



Training Design and Methods: Multiplier Training for Local Lobbyists

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For more information about Youth Voices Rising please visit: youth-voices.eu

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1. Training Approach

The Multiplier Training for Local Lobbyists developed within *Youth Voices Rising* was shaped by the needs identified during the project's research phase, which highlighted that many young people are motivated to engage in social and political issues but often lack practical experience with local decision-making processes, advocacy planning, and democratic participation structures. At the same time, youth workers expressed the need for methods that are participatory, adaptable, and directly transferable to local youth work contexts.

For this reason, the training design prioritised non-formal and experience-based learning methods over lecture-centred approaches. Short conceptual inputs were combined with activities such as democracy simulations, role-play, group discussions, stakeholder analysis, collaborative planning, reflection exercises, and peer exchange. This structure allowed participants to engage actively with the content while strengthening practical competences related to participation, communication, facilitation, strategic thinking, and local advocacy.

A strong emphasis was placed on connecting advocacy and democratic participation to local realities and everyday experiences. Rather than approaching lobbying as an exclusively institutional or distant process, the training encouraged participants to explore how influence operates within municipalities, schools, youth councils, community initiatives, and local organisations. Participants reflected on issues relevant to their own communities and examined how power relations, participation opportunities, and decision-making structures affect young people in different contexts.

The programme also focused on the role of participants as multipliers within their organisations and communities. Beyond experiencing advocacy methods themselves, participants were encouraged to reflect on how activities could later be adapted and implemented in local workshops, youth initiatives, and participation processes. As a result, elements related to facilitation, training design, communication, and group dynamics became central components of the learning process.

Experiential learning formed a central part of the methodology throughout the training. Simulations and role-play activities allowed participants to engage directly with democratic processes, negotiation, and collective decision-making in practice. Through these activities, participants explored how different actors interact, how interests may conflict, and how advocacy strategies can be adapted within changing situations. Reflection sessions complemented these exercises, supporting participants in connecting practical experiences with broader concepts related to participation and community engagement.

Peer learning and intercultural exchange also played an important role throughout the programme. Bringing together participants from different countries and backgrounds created opportunities to compare local realities, discuss shared challenges, and exchange approaches to youth participation and community-based advocacy. This international dimension strengthened mutual learning while exposing participants to a diversity of perspectives, experiences, and methods.

The partnership structure of *Youth Voices Rising* also shaped the methodology of the training. The project brings together nine partner organisations from six European countries and is coordinated by *Internationales Bildungs- und Begegnungswerk e.V. (Dortmund, Germany)*, in cooperation with *Jugendakademie Walberberg (Bornheim, Germany)*, *Stiftung Europäische Jugendbildungs- und Jugendbegegnungsstätte Weimar (Weimar, Germany)*, *Internationales Forum Burg Liebenzell e.V. (Bad Liebenzell, Germany)*, *Associazione Interculturale NUR (Cagliari, Italy)*, *YouthCoop – Cooperativa para o Desenvolvimento e Cidadania CRL (Aguilva-Cacém, Portugal)*, *Szobjektív Értékek Alapítvány (Budapest, Hungary)*, *KIRKO S.E. (Thessaloniki, Greece)*, and *Irenia, Jocs de Pau (La Nou de Berguedà, Spain)*.

This transnational cooperation brought together diverse experiences in youth work, democracy education, civic participation, and community-based advocacy. It also created opportunities to exchange methods, compare local realities, and test approaches across different European contexts.

The training approach should therefore be understood as both a pedagogical and strategic choice. Pedagogically, it relied on active participation, reflection, collaborative learning, and practical application. Strategically, it aimed to strengthen participants' capacity to engage in local democratic processes while also supporting them in transferring these methods into their own organisations and communities. By combining advocacy content with facilitation and multiplier elements, the training sought to contribute not only to individual learning outcomes, but also to the longer-term development of participatory youth work and democratic engagement across different local contexts.

2. Replicability of the Training

The Multiplier Training for Local Lobbyists was designed not only as a one-time educational activity, but also as a transferable learning model that can be adapted and implemented in different youth work and community contexts. For this reason, the methodology prioritised activities that require only limited resources, can be facilitated with groups of different sizes, and remain flexible enough to respond to diverse local realities.

The training combined short conceptual inputs with practical and interactive methods such as simulations, role-play, group discussions, stakeholder mapping, debate exercises, and collaborative planning activities. These methods were intentionally selected because they encourage active engagement and can be adapted according to participants' age, experience, and local context. Rather than relying on fixed content, the activities focused on processes and facilitation approaches that can be reused across different themes related to participation, advocacy, and democratic engagement.

A central element supporting replicability was the strong connection between the activities and participants' own local realities. Many exercises encouraged participants to work with issues, institutions, and decision-making structures relevant to their communities. This made the activities easier to transfer into future workshops or local initiatives, as participants could directly adapt the methods to topics and challenges already present in their environments.

The programme also placed emphasis on facilitation and multiplier competences. Participants were encouraged not only to engage with the activities themselves, but also to reflect on how exercises were structured, what learning objectives they addressed, and how they could later be implemented with other groups. This process supported participants in developing greater confidence in facilitating workshops, discussions, simulations, and advocacy-related activities within their own organisations or communities.

Another important aspect of replicability was the balance between structure and flexibility. Activities followed clear objectives and facilitation steps, while still allowing space for contextual adaptation. Facilitators were encouraged to adjust examples, group sizes, timing, or discussion formats according to local needs and available resources. This flexibility increases the accessibility of the methods and supports their use in different educational, social, and cultural settings.

The international dimension of the training further reinforced its transferability. By bringing together participants from different countries and backgrounds, the programme created opportunities to compare approaches, exchange methods, and identify practices that could

be adapted across contexts. This exchange contributed to the development of a broader pool of ideas and facilitation strategies that participants could later apply in their own local work.

Overall, the training approach aimed to provide participants with practical methods, adaptable tools, and facilitation experience that can continue to be used beyond the training itself. In this sense, replicability was understood not simply as repeating activities, but as supporting participants in adapting methods to their own realities and using them to strengthen youth participation and local democratic engagement over time.

3. Method Sheets

4.1. Overview

The Multiplier Training for Local Lobbyists took place in Bad Liebenzell, Germany, from 14 to 19 February 2026, within the framework of *Youth Voices Rising* and *Generation Europe – The Academy*. The training focused on strengthening participants' capacity to support youth participation and democratic engagement at the local level, while preparing them to act as multipliers within their own organisations and communities.

The programme combined advocacy and lobbying content with facilitation, communication, and project-planning elements, using non-formal and experience-based learning approaches. Through simulations, role-play activities, collaborative exercises, stakeholder analysis, reflection sessions, and project-planning tasks, participants explored how local decision-making processes function and how advocacy initiatives can be developed in practice. Particular attention was also given to strengthening participants' facilitation competences and their ability to organise and deliver local lobbying trainings and advocacy activities within their own communities.

Materials developed within the Generation Europe framework such as [thematic booklets](#) and advocacy handbooks supported the connection between theory and practice ([Booklet 5: BeLonging – How to connect young people with their local communities](#) and [Take Power. Handbook to Get Started With Advocacy and Lobbying](#)).

Strong emphasis was placed on practical application and transferability. Participants worked on issues connected to their own local realities, exchanged experiences with peers and local actors, and developed concrete ideas for follow-up activities that could later be implemented within their local contexts.

4.2. Session 1: Getting to Know Each Other & Experiencing Democracy

The opening of the training focused on building group cohesion while introducing participation and democratic processes through direct experience. The session combined group-building activities, collaborative interaction, and experiential learning methods, allowing participants to reflect on how communication, inclusion, negotiation, and collective responsibility shape group dynamics and decision-making processes. Rather than approaching democracy only as a theoretical concept, participants engaged with it in practice through shared activities and reflection. The session also aimed to establish a supportive and participatory learning environment, creating the foundation for the advocacy and lobbying work developed throughout the rest of the training.

Method Sheet 1: Group Formation, Agreements and Experiencing Participation

Objectives:

- support participants in getting to know each other
- establish a constructive and respectful learning environment
- introduce participation and collective responsibility through experience
- strengthen communication and group interaction

Materials:

- bingo sheets (See Annexes) or networking cards
- flipcharts
- markers
- sticky notes
- tape or pins
- printed programme or agenda
- name tags (optional)

Group Size: 5–30 participants

Duration: 90–120 minutes

Implementation:

The activity begins with a short orientation introducing the structure of the training, practical information, and the learning environment. A brief introduction to the venue and programme helps participants become familiar with the space and schedule.

Participants then take part in interactive icebreakers and networking activities designed to encourage communication and initial connection within the group. One possible method is a participatory “Bingo” activity, where participants move around the room and identify people connected to different experiences, interests, or forms of civic engagement. This creates an informal and dynamic atmosphere while encouraging exchange between participants from different backgrounds.

Following this, participants introduce themselves through short personal reflections connected to themes such as participation, activism, community involvement, or issues they care about. This allows the group to move beyond formal introductions and encourages more meaningful exchange.

The group then collectively develops agreements that will guide interaction throughout the training. Participants identify principles they consider important for the learning environment, such as respectful communication, active listening, openness to different perspectives, confidentiality, and shared responsibility. The agreements are written on a flipchart and kept visible throughout the programme.

To conclude, participants engage in short cooperative exercises or problem-solving activities requiring communication, coordination, and collective decision-making. These activities encourage participants to experience democratic interaction directly while strengthening trust and cooperation within the group.

Debriefing Questions:

- What helped participants feel comfortable engaging within the group?
- Which forms of communication supported cooperation most effectively?
- How did collective agreements influence the group atmosphere?
- What connections can be made between these activities and democratic participation?

Learning Outcomes:

Participants become familiar with the training environment, establish initial connections within the group, and experience key aspects of communication, participation, and collective responsibility through direct interaction.



Method Sheet 2: Introduction to GenE and YuVo

Objectives:

- introduce participants to the structure of Generation Europe and Youth Voices Rising
- familiarise participants with the main actors, activities, and educational tools within the network
- connect participants' experiences with the broader needs and challenges identified within the project
- strengthen participants' understanding of their role as future multipliers

Materials:

- presentation slides or printed visual materials
- symbolic materials or floor cards for the "GenE R&B – Roles and Bridge" activity
- flipcharts
- markers and sticky notes
- Padlet or shared digital platform
- printed educational materials or policy papers (optional)

Group Size: 10–30 participants

Duration: 60–90 minutes

Implementation:

The session introduces participants to the broader framework of Generation Europe – The Academy and the Youth Voices Rising project. A short presentation is combined with the interactive "GenE R&B – Roles and Bridge" methodology, where participants work in groups to visually reconstruct the programme structure using symbolic materials and floor-based mapping.

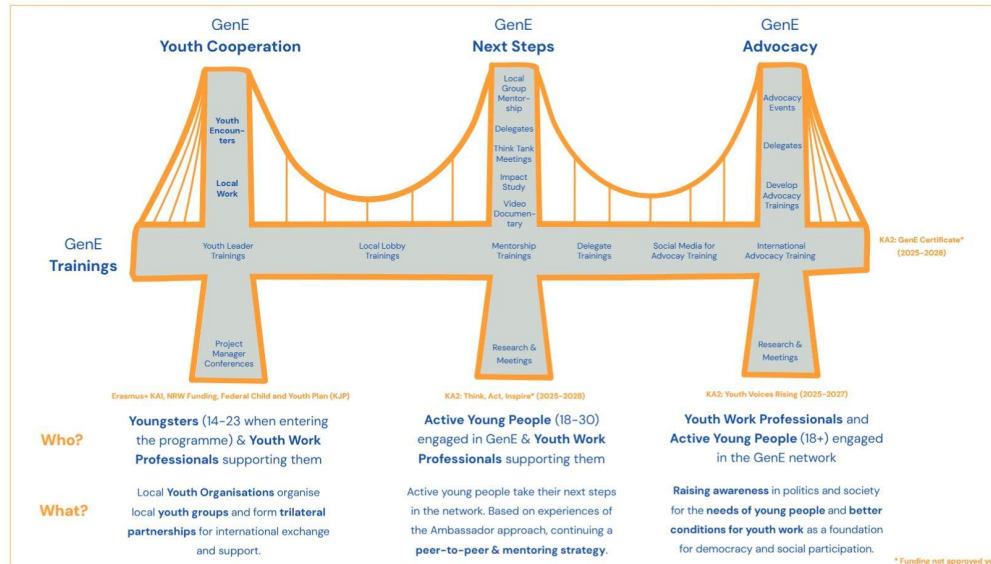
Through this process, participants explore the main actors, relationships, and activities within the network, including advocacy, research, educational materials, and policy development processes. The activity encourages participants to actively engage with the programme structure rather than receiving information passively.

The session also includes a short introduction to findings from the Youth Voices Rising needs analysis survey. Participants reflect on selected results through small-group discussions and visual exercises before comparing their perspectives with the broader European-level findings presented through a shared Padlet.



Our Bridge to the Future: Generation Europe 2026–2028

Generation Europe is a **funding programme for youth work organisations** and a **network of European cooperation**, involving youngsters, young adults and youth work professionals. Our activities are organised in **three pillars** and a cross-cutting **training portfolio**.

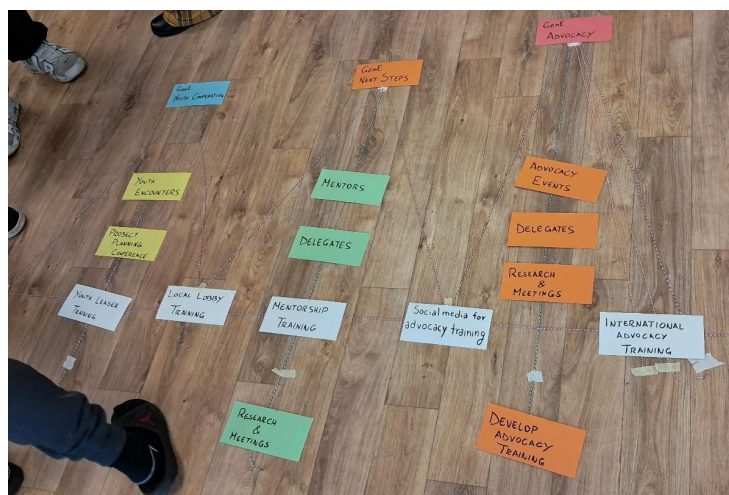


Debriefing Questions:

- What elements of the network structure stood out most during the activity?
- Which findings from the needs analysis felt most relevant to your own context?
- Why is research important within advocacy and participation work?
- How can participants contribute to the project as multipliers?

Learning Outcomes:

Participants gain a clearer understanding of the structure and objectives of Generation Europe and Youth Voices Rising while strengthening their awareness of how advocacy, research, and youth participation are connected within the wider project framework.



Method Sheet 3: Identifying Advocacy Priorities

Objectives:

- encourage reflection on social issues and community challenges
- support participants in identifying advocacy topics relevant to their local realities
- strengthen creative expression and collaborative reflection
- explore connections between personal values and social change
- prepare participants for later work on advocacy and lobbying strategies

Materials:

- LEGO® bricks or similar creative building materials
- keywords or concept cards
- flipcharts or large sheets of paper
- markers
- sticky notes

Group Size: 5–30 participants

Duration: 120–180 minutes

Implementation:

This activity is inspired by LEGO® Serious Play® methodology and guided visualisation techniques. It combines creative expression, reflection, and group discussion to support participants in identifying issues connected to advocacy and social change.

The session begins with a short warm-up exercise in which participants build a simple structure or tower using LEGO bricks. This introductory phase helps participants become familiar with the materials and encourages spontaneous interaction and creativity.

Participants then move into a conceptual building phase. Using keywords such as power, change, youth participation, gender equality, inclusion, climate action, or human rights, participants create visual representations of what these concepts mean to them personally. In small groups, participants present and interpret each other's models, encouraging dialogue and exchange of perspectives.

In the final phase, participants reflect on issues affecting their own communities. Through a guided visualisation exercise, they imagine positive changes they would like to see over the next five years and translate these ideas into LEGO models. Participants then present their constructions and explain the issues behind them, why they are important, and what type of change they would like to support.

The activity may result in the identification of a wide range of advocacy priorities, such as housing challenges, political dissatisfaction, climate-related issues, infrastructure problems,

gender equality, or youth participation. These themes can later serve as the basis for campaign planning and local lobbying activities developed throughout the training.

Debriefing Questions

- How were decisions negotiated within the group?
- Which actors or perspectives had the greatest influence during the process?
- What challenges emerged while trying to reach collective agreements?
- How did inclusion, exclusion, or unequal participation appear during the exercise?
- What similarities can be identified between the simulation and real democratic processes?

Learning Outcomes

Participants develop a deeper understanding of democratic participation and collective decision-making through direct experience. They strengthen skills related to negotiation, communication, cooperation, and conflict management while reflecting critically on power relations, representation, and participation within democratic processes.

Method Sheet 4: Reflection session

Objectives:

- support critical reflection on democratic participation and decision-making
- analyse group dynamics, negotiation processes, and power relations
- connect the simulation experience to real-life participation and lobbying contexts
- encourage participants to move from experience-based learning to conceptual understanding

Materials:

- flipcharts or whiteboard
- markers
- sticky notes
- reflection prompts or guiding questions
- notebooks and pens (optional)

Group Size: 5–30 participants

Duration: 45–60 minutes

Implementation:

The activity begins with a structured debrief following the previous exercise. Participants are invited to revisit the experience and reflect collectively on how decisions were made, how communication functioned within the groups, and how different actors influenced the process.

Facilitators guide the discussion using reflection questions connected to participation, negotiation, inclusion, representation, and conflict management. Participants are encouraged to identify patterns that emerged during the simulation, including unequal participation, competing interests, time pressure, or difficulties in reaching consensus.

The discussion gradually shifts from the simulation itself towards broader reflections on democratic participation and civic engagement. Participants explore how similar dynamics appear in real-life contexts when engaging with institutions, advocating for specific issues, or interacting with decision-makers and public structures.

Visual methods such as mapping key observations on flipcharts or clustering recurring themes may support the reflection process and help participants connect individual experiences to broader concepts.

The session concludes with a collective synthesis highlighting the relevance of communication, inclusion, negotiation, and participation within democratic processes and advocacy work.

Debriefing Questions:

- What factors made collective decision-making difficult?
- How were disagreements and conflicting interests managed?
- Who was able to influence the process most strongly, and why?
- How did communication affect participation and outcomes?
- Which similarities can be identified between the simulation and real democratic processes?

Learning Outcomes:

Participants develop a more critical and nuanced understanding of democratic participation, negotiation, and collective decision-making. They strengthen their ability to analyse group dynamics and connect experiential learning to broader processes related to advocacy, lobbying, and civic engagement.

4.3. Session 2: Participation, Activism, and Local Lobbying

The second part of the training focused on exploring how social and political change takes place and how young people can engage more actively within local participation processes. Building on the experiential and reflective work developed during the previous sessions, participants examined different forms of participation, activism, and lobbying, while reflecting on how these approaches can influence local decision-making and community life.

The session combined conceptual exploration with practical discussion, encouraging participants to analyse participation not only as a formal political process, but also as a broad spectrum of civic engagement practices. Particular attention was given to identifying realistic opportunities for action within participants' own communities and local structures.

Method Sheet 5: Participation & Activism Models

Objectives:

- introduce different models of participation and activism
- explore how influence can be exercised through different forms of civic engagement
- strengthen understanding of lobbying within broader participation processes
- encourage reflection on participants' own experiences of activism and participation

Materials:

- printed participation models or diagrams
- flipcharts or whiteboard
- markers
- sticky notes
- projector (optional)
- case examples or visual cards (optional)

Group Size: 5–30 participants

Duration: 60–90 minutes

Implementation

The activity begins with a short visual introduction to selected participation and activism models, such as participation ladders or frameworks illustrating different levels of engagement, influence, and decision-making power.

Using diagrams, examples, or visual mapping tools, facilitators introduce different forms of participation ranging from informal community involvement and activism to structured lobbying and institutional engagement.

Participants then work in small groups to discuss how these forms of participation appear within their own communities and experiences. They identify concrete examples connected to youth activism, local initiatives, campaigns, community work, or interaction with decision-makers.

The discussion gradually focuses on the role of lobbying within these broader participation processes. Participants reflect on similarities and differences between activism, advocacy, campaigning, and lobbying, while examining the opportunities and limitations connected to each approach.

Groups may present selected reflections or examples in plenary, allowing participants to compare local realities and explore how different strategies for participation emerge across contexts.

Debriefing Questions:

- Which forms of participation are most visible in participants' communities?
- What differences exist between activism, advocacy, and lobbying?
- Which participation methods appear most accessible to young people?
- What barriers can limit participation and civic engagement?
- How can lobbying contribute to broader social or political change?

Learning Outcomes:

Participants develop a broader understanding of participation, activism, and lobbying as interconnected forms of civic engagement. They strengthen their ability to analyse participation processes critically and reflect on their own role within local democratic and community contexts.

Method Sheet 6: What is local lobbying?

Objectives:

- introduce key concepts related to lobbying and advocacy
- explore differences and connections between both approaches
- encourage participants to reflect on advocacy within their own contexts
- support participants in identifying local issues and opportunities for engagement
- strengthen participants' understanding of participation and influence processes

Materials:

- flipcharts or large paper sheets
- markers
- sticky notes
- stakeholder mapping templates (optional)
- printed concept cards or guiding questions (optional)
- maps or printed country outlines (optional)

Group Size: 5–30 participants

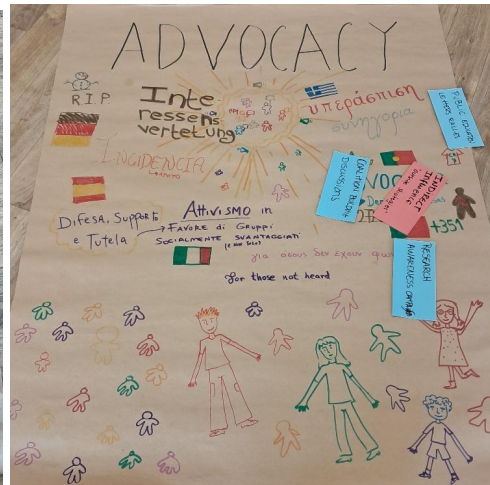
Duration: 90–150 minutes

Implementation:

The session introduces participants to the concepts of lobbying and advocacy through a combination of short input, group discussion, and visual exercises. Participants explore the differences between advocacy as a broader process of awareness-raising and social mobilisation, and lobbying as a more targeted strategy focused on influencing decision-makers and policy processes.

Working in groups, participants develop their own interpretations of both concepts and translate them into visual posters or diagrams. Through this process, participants reflect on elements such as participation, influence, public engagement, representation, decision-making, and social change. The activity encourages participants to connect theoretical concepts with their own experiences and perceptions of advocacy work.

The session may continue with a contextual mapping exercise carried out in national or local groups. Participants identify issues affecting their communities, explore relevant power structures and decision-making dynamics, and discuss possible entry points for advocacy and lobbying initiatives. Themes such as housing, education, political participation, infrastructure, urbanisation, discrimination, or environmental concerns may emerge depending on participants' local realities. Groups may present their reflections and visual outputs in plenary, allowing participants to compare contexts, identify shared challenges, and explore common advocacy priorities across different countries and communities.



Debriefing Questions:

- What differences exist between lobbying and advocacy?
- Which forms of participation feel most accessible in your context?
- Which local issues appeared most relevant during the discussions?
- Who holds influence over these issues?
- How can young people engage more actively in advocacy processes?

Learning Outcomes:

Participants strengthen their understanding of lobbying and advocacy while developing greater awareness of how participation, influence, and social change operate within their own contexts. They also improve their ability to connect abstract concepts with concrete local realities and advocacy opportunities.

Method Sheet 7: Carousel with local actors

Objectives:

- expose participants to concrete examples of local lobbying and youth participation
- connect theoretical concepts to real-life advocacy practice
- encourage dialogue and exchange between participants and local practitioners
- identify practical strategies, challenges, and transferable methods related to local advocacy and participation

Materials:

- tables or station spaces for discussions
- flipcharts or note-taking sheets
- markers
- notebooks and pens
- timers or rotation schedule
- optional presentation materials from invited guests

Group Size: 5–30 participants

Duration: 90–120 minutes

Implementation:

This session creates space for direct exchange between participants and local actors engaged in advocacy, youth participation, and community initiatives. Invited guests may include representatives from youth councils, regional student councils, municipalities, local organisations, or grassroots initiatives working on issues connected to participation and democratic engagement.

Each guest shares practical examples from their own experience, presenting both successful initiatives and challenges encountered throughout advocacy and lobbying processes. Discussions may include topics such as communication with decision-makers, building local networks, public participation, and responding to resistance or criticism.

The activity may be organised either as a carousel with rotating small groups or as a more open discussion format, depending on the number of invited guests and the size of the group. Participants are encouraged to ask questions, exchange perspectives, and reflect on how the experiences presented relate to their own local realities.

Throughout the session, participants collect practical insights, strategies, and lessons learned connected to local participation and advocacy work. Particular attention may be given to topics such as relationship-building with local authorities, cooperation with organisations and networks, starting with achievable actions, and managing challenges or fear of backlash during advocacy processes.

The activity concludes with a collective reflection where participants identify key takeaways and discuss how the experiences shared by local actors could inspire or inform their own future initiatives.

Debriefing Questions:

- Which participation or lobbying strategies appeared most effective?
- What common challenges emerged across the different examples?
- Which approaches could be adapted within participants' own communities?
- How did local context influence the advocacy strategies presented?
- What role do relationships and networks play within local participation processes?

Learning Outcomes:

Participants strengthen their understanding of local lobbying and democratic participation through direct exchange with practitioners and local actors. They gain practical insights, identify transferable methods, and develop a clearer understanding of how advocacy initiatives can be implemented within different community contexts.

5.4. Session 3: Simulation of Local Decision-Making

The third part of the training focused on applying lobbying, participation, and negotiation skills within a realistic local governance setting. Building on previous sessions related to participation models, local lobbying, and stakeholder analysis, participants engaged in an extended role-play simulation reflecting the complexity of local decision-making processes and community-based advocacy.

The session explored how different actors interact within local democratic structures and how interests, priorities, and power relations influence collective decisions. Participants worked with scenarios connected to community development, public resources, and local participation, allowing them to experience how negotiation, coalition-building, and advocacy strategies operate in practice.

The simulation-based approach also reflected the broader methodology of the training by combining experiential learning, communication, strategic thinking, and facilitation elements. At the same time, the activity encouraged participants to reflect on how similar methods could later be adapted within local youth work, workshops, or participation activities organised in their own communities

Method Sheet 8: Role-play simulation: local community decision-making

Objectives:

- explore local decision-making processes through simulation and role-play
- strengthen negotiation, communication, and strategic thinking skills
- analyse how different stakeholders influence local governance processes
- experience coalition-building, compromise, and conflict within democratic participation settings
- reflect on how simulation methods can be adapted for local youth work activities

Materials:

- role cards or stakeholder descriptions
- scenario descriptions and background information
- flipcharts or large paper sheets
- markers
- name tags (optional)
- timers or visible clock
- tables or spaces for stakeholder negotiations

Group Size: 5–30 participants

Duration: 120–180 minutes

Implementation:

The activity is organised as a large-scale role-play simulation centred on a local community issue requiring collective decision-making. Participants are assigned roles representing different stakeholders within a local governance context, such as municipal authorities, youth councils, community organisations, activists, businesses, media actors, or local residents.

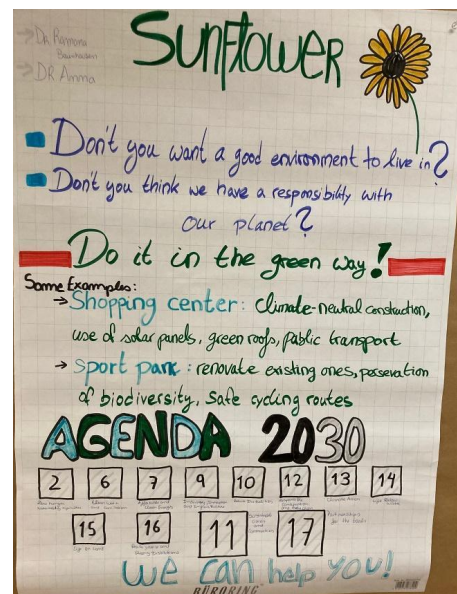
Each role includes specific priorities, interests, concerns, and levels of influence connected to the scenario. The simulation may focus on topics such as public space management, allocation of community resources, development projects, youth participation initiatives, or contested local policies.

Participants first meet within stakeholder groups to analyse their positions, define priorities, and prepare strategies. This preparation phase may include identifying allies, anticipating conflicts, and planning communication approaches.

The simulation then moves into negotiation and decision-making phases. Participants engage in formal and informal discussions, coalition-building, lobbying exchanges, public forums, and stakeholder meetings in order to influence the final outcome. Facilitators may introduce new information, time pressure, or unexpected developments to reflect the complexity and unpredictability of real local decision-making processes.

Throughout the activity, facilitators mainly observe and moderate the process while allowing participants to manage negotiations and interactions independently. Particular attention is given to communication styles, access to influence, informal power relations, and participation dynamics.

The simulation concludes with a structured collective reflection analysing the strategies used, negotiation processes, barriers to participation, and the role of different actors within local governance systems. Participants also discuss how simulation methods like this can later be adapted within local workshops, youth groups, or community participation activities connected to the multiplier role of the programme.



Debriefing Questions:

- Which strategies were most effective during negotiations?
- How did different actors influence the final outcome?
- What challenges emerged when balancing competing interests?
- Which forms of communication supported coalition-building most effectively?
- How did power relations affect participation and decision-making?
- How could this type of simulation be adapted for local youth work activities?

Learning Outcomes:

Participants strengthen their understanding of local governance and democratic participation through direct experience with negotiation and decision-making processes. They develop practical skills related to communication, alliance-building, strategic thinking, and lobbying while reflecting on how experiential methods can be transferred into future local youth participation and facilitation activities.

Method Sheet 9: Simulation Continuation – Public Forum and Decision-Making

Objectives:

- experience formal decision-making and public debate processes
- strengthen public speaking and argumentation skills
- explore how negotiation evolves within collective decision-making spaces
- analyse how alliances, influence, and institutional procedures shape outcomes
- deepen understanding of local governance and participatory processes

Materials:

- role cards and stakeholder descriptions
- microphones or speaking objects (optional)
- tables arranged as a public forum or council setting
- flipcharts or whiteboard
- markers
- voting materials or decision cards (optional)
- timers or visible clock

Group Size: 5–30 participants

Duration: 90–150 minutes

Implementation:

The activity continues the local decision-making simulation by shifting from informal negotiations towards a more structured public forum resembling a municipal council meeting, community consultation, or public hearing.

All participants gather in a shared discussion space where stakeholder groups formally present their positions, priorities, and proposals connected to the scenario developed during the previous phase. Participants are encouraged to communicate clearly, defend their perspectives, and respond to questions or criticism from other actors.

The forum may include moderated debate, public interventions, stakeholder statements, open negotiation periods, or opportunities for participants to challenge or support proposals publicly. Informal negotiations and alliance-building may continue between discussion rounds, reflecting the fluid nature of local political and community processes.

Facilitators may introduce additional developments during the exercise, such as changing public opinion, limited resources, media pressure, or new community concerns, requiring participants to adapt their strategies and communication approaches in real time.

The process culminates in a collective decision-making stage. Depending on the scenario, participants may negotiate a shared agreement, vote on proposals, or present a

final collective outcome reflecting the dynamics and compromises developed throughout the simulation.

Following the forum, participants engage in a structured reflection focused on public communication, negotiation strategies, institutional dynamics, and the transition from informal lobbying to formal decision-making procedures within local governance contexts.

Debriefing Questions:

- How did communication change within the formal public forum setting?
- Which negotiation strategies proved most effective during collective discussions?
- How were disagreements and competing priorities managed?
- Which actors held the greatest influence during the final decision-making process?
- How did formal procedures affect participation and negotiation dynamics?
- What similarities can be identified between the simulation and real local governance processes?

Learning Outcomes:

Participants strengthen their ability to communicate within public decision-making spaces, negotiate collectively, and adapt strategies in response to changing dynamics and opposing perspectives. They gain a deeper understanding of how formal local governance processes function and how lobbying, negotiation, and participation interact within democratic decision-making contexts.

Method Sheet 10: Reflection on Strategies, Skills, and Transfer

Objectives:

- support critical reflection on lobbying and negotiation strategies
- analyse communication, alliance-building, and participation dynamics
- identify key competences connected to effective local lobbying
- explore how simulation-based methods can be transferred into youth work and facilitation contexts
- connect experiential learning to future local implementation

Materials:

- flipcharts or whiteboard
- markers
- sticky notes
- reflection prompts or guiding questions
- notebooks and pens (optional)

Group Size: 5–30 participants

Duration: 45–75 minutes

Implementation:

The reflection begins with a structured discussion allowing participants to revisit the simulation experience and analyse the different strategies, decisions, and interactions that shaped the outcome of the role-play exercise.

Participants reflect individually or in small groups on elements such as negotiation approaches, communication styles, coalition-building, conflict management, and the influence of different actors within the simulation. Facilitators guide the discussion towards identifying which strategies supported participation and influence most effectively, as well as which challenges limited collaboration or decision-making.

Particular attention is given to competences connected to local lobbying and advocacy, including adaptability, negotiation, public communication, strategic thinking, responsiveness to different stakeholders, and the ability to work within complex group dynamics.

The reflection then shifts towards transferability and facilitation. Participants explore how simulation-based methods can be adapted within local youth work activities, workshops, or participation processes connected to their multiplier role within the project. This may include discussing how the activity could be simplified, adjusted for different groups, or connected to local issues relevant to young people in their communities. Facilitators may support the process through visual mapping of key observations, collection of transferable methods, or group brainstorming focused on future implementation possibilities.

Debriefing Questions:

- Which lobbying or negotiation strategies proved most effective during the simulation?
- How were alliances formed and maintained throughout the process?
- What communication challenges emerged during negotiations or public discussions?
- Which skills are most important for effective local lobbying and participation?
- How could this simulation be adapted for local workshops or youth participation activities?
- What learning elements should remain essential when transferring this method to other contexts?

Learning Outcomes

Participants strengthen their ability to analyse lobbying and participation processes critically while identifying practical skills connected to negotiation, communication, and strategic thinking. They also develop greater understanding of how simulation-based methods can be adapted and transferred into local youth work, facilitation, and community participation activities.

4.5. Session 4: Becoming Multipliers: Training Design & Communication

The final part of the training focused on supporting participants in transitioning from participants to facilitators and multipliers within their own organisations and communities. Building on the advocacy, lobbying, and participation work developed throughout the programme, the session concentrated on how learning processes can be designed, facilitated, and transferred into local youth work settings.

The activities combined elements of training design, facilitation, communication, and local planning, allowing participants to reflect on how to structure workshops, support participation, and adapt methods to different audiences and realities. Particular attention was also given to the relationship between facilitation, inclusion, and group dynamics within non-formal education contexts.

By combining training-of-trainers elements with advocacy and communication practice, participants strengthened both pedagogical and participation-related competences while preparing concrete ideas for local follow-up activities connected to the multiplier role of the programme.

Method Sheet 11: Training Design Basics

Objectives:

- introduce basic principles of non-formal education and workshop facilitation
- strengthen participants' capacity to design learning activities connected to advocacy and participation
- support understanding of how methods, objectives, and group dynamics interact
- prepare participants to organise local workshops and youth participation activities as multipliers

Materials:

- workshop planning templates (See Annexes: SMART goal; SWOT Analysis; Influence/Power Analysis)
- flipcharts or whiteboard
- markers
- sticky notes
- sample session plans or activity outlines
- notebooks and pens
- projector or slides (optional)

Group Size: 5–30 participants

Duration: 90–120 minutes

Implementation:

The session combines elements of training design, facilitation, and project planning in order to support participants in preparing their own local advocacy and participation activities. A short introductory input presents key principles connected to non-formal education, workshop facilitation, participatory learning methods, and activity planning.

Participants are introduced to practical planning tools that support the development of realistic and structured advocacy initiatives. The session begins with the SMART method, helping participants formulate clear, specific, and achievable objectives connected to their ideas for local action.

Building on this, participants conduct a stakeholder analysis using a Power–Interest Matrix. Through this exercise, they identify relevant actors connected to their issue, including decision-makers, allies, supporters, and potential blockers, while reflecting on influence, interests, and possible engagement strategies.

The activity then continues with a SWOT analysis, allowing participants to assess internal strengths and weaknesses as well as external opportunities and risks related to their

planned initiatives. The combination of these tools supports participants in developing a more strategic and realistic understanding of project planning and implementation.

Participants may then begin designing a short workshop, training session, or advocacy-related activity connected to their own local context. Working individually or in small groups, they define target groups, learning objectives, facilitation methods, and practical implementation steps while integrating the planning and analysis tools explored during the session.

Throughout the process, facilitators provide feedback and support while encouraging participants to reflect on participation, accessibility, feasibility, and adaptability within their workshop and project designs. The session concludes with a short sharing phase where participants present selected ideas and exchange feedback on possible implementation within their organisations or communities.

Debriefing Questions:

- How can structured planning tools support advocacy and participation work?
- Which challenges emerged while defining realistic goals and strategies?
- How did stakeholder analysis influence project planning decisions?
- What factors are important when designing participatory learning activities?
- How can local workshops and advocacy initiatives be adapted to different contexts?

Learning Outcomes:

Participants strengthen their understanding of training design, facilitation, and non-formal education methods connected to participation and advocacy. They gain practical experience in structuring workshops and develop greater confidence in organising local learning activities and youth participation initiatives within their communities.

Method Sheet 12: Communication & Rhetoric for Lobbying

Objectives:

- strengthen communication skills connected to advocacy and lobbying
- develop participants' ability to formulate clear and persuasive arguments
- practise adapting messages to different audiences and situations
- build confidence in public speaking, debate, and facilitation contexts
- support participants in communicating effectively within local participation processes

Materials:

- flipcharts or whiteboard
- markers
- scenario cards or debate prompts
- notebooks and pens
- timers or visible clock
- optional microphones or speaking objects

Group Size: 5–30 participants

Duration: 75–120 minutes

Implementation:

The activity begins with a short introduction to communication strategies commonly used within advocacy and lobbying contexts. Facilitators present practical elements related to structuring arguments, identifying key messages, adapting communication to different audiences, and linking issues to concrete proposals or requests.

Examples connected to local participation, youth advocacy, or community-based lobbying may be used to demonstrate how communication styles can vary depending on whether participants are engaging with public officials, community organisations, media representatives, or youth groups.

Participants then engage in short practical exercises focused on message development and public communication. Working individually or in pairs, they prepare brief pitches connected to issues relevant to their local contexts, presenting a problem, explaining its significance, and proposing a realistic action or solution.

The activity may continue with structured debate or role-play exercises where participants respond to questions, counterarguments, or changing scenarios in real time. These exercises encourage adaptability, active listening, and confidence when communicating within dynamic participation settings.

Facilitators provide feedback throughout the process, focusing on clarity, structure, accessibility of language, responsiveness, and audience awareness. Participants are also

encouraged to reflect on their own communication styles and identify strategies that could support their future work as facilitators and multipliers.

The session concludes with a short collective reflection connecting communication skills to lobbying, facilitation, and democratic participation processes at local level.

Debriefing Questions:

- Which communication strategies helped make arguments more convincing?
- How did communication change depending on the audience or situation?
- What challenges emerged during debates or public speaking exercises?
- How can communication support participation and community engagement?
- Which facilitation and communication skills are most relevant for local multiplier activities?

Learning Outcomes:

Participants strengthen their ability to communicate clearly and confidently within advocacy, lobbying, and facilitation contexts. They develop practical competences related to argumentation, public speaking, adaptability, and audience engagement while gaining tools that can support future local workshops, participation activities, and community-based advocacy initiatives.

Method Sheet 13: Planning local trainings

Objectives:

- support participants in transforming learning into concrete local actions
- strengthen participants' readiness to act as multipliers within their communities
- develop practical planning and facilitation competences
- encourage realistic and context-sensitive implementation of local advocacy and participation activities
- reinforce ownership, accountability, and long-term engagement
- reflect on the importance of inclusive and supportive learning environments

Materials:

- planning templates or worksheets
- flipcharts or large paper sheets
- markers
- sticky notes
- notebooks and pens
- Padlet or shared digital materials (see [Padlet for Local Training Sessions](#))
- example workshop structures or facilitation tools (optional)

Group Size: 5–30 participants

Duration: 90–120 minutes

Implementation:

This session focuses on supporting participants in planning their own local training and advocacy activities by combining facilitation, project planning, and reflection on inclusive learning environments.

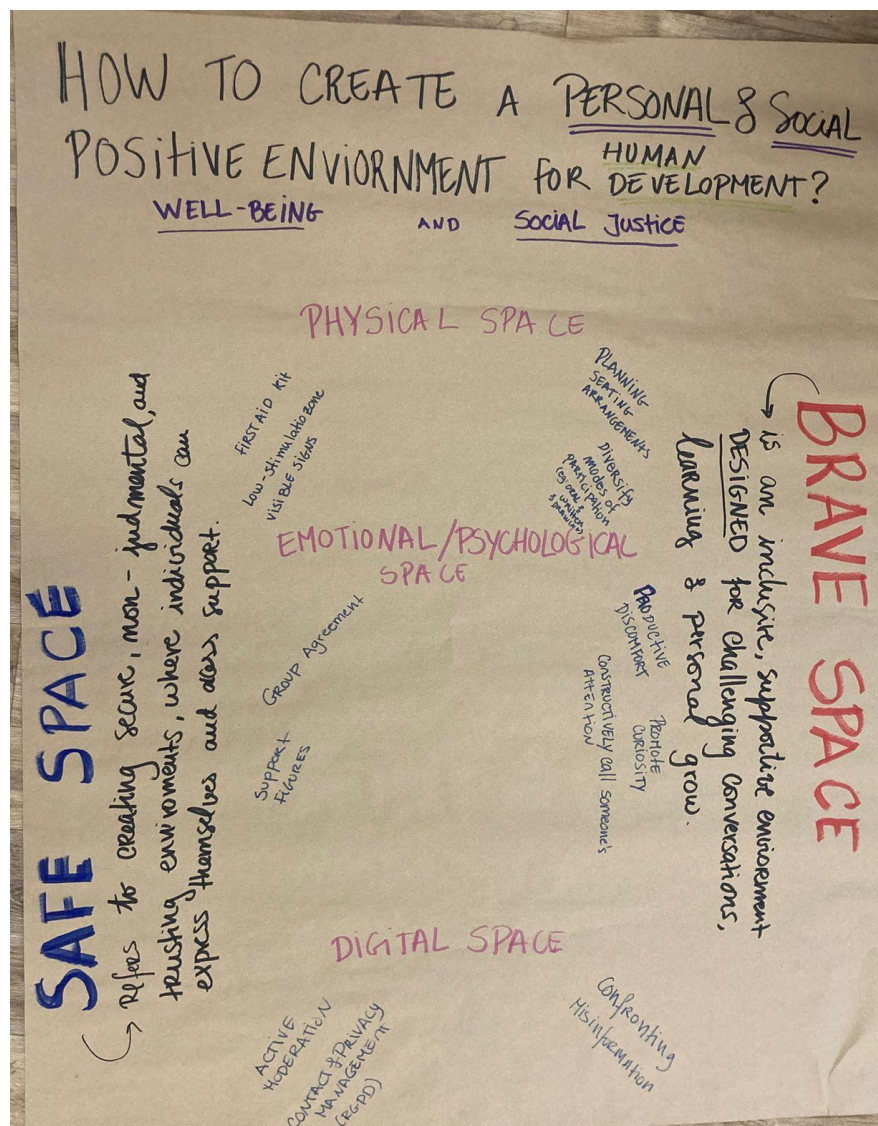
The activity begins with a structured input introducing key elements of training and session design. Facilitators present practical aspects connected to defining target groups, recruitment strategies, timing, venue selection, objectives, content, methods, materials, facilitation roles, logistics, risk management, and evaluation processes. Supporting materials and examples may be shared through a Padlet or similar digital platform.

Building on this input, participants work in national or small groups to develop a first draft of a local training session or advocacy-related activity connected to their own contexts and priorities. Using posters or planning templates, groups create structured outlines that include objectives, methods, target groups, facilitation approaches, and practical implementation considerations. The focus is placed on feasibility, adaptability, and the translation of ideas into realistic educational formats rather than producing fully finalised plans.

A gallery walk and peer feedback phase follows, allowing participants to review each other's drafts and provide constructive comments, suggestions, and reflections. This exchange supports mutual learning, comparison of approaches, and further refinement of the proposed activities.

The final part of the session focuses on the concept of safe and brave learning spaces. Through small-group discussions and reflection exercises, participants explore what conditions are necessary to create inclusive, respectful, and supportive environments for diverse groups, including LGBTQ+ participants, refugees or asylum seekers, persons with disabilities, and underage participants. Particular attention is given to accessibility, participation, emotional safety, and respectful facilitation practices.

The session concludes with a short reflection on implementation, encouraging participants to identify concrete next steps connected to their local initiatives and future multiplier activities.



Debriefing Questions:

- Which local issues or participation challenges feel most relevant within participants' communities?
- Which methods explored during the training could be adapted locally?
- What challenges might emerge during implementation?
- Which partnerships or support structures could strengthen local activities?
- What concrete next steps are necessary to move from planning to action?

Learning Outcomes:

Participants strengthen their ability to design and plan local participation, advocacy, and youth engagement activities connected to their own contexts. They develop greater confidence in their role as multipliers while preparing concrete and realistic follow-up initiatives that support ongoing democratic participation and community engagement.

Method Sheet 14: Closing activity

Objectives:

- provide space for collective reflection and closure
- consolidate key learning points from the training
- reinforce participants' role as multipliers and facilitators
- strengthen motivation and commitment towards local follow-up activities
- support transition from the training environment to local implementation

Materials:

- flipcharts or reflection cards
- markers
- sticky notes
- certificates of participation (optional)
- evaluation forms (optional)
- talking object or reflection prompts (optional)

Group Size: 5–30 participants

Duration: 45–75 minutes

Implementation:

The closing activity creates space for collective reflection, evaluation, and consolidation of the learning process developed throughout the training. Participants are invited to revisit the main themes explored during the programme, reflect on their personal learning journey, and consider how they intend to apply the acquired methods and competences within their own communities.

The session may begin with a guided reflection or closing circle where participants share key takeaways, important moments, personal insights, or skills they developed during the training. Reflection prompts may focus on participation, lobbying, facilitation, democratic engagement, or the multiplier role within local youth work contexts.

Participants are also encouraged to briefly present their planned follow-up actions, local workshops, participation initiatives, or advocacy ideas. This exchange supports accountability, peer encouragement, and the continuation of cooperation and exchange beyond the training itself.

Facilitators may summarise the overall objectives and achievements of the programme, highlighting the development of practical competences related to advocacy, communication, participation, facilitation, and local lobbying. Particular attention may be given to the importance of adapting and transferring methods into different local realities and youth work settings.

Certificates or acknowledgements may be distributed during the closing moment as recognition of participants' engagement and contribution throughout the programme.

The activity concludes with a final collective moment reinforcing group cohesion, continued exchange, and the expectation that participants will carry forward the methods, approaches, and experiences developed during the training into future local participation and advocacy activities.

Debriefing Questions:

- What were the most significant learning moments during the training?
- Which methods or activities feel most relevant for future local work?
- How has participants' understanding of lobbying and participation evolved?
- What concrete next steps will participants take after the training?
- How can participants continue supporting each other as multipliers and facilitators?

Learning Outcomes:

Participants consolidate their learning, reflect critically on their development throughout the programme, and strengthen their readiness to organise local workshops, participation initiatives, and advocacy-related activities. The closing activity reinforces confidence, ownership, and commitment towards continued democratic engagement and multiplier work within local context

5. Key Learning Outcomes & Conclusion

The Multiplier Training for Local Lobbyists enabled participants to develop and strengthen competences related to local advocacy, democratic participation, facilitation, and community-based lobbying. By combining practical experience, reflection, and non-formal education methods, the programme supported them not only in understanding local participation processes, but also in preparing to transfer this knowledge into their own organisations and communities. They developed greater awareness of formal and informal power relations, stakeholder dynamics, and the opportunities and barriers for youth participation at community level.

An important outcome was the development of practical competences connected to local lobbying and democratic engagement. Through simulations, role-play exercises, stakeholder mapping, and negotiation activities, participants strengthened skills related to communication, alliance-building, strategic thinking, public speaking, and collective decision-making. The training also strengthened participants' ability to analyse participation critically and to connect democratic concepts with real-life local realities. Participants also developed greater confidence in presenting arguments, adapting messages to different audiences, responding to challenges during discussions, and facilitating group processes. Activities connected to rhetoric, public communication, and participatory facilitation supported them in strengthening both advocacy-related and pedagogical skills.

Another significant aspect was the focus on transferability and multiplication. Participants gained practical experience in designing workshops, structuring participatory activities, selecting appropriate non-formal education methods, and creating constructive learning environments adapted to different groups and contexts. This prepared them to organise local workshops, participation activities, and lobbying-related initiatives after the training. Through peer exchange, collaborative activities, and discussion of different local realities, participants broadened their understanding of democratic participation and community engagement across diverse European contexts. The training also strengthened participants' readiness to take action within their own communities by organising follow-up workshops, youth participation activities, community initiatives, and local lobbying actions.

The Multiplier Training for Local Lobbyists demonstrated that meaningful participation requires more than theoretical knowledge. It requires opportunities to practise participation, spaces for reflection and exchange, and the development of practical competences related to communication, facilitation, cooperation, and democratic engagement. By combining these elements, the training programme contributed to strengthening youth participation and community-based democratic practices across diverse local contexts.

7. Annexes

Bingo

Has organised or helped with a community project or event	Has met a local politician	Has organised/ facilitated a workshop before	Comes from a rural area
Uses public transport regularly	Is passionate about climate justice	Is active in a youth organisation	Knows who this is 
Feels nervous about speaking in front of other people	Has signed a petition	Drank coffee or tea today	Has participated in a demonstration
Has lived in more than one city	Has been to a country outside the EU	Has worked with/been part in Erasmus+ projects	Has already made a new friend yesterday evening

Lego in Advocacy: Identifying Advocacy Priorities

1 ROUND 1 – WARM-UP EXERCISE



TASK

Build a tower using as many different LEGO bricks as possible.



TIME: 5 MINUTES

PURPOSE

This short activity helps participants become familiar with the materials, encourages creativity, and creates an open and relaxed atmosphere before moving into deeper reflection activities.

FACILITATOR NOTES

- Emphasise that there is no “best” tower.
- Encourage experimentation and interaction.
- Keep the pace light and energetic.



2 ROUND 2 – BUILDING CONCEPTS



TASK

You will receive one keyword (e.g. power, inclusion, youth participation, equality, climate action, human rights, democracy, change). Build what this concept means to you personally using LEGO bricks.



TIME: 3 MINUTES FOR BUILDING
+ time for sharing and discussion

PURPOSE

This phase supports participants in exploring abstract concepts through visual and symbolic expression while encouraging multiple interpretations and perspectives.

FACILITATOR NOTES

- There is no correct or incorrect model.
- Encourage participants to explain the meaning behind their constructions.
- Invite participants to interpret and discuss each other’s models in small groups.

REFLECTION QUESTIONS

- Why did you build the concept in this way?
- Which elements of your model feel most important?
- Did other participants interpret the concept differently?

3 ROUND 3 – IMAGINING CHANGE



TASK

Think about:

- an issue affecting your local community,
- the change you would like to see,
- and your possible role in this change.

Using LEGO bricks, create a model that represents your vision for positive change within the next five years.



TIME: 10 MINUTES FOR BUILDING
+ time for presentations and discussion

PURPOSE

This final phase supports participants in moving from abstract ideas towards concrete advocacy priorities connected to their own realities and communities.

FACILITATOR NOTES

- Encourage participants to think about realistic and meaningful change.
- Support discussion around local issues, participation, and possible advocacy actions.
- Use the activity as a bridge towards later sessions on lobbying, campaign planning, and local participation.

REFLECTION QUESTIONS

- Which issue does your model represent?
- Why is this issue important in your community?
- What kind of change would you like to achieve?
- What role could young people play in this process?



GENERAL TIP

Create a safe and respectful space. There are no right or wrong answers – every model and every perspective is valuable!



SMART Method

SMART ELEMENT	GUIDING QUESTIONS	YOUR GOAL / NOTES
 S SPECIFIC 	What exactly do you want to achieve? Who is involved? What issue are you addressing?	
 M MEASURABLE 	How will you know the objective has been achieved? Which indicators or results can be measured?	
 A ACHIEVABLE 	Is the objective realistic considering available resources, time, and capacities?	
 R RELEVANT 	Why is this objective important? How does it connect to the identified issue or community need?	
 T TIME-BOUND 	When should the objective be achieved? What is the timeline or deadline?	




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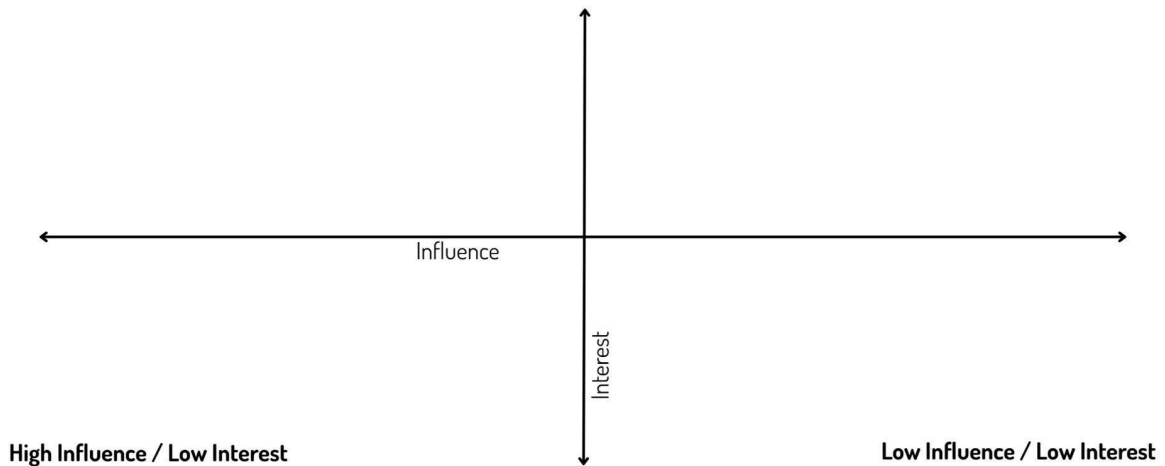
SWOT Analysis

Strengths (internal)	Weaknesses (internal)
Opportunities (external)	Threats (external)

Influence/Power Analysis

High Influence / High Interest

Low Influence / High Interest

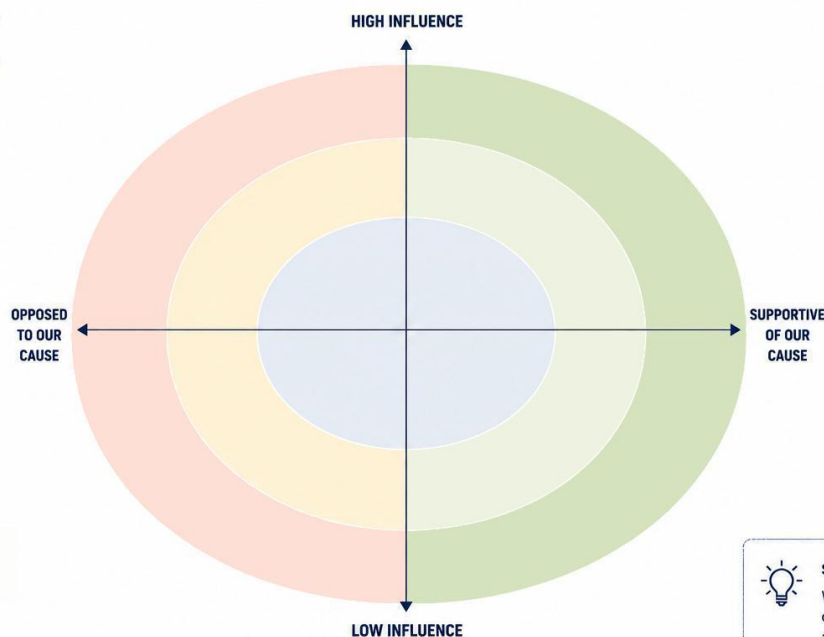


3. INFLUENCE / STAKEHOLDER MAP

This map helps you identify key actors, their level of influence, and their position towards your issue.

SYMBOL KEY

- Ally / Supporter (High influence)
- Ally / Supporter (Low influence)
- Neutral / Undecided
- Opponent (High influence)
- Opponent (Low influence)



USE IT TO:

- Identify key decision-makers and influencers.
- Find potential allies and build coalitions.
- Understand opponents and plan engagement.
- Focus your energy on the actors who matter most.



Stakeholders can move!
With the right strategy, you can turn neutrals into allies and increase your support.

