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International Lobbying Training

Outcomes Report

By Olga Kyriakidou

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Youth Voice Rising- Empowering You through Local and EU Advocacy Documentation of the International Lobbying Training

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01 Introduction

What is the Youth Voices Rising (YuVo)

Youth Voices Rising (YuVo) is a European cooperation project implemented under the Erasmus+ Programme KA2 Cooperation Partnership, within the framework of Generation Europe – The Academy. The project aims to strengthen youth participation in democratic processes by equipping young people and youth workers with the knowledge, skills, and tools needed to effectively engage in advocacy and represent their interests at local, national, and European levels.

The project responds to the reality that many young people have clear ideas about their future and their communities, but often lack the resources, access, or opportunities to make their voices heard in decision-making processes.

Youth Voices Rising addresses this gap by developing and testing practical non-formal education methods that empower young people to advocate for their rights and contribute to shaping policies that affect their lives.

A central component of the project is the development and implementation of training activities designed to build advocacy competences.

These include international advocacy trainings, local lobbying trainings, multiplier trainings for youth workers, and social media advocacy trainings. Through these activities, participants are supported in developing advocacy campaigns, engaging with stakeholders, and contributing to political dialogue at various levels.



Youth Voices Rising follows a structured approach that begins with identifying the needs of young people and youth work professionals, followed by the development of tailored training formats and advocacy tools. In its final phase, participants apply their learning in practice by implementing local advocacy initiatives, participating in international events, and contributing to policy discussions and youth representation processes.

The project brings together youth work organisations from six European countries with the collaboration of partners across the Generation Europe network. Through this collaboration, Youth Voices Rising contributes to strengthening participatory youth work, empowering young people as active citizens, and reinforcing democratic engagement across Europe.

International Lobbying Training - ILT

The **International Lobbying Training (ILT)** took place in Thessaloniki, Greece, from 14 to 18 January 2026. The training aimed to strengthen youth advocacy capacities by supporting youth workers, youth leaders, and civil society actors in understanding and applying lobbying and advocacy strategies at national and European levels.

The training equipped participants with the knowledge, tools, and confidence to engage with decision-makers, design advocacy processes, and represent youth perspectives in institutional spaces. It also provided opportunities to explore decision-making systems and power structures, with a strong emphasis on practical learning through simulations, role plays, stakeholder mapping, and peer exchange.

The specific objectives of the training were to:

- Strengthen understanding of advocacy, lobbying, and youth policy processes
- Support participants in analysing stakeholders and decision-making structures
- Enable participants to design structured advocacy and lobbying strategies
- Provide hands-on opportunities to practice lobbying through simulations
- Contribute to building a network of youth advocates within the Youth Voices Rising framework.

The training brought together participants from partner organisations of Youth Voices Rising, the wider Generation Europe Network, and other youth organisations. Participants included youth leaders, youth workers, NGO members, and young people involved in youth representation structures or interested in advocacy and policy engagement. Their diverse experiences contributed to a rich peer-learning environment and exchange of perspectives from different national contexts.

The programme followed a non-formal education approach based on experiential learning, reflection, and practical application. It combined interactive inputs, stakeholder mapping, advocacy campaign design, simulations, group work, and reflection sessions. This methodology supported participants in moving from theoretical understanding to practical application of advocacy and lobbying.

Over the course of the training, participants strengthened their ability to analyse policy environments, identify stakeholders, design advocacy campaigns, and apply lobbying techniques. They also built connections with peers and became part of a growing network of youth advocates prepared to engage in civic and policy processes at local, national, and European levels.

Time	Arrival	DAY 1 Introduction & Build the team Advocacy Lobbying Youth Realities	DAY 2 Advocacy & Lobbying	DAY 3 Advocacy Tools Looking Forward	
	A r r i v a l	Breakfast			D e p a r t u r e
9:30-11:00		Introduction on the course Breaking the ice	Navigating EU Politics: Understanding the Structure and Process Participatory policy!	Advocacy tools - Building a campaign	
		Coffee Break			
11:30-13:00		Advocacy & Lobbying What's all about	Youth-Led Advocacy & Lobbying II Meet the stakeholders	Advocacy tools	
13:30-14:30		Lunch Break			
15:00-16:30		National Realities and Expectations Taking local realities to European Youth work policy level.	Youth-Led Advocacy & Lobbying II Influencing EU Policy Priorities	Future Steps	
16:30-17:00		Coffee Break			
17:00-18:00		Study Visit to Actionaid Youth Center Sharing Experiences from Youth Council representatives	Empowering Youth through Participation What is Participatory policy?	Evaluation, testimonials & next steps	
19:00		Coffee Break			

02

Key Results

Defining Advocacy & Lobbying

The training began by establishing a shared understanding of the concepts of advocacy and lobbying, which formed the foundation for all subsequent activities. This was done through an interactive Fishbowl discussion, a participatory method that allows participants to actively exchange perspectives while reflecting on different viewpoints.

Participants were invited to share their existing understanding, experiences, and assumptions related to advocacy and lobbying. Through this process, similarities and differences in interpretation emerged, reflecting the diverse national, organisational, and personal contexts represented in the group.





Following this exchange, key definitions and conceptual distinctions were presented based on the Generation Europe publication [Take Power. Handbook to Get Started With Advocacy and Lobbying](#). Advocacy was explored as a broader, long-term process aimed at influencing social, cultural, and political change, while lobbying was presented as a more targeted activity focused on influencing specific decision-makers and policy processes.

This activity helped participants develop a common language and conceptual clarity, enabling them to better understand their role as advocates and the strategic tools available to influence decision-making processes.

Research Overview

To strengthen participants' understanding of the broader context in which advocacy takes place, the training included a research-based overview of youth participation, policy influence, and structural challenges affecting young people across Europe.

Participants were introduced to key findings from relevant studies and policy research, highlighting trends related to youth engagement, access to decision-making processes, and barriers to effective participation. The presentation also explored the relationship between power, institutional structures, and advocacy opportunities.

The research overview provided an evidence-based foundation for understanding why advocacy and lobbying are essential tools for strengthening youth participation and influencing policies that affect young people's lives. It also helped participants connect their personal experiences with broader structural realities.

Learning from Peers

As part of the training, participants took part in a study visit to ActionAid Youth Center with the representation of Municipal Youth Councils from the city of Thessaloniki and Oraiokastros. The visit was designed to connect the theoretical and methodological aspects of advocacy with real-life practice provided an opportunity to learn directly from practitioners engaged in youth participation, advocacy, and community-based initiatives.

During the visit, participants were introduced to concrete examples of how advocacy strategies are implemented in practice, including engagement with institutions, mobilisation of communities, and the development of initiatives addressing youth needs. Participants had the opportunity to ask questions, reflect on different approaches, and compare these experiences with their own local contexts.

This activity strengthened participants' understanding of advocacy as a practical and achievable process and demonstrated how youth-led initiatives can contribute to social and institutional change.

Moreover, participants were introduced to the Generation Europe Round Table process, a structured dialogue mechanism that brings together young people, youth organisations, and institutional representatives to exchange perspectives and contribute to policy discussions related to youth work and youth participation. Through this process, young people from across Europe collaborated in developing the policy paper "Young Voices for Youth Work," presenting concrete recommendations to strengthen youth work structures and recognition at the European level.

Participants had the opportunity to listen directly to young people who were actively involved in this Round Table process and contributed to the development and presentation of the policy recommendations. This exchange allowed participants to better understand how advocacy can evolve from local experiences into structured policy dialogue and influence institutional processes. It also highlighted the role of young people as active contributors to democratic processes and reinforced participants' confidence in their own capacity to engage in advocacy and policy-shaping initiatives.

Mapping Stakeholders

Stakeholder mapping was a central activity of the training, supporting participants in identifying the individuals, institutions, and groups that influence decision-making relevant to their advocacy goals.

Participants worked in groups to analyse real advocacy issues and identify key stakeholders, including decision-makers, allies, supporters, and potential opponents. They explored power dynamics, institutional roles, and relationships between actors, helping them understand where influence exists and how it can be accessed.

This activity was directly connected to the Generation Europe publication [Take Power. Handbook to Get Started With Advocacy and Lobbying](#), which emphasises the importance of understanding power structures and strategic engagement with stakeholders as a core element of effective advocacy.

Through this process, participants developed practical skills in analysing decision-making environments and planning strategic engagement, which they later applied in the development of their own advocacy campaigns.

03

Advocacy Campaigns

General Overview

A central outcome of the **International Lobbying Training** was the development of five youth-led Advocacy & Lobbying Campaigns. These campaigns represent concrete results of the learning process and demonstrate participants' ability to apply advocacy tools in practice to address real challenges affecting young people across Europe.

During the training, participants worked in international teams and applied key advocacy methodologies explored throughout the programme, including problem analysis, stakeholder mapping, goal setting, message framing, SWOT analysis, and strategic campaign planning. Through a structured step-by-step process, participants designed campaigns grounded in their lived experiences and in the realities of their local and national contexts.



The campaigns address a wide range of youth-related priorities, including mental health and economic stability, anti-racism and social inclusion, community care and collective well-being, queer-inclusive access to reproductive healthcare, and structural reform of education systems. These themes reflect both the diversity of participants' backgrounds and the shared structural challenges faced by young people across Europe.

Each campaign includes clearly defined goals, identified target stakeholders, concrete advocacy actions, and monitoring and evaluation indicators. Participants developed strategies combining awareness-raising, mobilisation, institutional engagement, and policy-oriented advocacy, demonstrating a comprehensive understanding of how change can be pursued at multiple levels.

Through this process, participants translated their learning into structured advocacy initiatives with potential for real-world implementation. The campaigns represent not only learning outcomes of the International Lobbying Training, but also implementation-ready initiatives that participants intend to further develop within their organisations, communities, and advocacy networks, contributing to the broader objectives of Youth Voices Rising and strengthening youth participation in democratic and policy processes.

The following sections present each campaign in detail, outlining their problem analysis, objectives, stakeholders, advocacy strategies, and expected impact.



Stability for Youth- Personal Well-Being First

Team: Maria L., Paolo T., Oksana Z., Hania C.

Campaign Type

- Mobilising/involving people
- Pressuring decision-makers
- Informing/educating the public
- Changing behaviour and attitudes
- Persuading people to support something
- Positive image/visibility campaign
- Other: Obtaining funds for accessible mental health care

Step 1 – Problem Analysis

Young people across Europe are increasingly affected by housing insecurity and lack of stable employment. Rising living costs, unpaid or underpaid internships, and limited job opportunities create chronic stress and negatively affect mental health.

The root causes include speculative housing markets, insufficient entry-level employment opportunities, low wages, and limited access to affordable mental health services.

What is the problem/issue you address?

More and more young people are affected by the current housing crisis and the lack of job opportunities. This causes stress and uncertainty for the future, which takes an immense toll on their well-being.

Evidence / why is this important?

This matters since youngsters are the future of society. We cannot function and change the world for the better if we are struggling with burnout and do not have access to stable housing. Furthermore, each person should be valued and their mental health should be taken into account, not only for the good of the community but for their own well-being.

Root causes (what is behind the problem?)

Many factors are behind the problem. Housing prices have skyrocketed and more and more wealthy people choose to invest their finances in real estate, which drives the demand and the costs higher. Many companies also refuse to hire entry-level employees and expect youngsters to have previous work experience. The employers who do hire students or young college graduates sometimes pay them below living wages, unaware of the current economic landscape.

Step 2 – Goal and Objectives

Overall Goal:

Increase personal well-being and reduce stress among young people by strengthening employment opportunities and improving access to mental health care.

<p>Strengths (internal)</p> <ul style="list-style-type: none"> -Support from our NGOs -First-hand experience with the issues we tackle -Connections to the local government, universities and companies and other NGOs -Advocacy and lobbying skills and knowledge 	<p>Weaknesses (internal)</p> <ul style="list-style-type: none"> -Lack of funds -Lack of extensive research on the issue -Difficulty reaching marginalised youth groups -Few volunteers are willing to support the cause
<p>Opportunities (external)</p> <ul style="list-style-type: none"> -Social media to mobilise more youngsters -Increased public awareness about young people's mental health -EU funds for students' and young graduates' housing 	<p>Threats (external)</p> <ul style="list-style-type: none"> -Rising housing costs and inflation -EU-wide political instability -Mistrust of institutions and apoliticism of young people

Key Objectives:

- Establish partnerships with companies offering paid internships
- Advocate for government subsidies supporting youth employment
- Increase access to affordable psychotherapy services
- Implement mechanisms for reporting workplace abuse

“Make personal well-being a priority. Stability in the short term means peace and security in the long term.”

Type	Objective (what change?)	Who needs to act?	Deadline	How will you measure success?
Intermediate	Make long-term partnerships with companies offering internships to more youngsters	-Companies -Government (to give a financial subsidy to the companies involved)	2 years	150 young people have benefited from the program and have stable jobs thanks to the internships
Intermediate	Make mental health care more accessible in vulnerable areas	-Government -Psychotherapists who may work with youth for a lower price -Youth NGOs to promote therapy to those who need it	1 year	A statistically measurable decrease in mental illnesses like anxiety and depression in young people, less stigma around therapy, and lower suicide rates
Short-term	Find around 8-12 companies that can give young people paid internships and a job	-Companies -Universities and NGO volunteers (in order to make the initiative known)	3 months	50 young people will have completed their internships and can join the workforce in a stable position
Short-term	Implement a solution to report workplace abuse and illegal employment	-Government -Youth NGOs (to make the platform known)	5 months	A rise in reports of abusive/illegal working conditions; sanctions against the employers reported

Step 3 – Stakeholders and Targets

Primary Targets:

Government bodies, companies, psychotherapy clinics.

Secondary Targets:

Youth NGOs, workers' unions.

Supporters:

Student councils, youth affected by economic instability.

Opponents / risks (who may resist & why):

Companies which may not wish to offer young people paid internships or hire them after their training is completed. The Government which may not wish to subsidise the building of the platform to report misconduct, the companies that offer internships or mental health care for young people.

Audience	Supporting message (what they need to hear)	Call to action (what should they do?)
Young people	You are not alone, don't give up. Take care of yourself and put your well-being first.	Sign up for an internship, tell other people about the program, encourage your peers to report any workplace violations, and see a therapist if you feel overwhelmed.
Companies	Young people can be a great addition to any team, since they are more aware of their generation's issues and needs. They deserve more opportunities and training that help them acquire skills for the future.	Join the program and bring youth into your workforce. They are clever and motivated and deserve more opportunities. If necessary, request a subsidy from the government.
Psychotherapists	You can make a difference in many young people's lives, who currently live with undiagnosed disorders ,because mental health care is both expensive and stigmatised.	Promote your clinic, request a subsidy from the government to make your services more affordable, and offer your services to young people from vulnerable areas or groups.

Step 5 – Tactics and Tools

- Social media awareness campaign
- Dissemination through youth NGOs
- Partnership building with universities and companies
- Advocacy meetings with local councils

Action	Description	Target audience	Timeframe	Location	Responsible person
Campaign dissemination	During the dissemination of the International Lobbying Training, this campaign will be given as an example to the young participants and they will be encouraged to create something similar.	Young members of Asociația „Un Strop de Fericire”	March 2nd 2026	Petroconsult (AUSF Youth Hub), Ploiești, Romania	Maria
Social media campaign	Using the promotional materials we have created, we plan to promote our campaign firstly through our youth NGOs and then start lobbying to local and national leaders.	Young people from the EU, NGO leaders, youth councils	February 1st - March 31st 2026	Online, via Instagram, TikTok, Facebook	Maria
Attracting allies	Through the dissemination and the social media campaign, we plan to attract allies (universities, companies, other youth NGOs) who can support us as we present our measures to the Government.	Leaders of Youth NGOs, universities, companies, and the Government	Starting April 2026	Physically in each country involved (Romania, Italy, Poland, Germany, perhaps the rest of the EU) through events with young people, online through meetings and e-mails	Maria, Oksana, Paolo, Hania (each of us locally)



Outreach plan

Firstly, we begin our online campaign since it is the best way to spread awareness to many people at once. Via social media, we search for other young people, especially members of youth NGOs, who can support us. Maria will also enlist the help of Asociația „Un Strop de Fericire” through a physical dissemination activity. With our allies, we then petition our measures to the local councils. With their help, we can implement pilot programs locally, which can later spread all over the EU, especially in areas where young people need them most.

Step 6 – Messenger

Who should deliver the message (and why)?

Audience	Messenger (person/organisation)	Why are they credible?	Support needed (briefing, facts, training, etc.)
Young people on social media	Each of our youth NGOs	They are reputable NGOs that amass a large following on social media	Proof that our cause is worth supporting, which can be given through facts and statistics
Local youth councils	Ambassadors from our NGOs (perhaps each team member)	They have come up with the campaign and may have first-hand experience with the injustice of the employment system, the lack of job opportunities for youth or extreme stress and burnout	Credibility for their personal experiences, support from the entire NGO, which should organise meetings or facilitate communication with the youth councils

Step 7 - Resources

Human resources

Ourselves, volunteers from our NGOs, allies from local or national youth councils, a campaign manager.

Skills and assets

Lobbying and Advocacy knowledge, being part of an NGO and the ability to access their resources (space, materials) and connections to other NGOs, the local councils and universities or community colleges, graphic design skills for promotional materials.

Budget & materials

Voluntary work and NGO materials in the beginning, printing costs for physical promotional materials, later subsidies from the government for accessible mental health care and internships.

Step 8- Assessment

To us, success looks like happier young people all over the EU, who no longer dread their future and instead look to it expectantly. We also wish that workplace abuse is reported and measures are taken against it. Another goal is a decrease in youth unemployment, especially among college graduates.

Success will be measured through:

- Increased internship placements
- Improved youth employment rates
- Survey-based well-being indicators
- Increased reporting and accountability in workplace abuse cases

Indicator	How will you measure it?	When will you check?
Young people's opinions	EU-wide survey for youth, both inside and outside NGOs	A year after the implementation of the measures
Companies' internship and employment rates for youth	Direct communication with company representatives	After each round of internships ends
Young people's well-being	Statistics on mental illness, stress and suicide rates	Yearly, to track changes
Workplace abuse rates	Checks on each company that gets reported on the platform for five years after they've been reported.	Yearly, for five years after they've been reported

Reflection (learning)

Through the International Lobbying Training campaign, we have:

- Connected with our international teammates
- Learned to respect and value each other's opinions
- Strengthened the partnerships between our NGOs and the Generation Europe-The Academy network
- Set SMART short-term, intermediate and long-term goals
- Planned the evaluation of the campaign

We have felt a sense of community as we worked together and we made friendships that we hope will last.



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UBUNTU- A little goes a long way

Team: Rubia A., Gabriela K., Zisan S.T., Emmanuel B., Lorenz S.

Campaign Type

- Mobilising/involving people
- Informing/educating the public
- Changing behaviour and attitudes
- Persuading people to support something
- Positive image/visibility campaign

Step 1 – Problem Analysis

Micro-racism -subtle, normalised forms of discrimination- particularly affects multilingual and migrant communities. These everyday behaviours often go unrecognised but contribute to exclusion and reduced opportunities. Root causes include stereotypes, monolingual norms, lack of awareness, and underrepresentation of multicultural voices.



What is the problem/issue you address?

Micro-racism is a form of everyday discrimination that manifests through subtle comments, behaviours, or assumptions toward marginalised groups. It is often dismissed as harmless or unintentional, which allows it to persist unnoticed in daily interactions

Evidence / why is this important?

Micro-racism affects many people in daily life, especially migrants and people with multicultural backgrounds. Studies and lived experiences show that language discrimination can lead to reduced self-confidence, limited access to education, employment, and social participation. Because micro-racism is subtle and normalised, it often goes unrecognised, making it harder to challenge. Raising awareness is essential to promote inclusion, empathy, and equal opportunities.

Root causes (what is behind the problem?)

The root causes include stereotypes, lack of awareness, and societal norms that associate language proficiency with intelligence or belonging. Monolingual structures in education, workplaces, and media reinforce the idea that only “perfect” language use is acceptable. Additionally, insufficient representation of multilingual voices and experiences contributes to the persistence of language-based micro-racism.

Step 2 – Goal and Objectives

Overall Goal:

Raise awareness and reduce everyday micro-racist behaviours.

Objectives:

- Increase public understanding of micro-racism
- Encourage reflection and behaviour change
- Empower affected individuals to share their experiences

Step 3 – Stakeholders

Primary Targets:

Educators, employers, media professionals, and individuals are unaware of their biased behaviours.

<p>Strengths (internal)</p> <ul style="list-style-type: none"> -Many situations to use as an example in our campaign -Each situation can underline a different aspect of micro-racism 	<p>Weaknesses (internal)</p> <ul style="list-style-type: none"> -Limited control over how messages are interpreted by audiences -Possible lack of expertise in moderating sensitive discussions
<p>Opportunities (external)</p> <ul style="list-style-type: none"> -reach people and spread awareness -reduce micro-racism 	<p>Threats (external)</p> <ul style="list-style-type: none"> -negative comments on our post -hate for our campaign -hacking attacks on our social media campaigns

Secondary Targets:

Students, social media users, activists.

Allies:

Anti-racism NGOs and multicultural communities.

Opponents/risks (who may resist & why):

- Individuals who deny the existence of micro-racism
- People who feel personally attacked or defensive
- Groups spreading hate or misinformation

“Micro-racism is part of everyday life and causes real harm. By recognising subtle discriminatory behaviours - especially those linked to language- we can create a more inclusive and respectful society.”

Audience	Supporting message (what they need to hear)	Call to action (what should they do?)
General public	Micro-racism is not harmless- awareness is the first step to change	Reflect on your behaviour, listen, and learn
People affected	Your experiences are valid and deserve visibility	Share your story or engage with the campaign

Step 5 – Tactics and Tools

- Weekly social media posts illustrating micro-racism scenarios
- Testimonial storytelling
- Interactive reflection polls

Collaboration with inclusion-focused organisations

Action	Description	Target audience	Timeframe	Location	Responsible person
Social media posts	Short scenarios illustrating micro-racism	General public	Weekly	Online	Group
Story polls and questions	Interactive content to encourage reflection	Followers	Ongoing	Online	Group
Testimonial posts	Anonymous stories from affected people	Broad audience	Bi-weekly	Online	Group

Outreach plan

- Use hashtags related to anti-racism and inclusion
- Collaborate with small influencers and organisations
- Encourage sharing and user-generated content

Step 6 – Messenger

Who should deliver the message (and why)?

Audience	Messenger (person/organisation)	Why are they credible?	Support needed (briefing, facts, training, etc.)
General public	Campaign team/ Creators	Neutral, relatable perspective	Briefing on sensitive language
Young audiences	Influencers/Peers	High trust and relatability	Facts, guidelines, and moderation tips

Step 7 – Resources

7.1 Human resources

Members, Content creators, Moderators for comments, local community (corporation)

7.2 Skills and assets

Social media management, Visual storytelling, Knowledge of anti-racism and inclusion

7.3 Budget & materials

Graphic design tools, Optional ad budget, Time investment, donation and sponsorships

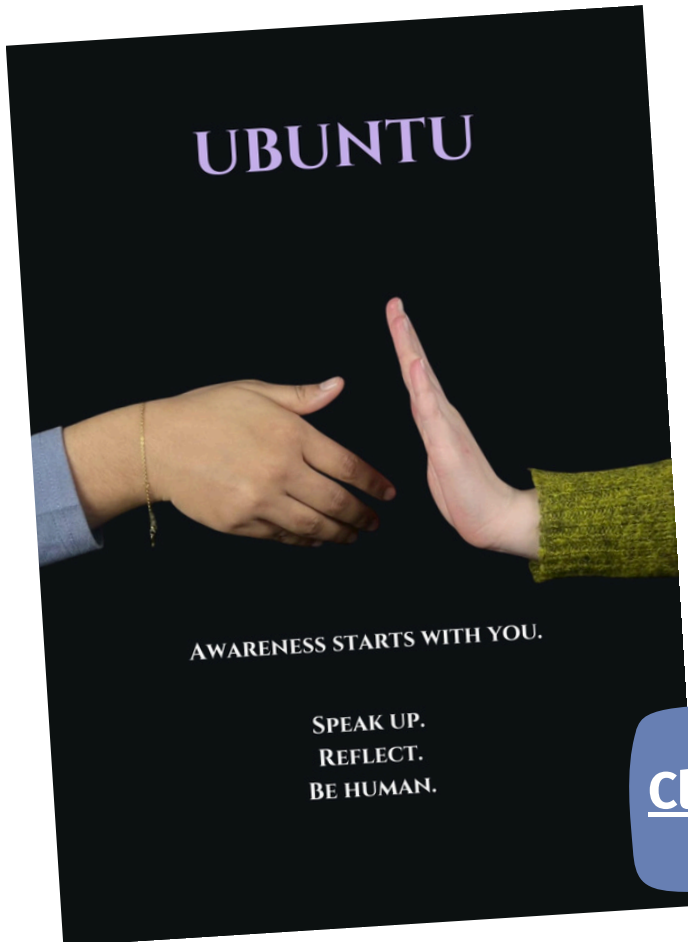
Step 8- Assessment

Increased awareness, meaningful engagement, and visible reflection on micro-racism in comments and discussions.

Success will be measured through:

- Social media engagement
- Quality of discussions
- Increased awareness indicators

Indicator	How will you measure it?	When will you check?
Engagement	Likes, comments, shares	Weekly
Awareness	Quality of comments and discussions	Monthly



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Some People - Community Care

Team: Despoina T., Chrysa M., Luan Victor S., Abdirahman A.

Campaign Type

Primarily mobilising, informing, changing attitudes, positive visibility campaign

Step 1 – Problem Analysis

Youth disengagement and emotional burnout are increasing due to constant exposure to crisis content and hyper-individualistic digital culture. The result is emotional numbness, apathy, and withdrawal from collective participation.

What is the problem/issue you address?

This campaign addresses the increasing disengagement of youth from collective participation. Many young people in today's fast-paced social, political, and economic context are experiencing feelings of disconnection and powerlessness, often leading to emotional numbness and apathy. Constant exposure to digital noise and violent content leads to desensitisation and the creation of a mindset that treats serious social issues, such as wars, as distant and abstract topics.

In contrast with hyperindividualistic approaches to mindfulness, we aim to promote community care as the most vital form of self-care. With the creation of a slow, creative, informative social media page, we want to build an online safe space for and to build an inspired and empowered community.



Evidence / why is this important?

Research shows that sustained civic and political participation among young people has declined over the past few years. Young people's daily life is becoming more and more stressful and demanding. At the same time, extensive exposure to crisis-related content through social media has been linked to emotional distress. For all that, young people turn to high-stimulation, low quality content as an outlet for their unpleasant mental state.

Root causes (what is behind the problem?)

The root of this problem is emotional burnout caused by constant exposure to social media information. When young people are bombarded with tragedies on their phone screens but feel they cannot change anything, their minds shut down as a defence mechanism to avoid being scared, stressed and overwhelmed. This emotional numbness and exhaustion are worsened by a society that tells us to focus only on ourselves, making people feel isolated and making global issues seem like distant, abstract noise.

<p>Strengths (internal)</p> <ul style="list-style-type: none"> -Relatability -Authentic use of trends -High motivation of the team 	<p>Weaknesses (internal)</p> <ul style="list-style-type: none"> -Different countries -Busy schedules
<p>Opportunities (external)</p> <ul style="list-style-type: none"> -De-influencing social media era -Rise of interest in psychology-based content 	<p>Threats (external)</p> <ul style="list-style-type: none"> -Low attention span -Lack of motivation and interest in political and social topics -Hyperindividualism as self care -Bad mental health and feelings of powerlessness in young people

Step 2 – Goal and Objectives

Promote community care as a collective response to isolation and digital desensitisation.

Our ultimate goal is to create a healthier, fairer reality for all. We aim to change peoples' perspectives about the control they and their communities have in changing the world. People will reconnect with themselves and others and eventually become advocates for the same beliefs.

Key Objectives

Type	Objective (what change?)	Who needs to act?	Deadline	How will you measure success?
Intermediate	Build a small, engaged community that understands hyperindividualism and social media desensitisation as shared social issues rather than personal failures	Our team, followers	6 months?	Consistent engagement and increase in followers and views
Short-term	Establish a social media account as a safe, slow, creative space that invites mindful interaction instead of fast consumption	Our team	1 month	The account is launched with an existing posting schedule
Long-term	Contribute to a mindset shift away from hyperindividualism and toward collective care and shared responsibility online	Our team, followers, and broader community	1 year?	Increased engagement and visibility in the topics, surveys and conversations

Step 3 – Stakeholders

Primary Targets:

Social media platforms, cultural policymakers, brands.

Secondary targets (people who can influence primary targets):

- Social media influencers and content creators with smaller follower groups that will be easier to approach to become allies and bring attention to the issues of our campaign
- Social media journalists who will be willing to frame public conversations about our topics
- Educators and wellbeing professionals who can validate the harms of hyperindividualism and desensitisation with credibility.

Supporters/allies (who may support the campaign):

- Young people with common beliefs
- Mental health and community-care organizations
- Artists, writers, and slow-culture movements

Opponents/risks (who may resist & why):

- People who use social media as an emotional escape
- Influencer who promotes hyper-individualistic approaches to self-care and development
- Companies that economically benefit from emotionally drained individuals

“We are SOME PEOPLE fighting for all. We want communities to gain back their power. Systemic change is only possible through collective action. Only together we can fight against the systems that promote isolation, hatred and injustice and create a healthier world.”

Step 5 – Tactics

- Creation of a slow-content Instagram platform
- Weekly reflective content
- Community check-ins and feedback loops
- Trust-based outreach strategy

Action	Description	Target audience	Timeframe	Location	Responsible person
Instagram account creation	We create an instagram account and a posting schedule	Apolitical/emotionally drained youth, general public and people interested in the topic	1 month	Instagram	Despoina, Chrysa
Slow content series	Weekly posts (texts, videos, photographs and digital drawings) with informative and community supportive content	Apolitical/emotionally drained youth, general public and people interested in the topic	6-12 months	Instagram	The whole team
Reflection check-ins	Polls or questions asking followers how the content affects their scrolling habits or sense of connection	Followers	Month 3	Instagram	Luan, Abdi

Outreach plan

The outreach strategy prioritises slow, step-by-step trust-based growth. The campaign will begin with a soft launch through personal networks and small, aligned communities to establish a safe, small audience. Growth will be nurtured through selective collaborations with like-minded creators and allies that already engage with themes of community care and collective wellbeing. Rather than pursuing virality or paid promotion, the campaign encourages private sharing, word-of-mouth, and meaningful engagement, allowing the message to spread through resonance and relationship. This approach ensures the campaign

Step 6 – Messenger

Who should deliver the message (and why)?

Audience	Messenger (person/organisation)	Why are they credible?	Support needed (briefing, facts, training, etc.)
Young audiences	The team	We are also young people who understand the struggles, the needs and the aesthetics of other young people	Help with the creation of graphic design and creative content, digital campaign training

Step 7- Resources

Human resources

The team will be responsible for the campaign, with each person taking a role according to their interest.

- Photographer/Videographer
- Researcher/journalist
- Graphic design and editing person
- Social media operator

The roles are fluid and can change from time to time to avoid creative drain and loss of motivation from the members of the team

Skills and assets

- Understanding of youth digital culture and habits
- Writing skills Critical thinking around hyperindividualism and digital systems
- Youth work experience

7.3 Budget & materials

- Free or low-cost design tools (e.g. Canva)
- Our personal recording equipment (Smartphones, cameras, etc.)
- (Maybe) budget for collaborations with influencers and professionals

Step 8 - Assessment

- Success is measured by:
- Quality of engagement
- Growth of a safe online community
- Sustained value alignment

Indicator	How will you measure it?	When will you check?
Grow	Repeated interaction with the account (Followers, likes, saves, shares and replies)	Regularly
Growing community	Increased interaction with the account (Followers, likes, saves, shares and replies)	Regularly

Reflection (learning)

Regular reflection will be built into the campaign through team check-ins and feedback from followers. The team will assess what they feel is working or not, which content encourages connection rather than performance, and how progress affects both the audience and the team. Learnings will be used to adapt the campaign without compromising its core values of slowness, care, and collective responsibility.

<p>YOU ARE NOT APOLITICAL. YOU ARE OVERSTIMULATED.</p> <p>And here's why! -----></p>	<p>SOCIAL MEDIA DESENSITIZATION</p> <p>Daily exposure to emotionally charged content reduces natural emotional reactions and causes lack of empathy. -----></p>	<p>ALGORITHM-DRIVEN MEDIA</p> <p>Social media platforms are promoting the idea that social problems are distant, repetitive or just unavoidable background noise. -----></p>
<p>DAILY LIFE'S STRESS</p> <p>Rising mental health issues and daily life's stress make political content unappealing leading to overconsumption of low-quality, 'easier' content. -----></p>	<p>LUCK OF REPRESENTATION</p> <p>Political systems do not represent young people and usually do not produce meaningful, positive change, reducing motivation to participate.</p>	<p>COMMUNITY FOR ALL, NOT JUST FOR SOME.</p> <p>@some_people</p>

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Queer-Inclusive Reproductive Health Access Now

Team: FLINTA* Voices, Alice V., Phoenix K., Mary S., Júlia M.

Campaign Type

- Mobilising
- Pressuring decision-makers
- Informing
- Changing attitudes
- Persuading support
- Visibility campaign

Step 1 – Problem Analysis

What is the problem/issue you address?

LGBTQIA+ and FLINTA* individuals face unequal access to reproductive and sexual health information, services, and safe spaces. Existing health structures often lack inclusive protocols, trained staff, and non-discriminatory environments.

Evidence / why is this important?

This issue is important because discrimination in healthcare leads to poorer health outcomes, misinformation, and reduced access to essential services. Studies and community testimonies consistently show that queer and gender-diverse individuals experience higher levels of stigma, inadequate care, and exclusion from mainstream health education. Ensuring inclusive access improves wellbeing, autonomy, and public health.



Root causes (what is behind the problem?)

The root causes include structural discrimination embedded in healthcare systems, heteronormative assumptions in medical practice, and the lack of training for health professionals on queer-inclusive approaches. Additionally, queer bodies and experiences are often invisible in health curricula, and public policies rarely address the specific needs of FLINTA* and LGBTQIA+ communities.

<p>Strengths (internal) a strong community trust, a diverse team, and lived experience that strengthens credibility</p>	<p>Weaknesses (internal) Limited funding, volunteer-based capacity, and the absence of a permanent physical space</p>
<p>Opportunities (external) growing public awareness, potential partnerships with NGOs, and increasing attention to gender and queer rights</p>	<p>Threats (external) conservative backlash, political resistance, and the spread of misinformation.</p>

Step 2 – Goal and Objectives

The long-term goal is to ensure that queer and FLINTA* individuals have safe, inclusive, and accessible reproductive health information and services, achieved through community empowerment and institutional change.

Type	Objective (what change?)	Who needs to act?	Deadline	How will you measure success?
Intermediate	At least two public institutions adopt queer-inclusive reproductive health protocols	Local health centers, municipal health departments	December 2027	Protocols approved, staff trained, public announcement
Short-term	Host monthly community workshops on queer-inclusive reproductive health	FLINTA* Voices team	Monthly-starting April 2026	Number of workshops, attendance, and feedback forms
Short-term	Secure a safe physical space for meetings and workshops	Partner NGOs / community centres	June 2026	Space confirmed and regular use established

Step 3 – Stakeholders and Targets

Primary targets (decision-makers with power to change things):

The primary targets are decision-makers with the power to implement institutional change, including directors of local health centers, municipal health departments, and representatives from the Ministry of Health.

Secondary targets (people who can influence primary targets):

Secondary targets include individuals and groups who can influence decision-makers, such as journalists, media outlets, LGBTQIA+ organisations, university researchers, and public figures or influencers.

Supporters/allies (who may support the campaign):

Supporters include feminist organisations, youth groups, public health NGOs, student associations, and queer community networks that can amplify the campaign and collaborate in activities.

Opponents/risks (who may resist & why):

Potential opponents include conservative political groups, anti-gender movements, and institutions resistant to policy change, whose actions may create barriers or backlash.

“Everyone deserves safe, inclusive, and respectful reproductive healthcare – queer and FLINTA* people included.”

Audience	Supporting message (what they need to hear)	Call to action (what should they do?)
Health professionals	Inclusive care improves health outcomes and reduces discrimination	Adopt inclusive protocols and attend training
Decision-makers	Inclusive policies strengthen public health and protect vulnerable groups	Approve and implement queer-inclusive protocols

Step 5 – Tactics and Tools

Action	Description	Target audience	Timeframe	Location	Responsible person
Monthly workshops	sessions on queer reproductive health	Community members	Monthly	Partner NGO space	FLINTA* Voices
Advocacy meetings	Present policy proposal to health institutions	Decision-makers		In person	Advocacy team
Visibility campaign	Social media campaign sharing stories & facts	Public		Online	Communication s team

Outreach plan

Social media outreach, partnerships with NGOs, contacting journalists, community events, and targeted emails to institutions.

Step 6 – Messenger

Who should deliver the message (and why)?

Audience	Messenger (person/organisation)	Why are they credible?	Support needed (briefing, facts, training, etc.)
Health institutions	FLINTA* Voices representatives	Lived experience + expertise in reproductive health	Briefing materials and data
Media	Partner NGO spokesperson	Public visibility and institutional credibility	Key messages



Step 7 – Resources

Human resources

Volunteers, educators, advocacy team, communications team.

Skills and assets

Community engagement, workshop facilitation, policy analysis, communication, social media strategy.

Budget & materials

Room rental or partnerships space, printing materials, workshop supplies, transportation support, and audiovisual equipment.

Step 8 – Assessment (Monitoring & Evaluation)

8.1 What does “success” look like for you?

Success means that institutions adopt inclusive protocols, workshops run regularly with strong participation, public awareness increases, and the community feels more empowered and informed.

8.2 Indicators (how you will measure progress)

8.3 Reflection (learning)

The team will reflect on what worked well, what challenges emerged, and how outreach, messaging, and partnerships can be improved in future phases.

Indicator	Supporting message (what they need to hear)	Call to action (what should they do?)
Health professionals	Inclusive care improves health outcomes and reduces discrimination	Adopt inclusive protocols and attend training
Decision-makers	Inclusive policies strengthen public health and protect vulnerable groups	Approve and implement queer-inclusive protocols



Together in Learning: a brighter future for Education

Team: CoolEduTeam, Samuel U., Sofia V., Giorgia P., Giulia F., Federico L., Alesia Cristiana C., Matilde P.

Campaign Type

- Mobilising
- Pressuring decision-makers
- Informing
- Changing attitudes
- Persuading people to support something
- Positive visibility campaign

What is the problem/issue you address?

Education is the foundation for building an aware, inclusive society capable of facing future challenges. When schools fail to provide adequate tools, students risk missing essential social, civic, and professional skills. The lack of teacher training and the absence of a harmonised European educational framework create inequalities and limit both personal and collective development opportunities

Root causes (what is behind the problem?)

The root causes of the problem stem from an educational system that has not evolved in line with the real needs of students and society. School curricula are often overly theoretical and fail to include practical skills essential for everyday life. Evaluation systems are outdated and do not fairly assess students' abilities. Teachers also lack continuous professional development, limiting their ability to address modern topics such as sexual, civic, or digital education. Finally, cultural and regulatory differences between countries and regions create inequalities and make it difficult to build a consistent and high-quality educational pathway

Summary bullet points:

- Outdated school curricula
- Poor balance between theory and practice
- Obsolete evaluation systems
- Lack of continuous teacher training
- Cultural and regulatory differences between countries and regions
- Limited collaboration between schools, families, and institutions

<p>Strengths (internal)</p> <p>Strong motivation from students and teachers Presence of concrete ideas and innovative proposals Growing interest in a more modern and unified European educational mode</p>	<p>Weaknesses (internal)</p> <p>Lack of professional development for teachers Poor integration between theory and practice Limited communication among the different actors in the educational system</p>
<p>Opportunities (external)</p> <p>Possibility to create a European educational system adaptable by each country Increased collaboration among students, families, teachers, and school leaders Use of digital tools and innovative training pathways</p>	<p>Threats (external)</p> <p>Institutional resistance to change Cultural and legislative differences are slowing down harmonisation Territorial inequalities and</p>

Step 2 – Goal and Objectives

To create a more modern, inclusive, and harmonized European educational system that ensures equal opportunities for all students, practical skills, civic and sexual education, and learning that is truly useful for everyday life and future employment.

Type	Objective (what change?)	Who needs to act?	Deadline	How will you measure success?
Intermediate	Start a structured dialogue with schools, families, and institutions to present the European education reform proposal	School boards, teachers, student councils, local authorities	6 months	Number of meetings held, feedback collected, formal endorsements obtained
Short-term	Organisation of school meetings to discuss needs, ideas, and solutions with students, teachers, and families	Students, families, youth groups	3 months	Number of workshops, attendance, and feedback forms
Short-term	Signature collection and presentation of the proposal to school boards and educational institutions.	Students, volunteers, youth organisations	2 months	Number of signatures collected, online engagement, participation in activities

Step 3 – Stakeholders and Targets

Primary targets

Students and young people, Teachers, and families

Secondary targets

Education Council, Ministry of Education, Teachers and school leaders, parents and families

Supporters/allies

Student advisory councils, European Commission, European Parliament, associations, ONG and organizations working in the field of education and youth, Universities and educational research centres, International organizations (UNESCO, UNICEF, OECD), Progressive parents' associations supporting inclusive education, Feminist and LGBTQ+ organisations

Opponents/risks

National governments and sovereigntist / nationalist parties are concerned about the loss of educational sovereignty; Regional and local authorities are defending educational autonomy. Religious institutions and conservative movements opposing sex-affective education. Parents' associations opposed to sex and affective education on cultural or moral grounds, Teachers' unions and school staff worried about workload, standardization, or job conditions, Eurosceptic movements and anti-EU groups

Step 4 – Campaign Message

This reform puts students at the centre, offering:

- Civic education that strengthens democratic participation and European citizenship
- Affective and sexual education based on respect, wellbeing, and scientific knowledge
- Equal opportunities across countries, with comparable standards and recognised qualifications

A common educational framework does not erase differences; it connects them, promoting inclusion, mobility, and mutual understanding.

“ Education shapes who we are and who we become. It's time to build a shared European school system that prepares young people not only for jobs, but for life in a diverse, democratic, and connected Europe. ”



“ One school system. Shared values. A common future. ”

Audience	Supporting message (what they need to hear)	Call to action (what should they do?)
Students, families	Your education should prepare you for real life, not just exams.	participate, co-create, and advocate
Educators, politicians	This reform values your professional expertise and Engage in pilot programs and consultations, autonomy. You will be supported with: training and shared European resources	Support open dialogue with students and families, Become advocates for inclusive, evidence-based education

Step 5 – Tactics and Tools

Action	Description	Target audience	Timeframe	Location	Responsible person
Awareness Campaign	Creation of social media content (videos, infographic, testimonies) explaining school system issues and the reform proposal.	Students, families, general public	2 months	Instagram, TikTok, schools	Media team + student volunteers
School Dialogues	Organisation of school meetings to discuss needs, ideas, and solutions with students, teachers, and families.	Schools, teachers, families	3 months	Local schools	School coordinators
Petition e Advocacy	Signature collection and presentation of the proposal to school boards and educational institutions.	Institutions, policymakers	4 months	Online + municipal offices	Advocacy team

Outreach plan

Use a multichannel strategy including social media, school meetings, collaboration with youth organisations, and local informational campaigns. Create accessible and engaging materials to reach students, families, and teachers.

Step 6 – Messenger

Who should deliver the message (and why)?

Audience	Messenger (person/organisation)	Why are they credible?	Support needed (briefing, facts, training, etc.)
Students and young people	Peer leaders, student councils, youth organisations, young influencers	They speak the same language, understand student concerns, and are trusted by peers	Briefing on key messages, simple fact sheets, social media toolkit, and training on civic and sexual education concepts
Teachers and school leaders	Experienced educators, educational researchers, Ministry of Education representatives	They have professional authority and practical experience in teaching	Workshops, curriculum guides, evidence-based research, FAQs
Parents and families	Parent associations, respected community leaders, school principals	Trusted figures in children's lives who can explain the benefits in familiar terms	Clear briefing, accessible facts about the benefits of civic and sex-affective education, suggested discussion guides
Policymakers /institutions	EU institutions (Education Council, European Commission), education policy experts	Authority in policymaking, evidence-based perspectives, and European-wide reach	Policy briefs, statistical data, pilot program results, expert consultations
Public / media	Youth spokespeople, journalists specialised in education, NGO	They can raise awareness, frame the narrative positively, and reach a wider audience	Media kits, talking points, press releases, success stories, infographics

Step 7 – Resources

Human resources

Team of students, volunteers, teachers, open to dialogue, education experts, graphic designers, and digital content creators.

Skills and assets

Communication skills, research abilities, multimedia content production, event management, advocacy skills, knowledge of civic and sexual education.

Budget & materials

Event materials (posters, flyers), digital tools for content production, school spaces for meetings, printing costs, online platforms for signature collection.

Step 8 – Assessment (Monitoring & Evaluation)

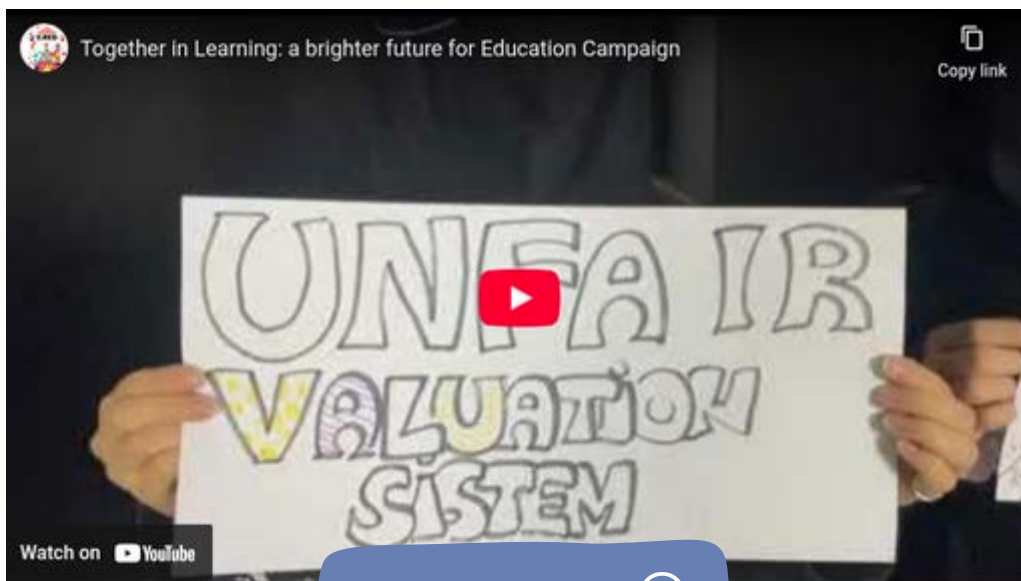
For us, success means that our proposal is accepted and that it receives media attention from the Ministry of education and that our voice is heard as bearers of an idea in many share and that it can improve school life for so many peers.

We would like the local school board to agree to dialogue with us, to learn about our ideas and support us in their dissemination, and to recognise the need to formulate proposals to present to the relevant institutions.

Indicator	Supporting message (what they need to hear)	Call to action (what should they do?)
Student Engagement (number of signatures collected in schools by our teammates in order to reach a high number of people who agree with the school reform)	by the count of signatures on online platforms or by paper form (school ones or collected in public spaces)	at every briefing during the campaign
Awareness Number of views and shares of the video on "outdated curricula".	Social media statistics/insights (Instagram/TikTok).	Every day, social media's statistics

Reflection (learning)

We truly think that the best way to carry out a campaign and to plan a meeting a week where we can openly discuss the progress of the campaign, its successes and what can be improved. It might be interesting to send a blank briefing page in advance, where everyone can write a word about the topics they want to explore with other participants. We will analyse our strategies and find innovative solutions to carry out the campaign in relation to the results obtained week by week. To carry out a campaign and to plan a meeting once a week where we can openly discuss the progress of the campaign, its successes and what can be improved. It might be interesting to send a blank briefing page in advance, where everyone can write a word about the topics they want to explore with other participants. We will analyse our strategies and find innovative solutions to carry out the campaign in relation to the results obtained week by week.



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Final Conclusion

The five Advocacy & Lobbying Campaigns presented in this chapter represent the central tangible outcome of the International Lobbying Training. Through a structured advocacy design process, participants moved beyond theoretical understanding and translated their knowledge into concrete, strategic, and implementation-oriented initiatives.

The campaigns address pressing structural and social challenges affecting young people across Europe, including economic insecurity, discrimination, social disconnection, unequal access to healthcare, and systemic gaps in education. Together, they reflect both the diversity of youth experiences and a shared commitment to creating more inclusive, fair, and responsive societies.

Throughout the campaign development process, participants demonstrated the ability to analyse complex problems, identify structural causes, define realistic goals, map stakeholders, develop targeted advocacy messages, and design strategic actions combining mobilisation, awareness-raising, and engagement with decision-makers. These competences are essential for meaningful participation in democratic and policy processes.





Importantly, the campaigns developed are not hypothetical exercises. Each initiative includes concrete implementation steps, identified allies, defined timelines, and clear indicators of success. Participants expressed strong motivation to further develop these campaigns within their local communities, youth organisations, and institutional contexts, contributing to broader advocacy efforts and creating a multiplier effect beyond the training itself.

Within the framework of Youth Voices Rising, these campaigns demonstrate how youth participation can evolve from dialogue and learning into structured civic engagement and policy-oriented action. The International Lobbying Training has strengthened participants' confidence, strategic thinking, and sense of agency, equipping them with the tools and competences necessary to engage with institutions, influence decision-making processes, and advocate for issues that affect their lives and communities.

Ultimately, the campaigns illustrate that young people are not only beneficiaries of policies but active actors capable of shaping them. By connecting lived experiences with structured advocacy tools, the training has contributed to strengthening youth-led advocacy and supporting young people in taking an active role in building more inclusive, democratic, and resilient societies.

04

Participants' Testimonials

The International Lobbying Training had a strong impact on participants, both at personal and professional levels. Through practical learning, peer exchange, and direct engagement with advocacy tools and strategies, participants strengthened their competences, confidence, and motivation to engage in advocacy and democratic processes.

The following testimonials reflect participants' experiences in their own words:





“Thank u for you time and your patience, I hope that I will meet you again and partecipate to another project”

“The project on advocacy and lobbying was really valuable and engaging. The trainers were competent and presented the information in a clear and interesting way. Everything was well organized, and it was obvious that they truly cared about the participants. I especially appreciated how they helped us manage problems and guided us through the tasks in a very thoughtful and respectful manner. Olga and John and were always supportive and attentive. John helped us understand negotiation and communication techniques, while Olga showed us how to present urselves confidently in public. What I liked most was that we didn't focus only on theory we actually learned how advocacy and lobbying work in real life, which made the experience meaningful and useful.”

“This project really made me develop and grow. I learned what does advocacy and lobbying means and how we can use it in our lifes. Having also theoretical and practical activities really helped to dive and develop a very good understanding of things, the simulation game being one of my favourite practical activity we had. Building the campaign also made my mind look for a different approach and made my mind look for a different approach and made me understood how to act and what to do. On the theoretical side I liked a lot that the way of explaining

because was very easy and on point so that everyone could understand, so I really appreciate the effort of putting so many important information into a fun and engaging approach. The coordinating team has all my congratulations because they did this amazing work and every day was amazing planned and the training was just perfect!"

"This was the best experience I had in my life yet. I learned so much, I met so many great people and I gained a feel of community again."

"It was very useful and expanded my knowledge in advocating for the youth. Youth is one of the biggest groups which has a weak lobby in the political decisions, even tho we shape the future and therefore decisions should be made after our thoughts."

"I enjoyed very much this experience since it gave me skills and experience that will be useful in my professional development"

"The training was a true inspiration. I have learned so many things and I had the opportunity to engage through practical activities. The trainers team was really good, supporting participants and guiding us in every step. We had the opportunity to try recording studio and to understand how an advocacy campaign can be developed, what are the steps to take, the people that we need to approach and I will definately take all my learnings back home. It was a wonderful experience where I learned, I shared and I developed skills. It was one of the best, if not the best, training I participated so far."

"it got me really interested in the topic and i cant wait for future oplortunities in this field"



“International Lobbying Training in Thessaloniki was an amazing learning experience. Experience trainer, relevant and interesting content, participatory activities. I now feel more motivated to raise my voice as a young person and speak up for those that matters to me and my peers. Thank you for the motivation and inspiration!”

“It was a wonderful experience, especially to meet new people, strengthen a language and get out of your comfort zone”

“It was one of the best training courses I have even been!”

The course allowed me to explore different angles of advocacy and lobbying, empowered me to become more active in our communities, and gave me the chance to meet many great young people and youth delegates involved in the same field from all over Europe.”



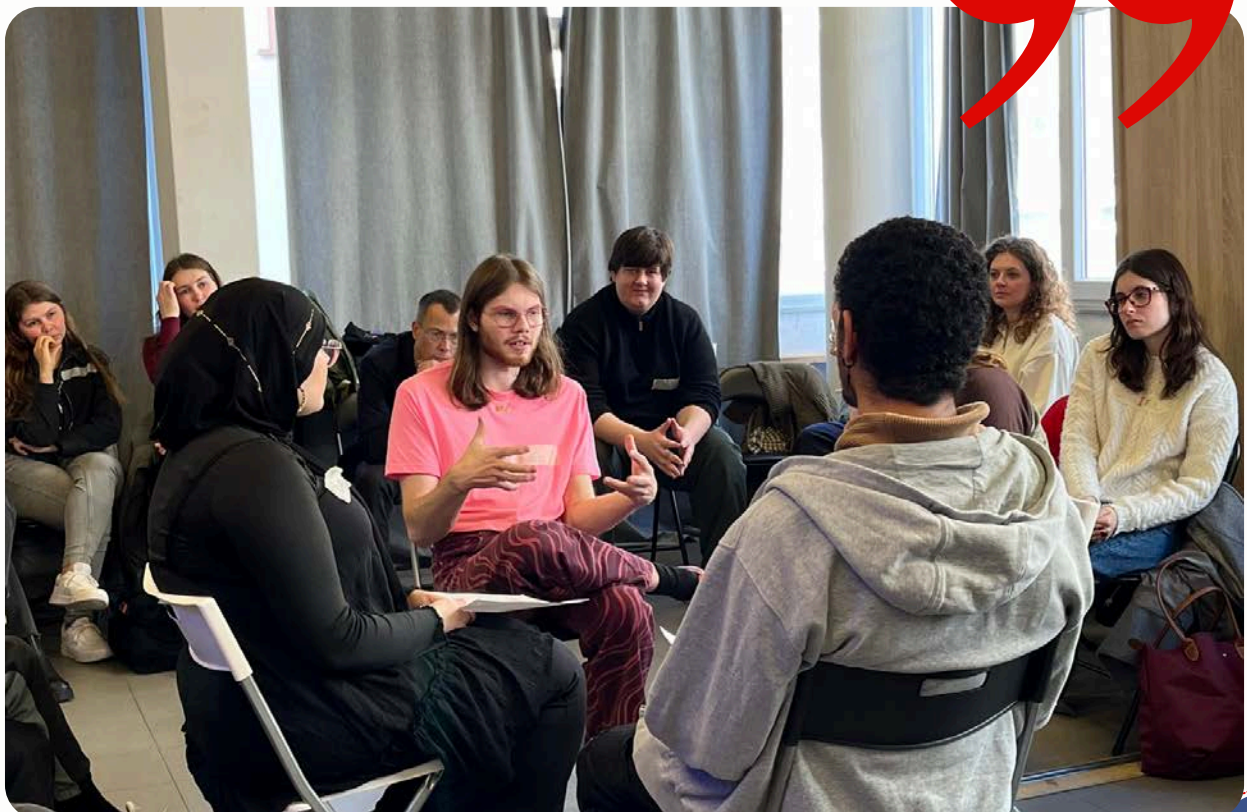
“It was a lovely time, I really enjoyed the network and the purpose of it, also the data analysis is something really important and sometimes forgotten, the data shown is in the session enrich our work. Also had a lot of new good ideas, the study visit was something with really great potential but having it in the last time made us a little bit saturated, but the theme of the study visit was really enjoyable. The trainers were super understanding and dynamical. Thank you :)”

“It was a very helpful training where I did not even learn things from the training itself but also from my peers.”

“Advocating about your interests should be fun and relatable”

“The advocacy and lobbying training taught me valuable skills and tools to stand up for my causes, for those of others, and for what I truly believe in.”

“I think the course was really interesting and I would like to do a similar thing in the future.”





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International Lobbying Training Outcomes Report

By Olga Kyriakidou

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