



# TOOLBOX FOR Strategic Political Training

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## Summary

Based on the experiences and the academic research that have supported the growth of the School of Political Training (EFP) of the Konrad Adenauer Foundation's Peru Office, comes the Toolbox for Strategic Political Training, a work that seeks to contribute to political parties, presenting them with the theoretical foundations, reflections and practical examples identified in the EFP.

In business, management is done from three perspectives: strategic, tactical, and operational. Simon Sinek, in his book *Start with Why*, simplifies these concepts with three questions that can be applied to each of these dimensions: why, how, and what. This approach becomes the guiding thread of this book for planning and implementing strategies and activities in the field of civic education.

Through the Toolbox for Strategic Political Training, the lessons learned take on a more transcendental meaning: to contribute to closing the gaps on how to generate spaces for political training from political organizations.

# Political training for practitioners

Globalization and the massification of the Internet have brought about irreversible changes in people's lives, in the way they communicate, get information, make decisions, and participate. The way we relate to citizens is, of course, a first challenge. Politicians have the complex task of being trained to make the right (and often the most difficult) decisions in an ever-changing world. The second challenge is for political organizations, which must understand this task as an ongoing exercise to prevail over time. Both to participate and to adequately represent citizens, the task of training politicians must be prioritized.

Before beginning the reading (and the work), the reader enters a zone of warnings about some aspects of this work. Faced with the conscious challenge of knowing that little has been written about political training from practice, this work seeks to turn that challenge into an opportunity. It is essential to understand that training responds, as it is attempted to portray in its pages, to the needs of the political moment. Therefore, each institution (even in the same temporal moment) must adjust its training spaces to the political strategy and context of the organization.

## Tools from the box: Book chapters

As a milestone for the following chapters, the first chapter reflects on the meaning of different concepts. In the ongoing discussion of how to address policy challenges, the words "education," "training," "capacities," and others appear as part of a whole or as synonyms. Depending on the meaning attributed to each of these terms, different impacts are sought in the implementation of projects related to this area. This chapter proposes a way to disambiguate and give more stable meanings to some of the terms used when discussing people's political preparation. We will briefly address these concepts that provide a theoretical basis for reading and understanding the following chapters. While, through strategic work, the following chapters will develop from a practical perspective some concepts and tasks to implement training activities.

In the second chapter, it is taken into consideration that defining the why of political training takes time, dedication, and the previous work done by the organization. To adequately and accurately define strategies limited to training issues, it is necessary to analyze and study the foundations and strategic planning of the political organization, which, in addition to training, responds to more ambitious strategies. Based on this information, it will be determined where the training efforts will be directed. In this sense, the organization must be able to transfer its why to the field of political training.

The second chapter (How to do it?) is the mechanism that gives direction to the dream and links it to concrete actions through the implementation of the strategies proposed

in the previous chapter. To do this, it is necessary to define the training team and the actors involved in making decisions about the training strategy and analyzing the constraints. In light of this information, the strategic objectives, the bodies involved, the activities, and the persons responsible for implementation and follow-up will be defined.

Once the dream (why?) has been defined, as well as the strategic goals and the activities that will practically lead us to achieve the how the training team has all the information it needs to individually plan each of the activities that will enable it to achieve the planned results. This chapter discusses the tools and instruments useful for generating these activities. As in the previous chapters, it is recommended to reflect briefly and concretely on what the organization does in terms of training so that it can be easily explained to current members, whether they are part of the training team, to supporters, and to the public, if necessary.

## Reflection and learning

Regarding the scope of reflection and the limits of this work, in a field so practiced and mentioned in the political literature as the need for the training of politicians, but little developed from the academy, there is still a great space for reflection from a more holistic view on how to reduce the gaps of political education. Although this document includes some reflections in this regard, it should be noted that it focuses on training for political action from the practice, and not on the political education of individuals. In the same direction, another door left open for the future is to deepen the use of agile methodologies in the planning and implementation of training strategies; although some tools and recommendations are included, there is plenty of room for innovation in political parties.