

The owner of this certificate has participated in a project supported by the European Union Erasmus+ programme. Erasmus+ supports the educational, professional and personal development of individuals in the education, training, youth and sport fields. It offers opportunities for learning mobility and active participation for young people, as well as professional development and cooperation for youth workers and youth work organisations.



Erasmus+

SOAZIC BACHELET

born on 15/11/1986 in France, France

participated in the project

TRAIN THE TRAINERS - ITS UP TO ME 10

in Garlstadt, Germany

from 10/06/2025 to 26/11/2025

About the project

Train the trainers: It's up to me is a holistic process with non-formal education methods, aiming at developing key competences for trainers that work in national and international youth work. The learning process contains two phases with residential, hosting local activities, synchronous and asynchronous learning, mentoring and feedback processes, using learning resources from the Trainers Library, all based on the European Training Strategy – Competence Model for Trainers.

This certificate has been issued by NaturKultur e.V. .



Aleksandar Cickovic
Project Manager

*Electronically signed on 22/12/2025 09:20 by Aleksandar
Čičković*

Youthpass is a Europe-wide validation system for non-formal and informal learning within the European Union youth programmes.

The ID of this certificate is MYDP-MRRN-4JQB-CXQJ.
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Youthpass

Makes your learning visible



LEARNING CONTEXT

The European youth programmes offer opportunities for non-formal and informal learning mobility that support the professional development of individuals involved in youth work and volunteering. Such mobility activities also promote the development and capacity-building of organisations and their systems. They support community-building, include cross-sectoral cooperation and contribute to policy implementation.

COMPETENCES DEVELOPED BY SOAZIC BACHELET

The following summary is the result of a reflection and self-assessment process which took place during and after the project.

Facilitating learning

Through working with a variety of public both during and outside of the seminar, I was able to:

- Create a safe and inspiring learning environment setting up a framework, showing flexibility and experimenting with layout of the room as well as indoor and outdoor spaces
- Facilitate the learning process when setting up achievable learning goals, explaining purpose of each activity with clear transitions
- Get a better understanding of how group dynamics work and the various roles each one of us play in order to work successfully in teams
- Promote creativity and creative thinking through artistic and sensory-based activities (drawing of a sustainable superhero and body movement practices).

Thus, I feel now more prepared to work with groups and facilitate a number of learning activities with various publics.

The competence description in this Youthpass certificate is based on the Competence Model for Youth Workers to Work Internationally that was created within the framework of the European Training Strategy. Further information about the competence model is available here: <https://www.salto-youth.net/youthworkers-competence-model/>



Designing programmes

As part of IUTM long term TC, I developed a serie of workshops during residential seminars and in my local community experimenting with various Non Formal Education methods.

One of the principles I kept applying in all my workshops was the 'learner centeredness' approach as a core component of Non Formal Education. I therefore, encouraged in one of my workshop a co-creation process among participants who had to create in groups an activity using cards'games as a tool which they could experiment afterwards.

When developing and delivering a workshop about animal ethics, I made relevant use of ICT such as Canva and Internet to offer a quiz and digital sources of information in order for the participants to learn and reflect critically from these sources.

I also made use of graphic facilitation to make learning objectives clearer and facilitate the learning process when asking students to draw their superhero. Thus, I feel I improved my trainer role as a Designer.

Working on several workshops and activities enabled me to experiment various learning styles (group, paired and individual work) using visual, auditive and kinaesthetic approaches as well as adjusting timing to address a variety of learners'needs. Applying various methods such as brainstorming, moving debate, quizzes, meditation, body movement activities enabled me to build my trainer toolbox and tailor various educational approaches.

Thus, I feel now more confident designing a variety of educational programmes adjusting methodologies, activities and learning styles to young people' needs.

Collaborating in teams

The 'Train the Trainer, It's Up To Me' TC offered various opportunities to cooperate in teams during residential and online phases of the course.

Through our constellation team (group of 4 people), I was able to request and offer support to my team members when planning and delivering a workshop on trainers' confidence. I also took initiative when facilitating a grounded meditation during this workshop.

When working with my second team, i managed to express my opinions even if in disagreement with others and give constructive feedback to my team members so that they could improve their practice.

Besides, I dared to challenge myself to facilitate the workshop parts in school i was less comfortable with to get out of my comfort zone and improve my trainer practice.

Thanks to great cooperation and clear communication when working together online and offline during 5 months, the three of us were able to deliver successfully a workshop in school to get the students to reflect and act about environmental challenges.



Communicating meaningfully

The TC enabled me to improve public speaking skills as well as interpersonal and communication skills.

Indeed, I demonstrated empathy and active listening skills when my team members were expressing some difficulties in their workshop practice during the online phase of the TC.

In our learning circle, we agreed to communicate our needs and support each other during our workshop in school. We also decided to get in touch with the other group at school to ensure smooth transition between all activities.

Listening without judgement and supporting each other helped building trust and honesty giving a good basis which enabled us to work effectively as a team and become good friends at the same time.

I besides, showed openness, honesty and willingness to communicate my needs to the trainers and to my team members in terms of accessibility and health related issues.

Displaying intercultural sensitivity

Through implementing a workshop about environmental challenges addressed to high school students in Germany (Bremen), I researched about specific challenges Bremen local community could face. I therefore became more aware of the students local realities and was able to connect the workshop to the reality of learners.

I also promoted confidence and empathy when working with groups of students from culturally diverse backgrounds.

Networking and advocating

This TC helped me understand the value and importance of networking when gravitating in youth work sphere. Working and interacting with around 20 participants enabled me to network, getting to know other organisations from various European countries and introducing my own.

As the only participant with a physical disability, I perceived my role not only as a trainer but also as an Inclusion Advocate through facilitating an inclusive dancing workshop for all during the Open Space stage and finding accessible alternative solutions with the trainers' team to enable my full participation.

Assessing and evaluating

The whole TC enabled me to critically look at my own performance as a trainer and experiment various assessment tools.

Through getting and receiving constructive feedback from various public speaking skills activities, I was able to reflect on my own practice using various tools (video, direct feedback and reflection questions).

When facilitating the school workshop, I was able to self-assess my practice and recognize what worked well and what needed to be improved.

Some of the evaluation tools used during this long term TC (The Hand, reflection questions and digital surveys) helped me understand better the impact the workshops had on participants and how I could improve them in the future.



Being civically engaged

Through this TC, I became more aware of the civic and political dimension of the role of the trainer and the importance of applying Human Rights principles such as democracy, inclusion or solidarity into Non Formal learning.

Some of the methods used (oral debate and moving debate) both as a trainer and participant helped me open and shift my perspective as well as comprehend other political views.

Besides, I was able to stand up for my own values and principles when planning and delivering workshops about Ecofeminism and animal ethics while critically assessing and confronting various sources of information.

I, furthermore engaged participants into tackling controversial topics and question their beliefs through collective intelligence, moving debate and quizzes among other Non Formal activities.

Through designing and implementing local workshops and a school workshop in Bremen, I was able not only to raise awareness about environmental challenges but also to make a difference and encourage participants to take action as citizens of tomorrow.

REFERENCES

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Soazic Bachelet

Garlstedt, Osterholz-Scharmbeck, 25/11/2025



PROJECT CONTEXT

PROJECT DETAILS

The project **Train the trainers - Its up to me 10** consisted of several activities. Soazic Bachelet participated in the following:

Its Up To Me 10.1

Training course | 10/06/2025–18/06/2025 | in Garlstadt, Germany

Trainers: Aleksandar Cickovic, Darko Mitevski, Dagna Gmitrowicz

Its Up To Me 10.2

Training course | 21/11/2025–26/11/2025 | in Garlstadt, Germany

Trainers: Aleksandar Cickovic, Darko Mitevski, Dagna Gmitrowicz

The working language of the project was English.

FURTHER PARTICIPATION DETAILS

Related training activities

- Team Creation
- Group Dynamics
- Public speaking and presentation skills
- Facilitation skills
- Experiential Learning
- Creating Educational Programmes
- Non Violent Communication
- Non Verbal Connection
- Ethics and ICL
- Self-regulation and Stress
- Civic Engagement
- Open Space Technology
- My Trainer Style
- School Workshop
- Trainer Real World

Further information about the Erasmus+ programme can be found here: <https://ec.europa.eu/programmes/erasmus-plus/>
More information about this project can be found in the Erasmus+ Projects Results Platform:
https://ec.europa.eu/programmes/erasmus-plus/projects_en