



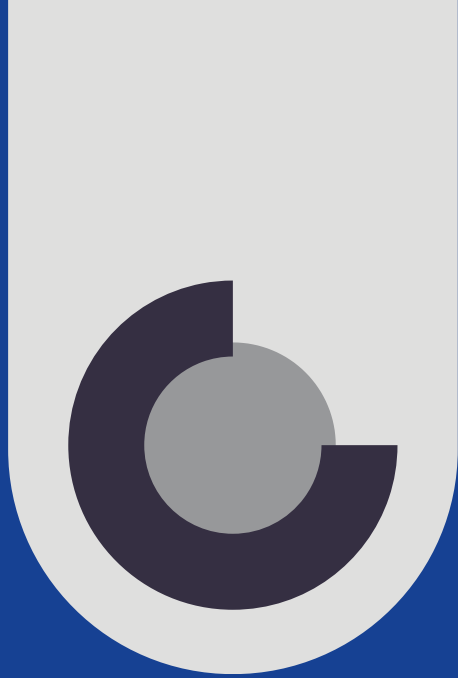
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**YAMNFL2**

Youth Ambassadors of  
Non Formal Learning

# Booklet N°2



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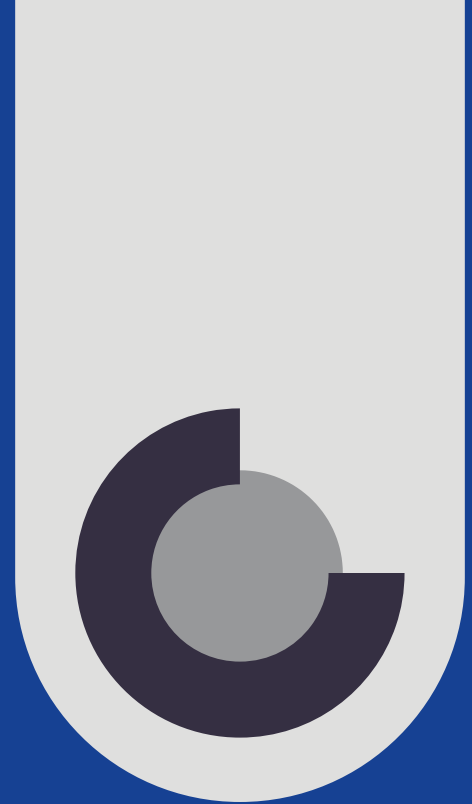


# Project Overview

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The project “Youth Ambassadors of Non Formal Learning – phase 2” / **YAMNFL2** is a continuation of the successfully implemented “Youth Ambassadors of Non-Formal Learning” project implemented in a period 11/2020-05/2022, approved by the ERASMUS-YOUTH-2019-CB program.

Phase 2 involves 6 partners and 6 associate partners from the program and WB countries, which aims to build the capacities of youth through participation in non-formal education activities and the ability to recognize competencies gained outside the formal educational environment, to enhance the employability of youth through innovative methodology.





# About the **Booklet**

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The Booklet of Competencies is a tool that collects good practices and useful information regarding youth employment through non-formal education.

You will find interesting insights about the situation of youth employment in the consortium countries.

You will also have the opportunity to learn from the experiences of young people, youth workers, and stakeholders about non-formal education.

Moreover, you will be updated on the development of our project, YAMNFL2.



# Introduction

Welcome to the second edition of the Booklet of Competencies. In this edition, you will have the opportunity to get to know more about the situation of Non-Formal Learning in the consortium countries. Moreover, you will be informed about our activities, in particular the Panel discussions on NFL, the First webinar and the International Seminar in Podgorica, Montenegro.

This booklet serves as a comprehensive resource for anyone interested in leveraging non-formal education to enhance youth employment and build essential skills for the future.



# Kick-Off conferences



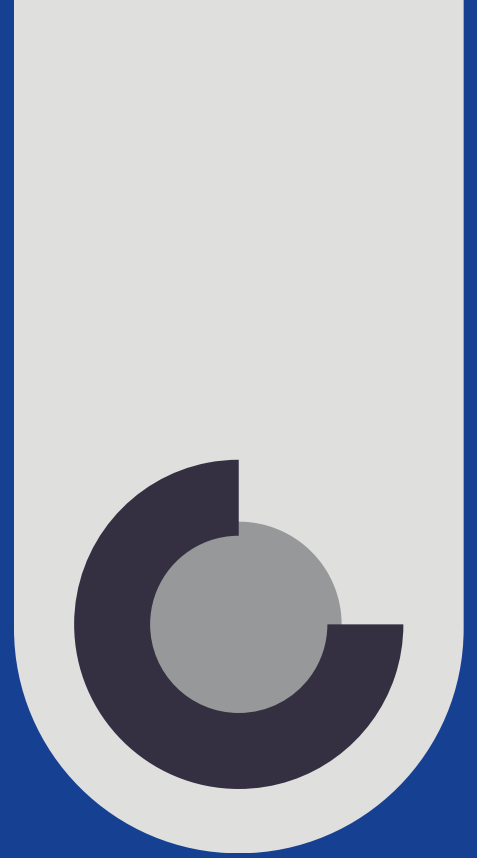
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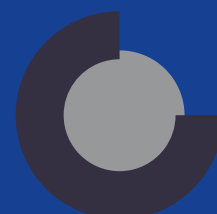
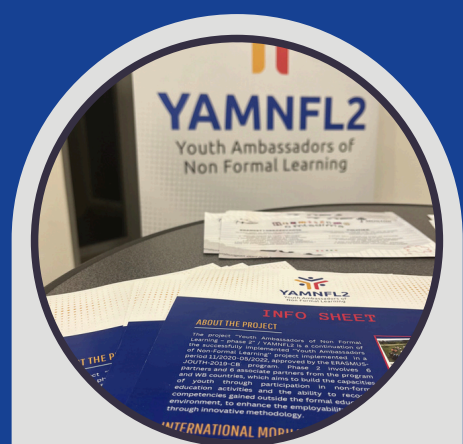
Thessaloniki



# Panel Discussions on (NFL)

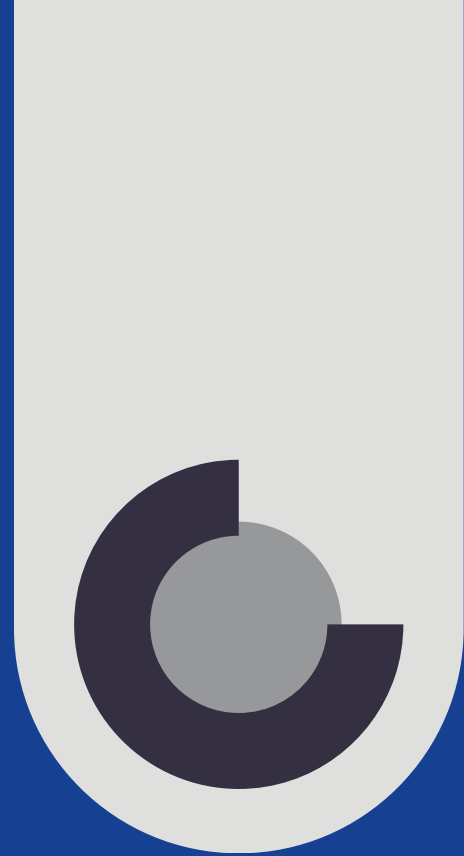
The panel discussions held across the consortium countries aimed to explore and enhance the recognition and valorization of non-formal learning (NFL) in improving youth employment and self-employment opportunities.

These activities brought together a diverse group of stakeholders, including educators, policymakers, youth workers, and business leaders, to discuss challenges, share best practices, and develop strategic recommendations to support the integration of NFL into local and national employment frameworks.



The panels took place in several locations, each organized by different partners:

- Sabac, Serbia (19/04/2024): Organized by NGO IUVENTA
- Cagliari, Italy (26/04/2024): Organized by Associazione TDM 2000
- Thessaloniki, Greece (17/04/2024): Organized by UNITED SOCIETIES OF BALKANS (USB)
- Tirana, Albania (30/05/2024): Organized by Youth4Society
- Mostar, Bosnia and Herzegovina (26/03/2024): Organized by Local Democracy Agency Mostar (LDA Mostar)
- Podgorica, Montenegro (27.03.2024) : Organized by ADP-Zid

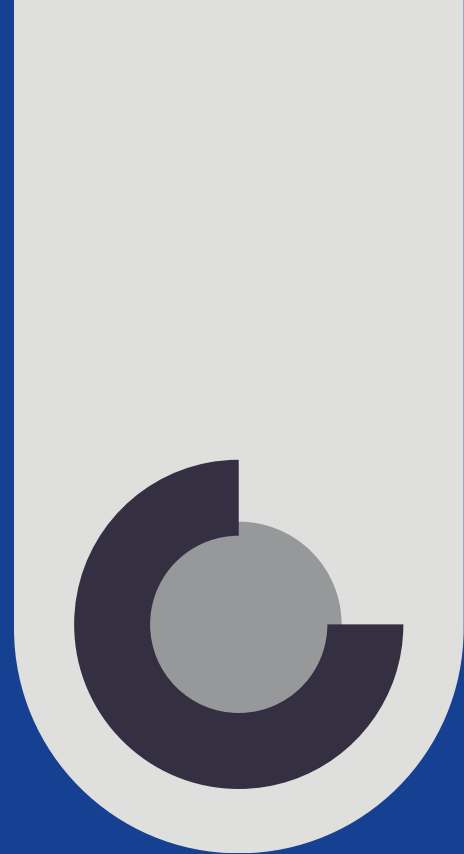




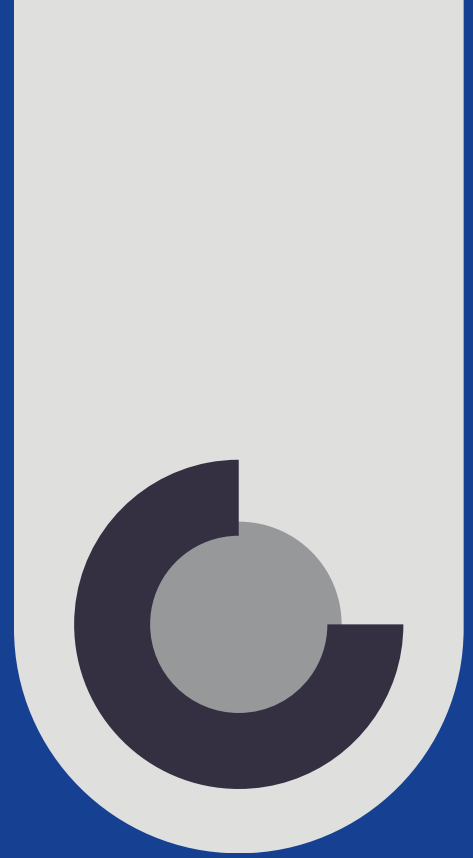
# NFL and its impact on Youth Employment

The panel discussions highlighted the significant role of NFL in equipping youth with essential **competences** such as problem-solving, creativity, adaptability, and entrepreneurial skills. These skills and knowledges are crucial for both employment and self-employment, as they foster innovation and self-confidence among young people.

NFL programs, including workshops, mentoring, and community projects, offer practical experiences that bridge the gap between traditional education and the evolving demands of the job market.



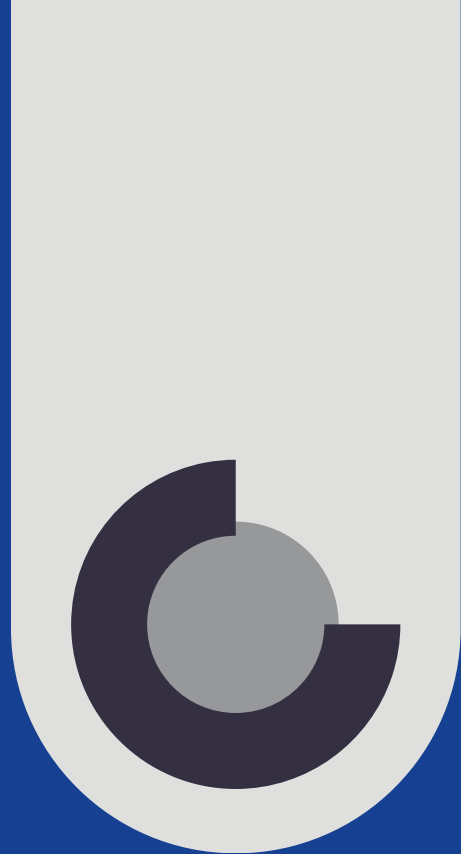
**In Serbia,** NFL programs equip young people with practical experience and confidence. These programs focus on developing critical skills like problem-solving, creativity, and adaptability, which are essential for entrepreneurship. By fostering a mindset geared towards innovation and self-starting, NFL helps bridge the gap between traditional education and the evolving demands of the job market.



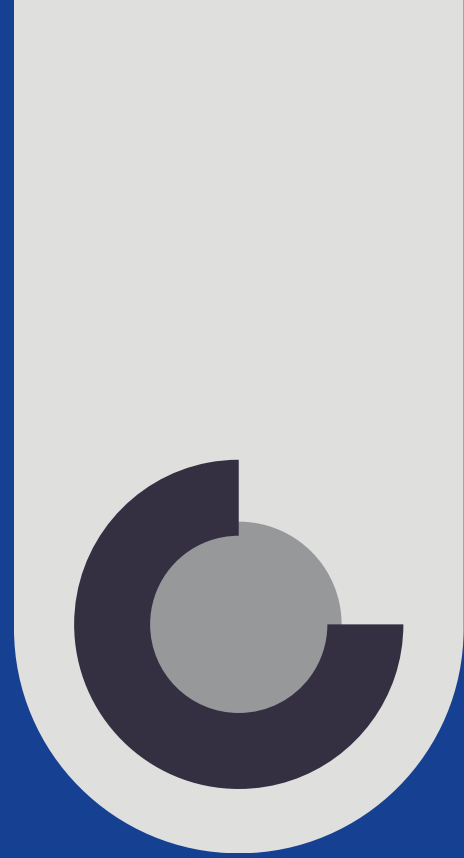
Non-formal learning (NFL) in **Montenegro** is a key component of lifelong learning. Montenegro has a robust legal framework supporting NFL, including laws on Vocational Education and Training (VET), National Vocational Qualifications, and Adult Education. These laws allow for NFL qualifications to be integrated into the Montenegrin Qualifications Framework (MQF).



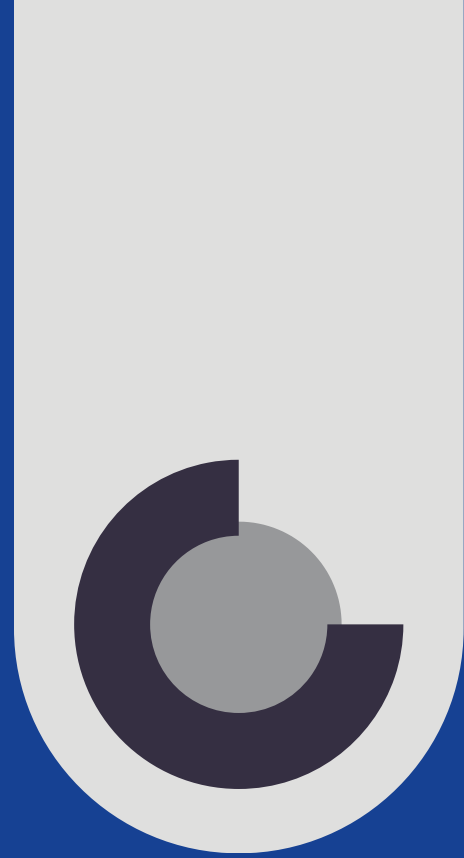
**In Italy,** particularly in Sardinia, NFL has received strong support from private social actors and some regions have formalized systems for validating and certifying NFL experiences, which helps in integrating these experiences into formal education and employment frameworks.



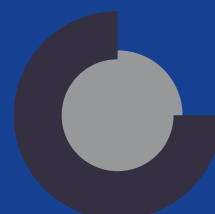
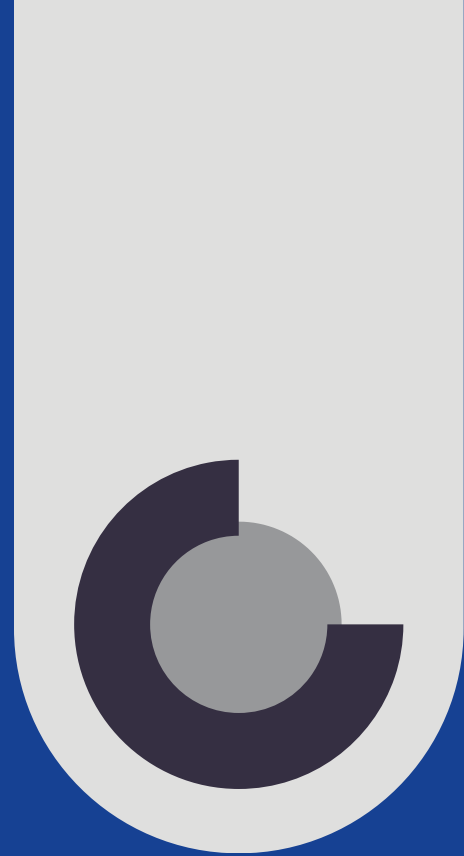
**In Greece**, NFL provides crucial soft skills and practical experiences that are often not covered in formal education. Young people with NFL experiences show higher adaptability, problem-solving skills, and entrepreneurial spirit. Case studies highlighted successful young entrepreneurs who credited NFL experiences for their success.



**In Albania,** NFL have positively impacted society by addressing gaps in entrepreneurship education, which is essential for fostering a dynamic and resilient economy. NFL methodologies have increase critical competences such as opportunity recognition, creativity, financial literacy, and digital management, preparing youth to navigate and succeed in the evolving job market.

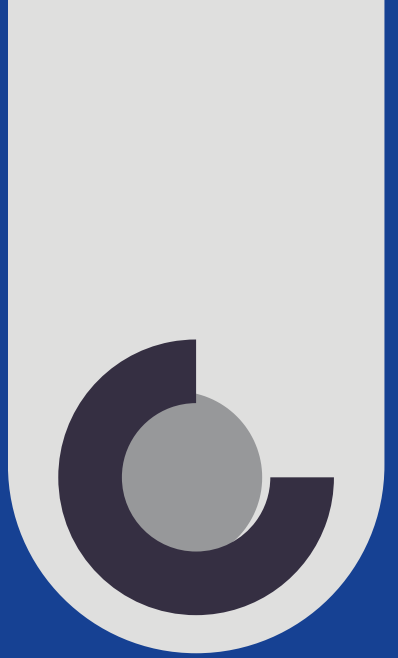


**In Bosnia and Herzegovina,** NFL has emerged as a vital tool for youth empowerment and economic participatio. NFL offers flexible, practical learning opportunities that are often directly aligned with the needs of the local job market. These programs equip young people with important soft skills.



# Challenges in Recognizing NFL

On the other hand, several challenges were identified in recognizing NFL, including the lack of standardized assessment and certification processes, limited awareness and acceptance among employers and educational institutions, and insufficient policy support.



## **Standardized Assessment and Certification**

In Serbia, there is a lack of standardized assessment and certification processes for NFL skills, making it difficult for youth to translate their experiences into recognizable qualifications for traditional job markets.



## **Awareness and Acceptance**

In Greece, there is limited awareness and acceptance of NFL among employers and educational institutions that complicate the recognition of these competences.



## **Policy Delays**

In Italy, there are delays in approving youth policies and difficulties in gaining recognition from academic faculties outside traditional disciplines further hinder meaningful change.



## **Regulatory Frameworks**

In Albania, the current regulatory frameworks primarily address formal education and lack comprehensive provisions for recognizing non-formal learning. The National Qualifications Framework (NQF) lacks detailed guidelines and standardized assessment criteria for non-formal education.



## **Formal Recognition and Accreditation**

In B&H, there is an absence of formal recognition and accreditation of NFL programs which interferes with their legitimacy and the willingness of employers to value these learning experiences as equivalent to formal education.



# Recommendations

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## **Developing Partnerships**

Partnerships between NFL providers and local businesses can ensure that the training offered is directly relevant to the needs of employers, providing practical experience and enhancing employability.



## **Standardized Frameworks**

Advocacy for the establishment of standardized frameworks for the recognition and certification of NFL competencies can facilitate broad acceptance and legitimacy.



## **Leveraging Digital Platforms**

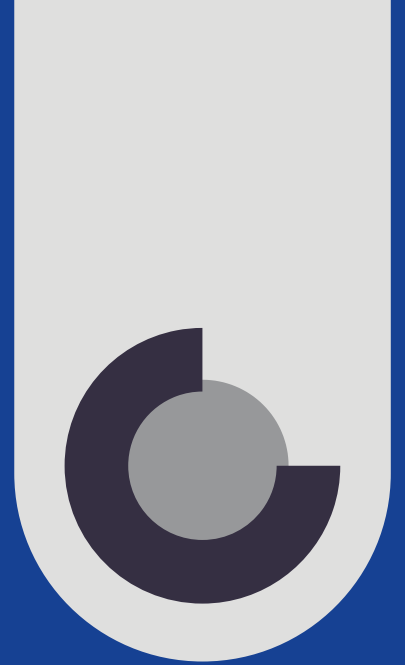
Digital platforms can broaden access to NFL resources, enabling young people to create online portfolios showcasing their skills and achievements, thus increasing visibility and recognition.



## **Public Awareness Campaigns**

Increasing public awareness can change perceptions about the value of NFL, highlighting its importance in fostering youth employment and self-employment.

# Webinar on NFL and Design Thinking Methodology



The first webinar focused on the concept of non-formal learning (NFL) and how it can be harnessed to tackle youth unemployment. We delved into the principles of NFL, emphasizing its flexibility and learner-centered approach. The session highlighted the application of the design thinking methodology and the Canva business model as innovative tools to address youth unemployment.

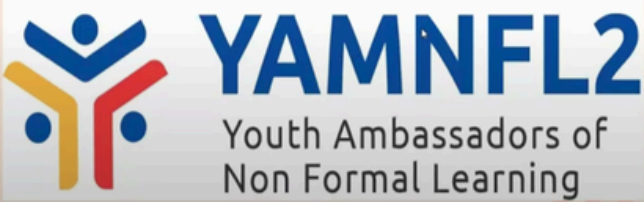
Participants learned how to apply design thinking—a problem-solving approach that involves empathy, ideation, and experimentation—to develop creative solutions for youth employment challenges. The Canva business model was showcased as an example of how digital tools can enhance entrepreneurial skills and opportunities for young people. The interactive session included practical exercises and case studies, making it an enriching experience for all involved.

# WEBINAR LINK

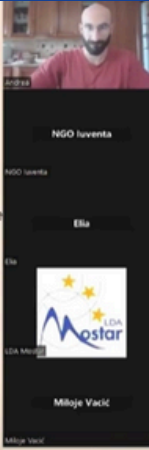


**YAMNFL 2**

- Strengthening the capacity of young people aiming to improve and strengthen their skills and competence innovative methods, which will contribute to greater employability of youth in EU and WB countries.
- non-formal education;
- Results from the previous project about non-formal education;



NGO Juventa  
NGO Juventa  
Ella  
Ella  
LCA Mostar  
LCA Mostar  
Miloje Vacki  
Miloje Vacki




**Importance of non formal education**

**What is formal learning?**

**What is NFE?**

**What is informal learning?**



# International

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# Seminar, Podgorica

From June 3 to June 7, 2024, a design thinking training was conducted in Podgorica, Montenegro. The event included participants from Bosnia, Greece, Italy, Albania, Serbia, and Montenegro, focusing on addressing youth unemployment. The training aimed to equip participants with skills to develop innovative solutions for their communities using the design thinking methodology.

What is Design Thinking? Design thinking is a user-centered, iterative problem-solving approach emphasizing understanding user needs, brainstorming creative solutions, prototyping, and testing. It involves five key phases:

1. Empathize: Understanding the user's needs.
2. Define: Clearly articulating the problem.
3. Ideate: Brainstorming potential solutions.
4. Prototype: Creating simple versions of the solutions.
5. Test: Evaluating the solutions with users.

This methodology fosters collaboration, creativity, and a deep focus on the user's experience to develop effective solutions. The training also aimed to empower participants with the knowledge to deliver similar training sessions in their hometowns.



# Contats



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**YAMNFL2**  
Youth Ambassadors of  
Non Formal Learning



**IUVENTA**

**Youth4  
society**



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