

## TRAINING REFLECTIONS: "PEDAGOGY OF COOPERATION"

Date: 15–18 July 2026

Place: Mulhouse, France

The Center for Innovation and Development INOS participated in the international training "Pedagogy of Cooperation – From the CAP Project Experience to Practice", held in Mulhouse, France, from 15 to 18 July 2026. The training was hosted by the Social-Cultural Centre Jean Wagner (CSC Jean Wagner) within the framework of the CAP (La Coopération Active le Potentiel) project and brought together youth workers, educators, facilitators, project coordinators, and representatives of civil society organizations from several European countries. The working language of the training was English, providing an excellent environment for intercultural dialogue, networking, and exchange of professional experience.

### Objectives of the training



The primary objective of the training was to introduce participants to the Pedagogy of Cooperation, an educational approach that promotes collaborative learning, active participation, empowerment, and shared responsibility. Rather than focusing solely on theoretical concepts, the programme was designed to provide participants with practical tools and methods that can be directly transferred into everyday youth work and community initiatives.

The training emphasized that cooperation is not simply about working together, but about creating environments where every participant actively contributes to collective learning, decision-making, and problem-solving. Through this approach, youth workers are better equipped to foster inclusion, participation, creativity, and personal development among young people.

### Training programme and learning experience

The four-day programme combined interactive workshops, practical exercises, group discussions, reflection sessions, and experiential learning activities. Each day focused on different aspects of cooperative learning and facilitation. The opening session introduced participants to one another through team-building activities and group dynamics exercises

while presenting the foundations of the CAP project. This created an open and supportive learning atmosphere where participants could share their professional backgrounds, expectations, and experiences in youth work. The following sessions explored the transition from traditional teamwork to genuine cooperative work. Participants examined the principles of shared responsibility, collective decision-making, and active participation. Through various simulations and collaborative exercises, they experienced how cooperation can improve communication, increase motivation, and strengthen group cohesion.



Another important component of the programme focused on understanding the CAP methodology and its project development stages. Trainers presented practical examples demonstrating how cooperation can be integrated throughout the entire project cycle—from planning and implementation to evaluation and dissemination. Participants analyzed real-life scenarios and reflected on how these methods could be adapted within their own organizations.

The training also introduced practical facilitation tools and clarified the different roles that facilitators play in cooperative learning environments. Rather than acting as traditional instructors, facilitators encourage participation, support dialogue, and create opportunities for participants to learn from one another. Special attention was given to empowerment

techniques that enable individuals to take ownership of learning processes and become active contributors instead of passive recipients of information.

On the final day, participants focused on action planning and evaluation. Each participant reflected on the knowledge and skills acquired during the training and developed concrete ideas for applying the Pedagogy of Cooperation within their own organizations and local communities. The programme concluded with a study visit to Sahel Vert, a partner organization that demonstrated community-based initiatives promoting



sustainability, cooperation, and social inclusion, followed by cultural activities that strengthened informal networking among participants.

### Key learning outcomes

Participation in the training provided valuable knowledge and practical competences that can significantly strengthen the quality of youth work implemented by INOS. One of the most important lessons learned was the understanding that cooperation is an active process requiring trust, communication, shared responsibility, and equal participation. Participants explored techniques that encourage collaborative problem-solving, inclusive decision-making, and effective facilitation of diverse groups. The training also highlighted the importance of creating safe learning environments where every participant feels respected and encouraged to contribute. Practical facilitation methods demonstrated how youth workers can stimulate creativity, strengthen interpersonal relationships, and improve group dynamics while supporting the personal development of young people.

In addition, the programme emphasized reflective practice as an essential component of professional development. Continuous reflection enables youth workers to evaluate their methods, identify areas for improvement, and adapt activities according to participants' needs. These approaches contribute to higher-quality educational activities and more sustainable community engagement. Beyond the educational content, the international dimension of the training created valuable opportunities for intercultural learning and networking. Participants exchanged good practices, discussed common challenges in youth work, and established professional contacts that may lead to future Erasmus+ cooperation and joint initiatives.

## Benefits for INOS

The participation of INOS in this training represents an important investment in the professional development of its staff and contributes to strengthening the organization's capacity to deliver high-quality educational activities for young people. The knowledge acquired during the training will be integrated into future workshops, youth exchanges, local educational programmes, and Erasmus+ initiatives implemented by INOS. Particular emphasis will be placed on applying cooperative learning methods, participatory facilitation techniques, and inclusive educational approaches that encourage young people to become active members of their communities. Furthermore, the international partnerships established during the training create new opportunities for future cooperation, project development, and exchange of innovative practices among European organizations working in the field of youth and non-formal education.

The Pedagogy of Cooperation training in Mulhouse provided an enriching learning experience that successfully combined theory, practical application, reflection, and intercultural exchange. Through active participation, participants strengthened their competencies in cooperative learning, facilitation, empowerment, and participatory education while developing practical tools that can immediately be applied in youth work. For INOS, this experience represents another significant step toward improving the quality of its educational programmes and expanding its international cooperation within the Erasmus+ framework. The methods and approaches introduced during the training will contribute to creating more inclusive, participatory, and innovative learning opportunities for young people, while strengthening the organization's role as an active promoter of non-formal education, cooperation, and community development.

