

Final Report of the

# Multiplier Training for Local Lobbyists



Project: **Youth Voices Rising: Empowering Through Local and EU Advocacy**

Multiplier Training for Local Lobbyists

Bad Liebenzell, Germany

Hosted by **Internationales Forum Burg Liebenzell**

14 – 19 February 2026

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# 1. Training Introduction

## 1.1 In Brief

The Multiplier Training for Local Lobbyists took place in Bad Liebenzell, Germany, from 14 to 19 February 2026. The training was implemented within the framework of the Erasmus+ Cooperation Partnership [Youth Voices Rising](#) and Generation Europe – The Academy, aiming to strengthen local advocacy capacities and empower young people as multipliers within their communities. The training brought together motivated young people from the Generation Europe network and other organisations for an intensive residential programme focused on local lobbying and grassroots advocacy. It aimed to equip participants with the knowledge, tools, and confidence to both engage in advocacy processes themselves and to train other young people at the local level.

Particular emphasis was placed on developing participants' competences as multipliers. Through a combination of expert input, non-formal education methods, and practical exercises, participants explored how local decision-making systems function, how to analyse stakeholders and power structures, and how to design and implement effective advocacy actions. Furthermore, the training created a dynamic and intercultural learning environment where participants could exchange experiences, reflect on local realities, and strengthen their role as active agents of change. Interactive elements such as simulations, role plays, group work, and peer learning ensured a strong connection between theory and practice, preparing participants for follow-up activities in their local contexts.

## 1.2 Aim and Objectives of the Course

The training aimed to empower young people and youth work professionals to become multipliers who can educate, support, and motivate other young people to engage effectively in local lobbying and advocacy activities. The specific objectives were:

- To support participants in understanding the fundamentals of local lobbying and advocacy at both local and international levels
- To enable participants to analyse local stakeholders, decision-making processes, and power structures
- To equip participants with the skills to design and deliver local lobbying trainings
- To strengthen competences in using non-formal education methods for training and facilitation
- To support participants in planning and implementing local training and advocacy activities in their communities

- To foster the role of participants as multipliers within their organisations and within the broader Generation Europe network

### 1.3 Programme & Methodology

The training programme was implemented over four full working days (15–18 February 2026), following the arrival on 14 February. Departure was on 19 February. It took place at Burg Liebenzell in Bad Liebenzell, Germany, providing a residential setting that supported intensive learning and group cohesion.

The programme combined theoretical input with practical application, following a non-formal education approach that placed participants at the centre of the learning process. The methodology was designed to be highly interactive, participatory, and experience-based, ensuring that participants could immediately apply the knowledge and skills acquired. Key methodological approaches included:

- Interactive workshops and facilitated sessions
- Simulations and roleplays reflecting real-life lobbying situations
- Group work and collaborative learning processes
- Peer learning and exchange of experiences
- Reflection sessions to support individual and group learning
- Project planning exercises focused on local follow-up activities

Throughout the training, participants engaged in analysing local contexts, mapping stakeholders, and designing their own training and advocacy activities. The programme maintained a balance between input, practice, and reflection, allowing participants to deepen their understanding while building practical competences.

Special attention was given to preparing participants for their role as multipliers. This included not only strengthening their knowledge of advocacy and lobbying, but also developing their facilitation skills and confidence to train others in their local environments.

	Feb 14	Feb 15	Feb 16	Feb 17	Feb 18	Feb 19
8 AM		Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
9 AM		Organisational Matters & Getting to Know Each Other  Getting to know GenE and YuVo	Warm Up, Recap from yesterday  Introduction to Participation, Advocacy and Lobbying	Warm Up, Recap from yesterday  Role Play "Our community"	Warm Up, Recap from yesterday  Local Training Session Planning: Project Management	Check-Out, Departures
12 PM		Lunch	Lunch	Lunch	Lunch	
1:30 PM	Arrivals, Check-In	Getting to know GenE and YuVo	Meet & Greet with Local Actors	Role Play	Local Training Session Planning: Project Management	
4 PM		Coffee break	Coffee break	Coffee break	Coffee break	
4:30 PM	Arrivals, Check-In	LEGO: What do you want to lobby for?	Meet & Greet with Local Actors	Role Play Debriefing	Evaluation & Self-Reflection Outlook: Follow-Up Activities	
6 PM	Dinner	Dinner	Dinner	Dinner	Dinner	

## 1.4 Participants' Profile

The training brought together a group of 24 participants from different countries. Participants were **young people aged between 18 and 30** with different levels of experience in youth work, community initiatives, and social engagement. They shared an interest in youth participation, activism, and civic engagement, and demonstrated a strong motivation to further develop their competences in advocacy and local lobbying.

A key characteristic of the group was their interest in becoming multipliers. Participants were committed not only to their own learning, but also to transferring knowledge and skills to other young people by organising local trainings and advocacy activities following the programme. The group was diverse in terms of cultural backgrounds, experiences, and perspectives, contributing to a rich intercultural learning environment. Participants showed openness to collaboration, peer learning, and working in an international context.

Furthermore, the participants committed to follow-up activities within the project framework, including the implementation of local lobbying actions, as well as contributing to dissemination and networking efforts within their organisations and the wider project network.

## 2. Learning Process and Key Outcomes

All materials and visuals used during the training have been collected and shared in a [Padlet](#). The Padlet includes working materials and documentation from different sessions and can be used as a complementary resource to this report.

### 2.1 Organisational Matters & Getting to Know Each Other

The training started with organisational inputs and practical information aimed at ensuring a smooth implementation of the programme and establishing a shared understanding of the week ahead. Following the organisational briefing, the focus shifted to the introduction phase and **getting to know each other**. A key element of this session was a participatory **Bingo activity**, designed as an icebreaker and networking tool. Participants received a bingo sheet with different statements related to experiences, skills, and personal backgrounds in the field of youth participation, activism, and civic engagement.



The categories covered a broad range of relevant experiences such as prior involvement in youth or community projects, experience with advocacy or campaigning, political engagement, mobility experiences (e.g. Erasmus+ or international mobility), personal attitudes towards participation, and everyday habits that helped create informal connections. The activity encouraged participants to move around, interact actively, and find peers who shared similar or different experiences. This created an open and

dynamic atmosphere from the beginning of the training. It supported initial trust-building, lowered barriers in communication, and helped participants naturally enter into dialogue about their personal engagement in civic and political topics.

After the Bingo activity, a short plenary reflection was facilitated. Participants were asked targeted questions to deepen exchange and map prior experience within the group, including whether they had met someone who had signed a petition, participated in a protest, or been involved in a campaign. This allowed trainers to gain an initial overview of the group's experience levels in advocacy and youth participation, which was valuable for adapting the upcoming sessions accordingly. Overall, this session successfully fulfilled its aim of breaking the ice, fostering first connections, and providing the trainers with an initial mapping of participants' backgrounds in lobbying and advocacy.

## 2.2 Introduction to GenE und YuVo

After the initial getting-to-know phase, participants were **introduced to** the broader framework of **Generation Europe – The Academy (GenE)** and the **Youth Voices Rising (YuVo)** project. As not all participants were previously familiar with the network, this session aimed to create a shared understanding of the programme structure, its key actors, and the role of the training within the wider context. The introduction combined a short presentation with a highly interactive and visual methodology called “GenE R&B – Roles and Bridge”. This method was used to simplify the complex structure of the programme and to make the different components and relationships within GenE more tangible. Participants explored:

- the overall structure of Generation Europe
- key actors and roles within the network
- Youth Voices Rising (YuVo) as a strategic project on youth advocacy
- related elements such as research, needs analysis, policy development, and educational tools

To support understanding, participants worked in groups to visually reconstruct the GenE “Bridge” using a floor-based setup and symbolic materials.



One group focused on mapping the programme structure, while another represented actors and typical project situations within local and international contexts. This hands-on approach allowed participants to actively engage with the programme design rather than only receiving information passively.

In addition, participants were given a short insight into **booklets and educational materials** developed in previous phases of Generation Europe, as well as into the **policy paper** “Young Voices for Youth Work”, produced within the network. These resources helped to contextualise the current training within the wider history and advocacy work of the project.

Within the framework of **Youth Voices Rising**, a **needs analysis survey** was conducted prior to the training activities in order to better understand the experiences, challenges, and learning needs of young people in the field of lobbying and advocacy. During the training, the key findings of the survey were presented in an interactive format: Participants worked with prepared materials and visualised results using mind maps and group reflections. In a subsequent plenary phase, groups shared their findings and compared them with the survey results presented via a shared **Padlet**. This allowed participants to identify similarities and differences between their own perspectives and the broader European-level findings and helped to ground the YuVo approach in empirical data. Overall, the session provided participants with a clear and accessible overview of both GenE and YuVo, while also linking the programme structure to their own roles as future multipliers in youth advocacy.

## 2.3 Identifying Advocacy Priorities

This session was adapted from LEGO Serious Play methodology and guided visualization techniques. It aimed to activate participants creatively and emotionally, support reflection on personal values and societal issues, and strengthen their ability to express abstract ideas in a visual and collaborative way. The activity also served as preparation for deeper engagement with topics related to advocacy and social change.

The session began with a short warm-up exercise, where participants built a tower using different LEGO bricks. This was followed by a conceptual building phase, in which participants were given keywords such as power, change, climate action, gender equality, youth participation, inclusion, and human rights. They were asked to visually represent what these concepts meant to them personally and then share and interpret each other’s models within small groups. In the final part of the activity, **participants reflected on local issues they care about**. Through a guided **visualization exercise**, they imagined positive change in their communities over the next five years and translated this vision into LEGO models.



In small group discussions, participants presented their constructions and explained the issues behind them, why they were important, and what kind of change they would like to see. The session resulted in a range of **advocacy topics identified by participants**, including

- gender equality
- uncontrolled urbanisation
- housing crises
- low income levels
- ageing population
- massive tourism
- political dissatisfaction and
- infrastructure problems.

These themes reflected the diversity of perspectives within the group and provided a basis for further work on local lobbying and advocacy strategies throughout the training. Overall, the activity supported participants in moving from abstract concepts to concrete issues and encouraged a strong personal connection to advocacy topics through creative expression and peer exchange.

## 2.4 Introduction to Lobbying and Advocacy

The second training day started with a session introducing key concepts and practical approaches related to lobbying and advocacy. The session aimed to provide participants with a clear understanding of both concepts, highlight their relevance in the context of youth participation, and encourage participants to take first steps towards their own advocacy actions. Participants explored the distinction between advocacy as a broader effort to raise awareness and mobilise support for a cause, and lobbying as a more targeted approach aimed at directly influencing decision-makers and policy processes. This conceptual clarification was supported by group work, where participants developed and presented their own definitions and interpretations.

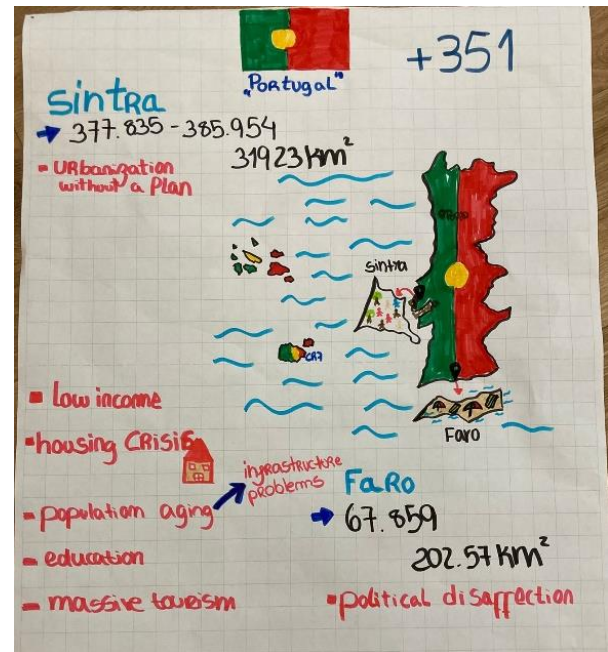
As part of this process, participants translated theoretical concepts into visual outputs by creating **posters that illustrated their understanding of lobbying and advocacy**. One group developed a poster on **lobbying**, highlighting its direct and targeted nature. The poster illustrated lobbying as:

- **Direct influence on decision-makers**, symbolised through personal interactions and the presence of financial elements, reflecting perceived power dynamics
- **Direct meetings with policymakers**, emphasising face-to-face engagement as a key strategy
- **Providing expert input**, such as testimonies in hearings
- **Influencing specific decisions or votes**, underlining the concrete and outcome-oriented nature of lobbying
- **Grassroots and public mobilisation**, represented through media channels (TV, radio) and a group of people demonstrating with signs and a megaphone

These elements demonstrate that participants understood lobbying not only as elite-level interaction, but also as a process that can combine institutional access with public pressure.

The second group focused on **advocacy**, presenting it as a broader and more inclusive concept. The poster highlighted:

- Advocacy as **interest representation (“Interessenvertretung”)** across different contexts and countries
- A strong focus on supporting and protecting disadvantaged or underrepresented groups
- The idea of raising awareness and amplifying voices that are not being heard
- Activism and public engagement as key components
- A diverse and inclusive representation of people, symbolising participation, equality, and collective action



Overall, the advocacy poster emphasised values such as inclusion, diversity, human rights, and social justice, reflecting a more people-centred and movement-oriented understanding of change. In addition, participants worked in national groups to **map their own contexts and identify potential entry points for advocacy and lobbying**. They visualised their countries, marked their localities, and explored relevant issues, power dynamics, and opportunities for action. Emerging thematic clusters and connections between participants were also identified.

As an example, the Portuguese group visualised their country, marking Sintra and Faro as key locations. They identified local challenges such as uncontrolled urbanisation, housing crises, low income levels, an often ageing population, massive tourism, and political dissatisfaction. Issues like education, infrastructure problems, and political disaffection were also noted as key areas for advocacy and lobbying. This exercise helped participants connect abstract concepts to their own realities and laid the groundwork for the development of concrete advocacy initiatives in the following sessions.

## 2.5 Meet and Greet with Local Actors

This session provided participants with the opportunity to **engage directly with local actors** involved in advocacy and youth participation, **offering practical insights into real-life lobbying** processes at the local level. The invited experts represented different forms of civic and political engagement, including members of a youth council, a regional student council, as well as a city council and founder of a local organisation promoting diversity. Each expert shared concrete examples of their work, including successful advocacy initiatives as well as challenges and setbacks they had experienced. The session concluded with a plenary

reflection, where participants collected key learnings. Examples of **key takeaways identified by participants** included:

- building personal relationships with local decision-makers
- starting with small, achievable actions
- collaborating with local organisations and networks

In terms of handling challenges/ deal with fear of backlash, participants highlighted:

- staying calm and constructive when facing criticism
- relying on peer support and alliances

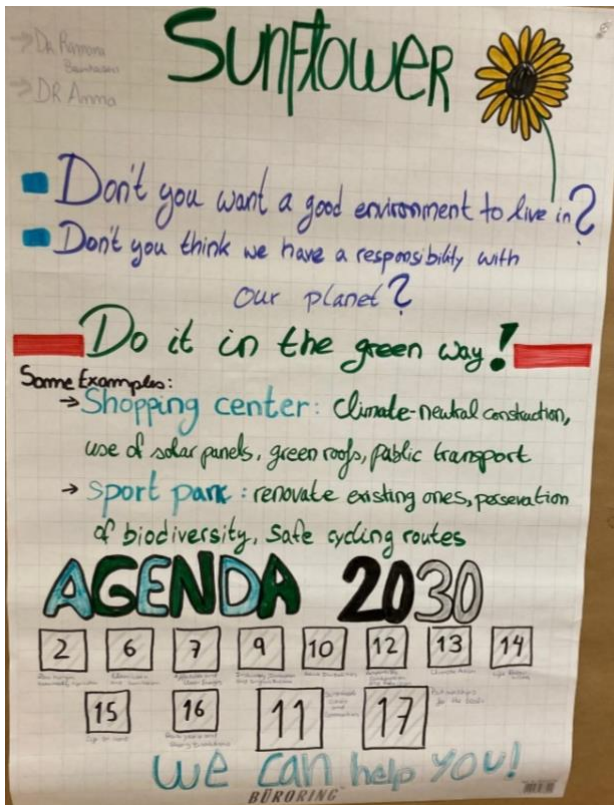
Overall, the session helped bridge the gap between theory and practice by exposing participants to real experiences from the field. It also strengthened their understanding of the complexities of local lobbying and provided concrete inspiration for their own future advocacy actions.

## 2.6 Simulation Game

On the third training day, participants took part in a **full-day simulation game** focused on local decision-making processes and the dynamics between political actors and lobby groups. The simulation was set in a fictional European town, which participants named “Good Liebenzell”, and revolved around the question of how to shape the future development of the community. Participants took on different roles, including members of political parties within a city council as well as representatives of various lobby groups advocating for specific interests.

Within this simulated environment, participants engaged in negotiations to form a governing coalition and agree on key decisions affecting the community. Lobby groups aimed to influence these decisions by promoting their own priorities and building alliances with political actors. The two images below show exemplary posters created by participants in their roles as lobby groups to influence decision-makers, the media, and the wider public.

In addition to political parties and lobby groups, two participants also took on the role of the press. Throughout the simulation, they documented and commented on the ongoing developments via a live [Padlet](#) feed, reporting on negotiations, emerging conflicts, alliances, and public reactions. This added another important dimension to the simulation by illustrating the influence of media and public communication on political processes and decision-making.



(When reviewing the Padlet, please note that participants acted in fictional roles as part of the simulation. Statements, positions, and opinions expressed during the role play do not necessarily reflect their personal views.)

A strong learning focus of the simulation was on:

- understanding how local political processes function
- experiencing the role and strategies of lobby groups
- navigating competing interests and power dynamics
- practicing negotiation, alliance-building, and compromise

The **simulation highlighted how challenging it can be to achieve influence as a lobby group**. At the same time, it demonstrated the importance of communication, persistence, and strategic cooperation. Overall, the simulation provided a highly immersive learning experience, allowing participants to apply theoretical knowledge in a practical setting and gain a deeper understanding of the realities of local lobbying and political decision-making.

## 2.7 Project Management for Advocacy Actions

The final training day included a session on project management, focusing on equipping participants with practical tools to plan and implement their own advocacy and lobbying initiatives. The session began with a short introduction to the **SMART method**, supporting participants in formulating clear and realistic goals.

In the next step, participants conducted a **stakeholder analysis** using a [Power-Interest Matrix](#). This allowed them to identify relevant actors such as decision-makers, allies, and potential blockers. This was followed by a **SWOT analysis**, enabling participants to assess internal strengths and weaknesses, as well as external opportunities and potential risks related to their planned actions. The combination of stakeholder mapping and SWOT analysis supported a more strategic and realistic approach to project planning.

Overall, the session provided participants with a structured approach to translating their ideas into concrete action plans, strengthening their capacity to design and implement effective advocacy initiatives in their local contexts.

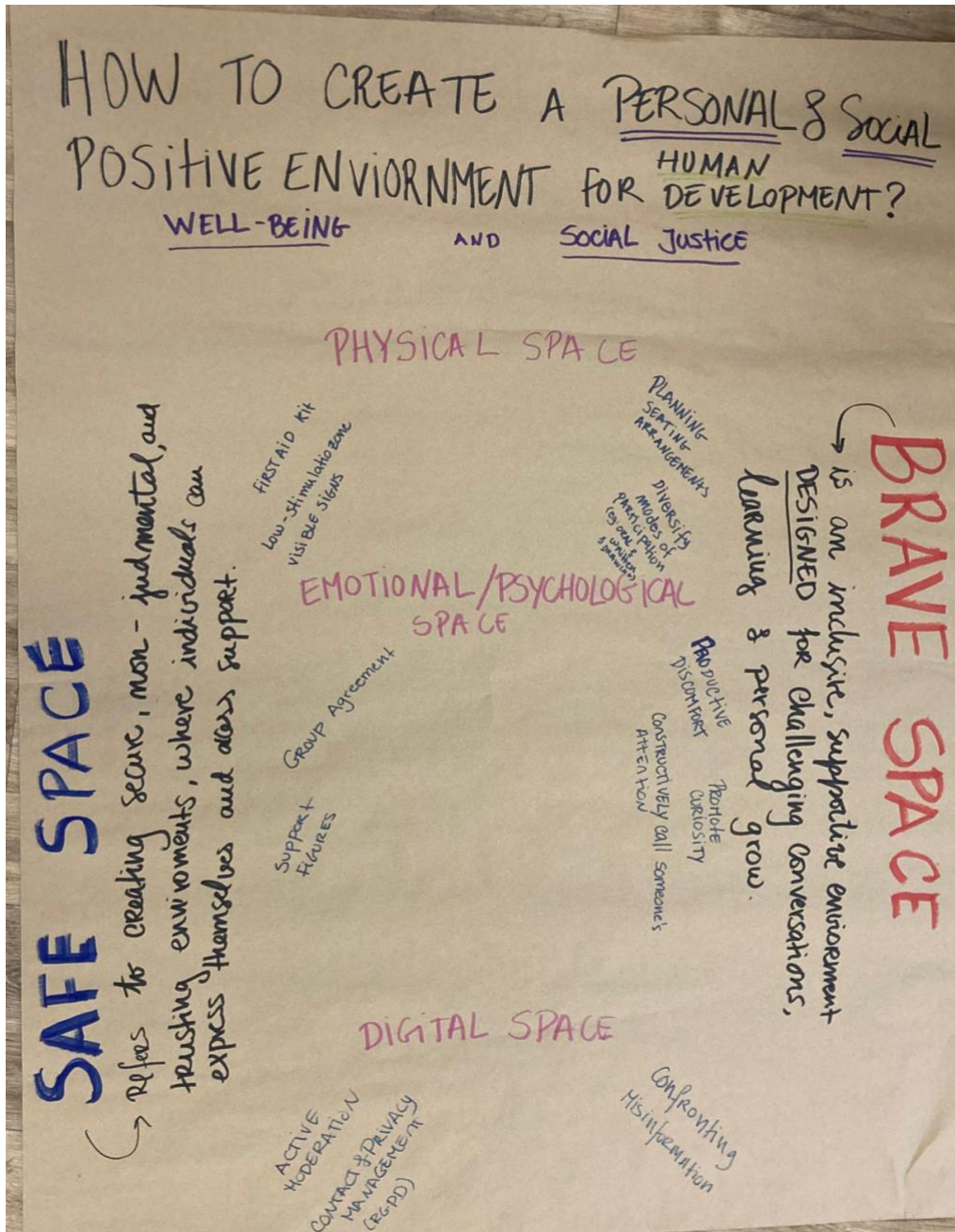
## 2.8 Planning a Local Training Session

The final content session of the training focused on planning and designing local training and advocacy sessions. It began with a structured input from the trainers covering key elements of session design, including target group definition, recruitment strategies, timing, venue, objectives, content, methods, materials, roles, logistics, risk management, and evaluation. Participants were given time to review supporting materials, which were provided via a [Padlet](#), and clarify open questions in a short plenary exchange.

Building on this input, participants worked in national groups to develop a first **draft of a local training session**. Using posters, they designed structured session outlines based on their local realities and priorities. The focus was placed on practical feasibility rather than detailed finalisation, allowing participants to experiment with translating concepts into concrete educational formats.

A **gallery walk and peer feedback** phase followed, during which participants reviewed each other's drafts and provided constructive feedback through written comments. This process supported mutual learning and helped groups refine and improve their session designs based on peer input.

The final part of the session focused on the concept of **safe and brave learning spaces**. Participants explored what conditions are necessary to ensure inclusive, respectful, and supportive learning environments. In small group discussions, they reflected on different participant needs and considered how to create safe spaces for diverse target groups, including LGBTQ+ participants, refugees or asylum seekers, persons with disabilities, and underage participants.



Overall, the session served as a practical synthesis of the training, supporting participants in moving from theoretical understanding to concrete implementation planning for their own local advocacy and training initiatives.

### 3. Feedback and Evaluation

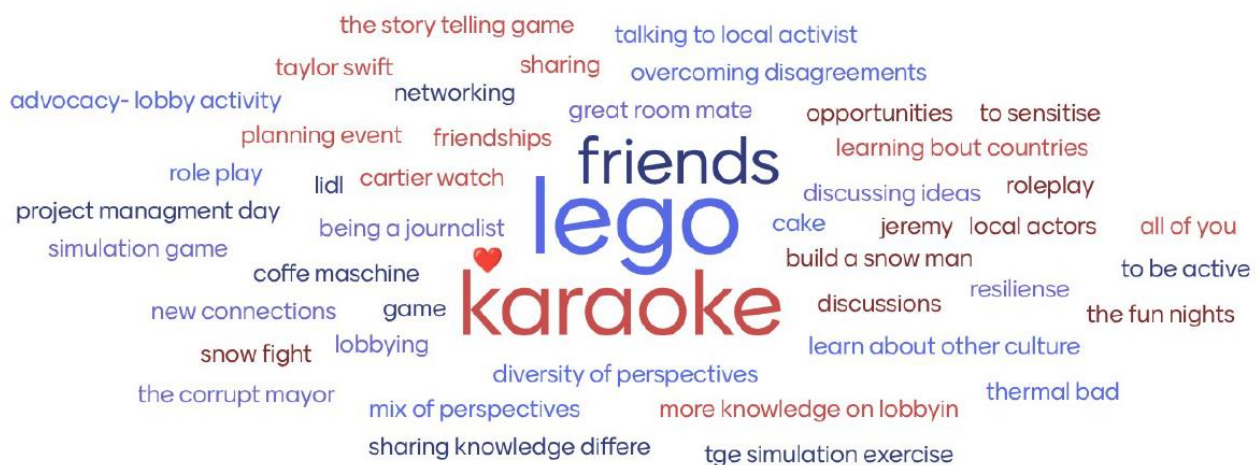
The evaluation of the training was conducted through an interactive Mentimeter survey implemented on-site at the end of the training. Participants were asked to provide feedback on their overall experience, reflect on their personal highlights, rate individual sessions, and share suggestions for improvement. The evaluation focused on:

- Participants’ highlights and overall experience
- Overall satisfaction with the training
- Satisfaction of individual programme session
- Feedback to trainers
- Suggestions for improvement

Participants were first asked to reflect on their personal highlights during the training. The responses show that participants particularly valued:

- Interactive and group-based activities
- Practical exercises
- Peer exchange and intercultural learning
- Simulations and hands-on experiences

In addition, social moments, informal exchanges, and group bonding activities were frequently mentioned as highlights, indicating the importance of the overall group experience. These elements were perceived as engaging and meaningful, contributing strongly to the overall learning experience. They have marked the following as highlights:



The Participants were asked to provide an **overall rating** for the training and for each individual session on a scale from 1 to 5, based on their personal experience and perception of the activities. Overall, participants expressed a **high level of satisfaction** with the Multiplier Training. The average overall rating of the training was 4.5 out of 5, indicating a very positive overall perception of the experience. The results show consistently positive evaluations across all sessions, with scores ranging from 3.5 to 4.9. The highest-rated session was the LEGO activity (4.9). Other highly rated sessions included Project Management (4.3) and Local Training Session Planning (4.3).

In summary, the evaluation results indicate a **very positive overall experience** of the Multiplier Training. Interactive and participatory elements of the programme, including group work and practical activities, were frequently highlighted as particularly valuable. At the same time, the social dimension of the training and the opportunity to connect with other participants contributed significantly to the overall experience.

Feedback regarding the trainers was overwhelmingly positive, with participants emphasising their supportive, approachable, and committed attitude. In addition, **participants provided constructive suggestions**, mainly related to time management, the duration of the training, and logistical aspects such as accommodation conditions and scheduling. Overall, the evaluation reflects a highly positive training experience, while also offering clear and useful directions for future improvements.

The evaluation results and qualitative feedback indicate that the training created a motivating, engaging, and supportive learning environment. The combination of structured sessions and informal group moments contributed to strong group cohesion and a positive overall experience.

The feedback from participants largely corresponded with the trainers' suggestions for future implementation, which were collected separately. In light of these findings, it is worth considering whether extending the duration of the training could be a good idea – provided that this is feasible from an organisational and financial point of view. Adding additional time (e.g. one more day) would reduce intensity, allow even deeper learning, and create additional space for reflection and group processes. While feedback from previous trainings has repeatedly shown that four days are often perceived as too short, extending the programme to five days may also create organisational or time-related barriers for some participants. An alternative approach could therefore be to design a less densely packed programme with fewer topics and inputs, while allocating more time for in-depth discussion, reflection, and practical application.