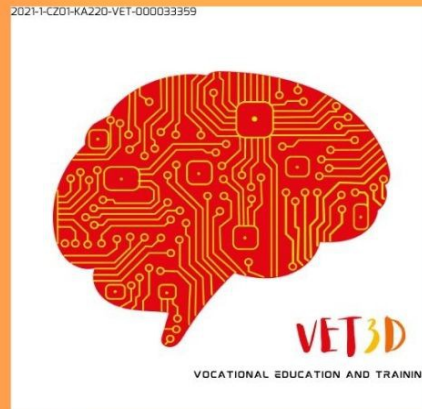


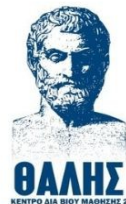


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E book  
Toolkit Serious games  
Simulation games  
4 entrepreneurial-  
digital  
& intercultural  
skills empowerment



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<https://vet3dproject.eu/>

**E BOOK – TOOLKIT WITH SERIOUS GAMES  
SIMULATION GAMES  
KA2 Erasmus Plus  
Strategic partnership for innovation  
in the field of Vet education**



Co-funded by the  
Erasmus+ Programme  
of the European Union

*This is educational gaming ...*

*"It is paradoxical that many educators and parents still differentiate a time for learning and a time for play without noticing the vital connection between them."*

**LEO BUSCAGLIA**

*"Do not teach disciplines by compulsion, but as by playing; So you can discover everyone's individual trends."*

**PLATONE**

## 0. FOREWORD

In this publication, we present the tools for the management of serious simulation games for soft skills empowerment.

With this toolkit, we want to provide Vet students, newly graduates, trainers, soft skills empowerment programs' managers and stakeholders with a set of updated educational resources, to further enhance the potential of games as a tool for greater inclusion and employability of both students and graduates.

The exchange and the sharing of educational resources is a critical step in supporting lifelong learning chances for Vet students toward professional empowerment.

Moreover, as our target, this toolkit aims at boosting awareness about the existence of different approaches and available resources for soft skills empowerment programs. In this sense, we will provide you with a focus on the development of 3



most requested soft skills and competences by human resources' selectors in today's labor market : entrepreneurial, intercultural and digital skills.

Lastly, this toolkit plans to contribute to improve the quality of soft skills empowerment programs, finding the best way to use gamification as a **matching tool** between students' skills empowerment needs and employers and society ones.

## 0. Participating organizations

<https://vet3dproject.eu/>

This project would have been impossible without the Coordinator and Partner Organizations' staff support and collaboration, from its draft to the implementation phase. Furthermore, the promoter organizations' staff from one side, with partners to the other, have actively contributed to the creation of this manual.

This publication is addressed to Vet students, trainers, youth workers, educators, people working in Vet, coaches, mentors, learners in formal and non-formal education and anyone interested in developing non-formal activities for soft skills empowerment.

### **Promoter and partners**

**Euda – European Development Agency - Czech Republic**

<https://eracr.cz/>

**STŘEDNÍ ŠKOLA GASTRONOMICKÁ ADOLPHA KOLPINGA - Czech Republic**

<https://www.ssgak.cz/stranka/kontakty>

**The Aurive social cooperative - Italy**

<http://www.aurive.it/>

**Novareckon – Italy**

<https://www.novareckon.it/>

**Project Net - Latvia**

<https://projectfund.net>

**RISEBA University of Applied Sciences**

<https://www.riseba.lv/>

**European Institute for Local Development - Greece**

<https://eurolocaldevelopment.org/>

**Thalis Civil Non-Profit Company - Greece**

<https://www.thalis.org>

<https://vet3dproject.eu/>

## 1. INTRODUCTION

### 1.1 Overview of the project

#### VET as enabler

Excellent and inclusive European Vocational Education and Training is equally necessary for the competitiveness of enterprises and a well-functioning labor market. It seems a matter of fact that apprenticeships and work-based learning, embedded in a real-life work environment, improve employability. VET equips our labor force with knowledge, skills and competences that are relevant for the ever-changing labor market and offers at the same time opportunities for upskilling and re-skilling .

Passing through formal VET education ensures our labor force to be well equipped with theoretical knowledge and skills to learn. On the other hand, non-formal education has been strongly affected by increasing digitalization, climate change effects and needs to be stressed out even more due to the Covid-19 pandemic and related social boundaries.



## **Multi-dimensional approach in VET**

On top of this, markets' growing demand for STEM skills and frequent upskilling and re-skilling throughout a person's working life may be eased with the promotion of the 3-dimensional approach of our VET3D initiative .

The VET3D project has as its core purpose to react to the current challenges proposed by the European VET sector. In order to do that, it has mapped the project partner countries' situation - Italy, Greece, Latvia and Czech Republic - and designed specific programmes focusing on merging formal, non-formal and work-based trainings, with the overall aim to provide upskilling of current VET students considered as future labor force.

## **Project activities**

Project activities have been based on the principle "map – research – create – validate – disseminate". The mapping (will) was performed at the very beginning and

experts have researched existing barriers and challenges in terms of digital upskilling in project-partner countries. In this framework, VET learning models have been studied across the 4 EU countries to offer a research-based approach for future-proof VET, to support the creation of the (IO3) "SKILLS INTELLIGENCE DATABASE". The Database intends to encourage the empowerment of transversal skills, useful for employability throughout the VET learner's study, providing users with a relevant set of training experiences (schoolwork alternation, internships, non-formal education experiences), embedded within the 3 key-skill priority areas: digital, intercultural and entrepreneurial.

Moreover, considering most nowadays adolescents' versatility in using technology, the following Result concerns the launch of a Platform and mobile application, offering existing and newly created opportunities and educational resources aimed at developing soft skills.

In conclusion, the fifth project Output will develop online training materials for VET teachers, to enable them to guide students digitally through formal, non-formal and work-placed training, to boost their e-leadership in the post-pandemic era.

In this sense, Vet3D envisions to move toward an increase of European employability as well as an excellent and inclusive VET sector.

<https://vet3dproject.eu/>



## 1.2 Overall aims of the E BOOK

As above-mentioned, the E book is aimed at providing a set of games to be used by Vet trainers and students, to address the latter's learning needs, regarding the 3 main market's key competences and soft skills. The goal is to further enhance the power of

gaming and gamification and support personal and professional growth in the Vet field.

## 1.3 Our approach

The collection of games - serious and simulation games, delegation tasks, role plays and icebreakers - was realized in a way to value the best practices available within the Vet3D partnership. Each partner offered its specific expertise to support the design and implementation of the games. These games are conceived to support the learning by doing and non-formal education methods. Most of the activities are based on simulation tasks that allow participants to experience real life work-related settings and challenges.

## 1.4 The working method

The games' collection has been based on focus groups, which have been organized involving stakeholders to consult them throughout the design and development process. The groups have been created with the aim of having at least 3 stakeholders each. All collected games, and discussion's results have been mediated by a facilitator, to ensure the combination of VET students' and graduates' skills empowerment and socio-occupational inclusion perspectives with

the purpose of improving the gamification impact.

The facilitator was a social worker included in the partners' staff, who led the groups' discussions , highlighting various points of view and stimulating the discussion, leading to games' drafts.

## Chapter 2: OVERVIEW OF THE SERIOUS GAMES, SIMULATION GAMES

### ENTREPRENEURIAL SKILLS

#### SIMULATION GAME – Role play

##### Introduction

Simulation games are particularly effective tools to empower young people's soft skills in a non-formal and non stressing setting. Multiple sorts of simulation games, as follow, are conceived to help young people to develop their potential, with special regard to intercultural, digital, and entrepreneurial skills.

##### Role play 1 - "Your initiative spirit" simulation game

**Simulation guidelines.** Let's pretend that, together with a group of 3 friends, you plan a series of concerts. To do that, you have to find the necessary money and decide how to organize fundraising actions.

Try to create all together a fund-raising strategy according to the following action plan:

**Step 1:** make a budget estimate with a detail of the all the costs related to your idea of concert

**Step 2:** map local potential sponsors and make a list

**Step 3:** prepare a letter to introduce the event and ask for sponsorship

**Step 4:** draft a budget proposal with an estimate on the amounts of sponsorship you expect to be able to collect as a result of your fundraising action

##### Reflection time:

Please reflect on the exercise and answer the questions:

What was more difficult in developing a plan to turn your idea into action? What could be the key success factors/elements in designing and implementing a new initiative? Which sort of difficulties, do you think, can impact the results of a youth lead initiative?

##### Role play 2 - "Italian street food business"



Let's imagine that you run an Italian street food business. You have a small budget and must find solutions to use it to start the company and to make it grow. You have to take care of the stock list, promotion and budget management .

By playing this game, you can practice key entrepreneurial skills in a 0 risk environment. Here it is a list of the main Entrepreneurial Skills and related tasks toward skills empowerment.

1. Business management: to manage your business firstly you have to define a basic strategy on the following key elements: marketing, prices, human resources.
2. Risk management: please make a basic plan on the management of your funding and how to manage impacts of your business, including unexpected market trends.
3. Problem-solving: please list 2 problem solving strategies to manage unpredictable trends emerging in your economic sector.
4. Creativity: please list one example of a creative solution you can adopt to cope with the peculiar needs of one of your customers.
5. Time management: please list one example of an effective time management you could adopt as an entrepreneur.

## **TASK DELEGATION GROUP PROJECTS – Entrepreneurial skills**

### **Task delegation group 1 - interview with testimonial**

**Task 1 – In pair with a peer, play 2 roles and then exchange**

**Role 1 – Let's pretend to be an entrepreneur with a successful story – as an entrepreneur you have the following personal profile:**

- started a new business in the last 2 years
- created an innovative start-up (new product or new way to answer to your reference target customers' needs)
- are managing a growing business (positive business trends)

**Role 2 – journalist in charge of interviewing the testimonial (entrepreneur with a success story)**

**Task 2 - Interview an entrepreneur – please use the following set of questions**

How did your business idea come out?

What are the winning skills you think to possess and which have made you a successful entrepreneur?

Do you think these successful skills can be learned?

Please provide a definition of entrepreneur, who is an entrepreneur for you?

Do you have to be an innovator to be an entrepreneur?

What led you to take the risk of starting your own project?

In your opinion, which one of the following entrepreneurial skills are the most important for a successful entrepreneur? (organizational skills, leadership, problem solving, creativity)

### **Task 3 Reflection time**

Please reflect upon the activity and write some conclusions in the form of a press article about what you learned on:

-entrepreneurial successful factors,

- the main personal and professional profile of a successful entrepreneur.

### **Task delegation group 2 - Cover letter**

Intercultural skills - cover letter

Writing a cover letter (similar to a business plan introduction) can help you reflect about your entrepreneurial skills. Please write a specific section in your cover letter, focusing on the use of this skill, trying to provide information about the experiences you had in taking initiative (e.g starting new creative projects within your informal group of friends or other). While describing them, as well as developing creative projects or business ideas, you should foster attention and interest in your recruiter, as this person usually evaluates, among others, your entrepreneurial skills while interviewing on behalf of a multinational corporation ! ;)

Your goal is to explain to the recruiter, how and why your entrepreneurial skill and experiences makes you the best applicant for a job position in a multinational corporation... let's start writing your best cover letter...:)

### **Task delegation group 3 - brainstorming**

Join this activity with an ideal number of 5 peers of your age. The following list of tasks will help you.

1) Assign the roles: please select one coordinator (in charge of facilitating and monitoring

the process) and one secretary in your team to take notes of the results of this activity);

- 2) define the task: The task is to list all the main concepts, ideas, images you connect to the word “entrepreneurship” or “entrepreneur” ...;
  - 3) agree on a timing for the activity;
  - 4) share ideas/concepts: each participant is requested to say at least 4-6 words during the brainstorming;
  - 5) report all the words emerging from the creative brainstorming;
- 6) represent the results (try to draw a map to represent the results of the brainstorming activity).

### **Task delegation group 4 - entrepreneurial skills portrait**

Step 1: please create small teams from 2 to 4 people.

Step 2: On a sheet of paper draw your stick figure/total body personal portrait.

Step 3: Under your feet, write 2 entrepreneurial skills that you have not yet acquired or not feel confident about.

Step 4: Next to the hands, please add 2 entrepreneurial skills you have or feel fairly confident about.

Step 5: Above the head, please write an entrepreneurial skill you would like to improve.

Step 6: On the heart, please insert one or more of your great passions connected to the entrepreneurial field.

Step 7: After the whole group has finished writing, each participant describes her/his drawing showing their personal portrait to the whole group.

Step 8: Everyone should contribute, sharing a positive comment on their passions or skills, as well as giving advice to the peer / colleague in the team to help him/her to improve the acquisition of new entrepreneurial skills.

### **Intercultural skills**

#### **Introduction**

Simulation games can be valuable tools for developing intercultural skills and empowering individuals to work effectively across cultures. Here are a few ways in which simulation games can contribute to intercultural skills development and empowerment.

1. Cultural awareness: simulation games provide participants with effective chances to explore and learn about different cultures, customs, and traditions. These games offer several benefits in terms of increasing cultural awareness and sensitivity.

2. Communication skills: simulation games that emphasize collaboration and teamwork, can indeed contribute to the development of communication enabling players to work effectively with individuals from diverse cultural origins.
3. Empathy: simulation games that allow players to guess, understand and experience feelings and emotions of characters from different cultural backgrounds can be powerful tools for developing empathy.
4. Conflict resolution: Simulation games can be effective tools for capacity building in the field of negotiation, conflict resolution, and promotion of understanding across cultures.

Simulation games are powerful tools toward the empowerment of intercultural skills needed to effectively cooperate with people with different cultures. Through increased cultural awareness, enhanced communication skills, empathy-building experiences and opportunities for conflict resolution, these games contribute to a more inclusive and empowered society.

### **Role play 1 - communication campaign about “pasta” in a multinational company in a multicultural team of colleagues**

You have been hired in a multinational company and are now part of a multicultural team of colleagues composed of Polish, French, Italian, and Chinese...you are Italian :). Your team needs to design a communication campaign on a product, pasta. However, your product "pasta" must be presented with the specific aim to overcome cultural differences, finding a common language, understandable in all countries.

The task is divided into stages:

**step 0** in this step you will have to identify the common elements that characterize your target audience in the different countries. Targets are large families, who consume relevant quantities of pasta, having low incomes, with both working parents.

**step 1** identify and describe the common characteristics of the target

**step 2** Identify the valuable elements of pasta that can be of transversal interest for all families, regardless of their original culture

**step 3** Create an effective slogan that conveys the idea of the value of pasta, while overcoming cultural differences.

**step 4** Create an evocative image

**step 5** reflection time: please reflect on the differences you have encountered in terms of culture e.g. The diversity of the cultural background, connecting the product to a specific affective background (e.g usually pasta for Italians means family). Secondly, identify some

key elements useful to help presenting pasta in a way to overcome cultural differences and stereotypes, then make a sort of Swot Analysis of possible strengths, weaknesses, threats and positive insights of different cultural backgrounds impacting on pasta stereotypes and the emotional sphere, connected with this type of food. In the end, share the results with colleagues of different nationalities.

## Intercultural skills

### Role play 2 - stereotypes

Step 1 - Compose teams of at least two participants

Step 2 - Each participant selects a country (different from his/hers real one)

Step 3 - Brainstorm on stereotypes related to each of the selected European countries

Step 4 – Try to represent some situations in which you can create some “communication bridges” able to support participants in overcoming the respective stereotypes and in creating common understandings, so to finally overcome communication difficulties within teams of different nationalities

Step 5 - Reflection time: as a team, answer the following questions: what do you think are some stereotypes related to the country you chose? How have these stereotypes generated any type of difficulties? What elements contributed to generating some positive communication dynamics as well as empathy and mutual understanding among the participants?

## TASK DELEGATION GROUP PROJECTS – Intercultural skills

Task assignment can be an effective method to empower intercultural skills within a group project. Here's an intercultural skills empowerment activity that involves six tasks to enhance your team's intercultural skills:

1. find out cultural differences: Try to map, be aware and understand the cultural differences in your group (focus on values, opinions and communication styles related to different cultural backgrounds).
2. Define clear expectations: define the activity aims, expectations, roles, and expected learning results of this activity).
3. Value diversity in your team: think about ways to provide opportunities to value cultural diversity within your team.

4. Assign tasks based on strengths: find ways how to value the diversity of cultural backgrounds in your team so to empower individuals cultural differences as a powerful resource in your team

5. Encourage cooperation: enhance team building by fostering cross cultural cooperation as a key factor to overcome cultural barriers

6. Provide feedback: give feedback to participants in your group. Provide participants with feedback about their communication and teamwork skills so as to provide the participants with some useful guidelines toward the empowerment of their intercultural skills.

By following these steps, you can create a cooperative working setting, supporting intercultural skills empowerment in your staff.

## **Task delegation group 1 – interview about intercultural skills**

### **Task 1 – In pair with a peer, play 2 roles**

**Role 1 – Imagine to be an immigrant, or find a person from a different cultural background to be available as a testimonial:**

-he/she is a newly immigrated person, possibly arrived to your country since no longer than 2 years;

-coming from extra-Europe.

**Role 2 – journalist in charge of interviewing the testimonial**

**Task 2 - Interview to an immigrant – please interview the other person asking the following set of questions**

Why did you migrate?

What was the first sight of cultural difference that you noticed /experienced immediately at your arrival in the new country?

What cultural difference has had the main impact in your life?

How do you think a person can learn to think interculturally?

Provide a definition of a person equipped with intercultural skills, who has a cross-cultural attitude and competences for you.

What led you to embrace the risks of starting a new part of your personal journey abroad?

Which strategies and methods have you found to overcome any cultural barrier in crisis situations?

Which ones of the following intercultural skills do you think are the most important to better integrate in a new hosting country? (intercultural awareness, mediation, negotiation)

### **Task 3 Reflection time**

Please reflect upon the activity and write some conclusions in the form of a press article about what you learned about intercultural skills and how to empower them.

### **Task delegation group 2 - Cover letter**

Intercultural skills for cover letter

Writing your cover letter can help you to reflect about your international skills. Please write a specific section in your cover letter devoted to highlighting your intercultural skills. Please provide information about the experiences you had in multicultural environments (e.g study, volunteering, traveling in international teams). While describing the experiences you gained in international settings you should foster attention and interest in your recruiter, as the capability to work in intercultural groups may be valuable for example in a multinational corporation! ;)

Your goal is to explain to the job recruiter how and why your intercultural skills and experience makes you the best applicant for a job position in a multinational corporation... Let's start writing your best cover letter about your intercultural skills..! ;)

### **Task delegation group 3 - brainstorming**

Join this activity with an ideal number of 5 peers. Let's do the following list of tasks:

- 1) Assign the roles: please select one coordinator (in charge to facilitate and to monitor the process and one secretary in your team in charge to take notes of the results)
- 2) define the task: The task is to list all the concepts and ideas, images you connect to the word "intercultural skills" ...
- 3) agree on a timing for the activity
- 4) share ideas, concepts: each participant is requested to say at least 4 max 6 words resulting from the brainstorming
- 5) report all the words emerging from the creative brainstorming
- 6) represent the results (try to draw a map to represent the results of the brainstorming)

activity)

### Task delegation group 4 - intercultural skills portrait

Step 1: Please compose small teams from 2 to 4 people.

Step 2 On a sheet of paper draw your stick figure/total body personal portrait.

Step 3 Under your feet, enter 2 intercultural skills that you have not yet acquired or that you do not feel confident about.

Step 4 Next to the hands, please write 2 intercultural skills you have or feel confident about.

Step 5 Above the head please write an intercultural skill you would like to improve.

Step 6 On the heart please insert one or more of your great passions connected to the intercultural field.

Step 7 After the whole group has finished writing, each participant describes her/his drawing with a personal portrait to the whole group.

Step 8 Everyone should contribute by sharing a positive comment on the passions or skills as well as sharing advice to the peer / colleague in the team to help him to improve the acquisition of intercultural skills not yet possessed.

### Digital skills

#### Introduction

**Simulation games can also help empower individuals with digital skills, which are increasingly important in today's digital age. Here are some ways in which simulation games can help with digital skills development and empowerment:**

1. Digital literacy: Simulation games can help individuals to empower digital literacy skills. This set of games provide a learning environment where players can interact with digital tools, offering chances to develop various digital skills.
2. Problem-solving: Simulation games can support the development of problem-solving skills related to ict and digital tools since players are provided with different sorts of challenges and must find effective solutions.
3. Creativity: Simulation games can empower creativity by providing players with digital tools supporting chances to express and realize original ideas and solutions
4. Collaboration: simulation games can provide valuable chances to work in teams on common goals. These games foster cooperative play and can contribute to equip participants with the more relevant digital skills in the digital era toward a more digitally empowered society.

**Game title: fight**



Description: "fight" is a game mixing a fantasy world and coding education to support the learning of coding skills. Participants play the role of a hero, fighting off against enemies overcoming different levels of obstacles. Participants of any age can join the game and empower their coding abilities.

#### **Key Digital Skills Developed:**

1. Coding: playing this game participants can learn how to code, develop logical thinking and problem-solving
2. Problem - solving: The game requires players to use their coding skills to solve problems and overcome obstacles. They must practice logical reasoning to find solutions to complex problems.

3. Creativity: The game allows players to create and customize their own code, fostering innovation.

4. Collaboration: The game allows players to share their coding abilities with other players. It provides chances for the participants to learn from each others' some new coding styles and techniques.

#### **Task delegation group activity**

Task assignment and delegation are relevant for empowering digital skills within a group project. Here are some steps you can follow to delegate tasks and enhance your group members digital skills:

1. Define clear goals: Clearly define the aims of the activity, so that will have a clear idea of expected impacts and learning results. This will help you delegate tasks within your team members.
2. Assess personal skills in your team: map the skills and strengths of each team member.
  3. Assign responsibilities: Assign tasks, roles and responsibility based on individual strengths and interests and make sure that each person knows what he/she is responsible for providing.
4. Encourage creativity : invite participants to develop some creative and innovative solutions. Support chances for the sharing of creative ideas emerging within the team.
5. Provide support: Provide support to the team to help with the successful development of innovative digital ideas (support the team members to join training as well as to find the educational resources needed to develop their digital skills).
6. Celebrate success: Celebrate positive results reached by your team members who are able

to express digital skills and to value them toward your team goals).

Following the provided steps, you can develop a cooperative setting that empowers digital skills in your group. This can help group participants to empower some relevant skills and abilities to be spent in the frame of other projects.

### **Task delegation group 1 - interview with a “Digital champion”**

Task 1 – In pair with a peer age play 2 roles

Role 1 – Imagine to be a “digital champion” with a success story or find a real digital champion available as a testimonial with the following profile:

- advanced level of digital skills;
- working in the digital field since at least 2 years,

Role 2 – journalist in charge of interviewing testimonials

Task 2 - Interview a digital champion – please interview your “digital champion” with the following set of questions

- 1) What advice would you give to those who want to strengthen their digital skills as a key factor to improve their job position?
- 2) What are the main difficulties you encountered during your digital skills acquisition process?
- 3) In your opinion, in our hyper-technological society, digital skills can only be acquired with work based experiences or is it also needed to join some training courses so as to integrate work based and formal learning methods?
- 4) Based on your experience, is it possible today to live, work and study without having adequate digital skills?
- 5) How do you think digital skills can be learned?
- 6) Please provide a definition of a person equipped with digital skills
- 7) What led you to start improving the use of your digital skills?
- 8) Which sort of strategies and methods have you found to overcome digital communication barriers in crisis situations?
- 9) In your opinion, which sort of digital skill is the most important to better integrate in the labor market?

Task 3 Reflection time

Please reflect upon the activity and write a press article with some conclusions about what you learned on digital skills and how to empower them.

### **Task delegation group 2 - Cover letter**

Digital skills for cover letter

Writing your cover letter can help you to reflect about your digital skills. Please write a specific section in your cover letter devoted to highlighting your digital skills. Please provide information about the main previous experiences you had in the digital field (e.g starting new ICT projects within your informal group). While describing the experiences you gained in the field you should foster attention and interest in your recruiter, as digital skills are for shure valuable for example in a multinational corporation! ;)

Your goal is to explain to your recruiter how and why your digital skills and experience makes you the best applicant for a job position in a multinational corporation... let's start writing your best cover letter focused on your digital skills...;)

### **Task delegation group 3 - brainstorming**

Join this activity with an ideal number of 5 peers. Let's do the following list of tasks:

- 1) Assign the roles: please select one coordinator (in charge to facilitate and to monitor the process and one secretary in your team in charge to take notes of the results)
- 2) define the tasks: The task is to list all the concepts and ideas, images you connect to the word digital skills ...
- 3) agree on a timing for the activity
- 4) share ideas, concepts: each participant is requested to say at least 4 max 6 words resulting from the brainstorming
- 5) report all the word emerging from the creative brainstorming
- 6) represent the results (try to draw a map to represent the results of the brainstorming activity)

### **Task delegation group 4 - skills portrait**

Step 1: Please compose small teams from 2 to 4 people.

Step 2 On a sheet of paper draw your stick figure/total body personal portrait.

Step 3 Under your feet, enter 2 digital skills that you have not yet acquired or that you do not feel confident about.

Step 4 Next to the hands, please write 2 digital skills you have or feel confident about.

Step 5 Above the head please write a digital skill you would like to improve.

Step 6 On the heart please insert one or more of your great passions connected to the digital field.

Step 7 After the whole group has finished writing, each participant describes her/his drawing with a personal portrait to the whole group.

Step 8 Everyone should contribute, sharing a positive comment on the passions or skills as well as sharing advice to the peer / colleague in the team to help him to improve the acquisition of digital skills not yet possessed.

### **3. Conclusions**

Gaming plays a vital role in the soft skills empowerment cycle. For this reason, we think it is important to develop educational games specifically designed for soft skills empowerment. When we consider the whole skills empowerment process, it is necessary to pay attention to each participants' skills profiles, in order to maximize their personal benefit and strengthen relevant skills connected to their specific learning goals. Vet students or newly graduated, who are defined as disadvantaged for different reasons, are the ones benefiting the most from skills empowerment programs, based on gamification non-formal education methods. Skills empowerment processes management plays a vital role in the job placement, producing positive impacts on the beneficiary's employability perspectives. For this reason, it seems so important that Vet agencies cooperate with Ngos and companies to apply an integrated Vet3D model of simulation games, specifically designed to develop entrepreneurial, intercultural and digital skills.