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PROJECT Gami.Fi.Re.

Fostering Financial Literacy and Career Readiness through Gamification in Vocational Education

Proceedings of the Final Conference



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Conference recording

PREFACE



Foreword by the Project Coordinator

Dear colleagues and partners,

On behalf of RIC Novo mesto, the lead partner of the Gami.Fi.Re. project, it is my honour and pleasure to present the proceedings of our final conference.

The Gami.Fi.Re. project – Fostering Financial Literacy and Career Readiness through Gamification in Vocational Education – was conceived as a strategic response to the growing need for enhanced financial competences and career readiness among learners in vocational education and training (VET), particularly those from vulnerable and underserved groups. Recognising the potential of gamification as an innovative pedagogical methodology, the project aimed to equip VET educators with tools that foster engagement, motivation, and deeper learning experiences — ultimately contributing to improved employability and long-term financial wellbeing.

The project partnership has successfully:

- developed a needs-based framework for strengthening financial competences in VET,
- designed a gamified e-learning and assessment platform,
- provided targeted training for VET educators,
- conducted pilot testing and evaluation of the platform's effectiveness,
- and promoted systemic integration of project results through stakeholder engagement and policy dialogue.

This publication brings together all contributions presented at the final conference, including full abstracts and direct links to the materials shared by project partners. We also invite you to watch the full recording of the final event, which offers further insights into the project's results, tools, and good practices.

We encourage you to explore the project's outcomes in more detail by visiting our website: www.gamifire.eu.

With sincere appreciation for your engagement and support,

Tina Kržišnik

Project Coordinator – Gami.Fi.Re.
RIC Novo mesto, Slovenia



PROJECT OVERVIEW



Project Name and Acronym

- **Full Title:** Fostering Financial Literacy and Career Readiness through Gamification in Vocational Education
- **Acronym:** Gami.Fi.Re.

Project Objectives

The Gami.Fi.Re. project aims to:

- Enhance financial literacy and career readiness among VET students, particularly those from vulnerable groups.
- Support VET educators in adopting gamification as an innovative teaching approach to improve student engagement and learning outcomes.
- Develop interactive tools and resources, including a serious game, a financial competence framework, and a practical toolkit for educators.
- Raise awareness about the importance of financial literacy for personal wellbeing and employability.

Project Partners

The consortium consists of four organisations from different European countries, combining diverse expertise:

- **RAZVOJNO IZOBRAŽEVALNI CENTER NOVO MESTO (Slovenia)**
- **A & A Emphasys Interactive Solutions Ltd (Cyprus)**
- **GEAR UP (Netherlands)**
- **PRISM IMPRESA SOCIALE S.R.L. (Italy)**

Project Timeline and Key Activities

- **Project Duration:** September 2023 – August 2025
- **Key Activities:**
 - Development of the Framework of Financial Competencies for VET students.
 - Creation of a Serious Game to upgrade financial competencies.
 - Development of a practical Toolkit for VET educators.
 - Implementation of pilot tests and feedback collection across partner countries.
 - Organisation of dissemination events and campaigns to promote project results and sustainability.

Conference Programme

3rd June 2025, ONLINE

01

**Presentation of the Gami.Fi.Re.
Project and Key Results**

02

Best Practices from Project Partners



01

Presentation of the Gami.Fi.Re. Project and Key Results



**Author: Belinda Lovrenčič,
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Slovenia**

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1.1 UNDERSTANDING FINANCIAL LITERACY FOR VET STUDENTS – WHY ALTERNATIVE APPROACHES ARE NEEDED

This presentation explores the mismatch between students' high interest in financial literacy and their limited knowledge, as identified through a survey of 192 VET learners across four countries. The findings reveal that traditional teaching methods fail to address learners' real-life needs and contexts. The GAMI.FI.RE. project responds with a gamified approach to financial education, combining a competence framework, an e-learning platform, and a serious game. These tools promote active decision-making, role-based scenarios, and practice-oriented learning — empowering VET students to build confidence and essential financial skills.

The GAMI.FI.RE. framework addresses four learner profiles (student, freelancer, employee, agriculturalist) and provides concrete examples of how to navigate real-world financial challenges. The serious game offers a safe environment for making financial decisions and learning from consequences.

Educators also expressed strong support for this approach, with many willing to receive training and involve students in the further development of learning materials. The project demonstrates that game-based methods are not only engaging but also effective in fostering financial competence and career readiness.

Keywords

- Financial Literacy
- Vocational Education and Training (VET)
- Gamification
- Alternative Pedagogies
- Serious Games



References and Sources

- Gami.Fi.Re. Consortium. (2024). Gami.Fi.Re._Transnational research results.pdf. Available at: <https://gamifire.eu/>
- OECD. (2022). PISA 2022 Financial Literacy Results. Available at: <https://www.oecd.org/en/about/programmes/piaac.html>
- RIC Novo mesto. (2024). Framework of Financial Competences for VET Students. Version V4, 13 August 2024.
- European Commission. (2020). European Skills Agenda for sustainable competitiveness, social fairness and resilience. Available at: <https://ec.europa.eu/social/main.jsp?catId=1223>

Supplementary Materials

- Gami.Fi.Re. project website: <https://gamifire.eu/>
- Financial Competence Framework: <https://gamifire.eu/pr1-framework-of-financial-competences/>
- Gami.Fi.Re. Consortium. (2024). Gami.Fi.Re. Final conference Available at: [Final Conference](#)

Related projects and resources

- FINMAN: <https://finmanproject.eu/>



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1.2 TOOLKIT IN ACTION: BUILDING FINANCIAL LITERACY TOGETHER

This presentation, "Toolkit in Action: Building Financial Literacy Together," delivered by Gerard Pruim from Gear Up, outlines the Gami.Fi.Re. project's toolkit and validation system, specifically focusing on its application to enhance financial literacy. Gear Up, a Dutch organization, specializes in innovation in education, leveraging tools like gamification, digital credentials, and open recognition to make learning visible across various settings.

The Gami.Fi.Re. toolkit aims to address the growing issue of financial literacy, particularly among young people in vocational education and training (VET). The toolkit's interactive platform offers a structured environment for educators to integrate financial literacy into their curriculum using game mechanics and learning principles.

Key components of the toolkit include:

- **Role-specific scenarios:** These provide authentic, real-life financial situations for learners.
- **Financial competency framework:** Aligned with the EU Financial Competence Framework for Adults, it defines essential knowledge and skills.
- **Serious games:** The GAMIFIRE game includes four "islands" and a mainland, presenting engaging scenarios for financial decision-making.
- **Pedagogical guidelines:** Best practices for implementing game-based learning in financial education are provided.
- **Open Badges and validation system:** Digital credentials are used to recognize and validate learning achievements, making informal learning visible and portable.

The toolkit is structured into six modules, covering topics from an introduction to financial literacy and the Gami.Fi.Re. approach, to curriculum frameworks, role-specific scenarios, pedagogical guidelines, assessment and validation, and implementation with professional development.

A significant aspect of the project is the Open Badge validation system. These digital badges are awarded for learning achievements within Gami.Fi.Re. and can be shared on platforms like CVs, LinkedIn, and Europass, serving as verifiable proof of skill acquisition. The presentation highlights five specific Gami.Fi.Re. badges, each targeting different roles and financial competencies:

- Island Explorer: A foundational badge.
- Scholarly Achiever (Student): Focuses on financial self-management in study life.
- Team Player (Employee): Addresses work-life balance and income management.
- Sustainable Producer (Agriculturalist): Centers on eco-friendly decision-making.
- Independent Professional (Entrepreneur): Covers self-employment and innovation.

The toolkit aims to bridge gameplay with structured lesson planning, ensuring deep, transferable learning outcomes. The game provides practice, the badge gives it value, the framework ensures quality, and the toolkit facilitates its integration into teaching.

Keywords

- Financial literacy,
- Gamification,
- VET,
- Curriculum development,
- The Netherlands

Interactive materials

- [Financial Literacy Online Toolkit](#)

References and Sources

- Gami.Fi.Re. Consortium. (2024). Gami.Fi.Re._Final conference Available at: [Final Conference](#)



**Author: Nicholas Moudouros,
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1.3 INNOVATIVE TOOLS (EDUCATIONAL – SERIOUS VIDEO GAME) FOR ENHANCING FINANCIAL LITERACY

The presentation “Innovative Tools (Educational – Serious Video Game) for Enhancing Financial Literacy” by Nicholas Moudouros from Emphasys Centre (Cyprus) showcased the Gami.Fi.Re. Game, a gamified web-based educational tool developed to enhance financial literacy and career readiness among young people, particularly those from disadvantaged backgrounds.

The platform offers an engaging game-based experience structured around four fictional islands, each representing a different career pathway: Higher Education Student, Independent Professional, Agriculturist, and Company Employee. Players navigate each island by making financial and career decisions aligned with their selected focus area (e.g., Personal Growth or Innovation), solving dilemmas, and earning points.

The game encourages students to reflect on real-life choices through interactive scenarios and mini-games, all while collecting Open Badges as tangible recognition of their achievements. The experience begins at the “Mainland Port,” where users create their avatar, check the leaderboard, and visit the in-game bank to learn financial terms. Players then take a boat trip to their selected island, gather coins, and proceed through the game by building their island and answering dilemmas based on realistic challenges.

This gamified educational approach offers a low-threshold yet high-impact method to embed financial education into VET environments. The game mechanics support learners’ autonomy, stimulate engagement, and create a safe space to explore personal decision-making, encouraging open conversation around finance and career planning.



Keywords

- Financial literacy,
- gamification,
- vocational education,
- educational games,
- badges

Interactive materials

- [Gamifire Game and Promotional Video](#)

References and Sources

- Gami.Fi.Re. Consortium. (2024). Gami.Fi.Re._Final conference
Available at: [Final Conference](#)



**Author: Mateja Prus,
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1.4 KEY INSIGHTS AND THE TRANSFORMATIVE IMPACT OF FINANCIAL COMPETENCIES ON VOCATIONAL EDUCATION AND TRAINING

This presentation shares the experience of pilot testing the GAMI.FI.RE. game at Grm Novo mesto – Centre for Biotechnology and Tourism. The implementation focused on connecting financial literacy with real-life decision-making in vocational programs, particularly through learner profiles such as “student” and “farmer.” Students engaged with the serious game in a way that reflected their personal interests and career aspirations, making abstract financial concepts more tangible.

A notable aspect of the project was the involvement of students in co-creation activities during an international workshop in Cyprus. They helped design scenarios and questions, contributing to the game's authenticity and increasing their own sense of ownership. Feedback from Slovenian students ranged from enthusiastic to reserved, with many appreciating the interactive, hands-on nature of the learning experience.

The presentation concludes that financial literacy instruction becomes more effective when it is experiential, role-based, and integrated with students' vocational identities.

Recommendations for future implementation include expanding the content to additional professions, combining gameplay with group reflection, and encouraging wider school-level adoption.



Keywords

- financial literacy,
- vocational education,
- gamification,
- co-creation,
- GAMI.FI.RE.,
- agricultural education,
- student engagement

Interactive materials

- [Gamifire Game and Promotional Video](#)

References and Sources

- GAMI.FI.RE. project materials: www.gamifire.eu
- Pilot testing documentation from Grm Novo mesto (internal)
- Student co-creation workshop in Cyprus, May 2025
- OECD (2022). PISA Financial Literacy Results (contextual reference for financial competencies)



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1.5 ADDED VALUE OF THE PROJECT – OPPORTUNITIES FOR INTEGRATING PROJECT RESULTS INTO ADULT EDUCATION AND GUIDANCE ACTIVITIES

This presentation presents practical ways of applying the results of the Gami.Fi.Re. project in adult education and guidance activities. The project has proven to be a valuable tool for developing financial literacy in adults, particularly those who face daily challenges in balancing family life, education, and financial survival.

In the educational setting, we integrated the financial game into lessons, encouraging discussion, self-reflection, and experiential learning. We enhanced the game with additional challenge cards representing real-life situations. These helped participants develop skills such as budgeting, prioritization, and problem-solving.

In the guidance setting, we developed a Personal financial portfolio, which allows individuals to track their progress and plan their financial future. The portfolio includes self-assessment, personal goals, learning activities, monthly budget, achievements, and a future development plan.

The presentation outlines several opportunities for implementing project results in practice: from basic financial literacy courses and public workshops to individual and group counselling and cooperation with local stakeholders. It concludes with the idea that financial literacy is not the end goal—but a tool. A tool for better decisions, greater independence, and an improved quality of life.



Keywords

- financial literacy
- adult education
- guidance
- personal budgeting
- Gami.Fi.Re.

Interactive materials

- [Gamifire Toolkit](#)

Additional resources

- [RIC Novo mesto web page](#)

References and Sources

- Gami.Fi.Re. project materials
- Practical experience from RIC Novo mesto: <https://finally.splet.arnes.si/publications/>
- Internal tools for guidance and personal planning : <https://svetovanje.acs.si/viri-in-gradivo/svetovalni-pripomocki/>



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02

BEST PRACTICES





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2.1 ACTION PLAN FOR IMPLEMENTING GAMI.FI.RE. AT THE SCHOOL OF ECONOMICS NOVO MESTO

This contribution outlines the school-level implementation of the GAMI.FI.RE. project at the School of Economics Novo mesto. The project was integrated into multiple professional courses, particularly within the IKK (Integrated Key Qualifications) curriculum, with an emphasis on career planning, financial goal setting, and entrepreneurship. GAMI.FI.RE. was introduced through two workshops in May 2025, during which students engaged with the digital game and later created video advertisements to promote its value. These activities culminated in a school-wide presentation and competition in June 2025.

The implementation plan highlights several local adaptations for the Slovenian context, such as using familiar terminology, simulating student employment and banking experiences, and aligning the game content with career guidance. The school also plans to support further use by other teachers through internal workshops and a digital resource-sharing platform. From September 2025 onward, the game will be incorporated into the regular curriculum and broader career orientation activities.

This action plan demonstrates how GAMI.FI.RE. can be successfully embedded in everyday teaching to enhance financial literacy in a relevant and engaging way.



Keywords

- financial literacy,
- GAMI.FI.RE.,
- vocational education,
- curriculum integration,
- Slovenia,
- entrepreneurship,
- student projects

References and Sources

- Gami.Fi.Re. project materials : www.gamifire.eu
- Personal implementation plan by the School of Economics Novo mesto
- Workshop materials and student video productions (internal documentation)



**Author: Gerard Pruim,
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The Netherlands**

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2.2 GAMI.FI.RE. IN PRACTICE: DUTCH VET SCHOOLS ON FINANCIAL LITERACY

The presentation, "Gami.Fi.Re. in Practice: Dutch VET Schools on Financial Literacy," by Gerard Pruim of Gear Up (NL), discusses the application of the Gami.Fi.Re. project in Dutch Vocational Education and Training (VET) schools to address financial literacy, particularly for vulnerable youth. Gear Up is a Dutch organization that supports innovation in education through gamification, digital badges, and inclusive tools. The presentation, delivered at a final conference on June 3, 2025, highlights three case studies of schools utilizing the Gami.Fi.Re. game and toolkit. A core theme connecting these schools is the need for "real, engaging financial education".

The first case study, Curio, a VET school in Breda, Netherlands, plans to use the Gami.Fi.Re. game in its Civic Education (Burgerschap) program.

Mabel Ras, a teacher at Curio, emphasizes that the game sparks reflection on money, values, and life choices, with its flexible structure supporting learner autonomy. Students' decisions within the game help teachers understand what matters to them, making it a valuable tool for initiating discussions. The school is also exploring the use of Open Badges for visible learning outcomes.

The second case involves MBO Rijnland, which piloted the game with students from its Sport & Exercise program. Teachers observed high engagement and genuine reflection among students, who openly discussed financial behaviors and long-term ambitions. The toolkit was praised for being accessible, visual, and low-threshold for both teachers and students. A key takeaway was that "The game encouraged students to open up. They were suddenly talking about money in a real, honest way".

The third case study focuses on Prins Heerlijk, an inclusive VET school that provides work-based learning for young people aged 16-27 with mild intellectual disabilities or behavioral challenges. Students at Prins Heerlijk follow MBO level 1-2 programs in sectors such as hospitality, retail, and care. Their ambition is to use Gami.Fi.Re. in a blended format, combining the online game with a physical board game developed by Gear Up. The board game encourages group reflection and interaction, offering less screen time and more peer learning, and also acts as a conversation starter for mentors to address financial stress and decision-making.

In conclusion, the presentation stresses that the game provides the practice, the badge gives it value, the framework ensures quality and the toolkit helps bring it into teaching. The diverse applications across different VET schools demonstrate the Gami.Fi.Re. project's potential to provide engaging and practical financial education, fostering open dialogue and addressing the real-world financial challenges faced by students.

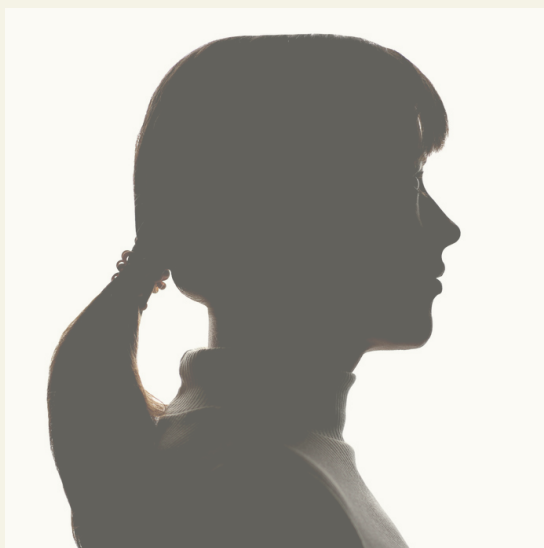


Keywords

- Financial literacy,
- Gamification,
- VET,
- The Netherlands

References and Sources

- Gami.Fi.Re. Consortium. (2024). Gami.Fi.Re._Final conference
Available at: [Final Conference](#)



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2.3 GAMI.FI.RE. IN PRACTICE: CYPRIOT VET SCHOOL ON FINANCIAL LITERACY

The presentation “Gami.Fi.Re. in Practice: Cypriot VET School on Financial Literacy” by Elena Kannaouridou and Christina Kyprianou from the Regional Technical and Agricultural School of Famagusta – Avgorou (Cyprus), highlights the school's implementation of the Gami.Fi.Re. project as part of the Erasmus+ KA220-VET initiative. This case study focuses on empowering students through a gamified approach to financial literacy tailored to vocational education.

The implementation phase took place from 21–23 May 2025, with participation from students in the Computer Science and other vocational paths. Teachers developed custom lesson plans inspired by the Gami.Fi.Re. game, contextualized to students' fields. Examples included scenarios where students role-played as owners of a computer repair shop, employees in a software development firm, and agriculturists focused on aromatic plants.

The teachers also developed and tested a unique dilemma activity where students acted as construction company owners facing a budget overrun just before project delivery. This interactive case challenged learners to evaluate financial options, such as taking out loans, reducing wages, or using savings, helping them understand the consequences of financial decisions in professional settings.

Student reflections showed increased engagement, critical thinking, and motivation. The participating students appreciated how the gamified format connected financial principles with their future careers.

The game's accessibility and flexibility supported a variety of learning styles and needs, promoting teamwork and independent learning alike. As a modern and relevant educational tool, Gami.Fi.Re. was recognized for integrating financial literacy, digital competence, and employability skills into VET curricula.



Keywords

- Financial literacy,
- gamification,
- vocational education
- Cyprus
- VET schools
- lesson plans

References and Sources

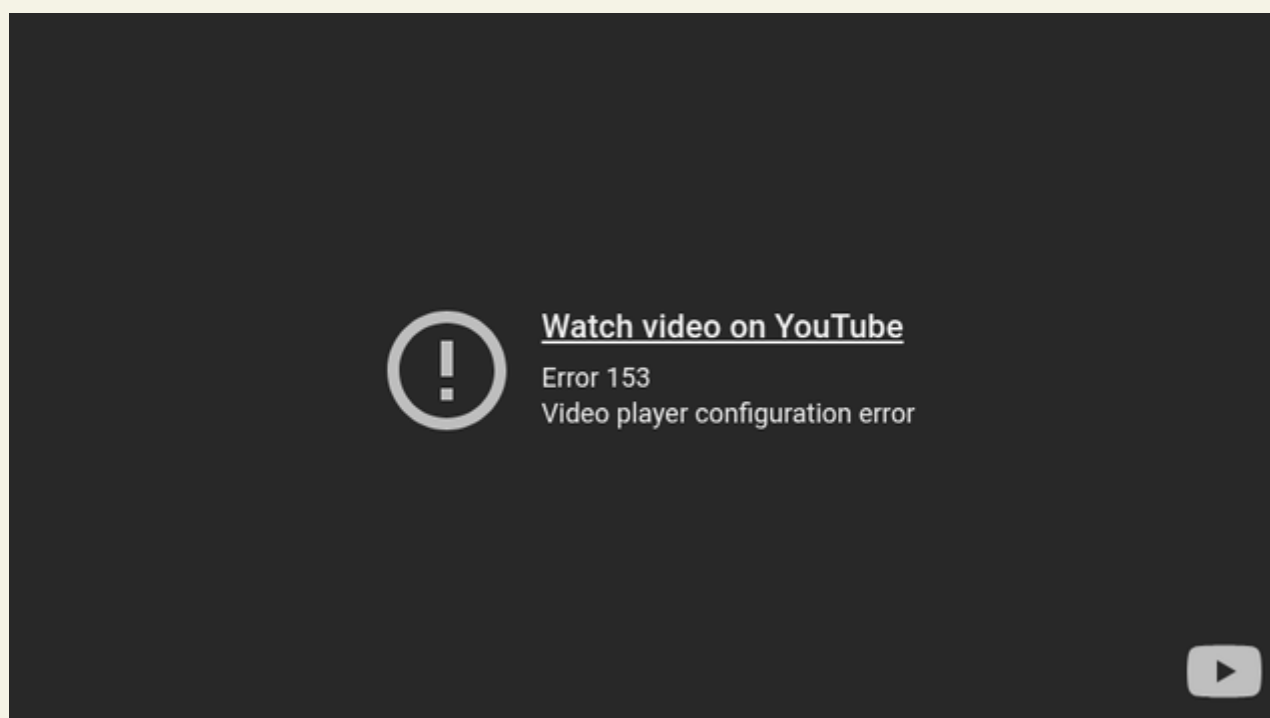
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Available at: [Final Conference](#)



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Conference recording



Available at :
<https://youtu.be/myn5E5h3vhg>





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Thank You

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We express sincere appreciation to the teams at RIC Novo mesto, Emphasys Centre, PRISM Impresa Sociale, and Gear Up for their vision, expertise, and commitment throughout the project. Your collective effort has brought financial literacy education one step closer to the real needs of young learners across Europe.



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