do you link what you learned to daily practices?”